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Minutes, Arts & Sciences Faculty Meeting, Thursday, Jan. 24, 2013

Arts & Sciences Faculty
Rollins College

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Minutes

Arts & Sciences Faculty Meeting

Thursday, January 24, 2013

12:30 – 1:50 pm

In attendance: Vidhu Aggarwal, Joshua Almond, Mark Anderson, Pedro Bernal, Gay Biery-Hamilton, Dexter Boniface, Carol Bresnahan, Julian Chambliss, David Charles, Daniel Chong, Gloria Cook, J. Thomas Cook, Daniel Crozier, Alice Davidson, Joan Davison, Nancy Decker, Kimberly Dennis, Hoyt Edge, Julia Foster, Yudit Greenberg, Kevin Griffin, Michael Gunter, Dana Hargrove, Paul Harris, Alicia Homrich, John Houston, Jill Jones, S. Ashley Kistler, Stephen Klemann, Harry Kypraios, Susan Lackman, Thomas Lairson, Lee Lines, Luis Martinez, Jana Mathews, Dorothy Mays, Margaret McLaren, R. Matilde Mésavage, Jonathan Miller, Robert Miller, Jennifer Scott-Mobley, Susan Montgomery, Robert Moore, Thomas Moore, Ryan Musgrave, Rachel Newcomb, Mathew Nichter, David Noe, Alan Nordstrom, Jim Norris, Maurice O'Sullivan, Kenneth Pestka, Jennifer Queen, Paul Reich, Charles Rock, Dawn Roe, Marie Ruiz, Rachel Simmons, John Sinclair, Cynthia Snyder, Steven St. John, Claire Strom, Kathryn Sutherland, Eren Tatari, Zeynep Teymuroglu, Robert Vander Poppen, Martina Vidovic, Richard Vitray, Susan Walsh, Jonathan Walz, Jay Yellen, Wenxian Zhang, James Zimmerman, Eric Zivot.

- I. Call to Order. Jill Jones calls the meeting to order at 12:35pm.

- II. Approve the Minutes from the Dec. 5, 2012 A&S Faculty meeting. A motion to approve the minutes is made and seconded. The minutes are approved.

- III. Committee Reports
 - A. AAC. Claire Strom reports that AAC has been very busy. The committee approved the proposed Neuroscience minor, as well as a Global Health minor (which still needs to go through EC). Furthermore, the committee is hashing out details of the 5+/128 initiatives, in conjunction with PSC and the Dean of the A&S Faculty. Regarding General Education, Claire reports that late last semester

those involved with implementing the new curriculum realized two things: first, the task was much bigger and way more complicated than it had first appeared, and second, more people were needed to get the job done. Consequently, Mark Anderson stepped down as director, although we must thank him for all the work and energy he brought—and continues to bring—to the program. In the immediate future, implementation will be the work of the implementation committee, which is a subcommittee of AAC. The committee will be co-chaired by Jennifer Cavanaugh and James Zimmerman. The implementation committee discussed two timelines, one with a start date of Fall 2013 (first classes in the Spring of 2014) and another with a Fall 2014 start date. The committee chose the longer timeline primarily so that a full and thoughtful planning process could take place (and to allow the 5+/128 initiatives to be implemented first, hopefully). The implementation committee has already met this semester and will be meeting biweekly. It has spawned several sub-subcommittees to facilitate the work that lies ahead of us. Overall, what the committee intends is to work out all of the bureaucratic concerns that face the new curriculum—such as determining learning outcomes, developmental goals, course approval processes, assessment mechanisms—this spring and move such solutions through AAC to the full faculty. Concurrently, a sub-subcommittee led by Gabriel Barreneche will focus on developing neighborhoods. Gabriel and his committee are recruiting faculty and initiating conversations about courses and integration. This will allow the summer time to be dedicated to faculty recruitment, course mapping, resource allocation and training. Hopefully, this will enable the committee to achieve their goals. Jill Jones expresses her appreciation for AAC, the implementation subcommittee and the new co-chairs for their hard work on this important initiative.

