

# ***THE DEANERY***

**ALBION COLLEGE  
ACADEMIC NEWSLETTER**

**VOLUME 39, NUMBER 1  
OCTOBER 15, 2010**

**ANNOUNCEMENTS FOR THE NEXT DEANERY ARE DUE NOVEMBER 5, 2010.**

## **I. ANNOUNCEMENTS FROM COMMITTEES**

From Curriculum & Resources Committee:

C&RC has approved curricular changes in the History Major and Minor with Concentration in Secondary Education and the Political Science Major and Minor with Concentration in Secondary Education as follows:

**Proposed Revision for the Requirements for History  
Majors and Minors with Concentration in Secondary Education (9.21.10)**

**Submitted by**

Wesley Dick and Deborah Kanter (History)

With consultation from Michael Roessler and Suellyn Henke (Education)

The Michigan Department of Education (MDE) has adopted new social studies standards and dramatically changed the requirements for teacher education programs to offer History majors and minors for teacher certification. There are currently 61 standards<sup>1</sup> which draw from history, political science, geography, economics, and pedagogy. In order to meet these new standards, the History and Education Departments are proposing the social science courses listed in the chart below. These courses were selected with the following criteria in mind:

- When combined with the required Education courses, they should meet the MDE standards for History certification and prepare individuals to pass the Michigan Test for Teacher Certification in History;
- These courses are rigorous and diverse;
- They courses will prepare the students to teach the courses that they would be certified to teach with a History Teaching Major or Minor (History, Michigan History, U.S. History, World History, European History, and Current Events);

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<sup>1</sup> See this web address for the MDE Standards for History:  
[http://www.michigan.gov/mde/0,1607,7-140-6530\\_5683\\_6368-24835--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-24835--,00.html)

- These courses are aligned with the current requirements for a History Major (and minor) and if students change their minds about getting certified to teach, they will still be able to pursue the traditional history major.

Albion’s completed application is due to the Michigan Department of Education is due by November 1<sup>st</sup>. The History major and minor must be approved as addressing the new standards in order for Albion College to continue offering a certification program in History.

### **History Major with Concentration in Secondary Education**

<b>CURRENT REQUIREMENTS</b>	<b>PROPOSED REQUIREMENTS</b>	
<b>Eight units in history, including the following:</b>	<b>Nine units in history, including the following:</b>	
--Two units from European history	--Two units from European history (HIST 102 and HIST 217)	
--Two units from U.S. history	--Three units from U.S. history (HIST 131, HIST 132 and any U.S. history course that is at a 200-level or higher)	
--Two units from Asian, Latin American and/or African history	--Three units from Asian, Latin American and/or African history (HIST 111, HIST 300 and HIST 382)	
--A minimum of one unit numbered 370 or higher (excluding 388, 389, 391, 392)	--A one-unit elective history course selected from courses numbered 200 or higher. (Note—The HIST 382 requirement guarantees that this current standard will be met).	
--No more than three 100-level units	--There are four 100-level courses but that leaves five HIST courses at 200-level or higher (same as current requirements).	
All other requirements for teacher certification	All other requirements for teacher certification	

Summary: The new History Major with Concentration in Secondary Education does not require additional resources. It does require students to enroll in **one more unit** than before.

## History Minor with Concentration in Secondary Education

<b>CURRENT REQUIREMENTS</b>	<b>PROPOSED REQUIREMENTS</b>	
<b>Five units in history, including the following:</b>	<b>Six units in history, including the following:</b>	
-- Two units from U.S. history	--Two units from U.S. history (HIST 131 and HIST 132)	
--Three units from European, Asian, Latin American and/or African history	--Four units from European, Asian, Latin American and/or African history (HIST 102, HIST 111, HIST 217, HIST 300)	
--No more than three 100-level units	--Four 100-level units, but that leaves two history courses at 200-level or higher (same as current requirements).	
All other requirements for teacher certification	All other requirements for teacher certification	

Summary: The new History Minor with Concentration in Secondary Education does not require additional resources. It does require students to enroll in **one more unit** than before.

### **Current Catalog Description for History Major with Concentration in Secondary Education:**

- Eight units in history, including the following: two units from European history, two units from United States history, two units from Asian, Latin American and/or African history.
- The units in United States history must include at least one course on America before 1877, at least one course on America after 1877 and one unit at the 200-level or higher. (Note: The following courses satisfy the pre-1877 requirement: 121, 131, 242, 331, and 333, while 132, 237, 243, 340, 377, 378 and 398 satisfy the post-1877 requirement)
- A minimum of one unit numbered 370 or higher (excluding 388, 389, 391, 392).
- No more than three 100-level units may be counted toward the major.
- Completion of all other requirements for teacher certification.

### **Proposed Catalog Description for History Major with Concentration in Secondary Education:**

- Nine units in history, including the following: 102, 111, 131, 132, 217, 300, and 382 or another course numbered HIST 370 or above with prior approval of the History Department Chair and two elective history courses that are 200-level or higher (one of which must be in United States History).
- Completion of all other requirements for teacher certification.

