Enhancing the University’s Core

by Marvin Meinz

In his October 6, 1995, inaugural address as the 14th chancellor of Washington University, Mark S. Wrighton said: “The resolve of Washington University to move to the next level of achievement among universities will require that special attention be directed toward enhancing Arts & Sciences. It is in this area that we find nearly two-thirds of our undergraduate majors, and it is this entity that coordinates all of the University’s PhD programs. Moreover, all undergraduates enrolled in the professional schools of art, architecture, business, and engineering receive much of their undergraduate education from Arts & Sciences. Excellence in Arts & Sciences is essential to success for Washington University in the 21st century. By emphasizing Arts & Sciences, we strive to enhance what is at the core of our University, and success will bring greater distinction to all of our schools—allowing us to attract and retain the best faculty and improving our opportunities to continue to attract an ever-stronger student body.”

Almost 10 years later it is apparent to all that the success of the Campaign for Washington University has enhanced Arts & Sciences. As Edward S. Macias, executive vice chancellor, dean of Arts & Sciences, and the Barbara and David Thomas Distinguished Professor in Arts & Sciences, says: “We are now poised for greater excellence. Arts & Sciences intends to be second to none and will play a central role in moving the University to the next levels.”

The Campaign raised more than $1.5 billion. Included was $191.6 million for Arts & Sciences—exceeding the $150 million goal announced in 1998.

Arts & Sciences identified four campaign priorities: Increase scholarship assistance, support the faculty, strengthen programs that enhance teaching and research, and build and improve facilities.

Thanks to the Campaign, these goals have been addressed:
• 105 endowed scholarships and 126 annual scholarships were added.
• 36 endowed professorships were created.
• New academic programs and new emphases were initiated in, for example, American culture studies, human origins, the humanities, writing and argumentation, and plant science.
• New facilities have been constructed to support study and research in chemistry, psychology, and earth and planetary sciences. In addition, Eads Hall and Holmes Lounge have been renovated.

“Institutions either move forward or backward; they don’t stand still,” says Earle H. Harbison, Jr., AB ’48, who directed the School’s Campaign. “Thanks to the extraordinary generosity of so many alumni, friends, parents, corporations, and foundations, Arts & Sciences is moving ahead. If we continue the momentum we have, we can be among the few at the top.”

continued on pages 6–7
Taking Risks
by Edward S. Macias
Executive Vice Chancellor, Dean of Arts & Sciences, and the Barbara and David Thomas Distinguished Professor in Arts & Sciences

Washington University has been thinking about building the ideas of entrepreneurship into our education at all levels. This can be important for students who discover new things that have potential commercial value, but it is also important to all students as they consider taking risks in their undergraduate course work.

On a recent trip to New York City visiting alumni and parents, I had a conversation with David Thomas, founder and principal of the Leitner Thomas Group, about how entrepreneurship applies to students studying the liberal arts as well as students studying business. David stressed that the big challenge is to encourage all students—regardless of major and particularly undergraduates—to take risks with their education in much the same way that they might need to as entrepreneurs after graduation.

One way we in Arts & Sciences can encourage risk taking is through our curriculum. We are adding courses to help students understand how to foster innovative thinking. Students are being encouraged to enroll in courses in subjects about which they know very little. Pass/fail grading options help alleviate the inevitable worry about grades in an unknown area of study. Outside of the classroom, we want to emphasize the value of internship opportunities during the school year or during the summer, whether in St. Louis or distant cities.

Students today have never been more focused on their education or more driven to succeed. Arts & Sciences is a place where they are encouraged to wander a bit, to taste foreign experiences, and to learn that failure often results in life lessons every bit as valuable as success.

University College Enrollment Hits 3,000

University College’s radio, newspaper, and direct mail promotional campaign using the slogan “A nationally ranked University with one of the lowest tuition rates in the area. . . . Why Go Anywhere Else?” has clearly resonated with the St. Louis community. This continuing education component of Arts & Sciences hit a milestone by recording its 3,000th registration for fall 2004.

Founded in 1931, University College—encompassing the evening division, Summer School, and the popular Lifelong Learning Institute (see article on page 4)—serves the educational needs and interests of adult residents in the St. Louis area with a broad range of undergraduate and graduate degree programs and certifications. It constantly reviews the depth and breadth of its courses, programs, and formats. One result was the recent introduction of certificate programs in financial services and in liberal arts and business, a new master’s degree in nonprofit management, and combined bachelor’s and master’s degrees in several areas.

Robert Wiltenburg, dean of University College, says, “I think our recent successes vindicate the judgment made 25 years ago that quality continuing education in the liberal arts and sciences had an important role to play both within the University and within the St. Louis community.”
Valuable Advisers

Formed in 1986, the Arts & Sciences National Council is composed of a devoted group of alumni, parents, and friends of Washington University who volunteer their time twice a year to offer advice and assistance to the dean and other administrators regarding the College, the Graduate School, and University College.

Most recently the Arts & Sciences National Council played an instrumental role in helping shape our highly successful Project 21 plan, which led to curricular review and change and served as a blueprint for the Arts & Sciences component of the Campaign for Washington University. (See related article beginning on page 1.)

