THE DEANERY

ALBION COLLEGE **VOLUME 41, NUMBER 6**
ACADEMIC NEWSLETTER **MARCH 15, 2013**

ANNOUNCEMENTS FOR THE NEXT DEANERY ARE DUE APRIL 5, 2013.

I. ANNOUNCEMENTS FROM COMMITTEES

From Curriculum & Resources Committee:

C&RC approved the following revision of the Economics & Management major:

> E&M is removing Math 210 as a statistics cognate (as Math has eliminated this course) and replacing it with the new course Math 209 as a possible statistics cognate for E&M majors (E&M 235 and Math 309 remain viable options as the statistics cognate).

Revised Requirements for Economics and Management Major (8 units)

- A minimum of eight units in economics and management, including 101, 102, 211, 230, 232 and at least one course at the 300-level. Unless approved by the department in advance, 230 and 232 must be taken at Albion College. The eight units used to fulfill major requirements must be taken for a numerical grade. It is recommended that all courses taken in the department by majors be taken for a numerical grade, except those offered only on a credit/no credit basis. Normally, students will enroll in 101 in either the first or second semester and 102 in the semester after 101. E&M 211 is not open to first semester freshmen but is normally taken in either the second or third semester. E&M 230 and 232 should be taken in the second year along with the statistics cognate requirement. It is recommended that students planning a major in economics enroll in Mathematics 125 or calculus during their first year. Seniors may be required to participate in a senior assessment exercise.

- The following cognate areas must be completed for a major:
  1. Mathematics 125 or its equivalent as demonstrated by proficiency or calculus.
  2. One statistics course from Mathematics 209, 309, or E&M 235.

- In addition, it is recommended that individuals interested in graduate study in business or management take Mathematics 141 and 143. Individuals contemplating graduate study in economics should complete the mathematics/economics major.

- Because of the increased globalization of the U. S. economy, all majors are encouraged to participate in approved off-campus study programs. For a list of approved programs, consult with the Off-Campus Programs Office.

Requirements for Economics and Management Major with Emphasis (10 units)

- A minimum of 10 units in economics and management (9 for the emphasis in international business and international economics), including 101, 102, 211, 230, 232. Unless approved by the department in advance, 230 and 232 must be taken at Albion College.

- The 9-10 units used to fulfill major with emphasis requirements must be taken for a numerical grade.

- The following cognate areas must be completed for a major with emphasis: Mathematics 125 or its equivalent as demonstrated by proficiency or calculus; one statistics course from Mathematics 209, 309 or E&M 235. The major with emphasis in international business and international economics requires, in addition to the preceding, completion of an off-campus study program in a foreign country or an internship in a foreign country, plus one course from the following: a modern foreign language at the 201 level or higher; A&S 238, 248, 375; Communication Studies 313; History 103, 111, 142, 217, 218, 263, 264, 308, 309, 313, 382, 385, 390; International Studies 130, 264, 300; Modern Languages and Cultures 105; Political Science 202, 305, 336, 338, 352; Religious Studies 102, 104, 204, 211, 212. If double majoring in E&M and Psychology, Psychology 204 RDA I and Psychology 206 RDA II can be substituted for E&M 235 Economic Statistics with permission of E&M Department chair.

- A focused selection of courses chosen from among the emphases listed below.
  Emphasis in accounting
  212, 311, 312, plus two units selected from the following: 341, 342, 348, 383, 384, 385.
  Emphasis in economics
  Five units selected from the following: 273, 322, 323, 331, 354, 365, 366, 368, 375, 379, 380.
  Emphasis in finance
  348, 368, plus three units selected from the following, including at least one of 311 or 312; 311, 312, 331, 344, 365.
  Emphasis in general business
  212, 259, 336, 348, plus one unit selected from the following: 350, 355, 357, 359, 376.
  Emphasis in human resources
  259, 354, 355, Psychology 101, plus one unit selected from the following: 305, 353, 376, Psychology 346.
  Emphasis in international business and international economics
  Two units selected from 362, 363, 364, 365, 366, plus one unit selected from the following: 212, 259, 331, 336, 348, 359, 368, 376.

- A student may declare only one economics and management major with emphasis, even if the student completes the requirements for more than one emphasis

# # #

C&RC has approved the following revision of the Economics & Management Accounting major:

> Department of E&M Accounting Major to add Math 209 as a possible statistics cognate for the Accounting Major. (E&M 235 and Math 309 were approved with the new major proposal. (Math 210 was eliminated and Math 209 will replace that cognate)

Revised requirements for a Major in Accounting for the *corporate track:*

E&M 101 Principles of Microeconomics
E&M 102 The Economy & Financial Markets
E&M 211 Financial Accounting
E&M 212 Managerial Accounting
E&M 311 Intermediate Accounting I
E&M 312 Intermediate Accounting II
E&M 230 Intermediate Microeconomics or 232 Intermediate Macroeconomics
E&M 248 Financial Modeling with Excel or E&M 348 Financial Management
E&M 343 Advanced Taxation and Corporate Transactions (1 unit) or E&M 385 Advanced Taxation (.5)
An elective of any 200-level or higher E&M course.

Cognates: MATH 125 Functions (or proven proficiency).
E&M 235 Economic Statistics or *MATH 209* or MATH 309 Mathematical Statistics.

To complete a Major in Accounting for the *CPA track*, students must complete:

E&M 101 Principles of Microeconomics
E&M 102 The Economy & Financial Markets
E&M 211 Financial Accounting
E&M 212 Managerial Accounting
E&M 311 Intermediate Accounting I
E&M 312 Intermediate Accounting II
E&M 341 Federal Income Taxation
E&M 342 Auditing
E&M 383 Accounting Information Systems (.5)
E&M 384 Governmental and Not-for-Profit Accounting (.5)
E&M 343 Advanced Taxation and Corporate Transactions (1 unit) or E&M 385 Advanced Taxation (.5)

Cognates: MATH 125 Functions (or proven proficiency).
E&M 235 Economic Statistics or *MATH 209* or MATH 309 Mathematical Statistics.

# # #

C&RC has approved the following revision of the Economics & Management Finance major:

E&M Department's Finance Major to add Math 209 as a possible statistics cognate for the Finance major. (E&M 235 and Math 309 were approved with the new major proposal.) Math 210 was eliminated by the Math Dept. and Math 209 will replace that cognate.

