

THE DEANERY

ALBION COLLEGE
ACADEMIC NEWSLETTER

VOLUME 38, NUMBER 6
AMENDED March 23, 2010

ANNOUNCEMENTS FOR THE NEXT DEANERY ARE DUE APRIL 2, 2010.

I ANNOUNCEMENTS FROM COMMITTEES

Curriculum & Resources Committee:

C&RC has approved the following change to the Geographic Information Systems minor:

Existing Catalog Language:

Requirements for Minor in Geographic Information Systems (GIS)

- Five units in geology, including: 111, 211, 311 and two units of research-based directed study or one unit each of research-based directed study and a GIS-related internship, selected in consultation with and approved by the department.
- All courses for the minor must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Proposed New AC Catalog Language for:

Requirements for Minor in Geographic Information Systems (GIS)

- Three units in GIS and remote sensing: Geology 111, 211, and 311.
- One unit in statistics, math, or computer science, selected from Math 109, 210, E&M 235 or 235H, Math 141 (or a higher level mathematics course), or CS 171
- One unit selected from Geol. 202, 208 or 216, or a pre-approved course with a significant GIS and/or remote sensing component.
- A pre-approved experience focusing on the application of GIS or remote sensing in the student's field of study. This could be satisfied by a directed study, a summer research experience, or an internship/work experience.
- Formal presentation of the research or work experience is required at Geology Department colloquium.

Description and Rationale:

The GIS minor focuses on developing and demonstrating expertise in GIS and remote sensing. The revised minor requires five units of coursework, including three specified courses, two courses selected from lists of options, and a research or work experience related to the student's

field of study. The proposed changes expand the choices for students by adding options among courses that are routinely taught at Albion College.

The GIS minor, as it currently exists, includes three units of coursework and two units of directed study. As the number of students interested in the GIS minor has grown, the directed study teaching and advising load has become burdensome on faculty. For financial reasons, students typically opt for ½ unit directed studies, which means that they need four semesters to complete the minor. The proposed change reduces the requirement of directed study credits and thus provides room for the addition of foundational courses. GIS and remote sensing methodologies rely on statistics, mathematics, and computer programming. Therefore we wish to add a requirement for one of those courses. Furthermore, the use of GIS and/or remote sensing in the context of a specific discipline is also important for understanding how GIS is applied. Therefore, a course that has significant GIS or remote sensing labs, activities, or exercises is also included. Currently, we know of three environmentally oriented courses (Geol. 202, 208, and 216) that meet these criteria. Ultimately, we would like to include other courses outside of geology that are committed to teaching a portion of that course's material using GIS or remote sensing techniques. We are in discussion with the Biology Department regarding Biol 237, Ecology, which, when taught by Dean McCurdy has significant multi-week GIS exercises. GIS has many social science applications and we will be looking for partnerships with colleagues in social sciences (including political science, sociology, anthropology, archeology, economics, business, and international studies) as well.

The experiential requirement is central to the minor. The spirit of the experiential requirement is to make students apply and problem-solve GIS without significant assistance from a GIS instructor. Work or research experience is the best way for that to happen and gives students some "real-world" experience. Ideally, that experience would be in the student's field of study in order to give them in-depth experience relevant to their interests and future careers. This also emphasizes that, although housed in Geology, GIS and remote sensing are interdisciplinary fields.

#

C&RC approved the establishment of a policy requiring all entering first-year students to complete the mathematics placement assessment before registering for classes at SOAR:

The Department of Mathematics and Computer Science (DMCS) requests that the Curriculum and Resources Committee adopt the following two sentences as official College policy with regard to orientation:

All students must complete the mathematics placement assessment before being allowed to register for classes at SOAR. Exceptions to this rule may be granted by the director of the Quantitative Skills Center or the chair of the Department of Mathematics and Computer Science.

We present the following evidence in support of this proposal:

1. Many courses at the College, not just mathematics and computer science courses, have a mathematics prerequisite, and without a current placement test score, we cannot be sure that students are properly prepared for courses they might wish to take. The DMCS wants to see all students admitted to the College succeed in their chosen courses of study, and this requires that they be correctly advised based on current information about their backgrounds.
2. When SOAR was reduced to one day, we were able to test all incoming students and make the best possible recommendations based on their mathematics backgrounds, and this has worked quite well relative to the days of the two-day SOAR with optional mathematics assessment. If a student does not take the math placement exam, we cannot be sure that we have the most up-to-date information about where they stand mathematically. As many of our incoming students still do not take math in 12th grade, simple transcript review is not always adequate for proper assessment of where they stand on entry.
3. With the move to an online placement process, asking all new students to complete the mathematics placement assessment requires no new resources during SOAR.
4. The writing assessment is currently required for all incoming students. A common objection to also making the mathematics assessment mandatory is that the College currently has no quantitative requirement for graduation, and thus this test is somehow less important. However, many students, as much as half of the entering class in recent years, elect a quantitative course in their first year, and the lack of a graduation requirement does not eliminate the need to serve these students well based on the best possible information. Other students find later in their Albion career that they need to take a quantitative course, and it has been our experience that collecting information on where these students stand at entry gives us the best chance of advising them correctly when they come to us for advice.
5. There may be the very occasional student who is unable to complete the online mathematics assessment due to unusual personal circumstances, a blind student, for example. With this in mind, we have provided a chance for such a student to be advised by one of the two people listed in the second sentence of the proposed additional language. We expect and hope that these exceptions will number fewer than 5 per year.

