

# ***THE DEANERY***

ALBION COLLEGE  
ACADEMIC NEWSLETTER

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**ANNOUNCEMENTS FOR THE NEXT DEANERY ARE DUE APRIL 10, 2009.**

## **I. ANNOUNCEMENTS FROM COMMITTEES**

From Curriculum & Resources Committee:

The following change to the Minor in Geology was approved by C&RC:

Current catalog copy:

### **Requirements for Minor in Geology**

- Five units in geology, including: Geology 101 and 103 plus three other geology courses at the 200- or 300-level selected in consultation with and approved by the department. Normally, Geology 211 and 311 will not count toward completion of the minor.
- Completion of a field experience equivalent to one-half unit.
- All courses for the minor must be taken for a numerical grade.
- Departmental Colloquia: All geology minors are required to attend departmental colloquia regularly and to participate once each semester for two semesters.

Current catalog copy with changes shown:

### **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 a field experience equivalent to one-half unit.
- All courses for the minor must be taken for a numerical grade.
- Departmental Colloquia: All geology minors are required to attend departmental colloquia regularly and to participate once each semester for two semesters.

Recommended new copy:

### **Requirements for Minor in Geology**

- Five units in geology, including: either 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 a field experience equivalent to one-half unit.
- All courses for the minor must be taken for a numerical grade.

- Departmental Colloquia: All geology minors are required to attend departmental colloquia regularly and to participate once each semester for two semesters.

### **Rationale for change of Geology Minor requirement**

The Geology department is in the process of reviewing its curriculum. Our first step is to re-evaluate the “gateway” into the Minor in Geology. Currently students are required to take Geology 101 and Geology 103, our two introductory lab courses, as well as three upper level courses. This structure precludes students from counting any other introductory course toward the minor. We regularly teach four other introductory courses.

Geology 104: Earth Resources and the Environment

Geology 106: Geological Hazards

Geology 111: GIS and Geography

Geology 115: Oceans and Atmospheres

Three of these courses (Geo 104, 106, 115) are non-lab environmental category courses and meet four days per week. The fourth course is a lab course and meets 6 hours per week. It is quite common that a student’s first introduction to geology is through one of these four courses. We propose to open up the minor so that it will allow students to use one of these courses as a “gateway” course. We still will require either 101 or 103, and a student could choose both 101 and 103 courses to meet their minor requirement. Alternatively students could take one traditional introductory lab course (Geo 101 or 103) and four upper level courses to meet the requirements for the Minor in Geology.

We recommend additional changes to the wording of the catalog copy regarding the Minor in Geology:

First , the word “chair” is added to the end of the first sentence of first bullet-point to remove any ambiguity about the approval process.

Second, the second sentence about 211 and 311 was removed because it was deemed unnecessary.

### **Impacts on Geology Curricula, Enrollments and Staffing**

Many students choose to fulfill their Science distribution, Scientific Analysis Mode and Environmental Category requirements with geology courses. For these students, the current structure of the minor effectively has made a 6-unit minor, with three 100-level courses. We anticipate that the change in minor requirements will be welcomed by students as it will allow students who enjoy their introductory geology courses to pursue a 5-unit minor. It will allow Geology faculty to encourage students enrolled in the four other introductory courses (104, 106, 111, and 115) to take more geology courses and pursue a minor. Having more students opt for the minor will help populate upper level courses which have capacity. In summary, we anticipate that there will be a positive impact on enrollments, with no impact on staffing.

# # #

From the Modeling and Analysis Mode Committee of C&RC:

The Modeling and Analysis Subcommittee of C&RC has approved the request of the Department of Math and Computer Science to delist the following courses as satisfying the modeling and analysis mode requirement:

Mathematics 310: Applied Mathematical Statistics  
Mathematics/Computer Science 326: Operations Research  
Mathematics 331: Real Analysis  
Mathematics 342: Geometry  
Mathematics/Computer Science 360: Mathematical Modeling

The logic behind delisting these courses is that each one has a prerequisite that fulfills this mode of inquiry. As it would be impossible for a student to enroll in any of these five courses without having already fulfilled that graduation requirement, including them on the list is pointless.

# # #

From the Historical and Cultural Analysis Mode Committee of C&RC:

The committee is pleased to announce that HIST 251, Ancient Greece, and PHIL 220, Philosophy and History of Science, which will be offered by Jeremy Kirby next semester, have been approved to satisfy the Historical and Cultural Analysis Mode (HCAM).

# # #

From the Global Studies Committee of C&RC:

The Global Studies Category Committee has approved Geol. 111, Geography and GIS, as fulfilling the global studies category requirement.

# # #

From Course Change Committee:

The Course Change Committee approved the following new courses:

**Course Number:** COMM 314      **Course Title:** The Other Side of Interpersonal Communication

Instructor: Osborn

Offered: Spring

Frequency and Duration of Meetings: Two, two-hour meetings per week.

Prerequisites: None

Course Fee Amount: \$0.00

Units: 1

**Course Description:**

Research on interpersonal communication has traditionally suffered from a tendency to focus on the positive aspects of both humans and their relationships with others. Seemingly, there have

been general assumptions, intentional or not, that humans are inherently good and relationships are a source of positive outcomes. In actual experience, however, humans do not always act in a noble manner and relationships are not always the source of positive outcomes. This course presents research on this “other side” of interpersonal communication and relationships. Lectures and discussion topics highlight the fact that interpersonal communication has numerous outcomes, and that these outcomes can be both constructive and destructive, be both functional and dysfunctional, and bring both pleasure and pain. Over the course of the semester we will examine several of these “other” aspects of communication. Topics include deception, jealousy, gossip, revenge, relational conflict, infidelity, sexual coercion, and psychological abuse, among others.

**Course Number:** ENGL 313                      **Course Title:** Magazine Editing  
**Instructor:** Laura J Williams                      **Offered:** Fall \_Spring X  
**Frequency and Duration of Meetings:** twice a week for two hours  
**Prerequisites:** English 306 Magazine Writing                      **Course Fee Amount:** \$200      **Units:** 1

**Course Description:**

An advanced workshop for magazine development, writing and editing that ends with the publication of a new magazine.

