

COLORADO COLLEGE

FACULTY AGENDA

Monday, September 27, 2010
Gaylord Hall, Worner Campus Center
Meeting begins at 3:30 p.m.

(Coffee served at 3:00 p.m.)

- I. Approval of the minutes of the May 10 and May 13, 2009 faculty meeting.
- II. Introduction of the co-chairs of the Honor Council; Ms. Megan A. Helseth (Worner Box 971) and Ms. Denali A. Johnson (Worner Box 1332). The faculty advisor to the Honor Council is Professor Carol Neel in the Department of History (389-6527).
- III. Dean's Report.
- IV. Report of the Chair, Faculty Executive Committee, Professor Esther Redmount.
- V. Report of the Committee on Instruction.
 - A. Approval of the August graduation list: the Master of Arts in Teaching and the Bachelor of Arts degrees. Mr. Phillip Apodaca, the College Registrar, will distribute the graduation list at the faculty meeting. A second list of graduates will be presented at the block two faculty meeting.
 1. Motion to approve the August graduation list: Master of Arts in Teaching.
 2. Motion to approve the August graduation list: Bachelor of Arts.
 - B. The Committee on Instruction recommends approval of the following course additions, deletions, and revisions (Consent Agenda Items: V, B. 1-2)
 1. The Department of Psychology proposes revising the course title and description of **PY 420-Cognitive Ethology**, with the approval of the Natural Science Executive Committee and the Committee on Instruction.

Current course title and description: PY 420-Cognitive Ethology. This course provides an overview of cognitive ethology (the study of animal behavior in the natural environment), with a focus on non-human animal communication systems. The natural communication systems and cognitive abilities of several species will be examined, including bees, birds, non-human primates, and cetacea. In addition, the course will explore attempts to teach non-human animals human-based artificial languages. *Prerequisite:* Psychology 202, 299, or consent of instructor. 1 unit-Jacobs.

Revised course title and description: PY 420-Cognitive Neuroethology. This course provides an overview of cognitive ethology (the study of animal behavior/cognition in the natural environment), with a focus on the underlying neural structures and non-human animal communication systems. Several species will be examined, including, birds, non-human

primates, elephants, and cetacea. In addition, the course will explore attempts to teach non-human animals human-based artificial languages. *Prerequisite:* Psychology 202, 299, or consent of instructor. 1 unit-Jacobs.

Rationale: "The new course title and course description more accurately reflect the integration of a more neural perspective that has developed over the last couple of years."

Library and technology impact: None

Note: In addition, as a point of information, PY 420 will now be accepted as one of the possible 400 level courses for the Neuroscience major along with: PY 417-Advanced Neuroscience Seminar; PY 412-Human Neuropsychology; PY 433-Neuropharmacology. We unofficially began accepting this course to fulfill this requirement last year, and now would like to formalize this.

2. The Department of History proposes adding **HY 245-Contemporary U. S. History: 1972-2003** and dropping **Hy 360 Women and Public Policy in 20th Century America** with the approval of the Social Science Executive Committee and the Committee on Instruction.

HY 245-Contemporary U.S. History:1973-2003. American foreign policy from the "Vietnam Syndrome" to the end of the Cold War to the invasion of Iraq; Americans and the Islamic world; transformations of the Republican and Democratic Parties and the Office of the President; negotiating race in the post-Civil Rights era; the "New World Order and the new immigration; religion, families, and gender and their roles in partisan politics. 1 unit-Monroy

Rationale: Creation of this course responds to expressed student wish for a course that will explore the roots of such perplexing issues as the rise of the religious right and neo-conservatism in politics, the so-called "culture wars" in which people battle over such social issues as the nature of marriage and gender roles, the notion of the post racial society, and American entanglement with the Middle East and Islam. The course will bring the perspective and tools of historical analysis to these sorts of issues of the very recent past.

Library impact: minimal

Drop: **HY 360-Women and Public Policy in 20th Century America.**

Rationale: HY 360 has not been taught in four years. The professor who taught this course is no longer at the college.