- B. Finance & Services. Bob Moore first reports about Faculty Travel. The recommendation from F&S to increase the annual support for faculty travel to conferences to \$2,000 (domestic) and \$2,500 (international) from their current levels of \$1,200 and \$1,500 was presented at the Planning and Budget Committee (Rollins' "Politburo") meeting January 16. Also included was a request to increase the amount allotted from the budget to cover the increased allowances to \$350,000 (from the current level of approximately \$175,000). The P&BC was reluctant to accept any budget line increases, but eventually agreed to increase the annual allowances to \$1,450 and \$1,750, but to leave the annual budget allocation at about \$175,000 rather than the \$350,000 requested. These numbers include a stipulation that should more money be needed to cover faculty travel in the future, then for the short term, some money can be drawn from the college's contingency fund and in the long run, an increased level

for this budget item will be considered. Furthermore, the P&BC will take another look at the \$1,450/1,750 levels one year from now to determine whether or not further increases are justified. Mike Gunter states that he is curious about the history of this part of the budget, and other parts of the budget that have not changed in a long time, such as promotion values. As the size of the faculty has expanded, he notes, it seems like the money for certain funds has not expanded in tandem. Bob responds that he does not know. Sharon Carnahan asks if CPS has the same travel allowance. Bob states that he does not know. Joan Davison wishes to make a statement. She is not convinced that budget lines cannot move. She notes that some budget lines clearly change to accommodate some constituencies on campus, such as the Student Success initiatives, which have even included monies to buy raincoats. She asks where money will come from to fund new strategic priorities. Bob replies that the P&BC did look at the grand budget of the College, and that this document would presumably contain this type of information. Jill Jones states that she appreciates the support of Dean Smither and Provost Bresnahan on the travel allowance issue; however, she did have a disturbing sense that the P&BC as a whole did not appreciate the necessity of faculty travel in our professional development. Claire Strom asks that the grand budget be made available to the faculty. Margaret McLaren asks when these new travel sums go into effect. Bob Smither responds June 1, 2013. Paul Harris asks how much we spend as an institution on non-conference travel, particularly international faculty travel unrelated to scholarship. Bob responds that the money comes from a different fund (Internationalization). He does not know the amount. Nancy Decker states that the Internationalization Committee handles these grant requests. It is true that the grant stipulates that the money is not to be used for conferences. The committee reports to the President's Office. She states that the President will continue to fund these grants. The committee is preparing a report for the President. Therefore, if faculty have recommendations regarding the grant and how it should be used, the committee can consider this. Bob next reports on the Merit Pay Committee. Finance and Services is currently attempting to set up a permanent system whereby a Merit Pay Committee of five will be in place every fall when merit pay evaluations take place, and it will always include at least two experienced members. Continuing to serve until Spring 2014 will be the following members: Carol Lauer (At large), Paul Harris (Social Science), and Pedro Bernal (Sciences). The Humanities and Expressive Arts Divisions will be asked to elect new representatives who will serve two year terms beginning in the 2013-2014 academic year. In the future, elections will be held to fill either two or three positions on this committee, thus allowing for some experienced members to serve each year. This committee will be a subcommittee of the Finance and Services Committee. Hoyt Edge,

- speaking on the prior point, notes that the Presidential international travel funds are “off-budget” in the sense that they come from separate accounts totally controlled by the President. Paul Harris states that the question is not about budgets but values. Does it make sense to better fund non-scholarly travel than scholarly travel?
- C. PSC. Joan Davison reports that the committee is working with AAC on 128 and 5+, as Claire noted. The committee is currently working on grant decisions. They anticipate finalizing their recommendations by next Tuesday night. Then come student collaborative grants, and new course development grants. PSC, Joan notes, will have two all-A&S vacancies, in addition to two divisional representatives.
- D. Student Life. Dan Crozier reports that the committee has met once since the last A&S faculty meeting. The committee evaluated sixteen applications for SHIP grants. Thirteen of those applications received support, varying in amounts from \$250 to one for \$1,500. The committee has now granted \$5,550 out of the \$10,500 available for this year, leaving a balance of \$4,950. Three other proposals were rejected at this meeting. Gabe Anderson will be working with IT to create a blog for student journal entries. Students will email their journal entries and photos to a subcommittee of SLC, who will monitor grant follow-up and post the materials online. SLC requests that faculty and staff sponsors of SHIP proposals proofread and discuss the grants with the applicants. Some of the weaker applications appear to have been completed in considerable haste and without feedback from faculty or staff. SLC is considering some revisions to the application at the recommendation of the High Impact Practices Advisory Committee.

