

THE DEANERY

**ALBION COLLEGE
ACADEMIC NEWSLETTER**

**VOLUME 40, NUMBER 7
APRIL 23, 2012**

ANNOUNCEMENTS FOR THE NEXT DEANERY ARE DUE MAY 11, 2012.

I. ANNOUNCEMENTS FROM COMMITTEES

Curriculum & Resources Committee:

C&RC has approved the following change to the residence requirement for graduation:

Residence Requirement--To be a candidate for an Albion College degree, a student must complete **8** of the last 12 units at Albion College. Residence is defined as academic work completed on campus, in combined course programs, approved internships, or through **approved** off-campus programs. ~~Students may be allowed to take up to two units of their last 12 at another college if they completed their previous 20 units at Albion College.~~

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C&RC has approved the following changes to the major and minor in Art:

Requirements for Major toward B.A. in Art:

* ~~Ten~~ **Nine** units in studio art, including: **102, 103, 121 201, 271**; a minimum of three units from **201, 222, 223, 231, 241, 251, 261/262, 271**; a minimum of ~~three~~ **two** units at the 300-level or higher. ~~One additional unit of studio art.~~ **One additional studio elective from any of the 200 and 300 level studio course offerings (.5 or 1 unit). One .5 course ART396 Professional Practices in Studio Art.**

* **All majors must take a three-course sequence in one media or must propose a three-course related sequence.**

* Three units of cognate art history courses, including 110 or **115 111 or 112; 316 216**; and one other unit of art history at the 200-level or higher.

* Art majors are required to participate in a **junior review by department faculty** and the senior art majors exhibition. ~~and the senior art and art history majors symposium.~~

* All courses counted toward the major must be taken for a numerical grade.

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

* Students may be admitted into the B.F.A. program by presenting a portfolio of their work to the art faculty preferably in their sophomore or junior year. Acceptance into the B.F.A. program is based on an evaluation of the portfolio and the student's previous performance in art and art history classes.

* Once accepted in the B.F.A. program, students are expected to keep up the high quality of their work and must acquire a minimum of a 3.25 grade average in their art courses in order to graduate with a B.F.A. degree. The B.F.A. degree requires a minimum of 34 units for graduation.

* No fewer than 14 and no more than 21 units in studio art, including: **102, 103, 121, 201, 271**; a minimum of four units from **201, 222, 223, 231, 241, 251, 261/262, 271**; a minimum of **six** ~~seven~~ units at the 300-level or higher.

* **All majors must take a three-course sequence in one media or must propose a three-course related sequence.**

* Four units of cognate art history courses, including: 110, **115, 111, or 112; 316 216**; one other unit of art history at the 200-level or higher; and one other unit of art history at the 300-level or higher.

* B.F.A. candidates are required to participate in **a junior review by department faculty and the senior art majors exhibition.** ~~and the senior art and art history majors symposium.~~

Requirements for Minor in Art

* ~~Six~~ **Five** units in art, including: **102, 103, 121; 261/262 or 271**; a minimum of ~~two~~ **one** units from 201, 222, 223, 231, 241, 251, **261/262, 271 324, 325**; ~~one two~~ units from any studio course at the 200 level or above.

* One unit of a cognate art history course, either **110 or 115. 111 or 112.**

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C&RC has approved the following changes to the major and minor in Art History:

B.A. in Art History - Major

Eight units in art history (plus one studio cognate) that must include:

One Unit from the 100 level

ARTH116 World Art (Wickre, Kalas, staff)

ARTH115 Art in the Western World (Wickre, Kalas, staff)

A minimum of four units from: *Changed from 1 before 1400 and 2 after 1400*

ARTH206 Art of Egypt and North Africa (Kalas, staff)

ARTH208 Early Christian and Byzantine (Kalas, staff)

ARTH209 Art of Greece and Rome (Kalas, staff)

ARTH212 Art and Religion of the Medieval World (Kalas, staff)

ARTH213 Art and Science in Leonardo's Day (Wickre, staff)

