

**GRINNELL COLLEGE**  
**Meeting of the Faculty**  
**October 6, 2008**

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President Osgood called the meeting to order at 4:15 p.m. in ARH 302.

**Approval of Minutes – Russell K. Osgood, President of the College**

Minutes from the meeting on September 15, 2008, were approved with one amendment. The sentence “There is a fee for this service” was added to Dean Smith’s remarks about extended childcare services.

**Policy Studies Concentration Proposal – Paula Smith, Curriculum Committee, Chair**

Smith recognized Bill Ferguson, Policy Studies Concentration Planning Committee, who gave a brief history and explanation of the strength the Policy Studies concentration brings to the curriculum. The faculty voted approval for the adoption of the Policy Studies Concentration. (The Academic Catalog entry and the committee’s proposal are appended to the on-line version of this document.)

**Special Election (Replacement on EcoCampus Committee) – Jon Andelson, for the Faculty Organization Committee**

The faculty voted approval of John Fennell to fill a vacancy on the EcoCampus Committee.

**Summary of Entering Class Profile – Seth Allen, Dean of Admission and Financial Aid**

This year’s entering class has 464 students, the second largest in the College’s history. The College had hoped to admit a smaller class but the yield of admitted students was significantly higher and attrition rates or “summer-melt” were lower than predicted. Other statistics noted include a record number of applications, increased selectivity (35.6% admitted in 2008 versus 40.6% in 2007), a record number and percentage of domestic students of color, increased domestic draw from the east and west coasts and the Midwest, and increased international diversity (28 countries represented in 2008 versus 19 in 2007).

To prevent a larger than expected class next year, Admissions will work with the Office of Institutional Research to develop an econometric model to more accurately predict yield and attrition. There was discussion about current economic conditions and Osgood commented that he believes other colleges’ budgets will be more impacted by the economy than ours and that our financial package may increase interest in Grinnell. He supports pushing down the target admissions goal. On the other hand, he added, due to the economy fewer students overall may be able to attend college.

**Winter Sports’ Schedules – Elaine Marzluff, Faculty Athletic Representative**

It was pointed out that the members of the women’s basketball team will miss classes on two Fridays during the semester. Greg Wallace, Director of Athletics and Recreation, responded by encouraging faculty to review the sports’ schedules prior to the faculty meeting at which it is voted upon and to contact Marzluff or Wallace regarding any issues or concerns thus allowing time to make changes. The faculty approved the winter sports’ schedules.

**Update on Student Mental Health Services – Joyce Stern, Dean for Student Academic Support and Advising**

Stern distributed a brochure detailing student mental health services and introduced Alecia Sundsmo of the Poweshiek County Mental Health Center (PCMHC). Sundsmo is the newly appointed Grinnell College Liaison who works exclusively with the College and is scheduled to be on campus daily. In addition to providing walk-in counseling, she will be assisting the College to increase its measures to prevent mental illnesses including suicide prevention training for faculty members and staff.

Another example of increased preventative measures is the new student-led group called Active Minds.

This is a national organization that develops and supports student-run mental health awareness, education, and advocacy groups on college campuses.

Mental health services for students include a first-come, first-serve walk-in counseling service at the campus Health Center from 9:00 to 4:30 Monday through Friday. All students may also take advantage of eight free visits per academic year to the PCMHC. A free and confidential student screening for depression and/or anxiety is scheduled on campus Friday, October 10.

Elaine Marzluff pointed out that afternoon training sessions for faculty scheduled at 3:00 will have low turn-out from the Science Division because of labs. This issue will be addressed by offering a morning session in the future.

Faculty members were encouraged to contact both Sundsmo and Stern directly with any questions or concerns about individual students or services in general. Sundsmo has a College email address [SUNDSMOA].

### **Remarks – Russell Osgood**

Osgood reported that he believes there will be some significant consequences in the budget process due to market conditions though this may not be evident until next year when the budget's rate of growth may be affected. He added that the College is uniquely positioned to absorb market shocks but despite this fact, extreme fluctuations inevitably cause an impact.

The Trustees were here to attend events related to the Noyce Science Center Dedication on Friday and Saturday. Osgood thanked everyone for their participation and assistance and noted Mark Schneider's participation. Action items included voting for provisional approval of mid-year graduates, approving appointments of five faculty members to endowed faculty chairs, and approving the hiring of the architecture firm Shepley Bulfinch Richardson and Abbot to update the Campus Plan. Additional details will be distributed by mail. The update to the Campus Plan will focus on facilities for Humanities and Social Studies faculty, classrooms and offices, the library, and the relationship of these three things.

