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# John Hazen White School of Arts & Sciences Newsletter, May 2009, Vol. 14, Issue 3

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# NEWSLETTER

May 2009

Volume 14, Issue 3

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## ***Rebuilding Together—Providence at St. Charles Soup Kitchen***

By Scott Papp

According to the U.S. Conference of Mayors Hunger and Homelessness Survey (December 2008), the demand for food assistance in the Providence area increased seven percent during 2008. Requests for assistance also dramatically increased, especially by those who have never needed food in the past, “including middle class families and people who had previously donated to food pantries.” Keep in mind that these increases took place before the full extent of the current recession was fully realized. With the help of many organizations, the access to and participation in the food stamp program has increased by 20 percent in two years. Despite these efforts, hunger is still on the rise in the Providence metropolitan area.

Due to the economic woes of many Americans today, providing a nourishing meal and a warm environment in which to eat it has become an increasingly difficult task. That’s where the Culinary Arts students from the Foundations of Leadership Studies course come in. As a team, the students may not have the time to purchase, prepare, serve, and clean up after the regular community meals, but they could easily volunteer a single day to help out with site beautification. This was their role in this year’s *Rebuilding Together* program, a one-day, nation-wide initiative to “make a sustainable impact” on a segment of the local community in need. Held every year on the last Saturday in April, the students volunteered to paint the interior of the soup kitchen at Providence’s St. Charles Parish at 178 Dexter Street.

Community service is second nature for many Generation-Y “Millennials,” but for those few who have never experienced the emotional fulfillment of helping others, the day was a revelation. Despite the nervousness that comes with any new experience, especially one that deals with unfamiliar manual skills, the day went extremely well. With their *Rebuilding Together* t-shirts on and paint brushes or rakes in hand, everyone got right to work. It took about 9 hours for 40 or so students, faculty, and other volunteers to bring new life to the previously drab appearance of the soup kitchen.

Although the students never got a chance to see the faces of the soup kitchen clients when the doors opened the next week, they clearly understood the need for their efforts and the impact that each person had on the lives of others. As we’ve learned while teaching, most of the most profound lessons occur outside the classroom.

If you’re interested in finding out more about hunger and homelessness in American cities, access the Conference of Mayors survey at the following website:

[http://www.usmayors.org/pressreleases/documents/hungerhomelessnessreport\\_121208.pdf](http://www.usmayors.org/pressreleases/documents/hungerhomelessnessreport_121208.pdf)

# A&S End of Year Reception

By Gwenn Lavoie

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The day was damp and dreary, but inside the Save the Bay headquarters, located on beautiful Narragansett Bay, spirits were high as another academic year was drawing to a close, and faculty and administrators gathered to celebrate another successful year and to chat about plans for the restful summer season ahead.

The May 14 event, however, was not simply a social occasion but also an opportunity to recognize the accomplishments of A&S faculty for the 2008-2009 academic year. The honorees were as follows:

## **Teacher of the Year- Dr. Terry Novak**

This recipient is chosen based upon outstanding performance in several areas: commitment to improving curriculum, innovative classroom practices, collegiality, and enthusiasm and dedication to student learning.

## **Scholarship/Publishing Award- Dr. Marian Gagnon**

This award goes to a faculty member who has conducted and published research in her discipline and/or has produced the most impressive work of fiction or non-fiction. Dr Gagnon was recognized for her work in producing outstanding documentaries.

## **Innovation in the Classroom- Mary Javarey and Paul Merluzzo**

This award is given to the faculty members who are among the most creative in the classroom.

## **Unsung Heros- Dr. Michael Fein, Dr. Ann Kordas, Gwenn Lavoie**

These awards are given to faculty members who have quietly made a positive impact on the lives of our students, our faculty, or the university, as a whole.

## **John Coupe Collegiality Award: Scott Papp**

This award is given in memory of John Coupe for whom sharing and helping were a way of life.

**Outstanding Achievement Awards: Mary Barszcz and Dr. Christine Stamm** for their work with the A&S Newsletter and university faculty assessment process, respectively

## **Active Learning: Karen Shea and Alice Smith**

This award goes to faculty members who have been most successful in incorporating into their lesson plans non-traditional, student-centered methods of teaching.

An important part of any end-of-year gathering of faculty is the opportunity to recognize the contributions of those who are retiring from fulltime teaching. Dr. Joyce Oster and Alice Smith were presented with chairs adorned with the university logo and thanked for their many years of tireless commitment to the academic achievement of our students.

Although the inclement weather precluded the possibility of a boat trip on the Bay this year, a lively raffle of beautiful baskets concluded the afternoon's program.