IV. New Business

- A. Shall we approve the attached Minor in Neuroscience? (The Document has been endorsed by AAC and EC). See attachment below. Jennifer Queen and Susan Walsh present the proposal. Jenny notes that it is an interdisciplinary initiative, particularly between Psychology and Biology; Tom Cook in Philosophy also participated in this initiative. The neuroscience minor is specifically intended for students with majors and professional goals in specific areas, namely Psychology, Biology, Biochemistry and Molecular Biology. The program utilizes existing courses and faculty, specifically Jenny Queen, Susan Walsh, Steven St. John, Tom Cook, and H. Bobby Fokidis (a new hire in Biology). Most of our peer and aspirant institutions, Jenny notes, are already offering neuroscience programs. The proposed minor is a ten-course program; however, most students will only need 5 or 6 additional courses outside their major in Biology

or Psychology to complete the minor (students can double-count up to half of the classes in a minor as per A&S policy). The minor has a capstone course that unites the disciplinary perspectives the students study in foundation and elective courses. Students in the neuroscience program will be able to take certain classes without having met the prerequisites. Because of this, there are special eligibility requirements. Specifically, students need to have sophomore standing, have a Psychology or Biology major (or, in rare cases, they can petition if they are outside of these majors), and have a major GPA of 3.0. Jenny notes that AAC and EC have endorsed this proposal. The library staff has also been consulted regarding resources. A motion is made to approve the minor and seconded. Discussion: Socky O'Sullivan asks if the committee ever considered a major, say a 12-course major, so that students do not need to take so many classes in a major-minor combination, limiting their non-major electives. Jenny states, yes, they did consider this, but they felt like a major would require additional faculty resources, particularly to offer an introductory course. Furthermore, it would probably be closer to a 15-course major rather than just 12 classes. One of the advantages of the minor proposal, Jenny notes, is that it does not require additional resources from the college. If in the future Rollins hired additional faculty a major might be more feasible. Charlie Rock asks if Rollins will require additional lab equipment such as brain scanners. Jenny states that not even R1 schools have brain scanners unless they are working with a Medical school. She states that there are lots of neuroscience lab experiences available other than brain scans. Furthermore, they have contacts with UCF and Florida Hospital which enable the use of some types of relevant equipment. Charlie asks if the committee looked into the two fields outside medicine where brain scanning is most intensively employed--Marketing and Economics applications. Jenny states, no, they did not look into this. She is aware that neuroscience has diverse applications, including computer science. Charlie asks if these and other fields were consulted, or are we looking at this too narrowly; he asks whether the committee took to heart in its deliberations the idea of linking concepts (like 'neuroscience') across relevant liberal disciplines—that was one of the usual features of a "liberal education"—or whether that emphasis was in the past. Jenny states that the proposal crosses three divisions; therefore she does not believe it is narrow. Tom Lairson states that "going small" may not be the right approach—why not "go big." Instead of catching up, why not try to leap ahead of our peer and aspirant institutions? Jenny states that the challenge is that we need a new faculty line to really create a big program, and the budget is not there right now, even if major grant funds are found. This approach starts small but can always be expanded later. Sharon Carnahan states that this will be a good recruiting tool. Rachel Newcomb asks about

the size of the minor. What about that rare student outside these fields that joins the minor. Will they not have a heavy course demand? Jenny states that they can work with such a student to, perhaps, design their own major. A motion to call to question is made, seconded, and approved. Vote: the motion to approve the neuroscience minor is approved. [Thundering applause fills Galloway].