**Course Number:** HCI 101    **Course Title:** Introduction to Healthcare  
**Instructor:** Healthcare Institute Faculty Director; Healthcare Institute Coordinator and  
Prehealth Advisor  
**Offered:** Spring                      **Frequency and Duration of Meetings:** One 1-hour meeting per week  
**Prerequisites:** Completion and submission of application materials (see Prehealth Advisor for  
the application form)  
**Course Fee Amount:** None    **Units:** .25 units

**Course description:**

Examines myriad healthcare careers and the education, rewards, and challenges associated with each one. Emphasizes the team approach to healthcare, focusing on interactions among individuals with various healthcare specializations.

**Course Number:** Japanese 301    **Course Title:** Upper Intermediate Japanese  
**Instructor:** Takami Mohri    **Offered:** Fall  
**Frequency and Duration of Meetings:** 1 Hour 3x per week + 1 hour tutorial per week  
**Prerequisites:** Appropriate level of Japanese      **Course Fee Amount:** \$0                      **Units:** 1

**Course description:**

This course will pick up where Japanese 202 left off and continue to build upon the grammar and vocabulary learned. The goal in this course is to reach a high level of proficiency in Japanese so that students are functional in conversation and can appropriately respond to different situations. Much emphasis will be placed upon producing conversation and expanding the vocabulary used in short and long sentences. Classes will also be dedicated to writing short and long, complex sentences. Weekly tutorials that meet in addition to class will focus on reviewing material presented in class as well as learning more about Japanese culture.

**Course Number:** MATH 370                      **Course Title:** Partial Differential Equations

Instructor: Mason                                      Offered: Fall every other year

Frequency and Duration of Meetings: 4 times weekly, 50 minutes/meeting

Prerequisites: Mathematics 239 and 247. Mathematics 331 recommended.

Course Fee Amount: \$0                              Units: 1

**Course Description:**

A study of the theory and applications of partial differential equations (PDE's). 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.

**Course Number:** PHED 225                      **Course Title:** Foundations of Health

Instructor: Rundle                                      Offered: Fall

Frequency and Duration of Meetings: 4 1-hour classes per week

Prerequisites: None                              Course Fee Amount: \$ 0                              Units: 1

**Course description:**

This course will provide health educators with the theoretical, philosophical, practical and professional foundations of health education. Topics include basic health education concepts, settings for health education, required competencies, professional organizations, epidemiology, communication skills, behavior change theories and models, and ethics.

**Course Number:** PHED 320                      **Course Title:** Mental Health Skills

Instructor: Johnson                                      Offered: Spring

Frequency and Duration of Meetings: 4 1-hour classes per week

Prerequisites: PHED 301                              Course Fee Amount: \$0                              Units: 1

**Course description:**

This course will introduce health education candidates to the impact of mental, emotional, and social health on disease and wellness. The focus will be on current theories, research, and skills related to managing stress, emotions, anger, and conflict. Candidates will also be able to make application of course content to the process of teaching health education.

**Course Number:** PHED 356                      **Course Title:** Theory of Coaching

Instructor: Staff                                      Offered: Fall

Frequency and Duration of Meetings: 4 – 1 Hour classes per week

Prerequisites: PHED 341                              Course Fee Amount: \$ 0                              Units: 1

**Course description:**

Students will learn about sport psychology, sport pedagogy, sport physiology and sport management. Students will be required to construct a group coaching philosophy portfolio for a specific sport. The portfolio will include specific training guidelines for the off-season, pre-season, and in-season based on sport science research presented in class. Furthermore, students will be required to identify and consult with an experienced coach throughout the semester. Upon completion of the course, students will be qualified to take the Michigan High School Athletic Association's coaching certification exam.

**Course Number:** PHED 357                      **Course Title:** Communications in Coaching  
Instructor: Staff                                      Offered: Spring  
Frequency and Duration of Meetings: 4 – 1 Hour classes per week  
Prerequisites: PHED 341                      Course Fee Amount: \$ 0                      Units: 1

**Course description:**

This course is the study of communication techniques used in coaching and/or business team settings. This would include interaction between coach-coach, player-coach, player-player, coach-team, and coach-player. Also, it would cover interaction with the community, administration, other coaches, faculty, and any other entity with whom a coach might be involved.

**Course Number:** PHED 381                      **Course Title:** Exercise Testing & Prescription  
Instructor: Staff                                      Offered: Fall  
Frequency and Duration of Meetings: Four, 50 minute sessions per week  
Prerequisites: PHED 240, PHED 368, PHED 379  
Course Fee Amount: \$ 0                      Units: 1

**Course Description:**

This course provides the student with 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. The course then instructs the student as to how to apply these assessments in development of exercise programs and prescriptions for both a general health and fitness population and a clinical population. The American College of Sports Medicine's guidelines for exercise testing and prescription will be emphasized with specific focus on the knowledge, skills, and abilities for the Health Fitness Specialist Certification.

**Course Number:** PHED 382                      **Course Title:** Scientific Basis for Conditioning  
Instructor: Staff                                      Offered: Fall  
Frequency and Duration of Meetings: Four, 50 minute sessions per week  
Prerequisites: PHED 240, PHED 368, PHED 379  
Course Fee Amount: \$ 0                      Units: 1

**Course Description:**

The purpose of this course is to understand the physiological mechanisms underlying both neuromuscular and cardiorespiratory conditioning, learn the techniques associated with anaerobic and aerobic conditioning, and experience muscular and cardiovascular evaluation and conditioning. Students will acquire an understanding of both the acute and chronic adaptations of the cardiorespiratory system to exercise stress and will explore the neural control mechanisms responsible for regulating the cardiorespiratory response to static and dynamic exercise. There will also be advanced exploration of the neural, muscular, and skeletal aspects of human physical performance and fitness. Students will acquire an understanding of both the exercise response and training adaptations of the neuromuscular system to exercise stress, and will explore ways of enhancing performance via structured resistance training and the usefulness of various nutritional supplements. Topics ranging from the physiology of strength training, muscles recruited for variable strength and endurance exercises, basic principles of strength and endurance

development, strength and endurance training variables, proper lifting technique, and safety procedures will be discussed.