Revised requirements for an Economics & Management Finance major:

E&M 101 Principles of Microeconomics
E&M 102 The Economy and Financial Markets
E&M 211 Financial Accounting
E&M 230 Intermediate Microeconomics
E&M 232 Intermediate Macroeconomics
E&M 248 Financial Modeling with Excel
E&M 311 Intermediate Accounting I or EM312 Intermediate Accounting II
E&M 348 Financial Management
E&M 368 Financial Markets
One from the following: E&M 344 Portfolio Theory, E&M 331 Money and Banking or E&M 365 International Finance

Cognates
MATH 125 Functions (or proven proficiency)
E&M 235 Economic Statistics or *MATH 209* or MATH 309 Mathematical Statistics).

# # #

C&RC has approved a revision of the Paleontology minor:

Summary of changes: reduction to 5 units from 6, more flexibility in selection of courses, consolidation of two different minors for non-geology majors into one.

1. Current minor is too complicated—difficult to administer; difficult for students to complete; have had to make substitutions for almost everyone completing it; may deter students from attempting it, particularly non-geology majors (as of 5/13, 1 biology and 2 anthropology majors will have completed the minor).

2. Scheduling conflicts for students taking labs in two departments have been more difficult than anticipated and have been exacerbated by block scheduling. To address this, more Biology courses have been added to the approved list.

3. Removal of GEOL208: Geomorphology as a required course for geology majors electing the paleontology minor (since it is now required in our new geology).

4. A less complicated and smaller minor will facilitate students attempting other minors/majors/concentrations, and possibly attract more students to the college and the minor.

5. The study of paleontology is a blending of biology and geology, is of broad interest to the general public, and is an accessible form of science to a broad audience. As such, it is an ideal program within the liberal arts mission of the college.

Revised requirements:

Requirements for Minor in Paleontology (for Geology Majors)

- Five units, including: Biology 195; two units from Biology 216, 225, 227, 237, 248, 310, or 314; Geology 209 and Geology/Biology 309 taken as electives outside the Geology Major, and an approved independent research experience selected in consultation with and approved by the department.
- All courses for the minor must be taken for a numerical grade.
- Geology Majors completing a Minor in Paleontology may count either Geology 209 or Geology/Biology 309 as part of their Geology Major, but will be required to complete one additional unit of study selected in consultation with and approved by the department.

Requirements for Minor in Paleontology (for non-Geology Majors)

- Five units, including: Geology 103, 209, Geology/Biology 309; Biology 195; and one unit from Geology 205, 208 or Geology 412 (or Geology 411 taken twice).
- All courses for the minor must be taken for a numerical grade.

# # #

C&RC has approved revisions to the Mathematics major:

Three basic changes to the mathematics major are rationalized in this section:

1. Rename "Track I" to "Mathematics" and expand flexibility in upper division course selection to two required courses (Math 331 & Math 335) and two other 3xx level courses.
2. Rename "Track II" to "Actuarial Mathematics" and modify the track to properly prepare students to be credentialed by either of the two national actuarial professional societies.
3. Rename "Track III" and "Track IV" respectively to "Mathematics Secondary Education" and "Mathematics Elementary Education".

Change #1: Historically there has been a clear difference between the Track I major ("leads to graduate work in the mathematical sciences") and the Track II major ("leads to immediate employment or further study in applied mathematics or a related field"). However, over the course of many years, incremental changes to both tracks have occurred (due to an evolving philosophy among the faculty in the department that all math majors should take a critical list of courses) such that the courses available to Tracks I & II have seen an increasing amount of overlap. Consequently, it is currently possible to earn either a pure math degree or an applied math degree with the same set of courses. To remove this ambiguity and general cause of confusion among our

majors, the DMCS wants to merge these two tracks into a new track entitled "Mathematics". Such a major is typical among our peer institutions. Moreover, the name change is a clearer statement of the meaning of the degree than the current designation of "Track I" or "Track II", which likely have little meaning to the external reader.

The relationship between this new major track and the liberal arts missions of the college, department, and existing majors and minors on campus remains the same.

Change #2: Actuarial science is the academic field wherein mathematics, statistics, and economics are combined to quantitatively asses the financial consequences of risk. Cited in 2012 by CNN, Forbes, and the Wall Street Journal as one of the best jobs in the country, the actuarial field features low stress, high employment and salary, and excellent job satisfaction (http://www.careercast.com/content/10-best-jobs-2012-2-actuary). In response to an increased interest among DMCS majors in preparing for this highly attractive professional field, DMCS proposes the creation of a new track of study dedicated to this focus within the mathematics major. The course of study is intentional, specific, and designed to fulfill the requirements specified by the two professional actuary societies: The Society of Actuaries - SOA (www.soa.org) or the Casualty Actuary Society - CAS (www.casact.org).

This new track is fully consistent with the liberal arts mission of the college, as well as the mission of the department and existing majors and minors on campus. Specifically, nine out of the ten courses required by the major are identical to that required by the current non-educational tracks within DMCS. The most substantive differences between the current tracks and this new track are the replacement of Math 335 (Abstract Algebra) by Math 311 (Regression and Time Series Models, a new course that has recently been designed by P. Anderson for actuarial students), and the addition of three cognate courses : E&M 101, E&M 102, and E&M 348. The former change is consistent with past approved versions of the applied mathematics track ("Track II") in DMCS where Math 335 was optional. The three cognate units correspond to two of the Validation by Educational Experience (VEE) requirements of SOA and CAS in Economics and Corporate Finance.

Due to the inherent interdisciplinary nature of actuarial science - a marriage of mathematics, statistics, and economics/finance - the relationship between this new major track and the liberal arts missions of the college, department, and existing majors and minors on campus is, if anything, richer than the current mathematics majors.

Change #3: This is change is in name only, designed to remove confusion among students and faculty, as well as lead to a designation on students transcripts that is clear and illustrative.

