

# ***THE DEANERY***

ALBION COLLEGE  
ACADEMIC NEWSLETTER

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ANNOUNCEMENTS FOR THE NEXT *DEANERY* ARE DUE OCTOBER 27, 2021.

## **I ANNOUNCEMENTS FROM COMMITTEES**

### **Committee for the Historical and Cultural Analysis Mode**

The following course has been approved:

HSP 135 Ancient Faith, Modern World

Instructor: Jocelyn McWhirter

### **Course Change Committee**

The Course Change Committee met on October 7 to review course proposals. The Committee approved the following courses.

#### **ARTH 110: Why Art Matters (1 Unit)**

Prerequisites: None

This course explores the fundamentals of art and the place of art in the historical moment and cultures from which it arises. As part of the course we will ask why and how art has meaning in human life. Students will learn a variety of basic tools of analysis through interaction with art, looking and reading assignments, discussion, and written exercises. The ultimate goal of this course is to stimulate and empower students to think critically and express themselves well about the art they encounter.

#### **EDUC 249: Social Studies Pedagogy in Elementary Schools: Inquiry and Civic Engagement in a Diverse World (1 unit).**

Prerequisites: EDUC 195, 196 and permission of Education Department

Supports elementary education students in developing pedagogical knowledge and skills through the exploration of professional and theoretical literature, projects and field-based teaching experiences. Required professional sequence course for all elementary education prospective teachers. Students will develop strategies for connecting the interrelated content in disciplines to the development of children as citizens of the world. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for the Preparation of Teachers PK-3 and 3-6, the Michigan Core Teaching Practices.

#### **EDUC 269: Science Pedagogy in Elementary Schools: Inquiry and Sustainability in a Diverse World (1 Unit)**

Prerequisites: EDUC 195, 196 and permission of Education Department.

Inquiry-oriented, project-based coursework of pedagogical content for education students in STEM

fields to develop knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences working with 21st century skills and technology. Requires planning and preparation, engagement in classroom environments, instruction in classroom environments, and formative and summative reflection. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for the Preparation of Teachers PK-3 and 3-6, the Michigan Core Teaching Practices.

### **EDUC 355: Mathematics Pedagogy in Elementary Schools: Context, Motivation and Engagement (1 Unit)**

Prerequisites: EDUC 195, 196 and Permission of Department.

Examines relevant research base and theory on early mathematics learning, assessments and pedagogical approaches. Looks at culturally responsive pedagogy with children from a variety of cultural, economic, ethno-linguistic and racial backgrounds. Emphasizes mathematics-specific teaching in terms of the high-leverage knowledge, practices, and strategies needed to address all of the constructs of mathematics developing in an integrated manner and in the service of meaningful learning and success. Requires planning and preparation, engagement in classroom environments, instruction in classroom environments, and formative and summative reflection. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for Preparation of Teachers PK-3 and 3-6, Early Childhood Quality Standards, and the Michigan Core Teaching Practices.

### **EDUC 371: Literacy Essentials for Elementary Curriculum Design and Assessment (1 Unit)**

Prerequisites: EDUC 195, 196 and permission of Education Department.

Examines relevant research base and theory on early literacy acquisition and learning processes, assessments, and pedagogical approaches. Looks at culturally responsive pedagogy with children from a variety of cultural, economic, ethno-linguistic and racial backgrounds. Emphasizes the motivations, knowledge, practices, and strategies involved in teaching and learning. Requires planning and preparation, engagement in classroom environments, instruction in classroom environments, and formative and summative reflection. Twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for Preparation of Teachers PK-3 and 3-6, Early Childhood Quality Standards, and the Michigan Core Teaching Practices. This course is required for all K-12 French, German and Spanish majors.

### **IDY 198: Holocaust Studies (1 Unit)**

Prerequisite: None

Reviews the history of genocide, the history of the Jewish communities in Poland and the history of the Nazi extermination of Jews in Poland during the Second World War. Required for, and restricted to, students selected to participate in the spring Holocaust Studies Service-Learning Project in Poland. Offered in alternate years

### **PSYC 101: Intro to Psychology (I Unit)**

Prerequisite: None

An introduction to psychology's major areas of study, theoretical approaches, empirical findings, and research methodologies. Provides students with a broad overview of the field of psychology and examines the nature of psychology as a discipline. Addresses Psychology's major sub-disciplines, which range from the borders of biology to the borders of computer science to the borders of sociology. Introduction to Psychology is a prerequisite for all other psychology.

**IDY 101: Albion College Engagement (.25 Unit)**

Students on Academic Probation Status; those assigned by Academic Status and Petitions Committee.

Explores the expectations and skills for academic success at the college level through discussion, reading and reflective writing. Students enhance study skills and strategies, time management, note taking, exam preparation and reading critically. Students examine their level of motivation, self-management, self-awareness, and personal responsibility.

