***THE DEANERY***

**ALBION COLLEGE VOLUME 34, NUMBER 2**

**ACADEMIC NEWSLETTER OCTOBER 26, 2005**

ANNOUNCEMENTS FOR THE NEXT DEANERY ARE DUE NOVEMBER 11, 2005.

1. **COMMITTEE ANNOUNCEMENTS**

From Curriculum & Resources Committee:

C&RC supports the request by ‘Dimeji Togunde, Chair, Anthropology/Sociology to change the description and requirements of the combined Anthropology/Sociology major.

**Current requirement:** Students to “consult a faculty and construct a plan of eight courses which must include either A/S 212 or 343 (see page 126 of the catalogue).

**Rationale for Change:** Currently, the requirement for A/S combined major is vague. We had wanted to infuse clarity and coherence but the instability of faculty has precluded us from doing so. We think it is now time to provide the much needed guidance and structure for the increasing number of students interested in the combined major. A new structure would also strengthen the "marriage" between the two disciplines which is based on common methodologies, emphases on inequalities, commitment to international and or global studies, and interest in human beings and their relationship with their communities.

**New requirement beginning 2006/2007 academic year: 8 Units of Coursework**:

**1)** Two "gateway courses": A/S 101 and A/S 105

These two courses introduce students to both disciplines. Their topics and methodological approaches provide grounding in two modes of inquiry: Modeling & Analysis and History and Culture.

**2)** Two theory based courses from both disciplines: A/S 212 and A/S 343

**3)** Four Advanced level courses: two upper division level courses in Anthropology and two from Sociology.

At least two of these upper division level courses must be at the 300 level where part of the course requirements should include research based assignments.

Students anticipating graduate work in archaeology, sociology or related applied fields are strongly encouraged to take A/S 224 in order for them to be equipped with the much needed training in quantitative data analysis and software applications.

**# # #**

CRC supports the request by the Foreign Languages Department to restructure their majors and minors.

There are sound curricular reasons for making this change. The department’s 1998 external review criticized the major for being too focused on literature and urged the Department programs to move toward more “content-based approaches to teaching languages, the academic and professional goals of Albion students, other curricular strengths at the College, and emerging initiatives in culture studies.” The reviewers advocated changing the majors and minors to put more emphasis on interdisciplinary cultural studies and on preparing students for their future professions. This shift in focus is in line both with changes that have been made to the other foreign language programs and with larger shifts in the discipline.

The changes to the Spanish majors and minors do not require any additional resources. The current members of the department, along with the new professor who will be hired this year, will be able to staff the courses needed for the new majors and minors.

Proposal for a Revised Spanish Major and Redesigned Upper-Level Spanish courses

Submitted to Curriculum and Resource Committee and

Course Change Committee September 2005

Justification for changes in the Spanish Curriculum:

The changes we propose for the Spanish program respond to the changing nature of the field of Hispanism, trends in student interests, the professors carefully articulated goals for the program and the suggestions of the 1998 external review of the Department of Foreign Languages, in which the department was criticized for its traditional curriculums focused too much on the study of literature.

Successful Spanish programs in higher education in this country have changed drastically in the last 10-20 years, in part due to changing demographic realities and the recognition that professors must teach to the needs of the students in their programs. The external review by Dr. Wendy Allen, Keith Anderson and Andrea Hamos, urged the Department programs to more aptly consider “content-based approaches to teaching languages, the academic and professional goals of Albion students, other curricular strengths at the College and emerging initiatives in culture studies.” We were seen as having a curriculum that did not prepare our students for their future professions, but instead for graduate study in literature. We are also mindful of the report in 2003 by Eastern Michigan University professors, which helped us envision the implementation Foreign Languages and Culture Studies for Special Purposes (FLCSSP) into our curriculum. Since these reports of 1998 and 2003 several positive changes have been implemented, and all the Spanish staff is actively participating in the proposed paradigm shift in moving our focus away from predominantly literature to a more interdisciplinary cultural and area studies focus.

Accordingly, our program has the following goals:

* Dramatically increase linguistic competency
* Make FLCSSP a visible part of the program
* Make US Latino/Chicano issues, realities and cultures a more integral part of the program
* Promote the knowledge of cultures, societies and civilizations in Hispanic world
* Develop the ability to recognize, analyze and interpret works of Hispanic art (literature, film, painting, music etc.)
* Develop the ability to think critically and creatively and produce corresponding written and oral work.
* Relate to the college’s vision and the core curriculum more naturally and extensively (eg. Courses that satisfy modes [textual, artistic, historical and cultural] and Categories [global, gender, environmental, ethnicity]).

