

THE DEANERY

ALBION COLLEGE
ACADEMIC NEWSLETTER

VOLUME 47, NUMBER 7
APRIL 22, 2019

ANNOUNCEMENTS FOR THE NEXT DEANERY ARE DUE MAY 6, 2019.

I ANNOUNCEMENTS FROM COMMITTEES

Curriculum & Resources Committee:

C&RC has approved changes to the Writing Competence requirement for graduation. The new language follows:

College Writing Proficiency 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, College Writing. 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 English Department 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 200-level English Department writing classes.

In order to graduate from Albion, all students must demonstrate college writing proficiency by fulfilling one of the following requirements:

1. receive a 5 on the Advanced Placement Test in English Language and Composition;
2. complete English 101, College Writing, or English 101H, College Writing Honors, at Albion College with a grade of 3.0 or above;
3. pass the Writing Competence Examination (see details below).

Students are encouraged to enroll in English 101 or 101H early in their college careers in order to

practice and improve college writing as a means to support their learning across the liberal arts curriculum and to fulfill the college writing proficiency requirement.

Upon reaching sophomore status, any student who has not yet fulfilled the writing proficiency requirement as indicated above will be automatically registered for and required to take the Writing Competence Examination (WCE) during their sophomore year. Sophomores who do not pass on their first attempt—and have not fulfilled the writing proficiency requirement otherwise—will be automatically registered for and required to take the WCE again no later than the following semester.

Upon a second WCE failure, students must contact the Director of Writing and schedule a meeting to review their writing. After this consultation, the Director of Writing will require students to participate in appropriate writing practice, which may include tutoring and/or mandatory enrollment in English 101 as part of the writing proficiency requirement. Students must complete the assigned writing practice prior to attempting the examination again.

Students who have completed 14 units or more, but who have not fulfilled the writing proficiency requirement—or taken appropriate steps with the Director of Writing to improve their writing—will be required to register for classes in subsequent semesters with the sophomore class.

Transfer students who have completed 14 units or more (including transfer courses) will be expected to have completed the writing proficiency requirement before the start of their third semester at Albion College. If the writing proficiency requirement has not been fulfilled by the start of the third semester, the students will be required to register for classes in subsequent semesters with the sophomore class.

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.

No student may receive a degree from Albion College without fulfilling the writing proficiency requirement.

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C&RC has approved the following revisions to the Spanish major in the Department of Modern Languages & Cultures:

Existing catalog language:

Requirements for Major in Spanish

A Minimum of Eight Units at the 201-level or Higher, Including:

- SPAN 301: Advanced Oral and Written Expression (1 Unit)

At Least Two Units From:

- SPAN 302: Advanced Oral and Written Expression through Hispanic Film (1 Unit)
- SPAN 303: Spanish for the Professions (1 Unit)
- SPAN 304: Advanced Oral and Written Expression through Creative Writing (1 Unit)
- SPAN 305: Multicultural Spain: Historical Perspectives and Current Issues (1 Unit)
- SPAN 306: South American Identity and Cultural Perspectives (1 Unit)
- SPAN 307: Cultural Encounters: Caribbean, Central and North America (1 Unit)
- SPAN 314: Storytellers (1 Unit)
- SPAN 315: Hispanic Studies: Textual Analysis and Interpretation (1 Unit)

And at Least Two Units From:

- SPAN 350: Women in Hispanic Literature (1 Unit)
- SPAN 360: Key Issues in Spanish Peninsular Literature and Culture (1 Unit)
- SPAN 361: Key Issues in Latin American Literature and Culture (1 Unit)
- SPAN 362: Key Issues in US Latino/Chicano Literature and Culture (1 Unit)
- SPAN 402: Seminar (1 Unit)

Proposed Changes for New Catalog Language (red/strike-through = delete; green = add)

Requirements for Major in Spanish

A Minimum of Eight Units at the 201-level or Higher, Including:

- SPAN 300: Spanish for Heritage Speakers (1 Unit)

OR

- SPAN 301: Advanced Oral and Written Expression (1 Unit)

At Least Two Units From:

- ~~SPAN 302: Advanced Oral and Written Expression through Hispanic Film (1 Unit)~~
- ~~SPAN 303: Spanish for the Professions (1 Unit)~~
- ~~SPAN 304: Advanced Oral and Written Expression through Creative Writing (1 Unit)~~
- ~~SPAN 305: Multicultural Spain: Historical Perspectives and Current Issues (1 Unit)~~
- ~~SPAN 306: South American Identities and Cultural Perspectives (1 Unit)~~
- ~~SPAN 307: Cultural Encounters: Caribbean, Central and North America (1 Unit)~~
- ~~SPAN 314: Storytellers (1 Unit)~~
- ~~SPAN 315: Hispanic Studies: Textual Analysis and Interpretation (1 Unit)~~

And at Least ~~Two~~ One Units Taken On Campus at Albion College From:

- SPAN 350: Women in Hispanic Literature (1 Unit)
- SPAN 360: Key Issues in Spanish Peninsular Literature and Culture (1 Unit)
- SPAN 361: Key Issues in Latin American Literature and Culture (1 Unit)
- SPAN 362: ~~Key Issues in U.S. Latino/Chicano Literature and Culture~~ Latinx Literature and Cultures in the United States (1 Unit)
- SPAN 372: Afro-Latinxs: TransAmerican Cultures and Identities (1 Unit)
- SPAN 388: Selected Topics (1/2 Unit)
- SPAN 389: Selected Topics (1 Unit)
- SPAN 398: Practicum (1/2 Unit)
- SPAN 401: Seminar (1/2 Unit)
- SPAN 402: Seminar (1 Unit)

Additional Requirements

- A maximum of one unit of Advanced Placement credit can count toward the major.
- All courses for the major must be taken for a numerical grade (except SPAN 398).
- Residence in language-learning housing for at least one semester (or MLAC department-approved equivalency) and successful completion of MLAC 110.
- Study abroad in an approved off-campus program approved by the MLAC department. (If individual situations prevent this, the student should speak with the department chair.)

Clean copy of proposed new catalog language:

Requirements for Major in Spanish

A Minimum of Eight Units at the 201-level or Higher, Including:

- SPAN 300: Spanish for Heritage Speakers (1 Unit)

OR

- SPAN 301: Advanced Oral and Written Expression (1 Unit)

And at Least One Unit Taken On Campus at Albion College From:

- SPAN 350: Women in Hispanic Literature (1 Unit)
- SPAN 360: Key Issues in Spanish Peninsular Literature and Culture (1 Unit)
- SPAN 361: Key Issues in Latin American Literature and Culture (1 Unit)
- SPAN 362: Latinx Literature and Cultures in the United States (1 Unit) (1 Unit)

- SPAN 372: Afro-Latinxs: TransAmerican Cultures and Identities (1 Unit)
- SPAN 388: Selected Topics (1/2 Unit)
- SPAN 389: Selected Topics (1 Unit)
- SPAN 398: Practicum (1/2 Unit)
- SPAN 401: Seminar (1/2 Unit)
- SPAN 402: Seminar (1 Unit)

Additional Requirements

- A maximum of one unit of Advanced Placement credit can count toward the major.
- All courses for the major must be taken for a numerical grade (except SPAN 398).
- Residence in language-learning housing for at least one semester (or MLAC department-approved equivalency) and successful completion of MLAC 110.
- Study in an off-campus program approved by the MLAC department. (If individual situations prevent this, the student should speak with the department chair.)

* * *

C&RC has approved the following revisions to the Spanish minor in the Department of Modern Languages & Cultures:

Existing catalog language:

Requirements for Minor in Spanish

A Minimum of Six Units at the 201-level or Higher, Including:

- SPAN 301: Advanced Oral and Written Expression (1 Unit)

At Least One Unit From:

- SPAN 302: Advanced Oral and Written Expression through Hispanic Film (1 Unit)
- SPAN 315: Hispanic Studies: Textual Analysis and Interpretation (1 Unit)
- SPAN 303: Spanish for the Professions (1 Unit)
- SPAN 304: Advanced Oral and Written Expression through Creative Writing (1 Unit)
- SPAN 305: Multicultural Spain: Historical Perspectives and Current Issues (1 Unit)
- SPAN 306: South American Identities and Cultural Perspectives (1 Unit)
- SPAN 307: Cultural Encounters: Caribbean, Central and North America (1 Unit)
- SPAN 314: Storytellers (1 Unit)

And at Least One Unit From:

- SPAN 350: Women in Hispanic Literature (1 Unit)
- SPAN 402: Seminar (1 Unit)

- SPAN 401: Seminar (1/2 Unit)
- SPAN 360: Key Issues in Spanish Peninsular Literature and Culture (1 Unit)
- SPAN 361: Key Issues in Latin American Literature and Culture (1 Unit)
- SPAN 362: Key Issues in U.S. Latino/Chicano Literature and Culture (1 Unit)

Additional Requirements

- 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 MLAC 110.