### **Remarks – Paula Smith, Vice-President for Academic Affairs and Dean of the College**

The Grinnell College Board of Trustees approved appointments of the following faculty to named faculty chairs: Susan Ireland, Orville and Mary Patterson Routh Professor of Literature; Gerald Lalonde, Benedict Professor of Classics; David Lopatto, Samuel R. and Marie-Louise Rosenthal Professorship of Natural Science and Mathematics; Mark Montgomery, Donald Wilson Professor of Enterprise and Leadership; and James E. Swartz, Dack Professor of Chemistry.

Smith reported that initial feedback from the Reaccreditation Team indicated they were impressed with the College, deemed it a "well-managed place," and believed that the way in which the College articulates its purpose is "completely aligned" and consistent with the way we allocate resources and conduct processes of decision making. Smith cited examples of increased diversity on campus and praised the College for its clear commitment to this endeavor. She also noted that there are new ideas developing in Admissions and Financial Aid as a result of recommendations made by the President's Task Force on Internationalism. The Deans' Office is also looking at obstacles faculty encounter in the desire to participate internationally.

Smith recognized Leslie Gregg-Jolly, Associate Dean of the College, who encouraged faculty to discuss these obstacles with her. She also invited faculty to attend a Grinnell-in-London reception and information session on October 9 at 4:15 PM in Macy House.

### **Remarks –Mark Schneider, Chair of the Faculty**

Schneider noted that the text of his presentation to the Board of Trustees on October 3 is available on his blog <http://grinfac.blogspot.com/>. He thanked the faculty who participated in the Science Dedication. Based on conversations he had with Trustees, Schneider suggested that the College provide similar events

highlighting the Humanities and Social Studies Divisions. Osgood added that Mark Edwards developed the video shown at the dedication and he encouraged faculty to speak candidly with Edwards about their work. The Science Dedication video will be used for recruiting students and also be shown at alumni events. A faculty member requested that the Department of Psychology also be represented on the video.

**Announcements and New Business**

Greg Wallace encouraged faculty members to obtain a flu shot which are available on campus this week. Chris Hunter thanked the Wellness Program for sponsoring the cost of these vaccinations for faculty and staff.

The meeting was adjourned at 5:10 PM.

Respectfully submitted,

Angela Winburn

Secretary to the Faculty

## Policy Studies Concentration

William Ferguson, Chair

This interdisciplinary concentration aims to provide students with the tools to analyze policy-making processes and implementation and to evaluate policy decisions and outcomes from multiple perspectives. The concentration will take an interdisciplinary approach to case-study analysis and student research.

Students who intend to declare a policy studies concentration must, at the time of declaration, design a curricular concentration plan, which indicates how the student will meet concentration requirements 1-6 listed below. Ideally student plans will utilize students' major or other curricular interests as a focus for policy analysis and develop some expertise in a specific policy area. However, in order to ensure the interdisciplinary nature of the concentration, students may not count more than eight credits from any one department (including methods courses) towards the concentration.

Required, 22 or 24 credits as follows:

1. Policy Studies 295: Foundations of Policy Analysis (prerequisites: Second year standing and at least one course from the following: ECN 111, POL 101)
2. Empirical Methods Course, one from the following list:
  - ANT 292 (Ethnographic Research in Complex Societies)
  - ECN 312 (Econometrics)
  - MAT 209 (Applied Statistics)
  - POL 310 (Advanced Seminar in American Politics)
  - PSY 225 (Research Methods)
  - SOC 291 (Methods of Empirical Investigation)
3. Humanistic and Scientific Context of Policy Making: Take at least one course from the posted Humanistic and Scientific Context List. The concentration will periodically revise this list. Recommendations: This course should be taken prior to PST 395A (item 5); students with majors in the Social Studies Division should take at least two courses from this list, one humanities course and one science course. Students with majors in the Humanities Division should take at least one science course from this list. Students with majors in the Science Division should take at least one humanities course from this list. Students who wish to pursue policy research projects (see item 6) in the sciences or humanities will be encouraged to take additional relevant courses from the list.