**Current Catalog Description for History Minor with Concentration in Secondary Education:**

- Five units in history, including two units from United States history and three units from European, Asian, Latin American and/or African history, at least one but no more than two of which must be from European history. No more than three 100-level units may be counted toward the minor.
- Completion of all other requirements for teacher certification.

**Proposed Catalog Description for History Minor with Concentration in Secondary Education:**

- Six units in history, including 102, 111, 131, 132, 217, and 300.
- Completion of all other requirements for teacher certification.

**Proposed Requirements for a History Teaching Major and Minor  
9.21.10**

<b>History Teaching Major (9 history courses)</b>	<b>History Teaching Minor (6 history courses)</b>	<b>History Major (without certification)</b>
<b>HIST 102 Ancient &amp; Medieval Worlds (Hagerman)</b>	<b>HIST 102 Ancient &amp; Medieval Worlds</b>	three units from European and United States History (with at least one course in each field)
<b>HIST 111 East Asia: Cultures and Civilizations (Wu)</b>	<b>HIST 111 East Asia: Cultures and Civilizations</b>	three units from African, Asian, and Latin American History (with courses taken in at least two fields)
<b>HIST 131 The United States from Colonization to 1877 (Sachs)</b>	<b>HIST 131 The United States from Colonization to 1877</b>	three units from European and United States History (with at least one course in each field)
<b>HIST 132 The United States Since 1877 (Dick)</b>	<b>HIST 132 The United States Since 1877</b>	three units from European and United States History (with at least one course in each field)
<b>HIST 217 Europe from 1789 to 1918 (Cocks)</b>	<b>HIST 217 Europe from 1789 to 1918</b>	three units from European and United States History (with at least one course in each field)
<b>HIST 300 Slave Societies of the Americas (Kanter)</b>	<b>HIST 300 Slave Societies of the Americas</b>	three units from African, Asian, and Latin American History (with courses taken in at least two fields)
<b>382 East Asian Environmental History (Wu)</b>		three units from African, Asian, and Latin American History (with courses

		taken in at least two fields)  A minimum of one unit selected from courses numbered 370 to 402 (excluding 388, 389, 391, 392).
<b>Two elective history courses that are 200-level or higher (one of which must be in United States history)</b>		three units from European and United States History (with at least one course in each field)

**HIST 102 Ancient and Medieval Worlds (1)**

A survey from 3000 B.C.E. to the Renaissance, including Mesopotamian, Greek, Roman, Carolingian and European societies. Religion, politics, war, thought, society and family issues will be discussed. *Hagerman*.

**HIST 111 East Asia: Cultures and Civilizations (1)**

A survey of the cultural, political and economic interactions among the societies of East Asia from the sixth century to the present, with an emphasis on the history of China, Japan and Korea. Major themes include the historical construction of "East Asian" regional identity; traditional culture; imperialism and colonialism; nationalist movements; and the debate over "Asian values" and modern economic development. *Wu*.

**HIST 131 The United States from Colonization to 1877 (1)**

Introductory survey of United States history from pre-settlement of Europeans through the fall of Reconstruction. Examines the multicultural origins of the United States; the economic, social and political course to independence; the early national period; the Jacksonian era; and the causes and results of the Civil War. Also focuses on historical methodology. *Sacks*.

**HIST 132 The United States since 1877 (1)**

Introductory survey of American civilization from Reconstruction to the present, encompassing the ways that Americans have responded to the rise of the city, industrialization, immigration, imperialism, world wars, the atomic bomb, racial turmoil, changing roles of men and women, rise of the welfare state and environmental controversies. Recommended for pre-law students. (Film fee.) *Dick*.

**HIST 217 1789 Europe 1918 (1)**

Europe from the French and Industrial Revolutions to the end of the First World War as reflected in history, literature and film. *Cocks*.

**300 Slave Societies of the Americas (1)**

Comparative study of the development of race-based slavery in Spanish America, Brazil, the Caribbean and the U.S. South. Discusses the Middle Passage, plantation life, slave religion,

resistance, emancipation and its aftermath. Invites students to consider the history of ethnic relations within multiracial societies. *Kanter*.

### **382 East Asian Environmental History (1)**

Prerequisite: Junior or senior standing or permission of instructor.

Investigates how people in China and Japan have thought about and interacted with their environment in different historical settings. Explores the way in which East Asian religions and philosophies explain the cosmos and the place of humans and non-humans within it, and the impact of imperialism, industrialization, and revolution on environmental thinking and policies during the nineteenth to the twenty-first centuries. Topics include Confucian views of stewardship, Daoist cosmology, Shinto ritual, feng shui, environment and disease, Communist state building and environmental exploitation, and industrial pollution. *Wu*.

### **Proposed Changes in the Requirements for Political Science Majors and Minors with Concentration in Education (9.20.10)**

Submitted by Political Science and Education Department

Bill Rose, (Political Science)

Suellyn Henke and Michael Roessler (Education)

Recently, the Michigan Department of Education dramatically changed the standards for a college or university seeking to offer Political Science majors and minors. There are currently 55 standards which draw from political science, history, geography, economics, and pedagogy\*. In order to meet these new standards, the Political Science Department in cooperation with the Education Department is proposing the social science courses listed in the chart below. These courses were selected with the following criteria in mind:

- When combined with the required Education courses, they should meet the MDE standards for Political Science<sup>2</sup>;
- These courses should be rigorous and diverse;
- They should prepare the students to teach the courses that they would be certified to teach with a Political Science Teaching Major or Minor (Political Science, American Government, Government, Civics, Contemporary World, Issues, American Problems, and Current Events).