While there are some significant changes we still wish to make, in many practical ways each individual course in the degree program has been modified to more effectively achieve these goals. Nevertheless many of the course names and descriptions in the catalog do not reflect this change in practice. It is now time to introduce new courses, eliminate others, and change certain course titles and descriptions to more accurately reflect the revised Spanish program.

The requirements for the Spanish major that we propose are moderately revised, and should read:

**Requirements for major**:

—A minimum of eight units of course work at the 201 level or above, including Spanish 301, and at least two units from the course listings 302 through 315, and at least two units from the course listings 350 through 402. Courses taken abroad may fulfill part of these requirements. (See detailed description of requirements for major at beginning of Foreign Languages section.)

—Students whose placement test results exempt them from courses at the 200-level must fulfill the eight-unit requirement beginning at the 300-level. These students do not receive retroactive college credit for 201 or 202.

—A maximum of one unit from Advanced Placement credit can count toward the major

—Courses required for the major must be taken for a numerical grade.

—Residence in the Gerstacker International House for at least one semester.

—All majors are required to study abroad in an approved off-campus study program.

—It is recommended that at least one Spanish course be taken at Albion College after completion of off-campus study.

The requirements for the Spanish minor that we propose are only moderately revised and should read:

**Requirements for a minor in Spanish**:

—A minimum of 6 units at the 201-level or above, including Spanish 301, and at least one unit from the course listings 302 through 315, and at least one unit from the course listings 350 through 402.

—Students whose placement test results exempt them from courses at the 200-level must fulfill the six-unit requirement beginning at the 300-level. These students do not receive retroactive college credit for 201 or 202.

—A maximum of one unit from Advanced Placement credit can count toward the minor.

—All minors are encouraged to study abroad for a semester in an approved program.

—Courses required for the minor must be taken for a numerical grade.

—Residence in the Gerstacker International House for at least one semester.

The requirements for the Spanish Major with Elementary Education Certification that we propose are only moderately revised, and should read:

**Requirements for Major with Elementary Education Certification**:

—A minimum of eight units of course work at the 201 level or above, including Spanish 301, either 305 or 306 or 307, and at least one unit from the course listings 350 through 402. Courses taken abroad may fulfill part of these requirements. (See detailed description of requirements for major at beginning of Foreign Languages section.)

—Students whose placement test results exempt them from courses at the 200-level must fulfill the six-unit requirement beginning at the 300-level. These students do not receive retroactive college credit for 201 or 202.

—Courses required for the major must be taken for a numerical grade.

—A maximum of one unit from Advanced Placement credit can count toward the major

—All majors are required to study abroad in an approved off-campus study program.

—Residence in the Gerstacker International House for at least one semester.

—Completion of all other requirements for teacher certification.

The requirements for the Spanish major and minor with Secondary Education Certification that we propose are only moderately revised, and should read:

**Requirements for Major and Minor with Secondary Education Certification**:

—A teaching major consists of a minimum of eight units of course work at the 201 level or above, including Spanish 301, 305 or 306 or 307, and at least one unit from the course listings 350 through 402. Courses taken abroad may fulfill part of these requirements. (See detailed description of requirements for major at beginning of Foreign Languages section.)

—A teaching minor consists of a minimum of five units of course work at the 201 level or above, including Spanish 301, and 305 or 306 or 307. Courses taken abroad may fulfill part of these requirements.

—A maximum of one unit from Advanced Placement credit can count toward the major

—Courses required for the major or minor must be taken for a numerical grade.

—Residence in the Gerstacker International House for at least one semester.

—Completion of all other requirements for teacher certification.

—Study abroad in an approved off-campus study program.

—It is recommended that at least one Spanish course be taken at Albion College after completion of off-campus study.

What follows is a list of the new, redesigned or renamed courses that we are submitting to the course change committee:

Spanish 301, Advanced Oral and Written Expression I

Spanish 302, Advanced Oral and Written Expression through Hispanic Cinema

Spanish 303. Spanish for the Professions

Spanish 304, Taller de escritura creativa (Creative Writing Workshop)

Spanish 305, Multicultural Spain: Historical Perspectives and Current Issues

Spanish 306. Latin American Identity and Cultural Perspectives

Spanish 307 Cross-Cultural Perspectives in the Contemporary Spanish-Speaking World

Spanish 315. Introduction to Hispanic Studies

Spanish 360. Temas claves de la literatura y cultura españolas

Spanish 361. Temas claves de la literatura y cultura latinoamericanas

Spanish 362. Temas claves de la literatura y cultura de los hispanos en Estados Unidos

The complete Spanish curriculum we are proposing includes the following courses: Spanish 101, 102, 201, 202, 301, 302, 303, 304, 305, 306, 307, 315, 350, 360, 361, 362, 398, 401, 402, 411, and 412. We propose to eliminate Spanish 341and 343, and change the number of 340 and 342 to 360 and 361 respectively.