An English professor at a college of culinary arts might feel a lot like Phoebe Damrosch did when she, a graduate of Barnard College with a degree in English, began working for the acclaimed chef Thomas Keller at his new Manhattan restaurant Per Se. Such is the premise of Ms. Damrosch's memoir *Service Included: Four-Star Secrets of an Eavesdropping Waiter*, which was selected as "A Notable Book" by *The New York Times Book Review*. On April 30, she shared her experiences with a very attentive audience at the Harborside campus.

In two separate sessions, Ms. Damrosch described some of her time at Per Se, but mainly, she spent her time discussing her views on what she believes to be one of the least respected and regarded aspects of the restaurant world -- service. Speaking to an audience who could certainly relate to many of the struggles of being a server, she was able to challenge some of the conventional ways in which service is viewed. It was her time at Per Se, Ms. Damrosch explained, that helped her understand the symbiotic relationship between the back of the house and the front of the house and how important the waiter or waitress is for the success of a restaurant. Chef Keller and his staff insisted that servers be trained on all elements of the establishment and elements of food.

Students, who were given a chapter to read ahead of time, were well prepared to hear of the extensive training, which included everything from fact sheets on the surrounding city area to wine pairings to, as she writes, the proper "distance between our feet when we served each plate (six inches) to the level at which to carry the plates (just above the waist with elbows at right angles)." Her audience included such classes as English Composition, Introduction to Foundations of Leadership Studies, and Dining Room Supervision. All benefited from her discussion of the need for effective communication and mutual respect among restaurant staff members.

Ms. Damrosch drew interesting questions from the students who greatly appreciated the comfortable conversation that she had with them. Besides the mechanics and nature of service in the restaurant world, she also pointed out the burgeoning world of food writing, from her own creative non-fiction to food blogs sharing ideas. This side of the industry has made the Introduction to Food Writing course a great fit for J&W. All of these mediums, she explained, have led to a much more educated restaurant patron, and, through their majors and their Arts & Sciences courses, that standard is what we hope our culinary and hospitality students will be.

The admiration by the students for Ms. Damrosch was returned by her as she spent her day not only speaking but enjoying a meal at the Cintas Dining Room where some of her audience members began to put her advice into practice. She also toured the Culinary Museum and was impressed by the exhibitions of culinary history; for us, it was another fine day in a very impressive history of Distinguishing Visiting Professors.

## Tune in for a Good Cause—A Success!

By Deirdre Newbold

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As part of the Arts & Sciences Cultural Life Series, The Rhode Island Wind Ensemble performed a Winter Concert on Sunday, February 22, 2009, at the Pepsi Forum to a full house. Concert admission was free, but attendees were asked to donate food or money to support the Rhode Island Community Food Bank. Contributions of 255 pounds of food and \$278 in cash were given to this deserving organization.

The Rhode Island Wind Ensemble is a dynamic performing group of more than 40 skilled professional and amateur musicians. All of the musicians volunteer their time and their love of music to provide outstanding performances and lasting memories for audiences of all ages. If you are a musician or fan and are interested in learning more about the ensemble, the website is [www.riwe.org](http://www.riwe.org).

## Students Experience Classic Oscar Wilde By Mare Davis

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On Thursday, April 23, a group of students and English faculty attended *The Importance of Being Earnest* by Oscar Wilde at Trinity Repertory Company as part of the English Department's Theater Project, which, with the support of Student Affairs and Dean Ron Martel, provides tickets to Downcity theater performances for first year students.

We attended the play on Trinity Rep's College Night, so the evening began with a buffet table of snacks and a trio of young musicians playing lively chamber music. There were many college students in attendance, and some of them certainly enjoyed mingling and talking with each other, but others huddled uncertainly at their tables, clearly feeling out of place in Trinity's elegant upstairs lobby. Then the doors opened and the crowd shuffled in; we settled into our seats to the music of theater programs rustling open and cell phones chiming off.

My students had read and discussed *The Importance of Being Earnest* in class, so they entered the theater with definite expectations for the performance. In her review of the play, Madeleine Vetrini said, "This was my first experience of reading a play and then seeing it performed. I have seen many plays and loved almost all of them but never have seen one that I read and discussed as much as this one. It was a great first experience for me."

*Earnest* is a witty farce in the best Oscar Wilde tradition, full of jokes and word play. The story focuses on two sets of young lovers struggling (in a very amusing way) against late Victorian convention; it's a fast-paced feast of misunderstandings, deceptions, lost parents, a mysterious handbag, and surprising discoveries, well suited to an audience of young college student romantics. The end is happy, of course. "Once the characters find out the truth," said Thomas Calamita, "it's like everything that once was a problem is something to laugh about and all that is left is love."