We also wanted to ensure that students pursuing a Political Science Teaching Major would have an easy transition to a traditional Political Science Major (without teaching certification) should they decide to switch their interest. This proposal provides that overlap. A student who did not graduate with a teaching certificate could graduate as a Political Science major if she or he counted the two Political Science electives in this way:

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<sup>2</sup> \*See this web address for the MDE Standards for Political Science:  
[http://www.michigan.gov/mde/0,1607,7-140-6530\\_5683\\_6368-24835--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-24835--,00.html)

- For the first elective take PLSC 201 (Scope and Methods in Political Science);
- For the second elective take one of the Political Theory courses—PLSC 351, PLSC 355, or PLSC 367.

**Political Science Major with Concentration in Secondary Education**

<b>CURRENT REQUIREMENTS</b>	<b>PROPOSED REQUIREMENTS</b>	
<b>A minimum of eight units in political science, including the following:</b>	<b>A minimum of eight units in political science, including the following:</b>	
--PLSC 105	--PLSC 105	
-- At least one unit in each of the four subfields in the department: American government and politics, international relations and comparative politics, political theory (PLSC 351, 355 or 367), and political research	--Each of these political science courses: PLSC 101, PLSC 216, PLSC 323, PLSC 336, PLSC 356	
All other requirements for teacher certification	--Any 200-, 300- or 400- level political science course	
	--Any 300- or 400- level political science course	
	HIST 131 U.S. History— Exploration to 1877	
	All other requirements for teacher certification	

Summary: The new Political Science Major with Concentration in Secondary Education does not require additional resources. It does require students to enroll in **one more unit** than before.

**Political Science Minor with Concentration in Secondary Education**

<b>CURRENT REQUIREMENTS</b>	<b>PROPOSED REQUIREMENTS</b>	
<b>A minimum of five units in political science, including the following:</b>	<b>A minimum of five units in political science, including the following:</b>	
--PLSC 101	--PLSC 101	
--Five additional units in political science, including: one additional unit in the area of American politics (including law-related courses), one unit in political theory, one unit of any course that qualifies as comparative (305, 319, 352, or any	--Each of these political science courses: 216, 323, 336, and 356	

289 that the chair qualifies as comparative), and one elective in any subfield		
All other requirements for teacher certification	HIST 131 U.S. History— Exploration to 1877	
	All other requirements for teacher certification	

Summary: The new Political Science Minor with Concentration in Secondary Education does not require additional resources.

**Current Catalog Description for Political Science Major with Concentration in Secondary Education:**

- A minimum of eight units in political science, including 105 and at least one unit in each of the four subfields in the department: American government and politics, international relations and comparative politics, political theory (Political Science 351, 355 or 367), and political research. It is expected that six of the eight units in political science will be taken at Albion College. Other arrangements can be made for bona fide transfer students and students in approved off-campus programs. Exceptions are at the discretion of the department chair after consultation with other faculty members in the department.
- No more than one unit of 391 or 392 (internships) may be counted toward a major.
- All courses for the major must be taken for a numerical grade, except those offered only on a credit/no credit basis. In order for a course to count for the political science major, the student must earn at least a 2.0 in the course.
- Political science majors are strongly encouraged to achieve basic competency in statistics (Mathematics 109 or Mathematics 210 are appropriate) and at least one foreign language
- Completion of all other requirements for teacher certification.

**Proposed Catalog Description for Political Science Major with Concentration in Secondary Education:**

- A minimum of eight units in political science, including 101, 105, 216, 323, 336, and 356.
- Two elective one-unit political science courses, one that is 200-level or higher and one that is 300-level or higher
- History 131
- It is expected that six of the eight units in political science will be taken at Albion College. Other arrangements can be made for bona fide transfer students and students in approved off-campus programs. Exceptions are at the discretion of the department chair after consultation with other faculty members in the department.



- No more than one unit of 391 or 392 (internships) may be counted toward a major.
- All courses for the major must be taken for a numerical grade, except those offered only on a credit/no credit basis. In order for a course to count for the political science major, the student must earn at least a 2.0 in the course.
- Political science majors are strongly encouraged to achieve basic competency in statistics (Mathematics 109 or Mathematics 210 are appropriate) and at least one foreign language.
- Completion of all other requirements for teacher certification

**Current Catalog Description for Political Science Minor with Concentration in Secondary Education:**

Six units in political science, including: 101, one additional unit in the area of American politics (including law-related courses), one unit in political theory, one unit of any course that qualifies as comparative (305, 319, 352, or any 289 that the chair qualifies as comparative), and one elective in any subfield.