ARTH214 Baroque Art (Wickre)

ARTH216 Modern and Contemporary Art (Wickre)

ARTH217 American Art (Wickre)
ARTH220 American Indian Art
ARTH219 Impressionism (Wickre)
ART262 Pottery and Politics or Pol. Sc. 262 Pottery and Politics (Chytilo, Dabney)

One Unit of:

ARTH326 Issues in Contemporary Art (Wickre, staff)

A minimum of two units from:

ARTH310 Women and Art (Wickre) (gender)
ARTH311 Art as Political Action (Wickre) (ethnicity)
ARTH312 Race and Its Representation (Wickre) (ethnicity)
ARTH313 History of Prints (Wickre)
ARTH 314 Art of Rome (Kalas)
ARTH 315 Earth, Art, and Environment (Wickre)
ARTH317 Theory and Methods in Art History (Wickre, staff)
ARTH 328 Encounters: American Indian Art in Context (Wickre)
ARTH 329 Art of Constantinople (Kalas)
~~316 Goddesses in Art~~
~~318 Medieval Cult of Saints~~
~~319 Modern Myth and Primitive Art~~

One unit of the nine required must be a Non-Western course:

ARTH 206 Art of Egypt and North Africa
ARTH 220 American Indian Art
ARTH 328 Encounters: American Indian Art in Context (Wickre)
ARTH 329 Art of Constantinople (Kalas)
ART262 Pottery and Politics or Pol. Sc. 262 Pottery and Politics (Chytilo, Dabney)

One unit studio art cognate.

Recommendation to Art History Majors:

It is recommended that students select at least one unit at the 200 or 300 level from four of the following areas: Ancient/Classical, Medieval, Renaissance, Baroque, 18th and 19th centuries, Modern and Contemporary, American, or non-western.

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C&RC approved the following changes to the Gerstacker minor:

Requirements for Minor: (6.25 units)

Principles of Microeconomics (E&M 101) 1 Unit
Financial Accounting (E&M 211) 1 Unit
Management/Psychology (E&M 259) 1 Unit

Choice of one in each section:

- **Professional Writing** (ENG 208) or **Professional Communication** (COMM 242) (1 Unit)
- **Ethics** (includes: PHIL 301, PHIL 302, PHIL 303, PHIL 304, or PHIL 308) or **Intercultural / Global Issues** (MLAC 105, E&M 362) (1 Unit)

Internships 1 unit – BUS 392: Two options:

- 1) One full-time U.S. internship, or
- 2) One off-campus semester that combines course work and an internship.

First-Year Workshop 0.25 Unit

Cognate:

- **Statistics** (MATH 109, MATH 210, MATH 309, E&M 235 – 1 unit, or PSYC 204 *and* 206 – 2 units)

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C&RC approved the elimination of the Health Education minor and the Health minor.

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C&RC approved the following changes to the Public Policy major:

PUBLIC POLICY MAJOR

For greater visibility, administrative oversight, and assessment, the Public Policy major has been moved to the Ford Institute. Students who choose this major, however, do not need to be members of Ford. The Ford Internal Advisory Committee, with the addition of Greg Saltzman, will oversee this interdisciplinary major.

~~Deletions are struck through~~
Additions are underlined

~~The public policy major allows students to get a broad background in the social sciences, while getting institutional knowledge and analytic tools relevant to current domestic public policy debates. The major prepares students for careers in government or for private-sector careers related to government policy. It also provides good preparation for students planning on attending law school or earning a master's degree in public policy, public administration, public health or social policy.~~

The major in Public Policy provides students with an interdisciplinary approach to understanding the mechanisms by which government interacts with stakeholders for the common good. It draws on the principles, practices, and research methods of the social sciences and philosophy to provide students with the theoretical and analytic skills relevant to today's most pressing global issues. While discussions of public policy issues are often controversial and polarized, the underlying principle of the major is one of sound analysis first and logical advocacy second. These skills are further developed through internship and/or practical research experiences.

