

SEPTEMBER 2006

Swarthmore

COLLEGE BULLETIN



AMERICA
the ÜBERPOWER



features

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ON THE COVER

Millions of people around the world wear, eat, drink, sing, and dance American—seduced by all things "Made in U.S.A." Illustration by Daron Parton. Story on page 12.

OPPOSITE

The Alice Paul Residence Hall glows beneath fireworks celebrating the College's 134th Commencement. Photograph by Ari Levinson.

On Sept. 11, I hung an American flag on my front porch, just as I had done in the weeks following that shocking morning 5 years ago. I'm no blind patriot, but it seemed like the right thing to do—a way to remember. I also display my flag on Memorial Day, Flag Day, and Independence Day.

I have always seen the stars and stripes as a symbol of the ideal America that I admire and love—industrious and benevolent, generous and democratic, peaceful and free. When I take my flag down from the front-porch beam, I fold it carefully in the approved fashion—its triangular blue field and white stars to the outside—just as I learned in elementary school many years ago.

I remember Memorial Day celebrations in the small Allegheny River town near where I grew up. The color guard snapped to attention, a wreath was laid at a monument outside the American Legion Hall, a band played, and all of the children rode in a short parade on bicycles bedecked with red, white,



During the Vietnam War, I felt cheated when the hard hats and hawks appropriated the flag as their pro-war symbol. I wanted to take the flag back from people who were doing such things in my name.

and blue crepe paper and little flags. My father, who, not long before, had fought the Nazis in North Africa and Italy, reveled in this simple celebration, taking home movies of the parade and smiling with his pretty wife and my aunts and uncles. This was my country and my flag.

Later, during the years of protest against the Vietnam War, I felt cheated when the hard hats and love-it-or-leave-it hawks appropriated the flag as their pro-war symbol. If you wore the stars and stripes on your lapel, people knew you backed the administration on the war. It was a powerful symbol that should have replaced the Viet Cong flags that some protesters waved in the faces of our returning soldiers. I thought that America, where I was so lucky to have been born, could not be the country that carpet bombed and

defoliated the Vietnamese countryside. I wanted to take the flag back from the people who were doing such things in my name.

Now, America is involved in another foreign war. Our flag is the object of hatred and scorn in many parts of the world. Even our historic friends question the United States' unilateral foreign policy. As the world's only superpower—the überpower of Josef Joffe's ['65] cover story (p. 12)—we can theoretically choose almost any course of action. Yet we choose war. And, as Freebo '66 says in his song "The Freedom Wall" (p. 58), we seem bent on building a wall between us and the rest of the world.

The flag I fly at home is hoisted in the hope that America can still fulfill the ideals of those remembered Memorial Days. The flag flies here at Swarthmore too, high atop Parrish Hall—a daily reminder that we are an American institution with a responsibility to our country and our world.

—Jeffrey Lott



Swarthmore

COLLEGE BULLETIN

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The *Swarthmore College Bulletin* (ISSN 0888-2126), of which this is volume CIV, number 3, is published in August, September, December, March, and June, with a special issue in September, by Swarthmore College, 500 College Avenue, Swarthmore PA 19081-1390. Periodicals postage paid at Swarthmore PA and additional mailing offices. Permit No. 0530-620. Postmaster: Send address changes to *Swarthmore College Bulletin*, 500 College Avenue, Swarthmore PA 19081-1390. ©2006 Swarthmore College Printed in U.S.A.

SILENT ON IRAQ

I wish we, as a moral community, would critique the contrasting points of view of Paul Wachter '97, who is notably self-satisfied with the achievements of the latest generation of student activists ("The New Activism," June *Bulletin*), and Dahlia Wasfi '93, whose anguished question—"What will you do?"—chastens our conscience and exposes our failure to prevent the United States' invasion of Iraq ("For Now, They Struggle," June *Bulletin*).

The "new activists" are silent on Iraq. According to Wachter, today's activists prefer "discrete causes" and "eschew the grandiose." I see that they prefer blindness. The invasion was preceded by 12 years of war conducted through sanctions and military bombings. The pretexts for the invasion were obviously phony. Liberals castigate the stupidity of Bush, but they went along with the fiction of weapons of mass destruction.

KATHERINE "KITTY" BRYANT '74
Philadelphia

SWARTHMORE AND THE NSA

I read "The New Activism" with fascination and delight. Congratulations to Swarthmore's undergraduates and recent graduates whose activities and efforts are described in this piece.

The article discusses 1960s activism and compares it with activism today. It is interesting to note that activism was alive and well at Swarthmore long before the 1960s. This year, the American Council on Education and Praeger Publishers released *American Students Organize: Founding the National Student Association [NSA] After World War II*. The immense book (1,244 pages) documents the founding and early years of the NSA and the activities of many other intercollegiate organizations during the era of the GI Bill, approximately 1945 to 1952. An introductory chapter describes intercollegiate student organizations from the 1920s through World War II. Swarthmore is well represented throughout the book. In its pages, student idealism over the years springs wonderfully to life. I recently donated a copy to the College library.

RALPH LEE SMITH '51
Reston, Va.

A DIFFERENT VIEW

One of my cello students is a 64-year-old Vietnamese man. He is a medical doctor and has lived in Florida since he left Vietnam on a small boat during the exodus of the mid-1970s. He saw the cover story ("The Spirit of Vietnam") of the June *Bulletin* that was sitting on my piano and asked if he could read it. Last night, he returned for his next lesson and handed it back with a look of disappointment. He said the visitors to Vietnam were fed the images and messages the government wanted them to have. His constant communication with friends and relatives who are still living in different parts of Vietnam gives him a very different impression of the country today. Poverty and oppression are everywhere, he said, and the South is still made to feel the heel of the North, even though it is ostensibly one country now. He also was amazed at how a ruthless, dictatorial demagogue like Ho Chi Minh could be elevated to a virtual saint. My student felt the article did a disservice to Vietnamese people everywhere.

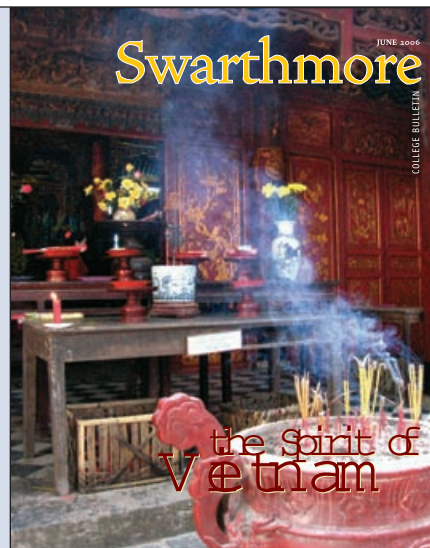
Whew! Quite a difference in opinions—and not unexpected for a country that has had such a beleaguered past. To me, the article instilled a desire to visit the country myself someday. This probably won't happen, but it is a new interest.

EDWARD KLEIN '66
Gainesville, Fla.

ONE CAN'T HELP BUT WONDER

"The Spirit of Vietnam" is certainly a splendid, enthusiastic, and keenly observed description of the treasures—cultural, historic, and panoramic—of this assuredly happy, proud, and thoroughly progressive country. Indeed, as so eloquently presented here, today's Vietnam seems to encapsulate the quintessential ingredients that will no doubt ensure soaring prosperity, social justice, and a future based on mutual respect and understanding between our two countries.... One can't help but wonder, then, whether any of the [Swarthmore travelers] were one bit interested in Vietnam's shocking human rights record, total ban on political dissent and press freedom, and a judiciary based on Marxist principles.

GEORGE VANDOR
Kirkland, Wash.



A FITTING TRIBUTE

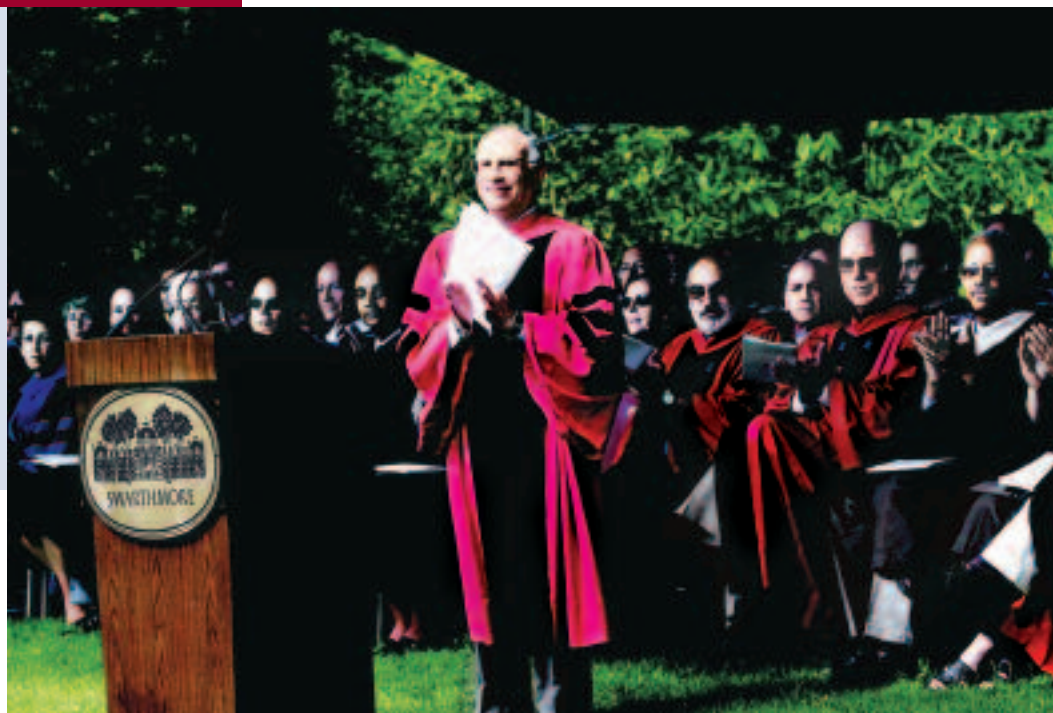
I noted with great interest that Pat Clark Kenschaft '61 was awarded the 16th annual Louis Hay Award for Contributions to Mathematics Education ("Class Notes," June *Bulletin*). This award is named for Louise Schmir Hay '56, who graduated from Swarthmore with a degree in mathematics, earned a Ph.D. at Cornell University in 1965, and became head of the Mathematics Department at the University of Illinois, Chicago. She was a founding member of the Association of Women in Mathematics, and the Louise Hay Award was established by that organization in 1990 to honor her "lifelong commitment to nurturing the talent of young women and men" and to mathematics education in general. Louise died a very premature death on Oct. 28, 1989. It is good that her memory is honored by this award—and most fitting that a fellow Swarthmore graduate should be a recipient.

HARRIET SCHLEY '56
Norfolk, Va.

FOR THE RECORD

I really appreciate the nice entry about my plays in the June *Bulletin* ("Books + Arts"). *Backwater Park* was nominated for an Elly Award in the category of best original script, but it received only the nomination, not the award. Much as it would have been great to receive the award, the nomination was, in itself, quite an honor. I would hate to grab undue notoriety and ask that you please note this correction.

LAURIE DANIELS BLAZICH '63
Somerset, Calif.



I WOULD LIKE TO TAKE A FEW MINUTES to consider several habits of person and mind you have cultivated here—rare and powerful habits that ready you for leadership of a truly distinctive kind.

Over your Swarthmore years, you have not only mastered a great deal of content and myriad skills but have repeatedly accepted this College's distinctive invitation to step back to gauge the relevance of that content and those skills to the broader purposes of disciplines, of intellectual pursuit itself, of societies, and of life. You not only explored disciplinary paradigms but stepped back to ask what questions are most important for those disciplines to ask. You not only built the intellectual foundation required to find your place—and thrive—in our societies and world but stepped back to define your own sense of the priorities our societies and that world should set. You have not only begun to consider the career paths you are likely to pursue but have stepped back to imagine the impact you want to make through and beyond those careers.

And in your papers, experiments, and artistic work, rather than be satisfied with simply completing the requirements of the task, you set yourselves the much more demanding goal of producing insights, results, and artistic forms that might, even in the smallest measure, extend the frontiers of understanding and creativity and, therefore, represent advances of significance. In fact, that very practice of stepping back to

define significant ends and then stepping forward to make a significant difference—on however small a scale, has become a habit integral to who you are and to what you expect of yourselves.

Over your years here, you have also accepted this College's distinctive invitation to test your perceptions, claims, and visions against the most exacting juries of truth and reality you could assemble—against relevant theoretical and experimental findings and historic and contemporary analogies; against the most reliable and comprehensive picture of facts and circumstances you could muster; against the perspectives and interpretations of others—those who tend to confirm as well as those who may unsettle your worldview; and, again and again, against your own maturing critical eye.

That exercise of intellectual humility, of seeking to verify what you believe and represent to be true, has also become a habit integral to who you are and to what you expect of yourselves.

You have accepted this College's distinctive invitation to engage complexity. You have taken joy in the intricacies of beautiful arguments, performances, programs, and proofs, but, you have, as importantly, come to recognize that responsible understanding—whether of texts or of theories, of personal choices, or of institutional and societal circumstances and priorities—often requires a similar engagement of complexity. Based on constant practice, engaging complexity

and committing the disciplined thought and persistent energy necessary to take command of it have, as well, become habits integral to who you are.

Moreover, active membership in a community resolute in its commitment to intellectual and personal honesty has reinforced in you the habit of demanding of yourselves and of others the highest standards of integrity.

Active membership in a community united in its commitment to the worth of the individual has reinforced in you the habit of seeing and valuing the other, through whatever differences, as a fellow human being.

Active membership in a community premised on confidence in the other's potential to become, through education, an independent decision maker of a better world, has reinforced in you the practice of persuading others through arguments of logic, fact, consequence, and ethical vision rather than through moralistic and sentimental appeal or instrumental threat and reward. Leading others to independent understanding and embrace of a point of view, rather than imposing or inducing unexamined acceptance of that view, has likewise become a habit integral to who you are and to what you expect of yourselves.

I am quite sure that you see these habits as now intrinsic to who you are and recognize that they have been developed or strengthened here, but I am not as sure that you appreciate how uncommon they are or

SWARTHMORE'S DISTINCTIVE INVITATION TO LEAD



COMMENCEMENT ADDRESS

BY PRESIDENT ALFRED H. BLOOM

how powerfully they prepare you for leadership of a truly distinctive kind.

Your habit of stepping back to define significant ends—and then stepping forward to make a significant difference—ensures that your leadership will be distinguished by your exceptional abilities for intellectual and ethical analysis in setting significant goals and by your resolve to make a difference in energizing momentum toward those goals.

Your habit of seeking to verify what you believe and represent to be true ensures that your leadership will be anchored in realistic assessment of the obstacles and opportunities in its path, open to new information as it unfolds, and vigilant that its own vision does not override consequences it does not intend.

Your habit of engaging complexity ensures that your leadership will take careful account of the complex trade-offs inherent in the choices it makes—trade-offs such as those between likely benefits and possible harm, between the competing interests of diverse constituencies, between response to individual circumstances and furthering collective purpose. It will be a leadership that imagines complex solutions that not only make the hard decisions required to stay on course but at the same time respond as well as possible to all legitimate claims, not simply those of highest priority.

Your habit of demanding the highest standards of integrity ensures that your leadership will, to the best of your aware-

ness, speak the truth; to the extent that prudence and confidentiality allow, maximize transparency; and, with unqualified commitment, honor community and public trust.

Your habit of valuing others across differences ensures that you, as a leader, will listen to others, seek to build common ownership of the directions you take, weigh carefully the consequences for fellow human beings in the trade-offs you make, and be willing to draw the line on decisions that risk visiting unacceptable harm.

Your habit of turning away from moralistic and sentimental appeal as well as from instrumental punishment and reward, ensures that you, as a leader, will empower colleagues to independently embrace your vision, rather than conscript followers to that vision.

Across the disciplines, professions, organizations, communities, nations, and the world you will serve, there exists a deep and pervasive thirst for leadership. And I am convinced that when humankind has the choice, it will opt for the very distinctive qualities of leadership you are ready to provide.

So, whenever you envision a promising direction for your discipline or profession or spot an imaginative strategy for your for-profit or nonprofit organization, whenever the opportunity arises to take responsibility for a group, institution, or society, step forward mindful of the quality and power of the leadership you can deliver. If you don't,

someone else will. And it's all too likely that that "someone" will be less prepared to distinguish significant goals and less able to inspire others to embrace them; less resolved to test the realities that bear on the implementation of those goals; less committed to respond to the full range of complexities at play in the decisions made; less resolute in sustaining integrity; less practiced in open and fair process; less determined to seek solutions that affirm the value of all human beings; less compelled to find and build on common ground; and less certain to choose a mode of persuasion which respects colleagues rather than demeans them.

The world is searching for the truly rare and distinctive leadership skills that you have cultivated here. I know this is so from observing the way the world has responded to the leadership offered by those who, over the years, have sat in the very seats you occupy this morning. You will know I am right once you begin to test your leadership skills beyond Swarthmore and watch the world respond to you.

The credential I will hand you shortly not only testifies to what you have accomplished but promises what you can accomplish in a world that waits. So I ask you, as you walk from those seats to this stage, let go forever of any hesitancy you might harbor over your ability to lead! 🍀

The foregoing was adapted from President Bloom's address, delivered May 28, 2006.

COMMENCEMENT 2006

THREE HUNDRED FORTY-SIX MEMBERS of the Class of 2006 graduated on May 28 at the College's 133rd Commencement. President Alfred H. Bloom awarded honorary degrees to philosopher and Africana studies scholar Kwame Anthony Appiah, scientist and inventor Neil Gershenfeld '81, and jurist Mary Murphy Schroeder '62.

Retiring Dean of the College Robert Gross '62 addressed the graduating class at baccalaureate services on May 27. The senior class speaker—chosen by his classmates—was Toby David. The class selected Assistant Professor of Educational Studies Diane Downer Anderson to address its Last Collection.

Appiah, a native of Ghana, is the Laurence S. Rockefeller University Professor of Philosophy at Princeton University's Center

for Human Values. Writing widely on issues of diversity, community-building, and cultural identity, he is best known for his book *In My Father's House* (1992), one of the most assigned books on Africana studies reading lists.

Gershenfeld directs the Center for Bits and Atoms at the Massachusetts Institute of Technology, a unique research group that investigates the relationship between the content of information and its physical representation in forms that have ranged from molecular quantum computers to musical instruments. Gershenfeld is the author of *Fab: The Coming Revolution on Your Desktop* (Henry Holt, 2005) and *When Things Start To Think* (Henry Holt, 1999). The "fab" labs that he developed are bringing prototype tools for personal fabrication out of the lab-

oratory and into the field. He has taught at MIT since 1992.

