

Kathryn Muratore

Daniel Sayers

Chenyang Xiao

Juan Riviera

Stephen Vassallo

GOOD SHOCKS ON A BUMPY ROAD

I was on the last leg of a drive from Colorado to my new home in Maryland. This was about a year ago. My boxer, Molly, slept soundly in the back of my truck. I had made plans to house-sit for the first few months until I figured out where, or if, I'd buy a place of my own. At the last corner, off the grid of my GPS, I was met by a small sign: "Bumps Ahead." Despite my tendency towards divination, I suppressed my irritation. I had left everything I knew 2,000 miles behind me, in Pueblo. A job of nearly a decade and a community of friends. I even scoffed. Molly lifted her head, but then she burrowed down again.

I suppose the short list of this year's bumps would include the usual, transitional stuff: I did move, three times; I found myself one of three full-time advisers in a program of over 60 students; some gifted colleagues retired; I prepared four brand new courses; I lost a lot of sleep. Even setbacks, sometimes dismaying, proved valuable. Losing colleagues, we hired another, who has become a close friend. The students were remarkable, remarkable writers and good human beings, so the work was not so much exhausting as exhilarating. And I had some good luck in the industry, winning a book prize in October and seeing a new collection of translations into print that month. My students would visit me during office hours with their poetry, or we would all converge at dinner after class, talking about poetry and poetics for many hours. Or I would get one of those joyous e-mails, the ones in which students share with me their first acceptances for publication.

Even the courses I found myself researching, by luck or providence, kept taking me to interesting places that seemed at the heart of my own poems. In the spring, during my graduate seminar on translation, our discussions were, to my memory, the most intense and demanding and fulfilling of any course I have taught in my 13-year career. Meanwhile, my undergraduates were kind, bright, and they came to class. They were hungry to learn how to write, and, more impressively, how to read. These gentle reminders maintained me. My first year at AU reinforced the oldest lesson I know about teaching: you will rarely get what you expect. You will be surprised, sometimes disappointed. You will teach them more than you think you're teaching. You will learn from them in proportion to your heartbreaks and your joy.

David Keplinger

Director, MFA in Creative Writing, Department of Literature

JUAN RIVIERA

Assistant Professor, Department of Language and Foreign Studies

BA literature, Yale University

PhD romance languages and literatures (Spanish), Harvard University

Courses? Introduction to Spanish Linguistics; Colloquium on Latin America: Gender Outlaws in Latin America

What drew you to your field of study? I grew up in Puerto Rico. The country's marginality, with regards to the rest of Latin America, certainly helped shape my desire to better understand the continent. Moreover, the study of gender and sexuality allows for a kind of interdisciplinarity and playfulness that I enjoy very much. I was also lucky to have had great teachers, as an undergraduate, who never thought I should do anything other than teach.

Reading? *I Am Not Myself These Days: A Memoir* by Josh Kilmer-Purcell; *Drinking: A Love Story* by Caroline Knapp; and *Living to Tell the Tale* by Gabriel García Márquez

If you had a time machine? I'll stick with today.

DANIEL SAYERS

Assistant Professor, Department of Anthropology

BA anthropology and philosophy, Western Michigan University

MA anthropology, Western Michigan University

PhD historical archaeology (anthropology), College of William and Mary

Courses? Foundations of Archaeology, Human Origins

What drew you to your field of study? I was drawn to archaeology of the modern world because practitioners studying this era tend towards more robust theoretical foci and paradigms in interpretation, which ultimately dovetails well with my continued interests in philosophy. Also, historical archaeology resonates powerfully with numerous contemporary communities. This offers an avenue for academic work to play a role in how the public understands recent histories and for researchers to engage with communities.

Reading? *Jesus* by Charles Guignebert

If you had a time machine? Tough question for a historical archaeologist—there are so many. I guess, right now, I would say a hobo camp at any point in time during the Depression so I could get a real sense

of what living there was like. I'd like to travel along the roads and trains of the time for similar reasons. And if I could catch a campfire with Woody Guthrie or Cisco Houston playing, that would be all the better.

STEPHEN VASSALLO

Assistant Professor, School of Education, Teaching, and Health

BA psychology, Brooklyn College

PhD educational psychology, Michigan State University

Courses? Schools and Society, Theories of Educational Psychology and Human Development

What drew you to your field of study? Educational psychology is a field with possibilities to explore many fascinating issues related to mind, body, freedom, empowerment, and humanism. Because of its broad scope, educational psychology is multidisciplinary, and my work exemplifies this. Drawing from psychology, sociology, and philosophy, I have been able to examine the complexities of self-regulated learning.

Reading? *The Politics of Truth* by Michel Foucault and *Walden Two* by B. F. Skinner

If you had a time machine? If I was to stay in that moment and continue to have the same understanding of the historical present, and there was no expectation to change the course of history, I would want to go back to a preindustrial moment.

CHENYANG XIAO

Assistant Professor, Department of Sociology

BA sociology; Peking University, Beijing, China

MA sociology, University of Toledo

PhD sociology, Washington State University

Courses? Introduction to Social Research, Social Research I

What drew you to your field of study? It was an accident, but I ended up loving it.

What book are you currently reading? *Rainbow Six* by Tom Clancy

If you had a time machine? I would go back to Easter Island and learn what exactly happened to the native society and how they set up those giant statues.

SUPPORTING SOCIAL MOVEMENTS: THE FIFTH ANNUAL PUBLIC ANTHROPOLOGY CONFERENCE

October 31: 1–5 p.m.; November 1: 9–5 p.m.

Activists and academics will convene at AU to determine collaborative strategies for building and strengthening social movements. In addition to discussion-based panels, the conference will include skills-training workshops, film screenings, multimedia presentations, lunchtime roundtable conversations, and two receptions. For more information, contact David Vine at vine@american.edu.



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CAS

connections

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Photo by Jeff Watts



Photo by Garrett Harkins

If you're returning to campus this fall, you might notice that the sciences at American University have a whole new look. New departments have formed and one has been phased out, and there's now an associate dean of sciences to unite them.

"We have been looking for an [interdepartmental] structure that would allow for the different disciplines to have their own identities, while also helping us work together in a cohesive way," says David Culver, associate dean of sciences and professor of environmental science. The restructuring of the sciences at AU, he says, "is a way to balance working together and functioning independently."

A major thrust of this restructuring is the formation of three new departments: Environmental studies, formerly under the biology department, has become the Department of Environmental Science. The Department of Computer Science, Audio Technology, and Physics (CAP) has been dissolved to create separate computer science and physics departments. And, audio technology has moved to the Department of Performing Arts.