Change #1: The four-year plan of courses is nearly equivalent to the current "Track I" and "Track II" major option, with the only difference being the additional flexibility of 3xx level applied mathematics electives. One possible four-year plan follows:

Mathematics			
First Year – Fall	Math 141, FYE, Electives x 2	First Year – Spring	Math 143, CS 171, Electives x 2
Second Year – Fall	Math 245, Electives x 3	Second Year – Spring	Math 247, Math 239, Math

			299, Electives x 2
Third Year – Fall	Math 335, Electives x3	Third Year – Spring	Math 331, Electives x 3
Fourth Year – Fall	Math 3xx Elective, Electives x 3	Fourth Year – Spring	Math 3xx Elective, Math 399, Electives x 3

<u>Change #2:</u> The four-year plan of courses is nearly equivalent to the current "Track II" major, with the only difference being the exchange of Math 335 and two 3xx level applied mathematics electives with three specific course in statistical analysis: Math 309, 310, and 311. There is also the addition of three cognates in E&M (101, 102, and 348). One possible four-year plan follows:

Actuarial Mathematics			
First Year – Fall	Math 141, E&M 101, FYE, Elective	First Year – Spring	Math 143, CS 171, Electives x 2
Second Year – Fall	Math 245, E&M 102, Electives x 2	Second Year – Spring	Math 247, Math 239, Math 299, Electives x 2
Third Year – Fall	Math 309, Electives x3	Third Year – Spring	Math 310, Math 331, Electives x 2
Fourth Year – Fall	Math 311, Electives x 3	Fourth Year – Spring	Math 399, E&M 348, Electives x 3

<u>Change #3:</u> The four-year plan of courses is equivalent to the current "Track III" and "Track IV" major option. Possible four-year plans follows:

Mathematics Secondary Education w/ Secondary K-12 Certification (Mathematics)			
First Year – Fall	Math 141, FYE, Psyc 101, Elective	First Year – Spring	Math 143, CS 171, Engl 101, Elective
Second Year – Fall	Math 245, Educ 202, Psyc 251, Elective	Second Year – Spring	Math 247, Math 239, Math 299, Educ 203, Elective
Third Year – Fall	Math 335, Education Pedagogy (Educ 338/9, 348/9, 358/9), Science w/ Lab, Elective	Third Year – Spring	Math 331, Math 342, Educ 396 or Educ 397, Elective
Fourth Year – Fall	Math 309, Math 399, Educ 371, Educ 373, Math	Fourth Year – Spring	Educ 422 or Educ 423, Educ 432

Mathematics Elementary Education w/ Elementary Certification (Mathematics)			
First Year – Fall	Math 141, FYE, Psyc 101, Elective	First Year – Spring	Math 143, CS 171, Electives x 2
Second Year – Fall	Math 245, Educ 202, Psyc 251, Elective	Second Year – Spring	Math 247, Math 239, Math 299, Educ 203, Elective
Third Year – Fall	Math 335, Education Pedagogy (Educ 338/9, 348/9, 358/9), Electives x 2	Third Year – Spring	Math 331, Math 342, Educ 396 or Educ 397, Elective
Fourth Year – Fall	Math 309, Math 399, Educ 371, Educ 373, Math	Fourth Year – Spring	Educ 422 or Educ 423, Educ 432

Catalog Copy:

Mathematics

Majors and Minors

Requirements for Major in Mathematics

There are four emphases for a mathematics major, as described below. **The mathematics curriculum is highly sequential with a rigid and necessary prerequisite structure, and not all courses are offered each year.** Students planning an academic program that includes a mathematics major, especially one including teacher certification, are urged to consult with a member of the mathematics faculty early in their Albion career so that a proper sequence of courses may be arranged.

Failure to consider carefully the implications of course enrollment decisions may result in delayed graduation.

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

The department may waive one or more of the foundation course requirements for students with advanced high school mathematics preparation.

Mathematics Major
The mathematics major leads toward immediate employment, graduate work in the mathematical sciences, or professional study in law or medicine.

- 10 units in mathematics and computer science, including six units of foundation courses, plus four additional courses: Mathematics 331, 335; two additional units of mathematics coursework at the 300-level. Students contemplating graduate study in mathematics should also take as many other 300-level mathematics courses as their schedules will allow, as well as course work in French, German or Russian.
- Mathematics 299 and 399, Colloquium in Mathematics and Computer Science (½ unit total)
- Students interested in pure mathematics are encouraged to select elective courses from 309, 333, 342, 345 and 349 while students interested in applied mathematics should select courses from 309, 310, 311, 316, 326, 333, 349, 360, 370 and 380.

Actuarial Mathematics
The actuarial mathematics major leads toward immediate employment or further study in actuarial science or a related area.

- 10 units in mathematics and computer science, including the six units of foundation courses, plus four additional courses: 309, 310, 311 and 331.
- Mathematics 299 and 399, Colloquium in Mathematics and Computer Science (½ unit total)
- 3 units of cognate courses: Economics and Management 101, 102, and 348.

- Students in this track should also take Mathematics 326, 360, and are encouraged to earn a major or minor in Economics and Management or Business Organizations.

Mathematics Secondary Education
The mathematics secondary education major leads to secondary teacher certification. See "Requirements for Mathematics Major With Secondary Education Certification" below.

Mathematics Elementary Education
The mathematics elementary education major leads to elementary teacher certification. See "Requirements for Mathematics Major with Elementary Education Certification" below.

Requirements for Minor in Mathematics

- Five units in mathematics, including the three foundation courses, Mathematics 141, 143, 239, plus one from 245, 247 and one from 331, 335, 342, 349.
- Math 299 – Colloquium in Mathematics and Computer Science (¼ unit).
- Computer Science 171.

Not open to mathematics majors.

Requirements for Minor in Applied Mathematics

- Five units in mathematics, including Mathematics 141, 143, 245, 247, plus one from 316, 326, 333, 360, 370, 380.
- Math 299 – Colloquium in Mathematics and Computer Science (¼ unit).
- Computer Science 171.

Not open to mathematics majors.

Requirements for Minor in Statistics

- Six units in mathematics, including Mathematics 141, 143, 209, 245, 309, and 310.
- Math 299 – Colloquium in Mathematics and Computer Science (¼ unit).

Not open to mathematics majors.