We have devised a schedule whereby courses in this new curriculum can be offered at least every three years. The following schedule includes one First Year Seminar per year to be taught on a rotating basis by the Spanish professors.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S2006 | F2006 | S2007 | F2007 | S2008 | F2008 | S2009 | F2009 | S2010 |
| 101 | 101 (4) | 101 | 101 (4) | 101 | 101 (4) | 101 | 101 (4) | 101 |
| 102 (2) | 201 (3) | 102 (2) | 201 (3) | 102 (2) | 201 (3) | 102 (2) | 201 (3) | 102 (2) |
| 202 (2) | 301 (2) | 202 (2) | 301 (2) | 202 (2) | 301 (2) | 202 (2) | 301 (2) | 202 (2) |
| 302 | 303 | 302 | 315 | 302 | 303 | 302 | 303 | 302 |
| 304 | 315 | 305 | 360 | 304 | 315 | 307 | 315 | 304 |
| 402 | 362 | 350 | 402 | 306 | 361 | 350 | 362 | 305 |
|  | FYS Leiva | 402 | FYS  new hire | 402 | FYS Oswald | 402 | FYS Leiva | 402 |

**# # #**

CRC supports the request by the Ethnic Studies Committee to change the currently required directed study “exit” course to a required capstone course, ETHN 370: *Theories and Methods in Ethnic Studies*.

There are sound curricular reasons for making this change. Currently, the Ethnic Studies concentration requires that students enroll in ETHN 103: *Introduction to Ethnic Studies* course, develop a program of study from a variety of ethnic studies courses spread across departments, and finally enroll in a directed study their senior year in order to integrate previous coursework into a coherent whole. It is pedagogically more advantageous to require a capstone seminar rather than a directed study. A seminar will promote interdisciplinary and cross cultural exchanges between students with differing backgrounds and experiences. Instead of working in isolation with only the feedback of their professor, students in a seminar course will be able to grow intellectually within a community of scholars. ETHN 370: *Theories and Methods in Ethnic Studies* is a more effective structure to develop the pedagogical outcomes intended by the concentration.

The implementation of a capstone course does not require any additional resources and will be a more effective utilization of current resources. A full-time, tenure track professor of Ethnic Studies was hired in Fall 2005. She is responsible for teaching ETHN 103 and other “set” courses in the program. ETHN 370, as a required exit course, will be part of the ES faculty member’s teaching load. CRC anticipates that as the ES concentration becomes more concretized there will be a likelihood of increased student interest and enrollment. Teaching many disparate directed studies poses several logistic and administrative challenges; teaching a capstone seminar course will be a more effective, streamlined and productive use of an instructor’s time.

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From C&RC Subcommittee on Artistic Creation Mode:

The C&RC Subcommittee on Artistic Creation has approved a new course Introduction to Music

Composition (MUS 207) for the Artistic Creation mode category.

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From Global Studies Committee:

Global Studies Committee has approved the following courses for global studies category credit for Spring 2006.

History 289: Intro to Modern Southeast Asia-Colonialism in Contexts, Spring 2006, (Sarah Womack)

History 402: South Africa, Spring 2006 (Washington)

Music 289: A Global Approach to Music Discourse, Spring 2006 (Andrew Bishop)

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From Gender & Ethnicities Committee:

The G&E Committee has approved Hist 308 - Victorian Britain (Hagerman) as a Gender Category course.

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From Environmental Studies Committee:

The Environmental Studies Category Committee has approved English 289, The Idea of Nature, the Nature of Ideas, with instructor Nels Christensen, and Physics 102, Physics of Urban and Environmental Problems, with instructor Nicolle Zellner. Both courses will be offered in Spring 2006.

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From Faculty Development Committee:

The Faculty Development Committee has approved the following Grants:

**Small Grants:**

**David Abbott** (Music) to support his attendance at the 10th World Piano Pedagogy Conference.

**Pamela Schwartz** (Academic Skills Center) to support her attendance at the annual meeting of the Association for Higher Education and Disability.

**Mark Walter** (Psychology) to pay for page charges for an article published in the **North American Journal of Psychology**.