Mary Murphy Schroeder is chief judge of the Ninth Circuit of the U.S. Court of Appeals. She earned a J.D. at the University of Chicago Law School in 1965. In 1975, Schroeder was appointed to the Arizona Court of Appeals, becoming the youngest—and only the 12th woman—appellate judge in the nation. She has served on the Ninth Circuit since 1979 and as chief judge since 2000. Among her important opinions was one that rendered invalid convictions of Japanese aliens dating from World War II and a 1982 ruling that struck down height and weight requirements for female flight attendants. In 2001, she received the Margaret Brent Women Lawyers of Achievement Award from the American Bar Association.



President Alfred H. Bloom presented diplomas to 346 members of the graduating class.

After receiving their mortarboards on a zip line from high above the crowd, engineering graduates saluted themselves with a flying banner.

As the bells of Clothier Memorial Hall pealed, the faculty and senior class stepped off in front of Parrish Hall.



Senior speaker Toby David entertained with a humorous talk that compared getting through Swarthmore to the Biblical story of Exodus.



By Jeffrey Lott
Photographs by Eleftherios Kostans



Sunlight bathed the Scott Amphitheater on one of the first warm days of the spring.

HONORARY DEGREE RECIPIENTS



Neil Gershenfeld '81, honorary doctor of science: "[At Swarthmore], I spent happy hours working in the lab in the basement of the physics building. At the time, some schools did laboratory demonstrations. Others would provide lab equipment along with instructions on how to do an experiment. At Swarthmore, we were given the apparatus and told to fix it. In retrospect, this is one of the most important life lessons I learned. As I went on to make computerized musical instruments and molecular quantum computers and personal fabricators, I was driven by the kind of imperative I found at Swarthmore—to see what could be rather than what is."



Mary Murphy Schroeder '62, honorary doctor of laws (*right, with Professor of Political Science Carol Nackenoff*): "Swarthmore and Professor J. Roland Pennock gave me the encouragement and opportunity to do what few women thought of doing in 1962—to become a lawyer and aspire to public service at the highest levels.... So my charge to you is about opportunity. Your generation will find new heroes. Perhaps some of you will be among them. Help them, and help each other reach at least my generation's goals of equal justice and equal opportunity, not only in the United States but throughout the world."



Kwame Anthony Appiah, honorary doctor of humane letters: "Here's a conundrum for you: The past century has been an age of unprecedented scientific and scholarly mastery; it has also been an age of unprecedented bloodshed.... If we're so good at math, why haven't we become whizzes at morality? ... When you graduate from Swarthmore, you'll surely add to the relentless expansion of human knowledge. As you do so, I suggest only, by way of common sense, that you see what contributions you can make to that other, great collective project of moral understanding."



ELEFTERIOS KOSTANS



A Select Set of Students

A RECORD 4,850 students applied to the College for admission to the Class of 2010, a 19 percent increase over 2005–2006. Offers of admission were sent to 897 (18 percent) of the applicants, from which a class of about 372 arrived in late August.

Of those admitted from schools reporting class rank, 33 percent are valedictorians or salutatorians, 56 percent are in the top 2 percent of their high school class, and 91 percent are in the top decile. The Class of 2010 comes from five continents, 36 nations, and 47 U.S. states as well as the District of Columbia. Sixty-three percent of those admitted were from public high schools, 21 percent from independent schools, 8 percent from schools overseas, and 1 percent were home-schooled. Fifty-two percent of accepted students identified themselves as domestic students of color: 21 percent as

Asian American, 14 percent as African American, 16 percent as Latino/a, and 1 percent as Native American/Hawaiian.

According to the 2006 *Princeton Review* survey of “America’s Best Value Colleges,” Swarthmore ranked ninth among public and private colleges offering the best education for the money.

And, for the third year in a row, Swarthmore was ranked 3rd among national liberal arts colleges by *U.S. News and World Report*, behind Williams and Amherst colleges. Of these schools, Swarthmore is the only one to have remained in the top three since the rankings were first published in 1983.

Tuition, room and board, and other fees will rise to \$43,532 in 2006–2007, but the College continues to meet all demonstrated need with scholarships. More than half of Swarthmore students received aid in 2005–2006, with the average aid award (scholarships, loans, and campus jobs) totaling \$29,500.

—Jeffrey Lott

Members of the Class of 2010 get to know each other during orientation in late August.

2010

No Single Motivation for Terror

LINKING THE RECENT CONFLICT BETWEEN ISRAEL AND HEZBOLLAH to the Sept. 11 terrorist attacks, the U.S. administration repeated the message often used to justify U.S. involvement in Iraq: that the “war on terror” presupposes the existence of a single enemy united around a single cause—religiously motivated hostility to freedom and the American way of life.

Assistant Professor of Political Science Jeffrey Murer disagrees, maintaining that militant Islam is neither unified and cohesive in purpose nor religious in nature.

Co-editor—with Associate Professor of National Security Affairs at the Naval War College Derek S. Reveron—and contributor to the book *Flashpoints in the War on Terrorism*, published in August by Routledge, Murer says: “We found that insurgents who are using Islam around the world are doing so to mark their differences from the states they are opposing. They are primarily fighting local wars, asymmetrical wars of independence. Other than that, they have little connection with one another.”

Alumni Travel Programs to Expand

TO INCREASE THE NUMBER and variety of travel options offered to alumni, the College's Alumni Relations Office recently entered into an agreement with Travel Study Services (TSS), a New York firm that specializes in creating travel packages for colleges and universities.

"We wanted to offer more trips and be able to include destinations that we haven't visited before," says Lisa Lee '81, director of alumni relations. "We also wanted to have some shorter trips, some that would appeal to younger alumni, to people interested in social or environmental issues—and possibly even some opportunities for community service."

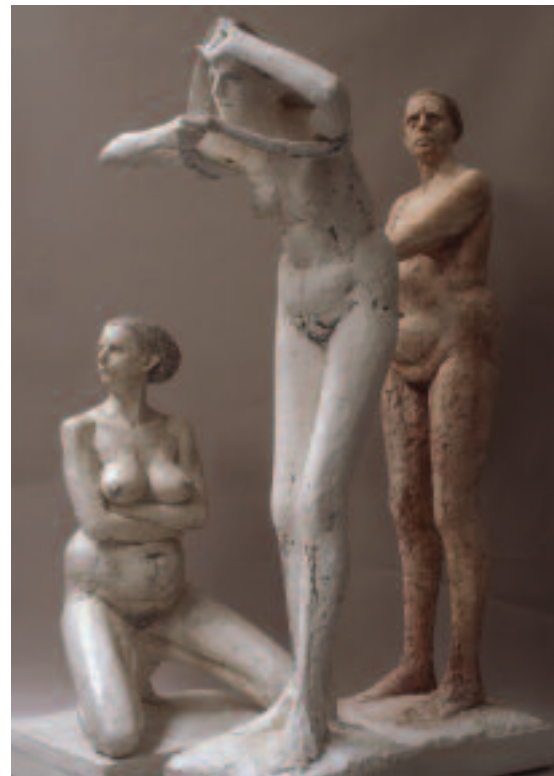
Although her office will continue to develop ideas for alumni travel and work with the faculty members, Lee says that TSS will handle the logistics, allowing the College to offer three or

more trips a year instead of the one or two currently available.

For more than 30 years, Swarthmore has offered popular Alumni College Abroad trips to alumni, parents, and friends. Usually accompanied by members of the faculty, featured alumni, or guest hosts, participants in these trips have enjoyed learning together about a country or region's history, economy, religion, art, and culture. Programs include formal lectures as well as opportunities for informal discussions during meals and tours—and a chance for Swarthmoreans to get to know each other while traveling as a group.

Trips to three destinations have been planned for 2007: Russia, China, and river rafting on the Salmon River in Idaho. For more information, see the back cover of this magazine or go to www.swarthmore.edu/ac_abroad.xml.

—Jeffrey Lott



COURTESY OF THE LIST GALLERY

An exhibit titled *Beach Series II, 1988-2006*, featuring some of the most recent work of sculptor Penelope Jencks '58, is on display in the College's List Gallery, Lang Performing Arts Center, from Sept. 6 to Oct. 8. Portraying Jencks' childhood memories of seeing adults bathing nude during summers on Cape Cod, Mass., eight 10-foot-tall, plaster sculptures capture both the monumentality and physical vulnerability of their subjects, as imagined from a child's perspective.

The book comprises case studies of 14 conflicts around the world considered to be part of a "global jihad" by authors from the Air War College, Naval War College, National Defense University, and other colleges and universities including Yale and MIT.

Although acknowledging the threat of terrorism, Murer fears that American policy exacerbates many conflicts by failing to recognize their local quality. "To treat them all the same," he says, "is to deny the specificity of the solutions that each requires."

Addressing the question of whether terrorism is fueled primarily by religion or politics, Murer and his co-authors contend that religion is invoked to stir passions and rally followers after leaders make a political decision to fight.

"The 'war on terror' is largely based on a flawed understanding of the dynamics that fuel terrorism," Murer says. "Much of it stems from a failure to recognize that Islam is as varied as Christianity. No one expects Christianity to be homogeneous. Yet that's what many political leaders presume about Islam. A change in that misunderstanding—and the policy changes that would follow—would go a long way to undercut terrorist motivations."

—Alisa Giardinelli and Carol Brévart-Demm



ELEFTERIOS KOSTANS

Murer says that U.S. policy makers should "move beyond a one-dimensional world view that centers on Osama bin Laden and the tendency to treat the interface of religion and politics as seamless."



Arboretum Honored

IN APRIL, the Scott Arboretum received renewed accreditation from the Accreditation Commission of the American Association of Museums. The arboretum was recognized for "professional operation and adherence to current and evolving standards and best practices; commitment to continual institutional improvement; and for public service and accountability through fulfillment of its mission." The arboretum celebrated its 75th anniversary with the publication of a commemorative history. The book is available from the Scott Arboretum ((610) 328-8025) or from the College bookstore (www.swarthmore.edu/bookstore).



Getting to "I Do"

PLANNING A WEDDING IS EXCITING—and expensive. Thanks to a new book by Associate Professor of Psychology Andrew Ward and Shirrit Kronzon of the University of



ISTOCKPHOTO.COM

Pennsylvania's Wharton School, brides-to-be may have an easier time "getting to 'yes'" (or rather, "I do") than before. *The Bargaining Bride: How to Have the Wedding of Your Dreams Without Paying the Bills of Your Nightmares* (New Page Books, 2005) offers advice on the business aspects of

getting married, discussing the cost and compromise involved in choosing the cake, gown, flowers, music, invitations, photographers as well as dealing with hidden, unexpected charges like alteration fees, corkage, and cake cutting. Ward, who has conducted research on negotiation for 15 years, and Kronzon, who teaches it, offer tips on working successfully with family members and wedding providers and encourage the use of a "devil's advocate" at meetings and a contingency contract to cover last-minute surprises.

Despite the authors' meticulous attention to the business details of weddings, they don't cover quite everything. "Call us hopeless romantics," Ward says, "but we don't discuss prenups."

Rhyme and Rhythm

INTERIOR DESIGN

In a house made all of afterthoughts, where
dusty cupboards block each others' moves
and sockets brood unused while afternoons
hold sullen bookshelves in their glare;
in a house made all of surfaces, like papers
on a desk after colliding at the edge,
filth spills through the caulk's white wedge
to fill in cracks, cement stray hairs.

In the heaving jumble's even grime,
things lose their hum of smooth design;
and some uncaring understanding made
of a pair of wandering ants intrudes
to scatter blindly in the light and lose
the way back to the slowly fading fray.

THIS POEM WON William Welsh '08 the Iris N. Spencer Undergraduate Poetry Award from the West Chester University Poetry Center. Seeking only original, unpublished poems composed in traditional modes of meter, rhyme, and form, the award recognizes poetic achievement among undergraduate poets from Delaware Valley colleges and universities. Welsh was the first recipient of the award, which included a \$500 prize and an invitation to the West Chester University Poetry Conference.

Welsh says that formal poetry—as opposed to the free verse popular with most contemporary poets—appeals to him because of its memorability.

"Fitting language to certain patterns of rhyme and rhythm gives it a brilliance that is more likely to stick in your mind," Welsh says. He adds that formal poetry is challenging yet rewarding. "Reading a poem that moves gracefully through a traditional structure is like watching a dancer with weights tied to his limbs: his performance is more impressive because he has to overcome externally applied constraints. Even better if he can use them to his advantage."

WULFF HEINTZ DIES AT 76

FORMER DIRECTOR OF THE SPROUL OBSERVATORY and Professor Emeritus of Astronomy Wulff Heintz, age 76, died on June 10.

"Wulff set a model of intense dedication to advancing scientific knowledge, which, combined with his clarity and enthusiasm for what he came to know, made learning from him irresistible. The community is sadly diminished by his passing," President Alfred H. Bloom said.

A native of Würzburg, Germany, Heintz spent World War II in hiding to avoid being drafted, after the Nazis made life difficult for his physician father who disagreed with their policies. Although he was still only a teenager, his passion for astronomy—as well as a subtle sense of humor—was already evident. "I used to love the black-outs during the bombing runs," he said, "because they made it so much easier to see the stars."

In 1953, Heintz received a Ph.D. in astronomy from Munich University, followed by an advanced postdoctoral degree from the Technical University of Munich in 1967, the same year he came to Swarthmore as a visiting astronomer. Two years later, he was appointed an associate professor, serving as department chair from 1972 to 1982. He retired in 1998.

During research that spanned more than 50 years, Heintz established the foundation for much of the current knowledge about the structure and evolution of stars and the galaxies of which they are a part, completing more than 54,000 double-star measures, discovering 900 new pairs, and calculating approximately 500 orbits. He was the author of more than 150 research papers and author, co-author, or editor of nine books, including *Double Stars* (1978), which is arguably the definitive text in his field.

Heintz spent his first 26 years at Swarthmore continuing to its conclusion an 82-year-old program of photographic observation of the heavens, using the observatory's 24-inch refracting telescope, in place since 1912. Concentrating on binary star systems (where two or more stars orbit around each other) and dwarf stars (those with smaller-than-usual masses and low luminosities), Heintz completed a collection containing more than 90,000 photographic plates of about 1,500 stars or star systems, including



STEVEN GOLDBLATT '67

Wulff Heintz (above) was "a prolific scientist with a great love of observing," one colleague said. His instrument was the 24" refracting telescope in the College's Sproul Observatory.

their cataloging and evaluation. In an August 1994 *Bulletin* article, he announced from Sproul Observatory, "We have squeezed out of photography everything we could do at this location."

Dozens of students contributed to Heintz's work, staying up all night at the telescope. "It's difficult for us to be awake for class the next day after having spent a night at the telescope," he told the *Bulletin*, "but the observations and their processing continued on schedule."

After retirement, he continued to use the telescope in Sproul Observatory, hosting popular visitor nights to share his passion and knowledge of the origin and properties of stars and planets.

Heintz's former colleague Associate Professor of Astronomy Eric Jensen says: "I remember Wulff as a prolific scientist with a great love of observing, especially with the Sproul telescope. He was always ready to share his time to educate people about the telescope and its discoveries, whether it was the public visiting during open observatory nights, students learning how to use a telescope for the first time, or professional colleagues inquiring about the many observations made here by Wulff over the years."

—Carol Brévar-Demm

TATIANA MANOOILOFF COSMAN-WAHL, 1917–2006

ON MAY 9, Assistant Professor Emerita of Russian Tatiana Manooiloff Cosman-Wahl, age 89, died at her home in Riddle Village, a retirement community in Media, Pa.

Although born in Siberia, Cosman-Wahl spent most of her childhood in China, where her parents had fled to escape the Russian Revolution. Orphaned at an early age, she was adopted by social worker Ida Pruitt, who assumed responsibility for her education, including instruction in Chinese and English, and, in 1938, her immigration to the United States.

Cosman-Wahl served with a China relief organization in New York City and as a Russia researcher at the Library of Congress in Washington, D.C. She obtained a B.A. from Middlebury College, an M.A. in Russian from Columbia University, and a Ph.D. in Russian literature from New York University. After teaching at several colleges in New York City, she served as an assistant professor of Russian at Swarthmore for 10 years, until her retirement in 1982.

—Carol Brévar-Demm



HALCYON 1978



AMERICA

THE UBIQUITOUS

WHEN ONE NATION DOMINATES THE
WORLD, ITS POWER BREEDS UNEASE,
RESENTMENT, AND DENIGRATION.

By Josef Joffe '65

Illustrations by Daron Parton

“America is everywhere” is a statement attributed to the Italian novelist Ignazio Silone (1900–1978). Today, the dictum should be expanded to include “and even more so by the day.”

When I grew up in postwar West Berlin, before enrolling at Swarthmore, America was *not* everywhere. At that time, America was military bases. America was the Berlin Airlift (1948–1949), which saved the Western half of the former *Reich* capital from Soviet encirclement; it was the M-48 tanks that faced down Soviet T-55s across the Berlin Wall in fall 1961. America was West-erns and Grace Kelly movies at the local cinema, interspersed with lots of German, Italian, French, and English films. And it was just a single radio station, the American Forces Network (AFN), which twice daily played forbidden rock 'n' roll during programs like *Frolic at Five* or *Bouncing in Bavaria* on AM radio.

The only true American piece of apparel was a pair of Levi's. U.S. TV fare was rationed—mainly because there were only three public channels in Germany until the mid-1980s, when private networks were legalized. A phone call to America was so expensive that it was placed only once a year, at Christmas or for an important birthday. The Paris editions of *The New York Times* and *Herald Tribune* were read only by American tourists. In school, it was the occasional Steinbeck or Hemingway work in translation, and a lot of Goethe, Schiller, and

Shakespeare. Food was strictly of the local kind: sausages, seasonal vegetables, pork, herring, cabbage, dark bread, potatoes. So was drink. When ordered in 1960 at the Berlin Hilton, a Coke consumed 60 percent of a teenager's weekly allowance. Save for the tourists and soldiers, America was not a reality but a distant myth, as portrayed in soft brushstrokes on TV by series like *Lassie* and *Father Knows Best*.

No more. Today, the entire world watches, wears, drinks, eats, listens, and dances American—even in Iran, where it is done in the secrecy of one's home.

IF THERE IS A GLOBAL CIVILIZATION, IT IS AMERICAN.

Suddenly, Halloween—complete with the American paraphernalia—has become an institution in Germany and even in France, a country that prides itself for defying all things American. Suddenly, the German *Weihnachtsmann* looks a lot like the American Santa Claus, and the garish Christmas decorations that festoon middle-class American suburbs in December have sprouted up all over Europe. Thanksgiving, the most American of feasts—complete with turkey and cranberries—is making its debut in the more cosmopolitan homes of Germany. Even the lowly bagel is spreading

across Europe as an ironic testimony to America's gastronomic clout. (Originally, the bagel—from the German word *beugel*, meaning “that which is bent”—was par-boiled and baked in the southwest of Germany, whence it emigrated with German Jews to eastern Europe and then traveled across the Atlantic to New York's Lower East Side.) Pizza, though invented in Naples, has changed citizenship and swept the world, courtesy of the U.S.-based chains.