Students who major in Public Policy often enter careers in the government or within the government relations sections of the private sector. The major also provides a strong background for students planning to attend law school or to continue on with graduate studies in public policy, public administration, public health, or social policy.

The Public Policy major has 10 units.

- Five units: Economics and Management 101 or 101H, 230 or 230H, and 322 (or Political Science 338); Political Science 101 and 216.
- One unit in statistics chosen from among Economics and Management 235, Mathematics 209.
- One unit in research methods chosen from among Anthropology and Sociology 224, Economics and Management 379 and Political Science 201.
- Two units, which must be taken in two different departments, chosen from the following restricted electives related to public policy:
Anthropology and Sociology 345, 370
Economics and Management 232, 273, 323, 331, 353, 354, 375
Philosophy 206, 301, 303, 304, 308, 335
Political Science 214, 220, 319, 322, 323, 324
one or two units of approved selected topics courses or seminars (Anthropology and Sociology, Economics and Management, or Political Science 289, 389, or 402)
~~one unit of an approved internship (Anthropology and Sociology, Economics and Management, or Political Science 392)~~
~~one unit of an approved directed study (Anthropology and Sociology, Economics and Management, or Political Science 412)~~
- One unit from among either 1) an approved internship (Anthropology and Sociology, Economics and Management, Political Science, or Public Service 392); 2) Honors Thesis credit in Anthropology and Sociology, Economics and Management, Political Science, or Public Service; 3) an approved directed study (Anthropology and Sociology, Economics and Management, Political Science, or Public Service 412). This requirement may also be satisfied by similar experiences in other relevant departments with the approval of the Ford Institute director.
- A substantial paper and an oral presentation on a topic related to public policy. This paper and presentation will be completed as part of the requirements for Economics and Management 322 or Political Science 338.

Students who enroll in the Washington Semester program at the American University can receive up to two units of credit toward the requirements of the Public Policy major, subject to the approval of the ~~chair of the Public Policy Committee~~ Ford Institute Director and the Ford Internal Advisory Committee.

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Global Category Committee:

The Global Category Committee of C&RC has approved PSYC 289: Educational Psychology, taught by Andrea Francis, as a global category course for fall 2012.

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Modeling & Analysis Committee:

The Modeling & Analysis Committee of C&RC has approved Math 209 as meeting the modeling & analysis mode requirements.

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Course Change Committee:

The Course Change Committee has approved the changing of prerequisites for the following courses:

Economics & Management:

add 311 as prerequisite for 383 and 341

change prerequisite of 331 to 102

change prerequisite of 366 to 101

change prerequisite of 365 to 102

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Course Change Committee has approved the following new courses for the Center for Sustainability and the Environment:

ENVN 100: Introduction to Sustainability

A theoretical and practical introduction to the interdisciplinary field of Sustainability Studies. This course introduces concepts of sustainable development, system modeling, economic thought, and government policy issues as they relate to sustainability. *French and O'Connor*

Course Number: ENVN100 Course Title: Introduction to Sustainability

Instructor: Andrew French (professor of record) and Martin O'Connor, UVSQ

Offered X Fall

Frequency and Duration of Meetings: 1 x per week for 90 minutes

Prerequisites: None

Corequisites: While there are no co-requisites for this course, it is recommended that students will be enrolled in introductory courses in either Political Science or Anthropology.

Course Fee Amount: None Units: 0.25 units

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

Grading is numeric only
 CR/NC only

Rationale

The CSE has added three new majors to its program. The major in Sustainability Studies, jointly to be provided by the University of Versailles, Saint-Quentin-en-Yvelines and Albion College, supports Albion's mission to "prepare students to translate critical thought to action" by providing students with the strength of an undergraduate, interdisciplinary liberal arts program while giving them the skills and tools to put the theories into practice. Beyond what Albion College can provide, those skills and tools include an interdisciplinary, international experience in fall of their third year, global expertise in sustainability, and an introduction to leaders in sustainable living in both the United States and abroad.

