

# ***THE DEANERY***

**ALBION COLLEGE  
ACADEMIC NEWSLETTER**

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

## **I ANNOUNCEMENTS FROM COMMITTEES**

From Curriculum & Resources Committee:

C&RC approved the following changes to the International Studies Program:

The International Studies major and minor are interdisciplinary offerings which students fulfill by taking courses from other departments on campus. The International Studies Program Committee has been reviewing its requirements to ensure that it produces the best educational outcome for its students. Furthermore, it wishes to ensure that its requirements are easy to understand, both for students and for the other faculty on campus who may teach courses that fulfill IS requirements. At this time of campus-wide assessment and accreditation, and in consideration of the recent growth of its major, it would like to make two changes to the IS major and minor requirements, as follows:

### **I) Summary of proposed changes:**

#### A) Wording change:

The IS program currently designates certain courses as “**foundation courses.**” A certain number of these are required for the IS major and what is called the “IS minor in transnational studies.” IS feels that the term “foundation” is misleading and ambiguous and would therefore like to change the catalog language to call them International Studies “**core courses.**”

#### B) Structural change:

The International Studies Program would like to increase the number of 100-level courses that its students may apply towards their IS major. The catalog currently specifies that “no more than **two** units of 100-level work may be counted towards the major” (full description appended below). IS would like to change this stipulation to read “no more than **three** units of 100-level work may be counted towards the major.” Note: this change does not affect students in the IS minor.

### **II) Rationale for proposed changes:**

#### A) Rationale for wording change:

The IS major requires students to take three “foundation courses,” consisting of INTN 130 plus

two additional courses. The IS minor in transnational studies consists of INTN 130 plus four additional foundation courses. These “foundation courses” are selected from a pre-approved list of courses taught on campus and are all meant to teach students frameworks and analytical models that scholars and policy makers use to analyze global, transnational, and international phenomena. Other than INTN 130, these “foundation courses” are taught at the 200 and above level. Instructors who wish to secure this designation for their courses fill out a questionnaire that is then reviewed by the IS committee.

IS has come to feel that the term ‘foundation’ is misleading, since it leads people to expect that all “foundation courses” are introductory-level courses. For example, IS has received questionnaires from instructors proposing first-year seminars and 100-level courses for the “foundation” designation.

After having reviewed the terminology used at IS programs at other institutions, IS feels that it would be more appropriate to call these International Studies “**core courses**.” This better reflects their intended pedagogical purpose, namely to provide students with a core set of competencies that will allow them to understand and analyze a broad range of global, international, and transnational issues.

#### B) Rationale for structural change

The IS program has grown rapidly in the past few years (as of this writing we have 22 declared majors), and we are reviewing our curriculum to ensure that it provides our students with the best possible training. This is particularly crucial because the IS major is an interdisciplinary major, and thus we need to optimize the guidelines that students use to select courses from different departments.

The existing limit of two 100-level courses was originally intended to ensure that our majors took a sufficient number of advanced-level courses. However, we now feel that this requirement is overly restrictive and potentially counterproductive, and we would like to allow students to count up to three 100-level courses. The main reasons are below:

- All IS majors are required to take INTN 130. The current limit of two 100-level courses means that they would only be allowed to count one more course at this level. However, there are many good reasons why an IS major would benefit from incorporating an additional 100-level course into their program of study.
- Because of disciplinary differences, there is no hard and fast distinction between what constitutes a “100-level” and a “200-level” course. Furthermore, there are many 100-level courses that deal with subject matter directly relevant to IS (e.g. Introduction to the Environment, Introduction to Economics, globally-oriented first year seminars). Allowing more 100-level courses to count for the major would encourage our students to take these kinds of courses. This would help to increase the disciplinary diversity of courses they could apply towards their major, while also enhancing their ability to pursue specific academic and professional goals. Taking a course like Econ 101, for example, would enhance students’ preparedness for graduate school, since many M.A. programs in international issues recommend prior coursework in economics. Similarly, a student who

focused on European studies and fulfilled her IS language requirement with French could meaningfully expand her range of global competencies by taking Japanese 101.