The audience at Trinity enjoyed the play, laughing at the jokes and absurdities of the script and applauding the singing and dancing of the actors. "This was a cultural experience that I enjoyed immensely, said Maddy Ventrini. "It was a great play and a wonderful story of romance and laughter."

## JWU Silent Witness Chapter

By Mari Dias

Johnson & Wales University is proud to announce its own chapter of the National Silent Witnesses Initiative. Created by 16 sociology students involved in a community service learning project for RI Silent Witnesses, 16 witnesses are now owned by the university and are housed at the Women's Center. The chapter is involved in both local and national efforts and participates in the international vigil held every October 18. The faculty advisor for the JWU Chapter, Mari Dias, is pleased that the university joins several other Rhode Island universities in representing the National Silent Witness Initiative. For further information on membership or involvement, please contact MDias@jwu.edu.

## Plato Would Approve

By Paulette Levy

"Where *all* men *think alike*, no one thinks very much." -- Walter Lippman

Plato's Café members enjoyed four vigorous discussion sessions this spring term. With topics ranging from the *Ethics of the U.S. Government Bailout*, to *Robotics and Humanity* and again turning to an age old question *Is Time Real?*, student minds were tested and stretched. The final meeting was dedicated to the *Role of Spiritualism* in our lives

The group had some fun with several new members, all sharing fresh and interesting ideas. Plato's Café welcomed several International participants who joined in -- sharing their unique perspectives, and, as always, refreshments paved the way as....food for thought.

# Fogarty Update: A Year in Review

By Kaitlin Blake

Throughout the 2008-2009 academic year, students, faculty and staff of Johnson & Wales University's John Hazen White School of Arts & Sciences and Mary E. Fogarty Elementary School have worked together to reach new and exciting heights in their collaboration. Sincere gratitude goes out to all of those who assisted through donations of clothing, toys, gifts, money, time and creativity this past year. With the implementation of several new programs and ideas, we at JWU were able to reach even more children in ways that we hope will leave a positive and lasting impression.

## The Stats

Roughly 150 JWU students participated in a Community Service-Learning (CSL) project specifically through an A&S course with Mary E. Fogarty Elementary School.

About 15 students continued to volunteer at Fogarty after their required number of service hours had ended.

JWU volunteers directly mentored 15 out of 20 classrooms at Fogarty School through an A&S sponsored CSL program.

## Returning JWU Sponsored Programs & Events:

Reading and Writing Tutors; Math Mentors; Globe Trotters; Program; Santa Visit!  
Ice Cream Social; Family Math Night; Leadership Mentoring; Holiday Donations;  
Fourth Grade Baseball Clinic; Fifth Grade Culinary School Field Trip; SLICE;  
Power-Lunch; Pen-Pals; Fogarty theatre experience with Mari Dias: Fogarty's Disney

## New JWU Sponsored Programs & Events

USA HOORAY! Boys Night Out; Girls Night Out; Holiday Arts & Crafts;  
"Fogarty Apprentice" Project with Rory Senerchia's students

In meeting one of the collaboration's primary goals for the year, many of the programs and events listed above were planned and facilitated, at least in part, by JWU students! The success of this year's relationship with Fogarty School encourages the possibility of continued expansion in the upcoming school year. Many thanks to all who invested themselves in the Fogarty venture during 2008-2009! For more information on how to get involved at Fogarty, please contact Kaitlin Blake at the Feinstein Community Service Center at [kblake@jwu.edu](mailto:kblake@jwu.edu) or 401-598-1275.

*"I learned a lot from this experience. I learned that these kids don't come from the best living conditions, but at school they ignore all of that. My experience helped me understand my course material a little better. Being a culinary student, this experience can help me better understand what children might like to eat." – JWU English student volunteer*

# Faculty Longevity

By Mark Duston

On Friday morning, May 8, 2009, selected members of the university community and families gathered in the Yena Center Presentation Room of the Providence Downtown Campus to honor recipients of longevity awards. About a fifth or all the members receiving awards were from the John Hazen White School of Arts & Sciences.

For 10 years of service the Arts & Sciences members honored were Dr. Joseph Delaney (Humanities), Dr. Terry Novak and Dr. Laura Gabiger (English). For 15 years of service Dr. Joyce Oster and Carmine Vallese (Mathematics) were honored.

Recognition for 20 years of service was given to A&S members David Newman (Chair, Social Sciences Department) and Mary Barszcz (English Department). Additionally, Donna Thomsen (Chair, English Department) and Dr. Anice O'Connor (Social Sciences Department) received commendation for 25 years of service.

