

THE DEANERY

**ALBION COLLEGE
ACADEMIC NEWSLETTER**

**VOLUME 42, NUMBER 7
APRIL 25, 2014**

ANNOUNCEMENTS FOR THE NEXT DEANERY ARE DUE MAY 16, 2014.

I. ANNOUNCEMENTS FROM COMMITTEES

CURRICULUM & RESOURCES COMMITTEE:

The Curriculum & Resources Committee has approved changes to the Sociology major that (1) introduce a Qualitative Social Research core course (A&S 323); (2) eliminate the Math 209 cognate requirement; (3) eliminate the capstone requirement; and (4) reduce the number of required 300- or 400-level non-core course from three to two. The revised Catalog copy follows:

Sociology--A minimum of eight units, including 101, 312, 323, and 324. Students must complete at least two elective courses at the 300- or 400-level, not including internships.

- All department majors will be required to take a senior exit exam during the spring semester as part of the department's assessment program. Participation in additional assessment activities may be required.
- No more than one unit of internship credit may be counted toward the major.
- All anthropology and sociology courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.
- No more than two units from an off-campus study program may be counted toward the major.

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C&RC also approved the conversion of two courses from experimental status to regular course offerings:

BUS 351 International Entrepreneurial Exchange (Sup de V), Part I
BUS 352 International Entrepreneurial Exchange (Sup de V), Part II

Instructor: Director of Gerstacker Institute (Emily Nolan)

Offered x Fall (351) x Spring (352)

Frequency and Duration of Meetings:

Fall: Two 2-hour meetings each week; an additional 32 hours of classroom time in France in the Fall comprised of four 8-hour days

Spring: One 2-hour meeting each week

Prerequisites: Junior/Senior standing and membership in the Gerstacker Institute and by Permission of Instructor (interview required)

BUS 352 can only be taken if students successfully complete BUS 351

Corequisites: None

Course Fee Amount: Cost of Airfare (will be set annually)

Units: 1.5 Units total (1 for Fall and 0.5 for Spring)

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 Descriptions:

BUS 351: An international entrepreneurial exchange between Albion College's Gerstacker Institute students and an international business and communications school in France. This course provides an opportunity for French and American students to work together on a long-term basis, taking a business from the idea stage through to the final business plan. During the first semester, teams will identify an international business opportunity, validate the idea, and conduct a complete market survey utilizing primary research methods.

BUS 352: A continuation of BUS 351. During this semester, students will be creating a feasibility study, identify controlled and uncontrolled risks, create a business plan with current financials and take all necessary steps to bring this idea to fruition. (Prerequisite: Successful completion of BUS 351.)

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C&RC has approved the addition of a Physics major with an Astronomy emphasis. The revised Catalog description of the Physics majors, with a listing of the math cognates that are required to successfully complete both Physics majors, follow:

Requirements for the Physics Major

- Nine and one-half units in physics, including: 167, 168, 191, 243, 244, 245, 250, 291, 325, 336, 350, and one of the following: 308, 322, 380, 384 or 387. A student contemplating study at the graduate level should include 380.
- **Four cognate courses: Mathematics 141, 143, 245, 247.**
- Students majoring in physics are required to attend all departmental colloquia.
- All courses for the major must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Note: Students whose major requires a physics cognate generally cannot satisfy this requirement with Physics 101, 102 or 105.

Requirements for Astronomy Emphasis

- Nine and one-half units in physics, including: 167, 168, 191, 205, 206, 243, 244, 250, 291, 325, 336, and one of the following: 308, 322, 350, 380, 384 or 387. A student contemplating study at the graduate level should include 380.

- **Four cognate courses: Mathematics 141, 143, 245, 247.**
- Students pursuing the Astronomy Emphasis are required to attend all departmental colloquia.
- All courses for the major must be taken for a numerical grade, except those offered only on a credit/no credit basis.