**Course Number:** PHIL 220                      **Course Title:** Philosophy and History of Science  
Instructor: Kirby                                      Offered: Fall  
Frequency and Duration of Meetings: 3 times weekly, 50 minutes/meeting  
Prerequisites: None                      Course Fee Amount: \$0                      Units: 1

**Course Description:**

We undertake the project of gaining a better understanding of the nature of science and scientific explanation. Some of the questions we will pursue include the following: 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?

**Course Number:** PSYC 253                      **Course Title:** Lifespan Developmental Psychology  
Instructor: Keyes, Elischberger                      Offered: Fall  
Frequency and Duration of Meetings: 50 minutes four days per week  
Prerequisites: Psychology 101                      Course Fee Amount: none                      Units: 1

**Course description:**

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.

**Course Number:** THEA 136                      **Course Title:** Dance Technique I  
Instructor: Professor Heather Vaughan-Southard                      Offered: Fall & Spring  
Frequency and Duration of Meetings: 2 hours, twice a week  
Prerequisites: None                      Course Fee Amount: \$0                      Units: .5

**Course description:**

A study of basic to intermediate dance technique and concepts relevant to ballet, jazz, and modern dance forms.

**Course Number:** THEA 236                      **Course Title:** Dance Technique II  
Instructor: Professor Heather Vaughan-Southard                      Offered: Fall & Spring  
Frequency and Duration of Meetings: 2 hours, twice a week  
Prerequisites: None                      Course Fee Amount: \$0                      Units: .5

**Course description:**

A study of intermediate to advanced dance technique and concepts relevant to ballet, jazz, and modern dance forms.

**The Course Change Committee approved the following prerequisite changes:**

**Course Number:** ENGL 323                      **Course Title:** Creative Nonfiction Writing  
Old prerequisites: none  
New prerequisites: ENGL 101 or permission of instructor

All 300-level ENGL literature courses should require “Sophomore standing or higher or permission of instructor.”

**The Course Change Committee approved the following course number, title, and/or description changes:**

**Old Number and Title:** A&S 212: History of Sociological Thought

**New Number and Title:** A&S 212: Sociological Theory

**Old course description:**

An overview of sociological theory from classical to contemporary, with less of an eye toward the contributions of “dead white men” than an assessment of how various theories might enrich current analysis and research. 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. This course is highly recommended for students who intend to do graduate work in the social sciences.

**New course description:**

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. This course is highly recommended for students who intend to do graduate work in the social sciences.

**Old Number and Title:** CS 151: Survey of Computing

**New Number and Title:** CS 151: Information Technology

**Old course description:**

Intended for the liberal arts student who wants a one-semester introduction to computing technology and computer science. Provides an overview of current issues and events, and includes how computers work, what programming is, how the Internet and Web work, and security and privacy. Additional topics may include graphics and animation, simulations and games, artificial intelligence, mathematical reasoning and the social consequences of computers. The laboratory offers an introduction to programming in a high-level language and to computer applications such as spreadsheets, word processors, database managers and photograph editors. Not open to students who have had Computer Science 171.

**New course description:**

This course is intended for any 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 will be drawn from current events and issues. The course includes a lab where students will use different software products and explore issues in information technology. In previous years, labs have covered web development, image processing, digital music, spreadsheets, and digital special effects. This course does not count toward the Computer Science major or minor.

**Old Number and Title:** ENGL 101: Writing Essentials

**New Number and Title:** ENGL 101: Writing Essentials

**Old course description:**

Fundamentals of written communication, with particular emphasis upon individual deficiencies in grammatical forms and rhetorical structure. Admission by placement only. Students who are placed into English 100 as a result of the placement test must complete the class during their first full semester at Albion. A student placed into English 100 may drop the course only if the diagnostic testing done the first week of class alters the student's placement. The course must be taken for a numerical grade. (Not counted toward the major.) *Staff*.

**New Course description:**

An introduction to the basics of college writing, with special attention to word and sentence fundamentals. Course 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*.

**Old Number and Title:** ENGL 101: English Composition

**New Number and Title:** ENGL 101: English Composition

**Old course description:**

Encompasses the entire writing process, from generating ideas to polishing the final draft. Students learn to develop a significant, focused and clear thesis; construct unified, coherent and well-organized paragraphs; and produce concise, active, forceful prose. Initiates students into the traditions and conventions of formal argument and instructs them in the practice of editing and revising. Introduces the conventions of scholarship by teaching students to use sources effectively and acknowledge those sources appropriately. Students in English 101 write frequently, producing a minimum of 6,000 words during the semester, and they receive careful and regular commentary on their writing. (Not counted toward the major.) *Staff*.

**New course description:**

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*.

**Old Number and Title:** ENGL 203: Advanced Expository Writing

**New Number and Title:** ENGL 203: Advanced Expository Writing

**Old course description:**

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

Expository writing beyond the 101-level, with emphasis on writing for specific audiences, techniques of argumentation, and stylistic choices available to writers. *Bethune, Collar, Jordan, Lockyer, MacInnes*.

**New course description:**

Prerequisites: Sophomore standing or above and one of the following: completion of English 101

or 101H with a grade of 2.0 or better, recommendation of student's instructor in English 100, placement during SOAR or advanced placement in English. Required of students obtaining elementary teacher certification.

Advanced study of and practice in expository 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, Collar, Jordan, Lockyer, MacInnes.*

**Old Number and Title:** ENGL 205: Introductory Creative Writing

**New Number and Title:** ENGL 205: Introductory Creative Writing

**Old course description:**

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. Practice in writing fiction and poetry, combined with a critical study of selected authors. *Brown, Mesa.*

**New course description:**

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 will write and revise their own poems and short stories. This course also requires reading in and discussion of contemporary literature as well as critiques of fellow writers' work. *Brown, Mesa.*

**Old Number and Title:** ENGL 206: Writing in Place

**New Number and Title:** ENGL 206: Writing in Place

**Old course description:**

Prerequisite: English 101 or permission of instructor.