**IDY 102: Albion College Engagement (.25 Unit)**

Students on Academic Probation Status; those assigned by Academic Status and Petitions Committee.

Explores the expectations and skills for academic success at the college level through discussion, reading and reflective writing. Students enhance study skills and strategies, time management, note taking, exam preparation and reading critically. Students examine their level of motivation, self-management, self-awareness, and personal responsibility.

**IDY 103: Albion College Engagement (.25 Unit)**

Students on Academic Probation Status; those assigned by Academic Status and Petitions Committee.

Explores the expectations and skills for academic success at the college level through discussion, reading and reflective writing. Students enhance study skills and strategies, time management, note taking, exam preparation and reading critically. Students examine their level of motivation, self-management, self-awareness, and personal responsibility.

**IDY 104: Albion College Engagement (.25 Unit)**

Students on Academic Probation Status; those assigned by Academic Status and Petitions Committee.

Explores the expectations and skills for academic success at the college level through discussion, reading and reflective writing. Students enhance study skills and strategies, time management, note taking, exam preparation and reading critically. Students examine their level of motivation, self-management, self-awareness, and personal responsibility.

**From the Global Studies Category Committee**

The Global Studies Category Committee approved HSP 151: “Skin in the Game: Risk and Reward in Decision-Making” (taught by Dr. Dawid Tatarczyk) for the Global Category designation.

**From the Historical and Cultural Analysis Mode Committee**

The Historical and Cultural Analysis Mode Committee approved HSP 135: “Ancient Faith, Modern World” for the Historical and Cultural Analysis Mode designation.

**From the Artistic Creation and Analysis Mode Committee**

The Artistic Creation and Analysis Committee approved HSP 172: “Creating the Play” for the Artistic Creation and Analysis Mode designation.

## II SCHOLARLY AND PROFESSIONAL DEVELOPMENT

**Roger Albertson** (Biology) was approved for a small grant titled “ACUE Course.”

**Vicki Baker** (Economics & Management) delivered the following workshops and keynote address:

“So You’re Mid-Career, Now What? Next Steps of Your Faculty Journey.” A 1-hour webinar developed and delivered for mid-career faculty across the Great Lakes Colleges Association (September 29, 2021)

Keynote address and mini-workshop: “*Advancing Your Career: Re-envisioning Your Career Path and Professional Goals.*” Texas State University (September 24, 2021).

**Joseph Ho** (History) will present a paper at the 2021 Annual Meeting of the Southwest Conference on Asian Studies, entitled “The Sea of Glass: Japan as Mediatory Space for China-based American Missionaries.”

**Lia Jensen-Abbott** (Music) has been invited to perform a lecture recital for the Tulsa, Oklahoma Music Teachers Association in March, 2022. She was also invited to adjudicate the Minnesota Music Teachers National Association State Piano Competition in November, 2021.

Shauna Merriman (Art & Art History) was the 2020-2021 Borgeson Visiting Artist-in-Residence at Hope College in Holland, MI. She received a 3-month summer stipend, student research partnership, living space, and studio to support the development of a new body of research that culminated in the opening of a solo exhibition this month at DePree Art Gallery. Over the past month at Hope, she gave a public lecture, offered a ceramics workshop, and conducted student critiques with the Art & Art History studio art seniors. <https://hope.edu/academics/art-and-art-history/special-programs-opportunities/borgeson-artist-2020-2021.html>.

**Helena Mesa** (English) had two poems accepted. *RHINO* will publish “Against Paradise” in the spring 2022 issue, and *Dialogist* will publish “Home First Winter” on December 31, 2021.

**Marcy Sacks** (History) has been invited to serve as a faculty scholar for the National Endowment for the Humanities Summer Institute (2022) titled “Common Ground.”

**Marcy Sacks** (History) will be presenting “The Making of Black Harlem, 1900-1930” at the Gotham Center in New York City in July 2022.

**Carrie Walling** (Political Science) was approved for a small FDC grant for her project “The Albion Human Rights Lab.”

On September 30, **Nicolle Zellner** (Physics) gave an invited colloquium talk in the Astronomy Department at the University of Wisconsin in Madison. The title of her talk was “Reassessing the Impact Rate in the Earth-Moon System” and it focused on her research.

On September 25, Nicolle gave the Keynote Address at the Members Only event prior to the opening of the new exhibit, "Space: A Journey to our Future," at the Cranbrook Institute of Science. The title of her talk was "Astrobiology: Life, the Universe, and Everything."

That same day, she also presented the Luncheon Keynote at the annual Michigan History Conference, held virtually this year. The title of her talk was "Reaching for the Sky: The Story of the Mercury 13."