Proposed New Catalog Language (red/strike-through = delete; green = add)

Requirements for Minor in Spanish

A Minimum of Six Units at the 201-level or Higher, Including:

- SPAN 300: Spanish for Heritage Speakers (1 Unit)

OR

- SPAN 301: Advanced Oral and Written Expression (1 Unit)

At Least One Unit From:

- ~~SPAN 302: Advanced Oral and Written Expression through Hispanic Film (1 Unit)~~
- ~~SPAN 315: Hispanic Studies: Textual Analysis and Interpretation (1 Unit)~~
- ~~SPAN 303: Spanish for the Professions (1 Unit)~~
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- ~~SPAN 305: Multicultural Spain: Historical Perspectives and Current Issues (1 Unit)~~
- ~~SPAN 306: South American Identities and Cultural Perspectives (1 Unit)~~
- ~~SPAN 307: Cultural Encounters: Caribbean, Central and North America (1 Unit)~~
- ~~SPAN 314: Storytellers (1 Unit)~~

And at Least One Unit From:

- SPAN 314: Storytellers (1 Unit)
- SPAN 315: Hispanic Studies: Textual Analysis and Interpretation (1 Unit)
- SPAN 350: Women in Hispanic Literature (1 Unit)
- ~~SPAN 402: Seminar (1 Unit)~~
- ~~SPAN 401: Seminar (1/2 Unit)~~
- SPAN 360: Key Issues in Spanish Peninsular Literature and Culture (1 Unit)
- SPAN 361: Key Issues in Latin American Literature and Culture (1 Unit)
- SPAN 362: ~~Key Issues in U.S. Latino/Chicano Literature and Culture~~ Latinx Literature and Cultures in the United States (1 Unit)
- SPAN 372: Afro-Latinxs: TransAmerican Cultures and Identities (1 Unit)

- SPAN 388: Selected Topics (1/2 Unit)
- SPAN 389: Selected Topics (1 Unit)
- SPAN 398: Practicum (1/2 Unit)
- SPAN 401: Seminar (1/2 Unit)
- SPAN 402: Seminar (1 Unit)

Additional Requirements

- 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 (except SPAN 398).
- Residence in language-learning housing for at least one semester (or MLAC department-approved equivalency) and successful completion of MLAC 110.

Clean copy of proposed new catalog language:

Requirements for Minor in Spanish

A Minimum of Six Units at the 201-level or Higher, Including:

- SPAN 300: Spanish for Heritage Speakers (1 Unit)
OR
- SPAN 301: Advanced Oral and Written Expression (1 Unit)

And at Least One Unit From:

- SPAN 314: Storytellers (1 Unit)
- SPAN 315: Hispanic Studies: Textual Analysis and Interpretation (1 Unit)
- SPAN 350: Women in Hispanic Literature (1 Unit)
- SPAN 360: Key Issues in Spanish Peninsular Literature and Culture (1 Unit)
- SPAN 361: Key Issues in Latin American Literature and Culture (1 Unit)
- SPAN 362: Latinx Literature and Cultures in the United States (1 Unit)
- SPAN 372: Afro-Latinxs: TransAmerican Cultures and Identities (1 Unit)
- SPAN 388: Selected Topics (1/2 Unit)
- SPAN 389: Selected Topics (1 Unit)
- SPAN 398: Practicum (1/2 Unit)
- SPAN 401: Seminar (1/2 Unit)
- SPAN 402: Seminar (1 Unit)

Additional Requirements

- 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 (except SPAN 398).

- Residency in language-learning housing for at least one semester (or MLAC department-approved equivalency) and successful completion of MLAC 110.

* * *

C&RC approved the following changes to the Major in Spanish Language & Culture for the Professions in the Department of Modern Languages & Cultures:

Existing catalog language:

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:

The seminar must be taken after all other requirements have been met or in the final semester of completion of the major requirements.

- MLAC 105: Intercultural Understanding and Global Issues (1 Unit)

- SPAN 201: Intermediate Spanish (1 Unit)
- SPAN 202: Intermediate Spanish, continued (1 Unit)
- SPAN 301: Advanced Oral and Written Expression (1 Unit) or equivalent
- SPAN 303: Spanish for the Professions (1 Unit)
- SPAN 401: Seminar (1/2 Unit)
- and the remaining units selected from 300- or 400-level Spanish courses

Additional 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 MLAC 110.

