

# ***THE DEANERY***

**ALBION COLLEGE  
ACADEMIC NEWSLETTER**

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**ANNOUNCEMENTS FOR THE NEXT DEANERY ARE DUE APRIL 7, 2008.**

## **I ANNOUNCEMENTS FROM COMMITTEES**

### From Curriculum & Resources Committee:

1. CRC has recommended the continuation of the following lines:

- Computer Science
- Chemistry, Inorganic
- Biology, Plant (Molecular) Ecologist
- English, Creative Writing/Fiction
- English, 18<sup>th</sup>-19<sup>th</sup> Century American
- Psychology, Developmental
- Theatre, Historian

2. CRC has approved a minor in International Studies.

#### **1) Justification for the minor:**

Since Fall 2004, when Albion College welcomed its first tenure-track faculty member in International Studies, the IS major has enjoyed rapid growth. We currently have 19 declared IS majors, and we expect to consistently draw 6 or more new majors per year. In the past few years, we have also had several inquiries from students who want to know whether they can minor in International Studies. Given existing student interest in an IS minor and the enormous potential of the IS program in general, we believe that an IS minor would be an important addition to the college curriculum.

In the college as a whole, there is an expanding number of students who would like to develop expertise in international issues, whether because of personal interest or as a complement to another academic major or concentration (notably Ford, Gerstacker, and Environmental Institute). Some of these students will choose to major in International Studies, but there are numerous other students who are unable or unwilling to complete the requirements of an IS major, whether because of competing academic requirements or because they cannot complete the study abroad component of the IS major. We believe that the IS minor is a valuable way to address the needs of such students.

## **2) Structure of the proposed IS minor**

The proposed IS minor will be a smaller version of the existing IS major. In function and intent, therefore, it is exactly analogous to minors in traditional departments.

### **IS Minor—Track #1 (Transnational)**

Purpose: to develop international and cross-cultural competencies. Since the IS foundation courses all include historical and contemporary case studies drawn from societies around the world, this option will be an effective way to ensure that students develop the global perspectives and cross-cultural competencies that lie at the heart of International Studies.

The designation that will appear on the student's transcript will be IS Minor—Transnational Studies

#### **(1) Five units of course work, distributed as follows:**

- a) INTN 130: Introduction to International Studies
- b) Four foundation courses, selected from 2 departments (note: foundation courses are all 200-level or above)
- c) All courses must be taken for a grade, except those taught on a CR/NC basis.
- d) No more than two transfer credits will be accepted.

**(2) Cognate requirements:** Knowledge of a second language, equivalent to at least two years of college level of study (students may fulfill through coursework or test out).

### **IS Minor—Track #2 (Area Studies)**

Purpose: to develop in-depth knowledge of a specified region of the world and to understand that region in the context of international and global dynamics. There are currently four designated areas: Asia, Africa, Latin America, and Europe. Subject to course availability and approval of the IS committee, students may also design other areas of focus.

The designation that will appear on the student's transcript will be IS Minor—Area Studies

#### **(1) Five units of course work, distributed as follows:**

- a) INTN 130: Introduction to International Studies
- b) Four courses on a specified geographical region. Courses must be distributed across two departments, and three of these must be selected from courses taught at the 200-level or above.
- c) All courses must be taken for a grade, except those taught on a CR/NC basis.
- d) No more than two transfer credits will be accepted.

**(2) Cognate requirements:** Knowledge of a second language, equivalent to at least two years of college level of study. The language must be a language of the region under study (students may fulfill through coursework or test out)







**Course Number:** SPAN 306

**Title:** South American Identities and  
Cultural Perspectives

**Instructor:** Whitehead-Schwarz

**Offered:** Every third year

**Units:** 1.0

**Frequency and Duration of Meetings:** 3x/week for 50 min per meeting

**Prerequisites:** SPAN 301 or permission of instructor

**Course Fee Amount:** \$0

**Old Course Description:** Expected level of proficiency: Spanish 301 or permission of instructor. Examination of past, present and future struggles for identity and cultural perspective. Explores cultural artifacts such as music, visual arts, performance arts, literature, popular culture and folklore in Latin America from the pre-Columbian period to the twenty-first century. All readings, discussions and written work in Spanish. Offered every third year. *Staff.*