According to Kiho Kim, chair of the environmental science department, transforming environmental studies into an autonomous department was essential to the discipline's continued development at AU. "It allows us greater visibility within the university and recognizes the importance of this discipline," he explains.

It also makes it easier to appeal to prospective students. "When you're housed within a pure science department, people make assumptions that your program is all science," says Kim. "By being our own department, we can really play up that we have interdisciplinary programs that draw from the sciences, social sciences, arts, and other schools in the university community."

Physics chair Nathan Harshman expresses similar sentiments about the dissolution of CAP: "Definite synergies have

existed between our computer science, audio technology, and physics programs," he says, "but at the point we are now, we want to build a top undergraduate program. This is a good time to turn inward and start building [physics] up from the core." He adds, "Since our peer institutions all have stand-alone physics departments, this will make it so much easier to recruit students and faculty."

Separating the fields previously under CAP also makes it easier to address discipline-specific issues. Angela Wu, former chair of CAP and current chair of the computer science department, gives an example: "Computer science is particularly concerned with computer labs and servers, and our curriculum needs to be updated constantly to reflect changes in the field. As a dedicated computer science chair, I can focus more on these issues."

While the restructuring allows greater autonomy for several scientific disciplines, the appointment of an associate dean of sciences gives the departments a centralized voice. Culver will organize and advocate for AU's science community, overseeing the new entities, as well as the existing departments of biology and chemistry and the premedical program.

This centralization will benefit science students, both majors and nonmajors. In addition to facilitating cross-department course scheduling, Culver says, "we also hope to take a long, hard look at how we're doing with our general education courses and how we could make them better. We share a really strong commitment to training every student in some aspect of the sciences."

Harshman adds, "A lot of people on campus don't know what's going on with our sciences. We hope that this is going to allow us to come up with a unified strategy to make sure people know we are doing good science teaching and research here."

PIECE BY PIECE



Photo by Jessica Tabak

In a world of peace talkers, Karen Dolan, MA philosophy and social policy '97, is a doer. Since 2002, the AU alumna has directed Cities for Peace, an initiative that promotes national and international peace education and action at the local level.

Sponsored by the Institute for Policy Studies, Cities for Peace was born of an earlier project called the Progressive Challenge. "The focus [of the Progressive Challenge] was to empower local communities by networking them with federal lawmakers and encouraging them to be active in national and international politics," says Dolan. "But in the run-up to the war in Iraq, most of the projects at the institute switched their focus to trying to prevent the invasion."

Several cities passed peace resolutions to protest the impending war. Cities for Peace began, says Dolan, "to help facilitate these resolutions and put a national movement around what otherwise were a few disconnected local resolutions here and there."

The organization's efforts saw results. In the months leading up to the invasion, more than 200 cities around the country penned resolutions against the war, which were presented to Congress by city representatives. These resolutions now reside in the National Archives. Cities for Peace subsequently organized two additional campaigns; a third is currently underway to oppose military aggression against Iran.

Peace resolutions also trigger a paradigm shift on the local level. Many participating towns have allocated funds for programs that emphasize peace education and global awareness. In Cambridge, Massachusetts, for example, the municipal government even created a position for a peace commissioner. "Cambridge is the model," says Dolan, "for what can happen when there's actually a funded peace commissioner within the town government [who] can devote resources to issues of antimilitarism and redirecting national budgetary priorities."

Dolan began working as an intern at the Institute for Policy Studies while completing her master's in philosophy. "Philosophy on its own can be a very academic, theoretical discipline," she says. "The program at AU combined that with a more practical and political approach. I thought it was the best program to prepare me to work here—and it was."

TEACHER, MENTOR, INSPIRATION



Photo by Jeff Watts

Lucinda Joy Peach, associate professor of philosophy and religion, died on July 25, 2008, at the age of 52. An internationally respected scholar, her work focused on gender and violence, the ethics of war, and women's rights.

On campus, she codirected the Ethics, Peace, and Global Affairs master's and served on the General Education Committee.

Below, several students remember Lucinda Peach—teacher, scholar, and friend:

“Lucinda Peach possessed the unshakeable ability to draw calm from her surroundings, fulfilling with grace her role as a teacher at every moment. There was always time to discuss a point or consider an argument with Lucinda. Her kindness and steadfast attitude toward her students and her own scholarship struck all who knew her, and she will be remembered not only for this but also for her energy and laughter.”

—Melinda Hall, BA '08

“Lucinda Joy Peach was my thesis advisor, my mentor, my professor, and my friend. I have never been so inspired by anyone [as I was by] her . . . dedication to human rights and to all of humanity . . . her ability to solve deep philosophical puzzles and to make sense of the world . . . her professionalism . . . her ability to juggle 800 students at once . . . her complete and utter care and involvement. She was such a role model to me and I know to all of us. She was an incredible person and I am so happy that I had a chance to know her and to learn from her. She loved all of us so much.”

—Bree Del Sordo, MA '09

“Lucinda Joy Peach's middle name was beautifully fitting for a person with a triumphant spirit. Incredibly, despite the drastic change in her health . . . there was no noticeable change in her devotion to her students, colleagues, and teaching. [The] invaluable life lessons [she shared] ignited, in so many of her students, a flame to help humanity rise. Her spirit lives on in her students' devotion to the [realization] of a more peaceful, caring, and just world.”

—Sedira Banan, BA '05



Francisco de Goya. *Disparate Ridículo*, 1930 (eighth edition). Etching, aquatint, and dry point. 38 x 53 cm.



Ricardo Calero. *Memory of Fuentetodos*, 2005. (1 of 4 pieces). Time, natural light, photography, collage, and embossing over paper. 68x40 cm.



Ricardo Calero. *What More Can You Give Me*, 2005. (1 of 23 pieces). Bullet impacts, photography pieces, and embossing over paper. 53x38 cm.

Political Art Kicks Off Fall Season

Spanish painter Francisco José de Goya y Lucientes became known in the late 1700s and early 1800s for his humanistic, highly politicized work. Two hundred years later, he remains one of contemporary art's most influential artists, says Jack Rasmussen, director of the American University Museum: “Just about any contemporary artist in the world takes inspiration from Goya, since he was one of the first artists to deal with contemporary political subjects in his work.”

At the American University Museum through October 26, the show entitled Ricardo Calero. Goya. Disparates . . . Continuity of an Unfinished Project highlights Goya's influence on contemporary Spanish artist Ricardo Calero. Best known for his abstract, process-oriented installations, Calero at first glance seems an unlikely disciple of Goya's visceral realism. But this series of engravings, displayed alongside works by Goya, brings to light themes shared by the two artists.