Proposed New Catalog Language (red/strike-through = delete; green = add)

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.

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The Specific Requirements for the Major Are:

A Minimum of Nine Units, Including:

~~The seminar must be taken after all other requirements have been met or in the final semester of completion of the major requirements.~~

- MLAC 105 305: Intercultural Understanding and Global Issues (1 Unit)
- ~~SPAN 201: Intermediate Spanish (1 Unit)~~
- ~~SPAN 202: Intermediate Spanish, continued (1 Unit)~~
- SPAN 300: Spanish for Heritage Speakers (1 Unit) or SPAN 301: Advanced Oral and Written Expression (1 Unit)
- ~~SPAN 301: Advanced Oral and Written Expression (1 Unit) or equivalent~~
- SPAN 303: Spanish for the Professions (1 Unit)
- SPAN 401: Seminar (1/2 Unit)
- and the remaining units selected from 200-, 300- or 400-level Spanish courses

Additional Requirements

- The seminar (SPAN 401) 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 (or MLAC department-approved equivalency) and successful completion of MLAC 110.

Clean copy of proposed new catalog language:

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.

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The Specific Requirements for the Major Are:

A Minimum of Nine Units, Including:

- MLAC 305: Intercultural Understanding and Global Issues (1 Unit)
- SPAN 300: Spanish for Heritage Speakers (1 Unit) or SPAN 301: Advanced Oral and Written Expression (1 Unit)
- SPAN 303: Spanish for the Professions (1 Unit)
- SPAN 401: Seminar (1/2 Unit)
- and the remaining units selected from 200-, 300- or 400-level Spanish courses

Additional Requirements

- The seminar (SPAN 401) must be taken after all other requirements have been met or in the final semester of completion of the major requirements.
- An internship or a documented internship-like experience 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 (or MLAC department-approved equivalency) and successful completion of MLAC 110.

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C&RC approved the following changes to the Minor in Spanish Language & Culture for the Professions.

Existing catalog language:

Requirements for Minor in Spanish Language and Culture for the Professions

A Minimum of Six Units, Including:

- MLAC 105: Intercultural Understanding and Global Issues (1 Unit)
- SPAN 201: Intermediate Spanish (1 Unit)

- SPAN 202: Intermediate Spanish, continued (1 Unit)
- SPAN 301: Advanced Oral and Written Expression (1 Unit) or equivalent
- SPAN 303: Spanish for the Professions (1 Unit)
- and the remaining units selected from 300- or 400-level Spanish courses

Additional Requirements

- 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 MLAC 110.

Proposed New Catalog Language (red/strike-through = delete; green = add)

Requirements for Minor in Spanish Language and Culture for the Professions

A Minimum of Six Units, Including:

- MLAC ~~105~~ 305: Intercultural Understanding and Global Issues (1 Unit)
- ~~SPAN 201: Intermediate Spanish (1 Unit)~~
- ~~SPAN 202: Intermediate Spanish, continued (1 Unit)~~
- SPAN 300: Spanish for Heritage Speakers (1 Unit) or SPAN 301: Advanced Oral and Written Expression (1 Unit)
- ~~SPAN 301: Advanced Oral and Written Expression (1 Unit) or equivalent~~
- SPAN 303: Spanish for the Professions (1 Unit)
- and the remaining units selected from 200-, 300- or 400-level Spanish courses

Additional Requirements

- 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 (or MLAC department-approved equivalency) and successful completion of MLAC 110.

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- MLAC 305: Intercultural Understanding and Global Issues (1 Unit)
- SPAN 300: Spanish for Heritage Speakers (1 Unit) or SPAN 301: Advanced Oral and Written Expression (1 Unit)
- SPAN 303: Spanish for the Professions (1 Unit)
- and the remaining units selected from 200-, 300- or 400-level Spanish courses

Additional Requirements

- An internship or a documented internship-like experience that has been approved by the MLAC Department.
- A maximum of one unit Advanced Placement credit can count toward the minor.
- Residency in language-learning housing for at least one semester (or MLAC department-approved equivalency) and successful completion of MLAC 110.

