

THE DEANERY

ALBION COLLEGE
ACADEMIC NEWSLETTER

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ANNOUNCEMENTS FOR THE NEXT DEANERY ARE DUE MAY 16, 2011.

I. ANNOUNCEMENTS FROM COMMITTEES

Curriculum & Resources Committee:

C&RC has approved the following changes to majors in Geological Sciences:

Summary - Description and Rationale for changes to the Geology and Earth Science Majors

The Department of Geological Sciences voted unanimously for changes to the Geology and Earth Science Majors. We anticipate that these changes will have no impact on staffing or on academic opportunities for students.

Changes to the Geology Major include:

- Elimination of the two tracks (G- and L-) in Geology Major. The reduction to a single Geology major, includes changing the number of required cognate (non-geology) science/math courses to 2. One of these is Chemistry 121 and the second can be taken from specific choices in Chemistry, Physics, Mathematics and Computer Science, and Biology. Through academic advising we will continue to encourage our students to take more cognate courses depending upon their post-Albion plans.
- Replace Geol 204 Petrology with Geol 208 Geomorphology as a required upper-level course. We value both of these courses but cannot add another requirement without taking one away. Geomorphology is the only course in the required curriculum that focuses specifically on modern earth surface processes, which is a major research and employment focus in the geosciences. Many of our students will likely take Petrology as an elective.

Changes to the Earth Science Major include:

- A streamlining of the Earth Science major. We have re-imagined the Earth Science major as a program intended for the students who begin the major in the second semester of their sophomore year or later and/or are completing two majors. Because our upper-level courses are taught either every other year or in two of three years, it has been difficult to students who discover geology later in their academic careers to complete a major. We are reducing the number of required cognates to one. We have slightly shifted the required upper-level geology course choices from Geol “201, 203 or 205; 216” to

“Geol 201 or 203; Geol 205 or 208”. This change is to direct students toward courses that are part of the common core of the Geology major and are fundamental in geology.

- We have not changed the Earth Science Education Majors, except to alter the reference to cognate course choices from the L-track Major to the Geology Major.

Revised Requirements for Albion College Catalog

Requirements for Major in Geology

The Geology major requires nine geology courses, a field work experience, participation in all departmental colloquia during the junior and senior years, and two cognate courses. The Geology major is designed both for the student who plans to pursue graduate studies in some aspect of geology or become a professional geologist, and for the student who has professional aspirations outside of geology.

COMMON CORE

Geol 101: Introductory Geology

Geol 103: Introduction to Earth History

Geol 201: Structural Geology

Geol 203: Mineralogy

Geol 205: Sedimentation and Stratigraphy

Geol 208: Geomorphology

At least three additional units of geology at the 200-level or higher, at least one of which must be at the 300-level (one unit from Geology 314 may be counted toward this requirement). A minimum of two cognate courses including Chemistry 121 and another chosen from Chemistry 123, Mathematics 141, 143, 210; Physics 115, 116, 167, 168; Biology 195. We encourage all students to take more cognate courses and students intending to enter graduate school should be aware that many graduate programs require at least two units of chemistry, calculus, and physics. Students with specific interests in geology may want to pursue completing appropriate minors in the fields of mathematics, physics, chemistry or biology. All majors are required to complete a departmentally-approved independent research project, and are encouraged to complete a senior college or departmental honor's thesis.

Requirements for Major in Earth Science

This program is intended for the student who begins the major in second semester of sophomore year or later or is doing the major in addition to another major.

- Eight units in geology, including: 101 and 103; either 201 or 203; either 205 or 208; one 300-level elective; and three other geology courses, two of which must be at the 200-level or higher. These may *not* include Geology 210, summer field camp or a directed study.
- One cognate course in mathematics, chemistry, physics and/or biology; may include Physics 105 or 206 or one of the courses listed under Geology Major above.

Requirements for Major in Geology with Secondary Education Certification

- Nine units in geology and the completion of all other requirements as outlined above in the section "Requirements for Major in Geology."
- Physics 105.
- Demonstrated mathematics proficiency at the Mathematics 125 level.
- Completion of all other requirements for teacher certification in earth science, including professional education courses.
- Geology 104 and 115 (taken as electives outside the major).