Most notably, both artists' works depict violence. For Calero, this may be an image riddled with bullet holes—for Goya, a depiction of an execution during the Peninsular War in Europe. Both, says Rasmussen, “present different evidence of violence to remind us of what has happened.”

Disparates is being shown simultaneously with another exhibit that addresses similar themes. Sandow Birk: The Depravities of War juxtaposes a series of small etchings by seventeenth-century French artist Jacques Callot, entitled *Miseries of War*, with Birk's contemporary, outsized woodcuts on the subject of the current Iraq war. By presenting the Disparates and Birk exhibits together, Rasmussen says, “we're making a case for political art that spans the 1630s to the present day.”

The museum's early-fall 2008 schedule also includes Alexandre Arrechea: Mistrust; Close Encounters: Facing the Future (which features a large installation by Yoko Ono); and a continuation of Ledelle Moe: Disasters.

The fall performing arts season opens with PERF-101, the department's annual showcase of new talent, followed by the third installment of the *Gorenman Beethoven Project*, as well as productions of *Thoroughly Modern Millie* and two new works by theatre professor Caeen Sinnette Jennings.

For a complete list of performing arts and museum programming, please visit american.edu/cas/events.cfm.

Accomplishments

PUBLICATIONS AND PRODUCTIONS

Kathe Hicks Albrecht (director, Visual Resources Center) published “Distinguished Leadership in Visual Resources: Ron and Renate Wiedenhoef—Saskia, Ltd. Cultural Documentation,” *Visual Resources: An International Journal of Documentation* (March, 2007).

In March, **Naomi Baron (language and foreign studies)** published *Always On: Language in an Online and Mobile World* (Oxford, 2008). The *New York Times*’s William Safire named it one of the year’s most influential books on language.

The *Washington Post* published a review by **Robert Beisner (professor emeritus, history)** of Elisabeth Bumiller’s *Condoleezza Rice: An American Life: A Biography* (March 12, 2008).

In March, **Jack Child (language and foreign studies)** presented “The Perón Era: Popular Culture, Propaganda, and Philately” at the 29th annual meeting of the Middle Atlantic Council of Latin American Studies, held at the University of Maryland–Baltimore County.

Nathan L. Harshman (physics) and **Pavneet Singh (BA computer science ’10)** published “Entanglement Mechanisms in One-Dimensional Potential Scattering,” *Journal of Physics A: Mathematical and Theoretical* (April, 2008).

Last fall, **Consuelo Hernández (language and foreign studies)** published poetry in *Diario CoLatino; Signos y segmentos: Segunda antología* 2nd ed. (Calambur Editorial y La Diputación de Cádiz, 2007); and *Revista de poesía La fuente de las 7 vírgenes* no.9.

Alan Kraut (history) coedited *From Arrival to Incorporation: Migrants to the U.S. in a Global Era* (New York University, 2008).

Stephen MacAvoy (environmental studies) published two peer-reviewed papers in the *Journal of Shellfish Research* (March, 2008). These were coauthored with **Eric Morgan, BA environmental studies ’05**.

Andrew L. Yarrow (history) published *Forgive Us Our Debts: The Intergenerational Dangers of Fiscal Irresponsibility* (Yale, 2008). In March, his op-eds appeared in the *Baltimore Sun* and the *Washington Times*, and he did radio interviews on WBAL (Baltimore) and WPHT (Philadelphia) to discuss his new book.

SPEAKER’S CORNER

In February, **Kathe Hicks Albrecht (director, Visual Resources Center)** chaired “The VR Curator and the Art Historian Partnership: Legacy Collections in University Databanks,” at the College Art Association’s annual conference in Dallas. She also chaired and cochaired sessions at the Visual Resources Association spring conference in San Diego and lectured at Wesley Theological Seminary.

Naomi Baron (language and foreign studies) lectured on the historical antecedents of social networking sites and blogs at the University of Udine and the University of Modena in Italy.

In June, **Victoria Connaughton (biology)** was the Stanford and Joan Alexander Lecturer at the 41st Annual Ophthalmology and Visual Science Meeting at the University of Texas Medical School–Houston. Her talk was entitled “Physiological and Morphological Characteristics of Neurons in the Distal Zebrafish Retina.”

In April, **Caleen Sinnette Jennings (performing arts)** moderated a panel at the Kennedy Center as part of August Wilson’s Twentieth Century, a month-long celebration featuring the playwright’s entire 10-play cycle—performed for the first time in one venue.

In March, **Philip Johnson (physics)** delivered two lectures: “Coherence and Entanglement in the Double Well Optical Lattice” at the University of Maryland’s Laboratory for Physical Sciences, and “Optical Lattice Beam Splitting” at the 2008 Defense and Security Symposium in Orlando.

In March, **Alan Kraut (history)** presented “Who Heals the Stranger?: The Provision of Health Care in Immigrant Communities, 1850–present” as part of the Immigration Crucible Series at the Baldy Center for Law and Social Policy, University at Buffalo Law School–SUNY. He was also a plenary speaker at the 2008 Annual TB Conference, hosted by the New York City Department of Health and Mental Hygiene.

Alan Kraut (history) and **Max Paul Friedman (history)** delivered the annual Bernath Prize Lecture to the Society for Historians of American Foreign Relations in March.

In December, **Shubha Pathak (philosophy and religion)** presented “Telling Stories about Storied Texts: Introducing Classics of Asian Religious Literature in English” at the annual meeting of the Modern Language Association of America in Chicago.

In April, **Lucinda Peach (philosophy and religion)** presented “The Prostitute Body in Cross-Cultural Context” at the Body in South Asian Context Conference at the University of Hawaii–Manoa.

IN THE MEDIA

The *Philadelphia Inquirer* interviewed **Norma Broude (art history)** for a piece on the Frida Kahlo exhibit at the Philadelphia Museum of Art (February 14, 2008).

Voice of America interviewed **Tom Hertz (economics)** about how the state of U.S. markets could affect the world economy (February 8, 2008).

The *Dallas Morning News* interviewed **Laura Juliano (psychology)** for an article, “Caffeine: Kick the Habit as You Would Any Addiction” (January 22, 2008).

In February, **Peter Kuznick (history)** was interviewed by Iran’s Fars News Agency regarding the latest IAEA report on Iran’s nuclear program and the prospect of passing U.S.-backed sanctions at the United Nations.