Not only is American English the world's *lingua franca*, American culture became the world's *cultura franca* in the last fifth of the 20th century. Assemble a few kids from, say,

Sweden, Germany, Russia, Argentina, Japan, Israel, and Lebanon in one room. They would all be wearing jeans and baseball caps. How would they communicate? In more or less comprehensible English, with an American flavor. And what would they talk about? About the latest U.S.-made video game, American hits on the top-10 chart, the TV series *South Park*, or the most recent Hollywood blockbuster. Or they would debate the relative merits of Windows and Apple operating systems. No, they would not talk about Philip Roth or Herman Melville, but neither would they dissect

Thomas Mann or Dante. The point is that they would talk about icons and images “Made in the U.S.A.” If there is a global civilization, it is American—which it was not 20 or 30 years ago.

Nor is it just a matter of low culture. It is McDonald’s and Microsoft, Madonna and MoMA, Hollywood and Harvard. If two-thirds of the movie marquees carry an American title in Europe (even in France), the fraction is even greater when it comes to translated books. The ratio for Germany in 2003 was 419 versus 3,732; that is, for every German book translated into English, nine

even in countries where it is denounced as the “Great Satan.”

Joseph Nye, the Harvard political scientist, has coined a term for this phenomenon: “soft power.” Such power does not come out of the barrel of a gun. It is “less coercive and less tangible.” It derives from “attraction” and “ideology.” The distinction between “soft power” and “hard power” is an important one, especially in an age when bombs and bullets, no matter how “smart,” do not translate easily into political power—that is, the capacity to make others do what they otherwise would not do. A per-

reviled while it was copied. A telling anecdote is a march on Frankfurt’s Amerikahaus during the heyday of the German student movement. The enraged students wore jeans and American army apparel. They even played a distorted Jimi Hendrix version of the American national anthem. But they threw rocks against the U.S. cultural center nonetheless. Though they wore and listened American, they targeted precisely the embodiment of America’s cultural presence in Europe.

Between Vietnam and Iraq, America’s cultural presence has expanded into ubiqui-

AMERICA’S UBIQUITY GOES HAND IN GLOVE WITH SEDUCTION. EUROPE—INDEED, MOST OF THE WORLD—ALSO WANTS WHAT AMERICA HAS.

English-language books were translated into German, most of them from America, as a perusal of a German bookstore suggests. A hundred years ago, Berlin’s Humboldt University was the educational model for the rest of the world. Tokyo University, Johns Hopkins, Stanford, and the University of Chicago were founded in conscious imitation of the German university and its novel fusion of teaching and research. Stanford’s motto is taken from the German Renaissance scholar and soldier Ulrich von Hutten (1488–1523): *Die Luft der Freiheit weht*—the winds of freedom blow.

Today, Europe’s universities have lost their luster, and as they talk reform, they talk American. Read through mountains of debate on university reform, and the two words you will find most often are “Harvard” and “Stanford.” (Some of us mention Swarthmore, especially at the new European College of Liberal Arts in Berlin, where I am a trustee.)

America’s cultural sway at the beginning of the 21st century surpasses that of Rome or any other empire in history. Rome’s or Habsburg’s cultural penetration of foreign lands stopped exactly at their military borders, and the Soviet Union’s cultural presence in Prague, Budapest, or Warsaw vanished the moment the last Russian soldier was withdrawn. American culture, however, needs no gun to travel. It is everywhere,

perfect example is America’s swift military victory against Iraq, which was not followed so swiftly by either peace or democracy. Indeed, the relationship between “soft power” and hard influence—that is, America’s ability to get its way in the world—may be nonexistent or, worse, pernicious.

Hundreds of millions of people around the world wear, listen, eat, drink, watch, and dance American, but they do not identify these accoutrements of their daily lives with America. A baseball cap with the Yankees logo is the very epitome of things American, but it hardly signifies knowledge of, let alone affection for, the team from New York or America as such. The same is true for American films, foods, or songs. The film *Titanic*, released in 1997, has grossed \$1.8 billion worldwide in box office sales alone. It is still the all-time best seller. With two exceptions, the next 257 films in the revenue ranking are American as well. But this pervasive cultural presence does not seem to generate “soft power.” There appears to be little, if any, relationship between artifact and affection.

If the relationship is not neutral, it is one of repulsion rather than attraction—and that is the dark side of the “soft power” coin. The European student movement of the late 1960s took its cue from the Berkeley free speech movement of 1964. But it quickly turned anti-American; America was

ty, and so has the resentment of America’s “soft power.”

Ubiquity breeds unease, unease breeds resentment, and resentment breeds denigration as well as visions of American omnipotence and conspiracy. In some cases, feelings harden into governmental policy. The French have passed the Toubon law, which prohibits the use of English words. Other European nations impose informal quotas on American TV fare. America the Ubiquitous has become America the Excessive.

In the affairs of nations, too much hard power ends up breeding not submission but counterpower, be it by armament or by alliance. Likewise, great “soft power” does not bend hearts but twists minds in resentment and rage. Yet, how does one balance against “soft power”? No coalition of European universities could dethrone Harvard and Stanford. Neither can all the subsidies fielded by European governments crack the hegemony of Hollywood. To breach the bastions of American “soft power,” the Europeans will first have to imitate, then to improve on, the American model—just as the Japanese bested the American automotive industry after two decades of copycatting—and the Americans, having dispatched their engineers for study in Britain, overtook the British locomotive industry in the 19th century. But competition has barely begun to drive the cultural contest. Instead,

Europe, mourning the loss of its centuries-old supremacy, seeks solace in the defamation of American culture.

AMERICA THE BEGUILING

America's ubiquity goes hand in glove with seduction. Europe—indeed, most of the world—also wants what America has. Nobody has ever used a gun to drive Frenchmen into one of their 800 McDonald's. No force need be applied to make Europeans buy clothes or watch films "Made in the U.S.A." Germans take to Denglish as if it were their native tongue. So might the French to Franglais if their authorities did not impose fines on such linguistic defection. Japan's cars and electronics have conquered the world, but very few people want to dance like the Japanese. Nor does the rest of the world want to dress like the Russians or (outside Asia) watch movies made in "Bollywood," though India produces more movies than all Western nations put together. Nobody risks death on the high seas to get into China, and the number of those who want to go for an M.B.A. in Moscow is still rather small.

America's hard power is based on its nuclear carrier fleets and its stealth bombers as well as on its \$12 trillion dollar economy. But its allure rests on pull, not on push, and it has done so since Columbus set out to tap the riches of India but instead ended up in America. Why? One need not resort to such sonorous terms as "freedom," the "New Jerusalem," or John Winthrop's "cittie upon a hill with the eyes of all people upon them"—concepts that evoke religious transcendence and salvation. America's magnetism has much more tangible roots.

If it is transcendence, it is of a very secular type—a society where a peddler's son can still move from Manhattan's Lower East Side (now heavily Chinese) to the tranquil suburbs in

the span of one generation. Hence, the best and the brightest still keep coming, even if there is no Metternich, Hitler, or Stalin to drive them out. Nor is citizenship bequeathed by bloodline. People can *become* Americans. They do not have to invoke *Deutschtum* or *Italianità* to acquire citizenship; they merely have to prove 5 years of legal residence, swear allegiance, and sign on, symbolically speaking, to documents like the Declaration of Independence and the Constitution. American-ness is credal, not biological.

Two million legal and illegal immigrants push into the United States each year. Every new group has contributed its own ingredient to the melting pot (or "salad bowl," as the more correct parlance has it). In fact, it was Russian Jews with (refurbished) names like Goldwyn, Mayer, and Warner who first interpreted the "American dream" for a worldwide audience on celluloid. It was the descendants of African slaves who created an American musical tradition, ranging from gospel via jazz to hip-hop, that has conquered the world. It was a Bavarian Jew by the name of Levi Strauss whose jeans swept the planet. Frenchmen transformed



Napa Valley into a household word for wine. Scandinavians implanted a social-democratic tradition into the politics of the Midwest, while Irish built the great political machines of Boston and New York. Hispanics set the architectural tone of California and New Mexico.

And the "work in progress" continues. According to the article "Alien Scientists Take Over U.S.A." (*Economist*, Aug. 21, 1999), at the end of the 20th century, 60 percent of the American-based authors of the most-cited papers in the physical sciences were foreign born, as were nearly 30 percent of the authors of the most-cited life science papers. Almost one-quarter of the leaders of biotech companies that went public in the early 1990s came from abroad. In a seminar I taught at Stanford in 2004, three out of five straight-A papers were written by students named Zhou, Kim, and Surraj Patel—and the course was not about computer science, but American foreign policy. And so America has become the first "universal nation."

Demonstration, seduction, imitation—this is the progression that feeds into "America the beguiling." So why doesn't irresistible imitation generate affection and soft power? The answer is simple: Seduction creates its own repulsion. We hate the seducer for seducing us, and we hate ourselves for yielding to temptation. A fine illustration is offered by a cartoon on the Jordanian Web site www.mahjoob.com (April 29, 2002, since removed) that transcends its Arab origins. It shows a Jeep-like SUV, a pack of cigarettes with a Marlboro design, a can of Coca-Cola, and a hamburger—all enticing objects of desire, but dripping with blood. These products "made in the U.S.A.," the cartoon insinuates, are the weapons that drive America's global domination. They are meant to seduce, and yet they drip with blood that symbolizes heinous imposition. Yield to the seduction, and the price will be the loss of your own culture, dignity, and power.

AMERICA THE ÜBERPOWER

Anti-Americanism or any anti-ism flow from what the target is, and not from what it does. It is revulsion and contempt that needs no evidence, or will find any "proof" that justifies the prejudice. As a general

diagnosis, this interpretation is valid enough. Hence, visions of omnipotence and conspiracy dancing in the anti-ist's head are mere figments of an imagination that pines for a reprieve from crisis and complexity.

The problem with America, though, is more intricate. Unlike other objects of anti-ism, America is powerful—indeed, the mightiest nation in history. And being easily leads to doing, or to fears of what America might do.

As early as 1997, France's foreign minister Hubert Védérine began to muse about the temptations of "unilateralism" afflicting the United States and about the "risk of hegemony" it posed. Though George W. Bush had not yet flashed his Texas cowboy boots on the world stage (Bill Clinton was still in the White House), it was time, according to Jim Hoagland in "The New French Diplomatic Style" (*Washington Post*, Sept. 25, 1997), for Paris to shape "a multipolar world of the future." In 1998, France "could not accept a politically unipolar world or the unilateralism of a single hyperpower," said French Foreign Minister Hubert Védérine in an interview (*Liberation*, Nov. 24, 1998). By then, the United States was the "indispensable nation," as Bill Clinton and his secretary of state Madeleine Albright liked to put it. It was a power that, in 1999, would unleash cruise missiles to bludgeon Serbia's Slobodan Milosevic into the surrender at Dayton. By 2002 and 2003, there was sheer hysteria in the streets not only of Europe but of the rest of the world—complete with the most vicious anti-American epithets like "Nazi" and "global terrorist."

Singular power, especially power liberally used, transformed a festering resentment into an epidemic, and so the anti-American obsession that swept the world contained an at least semirational nucleus—the fear of a giant no longer trammled by another superpower. No, the United States would not unleash its smart bombs against France, Germany, Brazil, or Malaysia as it had done—or was about to do—against Milosevic and Hussein. But anti-Americanism, like other anti-isms, is not about rational expectations because power breeds its own angst. It is the fear of the unknown, of what might happen when ropes that once bound the colossus have fallen away.

There had been plenty such safeguards in the era of bipolarity—when the United

States and the Soviet Union, two superpowers, kept each other in check. Moreover, America had contained itself, so to speak, by harnessing its enormous strength to a host of international institutions, from the North Atlantic Treaty Organization to the United Nations. Now, it had become a raw power, which intimated as of 2002 that it would go to war against Iraq with or without a Security Council resolution. Angst of power unbound led to the perverse spectacle of millions demonstrating against the United States and thus, "objectively speaking," seeking to protect Saddam Hussein, one of the most evil tyrants in history.

Any anti-ism harbors fantasies about its target's omnipotence; hence the paranoid frenzy of 2002–2003, which, interestingly, subsided when American weakness in pacifying Iraq was demonstrated in the aftermath of military triumph. It was part *schadenfreude*, part relief that the giant's feet of clay were finally being revealed. At any rate, the fearsome power differential between the United States and the rest of the world seemed to have shrunk a bit. Less clout, less loathing—four words that explain hysteria's decline. Yet, what prescription might follow from this diagnosis?

Reducing its might to reduce hatred is not an option for the world's last remaining superpower. Nor can America seek to please the world by becoming more like it—less modern or more postmodern, less capitalist or less religious, more parochial and less intrusive. The United States is unalterably enmeshed in the world by interest and necessity, and it will not cease to defend its dominance against all comers. Great powers do not want to become lesser ones, nor can they flatten themselves as a target. There is no opt-out for No. 1, unless forced to do so by a more potent player, and there is no change in persona for a nation whose

exceptionalist self-definition is so different from that of the rest of the West.

The United States is different from the rest, in particular from the postmodern states of Europe stretching from Italy via Germany and Austria to the Benelux and Scandinavian countries. The European Union is fitfully undoing national sovereignty while failing to provide its citizens with a common sense of identity or collective nationhood. Europe is a matter of practicality, not of pride. As a work in progress, it lacks the underpinning of emotion and "irrational" attachment. Europeans might become all wound up when their national soccer teams win or lose, but the classical nationalism that drove millions into the trenches of the 20th century is a fire that seems to have burned out. If there is a common identity, it defines itself in opposition to the United States—to both its culture and its clout.

As Europe's strategic dependence on the United States has trickled away, new strategic threats have not emerged. And substrate threats like Islamist terrorism are not potent or pervasive enough to change a creed that proclaims, "Military violence never solves political problems." Of course, massive violence did solve Europe's existen-



tial problems twice in the preceding century, but that memory takes second place to the horrors of those two world wars and to Europe's refusal to sacrifice a bit of butter for lots more guns. But why should Europe make that sacrifice? Its actuality is peace, which has made for a far happier way of life than did the global ambitions of centuries past.

Europe's empire is no longer abroad. Its name is European Union, and it is an "empire by application," not by imposition. Its allure is a vast market and a social model given to protection, predictability, and the ample provision of social goods. Its teleolo-

the last half of the 20th century. If the "statist" Europeans invented social security, the "individualist" Americans invented "affirmative action" as a set of privileges for groups defined by color, race, sex, or physical disabilities. "Political correctness," the very epitome of postmodernism, is an American invention.

But if we subtract the postmodern from the modern in the United States, a large chunk of the latter remains. For all of its multiethnicity, America possesses a keen sense of self—and what it should be. Patriotism scores high in any survey, as does religiosity. There is a surfeit of national sym-

planetary clout, its location athwart two oceans, and its global interests, it remains the universal intruder and hence in harm's way. Its very power is a provocation for the lesser players, and, unlike Europe or Japan, No. 1 cannot huddle under the strategic umbrella of another nation. Nor can it live by the postmodern ways of Europe, which faces no strategic challenge as far as the eye can see. (Neither would Europe be so postmodern if it had to guarantee its own safety.) The United States is the security lender of last resort, and there is no International Security Fund where the United States could apply for a quick emergency loan. And

WITH ITS PLANETARY CLOUT, ITS LOCATION ATHWART TWO OCEANS, AND ITS GLOBAL INTERESTS, THE UNITED STATES' VERY POWER IS A PROVOCATION FOR THE WORLD'S LESSER PLAYERS.

gy is one of transcendence—of borders, strife, and nationalism. Its ethos is pacificity and institutionalized cooperation—the ethos of a "civilian power." Shrinking steadily, European armies are no longer repositories of nationhood (or ladders of social advancement), but organizations with as much prestige as the post office or the bureau of motor vehicles.

If this is postmodern, then America is premodern in its attachment to faith and community, and modern in its identification with flag and country. In the postmodern state, says Robert Cooper in *The Breaking of Nations: Order and Chaos in the Twenty-first Century* (Atlantic Monthly Press, 2003): "The individual has won, and foreign policy is the continuation of domestic concerns beyond national borders. . . . Individual consumption replaces collective glory as the dominant theme of national life [and] war is to be avoided." The modern state fused power to nationhood, and mass mobilization to a mission. Still, the difference between Europe and the United States is not one of a kind. After all, Americans are just as consumerist and preoccupied with self and family as are Europeans, nor do they exactly loathe the culture of entitlements that spread throughout the West in

bolts throughout the land, whereas no gas station in Europe would ever fly an oversized national flag. With its sense of nationhood intact, the United States is loath to share sovereignty and reluctant to submit to dictates of international institutions where it is "one country, one vote." The United States still defines itself in terms of a mission, which Europeans no longer do—though the French once invented a *mission civilisatrice* for themselves, and the British the "white man's burden."

The American army still offers newcomers one of the swiftest routes to inclusion and citizenship. And, unlike most of their counterparts in Europe, the U.S. armed forces are central tools of statecraft. American bases are strung around the globe, and no nation has used force more often in the post-World War II period than has the United States—from Korea to Vietnam to Iraq and in countless smaller engagements from Central America to Lebanon and Somalia.

But whatever the distribution of pre-, post-, and just modern features may be, the most critical difference between America and Europe concerns power and position in the global hierarchy. The United States is the nation that dwarfs the rest. With its

so, the United States must endure in a Hobbesian world where self-reliance is the ultimate currency of the realm and goodness is contingent on safety.

But a predominant power that wants to secure its primacy can choose among various grand strategies. While anti-Americanism has been, and will remain, a fixture of the global unconscious, it need not burst into venomous loathing. Nor is the fear of American muscle necessarily irrational when that power seems to have no bounds.

"*Oderint, dum metuant*"—"Let them hate me as long as they fear me"—the Roman emperor Caligula is supposed to have said. Fear is indeed useful for deterring others, but it may turn into a vexing liability when great power must achieve great ends in a world that cannot defeat, but can defy, America. ☞

Josef Joffe is publisher-editor of the German newspaper Die Zeit and a fellow at Stanford University's Hoover Institute. This essay is adapted from his new book Überpower: The Imperial Temptation of America by Josef Joffe (W.W. Norton & Co., Inc., 2006, with permission). Daron Parton is an English artist and illustrator who lives and works in New Zealand.