**Proposed Catalog Description for Political Science Minor with Concentration in Secondary Education:**

- Five units in political science, including 101, 216, 323, 336, and 356
- History 131
- Completion of all other requirements for teacher certification

**Proposed Requirements for a Political Science Teaching Major and Minor (9.5.10)**

<b>Political Science <u>Teaching Major</u> (9 courses)</b>	<b>Political Science <u>Teaching Minor</u> (6 courses)</b>	<b>A Political Science <u>Major</u> (requirements) Traditional Major- NON-Teaching</b>
<b>PLSC 105 Introduction to Political Thought (Ben-Ishai)</b>		<b>PLSC 105 Introduction to Political Thought</b>
<b>HIST 131 U.S. History—Exploration to 1877 (Sachs)</b>	<b>HIST 131 U.S. History—Exploration to 1877 (Sachs)</b>	Including....
<b>PLSC 101 Politics of American Democracy (Rose/Dabney)</b>	<b>PLSC 101 Politics of American Democracy (Rose/Dabney)</b>	A minimum of eight units in political science, including 105 and at least one unit in each of
<b>PLSC 216 Public Policy Analysis (Rose/Grossman)</b>	<b>PLSC 216 Public Policy Analysis (Rose/Grossman)</b>	

		the four subfields in the department: American government and politics, international relations and comparative politics, political theory (Political Science 351, 355 or 367), and political research.
<b>PLSC 323 Introduction to Constitutional Law (Rose)</b>	<b>PLSC 323 Introduction to Constitutional Law (Rose)</b>	
<b>PLSC 336 International Relations (Grossman)</b>	<b>PLSC 336 International Relations (Grossman)</b>	
<b>356 Human Rights in the Modern World (Rose)</b>	<b>356 Human Rights in the Modern World (Rose)</b>	The current requirements for a Teaching Major in Political Science are exactly the same as above.
<b>Any 200-, 300- or 400- level Political Science course</b>		
<b>Any 300- or 400- level Political Science course</b>		

Note: Whether students major or minor in Political Science they are meet the same standards for a highly qualified teacher. Majors and minors must complete a program that meets 55 very specific and wide-ranging standards. Also, majors and minors are required to pass the same Michigan Test for Teacher Certification.

### **PLSC 101 Politics of American Democracy**

An overview of the dynamics and structure of the American political system: the Constitution, civil liberties, Congress, the Presidency, bureaucracy, interest groups, political parties, and voting behavior. Contrasts the principles of democratic action with a behind-the-scenes examination of how public policy is actually made.

### **PLSC 105 Introduction to Political Thought**

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.

### **PLSC 216 Public Policy Analysis**

An examination as to how government decides to address problems. The stages of the policy-making process. Special attention is paid to the methods of program evaluation. Substantive policy areas are discussed, with an emphasis on social welfare, health, education, urban, and environmental protection policies. First-year students are not allowed to enroll in this course.

**PLSC 323 Introduction to Constitutional Law**

Methods of legal reasoning and analysis are taught through the study of the United States Supreme Court and basic cases in constitutional law. The writing and arguing of case briefs are required.

**PLSC 336 International Relations** A study of the behavior of nations, including topics such as: national power, balance of power, deterrence, diplomacy, collective security, international law, international organization and disarmament.

**PLSC 356 Human Rights in the Modern World**

Introduces the key concepts and theoretical tools for understanding human rights and human rights policy in the context of the modern world. Examines human rights in a global comparative context with emphases on all the major world regions. Draws on the central theories and concepts of comparative politics and international relations to explain how and why governments protect (or fail to) human rights and to examine the intersection among citizens, governments, and non-governmental organizations that work to investigate and protect against human rights abuses.

**HIST 131 The United States from Colonization to 1877**

Introductory survey of United States history from pre-settlement of Europeans through the fall of Reconstruction. Examines the multicultural origins of the United States; the economic, social and political course to independence; the early national period; the Jacksonian era; and the causes and results of the Civil War. Also focuses on historical methodology.

# # #

Course Change Committee:

The Course Change Committee has approved the following new courses:

**Course Number: MUS 220/221** Course Title: Diction for Singers  
Instructor: Maureen Balke Offered \_\_\_\_\_ Fall xx\_\_\_\_\_Spring  
Frequency and Duration of Meetings: 4 hours/week Prerequisites: none  
Corequisites: none Course Fee Amount: \$0 Units: 1.0 or .5 units  
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 Number: **MUS 2xx** Course Title: **Choral Literature**  
Instructor: **Balke, Webb or Staff** Offered **X** Fall Spring  
Frequency and Duration of Meetings: **Twice a week, 50 minutes per meeting**  
Prerequisites: **NA** Corequisites: Course Fee Amount: **NA** Units: **.5**  
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 provides a historical, melodic, and harmonic overview of some of the major choral works by the most significant composers from the 17th – 21st centuries. It is designed to enhance a music major’s understanding of works considered to be the standards in choral music. Staff

Course Number: **MUS 2xx**                      Course Title: **Piano Literature**  
Instructor: **Abbott, Jensen or Staff**    Offered Fall **X** Spring  
Frequency and Duration of Meetings: **Twice a week, 50 minutes per meeting**  
Prerequisites: **NA**    Corequisites:    Course Fee Amount: **NA**    Units: **.5**  
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 provides a historical, melodic, and harmonic overview of some of the major piano works by the most significant composers from the 17th – 21st centuries. It is designed to enhance a music major's understanding of works considered to be the standards in piano and chamber music. Staff