- Many 100-level courses that are relevant to IS also serve as prerequisites for higher level courses in a given discipline. Allowing IS majors to count an additional 100-level course will thus facilitate their entry into a larger range of disciplines. Similarly, some of these 100-level courses are also pre-requisites for certain IS “foundation courses” (which we want to rename “core courses.”) Allowing students to count appropriate 100-level courses for the IS major requirements would thus also encourage them to continue on to the more advanced foundation course, thereby enhancing the intellectual depth of their course mix. Overall, allowing an additional 100-level course will also strengthen the interdisciplinary nature of IS.
- The IS major has other guidelines which will help to ensure that students take a good mix of courses at different levels, and thus we can be less restrictive as to the number of 100-level courses. For example, IS students are all required to take two 300-level courses (INTN 370 plus a course of their choice). They are also required to take two additional “foundation courses” at the 200+ level and above, and historically at least half of these pre-approved “foundation courses” have been taught at the 300-level and above. Finally, IS students develop their course of study in consultation with the IS faculty member and IS program chair, who work actively with students to ensure that an appropriate mix of courses is obtained.

In sum, we feel that increasing the number of allowable 100-level courses from two to three would strengthen the interdisciplinary nature of our major, enrich our students’ range of choices in selecting courses for their area of focus within the IS major, and improve the quality of their academic training. It will therefore improve the ability of the IS program to contribute to the liberal arts education at Albion College.

### **III) Impact on program and campus resources:**

The proposed changes do not require any additional resources, nor do they affect staffing patterns on campus.

### **IV) Text of proposed change:**

#### **Existing text (phrases to be changed are in bold)**

#### **Requirements for Major**

- A minimum of eight units as follows:

1. **Three foundation courses** comprising INTN 130: Introduction to International Studies and two additional courses at the 200-level or higher. **Foundation courses** must be taken in at least two different departments. A current list of approved courses is available on the International Studies website or from the International Studies Major Advisory Committee chair.

2. Elective courses constituting a curricular focus. Electives must be taken in at least two different departments. A list of sample elective courses is available on the International Studies website or from the International Studies Major Advisory Committee chair. The number of courses that a student takes depends on the track chosen and the number of units elected for the capstone project. Students may choose from the following options:

**Area Studies**--At least three units of course work in one of the following areas: Europe, Africa, Asia or Latin America. Depending on course availability, students may pursue other area studies tracks with the prior approval of the International Studies Major Advisory Committee. Foreign language competence must be in a language related to the area studies focus. The semester abroad must be in a location related to the area studies focus.

**Transnational Studies**--At least four units of course work on a specific transnational topic. Pre-approved tracks include international environmental studies and international gender studies. Depending on course availability, students may pursue other transnational studies tracks with the prior approval of the International Studies Major Advisory Committee.

3. INTN 370: Building on International and Intercultural Experiences.

#### **Additional Major Requirements**

- Course work must include at least two courses taken at the 300-level or above. **No more than two units of 100-level work may be counted toward the major.**
- Up to three units of course work may be taken abroad.
- Proof of foreign language competence equivalent to two years of college-level language study is required.
- At least one semester abroad must be completed in an off-campus study program approved for Albion College credit. In special circumstances, students may petition the International Studies Major Advisory Committee to fulfill this requirement through U.S.-based off-campus study programs with significant international content.

#### **Requirements for Minor in Transnational Studies**

- Five units as follows: INTN 130, plus four international studies **foundation courses** at the 200-level or above and distributed across at least two departments.
- All courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.
- No more than two transfer credits will be accepted.
- Cognate requirements: Knowledge of a second language, equivalent to at least two years of college-level study (students may fulfill through course work or placement test).

## Requirements for Minor in Area Studies

- Five units as follows: INTN 130, plus four courses on a specified geographical region (Europe, Africa, Asia or Latin America). Depending on course availability, students may pursue other area studies tracks with the prior approval of the International Studies Major Advisory Committee. Area studies courses shall be distributed across at least two departments, with at least three courses at the 200-level or above.

## Foundation Courses

### 130 Introduction to International Studies (1)

Introduces concepts of international studies with historical examples. Students are required to observe and analyze developments within a certain region, area, country or organization throughout the semester. *Yoshii*.

### Revised text (relevant excerpts only):

## Requirements for Major

- A minimum of eight units as follows:

1. **Three International Studies core courses** consisting of INTN 130: Introduction to International Studies and two additional courses at the 200-level or higher. **IS core courses** must be taken in at least two different departments. A current list of approved courses is available on the International Studies website or from the International Studies Major Advisory Committee chair.

## Additional Major Requirements

- Course work must include at least two courses taken at the 300-level or above. **No more than three units of 100-level work may be counted toward the major.**

## Requirements for Minor in Transnational Studies

- Five units as follows: INTN 130, plus four international studies **core courses** at the 200-level or above and distributed across at least two departments.

## International Studies Core Courses

### 130 Introduction to International Studies (1)

Introduces concepts of international studies with historical examples. Students are required to observe and analyze developments within a certain region, area, country or organization throughout the semester. *Yoshii*.