# Green Making Green

By Ryan Tainsh

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This spring, Johnson & Wales University welcomed Chipotle, Compass Group, Meditech, and Ritz Carlton to the Pepsi Forum to participate in a “Green Jobs” panel. This discussion session began with the company representatives explaining their organizations’ green initiatives to the audience. Each certainly impressed those in attendance with their green-conscience policies and their commitment to environmental stewardship.

Chipotle, founded in Denver in 1983, began with a goal of mixing quality and sustainable practices *into the taco shop*. Chipotle does not allow growth hormones in any product served at their stores, has three LEED (The Leadership in Energy and Environmental Design) certified restaurants, and tries to include locally produced foods into their stores. LEED certification is only assigned to buildings which conform to the green building standards set forth by the United States Green Building Council, primarily regarding the resource use efficiency of the building.

For 40 years, Meditech has been a leading software vendor in the health care industry. Put simply, their main goal is to remove paper from hospitals. In addition to many others initiatives, Meditech has made green strides at their locations by limiting natural gas use to only cooking as well as building a green facility in Fall River, MA. This facility was built using an existing mill, uses solar panels for much of its power needs, and during construction, recycled materials were used when possible.

Compass Group is a leading food service company, which has always had an eye on sustainable business practices. Their large size has often been useful to them in the green movement because of the influence and staying power they wield in their industry. Among their initiatives, Compass Group has eliminated the use of cod and diminished the use of salmon in their locations.

Lastly, Ritz-Carlton, a large hotel chain, is famous for its beautiful properties, but they are equally proud of their green history. Currently, they are involved in multiple green initiatives, including eliminated water bottles in the corporate offices, increasing water conservation, energy use reduction, and green programs for their patrons.

The representatives from each company introduced their organizations, their industries, and the green projects they were most proud of. Each stressed the importance of green initiatives from an environmental responsibility and financial perspective. The common thread among the companies was that sustainable practices were not a burden, but rather an opportunity for their companies. Each explained that these practices were a time to shine as organizations, while also serving as profit producing agents. All suggested that their customers require such action as an integral part of the companies they have relationships with. Without such actions, they would fall behind the competition, and fall out of favor with their customers.

This panel represented the culminating activity for the Focus on Green committee. For the last two years, this group has worked hard to expose the JWU Providence campus to issues related to global climate change. Through activities, speakers, movies, and panels the committee has strived to offer many sides of the global climate change issue to the campus population. This panel was a fine way to end the long list of successful committee initiatives.

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## **“Crossing Cultures” Focus for Cultural Life in 2009 – 2010**

By Deb Ridolfi

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Along with film series, gallery nights, theater productions, and department- sponsored events, the School of Arts & Sciences will be presenting a variety of programs in the 2009 – 2010 school year under a thematic umbrella entitled “Crossing Cultures: A Year-Long Exploration.” Genres included are music, art, film, literature, lecture, and discussion. Highlighted on the featured Speaker Series are the following: author Sadia Shepard, *The Girl From Foreign*; prominent journalist, playwright and poet Jabari Asim, *The N Word: Who Can Say It, Who Shouldn't, and Why*; scientist Alan Weisman, *The World Without Us*; preeminent scholar on our nation's diversity, Dr. Ronald Takaki; the founder of Canadian Doctors Without Borders, Dr. Richard Heinzl; and, Helene Cooper, author of *The House at Sugar Beach*, which has been selected as this year's Campus Read book selection. The annual International Festival, visual art exhibits, a musical performance, the Cassola Conference on Communication, and Campus Read discussions will all also reflect the “Crossing Cultures” theme. Specific details about all cultural life events sponsored by the School of Arts & Sciences can be found in the Cultural Life Calendar booklet, which will be distributed next fall.

## **Rhode Island Activists and Grannies Rage for the Common Good**

By Deirdre Newbold

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As part of the Social Action Series, Jodi Glass, Nondas Hurst Voll, and RI's Raging Grannies presented at Pepsi Forum on March 30. In a presentation titled, *If I knew then, what I know now: movement building*, social activists Glass and Voll shared life lessons on how to use creative programming to call forth compassion, equity, and justice in the policies and culture of our state.

Jodi Glass has been working as a volunteer community activist for over 25 years. Jodi is responsible for introducing the Take Back the Night March and the Clothesline Project, both international movements, to RI, and she also was the founder of the RI Feminist Chorus and most recently is a co-founder and singer with the RI Raging Grannies—part of an international network of “seasoned” women who, through their community activism, use music to convey their message.