Edward S. Macias, executive vice chancellor and dean of Arts & Sciences, appoints the Council members. They live across the nation and include representatives from business and industry as well as civic and philanthropic leaders.

Earle H. Harbison, Jr., AB ’48, currently chairs the Arts & Sciences National Council, while Barbara Schaps Thomas, AB ’76, serves as vice-chair.

Attending the Arts & Sciences National Council’s fall 2004 meeting were (seated, from the left) Mark Ginsburg, AB ’73, House Staff ’81; Barbara Thomas, AB ’76; Earle Harbison, AB ’48; Georgia Van Cleve, AB ’51; Michael Newmark, AB ’60, JD ’62; Elizabeth Danforth; (standing, from the left) Ron Retterer, AB ’72; John Michael Clear, AB ’71; John McDonnell, GB67; Russell Schwartz, AB ’77; Gregg Walker, AB ’94; Kiki Wilson, AB ’74; Mark Mason, AB ’51; Michael Salem, AB ’82; Andrea Grant, AB ’71, JD ’74; Harry Seigle, AB ’68; Ed Macias; Gene Zeffren, AB ’63; Carolyn Losos, AB ’54, Bill Pollard, AB ’70; Diane Jacobsen, MLA ’95, MA ’00, PhD ’03; Kenneth Kousky, AB ’76; Margaret Bush Wilson; Nick Somers, AB ’84; Richard Rosenthal, AB ’55; Roddy Roediger; Kenneth Makovsky, AB ’62, JD ’65, and Joseph Wayland, AB ’79. Arts & Sciences joins the entire Washington University community in mourning the death of Elizabeth Danforth on March 30, 2005.

Founders Day 2004

Washington University’s Founders Day 2004, held October 2, honored two members of the Arts & Sciences community.

Joyce Barnathan’s distinguished alumni award paid tribute to her journalistic career. A bachelor’s degree in Russian and Chinese area studies and a master’s degree in Asian studies, both in Arts & Sciences, combined with a master’s degree in journalism from the University of Missouri, prepared her to report on world affairs.

She joined Newsweek in 1979 as a senior editorial assistant in the foreign department and worked her way to Moscow bureau chief.

Since 1990 Barnathan has worked for BusinessWeek, with stints that include Hong Kong bureau manager and Asia regional editor. In addition to her editorial responsibilities, she oversaw the expansion of BusinessWeek’s network of news bureaus and correspondents in Asia. She is now BusinessWeek’s assistant managing editor.

Beata Grant’s distinguished faculty award honored the dedication of this professor of Chinese language and literature. She directs Religious Studies and recently stepped down as chair of the Department of Asian and Near Eastern Languages and Literatures.

A specialist in Buddhism and Chinese literature, Grant has written Buddhism in the Life and Writings of Su Shih (1036-1101) and Daughters of Emptiness: Poems of Chinese Buddhist Nuns.

She teaches classes that range from women’s literature of pre-modern China to gender and religion in Chinese literature to introductory courses on Buddhism and East Asian religions.

Joyce Barnathan, AB ’75, MA ’76

Professor Beata Grant
A Lifelong Love of Learning

by Rick Skwiot

Learning for the sheer pleasure of it.” That’s how Irene Cortinovis characterizes the Lifelong Learning Institute at Washington University. An institute without grades, degrees, credits, credentials—or even teachers. But with “some of the smartest people I’ve come across,” she says.

She and her husband, Bob, both 84, have had a 10-year love affair with the Institute, ever since it was founded in 1995 and began organizing learning groups for intellectually curious folks aged 55 and over. In fact, Irene was a member of the organizing committee.

Now the Institute, a division of University College in Arts & Sciences, boasts some 700 students. It offers courses led by peer facilitators on topics ranging from quantum physics (which Bob leads) to Asian art (which Irene has led), from contemporary drama to evolution, with some 30 offerings each eight-week fall, winter, spring, and summer term.

Most facilitators have professional or academic backgrounds in the subjects they handle. For example, says Irene, “We took a terrific course on the mind and the brain led by a retired psychiatrist.”

Bob, an electrical engineer by trade, retired as corporate vice president of operations at McDonnell Douglas in 1980 after working on the Mercury and Gemini space programs. Irene took a master’s degree in history from the University of Missouri at St. Louis (UMSL), where she served as director of the university’s manuscript collection and archivist.

Together the couple recently led a course on the history of space exploration. “Bob did the heavy lifting,” says Irene; “Irene did the politics,” says Bob.

Bob also acts as facilitator for Understanding Our Universe, a popular, oversubscribed class with students from all walks of life: “Engineers, housewives, doctors, nurses, sociologists,” says Bob. “It’s a real pleasure to see the lights go on in their eyes when they realize how our universe operates. One student told me, ‘You’ve opened my mind.’”

But one thing all participants have in common, Bob and Irene agree, is curiosity. “Perpetual students,” Irene calls them. Bob himself is a good example: After retiring, he studied astrophysics at Washington University and UMSL.

Through the Institute, which is affiliated with the Elderhostel Institute Network and directed by Richard Diemer, participants have a chance to roam intellectually, delving into areas beyond their life’s work or prior professional interests. “Older people are never afraid to say they don’t know something or ask questions,” says Irene.

“And they ask excellent questions,” Bob adds, “which always helps the class.”