Requirements for Major in Earth Science with Secondary Education Certification

- Nine units in geology, including: 101, 103, 104, 115, and five other geology courses at the 200-level or higher (one must be at the 300-level), selected in consultation with, and approved by, the department. These may not include Geology 210, summer field camp, or a directed study.
- Completion of all other requirements as outlined below in the section "Requirements for All Students Majoring in Geology or Earth Science."
- Two cognate courses including Physics 105 and one course selected from those listed in the Geology Major requirements above.
- Demonstrated mathematics proficiency at the Mathematics 125 level.
- Completion of all other requirements for teacher certification.

Requirements for All Students Majoring in Geology or Earth Science

- All students completing a major in geology or earth science must satisfy a field work requirement equivalent to one unit of study. This requirement may be fulfilled by summer research, internship or work experiences, academic year directed studies, completion of Geology 210 or 314, other suitable field experiences approved by the faculty (such as field trips sponsored by GSA), or some combination of the above.
- A maximum of one geographic information systems course (Geology 111, 211 or 311) may be counted toward the major.
- Departmental Colloquia: All geology and earth science majors are required to attend Departmental Colloquia regularly and to participate once each semester for four semesters.
- The geology units and the required cognate courses must be taken for a numerical grade. Students considering a geology major are urged to complete the cognate units as early as possible in their Albion career.
- After completing three or four geology courses or at the end of their junior year, majors are urged to attend either the Albion summer field camp in the Rocky Mountains or a

similar summer geology field course offered by another college or university. This experience is required by most graduate schools before entering a graduate program and is required by many industries and institutions employing geologists.

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On April 7, 2011, C&RC approved the following proposal regarding the inclusion of selected Kinesiology courses in the “mathematics or natural science” division requirement.

Background, from Albion College Academic Catalog 2010-2011

Core Requirement

Students must also complete a distribution as follows: one unit in fine arts (art and art history, music, theatre, honors); two units in humanities (English, modern languages and cultures, philosophy, religious studies, honors); two units in mathematics or natural sciences (biology, chemistry, computer science, geological sciences, mathematics, physics, honors); and two units in social science (anthropology and sociology, economics and management, history, political science, psychology, communication studies, honors).

Rationale

The only department that is not represented in division requirements is Kinesiology. This omission places Kinesiology students at a disadvantage when attempting to complete the divisional core requirements. Students from other departments may count 1 or 2 of their major classes for a division requirement while Kinesiology students must take 1 or 2 “extra” courses to meet this requirement (for example, a biology major can count 2 biology major requirements to complete the “mathematics or natural sciences” division).

It is the contention of the Kinesiology Department that KIN 211 Human Systems Anatomy, KIN 233 Human Gross Anatomy, KIN 368 Biomechanics, KIN 369 Human Physiology, and KIN 379 Exercise Physiology all meet the definition of natural sciences - **science of nature**: any science that deals with phenomena observable in nature, e.g., biology, chemistry, and physics - Encarta® World English Dictionary.

Resolution

Allow students to count KIN 211 Human Systems Anatomy, KIN 233 Human Gross Anatomy, KIN 368 Biomechanics, KIN 369 Human Physiology, and KIN 379 Exercise Physiology as natural science courses thereby allowing them to fulfill the “mathematics or natural sciences” division requirement in that way.

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Course Change Committee:

Course Change Committee has approved the following new courses:

ART 262 Course Title: **Pottery and Politics**
Instructor: Chytilo Offered: Spring
Frequency & Duration: 2 hours of lecture and 4 hours of lab time per week
Prerequisites: None Standard grading 1 unit
Course Description: This course will explore the aesthetic traditions and political history of Japanese tea ceremony and pottery-making. Emphasis will be placed on aesthetic and meditative execution of tea-making with wares of art for tea making and tea consumption, in addition to the study of the practicality of tea as a vehicle for political negotiation, deliberation and social interaction in Japan.

PLSC 262 Course Title: **Pottery and Politics: Examining the Art and Politics of Tea Culture in Japan**
Instructor: Dabney
Frequency & Duration: 2 hours of lecture and 4 hours of lab time per week
Prerequisites: None Standard grading 1 unit
Course Description: This course represents a postmodern examination of the socio-political dynamics of tea, ceramic pottery (i.e., pottery bowls, cups and other ceramic wares), and the tea ceremony that brings the former two together in Japan. Attention is given to the “rituals of tea,” that is, the service and consumption of tea as the medium for deliberation and decision-making in Japanese society and politics. Students will learn about Japanese pottery and tea and their place in Japanese society. Equally, students will learn about the historical and political context of ceramic pottery and tea as a ceremonial beginning of communication and caucusing in Japan. Direct experiences of these art forms will be acquired through pottery-making and site visits of political, cultural and historical importance in Japan as they relate to tea production, tea ceremony and the creation of pottery. A less visible acquisition will be an appreciation for the centrality of tea in day to day Japanese life and its role in “ritualized” communication.