Course Number: **MUS 2xx**                      Course Title: **Instrumental Literature**  
Instructor: **Ball, McIlhagga or Staff**                      Offered Fall **X** Spring (alternate years)  
Frequency and Duration of Meetings: **Twice a week, 50 minutes per meeting**  
Prerequisites: **NA**    Corequisites:    Course Fee Amount: **NA**    Units: **.5**  
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 provides a historical, melodic, and harmonic overview of some of the major instrumental musical works by the most significant composers from the 17th – 21st centuries. It is designed to enhance a music major's understanding of works considered to be the standards in orchestral, band, and chamber music. Staff

Course Number: **PLSC 368**                      Course Title: **Liberals and Conservatives**  
Instructor: **Rose**                                      Offered **XX**\_\_ Fall **XX**\_\_\_\_ Spring  
Frequency and Duration of Meetings: 200 minutes total (twice per week/100 minutes per session)  
Prerequisites: **None**    Corequisites: **None**    Course Fee Amount: **None**    Units: **1**  
Check **one** option: **XX** 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:** Examines the development of American political thought from the early 20<sup>th</sup> century to the present moment. Special areas of emphasis are on transformations in the American understanding of liberalism and the emergence of modern American conservatism in the post-WWII context. The course will explore the constitutive connections and interplay between political ideas and the concrete world of political action.

Course Number: **RS 260**                      Course Title: **Myth, Religion, Civilization**  
Instructor: **Soileau**                                      Offered \_\_\_\_\_ Fall \_\_\_\_\_ Spring *Occasionally*  
Frequency and Duration of Meetings: 2 x 100 min.    Prerequisites: **NONE**    Corequisites: **NONE**  
Course Fee Amount: \$ **NONE**                      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 is a comparative course which will analyze myths that relate the foundation, defense, fall or conquest of cities and civilizations, and seek to understand how religious elements such as gods, temples and rituals play a role in them. We will focus on specific ancient civilizations such as Mesopotamia, Greece, China, India and the Maya and Aztec

civilizations of pre-Columbian Mesoamerica, and specific cities like Jerusalem and Constantinople. We will end with a discussion of modern “myths” about religion and civilization.

Course Number: WGS 240 Course Title: **Sexualities, Histories and Culture**  
Instructor: Trisha Franzen Offered \_\_\_\_\_ Fall X Spring  
Frequency and Duration of Meetings: Twice a week for 1 hour and 50 minutes each class.  
Prerequisites: none Corequisites: none Course Fee Amount: \$ none 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:** The focus of this class is examining how sexuality has emerged as the basis for academic inquiry and numerous identities in the late twentieth century. The first part of the class will examine the historical research on sexuality across various cultures. We will consider what changes, from economic through technological, have fostered the development of sexuality related laws, restrictions, identities and opportunities. The next section traces the theories about contemporary identities that emerged from women’s and gender studies research. We will examine medical, academic, religious and legal institutions as well as the grassroots resistance and alternative naming presented by individuals and communities. The final section of the class is left flexible. Students in each class will have the opportunity to determine some of the topics for the last classes.

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Course Change Committee has approved the following changes to existing courses:

**Old Course Number: E&M 385 (.5)** Course Title: Advanced Taxation  
**New Course Number: E&M 343** Course Title: Advanced Taxation and Corporate Transactions  
Instructor: Steven Cerajewski Offered \_\_\_\_\_ Fall  Spring  
Frequency and Duration of Meetings: four times per week, 50 minutes per meeting  
Prerequisites: E&M 341 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]

**Old Course Description:** A continuation of Economics 341. Introduction to the taxation of corporations, partnerships, estates and trusts. *Cerajewski.*

**New Course Description:** A continuation of Economics & Management 341. Taxation of corporations, partnerships, estates, and trusts. Tax planning and management strategy aspects of corporate formation and reorganization. Students prepare and revise legal memoranda on tax issues. *Cerajewski.*

Course Number: ENVN 220 Old Course Title: **Economics, Ethics, and Environmental Policy**  
Instructor: Saltzman New Course Title: **Economics, Politics, and Environmental Policy**  
Offered \_\_\_ Fall  Spring  
Frequency and Duration of Meetings: 4 days per week, 50 minutes per session  
Prerequisites: 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]

**Old course description:** Examines decisions affecting environmental quality made by

individuals, businesses and other organizations, the moral foundations upon which group objectives are based and how policies are designed to incorporate moral considerations. Focuses on current national and local environmental policies and environmental ethics, with comparisons to practices in other cultures and eras. *Hakes*.

**New course description:** Examines decisions affecting environmental quality made by government, businesses, and individuals; economic analysis relevant to such decisions; the policy-making process; and dispute resolution techniques that may be useful in conflicts over environmental issues. Focuses on current national and local environmental policies, with comparisons to practices in other countries. *Saltzman*.