The learning comes at an annual fee of $260, which allows a participant to take as many as two courses in fall, winter, and spring terms.

“It’s hard to decide what to take,” says Irene, “because the classes all look so good.”

Lifelong Learning Institute’s Spring 2005 Course Listing

- The American Musical Theatre: A Continuing Celebration
- Architecture of the High Italian Baroque
- The Book Club
- Contemporary Drama
- Current Events Crossfire Continues
- Eleanor and Franklin: Two Lives in One
- Facilitator Training Workshop
- Famous Nationalistic Composers
- First Ladies of the South: Southern Women Writers
- Globalization Revisited
- Great Literature Influenced by Economic Principles
- Great Thinkers of the Western World VI
- Henry IV, Parts I and II
- The History Channel: A Peace to End All Peace—The Middle East, 1908–22
- International Women and their Families
- An Introduction to Chinese and Japanese Art
- James Joyce’s A Portrait of the Artist as a Young Man: A Book Review
- The Last Sorcerers
- Let’s Go to the Movies, Again—Surprise Endings!
- Living with Microbes II

One student told me, ‘You’ve opened my mind.’”

Bob Cortinovis

“It’s hard to decide what to take because the classes all look so good.”

Irene Cortinovis

Bob and Irene Cortinovis bring their zest for education to the Lifelong Learning Institute.
Ryan Coleman sums up his desire to be a physician by narrating just one memory—stepping off an elevator at 4 a.m. with a cooler containing a heart that would save a baby’s life.

“The baby’s mother started crying and thanking us. She was so full of hope,” Coleman says. “It makes all the pressure and sacrifices worth it. These types of experiences—not the time in the library studying in vain for an A in organic chemistry—are what I will remember. The lives that I was able to touch, even in a small way, will stay with me for many years to come.”

A senior pre-med student with a major in biology and a minor in the history and philosophy of science, Coleman has been working at St. Louis Children’s Hospital since his sophomore year. He devotes his time to patient care and research in the pediatric cardiology and critical care units, under the direction of Angela Sharkey, associate professor of pediatrics.

“When I started, Dr. Sharkey gave me the papers and research that she gives all the pediatric cardiology fellows and said I was responsible for knowing all the information,” Coleman says. “About six months later, she began giving me responsibilities, and they’ve just grown from there. It’s been an amazing learning experience.”

Coleman has gained additional practical experience in his four years volunteering with the University’s Emergency Support Team. This group of student medics provides first-respons care to cases of sudden illness or injury on the Hilltop Campus. The approximately 40 members of the team are on call 24/7 during the fall and spring semesters, responding to approximately 200 calls each semester. During his senior year, Coleman is serving as president of the group.

“I got involved out of a general interest and a desire to take part in something that gives back to the campus community and helps people in need,” says Coleman. “I’ve learned a lot about teamwork, communication, and leadership. I’ve also enjoyed teaching and training the younger medics on the team; it’s by far one of my favorite parts of the job.”

His experiences—at Children’s Hospital and with the Emergency Support Team—have worked together to enrich Coleman’s academic and social experiences at Washington University, the first-choice school for this Levelland, Texas, native. He believes making the most of your undergraduate years involves working with inspiring people and doing things you enjoy: “When I’m responding to an emergency or caring for a baby at Children’s Hospital, that’s meaningful and enjoyable.”

And it’s the kind of meaning and joy Coleman will carry with him to medical school at the University of Texas at San Antonio this fall and to his future work in pediatric cardiology, caring for the hearts and lives of future generations.
The Importance of Scholarship Support

“Transformational.” That is how Emily Bloemker describes her educational experience at Washington University.

“It’s given me not only a global perspective of my place in the world, but also an internal awareness of my capabilities,” explains Bloemker, who graduated last December with a bachelor’s degree in anthropology and a minor in Spanish. “It has helped me match those two and confirm where my values lie.”

The Indiana native came to the University intent on pursuing a career in medicine and left having decided to pursue a career in the priesthood of the Episcopal Church after attending divinity school.

“The University helped me to filter my academic experience through the lenses of rearing and childhood. In fact, I can’t think of an area in which I took courses—anthropology, literature, politics, Spanish, whatever—where that didn’t happen. And my semester in Cuba certainly added to that transforming experience.”

Washington University’s scholarships made it possible for this twin daughter of a single mother, who graduated as valedictorian of her high school class, to attend here rather than “a community college somewhere,” she says.

What a loss that would have been for the University, where Bloemker was a Dean’s List scholar, a student deacon and director of social justice and outreach activities for the Episcopal Campus Ministry, and a weekly volunteer at a hospice for victims of HIV-AIDS.

Still, even with scholarship assistance, Bloemker graduated with more than $27,000 in student loans. Was it worth it for a Washington University education? “Absolutely!” she says.

Colleagues describe Elzbieta Sklodowska, PhD ’83, chair of the Department of Romance Languages and Literatures in Arts & Sciences, as “a superb scholar and teacher” and a “most able administrator.”

That is why Washington University named this Polish native, who speaks fluent Polish, Spanish, and English, to be the first holder of the endowed Raymond R. Randolph, Lee Schroth Randolph, Paula Schroth Krummenacher, and William R. Randolph Professorship in Arts & Sciences—one of the 36 new endowed professorships established in Arts & Sciences during the Campaign for Washington University.