4. Institutional Context of Policy, at least one of the following:
  - Take one course from the posted Institutional Context List. The concentration will periodically revise this list.
  - Contextual Policy Making (POL 295), offered by Grinnell-in-Washington.
  - A 2 or 4-credit internship with prior committee approval, which must be supervised through an existing Grinnell College program such as Grinnell-in-Washington or Grinnell-in-London.
5. Policy Studies 395A: Applied Policy Analysis
6. Research Project, either one of the following, with a prerequisite of PST 395A:
  - Policy Studies 395B (a 2-credit research projects); the most likely route
  - A four-credit Mentored Advanced Project (MAP) with prior committee approval.

To: Dean Smith, President Osgood,  
Curriculum Committee

From: Policy Studies Concentration Planning Committee  
Steve Andrews, Dionne Bensonsmith, Keith Brouhle, Victoria Brown, Doug Caulkins, Bill Ferguson, Leslie Gregg-Jolly, Chris Hunter, Peter Jacobson, Leslie Lyons, Kent McClelland, Elaine Marzluff, Andy Mobley, Wayne Moyer, Jack Mutti, Liz Queathem, Sarah Purcell, Barb Trish, Eliza Willis

Date: February, 2007; September 2008<sup>1</sup>  
RE: Proposal for a Concentration in Policy Studies

## **INTRODUCTION**

Since its inception in 1846, Grinnell College has stressed social responsibility in tandem with academic excellence. The College's founders participated in the Underground Railroad, and by the turn of the century, the College became a fulcrum for the Social Gospel movement. Distinguished alumni, such as Harry Hopkins, have served in critical policymaking positions. To this day, our students, alumni, and faculty remain committed to studying and participating in a broad array of policy issues. Many existing courses and much current faculty scholarship examine policy issues directly or indirectly.

We propose to establish an interdisciplinary concentration in policy studies that will build upon and coordinate current programmatic, curricular, and faculty endeavors across a broad range of policy interests. The concentration would not only increase the visibility of key policy-related activities on and off campus, it would facilitate curricular and programmatic development and continuity in this area of deep concern to the campus community. In so doing, it would complement and strengthen existing programs, in particular the Rosenfield, Wilson, and Grinnell-in-Washington programs.

## **EXISTING GRINNELL PROGRAMS**

Various existing programs and organizations reflect Grinnell's fundamental commitment to policy issues. The Rosenfield Program brings a host of speakers to campus and sponsors student internships in the areas of international relations, public affairs/public policy and human rights. The Wilson Committee coordinates speakers, short courses and internships related to entrepreneurship (broadly defined to include policy entrepreneurship) and leadership. The Wall Awards sponsors alumni projects in the area of social commitment. Numerous courses related to policy analysis are offered by existing departments in all three divisions and interdisciplinary programs, such as Environmental Studies and Global Development Studies. The Grinnell-in-Washington Program offers policy study as a central theme in a manner that takes advantage of the Washington D.C. location. Student activities and organizations, such as Concerned Black Students, Alternative Spring Break, and the Environmental Action Group, address specific policy concerns. The Office of Social Commitment coordinates a host of related activities for students and recent graduates.

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<sup>1</sup> There are two curricular differences between the Feb. 2007 and Sept. 2008 versions: i) At the request of Executive Council, the prerequisite list for PST 295 has been trimmed from ANT 104, ECN 111, POL 101, SOC 111 to ECN 111 and POL 101. At the request of the Curriculum Committee, credits for concentration have been changed from 20-24 to 22-24. Discussion of staffing on pages 5-6 has been updated. Course numbers are updated. Footnote2, 3 and 7 are new.

At present, however, the links among these diverse components remain somewhat tenuous. The policy concentration offers a specific curricular vehicle which can formalize, enhance, develop, and coordinate these activities. The concentration could augment the impact of Rosenfield or Wilson speakers, internships, or short courses and concentration courses by directly linking them with relevant concentration course activities and offering a core constituency of students for specific events. The concentration might cosponsor speakers or symposia. To facilitate coordination, we expect Rosenfield and Wilson committee membership to overlap somewhat with the concentration committee.

Similarly, the policy concentration can enhance the Grinnell-in-Washington program in two fashions. First, by formalizing the study of policy, it will add to the natural student constituency for the GIW program. Secondly, participation in the program can tie directly into the concentration program for interested students. Subsequent concentration courses could build upon GIW experiences. The concentration might also sponsor events for returning GIW students to report on policy-related internships or activities.