The program at Albion includes an introduction to sustainability studies and the environment (this proposed course, ENVN100); coursework in political science or anthropology, environmental economics or geographic information systems, and the humanities; study abroad at the UVSQ including coursework in "Time and uncertainty: system indeterminacy; analysis & governance of risk)," "NTICs & the environment: multimediation," and two Terrains of Sustainability Studies (special topics). Students will also complete a UVSQ-generated course on "Topics in Eco-innovation" along with additional experiential learning which may be fulfilled by an Albion directed study, an additional field based experience, a thesis, an approved research project, or an additional course with a significant practical aspect. In final analysis, students will complete coursework in no fewer than five departments and represent fields of biology, physics, sociology, anthropology, economics, and political science.

This introductory course will be the gateway course for this major and will introduce students to the fundamentals of Sustainability theory and practice with respect to development. There are no prerequisites to this course as students will enroll in the course in the fall semester of their first year, as prospective Sustainability Studies majors. As an introductory, .25 unit course, this course will NOT be an in-depth course. By its very nature, this course will introduce students to the basic language and ideas of sustainability; what it means, and how it applies to society as a whole. As the very first course to the major, the choice of the title and course number (100) seems relevant.

As a course in the CSE, the ENVN designation already had an ENVN 101 on the books. Because the issue of sustainability is, by its very nature, an interdisciplinary field of study, we see this course as connecting with Albion College's Mission and Vision in a number of direct ways. Four points from our Mission and Vision statement include:

- Small classes and personal attention in a residential undergraduate environment where the daily interaction of faculty, staff, and students fosters critical thinking, advances knowledge through collaborative scholarship, respects academic freedom, and inspires lifelong learning

It is the goal of the CSE to have this class enroll 10-15 first year students per year. This introductory course will be taught collaboratively, by faculty from UVSQ, and from Albion College. The content of this course is foundational in that students will be exposed to new

ideas, new philosophies of development and how they can be involved in improving the world around them.

- Disciplinary and interdisciplinary study

The field of Sustainability Studies is inherently interdisciplinary, merging ideas from the humanities, the sciences, and the social sciences. It is our goal to give students an opportunity to explore this discipline of study in the first semester of the first year.

- Intellectual, personal, social, ethical, and spiritual development within our local and global communities that prepares graduates for productive lives and careers; a breadth and depth of opportunities and experiences; and, the drive to help each other make meaningful and educated contributions to our world

This course will introduce students to theories and practice of sustainability that will allow them to be engaged and active in their local community. The international opportunity associated with this course, which is taught by the UVSQ Faculty, will, by its structure and content, give our students entrance into a global community that could prepare students for productive lives and careers. This course is a unique opportunity for students, being taught by and engaged with an international community of scholars and students, and will only facilitate their future success as positive contributors to our world.

- Effective stewardship of all our resources—physical, intellectual, environmental, human, and financial; we strive to make decisions that are fiscally responsible

The concept of Sustainability and Sustainability studies teaches students to be effective stewards of all our resources, and provides training into turning the ideas of sustainable living into practice and practical careers.

Catalog Course Description

A theoretical and practical introduction to the interdisciplinary field of Sustainability Studies, this course introduces concepts of sustainable development, system modeling, economic thought, and government policy issues as they relate to sustainability. *French and O'Connor*

More Extended Description

ENVN 100 is an introduction to the fundamental principles, strategies and sensibilities of Sustainability Studies a relatively new academic field built on the ideas that the way we use the earth's resources to humanity's benefit can and should be done in such a way so as to preserve the environment for future generations. This course seeks to expose students to the roles of governments and societies as a whole in the sustainable management of human development, economies, keeping in mind the effects of such development on the environment.

ENVN 230 Valuation & Evaluation (3/4 unit)

Explores philosophical and methodological perspectives on nature and value using a number of tools of evaluation, including opportunity cost, substitutability and monetary valuation, uncertainty

and complexity, and social choice. Uses case studies on local and global sustainability assessment.
UVSQ and Albion staff.