Sklodowska’s research and teaching interests focus on the Spanish language and on the history and culture of Cuba and the Caribbean. She works extensively on contemporary Cuban literature and culture, and developed with her colleague, Joseph Schraibman, a popular seminar focusing on Cuba.
The Lure of New and Revised Programs

Environmental studies have achieved prominence on the political and cultural agendas in many societies. Today, these issues—and their economic consequences—are shaped by political leaders, interest groups, public opinion, and the international concerns that apply in the industrial and the developing worlds.

To address that reality, to enhance the education students receive about the environment and issues confronting it, and to provide maximal flexibility so that the options available to undergraduate students are as diverse as the ways in which the environment can be studied, Environmental Studies in Arts & Sciences has been extensively revised.

With approximately 100 students, Environmental Studies is one of the most popular Arts & Sciences majors. This program has two tracks: 1) a social science track for a broad understanding of the environment in terms of anthropology, economics, history, and political science and 2) a natural science track for a strong background in the biological and geological sciences. Students also have the option of designing their own tracks, which might focus on such areas as global climate change, energy policy and the environment, animal behavior, paleobiology, or zooarchaeology.

“We’ve added considerable new expertise to the program with a more than 33 percent increase in new faculty,” says Jonathan Losos, the professor of biology who oversaw the curricular revision and who directs Environmental Studies.

The strength of this interdisciplinary major rests on faculty expertise from 11 different Arts & Sciences departments (including Anthropology, Biology, Economics, Earth and Planetary Sciences, and Political Science) and from the School of Engineering & Applied Science.

The Advantages of State-of-the-Art Facilities

More than 1,000 students each year enroll in general and organic chemistry courses as part of Arts & Sciences’ demanding curriculum, which is designed to teach skills in qualitative analysis and critical thinking. To meet the demand, the Department of Chemistry provides nearly 10,000 credit hours annually of instruction, including hands-on laboratory experiences.

Teaching and research are conducted in modern, safe, state-of-the-art teaching laboratories in the Laboratory Science Building, a $55-million, five-story structure that opened in fall 2002. Designed to provide cutting-edge resources for modern chemistry instruction and research, each of the building’s five general chemistry and four organic chemistry teaching laboratories contains 22 five-foot, research-quality fume hoods to remove chemical vapors and provide protection.

In all, there are 11 new teaching laboratories, plus smaller rooms for tutorials, seminars, and computer-assisted instruction; a resource center; office; and a spectacular 350-seat lecture hall.

“This building sets the standard by which other laboratory science buildings that focus on both undergraduate and graduate instruction and research are judged,” says Joseph J.H. Ackerman, who is the William Greenleaf Eliot Professor and chair of the Department of Chemistry. “From the standpoint of safety, observation, circulation, energy conservation, and flexibility, the Laboratory Science Building is the benchmark against which to compare other chemistry teaching labs.”

This building was one of three new structures—in addition to a number of renovations—completed for Arts & Sciences during the Campaign. The other two new structures are the Psychology Building and the Earth and Planetary Sciences Building.
Kudos

The Earth and Planetary Sciences Building, which was completed last summer and is being dedicated April 28, is winning professional recognition:

- Leadership in Energy and Environmental Design Award from the United States Green Building Council
- 2004 Construction Keystone Award from the Associated General Contractors of America
- Construction Industry Cost Effectiveness Award from the St. Louis Council of Construction Consumers
- Masonry Craftsmanship Award from the American Institute of Architects/Construction Products Council

Earth and Planetary Sciences Building

- Approximately 150,000 square feet, the people- and environment-friendly Earth and Planetary Sciences Building is constructed of red granite and limestone.

The building’s 133 state-of-the-art laboratories allow faculty, staff, and students to conduct their cutting-edge research.

The June S. Courson Courtyard on the west side of the Earth and Planetary Sciences Building features native Missouri rocks from limestone to granite.

Two large murals—one featuring a lineup of the moon, Mercury, and Venus and the other featuring a view of Earth as seen from the moon—mark the location of the Ronald Rettner Library.
“Within the Department of Earth and Planetary Sciences, cutting-edge research ranges from the dynamics of Earth’s surface and interior to the origin and evolution of life to the exploration of planets. Our new building provides one of the best facilities in the country, inspiring us to continue to make groundbreaking scientific discoveries and to train the future leaders of science and exploration.”

Raymond E. Arvidson
James S. McDonnell Distinguished University Professor
Chair, Department of Earth and Planetary Sciences in Arts & Sciences

▲ A replica of the Mars rovers Spirit and Opportunity is displayed in the Jordan E. and Betty Ginsburg Atrium.

▲ Assistant Professor Jennifer Smith teaches Earth and the Environment in one of the classrooms designed to enhance teaching and learning.

▲ In addition to providing world-class facilities for teaching and research, the Earth and Planetary Sciences Building is designed to encourage the community to visit and learn more about the importance of this field of study. Visitors can enjoy a museum displaying various gems, rocks, and fossils of scientific interest; interactive displays; and a seismograph.