ART 263 Course Title: **Intermediate Ceramics**
Instructor: Chytilo Offered: Fall
Frequency & Duration: four hours per week Prerequisites: Art 261 or Art 262
Course Fee: Units: ½

Course Description: This course further explores processes and techniques learned in Art 261 or Art 262. Emphasis is placed on creating innovative work with greater skill than acquired in previous classes.

ART 264 Course Title: **Advanced Intermediate Ceramics**
Instructor: Chytilo Offered: Fall and Spring
Frequency & Duration: four hours per week Prerequisites: Art 263
Course Fee: Units: $\frac{1}{2}$
Course Description: This course further explores processes and techniques learned in Art 263. Emphasis is placed on creating innovative work with greater skill than acquired in previous classes.

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Course Change Committee has approved the following changes to courses:

Course Change has approved changing the titles and course descriptions for the English Department's four survey courses:

New title: **British Literature 900-1660**

Old title: **British Literature I**

New title: **British Literature 1660-1900**

Old title: **British Literature II**

New title: **American Literature 1600-1860**

Old title: **American Literature I**

New title: **American Literature 1860-present**

Old title: **American Literature II**

Course Number: ENGL 253 Course Title: British Literature 900-1660

A survey of representative works of English literature from Beowulf to Paradise Lost. Authors typically include Chaucer, Spenser, Shakespeare, Sidney, Donne, Wroth, Philips, and Milton. *MacInnes, Reading.*

Course Number: ENGL 255 Course Title: British Literature 1660-1900

A survey of representative works of English literature from the eighteenth to the late nineteenth century. Authors typically include Dryden, Swift, Montagu, Pope, Johnson, Blake, Wordsworth, Coleridge, Austen, Tennyson, Hopkins, and Wilde. (English 253 is not a prerequisite.) *Jordan.*

Course Number: ENGL 257 Course Title: American Literature 1600-1860

A survey of American literature from the early seventeenth century to the beginning of the Civil War. Authors typically include John Smith, John Winthrop, Mary Rowlandson, Anne Bradstreet, Benjamin Franklin, Nathaniel Hawthorne, Ralph Waldo Emerson, and Walt Whitman. *Lockyer, Roberts.*

Course Number: ENGL 258 Course Title: American Literature 1860-present

A survey of American literature from the Civil War to the beginning of the twenty-first century. Authors typically include Emily Dickinson, Mark Twain, Charlotte Gilmore Perkins, Henry James, Wallace Stevens, William Faulkner, Langston Hughes, Flannery O'Connor, and Toni Morrison. (English 257 is not a prerequisite.) *Collar, Lockyer, Roberts*

Course Change has approved catalog changes for:

New title: **English For Academic Purposes I**

Old title: **English For Academic Purposes I**

New number: **ENGL 125**

Old number: **ENGL 188**

Rationale: This half unit class is designed to meet the needs of our international students, many of whom need additional help with their English if they are to succeed at Albion. We originally thought that a special section of ENGL 101 or of ENGL 100 might serve this purpose, but the experiences of the instructors in those courses indicated otherwise. There is a continuing need to offer international students ESL help. The time has run out on the experimental numbers we used for this course in the past two years (ENGL 188); we need to either give the course a regular number or seek alternative numbering solutions.

ENGL 125 Course Title: English For Academic Purposes I

An introduction to the expectations specific to coursework at an American college. Emphasizes the development of improved English grammar, academic vocabulary, reading comprehension and analytical writing while providing necessary cultural background. (Enrollment by placement only.)

Instructor: Stokdyk Offered ✓ Fall Spring
Frequency and Duration of Meetings: see attached syllabus
Prerequisites: Enrollment by Placement Only Corequisites: none
Course Fee Amount: \$ 0 Units: 0.5
Check **one** option: Standard grading [Students in the course will receive numeric grades unless they declare]

New title: **English For Academic Purposes II** Old title: **English For Academic Purposes II**
b. New number: **ENGL 127** Old number: **ENGL 288**

Rationale: This half unit class spring-semester class is designed to meet the continuing needs of our international students, many of whom need additional help with their English if they are to succeed at Albion. We originally thought that a special section of ENGL 101 or of ENGL 100 might serve this purpose, but the experiences of the instructors in those courses indicated otherwise. There is a continuing need to offer international students ESL help. The time has run out on the experimental numbers we used for this course in the past two years (ENGL 288); we need to either give the course a regular number or seek alternative numbering solutions.