This spring, **Allan Lichtman (history)** was interviewed by the Associated Press, the Christian Broadcasting Network, the *Wall Street Journal*, the *San Francisco Chronicle*, Canada’s CTV Television network, and others about the U.S. presidential election.

In February, *Florida Today* interviewed **Barry McCarthy (psychology)** for an article, “Honesty, Commitment Help Mend Marriage after an Affair” (February 18, 2008).

Roberta Rubenstein (literature) was interviewed for an article in the *Washington Post*, “Naming Courses: Some Professors Could Use a Class in Marketing” (March 3, 2008).

Edward Dawley (language and foreign studies) was interviewed for an article, “Taking Language Skills to Work,” *Language Educator* (April, 2008).

Andrew Yarrow (history) published an op-ed, “Early Retirement Selfish, Unpatriotic,” in the *Baltimore Sun* (March 26, 2008).

APPOINTMENTS AND HONORS

Kathe Hicks Albrecht (director, Visual Resources Center) has been appointed to a two-year term on the board of directors for the Visual Resources Association Foundation.

In May, **George Ayittey (economics)** was named one of the Top 100 Public Intellectuals—a list of leaders in modern finance, politics, and human rights—by *Foreign Policy Magazine*.

Robert Beisner’s (professor emeritus, history) book *Dean Acheson: A Life in the Cold War* was named first runner-up for the 2008 Harry S. Truman Book Award.

Last spring, **James Bono (economics)** was awarded the 2008 Jean Claude Falmagne Dissertation Award from the University of California–Irvine for his doctoral dissertation. The award recognizes the best application of mathematics for solving problems in the areas of economics, psychology, cognitive science, sociology, political science, logic, or the philosophy of science.

Professor **Esther N. Chow (sociology)** won the 2008 Feminist Activism Award. Sociologists for Women in Society (SWS) annually recognizes a member who has notably and consistently used sociology to improve conditions for women in society.

Bette Dickerson (sociology) received the 2008 Alice Paul Award in March for her commitment to continuing Alice Paul’s vision for women’s equality.

James J. Gray (psychology) was the featured therapist on the Association for Behavioral Cognitive Therapy’s Web site in May.

In March, **Gail Humphries Mardirosian (performing arts)** received a Fulbright scholarship to teach at the Academy of Performing Arts in Prague during the 2008–09 school year.

This spring, **Eric Lohr (history)** served on the Russian-European foreign policy advisory committee for the Hillary Clinton presidential campaign.

The **Professional Science Master’s Program** was featured in a *Science Magazine* article, “Mastering the Job Market” (March 7, 2008).

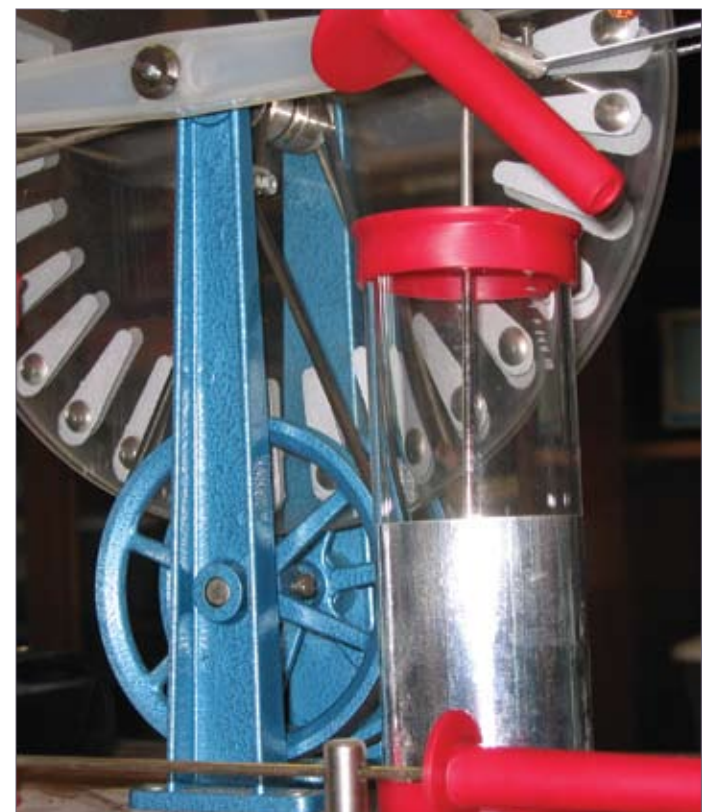



Photo by Jessica Tabak

CAS


Faculty Profiles




Dave Angelini




James Bono




Kyle Dargan




Katie Decicco-Skinner



Andy Holtin



Natalia Ruiz Junco



Karl M. Kippola

DAVE ANGELINI

Assistant Professor, Department of Biology

BA biology, St. Mary's College of Maryland
PhD molecular, cell, and developmental biology; Indiana University

Courses? General Biology I, Molecular Biology

What drew you to your field of study? My field is developmental biology, which is the study of how living things grow and change during their lives. In particular I'm interested in how these processes of change, which happen for each individual plant or animal, themselves change over evolutionary timescales. Since I've always been interested in what happens in ponds, puddles, and long grass, this field seemed to naturally draw my attention.

Reading? *Collapse: How Societies Choose to Fail or Succeed* by Jared Diamond; *When the Tide Goes Far Out* by Lorus and Margery Milne; and *Snow* by Orhan Pamuk

If you had a time machine? In 1854, Alfred Russel Wallace began exploring the islands of Borneo and Indonesia, cataloguing birds, insects, plants, and other life. This would soon lead him to a theory of natural selection parallel to Charles Darwin's. For its incredible natural setting and significance in the history of science, that episode in history would certainly be my time travel destination.

JAMES BONO

Assistant Professor, Department of Economics

BA international studies, American University
PhD economics, University of California–Irvine

Courses? Selected Topics: Introduction to Game Theory; Microeconomics

What drew you to your field of study? I just thought economics would be a great framework for understanding the world—and I still think it is.

Reading? *The Time of Our Singing* by Richard Powers

If you had a time machine? These days, I'd like to visit southern California around 1776.

KYLE DARGAN

Assistant Professor, Department of Literature

BA English language and literature, University of Virginia
MFA creative writing, Indiana University

Courses? Creative Writing: Poetry; The Literary Imagination

What drew you to your field of study? I've always been an inventor of sorts, but after I realized that I didn't have the precise attention to numbers needed to be an engineer (there's really no allowance for "partial credit" in the field), I shifted from numbers to words. And unlike my experiences with math, there is a certain agnostic quality to writing and to poetry especially—I write out of curiosity towards unknown revelation. Two added to two is always four, and that is a good thing. Life needs stability. But you can take the same two words and, depending on how you arrange and situate them within the language that surrounds us, you'll never know how far that combination of words will take you.