**Major Donors**

Estate of Adele Buescher -
Charles W. Buescher Classroom

Mark J. Ginsburg -
Jordan E. and Betty Ginsburg Atrium

Jerrold and Marsha Grossman -
Museum in honor of Matthew A. Grossman, M.D., AB ’00

Angel Harvey -
June S. Courson Courtyard

Ronald Rettner -
Ronald Rettner Library

Tarlton Corporation -
Tarlton Corporation Conference Room
The ability to see ourselves as others see us represents more than an insightful exercise. Clinical psychologists like Thomas F. Oltmanns, who was installed as the Edgar James Swift Professor of Psychology on March 16, 2004, use self-assessment techniques as a diagnostic tool.

Oltmanns specializes in psychopathology. He is working to improve the diagnosis of mental disorders, which now depends on how well the patients can describe themselves during interviews and on questionnaires. These methods fall short with some disorders.

“People who are depressed know they’re depressed and can describe it. People with schizophrenia may have problems understanding what’s going on, but, if you interview them, you can tell immediately they’re hearing voices or are delusional,” explains Oltmanns. “With narcissism, people may not view themselves realistically and can be unaware of the effects their behavior has on others.”

To find better assessment methods, Oltmanns undertook a large study of United States Air Force recruits and college students. He collected information from the subjects themselves and from associates, friends, or family members. By comparing how the subjects described themselves with the ways their associates viewed them, he obtained a more accurate description of personality problems.

Oltmanns earned a bachelor’s degree from the University of Wisconsin and a doctorate from State University of New York. He served on the faculty at Indiana University and then the University of Virginia before joining Washington University’s faculty in 2003 as professor of psychology and psychiatry.

He is the author of numerous textbooks, including the recent fourth edition of Abnormal Psychology, as well as scientific articles on abnormal psychology. He also serves on many boards of directors and scientific advisory committees, including NASA’s Astronaut Selection Psychiatric Standards Working Group, where he helps assess the ability of potential astronauts to endure long trips in space.

Oltmanns enjoys the flexibility of supervising graduate students, writing, and research. “And I’m happy to be in the Midwest near my children,” he says. “This seems like the perfect job to me.”

In Memoriam

Arts & Sciences mourns the loss of Mona Van Duyn, who died December 1, 2004, of bone cancer at the age of 83.

Van Duyn lectured in English in University College from 1950 to 1967. She later served as poetry consultant for Olin Library’s Modern Literature Collection, the Visiting Hurst Professor of English, and leader of poetry workshops.

Among her nine volumes of poetry was National Book Award-winner To See, To Take and Pulitzer Prize-winner Near Changes. Van Duyn served as the first female poet laureate of the United States from 1992 to 1993.

“Mona wrote about what she knew—which were mostly everyday things and not-so-everyday books—and then put her thoughts down as simply and plainly as possible,” says William H. Gass, the David May Distinguished University Professor Emeritus in the Humanities. “Yet the calm lines didn’t add up to the ordinary. Strange things happened in them.”

She was a member of the Academy of American Poets, American Academy and Institute of Arts and Letters, and American Academy of Arts and Sciences.

Van Duyn was married to Jarvis Thurston, professor emeritus and former chair of the English department.
Carl Phillips, professor of English and of African and Afro-American Studies, has been elected into the American Academy of Arts and Sciences. He joined three fellow inductees from Washington University—Carl Frieden and Jeffrey Gordon, both from the School of Medicine, and John McDonnell of the Board of Trustees—at the October 9, 2004, ceremony.

Founded in 1780, the academy has a current membership of over 4,500, including more than 150 Nobel laureates and 50 Pulitzer Prize winners, as well as the 178 new fellows and 24 new foreign honorary members.

Phillips received another honor last autumn. He was one of 20 finalists selected from a record 1,074 entries for the 2004 National Book Awards. He was nominated for his seventh collection of poetry, The Rest of Love; 2004 marks Phillips’ second nomination for this award.

Among Phillips’ other literary awards are the Samuel French Morse Poetry Prize, Kingsley Tufts Poetry Award, Lambda Literary Awards, a Guggenheim fellowship, a Library of Congress fellowship, two Pushcart Prizes, and Academy of American Poets Prize.

His poems, essays, and translations have appeared in The Nation, The Paris Review, and The Yale Review, as well as in Best American Poetry and other anthologies.

Phillips earned a bachelor’s degree in Greek and Latin from Harvard University, a master’s degree in Latin and classical humanities from the University of Massachusetts, and a master’s degree in creative writing from Boston University. He came to Washington University in 1993.

Books by Carl Phillips

Poetry Collections
In the Blood
Cortege
Pastoral
From the Devotions
The Tether
Rock Harbor
The Rest of Love: Poems
Translation
Sophocles’ Philoctetes
Essay Collection
Coin of the Realm: Essays on the Life and Art of Poetry

Recent Faculty Books

Mary Jo Bang, associate professor of English, The Eye Like a Strange Balloon
Elizabeth Childs, associate professor of art history and archaeology, Daumier and Exoticism: Satirizing the French and the Foreign
Elyane Dezon Jones, professor of French, D’Hadrien a Zenon: Correspondence de Marguerite Yourcenar 1951–57