Nondas Hurst Voll retired as longtime Executive Director of The Fund for Community Progress, an advocacy network of 26 grassroots, nonprofit agencies committed to peace and social justice. Her career also spanned teaching and communications positions in academia, government, and non-profit organizations. Nondas has been a volunteer activist with The Institute for the Study and Practice of Nonviolence, the Advocacy Institute, Witness for Peace, and Community Shares USA.

The Social Action Series features local and community leaders who are committed and motivated to use their personal resources strategically and ethically to address community challenges and work collaboratively to empower those in need. Voll's presentation was very informative and focused on the eight leadership types in social movements. Glass spoke about her passion for feminism and working to end all forms of violence against women. Glass also shared her personal journey as a movement builder in the state of Rhode Island. In the presentation, students were encouraged to discover their own causes and talents so that they, too, can find their paths to community leadership and social action.

The RI Raging Grannies, a group of women activists who want to increase their effectiveness and impact on important local and national issues, sang “Oh, My Darling Clementine” and “Frere Jacques” but with new lyrics! The songs were familiar tunes to the audience but the words expressed the grannies' desires for better healthcare, education, poverty, clean air, and equality.

While listening to Nondas Voll and Jodi Glass and singing along with the RI Raging Grannies, the students came to know that, no matter your age, there's always time for social change.

# **The Sixth Annual International Festival: Around the World in One Wonderful Afternoon**

By Geraldine Wagner

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Where else but at the Annual International Festival can you feel like you've traveled around the world and back without ever leaving the Downcity Providence campus of Johnson & Wales University? Now in its sixth year, the festival, which takes place in the Pepsi Forum, is always a much anticipated celebration of campus diversity. From the opening flags of nations/regions ceremony, to the live music (this year ethnic drumming), vast array of ethnic foods, and the many country/region-specific exhibits, this festival never disappoints.

Our international students seem to outdo themselves with each new opportunity to teach their fellow students something about their homeland and the cultures they hold so dearly. This year's theme was one of embracing cultural differences and similarities, so the representative students at each table were responsible for explaining to visitors (students, professors, faculty, and administration) how their country/region compared with the U.S. in interesting and important ways about which any traveler should be aware. The exhibits included such stand-outs as the African Diaspora, Taiwan, China, Saudi Arabia, Turkey, India, France, Korea, and the Caribbean—just to name a few. All exhibits featured slide shows, PowerPoint presentations focused on cultural comparisons, posters and photographs, as well as various handmade crafts. Some tables also featured name writing, traditional costume wearing (with pictures), henna tattoos, and homemade boba tea. The China table had a visitors' "trivia" game regarding facts from their country and gave away prizes to those who answered correctly. The Saudi group even laid out a rug and served tea and dates to all, inviting them to sit for an informal "visit." The same group broke out into a spontaneous traditional dance during the latter part of the festival—something we hope to encourage from all participants next year!

In past years, the food has been so popular that sometimes it would be gone before the end of the festival. This year, the committee was determined to make sure everyone was able to have a taste of all the cuisines offered, and tickets were given out to students and faculty by the committee that served the food. Among the wide selection of finger foods were such favorites as samosas, spring rolls, falafel, stuffed vine leaves, and pizza from various restaurants. Dessert was generously donated by the culinary school and consisted of a variety of over-sized cookies including an outstanding version of the traditional Chinese almond cookie.

The drumming performance which began the festival set the tone for the afternoon with its upbeat, energetic, and all together "get up and move" songs. Additionally, music from around the world played throughout the festival, and pictures of the countries and regions which participated appeared in a slide show. The slide show also featured fun pictures from last year's event.

This annual exchange of cultural ideas and celebration of the international community here at Johnson & Wales just keeps getting better. If you have still to drop by and get a taste (both literally and figuratively) of all it has to offer, I strongly suggest you join us next time we go around the world in one wonderful afternoon!

## Still Slammin'

By Scott Palmieri

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Each spring, flowers and poets bloom at Johnson & Wales. For the fifth year, the English Department and the John Hazen School of Arts & Sciences welcomed poets to celebrate National Poetry Month. Because in their works poets can play with reality and time, the celebration of that month, although officially April, was extended into May, as a week full of visits and verses inspired our students in the term's closing days.

The poets of the Providence Slam Poetry Team once again visited the Providence campus although their home of AS220 made it only a journey of a couple of blocks. Jared Paul, an award winning performer and coordinator of the team, explained to students that he hopes that students, too, will travel the distance between Empire Street and Pine Street for the various artistic events taking place at AS220.