Reading? *The Post-American World* by Fareed Zakaria

If you had a time machine? I think I'd want to check out the Ice Age. In these days of rising temperatures, the idea of a world inundated with ice intrigues me. It's almost unfathomable.

KATIE DECICCO-SKINNER

Assistant Professor, Department of Biology

BS biochemistry, Virginia Polytechnic Institute and State University
PhD nutritional immunology, Pennsylvania State University

Courses? Cell Biology with Laboratory

What drew you to your field of study? I've always had an inherent interest in the biological sciences. Maybe it's partly because of experience and partly due to genetics. My father was a microbiologist and the chair of the biology department at Catholic University for 30 years. I spent many days at his university, watching him give lectures, seeing how he affected students' lives, and learning research techniques from him. I knew by high school that this was the path that I, too, wanted to take. I chose to delve into cell biology because I am interested in how living beings interact with one another and with their environments to sustain themselves and society as a whole. My area of research is in cancer cell biology. I've always been fascinated with the human body—how it normally functions to protect us from disease, and the consequence of what happens (like cancer) when it fails.

Reading? *Big Russ and Me: Father and Son: Lessons of Life* by Tim Russert

If you had a time machine? I know that I should say that I want to go back to

some monumental event like Martin Luther King Jr.'s "I Have a Dream" speech or the signing of the Declaration of Independence, but honestly, I would go back to a time when I was young and my grandparents and father were still alive. I would talk a little less and listen a little more.

ANDY HOLTIN

Assistant Professor, Department of Art

BA art, Freed-Hardeman University
MFA sculpture and extended media, Virginia Commonwealth University

Courses? The Artist's Perspective: Sculpture; Advanced Sculpture

What drew you to your field of study? My commitment to art stems from the capacity of the field to absorb and reflect an enormous range of interests (even all?)—personally, academically, and artistically—in an undertaking both physical and intellectual. Studying and practicing art, then, was a way for me to avoid making a decision between history, linguistics, neurology, engineering, and all the other areas whose overlap contributes to the richness of our culture. In sculptural practice in particular, historically inclusive and exclusive distinctions have given way to unfettered opportunities for artists, making this a very interesting time to be in the field.

Reading? *America's Hidden History: Untold Tales of the First Pilgrims, Fighting Women, and Forgotten Founders Who Shaped a Nation* by Kenneth C. Davis

If you had a time machine? January 26, 1926, London: John Logie Baird's first demonstration of his device for transmitting moving images—an apparatus with spinning wooden discs and lights and shutters, completely unrelated to television as we know it. A footnote, a parenthetical invention, but it worked.

NATALIA RUIZ JUNCO

Assistant Professor, Department of Sociology

BA political science; Universidad Complutense de Madrid, Spain
PhD sociology, University of Kentucky

Courses? Major Social Theorists, History of Sociological Theory

What drew you to your field of study? An unyielding curiosity for understanding the social world

Reading? *Middlemarch* by George Eliot

KARL M. KIPPOLA

Assistant Professor, Department of Performing Arts

BA drama, University of Montana
MFA acting, Wayne State University
PhD theatre and performance studies, University of Maryland

Courses? Fundamentals of Acting III, Reflections of American Society on Stage and Screen

What drew you to your field of study? My love for the theatre began quite early. I first appeared on stage as Baby New Year at seven and a half months. On the academic side, I became intrigued by the interaction of actor and audience when performing a nineteenth-century melodrama and began looking at that historical era to better understand how theatre and society influence each other.

Reading? *Performing Patriotism: National Identity in the Colonial and Revolutionary American Theater* by Jason Shaffer

If you had a time machine? I would probably travel to the time of Shakespeare, perhaps to the first performance of Hamlet.

KATHRYN MURATORE

Assistant Professor, Department of Chemistry

BS chemistry, Carnegie Mellon University
PhD molecular and cell biology, University of California–Berkeley

Courses? The Human Genome, Biochemistry I

What drew you to your field of study? Although I was focusing on organic synthesis as an undergraduate, I had the opportunity to do an internship at DuPont Pharmaceuticals in the enzymology department. It was this internship that pushed me into biochemistry and enzymology. When I started graduate studies, genome sequences were being published at high rates and I became interested in using computers to mine the data and aid in the design of biochemical experiments.

Reading? *The Origin of Species* by Charles Darwin, *The Economics of Prohibition* by Mark Thornton, and *As We Go Marching* by John T. Flynn

If you had a time machine? I prefer the conveniences of modern life, but it would be fascinating to have conversations with the drafters of the United States Constitution in 1787.

(Continued on p.8)