#

C&RC approved the following changes to the Mathematics & Computer Science majors and minors:

1. *Addition of Computer Science 171 and replacement of Mathematics 236 with Mathematics 247 in the list of foundation courses for the mathematics major.*

Current foundation courses:

Mathematics 141: Calculus of a Single Variable I
Mathematics 143: Calculus of a Single Variable II
Mathematics 236: Linear Algebra
Mathematics 239: Discrete Structures
Mathematics 245: Multivariate Calculus

Proposed new list of foundation courses:

Mathematics 141: Calculus of a Single Variable I
Mathematics 143: Calculus of a Single Variable II
Computer Science 171: Introduction to Computer Science I
Mathematics 239: Discrete Structures
Mathematics 245: Multivariate Calculus
Mathematics 247: Differential Equations and Linear Algebra

CS 171 is a required course in all four tracks of the mathematics major, thus it makes sense to include it among the foundation courses rather than listing it separately with each track.

This proposed change in our treatment of linear algebra is the first part of a transition at the 200-level. It is our intention next year to phase out Math 236 and phase in a new course: Mathematics 349: Advanced Linear Algebra, under the following timetable:

Spring 2010: Math 236 offered as scheduled.

Spring 2011: Math 236 offered for the last time.

AY 2011-12: Neither course offered.

Fall 2012: Math 349 offered, in this semester and in the fall of every subsequent even-numbered year.

Both linear algebra and differential equations are fundamental subjects in any major in mathematics. Due to the restrictions imposed by the unit system and the cap on the size of majors at Albion, we have been unable to require separate courses in both areas. This modification of our departmental core will allow both subjects to be taught to all majors in a combined course while we provide the opportunity for advanced study of linear algebra through the new Math 349 course - at no net increase in the number of units offered in the department. Advanced study in differential equations is now possible in Math 370.

2. Streamline the catalog descriptions of the requirements for Track I and Track II of the mathematics major, including requiring both Mathematics 331 and 335 in Track II (Currently, Track II majors are required to take only one of these courses.).

Current Track I language:

Track I leads toward graduate work in the mathematical sciences.

* Nine units in mathematics, including the five foundation courses, plus four additional courses: Mathematics 331, 335; one from 309, 360; and one other 300-level mathematics course.

* Computer Science 171

Students contemplating graduate study in mathematics should also take as many other 300-level mathematics courses as their schedules will allow, as well as course work in French, German or Russian.

Proposed new Track I language:

Track I leads toward graduate work in the mathematical sciences.

Ten units in mathematics and computer science, including the six foundation courses, plus four additional courses: Mathematics 331, 335; one from 309, 360; and one other 300-level mathematics course.

Students contemplating graduate study in mathematics should also take as many other 300-level mathematics courses as their schedules will allow, as well as course work in French, German or Russian.

Current Track II language:

Track II leads toward immediate employment or further study in applied mathematics or a related area.

* Nine units in mathematics, including the 6 foundation courses, plus four additional courses: Mathematics 247; two from 309, 316, 326, 360, 380; and one from 331, 335.

* Computer Science 171

Students in this track should also take advanced course work in an area of application.

Proposed new Track II language:

Track II leads toward immediate employment or further study in applied mathematics or a related area.

Ten units in mathematics and computer science, including the six foundation courses plus four additional courses: 331, 335, and two from 309, 316, 326, 360, 370, 380.

Students in this track should also take advanced course work in an area of application.

Similarly, the catalog language for the majors with teacher certification (where the four 300-level courses are all specifically proscribed) should be rewritten to begin with "Ten units in mathematics and computer science, including the six foundation courses..." as is done above for Tracks I and II.

3. Establishment of a departmental requirement of a minimum grade of 2.0 in any mathematics course used as a prerequisite for another mathematics course.

This change is consistent with the 2009-10 catalog language defining a grade of 2.0:

2 represents work which fulfills all of the basic requirements for the course. It means that the student has a grasp of the material and techniques or skills sufficient to proceed with more advanced courses in the area.

We would propose the following sentence to be added to the mathematics section of the catalog, as the new first bullet point under "Other Requirements for All Mathematics Majors and Minors":

A minimum grade of 2.0 is required in any mathematics course used as a prerequisite for another mathematics course.

4. Clarify the colloquium requirement for all department majors and minors: Majors in mathematics and computer science will be required to complete both 299 and 399; departmental minors will be required to complete only 299.

