

THE DEANERY

**ALBION COLLEGE
ACADEMIC NEWSLETTER**

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ANNOUNCEMENTS FOR THE NEXT DEANERY ARE DUE NOVEMBER 7, 2014.

I. ANNOUNCEMENTS FROM COMMITTEES

Course Change Committee:

Course Change Committee has approved the following new courses:

Course Number: KIN 354

Course Title: Therapeutic Modalities

Instructor: Carol Moss

Offered Fall X Spring (every other year)

Frequency and Duration of Meetings: 3 days for 65 minutes/day

Prerequisites: Acceptance into Athletic Training major and KIN 233, or special permission by ATEP Program Director or instructor.

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

Course Description: This course is designed to provide the foundational components necessary to understand and perform appropriate therapeutic modality methods for physically active individuals. Specific strategies will be utilized to develop and plan systematic and thorough modality protocols. Current literature and techniques in the field will support the content of this course.

Course Number: KIN 395

Course Title: Clinical Modalities

Instructor: Holly Hill

Offered Fall X Spring (every other year)

Frequency and Duration of Meetings: 1 day for 50 minutes

Prerequisites: Must be taking KIN 354 concurrently

Units: .25

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

Course Description: This course presents the clinical practices and clinical applications of therapeutic modality use. Developing proficiency in the specified competencies associated therapeutic modalities in supervised clinical situations is also expected.

Course Number: Math 368**Course Title: Topology**

Instructor: Mason, Bollman

Offered Fall Spring, alternate years

Frequency and Duration of Meetings: 4 times weekly, 50 mins/class

Prerequisites: Mathematics 245 and 239 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]

Course Description: An introduction to the basic concepts of point set topology. Fundamental concepts of topological spaces including open & closed sets, limit points, continuous functions, as well as the product, subspace, metric, and quotient topology. Connectedness and compactness with applications to the real line. Countability and separation axioms including Hausdorff, Regular, and Normal spaces. Urysohn's Lemma and Metrization Theorem. Tychonoff's Theorem. Topics from algebraic topology if time permits. Mason, Bollman.

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Course Change Committee approved the conversion of the following experimental courses to regular course offerings:

Course Number: E&M 386**Course Title: E&M 386 Accounting for Business Consolidations**

Instructor: John Carlson

Offered Fall Spring

Frequency and Duration of Meetings: Twice a week

Prerequisites: E&M 312

Units: 1/2

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]

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

Course Number: ETHN 270**Course Title: Hip Hop and Social Change**

Instructor: D.N.Quinney, Ph.D.

Offered Fall Spring

Frequency and Duration of Meetings: 2x Week, 220 Minutes 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]

Course Description: This course investigates the social, cultural, and political dynamics of the hip hop generation. Hip Hop is used to frame the analysis of U.S. and urban "social problems" since the late 1960s. This course is designed to give students an introduction to the sociohistorical and sociopolitical roots and development of hip hop, its impact on popular and youth culture, and its significance for understanding American society. Throughout the course, students will address major topics surrounding hip hop including race and ethnicity, gender and sexuality, social class, segregation/mass incarceration, politics, and education. Scholarly and popular texts, film, hip hop

music, and original student work will be used to gain a comprehensive understanding of these issues.

Course Number: PSYC 210

Instructor: Dr. Andrea Francis

Frequency and Duration of Meetings: Two times a week, one hour and forty minutes each

Prerequisites: PSYC101 or EDUC101

Course Name: Educational Psychology

Offered Fall X Spring

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]

Course Description: Educational psychologists develop and apply theories of teaching, learning, and human development to determine the most effective ways for educators to teach students. Ideas about human learning and development impact many teaching activities, including lesson planning, structuring exercises, and diagnosing learning difficulties. In this course we will discuss how educational psychologists have studied and contributed to educational approaches worldwide including instructional design, educational technology, curriculum development for different content areas, classroom organizational learning, special education and classroom management. After this course, you will understand not only what constitutes typical learning and development, but more importantly, the mechanisms that influence learning in educational settings across the globe.

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Course Change Committee approved the following changes to course titles:

Old title: A&S 271: The Global Politics of Nature

New title: A&S 271: Nature and Society: An Introduction to Ecological Anthropology

Change in catalog description

OLD DESCRIPTION: (Anthropology) An introduction to environmental anthropology. Explores anthropological perspectives on the relationship between nature and culture. What is the power of nature as an idea? What part does it play in American culture? What are some other ways people have thought about nature and culture around the world? Addresses global and local issues, the impact of environmental justice movements, and conflicts over conservation of species and habitats. Mullin.