An advanced expository writing course with a thematic focus on place, nature and the environment. In addition to experimenting with various modes of writing, including exposition and creative non-fiction, students will come to a richer understanding of current environmental issues by observing, researching and writing about specific physical aspects of the natural environment. *Christensen.*

**New course description:**

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 will write in a variety of genres and modes, including exposition and creative non-fiction. *Christensen.*

**Old Number and Title:** ENGL 207: Contemporary Journalism

**New Number and Title:** ENGL 207: Multimedia Journalism

**Old course description:**

Information gathering, news reporting and feature writing for the contemporary newspaper, with background on the origins and functions of the American press.

**New course description:**

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.

**Old Number and Title:** ENGL 209: Responding to Student Writing: Consulting Theory and Practice

**New Number and Title:** ENGL 209: Responding to Student Writing: Consulting Theory and Practice

**Old course description**

Prerequisite: English 101, 101H or equivalent writing and learning experience.

An introduction to the theory and practice of writing consulting, as preparation for the individual or small group consulting that occurs in writing centers and professional consulting settings.

Includes study and writing in multiple genres (e.g., autobiography, journal, ethnography, academic research). Offered on a credit/no credit basis. *Hendrix*.

**New course description:**

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*.

**Old Number and Title:** ENGL 275: Screenwriting Fundamentals

**New Number and Title:** ENGL 275: Screenwriting Fundamentals

**Old course description:**

Prerequisite: English 101

An intensive study of feature-film screenplay format and structure, including a workshop of student step outlines, treatments and screenplays. Includes exercises addressing specific screenwriting issues, such as character, setting, dialogue and subtext, as well as reading and analyzing of already-produced screenplays. Students are required to write and revise a short (minimum 45-minute) script. Offered in alternate years. *Brown*.

**New course description:**

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 will be assigned exercises addressing specific screenwriting issues, including character, setting, dialogue, and subtext, and asked to read and analyze already-produced screenplays. In the second part, students will be required to write and revise a short (minimum thirty-minute) script. *Brown*.

**Old Number and Title:** ENGL 308: Advanced News and Feature Writing

**New Number and Title:** ENGL 308: Advanced Multimedia Journalism

**Old course description:**

Further work in news and feature writing; supervised experience reporting and writing for the weekly campus newspaper, *The Pleiad*; introduction to newspaper production.

**New course description:**

An advanced media workshop with assignments including investigative reporting, specialized coverage, long-form articles, multimedia packages and short video documentaries.

**Old Number and Title:** ENGL 309/310: News Editing I

**New Number and Title:** ENGL 309/310: Multimedia Editing I

**Old course description:**

Supervised experience in planning, editing, making up pages of the weekly student newspaper, *The Pleiad*. Weekly newspaper analysis and policy discussion.

**New course description:**

An advanced workshop for student journalists. Report, write and shoot for the Albion *Pleiad*, the award-winning, student-run campus news source.

**Old Number and Title:** ENGL 311/312: News Editing II

**New Number and Title:** ENGL 311/312: Multimedia Editing II

**Old course description:**

Advanced application of principles learned in English 309 or 310.

**New course description:**

An even more advanced workshop for student journalists. Report, write and shoot for the Albion *Pleiad*, the award-winning, student-run campus news source.

**Old Number and Title:** ENGL 321: Advanced Creative Writing (Poetry)

**New Number and Title:** ENGL 321: Advanced Creative Writing (Poetry)

**Old course description:**

Prerequisite: English 205 or permission of instructor.

Study and practice in the writing of poetry. *Mesa*.

**New course description:**

Prerequisite: English 205 or permission of instructor.

A workshop for continued study and practice in writing poetry. Students will 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 will also write critiques of fellow writers' work and read contemporary poetry. *Mesa*.

**Old Number and Title:** ENGL 322: Advanced Creative Writing (Fiction)

**New Number and Title:** ENGL 322: Advanced Creative Writing (Fiction)

**Old course description:**

Prerequisite: English 205 or permission of instructor.

Study and practice in the writing of fiction. *Brown*.

**New course description:**

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 will be asked to substantially revise their work, and to 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*.

**Old Number and Title:** ENGL 323: Creative Nonfiction Writing

**New Number and Title:** ENGL 323: Creative Nonfiction Writing

**Old course description:**

A study of literary nonfiction including the memoir, travel writing, nature writing and other forms. Discussion of the ways in which this "fourth genre" differs from journalistic writing and the ways in which it employs fiction-writing techniques. Students write their own creative nonfiction, combined with a critical study of selected literature. Authors may include both classic and contemporary writers such as Henry David Thoreau, George Orwell, James Baldwin, Annie Dillard, Joan Didion, Paul Theroux, Maxine Hong Kingston and Tobias Wolfe. *Brown, Mesa.*

**New course description:**

Prerequisite: English 101.

A study of creative nonfiction in its various forms. Discussion of the ways in which this "fourth genre" 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 (approximately 50 pages). This course also requires written critiques of fellow writers' work and extensive reading in and writing about contemporary creative nonfiction. *Brown, Mesa.*

**Old Number and Title:** ENGL 356: Visual Poetry

**New Number and Title:** ENGL 356: Visual Poetry

**Old course description:**

Combines the creation of poetry with presentation in printed form. Intended for writers and visual artists alike, this course teaches the fundamentals of writing poetry and letterpress printing. Using movable type and hand-operated printing presses, participants write, set and print their own broadsides and artists' books. Same as Art 356. *Mesa, McCauley.*

**New course description:**

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. *Mesa, McCauley.*

**Old Number and Title:** ENGL 378: Creative Writing Workshop (Fiction)

**New Number and Title:** ENGL 378: Creative Writing Workshop (Fiction)

**Old course description:**

Prerequisite: English 322, 323 or permission of instructor.

A workshop for advanced fiction writers. Student writers typically produce about 10,000 words and present selections of their in-progress work an average of three times by the end of the semester. To become familiar with current trends in fiction, students develop a personal reading list of current writers and fiction magazines. Stories will be submitted for publication. Students may emphasize creative nonfiction writing with the instructor's permission. *Brown.*

**New course description:**

Prerequisite: English 322 or permission of instructor.

A workshop for advanced fiction writers. Student writers will write one long short story (min. 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 will be asked to 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*.