It was our intention from the start of the colloquium requirement that these be the requirements. At some point, the catalog language was written to make it appear that both 299 and 399 were required for mathematics and computer science minors. This has led to considerable confusion for students minoring in mathematics.

Current catalog language (under Other Requirements for All Mathematics Majors and Minors):

Students are required to earn one-half unit of credit by enrolling in Mathematics 299, 399, Colloquium in Mathematics.

Proposed new catalog language:

Students majoring in mathematics are required to complete both 299 and 399: Colloquium in Mathematics and Computer Science. Students minoring in mathematics are required to complete 299.

A similar change applies to the computer science section of the catalog.

5. Change the requirements for the computer science minor to the following: Five and one quarter units in computer science: 171, 173, and 299; plus 3 additional units at the 200 level or higher. At least two of these units must be selected from 352, 354, 356, or 358.

This proposed change updates our CS minor to take full advantage of the six new 200-level computer science courses that were recently added to our program. The current minor was developed before these courses existed, and the proposed new requirements strike the appropriate balance between 200 and 300-level courses.

6. Delete the computer science minor for secondary education from the catalog until such time as the approval process with the State of Michigan can be completed.

The State requested that this minor be deleted in 2006, citing the lack of progress in obtaining State certification for the program. While we would like to reinstate this minor and add a

secondary teaching major in computer science, this is not the time to propose a new program. No students are currently pursuing this minor.

It should be noted that increasing the number of high school teachers with secondary teacher certification is a priority for the State as well as for the DMCS.

#

Course Change Committee:

Course Change Committee approved the History Department's request to add a "Global History" subheading to the list of existing subheadings under which it organizes its departmental course listings. It is not proposing any course modifications.

Description of Change:

In the current academic catalog, the History Department's courses are currently organized under four subheadings. Three of these are geographic in nature: "African, Asian and Latin American History" "European History" and "United States History." The fourth subheading is "Special Studies," a rubric for special courses that are not part of our regular course offerings but which are taught on an on-demand basis: independent study courses, special topics courses, and internships.

However, we have recently added a new course on an extremely important historical issue: HIST 260: History of the Cold War (cross-listed as INTN 260). HIST 260 does not fall under any of the existing geographical headings. Nor does it belong in a rubric with courses that are taught on a special basis. We would therefore like to create a new subheading, "Global History" under which HIST 260 and other internationally-oriented courses can be listed.

Rationale for Change

The history major consists of 8 units, of which 6 must be distributed across designated geographical regions. The remaining 2 units may be satisfied with any history course, regardless of geographical focus.

Our current geographical subheadings are meant to provide guidance to our majors about what courses will count for which region. But we also need to make it clear that certain courses (like HIST 260) cannot be used to fulfill a geographic distribution requirement. At present, however, we have no mechanism for doing that. The addition of a "global history" subheading will solve this problem.

This change will directly enhance the history department's ability to provide effective guidance to its students. It will also directly enhance Albion College's liberal arts mission by contributing to our current goals of increasing interest global studies on campus. The existence of a "global studies" heading will help remind students that there are courses which look at transnational and international phenomena, thereby increasing awareness of such issues. It may also encourage faculty to design new courses that look

at global, transnational, and international history. All these things will be valuable additions to our pedagogical mission of preparing students to thrive in an interconnected, global world.

#

Course Change Committee has approved the following new courses:

Course Number: A&S 240 Course Title: Ancient Civilizations
Instructor: Chase Offered Fall/ Spring Frequency and Duration of Meetings: 2 x 80
Prerequisites: 105 or permission of instructor Corequisites: None.
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]

Course Description: (*Anthropology*) Although the human species has been on the planet in its present form for at least 100,000 years, complexly organized societies with cities, governments, and organized religions did not emerge until the last 5000. This took place independently throughout the globe and while some ancient civilizations collapsed, others became the foundations upon which the modern world was constructed. Why is this so? Through a comparative analysis of Mesopotamian, Egyptian, Indus, Maya, Aztec, and Incan societies among others, you will learn to analyze the factors that have led to the emergence and transformation of civilizations.

Course Number: A&S 365 Course Title: The Archaeology of Empire
Instructor: Chase Offered Fall Spring Frequency and Duration of Meetings: 2 x 80
Prerequisites: 105 or permission of instructor Corequisites: None Course Fee: 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]

Course Description: (*Anthropology*) The global interconnections and inequalities that characterize the 21st century have their origins in the 16th century European imperial expansions that drew peoples from all regions of the globe into novel economic, political, and ideological relationships that fundamentally transformed the identities of all parties involved. European imperialism, however, was not a unique incidence of this phenomenon, but was rather the most recent in a series of colonial encounters that began over 5000 years ago as the institutions of the world's first cities expanded their influence beyond the floodplains of Mesopotamia. In this course you will gain a more complete understanding of the modern world through the critical review of case studies including Uruk, Greek, Roman, Aztec, Inkan, and European civilizations.

