

# **C O U R S E D E S C R I P T I O N S**

## **S U M M E R S E S S I O N 2 0 0 9**

### **SCHOOL OF COMMUNITY EDUCATION WITTENBERG UNIVERSITY**

#### **AFRICAN STUDIES**

**270C Lesotho, Africa field study**

Scott Rosenberg

*See Special Courses section in the Summer Bulletin.*

#### **ART**

**121A Basic Drawing**

Jack Mann

Explores the descriptive and formal potential of drawing as an expressive art medium. We will use an assortment of drawing media such as pencil, charcoal, conti crayon, pen and ink and ink wash. We will work from a variety of subjects, including still life, architecture, and nature studies. Students will be expected to keep an out-of-class sketchbook.

**280-01 Topic: Watercolor**

Jack Mann

An introduction to the materials and techniques of this medium. Summer is an ideal time for this course, for natural sunlight awakens the greatest range of possibilities for rendering. The course includes outside assignments, with much work being done out of doors.

**280-02 Watercolor in Rome field study**

Ed Charney

*See Special Courses section in the Summer Bulletin.*

**280-03 Art History Study in Rome field study**

Alejandra Gimenez-Berger

*See Special Courses section in the Summer Bulletin.*

## BIOLOGY

### **104B Topic: Insects and Society**

Carmen Trisler

*See also BIOL 238B*

Students will be introduced to biological concepts through the study of insects, and will discover the importance of the role played by insects in the world of living things. We will consider them not as pests, but as the most dominant group of animals on the earth in this era of cosmic time and one of intrinsic value to human society. Insects are the largest class of animals on the planet. Every child seems to be an entomologist until we socialize the impulse out of the little person. This entomology course is designed to restore the sense of discovery and wonder in the fascinating world of insects. Course content includes insect collection and identification, classification and unique behaviors. Emphasis is on collection and preservation of specimens representing a prescribed number of Orders and Families. Identification of insects to the taxonomic level of Family using dichotomous keys as well as field characteristics is taught in labs. Evaluation is based on three exams and an insect collection. (The difference between the cross-listed courses Bio 238 and Bio 104 is the number of hours spent in lab and the size of the required insect collection. Course content is the same.)

### **104B Topic: Herpetology**

Kevin Gribbins

*See also BIOL 250*

We will study the anatomy, physiology, natural history, and evolution of reptile and amphibians. Lectures will start with a taxonomic introduction to the reptiles of the world, focusing mainly on those of the United States and particularly those found in Ohio. We will continue with a discussion of the evolved adaptations that have enabled reptiles to make the transition to land. We will treat the anatomical and physiological specializations that occurs within the reptiles, allowing them to succeed in the terrestrial environment and to reproduce free from water. We will also include specializations for feeding and mobility within the niches that reptiles and amphibian occupy. Our course includes a weekly field experience in which students travel to parks and reserves around the Springfield area; there is also a Saturday trip to the All-Ohio Reptile Show in Columbus. We will collect and photograph mid-Ohio amphibians and reptiles and will then research the specimens so as to produce presentations on their natural history, taxonomy, habitat/collecting site, evolution, and distinctive features.

### **131B Woody Plants of the Natural & Urban Environment**

Ron de Langlade

*See also BIOL 230*

We will learn about the trees, shrubs, and vines that appear in our daily environment—what they are, how they grow, how one cares for them. We will spend much of our class time in the field, both on campus and at other sites. Students, working in pairs, will make a collection of specimens. The course is open to non-major and major/minor students alike; in addition to its General Education application, the course fulfills a Botany requirement in the Biology program. No textbook, but students must purchase three taxonomic keys.

### **141N Duke Marine Lab field study**

Kathleen Reinsel /  
James Welch

*See Special Courses section in the Summer Bulletin.*

**215 Genetics** Matt Collier

We will examine the scope and significance of modern genetic principles. Lecture and lab topics will include molecular and Mendelian genetics, protein synthesis, recombinant DNA, genetic engineering, effects of stressors upon genetic systems, human genetics, and population genetics. We will pay particular attention to learning how to apply basic genetic principles to biological problems and to developing analytical skills.