Grinnell's reputation for concern with social and public policy already attracts students here. A policy studies concentration would enhance our attractiveness among this large pool of potential students. A variety of similar liberal arts colleges already offer policy concentration. For example, Swarthmore offers a Public Policy Concentration, and Pomona offers a Public Policy Analysis Concentration. It is ironic that Grinnell, with its reputation of social commitment, and its strong representation of this commitment in its curriculum, faculty, student body, and programs, has not offered such a concentration.

## **THE PLAN OF STUDY**

Students who intend to declare a policy studies concentration must, at the time of declaration, design a curricular concentration plan, which indicates how the student will meet concentration requirements 1 – 6 listed below. Ideally student plans will utilize students' major or other curricular interests as a focus for policy analysis and develop some expertise in a specific policy area (e.g., health policy). The routes chosen for requirements 3, 4 and 6 should reflect such interests. Appendices A, B and C should be consulted in this regard. A few possible examples of concentration plans appear in Appendix D.

### **Requirements of the concentration:**

Students need to attain 22-24 credits, through items 1-6. The exact number will depend upon the specific route chosen. Discussion of rationale for each point follows

1. Initial policy studies course (PST 295). Establishes fundamentals of policy making: relevant processes, contexts, implementation and ways to evaluate policy. Various case-study applications will be considered (applications will be interdisciplinary). This course may be relevant to interested parties outside the concentration and possibly serve other concentrations (e.g., Global Development Studies). Offered spring semester.

Prerequisites: Second year standing and either ECN 111 or POL 101.

2. Empirical Methods Course:  
ANT 292 (Ethnographic Research in Complex Societies); ECN 312 (Econometrics); MAT 209 (Applied Statistics); POL 310 (Advanced Seminar in American Politics); PSY 225 (Research Methods); or SOC 291 (Methods of Empirical Investigation);

3. **Humanistic and Scientific Context of Policy Making:** An important goal of courses in this category is to facilitate understanding of the ways in which humanistic categories (e.g., metaphors) and scientific principles and contexts inform policy.

Take at least one course from a list drawn up by the concentration committee (a provisional list is attached in Appendix A). This course may be taken at any point in the concentration, but we recommend that it precede PST 395A (item 5). In addition, the committee recommends that social studies majors take at least two courses from this list, one humanities course and one science course. Similarly, the committee recommends that humanities majors take at least one science course from this list and that science majors take at least one humanities course from this list. Students who wish to pursue policy research projects (see item 6) in sciences or humanities will be encouraged to take additional relevant courses from the list in Appendix B.

4. **Institutional Context of Policy:** courses in this category explore the ways in which social actors (individuals or groups) interact with institutional environments to inform or affect policy and/or how policy decisions affect social actors. There are three possible ways to meet this requirement:
  - i) Existing on-campus courses from a list generated by the concentration committee (a provisional list is attached in Appendix C).
  - ii) The policy course for Grinnell-in-Washington (Contextual Policy Making, POL 295); or
  - iii) A two or four-credit internship with prior committee approval, which must be supervised through an existing Grinnell College program such as Grinnell-in-Washington, Grinnell-in-London or the Wilson summer internship seminar.
5. **PST 395A (four credits):**<sup>2</sup> This course is the first part of a two-part course (see item 6 on PST 395B for the second part). PST 395A will build on PST 295, taking policy analysis to a significantly deeper level and allow for substantive interdisciplinary applications. The course will use a module format with one key instructor with assistance from other instructors (see details below). It will be offered during the fall semester.

Prerequisites: PST 295 and at least four credits in each division.

Corequisite: Empirical methods course (item 2)

6. **Research Project (two or four credits):**

There are two ways to meet this requirement. Most students will take the first.

  - i) Normally the research project will be accomplished by taking PST 395B (two credits), an extension of PST 395A which focuses on a policy research project.<sup>3</sup> This course will meet once per week during the spring semester. Students will continue policy analysis they began in PST 395A by conducting research projects on specific policy issues. Normally these projects will be related to the student's major. The key instructor from PST395A will normally conduct the course and be the lead reader on the papers. The second reader on the papers will normally be one of the module instructors (from the appropriate division for the project).
  - ii) Some students may pursue a four-credit MAP which focuses on policy, with prior committee approval. MAP students must present their final MAP project to a concentration gathering (normally

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<sup>2</sup> PST 395A is a temporary number. After running two semesters, this course will attain a permanent number, such as PST 367.

<sup>3</sup> 395B is a temporary number. After running two semesters, this course will attain a permanent number such as PST 368.

a class meeting of PST 395A).