NEW DESCRIPTION: (Anthropology) This course provides an overview of the topical specialization within anthropology devoted to understanding the diverse and ever-changing relationships between people and their natural environments. It exposes students to the historical foundations of ecological anthropology and the human dimensions of contemporary environmental issues ranging from deforestation and desertification to ecotourism and environmental justice. Through cross-cultural case studies, students will learn how human perceptions of and interactions with the environment are conditioned by social variables like gender, race, politics, economics, and religion/worldview. Harnish

Old Title: ARTH 317: Theory and Methods in Art History

New Title: ARTH317: Art and Theory

Rationale: ARTH317 is required for art history and art majors. The old title suggested that the course was only for art history majors. The change in title also reflects a shift that emphasizes art in the mind of potential enrollees.

Old Title: BIOL 341: General Physiology

New Title: BIOL 341: Physiology

Change in catalog description:

OLD COURSE DESCRIPTION: BIOL 341: General Physiology (1)

Prerequisite: Biology 300 or permission of instructor; Chemistry 211 recommended.

The processes which contribute to the maintenance of dynamic equilibria of cells and how those processes relate to the organismal level of plants and animals. Lecture and laboratory. Rabquer.

NEW COURSE DESCRIPTION: BIOL 341: Physiology (1)

Prerequisite: Biology 300 or permission of instructor; Chemistry 211 recommended.

A study of the function of living organisms. Each physiological system is examined at the molecular, cellular, and tissue level. Particular focus is given to how each system is regulated and the interplay between systems. Lecture and laboratory. Rabquer.

OLD TITLE: THEA 285: Foundations of Musical Theatre

NEW TITLE: THEA 285: Ethnicity in Musical Theatre

Course Description:

285 Ethnicity in Musical Theatre (1) Examines the growth and development of the musical, starting with the nineteenth-century influences: Minstrel Shows, The Black Crook and subsequent evolutions. Examines the structure of the musical from its earliest iterations, the influence of operetta, ethnic comedians, Tin Pan Alley composers and the Golden Age, to the concept musical model prevalent today. Looks at Racial minorities as subjects, contributors and sources for Musicals. Relates the development of the musical to changes in popular music, as indicative of changes in society, and considers the musical as an agent of social change. Ethnicity Category Starko.

OLD TITLES: Designing Scenery for the Theatre and Lighting and Sound Design for the Theatre

NEW TITLE: Scenic, Lighting, and Sound Design for the Theatre

Old Numbers: THEA 311 and THEA 312

New number: THEA 315

Course Number: THEA 315

Course Title: Scenic, Lighting, and Sound Design for
the Theatre

Instructor: Staff

Offered X Periodically

Frequency and Duration of Meetings: Two 2 hour sessions a week

Prerequisites: THEA 211 and the permission of instructor

Units: 1

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

Course Description: A theoretical and practical course in designing scenery, lighting, and sound for the theatre. Students design projects in realistic and non-realistic production styles and in various media.

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Course Change Committee has approved the elimination of THEA 372, Postmodernism in Theatre, because the course does not attract the number of students that the department had hoped for when it was made an Ethnicity category course. The course has been replaced with THEA 285, Ethnicity in Musical Theatre.

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Environmental Studies Category Committee:

The Environmental Studies Category Committee has approved the course, ENGL 389: Wild Things: The Literature of Wilderness and the Wild, as taught by Nels Christensen, as fulfilling the category beginning in Spring 2015.

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Faculty Development Committee:

The Faculty Development Committee has approved the following grants:

Small Grant:

Vicki Baker (Economics & Management) – Faculty socialization at liberal arts colleges

James Davidson (Physics) - Observation of Stars at DCT

Perry Myers (Modern Languages & Cultures) - Submission of book for Hans Rosenberg Prize

Ola Olapade (Biology) - PCR analyses of the 16S genes

Large Grant:

Vicki Baker (Economics & Management) – Research on faculty across career stages

Carrie Menold (Geological Sciences) - Geochemical Studies of ultrahigh-pressure metamorphic rocks in large mountain belts

Greg Saltzman (Economics & Management) – Training on TreeAge Pro Software and Markov modeling for health care cost-effectiveness research

Combined Small and Large Grant:

Nonye Alozie (Education) - How Girls Discover Science

Charles Moreau (Physics) - Development of low-cost PET imaging system

II ANNOUNCEMENTS FROM PROVOST'S OFFICE

The Council on International Educational Exchange announces its **2015 International Faculty Development Seminars**. The Seminars are designed specifically for faculty and administrators to enhance curriculum and stimulate international awareness and global understanding on campus. Seminars are available in the arts and humanities, the social sciences, public health, environment and intercultural learning. For additional information, see: www.ciee.org/ifds.

ASIANetwork announces financial support from the Freeman Foundation for the **17th Student-Faculty Fellows Program** for undergraduate research in Asia during summer 2015. The primary aim of this program is to support student research in Asia (East and Southeast Asia) under the close supervision of a faculty member. Faculty mentors and student researchers are expected to spend at least three weeks together in Asia working directly on student projects. Research funds are provided, as is a stipend for the faculty mentor. For additional information, see: <http://www.asianetwork.org/programs/freeman-student-faculty-program/>.