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Curriculum & Resources Committee has approved the following changes to the Major in Theatre:

Current Requirements for the Major in Theatre

A Minimum of 10 Units in Theatre, Including:

- THEA 209: Dramatic Analysis (1 Unit)
- THEA 211: Introduction to Theatrical Technology and Design (1 Unit)
- THEA 251: Acting I (1 Unit)
- THEA 280: Historical Perspectives on Theatre: Ancient Greece to 1850 (1 Unit)
- THEA 281: Historical Perspectives on Theatre: 1850 to Present (1 Unit)

AND EITHER

- THEA 315: Scenic, Lighting, and Sound Design for the Theatre (1 Unit)

OR

- THEA 350: Play Direction (1 Unit)

And Four Units of Electives Chosen From:

- THEA 210: Women in the American Theatre (1 Unit)
- THEA 220: Costume and Prop Craft (1 Unit)
- THEA 285: Ethnicity in Musical Theatre (1 Unit)

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:

- ENGL 261: Greek and Roman Literature (1 Unit)
- ENGL 344: The Age of Elizabeth (1 Unit)
- ENGL 374: Theater and Society in Early Modern England (1 Unit)
- ENGL 375: Shakespeare I (1 Unit)
- ENGL 376: Shakespeare II (1 Unit)

One Course in Music or Art:

- ARTH 115: Art of the Western World (1 Unit)
- ARTH 116: World Art (1 Unit)
- MUS 111: Music Appreciation (1 Unit)

Additional Requirements

- 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.

Revised Requirements for Major in Theatre:

A Minimum of 10 Units in Theatre, Including:

- THEA 209: Dramatic Analysis (1 Unit)
- THEA 211: Introduction to Theatrical Technology and Design (1 Unit)
- THEA 251: Acting I (1 Unit)
- THEA 280: Historical Perspectives on Theatre: Ancient Greece to 1850 (1 Unit)
- THEA 281: Historical Perspectives on Theatre: 1850 to Present (1 Unit)

AND EITHER

- THEA 315: Scenic, Lighting, and Sound Design for the Theatre (1 Unit)

OR

- THEA 350: Play Direction (1 Unit)

And Four Units of Electives Chosen From:

- THEA 210: Women in the American Theatre (1 Unit)
- THEA 220: Costume and Prop Craft (1 Unit)
- THEA 285: Ethnicity in Musical Theatre (1 Unit)

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:

- ENGL 261: Greek and Roman Literature (1 Unit)
- ENGL 344: The Age of Elizabeth (1 Unit)
- ENGL 374: Theater and Society in Early Modern England (1 Unit)
- ENGL 375: Shakespeare I (1 Unit)
- ENGL 376: Shakespeare II (1 Unit)

One Course in Music or Art:

- ARTH 115: Art of the Western World (1 Unit)
- ARTH 116: World Art (1 Unit)
- MUS 111: Music Appreciation (1 Unit)

Additional Requirements:

- All courses for the major must be taken for a numerical grade.

- **Theatre majors will be required to make a significant contribution to all four shows of the academic year. Acceptable participation includes: Being a member of the cast, design team, stage management, run crew, costume or set construction teams, paint crew, or ushering staff. Any paid labor does not count towards participation. In the event that a student is unable to participate in any of the aforementioned capacities, an appropriate “significant contribution” will be prescribed by the faculty.**
- **Theatre majors will complete a senior capstone project, which will consist of a major creative contribution to a departmental production in the student’s area of emphasis. An accompanying written narrative will document the entire creative process of the project and serve as the student’s culminating statement on their course of study in the department.**

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Curriculum & Resources Committee has approved the following changes to the Minor in Theatre:

Current Requirements for Minor in Theatre

Six Units in Theatre, Including:

- THEA 111: Theatre Arts (1 Unit)
- OR
- THEA 209: Dramatic Analysis (1 Unit)
- THEA 211: Introduction to Theatrical Technology and Design (1 Unit)
- THEA 251: Acting I (1 Unit)
- THEA 280: Historical Perspectives on Theatre: Ancient Greece to 1850 (1 Unit)
- THEA 281: Historical Perspectives on Theatre: 1850 to Present (1 Unit)

One Elective Chosen From:

- THEA 210: Women in the American Theatre (1 Unit)
- THEA 220: Costume and Prop Craft (1 Unit)
- THEA 225
- THEA 285: Ethnicity in Musical Theatre (1 Unit)

OR

- Any 300-level or higher course
- OR

Four 1/4-unit practica

- THEA 175: Theatre (1/4 Unit)

- THEA 176: Theatre (1/2 Unit)

Note:

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.