### **Distribution Requirement:**

In order to ensure the interdisciplinary nature of the concentration, students may not count more than eight credits from any one department (including methods courses) towards the concentration. (This requirement means that majors in certain Social Studies disciplines may not be able to count all relevant courses from their major towards their concentration. Students need to plan accordingly.)

### **Additional Discussion on each requirement:**

1. Foundations of Policy Analysis: PST 295 is meant to establish a common vocabulary and framework of analysis that concentrators will share.

*Prerequisites:* Sophomore standing is a prerequisite because we want entering students to have prior exposure to college courses and to have some writing skills. Concerning ECN 111 and POL 101, political/economic analysis of issues, contexts, and decision-making processes lies at the heart of any policy process. These courses offer foundations for analysis of policy, each from their own perspectives. Before taking PST 295, students should encounter at least one of these perspectives. Since nearly all Grinnell students take at least one of these courses, this prerequisite imposes very little, if any, burden. In addition, offering PST 295 spring semester allows students three semesters to meet this prerequisite.

2. Empirical Methods:

Each of the courses on the list for empirical methods meets two relevant criteria: statistical investigation and social scientific inquiry. MAT 209 rates high on the first, but also includes social scientific examples. ANT 292 ranks high on the second, and a statistical project in that class will be required for policy concentrators. PSY 225 is technically a science class, but the social dynamics of psychology meet the social science criterion from the perspective of the concentration. POL 310 is a political science methods course which uses statistical analysis, and it meets the stated criteria better than 200-level POL courses.

3. Cultural and Scientific Context:

The attached list has been generated with input from all of the listed departments. The concentration committee will periodically review and amend this list as needed. Notice that this list includes several 100-level courses. Concerning sciences, several 100-level courses (e.g., BIO 150) offer critical scientific context for policy analysis. If we want non-science majors to meet this requirement with a science course, they are more likely to do so if we specify 100-level courses here. A similar logic applies to ENG 120. Note further that a second list of relevant recommended courses for students who wish to pursue policy projects in the sciences or humanities is also attached (Appendix B). Advisors should use this second list to assist students who plan to conduct a research project (item 6) in policy related to humanities or sciences.

4. Institutional Context:

The three routes offer considerable flexibility.

For item i, the attached list (Appendix C) has been generated with input from all of the listed departments. The concentration committee will periodically review and amend this list.

Item ii (the GIW policy course) is included so that students who go to Washington who do not take a policy-related internship can still have their policy course count towards item 4. The GIW course, however, is not a substitute for either PST 295 or PST 395A, since it involves less reading and fewer papers.

Item iii: internship supervision must come through a coordinated Grinnell program (GIW, GIL or Wilson summer internship seminars) in order to economize on faculty supervision time. At some future time, the concentration may try to conduct short courses associated with internship supervision or may develop other coordinated mechanisms for supervising internships.<sup>4,5</sup>

## 5. Applied Policy Analysis, PST 395A:

The course will contain about three modules (of roughly three weeks each) which focus on a specific policy area (typically using case studies). Topics for modules will change year to year. Modules will be approached from interdisciplinary perspectives along two dimensions. The topics themselves may suggest a particular academic division, so topics will be rotated to include representation of all divisions over time. Second, and more important, each topic will always be approached from an interdisciplinary perspective. For example, the topic of climate change, which may sound like a science topic, can be approached scientifically (e.g., chemical/climactic analysis of the problem), social scientifically (e.g., political/economic implications of policies), and from a humanistic perspective (e.g., stories, the drama of consequences, metaphors concerning climate change or relevant policies, etc.). The course will have one key instructor and several instructors who participate in modules. Participators will rotate according to topic and their numbers may vary year to year. In addition, the course may utilize speakers drawn from Grinnell alumni who have particular expertise in relevant policy areas (e.g., the Food and Drug Administration). To the degree feasible, modules should also be coordinated with and make use of Rosenfield symposia and other speakers as well as Wilson visitors and Wilson short courses. Both Wilson and Rosenfield funding may be available to bring alumni participators and speakers.<sup>6</sup>

Prerequisite: PST 295; the course will build on PST 295. Corequisite: empirical methods (item 2). Making item 2 a prerequisite would be too restrictive. Making it a corequisite is feasible, since the research part of the course comes at the end, so students will have adequate preparation by that time. Further, most of the courses under item 2 require MAT 115 as a prerequisite.