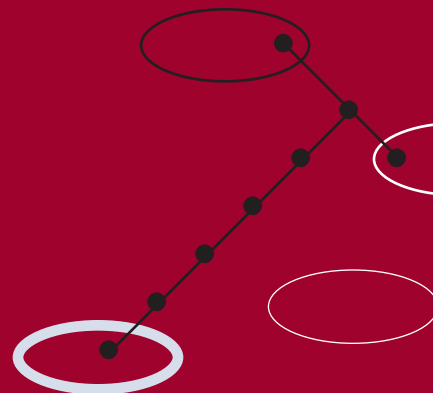


Charles Bennett has hired 21 Swarthmore students or young alumni to work in his Northwestern University lab since 1998. The amount of responsibility he gives them is unusual—there are no make-work tasks. Project coordinators (*left to right*) Neal Dandade '06, Cara Angelotta '05, Charlie Buffie '06, and Cara Tighe '06 are seen here with Bennett at the V.A. Lakeside Hospital in Chicago.

LLOYD DEGRANE

ASK THE { RIGHT } QUESTIONS

CHARLES BENNETT '77 CONNECTS THE DOTS
BETWEEN MEDICINE AND PUBLIC POLICY.



By Dana Mackenzie '79

AT SWARTHMORE, CHARLES BENNETT HAD SEVERAL HEROES. One was the late Franklin and Betty Barr Professor of Economics Bernard Saffran—a hero to many students. “I had him as a microeconomics teacher in an honors seminar,” Bennett says. “Bernie was always about being careful with your thinking. He pushed me to think about the creative aspects of what you are doing.” A second idol was a fellow mathematics major, Dave Bayer ’77 (see “Beautiful Math,” June 2002 *Bulletin*), who exemplified for Bennett what creative thinking meant.

“What I learned during my years at Swarthmore was that the creative people were the ones who could ask the right questions,” Bennett says. He was good at answering questions—good enough to graduate with high honors. At the time, though, he found it frustrating that he could not figure out the right questions to ask, the way Bayer could.

But something must have rubbed off on Bennett, now a professor of medicine in the division of hematology and oncology at Northwestern University’s Feinberg School of Medicine. There, he has founded one of the country’s foremost centers for investigating adverse drug reactions. The center’s success is based on asking the right questions about drug safety. Why did this patient get seriously ill after taking drug X? How many similar cases have been reported? How many cases have not been reported because no one noticed the connection? And how can we track them down?

In 2001, Bennett received funding from the National Institutes of Health to develop the academic watchdog group RADAR. The acronym stands for Research on Adverse Drug Events and Reports (with some poetic license). RADAR now has eight full-time staff members and about 45 collaborators. Although the Food and Drug Administration (FDA) is charged with oversight of the nation’s pharmaceuticals, Bennett insists that the two are not in competition. “We’re not going to be better [than the FDA], but we can be complementary,” he says. The FDA’s drug safety program could be compared to a huge network of weather sensors; every year, it receives 250,000 adverse event reports associated with thousands of different medications. In contrast, RADAR doesn’t evaluate every gust of wind—it looks for big storms. Bennett’s group investigates

primarily cancer drugs, with side effects that have been either fatal or required major medical intervention. The drugs they investigate are market leaders, usually with hundreds of millions of dollars in sales. So far they have found 16 drugs that fit this profile.

As so often happens in science, Bennett got interested in adverse drug reactions because of a personal experience. “My father’s best friend was admitted to Northwestern with a very rare disease called thrombotic thrombocytopenic purpura [TTP],” he says. Discovered in 1924, TTP is named for the purplish spots (purpura) that appear on the skin of its victims, due to ruptured blood vessels. If left untreated, it kills 90 percent of its victims within days. It was not until 1992 that a lifesaving treatment was identified. With this treatment, emergency filtering of the patient’s blood, the mortality rate for TTP is now 10 percent. But fortunately, TTP is rare, affecting roughly one person in a million.

Bennett’s family friend survived, but he couldn’t stop wondering why she had come up on the wrong end of that one-in-a-million lottery. As a hematologist/oncologist, he knew the right people to ask. “I told other doctors her story, and several said they had had patients with the same diagnosis,” he says. “They had all taken the same drug 2 weeks before they got sick.” It was a drug called Ticlid, an anti-clotting medication for people at risk of strokes or heart attacks. Within 3 months, Bennett had obtained information on 60 patients with TTP associated with Ticlid, 20 of whom had died. For patients on Ticlid, he estimated that the odds of getting TTP were about one in 1,600. It was uncommon enough that it had not been reported previously—but far too common for comfort.

Bennett’s report, published in 1998, caused an earthquake in the lucrative market of heart-attack medications. Roche, the company that makes Ticlid, was forced by the FDA to write a “Dear Doctor” letter to physicians, describing the risk of TTP. The bottom dropped out of the market for Ticlid, which was replaced by a competitor’s drug, Plavix—now the second-leading drug in the world in dollar sales. (Ironically, in 2000, Bennett reported in the *New England Journal of Medicine* that Plavix caused TTP as well—just not as frequently. The manufacturers of Plavix also sent a “Dear Doctor” letter to physicians.)

"The data on Ticlid had been sitting in several locations, but no one had taken the time to synthesize it," Bennett says.

"That made me think, how many other drug side effects are out there that people don't know about?"

He set out to find the answer.

For Bennett, the TTP story was life changing. "I realized that the data on Ticlid had been sitting in several locations, but no one had taken time to synthesize it. That made me think, how many other drug side effects are out there that people don't know about? More important, how many cancer patients die from side effects of drugs, and the family and the doctor mistakenly attribute the death to the cancer?" Thus, the idea for RADAR was born.

One of RADAR's other high-profile cases concerned a drug called epoetin, which is prescribed to prevent anemia in cancer patients and patients with kidney failure. For 10 years after it first became available, there were no problems with it, but, in 1998, something went drastically wrong. "All of a sudden, 11 patients on epoetin in Paris became horribly anemic, so badly that they were getting transfusions every other day," Bennett says.

"When I first read about the 11 cases, I was sure that there must be more," Bennett says. "We requested all the data we could from the FDA. The data existed, but it took 9 months to clean up the database. There were three epoetin formulations that were sold worldwide (although only one is available in the United States), and we had to identify which one the affected patients had been taking. Sometimes they would be switching formulations right and left. It took a fair bit of detective work to realize that it was one company's product that was causing the problem." They eventually identified 200 cases of the severe anemia, concentrated in four countries—England, France, Canada, and Australia.

The problematic formulation was called Eprex, manufactured by Johnson & Johnson (but sold only outside the United States). As it turned out, 1998 was the year that mad-cow disease became a major concern in England. Regulatory authorities in Europe believed that a stabilizing ingredient in Eprex, called human serum albumin, could transmit mad-cow disease. To be safe, they required the company to change its manufacturing process. Unfortunately, the revised formulation caused an immune reaction in some patients. But why only in those four countries? It turned out that they were the ones whose health services required doctors to inject Eprex into the skin, to save money. "We showed that if they

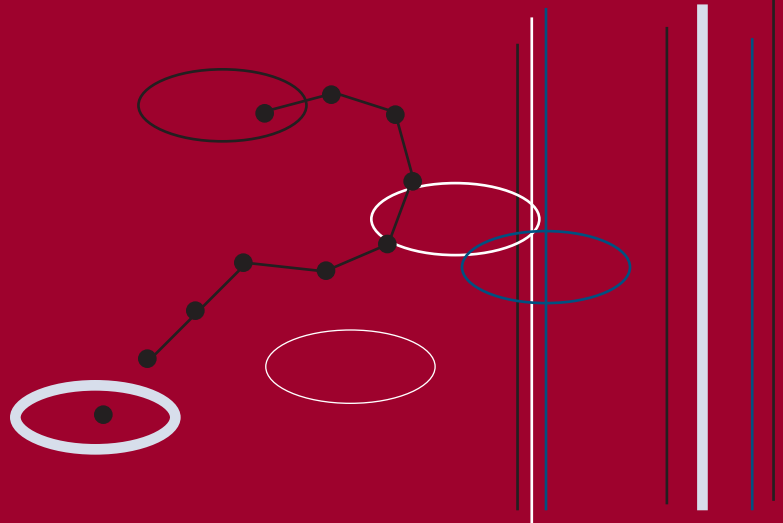
stopped administering Eprex subcutaneously; if they bit the financial bullet and injected it intravenously, the side effect would go away," Bennett says. (Intravenous injections require higher dosages because the drug is more quickly flushed from the body.) Indeed, since 2004, when Bennett published his findings, the frequency of this side effect has dropped to near zero. "We saved a \$14 billion market and preserved the quality of life for hundreds of thousands of patients with kidney failure," says Bennett.

It may seem odd to hear a doctor talking about saving markets, but Bennett has an unusual background. He is one of a handful of medical doctors who also has a Ph.D. in public policy. Henry Kissinger handed him his doctoral diploma from the RAND Graduate School in Santa Monica in 1991.

"In the world of oncology, I was the first physician to earn a Ph.D. in public policy," he says. It was not an easy decision to go back to the life of a graduate student after a decade of training in medicine. Yet the sacrifice has paid dividends. His public-policy background has enabled Bennett to co-author papers with a Nobel Prize winner (Barry Blumberg, discoverer of the hepatitis B virus) and also with his Swarthmore mentor Bernie Saffran.

The interface between medicine and public policy is huge. Adverse drug reactions are only a part of Bennett's work. He has also studied the link between low literacy and cancer. For example, doctors have known for years that black men with prostate cancer tend to have more advanced cases when they are first diagnosed. Bennett showed that the difference has nothing to do with biology. Males with poor literacy skills are not informed about the need for prostate cancer screening, whether they are black or white. The policy implication is clear: All men need to be informed about cancer screening in a way that they can understand. Brochures that assume a high school reading level will not work.

So Bennett turned to another medium. "We hired veterans to be actors in a video that informs veterans about cancer screening," he says. "They sit in the cafeteria, discussing cancer screening at lunch. At the end of the video, it says that so-and-so served in



Korea, this guy served in Vietnam, that guy was at Normandy. It's something the patients at the veterans' hospital can really relate to. We showed that we could markedly increase the rate of screening, at a cost of only \$100 per person. It's unbelievably cost-effective."

Recently, Bennett and Northwestern received \$3.2 million from the National Cancer Institute to participate in a multicenter study called the Patient Navigator Program, which will help inner-city Chicago residents who are at high risk for cancer to navigate the Veterans Administration and county health care systems. Bennett sees it as a counterpoint to his work on adverse drug reactions: "RADAR is cutting-edge in terms of science, and Navigator is cutting-edge in terms of service."

In recent years, Bennett's work has brought him back in touch with Swarthmore. In 1999, he co-wrote a paper that appeared as the lead article in the *Journal of the American Medical Association*. Bernie Saffran was a co-author. Because the subject was sensitive—it showed that drug companies were letting bias interfere with their economic evaluation of new products—Saffran's participation as a neutral economist was crucial. "His was a voice of reason," Bennett says. "Bernie told me not to overemphasize the findings but to be very precise and stay on point." Several years later, at Saffran's memorial service, Bennett found out that his former professor had been very proud of that paper.

Another co-author on the same paper with Saffran was Mark Friedberg '98, who, Bennett says, did excellent work on the project and presented it at a national meeting. Since then, Bennett has made a regular habit of employing Swarthmore students as interns and research assistants. He has hired 21 Swarthmore students overall, including three interns and three 2006 graduates this year alone. "Charlie has been a great mentor," says Cara Angelotta '05, who is a project coordinator for RADAR. "It has been great to work for him because, in a way, I feel as if I am still at Swarthmore. I'm constantly learning and being presented with challenges, but in a very supportive environment." Angelotta will work with RADAR for another year and then go to medical school.

The amount of responsibility that Bennett gives to undergradu-

ates who work for him is unusual—no make-work tasks. Nearly half the papers he has written at Northwestern since Friedberg worked there have had a Swarthmore student as co-author. They even help him write grant proposals, which are the lifeblood of any academic researcher.

"My colleagues are amazed that I allow [undergraduates] to have major roles in the grant preparation efforts," Bennett says. But he believes Swarthmore students are exceptional because of their writing skills and motivation to improve the world.

Bennett's track record seems to justify the faith he puts in the students. He currently has 10 active grants totaling \$10 million. The students also benefit from the experience. "They have been important co-authors on papers that appear in journals that are out of reach even for many senior academic researchers," Bennett says. "That's why, when they apply to medical school, several of them have received full scholarships to top-tier medical schools such as Harvard, Stanford, Emory, the University of Michigan, and Penn."

Bennett's own status also continues to rise. This fall, he will receive an endowed chair at Kellogg, the Northwestern University Business School, concurrent with his professorship in the medical school. The new professorship will connect the lines between his public policy and medical research efforts. Bennett; his wife, Amy; and their 7-year-old son, Andrew, are firmly entrenched in Chicago—at least, they hope, until Andrew matriculates to Swarthmore for the Class of 2021.

Meanwhile, he hopes that he can continue to keep RADAR funded. It's an uphill battle, because federal funding opportunities have dropped by half since the Iraq War began. "We really hope some white knight comes out of the blue and understands that we are trying to battle companies that have billions of dollars on the table, while saving thousands of lives," Bennett says. However, as he said in a recent television interview, "If I save just one life, I feel good." ❧

Dana Mackenzie '79 is a freelance science writer and author of *The Big Splat*, or *How Our Moon Came to Be*.

IT'S RIGOROUS, DEMANDING,
CHALLENGING, EXHAUSTING,
EXHILARATING—AND THAT'S WHAT
STUDENTS LOVE ABOUT
SWARTHMORE'S
HONORS
PROGRAM.

By Carol Brévar-Demm

Photographs by Eleftherios Kostans

On a warm April afternoon, with only 2 weeks before final examinations begin, a score of students lounge on Parrish lawn, grabbing a last opportunity to relax and soak up some rays.

Far from the sunbathers in both body and spirit, two seniors—a young man and woman—sit in the intimate Moore Seminar Room, Science Center 149. The space is small, the size of an average dining room. A table of warm brown wood surrounded by 16 chairs almost fills it. Three walls consist entirely of blackboard, covered with proofs and equations; the fourth is a huge window that looks onto a small garden.

The two seniors are in the honors seminar Modern Algebra, one of four 2-credit courses or “preparations”—three in their major and one in their minor—that they must complete to graduate. As honors candidates, they will conclude each preparation with two examinations given by scholars in their field from outside the College—a 3-hour, 15-minute written exam and a 30- to 45-minute oral.

Waiting for Professor of Mathematics Charles Grinstead and their classmates, they

Matt Fiedler appreciates the opportunity to present problems in a seminar setting. “It’s when I’m presenting that I find out whether I really understand it,” he says.

discuss the problems assigned for the upcoming session. Two more students arrive with Grinstead, who greets everyone cheerfully. He and Matt Fiedler ’06 start to chat about the problems. Fiedler is an honors math major with an honors economics minor. Combining honors and course preparations, he plans to graduate with a double major in math and economics.

Grinstead assigns one problem to each student and one to himself. They stand, take pieces of chalk, and begin to write furiously on the walls. Only an occasional inhalation of breath and the constant, rapid tapping of chalk on slate are audible as the mathematicians scribble formulas, calculations, and explanations. Fiedler kneels down to use the lower part of the board, which extends to the floor.

As they work through the problems, a lively dialogue develops. Grinstead offers subtle guidance with a dose of humor, occasionally seeking assistance from the students. He treats them as his equals. “Professors don’t know it all,” he says.

Fiedler presents his problem and its correct solution, yet this does not satisfy him.

He seeks a more elegant approach as he proceeds, admitting insecurities in some sections but resolving them as he speaks. Animated and enthusiastic, he stands to make a point, makes a note on the board, sits, flings his right foot across his left knee, and leans back in his seat, completely relaxed. He is in his element, engrossed in probing the depths of the math.

“Students like Matt are a joy to have in a seminar. He’s incredibly energetic and very mathematically talented,” Grinstead says later.

As the 3-hour session ends, Grinstead assigns a new batch of problems, with the promise, “These are going to be all blood, sweat, and tears.”

“The seminars are the core of the Honors Program,” Fiedler says. “In math especially, it’s very tough material. You’re working through much of it on your own or with your peers, and you’re always stopping by your professor’s office, but it’s still hard. Particularly with math, you can hit your head against a wall for an hour or so, and then, the problem cracks open—and that’s wonderful.”

He appreciates the opportunity to present problems in a seminar setting. “It’s when I’m actually presenting it that I find out whether I really understand it. If I were going to graduate school for math, this would have been an excellent preparation,” he says.





Fiedler, however, plans to become an economist, not a mathematician. “My International Economics seminar with Professor [Stephen] Golub was awesome,” he says. “He struck a great balance between textbook work and articles he brought in to supplement them. Students made presentations, building the theory bit by bit, and he’s so good at asking the next question and biting off the right chunk for that certain student to do. He enabled us to work together really effectively.”

The rigors of the Honors Program do not prevent Fiedler from engaging in extracurricular activities. He is the scheduling coordinator and a writing associate in the Writing Associates Program, an advisory board member and mentor in the Student Academic Mentor Program, a teaching assistant and tutor in the Economics Department as well as a member of the a cappella group Sticks and Stones and technical consultant for the College Young Democrats’ Web site www.garnetdonkey.com.

“Honors was a good fit for me,” Rhiannon Graybill says. “I like being able to focus intensively on something, and I like the way the honors seminars are dialogic.”

While Fiedler talks math, Rhiannon Graybill ’06, an honors religion major and honors interpretation theory minor, sits in the science center’s Eldridge Commons, her eyes riveted to her laptop screen as she writes the conclusion to her honors thesis.

“I’m writing about the Tower of Babel, analyzing the biblical story as a story *in* the Bible and as a story that teaches us *how to read* the Bible,” she explains. Graybill argues that the Tower of Babel presents an alternative to what she calls the Sinaitic model of understanding language, law, and interpretation. Her adviser, Associate Professor of Religion Nathaniel Deutsch says: “Rhiannon came up with a thought-provoking and original hypothesis and followed it through. She has uncovered and explored some things that nobody—including contemporary biblical scholars—has actually ever touched on.”

In addition to three other honors preparations, Graybill, who received a Swarthmore Foundation grant in 2004 and the Philip M. Hicks Prize for Literary Criticism Essay and a Mellon Mays Undergraduate Fellowship in 2005, has learned Hebrew so that she can read the Hebrew Bible and the Midrash in their original language. After visiting Morocco last year, she also began to study Arabic. Outside class, she is a co-founder of the TOPSoccer organization—a volunteer group that enables physically challenged children to play soccer—and has served as a resident assistant.

IN THE FREAR ENSEMBLE THEATRE, the Lang Performing Arts Center’s “black box,” Neal Dandade ’06, an honors theater major and honors English literature minor who is also a premed student, rehearses Edward Albee’s *Zoo Story*, one of three theater preparations.

Albee's 1958 play explores isolation and class differences through the story of Jerry, a poor man consumed with loneliness, who begins a conversation with Peter, a wealthy man, and ultimately forces Peter to help him commit suicide. Dandade is collaborating with visiting director Ross Manson, founder of the Toronto-based Volcano Theater Company.