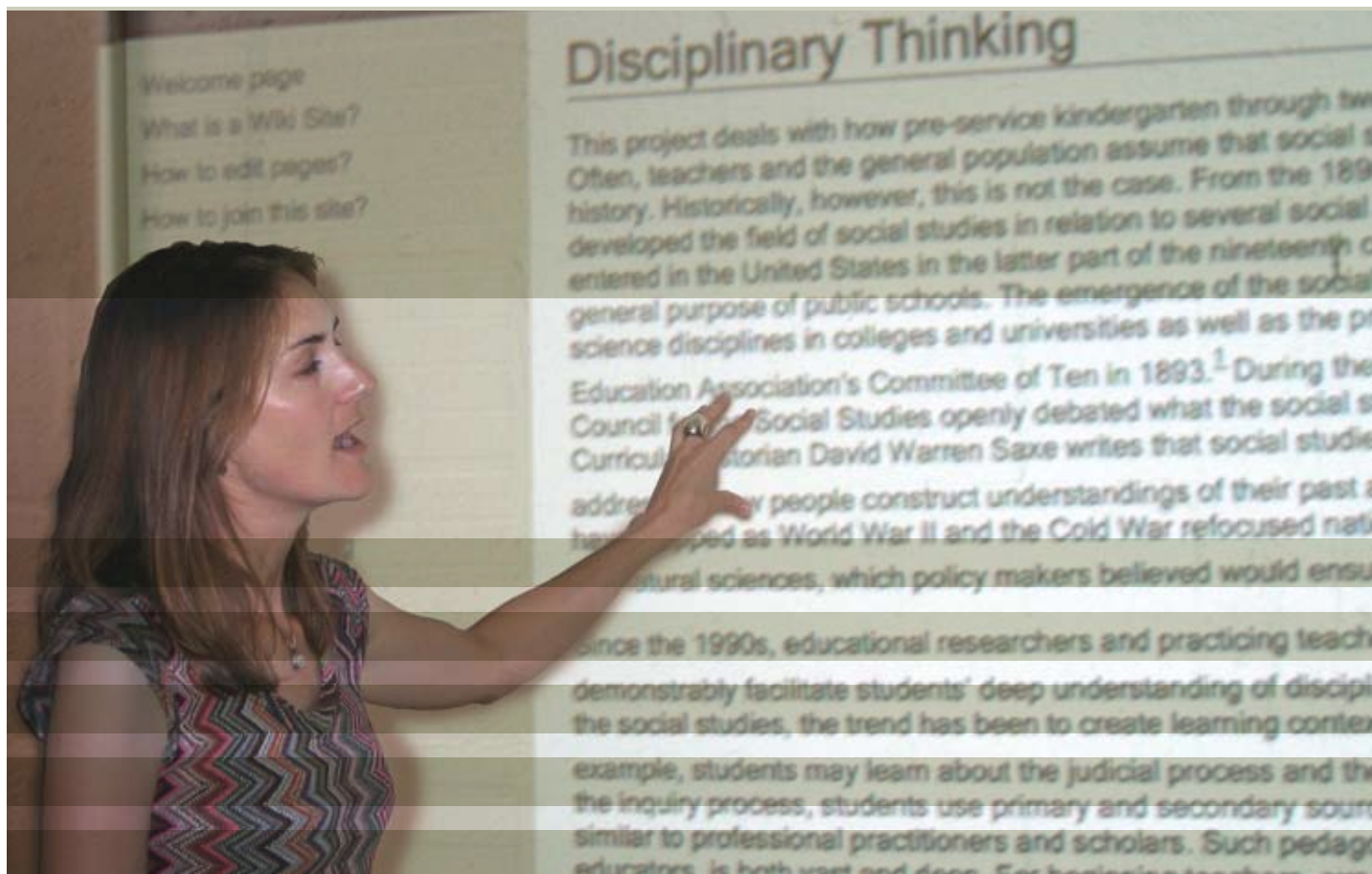


Photo by Jessica Tabak



Courtesy of Library of Congress, Prints and Photographs Division

Traditional Subject, New Approach

Secondary social studies education draws from many disciplines—among them history, sociology, economics, psychology, geography, and law. Most teacher education programs, though, don't adequately address how to present this mix of subjects in the classroom. "The approach in social studies teacher training is very much focused on pedagogy rather than content-driven teaching," says Adrea Lawrence, professor in the School of Education, Teaching, and Health (SETH).

Lawrence is helping SETH's teacher training program to buck this trend. In summer 2007, at the suggestion of a student, she piloted a course called Social Studies Methods II. Students looked at primary social studies texts from the perspectives of different disciplines to see how content drives pedagogy, rather than the other way around. A version of the course will soon be offered to all MAT students with a concentration in secondary education.

Based on feedback from this course, Lawrence launched a pilot project to explore different approaches to research and teaching in social studies disciplines. She interviewed a dozen American University professors in social studies-related fields about their methods.

"Understanding a field of study is understanding the central questions that shape it, the types of data and evidence that researchers collect, and how they not only analyze that data but how they report on it," Lawrence explains. "If we are interested in learning how one thinks in a particular field, then applying the methods that they use [in their] thinking is essential."

Lawrence presented the results of her research last July at the International Social Science Conference in Prato, Italy. She hopes to follow up with a more comprehensive analysis by interviewing professors from other schools.

In addition, Lawrence continues to research the historic dynamics between public schools and American Indian communities. She has been analyzing the early-twentieth-century correspondence between a teacher at a Pueblo Indian day school and her supervisor, who ran an Indian boarding school. She hopes to complete a book manuscript on the subject later this year.

EDUCATION ABROAD



Courtesy of Kenya Doyle

Kenya Doyle, MAT secondary education '09, took a group of five D.C. high school students to Ghana this spring. And Tom Bishop, MA international training and education '08, turned their experience into a capstone project on the importance of study-abroad programs in inner-city schools.

Bishop says, "Many kids at our school have never been outside of their neighborhoods. These trips broaden their perspectives on humanity and open their minds."

To learn more about Doyle's trip and Bishop's research, visit *CAS Connections* summer 2008 online edition at www.american.edu/cas/connections/08summer1.cfm.

PRESIDENTIAL PREDICTIONS



Photo by Anne Bentzel

Allan Lichtman (history) will share his insights on and predictions for the current presidential election as part of CAS's 2008–09 Bishop C. C. McCabe Lecture Series. His talk is scheduled for Tuesday, October 28, at 7 p.m.

in the Abramson Family Recital Hall at the Katzen Arts Center.

He will also sign copies of his new book, *White Protestant Nation: The Rise of the American Conservative Movement*, as well as his updated *Keys to the White House: A Surefire Guide to Predicting the Next President*, 2008 edition.

Lichtman is a nationally recognized presidential historian. He has provided commentary on a variety of subjects for major broadcasting and cable networks in the United States and abroad.

A DIVINE OPPORTUNITY



Photo by Jessica Tabak

Armando Huaranga, CERT premed '08, was apprehensive as he waited to audition for the papal choir that would perform at Pope Benedict's D.C. mass last spring. "It was intense," he recalls,

"especially when I heard the person in front of me and he sounded immaculate. I was thinking, there goes my chance."

Fortunately, Huaranga's adventure was far from over. Read the details of his unique experience in *CAS Connections* online summer edition at www.american.edu/cas/connections/08summer1.cfm.

A SWEET SOLUTION



Courtesy of Daniel Goebel

Teaching at-risk youths how to run a bakery may sound like an unlikely way to promote positive life skills, but at Cakes for Cause it is a recipe for success.

Program director Elin Ross, MA anthropology '95, explains, "We're

trying to teach [a sense of] discipline, awareness, and self-evaluation for kids who have aged out of foster care or are in public housing, who may not have a family support network to help them be successful. Pastry making is something that kind of lends itself to a program like this: There's technique to it, there's detail to it, and there's structure to it."

Read more about Ross's new project in *CAS Connections* online summer edition at www.american.edu/cas/connections/08summer1.cfm.



Photo by Jessica Tabak



Finding Altruism in Adversity

June 16, 1996, is a day Batul Al-zubeidy, BS chemistry and BA international relations '08, will remember forever. For the previous six years, she and her family had lived in an Iraqi refugee camp in the Saudi Arabian desert. Makeshift tents offered flimsy relief from the 120-degree heat; food was scant or spoiled; water was scarce; and people were dying from a lack of medical attention.