Course Number: ENGL 127 Course Title: English For Academic Purposes II

An advanced course in the use of English in the American academic setting, with emphasis on the skills and techniques needed to excel in the ENGL 101 (and above) classroom. (Enrollment by placement only.)

Instructor: Stokdyk Offered: Spring
Frequency and Duration of Meetings: see attached syllabus
Prerequisites: Enrollment by Placement Only Corequisites: none
Course Fee Amount: \$ 0 Units: 0.5
Check **one** option: Standard grading

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With the elimination of the minor in Dance, Course Change Committee approved the deletion of the following dance courses from the Academic Catalog:

- THEA 202 – Dance Repertory
- THEA 330 – Dance Pedagogy
- THEA 331 – Dance Composition and Performance
- THEA 360 – Identity and Dance

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Gender & Ethnicity Committee:

The Gender & Ethnicity category committee has approved the following courses for ethnicity category credit:

A&S 231 - Media in a Globalized World (Thiels)
A&S 289 - Sociology of Childhood (Verduzco-Baker)
E&M 354 - Labor Economics (Saltzman)

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Faculty Development Committee:

The Faculty Development Committee has approved the following Small Grants:

Bradley Chase, Anthropology/Sociology, to support his research on the socio-environmental dynamics of the Indus Civilization in Gujarat (India)

Lynne Chytilo, Art & Art History, to support her research on Japanese gardens and tea ceremonies

Dale Kennedy, Biology, to support her study on house wrens' ability to distinguish parent calls

Lisa Lewis, Chemistry, to support research at the University of California/Irvine this summer

Carrie Menold, Geology, to analyze rock samples gathered in the Himalayas last summer

Ken Saville, Biology, to support his research on the resting role of proteasome in the Drosophila model of Parkinson's

Julie Stotz-Ghosh, English, to support her attendance at the Bear River Writers Conference

Midori Yoshii, International Studies, to support her attendance at the GLCA Summer Seminar in Hawaii

Large Grants were awarded to:

Craig Bieler, Chemistry, to support his summer research at the University of California/Irvine on laser photodissocation experiments

Drew Christopher, Psychological Science, to study personality, ideology and prejudice

Dyron Dabney, Political Science, to support his research in Japan on the politics and impact of spouses on elections

Christopher Hagerman, History, to support a research trip to the British Library

Vanessa McCaffrey, Chemistry, to support her attendance at the International Conference on the Origins of Life

Helena Mesa, English, to support her attendance at the Sewanee Writers Conference

Daniel Mittag, Philosophy, to support his research at Hankuk International University in Korea

Marcy Sacks, History, to support her attendance at the Cultures of Boxing symposium and workshop in Dublin, Ireland

Combined Small and Large Grants were awarded to:

Roger Albertson, Biology, to support his continuing research on *Wolbachia*

Maureen Balke, Music, to support her participation in the CMM Vocal Pedagogy Institute

Bill Bartels, Geology, to support his research and field work in Wyoming

Michael Dixon, Art & Art History, to support his travel, equipment and supplies for his “Shared Histories” Project of Afro-Turkish people

Anne McCauley, Art & Art History, to support her participation in the Vermont Studio Residency

Scott Melzer, Anthropology/Sociology, to support his ethnographic research on unraveling compensatory masculinity

Charles Moreau, Physics, to support his research on time series oxidation of cobalt thin films

Molly Mullin, Anthropology/Sociology, to support her ethnographic study on deindustrial domestications

Ola Olapade, Biology, to research the effects of Deepwater Horizon oil spill

Chris Rohlman, Chemistry, to conduct experiments to characterize structural elements in catalytic RNA

David Seely, Physics, to conduct lab studies of reactions with carbons

Bille Wickre, Art & Art History, to support her study of contemporary Indian cultures in Michigan and their art production, culminating in a course, a campus exhibition, and a catalog of Native American art

Nicolle Zellner, Physics, to support her research analyzing lunar glasses

III ANNOUNCEMENTS FROM PROVOST’S OFFICE

Since September 2009, Beloit College, with the support of a grant from the Freeman Foundation, has hosted colloquia on teaching Asian Studies. The goal of the colloquia has been to assemble a repertoire of strategies and techniques for teaching Asian Studies at the undergraduate level. The theme for the September 23-24, 2011 colloquium is "Transcultural Asia: Pedagogies of Borrowing & Trading in Undergraduate Education."