Dandade, whose parents left India in the 1970s to move to El Paso, Texas, is playing Jerry, the main character. Along with the two protagonists' socioeconomic differences, Dandade introduces a racial element into the play. He makes Jerry's character Palestinian American to place the piece in a post-Sept. 11 context.

As they rehearse, Dandade, extremely self-critical, pauses several times to correct flaws in his acting. Donning a scruffy, oversized overcoat, he becomes Jerry, rendering masterfully the dejected slouch of the down-trodden. His expressive face is able to mold itself easily to portray both the anguish of a deeply unhappy man and his animated struggle to hold Peter's attention as he tells stories of the rooming house where he lives. He has perfected an Arabic accent.

"You're hitting all the beats, getting all the details," Manson tells him.

"This is the first college-level production I've directed," Manson says, "and I treat it—and Neal—the way I would any other process or actor. [His work is] of a very high level. He has raw talent, and he takes direction extremely well. All he needs is experience."

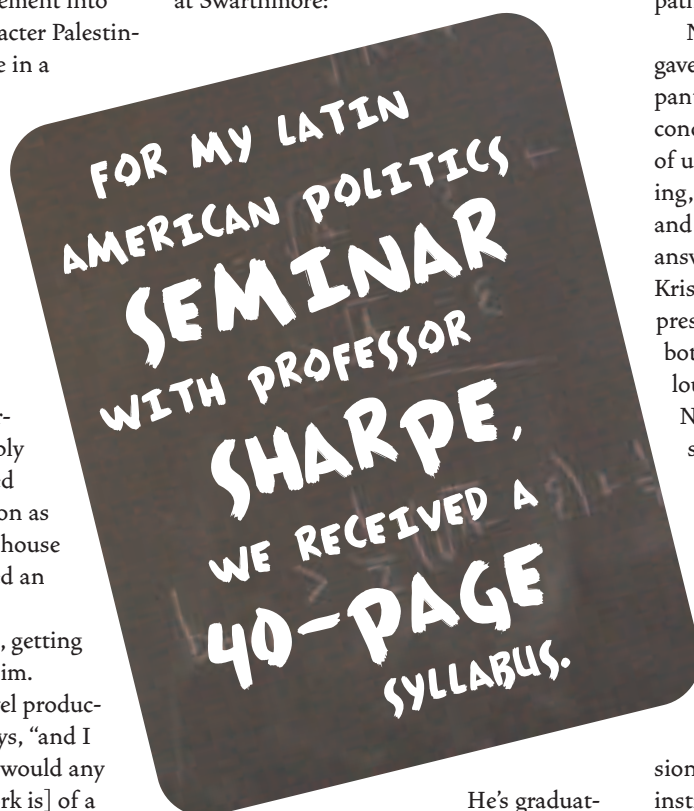
Dandade's previous honors preparation in theater was *Mango Chutney on Mesa Street*, an autobiographical solo play, which he created and performed to excellent reviews in February.

"Neal came to me several years ago and wanted to study theater in India," Assistant Professor of Theater and Dandade's adviser Erin Mee says. "So I put him in touch with Kavalam Narayan Panikkar, one of India's most famous directors, with whom I have worked. Neal came back overflowing with new ideas about theater. He wanted to put some of those ideas to work in a solo piece about growing up in El Paso. I gave him

some assignments for the summer and hired a director [solo actress and director Maria Möller] to work with him. This resulted in *Mango Chutney*, a brilliant and moving piece of theater."

For relaxation, Dandade performs improv comedy with Vertigo-Go and has co-hosted a WSRN radio show. He is a member of the Southeast Asian society DESHI and serves as a campus tour guide.

Associate Professor and Chair of Theater Studies Allen Kuharski says: "Neal is a great example of what can happen at Swarthmore:



He's graduating from the Honors Program in theater, and he also got great scores on his MCATs."

IN TROTTER HALL, students gather in the Roland Pennock Seminar Room for Professor of Political Science Carol Nackenoff's Constitutional Law seminar. There are 12 of them—a large seminar group, but, with 60 percent of all political science majors in the Honors Program, this is not surprising.

"I'm getting scoliosis from carrying all the reading material for this class," one student jokes.

"How many trees do you think were killed for honors seminars?" another student wonders.

Abena Mainoo '06, an honors political

science major and honors French minor from Ghana, sits quietly, organizing materials for her oral argument in today's moot court session. The students will argue the case *LULAC v. Perry*, examining the constitutionality of the 2003 controversial redrawing of the Texas congressional map that helped Republicans to win 21—up from 15—of the state's 32 seats in Congress. Mainoo has chosen the role of counsel for the defense, representing the state of Texas and Governor Rick Perry—"to see how I'll do arguing for a side I'm not naturally sympathetic with," she says.

Nackenoff calls the court to order with a gavel, and Mainoo, dressed in a smart black pants suit, steps to the podium. Clearly and concisely, she argues that Texas is not guilty of unconstitutional mid-decade redistricting, racial and political gerrymandering, and voter dilution. Calmly assured, she answers questions from the other "justices." Kristin Davis '06, in a white pants suit, presents opposing arguments. Afterward, both have the opportunity for rebuttal. A loud and lively discussion ensues, until Nackenoff calls a 15-minute recess for snacks. Scheduled from 1 to 5 p.m., this class almost always lasts until 6 p.m.

The court decides in Mainoo's favor on the counts of racial and political gerrymandering and vote dilution but determines that mid-decade redistricting was unconstitutional.

"I was extremely impressed with Abena's formal presentation,"

Nackenoff says. "It was very professional, very rigorous. She had a really good instinct how to pitch it. None of the questions threw her, and she was able to craft really good answers. She'd make an excellent trial lawyer."

Stoical about the staggering workload accompanying honors seminars, Mainoo says: "For my Latin American Politics seminar with Professor Ken Sharpe, we received a 40-page syllabus. We had to present papers every week. The class went from 7 p.m. to midnight or 1 a.m. Sometimes, I got sleepy, but it was always really interesting. The seminars just go as long as they go." Instead of grading the students' papers, Sharpe writes one-page, letter-style critiques of their work. "He indicated things he liked and those I could improve on," Mainoo says. "It was a kind of correspondence with him, and he always offered constructive crit-

The Evolution of Honors

Since 1922, when College President Frank Aydelotte first introduced it, Swarthmore's Honors Program, based on the Oxford tutorial model and arguably the oldest such program in the country, has undergone several revisions. The most recent was in 1996, after the number of participants reached its lowest ebb at 10 percent of the student body.

"Despite changes over the decades, the essence of the program remains the same," affirmed Professor of English Literature and Program Coordinator Craig Williamson. Seminars still form the backbone of the program. Whether in classrooms, labs, or research contexts, students take responsibility for leading discussions and critiquing each other's work. Dialogue flows back and forth between students and faculty. And the program culminates in external examinations administered by invited scholars, who determine whether a student receives honors, high honors, or highest honors.

In 1996, the number of required honors preparations was set at four—three in the major and one in the minor. The restructuring made the program more accessible and attractive to students and opened the way for the departments that had dropped out of the system to reenter. For these departments, relying only on 2-credit seminars had become inconsistent with the breadth of the disciplinary preparation they felt responsible to offer. The revised structure allows courses to be combined to create honors preparations and welcomes in-depth research and honors theses, which typically demand an entire academic year of work.

The structure also enables students to be examined in foreign study and community-based projects, encourages interdisciplinary combinations of majors and minors, and invites participation by the creative arts in the form of poetry portfolios, theater productions, musical compositions, and art exhibits. Every academic department of the College—including all the sciences and engineering—now participates.

The revision also includes a change in the grading policy. Under the former system, students were not graded in honors seminars in order to further the spirit of student-teacher collaboration in preparing for the outside examiners. However, as students became increasingly aware of the importance of grades for acceptance into graduate and professional schools, many were discouraged from enrolling. Since 1996, Swarthmore professors award grades in the honors preparations, and the outside examiners confer honorifics. To ensure the pre-eminent role of the Honors Program, "distinction in course" is no longer awarded by the College.

"I think the camaraderie in the seminars was never largely sus-

tained by the lack of grades. Rather, that sense of camaraderie is built by the sense of responsibility that we, as teachers, give to students, the respect we give them in terms of this dialogic model, and the real love of learning and testing of ideas that goes on in the seminars," Williamson says.

This year, 130 external examiners came to campus to evaluate the work of 114 honors candidates, constituting 33 percent of the senior class. Ten received highest honors; 64, high honors; and 40, honors.

"The outside examiners love our students and are very impressed with them," Williamson says. He adds that Swarthmore faculty members relish not only the opportunity to exchange new ideas but also the chance to show the quality of their students and the program.

"For 84 years, the Honors Program has embodied the College's commitment to the rigor, joy, and significance of the finest liberal arts education," said President Alfred H. Bloom, "and the 1990s revision has had a dramatically positive effect in energizing and sustaining the program in a very different world. Grades have become necessary to ensure that our students are not disadvantaged in graduate and professional school admission. The subject matter of many disciplines that could not be segmented into 2-credit seminars is effectively accommodated, and research projects, theses, foreign study, community-based initiatives, and the creative arts all have taken their rightful place in the program.

"Our graduates who have participated in this Honors Program invariably count their experiences—particularly their interactions with the external examiners—to be among the most formative experiences of their lives, moments that reaffirm for a lifetime their confidence to set the highest standards for themselves and to chart their own intellectual paths."

Assistant Professor of Politics Kenneth Kersch of Princeton, who for 2 years has served as the outside examiner for Professor of Political Science Carol Nackenoff's Constitutional Law seminar, offers an outside perspective: "The Swarthmore Honors Program in many ways resembles the Ph.D. qualifying exams we give to our students at Princeton. I write both exams and orally examine both Swarthmore and my Ph.D. students at about the same time of year. The Swarthmore students are every bit as good as my graduate students—a testament to both them and their teachers. I find that I am able to use the same pool of questions for both exams. I also enjoy the opportunity to spend time with members of the political science faculty at Swarthmore during my visit—a very interesting and enjoyable group of people."

—C.B.D.

"Honors students at Swarthmore need to have an awful lot of stamina, just to be able to cover the tremendous amount of work. They have to be dedicated to learning—really driven by curiosity for knowledge and the wish to do research and to think."

—Cynthia Halpern, associate professor of political science

icism. It was definitely not about grades."

Mainoo says that the frequent presentations required in the honors seminars have built up her self-confidence in oral performance, especially in French; writing weekly papers has improved her writing; the tremendous amount of reading has helped her learn to "skim" proficiently; and through studying in groups with her seminar mates,

she has made new friends and learned new perspectives.

Working out and running for fun with friends helps relieve stress. She has been a member of the Swarthmore African Students Association, has participated in the Chester Debate and the Chinatown Tutorial, and has worked for 11 hours a week in a number of campus offices.

CLASSES ARE OVER ON APRIL 28. In the days preceding their honors exams, Fiedler, Graybill, Dandade, and Mainoo are quietly confident.

Fiedler has a plan to ensure that he can review everything by exam time. His main challenge is in preparing for Real Analysis. "I took the course in my sophomore year, so it's the most distant," he says. For math, he



Neal Dandade, rehearsing with Toby David '06, says that his honors preparation *The Zoo Story* enabled him to explore the Sanford-Meisner technique, in which he had become interested while studying independently.

prefers to work alone rather than in a study group. "In terms of working with other folks, I'm not the honors poster student. Looking over old exams and reflecting on my several years of experience in math, I think there will be a large element of luck. Lots of proofs require a 'lightning bolt of inspiration.' Sometimes, the bolt comes, sometimes it doesn't. How I do will depend

a lot on how many lightning bolts come through."

In addition to studying for exams, Graybill is preparing to present her thesis, as a student researcher representing the Humanities Division, to the Board of Managers at their upcoming dinner meeting this week. With three exams, she, too, has a plan. "Right now," she says, "I'm studying pretty

hard for Postmodern Religious Thought. There are four of us, and we've pretty much taken over the religion seminar room. There are books and notes everywhere. It's rather fun in an intense kind of way." She is focused and not nervous.

Dandade and his classmates practice written and oral exams with Assistant Professor of American Studies Kendall Johnson. He spends days in the library looking at Theater History seminar papers that he and his classmates wrote in their junior year. "One can only prepare so much for these exams," he says. "Our real preparation was when we stayed up, pulling all-nighters to read and write seminar papers during the semester." All the hours of study in McCabe tire him. "It's the thought of being done in a couple of weeks that keeps me driven," he says.

Mainoo participates in a group study session with Professor Sharpe. "We spent 3 hours throwing out possible exam questions. Not only did we resolve many issues about the exam, but we also resolved a lot of big-picture questions. It was exciting and inspiring." Assistant Professor of Political Science Jeffrey Murer, her European Politics teacher, plans a similar study session for the next day.

THE WRITTEN EXAMINATIONS END, and the students' reports are varied. Fiedler's economics exam, Public Finance, has gone well. The math exams—Real Analysis, Mathematical Statistics, and Modern Algebra—were more difficult. "The stats exam probably went the best of the three; I could do 70 to 80 percent of that one well but substantially less on the algebra and the analysis. There were some theorems in analysis that I had simply never studied before. They had not come up in class, and I couldn't find them in any of my textbooks. There was no time to panic, though, which was a good thing," he says. He and his study group research and learn the previously unknown material until they are confident of being able to discuss it in the upcoming orals.

Graybill has sailed through her written exams. "I'm meeting my study group for lunch today, but I'm pretty much ready for orals. I think it'll be OK," she says. She is happy with her thesis presentation to the Board. "I was a little apprehensive because it's very academic and filled with technical biblical issues, and suddenly, I had to turn it

into a 10-minute, after-dinner presentation. But the Board members asked a lot of questions and seemed really interested in it," she says.

Also positive about his exams, Dandade is delighted by the positive reaction to the campus performance of *The Zoo Story*, especially pleased that friends Dito van Reigersberg '94 and Dan Rothenberg '95 of the Pig Iron Theater attended and enjoyed the play. Dandade can hardly wait for orals. "The reason I think I'm a good candidate for the Honors Program," he says, "is because I like to talk about my ideas and don't know if I can always fully express them on paper. It's nice to have this second chance."

Mainoo's smile is a little less brilliant than usual. Her first exam, on the 19th-century French novel, she fears, did not go well. "I prepared right up until the night before, and that was a mistake," she says. Running out of time, she failed to complete her final answer but now looks forward to having the chance to do so in the oral exam. Her other three exams have been less problematic, and Latin American Politics was even fun, she says. "I'm really looking forward to talking with the examiner for that one because he wrote one of the main texts we studied. It will be exciting to engage him in conversation about that," she says.

During the 2 weeks before Commencement, only seniors are left on campus. The four students comment on the strange, limboesque atmosphere of the days between honors written and oral exams—all are ready and anxious to get on with it.

A couple days before orals begin, honors students receive an e-mail from the Registrar's Office, reminding them not to wear jeans or T-shirts when they appear before the external examiners. The note advises them that they may take their written exam questions and answers with them but should not refer to them too often.

BY MAY 20, IT'S OVER. The students are relieved and euphoric. "When I came out, I felt pretty good. It was great to have it over. It had been quite a process," Fiedler says. Yet, he is disappointed by the format of the math orals. "A lot of people talk about the wonderful conversations they have with their examiners, but that only really happened in my economics exam. In the math exams, I was up at a board solving problems until the 45 minutes were up. There's not



"A conversation with a friend over dinner the night before my first oral ended up forming the basis of most of my exam," Abena Mainoo says. "I really appreciated the opportunities to discuss these things with my peers and to think them through critically and defend them."

much give and take. Maybe it's not as fulfilling for math majors because of that."

As with her written exams, Graybill says she had a good feeling. "I thought it would be hard to have three in one day, but it was actually nice because I was really focused—and then they were done. The department was so supportive, sitting around telling me, 'It's going to be fine. Have some free lunch.'"

"It was great!" Dandade says, "Just like having a conversation. Afterward, I was pretty exhausted, but it wasn't bad at all."

In her first exam on European politics, Mainoo says she was so nervous that her

responses were too formal. Talking about it, she relives the experience, and words tumble out: "My examiner realized I was nervous. He said, 'I could be asking you these questions outside this office, just as if we were having a chat.' That relaxed me. I even started to interrupt and ask him questions—just the way it's supposed to be. I was really happy with that exam. I definitely sweated in all of them, but, after my last one, I came out and thought, 'I'm done.' A professor I know from Penn was there as an examiner, not mine, but it was great to see him. And Professor Halpern, who encouraged me to do honors in the first place, was there, too.

Then, I met my friends; we went and changed into flip-flops, and it felt so good, so *really* good."

By Saturday evening, the long-awaited notes lie in the students' mail boxes. Fiedler, Graybill, Dandade, and Mainoo all receive high honors. Fiedler regrets the lack of feedback on his exam performance. "You do all this stuff," he says, "then you never find out how you did in your individual exams. You get this one-line letter from the registrar: 'It is my pleasure to inform you that the visiting examiners have recommended that you be awarded your degree with honors/high honors/highest honors.' It's a bizarre little piece of paper—but maybe it will seem less anticlimactic over time."

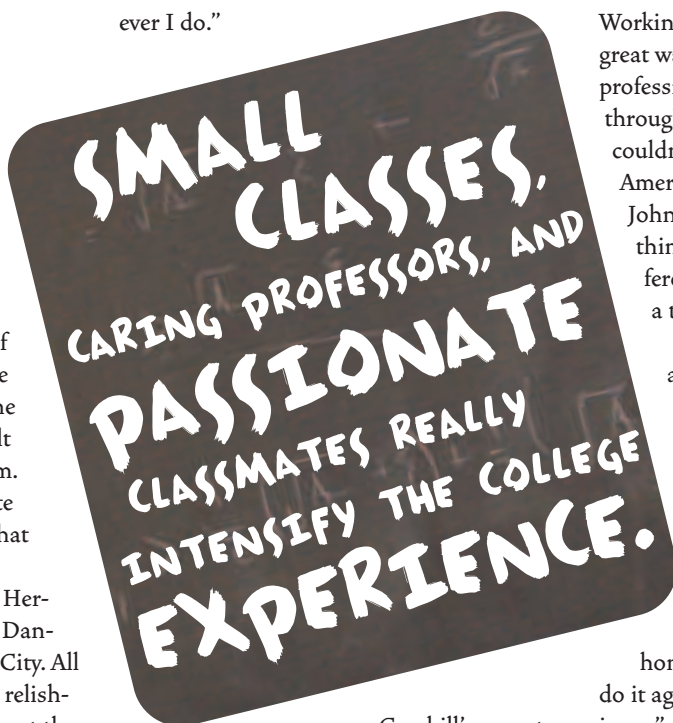
CELEBRATIONS BEGIN. At the Iron Hill Brewery in Media, Pa., Fiedler enjoys one of the best hamburgers he has ever eaten. The next day, a rainy Sunday, he buys a jigsaw puzzle at Target, and, for the next 14 hours, he and some friends work on it. "It was a 1,000-piece puzzle with a big area of sky and lots of rocks that look all the same." He attacks the puzzle with the same tenacity he applies to a difficult math problem, completing it at 4 a.m. "I've never before been able to devote that much time here to something that has nothing to do with anything."