**230 Woody Plants** Ron de Langlade  
*See also Biology 131B. For activities specific to 230 students, contact the professor.*

**237 Microbiology** Jay Yoder

Basic principles of bacteriology and virology, stressing structure, metabolism, classification and application.

**238B Entomology** Carmen Trisler  
*See also Biology 104B. For activities specific to 238 students, contact the professor.*

**249B Northern Forests field study** Tim Lewis  
*See Special Courses section in the Summer Bulletin.*

**250 Herpetology** Kevin Gribbins  
*See also BIOL 104B. For activities specific to 250 students, contact the professor.*

**250B Tropical Herpetology in the Yucatan field study** Kevin Gribbins  
*See Special Courses section in the Summer Bulletin.*

**255 Biological Literacy** Matt Collier

Study of common sources, methods and techniques used in presenting biological literature. A strong emphasis on bibliographic sources and written and oral presentation of biological materials. Recommended for students planning to enter graduate programs in biology.

**258B Duke Marine Lab field study** Kathleen Reinsel / James Welch  
*See Special Courses section in the Summer Bulletin.*

## CHEMISTRY

**100N Chemistry & Society** Amil Anderson

Designed to introduce the study of chemistry to the non-science major. Particular focus on science and society connections. Topics vary with instructor. Some laboratory experience may be included, but this course does not satisfy the Natural World requirement for a lab course. Credit cannot be applied toward a chemistry major or toward science course requirements for other science majors.

**201 Organic Chemistry I**

Peter Hanson

This is a one-semester survey course of organic chemistry. We will cover aliphatic and aromatic organic compounds and will focus on most common functional groups. The emphasis will be on bonding and structural theory, nomenclature, stereochemistry, and reactions of organic molecules. The course has an interactive lecture format where students will be free to ask questions. Many problems will be assigned as homework. The course will emphasize reaction mechanisms as the basis for understanding organic reactions. The laboratory component will emphasize the techniques for preparation, isolation, analysis, and spectral identifications of organic compounds.

**COMMUNICATION****190 Public Speaking**

Stefne Broz

Addresses basic theoretical principles of effective public speaking necessary for pluralistic audiences, concentrating on content, organization, audience analysis, ethics, language, and delivery. Students apply these principles to several oral presentations of their choosing; some speeches are rehearsed, while the others are impromptu. Students also learn how to develop and use effective visual aids, including PowerPoint.

**220C/S Japanese Communication and Culture**

Stefne Broz

The focus of this course is on the various ways in which culture influences human communication behaviors and relationships in multiple contexts; specifically, it is designed to introduce students to Japanese culture through the study of communication. Using concepts from the fields of intercultural communication and Japan studies, students will learn about uniquely Japanese cultural norms, expectations and behaviors as they pertain to communication behaviors and expectations.

**220 San Diego, California (Comic Con) field study**

Matthew Smith

*See Special Courses section in the Summer Bulletin.*

**270S Interpersonal Communication**

Kathleen Warber

Introduces message production and interpretation in a face-to-face context. The primary objective of this course is to illustrate how choices in interpersonal communication behaviors are basic to our character as human beings and the nature of our interpersonal relationships.

**EAST ASIAN STUDIES****EAST 100C Introduction to East Asia**

Jennifer Oldstone-Moore

Introductory survey of the societies of China, Japan and Korea. Primarily designed for the student with no background knowledge of East Asia, this course examines the broad themes that shape these countries.