Revised Requirements for Minor in Theatre:

Six Units in Theatre, Including:

- THEA 111: Theatre Arts (1 Unit)

OR

- THEA 209: Dramatic Analysis (1 Unit)

- THEA 211: Introduction to Theatrical Technology and Design (1 Unit)

- THEA 251: Acting I (1 Unit)

- THEA 280: Historical Perspectives on Theatre: Ancient Greece to 1850 (1 Unit)

- THEA 281: Historical Perspectives on Theatre: 1850 to Present (1 Unit)

One Elective Chosen From:

- THEA 210: Women in the American Theatre (1 Unit)

- THEA 220: Costume and Prop Craft (1 Unit)

- THEA 225

- THEA 285: Ethnicity in Musical Theatre (1 Unit)

OR

- Any 300-level or higher course

OR

Four 1/4-unit practica

- THEA 175: Theatre (1/4 Unit)

- THEA 176: Theatre (1/2 Unit)

Note:

All courses for the minor must be taken for a numerical grade.

Theatre minors will be required to make significant contributions to any two shows of the academic year. Acceptable participation includes: Being a member of the cast, design team, run crew, stage management, and costume or set construction teams. Any paid labor does

not count towards participation. In the event that a student is unable to participate in any of the aforementioned capacities, a significant contribution will be prescribed by the faculty.

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Scientific Analysis Committee:

The Scientific Analysis Mode subcommittee has approved the Department of Chemistry's application for CHEM 152 as fulfilling the Scientific Analysis Mode.

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The Faculty Development Committee has approved the following grants:

Small Grants:

Vicki Baker (Economics & Management) and **Vanessa McCaffrey** (Chemistry/FURSCA) to conduct surveys on 20 years of FURSCA

Elizabeth Barrios (Modern Languages & Cultures) to participate in the Teaching Spanish Heritage Speakers Workshop

Drew Christopher (Psychological Science) to conduct summer research on predictors of overconfidence effect

Ashley Feagin (Art & Art History) to conduct a self-directed residency on Motherhood

Dianne Guenin-Lelle (Modern Languages & Cultures) to update her Francophone Louisiana course

Stephanie Henderson (Theatre) to participate in playwriting workshops

Lia Jensen-Abbott (Music) to give a recital and teach master classes at Howard University

Marcie Noble (Modern Languages & Cultures) to participate in the Teaching Spanish Heritage Speakers Workshop

Christopher Rohlman (Chemistry) to conduct summer research on the characterization of RNA Transcriptional Pausing Complexes

Matthew Schoene (Anthropology & Sociology) to hire a part-time summer student research assistant to collect and code data and conduct literature searches

Dan Skean (Biology) to order reprints of a journal for distribution to local and state officials, and

funding to travel to Michigan's Upper Peninsula to learn about its plants

Dawid Tatarczyk (Political Science) to distribute a survey to Polish clergy

Mareike Wieth (Psychological Science) to conduct summer research on predictors of overconfidence effect

Large Grants were awarded to:

Danit Brown (English) to participate in two writing retreats

Julie Cousins (Kinesiology) to participate in the International Sport Nutrition Conference

Karen Erlandson (Communication Studies) to expand her experiences in persuasion and emotion

Allison Harnish (Anthropology & Sociology) to undertake a research trip to Zambia

Ken Saville (Biology) to continue his education in Python

Carrie Walling (Political Science) to participate in a post-tenure writing intensive professional development program

Combined Small and Large Grants have been awarded to:

Abigail Cahill (Biology) to conduct research on salt marshes in Michigan

Michael Dixon (Art & Art History) to participate in a solo exhibition at the David Richard Gallery in Harlem

Cliff Harris (Chemistry) to support student research assistants and to support his collaboration with a colleague at the University of Nebraska

Dale Kennedy (Biology) to support her research on House Wrens at the Whitehouse Nature Center

Lisa Lewis (Chemistry) to provide summer support at the American Association for the Advancement of Science & Technology

Sheila Lyons-Sobaski (Biology) to participate in a botany workshop in Marquette, MI, and to continue her research on prairie rose gentian

Bindu Madhok (Philosophy) to conduct summer research in Kolkota, India

Mick McRivette (Geological Sciences) to conduct research on tectonic evolution of Scandinavian Caledonides

Carrie Menold (Geological Sciences) to conduct research on ultrahigh-pressure fluids in mountain belts

Kevin Metz (Chemistry) to continue his collaboration with Dr. Paula Colavita in Ireland on development of a silver nickel bimetallic hydrogenation catalyst