Graybill heads for the beach and Hershey Park with friends. Mainoo and Dandade both visit friends in New York City. All spend time on campus with friends, relishing a final opportunity to be together at the College. "It's an interesting feeling to be on Swarthmore's campus without having something intellectual to think about," Dandade says. Mainoo, on the orders of her mother and aunt, who are flying in from Ghana, has a 3-hour appointment downtown to have her neat Afro hairstyle braided for Commencement.

ON COMMENCEMENT DAY, sunlight bathes the campus. Fiedler's parents have come from Rochester, N.Y. Last year, he was one of three Swarthmore juniors selected for a prestigious Truman Scholarship, which will help support him in graduate school; now, he also receives the Ivy Award, given by the faculty to a graduating male who has displayed outstanding leadership, scholarship,

and contributions to the College community. In a week or so, he will head for Washington, D.C., to spend a couple of years working for the Center on Budget and Policy Priorities and sharing a house with Swarthmore friends.

"The honors experience has been terrific," he says. "That you're with people who are academically serious about material that's at such a challenging level, is great. The math seminars forced me to really refine my thought processes and be logical and rigorous in a way that you don't have outside of a math seminar. That ability for analytical and logical rigor is a skill that I'll be able to use in whatever I do."



Graybill's parents remain on campus just long enough to applaud her as she receives the Oak Leaf Award, the women's equivalent to the Ivy Award. Then, they must fly home to Montana in time for her brother's high school graduation ceremony. "We're missing each other's graduation," Graybill says, ruefully. A Rhodes Scholarship finalist, she will pursue a Ph.D. in Near Eastern studies at Berkeley. A Berkeley Fellowship will provide full tuition and a stipend, and a Townsend Mellon Discovery Fellowship, awarded through a program that promotes interdisciplinary study, will match her with a graduate mentor from a different field. To prepare for her "Berkeley adventures," she will spend part of the summer in Israel, studying modern Hebrew.

Graybill says that, despite the workload, the Honors Program has been wonderful for her. "The small classes, caring professors, and passionate classmates really intensify the college experience."

After Commencement, Dandade's mother will return to El Paso, while he and his father head to Chicago for a few days. In September, Dandade will pursue public health research, by day, with Charles Bennett '77, a professor of medicine at Chicago's Northwestern University (see page 18); by night, he plans on seeking venues to perform *Mango Chutney on Mesa Street* and finding improv opportunities.

"I'd definitely choose honors again. Working with outside directors has been a great way to learn about doing theater in the professional world. I've learned so much through my performance pieces that I couldn't have learned otherwise. And my American Studies seminar with Kendall Johnson really taught me how to pick things apart and look at them from different angles. In terms of just becoming a thinker, this changed me a lot."

Mainoo welcomes her parents and an aunt from Ghana and a cousin from London, with whom she has been celebrating during the past few days. She will return to Ghana for the summer, "to see how things are in West Africa," but she'll be back in September to attend Harvard Law School.

Opting, initially, not to do honors, Mainoo has no regrets now. "I'd do it again and probably take the same seminars." She suggests, though, that before deciding between course and honors, sophomores should be encouraged, through organized round-table meetings, to interact with current honors students and look at some of the honors seminar syllabi to become more informed of the expectations of the program. "I know it's up to the students to do this independently," she says, "but, as a sophomore, I just wasn't thinking about things like that."

As Dandade has been known to tell touring visitors: "This place is such a great institution, with so much to offer; the Honors Program is only one of the great things here. It definitely requires a higher degree of dedication, and it's not for everyone, but, if you're really passionate about your subject, definitely don't rule it out." ❧




ANDY DRUCKER '06

Anna Torres (*above*), an artist and activist from New York City, started the Chester Mural Collective (*right middle*) with a Lang Opportunity Grant. Swarthmore students (*far right bottom*) helped install the group's first mural in May. Chester-based artist Michelle McIver (*right bottom*) has supervised this summer's work on a second mural at the downtown YWCA—an indoor work that celebrates children around the world.






PAINTING CHESTER'S FUTURE



"PUBLIC ART UNITES PEOPLE
THROUGH A COLLABORATIVE
PROCESS OF CREATION,"
SAYS ANNA ELENA TORRES '07,
WHO CONCEIVED THE
CHESTER MURAL COLLECTIVE.

By Jeffrey Lott

Photographs by Jim Graham



The streets of downtown Chester, Pa., 4 miles from Swarthmore, are lined with abandoned homes, shuttered businesses, and silent factories that testify to the city's once prosperous past. Handsome facades under peeling paint recall the optimism and confidence that made Chester one of Pennsylvania's industrial powerhouses decades ago. Today, it is one of the state's poorest cities, and students entering Chester's high school—a modern, forbidding fortress—walk across an arid plaza under the eyes of security guards and police. And after school, there are few things for them to do.

Inspired by extensive murals in Philadelphia, Anna Elena Torres set out to effect change in Chester through a public art project that would lift the spirits of Chester's children. Torres first tutored in Chester as a freshman through a work-study program. A native New Yorker, she noticed that, despite Chester's rich history, there were few cultural resources and that the children she worked with never had art classes. During her sophomore year, Anna was awarded a Lang Opportunity Scholarship that included a \$10,000 grant from the College's Lang Center for Civic and Social Responsibility for her proposal to create the Chester Mural Collective (CMC).

COURTESY OF THE CHESTER MURAL COLLECTIVE

"MURALS CAN TRANSFORM NOT ONLY THE WAY A CITY BLOCK LOOKS BUT ALSO THE WAY PEOPLE PARTICIPATE IN THE LIFE OF THEIR CITY."

Torres, an honors religion major, started the CMC in summer 2005 while interning at Chester's Freeman Cultural Arts Complex. "The idea is to give Chester residents—students and adults—opportunities to fill the town's blank walls with their own work and also to teach art to students during after-school hours," Torres says. She has led presentations for middle school students that focus on the role of murals in social change movements.

The CMC's first mural, designed by Chester-born artist Joseph Church, was installed in May on a 60-foot wall outside Chester Hardware & Supply on Second Street and Edgmont Avenue, a few blocks from the spot where William Penn first set foot in the New World in 1682. It represents the city's past with a map and renderings of historic architecture; the central figure, an African American girl representing the present and the future. She is wearing a crown of thorns and holding a picket sign in her left hand and a dove in her right.

Torres says that she was drawn to public murals "because of their ability to unite people through the collaborative creative process. Murals can transform not only the way a city block looks but also the way people participate in the life of their city. One of my proudest moments was when a teen who worked on the mural told me, 'Now, when I notice run-down walls, I just think how perfect they'd be with murals.' She didn't accept what she saw and was able to picture an alternative that she could have a role in shaping."

Sustaining the CMC into the future will require continued partnerships among businesses, city government, Chester residents, and Swarthmore students, Torres says. "We already have a waiting list of businesses that have requested murals, and the City of Chester has asked for major pieces on three sites. There's been so much support for the murals because people understand that political change begins with cultural change." In August, Torres received news of a \$5,000 grant from the Chester Youth Collaborative that will help to see the CMC through a new year of activities, bringing together students, adults, and art to recreate a sense of hope in Chester. ५





"The urban landscape of Chester is so dilapidated," says Sally O'Brien '07, who serves as administrative director of the Chester Mural Collective. "For kids to know that they can have a positive effect on the landscape of their neighborhood is really important." The Chester murals are drawn and painted on "parachute cloth"—a heavy synthetic fabric—then adhered to walls using acrylic gel. In May, Swarthmore students (*bottom*) touched up the seams of the collective's first effort after it had been adhered to the wall of Chester Hardware and Supply.



COURTESY OF THE CHESTER MURAL COLLECTIVE

2006

Photographs by Jim Graham and Eleftherios Kostans

Reunion By the Numbers

1,305 Alumni Weekend attendees

3 Number of reunion dormitories with no electricity on Friday afternoon, after lightning hit a transformer

42 Highest percentage of attendance (Class of 1956)

112 Highest number of attendees (Class of 2001)

15 Number of countries represented

39 Number of states represented

Bad weather (yet again) did not deter 2006 Alumni Weekend participants from enjoying their weekend and each other. Umbrellas were out in full force, but spirits were high and activities went on unabated.

The weekend was filled with activities. Attendees loved the juggling antics of Jen Slaw '02 and Tony Duncan. Alumni turned out despite drizzle to see the ribbon-cutting for the Parrish Hall rededication. Our faculty lecturers this year were Edmund Allen Professor of Chemistry and Biochemistry Robert Pasternack, Associate Professor of German Sunka Simon, and Associate Professor of Psychology Andrew Ward. Alumni could find music almost anywhere: The Mozart *Requiem* sing-in drew about 100 alumni; and Ruth Goldberg '81; and the bands Merry Lyin'; Nathan and the Narwhals; Robby George ['77] and Friends; The Kids; and Daniel "Freebo" Friedberg '66 (see page 58) all performed during the weekend. Alumni and their children participated in a gamelan demonstration, and Swarthmore Alumni in Finance held a reception. There were departmental receptions, class panels, and many other opportunities for alumni to come together.

Alumni marched in the parade of classes serenaded by the music of a mummers string band, followed by Alumni Collection. This year's Collection speaker was Christopher Lehmann-Haupt '56, recently retired from *The New York Times*. Interested alumni can find his talk at www.swarthmore.edu/alumni/pdf/Collection__06.pdf.

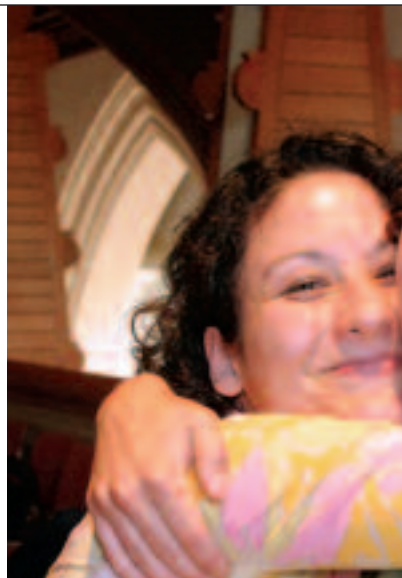
Alumni Weekend would not be possible without the participation and hard work of many people. We thank all the alumni volunteers who organized events, dinners, and panels. We also offer our thanks to the faculty lecturers and to staff members who hosted events and receptions.

—Lisa Lee '81

Director of Alumni Relations

Right: Friends coming together—that's what reunion is all about!

Below, left to right: Rafael Zapata, director of the Intercultural Center, with Steven Larin '97 and Juan Martinez '91 at a Saturday afternoon reception



Above: Derrick Gibbs '76 and friends after the Parrish Hall rededication ceremony



Top: Members of the 50th-reunion Class of 1956 march in the parade of classes.

Above center: Members of the Class of 1981 after their class memorial service

*Above right: Alumni Collection speaker Christopher Lehmann-Haupt '56, former senior daily book reviewer and chief obituary writer for *The New York Times**

Left: "Smile for the camera!"

Right: Alumni artists exhibited their works in the List Gallery.



RECENT EVENTS

Boston: In a summer with record high temperatures, plagued by electrical outages, the Boston Connection was troubled by a different sort of electrical malady—too much of it! The Connection had planned to meet and see Martha Hicks-Courant '77 and the rest of the Chelmsford Community Band perform the kick-off event of the annual concert series at Boston's famous Esplanade. However, the "rain or shine" festivities were canceled due to an electrical storm. Undaunted, Boston Connection Co-Chair David Wright '69 hopes that "the band will be rebooked next summer at the Hatch Shell. They deserve it! Swarthmore will be there!"

Chicago: Director of Grounds and Horticultural Coordinator for the Scott Arboretum Jeff Jabco led Connection members on a tour of Millennium Park in September. This garden was designed by landscape architects Kathryn Gustafson and Jennifer Guthrie, theatrical designer Robert Israel, and Dutch nurseryman—garden designer Piet Oudolf. Thanks to Marilee Roberg '73 for organizing this event.

Paris: Connection Chair Anaïs Loizillon '95 organized two faculty events this summer. Provost and Mari S. Michener Professor of Art History Constance Hungerford visited Paris alumni after participating as faculty director of the Alumni College Abroad program in Provence. Alexander Griswold Cummins Professor of English Literature Philip Weinstein spoke to alumni at Le Café qui Parle. *Merci, Anaïs!*



On Aug. 24, Swarthmoreans in Washington, D.C., enjoyed a happy-hour gathering near Farragut Square. The event drew a crowd of almost 3 dozen spirited alumni representing class years from 1964 to 2006. Pictured are three of the newest crop of alumni, Aloysius Obodoako '06, Martyna Pospieszalska '06, and Yavor Georgiev '06. The event was organized by Maria Barker '96.



Alexander Griswold Cummins Professor of English Literature Philip Weinstein (above and right, with Connection Chair Anaïs Loizillon '95), spoke with alumni in Paris in July. During 2006–2007, Weinstein will deliver a series of lectures as part of Swarthmore's Faculty-on-the-Road Program. Further information will be mailed to Swarthmoreans in each region in advance of these events, or you can find out more at <http://www.swarthmore.edu/x208.xml>.

Atlanta	Sunday, Oct. 8
New York	Thursday, Oct. 12
Boston	Sunday, Oct. 22
Chicago	Thursday, Nov. 2
Seattle	Friday, Nov. 10
Portland	Sunday, Nov. 12
Raleigh/Durham	Thursday, Nov. 30



UPCOMING EVENTS

Seattle: In other book-group news, Karl Knaub '95 reports great success with the new Seattle book group. Karl is an alumnus of the DC book group and is using that experience to help him organize. The theme of the readings will be "The City," and Karl is welcoming Assistant Professor of English Heather Easterling '92, of Gonzaga University, to be the faculty leader. So far, the results have been remarkable, with many discussion groups forming. Serendipitously, one of the interested alumni is Judith Stoloff '62, who happens to be a Fellow of the American Institute of Certified Planners (city planners) and is excited to lend her experience to the group. For more information about the group, e-mail Karl at karlknaub@gmail.com.

Washington, D.C.: In this, its 10th year, the DC alumni (and friends) book group will explore the psychological dimensions of novels and memoirs with William R. Kenan Jr. Professor of Psychology Jeanne Marecek and Professor of English Literature and Chair of the Department Peter Schmidt. Contact Sue Ruff '60 at sueruff@aol.com for more information.

Washington alumni are also invited to an exhibition at the Textile Museum titled *Mantles of Merit: Chin Textiles from Mandalay to Chittagong*. Former Swarthmore president David Fraser and his wife, Barbara Fraser, are curating this major exhibition of Chin textiles, which will run from Oct. 13, 2006, to Feb. 25, 2007. Once event details have been finalized, more information will be available from the Alumni Relations Office. Call (610) 328-8402.



ALUMNI ASSOCIATION OFFICERS

President

Seth Brenzel '94

Vice President

Lauren Belfer '75

Vice President

Minna Newman Nathanson '57

Vice President

Kevin Quigley '74

Secretary

David Wright '69

ZONE A

Delaware, Pennsylvania

Mara Lee Baird '79

Wyndmoor, Pa.

Kevin Browngoehl '78

Bryn Mawr, Pa.

Delvin Morris Dinkins '93**

West Chester, Pa.

Daniel Honig '72

Swarthmore, Pa.

James Robert Lindquist '80**

Paoli, Pa.

Cecily Roberts Selling '77

Philadelphia, Pa.

Jon Van Til '61

Swarthmore, Pa.

ZONE B

New Jersey, New York

Jorge Aguilar '05+

Bronx, N.Y.

Susan Yelsey Aldrich '71

Pelham, N.Y.

Erica Strong Batt '63~

Vineland, N.J.

Lauren Belfer '75

New York, N.Y.

Patricia Aileen Funk '06+

Brooklyn, N.Y.

Max Gottesman '56

New York, N.Y.

Yongsoo Park '94

New York, N.Y.

Joyce Klein Perry '65

Rochester, N.Y.

Steven Rood-Ojalvo '73

Haddonfield, N.J.

Diane Tucker '91**

New York, N.Y.

ZONE C

*Connecticut, Maine,
Massachusetts, New Hampshire,
Rhode Island, and Vermont*

Gwendolyn Cadge '97

Somerville, Mass.

Mary Morse Fuqua '59

Williamstown, Mass.

Karen Kelly '73

Williamstown, Mass.

Meghan Kriegel Moore '97

Lowell, Mass.

Thomas Riddell '66

Northampton, Mass.

Russell Dana Robbins '84

Wilton, Conn.

Stephen Smith '83

Winchester, Mass.

Susan Raymond Vogel '56

Worcester, Mass.

David Wright '69

Wellesley, Mass.

ZONE D

*District of Columbia, Maryland,
and Virginia*

Mary Catherine Kennedy '80

Washington, D.C.

Albert Yung Kim '93

Washington, D.C.

Todd La Porte '80~

Washington, D.C.

Rosanne Boldman McTyre '74

Washington, D.C.

Ken Moskowitz '76

Arlington, Va.

Minna Newman Nathanson '57

Washington, D.C.

Christopher Plum '75

Silver Spring, Md.

Barbara Yoder Porter '62

Kensington, Md.

Kevin Quigley '74

Arlington, Va.

Tracey Stokes '89~

Mitchellville, Md.

** member at large

+ class president

~ Nominating Committee

ZONE E

*Illinois, Indiana, Iowa, Kansas,
Michigan, Minnesota, Missouri,
Nebraska, North Dakota, Ohio,
Oklahoma, South Dakota, Texas,
West Virginia, and Wisconsin*

Sandra Alexander '73

Tulsa, Okla.

Gerardo Aquino '96**

Houston, Texas

Samuel Awuah '94

Chicago, Ill.

Elizabeth Moss Evanson '56

Madison, Wis.

Maurice Kerins III '76

Dallas, Texas

Sabrina Martinez '92

Houston, Texas

David Samuels '89

Minneapolis, Minn.

Matthew Evan Williams '04+

Westerville, Ohio

ZONE F

*Alabama, Arkansas, Florida, Georgia,
Kentucky, Louisiana, Mississippi,
North Carolina, South Carolina,
Tennessee, territories,
dependencies, and foreign countries*

Julie Brill '85

Toronto, Ont.

Mary Ellen Grafflin Chijioke '67

Greensboro, N.C.

Amy Lansky Knowlton '87

Decatur, Ga.

Lawrence Phillips '63

Atlanta, Ga.

Peter Seixas '69

Vancouver, B.C.