**New Course Description:** Examination of past, present and future struggles for identity and cultural perspective in South America, with a focus on the Southern Cone and Andes regions. Explores cultural artifacts such as music, visual arts, performance arts, literature, popular culture and folklore in South America from the pre-Columbian period to the twenty-first century. All readings, discussions and written work in Spanish. Expected level of proficiency: Spanish 301 or permission of instructor. Offered every third year. *Rebecca Whitehead-Schwarz.*

**Course Number:** SPAN 307

**Title:** Cultural Encounters: Caribbean,  
Mexico and Central America

**Instructor:** Medina

**Offered:** Every third year

**Units:** 1.0

**Frequency and Duration of Meetings:** 3x/week for 50 min per meeting

**Prerequisites:** SPAN 301 or permission of instructor

**Course Fee Amount:** \$0

**Old Course Description:** Expected level of proficiency: Spanish 301 or permission of instructor. Examines current cross-cultural issues in the Spanish-speaking world and in the U.S. (politics, immigration, crime, culture, sports, music, food, attitudes, language). Includes accounts from students returning from study abroad programs and from those planning on going abroad in the near future. Discussions, written assignments and oral presentations in Spanish. Offered every third year. *Staff.*

**New Course Description:** Examination of past, present and future struggles of cultural encounters and production in the Spanish-speaking Caribbean, Mexico and Central America. The course will explore cultural artifacts such as music, visual arts, performance arts, literature, popular culture and folklore from the legacy of the pre-Columbian period to the twenty-first century period with its growing interaction with the United States. All readings, discussions and written work in Spanish. Expected level of proficiency: Spanish 301 or permission of instructor. Offered every third year. *Julia Medina.*

**The Course Change Committee approved the following course number and/or title changes:**

**Old Number and Title:** GER 307: German Civilization of the 20<sup>th</sup> Century

**New Number and Title:** GER 307: German Cultural History: Empire, *Stunde Null*, Reunification

**Old Number and Title:** PHED 213: Introduction to Athletic Training  
**New Number and Title:** PHED 213: Athletic Injuries Prevention and Treatment

**Old Number and Title:** PHED 340: Individual Sports and Dance  
**New Number and Title:** PHED 340: Recreational Activities

**Old Number and Title:** PHED 341: Team Sports  
**New Number and Title:** PHED 341: Teaching of Sport

**Old Number and Title:** RS 205: Sufism  
**New Number and Title:** RS 205: Islamic Mysticism

**Old Number and Title:** SPAN 306: Latin American Identity and Cultural Perspectives  
**New Number and Title:** SPAN 306: South American Identities and Cultural Perspectives

**Old Number and Title:** SPAN 307: Cross-Cultural Perspectives in the Contemporary Spanish Speaking World  
**New Number and Title:** SPAN 307: Cultural Encounters: The Caribbean, Mexico and Central America

## **II ANNOUNCEMENTS FROM THE ACADEMIC AFFAIRS OFFICE**

Brandeis University is seeking nominations from faculty for candidates for the **Joseph B. and Toby Gittler Prize**. The Prize recognizes scholarly contributions to racial, ethnic, and/or religious relations. Deadline for nominations is April 15, 2008. For additional information: [www.brandeis.edu/gittlerprize](http://www.brandeis.edu/gittlerprize).

The Collaboration for the Advancement of College Teaching and Learning will host its Fall 2008 Conference, “**Culture Matters: Designing Learning Environments to Foster Cultural Awareness and Intercultural Competence**,” November 21-22, in Bloomington, MN. Proposals are invited from faculty and staff that address the conference theme, and the deadline is April 18, 2008. For additional information: [www.collab.org](http://www.collab.org).