Requirements for Minor in Computer Science

- Five and one-quarter units in computer science, including 171, 173, and 299; plus three additional units at the 200-level or higher. At least two of these three units must be selected from 352, 354, 356, or 358.
- Mathematics 141, 239.
- Math 299 – Colloquium in Mathematics and Computer Science (¼ unit).

- Students are encouraged to elect cognates in a specific field of interest in consultation with their adviser. Possible cognate areas include, but are not limited to, mathematics, physics, philosophy, psychology and economics.

Requirements for Mathematics Major with Secondary Education Certification

- 10 units in mathematics and computer science, including the six foundation courses, plus 309, 331, 335, 342.
- Mathematics 299 and 399, Colloquium in Mathematics and Computer Science (½ unit total)
- Completion of all other requirements for teacher certification.

Requirements for Mathematics Minor with Secondary Education Certification

- Five units in mathematics, including the three foundation courses, Mathematics 141, 143, 239, plus 335 and 342. The department may waive one or more of the foundation course requirements for students with advanced high school mathematics preparation.
- Math 299 – Colloquium in Mathematics and Computer Science (¼ unit).
- Mathematics 209, 245 and Computer Science 171 are recommended.
- Completion of all other requirements for teacher certification.

Requirements for Mathematics Major with Elementary Education Certification

- 10 units in mathematics and computer science, including the six units of foundation courses, plus 309,335, 342, 345.
- Math 299 and 399 – Colloquium in Mathematics and Computer Science (½ unit).
- Completion of all other requirements for teacher certification.

Other Requirements for All Mathematics Majors and Minors and Computer Science Minors

- **A minimum grade of 2.0 is required in any mathematics course used as a prerequisite for another mathematics course.**
- While a student may begin with Mathematics 125 and still complete a major, it is recommended that prospective majors take a similar course in high school if at all possible.
- No course to be counted toward a major or minor in mathematics may be taken on a credit/no credit basis, except Mathematics 299 and 399, which are only offered as credit/no credit courses.
- Students majoring or minoring in mathematics or minoring in computer science are expected to furnish the Department of Mathematics and Computer Science with information about their course work and activities related to the department. The department faculty will use this information when nominating students for awards, scholarships and membership in professional societies, and as the basis for letters of recommendation. Students are encouraged to include this information on their personal

World Wide Web pages or to develop a portfolio Web page for their activities related to their major.

# # #

Course Change Committee:

The Course Change Committee approved the following changes to current courses:

Old number: **A&S 375, Global Transformations**
New number: **A&S 222, Global Transformations**

New Course Description:
Prerequisite: A&S 101 or A&S 105 or permission of instructor.
(Anthropology or *Sociology)* Is "globalization" just a buzzword or does it actually describe a process involving profound and ongoing change in human societies across the planet? Topics include the social and cultural impact of communication and transportation technologies, political and economic developments, commerce and consumerism in the modern world. Considers relationships between the global and the local and explores whether the changes associated with globalization are best considered as progress or problem. *Staff.*

Original Course Description:
Prerequisite: A&S 105 or permission of instructor.
(Anthropology) Is "globalization" just a marketing slogan or does it describe a process involving profound change in life on this planet? Topics include communication and transportation technologies, political and economic developments, commerce and culture. Considers relationships between the global and the local and whether the changes associated with globalization should be considered progress or catastrophe. Looks at how anthropologists and scholars in related fields are developing new research methods and rethinking their objects of study. *Mullin.*

CS 273 **Computer Graphics and Image Processing**
Instructor: Reimann, Staff. Offered X_ Fall ____Spring
Frequency and Duration of Meetings: Prerequisites: CS 173 and Math 239 or 247.
Corequisites: Course Fee Amount: $ 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]
New course description: A unified introduction to image synthesis and image analysis aimed at students with an interest in computer graphics, computer vision or the visual arts. Covers the basics of image generation, image manipulation and digital special effects. Includes a significant programming project using the OpenGL programming interface. Offered every third year. *Reimann, Staff.*

Old title: **Intermediate Microeconomics Honors, E&M 230H**
New title: **Intermediate Microeconomics with Calculus, E&M 231**
E&M 231 Intermediate Microeconomics with Calculus
Instructor: Christiansen
Offered ___X___ Fall __X__Spring (could be either or both depending on demand…normally fall).
Frequency and Duration of Meetings: 4 times per week for 50 minutes per class meeting
Prerequisites: EM101 and Math141 (or permission) Corequisites: N/A
Course Fee Amount: $N/A Units: 1.0
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]

New course description:
A more rigorous version of Economics 230 for students pursuing the mathematics and economics major and for others with the necessary math background by permission.

Old title: **History of Sports in America HIST 347)**
New title: **Race and Sports in America (HIST 347)**

New course description.
Sport has long occupied a place at the heart of American culture and society. Organized athletics have also served as symbolic sites of protest, power, and inclusion for the nation's racial minorities. This course explores the history of American sports as a way to understand the profound impact that the phenomenon of athletic competition has had in the development of American race relations with particular attention paid to the experiences of African American athletes.

Old course description:
Examination of selected themes and experiences in the history of sport in the United States, using sports as a lens through which to understand American life. Focus on questions of identity and power: How does sport shape (and reflect) our broader understanding of race, masculinity, femininity and nationhood? What role has sport served in American cultural and political life for groups marginalized by race, gender and/or class?

Old title: **Modern Germany, HIST 390**
New title: **Nazi Germany, HIST 390**

New course description:
Prerequisite: Junior or senior standing or permission of the instructor.
Nazi Germany through history, literature, and film in the contexts of modern German and European history. *Cocks*.

Old course description:
Prerequisite: Junior or senior standing or permission of the instructor.
A history of Germany in the late modern period, 1871-1945, with special emphasis on Nazi Germany. *Cocks*.