\* \* \*

C&RC also approved the following request from the Education and English Departments to transition the current English major for Elementary Education to an English (Language Arts) Major for Elementary Education

**Requested change:**

Current Catalog language:

**Elementary Major**--Eight units in English, including: three units from 151, 253, 255, 257, 258 and 261; three units in literature, all of which must be at the 300-level or above; and two units of electives in writing or literature at the 200-level or above, except 203 and 348, which are also required as part of the Elementary Education Planned Program.

Proposed Revision (change bolded)

**Elementary English Language Arts Major** --Eight units in English, including: three units from 151, 253, 255, 257, 258 and 261; three units in literature, all of which must be at the 300-level or above; **203 and one unit of elective in writing or literature at the 200-level or above, except 348, which is** also required as part of the Elementary Education Planned Program.

**Background**

During the Fall 2009 semester, the Curriculum and Resources Committee approved the Education Department curriculum proposal for a new Elementary Certification Program (see Deanery, October 2009). The new Elementary Certification Program necessitated the availability of four options for majors: Integrated Science, Math, Social Studies and English Language Arts. Albion College is required to transition the current English major for Elementary Education to reflect the language arts standards of the Michigan Department of Education (MDE).\* Based upon a review of the Language Arts Standards (2000) it appears that the Michigan Department of Education specialty program approval application can be satisfactorily completed utilizing English and Education courses already listed within the Academic Catalog. We intend to highlight the dimensions of existing coursework to develop this major for recognition and approval by the MDE. No new courses will need to be developed for this major.

\*Please note that the current Language Arts standards in use by the MDE were adopted in the year 2000. The MDE is in the process of transitioning to new English Language Arts standards. Since Albion College does not currently have an ELA major we are placed in a position of developing an ELA major based upon the Language Arts standards from 2000. When new English Language Arts standards are adopted a new proposal and specialty program approval application will need to be submitted to the MDE.

# # #

Ethnicity Committee:

The Ethnicity Category Committee has approved Kyle Shanton's EDUC 202: Foundational Contexts of Education for Ethnicity Category credit.

# # #

Course Change Committee:

Course Change Committee has approved the following new course:

Course Number: 205                      Course Title: Planetary Geology  
Instructor: Zellner                      Offered \_\_ Fall X Spring  
Frequency and Duration of Meetings: 3X per week, 1 3-hour laboratory per week  
Prerequisites: High school algebra or permission of instructor      Corequisites:  
Course Fee Amount: \$20 (TBD): laboratory manual                      Units: 1  
Check **one** option: Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship] X Grading is numeric only \_\_\_\_ CR/NC only \_\_\_\_

**Course Description:** This course covers topics related to our solar system's origin and evolution, including Newton's and Kepler's Laws, planetary motion, planet characteristics, and detection of extrasolar planets. The course will investigate planetary and other images and data returned by solar system spacecraft. The course will also cover recent developments in biochemistry and whether or not life could exist on other worlds. Assessment of learning will be accomplished through assigned homework, quizzes, exams, papers, and a locally developed assessment exam. *Prerequisites:* High school algebra or permission of instructor.

*Course Change Committee has approved the following course title change:*

**New title:** Stars, Galaxies, and the Universe      **Old title:** Astronomy and Astrophysics

**Change in catalog description:** 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. Prerequisites: Mathematics 141 and/or previous physics course, or permission of instructor. *Zellner.*

Course Number: 206                      Course Title: Stars , Galaxies, and the Universe  
Instructor: Zellner                      Offered \_\_ Fall X Spring  
Frequency and Duration of Meetings: 3X per week, 1 3-hour laboratory per week  
Prerequisites: Math 143 or equivalent, Phys 115, 116, 167, 168, or permission of instructor  
Corequisites:                      Course Fee Amount: \$20 (TBD): laboratory manual                      Units: 1  
Check **one** option: Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship] X Grading is numeric only \_\_\_\_ CR/NC only \_\_\_\_

# # #

Faculty Development Committee:

The Faculty Development Committee approved the following grants:

**Scott Melzer** (Anthropology/Sociology) to support his travel to University of California, Riverside to deliver a lecture on his book and to give a workshop for UCR graduate students on turning a dissertation into a book.

**David Seely** (Physics) to support his travel to Oak Ridge National Laboratory to investigate a process called “charge transfer” in low-energy collisions of hydrogenic ions with hydrogenic atoms, and to purchase a CAMAC crate, a data acquisition instrument housing.