Perry Myers (Modern Languages & Cultures) to support his appointment as a visiting guest professor at the École normale Supérieur in Paris, and to conduct research on migration issues/nationalism/far right political groups in Berlin, Germany

Ola Olapade (Biology) to conduct DNA barcoding

Marcy Sacks (History) to conduct research on the evolution of white Union soldiers' attitudes about African Americans during their service in the Civil War

Craig Streu (Chemistry) to conduct summer research on campus and with a collaborator in Ann Arbor

Peter Valdina (Religious Studies) to support his research at the British Library

The Associate Professor Fellowship was awarded to **Carrie Walling** (Political Science) to continue her research on "Measuring the Justice Norm: The Entanglement of Principle and Power at the United Nations."

The James & Dorothy Blanchard Faculty Fellowship was awarded to **Philip Voss** (Physics) to support his research on "Extending the Reach of Experimental Physics at Albion College."

The Joyce Ferguson Faculty Development Fund was awarded to **Lia Jensen-Abbott** (Music) to continue her work on the Albion College Diabelli Squared Commissioned Composers Project.

II ANNOUNCEMENTS FROM THE PROVOST'S OFFICE

The Interfaith Leadership Institute will be held August 2-4, 2019, in Chicago, IL. Be sure to register by May 31 to take advantage of early bird discounted rate. Since your campus hasn't attended an ILI in a few years, **your campus is eligible for two free registrations. Use the code NCILI2019 to waive your registration fee.**

Thanks to generous funding from the Lily Endowment Inc. and the MJ Murdock Charitable Trust, there are additional scholarships for religiously-affiliated universities. If you are interested and want to talk more about scholarship options and funding, please email leadershipinstitute@ifyc.org.

This year, there are four educator tracks for varying experience levels. The educator track, Foundations of Interfaith Cooperation: Laying the Groundwork, offers the opportunity to learn to lead introductory interfaith activities and methods for creating interfaith learning outcomes. Learn more about the educator tracks at <https://www.ifyc.org/ili/who-can-come#educator>.

III SCHOLARLY AND PROFESSIONAL DEVELOPMENT

Drew Ash (Mathematics & Computer Science) recently gave a talk entitled ``Bounded Topological Speedups: Entropy and Substitutions" at the Carolina Dynamics Symposium.

Vicki Baker (Economics & Management) recently completed the following presentations/workshops for the American Educational Research Association in Toronto (April, 2019).

- Baker, V. L. (chair), & Lester, J. (co-chair) (April, 2019). "Assuming agency: Taking Ownership of the Mid-Career Stage." A pre-conference workshop delivered at the annual meeting of the American Educational Research Association, Toronto, CA
- Singer, S., Austin, A.E., Baker, V.L., Grimm, A., Shanks, L., Storer, A., Bae, S., Ring, M. "Improving Quality and Inclusion in STEM Undergraduate Education Through Organizational Change Networks." Research paper delivered at the annual meeting of the American Educational Research Association, Toronto, CA

After serving 12 years as secretary/treasurer, **Mark Bollman** (Mathematics & Computer Science) was elected to a 3-year term as the Michigan Section's representative to the Congress of the Mathematical Association of America. The MAA Congress is an elected body that advises the Association's Board of Directors in its work to fulfill the MAA's mission.

Mark continues his involvement with high school mathematics competitions, recently serving as a judge for the MathWorks Math Modeling (M3) Challenge and as an assistant coach for the Michigan All-Stars. The All-Stars are drawn from the top 100 students participating in the Michigan Mathematics Prize Competition, and will compete in the American Regions Mathematics League national contest on June 1 at the University of Iowa. Albion graduate David Friday '04 serves as the All-Stars' head coach.

Abigail Cahill (Biology) had a co-authored paper accepted for publication:

De Jode A, David R, Hagenauer A, Cahill AE, Erga Z, Guilleman D, Sartoretto S, Rocher C, Selva M, Le Gall L, Feral J-P, Chenuil A. In press. From seascapes ecology to population genomics and back. Spatial and ecological differentiation among cryptic species of the red algae *Lithophyllum stictiforme*/L. *cabiochiae*, main bioconstructors of coralligenous habitats. Molecular Phylogenetics and Evolution.