Old title: **Functions, MATH 125**
New title: **Precalculus, MATH 125**
Instructor: Staff Offered X Fall _X_ Spring
Frequency and Duration of Meetings: 4 x 65/minutes
Prerequisites: Permission of department. Corequisites:
Course Fee Amount: $ Units: 1
Check **one** option: __X__ Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]
Course description: A modern, unified approach to algebra, trigonometry, logarithms and analytical geometry based on the concept of a function. Linear equations and inequalities, quadratic equations and inequalities, polynomials and rational functions, logarithms and exponential functions, trigonometric and inverse trigonometric functions, and analytic geometry (the circle, the parabola, the ellipse and the hyperbola) are normally covered. Emphasizes the use of graphing calculators and the use of mathematics as a problem-solving tool. Covers applications in natural science, social science and business. Serves as a preparation for calculus. Well-prepared students who already have a strong working knowledge of algebra, trigonometry and logarithms should elect Mathematics 141 in place of Mathematics 125. A graphing calculator is required. *Staff.*

Math 309 **Mathematical Statistics**
Instructor: Anderson, Fink Offered X Fall Spring
Frequency and Duration of Meetings:
Prerequisites: Mathematics 245. Mathematics 247 is recommended.
Corequisites: Course Fee Amount: $ 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]
Revised course description: Prerequisite: Mathematics ~~236 or~~ 245. Mathematics 247 is recommended. A mathematical study of probability distributions, random sampling, and topics selected from statistical theory: estimation, hypothesis testing and regression. *Anderson, Fink.*

MATH 316/CS 316 **Numerical Analysis**
Instructor: Mason Offered X Fall Spring
Frequency and Duration of Meetings:
Prerequisites: Mathematics 247 and Computer Science 171.
Corequisites: Course Fee Amount: $ 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]
Revised course description: Prerequisites: Mathematics ~~236 or~~ 247 and Computer Science 171. Methods of obtaining numerical solutions to mathematical problems. Stresses the implementation and error analysis of algorithms. Topics include solution of non-linear equations, systems of equations, interpolating polynomials, numerical integration and differentiation, numerical solution

to ordinary differential equations, and curve fitting. Offered in alternate years. Same as Computer Science 316. *Mason.*

MATH 326/CS 326 **Operations Research**
Instructor: Mason Offered Fall __X __Spring
Frequency and Duration of Meetings: Prerequisites: Mathematics 247.
Corequisites: Course Fee Amount: $ 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]
Revised course description: Prerequisites: Mathematics ~~236 or~~ 247~~, and Mathematics 245~~. An introduction to computational methods in mathematical modeling including linear programming and Markov chains. Applications in business, economics and systems engineering. Knowledge of probability is helpful. Offered in alternate years. Same as Computer Science 326. *Mason.*

MATH 331 **Real Analysis**
Instructor: Bollman Offered Fall X__Spring
Frequency and Duration of Meetings: Prerequisites: Mathematics 239 and 245.
Corequisites: Course Fee Amount: $ 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]
Revised course description: Prerequisites: Mathematics 239 **and 245** ~~and either 236 or 239~~. A study of the concepts underlying calculus of a single variable: The completeness property of the real number system, convergence, continuity, properties of elementary functions, the derivative and the Riemann integral. *Bollman.*

MATH 335 **Abstract Algebra**
Instructor: Bollman Offered X_ Fall ____Spring
Frequency and Duration of Meetings: Prerequisites: Mathematics 239 and 247
Corequisites: Course Fee Amount: $ 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]
Revised course description: Prerequisites: Mathematics ~~236 and~~ 239 **and 247**. Properties of the integers, real number system and other familiar algebraic entities are viewed abstractly in structures such as groups, semigroups, rings and fields. Homomorphisms and isomorphisms (functions compatible with the algebraic operations) illuminate the underlying similarities among these structures. Students will develop their skills in mathematical writing and presentations. *Bollman.*

MUS 314 **Music History II**
Instructor: Abbott Offered XXX Fall ___Spring
Frequency and Duration of Meetings: MWF from 10:30-11:35
Prerequisites: MUS 201 Corequisites: NA Course Fee: $ Units: 1
Check **one** option: XXX 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:
314 Music History II (1)
Prerequisite: Music 313 or permission of instructor.
A continuation of Music 313 covering music from the eighteenth century to the present. In addition to examinations and analysis assignments, students complete a major research paper by the end of the semester that investigates some aspect of contemporary Western music or deal with non-Western music. *Abbott.*

New Course description:
314 Music History II (1)
Prerequisite: Music 201 or permission of instructor.
A survey of music history, covering music from the eighteenth century to the present. In addition to examinations and analysis assignments, students complete a major research paper by the end of the semester that investigates some aspect of contemporary Western music or deal with non-Western music. *Abbott.*

PHYS 206 **Stars, Galaxies, and the Universe**
Instructor: Zellner Offered __ Fall _X__Spring
Frequency and Duration of Meetings: 3X per week, 1 2-hour laboratory per week
Prerequisites: Math 141 or equivalent, Phys 115, 116, 167, 168, or permission of instructor
Corequisites: Course Fee Amount: (TBD): laboratory manual 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]
Change in catalog description:
Prerequisites: Mathematics 141 and/or previous physics course, or permission of instructor. Provides an understanding of stars and how they work, and examines our galaxy. Covers topics related to cosmology, including our expanding universe. Intended for mathematics and science majors and minors and for students pursuing teacher certification in science. ~~**Students cannot take both Phys 105 and Phys 206.**~~ *Zellner.*

Old title and course number: **Introduction to Constitutional Law, PLSC 323**
New title and course number: **Constitutional Law and Politics, PLSC 224**
Instructor: William Rose Offered **XX**__ Fall XX_____Spring
Frequency and Duration of Meetings: Twice per week; two hours per session
Prerequisites: None Corequisites: None Course Fee Amount: $ 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]
Old Catalog description:
323 Introduction to Constitutional Law (1) 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. *Rose.*

New Catalog description:
224 Constitutional Law and Politics
This course explores the role of the U.S. Supreme Court in political struggles over the distribution and uses of power in the American constitutional system. Issues include the division of powers between state and national governments, and the branches of the federal government; economic powers of private actors and governmental regulators; the authority of governments to enforce or transform racial and gender hierarchies; and the powers of individuals to make basic choices, such as a woman's power to have an abortion. We will pay special attention to how the tasks of justifying the Supreme Court's own power, and constitutionalism more broadly understood, contribute to logically debatable, but politically powerful constitutional arguments. Significant attention also will be given to the politics of constitutional interpretation. Readings include Supreme Court decisions and background materials on their theoretical, historical, and political context. *Rose*

# # #

The Course Change Committee has approved the following new courses:

A&S 235 **Sociology of Childhood**
Instructor: Staff Offered Fall Spring
Frequency and Duration of Meetings:Prerequisites: A&S 101 or permission of instructor
Corequisites: Course Fee Amount: $ Units: 1
Check **one** option: __X___Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]
Course Description: This course uses sociological theory and research findings to examine childhood and adolescence as historical constructs and social contexts (rather than developmental moments) and children as social actors in their own right (not only adults in the making). Pays particular attention to how race, class, and gender shape experiences of childhood as we investigate what it means to be a child or adolescent in the United States, how children's lives are shaped by their social contexts and how children as social actors shape the worlds in which they live. *Staff.*

ARTH 320 **Feminist Art**
Instructor: Wickre Offered X___ Fall __Spring
Frequency and Duration of Meetings: Twice a week for 80 minutes
Prerequisites: None Corequisites: None Course Fee Amount: $ 0 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. The 1970s Feminist Art Movement introduced to the art world a revolution in attitudes and practices. The significant reverberations of that movement are felt to the present day. In this class we will examine the social context, causes and effects, and major players in the Feminist Art Movement and look at its ongoing impact. Lecture/discussion format.

HIST 371 **Latin American-U.S. Relations**
Instructor: Kanter Offered _____ Fall __Spring Not offered every year
Frequency and Duration of Meetings: 2x/week, 2 hrs
Prerequisites: Junior or senior standing or permission of instructor
Corequisites: Course Fee Amount: $ 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 seminar explores essential elements that have shaped U.S. influence in Latin America from the 1820s to the present day, examining official policy as well as ideology, cultural representations, the media, and trade issues. Students will view this history from multiple perspectives, looking north and looking south. We will consider how notions of race, religion, and gender have played into inter-American relations. Analysis of primary source materials is integral.

KIN 207 **Introduction to Kinesiology**
Instructor: Heather Betz Offered X____ Fall X Spring
Frequency and Duration of Meetings: 4 days for 50 minutes/day
Prerequisites: Corequisites: 0 Course Fee Amount: $ 0 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]
****Exercise Science majors must take it for a grade.**
Course description: This course is an introduction to the interdisciplinary approach to the science and study of human movement. This course provides an orientation to various educational pathways, requirements, and career opportunities in Kinesiology in the areas of teaching, coaching, therapeutic exercise, fitness and health, and sport management professions. Basic concepts of the Kinesiology discipline and an overview of the relevance of foundational sub-disciplines will be discussed. Issues, challenges, and current/future trends are also addressed. This is a lecture-based course, with involvement by the students expected.

KIN 244 **Lower Extremity Assessment**
Instructor: Carol Moss Offered X____ Fall __Spring (every other year)
Frequency and Duration of Meetings: 3 days for 65 minutes/day
Prerequisites: Acceptance into Athletic Training Education Program, PHED 233, or special permission by ATEP Program Director or instructor.
Corequisites: 0 Course Fee Amount: $ 0 Units: 1
Check **one** option: __X___Grading is numeric only
Course description: This course is designed to provide the anatomical and physiological foundation necessary to perform and understand the assessment of lower extremity pathology in physically active individuals. Specific evaluation strategies will be utilized to develop a plan for a systematic and thorough evaluation. Appreciation of the referral procedures following assessment will be stressed to ensure a continuum of care. Current literature and techniques in the field will support the content of this course.

KIN 290 **Clinical Experience I**
Instructor: Scott Michel Offered X____ Fall __Spring (every other year)
Frequency and Duration of Meetings: 1 day for 50 minutes

Prerequisites: Acceptance into the athletic training major
Corequisites: 0 Course Fee Amount: $ 0 Units: 1
Check **one** option: __X___Grading is numeric only
Course description: This course develops the theory behind introductory athletic training practices and the clinical applications of these practices. Development of proficiency in the application of the specific competencies in supervised clinical situations will be emphasized.

KIN 390 **Clinical Experience III**
Instructor: Scott Michel Offered X____ Fall __Spring (every other year)
Frequency and Duration of Meetings: 1 day for 50 minutes
Prerequisites: KIN 253 Corequisites: 0 Course Fee Amount: $ 0 Units: 1
Check **one** option: X___Grading is numeric only
Course description: This course presents the theory behind intermediate athletic training practices and clinical applications, as well as the development of proficiency in the specified competencies in supervised clinical situations.

MATH 123 **Mathematics for the Liberal Arts**
Instructor: Staff Offered x Fall _ x Spring
Frequency and Duration of Meetings: 65 minutes, four times weekly
Prerequisites: Permission of department Corequisites: None
Course Fee Amount: $0 Units: 1
Check **one** option: __x___Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]
Course description: A study of selected topics in mathematics drawn from among algebra, geometry, statistics, probability, discrete mathematics, and other fields of mathematics as determined by the instructor. *Staff.*

MATH 311 **Regression and Time Series Models**
Instructor: Paul Anderson Offered Fall X Spring
Frequency and Duration of Meetings: MTWR @ 65 minutes/day
Prerequisites: Math 309, 310
Corequisites: Course Fee Amount: $ 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: Two topics are studied in detail: multiple linear regression analysis and time series analysis. Inherent to both topics: parsimonious linear models, parameter estimation, diagnostic checking, and forecasting. The matrix approach is used for multiple linear regression and the Box-Jenkins methodology for constructive autoregressive-integrated moving average (ARIMA) models is used for time series analysis. The statistical package MINITAB will be used to assist in analyzing all of our real-world data sets.