**Large Grant**:

**Zhen Li** (Economics & Management) for continuation of an accent reduction course.

**II ANNOUNCEMENTS FROM ACADEMIC AFFAIRS OFFICE**

**Michigan Campus Compact** announces the availability of mini-grants in the amount of $300.00 for faculty, staff and students at MCC member campuses to host dialogues through the United Nations Foundation *The People Speak: America’s Role in the World* project during 2005-2006. *The People Speak* project was launched in October 2003 to raise the level of national dialogue about America’s role in the world. MCC will award 10 grants to MCC member institutions on a first-come, first-serve basis. Additional information is available at [www.micampuscompact.org](http://www.micampuscompact.org).

**Ford Foundation Diversity Fellowships** are available for pre-doctoral, dissertation, and postdoctoral fellows. Fellowships are designed to increase the ethnic and racial diversity of the nation’s college and university faculty. For additional information and applications, <http://national-academies.org/fellowships>.

Zayed University in the United Arab Empire will host the second **Women as Global Leaders: Educating the Next Generation** conference in Abu Dhabi, UAE, March 12-14, 2006. The conference will focus on the emerging role of young women as the next generation of leaders in their respective countries. The conference expects to bring together students from all regions of the world, and participation will be restricted to women students, primarily undergraduates, and their faculty mentors, either women or men. For additional information, see <http://www.zuglobaleaders.org>.

Claremont Graduate University is seeking nominations of graduate students for its **Claremont National Scholars** program that provides full tuition and a $20,000 annual stipend for Ph.D. students interested in any of the eight CGU graduate schools. “Scholars must be interested in transdisciplinary work that crosses the disciplines and the boundaries separating theory and practice.” Deadline for application is December 16, 2005. For additional information, [www.cgu.edu/nationalscholars](http://www.cgu.edu/nationalscholars).

**III SCHOLARLY AND PROFESSIONAL DEVELOPMENT**

**Michelle Beaton** (Music) and soprano Jennifer Brennan-Hondorp were semifinalists in the Naumburg International Vocal Competition held in New York, N.Y. in June. Michelle was also honored by the music department of her alma mater, Dalhousie University, and named 2005 distinguished alumna.

An article by **Jennifer Cook** (FURSCA) and **Wes Dick** (History) entitled "A Window on America: Bringing Home Interdisciplinary Research" appeared in the September 2005 issue of the Council on Undergraduate Research *CUR Quarterly*. The article is about Albion College's two-year NCUR/Lancy-funded interdisciplinary research project, "Boom, Bust, Recovery: Explorations of Albion, Michigan--the Last Half-Century."

**Andrew French** (Chemistry) and Jennifer (FURSCA) gave the keynote address at a faculty workshop on facilitating student research at Saginaw Valley State University on August 26, 2005. Their talk focused on three aspects of research at undergraduate institutions: setting up an undergraduate research program, encouraging interdisciplinarity, and "nuts and bolts" of UR program administration.

**Catherine Grimm** (Foreign Languages) presented “*Entzweiung mit sich selber:* Madness and Creativity in Bettine von Arnim’s *Die Günderode*” at the German Studies Association Conference, in Milwaukee, September, 2005.

**Thomas Johnson** (Physical Education) has been asked to speak at the Health and Physical Education Council of Alberta (HPEC) Conference, May 4-6, 2006, Mount Royal College, Calgary Alberta.

**John Kondelik** (Director of Libraries) attended the annual Oberlin Group Meeting at Lake Forest College near Chicago, September 24-27. Oberlin Group is an informal organization of 75 selective liberal arts colleges from all parts of the U.S. In addition to organizational issues for college libraries there were wide ranging discussions on information literacy, fundraising strategies (including the value of friends of the library groups), and collaborations between Information Technology and libraries (especially focusing on Oberlin Group-CLAC collaboration possibilities). CLAC is the IT equivalent of Oberlin Group for libraries.

**Royal Ward** (Academic Affairs), John, and **Michelle Gerry** (Library) participated in the Council of Independent Colleges (CIC) and the National Institute for Technology Liberal Education (NITLE) hosted Transformation of the College Library Workshop in Chicago, September 29-October 1. The focus of the workshop was on information literacy and the development of plans and strategies to address the issue of information literacy in participating colleges.

The seventh edition of **Myron Levine's** (Political Science) book URBAN POLITICS: POWER IN METROPOLITAN AMERICA (co-authored with Bernie Ross, recently retired of The American University) has just been published by Wadsworth Thomson.