Course Number: Biology 282 Course Title: Pathophysiology
Instructor: Carrier Offered: X Fall Spring (alternate years; offered in 2010)
Frequency and Duration of Meetings: twice weekly; two hours each meeting
Prerequisites: Biology 210, Chemistry 121; Chemistry 211 recommended Corequisites: (N/A)
Course Fee Amount: \$ none Units: 1 (Offered alternate years; offered Fall, 2010)

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

Course Description: The objective of Pathophysiology is to develop an understanding of the physiological basis of disease. The course will seek to relate changes in function that contribute to disease states in otherwise normally functioning physiological systems. The functional anatomy and physiological basis of “healthy” human systems will be presented in its normal state, and then compromises that result from disease states will be examined in detail using selected examples. The course is intended for students who wish to pursue post-graduate studies in programs such as nursing, physician assistant, physical therapy, and medicine.

Course Number: CS 172 Accelerated Introduction to Computer Programming
Instructor: Offered Fall Spring
Frequency and Duration of Meetings: 110 minutes/week
Prerequisites: Permission of instructor Corequisites: Course Fee Amount: \$0 Units: 0.5
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]
 CR/NC only

Course Description: Intended for the student receiving AP or transfer credit for CS 171. It is recommended that such students take this course prior to enrolling in additional computer science courses. An overview of programming in the same high-level language used in CS 171.

Course Number: E&M 363 Course Title: The Chinese Economy
Instructor: Li Offered Fall Spring
Frequency and Duration of Meetings: meetings twice a week, 100 minutes per meeting
Prerequisites: E&M 101 and E&M 102 Corequisites: Course Fee Amount: \$ 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 examination of economic policy and institutions in China since 1949. Topics include the Communist economic system adopted under Mao, the transition to a more market-oriented system beginning in 1978, sustainability of rapid economic growth, the banking and financial system, foreign trade and investment, labor market reforms, the social safety net, and rural economic development.

Course Number: Engl 358 Course Title: Literature of the Great Lakes
Instructor: Nels Christensen Offered: Offered in alternate years
Frequency and Duration of Meetings: Four hours per week
Prerequisites: Sophomore standing or higher or permission of instructor
Corequisites: Course Fee Amount: \$ 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: A bioregional exploration of representative poems, novels, and essays written by Great Lakes authors. Typical authors include Richard Powers, Bonnie Jo Campell, Lorine Niedecker, James Wright, Joseph Boyden, and Holling Clancy Holling.

Course Number: PHED 123 Course Title: Riding - English
Instructor: Staff Offered Fall Spring
Frequency and Duration of Meetings: 2 lessons per week (1 hour Group lessons, ½ hr Private lessons) Prerequisites: None Corequisites: None Units: .25 unit

Course Fee Amount: Group section = \$715, Private section = \$985

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: Students will be taught English riding skills, and a strong emphasis will be placed on safety and confidence building in the saddle. Students will be assessed on their first day to determine their experience and ability. Students may ride their own horse or use a school horse. Riders must wear an ASTM/SEI certified helmet, which may be borrowed from the Held Center. Appropriate attire and footwear will be discussed and is required for lessons.

Course Number: PHED 124

Course Title: Riding - Western

Instructor: Denise Webber

Offered Fall Spring

Frequency and Duration of Meetings: 2 lessons per week (1 hour Group lessons, ½ hr Private lessons)

Prerequisites: None Corequisites: None Units: .25unit

Course Fee Amount: Group section = \$715, Private section = \$985

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: Students will be taught Western riding skills, and a strong emphasis will be placed on safety and confidence building in the saddle. Students will be assessed on their first day to determine their experience and ability. Western riding lessons will be taught off campus. Students are responsible for their own transportation to/from the lesson facility. Students will ride school horses owned by the facility. Appropriate attire and footwear will be discussed and is required for lessons. Rules of the facility must be adhered to by all riders.

Course Number: PHIL 318

Course Title: Philosophy of Mind

Instructor: Mittag

Offered Fall Spring

Frequency and Duration of Meetings: Twice weekly for 1.25 hours each session.

Prerequisites: none Corequisites: none Course Fee: \$ 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 is an introduction to the philosophy of mind. The central topic of the course is the relation of the mind to the physical world. As we explore this topic, we will carefully evaluate prominent competing theories about the nature of the mind. These theories include the identity theory, dualism, behaviorism, functionalism, and eliminative materialism. Additional topics of the course include artificial intelligence, phenomenal consciousness, the adequacy of folk psychological explanation, and theories of mental content.

Course Number: PLSC 205

Theories of Democracy and Difference

Instructor: Elizabeth Ben-Ishai

Offered Fall Spring

Frequency and Duration of Meetings: Meets twice a week for 1:50 each time.