**Old Number and Title:** ENGL 379: Creative Writing Workshop (Poetry)

**New Number and Title:** ENGL 379: Creative Writing Workshop (Poetry)

**Old course description:**

Prerequisite: English 321.

A workshop for advanced poets focusing on producing and critiquing student writing. Students produce a body of polished poems, several of which are critiqued by the entire class. Students should have a thorough understanding of poetic forms and devices. Students are expected to develop their own style and interests, and to revise their work significantly. Includes discussion of publishing and of contemporary literary trends. *Mesa*.

**New course description:**

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*.

**Old Number and Title:** ENGL 151: Introduction to the Survey Literature

**New Number and Title:** ENGL 151: Introduction to the Survey Literature

**Old course description:**

Strategies for the close readings of literary texts and for the development of informed written analysis. Readings will be drawn from a variety of genres. *Staff*.

**New course description:**

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*.

**Old Number and Title:** ENGL 211: Latina/o Literature

**New Number and Title:** ENGL 211: Latina/o Literature

**Old course description:**

Focuses on contemporary poetry and prose by Latina/o writers, specifically Chicana/o, Cuban-American, Dominican-American and Puerto Rican-American authors. Offers a historical context for the literature, questions the idea of a "Latina/o" identity and considers issues such as immigration, the homeland, gender and class, as well as the role of storytelling within acculturation. Authors include Algarin, Alvarez, Castillo, Cisneros, Cruz, Diaz, Espada, Garcia, Gonzalez, Santiago and others. *Mesa*.

**New course description:**

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, Diaz, Espada, and Garcia. *Mesa*.

**Old Number and Title:** ENGL 238: Terrorists and Treehuggers

**New Number and Title:** ENGL 238: Terrorists and Treehuggers

**Old course description:**

As this course was approved in the Fall 2008, no official course description is yet in the catalogue.

**New course description:**

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.*

**Old Number and Title:** ENGL 234: African American Literature

**New Number and Title:** ENGL 234: African American Literature

**Old course description:**

A survey of African American writing from 1770 to 1970, including poetry, novels, short stories and drama by such writers as Wheatley, Dunbar, Dubois, Chestnutt, Hughes, Baldwin, Wright, Baraka and Morrison. *Lockyer, Roberts.*

**New course description:**

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.*

**Old Number and Title:** ENGL 248: Children's Literature

**New Number and Title:** ENGL 248: Children's Literature

**Old course description:**

Directed at English majors and teacher certification candidates, but open to anyone interested in children's literature from the seventeenth century to the present. Emphasis on critical discussion of this literature *as* literature and on teaching techniques for bringing children in touch with books. Offered in alternate years. *Staff.*

**New course description:**

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. Offered in alternate years. *Roberts.*

**Old Number and Title:** ENGL 253: British Literature I

**New Number and Title:** ENGL 253: British Literature I

**Old course description:**

Representative works of English literature from *Beowulf* to the eighteenth century. Authors typically include Chaucer, Spenser, Shakespeare, Sidney, Donne, Wroth, Philips, Milton, and others. *Bethune, Crupi, MacInnes.*

**New course description:**

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.*

**Old Number and Title:** ENGL 255: British Literature II

**New Number and Title:** ENGL 255: British Literature II

**Old course description:**

Representative works of English literature from the eighteenth to the late nineteenth century. Authors typically include Dryden, Swift, Montagu, Pope, Johnson, Blake, Wordsworth, Coleridge, Austen, Tennyson, Hopkins, Wilde and others. (English 253 is not a prerequisite.) *Jordan, Lamouria.*

**New course description:**

A survey of representative works of English literature from the eighteenth 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.) *Jordan, Lamouria.*

**Old Number and Title:** ENGL 257: American Literature I

**New Number and Title:** ENGL 257: American Literature I

**Old course description:**

Representative works of American literature from the colonial period through the mid-nineteenth century. Authors typically include Edwards, Poe, Hawthorne, Melville, Emerson, Fuller, Thoreau, Stowe, Whitman, Dickinson and others. *Lockyer, Roberts.*

**New course description:**

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.*

**Old Number and Title:** ENGL 258: American Literature II

**New Number and Title:** ENGL 258: American Literature II

**Old course description:**

Representative works of American literature from the Civil War through the mid-twentieth century. Authors typically include Twain, James, Chopin, Wharton, Frost, Eliot, Faulkner, Merrill, Brooks, Plath, Morrison and others. (English 257 is not a prerequisite.) *Collar, Lockyer, Roberts.*

**New course description:**

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.) *Collar, Lockyer, Roberts.*

**Old Number and Title:** ENGL 261: Greek and Roman Literature

**New Number and Title:** ENGL 261: Greek and Roman Literature

**Old course description:**

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." *Crupi, MacInnes.*

**New course description:**

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*.

**Old Number and Title:** ENGL 331: British Fiction After 1850

**New Number and Title:** ENGL 331: British Fiction After 1850

**Old course description:**

Prerequisite: Sophomore standing or higher or permission of instructor.

The development of the novel in England from the time of Dickens to the present. Offered in alternate years. *Lamouria*.

**New course description:**

Prerequisite: Sophomore standing or higher or permission of instructor.

A study of the British novel from the time of Dickens to the present. Offered in alternate years. *Lamouria*.

**Old Number and Title:** ENGL 337: Victorian Sexualities

**New Number and Title:** ENGL 337: Victorian Sexualities

**Old course description:**

Prerequisite: Sophomore standing or higher or permission of instructor.

Integrates the study of literature and social history by examining how the Victorians thought and wrote about sexuality and gender. George Eliot, Christina Rossetti and Oscar Wilde are considered, alongside writings on prostitution, sexual difference and women's rights. Offered in alternate years. *Lamouria*.

**New course description:**

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. Offered in alternate years. *Lamouria*.

**Old Number and Title:** ENGL 350: The American Novel

**New Number and Title:** ENGL 350: The American Novel

**Old course description:**

Considers the novel as both a traditional and experimental genre in American letters. Examines novels as American writers' artistic expressions of national crises such as war, as well as works of art born out of America's continuing struggle between stated ideals of democracy and individual rights. Texts include Herman Melville's *Moby Dick* and William Faulkner's *Absalom, Absalom!* and five-seven additional novels selected to provide students with varied opportunities to do advanced work in American literary studies. *Lockyer, Roberts*.