Course Number: ENVN230 Course Title: Valuation and Evaluation
Instructor: Andrew French (professor of record) and Martin O'Connor, UVSQ
Offered Fall Semester

Frequency and Duration of Meetings: 3 x Per week for 60 minutes

Prerequisites: ENVN 100 and E&M 102 or Permission of the instructor.

Corequisites: ENVN 101 Course Fee Amount: None Units: 0.75 units

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

Grading is numeric only

CR/NC only

Rationale

The CSE has added three new majors to its program. The major in Sustainability Studies, jointly to be provided by the University of Versailles, Saint-Quentin-en-Yvelines and Albion College, supports Albion's mission to "prepare students to translate critical thought to action" by providing students with the strength of an undergraduate, interdisciplinary liberal arts program while giving them the skills and tools to put the theories into practice. Beyond what Albion College can provide, those skills and tools include an interdisciplinary, international experience in fall of their third year, global expertise in sustainability, and an introduction to leaders in sustainable living in both the United States and abroad.

The program at Albion includes an introduction to sustainability studies and a course in valuation and evaluation (this proposed course, ENVN230); coursework in political science or anthropology, environmental economics or geographic information systems, and the humanities; study abroad at the UVSQ including coursework in "Time and uncertainty : system indeterminacy; analysis & governance of risk)," "NTICs & the environment: multimediation," and two Terrains of Sustainability Studies (special topics). Students will also complete a UVSQ-generated course on "Topics in Eco-innovation" along with additional experiential learning which may be fulfilled by an Albion directed study, an additional field based experience, a thesis, an approved research project, or an additional course with a significant practical aspect. In final analysis, students will complete coursework in no fewer than five departments and represent fields of biology, physics, sociology, anthropology, economics, and political science.

This 2nd-year course, ENVN 230, provides an introduction to the challenges of combining knowledge about environmental systems and their roles for society, with procedures for decision support covering social and financial, as well as environmental issues. In more formal terms, it provides an introduction to the spectrum of contemporary philosophical and methodological perspectives on the valuation of the environment.

Four points from our Mission and Vision statement include:

- Small classes and personal attention in a residential undergraduate environment where the daily interaction of faculty, staff, and students fosters critical thinking, advances knowledge

through collaborative scholarship, respects academic freedom, and inspires lifelong learning

It is the goal of the CSE to have this class enroll 10-15 second -year students per year. This course will be taught collaboratively, by faculty from UVSQ, and from Albion College. The content of this course is foundational in that students will be provided with an introduction to the variety of contemporary philosophical and methodological perspectives on the valuation of the environment.

- Disciplinary and interdisciplinary study

The field of Sustainability Studies is inherently interdisciplinary, merging ideas from the humanities, the sciences, and the social sciences. It is our goal to give students an opportunity to explore this discipline of study in the first semester of the first year.

- Intellectual, personal, social, ethical, and spiritual development within our local and global communities that prepares graduates for productive lives and careers; a breadth and depth of opportunities and experiences; and, the drive to help each other make meaningful and educated contributions to our world

This course will introduce students to theories and practice of sustainability that will allow them to be engaged and active in their local community. The international opportunity associated with this course, which is taught by the UVSQ Faculty, will, by its structure and content, give our students entrance into a global community that could prepare students for productive lives and careers. This course is a unique opportunity for students, being taught by and engaged with an international community of scholars and students, and will only facilitate their future success as positive contributors to our world.

- Effective stewardship of all our resources—physical, intellectual, environmental, human, and financial; we strive to make decisions that are fiscally responsible

The concept of Sustainability and Sustainability studies teaches students to be effective stewards of all our resources, and provides training into turning the ideas of sustainable living into practice and practical careers.

Catalog Course Description

This ENVN 230 course provides an introduction to philosophical and methodological perspectives on valuation of the environment and on the use of valuation data in sustainability appraisal. It illustrates the key concepts with applications of different approaches to local and global scale issues. As such, this course seeks to initiate students to the requirements of decision support for business, governments and societies as a whole in the sustainable management of human development.