For the week at J&W, our students enjoyed a series of in-house events which included a kick-off performance at the Intercultural Center on May 5 and individual class visits. The thought provoking content and the passionate, direct delivery were enough to connect to any class that touches on communication skills, whether through the written or the spoken word. The poets dealt with subjects ranging from the bank bailouts to lost love, from the political to the personal. This year was like the rest as the students were genuinely and pleasantly surprised at the creative performances.

The week of visits culminated in a poetry slam at AS220 on Monday May 11. A few brave students took part in the "open microphone" segment and impressed all in attendance, including the slam team members, who followed with a showcase slam. This final performance of the week allowed the attendees to learn the rules and expectations of a slam competition.

Special thanks goes to Candice Simmons for leading the planning of the week's events with the poets. Geraldine Wagner and Scott Palmieri assisted Candice, as well. Hopefully, our students will remember their final days of this academic year with some poetic inspiration.

## Coaching With Care

By Shannon Hull

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On April 24, the final Casual for Community day for the 2008-2009 school year raised \$219.50 for Sophia Academy whose mission is to create a holistic learning community in the Greater Providence area for girls from low income families. In an atmosphere of nonviolence, the school focuses on the academic, spiritual, cultural, and social growth of girls and their families.

Project S.H.E. (Sport. Health. Education.) began in September 2008 as a collaboration between Sophia Academy, the Feinstein Community Service Center, the Hospitality College, and the Athletic Department. Project S.H.E. brings 60 Sophia girls to JWU's culinary campus every Friday to utilize our state-of-the-art classrooms and athletic facilities since Sophia Academy has no athletic facilities or technologically efficient classrooms. Johnson & Wales University Sports, Entertainment & Event Management students, student athletes, a Student Leaders In Community Engagement (SLICE) student, community service-learning students, and volunteers serve as coaching assistants and classroom assistants promoting academic and life skills through a focus on health, wellness, and sport.

The Casual for Community program is designed to enable staff and faculty to partner in the valuable work done by the Providence area nonprofit agencies that serve as Community Service-Learning (CSL) sites for our students. Casual for Community days are scheduled once a term, with the proceeds benefiting one of our CSL partner sites. Faculty and staff buy a \$3 badge that allows them to dress down on the specified day.

This term's Casual for Community day was very successful! Thank you to all the faculty and staff who participated from many departments on both campuses.

# Teaching Multicultural Literature

By Wendy Wagner

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April featured two more workshops in the series of in-services on Teaching Multicultural Literature. On Monday, April 6, Marilyn Davis of the English Department presented on Gertrude Stein and approaches to teaching "Miss Furr and Miss Skeene." On Monday, April 27, Tammy Valentine Garcia of the English Department presented on Julia Alvarez, with a particular focus on "The Kiss," a story excerpted from Alvarez's novel *How the Garcia Girls Lost Their Accents*.

The in-services on Teaching Multicultural Literature are designed to increase knowledge and awareness of multicultural literary texts and the historical and cultural contexts in which these stories, plays, and poems are embedded. In the past, faculty have presented on South Asian, African-American, Caribbean, Latina, and lesbian literature. In the 2009-10 academic year, these in-services will expand not only in terms of ethnic and cultural backgrounds but also in terms of discipline, including presenters from Humanities and Social Sciences.

## JWU PLAYERS ANNOUNCE 2009-2010 Season!

By: Mari Dias

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### *The Mousetrap*

This is one of Agatha Christie's most beloved murder mysteries. Set in a hotel run by Mollie and Giles Ralston, the guests at Monkswell Manor manage to get snowed in with a stranger who ran his car into a snowdrift. During the snowstorm, Detective Sergeant Trotter arrives warning the group that he believes the murderer of Miss Maureen Lyon is on the way to the hotel. Soon after, one of the hotel guests is murdered, convincing the others that perhaps the murderer has already arrived. (Samuel French Inc.). Please join us in the fun as we attempt to find the murderer! Family Weekend, October 2009.

### *Urinetown, The Musical*

If you love musicals, and possess an odd sense of humor, then *Urinetown* (music by Mark Hollmann; book by Greg Kotis; lyrics by Greg Kotis and Mark Hollmann) is the show for you! The plot revolves around a city that experiences a terrible drought. In order to ameliorate this problem, the use of private bathrooms is outlawed. Consequently, citizens must pay outlandish fees to use public restrooms. Those unable to pay get sent to "Urinetown," a mysterious place from which they never return. Finally, one of the managers leads the people in rebellion. (Music Theatre International). An award winning Broadway musical, *Urinetown* will have you singing both its praises and its songs. JWU's version of this musical will be presented in Xavier auditorium on Friday, April 23, 2010, 7pm; Saturday, April 24, 2010, 2pm and 7pm; and Sunday, April 25, 2010 at 2pm.