MATH 349 **Advanced Linear Algebra**
Instructor: Bollman, Fink Offered x Fall (alternate years) Spring
Frequency and Duration of Meetings: 50 minutes, four times weekly
Prerequisites: Mathematics 239 and 247 Corequisites: None

Course Fee Amount: $0 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: Prerequisite: Mathematics 239 and 247.
A continued study of linear algebra as begun in 247. Topics may include abstract vector spaces, dimension, normed linear spaces, inner product spaces, canonical forms, unitary and Hermitian matrices, factorization, eigenvector analysis, and infinite-dimensional spaces. Offered in alternate years. *Bollman, Fink.*

PLSC 102 **Introduction to Comparative Politics**
Instructor: Dyron Dabney Offered **XX**___ Fall **XX**_____Spring
Frequency and Duration of Meetings: Twice per week, two hours per session (but this will be contingent on other Political Science courses being offered the same semester.
Prerequisites: None Corequisites: None Course Fee Amount: $ 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: This course will introduce students to comparative politics—the study of the political institutions and processes of countries around the world. Emphasis is on how to make meaningful comparisons between systems in different countries. The course will cover conditions for and workings of democracy, with an emphasis on how different kinds of democracies work. The course will provide a framework for comparison, and students will choose specific countries to compare. The United States will be considered in comparative perspective. Important topics to be covered include the vibrancy of democracy, the centrality of political and electoral institutions, the possibility of revolution, and the power of ethnicity.

PLSC 103 **Introduction to International Politics**
Instructor: Carrie Booth-Walling or Andrew Grossman
Offered **XX**_____ Fall **XX**_Spring
Frequency and Duration of Meetings: Contingent upon department schedule, but usually twice per week, two hours per session.
Prerequisites: None Corequisites: None Course Fee Amount: $ 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: This course introduces students to the study of international politics. We will examine and evaluate competing theoretical approaches ("paradigms") which seek to explain inter-state war, international institutions, and the global economy. In doing so, we will investigate scholarly debates about the implications of international anarchy and national sovereignty. We will focus on the causes of violent conflict, the emergence of human rights norms and international courts, the dilemmas of humanitarian intervention, and the implications of global inequality. In the first part of the course, we will examine competing theoretical perspectives in the discipline. In part two, we will focus on approaches to studying war, violence and conflict. In part three, we will focus on international institutions. In part four, we will examine issues related to the global economy and international development.

PLSC 357 **International Law and Politics**
Instructor: Carrie Booth-Walling Offered **XX**__ Fall **XX**_____Spring
Frequency and Duration of Meetings: Twice per week, and two hours per session
Prerequisites: Prior coursework in political science (preferably in international politics and/or law-related areas)
Corequisites: None Course Fee Amount: $**0** 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: This course focuses on examining why we need to study international law in order to understand world politics, and why we need to study world politics to understand international law. The central goal of the course is to familiarize students with international law and with a broad range of analytical tools to enable them to think critically about how to understand the origins and impact of international law. How do we explain where particular laws and norms come from? How do they affect the shape of global politics and the outcomes of particular events? How often do states obey international law, and why? We will also examine substantive areas of international law such as the use of force and the laws of war, human rights, environmental law, international economic law, and international criminal law.

PLSC 404 **Causes of War**
Instructor: Carrie Booth-Walling or Andrew Grossman
Offered **XX**_____ Fall **XX**_Spring
Frequency and Duration of Meetings: This is contingent on the Department's other course offerings in a given semester, but the course will usually be taught twice per week, for two hours each session.
Prerequisites: Junior or Senior standing, and prior coursework in International and Comparative Politics; or with consent of the instructor.
Corequisites: None Course Fee Amount: $ 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: This course explores the central issues regarding the use of military force in international politics. Why do states turn to military force and for what purposes? What are the causes of war? What renders the threat to use force credible? Can intervention into intra-state wars stall bloodshed and bring stability? How can states cope with new challenges posed by asymmetrical warfare and the threats of would-be terrorists? What are the rules and laws of war? How do states diminish the threat of war? This course is divided into four parts. Part one examines the causes of inter-state war and the strategies stakes employ to diminish the threat of war and handle its effects. Part two examines the growing trend of intra-state conflict. We will examine the literature on the causes of civil and ethnic conflicts and strategies for mitigating their effects. Part three focuses on the global governance of war, specifically on the institutions, rules and norms associated with war-fighting and conflict prevention. Part four examines other forms of political violence including asymmetrical warfare, rebel insurgencies and terrorism.

# # #

The Course Change Committee approved the elimination of MATH 236, Linear Algebra. To replace Math 236 with a richer linear algebra experience for majors and minors, DMCS will offer

a second course in linear algebra entitled "Math 349 – Advanced Linear Algebra." The relationship of linear algebra to the liberal arts and the respective missions of the college and department are outlined in the course change form given to C&RC for the new course Math 349.

# # #

Gender & Ethnicity Committee:

The following courses have been approved by the Gender & Ethnicity Committee for ethnicity credit:

A&S 256 - Native North America (Brian Watkins)
HIST 389 - History by Hollywoood: America's Racial Past in Film (Marcy Sacks)

The Gender & Ethnicity Committee has approved the following courses for gender category credit:

ARTH 320 - Feminist Art (Bille Wickre)
SPAN 350 - Women in Hispanic Literature (Marcie Noble)

# # #

International Studies Committee:

The International Studies Committee has approved the following courses for global category credit:

PLSC 103 - Introduction to International Politics (Carrie Booth Walling)
PLSC 357 - International Law and Politics (Carrie Booth Walling)

II ANNOUNCEMENTS FROM PROVOST'S OFFICE

The PKAL Summer Leadership Institutes will be held at the Baca Campus of Colorado College in Crestone, CO: Institute I: July 23–28, 2013; Institute II: July 30–August 4, 2013. The PKAL Summer Leadership Institute is designed for both early and mid-career STEM faculty engaged in efforts related to transforming undergraduate STEM education in their classrooms, departments, and institutions. The five-day intensive Institute provides faculty participants with the theory and practice required to act as agents of change in their home institutions or professional societies.

The Institute is designed around a carefully coordinated blend of theory, practice, and discussion of the politics of change and other issues of national relevance to higher education. A team of six mentors a key role in guiding the Institute, contributing first-hand experience in institutional change leadership at the local and national levels. Mentors work with participants during the Institute to shape a personal agenda for leadership, and to help participants conceptualize how they can implement an institutional change action plan at their institutions.

If you are an early or mid-career STEM faculty member, you are invited to apply for this Institute. Applications are due on March 27, 2013. For more information on the application process, please visit: http://www.aacu.org/pkal/events/sli/applications.cfm, or email pkal@aacu.org.