More Extended Description

This ENVN 230 course provides an introduction to philosophical and methodological perspectives on valuation of the environment and on the use of valuation data in sustainability appraisal. It

illustrates the key concepts with applications of different approaches to local and global scale issues. As such, this course seeks to initiate students to the requirements of decision support for business, governments and societies as a whole in the sustainable management of human development.

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Course Change Committee has approved the renumbering of Music 119 to Music 319:

Course Number: **319** Course Title: **Evolution of Jazz**
Instructor: **James Ball** Offered _____ Fall __Spring
Frequency and Duration of Meetings:
Prerequisites: **300 level course, Junior standing or permission of instructor**
Corequisites: Course Fee Amount: \$ 0 Units: 1
Check **one** option: Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]
 Grading is numeric only
 CR/NC only

Rationale:

The rationale for the requested number change for my Evolution of Jazz class is, with the class being an Ethnic Category class, I have come to believe that first year students and even some second year students are not prepared for a number of the issues discussed in the class from either a maturity standpoint, lack of writing ability or historical perspective. This became apparent to me last fall when the class was last offered and an unusually high number (18 out of 24 I believe it was) of first year students registered for the class because it was added to the class schedule after spring registration, due to another class not filling. I found that a significant number of the first year students were not comfortable with or could not participate in discussion, writing, listen to lectures, or other class functions regarding ethnic issues. In the past, when the class has been made up primarily of juniors and seniors, this has not been a problem and making it a 300 level class would help to avoid these kinds of issues.

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Course Change Committee has approved changing the units for Mus 137 from .5 to .25 units.

Rationale:

After discussing this issue with David Abbott, I believe that a mistake was made when initially filing for this new course request. All of the other Music Department ensembles are listed as .25 units. This course is structured the same as the others. It should also be .25 units. This change will have no negative impact on enrollment. In fact, it is likely going to enable more students to participate in the course. It will not affect staffing. It is essentially a housekeeping change, where we found an error.

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Faculty Development Committee:

FDC has approved the following Small and Large Grants:

Small Grants

Heather Betz, Kinesiology, to support travel to Stanford University to collect data for a manuscript she is preparing.

Andy Boyan, Communication Studies, to support his research on Cheating in a Sports Media Context.

Dyron Dabney, Political Science, for travel within Japan during his term as Director of the Japan Study Program.

Lia Jensen-Abbott, Music, to support her CD recording project on Fanny Mendelssohn Hensel's *Das Jahr*.

Beth Lincoln and **Tim Lincoln**, Geological Sciences, to conduct field work in Precambrian Core of the Black Hills of South Dakota this summer.

Jocelyn McWhirter, Religious Studies, to undertake excursions to Olympia, Athens, Ephesus, Pompeii & Rome to support her research on The Greco-Roman World: Its Political and Social History.

Daniel Mittag, Philosophy, to attend the Conference on Teaching of Philosophy at St. Edward's University in Austin, TX.

Yuxia Qian, Communication Studies, to participate in the National Communication Association's Institute for Faculty Development to be held at Hope College in July.

Ken Saville, Biology, to purchase molecular cloning supplies for his research this summer.

Large Grants:

Drew Christopher, Psychological Science, to support his research on Personality and Morning-Evening Preference.

Lisa Lewis and **Craig Bieler**, Chemistry, to support their research at the University of California, Irvine, during the summer.

Megan O'Neill and **Cheryl Blackwell**, Library, to support the exploration of a gaming library to support the academic curriculum.

Amity Reading, English, to support her archival research at the Newberry Library in Chicago this summer.

Ken Saville, Biology, for training on genomics analysis software Apollo at Washington University, St. Louis.

The Center for Teaching & Learning to support a workshop on the teaching of writing to take place in June 2012.

Combined Small and Large Grants:

Roger Albertson, Biology, to support his summer research on Wolbachia.