**Old Course Number: HIST 331**

**New Course Number: HIST 381**

Course Title: Race and Nationality in American Life

Instructor: Sacks

Offered  Fall  Spring

Frequency and Duration of Meetings: twice a week, 2 hours

Prerequisites: 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]

**Over the years, this course has gradually evolved into a reading/discussion-based seminar, making it well suited to the history major's upper-level (370 or above) research seminars.**

Course Number: **MUS 240** Old Course Title: **Brass Instruments**

New Course Title: **Brass Teaching and Techniques**

Instructor: **McIlhagga or Staff** Offered Fall **X** Spring (alternate years)

Frequency and Duration of Meetings: **Twice a week, 50 minutes per meeting**

Prerequisites: **NA** Corequisites: **Secondary Instrument Lab Ensemble (Once a week for 50 minutes)**

Course Fee Amount: **NA** Units: **.5 (NOTE: This is the principal change in the course)**

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:** Practical methods in the teaching and playing techniques of the high brass (trumpet and French horn). Offered in alternate years. Staff.

**New Course Description:** This course provides practical methods in the teaching and playing techniques of all brass instruments including trumpet, French horn, trombone, euphonium, and tuba. This course is primarily intended for students pursuing their teacher certification in music. A Secondary Instrument Lab Ensemble is also a corequisite for this course. Staff

Course Number: **MUS 242** Old Course Title: **Woodwind Instruments**

Instructor: **Staff** New Course Title: **Woodwind Teaching and Techniques**

Offered Fall **X** Spring (alternate years)

Frequency and Duration of Meetings: **Twice a week, 50 minutes per meeting**

Prerequisites: **NA**

Corequisites: **Secondary Instrument Lab Ensemble (Once a week for 50 minutes)**

Course Fee Amount: **NA** Units: **.5 (NOTE: This is the principal change in the course)**

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:** Practical methods in the teaching and playing techniques of single reed woodwinds (clarinet, saxophone) and flute. Offered in alternate years. Staff.

**New Course Description:** This course provides practical methods in the teaching and playing techniques of all woodwind instruments including flute, oboe, clarinet, bassoon, and saxophone. This course is primarily intended for students pursuing their teacher certification in music. A Secondary Instrument Lab Ensemble is also a corequisite for this course. Staff

Course Number: **MUS 244** Old Course Title: **Stringed Instruments**  
Instructor: **Staff** Course Title: **String Teaching and Techniques**  
Offered **X** Fall \_ Spring (alternate years)  
Frequency and Duration of Meetings: **Twice a week, 50 minutes per meeting**  
Prerequisites: **NA**

Corequisites: Secondary Instrument Lab Ensemble (Once a week for 50 minutes)

Course Fee Amount: **NA** Units: **.5 (NOTE: This is the principal change in the course)**

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 Course Description:** Practical methods in the teaching and playing techniques of the violin and viola. Offered in alternate years. Staff.

**New Course Description:** This course provides practical methods in the teaching and playing techniques of all bowed string instruments including violin, viola, cello, and string bass. This course is primarily intended for students pursuing their teacher certification in music. A Secondary Instrument Lab Ensemble is also a corequisite for this course. Staff

Course Number: **MUS 246** Old Course Title: **Percussion Instruments**  
Instructor: **Staff** New Course Title: **Percussion Teaching and Techniques**  
Offered **X** Fall \_ Spring (alternate years)  
Frequency and Duration of Meetings: **Twice a week, 50 minutes per meeting**  
Prerequisites: **NA**

Corequisites: Secondary Instrument Lab Ensemble (Once a week for 50 minutes)

Course Fee Amount: **NA** Units: **.5 (NOTE: This is the principal change in the course)**

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 Course Description:** Practical methods in the teaching and playing techniques of percussion instruments. Offered in alternate years. Staff.

**New Course Description:** This course provides practical methods in the teaching and playing techniques of all percussion instruments including snare drum, timpani, mallet instruments, as well as most other percussion instruments utilized in an instrumental ensemble. This course is primarily intended for students pursuing their teacher certification in music. A Secondary Instrument Lab Ensemble is also a corequisite for this course. Staff

Course Number: **PHYS 205** Old Course Title: **Planetary Geology**  
Instructor: **Zellner** New Course Title: **Planetary Astronomy**  
Offered \_\_ Fall **X** Spring  
Frequency and Duration of Meetings: **3X per week, 1 3-hour laboratory per week**  
Prerequisites: **High school algebra or permission of instructor** Corequisites:

Course Fee Amount: \$20 (TBD): laboratory manual

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

**The title change does not change the content of the course. All topics will continue to be covered and discussed, as stated in the current syllabus, at a level appropriate for the students. All pre-requisites and/or co-requisites will remain the same.**

Course Number: Thea 211 Course Title: Introduction to Theatrical Technology and Design

Instructor: Mark Hoffland Offered  Fall  Spring

Frequency and Duration of Meetings: 3hrs class per week plus 25 hours lab

**Prerequisites: Thea 111, Thea 209 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]

**We wish to add a prerequisite to this course. The new prerequisite would be either Thea 111, Thea 209 or permission of the instructor. We want to add this change not to exclude students from taking this course, but to be able to control the students who do get in. Tech /Design is a core course of our major, minor and also of our production program. It is vitally important to the department that first and second year students get into this course since they are the basis for continuing our program... The 111/209 prereq would mean that serious theatre students would be able to get into the course they needed at a time when it would most benefit them and our program. Permission of the instructor would allow me to add people who hadn't taken 111 or 209, but who had been in shows or were interested in the major and minor.**