Calvin College is hosting the symposium, **John Calvin's Company of Pastors**, on Friday, April 19, 2013. Keynoting the symposium will be Dr. Scott Manetsch, Professor of Church History at Trinity Evangelical Divinity School in Deerfield, IL. Participants will have an opportunity to learn about upcoming fellowship and research opportunities in Reformation Studies. Please contact the program coordinator, Ryan Noppen at rnoppen58@calvin.edu if you wish to attend. Complimentary lunch will provided at 12:15 and the program begins at 1:30 p.m.

III SCHOLARLY AND PROFESSIONAL DEVELOPMENT

Nonye Alozie, Guy Cox, Suellyn Henke, and **Kyle Shanton** (Education) presented the paper, *Getting Answers to Questions You Didn't Know You Had: Building Community Field-Based Learning,* at the annual meeting of The Association of the Independent Colleges for Teacher Education (AILACTE) held in Orlando, FL, February 28th to March 1st. While at the meeting, Albion College was selected as the 2012 winner of the *Model of Excellence Award Quality III: Liberal Arts*. For more information, see: www.ailacte.org.

Paul Anderson (Mathematics & Computer Science) and his colleague at MSU, Mark Meerschaert, along with MSU Ph.D. candidate Kai Zhang, have a publication in the March issue of *The Journal of Time Series Analysis*. The article is entitled "Forecasting with Prediction Intervals for Periodic Arma Models." This is the 10th publication from the team of Anderson and Meerschaert. The article can be viewed in our library courtesy of Mike VanHouten.

Maureen Balke and **Robert Doyle** (Music) served as adjudicators at the Great Lakes Region NATS (National Association of Teachers of Singing) solo vocal auditions held Saturday, March 2 at Western Michigan University. Balke's student, sophomore McKenzie Schafer, won the 2nd place award for the Region (Michigan, Indiana, Ohio, Ontario) in her category, 2nd Year College Women. Three high school students of Mr. Doyle's also earned awards--and one of them is coming to Albion next fall!

John Bedient and **John Carlson** (Economics & Management) are working with student volunteers, preparing tax returns for students and members of the Albion community with the Volunteer Income Tax Assistance (VITA) program, sponsored by the IRS.

Nels Christensen's (English) creative nonfiction essay, "Leaving a Trace," was published in *Wake: Great Lakes Thought and Culture.*

Susan Conner (Provost and Professor of History) provided commentary on a panel at the 37th annual meeting of the Consortium on the Revolutionary Era, held by the University of North Texas. The panel was titled, "Death and Disease during the Revolutionary Era," and included papers on heart burial and the debate over mercury to treat venereal disease in the eighteenth century. She is also a member of the Board of Directors of the organization.

Deborah Kanter (History) presented a paper "Making a *Catedral mexicana* in Chicago: St. Francis of Assisi, 1942-60" at the meeting of CEHILA-USA, Austin, Texas, February 22-24.

Lisa Lewis (Chemistry) and **Ian MacInnes** (English) presented a poster entitled **"**Beyond E-Textbooks: Writing Mobile Webapps for the Liberal Arts" at the Educause 2013 Annual Conference last November. While at this conference, Ian and Lisa were interviewed for an article on mobile computing published in *Campus Technology.* The article was entitled "Strong Acids and Shakespeare Sonnets: Making Mobile Apps for Liberal Arts." Lisa also participated in *Engage 2013* and attended the 2013 SXSWedu Conference in Austin, TX. She was one of 100 faculty nationwide invited by Cengage Learning to participate in this professional development conference on technology and education.

Darren Mason (Mathematics & Computer Science) co-authored the keynote address "Analysis and Simulation of Heterogeneous Deformation and Slip System Activation Along Grain Boundaries in Pure Tantalum and Niobium" which was presented on January 4, 2013 at the *19th International Symposium on Plasticity and its Applications,* held from January 3-8, 2013 at the Sheraton Nassau Beach Resort in Nassau, Bahamas. His collaborators were T.R. Bieler, S.C. Sutton, and M.A. Crimp of Michigan State University (MSU).

On January 18th, **Samuel McIlhagga** (Music) presented his session entitled "The Music of Andrew Boysen, Jr." as part of the annual Michigan Music Conference in Grand Rapids. In addition, Sam coordinated three different sessions designed specifically for collegiate music education majors as part of his duties as the Michigan State NAfME Collegiate Advisor.

Jocelyn McWhirter (Religious Studies) will be participating in a Wabash Center colloquy on Religious Commitments in the Undergraduate Classroom. It starts in June 2013 and runs through June 2014 over a total of three sessions.

Scott Michel (Kinesiology) had the co-authored publication, Louis, D.A., Michel, S.D., (2013). Frantz Fanon's Ambivalence Revisited in America's Faculty: Narratives of Black and White Faculty Struggles With Cross Cultural Mentoring," in the peer-reviewed *National Journal of Urban Education and Practice (6)* 3, 41-54.

Scott co-presented a talk entitled "*Frantz Fanon's Ambivalence Revisited in America's Faculty: The Experience of Black and White Faculty With Cross Cultural Mentoring"* at the American Association of Blacks in Higher Education (AABHE) Conference held February 28-March 2, 2013 in Atlanta, GA.

Perry Myer's (Modern Languages and Cultures) book, *German Visions of India, 1871-1918: Commandeering the Holy Ganges during the Kaiserreich,* was released by Palgrave Macmillan on March 7, 2013.

Over spring break, **Clayton Parr** (Music) served as tenor with the Billings Symphony Orchestra's production of *A Royal Celebration* at the Alberta Bair Theater in Montana.

David Reimann (Mathematics and Computer Science) gave a talk entitled "Symmetry groups: The mathematical connection between patterns in Moorish architecture and the artwork of M.C. Escher artwork" at the Kalamazoo College Mathematics and Computer Science Colloquium on March 6, 2013.

On February 15, **Nicolle Zellner** (Physics) was interviewed by WILX-TV (NBC, Lansing) about the Russian meteor and Asteroid 2012 DA14 flyby. At the end of February, Nicolle presented two talks at Westminster College, Westminster, PA, including an invited named public lecture. Over 110 people attended the public talks: *What Can Lunar Impact Glasses Tell Us About the Impact Rate in the Earth-Moon System?* and *Space Rocks! Lunar Samples, Impact Craters, and Life on Earth* (Annual Robert M. Wood Memorial Lecture).