**EAST 220C/S Japanese Communication and Culture**

Stefne Broz

See COMM 220C/S

**EAST 290C Wittenberg in China: On the Silk Road field study**

*See Special Courses section in the Summer Bulletin.*

Marcia Frost/  
Stephen Smith

## ECONOMICS

**190S Principles of Economics**

Lawrence Gwinn

An introduction to the basic principles of the discipline. Topics include supply and demand, marginal analysis, perfect competition, profit maximization, aggregate demand and supply, the level of employment, inflation, fiscal policy, monetary policy, and international trade.

## EDUCATION

**111 Human Development: Birth through Middle Childhood**

Stefan Broidy

Focuses upon the physical, social, emotional, intellectual, and moral development of children in these stages. Emphasis is upon the interactions of nature and social/cultural contexts that explain the wide range of diversity of students at this age level. Family constellations will be a particular focus. The course provides an examination of human development prior to age three to acquaint the student with knowledge about children prior to their entry into formal education and provides an examination of human development through middle childhood years so that students acquire an appreciation for the full range of human development related to early and middle childhood. The course is designed for students seeking licensure in either Early or Middle Childhood; it requires field experience of approximately five hours and concurrent registration in EDUC 120.

**112 Human Development: Middle Childhood through Young Adult**

Stefan Broidy

Focuses upon the physical, social, emotional, intellectual and moral development of children in middle childhood through early adolescence and young adulthood. Emphasis is placed upon the interactions of nature and social and cultural contexts that explain the wide range of diversity of students at this age level. Healthy development is stressed as it relates to family constellation, threats to health, safety, and risk behaviors in the contemporary society. The course is designed for students seeking licensure in either Middle Childhood or Adolescence to Young Adult. It requires field experience of approximately five hours and concurrent registration in EDUC 120.

**113 Human Development: Adolescence through Young Adult**  
(Combined with 112)

Stefan Broidy

An extension of the content developed in EDUC 111, designed for students seeking multi-age licensure in art, drama/theatre, foreign language, music, and special education. The course focuses upon the physical, social, emotional, intellectual, and moral development of the adolescent through young adult school-age population. Emphasis is placed upon interactions of nature and social and

cultural contexts that explain the wide range of diversity of students. Requires field experience of approximately five hours.

**120 Introduction to Students with Special Needs**

Sally Brannan

An examination of how schools and society respond to students who have special needs, including students with disabilities, those alienated from school, and those whose linguistic or cultural backgrounds differ from mainstream society. The course focuses on disability as the context for examining student diversity and the schools.

We will review legislative mandates relating to students with disabilities, teacher roles for identifying and referring students, educational programming options available, and approaches for creating more inclusive school environments. The course challenges prospective teachers to make connections between what is known about human development and diversity and what is believed about human dignity and the purposes of American education, about what is known about current educational practices and what is possible in terms of educational vision. Requires approximately 5 hours of field-based experiences with school-age and adult individuals with disabilities. This course will have an Early/Middle Childhood/Adolescence focus when paired with EDUC 111 and a Middle Childhood/Adolescence focus when paired with EDUC 112. Requires concurrent registration in EDUC 111 or 112.

**345 Assessment & Strategies for Students with Literacy Difficulties**

Debra Mallonee

We will examine recent theories and research concerning the nature of reading and language arts learning with focus on the diverse needs of learners. We will also examine structured literacy initiatives, such as state and federal programs that ensure all children learn to read and write successfully. In the field/clinical work, we will put theory into practice by applying principles of authentic assessment, interpretation of results, planning interest-based and strengths-focused lessons, direct and inductive instruction, and ongoing evaluation of progress of learners. Students will become skilled in differentiating instruction and using high potency literacy routines during field work with individuals. Requires approximately 25 hours of field experience consisting of individual assessment and intervention. For students pursuing Intervention Specialist Licensure and /or Reading Endorsement, field experience will be with students exhibiting moderate to severe reading difficulties.

**ENGLISH**

**101E Expository Writing**

Brian Heaney

Practice in the basic principles of expository writing. A prerequisite to all other English courses except English 100. To meet the general education writing goal, each student must complete this course with a grade of C- or above. Should be taken in the first year of college. Writing intensive.