Lynne Chytilo, Art & Art History, to support the development of a new course, *Ceramics and the Industrial Revolution*.

Sheila Lyons-Sobaski, Biology, to support her research on understanding Michigan wetland communities.

Bindu Madhok, Philosophy, to conduct field research in India during the summer.

Kevin Metz, Chemistry, to conduct research in the Colavita laboratory at Trinity College, Dublin, Ireland, during the summer.

Aaron Miller, Physics, to provide support during his 2012-13 academic year sabbatical.

Christopher Rohlman, Chemistry, to support his summer research experiments to characterize structural elements found in catalytic RNA.

Emmanuel Yewah, Modern Languages & Cultures, to support his summer research on African Immigrants' Identity and Acculturation.

II ANNOUNCEMENTS FROM THE ACADEMIC AFFAIRS OFFICE

Nate Sowa, '03 Albion biology major, and a 2011 UNC-Chapel Hill doctoral graduate in neurobiology, has received one of the nation's most prestigious awards focused on doctoral dissertations for his research addressing pain management. Sowa received the 2011 Council of Graduate Schools/ProQuest Distinguished Dissertation Award for his dissertation, titled "Characterization of Ectonucleotidases in Nociceptive Circuits." The award, presented annually since 1982, recognizes two recent doctoral recipients who have already made unusually significant and original contributions to their fields. This is the first time a UNC-Chapel Hill student has received the honor. Sowa, who is now in medical school at UNC-Chapel Hill as a part of the MD-PhD Program, received the award in the category of biological and life sciences. His dissertation describes his identification and characterization of two new proteins (ectonucleotidases) that

inhibit pain signaling and offer new areas for research in pain therapy, as well as implications for other medical conditions.

III SCHOLARLY AND PROFESSIONAL DEVELOPMENT

Deborah Kanter 's (History) article "Making Mexican Parishes: Ethnic Succession in Chicago Churches, 1947-77," has been accepted for publication in U.S. Catholic Historian.

Darren Mason (Mathematics & Computer Science) had his research presented March 12, 2012 in a keynote address at the *141st Annual Meeting and Exhibition of The Minerals, Metals, and Materials Society*, held at the Walt Disney World Swan & Dolphin Resort in Orlando, FL. The title of the presentation was "Characterization and Modeling of Deformation near Grain Boundaries in Titanium and Ti-5Al-2.5Sn". Darren's colleagues in this work were R. Barabash, T.R. Bieler, C. Boehlert, M.A. Crimp, P. Eisenlohr, H. Li, W. Liu, L. Wang, Y. Yang and C. Zhang.

Darren also collaborated on presentation "Analysis of Heterogeneous Deformation along Grain Boundaries in Tensile Tests of Pure Titanium", co-authored with I. Jarvis, T.R. Bieler, M.A. Crimp, and B. Boyce, which was given on March 13, 2012 at the same TMS conference.

Jocelyn McWhirter (Religious Studies) has a book chapter: McWhirter, Jocelyn. "Messianic Exegesis in Mark 1:2-3." in "What Does the Scripture Say?": Studies in the Function of Scripture in Early Judaism and Christianity, vol. 1. Ed. Craig A. Evans and H. Daniel Zacharias. Library of New Testament Studies 469. London: T & T Clark, 2012. pp. 158-178.

Jess Roberts's (English) essay "Sarah Piatt's Grammar of Convention and the Conditions of Authorship" has been published in The Cambridge Companion to Nineteenth-Century American Poetry (Cambridge UP, 2011). In addition, she has recently proposed and had panels accepted at the Children's Literature Association Conference and the Society for the Study of American Women Writers Conference.

In addition to several invited talks at universities in Australia, **Nicolle Zellner** (Physics) gave an invited talk at the Gordon Research Conference on the Origin of Life (Galveston, TX) in January and at NASA Goddard Spaceflight Center (Greenbelt, MD) in April. Both talks focused on her work on lunar samples and what they can tell us about the impact rate in the Earth-Moon system.