V. Announcements

- A. Jill Jones apologizes but states that a new A&S meeting is going to be scheduled for April 4, 2013 during the common hour at 330 West Fairbanks. This extra meeting will be needed to accommodate AAC business in particular.
- B. Reminder: the all faculty retreat on Strategic Priorities is Tuesday, January 29, 2013 (also at 330 West Fairbanks). Toni Holbrook asks the faculty to please RSVP. Seating is tight and they need to know who is coming. The faculty will be seated at tables at the request of the facilitator, David Charles. Also, Toni requests that faculty please fill out the survey. Only 45 faculty have responded so far. You can only vote once.
- C. Nancy Decker wishes to announce a special German Cabaret performance will take place tomorrow night at Tiedke Hall at 7pm. Don't miss it!
- D. Jonathan Miller announces that the Celebration of Faculty Authors will take place on February 21, 4-6pm. He hopes to increase faculty turnout. The meeting, he notes, is also strategically timed to coincide with the Board of Trustees meeting in the hopes that Board members can attend. In contrast to past events, the book authors will not present a synopsis of their works, but rather they will be introduced by the Dean(s). The intent is to make the event a true reception rather a lecture-style event. As in the past, adult beverages will be provided. If you have published a work, and wish for it to be included in the program, Jonathan stresses that today at 5pm is the deadline to be included (send email to jxsmith@rollins.edu).
- E. Jill Jones reminds the faculty that governance elections are coming up in March. A slate of candidates will be sent to the faculty ten days ahead of the meeting.

VI. Adjourn. The meeting is adjourned at 1:39pm.

NEUROSCIENCE MINOR PROPOSAL

Eligible Psychology, Biology, Biochemistry, or Marine Biology Majors Only
10 Courses (5-6 courses in addition to those which count towards Major)

| | | | |
|---|---|---|---|
| FOUNDATIONS | BIO121L: General Biology II PSY155: Perspectives 2 PSY326L: Physiology BIO360L: Cell Biology PHI348: Philosophy of Mind | | |
| ELECTIVES | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Psychology Electives <ul style="list-style-type: none"> • PSY302: Brain & Language • PSY314L: Sensation & Perception • PSY322L: Cognitive Psychology • PSY324: Neuropsychology • PSY327: Evolutionary Psychology • PSY333: Mind/Body Problem </td> <td style="width: 50%; vertical-align: top;"> Biology Electives <ul style="list-style-type: none"> • BIO308L: Genetics • BIO312L: Animal Physiology • BIO341L: Molecular Biology • BIO370: Developmental Biology • BCH335L Biochemistry </td> </tr> </table> <p style="text-align: center; font-size: small; margin-top: 5px;">Additional electives may be counted at the discretion of the Program Director.</p> | Psychology Electives <ul style="list-style-type: none"> • PSY302: Brain & Language • PSY314L: Sensation & Perception • PSY322L: Cognitive Psychology • PSY324: Neuropsychology • PSY327: Evolutionary Psychology • PSY333: Mind/Body Problem | Biology Electives <ul style="list-style-type: none"> • BIO308L: Genetics • BIO312L: Animal Physiology • BIO341L: Molecular Biology • BIO370: Developmental Biology • BCH335L Biochemistry |
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| CAPSTONE | Interdisciplinary Capstone INT 4XX: Senior Seminar in Neuroscience | | |

Foundations (5 courses) – Four courses introduce behavioral and biological foundations of the nervous system’s structure and function. An additional perspective on mind/brain relationships is added with the requirement that all minors take Philosophy of Mind. The 100 level courses must be completed before the 300 courses. While not required, we also highly encourage minors to take General Chemistry.

Electives (4 courses) – Four courses (2 from Psychology and 2 from Biology) chosen from a list of potential topics provide students with a background in the variety of methods used to investigate mind/brain relationships. Students must complete all foundations and electives before taking the capstone.

Capstone (1 course) – Team-taught by one member of the Biology Department and one member of the Psychology Department, this course is the culmination of training in the minor. The capstone emphasizes the interdisciplinary nature of neuroscience while asking students to integrate concepts from other courses, work independently, and intensively explore a topic within the field. This course is in addition to a capstone in the student’s major.