**180A Film Noir**

Scot Hinson

Film noir, or “black film,” has been variously labeled as a period in film history, a style of film, and as a separate film genre with its own themes and conventions. No matter how you define it, films labeled as film noir are “deeply unromantic” films that “take a sneaking delight in their displays of passion gone wrong and of murderous calculation confounded.” This course will examine the

distinctive “noir” visual style and the characteristic “noir” thematic of lives ruled by an unkind fate. We will also trace the history of film noir from its origins in German expressionism and postwar nihilism, to its golden period in the 1940’s and 1950’s, and to its persistence through the rest of the 20<sup>th</sup> century in neo-noir (post-classic noir or nouveau noir). We will also look at the debt that these films owe to what the French called “serie noir,” the searing crime and detective fiction of the 1930’s, 40’s, and 50’s. We will examine particularly closely the cultural work of these films and the questions film noir raises about the nature of masculinity, femininity, and homosexuality and their representations in film noir.

**180A Shakespeare and Company**

Ty Buckman

Introducing a selection of the most interesting and influential plays from the English Renaissance, the course follows two sequences, tragic and comic. The first begins with Marlowe’s outrageous, world-conquering hero, *Tamburlaine*, and moves on through Shakespeare’s *Othello* and John Webster’s bloody *The Duchess of Malfi*. The second sequence includes three comic heroes, sometimes victimized by social prejudice, sometimes by their overpowering greed: Marlowe’s *The Jew of Malta*, Shakespeare’s *The Merchant of Venice*, and Ben Johnson’s *Volpone*. All remarkably accessible to twenty-first century readers and viewers, these plays will afford students a new perspective on Shakespeare’s work, a sampling of less familiar masterpieces from the period, and practice in the basics of analyzing and appreciating literature.

**240 Beginning Creative Writing**

Jody Rambo

Beginning course in creative writing — fiction, poetry and drama. The rudiments and beyond. This course is a prerequisite to all advanced creating writing courses. Writing intensive.

**290A American Literary Traditions**

Robert Davis

Study of a historically broad selection of important American texts representing the racial, gender, and generic diversity of American literature focused on an overarching theme (journeys, the gothic, identity formation, difference, etc.).

**344 Screenwriting Institute**

Michael McClelland

*See Special Courses section in Summer Bulletin.*

**GEOGRAPHY**

**330 City Services & Geographical Data-Base Management**

Olga Medvedkov

*See Special Courses section in the Summer Bulletin.*

**GEOLOGY**

**110B Introduction to Geology**

David Miller

Intended for the non-science student. Emphasis on concepts and methodology of the science of geology and its application to problems of human concern about the earth. Note the required

Saturday field trip. Dr. David Miller is on the faculty at Clark State Community College and has taught at Wittenberg for the last three years.

## GERMAN

### 105 German for Professionals I

Tim Bennett

The foundation course of the two-course series designed to meet the needs of professional learners by allowing them to demonstrate competency in German while incorporating their professional interests into their language learning. The course and classroom experience are designed to accommodate the lifestyle of students in the Community Education program. Enrollment is limited to students in the School of Community Education.

## HISTORY

### 221H American History I

Tom Taylor

American History I (United States History I) surveys the evolution of American culture and institutions from colonial origins through the Civil War era. Topics will include the establishment of European colonies in North America in the 1600s and 1700s; the origins and course of the American Revolution (1775-1783); the establishment and evolution of the young nation; and the origins, course, and consequences of the Civil War (1860s). Books will include William Bennett, *America: The Last Best Hope*; Howard Zinn, *A People's History of the United States*; and R. B. Bernstein, *Thomas Jefferson*.