Recognizing that students need both knowledge of specific cultural contexts and understanding of dynamic social, cultural, religious, and economic interchanges, Beloit invites proposals for

presentations focused on innovative pedagogies dealing with this challenge. Submissions for individual talks, panels, and a poster session are invited.

In addition to panel discussions, the colloquium will include:

- concurrent workshops on using objects in teaching
- "Imaging the Other," exhibit and gallery talk with Lenore Metrick-Chen (Drake University)
- Keynote talk, "Gifted Relations: A Short, Selective, and Opinionated History of Euro-Afro-Asian Exchange," by Don Wyatt (Middlebury College)
- poster session
- working session on strategies and funding sources for bringing Asian Studies into the undergraduate curriculum

To submit a proposal for an individual talk, panel or poster session: by June 15, 2011, send a 300-word abstract to asintern@beloit.edu. Please include with your submission: topic area of your presentation; your name and title; institutional affiliation; Email address and phone number. Note: If submitting a proposal for a panel, please include the names, institutional affiliations, and contact information for all the panelists and indicate which panelist will serve as the panel chair. As well, indicate which topics or aspects of a topic each panelist will address. Panels will normally have no more than 3 speakers.

The link to the call for presentations is at:

https://www.beloit.edu/oie/international_education/special_initiatives/asian_studies/.

III SCHOLARLY AND PROFESSIONAL DEVELOPMENT

Paul Anderson (Mathematics/Computer Science) gave a colloquium talk to the Department of Mathematics at the University of Toledo on March 18, 2011. The talk was entitled "Fourier-PARMA Time Series Models." **Nadiya Fink** (Mathematics/Computer Science) was also in attendance.

On March 14, 2011, **Marlon Brown** (Ford Institute) led a presentation at the Annual Conference of the American Society for Public Administration (ASPA) in Baltimore, MD. The presentation was entitled "The Changing Reality of Cross-Border Governance in North America" and included a working paper that was co-authored with colleagues from Canada and Mexico.

Dyron Dabney (Political Science) and **Lynne Chytilo** (Art & Art History) were invited to the 2011 National Council on Education for the Ceramic Arts (NCECA) in Tampa, FL, March 30-April 2, 2011, to present a lecture entitled "Pottery and Politics: Interdisciplinary Teaching in Higher Education." A co-authored article by the same presentation title is featured in the 2011 [NCECA Journal](#). Both the lecture and the journal article reflect on an interdisciplinary approach to introducing students to Japan at Albion College and the possibilities for curricular innovation at liberal arts colleges.

Following the publication of his book on the NRA ([Gun Crusaders: the NRA's Culture War](#), NYU Press, 2009), **Scott Melzer** (Anthropology/Sociology) appeared in the Barbara Kopple

documentary "Gun Fight." Gun Fight explores gun violence, policy, and politics. It premiered on HBO Wednesday, April 13, and will air throughout May.

A paper co-authored by **Ken Saville** (Biology) and published in the Spring 2010 issue of CBE-Life Sciences was re-printed in the CBE-Life Sciences Highlights of 2010 issue. The title of the paper is "The Genomics Education Partnership: Successful Integration of research into Laboratory Classes at a Diverse Group of Undergraduate Institutions."

Ken also attended the 52nd Annual Drosophila Research Conference in San Diego, March 31st-April 3rd. He was co-author on a poster entitled: Exploring genome organization and chromatin structure in Drosophila, a distributed undergraduate research project. He also participated in a workshop focused on Drosophila Research at Primarily Undergraduate Institutions (PUIs).

Kyle Shanton (Education) had a paper published: Shanton, K. & J. Lewis. (2011). Telling unarticulated stories: Intentional inquiry into teaching, learning and literacy. [Teacher Education & Practice](#), 24(2), 170-186.

Heidi Yoon (Chemistry) received the Cooperative Institute of Research for Environmental Sciences Visiting Fellowship at the University of Colorado in Boulder for 2011-2012. During her tenure, she will conduct spectroscopic studies of laboratory analogs of Titan's aerosol particles.

Nicolle Zellner (Physics) gave an invited talk at Calvin College on March 29. The title of the talk was "Impacts in the Earth-Moon System." She will give an invited talk at Rensselaer Polytechnic Institute in Troy, NY, on May 9. The title of that talk is "Impact Experiments: Applications to Sugars Found in Space."