**New course description:**

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, Roberts*.

**Old Number and Title:** ENGL 351: Four American Poets

**New Number and Title:** ENGL 351: Four American Poets

**Old course description**

Prerequisite: Sophomore standing or higher or permission of instructor.

A study of the poetry of four major American poets, particularly as discourse about such topics as the idea of America, its history and the role of poetry in its culture. Offered in alternate years.

*Lockyer.*

**New course description:**

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 Trethewey, Wallace Stevens, and William Carlos Williams. Focus is on whole collections. *Lockyer.*

**Old Number and Title:** ENGL 352: Literature of the American Civil War

**New Number and Title:** ENGL 352: Literature of the American Civil War

**Old course description:**

Prerequisite: Sophomore standing or higher or permission of instructor.

Examines the literature of the American Civil War and considers how the Civil War has lived in American letters from the early days of the Republic well into the post-civil rights world in which we live today. Texts will include Abraham Lincoln's speeches, Harriet Jacobs' *Incidents in the Life of a Slave Girl*, popular short stories and poems, Herman Melville's *Battle Pieces and Aspects of War*, Walt Whitman's *Drum Taps*, Charles Frazier's *Cold Mountain* and others.

*Roberts.*

**New course description:**

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.*

**Old Number and Title:** ENGL 353: Medieval Drama

**New Number and Title:** ENGL 353: Medieval Drama

**Old course description:**

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.

**New course description:**

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*

**Old Number and Title:** ENGL 354: Idea of Nature, Nature of Idea

**New Number and Title:** ENGL 354: Idea of Nature, Nature of Idea

**Old course description:**

Explores the relationship between the imagination and the natural world in the works of six American writers. Draws on the creative and critical tools of multiple disciplines--including literary studies, creative writing and natural history--to investigate how ecology provides a model for thinking and writing about the imaginative and creates capacities of the human mind and spirit. *Christensen.*

**New course description:**

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*

**Old Number and Title:** ENGL 360: The Problem of Race in American Literature

**New Number and Title:** ENGL 360: The Problem of Race in American Literature

**Old course description:**

Prerequisite: Sophomore standing or higher or permission of instructor.

An examination of the problem of black/white racial conflict in important American texts. The course examines representations of blackness and whiteness, and situates them within historical moments that have defined surges in writing about race: the coming of the Civil War, the failure of Reconstruction and the establishment of the color line, and the rise of Pan-Africanism as a matrix for the development of an autonomous African-American cultural consciousness. Offered in alternate years. *Lockyer*

**New course description:**

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.*

**Old Number and Title:** ENGL 370: Medieval Romance: The Non-Arthurian Tradition

**New Number and Title:** ENGL 370: Medieval Romance: The Non-Arthurian Tradition

**Old course description:**

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.

*Bethune.*

**New course description:**

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.*

**Old Number and Title:** ENGL 374: Theater and Society in Early Modern England

**New Number and Title:** ENGL 374: Theater and Society in Early Modern England

**Old course description:**

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. Offered in alternate years. *Crupi.*

**New course description:**

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. Offered in alternate years. *Staff.*

**Old Number and Title:** ENGL 375: Shakespeare I

**New Number and Title:** ENGL 375: Shakespeare I

**Old course description:**

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. *Crupi.*

**New course description:**

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. *Staff.*

**Old Number and Title:** ENGL 376: Shakespeare II

**New Number and Title:** ENGL 376: Shakespeare II

**Old course description:**

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. *Crupi*.

**New course description:**

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. *Staff*.

**Old Number and Title:** ENGL 401. 402 English Seminar (1/2, 1)

**New Number and Title:** ENGL 401. 402 English Seminar (1/2, 1)

**Old course description:**

Selected subjects in English and American literature or language. Typical topics include African-American women writers, Restoration drama, Melville, etc. *Staff*.

**New course description:**

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*.

**Old Number and Title:** ENGL 411, 412 Directed Study (1/2, 1)

**New Number and Title:** ENGL 411, 412 Directed Study (1/2, 1)

**Old course description:**

Prerequisites: Junior or senior standing and permission of instructor. (Permission of department required to be counted toward the major.) *Staff*.

**New course description:**

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*.

**Old Number and Title:** INTN 260: An International History of the Cold War

**New Number and Title:** HIST 260/INTN 260: An International History of the Cold War

**Old course description:**

This course aims to interpret the Cold War from international perspectives through analyzing the roles of proxy wars in Asia and anti-colonial movement of the Third World, which defies the conventional analytical framework of the U.S.-Soviet conflicts. Students are required to participate in class discussions and write a research paper based on primary documents such as The Foreign Relations of the United States (FRUS). The methodology used in this course includes reading the official documents of various governments (in English translation) and analyses of the contemporary media coverage and film analysis.

**New course description:**

Same as old course description, but will include a line at the end indicating the course is cross-listed, as follows:

INTN 260: [Current catalog description here]. Same as HIST 260.

HIST 260: [Current catalog description here]. Same as INTN 260.

**Old Number and Title:** HIST 264: Modern Japan

**New Number and Title:** HIST 264/INTN 264: An International History of Modern Japan

**Old course description:**

Analyzes the major events, ideologies, and individuals that have shaped Japanese state and society from 1600 to the present. Major themes include traditional Japanese culture; economic development; Japanese-U.S. relations; and Japanese democracy in the post-war years. Prof. Wu

**New course description:**

This course surveys the history of Japan from the 17<sup>th</sup> to 21<sup>st</sup> 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 17<sup>th</sup> century "Dutch learning," U.S., European, and Russian imperialism in the 19<sup>th</sup> century, Japanese expansion into Asia during the early 20<sup>th</sup> century, US-Japan relations during and after World War II, and immigration and population in the 21<sup>st</sup> century. Prof. Yoshii.