### 225R Religion and Film

Tom Taylor

Religion and Film examines the relationships between religion and film in American films and the film industry over the last century. How did moviemakers utilize religious belief and traditions? How did religious groups influence those films? Do modern Hollywood films exhibit a bias against religion? We will examine a few films in depth, like D. W. Griffith's *Intolerance*; Michael Curtiz's *Angels with Dirty Faces*; Roland Joffe's *The Mission*; and Bernardo Bertolucci's *Little Buddha*. Topics to be examined include angel films, biblical epics, Jesus films, the Indiana Jones series, the depictions of various religious minority groups, and censorship and the ratings system.

### 229A American Film

Tom Taylor

Survey of American film and the film industry since the 1890s. Topics include the silent film era; the rise of the studio system and the Motion Picture Production Code; the end of the Code and the studio era; and contemporary American film.

### 270H Lesotho, Africa field study

Scott Rosenberg

See *Special Courses section in the Summer Bulletin*.

## MANAGEMENT

### 210Q Business & Economic Statistics

Ron Lucchesi

The objective is to develop the necessary statistical and probabilistic tools for the intelligent use and interpretation of data gathered in a business environment. Topics include descriptive statistics, probability, sampling, estimation of parameters, tests of hypotheses, simple linear regression, and correlation.

### 370 Legal Environment of Business

Lowell Stockstill

First course in law that introduces legal thought, legal analysis and court systems. Emphasizes preventative law, i.e., avoidance of legal conflict, and develops a liability approach with a focus on criminal, tort and contract law. The case method approach is used to develop and apply legal principles.

## MATHEMATICS

### 112Q The Language of Mathematics

Garry Barhorst

We will cover applications of mathematics to the modeling of real-world problems from the behavioral, computational, managerial, and social sciences. Applications include graph theory, linear programming, probability, descriptive and inferential statistics, game theory, logical reasoning, and growth and decay.

#### Objectives:

- Apply mathematical models to real-world problems.
- Discuss the use of contemporary mathematics in real-world applications.
- Gain a basic familiarity with a broad range of the mathematical field.

**Calculator:** A scientific calculator is required. Recommended models: TI-30Xa or TI-30X IIS. Students are free to bring another model of equal or greater functionality.

### 120Q Elementary Functions (Pre-Calculus)

Moez Ben-azzouz

Exploration of functions and their graphs and applications of functions in formulating and solving real-world problems. Examination of polynomial, rational, exponential, logarithmic, and trigonometric functions. Intended for students planning to take Math 131 (Essentials of Calculus) or Math 201 (Calculus I) but whose high school preparation is insufficient for entering calculus directly. Students are required to have a TI-83, TI-84, or TI-86 calculator.

### 201Q Calculus I

Garry Barhorst

Calculus is the mathematical tool used to analyze changes in physical quantities. This is the first course in the standard calculus sequence. It develops the notion of "derivative," which is used for studying rates of change, and then introduces the concept of "definite integral," which is related to

area problems. The overall approach will emphasize the concepts of calculus using graphical, numeric, and symbolic methods. Students are required to have a TI-83 or TI-86 graphing calculator.

## **PHILOSOPHY**

### **110R Logic and Critical Reasoning**

Nancy McHugh

An introduction to traditional and symbolic logic that typically includes: (1) informal fallacies, (2) syllogistic logic, and (3) elementary sentential and predicate logic. Students are required to construct proofs using a variety of formal methods.

## **POLITICAL SCIENCE**

### **101S American National Government**

John Young

Introduces students to a mature analysis of the American political system. Students will become acquainted with such political concepts as federalism, political culture, political socialization and political participation. The course should enable students to assess the institutions, processes and policies of American government. Our emphasis will be on the role and activities of individuals and institutions as they shape and respond to the American political process.

### **102S Introduction to Comparative Politics**

James Allan

Introduces students to the study of political institutions and political behavior from a comparative perspective. We will focus on political processes and issues in a wide variety of countries, including advanced industrial democracies, communist and post-communist systems, as well as countries in the developing world. A second major objective is to learn basic concepts and techniques used in comparative political analysis. In addition to tests, participation in a simulation exercise and a political game are also required.