James L. Gibson, the Sidney Souers Professor of Government, Overcoming Apartheid: Can Truth Reconcile a Divided Nation?
Beata Grant, professor of Chinese language and literature, The Red Brush: Women Writers of Imperial China
Larry May, professor of philosophy, Crimes Against Humanity: A Normative Account
Mark McDaniel, professor of psychology, Memory Fitness: A Guide for Successful Aging

Vivian Pollak, professor of English, A Historical Guide to Emily Dickinson
Robert Sussman, professor of anthropology, Man the Hunted: Primates, Predators and the Human Evolution
Murray Weidenbaum, the Edward Mallinckrodt Distinguished University Professor in Arts & Sciences, One-Armed Economist
Michael Wysession, associate professor of earth and planetary sciences, Physical Science with Earth and Space Science: Concepts in Action

Faculty Update

Randy Buckner, associate professor of psychology, has been elected a fellow of the American Psychological Association.
Ramanath Cowsik, professor of physics, became the 25th member of Washington University’s faculty to be elected to the National Academy of Sciences.
Richard Davis, professor emeritus of history, has been awarded Washington University’s first emeritus fellowship from the Andrew W. Mellon Foundation to write a book about the history of the House of Lords from 1811 to 1847.
Sarah C.R. Elgin, professor of biology and of education in Arts & Sciences, professor of biochemistry and molecular biophysics and of genetics in the School of Medicine, received a 2004 Governor’s Award for Excellence in Teaching.
Richard Norberg, professor of physics, and University of Pittsburgh Professor Irving J. Lowe, PhD ’56, Norberg’s former doctoral student, were named co-recipients of the 2004 ISMAR Prize, the highest honor bestowed by the International Society of Magnetic Resonance.
Barbara Schaal, the Spencer T. Olin Professor in Arts & Sciences in the Department of Biology, has been elected vice president of the National Academy of Sciences, a private, non-profit institution that brings together committees of experts to address critical national issues and to advise the federal government and the public.
An Engaging Teacher and Scholar
by Debra M. Schwartz

“They just ran away with the Wife of Bath,” says Professor D. Thomas Hanks, Jr., AB ’63, MA ’65, after teaching a sensational class on Chaucer’s craggy feminist and her racy red stockings. “I had to work hard to make my way back into the conversation.”

This is just the way Hanks likes it. “I don’t give students a chance to be quiet in my classes,” he says.

For the past 29 years, this medieval English scholar has been teaching at Baylor University in Waco, Texas, where his multiple teaching awards attest to his success. Last year the university presented him with its first Cornelia Marschall Smith Teaching Award, which carries a $20,000 honorarium.

Hanks enjoys the company of students. And he is positive that the classroom should be a lively place of discovery: “The more the student is engaged in class and talking about what he or she is doing, the more learning takes place.”

He bolsters his presentations by prominently posting a class outline. On the side, he informally mentors students.

Hanks bases his teaching approach on lessons learned early in life from several excellent role models, including Washington University’s Carter Revard, now professor emeritus of English. “Washington University helped me see the kind of thing that I wanted to do the rest of my life with respect to college students.”

He now teaches undergraduate courses that range from freshman composition to world cultures to a sophomore survey of British literature. At the upper level, he gets to teach his specialties: Chaucer and Sir Thomas Malory.

His most recent book, an edited volume titled The Social and Literary Contexts of Malory’s Morte Darthur, tops a list of nearly 40 publications. Hanks explains how Malory’s tales of King Arthur and Lancelot were published just when the printing press was making books more widely available. For readability, printers began to punctuate manuscripts.

“This sounds dry as dust,” he says, “but I’ve been writing about the differences between Malory’s syntax and punctuation and the printerly syntax and punctuation, which first hit at the end of the 1400s. Malory didn’t have a clue about punctuation.”

Hanks argues that the printers, who had a powerful impact on how we’ve come to read Malory, often misconstrued his meaning.

He laments that this is the point where his students’ eyes glaze over. But the rise of punctuation, he says urgently, points to an exciting moment of cultural transition.

To stay in touch with modern culture, Hanks spends time with students at Common Grounds, a coffee shop near Baylor. There, he recently learned a line from the movie Napoleon Dynamite: “I caught you a delicious bass.”

Hanks showed off his pop expertise in class. “One young woman just expired in hysterics,” he says, obviously pleased by her total participation.

Tom Hanks

“The more the student is engaged in class and talking about what he or she is doing, the more learning takes place.”

Tom Hanks, AB ’63, MA ’65, professor of English at Baylor University, makes it a point to interact with students outside the classroom and inspires learning inside the classroom.
Join us on campus for class parties, faculty lectures, tours, and more!

Undergraduate Reunion!

May 19–22

reunions.wustl.edu

**Honoring Distinguished Alumni**

On May 20 Arts & Sciences will recognize the achievements of six alumni who have attained distinction in their academic or professional careers and who have demonstrated service to their communities and the University. The 2005 Arts & Sciences Distinguished Alumni Awards will be presented to John P. Dubinsky, AB ’65, MBA ’67; Flint W. Fowler, AB ’80, MA ’81; Henrietta W.