Beckman Coulter awarded a grant-in-kind matching grant ($50,000) to **Sheila Lyons-Sobaski** (Principal Investigator), **Ken Saville, Molly Scheel**, **Dan Skean** (Biology) and **Darren Mason** (Mathematics & Computer Science) for a CEQ 8000 genetic analyzer. The new DNA sequencer will greatly enhance biology, mathematics, and computer science courses with its updated technology and with non-licensed analysis software that can be installed on numerous computers.

**Darren Mason** (Mathematics & Computer Science), in collaboration with T.R. Bieler and V.M. Ayres of Michigan State University, presented the research poster "Microstructurally Sensitive Design of Optimal Polycrystalline Diamond Deposition Textures" on September 11–16, 2005 at the *16th European Conference on Diamond, Diamond-Like Materials, Carbon Nanotubes and Nitrides* in Toulouse, France.

**Anne McCauley’s** (Art and Art History) drawing, release, was selected for inclusion in the American Drawing Biennial at The College of William and Mary’s Muscarelle Museum of Art. The exhibition ran from June through August, 2005.

**Helena Mesa** (English) had her poems “Sway This Night,” “The Art of Storytelling,” and “Tonight, No Sleep” accepted for publication in *Zone 3* (Spring 2006). Her poem “Braids Too Swollen to Bear” was also accepted for publication in *Indiana Review* (Spring 2006).

**Molly Mullin's** (Anthropology/Sociology) article ‘Mirrors and Windows: Sociocultural Studies of Human-Animal Relationships,’ first published in the *Annual Review of Anthropology* in 1999, will be appearing in *Animals and Society: Critical Concepts in the Social Sciences*, edited by David Inglis and Rhoda Wilkie, to be published by Routledge in July 2006.

**Perry Myers** (Foreign Languages) attended the German Studies Association Conference in Milwaukee, WI, September 29-October 1, and delivered a paper entitled "Monistic Visions and Colonial Consciousness: Ernst Haeckel's *Indische Reisebriefe*."

**Marcy Sacks** (History) has had her essay, "Re-creating Black New York at Century's End," published in Slavery in New York, Ira Berlin and Leslie M. Harris, ed. (The New Press, 2005). This book accompanies the eponymous New-York Historical Society Exhibit that opens on October 7, 2005.

**Andrew Schlewitz** (Political Science) has just joined a New York Academy of Medicine research team as a consultant for a project on immigrant access to health care in new "gateway" cities.

**'Dimeji Togunde** (Anthropology/Sociology) and Sarah Richardson (Albion undergrad) presented their co-authored paper "Household Size and Composition as Correlates of Child Labor in Urban Nigeria" at the 28th Annual Global Studies Conference, University of Nebraska at Omaha, on October 6-8, 2005.

In addition, 'Dimeji and Samantha Newman (Albion undergrad) presented their co-authored paper "Value of Children, Child Labor, and Fertility Preferences in Urban Nigeria" at the 2005 Michigan Sociological Studies Association at Eastern Michigan University on October 22nd. At this MSA meeting, 'Dimeji presented another paper with Arielle Carter (Albion undergrad) entitled "Socio-economic causes of Child Labor: the effects of parental background.”

**Jeff Wilson** (Psychology) presented three posters (with student co-authors) at the annual meeting of the Pavlovian Society in Anaheim, CA, September 29-October 1: Anderson, M. L., Busuito, C. M., Goodyear, D. S., & Wilson, W. J. (2005). Within-subject comparison of appetitive delay and trace Pavlovian conditioning in the rat: Effects of scopolamine; Busuito, C. M., Goodyear, D. S., Anderson, M. L., & Wilson, W. J. (2005). Within-subject comparison of appetitive delay and trace Pavlovian conditioning in the rat: Effects of medial septal lesions; and Goodyear, D. S., Anderson, M. L., Busuito, C. L., & Wilson, W. J. (2005). Within-subject comparison of appetitive delay and trace Pavlovian conditioned inhibitors in the rat: Effects of scopolamine.

**Yi-Li Wu** (History) delivered three invited talks last semester to physicians and historians at the University of Michigan: “Beyond “doing the month’ (zuo yüezi): The medical management of postpartum illness in Qing China.” Research Seminar Series, Center for Chinese Studies, University of Michigan, Ann Arbor, March 18, 2005; “Medicine, merit, and maternity in late imperial China: The Treatise on Easy Childbirth, 1715.” Invited lecture, Department of Social Sciences, University of Michigan, Dearborn; February 8, 2005, and “Historical perspectives on traditional Chinese gynecology: The problem of pregnancy loss.” Grand Rounds, Department of Obstetrics and Gynecology, University of Michigan, Ann Arbor, February 3, 2005.