## Players as Coaches

By Ryan Tainsh

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On May 1, approximately seventy-five major league hopefuls gathered at the Cranston YMCA for the fifth annual Fogarty Baseball Day. The Fogarty elementary school students were greeted by the JWU baseball team, their leader, John LaRose, as well as Professors Carmine Vallese, Scott Palmeri, and Ryan Tainsh. Each student arrived eager to learn from the JWU players and perfect their baseball skills.

The gymnasium was sectioned into pitching, infielding, hitting, and outfielding stations, each manned by the JWU baseball players. The players, armed with expertise, gently led the enthusiastic children through their drills. The Fogarty students worked hard, moving among the stations and gathering the fundamentals of the game at each stop. The sounds of laughter and enjoyment were clear above the noise of batted balls and snapping gloves.

The enjoyable day culminated with a high-energy game of Wiffle Ball – one which demonstrated the techniques the students had perfected all morning. They were all proud of their newly tuned skills.

This fun day would not have been successful without the patience and expertise of John LaRose and the JWU baseball team, participating faculty, and, most especially, the Cranston YMCA and Kaitlin Blake, of the JWU Community Service Learning Office.

# The Life of An Adjunct

By Karen Iaccobo

It's Monday, and I feel like Superman, or, for the politically correct, a Superhero. I am crash landing back into the button-down world of academia after a glamour and gala-filled weekend spent at the Southeast New England (SENE) Film, Music & Arts Festival, where I worked with sophisticated, creative types from Hollywood, New York, and our own Rhodywood. To the film crowd, I am a journalist and fiction writer moving towards filmmaking. However, on Monday morning at 7:00 a.m., I leave the cape in the phone booth, trading it for a business suit, a white board, and PowerPoint.

At JWU, I am just an adjunct instructor, teaching future chefs determined to rise faster than the cakes they bake and budding business managers eager to dine from the smorgasbord of capitalism. Although motivated to learn about their majors, today's college students may be more interested in MySpace and FaceBook than in learning MLA format and the five-paragraph essay in English class. Enlivening the education process for 21<sup>st</sup> century young scholars means the constant challenge of bringing elements of the "real world," in the context of the curriculum, into the classroom to captivate as well as educate. The abrupt transformation, from the role of writer into that of college instructor, is a schizoid existence and no problem for this Superhero.

Here a few ways I have combined my private and JWU lives:

For SENE, I am a documentary reviewer. This spring, JWU brought to Tyson the talented Nick Versteeg, filmmaker extraordinaire, and he generously allowed my students to interview him for their profile essay assignment. They later eagerly digested Nick's film *Edible Schoolyard*, which was applied to a lesson about thesis statements and supporting evidence.

"Green" is the new critical thinking; that is, academia is abuzz about this arguable subject. Years before green mania struck middle class suburbia, I published the *Rhode Island Natural Affairs* newsletter, hosted the weekly *Earth-Friendly Living* chat on America Online, and produced and hosted a weekly talk radio show on natural living subjects; therefore, teaching, interviewing, and profile writing skills is no chore, with or without a sprig of green on the menu.

On occasion, I invite to my classroom a guest involved in media. Comic, writer, actor, director, and Internet sitcom creator Nick Albanese amuses students with tales of his writing and public speaking. Unexpected treats like a visit from Nick help ensure boredom never weakens students' enthusiasm for their studies for boredom is the academia equivalent of Superman's dreaded Kryptonite. Other guest lecturers to the classroom have included JWU's own talent:

\*Chef Steven C. Shipley, JWU's Director of Development & Alumni Relations, entertained and educated students with stories of culinary life and networking, while stressing the importance of proficiency in memo and thank you letter-writing.

\*Arts & Sciences faculty members Dr. Geraldine Wagner and Dr. Jim Brosnan discussed poetry-writing and recited their own, thus encouraging students to apply creativity to writing as well as cooking.

\*Dr. Daniel Viveiros, College of Business, presented to ESL classes a humorous lesson on American culture, a lesson which included new vocabulary words.

Guest lecturers ward off Kryptonite; they teach and entertain students. Young minds are saturated with entertainment, meaning the media. Rather than disapprove of their interest in media, I urge students to use it to advantage and create career-related blogs and videos to show off their skills and fatten their resumes. Citizen journalism, which runs deep in America's roots, is as much a part of today's society as three TV networks were in the 1970s. My workshop for the Community College Humanities Association, Eastern Division conference, introduced professors and librarians to the independent media and its use in the classroom. For example, college students, initially bewildered by the multitude of media sources, quickly learn to glean information for writing essays and reports from ten separate types of sources, including any credible indy news source of their choice. Once taught how to find various perspectives on their topics, students instinctively seek this when conducting research for other

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# Diane Ackerman Awakens Our Senses at Harborside

By Karen Shea

On April 29, 2009, the A&S Cultural Life Committee welcomed Diane Ackerman to the Harborside Campus as part of its Speaker Series. Author of *A Natural History of the Senses* and *The Zookeeper's Wife*, among several other essays, poems, and works of nonfiction, Ackerman spoke about the importance of awakening our senses to the world around us.