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The Artistic Creation Mode Committee of C&RC has approved ART 289 - Sm(art) Imagery/Special Topics as taught by Ashley Feagin as qualifying for the Artistic Creation Mode (MAC).

Course Description: For this course, students are required to create artwork with a smart phone and this work will be housed virtually. Exploration of the basics of photographic and video composition will be covered while students will be expected to analyze the current global and cultural context of smart phone imagery. The course is designed to challenge the student's perception of what a smart phone camera can do, explore the conceptual and historical implications of this new media, and begin to repurpose the camera phone as an art-making tool.

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The Environmental Studies Category Committee of C&RC has approved the course, Violent Environments (A&S 357), as taught by Allison Harnish, as fulfilling the category beginning in Fall 2014:

This course expands on the now 200-level, Global Politics of Nature class (which has been redesigned as a general survey of ecological anthropology) to focus specifically on the connection between environmental change and social conflict. More precisely, this course asks: Does environmental degradation produce violence? What is the relationship between population growth, resource scarcity, and violent conflict? How does structural violence amplify the negative effects of natural disasters for minority populations? How does social inequality lead to unequal exposure to environmental toxins? To what extent does environmental conservation perpetuate violence, both physical and structural?

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Course Change Committee:

The Course Change Committee has approved the renumbering of A&S 224 to A&S 324 and the revision of the course description for A&S 324:

Course Number: A&S 324 Course Title: Quantitative Social Research

Instructor: Staff

Offered Fall X Spring

Frequency and Duration of Meetings: 2 x 110 minutes

Prerequisites: A&S 101 and junior standing, 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:

224 Social Research (1)

Prerequisite: A&S 101 or 105 and Mathematics 209, or permission of instructor.

(Sociology) An overview of social research methods (both qualitative and quantitative) with emphasis on quantitative methodology. Topics include problem formulation and connection between theories and research; research designs, measurement and sampling techniques; ethical issues in research; data processing and data analysis with discussion of descriptive statistics; hypothesis testing and chi-square tests of significance; correlation; and multiple regression models. Students design and carry out their own independent research projects in addition to an extensive application of SPSS in laboratory assignments using secondary data. Staff.

New Course Description:

324 Social Research (1)

Prerequisite: A&S 101 and junior standing, or permission of instructor.

(Sociology) An overview of quantitative social research methods and statistics. Topics include problem formulation and connection between theories and research; research designs, measurement and sampling techniques; ethical issues in research; data processing and data analysis with discussion of descriptive statistics; hypothesis testing and chi-square tests of significance; correlation; and multiple regression models. Students design and carry out their own independent research projects in addition to an extensive application of SPSS in laboratory assignments using secondary data. Staff.

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The Course Change Committee has approved the elimination of four German courses because there is no faculty to teach them: GERM 310, 312, 350, and 355.

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The Course Change Committee approved the conversion of IDY 187, Cultures and Transitions, from an experimental course to a regular course offering with the number IDY 120:

Course Number: IDY 120 Course Title: Cultures and Transitions

Instructor: Dr. Debra Peterson

Offered Fall Spring

Frequency and Duration of Meetings: Once per week

Units: 0.25

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

Grading is numeric only

CR/NC only

The Course Change Committee has also approved the elimination of RS 221, 260, and 321, and approved the change to the course description for RS 411 and 412:

Course Number: RS 411,412

Course Title: Directed Study

Instructor: Staff

Offered: Fall ____ Spring ____ Occasionally

Frequency and Duration of Meetings: TBD

Prerequisites: Upperclass standing

Corequisites: None

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]

New Description:

411, 412 Directed Study (112, 1)

Prerequisite: Upperclass standing.

Recent directed study topics have included "The Image of Mary Magdalene in Tradition"; "Yoga and Integration"; "Religious Perspectives on Marriage"; C.S. Lewis; Niebuhr's Social Ethic; Philosophical Theology of Hans Kung; and "The Theology of Paul Tillich." Hebrew and Greek are also taught regularly as directed studies. Staff

Original Description:

411,412 Directed Study 1112,11

Prerequisite: Upperclass standing.