Course Number: Thea 251 Course Title: Acting I

Instructor: Robert Starko Offered  Fall  Spring

Frequency and Duration of Meetings: **1 hr classes , 4 times per week.**

**Prerequisites: Thea 111 or 209 or Permission of the Instructor**

Corequisites: NA Course Fee Amount: \$ NA 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]

**251 Acting I (1)**

**Prerequisite: Thea 111 or Thea 209 or permission of the instructor.** For the student with previous acting experience. Explores exercises, games and pantomimes to expand the physical, mental and emotional awareness used in acting. Includes script analysis and scene work. *Starko*

**We wish to add a prerequisite to this course. The new prerequisite would be either Thea 111, Thea 209 or permission of the instructor. We want to add this change not to exclude students from taking this course, but to be able to control the students who do get in. Acting I is the core course of our major, minor and also of our production program. It is vitally important to the department that first and second year students get into this course since they are the basis for continuing our program... The 111 /209 prereq would mean that serious theatre students would be able to get into the course they needed at a time when it would most benefit them and our program. Permission of the instructor would allow me to**



**add people who hadn't taken 111 or 209, but who had been in shows or were interested in the major and minor.**

\* \* \*

Course Change Committee has approved the elimination of the following courses from the *Catalog*:

CHEM 201: Chemical Thermodynamics and Kinetics  
MUS 215: Orchestration  
MUS 241: Brass Instruments  
MUS 243: Woodwind Instruments  
MUS 245: String Instruments

# # #

Textual Analysis Mode Subcommittee:

The Textual Analysis Mode Subcommittee has approved the following courses as Textual Analysis Mode courses:

English 289, The Twentieth Century in English Literature  
German 316, Language Crisis/Literature Survey 1890-1945

# # #

## **II ANNOUNCEMENTS FROM THE ACADEMIC AFFAIRS OFFICE**

ASIANetwork Faculty Enhancement Program announces **Deepening Asian Studies in the Liberal Arts** supported by Andrew W. Mellon Foundation. Pending funding from the Andrew W. Mellon Foundation, ASIANetwork will provide faculty from member institutions the opportunity to apply to participate in a faculty enhancement program to facilitate the study of a country in Asia which lies outside their primary range of expertise. The program will offer faculty development seminars over a three-year period for Asian and non-Asian specialists at sites in India, South Korea and Vietnam. Although faculty members may apply to more than one seminar, they may participate, if chosen, in only one. Applications from all disciplinary interests are invited. Non-Asian specialists may apply for any country not a part of their current teaching focus. Asian specialists may apply for countries not in their primary area of expertise. For example, China specialists may seek to initiate or enhance their understanding of India.

*Program Overview:* The ASIANetwork Faculty Enhancement Program is a competitive grant opportunity for faculty with no academic training in the country of focus. The program will be centered around an in-country, collaborative travel seminar that will consist of structured workshops directed by one or two country experts held at three different times over a one-year period: prior to departure, in-country, and after returning to the United States. During these workshops, faculty will discuss their scholarly and pedagogical goals for presenting the country of

focus within the liberal arts. Finally, drawing upon the knowledge and experience gained in the faculty enhancement seminar, faculty participants will introduce courses and programs focused on India, South Korea, or Vietnam on their home campuses to help deepen the understanding of these countries among students, colleagues, and members of their larger communities.

Additional information and application procedures are available at the ASIANetwork website ([www.asianetwork.org](http://www.asianetwork.org)).

### **Important Dates for the India Faculty Enhancement Program**

Date of Program: June 14 – July 5, 2011

Directors: Dr. Cathy Benton, Lake Forest College and Dr. James Lochtefeld, Carthage College

Application deadline: December 1, 2010

Notification of selected participants: January 21, 2011

Deadline for acceptance of the award: January 28, 2011

Program Director: Ronnie Littlejohn, Belmont University 615-460-6494;

[ronnie.littlejohn@belmont.edu](mailto:ronnie.littlejohn@belmont.edu)

The schedule for the South Korea and Vietnam faculty development seminars are still under development; one seminar will be in summer 2012 and the other in summer 2013.

**The Scholarship of Teaching & Learning** announces its SOTL Academy 2011, “A Closer Look at the Scholarship of Teaching & Learning,” to be held at Eastern Michigan University on May 16-17, 2011, in Ypsilanti. The Call for Proposals due date is December 10, 2010. SOTL Academy 2011 seeks to bring together faculty, graduate students, and administrators who are interested in engaging in the scholarship of teaching and learning. SOTL encourages teaching to become community property by publicly disseminating new knowledge regarding teaching and learning through a peer-reviewed process in the same way that discipline-specific work is distributed.

**The Ford Foundation** announces its Postdoctoral Fellowship Program that is designed to increase the diversity of the nation’s college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students. Application deadline is **November 8, 2010**. See: <http://national-academies.org/fellowships> for additional information.