Prerequisites: None Corequisites: None Course Fee Amount: N/A 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 class covers a rotating selection of topics in the area of democratic theory and “difference.” Contemporary democracies are increasingly comprised of diverse populations; citizens and noncitizen residents may differ along the lines of race, gender identity, ethnicity, religion, ability, etc. We explore how democracies simultaneously uphold their commitment to equality and liberty while allowing for the inclusion of people with sometimes very different values and beliefs. To what extent should the state accommodate citizens’ differences? What should states’ responses be to cultural minorities whose customs may run counter to the majority’s democratic values? What modes of communication best facilitate political participation by diverse community members? Is there room for accommodation of difference in the context of the legal system? This course addresses these questions by drawing on the work of contemporary political theorists. Possible topics include: theories of multiculturalism; deliberative democracy’ gender, race and democracy; and democracy and sexual difference.

Course Number: PLSC 369

Feminist Political Theory

Instructor: Ben-Ishai

Offered Fall X Spring

Frequency and Duration of Meetings: Twice a week, 1:50 each time.

Prerequisites: One course in political theory or instructor’s permission.

Corequisites: Course Fee Amount: N/A 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: This course investigates feminist contributions to political theory. By directing our attention to the role *women* and *gender* in some central areas of political theory, feminist political theorists have challenged, modified, and expanded our understandings of fundamental political concepts. Furthermore, as the popular slogan of the women’s movement encapsulates—“the personal is political”—feminists have challenged our very notion of “the political.” While the field of feminist political theory is wide and varied, this class seeks to establish an understanding of feminism as an ideology and practice *and* its implications for the field of political theory. We begin by considering the “ways of knowing” or methods that are central to feminist political theory, as well as the relationship between feminist political theory and feminist political practice. We then survey key concepts in political theory that feminist theorists have challenged, such as: citizenship, agency, the state, equality, etc. Finally, we explore debates within feminist theory, including those emerging out of global feminism, queer theory, and critical race theory.

#

Course Change Committee approved the creation of a permanent course number and cross-listing for:

ETHN 289: Children of Immigrants:

Course Numbers: ETHN/A&S 280 Children of Immigrants

Instructor: Dr. Diana Ariza and Dr. Len Berkey Offered ___Fall ___x___Spring

Frequency and Duration of Meetings: MWTHF (four hours a week) Units: 1

Prerequisite(s): Intro to Sociology or Intro to Ethnic Studies

Course Fee Amount: N/A

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 Change Committee approved revisions of the following courses:

Course Number: A&S 241 Course Title: Principles of Archaeology
Instructor: Chase Offered X Fall Spring Frequency and Duration of Meetings: 2 x 80
Prerequisites: 105 or permission of instructor Corequisites: None.
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]

Old Course Description:

241 Prehistoric Archaeology (1) Prerequisite: A&S 105 or permission of instructor.
(*Anthropology*) Prehistoric cultures, as revealed by archaeological research. Life in the Stone Age. The origin and development of food production and the emergence of ancient civilizations. An introduction to archaeological methods and theory. *Staff*.

New Course Description:

241 Principles of Archaeology (1)

(*Anthropology*) Archaeology is the investigation of human societies through the study of their material remains. It provides the only source of information regarding the period from the evolution of humans over the last 2 million years to the widespread adoption of the written word (in some places) over the last few thousand. During historical periods, archaeology gives voice to those rendered invisible by their exclusion from historical documents. More fundamentally, archaeology provides novel insights into the material worlds that actively shape as well as reflect social life. In this class, you will learn the fundamentals of archaeological research through the analysis of case studies in conjunction with a series of hands-on field and laboratory exercises.

Course Number: **A&S 253** Health and Environment: Anthropological Approaches
Instructor: Mullin Offered x Fall Spring
Frequency and Duration of Meetings: 2 x 80
Prerequisites: 105 or permission of instructor Corequisites: None.
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]

Old Course Description:

A&S 353 Healing, Health and Society (1) Prerequisite: A&S 101 or 105 or permission of instructor. (*Anthropology*) Covers topics ranging from the embodiment of disease to the social implications of disease. Addresses issues of social inequality to understand health both within a particular culture and between nations. Explores healing within the household, in Western biomedicine, and in other world healing systems such as traditional Chinese and Ayurvedic medicines. Considers the concept of health--what it is, who has the power to define it and whether it is a right or a privilege. *Staff*.

New Course Description:

Health and Environment: Anthropological Approaches (1)

Prerequisite: A&S 105 or by permission of instructor

(*Anthropology*) This course focuses on the overlap between medical and environmental anthropology, between global health and environmental studies. Drawing especially on ethnographic research concerning environmental impacts on health, the course considers case studies from many different parts of the world, varying perceptions of risks posed by particular environments, and struggles for environmental justice. *Mullin*.

Course Number: A&S371 The Global Politics of Nature

Instructor: Mullin Offered Fall x Spring

Frequency and Duration of Meetings: 2 x 80

Prerequisites: 105 or permission of instructor Corequisites: None.

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]

Original Course Description:

371 Environmental Anthropology (1) Prerequisite: A&S 105 or permission of instructor.

(*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 that 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. *Staff*.

Revised Course Description:

371 The Global Politics of Nature (1) Prerequisite: A&S 105 or permission of instructor.

(*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 that 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*.