**Old Number and Title:** NEUR 242: Neuroscience II. Cellular and Molecular Neuroscience

**New Number and Title:** NEUR 242: Neuroscience II. Cellular and Molecular Neuroscience

**Old course description:**

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, spine and brain control of movement, brain mechanisms of emotion, wiring of the brain, and mechanisms of memory systems.

**New course description:**

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.

**Old Number and Title:** PHED 218: Biomechanics

**New Number and Title:** PHED 368: Biomechanics

**Old Number and Title:** PHYS 245: Electronics

**New Number and Title:** PHYS 245: Electronics

**Old course description:**

Prerequisite: Physics 168, or Physics 116 with Mathematics 141 and 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. *Miller.*

**New course description:**

Prerequisite: Physics 168, or Physics 116 with Mathematics 141 and 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.*

**Old Number and Title:** PSYC 251: Developmental Psychology

**New Number and Title:** PSYC 251: Child and Adolescent Development

**Old Number and Title:** THEA 330: Dance Pedagogy

**New Number and Title:** THEA 330: Dance Pedagogy

With the addition of a teaching lab, and therefore additional time required for course participation, we would like this course to convert from .5 unit to 1.0 unit. The teaching lab would consist of practical teaching experiences at Johnson Daycare, Harrington Elementary, and a class on campus for Albion College faculty and staff kids. The lab could be scheduled based on the availability of the student and would not necessarily need to be listed on the master schedule. At these institutions, the Albion College student enrolled in this course would teach basic dance movement vocabulary and technical concepts. The range in opportunities according to age, skill level, and venue would also provide the student an opportunity to adjust lesson plans based on audience.

**The Course Change Committee approved the elimination of the following courses:**

PHED: 220: Foundations of Health Education

PHED 280: Contemporary Health Issues

PHED 390: Curricula in Secondary Health Instruction

## **II ANNOUNCEMENTS FROM THE PROVOST'S OFFICE**

Transylvania University has invited nominations of faculty to participate in its annual seminar, **Twenty-first Century Liberal Education: A Contested Concept**, July 23-26, 2009, in Lexington, Kentucky. Fifteen faculty will be selected to participate. The seminar will be the fourth in an ongoing series of seminars bringing colleagues together from across the nation to address common concerns as educators at residential liberal arts colleges. Transylvania provides materials for the seminar, receptions and meals, three nights' accommodation at Gratz Park Inn, and a stipend of \$500 to apply toward travel and incidental costs. If you would like to be nominated, please contact Lori for a brochure and application.

**The Institute for Business and Finance Research** will hold its 2009 Summer Global Conference on Business and Finance May 27-30, 2009 in San Jose, Costa Rica. Theoretical, applied and empirical papers in all areas of agribusiness, business, finance, marketing, management, accounting, MIS, public administration, economics, business education and related fields are welcome. For additional information see: [www.theIBFR.com](http://www.theIBFR.com).

**The Council on Undergraduate Research** has issued a Call for Submissions for the Winter 2009 issue of the CUR Quarterly, "Undergraduate Research at the Intersection of Disciplines." CUR seeks 4 or 5 authors who can write articles helpful to CUR members who can provide insight on how to effectively guide undergraduate research programs that span traditional disciplinary boundaries.

CUR encourages articles that describe effective practices for designing and implementing inter-, multi- or transdisciplinary undergraduate research programs. Examples include, but are not limited to how to build and sustain undergraduate research programs that span traditional disciplinary boundaries - challenges and solutions; what unique or improved student learning outcomes arise from engagement in undergraduate research programs that span traditional disciplinary boundaries; how to assess student learning outcomes for undergraduate research programs that span traditional disciplinary boundaries; how study abroad programs have facilitated and promoted interdisciplinary undergraduate research; how undergraduate research programs that span traditional disciplinary boundaries contribute to, or detract from, other efforts on campus; and what are the inherent risks and potential benefits of undergraduate research programs that span traditional disciplinary boundaries.

If you are interested in submitting an article, please submit one or two paragraphs describing the focus of your proposed article by May 1, 2009 to Kelly McConaughay ([kdm@bradley.edu](mailto:kdm@bradley.edu)) and to James LaPlant ([jlaplant@valdosta.edu](mailto:jlaplant@valdosta.edu)). Decisions on invitations for full papers will be made by June 1. Final articles will be about 2500 to 3000 words in length. The final text for review and editing must be submitted by August 1, 2009. [cur@cur.org](mailto:cur@cur.org) . <http://www.cur.org>

**The Collaboration for the Advancement of College Teaching & Learning** invites proposals from college faculty, staff, administrators and students for its Fall 2009 Conference, "Bridging the Generational Divide: Working Together to Teach Millennial Students," November 13-14, Bloomington, MN. Proposals are due April 8, 2009. For additional information see: [www.collab.org](http://www.collab.org).

#### **GRANTS NEWS:**

**Ron Mourad** (Religious Studies) is part of a collaborative group of faculty from Alma and Kalamazoo Colleges, Lansing Community College and Michigan State University that has submitted a grant proposal to The Teagle Foundation on *The Humanities, Religion, and the Examined Life*.

A proposal to ACE for \$100,000/2 yrs to support "Albion College: Personally Serving Veterans" was written by **Pam Schwartz** (Academic Skills Center), **Barb Rfaill** (Corporate & Foundation Relations) and **Susan Conner** (Provost). This is for an ACE/Wal-Mart Success for Veterans Award grant to recognize higher education institutions for demonstrated leadership in developing programs to increase access to and success in postsecondary educ. for veterans and their families.

A proposal was submitted for the NSF Robert Noyce Teacher Scholarship Program. It requests \$899,140 and was written by **Nicolle Zellner** (Physics) and **Melissa Mercer-Tachick**

(Education) to support those interested in becoming STEM teachers.

**Aaron Miller** (Physics) is included in a collaborative US Dept. of Defense MURI proposal. Albion's portion of the grant would be in the neighborhood of \$150,000 over 5 years.