Edward Macias (third from the left), dean of Arts & Sciences, honored last year’s Distinguished Alumni and Dean’s Medalist at a May 21, 2004, ceremony: (from the left) Carol Loeb, who accepted the award honoring her recently deceased husband, Jerome T. Loeb, MA ’64, corporate leader; Constance Kling Levy, AB ’52, MAEd ’74, award-winning children’s poet; Harry S. Jonas, AB ’49, MD ’52, House Staff ’56, obstetrician and educator; Sally K. Silver, AB ’69, special education teacher and active community volunteer; dean’s medalist David T. Blasingame, AB ’69, MBA ’71, Washington University’s executive vice chancellor for alumni and development programs; and Michael Iskoff, AB ’74, award-winning investigative correspondent for Newsweek.

University College in Arts & Sciences honored its first three alumni award recipients May 13, 2004. (From the left) Dean Robert Wiltenburg joined inaugural recipients Lois Judevine Blackwell, HA ’04, founder of the Judevine Center for Autism; Marion Horstman, BS ’66, a retired auditor with the United States Department of the Treasury and active alumna; and Robert M. Senior, MLA ’97, an expert on lung disease and cell biology on the School of Medicine’s faculty. These awards, bestowed biennially, recognize the recipients’ outstanding records as professionals and for their service to the community and to the University.

Freedman, AB ’78; Diane D. Jacobsen, MLA ’95, MA ’00, PhD ’03; and William B. Pollard III, AB ’70. The 2005 Arts & Sciences Dean’s Medal will be presented to John Biggs, PhD ’83.
Opening Doors

Arts & Sciences undergraduates, along with students from Washington University’s four other undergraduate schools, can learn about prospective employers and the employment process through the Career Center’s road shows.

An application and interview process leads to the selection of students for each road show. Selected students research each organization to be visited before going to a targeted city, where they learn directly from each company about its workplace culture and entry-level job opportunities. In addition, the companies may select students to participate in one-on-one interviews for informational purposes or employment opportunities.

Road shows in Chicago; Washington, D.C.; and New York City this academic year exposed approximately 40 students to 15 different employers. Key to the road shows were the alumni involved in arranging the company visits.

Debra Silberschatz, an Arts & Sciences senior majoring in anthropology and economics, says, “I think the greatest thing I gained from the road show was a sense of reality. It made me realize that my first job out of college wouldn’t be glamorous or immediately yield a high salary, but I could work in a job that I liked while gaining the skills needed to advance.” Silberschatz has obtained a position with Corporate Executive Board, one of the companies she visited through the Washington, D.C., road show.

Mark Smith, director of the Career Center, says students also learn how best to present themselves as job candidates. Prospective employers benefit from the road shows as well, he says: “They are able to experience the breadth and depth of skills and talents of Washington University students in a very personal, interactive, and convenient manner.”

New Funding for Arts & Sciences

The Andrew W. Mellon Foundation has extended its funding of Washington University’s Modeling Interdisciplinary Inquiry, a postdoctoral program designed to encourage interdisciplinary scholarship across the humanities and social sciences. If the University successfully raises $2 million in matching funds over the next three years, the Mellon Foundation will contribute $1 million to form a permanent endowment of the program. A bridge grant of $280,000, part of the foundation’s commitment, represents an extension of the five-year commitment begun in 1999.

Through this program, each fellow receives academic and intellectual mentoring from a senior faculty colleague in a field related to—but distinct from—his or her dissertation field, develops a graduate-level seminar in theory and methods of interdisciplinary research, and teaches undergraduate courses.

The program has been unusually successful in enhancing the development of young scholars, enriching the Arts & Sciences undergraduate offerings, and providing the entire community with a structure in which to think through the future of interdisciplinary at the University.

Steven Zwicker, the Stanley Elkin Professor in the Humanities and professor of English, originated and directs the program. A Steering Committee composed of 12 senior Arts & Sciences faculty drawn from across the humanities and social sciences supervises the program.

The Teagle Foundation has awarded one of 10 grants “to stimulate fresh thinking in the liberal arts” to an interdisciplinary working group of professors from Washington University, Iowa’s Luther College, Mississippi’s Millsaps College, and New York’s Union College.

With the $95,275 grant, the group will work to clarify ethnicity, study the difficulties of discussing ethnicity in the college classroom, and improve the pedagogy of ethnicity in the participating institutions of higher learning through 10 “test bed” humanities courses. The group will examine not only curricular changes, but also extracurricular changes to give students experience in discussing ethnicity with one another.

According to the grant proposal, “the ultimate goals are to help our institutions (and others) fulfill the civic mission of educating students in citizenship and to help our students ‘catch fire’ through grappling with the complexities of ethnicity.”

Principal investigator Ryan Balot, associate professor of classics at Washington University, will lead the group.
James Davis to Lead the Gephardt Institute

James W. Davis, professor emeritus of political science in Arts & Sciences and former director of Washington University’s Teaching Center, has been named director of the newly established Richard A. Gephardt Institute for Public Service. Davis also will be installed as the Robert S. Brookings Fellow.

Encouraging people to become involved in public service will be the goal of the institute, which is named in honor of Richard A. Gephardt. He stepped down in 2004 after serving nearly 30 years as United States representative for Missouri’s 3rd District. A two-time presidential candidate, Gephardt served as both majority and minority leader for Democrats in the House of Representatives.