Course Number: Biol 401, 402 Course Title: Seminar

Instructor: Staff Offered Fall Spring

Frequency and Duration of Meetings: 401- 2-hrs per week, either once a week for 2 hrs or twice a week for one hr; 402- 4 hrs per week, often twice a week for two hrs

Prerequisites: **Biology 210, Junior or senior standing, permission of instructor and other as indicated.** Corequisites: Course Fee Amount: \$ Units: (1/2, 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 Number: Educ 397 Boundary Crossings in Secondary Schools (1)

Prerequisites: Education 201, 202, Psychology 251.

Current Catalog Description:

Focuses on learning about and working in the Albion Public Schools with youth from different backgrounds. Combines curriculum and classroom management theory and practice, and emphasizes exploring and developing integrative and creative teaching skills before doing the student teaching semester. Note: This Maymester course/experience begins during the spring semester and extends for three and one-half weeks after the spring semester for all junior secondary teacher education students.

Proposed Catalog Description

Course Number: Educ 397 Boundary Crossings in Secondary Schools (1)

Prerequisites: Education 201, 202, Psychology 251.

Focuses on learning about and working in the Albion Public Schools with youth from different backgrounds. Combines curriculum and classroom management theory and practice, and emphasizes exploring and developing integrative and creative teaching skills before doing the student teaching semester. Note: This course begins during the spring semester for all junior secondary teacher education students and continues with an experiential laboratory called Maymester that extends for three and one-half weeks after the spring semester.

Geol 106 Old Name: Earthquakes, Volcanoes and Other Geological Hazards (1)

A review of the geological hazards which affect our lives, property and the environment.

Emphasizes the origin and prediction of such hazards, as well as ways to minimize their effects.

Covers earthquakes and volcanoes, as well as landslides, floods, meteorite impacts, and stream and coastal erosion. No laboratory. *Staff.*

Geol 106 New Name: Natural Disasters (1)

A review of the natural disasters which affect humans and the environment. Emphasizes the causes and prediction of natural hazards, assessment of hazard vulnerability, and disaster mitigation and recovery through case studies of historical and recent natural disasters. Topics include earthquakes, volcanoes, landslides, extreme weather, climate change, and floods. No laboratory. *Staff.*

209 Geochronology and Paleontology (1)

Prerequisite: Geology 103, or Biology 195, or permission of instructor.

Old Course Description:

The study of fossils and their use in geology and biology, focusing on invertebrate animals.

Laboratory emphasizes relationships between groups and to sedimentary environments and correlation. Offered in alternate years. *Bartels.*

New Course Description:

209 Geochronology and Paleontology (1)

Prerequisite: Geology 103, or Biology 195, or permission of instructor.

A comprehensive examination of invertebrate fossils and measurements of time in geology.

Emphasis is on the study of fossils and their identification, biology, evolutionary history, and use

in geology. Magnetostratigraphy, global event stratigraphy, and radiometric dating methods are also examined. Laboratory emphasizes fossil identification, morphology, and functional morphology, and geochronologic exercises using fossils and other geologic data. Two field trips. Offered in alternate years. *Bartels*.

Course Number: PLSC 105 Introduction to Political Thought
Instructor: Elizabeth Ben-Ishai, William Rose Offered: X Fall X Spring
Frequency and Duration of Meetings: Twice weekly for two hours.
Prerequisites: None. Corequisites: None. Course Fee Amount: \$ N/A 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]

Old description: An introduction to fundamental concepts and theories of politics, with emphasis on the concepts of justice, liberty, equality and democracy. The works of theorists such as Plato, Aristotle, Locke, Rousseau, Madison, Tocqueville, Marx, and Schumpeter are explored.

New description: Offers an introduction to the subfield of political theory, examining both the types of questions political theorists are interested in and the various approaches they take in addressing these questions. Students explore major debates within the field, both in contemporary and canonical work. The course proceeds both thematically, examining such themes as liberty, justice, democracy, political resistance, and power, and historically, situating theorists' writings within the historical context they were written and read. Also considers the relationship between political theory, political practice, and the other subfields of political science.

Course Number: PLSC 206 Contemporary Political Thought
Instructor: Elizabeth Ben-Ishai Offered Fall X Spring
Frequency and Duration of Meetings: Twice per week, two hours per meeting.
Prerequisites: PLSC105 recommended. Corequisites: Course Fee: \$ Units: 1
Check **one** option: X Standard grading [Students in the course will receive numeric grades unless they declare

Original Description:

Examines twentieth century approaches to political phenomena, including the works of thinkers such as Weber, pluralists, critical pluralists, rational choice theorists, contemporary feminists, poststructuralists and other contemporary theorists of power, class analysts and others. Specific topics, such as the relative role of market and state or the exceptional quality of American liberalism, will be examined. Introduces students to a variety of modes of analysis and methods of approaching political questions.