Because so many pre-requisites will be waived for admission into upper level Psychology and Biology courses, students must apply to register as a Neuroscience Minor. Eligibility requirements include

- Sophomore standing
- Declared Psychology, Biology, Biochemistry/Molecular Biology, or Marine Biology Major
- Minimum of two courses in major sequence completed
- Major GPA of 3.0

Majors from another discipline may petition the Program Director for admission to the minor with additional requirements including

- Statement of interest
- Statement of support from a faculty instructor

Minor Map: Neuroscience

Proposal

The Neuroscience Minor is an interdisciplinary concentration in the biological and behavioral foundations of the nervous system's structure and function. It is for Psychology, Biology, Biochemistry/Molecular Biology, and Marine Biology majors with an interest in graduate or professional school specializing in Neuroscience and was designed to introduce majors to related issues in alternate disciplines.

Ten (10) courses are required, but up to half of the courses can be double counted for your Major.

FOUNDATIONS

| Semester | Course | Prerequisite | Grade | G.E.* |
|----------|---|---------------------------------|-------|-------|
| _____ | PSY 155 Perspectives in Psychology II | | _____ | |
| _____ | PSY 326 Physiological Psychology w/ Lab | PSY 155 & Instructor Permission | _____ | O-N |
| _____ | BIO 121 General Biology II w/ Lab | | _____ | O-N |
| _____ | BIO 360 Cellular Biology w/Lab | BIO 121 & Instructor Permission | _____ | |
| _____ | PHI 348 Philosophy of Mind | PSY 155 | _____ | |

ELECTIVES Minors should take (4) other courses from the lists below. Two courses must be from Psychology electives and two must be from Biology electives.

Psychology Electives (Choose 2)

| | | | | | |
|-------|-----------|-------|-----------------|-------|-------|
| _____ | PSY _____ | _____ | Check Catalogue | _____ | _____ |
| _____ | PSY _____ | _____ | Check Catalogue | _____ | _____ |

- PSY 302: Brain and Language
- PSY 314: Sensation and Perception with Laboratory
- PSY 322: Cognitive Psychology with Laboratory
- PSY 324: Neuropsychology
- PSY 327: Evolutionary Psychology
- PSY 333: The Mind/Body Problem

Biology Electives (Choose 2)

| | | | | | |
|-------|-----------|-------|-----------------|-------|-------|
| _____ | BIO _____ | _____ | Check Catalogue | _____ | _____ |
| _____ | _____ | _____ | Check Catalogue | _____ | _____ |

- BIO 308: Genetics with Laboratory
- BIO 312: Animal Physiology with Laboratory
- BIO 341: Molecular Biology with Laboratory
- BIO 370: Developmental Biology
- BCH 335: Biochemistry with Laboratory

CAPSTONE

| | | | | |
|-------|---------|--------------------------------|---------------------------------------|-------|
| _____ | INT 4XX | Senior Seminar in Neuroscience | Completion of Foundations & Electives | _____ |
|-------|---------|--------------------------------|---------------------------------------|-------|

Name: _____

Date: _____

CATALOG COURSES MEETING MINOR REQUIREMENTS

REQUIRED COURSES

PSY 155 Perspectives in Psychology II: Thought and Behavior: Designed for psychology majors and minors (or those considering psychology), course examines historical and current perspectives on topics in behavioral, cognitive/physiological, and applied psychology. (Offered each spring)

PSY 326 BIO: Physiological Psychology with Laboratory: Introduces the fundamentals of nervous system responses to psychological processes. Explores the anatomy and physiology associated with psychological events, historical and contemporary issues in the field, and the societal and personal implications regarding the use of such measures. (Offered annually; *Pre-reqs: Waived for registered minors with Instructor's permission*)

BIO 121 General Biology II with Laboratory Includes cell structure and function, genetics and evolution. (Offered each Fall; *Pre-reqs: Waived for registered minors with Instructor's permission*)

BIO 360: Cellular Biology with Laboratory Correlates structure and function of cell. Discusses energy, enzymes and metabolism, membrane structure, transport, endomembrane system, communication, and growth and division. (Offered alternate years; *Pre-reqs: Waived for registered minors with Instructor's permission*)