### **222S Urban Politics**

Rob Baker

Examination of politics and government in American cities. Emphasis is on how changes over time in local political structures and processes have affected the delivery of services at this most basic level of the federal system.

### **224S The American Presidency**

Edward Hasecke

Explores issues in the modern presidency. We will begin with the basic characteristics of the presidency and debate the issues of presidential power and organization. We will then shift to an exploration of the presidential success, taking two approaches to this question. One emphasizes the role of individual presidents in determining their own success. The other emphasizes the structural factors that place constraints on what presidents can achieve.

## PSYCHOLOGY

### **100S Understanding Psychology**

Lauren Crane

An introductory survey with a focus on how psychology can be applied to other fields of study and life in general; intended for students who do not plan to major or minor in psychology. Topics include biological foundations of behavior, learning and memory, developmental psychology, motivation and emotion, abnormal psychology and psychotherapy, personality, and social psychology.

### **107Q Statistics**

Cliff Brown

This course in applied statistics emphasizes the mechanics of summarizing and analyzing data, with examples from the behavioral sciences. The purpose of the course is to prepare students for other courses in the behavioral sciences and related disciplines and to enable them to interpret data.

### **207 Experimental Design**

Jo Wilson

A systematic introduction to relevant aspects of the scientific enterprise, namely the design and analysis of experiments. The focus is on design of experiments in an analyzable manner, and on subsequent statistical analysis. In the laboratory, participants will perform statistical analysis by calculator and computer. Course performance evaluation is based on lab projects and class contribution. We will devote considerable discussion to the nature and limitations of scientific models and scientific knowledge.

## RELIGION

### **176H Racism and Social Ethics**

Warren Copeland

Consideration of basic understandings of racism in the United States in terms of their basic views of American values.

### **177R-01 Religious Perspectives on Contemporary Moral Issues**

Paul Nelson

(Offered in Term I and Term II)

Introduction to basic moral concepts in Judaism and Christianity and their application to specific issues of current interest. We will examine moral the relationship of moral teachings to the broader theological context in which they occur, analyzing in detail positions taken by religious moralists on particular issues and comparing these with the positions of secular thinkers. The course is not a comprehensive historical survey of Judaic or Christian ethics, nor is it *simply* a forum for the airing of views held by students or the instructor. General course objectives: to understand the content outlined above, to discover sources of moral agreement and disagreement, to develop analytical and critical skills necessary for moral reasoning, to examine and provide justification for one's own views, and to develop skills in listening, reading, speaking, and writing.

## RUSSIAN

### **130A/C Topic: REAL to REEL-Russian War on Film**

Lila Zaharkov

Conflict is the foundation of drama. War, with all its horrors and triumphs, provides an effective setting for conflicts internal as well as external. The unfortunate impact of war throughout Russia's history has permeated its collective consciousness and created a culture that both grieves and celebrates simultaneously, accepting loss and finding hope and small victories in the midst of destruction. The Russian films in this course deal frankly with the anguish of war yet manage to hearten the viewer by the resiliency of the human spirit. All films have English subtitles and all coursework and discussion is in English. Due to the explicit depiction of war atrocities, students sensitive to violent imagery are cautioned in their choice of this class. All work is in English.

## SCHOOL OF COMMUNITY EDUCATION (SCED)

### **300-01 Topic: Current Topics in Health Care Administration**

Richard Sites

The course will examine current topics arising in the health care profession and their impact. Possible topics: Obama's Healthcare reform proposal, the "rights" of the uninsured, ethics of fertility programs, issues with prolonging the lives of premature infants, and end-of-life care. Students will read assigned topics and write a short paper on each. The final will consist of a paper and oral presentation on a topic of student choice.