## 6. Policy Analysis Research Project

PST 395A alone does not offer sufficient opportunity for an advanced policy research project. Adding another four-credit course, however, would be excessive. PST 395B, as an extension of 395A, offers an innovative approach on several dimensions: a follow up to 395A, two-credit research focus meeting once a week, and second paper readers from a different division.

PST 395A and 395B represent curricular innovations which embody goals of the EKI (note the

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<sup>4</sup> The difference between a two-credit and four-credit summer internship concerns tuition payment, not the content of the internship. Supervision, rather than course credit, is the key requirement for policy internships.

<sup>5</sup> The committee considered whether it makes more sense to establish 3 (instead of 2) lists for items 3 and 4, with one for each division, and then require all concentrators to take one course from each of the two lists outside of their major division. We decided that while this idea has considerable merit, it has two problems: first, it adds an additional requirement to concentrators, and the group felt that the concentration has probably gone as far as it should in that direction. Second, requirement 4 may be met in three fashions, thus it would be hard to translate this into one of three lists which could be treated equally.

<sup>6</sup> A summer 2009 policy workshop may be used to work on specific modules and other ideas for this course. Faculty/faculty tutorials may be used as well.

modular nature of 395A in addition the points under 395B).

A pre-approved MAP offers a second possible avenue for completing this requirement.

Note that the sequence of PST 395A followed by either PST 395B or a policy MAP offers the possibility of serious upper-level work in the humanities and sciences division, in addition to social studies, in the concentration. In so doing, this sequence offers a curricular mechanism for relating policy studies to the student's major or to serious curricular interests.

*Launching the Concentration:*

During its first year, the concentration need only offer one section of PST 295, in the spring. This could be accomplished with existing staff. Currently Bill Ferguson is scheduled to teach this course in the spring of 2009.<sup>7</sup> By its second year, the concentration should offer 395A and 395B in addition to 295, so additional resources will be important.

The concentration committee asked Executive Council, under the auspices of EKI, for a position to support the concentration for long-term staffing of its three courses, PST 295, 395A and 395B (two-credits), along with some relief for participators in the modules.<sup>8</sup> In May 2008, Executive Council approved a Policy Studies search as an EKI position, and that search is currently underway. The concentration committee expects some courses to be taught by the new person and some to be taught by existing faculty.

In order to continue faculty development for the concentration, the committee will propose running policy workshops for at least the next two summers. These will serve as vehicles to prepare potentially interested faculty from various disciplines to participate in modules in PST 395A and to serve as second readers in PST 395B. In addition, workshops may generate important ideas on how to improve the concentration. The committee also envisions using faculty-faculty tutorials, either during the summer or in January, to prepare faculty for curricular tasks related to the concentration.

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<sup>7</sup> As of this writing, this course is listed in the Second-Semester 2008-09 schedule of courses as ECN 295. Once the concentration is approved, it will be cross-listed as PST 295.

<sup>8</sup> A formula for course release similar to the MAP formula could be used to compensate participation in modules. The precise amount of release would depend upon the amount of work needed to conduct specific modules.

## APPENDICES

(Course lists in these appendices are preliminary.)

Course lists in these appendices will be updated regularly by the concentration committee. They will appear on the concentration web page, not in the college catalog.

**Appendix A: Humanistic and Scientific Context:** All concentrators must take at least one course from the following list.

BIO 150 Introduction to Biological Inquiry  
CHM 210 Inorganic and Analytical Chemistry  
CSC 151 Functional Problem Solving  
ENG 120 Literary Analysis  
ENG 204 The Craft of Argument  
LIN 114 Introduction to General Linguistics  
PHY 131 General Physics I  
PSY 113 Introduction to Psychology

Possible

CSC 105 The Digital Age  
ENV 145 Nations and the Global Environment  
PHI 101 Logic  
PHI 106 Contemporary Ethical Issues  
PHY 132 General Physics II  
PHY 180 Bridges, Towers and Skyscrapers  
REL 241 Religion in U.S. Public Life  
ART 260 Museum Studies: The Art Museum  
Others may be added

### **Appendix B: Additional Cultural and Scientific Courses**

Students who wish to pursue policy research projects in the sciences or humanities are encouraged to take additional background coursework. A list of potentially relevant courses follows:

Possible:

BIO 220 Biotechnology & Its Social Impact  
BIO 251 Molecules, Cells, and Organisms  
BIO 252 Organisms, Evolution, and Ecology  
CSC 205 Computational Linguistics  
CSC 261 Artificial Intelligence  
CSC 364 Computer Networks  
MAT 306 Mathematical Modeling  
NRS 250 Neuroscience: Foundations, Future, and Fallacies  
PHI 242 Ethical Theory  
PHI 257 Philosophy of Science  
PSY 214 Social Psychology  
PSY 220 Decision-Making  
PSY 233 Developmental Psychology  
PSY 248 Abnormal Psychology

TEC 154 Evolution of Technology

**Appendix C: Institutional Context Courses**

Students who wish to meet item 4 via route i, must take at least one of the following courses:

ANT 210 Illness, Healing, and Culture  
ANT 238 Cultural and Political Ecology  
ANT 252 Culture and Agriculture  
ECN 215 Labor Economics  
ECN 218 Gender and the Economy  
ECN 230 Economic Development  
ECN 233 International Economics  
ECN 240 Resource and Environmental Economics  
ECN 245 The U.S. Financial System  
ECN 250 Public Finance  
HIS 222 The History of Women in the United States  
HIS 228 The Promised Land: U.S. Immigration History  
POL 219 Constitutional Law and Politics  
POL 237 Political Parties  
POL 239 The Presidency  
POL 250 Politics of International Relations  
POL 251 International Political Economy  
POL 265 Issues in Democratic Political Theory  
SOC 220 Sociology of Global Development  
SOC 242 Deviance and Social Control  
SOC 248 Self & Society  
SOC 250 Social Inequality  
SOC 265 Sociology of Health & Illness  
SOC 275 Race & Ethnicity in America

## Appendix D: Sample Policy Concentration Plans

The plans below offer examples of possible concentration plans which could be pursued by students. Students will need to work out a plan with their concentration advisors at the time of declaration of the concentration. These are samples only; many other possibilities exist. The concentration is open to students majoring in any discipline.

### Four-year plan for a Biological Chemistry (BCM) major who is also planning to take the MCAT exam in the spring of her/his junior year and complete the Policy Studies Concentration

| Year | Fall Term  | Spring Term  |
|------|--|--|
| 1    | Tut<br>BIO 150 <sup>*,3</sup><br>SPN 105<br>MAT 131        | ECN 111 or POL 101 <sup>*,preq</sup><br>CHM 129<br>SPN 106<br>MAT 133                    |
| 2    | CHM 221<br>BIO 251<br>ENG 120 <sup>*,3</sup><br>SPN 217    | CHM 222<br>BIO 252<br>PST 295 <sup>*,1</sup><br>ECN 215 or POL 251 or ... <sup>*,4</sup> |
| 3    | PHY 131<br>CHM 210<br>Elective<br>Elective                 | PHY 132<br>MAT 209 <sup>*,2</sup><br>BCM 262<br>Elective                                 |
| 4    | CHM 363<br>PST 395A <sup>*,5</sup><br>Elective<br>Elective | BIO 380<br>PST 395B <sup>*,6</sup><br>Elective<br>Elective                               |

The \* indicates meeting a Policy Studies concentration requirement with the number referring to text of the proposal document.

## Four-year plan for a Psychology major who will also complete the Policy Studies Concentration

| Year | Fall Term  | Spring Term  |
|------|--|--|
| 1    | Tut<br>PSY 113 <sup>*,3</sup><br>SPN 105<br>MAT 131            | POL 101 or ECN 111 <sup>*, preq</sup><br>ENG 120 <sup>*,3</sup><br>SPN 106<br>MAT 133            |
| 2    | <b>MAT 209</b> <sup>*,2</sup><br>PSY 214<br>PSY 248<br>SPN 217 | PSY 225 <sup>*,2</sup><br>PST 295 <sup>*,1</sup><br>SPN 221<br>POL 237 or ECN 218 <sup>*,4</sup> |
| 3    | Grinnell-in-<br>Washington D.C.<br>(SOC 295)<br>(POL 295)      | PSY 260<br><b>Elective or PSY 315</b><br>Elective<br>Elective                                    |
| 4    | PSY 355<br>PST 395A <sup>*,5</sup><br>Elective<br>Elective     | PSY 495<br>PST 395B <sup>*,6</sup><br><b>Elective or PSY 315</b><br>Elective                     |

The \* indicates meeting a Policy Studies concentration requirement with the number referring to text of the proposal document.