## II ANNOUNCEMENTS FROM THE PROVOST’S OFFICE

**The Center for Advanced Study in the Behavioral Sciences** at Stanford University (CASBS) is pleased to encourage applications for residential fellowships during the 2011-2012 academic year. **Online applications are being accepted from January 12 - March 3, 2010. Potential applicants are encouraged to plan to apply soon.** For more information, guidelines and application instructions, visit: [www.casbs.org](http://www.casbs.org).

**The Gilder Lehrman Institute of American History and the Council of Independent Colleges (CIC)** are co-sponsoring this year's multidisciplinary seminar, **Slave Narratives**, that is open to full-time faculty members in history, English, and related fields. The seminar is co-sponsored by the United Negro College Fund (UNCF), and will be held at Yale University in New Haven, Connecticut, June 13-16, 2010. For those accepted to participate in the seminar, all expenses except travel to and from New Haven will be covered by the Gilder Lehrman Institute. Faculty members who wish to participate must be nominated by the chief academic officer of the nominee’s institution. Each institution may nominate more than one individual, and faculty members of any academic rank may be nominated. Each nomination package should consist of the following:

- 1) Nomination form completed by the chief academic officer including nominator’s statement
- 2) Nominee’s curriculum vitae; and
- 3) Nominee’s statement of reasons for wishing to participate in the seminar and of anticipated outcomes (no more than one page).

**Nomination Deadline:**

Please send four copies of the completed nomination package to:  
Stephen Gibson, Director of Projects  
Council of Independent Colleges  
One Dupont Circle, NW, Suite 320  
Washington, DC 20036-1142

***Application must be postmarked by March 14, 2010***

**The National Conference of the Council on Undergraduate Research (CUR)** will be held June 19-22, 2010 at Weber State University, Ogden, UT. This conference affords an opportunity to share the results of research or information about undergraduate research programs, teaching, or grant seeking. CUR is encouraging presentations on any aspect of undergraduate research; however there are five subthemes this year. The subthemes for the 2010 National Conference are: drawing underrepresented students into our fields, examining the policy and practice implications of our research, using undergraduate research to help students engage with the world, making research experiences a universal practice for undergraduate students, and bringing undergraduate research together with other high-impact, engaged-learning practices. Additional

information on the conference and details regarding registration can be found on the conference website: [www.cur.org](http://www.cur.org).

### **GRANT INFORMATION**

**Guy Cox** and **Suellyn Henke** (Education) with the support of **Barbara Raffail** (Institutional Advancement) received \$5,000 from The Herbert and Elsa Ponting Foundation to purchase new equipment for the Ferguson Center for Technology-aided Teaching and Learning computer lab in Olin 223 (aka The Learning Cafe).

With collaborators at the University of Virginia and the National Institute of Standards and Technology (Boulder, CO) **Aaron Miller** (Physics) was awarded a NSF Major Research Instrumentation grant to develop high-efficiency superconducting photon counters for implementation into an optical quantum computing system at the University of Virginia. The grant will bring in almost \$250k over three years to support instrumentation and summer support for Aaron's research at Albion and collaborative travel to NIST (Colorado) and UVa.

**NICOLLE ZELLNER** (Physics) has submitted a proposal to NASA, "Understanding the Impact History of Vesta," under its Dawn Participating Scientist program. If approved, Nicolle would be a guest investigator on the Dawn spacecraft mission, which will orbit the asteroid Vesta for a year. To support her work with lunar samples, Nicolle also submitted proposals titled "Understanding Impact Events in the Earth-Moon System" to both NASA and the National Science Foundation.

### **III SCHOLARLY AND PROFESSIONAL DEVELOPMENT**

**Diana Ariza** (Ethnic Studies) published a monograph titled, *Latino/a Youth Identity and Adaptation: A Socio-Cultural Study of Mexican and Mexican American University Students*, Lambert Academic Publishing (LAP), December 30, 2009, ISBN-10: 3838324765.

**Maureen Balke** (Music) served as Master Adjudicator/Clinician for more than 120 individual solo singers at the high school and middle school level in three weekends of District Solo/Ensemble competitions sponsored by MSVMA (Michigan School Vocal Music Association). These took place on Saturday, January 16, at Monroe Middle School, Friday and Saturday, January 29-30 at Howell High School, and Saturday, February 6, at Whitehall High School.

**Suellyn Henke** (Education) and **Jason Moritz** (Education Certification Officer) attended the Directors and Representatives of Teacher Education Programs meeting on Friday, December 4<sup>th</sup>, at Michigan State University's Kellogg Center. **Kyle Shanton**, Suellyn, Jason and Guy Cox attended the Directors and Representatives of Teacher Education Programs (DARTEP) meeting on Friday, February 5, at Adrian College. Finally, Suellyn attended a Michigan Association of Colleges of Teacher Education (MACTE) executive board meeting in Lansing on January 14.