Davis, a member of the Arts & Sciences faculty since 1968, teaches and writes on American policy and public policy, with special focus on the presidency and national security policy. He also has taught politics in the schools of business, engineering, and social work and held numerous university administrative positions, including several years as vice chancellor.

“Our goal is to build this institute into a valuable, nonpartisan resource for the entire campus, one that will make important contributions to the St. Louis community and to the wider world of public service,” Davis says. “We look forward to working with university schools, programs, and faculty, many of whom already are doing important work in such areas as volunteerism, pro bono legal work, and community health clinics.”

Kristin Lappin, a former congressional liaison in Gephardt’s office, has been named the institute’s assistant director.

Plans call for the Gephardt Institute to conduct programs and sponsor events aimed at helping individuals to address important issues in communities and nations around the world. It will take an active role in public service activities, including efforts to recruit, train, and enhance the contributions of volunteers and career public service professionals.

Programs may include the planning and coordination of community service programs, public affairs conferences, special lectures, and internship programs.

The Gephardt Institute will work with University academic leaders to coordinate new and existing course offerings and other learning opportunities with the goal of enhancing the preparation of students for careers and lives of public service. As resources grow, the institute will pursue scholarly work designed to increase understanding of public issues and understanding of the importance of public service and civic participation.

Task Force Created to Study Graduate Education

The new Task Force on Graduate Education is assessing the current status of graduate programs in Arts & Sciences, comparing these programs to those of other universities, and developing strategies to enhance teaching and research at the graduate level.

“We hope to devise a comprehensive plan for achieving a higher level of excellence for our graduate programs,” says co-chair Henry L. Roediger, III, dean for academic planning for Arts & Sciences and the James S. McDonnell Distinguished University Professor in the Department of Psychology.

Also leading the 15-member task force as co-chair is Gerhild Williams, associate vice chancellor, special assistant to the chancellor for academic affairs, chair of the Department of Germanic Languages and Literatures, and the Barbara Schaps Thomas and David M. Thomas Professor in the Humanities.

Other task force members are Deanna Barch, Department of Psychology; Dawn Cardace, a graduate student in the Department of Earth and Planetary Sciences; P. Michael Lützeler, Department of Germanic Languages and Literatures; Fiona Marshall, Department of Anthropology; John McCarthy, Department of Mathematics; Kevin Moeller, Department of Chemistry; John Russell, School of Medicine; Barbara Schaal, Department of Biology; Elzbieta Sklodowska, Department of Romance Languages and Literatures; William Tate, Department of Education; ex-officio member Robert Thach, Graduate School of Arts & Sciences; and William Wallace, Department of Art History and Archaeology.
As an administrator, Washington University’s Edward S. Macias has long valued endowed professorships for their power to attract and retain outstanding faculty. Now Macias, an environmental chemist, dean of Arts & Sciences, and executive vice chancellor, has been installed as the inaugural Barbara and David Thomas Distinguished Professor in Arts & Sciences.

The University named Macias to the new chair in recognition of his 34 years of service as professor and administrator, his distinguished scholarship, and his passion for excellence in teaching.

Macias, who holds degrees from Colgate University and the Massachusetts Institute of Technology, joined Washington University’s chemistry faculty in 1970. Soon his scholarly interests turned to environmental chemistry, and over the next two decades he conducted seminal research—demonstrating, for instance, that the atmospheric haze obscuring the Grand Canyon’s dramatic landscape was made up of Los Angeles pollutants.

In 1988 Macias became University provost, and in 1995 he was named executive vice chancellor and dean of Arts & Sciences.

Arts & Sciences has made stunning gains in the ensuing 10 years. It has hired 195 new faculty, including world-renowned scholars in many fields. It has established 36 new endowed chairs. It has renovated nearly half the buildings it occupies and built three new state-of-the-art structures—the Earth and Planetary Sciences, Laboratory Science, and Psychology Buildings. And undergraduate applications have nearly tripled.

All these measures have worked together to support faculty not only in their research, but also in their teaching. In expanding faculty positions, building and renovating cutting-edge facilities, and raising the caliber of the student body, Macias says, “We’re honoring the whole profession of teaching. We put a value on providing an excellent education for our students. We know we do it well, we value it, and we reward it.”

His passionate advocacy of liberal arts education, he says, prepared him not only for his research and teaching career, but also for his subsequent administrative positions: “It is a great honor to lead Arts & Sciences at Washington University, to make it possible for today’s students to get the education that has served me so well.”

Barbara and David Thomas: Generous Supporters of Arts & Sciences

In establishing the Barbara and David Thomas Distinguished Professorship in Arts & Sciences, these two friends are continuing a tradition of personal commitment to Washington University that includes the Barbara Schaps Thomas and David M. Thomas Professorship in the Humanities and ongoing generous support for scholarships.

Both know the value of a liberal arts education. Barbara studied drama at Washington University, graduating summa cum laude in 1976. David majored in East Asian studies at the University of Illinois and received a master’s in Chinese history from Yale University. Both went on to business school and pursued corporate careers—David as founder and principal of the Leitner Thomas Group, and Barbara as an executive at HBO Sports.

Barbara is a member of the Washington University Board of Trustees, Arts & Sciences National Council, Public Relations Council, and New York Regional Cabinet.

The Thomases have a daughter, Isabelle, and a son, Jeremy, who is a first-year student at the University.