Naropa University invites proposals for the **Frederick P. Lenz Residential Fellowship in Buddhism and American Culture and Values**. The Fellowship is an opportunity for faculty planning a sabbatical or other leaves-of-absence during the 2015-16 academic year to spend a semester or a full year at Naropa University in Boulder, CO, conducting a research, artistic, social action, or other project that relates Buddhist philosophy and practice to an aspect of American culture or values. For additional information, see: www.naropa.edu/lenz.

The Teaching Professor invites proposals for workshops and poster sessions for the **2015 Teaching Professor Conference**, May 29-31 in Atlanta, Georgia. Now in its 12th year, The Teaching Professor Conference provides a thought-provoking and stimulating forum for educators of all disciplines and experience levels to share practical ideas and best practices that advance college teaching and learning. Submissions are invited for the 45- and 75-minute concurrent sessions as well as poster sessions. Learn more about the submission process at: <http://bit.ly/1pLtgEY>. **Deadline: October 31, 2014.**

III SCHOLARLY AND PROFESSIONAL DEVELOPMENT

Nonye Alozie (Education) and co-author **Claire Mitchell** (Education) published: Alozie, N. M. and Mitchell, C., Getting Students Talking: Supporting Classroom Discussion Practices In Inquiry-Based Science for Real-Time Teaching in The American Biology Teacher, 76(8), 501-506. This article provides science teachers with strategies to motivate and engage high school students in scientific discourse.

Vicki Baker (Economics & Management) had her paper accepted for publication: Baker, V. L. (forthcoming). "People Strategy in Human Resources: Lessons for Mentoring in Higher Education" in the Mentoring & Tutoring Journal.

She was also an invited panelist for two sessions at University of Michigan's (Center for Research on Teaching and Learning) Preparing Future Faculty Conference: Panelist: "The Tenure-Track

Process.” University of Michigan – Preparing Future Faculty Conference (September, 2014); Panelist: “Starting and Running Your Faculty Research Agenda: Humanities and Non-Lab Social Sciences.” University of Michigan – Preparing Future Faculty Conference (September, 2014).

Benjamin Biermeier-Hanson (Psychological Science) had his article, "What about the rest of us? The importance of organizational culture in nepotistic environments," accepted for publication in Industrial and Organizational Psychology: Perspectives on Science and Practice.

Eric Hill (Psychological Science) and Blake Schuetz '13 had their paper titled, “A Good Story: Using Future Life Narratives to Predict Present Well-Being,” accepted for publication in the Journal of Happiness Studies.

Bindu Madhok (Philosophy) had her paper entitled "A Praxis-Based Global Ethical Discourse on Development and Women" accepted for publication in the refereed Development in Practice journal in September, 2014.

Last summer, **Anne McCauley** (Art and Art History) spent a little over six weeks in Schwandorf, Germany, where she was a resident fellow at Oberpfalzer Kunstlerhaus. While there she completed a number of watercolor and gesso drawings as part of her series, “passage.”

Claire Mitchell's paper, co-authored with **Nonye Alozie** (Education) and Heather D. Wathington, "Investigating the Potential of Community College Developmental Summer Bridge Programs in Facilitating Student Adjustment to Four-Year Institutions" will be published in an upcoming issue of the Community College Journal of Research and Practice. Claire had previously presented findings from a follow-up of a random assignment impact study of eight summer bridge programs, as outlined in this paper, at the Council for the Study of Community Colleges. Claire is also building on her rigorous program evaluation experience by accepting a position as an evaluator of the NSF-funded Robert Noyce Teacher Scholarship Program for the 2015-2019 academic years.

Perry Myers (Modern Languages & Cultures) presented “Beyond Imperial Encounter: Pseudo-Religious Movements in Germany and India during the Colonial Era,” at the German Studies Association meeting in Kansas City, MO, September 18-21, 2014.

Brad Rabquer (Biology) had a paper published: Rabquer BJ, Koch AE. Microvascular Clues to Hemiplegia-Induced Asymmetric RA. Nature Reviews Rheumatology. Sept. 16, 2014. (Epub ahead of print).

Jeff Wilson (Psychological Science) and two students (Ashley Glenn and Emily Morlock) presented a poster at the annual meeting of the Pavlovian Society in Seattle, WA, September 18-20: Glenn AM, Morlock EA, Wilson WJ. MK-801 Effect on Escape Behavior in the Earthworm *Lumbricus terrestris*. As Secretary/Treasurer of the Society Wilson was instrumental in organizing the meeting.

Nicolle Zellner (Physics) was the invited keynote speaker on September 6th for the International Observe the Moon Night event at Western Ontario University in London, Ontario, Canada. Here in Albion, **Jimmy Davidson** and students Marina Baker and Lindsay Ciastko hosted an observing

event as well. In July, Nicolle was interviewed about Pluto's status as a planet by USA Today for publication in the USA Today magazine; the article became available at newsstands on October 2.