- VI. The General Education Oversight Committee has approved the following courses for Critical Perspectives: Scientific Investigations of the Natural World and Critical Perspectives: Diverse Cultures and Critiques designation.

A. Critical Perspectives: Scientific Investigations of the Natural World.

1. **GY 100-Studies in Geology: Geology in Film** How realistic are the most pessimistic scenarios for catastrophes? The course will undertake a critical analysis of geologic concepts presented in popular films. Students will be introduced to fundamental geologic concepts in-

cluding plate tectonics, the rock cycle, geologic landscape interpretation, and climate change. The geologic knowledge acquired through classroom lectures, lab activities, and field trips will be used to assess which catastrophic scenarios presented in the movies are plausible, and which are utterly wrong. This course does not offer Lab/field credit. 1 unit-Department.

Request for Scientific Investigation designation: GY100 Geology in Film will meet the Scientific Inquiry non-lab designation because the course content centers on the representation of geological relationships in the natural world. Course activities provide students with the opportunity to examine the broader Earth system, due to its emphasis on dynamic earth processes that directly affect humanity, as depicted in films. The course will address the following criteria listed under the Scientific Inquiry rubric:

- a) explicitly addresses the scientific method
- b) introduces the foundations and principles of scientific knowledge and
- c) enhances scientific literacy

The course will explicitly address the scientific method by testing the validity of fundamental geologic concepts presented in several popular films.

The course will introduce the foundations and principles of scientific knowledge, deliberately, through the aspect of the course that trains students to use observational criteria and interpretation skills to analyze the validity of predictions of future geologic events promulgated in film. Students will develop an in-depth understanding of how scientific principles and unified theories develop over time by examinations of specific regions and mountain ranges that offer a template for understanding of geological relationships. The course will enhance scientific literacy by including readings from original (journal) or fundamental (seminal works) scientific literature that pertain to the situations and scenes depicted in the films.

B. Critical Perspectives: Diverse Cultures and Critiques.

1. **HY 200-Topics in History: Imagining Jordan: Myth, History and Identity.** Taught in Amman, Jordan. What does it mean to be Jordanian at the start of the twenty-first century? What does the long mythic and historical past of this region mean for questions of personal and national identity? Through site visits, historical, literary, and political texts, and engagement with host-families and local residents, we'll re-examine identity and historical imagination in this desert and mountain land. We'll visit the Nabatean capital of Petra (one of the Seven Wonders of the World), Old and New Testament sites, and Roman sites in Amman and the well-preserved Roman city of Jerash, to consider religious and ethnic pluralism in antiquity; camp with Bedouins in the desert of Wadi Rum and visit early castles of the Islamic conquest, to consider desert life and its role in Islamic reality and myth; visit crusader castles and explore military and trade in the medieval Mediterranean world; and enjoy and examine the expanding eco-tourism of the Dead Sea, mountainous Ajloun, and the coral reefs of Aqaba. Ultimately, we seek to understand how this long historical past inflects contemporary political relationships with the large Palestinian population and neighboring Israel, Syria and Iraq, and how Jordan has remained so safe and stable in the modern period. 1 unit-Murphy and Ragan.

Rationale for D credit: This course fully meets the first criteria for D credit designation, as we explore multiple facets of a non-western society. Homestays, readings, guest lectures and site visits will demand students to consider the differing identities and perspectives that make up contemporary Jordan. We hope our sustained attention to identity and power relations in this non-western society will leave the students with better questions to ask about their own societies as well.

VII. President's Report.

VIII. Committee Reports.

A. The Colorado College Health Professions Committee Annual Report. Professor Nate Bower.

B. First Year Experience Committee Report on courses and enrollments. Professor McEnnerney.

IX. New Business.

A. Report on the revised ethnic self-identification changes on the IPEDS survey. Barbara Wilson, Director, Human Resources.

X. Announcements.

Respectfully submitted,
Susan Ashley,
Dean of the Faculty

Dean of the College