Outside the jurisdiction of the United Nations, the camp, which contained nearly 40,000 people, was run by Saudi Arabian soldiers notorious for their violent treatment of refugees. "As a child, there were so many times when I was so afraid the soldiers would come and want to kill me," she recalls.

But on that day in June, her family's name was drawn in the annual United Nations-sponsored lottery that gave 5,000 refugees a chance to immigrate to America; of these, roughly 5 percent would ultimately be allowed to go.

After a year of interviews and background checks, Al-zubeidy and her family beat the odds, arriving in Washington in July 1997. Twelve years old, with no knowledge of American culture or language, Al-zubeidy felt both elated and apprehensive. "We were so lucky—but we were also afraid of the unknown," she says. "We didn't speak any English, and we didn't know anyone here."

Her desire to help people like those her family left behind, however, inspired her to persevere. "I would read about Doctors Without Borders or the Medical Corps, and I decided I really wanted to do that," she explains. "But I knew that in order to get there, I would have to work really hard and deal with all these difficulties."

By the time Al-zubeidy entered high school, she was an excellent student, fluent in English, with her sights set on college. "American University was this very liberal, politically active institution, and I liked that," she says. "I also wanted to pursue both science and politics, which I was able to do here." At AU, Al-zubeidy distinguished herself with her academic achievements and her commitment to social causes. For two years, under the supervision of chemistry professor Monika Konaklieva, she researched new antibiotics for the treatment of tuberculosis. She also volunteered at four local hospitals.

Al-zubeidy's dedication has brought her one step closer to her dream. This fall, she began her first year at Georgetown University School of Medicine. "Academics are very important, but really it's what you do with them that matters most," she says. "Giving a helping hand to those in need is really my goal." She pauses, then adds, "It's the goal that kept me going."

What's Happening For a complete calendar of events, visit www.american.edu/cas/events.cfm.

Through Oct. 26

Ledelle Moe: Disasters

Sylvia Berlin Katzen Sculpture Garden, American University Museum
Concrete and steel installations by South African sculptor Ledelle Moe. Free

Sept. 2–Oct. 26

Alexandre Arrechea: Mistrust

American University Museum
Cuban artist Alexandre Arrechea's interdisciplinary and monumental works explore themes of surveillance and social isolation. Free

Sept. 2–Oct. 26

Sandow Birk: The Depravities of War

American University Museum
Exhibit juxtaposes Jacques Callot's *Miseries of War* (1630) with contemporary artist Sandow Birk's works inspired by the Iraq war. Free

Sept. 9–Oct. 26

Ricardo Calero. Goya. Disparates . . . Continuity of an Unfinished Project

American University Museum
Exhibit is cosponsored by the Embassy of Spain. For a schedule of related events, visit www.american.edu/cas/events.cfm. Free

Sept. 12

Emil George, Horn

8 p.m. Abramson Family Recital Hall, Katzen Arts Center
Emil George will be joined by David Jones, clarinet, and Cecilia Cho, piano. Admission: general \$15, AU community and seniors \$10, students \$5. Tickets at www.american.tix.com or call 202-885-ARTS.

Sept. 13–Oct. 26

Close Encounters: Facing the Future

American University Museum
Close Encounters is presented in collaboration with the Provisions Learning Project and cosponsored by the CrossCurrents Foundation. Free

Sept. 13

Artists' Reception

6–9 p.m. American University Museum
Celebrate the opening of new exhibits: Ledelle Moe: Disasters; Ricardo Calero. Goya. Disparates . . . Continuity of an Unfinished Project; Alexandre Arrechea: Mistrust; Sandow Birk: The Depravities of War; and Close Encounters: Facing the Future.

Sept. 21

Kids at the Katzen

1–3 p.m. American University Museum
Exhibit-related activities for children age five and up. Materials fee: \$7 (cash only, please). For information, visit www.american.edu/museum/family.

Sept. 24

Arts in the Rotunda

Noon. Katzen Arts Center Rotunda
Free

Sept. 25

Open Arts Nights

6–8 p.m. American University Museum
Visit the AU Museum after hours and enjoy performances by American University students. Free

Sept. 26–27

PERF-101

8 p.m. Greenberg Theatre
Department of Performing Arts showcases the talents of new students. General admission: \$5

Oct. 1

Annual MFA Alumni Reading

8 p.m. Board Room (sixth floor), Butler Pavilion
Readings by Sandra Beasley, MFA '04, and Barbara Goldberg, MFA '85. Free

Oct. 4

Gorenman Beethoven Project

8 p.m. Abramson Family Recital Hall, Katzen Arts Center
The third in an eight-performance series devoted to Ludwig Van Beethoven's piano sonatas. Admission: general \$15, AU community and seniors \$10, students \$5. Tickets at www.american.tix.com or call 202-885-ARTS.

Oct. 7

Critical Inquiry: Masculinity(s)

Fall Arts Colloquia Lecture: Alexander Dumbadze on Violence and Chris Burden
Noon. Abramson Family Recital Hall, Katzen Arts Center
George Washington University professor and cofounder of the Contemporary Art Think Tank. Free

Oct. 14

Critical Inquiry: Masculinity(s)

Fall Arts Colloquia Lecture: Spoon Popkin

Noon. Abramson Family Recital Hall, Katzen Arts Center
Baltimore-based artist. Free

Oct. 15

Poetry and Prose Reading: Faculty Benefit Reading

8 p.m. Board Room (sixth floor), Butler Pavilion
Annual reading by AU creative writing faculty. \$5 suggested donation; proceeds will be donated to Food & Friends.

Oct. 23

Atrium Series: Bringing Music to the People

Noon. Battelle-Tompkins Atrium. Free

Oct. 23–25, Oct. 30–Nov. 1

Thoroughly Modern Millie

Oct. 23–24: 8 p.m.; Oct. 25: 2 p.m. and 8 p.m.; Oct. 30–Nov. 1: 8 p.m.
Greenberg Theatre
Musical about a young woman living in 1920s New York City. Admission: general \$15, AU community and seniors \$10, students \$5. Tickets at www.american.tix.com or call 202-885-ARTS.