**The Council on International Educational Exchange** announces its Summer 2011 international faculty development seminars. The seminars provide “one-to-two intensive weeks of lectures by local faculty and experts from prestigious institutions, site visits that illuminate the lecture topics, and opportunities for lively discussions with fellow participants and international colleagues.” Complete details are available at: [www.ciee.org/ifds](http://www.ciee.org/ifds).

**The Council on Undergraduate Research** announces the “CUR Dialogues,” February 24-26, 2011, Hamilton Crowne Plaza in Washington, DC. CUR Dialogues is designed to bring faculty and administrators to Washington, D.C., to interact with federal agency program officers and other

grant funders. Faculty at all career stages, undergraduate research directors, grants administrators, and development officers should attend. Workshops and Plenary Sessions will:

- tell participants about grant opportunities in research and education, both new and ongoing;
- assist faculty learn how to find new funding opportunities;
- assist faculty develop grant proposal writing skills.

Participants will:

- meet in small groups and talk with program officers and grants management officers – NSF, NIH, NEH, NEA, Dept. of Energy, Dept. of Ed, and more;
- take the opportunity to communicate directly with program officers and grants administrators concerning grant requirements and funders' priorities;
- share ideas with colleagues.

In addition, CUR Dialogues provides a setting for funders to learn of the interests, needs, and concerns of researchers and educators relative to funding opportunities. CUR Dialogues has spawned many ideas for grant programs, and have helped agencies to refine their program guidelines. For more information visit: <http://www.cur.org/cd.html>.

### III SCHOLARLY AND PROFESSIONAL DEVELOPMENT

**Roger Albertson** (Biology), **Aaron Miller** (Physics) and **Susan Conner** (Provost) were featured in an article on research at small institutions, <http://www.sciencemag.org>, "Big Thinking at Small Universities," September 10, 2010.

**Geoffrey Cocks'** book (History), *The State of Health: Illness in Nazi Germany*, will be published by Oxford University Press (UK) in 2012. Also, Geoff will be giving the paper, "Die Holzauktion: Psychotherapie im Nationalsozialismus, as the Opening Address for the Symposium, "C. G. Jung im historischen Kontext der dreissigen Jahren: Soziale, Politische, und Professionelle Aspekte," at the Eidgenoessische Technische Hochschule in Zurich on April 10, 2011.

**Amber Cook's** (Theatre/Dance) photography is credited, and her costume design work is featured and credited in a book chapter about positive and negative space in *Fundamentals of Theatrical Design* written by Karen Brewster and Melissa Shafer, Allworth Press, to be released in 2012. Amber is also listed in the acknowledgement section of the book, as is her affiliation with Albion.

**Darren Mason** (Mathematics & Computer Science) was a visiting scholar at the Max-Planck Institut für Eisenforschung (MPIE) for the month of June 2010. During his visit Darren worked with colleagues from the Microstructure Physics and Metal Forming division of MPIE and the Department of Chemical Engineering and Materials Science from Michigan State University on fundamental problems that arise in modeling microcrack/damage nucleation in textured metals. This research program is a fusion of experimental methods, numerical analysis, and mathematical modeling of material behavior across multiple length scales. This international and interdisciplinary project is funded by a three-year joint grant from the National Science Foundation and the Deutsche Forschungsgemeinschaft (German Research Foundation).

Darren was co-author of a paper, Mason, D.E., T.R. Bieler, P. Eisenlohr, and M.A. Crimp, "Predicting Fracture Nucleation at Grain Boundaries in TiAl using Evolving Mesoscale Metrics," that was presented at the 4th International Conference on Advanced Computational Engineering and Experimenting ([www.ace-x2010.com](http://www.ace-x2010.com)), Palais De Congress, Paris, France, July 8, 2010.

**Helena Mesa** (English) was Co-editor of Mentor and Muse: Essays from Poets to Poets, Southern Illinois University Press, Carbondale, IL, August 30, 2010 (<http://www.siupress.com/product/Mentor-and-Muse,5534.aspx>).

**Dimeji Togunde** (Anthropology/Sociology) has three refereed journal articles published/accepted for publication this semester. The first, "*Homogeneous Faith, Ethnic Diversity: Desirable and Undesirable Traits in a Marital Partner in Nigeria*," has appeared in The Interdisciplinary Journal of Diversity in Organizations, Communities, & Nations, Volume 10 (1): 219-237. This article is co-authored with Anthropology/Sociology student, Jacob Rinkinen '11. The second article, "*Dating Patterns & Practices in the Era of Globalization in Nigeria*" will appear in The Global Studies Journal, Volume 3. Jacob Rinkinen and Sylvester Osagie (Penn State University) are co-authors. The third article, "*Beyond Money and Gifts: Social Capital as Motivation for Cross-generational Dating among Tertiary School Female Students in South West Nigeria*," is forthcoming in The International Journal of Interdisciplinary Social Sciences, Volume 5. Ayobami Ojebode (University of Ibadan, Nigeria) and Abimbola Adelakun (The Punch Newspapers, Nigeria), are co-authors.