Recent directed study topics have included "The Image of Mary Magdalene in Tradition"; "Yoga and Integration"; "Religious Perspectives on Marriage"; C.S. Lewis; Niebuhr's Social Ethic; Philosophical Theology of Hans Kung; and "The Theology of Paul Tillich." Hebrew and Greek are also taught regularly as tutorials. Staff

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Faculty Development Committee:

The Faculty Development Committee has awarded the following grants:

Small Grant:

Drew Christopher (Psychological Science) for participant incentives for his research on Conscientiousness, Time of Day Preference and Health-related Attitudes.

Dale Kennedy (Biology) to purchase a long-term Passive Acoustic Recorder, memory cards and digital sound level meter to continue research on house wrens.

Large Grants:

Anne McCauley (Art & Art History) to participate in an international residency in Germany.

Dan Mittag (Philosophy) to support his participation in a workshop on Teaching Philosophy.

Combined Small and Large Grant:

Roger Albertson (Biology) to support his continued research on the isolation and characterization of Wolbachia variants from wild populations of *Drosophila*.

Dyron Dabney (Political Science) to support his continued research in Japan on political corruption and Japanese election campaigning.

Michael Dixon (Art & Art History) to continue his Shared Histories project.

Lia Jensen-Abbott (Music) to support her summer recital and lecture recital in Serbia.

Deborah Kanter (History) to support her participation in a creative writing workshop and to conduct archival research this summer.

Sheila Lyons-Sobaski (Biology) for her continued research this summer on Pink Rosa.

Bindu Madhok (Philosophy) for her research in India this summer on rural development ethics.

Mick McRivette (Geological Sciences) to support his summer research in China and the shipment of samples from that geological field work.

Helena Mesa (English) to support her residency at the Virginia Center for the Creative Arts this summer.

Brad Rabquer (Biology) to support his research on miRNAs as a regulator of monocyte adhesion molecule expression and migration.

David Reimann (Mathematics & Computer Science) to purchase a 3d laser scanner and multidrive to support his research combining mathematics and art.

Ken Saville (Biology) to support the continuation of his master's program in bioinformatics.

II ANNOUNCEMENTS FROM PROVOST'S OFFICE

The Council on Undergraduate Research is pleased to announce several valuable workshops- Proposal Writing Institute, Beginning a Research Program in the Natural Sciences at a Predominantly Undergraduate Institution, and Creative Inquiry in the Arts and Humanities (details

below). More information concerning any of these events is available from MeLisa Zackery at mzackery@cur.org.

Proposal Writing Institute

Next Offering: July 17-21, 2014 - University of South Alabama, Mobile, AL

Application Deadline: Wednesday, May 21, 2014

Applications should be uploaded to:

https://members.cur.org/members_online/submissions/substart.asp?action=welcome&cid=138

This Institute will bring together faculty and administrators interested in preparing proposals for submission to external funding agencies. The four-day institute will consist of one-on-one work with a mentor, writing, small group discussions, and critiquing of proposals. The institute has been developed to assist novice to experienced proposal writers in drafting complete proposals for submission. Prior to the institute participants will be able to access information that will help them begin to draft their proposal.

Creative Inquiry in the Arts and Humanities Institute

Next Offering: November 7-9, 2014 -- University of Wisconsin, Milwaukee

Application Deadline: September 19, 2014.

Applications should be uploaded to:

https://members.cur.org/members_online/submissions/substart.asp?action=welcome&cid=141

Applications will be accepted on a rolling basis starting in July 2014.