### III SCHOLARLY AND PROFESSIONAL DEVELOPMENT

**Maureen Balke** (Music) served as adjudicator/clinician Saturday, February 7, for the District 10 MSVMA (Michigan School Vocal Music Assoc.) at Grand Valley State University in Allendale, judging nearly 40 separate vocal solos. She was the invited judge for the Aquinas College Honors Recital competition on Friday, February 27, in Grand Rapids. On Saturday, March 7, she and adjunct voice instructor **John King** served as adjudicators for the Great Lakes Region NATS (National Association of Teachers of Singing) student solo vocal auditions, held at Youngstown State University in Ohio, and representing singers from high school through graduate levels, from Indiana, Ohio, Michigan, and Ontario.

At the NATS Student Auditions on March 7th, two students earned Honorable Mention in their categories. Jacob Trapp, a student of **Maureen Balke**, was a contestant in the combined First and Second Year College Men category, while Sarah Reed, a high school student of **John King**, earned her award in the High School Women category.

**Elizabeth Ben-Ishai** (Political Science) has been selected to receive one of eight Horace H. Rackham Distinguished Dissertation Awards of 2008. This award is given in recognition of the most exceptional scholarly work produced by doctoral students who completed their dissertations in 2008. The award will be presented at a ceremony on April 30, 2009.

**Brad Chase** (Anthropology and Sociology) recently presented a paper entitled: "Connecting the Dots: Archaeology on the Gujarati Frontier of the Indus Civilization" at the Second Annual Workshop on South Asian Archaeology sponsored by the Anthropology Department at Yale University, and has organized a session entitled "Economy and Polity in Ancient South Asia: Research and Perspectives" at the 74th Annual Meeting of the Society for American Archaeology to be held in Atlanta in April. With funding from the American Institute of Indian Studies, Brad will be returning to India this summer to continue his archaeological research program. In February, he had a great time talking about archaeology and ancient India with the 7th grade history classes at Marshall Middle School.

**Suellyn Henke** (Education) was elected to serve on the Executive Board of the Michigan Association of Colleges of Teacher Education (MACTE).

**Ian MacInnes** (English) recently gave his paper "Showing the Mettle of your Pasture: Animal Fodder as National Identity in Early Modern England" at The University of California Santa Barbara's Early Modern Center Winter Conference: "Before Environmentalism."

**Darren Mason** (Mathematics & Computer Science) collaborated on the poster presentation Deformation Mode Characterization and FEM Simulation of  $\alpha$ -Titanium Deformed in Bending, which was presented on February 15, 2009 at the 138th Meeting and Exhibition of The Minerals, Metals, & Materials Society at the Moscone's West Convention Center in San Francisco, CA. Darren's collaborators included T. R. Bieler, M. A. Crimp, Y. Yang, and L. Wang of Michigan State University (USA) and P. Eisenlohr of the Max-Planck Institut für Eisenforschung (Germany).

Darren also advised two teams of three science and mathematics students (C. Chen, W. Patton, K. Wagner & Y. Chen, C. Creighton, S. Potoczak) in the 2009 Mathematical Contest in Modeling (MCM) sponsored the **Consortium for Mathematics and its Applications**. On the evening of Thursday, February 5, 2009 at 8pm, the two Albion College mathematical modeling teams were presented with the choice of solving two different, yet thought-provoking real-life problems. Over the course of the next ninety-six hours, the team independently selected, solved, and wrote up a paper presenting each of their team's solution to the problem they chose. Each solution was completed at 8pm on Monday, February 09, 2009 and then directly emailed to COMAP for judging. Final results of this highly competitive international contest will be available by May, 2009. See [www.comap.com/mcm/](http://www.comap.com/mcm/) for more information.

**Anne McCauley's** (Art and Art History) color reduction woodcuts, *gravity* and *buoy*, have been selected for inclusion in the **Pacific States Biennial National Print Exhibition** at the University of Hawaii at Hilo and **The Printed Image II** at the Alice Sabatini Gallery in Topeka, Kansas. Her print *beacon* has been selected for the **22<sup>nd</sup> Parkside National Small Print Exhibition** at the University of Wisconsin-Parkside and the **2009 Delta National Small Prints Exhibition** at Arkansas State University.

**Dean McCurdy** (Biology) presented a talk at the University of Suriname entitled "From Canada to Suriname: Interactions between shorebirds, their prey, and their parasites on intertidal mudflats" in December 2008. In March, Dean delivered a lecture entitled "Stuck in the mud! Life in Muddy Coastal Environments of North and South America" at the Kingman Museum in Battle Creek, MI. Dean has also been invited by the Pierce Foundation to deliver a presentation on threats to amphibian populations at the Pierce Cedar Creek Institute in April.

Last month, Dean's paper entitled "Reproductive behavior of intersexes of an intertidal amphipod, *Corophium volutator*" was published in the journal Invertebrate Biology. Albion students Diana Lancaster ('06), Dan Painter ('06), and Mike Kopec ('05) are co-authors on the paper. Dean's presentation "Parasitism and stress levels in populations of green frog, *Rana clamitans*, in Western Michigan USA" has been accepted for the upcoming Annual Meeting of the Canadian Society of Zoologists in May. Albion students Monica Yalamanchili ('09) and Kelyn Carlson ('10) are co-authors on this presentation.

Dean recently received notification that his preliminary proposal to conduct research in Suriname entitled "Overwintering ecology of migratory shorebirds, their parasites, and their invertebrate prey in Suriname" was approved by the National Geographical Society (Committee on Research

and Exploration). Over the next few months, Dean will be working on a full proposal to submit to the Society.

In February, **Dean McCurdy** (Biology), **Drew Dunham** (Registrar), and **Vicki Sweitzer** (Economics & Management) attended the NCA-Higher Learning Commission workshop “Making a Difference in Student Learning: Assessment as a Core Strategy” in Lisle, IL. At the workshop they developed a plan to assess interdisciplinary/multidisciplinary programs at Albion College. Drew also delivered a series of presentations on our assessment efforts related to the Core.

**Ola Olapade** (Biology) is one of the co-authors of a published article: Kinzelman, J., McLellan, S. L., Amick, A., Preedit, J., Scopel, C. O., **Olapade, O.**, et al. (2008). Identification of Human Enteric Pathogens in Gull Feces at Southwestern Lake Michigan Bathing Beaches. *Canadian Journal of Microbiology*, 54(12), 1006-1015.