ZONE G

*Alaska, Arizona, California, Colorado,
Hawaii, Idaho, Montana,
Nevada, New Mexico, Oregon,
Utah, Washington, and Wyoming*

Seth Brenzel '94

San Francisco, Calif.

Steven Gilborn '58

Valley Village, Calif.

Joshua Green '92

Keauhou, Hawaii

Christine Halstead '91
Foster City, Calif.

Karen Holloway '57
Fountain Hills, Ariz.

Barry Schkolnick '80
Los Angeles, Calif.

CONNECTION REPRESENTATIVES

National Chair

Jim Moskowitz '88

Ann Arbor

Jenny Blumberg '04

Kamilah Neighbors '98

Atlanta

Linda Valleroy '72

Austin/San Antonio

Jennifer Jacoby Wagner '92

Boston

Ted Chan '02

David Wright '69

Chicago

Marilee Roberg '73

Denver

Phillip Weiser '90

Durham

Julia Knerr '81

London

Abby Honeywell '85

Metro-DC/Baltimore

Art Zito '81

Metro New York City

Lisa Ginsburg '97

John Randolph '97

Paris

Anais Loizillon '95

Philadelphia

Jim Moskowitz '88

Paula Goulden-Naitove '79

Pittsburgh

Barbara Sieck Taylor '75

San Francisco

Ruth Lieu '94

Seattle

Lorin Nelson '00

Debbie Schaaf '95

Jay Schembs '01

Tucson

Laura Markowitz '85



JIM GRAHAM

Ken and Anne Matthews Rawson—both of the Class of 1950—help keep the College ticking. Each week, they walk from their home near the campus to wind the clocks in Parrish Hall and Bond Memorial Hall. During the recently completed renovation of Parrish, Ken repaired both College-owned case clocks. He says the J.J. Elliott clock in Parrish Parlors is approximately 100 years old. The Rawsons were the winners of the 2005 Joseph Shane Award for service to the College. To read more about their clock project, see Anne's 1950 Class Notes column on page 48.

God and Government

R. KENT GREENAWALT '58 EXPLORES THE LAW OF CHURCH AND STATE.



DUSTIN ROSS

R. Kent Greenawalt came to the Columbia U. School of Law in 1965 after a 2-year scholarship at Oxford U. under the supervision of noted political philosopher Isaiah Berlin.

Does religion belong in the classroom? University Professor R. Kent Greenawalt '58, who teaches at Columbia's School of Law, thinks it does—under certain conditions.

With schools and parents debating the teaching of evolution, creationism, and intelligent design, Greenawalt, who has spent years considering the Constitution as it applies to church-state issues, thought it time for an in-depth scholarly investigation into the Free Exercise and Establishment clauses as they apply to schools. Last year, he published the book *Does God Belong in Public School?*

"I believe it is acceptable and often necessary to discuss religion in the classroom, depending on the age of the student and the course being taught," says Greenawalt, who has a bachelor of philosophy degree from Oxford U., and a law degree from Columbia U. "It's crucial, though, that the teachers not say one position is right," he says, emphasizing the importance of a teacher not saying that all students "should be religious."

The issue becomes more complicated, he says, when one has to consider questions such as: Is it OK for a teacher to state his or her religion? Would it be a good idea to have the children discuss what they think is the right position? Would it be OK for the teacher to take a position and say, 'This is what I think personally about this subject, but it's not the position of the school or government?'

Greenawalt answers the first question by saying he believes it's acceptable for teachers to state their religion. "In a small community, the kids are probably going to know the religious affiliations of the teachers anyway," he says.

The other two questions are harder to answer, Greenawalt acknowledges. "It depends a bit on how sophisticated the children are and how old they are. Generally I don't think it's good to have debates in the classroom even if the teacher is neutral. The risk is that if most children have one view and a few children have a different view, the minority is going to feel ganged up on. In a college classroom or even senior year of high school, it would be different," says Greenawalt.

Subject matter is crucial to the religion in school debate. In the case of a natural science course, Greenawalt believes "teachers should be teaching plausible-only positions that have the support of natural science, and standard creationism certainly does not fall into that category. A class on different cultures is an appropriate place to talk about creation stories, but you can't teach them as science.

"A modest version of intelligent design says there are just a few things that evolutionary theory can't explain and that an intelligent designer is needed to plug the gap. It is much harder to show this version is wrong in comparison to standard evolutionary theory. The more modest the intelligent design theory gets, the less it diverges from what evolutionary theory asserts as a complete explanation.

"If intelligent design is taught as *the* alternative, then it is religious enough to violate the Establishment Clause. If a teacher says, 'This is one possibility.' That would probably be acceptable," said Greenawalt, who clerked for Supreme Court Justice John Harlan II, and, from 1971 to 1972, served as a U.S. deputy solicitor general during the Nixon Administration.

Discussion of religion in a history class would be a different matter, he says. "To not say anything about religion in a history course would be a serious mistake," Greenawalt says. For example, teachers should discuss the Reformation and teach the foundations of Roman Catholic and Protestant views, but "they shouldn't say these are the right views and these are the wrong views. They should be teaching *about* religion [as it was the milieu for the historical events] rather than teaching religious truth," he says.

"To take a modern politics course and not say anything about religious movements would also be a distortion. I mean, how do you describe the political situation in this country right now without saying something about the religious right?" he asks rhetorically. "Religious groups in the past were active in the civil rights movement and in opposition to the Vietnam War. Now, of course, that's changed. The most active groups tend to be on the right side of the spectrum."

—Audree Penner

Easy, Simple, and Freebo

A CELEBRATED SIDEMAN
STEPS TO THE FRONT OF THE STAGE

Freebo '66, *Before the Separation*, Poppabo Music, 2005

One message of the counterculture of the 1960s was that people needed to change themselves before they could change the world. Freebo proves the point as he celebrates human freedom on his latest album. But his own creative freedom had to come first.

Freebo (born Daniel Friedberg) came to Swarthmore in fall 1962 from Mahanoy City, Pa. In high school, he was president of his class and an All-State football player. He continued to play football in college and joined Delta Upsilon. His politics were small-town conservative. "Like most of us who grew up in postwar America," he says, "I was formed by my parents and that society. I believed in the box."

But as Friedberg became Freebo, he broke out of that box. "I wound up with a group of rock and rollers [he had also been an All-State tuba player], started playing electric bass, grew my hair, joined the counterculture"—and dropped out of Swarthmore in 1964.

By 1969, he was playing the Philadelphia club scene—Second Fret, Main Point, and Electric Factory—with the legendary Edison Electric Band, whose 1970 album *Bless You, Dr. Woodward* was named one of the "100 Best Philly Albums of All Time" by *Philadelphia Weekly* in 2004. (It was recently re-released on CD.)

Singer Bonnie Raitt—herself a dropout from Radcliffe—heard Freebo while playing the Electric Factory and, after Edison Electric broke up, invited him to play his fretless bass on her bluesy first album. He recorded and toured with Raitt throughout the 1970s, establishing himself as a musician of unusual talent and versatility. Later, he settled in Los Angeles and became a sought-after studio musician, touring occasionally with artists such as John Mayall; Crosby, Stills & Nash; Maria Muldaur; and Ringo Starr.

Still, Freebo says he had another box to break out of: "As I got older, instead of trying to get other people to do the musical things I wanted to see done, I realized I had to do them myself. But I was afraid, and fear can be a subtle thing—lots of judgment and pressure from others. Through a series of mistakes along the way, a process of elimination, you gain wisdom. Sometimes, you find out what you want by doing what you don't want to do."

Before the Separation, his third disk as a solo performer, is the felicitous result. Its songs reflect many musical influences—folk, soul, rock, and the classic California sound, with its sweet harmonies and airy, post-psychedelic guitar. There are hints of singer-songwriters as different as Country Joe McDonald, Otis Redding, Jesse Colin Young, and Donovan. Yet Freebo's music never sounds derivative.



PHOTOGRAPH BY JEANS®

Some tracks recall the idealism of the '60s but are firmly rooted in the present—and in Freebo's stubborn optimism about the human condition. In the anthem-like "Stand Up," he exhorts us to "Stand up, be strong / Why take it, How long?" and observes that retaliation only feeds more conflict: "Pay 'em back, and soon you'll find, / An eye for an eye makes the whole world blind."

A more overtly political—and deliciously sarcastic—song is "The Freedom Wall," which envisions a gated Fortress America as a "better place for all." In martial tempo, he sings: "There will be no enemies, / Here amongst our own. / They will all be kept away, / Outside the Freedom Zone."

Yet my favorites are reflective tunes such as "Before the Separation," "To the Light," and "It Goes By Fast"—delivering gentle messages about unity of spirit and nature, our fleeting existence, and the need to find our own paths to peace and harmony in a world beset with conflict. On each track, words and music blend effortlessly, and Freebo's listenable voice is informed by his innate musicality. One wonders why we had to wait so long for him to come to the front of the stage.

The poetic "Soul Mates" follows two childhood friends from their "sandbox wonderland" to a meeting much later in life. Its lyrical chorus seems to characterize an approach to life that permeates all of the music on this album. Singing, "Easy, simple, and free / Somehow, you knew that we / Were soul mates / Soul mates," Freebo brings you into his light and rewards you for being there with him.

—Jeffrey Lott

Freebo's albums are available from his Web site at www.freebo.com, where you can also learn about upcoming live performances.

Books

Robert Austin '84 and Stephen Bradley (eds.), *The Broadband Explosion: Leading Thinkers on the Promise of a Truly Interactive World*, Harvard Business School Press, 2005. In this essay compilation, the editors marshal the latest thinking from experts in the digital world as they tackle the questions that arise from this high-stakes arena.

Dean Baker '80, *The Conservative Nanny State: How the Wealthy Use the Government to Stay Rich and Get Richer*, Center for Economic and Policy Research, 2006. The author shows that conservatives, contrary to the myth that they favor the market over government intervention, actually rely on a range of "nanny-state" policies that ensure that the rich get richer, leaving most Americans worse off.

Virginia (Stern) Brown '49, *Mildred Miller Remembered: An Intimate Portrait of an American Artist*, XLibris, 2006. The author presents a fascinating glimpse into the life and art of Mildred Miller (1892–1964), a dedicated painter who struggled quietly within the societal constraints of a male-dominated profession.

Ann Cudd '82, *Analyzing Oppression*, Oxford University Press, 2006. The author argues that the fundamental injustice of social institutions is oppression and that the key to its eradication lies in the theories, principles, and methods underlying liberal and analytic traditions.

Robert McKeever and **Philip Davies SP '69/'70**, *Politics USA* (2nd edition), Pearson Education Limited, 2006. The second edition of this student-friendly guide to U.S. politics, originally published in 1999, has been updated to include analyses of the Sept. 11, 2001, terrorist attacks; the first George W. Bush administration; Bush's reelection; and the wars in Afghanistan and Iraq.

A Brief Introduction to U.S. Politics, Pearson Education Limited, 2006. This guide to the intricacies of U.S. political institutions provides students with a

detailed overview of the main institutions, including the presidency, Congress, and the Supreme Court.

Iwan Morgan and **Philip Davies SP '69/'70** (eds.), *Right On? Political Change and Continuity in George W. Bush's America*, Institute for the Study of the Americas, 2006. In essays that analyze the president's ambitious and controversial agenda, contributors assess the presidency in terms of its historical context, first-term record, and second-term prospects.

Joshua Foa Dienstag '86, *Pessimism: Philosophy, Ethic, Spirit*, Princeton University Press, 2006. Challenging the received wisdom about pessimism as a negative tradition, the author argues for the philosophy of pessimism, which, as an ethic of radical possibility rather than a mere criticism of faith, can be energizing and liberating.

Christine (Rosenblatt) Downing '52, *The Christine Downing Lectures at San Diego State University, 1995–2004*, iUniverse Inc., 2004. This collection of lectures sums up 10 years



The Couple at 80 (mixed media) by Jason Corder '91. A resident of La Chalosse in the Basque region of Southwestern France, Corder was one of two artists selected from 50 to exhibit their works at a show, *Forged Spirits*, in the City Gallery at Waterfront Park, Charleston, S.C., from Sept. 16 to Nov. 19. He trained under Senegalese artist Ousseynou Sarr in France, learning a West African earth- and glue-based technique that incorporates dozens of natural pigments along with collage, thick cotton string, and oil paint. Corder and his family later spent 5 months in Sarr's home village in Senegal, where he became more involved with the technique. Corder says of his art: "The paintings are sometimes like chronicles of places, like Senegal, Thailand, or La Chalosse. However, more often they are images of a more internal world—that of spirits, dreams, the dream world, and the Earth."

of annual celebrations honoring Downing's career. The annual Christine Downing Lecture was established by San Diego State's Chair of Religious Studies Alan Sparks, who suggested that Downing herself should be the speaker.

Preludes: Essays on the Ludic Imagination, 1961–1981, iUniverse, 2005. In 25 essays about the *Spielraum* or space necessary for the wheel of life to turn soulfully, Downing offers a possible prelude to the play of a truly ludic imagination, which, according to author David Miller, "quietly enters the soul, working into the heart, awakening a secret melody to be noticed only later."





Ronald Dworkin '81, *Artificial Happiness: The Dark Side of the New Happy Class*, Carroll & Graf, 2006. The author investigates the role of doctors in treating everyday unhappiness, the conflicts that

have arisen within the medical profession as a result, and the competition between medicine and religion over control of the human mind and the definition of spirituality.



Max Mulhern '84, *Wind Root*, 2006. Taking the geometric language of weather maps, the artist, for whom weather has been a natural obsession since childhood, abstracts their stark symbols to create a world peopled with raging weather monsters and whimsical weather trees. The Galérie Artemisia in Paris exhibited Mulhern's works from March 7 to April 1.

Thomas Hammond '69, Chris Bonneau, and Reginald Sheehan, *Strategic Behavior and Policy Choice on the U.S. Supreme Court*, Stanford University Press, 2005. This book provides a comprehensive and integrated model of how strategically rational Supreme Court justices should be expected to behave in all five stages of the Court's decision-making process.

Josef Joffe '65, *Überpower: The Imperial Temptation of America*, W.W. Norton & Co., 2006. Mixing military history and diplomatic analysis, the author offers an assessment of the United States as an unchallenged global power and the burdens that accompany its singular standing. (See excerpt on p. 12)

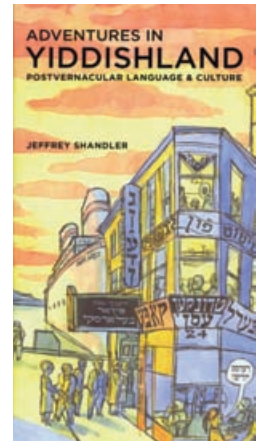
D.H. Kerby '86, *It Fell From the Sky, It Must be Ours: A Poem for Peace with Justice*, Blitz Publications, 2006. This personal and self-questioning poem gives authentic snapshots of our chaotic world, from the streets of Jerusalem, Frankfurt, Managua, and Port-au-Prince to the pressroom of the United Nations.

Susan Munch '67, *Outstanding Mosses & Liverworts of Pennsylvania and Nearby States*, Susan Munch, 2006. With detailed color photographs, this first color field guide for mosses in the mid-Atlantic region allows for easy identification—without using a microscope—of many of the most common and striking mosses and liverworts.

Cesare Lombroso, *Criminal Man* (translated and with a new introduction by Mary Gibson and **Nicole Hahn Rafter '62**), Duke University Press, 2006. Using excerpts from all five editions of Lombroso's 1876 classic of criminology,

this annotated translation along with its introduction show the progression of the author's thought and his positivistic approach to understanding criminal behavior.

Jeffrey Shandler '78, *Adventures in Yiddishland*, University of California Press, 2006. Tracking the transformation of Yiddish since the Holocaust, from the language of Jewish daily life to what he calls "a postvernacular language of divers and expanding symbolic value," Shandler draws on language learning, literary translation, performance, and material culture as manifested in children's books, board games, summer camps, klezmer music, cultural festivals, language clubs, Web sites, cartoons, and collectibles.



Yankev Glatshteyn, *Emil and Karl* (translated by **Jeffrey Shandler**), Roaring Brook Press, 2006. In a new translation of this 1940 novel for young readers about two boys—one Jewish, the other Austrian—during the early days of the Holocaust period, Shandler places the novel in its historical context and explains the author's approach to his subject.

Elisabeth Sussman and **Fred Wasserman '78**, with essays by Yve-Alain Bois and Mark Godfrey, *Eva Hesse: Sculpture*, Yale University Press, 2006. In a collection of essays, this work provides a rare opportunity to look at Hesse's artistic achievement within the historical context of her life through family diaries and photographs. It was published in conjunction with the May 12 to Sept. 17 exhibit of the same name organized by The Jewish Museum, New York City, where Wasserman is the Henry J. Leir curator.

Let the Bulletin know about your latest scholarly, literary, visual, theatrical, cinematic, or other artistic effort at bulletin@swarthmore.edu or by sending press releases, photos, or review copies to Books & Arts, Swarthmore College Bulletin, 500 College Avenue, Swarthmore PA 19081.

Artful Energy²

ROBERT STORR '72: CURATOR, ARTIST, TEACHER, CRITIC, HISTORIAN, AND WRITER



HERBERT LOTZ

After curating the 2007 Venice Biennale, Robert Storr will turn his attention to expanding Yale's art program.

The staccato rhythm of Robert Storr's fast-paced words and his energetic enthusiasm reveal a man who has retained the "unbounded energy and creativity" that William R. Kenan Jr., Professor Emerita of Art History T. Kaori Kitao saw in him as a student. As he leads our phone conversation full-speed ahead detailing one project after another, it becomes clear how this Chicago native has achieved so much since graduating from Swarthmore in 1972.

Yale President Richard Levin's announcement of Storr's appointment as dean of the University's School of Art confirms that Storr's intense drive has not waned over time. "Rob Storr is deeply knit into the contemporary art world and has an interest in educating the artist of the future," Levin said.

In New Haven, Storr is settling into his newest role at one of the most selective art schools in North America and spending the fall learning the ropes. Yet, before he directs his attention to expanding and fine tuning Yale's program—one of the few institutions where art-making is the central focus—he will take an agreed-upon leave of absence during the spring semester to curate and direct the 2007 Venice Biennale.

Storr explains that the Biennale, which began in 1895, is the oldest international exhibition of visual art and the baseline for all others. As the first American invited to hold this position, he regards the offer as "a huge opportunity that I couldn't turn down."

Three classmates who have followed the path of Storr's career offer startlingly similar descriptions of him—intellectual, intense, thoughtful, and decent, a man of energy and ideas. Peter Canby, senior editor at *The New Yorker*, describes Storr as "a high octane mix" of these qualities. To Saralinda Bernstein Lichtblau, manager of the school programs at the Hudson River Museum, Storr "was a larger-than-life figure, romantic, with a flippant shock of blonde hair." Carola Sullam Sheperd, remembers that "Rob had a certain trademark look—classic white shirt with casually rolled-up sleeves—and a wide circle of friends, connected to him through aesthetic interests or radical politics."