Oct. 28

Critical Inquiry: Masculinity(s)

Fall Arts Colloquia Lecture: Marc Kenison

Noon. Abramson Family Recital Hall, Katzen Arts Center
Founder of Seattle's Washington Ensemble Theatre. Free



Photo by Ron Aira



Liberal Arts at American University

We of Sound Minds and Bodies

Today finds us engaged in a global propaganda war where many seek control of “the truth”—that which, in terms of ideas, constitutes seemingly firm ground from which to launch an agenda. The struggle for control of truth bores me, as a writer, as I have learned that there is more truth in the process than the proclamations at the end. I don’t write a poem to prove my truth; I do so to discover. And I read literature not to substantiate what I do know but to illuminate what remains unknown to me. Once I have discovered, once I’ve read and delved deeper into the endless pit of that which I do not know, I may develop an argument to put things in perspective. But without that initial process of search and discovery, of boundary testing, I would have to say that my perspective, my truth, would be insular and of little worth.

The questioning of “truth” and the trials of discovery are what define liberal arts education for me. Be it in the study of literature, physics, history, and social sciences or engagement in the creative arts, we encourage our students to disassemble and reform, with their minds and physical bodies,

the truths that they have inherited. It can be a trying process, but, even if they don’t know it, they are brave. (Why else would they be here?)

A liberal arts education makes one a steward of the world, for not only does one learn our various ideological foundations, but also, and most importantly, one learns how to generate and answer the types of questions that lead toward a more nuanced and, in the most wholesome sense, actionable truth.

In “Asphodel, That Greeny Flower,” William Carlos Williams writes, “It is difficult/to get the news from poems/yet men die miserably every day/for lack/of what is found there.” I am walking into Battelle hoping to save some from such a fate—and if I and the rest of the CAS faculty are successful, we send out, into the university community and the global community, thinkers who can do the same.

Kyle G. Dargan
Assistant Professor, Department of Literature
Coordinator, CAS Bishop C. C. McCabe Lecture Series

HISTORIC STUDY, GLOBAL UNDERSTANDING



Photo by Jessica Tabak

For Bob Griffith, history professor and chair, his department’s ongoing contribution to AU’s mission of international service education is a course in global awareness and civic duty.

“We seek to sustain our traditions of excellence in teaching and scholarship, while making explicit our longstanding commitments to internationalism, civic engagement, and diversity,” he says. “Here at AU, we are building on our existing strengths through new faculty appointments and new curricula that highlight the global reach of our discipline.”

Griffith’s essay, “History and the Liberal Arts at American University,” is the first in a continuing *CAS Connections* series, Liberal Arts at American University. Read the essay online at www.american.edu/cas/connections/08summer1.cfm.

Oct. 29
Fiction Reading: David Grossman
Noon. Abramson Family Recital Hall, Katzen Arts Center
Cosponsored by AU’s Center for Israel Studies, *Nextbook*, and the Washington D.C. Jewish Community Center. Free

Oct. 29
Arts in the Rotunda
Noon. Katzen Arts Center Rotunda
Free

Nov. 1–2
American University Symphony Orchestra Concerto and Aria Competition
3 p.m. Abramson Family Recital Hall, Katzen Arts Center
AU music students compete to perform with the American University Symphony Orchestra in spring 2009. Free

Nov. 5
Poetry Reading: Michael Collier
8 p.m. Board Room (sixth floor), Butler Pavilion
Free

Nov. 6
Critical Inquiry: Masculinity(s)
Fall Arts Colloquia Lecture: Keith Mayerson
Noon. Abramson Family Recital Hall, Katzen Arts Center
New York-based visual artist. Free

Nov. 6
The Atrium Series: Bringing Music to the People
Noon. Battelle-Tompkins Atrium
Free

Nov. 6–8
Shared Space
8 p.m. Studio Theatre, Katzen Arts Center
Sixties college students cope with living in a group house.
Admission: \$5

Nov. 7
American University Jazz Ensemble in Concert
8 p.m. Abramson Family Recital Hall, Katzen Arts Center
Admission: general \$15, AU community and seniors \$10, students \$5. Tickets at www.american.tix.com or call 202-885-ARTS.

Nov. 9
American University Wind Ensemble in Concert
3 p.m. Abramson Family Recital Hall, Katzen Arts Center
Admission: general \$15, AU community and seniors \$10, students \$5. Tickets at www.american.tix.com or call 202-885-ARTS.

Nov. 11
Critical Inquiry: Masculinity(s)
Fall Arts Colloquia Lecture: Scott Reeder
Noon. Abramson Family Recital Hall, Katzen Arts Center
Teacher at the School of the Art Institute of Chicago. Free

Nov. 11–Dec. 28
Jack Boul
American University Museum
Former AU professor exhibits his prints, drawings, and paintings.
Free

Nov. 11–Dec. 28
Ibero-American Salon
American University Museum
The Association of Ibero-American Cultural Attachés and American University Museum present works from Spanish- and Portuguese-speaking countries. Free

Nov. 11–Dec. 28
Onthaasting: About Spare Time and Slower Worlds
American University Museum
Works by contemporary Belgian artists. Free

Nov. 11–Dec. 28
Jae Ko
American University Museum
Artforum International said of this Korean artist: “Jae Ko uses large, tightly bound spools of adding-machine paper that she wraps, folds, and contorts like toffee.” Free

Nov. 11–Dec. 28
Invasion 68: Prague—Photographs by Josef Koudelka
American University Museum
Josef Koudelka presents photographs of the 1968 Soviet invasion of Prague. Free

Nov. 11–Jan. 18
Dalya Luttwak
Sylvia Berlin Katzen Sculpture Garden, American University Museum
Dalya Luttwak’s welded metal sculptures expose what is never seen in nature. Free

Nov. 12
Arts in the Rotunda
Noon. Katzen Arts Center Rotunda
Free

Nov. 14–16
American University Symphony Orchestra and American University Chorus
Nov. 14: 8 p.m. (open dress rehearsal)
Nov. 15: 8 p.m.; Nov. 16: 3 p.m. Abramson Family Recital Hall, Katzen Arts Center
Performance includes Rossini’s Overture to *La gazza ladra* and the “Exodus” portion of Handel’s *Israel in Egypt*.
Admission: general \$15, AU community and seniors \$10, students \$5; dress rehearsal is free. Tickets at www.american.tix.com or call 202-885-ARTS.

Nov. 16
Kids at the Katzen
1–3 p.m. American University Museum
Exhibit-related activities for children age five and up.
Materials fee: \$7 (cash only, please). For information, visit www.american.edu/museum/family.

Nov. 18
Critical Inquiry: Masculinity(s)
Fall Arts Colloquia Lecture: Louise Fishman
Noon. Abramson Family Recital Hall, Katzen Arts Center
New York-based abstract artist. Free

Nov. 19
Memoir Reading: Honor Moore
8 p.m. Abramson Family Recital Hall, Katzen Arts Center. Free