Modified Description:

Examines twentieth and twenty-first century political thought using a range of texts. Topics include liberalism, conservatism, communitarianism, libertarianism, feminism, post-structuralism, critical race theory, multiculturalism, power, class, and others. Students explore how political theorists have applied these theories to contemporary political debates. This class also considers the ways in which the category of "the political" has shifted in the twentieth and

twenty-first centuries. The course provides students with a variety of theoretical tools with which to approach and analyze contemporary politics.

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Course Change approved the elimination of the following courses from the Academic Catalog:

A&S 200, Ethnographic Research
A&S 242, Biological Anthropology
A&S 271, Sacred Places
A&S 310, The Anthropology of Art
A&S 313, Death and Dying in World Religions
A&S 362, Myth, Magic, and Mind
A&S 363, Myth, Symbol, and Ritual

Biol 306, Functional Neuroanatomy
Biol 363, Neurobiology

Comm 201, Verbal and Nonverbal Communication
Comm 206, Rhetoric and Public Communication
Comm 245, Argumentation and Advocacy
Comm 301, Studies in Free Speech
Comm 312, Minority Images in American Media
Comm 325, Visual Communication
Comm 341, Advanced Public Speaking

Geol 302, Geophysics
Geol 312, Geology of Metallic Mineral Deposits
PALN 209, Dinosaurs

Hist 141, Colonial Latin America
Hist 150, Africa's Past and Present
Hist 310, African Identities
Hist 373, Colonial Africa

PHED 125-128 (Beg, Nov, Int, Adv. Riding)

Phil 103 and 104, Selected Topics
Phil 205, Foundations of Political Philosophy
Phil 215, Philosophy of Art
Phil 360, Science and the Self

Phys 101, Basic Concepts of Physics

RS 210, The Feminine in World Religions

RS 311, Religion and Ecology
RS 312, Global Christianities
RS 313, Death and Dying in World Religions
RS 363, Myth, Symbol and Ritual

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The Global Studies Committee:

The Global Studies Committee has approved E&M 363 (Chinese Economy) as meeting the global studies criteria.

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Faculty Development Committee:

The Faculty Development Committee approved the following grants:

A combined Small and Large Grant was awarded to **Michael Dixon** (Art & Art History) to support a solo exhibition at the Durham Art Guild in Durham, South Carolina.

A combined Small and Large Grant was awarded to **Cliff Harris** (Chemistry) for the purchase of chemicals and glassware and to support the hiring of a research assistant.

A combined Small and Large Grant was awarded to **Andrew French** (Chemistry) for the purchase of chemicals and glassware and to support his travel to Wales to collaborate with his research partner.

A combined Small and Large Grant was awarded to **Kevin Metz** (Chemistry) for the purchase of chemicals and equipment necessary for his research.

II ANNOUNCEMENTS FROM THE PROVOST'S OFFICE

Early Bird Registration for the Scholarship of Teaching and Learning Academy 2010 ends April 1, 2010. SOTL offers professional presentations and lively discussions about the scholarship of teaching and learning. Keynote speakers include Randy Bass, Georgetown University, Assistant Provost for Teaching and Learning Initiatives and Executive Director, Center for New Designs & Scholarship Director, and Bob Bain, University of Michigan, Associate Professor of History and Social Studies Education and Distinguished Lecturer, Organization of American Historians. Register now at a discounted rate for the May 17 & 18th conference at <http://www.emich.edu/sotlacademy>.

GRANT INFORMATION

Karen Erlandson (Communication Studies) and **Dean McCurdy** (Biology) received New Directions Initiative Grants from the Great Lakes Colleges Association. Karen's grant will

support her project “Singular Exploration in Behavioral and Emotional Psychology: Micro-Expressions,” and Dean’s grant will support his project, “Developing a community-based approach to marine research and conservation in Suriname, South America.”

III SCHOLARLY AND PROFESSIONAL DEVELOPMENT

Vicki Baker (Economics & Management) was invited to write a chapter for a three-series mentoring volume which will be translated into Spanish and used in colleges and universities in Latin American and Spain. The chapter is titled: “A Guide to Building Your Developmental Network: A Look at Theory and Practice.”

Maureen Balke (Music) served as adjudicator/clinician for 30 individual high school aged solo vocalists in the District 6 MSVMA Solo-Ensemble Festival on February 20 at Southwestern Michigan College, Dowagiac. At these events, the young singer performs two solo selections and is then critiqued in a clinic by the adjudicator in a public forum. The adjudicator also gives the singer written comments and a rating.

Craig Bieler (Chemistry) presented "The UV/Vis Absorption Spectra of Benzoic Acid Derivatives" during the poster session of the Western Spectroscopy Association Conference held at the Asilomar Conference Center, Pacific Grove, CA, February 3-5. Culver Redd ('11) and Andrew Fidler ('08) were coauthors on the poster.

In February, **Brad Chase** (Anthropology/Sociology) gave a public lecture at the Museum of Anthropology at the University of Michigan entitled "Beyond the Indus Valley: Ongoing Research in Harappan Gujarat." In March, he participated in the 3rd Yale South Asian Archaeology Workshop (sponsored by the South Asian Studies Council, Council on Archaeological Studies, and the Anthropology Department). He has an article forthcoming in the June issue of the journal *Antiquity: A Quarterly Review of World Archaeology* entitled "Social change at the Harappan settlement of Gola Dhoro: a reading from animal bones."