The Institute will assist teams of 3-5 faculty and administrators in developing transformative opportunities for Undergraduate Research, Scholarship, and Creativity (URSC) in the arts and humanities. Participants will:

- Create customized plans for their own institutions to enhance URSC in the arts and humanities—in curricula, summer “research” programs, campus symposia, national conferences, and scholarly publications and showcases;
- Learn about successful models of URSC developed by and for scholars in the arts and humanities—not simply adapted from the sciences;
- Address challenges to student engagement in URSC, such as the need for language skills or other specialized training before beginning scholarly work;
- Discover new opportunities for student scholarship in the Digital Humanities, blogs & wikis, designs and compositions, research abroad and in the community, and e-portfolios;
- Gain insight into why students mentored in URSC succeed in the areas we value most in the arts and humanities: critical and creative thinking, written and oral communication, intellectual curiosity, and analysis;
- Learn how URSC improves retention, especially for students most at-risk academically;

- Compile best practices for mentoring, administering, and funding URSC, particularly in disciplines without external grants available for undergraduate work.

Beginning a Research Program in the Natural Sciences at a Predominantly Undergraduate Institution Institute

Next Offering: November 2014

Registration opening soon, details can be found here:

http://www.cur.org/conferences_and_events/institutes/beginning_a_research_program_in_the_natural_sciences_institute/

Starting a successful research program and doing scholarly work at a predominantly undergraduate institution pose unique challenges for a beginning faculty member. A goal of the institute is to give individual pre-tenured faculty members the opportunity to learn from and discuss with experienced faculty how to establish and manage a research program with undergraduates. While at the institute, participants will also prepare plans for starting and/or advancing their individual research programs at their respective campuses. A range of topics will be covered during the institute that show ways to achieve career success in undergraduate research by learning how to:

- select undergraduate researchers,
- mentor student researchers and develop and use their research skills,
- manage time - balancing teaching, research and service activities,
- develop and select research projects appropriate for undergraduates,
- adapt to an undergraduate research environment vs. that in graduate school,
- link research to the classroom, and
- develop grantsmanship skills related to gaining external and institutional research support.

III SCHOLARLY AND PROFESSIONAL DEVELOPMENT

Geoff Cocks (History) was interviewed for an ESPN documentary, "The Mysteries of the Jules Rimet Trophy," concerning Italy's 1938 World Cup Championship and their football rivalry with Nazi Germany. Additionally, Geoff will make a presentation on doctors and medicine in Nazi Germany at Central Michigan University in June. His presentation is in connection with the travelling exhibit "Deadly Medicine" from the United States Holocaust Memorial Museum in Washington, D.C.

Karen Erlandson (Communication Studies) was interviewed for The Chicago Tribune regarding her research on college roommate conflicts:

<http://bluesky.chicagotribune.com/originals/chi-roomcompact-college-roommates-matt-unger-bsi-20140407.0,0.story>

Lisa Lewis (Chemistry) presented a poster, "Engaging Students in Learning Chemistry with Mobile Apps and Games," at the 2013 Gordon Research Conference on Visualization in Sciences & Education held last July. She also presented an invited talk in the Mobile Devices, Augmented Reality, and The Mobile Chemistry Classroom session (part of the Division of Chemical Education) at the 247th National Meeting of the American Chemical Society in Dallas in March.

Ian MacInnes (English) attended the Shakespeare Association of America in St. Louis and presented his paper "'Despissè straight": Shakespeare's discovery of semantic memory bias" on Saturday, April 12th.

David Seely (Physics) had a co-authored paper accepted for Physical Review A: "X-ray emission measurements following charge exchange between C₆⁺ and H₂", M. Fogle, D. Wulf, K. Morgan, D. McCammon, D. G. Seely, I. N. Draganić, and C. C. Havener, Phys Rev. A, (2014), in press.

Midori Yoshii (International Studies) has been accepted as a participant in the 2014 NEH Summer Institute on "The Mongols and the Eurasian Nexus of Global History" held at the East-West Center in Honolulu, May 26-June 27, 2014.