## **III SCHOLARLY AND PROFESSIONAL DEVELOPMENT**

**Maureen Balke** (Music) adjudicated vocal solos on February 2 for District 12 MSVMA (Michigan School Vocal Music Association) at Eastern Michigan University and on February 15 for District 11 MSVMA at KCC in Battle Creek.

Balke, along with Adjunct Instructor and current Michigan Governor of NATS (National Association of Teachers of Singing) **Robert Doyle**, adjudicated vocal solos at the Great Lakes NATS Regional Student Auditions held at Ball State University in Muncie on March 2. Two of Balke's students earned awards in this competition, which included students from Indiana, Ohio, Michigan and Ontario. Jacob Trapp earned Honorable Mention in the First Year College Men

(Classical) category, and Connor Sweeney won Third Place in the First and Second Year College Musical Theatre category. Doyle also presented at the Michigan Music Conference in Grand Rapids. His session was titled: "Music Theatre - What is That Sound They are Making?- An Introduction to Somatic Voicework(sm) - the LoVetri Method". Doyle will join Jeannette LoVetri, Singing Voice Specialist and Master Teacher in teaching a Level I Certification Course in Somatic Voicework(sm) - The LoVetri Method here at Albion on April 11-13.

**Lynne Chytilo** (Art and Art History) had an exhibition titled *Questionable Companions* from January 7- February 21 at the Stubnitz Gallery at Adrian College. In conjunction with the exhibition, Lynne gave a mold-making demonstration on January 15 and critiqued ceramic work of advanced students.

**Drew Christopher** (Psychology) had a paper, written in collaboration with Keith Zabel (Class of 09), titled "Conscientiousness and Protestant Ethic Ideology: A Facet-Level Analysis," accepted for publication in the *Journal of Individual Differences*. This paper is one in a body of research made possible by the Faculty Development Committee and FURSCA. This paper was Drew's 20th publication with at least one undergraduate student co-author.

**Suellyn Henke** (Education) published a chapter, "Dangerous minds: Constructing urban education between hope and despair," in Grappling with diversity: Readings on civil rights pedagogy and critical multiculturalism, New York: SUNY Press.

**Sally Jordan** (English) recently gave a paper, "'To Draw a Good Man': The Problem of Manly Virtue in *Sir Charles Grandison*," at the annual meeting of the South Central Society for Eighteenth-Century Studies, which was held this year in New Orleans.

**Sam McIlhagga** (Music) collaborated with many of the Albion College studio faculty in a project funded by the Faculty Development Committee to perform William Walton's *Facade Entertainments*, a chamber work for 7 instruments and reciter based on poems by Edith Sitwell. They performed at the Kerrytown Concert House in Ann Arbor on Tuesday, January 29<sup>th</sup>, and on the Albion campus on Wednesday, February 27<sup>th</sup>. The group will next be recording the project in studio with the ultimate goal of a CD release sometime in the Fall of 2008.

**Scott Melzer** (Anthropology & Sociology) published an article (co-authored with Shoon Lio and Ellen Reese of the University of California--Riverside) titled: "Constructing Threat and Appropriating 'Civil Rights': Rhetorical Strategies of Gun Rights and English Only Leaders." The article appears in the Winter 2008 volume of *Symbolic Interaction*.

**Robert Moss** (Physical Education) has three chapters on anatomy (Anatomy of the Lower Body, Anatomy of the Skull, Spine, Thorax, and Abdomen and Anatomy of the Upper Body) in a new textbook in athletic training titled *Perspectives in Athletic Training*. It was published by Mosby of Elsevier Publishing in St. Louis, MO.

Bob and **Carol Moss** went to Raleigh, NC, on Feb 21-24 to write questions for the Board of Certification for the national examination given to athletic trainers.



**Marcy Sacks** (History) was featured on the front page of the *New York Times*' February 1, 2008 "Weekend Arts" section in an article entitled "Cradle for Serious Grooving." She was interviewed about the historic New York City neighborhood of San Juan Hill, and she participated in the making of a video for the newspaper about the district. The video can be seen on the *New York Times* website, [www.nytimes.com/arts](http://www.nytimes.com/arts).