PHI 348: Philosophy of Mind Follows philosophical antecedents of contemporary psychology. Considers nature of mind, mind-body problem, and purpose. (Offered annually; *Pre-req: PSY 155*)

INT 4XX: Senior Seminar in Neuroscience An intensive interdisciplinary investigation of theory, research, and practice relating to neuroscience; requires students to apply knowledge and skills from courses across the student's major and the minor. (Offered annually; *Pre-req: Completion of Neuroscience Foundation & Elective Courses*)

PSYCHOLOGY ELECTIVES (Minors must take two courses from list below)

PSY 302: Brain and Language Examines language in a biological context, and investigates the relationship between brain mechanisms and language behavior. Includes aphasia and other language disorders, hemispheric specialization, aphasia in the deaf, critical periods and aphasia in children, and gender differences in brain organization and cognitive abilities. (Offered every 2-3 years; *Pre-req: PSY 155*)

PSY 314: Sensation and Perception with Laboratory Introduction to the psychophysical, physiological, and cognitive aspects of human and animal perception. Areas covered include visual, auditory, somatic, and chemical sensation; visual perception of color, objects, depth, and movement; and speech, pain, and flavor perception. (Offered every 2-3 years; *Pre-reqs: Waived for registered minors with Instructor's permission*)

PSY 322: Cognitive Psychology with Laboratory Introduces basic cognitive theories, methods, and research findings. Includes areas such as attention, memory, imagery, knowledge, language, problem-solving, and logical reasoning. (Offered annually; *Pre-reqs: Waived for registered minors with Instructor's permission*)

PSY 324: Neuropsychology A study of central nervous system damage and the symptoms, diagnosis, treatment, and rehabilitation of brain damaged individuals. Emphasizes how the study of brain damage enhances our understanding of the intact nervous system. (Offered every other year; *Pre-req: PSY 155*)

PSY 327: *Evolutionary Psychology* Draws on evolutionary principles to understand human behavior, thought, and emotion, and maintains that certain psychological processes exist because they facilitated survival and reproduction during our evolutionary history. (Offered every 2-3 years; *Pre-reqs: Waived for registered minors with Instructor's permission*)

PSY 333: *The Mind/Body Problem* Examines topics such as consciousness, sense of self, and freewill from both a philosophical and experimental psychological point of view. We focus on recent experimental attempts to better understand these topics, including neuropsychological studies of synesthesia, hallucinations, and blindsight, and neurobiological approaches to binocular rivalry, subliminal stimuli, and optical illusions. (Offered every 2-3 years; *Pre-req: PSY 155*)

BIOLOGY ELECTIVES (Minors must take two courses from list below)

BIO 308: *Genetics with Laboratory* Analyzes prokaryotic and eukaryotic genetics at the level of molecule, cell, organism and population. Uses quantitative approach in presentation of concepts and in genetic analysis. (Offered annually; *Pre-reqs: Waived for registered minors with Instructor's permission*)

BIO 312: *Animal Physiology with Laboratory* Studies animals at cellular and organismic levels: nervous, muscular, endocrine, excretory, circulatory, respiratory, digestive, and reproductive systems. Considers invertebrate and lower vertebrate physiology but stresses mammalian systems. (Offered alternate years; *Pre-reqs: Waived for registered minors with Instructor's permission*)

BIO 341: *Molecular Biology with Laboratory* Describes structure of chromosomes and organization of genomes. Examines replication, repair, transcription, and translation of genetic information -- and methodology to study these processes. (Offered each spring; *Pre-reqs: Waived for registered minors with Instructor's permission*)

BIO 370: *Developmental Biology* Studies gametogenesis, fertilization, and patterns of embryonic development, differentiation, and morphogenesis. Stresses concept of development program in animals established during gametogenesis, activated at fertilization, and expressed in subsequent development. (Offered alternate years; *Pre-reqs: Waived for registered minors with Instructor's permission*)

BCH 335: *Biochemistry with Laboratory* Introduces an integrated perspective of the chemical structure and cellular functions of proteins, nucleic acids, lipids, and carbohydrates. Topics include structural enzymology, molecular biology, and metabolism. (Offered each spring; *Pre-reqs: BIO 121, CHM 221*)