Nels Christensen's (English) essay “The Pedagogy of Disorientation: Teaching Carolyn Chute’s *The Beans of Egypt, Maine* at The University of Michigan’s New England Literature Program and Beyond” appeared last month in *Green Theory & Praxis: The Journal of Ecopedagogy*.

Suellyn Henke and **Guy Cox** (Education) participated in the Teacher Education Accreditation Council Inquiry Brief Writing Workshop at Hope College. February 25-26.

Deborah Kanter (History) recently saw published two critical book reviews: Myra Mendible, *From Bananas to Buttocks: The Latina Body in Popular Film and Culture*, for the *Hispanic American Historical Review*, vol. 90:1 (2010), pp. 198-199, and Jaime Lara, *Christian Texts for Aztecs: Art and Liturgy in Colonial Mexico* for *Catholic Library World*, vol. 80:2 (2009), p. 119.

Darren Mason (Mathematics & Computer Science) had his research presented on February 17, 2010 at the 139th Annual Meeting and Exhibition of *The Minerals, Metals, and Materials Society*, held at the Washington State Convention and Trade Center in Seattle, MI. The title of the

presentation was “Nucleation of Extension Deformation Twins in γ -Ti. Darren’s colleagues in this work were T.R. Bieler, M.A. Crimp, L. Wang, and Y. Yang (*Michigan State University Department of Chemical Engineering and Materials Science*) and P. Eisenlohr (*The Max-Planck-Institut für Eisenforschung – Düsseldorf, Germany*).

Gretchen Neisler (President’s Office) presented a paper, “Pre-Service Teacher Education in Pakistan: Using context to guide change initiatives - a baseline and needs assessment study” at the Annual Conference Comparative and International Education Society, Chicago, IL, March 2, 2010.

Jess Roberts (English) was a respondent at a conference entitled "Crossing the Bar: Transatlantic Poetics in the Nineteenth Century" and presented a paper entitled "Why, sir, as to that--: Sarah Piatt and the Conditions and Conventions of Authorship" to the Princeton Americanist Colloquium.

Marcy Sacks (History) has been invited to lecture on her Joe Louis research and U.S. race relations at the Al Akhawayn University at Ifrane, Morocco, through the GLCA's Global Liberal Arts Alliance.

Gregory Saltzman (Economics & Management) is the second author on a research study being presented shortly by one of his co-authors at the 2010 International Stroke Conference. The study is about cost-effectiveness of using video conferencing to allow neurologists in major medical centers to diagnose possible stroke patients in remote rural areas.

Ken Saville (Biology) was co-author of an article describing the work of the Genomics Education Partnership, a project with which Ken and Albion students have been involved since 2006. The article was featured on the cover of the journal. The reference for the article is: Shaffer, et al (2010) The Genomics Education Partnership: Successful Integration of Research into Laboratory Classes at a Diverse Group of Undergraduate Institutions., *CBE Life Sci Educ*, Table of Contents for 1 March 2010; Vol. 9, No. 1. The link to the article is <http://www.lifescied.org/cgi/content/abstract/9/1/55?etoc> and the link to the cover photo is <http://www.lifescied.org/content/vol9/issue1/cover.dtl>.

Pam Schwartz and **Barry Wolf** (Academic Skills Center) and **Frank Kelemen** (Counseling Center) presented a paper at the Big Ten Counseling Centers Conference at Michigan State University on February 26th. The title of the paper: "Counseling and Disability Support Offices: Collaboration that Improves and Expands Service Options."

Nicolle Zellner (Physics) attended the 41st annual Lunar and Planetary Science Conference in The Woodlands, TX. While there, Nicolle also participated in an education workshop on teaching planetary science to undergraduate students.

IV. MISCELLANEOUS

From Information Technology:

Free NITLE "Teaching the Digital Humanities" webinar March 31 at 4 pm EDT:

More and more, digital technologies are being used to support, extend, and transform traditional humanistic fields. While much of this work is being done at large research institutions, the digital humanities are also finding a home at small, liberal arts colleges.

In this session, two faculty members who use digital technologies to enhance their research in the humanities will explore the place of the digital humanities on the campus of a small, liberal arts college. How can the digital humanities be integrated into the curriculum? How can partnerships with technologists and librarians contribute to this work? What are the possibilities for intercampus collaboration?

Angel David Nieves, Associate Professor, Africana Studies and Co-Director of the Digital Humanities Initiative, Hamilton College, and Kathryn Tomasek, Associate Professor of History, Wheaton College, will share their experiences, then lead a discussion of how to pursue work in the digital humanities. Both will also speak on the digital humanities panel at the NITLE Summit and will be able to share insights and plans for further collaboration in the digital humanities at NITLE institutions.

More information is available here: <http://www.nitle.org/events/event.php?id=82>.