### **300-02 Leadership: High Ropes/Low Ropes II**

Robert Cripe

This course is designed to prepare students with the experiential, technical, and leadership skills fundamental to planning and leading education and recreational programs on a challenge course (high and low ropes). This course provides a comprehensive understanding of challenge course programming, including instruction considerations, lesson planning, group dynamics, equipment use, safety/emergency standards and procedures, experiential learning cycle, full value contracting, and Challenge by Choice. Students will be trained in all facets of facility-based adventure programs, instructional methodologies, risk mitigation, course facilitation, administration and effective evaluation.

## SOCIOLOGY

### **101S Intro to Sociology**

Keith Doubt

Introduction to sociology introduces and studies various sociological principles on the nature of social interaction and the problem of social order. The course concentrates on both sociological theory and sociological methods. As we learn both theory and methods, we explore as well key areas in the field of sociology, for example, gender, race deviance, institutions, media, family, and so on. The course is writing intensive; it focuses on writing as a process. Assignments are designed to improve your writing with respect to clarity and depth. In general, the course encourages you to enjoy, recognize, and actively engage in the practice of social inquiry.

**201C War, Identity, and Justice: Lessons from Bosnia**

Keith Doubt

What is the contemporary character of war and its destructive impact on societies? How does social violence confront and ultimately transform social identities at the individual and collective level? What is justice and its necessity to social order? Drawing upon sociology, anthropology, literature, and philosophy, we will study the crimes against humanity and war crimes in Bosnia-Herzegovina from 1992-95, the social construction of identity in multi-ethnic societies, the political character of nationalism, and the concept of justice in the modern era. From the study of Bosnia, we will develop a sociology of war, an anthropology of identity, and philosophy of justice. We, then, will apply this knowledge to the war in Iraq. The goal will be to develop a perspective that is comparative, critical, and historical, one that is objective as well as moral, humanistic, as well as empirical. Well known theories like Samuel Huntington's theory of the clash of civilizations and Edward Said's critique of orientalism will be revisited and studied in this context.

**SPANISH****106F Spanish for Professionals II**

John Cantrell

The second component of a two-course sequence that follows a modified individualized instruction format, with students meeting to review grammar, to discuss, and to present assignments and projects. Assignments are keyed to students' professional and/or personal interests, including such areas as business, health care, and law enforcement. Limited to adult/non-traditional students. A grade of C- or higher meets the Foreign Language Competency requirement.

**111 Beginning Spanish I**

Lillian Franklin

The emphasis is on elementary grammar, oral practice, and required laboratory. This is a course for both true beginners—those learning Spanish for the first time—and “high beginners”—those reviewing Spanish in order to move into a higher level. The focus is to develop learners' ability to carry out language tasks for communication. Students will practice the essential structures needed to function at beginning and low intermediate levels, interweave vocabulary and grammar activities, and engage in communicative activities.

**112F Beginning Spanish II**

Lillian Franklin

A second semester continuation of Spanish 111, this course will complete the basic elements of beginning Spanish, focusing on listening, speaking, and writing skills. The grammar will include the two simple past tenses—the preterite and the imperfect, pronoun work, and the subjunctive. Because of the brief length of the second term, students should expect a minimum of two to three hours a week in independent lab assignments. A grade of C- or higher meets the Foreign Language Competency requirement.

**112F/150F/****230/300/430 Wittenberg in Querétaro Mexico field study***See Special Courses section in the Summer Bulletin.*

Manuel Apodaca-Valdez/

John Cantrell

## **THEATRE AND DANCE**

### **120A Art of the Theatre**

James Humphries

An overview of the development of the Theatre, this course is designed to introduce students to dramatic literature and Theatre practice. This survey will explore the role of Theatre in Western culture within a historical context. The lecture/discussion format is designed to provide insights needed to understand and value Theatre as a part of culture. During the term, students will read four plays and attend one production. Four projects, four tests, one critical essay, and one final exam will be required.