Nancy Demerdash-Fatemi's (Art & Art History) chapter, "Constructing Dignity: Primitivist Discourses and Spatial Economies of Development in Postcolonial Tunisia," was just published in the edited volume, Social Housing in the Middle East: Architecture, Urban Development, and Transnational Modernity (Indiana University Press, March 2019). This piece derives from her doctoral research and book manuscript. Additionally, Nancy just published her review of *Les Sans Arche D'Adel Abdessemed et Autres Coup de Balai* (Paris: Gallimard, 2018)--a French text by the Jewish, Algerian-born feminist and literary theoretician Hélène Cixous--in the Journal of North African Studies. She also received a National Endowment for the Humanities fellowship to

participate in a summer institute at the University of Arizona-Tucson on the theme of "Middle Eastern Millennials through Literature, Culture, and Media" to be held this August.

Allison Harnish's (Anthropology & Sociology) co-authored article "Rivers and Roads: A Political Ecology of Development, Displacement, and Chronic Liminality in Zambia's Gwembe Valley" was published in Economic Anthropology (<https://doi.org/10.1002/sea2.12151>).

On April 5, **Joseph Ho** (History) presented a paper at the Global History and Catholicism conference at the University of Notre Dame, hosted by the Cushwa Center for the Study of American Catholicism. His paper was entitled "The 16mm Bridge: Transnational Filmmaking, American Catholic Missions, and Cold War Imaginations in Pre-1949 China."

On April 12-14, Joseph took part in the 27th Annual ASIANetwork Conference at the University of San Diego. He organized a panel (featuring colleagues from Bowdoin, Kenyon, and Skidmore Colleges) on innovative liberal arts pedagogy in Asian Studies, titled "Outside the Box: Teaching East Asia with Digital Media, Historical Artifacts, and Performative Activities." Joseph also presented a paper on "Encountering East Asia in Sight and Sound: Material Artifacts, Historical Technologies, and New Pedagogical Engagements."

Ashley Miller (English) participated in the Eighteenth-Century Seminar at the Newberry Library in Chicago, IL, in March.

Christopher Riedel (History) presented a paper titled "Crusade and Confederacy: Lost Causes?" at the Narrative & Nostalgia Conference 2019 at Virginia Tech on March 30.

Dawid Tatarczyk (Political Science) will be attending the 115th American Political Science Association's Annual Meeting & Exhibition (August 29 – September 1, 2019) in Washington, DC. He will serve as a discussant on the "Achieving Representation in Electoral Democracies" panel.

In March, **Carrie Walling** (Political Science) presented the following papers at the Annual Meeting of the International Studies Association, "The United Nations Security Council and the Norm of Legal Accountability," and "International Responses to Mass Atrocity Crimes post-1945: Judicial and Military Responses." Walling also organized and participated on a distinguished human rights scholar panel celebrating the work of Kathryn Sikkink.

In April, Walling was invited to participate in a human rights workshop with the Weiser Center for Diplomacy at the University of Michigan.

Meghan Farley Webb's (Anthropology & Sociology) review of In This Body: Kaqchikel Maya and the Grounding of Spirit (by Servando Z. Hinojosa) was published in the April issue of the journal Ethnohistory.

Nicolle Zellner (Physics) had several presentations at the 50th Lunar and Planetary Science conference:

K. A. Hess, R. R. Fu., N. E. B. Zellner, S. M. Tikoo (2019) Paleomagnetic Field Intensity and Magnetic Field Recording Characteristics of Apollo 15 Glasses, Lun. Plan. Sci. Conf., The Woodlands, TX, March, 3190.pdf.

Y.-H Huang, D. A. Minton, J. R. Elliott, C. Andronicos, P. Q. Nguyen, N. E. B. Zellner (2019) A Short-lived Lunar Impact Spike Induced by Copernicus Crater-forming Sesquinaries versus a Long-duration Global Impact Resurfacing ~800 Ma Ago from a Modeling Perspective, 50th Lun. Plan. Sci. Conf., The Woodlands, TX, March, 3010.pdf.

N. E. B. Zellner, J. A. Rathbun, E. A. Ziegelman* (2019) LPSC @ 50: What do 18 Years of Presentation Data Tell Us?, 50th Lun. Plan. Sci. Conf., The Woodlands, TX, March, 3024.pdf.

Additionally, Nicolle gave multiple public and science talks, including the American Astronomical Society Harlow Shapley Lecture (invited) at the Neville Public Museum in Green Bay, WI. Nicolle also gave science talks to the Geology Club and to faculty, staff, and students in the Department of Natural and Applied Sciences at UW-Green Bay.