**Greg Saltzman** (Economics & Management) will present a talk, "Dismissals, Layoffs, and Tenure Denials in Colleges and Universities," at the annual national higher education meeting of the National Education Association and of the American Federation of Teachers, Washington, DC, March 28-30, 2008. His book chapter with the same title will be published in the *2008 Almanac of Higher Education*. Greg has been awarded a Fulbright Senior Specialist grant to teach and do curriculum development in May and June 2008 at Jilin University in China. The Department of Health Management and Policy at the University of Michigan School of Public Health has appointed Greg as an adjunct professor. He is teaching a course on cost-effectiveness analysis in health care as part of a University of Michigan master's program in clinical research; a majority of the students in Greg's class are members of the University of Michigan Medical School faculty.

**Julie Stotz-Ghosh** (English) had two poems, "This Waiting" and "Field Party," accepted for publication in the *Bear River Review*, Spring 2008.

**Thom Wilch** (Geological Sciences) and Meagan Bosket ('09) conducted field research at Minna Bluff, Antarctica during winter break. The research is funded by the National Science Foundation and includes faculty and graduate student collaborators from New Mexico Tech and Bowling Green State University. Thom is co-author on three papers published in the December volume of the journal *Terra Antarctica*, including "Sedimentology and Stratigraphy of AND-1B Core, ANDRILL McMurdo Ice Shelf Project, Antarctica"; "Petrology and Geochemistry of the AND-1B Core, ANDRILL McMurdo Ice Shelf Project, Antarctica", and "Late-Pleistocene to Holocene Strata from Soft-Sediment Coring at the AND-1B Site, ANDRILL McMurdo Ice Shelf Project, Antarctica." Collaborating authors on these papers are from several academic/research institutions in the U.S., New Zealand, Germany, and Italy.

Thom also participated in and presented at the Project Kaleidoscope Roundtable on the Future of the Undergraduate STEM Learning Environment in Chantilly, VA, from February 29-March 2. Thom and Alan Hohlfelder (lead architect of Science Complex project) co-presented on the Albion College Science Complex design, construction, and sustainability. The Albion Science Complex was one of 12 case studies presented to faculty and administrators from 35 campuses.

**Nicolle Zellner** (Physics) is presenting a paper at the 39th annual Lunar and Planetary Science Conference in Houston. The title of her talk is *Apollo 14 Impact Glasses: Isotopic Ages and Geochemistry*. Her co-authors are John Delano (University at Albany), Tim Swindle (University of Arizona at Tucson), and Doug Whittet (Rensselaer Polytechnic Institute). Nicolle will also be co-chairing the session titled "Lunar Samples: Chronology, Geochemistry, and Petrology."

#### **IV MISCELLANEOUS**

Grants recently received by the College include:

Guido A. and Elizabeth H. Binda Foundation: \$16,000 toward the Albion College Teacher Education Program/Shurmur Education Institute and Albion Public Schools Collaboration Project (third year of funding; these were matching funds); PI - Mae Ola Dunklin

MEEMIC Foundation: \$2500 for same as above; PI - Mae Ola Dunklin

State Farm Companies Foundation: \$16,000 for same as above; PI - Mae Ola Dunklin

United Educational Credit Union: \$400 for same as above; PI - Mae Ola Dunklin

Dr. Scholl Foundation: \$5,000 towards 1835 scholarships; PI - Barbara Rafail

Farny R. Wurlitzer Foundation: \$10,000 for piano restoration; PI - David Abbott

William Randolph Hearst Foundations: \$100,000 to set up a Wm Randolph Hearst Endowed Scholarship Fund; PI - Barbara Rafail

Andrew W. Mellon Foundation: \$50,000 for Strategic Planning Support in areas of Board of Trustee Governance and Sponsored Research; PI - Donna Randall, Lisa Lewis, Barbara Rafail

May and Stanley Smith Charitable Trust: \$20,000/2 years for scholarships for Smooth Transitions students; PI--Erik Achenbach