Storr grew up in a family of academics. Both parents graduated from Swarthmore—Richard Storr in 1937 and Virginia Vawter Storr in 1938. He studied French literature and history as an undergraduate, but, as he told an *Arts and Antiques* writer in 1996, he was always "drawing quietly." In 1978, he earned a master of fine arts degree from the School of the Art Institute of Chicago.

When Storr was at the College, Swarthmore's art curriculum was much different—there were studio art courses, but an art major was not available. Looking back, he recalls the lack of art options and the conservatism of the institution. As a result of those limitations, he "was inspired to find out what I'd been missing." He attributes his great interest in knowing how a piece of art is made, not just how good it is, to two art history professors—Hedley Rhys and Robert Walker, both now deceased—with whom he spent many hours talking about art. Sheperd recalls that she and Storr had "a shared admiration for the wit, wisdom, and verve of Rhys."

While he serves as Yale's dean, Storr will continue as consulting curator of modern and contemporary art at the Philadelphia Museum of Art. He is teaching one last class at the Institute of Fine Arts at New York University this fall and will see his current graduate students through to completion of their theses. And he will continue working on several books and creating art.

From 1990 to 2002, Storr was a curator and then senior curator of painting and sculpture at the Museum of Modern Art (MoMA), where he prepared major exhibitions. Storr's paintings have been exhibited in New York galleries, and his work is in the collections of the Nelson-Atkins Museum of Art and MoMA.

Reflecting on his hectic pace, Storr says: "It allows me to do what interests me. I have high powers of concentration but no desire at all to be a specialist in any one area to the exclusion of others. If I have brought people's attention to art and ideas that they would not have been aware of otherwise, then I have done my job."

—Susan Cousins Breen

Suds and Science

BIOLOGIST GRETCHEN MARGARET MELLER '90 HELPS TO CREATE AN INFORMAL OPPORTUNITY TO SHARE SCIENCE.



MAX DELAUBENFELS

Minas Tanielian of Boeing Phantom Works at a Science on Tap meeting co-organized by Terri Gilbert (*center*), Gretchen Margaret Meller (*right*), and (*not shown*) Anne Kao, Jennifer Wroblowski, and Rob Carlson. Volunteers interested in starting up events in other districts of Seattle should write to info@scienceontap.org.

Seattle residents who were thirsty for a beer and a dose of intellectual stimulation headed for the Ravenna Third Bookstore pub on July 24. There, they were able to enjoy a drink and listen to Minas Tanielian of Boeing Phantom Works bring Star Trek technology to life as he described the rapid advance in research on new types of materials—"metamaterials," that render objects invisible to radar. During a short break following Tanielian's presentation, audience members discussed the topic among themselves and then had the opportunity to ask him questions.

Tanielian was one of the speakers who appear monthly at the pub in a series called Science on Tap, co-founded by molecular biologist Gretchen Margaret Meller '90. The program provides a local forum for scientists to debate scientific and technological issues with the public. The pub is open to audience members of all ages.

Science on Tap is based on Café Scientifique, which began in 1998 in the United Kingdom to promote public engagement with science. It currently has more than 50 venues located on five continents.

Meller, a researcher in the Center for Perinatal Studies at Seattle's Swedish Medical Center, says she was motivated to start Sci-

ence on Tap by conversations with friends, who, knowing she is a biologist, would question her about science articles they had read in magazines and newspapers.

"I realized the problem with writing about science," Meller says, "is that the reader doesn't get to ask questions—and we all have questions. When you go into the community and give the public a chance to learn about science and ask questions in a safe, informal setting, then they have a better opportunity to really understand the topic. The informality of the space is critical to promoting discussion."

Along with other scientists and science writers, Meller lined up some speakers and opened Science on Tap in the cozy bookstore pub in September 2004. So far, they have not missed a single month, except for December, when they break for the holidays.

Topics have included dark matter and dark energy, stem cells, childhood obesity, space elevators, electric airplanes, evolution and intelligent design, the science of brewing beer, and understanding health reports in the media. Typically, a speaker talks for about 20 minutes, followed by a short break; they conclude with a discussion of up to an hour. Meetings usually attract from 30 to 50 participants. "For Evolution and Intelligent Design, we had 70 people," Meller says, "but, thankfully, that's unusual because the space is pretty small."

Meller has never presented at Science on Tap herself. "We've never been that hard up for a speaker," she jokes. She has, however, talked to community groups about basic concepts of molecular biology, genetics, and gene therapy. "I really enjoy giving those types of talks because it forces me to let go of the details, which is hard for a scientist to do," she says. "Scientists are known for their jargon. But the simplest talks are often the most compelling."

Science on Tap, Meller stresses, benefits both audience and speakers. "These sessions are very interactive," she says. "The speakers really get a chance to discuss their work and learn about the concerns of people."

She hopes that the interactive nature of Science on Tap is only the beginning of a trend toward outreach by the scientific community and, in turn, interest from the community in science.

"There is so much that scientists can learn from an audience—and this audience represents the people who will be voting on issues that affect science," Meller says. "I believe that this interaction between science and the public is long overdue. The pedestals on which scientists have put themselves—or on which others have put them—need to be knocked away. Scientists should be able to talk about their research with anyone who is interested, at any age, so that the sparks of scientific curiosity can blaze into meaningful discussion."

—Carol Brévert-Demm

Upcoming talks are listed at <http://www.scienceontap.org>.

Back to My Nature

LESSONS FROM FRUIT AND VEGETABLES

By Elisabeth Commanday Swim '99

"ARE YOU WEARING A BELT?" my step-brother Eric asked as he walked me to the beds of Sun Gold cherry tomatoes behind the packing shed. I had left my double life as office worker and classical singer in New York City to harvest vegetables and learn about Christine and Eric Taylor's sustainable farming practices. This was the first time that I had spent more than a day with my extended family at Table Mountain Garden in Murphys, Calif. Before this, the closest I had ever come to growing my own food was sprouting sunflower seeds on my Bronx living-room windowsill.

"No, but my pants have a drawstring," I answered. Eric smiled and told me to tie my bucket to the waist of my pants. "That way, you'll have both hands free for picking!" He was still beaming with pride after harvesting the year's first Brandywine tomatoes. One full tray of thin-skinned, bulging beauties would be enough to send the next day's market customers into a buzz of

the vine diagonally. Most of them came off whole, their little green top-stems still intact.

Self-doubt began to drip away like the sweat from my brow as I discovered a part of myself that had been hidden for years in the chaos of my urban life. The work became a meditation, the tomatoes my teachers. I began to watch my thoughts come and go as I continued my singular task of ushering ripe fruit into my bucket. From time to time, I let myself drift away on the currents of my mind, but, then, a carelessly picked green tomato would remind me gently to come back to task.

The next 2 weeks would be a course in what Buddhist teacher Thich Nhat Hanh calls "the miracle of mindfulness." Whether picking green and yellow squash from under their broad leafy canopies in the purple light of dawn, digging in spiny cucumber brambles for white fruits with just the slightest tint of yellow, or grooming patches of baby



Self-doubt began to drip away like the sweat from my brow.
The work became a meditation, the tomatoes my teachers.

anticipation of the bounty to come.

The mid-afternoon sun beat down on us as Eric showed me how to pull the round, orange jewels off their vines. "You want to pick them sideways," he said, "that way, they won't break. If you're good, you should be able to fill a bucket in about half an hour." He grinned and started off toward the other side of the garden. I looked down at my small hands, still pale from city office work, and at the large bucket hanging from my waistband.

Left alone with the orange fruit, I soon discovered that my little hands were ideal for picking clusters of tomatoes that hung in the inner shade of the vines. I began to search for the ripe fruit using the sensory nerves in my skin. I would delve into the center of each patch feeling for warm, smooth bunches of fruit and ease them off

lettuce to keep the weeds from making it into the harvest, I began to relax into the work and to surrender my mind to the vegetables.

I was amazed as I watched my sister-in-law, Christine, work twice as fast as I felt I could. She must have some sort of deep bond with the vegetables that guides her to the ones that have reached their peak. Or maybe she has just become so familiar with her patches of green that she has detailed maps of the plant beds painted onto her subconscious.

Even following Christine around the garden, working under deadline to pick for the market, became an exercise in mindfulness. I tried to keep my mind calm and open while working as quickly as possible. This, it seemed to me, was the essence of right work—full presence of mind in even the

most difficult or repetitive physical tasks.

After 10 days, my body had adjusted to the odd schedule that had me up before dawn, unconscious in the afternoon, and picking or partying until sundown. It seemed like no time had passed when my mother and stepfather arrived to help with the harvest before driving me back to their home in Walnut Creek, Calif.

On my last morning as a farmer, Christine gave my mother and me an unexpected treat. After we emptied our wheelbarrows of squash and cucumbers, Christine told us to gather two pairs of clippers and three buckets filled partially with water. We met her out at the center of the farm to help her pick and arrange sunflowers and zinnias, a ritual she usually enjoyed alone.

Teddy-bear sunflowers towered over patches of lemon basil and purple peppers,



CHRISTINE TAYLOR

After 10 days on the farm, Swim's body adjusted to the schedule that had her up before dawn, unconscious in the afternoon, and picking or partying until sundown. The proprietors of Table Mountain Garden aim to create an ecologically sustainable local food system using farming practices that focus on healthy soil life, crop biodiversity, and land stewardship. Learn more at www.tablemountaingarden.com.

flaunting their bright yellow petals. Beaming, I looked over at my mother, who shared in my disbelief. Never in her regular visits to the farm had she been invited to join Christine on this meditative quest for beauty.

We picked up our tools and followed her along rows of green tomatoes to the beacons of yellow. Christine taught us to find heads with long stems that would fit into a vase and mix well with other flowers. We marched

on to the perimeter of the farm, next to the road, where we found crimson and black sunflowers standing guard over beds of new potatoes and heirloom melons.

We hovered below the dark mandalas, carefully choosing those with the straightest and longest stems that looked most likely to withstand the hour-long drive up Highway Four. Our last stop was a zinnia patch that played host to a few stray tomato plants. We picked dusty pink, orange, and crimson blossoms with crooked petals stiff as construction paper springing from wiry, pipe-cleaner stems.

Other workers wrapped fragrant bouquets of basil and loaded wooden crates of vegetables into trucks while we three focused our attention on a rainbow of blossoms. We scrambled to tie our treasures into sellable bunches before it was too late to load them into the van, where they would find shade next to tubs of young lettuce and baskets of elephant garlic.

After 3 hours of weighing vegetables and

selling our sumptuous flowers, I suddenly realized that this colorful life was about to end. Soon, I would no longer be the humble student of a thousand tomatoes. I would return to New York to tap on a keyboard behind a glass wall on the 13th floor of Hunter College in midtown Manhattan. I would buy genetically modified pears in black plastic bags from my favorite fruit vendor on 68th Street and wonder how many weeks had passed since their harvest.

Before climbing into the truck that morning, I had thrown the only tangible evidence of my labor, my grandmother's old linen shirt and the once-sky-blue drawstring pants, onto the compost heap with a prayerful wish to leave behind the demons of self-doubt I overcame in the garden. Working with the earth had connected me to the core of my own being. I had learned to leave the shelter of continuous thought to become present in my physical body and more mindful of my intuition.

The garden had changed me. What I did not know was that my fantasies of selling all of my belongings and hitching a ride out West would come true in a matter of weeks—sort of. Back in New York, I was able to embrace my daily commute and office tasks with freshness of mind. Still, something didn't feel quite right. Part of me was still in the garden, waiting for the melons to ripen.

Missing home was nothing new after 10 years on the East Coast, but this discontent felt like a directive. I was tired of living in a big, competitive city far away from my family, working in a job that had little relevance to music—what I really wanted to do. I had a decision to make: Stay in New York with the best opera coaches and high-stakes performance opportunities, barely making a living; or head West, not knowing how long I would have to live in my mother's spare room.

Six months later, I am once again behind a computer keyboard. This one belongs to the San Francisco Opera, where I am working as a part-time editor and writer. I have time for singing, teaching, and for my family. I'll have to wait until the fall to put on my picking boots again; in the meantime, I feed body and soul with regular trips to the Berkeley farmers market on my roller skates. ☘

Elizabeth Swim welcomes your comments at commandayswim@gmail.com.

Why Is Rafael Zapata So Connected?

"MY RELATIONSHIPS ARE WHAT I VALUE MOST."

By Alisa Giardinelli

Because as assistant dean and director of the Intercultural Center (IC), he served this month as the point person for freshman orientation for the third straight year. Because, in response to student interest, he has more than doubled the number of student groups affiliated with the IC. Because those groups include the Latino, Asian, Native American, and queer student organizations that were here when he arrived 4 years ago as well as those for, among others, South Asian, multiracial, and Muslim students and those who support immigrant rights. Because the IC's annual dinner reflects that inclusiveness. Because he helped inaugurate Class Awareness Month last fall, also in response to student interest. Because, last semester, he developed and helped teach a class that focused on the experience of Puerto Ricans in the United States, the first course of its kind at the College. Because the Forum on Social Justice and Activism, which he initiated at NYU and brought to Swarthmore, now takes place on both campuses. Because, through his work with the IC, he collaborates with local community-based organizations such as the Asian Arts Initiative (headed by Gayle Isa '93), the Prison Moratorium Project, the Central Committee for Conscientious Objectors, and Taller Puertorriqueño. Because this summer he began his tenure as board chair of the latter, which promotes Latino arts and culture throughout the Philadelphia area. Because, last year, he trained the readers for the Gates Millennium Scholars Program after 5 years of serving as a reader himself. Because every week he plays *bomba*, the drum that gives its name to an Afro-Puerto Rican folkloric music and dance tradition. Because as a dean, he can advise any student, including those who, like he was, are first-generation college students from urban environments. Because family and friends know him as "Papo."

Why is the Intercultural Center awards dinner so important to you?

At the dinner, students make connections and learn about the key people in each other's communities and in their own. I changed the model from awarding only the heads of a few different groups to that of recognizing more members of the community who do important work. That could mean faculty, staff, or students who are not always at the forefront. You don't have to be a member of the IC to be recognized. This all helps build community. It's how I fashion this space.

That space is often a political one—how do you stay focused when you're serving the needs of such diverse groups?

I'm very intentional in making time for all of our constituents. The goal is to make sure your students know they can come to you. The point is also to get at the various issues, not just simply agree. One year, we had an African American scholar whose studies of white nationalism tie its rise to policies on immigration and affirmative action, among others. It was a great event. She made some fascinating points and others that I disagreed with, but the important part was the dialogue. I'm proud of that. For this year's Puerto Rican Week in New York City, I invited Puerto Rican Swarthmore students from the New York area to the mayor's reception in Gracie Mansion. This spring, I joined another group of students as the guests of Jim Hormel '55 at the Equality Forum in Philadelphia. That's the deal. I get to do cool stuff like that.

*How did the class *The Latino Experience* come together?*

Omar Ramadan '08 approached me with an intense desire for a class like this. I had taken him to Taller, and he was thirsty for more. So I said, "Sure, let's see what we can do." I never had a class like it myself, even in grad school. Whatever I knew, I had learned on my own. But I helped put together the

lessons and the syllabus, Milton [Machuca, former visiting assistant professor of Spanish] finalized it, and we put it on. After I covered a class for Milton, the students asked me to come back. I was touched—and Milton saw me as a resource. That I helped play a role in making this course happen—it matters that I'm here.

What is your idea of earthly happiness?

Peace of mind and sharing my good fortune.

What do you consider to be the depths of misery?

Being disconnected from those I care about.

When do you feel most indulgent?

When I get a massage and pedicure.

Who is your fictional hero?

Marge Gunderson, the cop in *Fargo*, if she can count. She is just so human—a hero in everyday life.

And heroes in real life?

Malcolm X, Richie Perez, and my mother.

What is the quality you most admire?

Resilience.

Which quality do you most despise?

Selfishness.

Do you have a treasured possession?

My relationships are what I value most.

What is a talent you wish you had?

I wish I could break-dance.

Do you have a motto?

Treat people right.

Rafael Zapata outside Taller Puertorriqueño's education building in Philadelphia



GEORGE WIDMAN

Alumni college Abroad

2007

For almost 30 years, the Swarthmore Alumni College Abroad Program has combined education and travel to provide alumni, parents, and friends with opportunities to explore with and learn from distinguished faculty members. Join us this year on one of three exciting trips.

Russian Potpourri

with Professor of History

Robert Weinberg

July 18–31, 2007

Sail the waterways of Russia, from the political capital of Moscow to the cultural mecca of St. Petersburg. Explore places beyond the reach of conventional tourism such as Uglich and Yaroslavl. Admire the 18th-century wooden Church of the Transfiguration on remote Kizhi Island. Visit famed sites such as Moscow's Red Square and St. Basil's Cathedral and enjoy a private tour of St. Petersburg's Hermitage Museum. Immerse yourself in Russia's cultural heritage with visits to the ballet in St. Petersburg and the Moscow circus. Prices start at \$2,295 per person, double occupancy, so reserve your place now.



Russia



China

Salmon River Whitewater Adventure (Idaho)

with Associate Professor of Biology

Sara Hiebert Burch '79

June 18–24, 2007

Join fellow alumni, family, and friends in our open-air classroom on a Salmon River White-water Rafting Adventure. Spend 5 days on mostly Class III white-water (for beginners age 7 and up) rafting and camping in central Idaho. Daily opportunities for hiking, fishing, visits to historic sites, and exploration of the Salmon River canyon are planned. We will spend the first and last nights at the Little Salmon Lodge in Pollock and every other night camping in luxury on gorgeous white-sand beaches. Trip leaders will handle the daily camp chores and preparation of spectacular meals.

Because of limited accommodations at the Little Salmon Lodge, our group size will be small, so make your reservations early. This trip is \$1,599 per person, based on double occupancy.



Idaho

Experience China

with Associate Professor of Chinese

Haili Kong

October 2007

Join us as we explore China's extraordinary history at some of the country's most popular sites, including Beijing's historic Houhai district, the Qing Dynasty Summer Palace, the Great Wall, and the magnificent Forbidden City. Attendance at a traditional Peking Opera performance is also planned. Visits to Xian to see the 2,300-year-old terra-cotta warriors and to the modern city of Shanghai are on the itinerary as well as cruises on the Li River, to observe local fishermen using trained cormorants to catch fish, and the Yangtze River through the Three Gorges. Details of this trip are not yet final. If you are interested in participating, contact us, and we will provide complete information as soon as it is available.

To learn more about these programs, call the Alumni Office toll free at (800) 789-9738, e-mail alumni_travel@swarthmore.edu, or visit the Alumni College Abroad Web site at www.swarthmore.edu/alumni_travel.xml.