**Deborah Kanter** (History) reports that her book, Hijos del Pueblo: Gender, Family, and Community in Rural Mexico, 1730-1850 (University of Texas Press) had its paperback release in January 2010.

**Dale Kennedy** (Biology) was voted a Fellow of the American Ornithologists' Union (AOU) at their 2010 meeting in San Diego, CA. Fellow is the highest category of membership in AOU, and Fellows are chosen for exceptional and sustained contributions to ornithology and/or service to the AOU.

**Darren Mason** (Mathematics & Computer Science) has had his research published in the following three journals: 1) "The Role of Heterogeneous Deformation on Damage Nucleation at Grain Boundaries in Single Phase Metals" in the *International Journal of Plasticity*. Darren's co-authors were T.R. Bieler, M.A. Crimp, D. Kumar, P. Eisenlohr, F. Roters, and D. Raabe. The official citation is *Int. J. Plasticity*, **25**(9), p. 1665 – 1683, 2009; 2) "Strain Heterogeneity and Damage Nucleation at Grain Boundaries during Monotonic Deformation in Commercial Purity Titanium" in the *Journal of Metals*. Darren's co-authors were T.R. Bieler, M.A. Crimp, L. Wang, Y. Yang, P. Eisenlohr, G.E. Ice, and W. Liu. The official citation is *J. of Metals*, **61**(12), p. 45 – 52, 2009; and 3) "Twin Nucleation by Slip Transfer across Grain Boundaries in CP Titanium" in the *Metallurgical and Materials Transactions A*. Darren's co-authors are T.R. Bieler, M.A. Crimp, L. Wang, Y. Yang, and P. Eisenlohr. The official citation is *Metal. Mater. Trans. A*, **41**(2), p. 421–430, 2010.

Darren also collaborated on the invited conference presentations: 1) "The Interrelationship Between Dislocation Slip and Deformation Twinning in CP Ti," which was presented at the *2010 International Symposium on Plasticity and its Applications* on January 4, 2010 at the St. Kitts Marriot Resort. Darren's co-authors were M.A. Crimp, Y. Yang, L. Wang, T.R. Bieler, P. Eisenlohr, Y.J. Ro, W. Liu, and G.E. Ice. 2) "Comparison of Slip, Slip Transfer, and Damage Nucleation in Experimental Observations and Crystal Plasticity Finite Element Simulations of CP Ti," which was presented at the *Fall 2009 Meeting of The Materials Society* on December 1, 2009 in Boston. Darren's co-authors were M.A. Crimp, Y. Yang, L. Wang, T.R. Bieler, P. Eisenlohr, Y.J. Ro, W. Liu, and G.E. Ice.

In all of the above works, the academic affiliations of Darren's colleagues are:

T.R. Bieler, M.A. Crimp, L. Wang, and Y. Yang – *Michigan State University Department of Chemical Engineering and Materials Science*

P. Eisenlohr, D. Raabe, F. Roters, and Y.J. Ro - *The Max-Planck-Institut für Eisenforschung – Düsseldorf, Germany*

G.E. Ice – *Oak Ridge National Laboratory*

W. Liu – *Argonne National Laboratory*

**Vanessa McCaffrey** (Chemistry) had an article, "Inside Degradable Plastics," Malcolm D. E. Forbes, Vanessa P. McCaffrey, and Elizabeth J. Harbron, included in The Treasures of Eureka, Volume 1: Electron Paramagnetic Resonance. From Fundamental Research to Pioneering Applications & Zavoisky Award, K. A. Salikhov, Ed., AXAS Publishing (Auckland, NZ), 2009, pp. 150-151.

**Nicolle Zellner** (Physics) was quoted in the Jackson Citizen Patriot on December 19, 2009, *Scientist from Albion College uses moon to learn about Earth*. "I'm interested in understanding the conditions that were on the early Earth... Studying samples from the moon gives us a sense of what may have happened on the Earth... The Wisconsin native works with lunar dirt that astronauts brought back from the Apollo missions. She uses extensive chemical analysis to study "impact glasses" — moon rock melted by the impact of asteroids. Zellner does not call herself an astronomer: I consider myself a planetary scientist. I study planetary samples... There were countless asteroid strikes of Earth and the moon when both were formed billions of years ago... The number of strikes has greatly lessened, but there are still lots of asteroids out there... We've been hit a lot. We've had near misses, Zellner said... What happens when a big hit happens to Earth? That will not be a good day, she cautioned."