Ackerman began by complimenting the JWU culinary students for their fantastic bread and chocolate sculptures, which were on display in the hallways adjacent to the amphitheater. She spoke of the wonderful sensory experience of smelling and tasting chocolate. Paying attention to all of our senses is critical, she claims, since they define our life experience. "We live on the leash of our senses," she said. "In one way they imprison us, but in another way they free us."

Nevertheless, Ackerman claims, we often take our senses for granted. In today's rushed, technology-driven world, many of us overlook the sensory stimulation available to us in nature. She quoted one young boy as saying that he liked to play indoors because "that's where all the outlets are." To combat this sensory neglect of nature, Ackerman argued, we need to take "sensory walks" and pay attention to the smells, sights, and sounds of nature. She shared her own experiences communing with nature as she tends to her 120 rosebushes every morning and absorbs the "intoxicating" smells of the roses. "The garden itself becomes a kind of cult for me," she says. Peppermint in her garden is her "sensory wakeup call," and she even hums the melodies outlined by birds sitting on the telephone wires near her home.

Taste is another sense that is often underestimated, Ackerman claims. Taking her largely culinary audience into consideration, she focused on the "nearly erotic" sensory experience of tasting chocolate. She described the ritual of eating a chocolate Easter bunny with her mother every year. She and her mother would eat the bunny in their den ("appropriately named," she quipped), starting with the ears and working their way to the tail. Since neither her father nor her brother took part in this ritual, eating chocolate became associated with women in her mind. "In our language of 'mother-daughter-ese,' chocolate was female," she said.

Americans, Ackerman went on to say, are confused about nature. While we want our homes to be tidy, often to the extent of being obsessive about bugs, we nevertheless try to bring nature indoors. Many of us, for example, turn up the heat to make it feel like summer inside, use pine or lemon scented products to bring natural outdoor smells in, turn lights on to bring daylight into a dark house, and surround ourselves with animals. "We feel lost without nature," she claims, "so we bring it in."

Despite our attempts to connect with our natural surroundings, we somehow still manage to ignore approximately 90% of what is around us. "Reality is always an agreed-upon fiction," she says, emphasizing the fact that our reality is only what we are willing to sense around us. When worry narrows our view of the world, "reconnecting with our senses widens our focus," she claims. She wishes we could all be more like her dog, which she enjoys watching "reading its scent version of the morning newspaper." Those who are able to pay greater attention to their senses and widen their focus, she says, will never look at another thing or another human being in the same way again.

One time when she had broken her foot and was recovering at home, she began to closely observe the squirrels in her yard. Since she had also been volunteering at a suicide prevention center, she began to notice similar behavior patterns in the squirrels and the human beings. Basically, Ackerman claims, both the squirrels and the humans whom she was observing worried about the same things: "attachments, resources or status... It was just easier to see it with the squirrels," she said. With a grant from National Geographic, Ackerman anesthetized and labeled the female and male squirrels in her yard with pink and blue jewelry and studied their behavior for several months, marveling at the ways in which each squirrel weighed nuts "like a green grocer" before deciding which one to eat. She also observed human-like behavior among the furry critters.

Some seemed to suffer depression at times, acting lethargic or staying away from the rest of the group. Others tended to mate with the squirrels with whom they had spent the most time and seemed best acquainted.

In addition to spending hours observing squirrels, Ackerman often shakes hands with her evergreen trees on her morning walks. "You can see why my neighbors are, you know, a little uncertain about me," she joked.

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## Hej! Hej! I've Had a Wonderful Stay

By Lucy Ligas

When I got an email from Erin Fitzgerald at the end of July asking if I'd be willing to lead the study abroad in Sweden for the second time, I couldn't hit the reply button fast enough. Having had what I thought was a once in a lifetime experience the previous spring term, I knew I would be in for another exciting and rejuvenating term. When I found out that there was a large number of applicants for the program and that I would be the sole faculty member in charge of 27 students, I was a bit hesitant. I knew that study abroad leader meant wearing teaching, mentoring, and, at times, mothering hats...sometimes juggling them, sometimes wearing them all at once.

This year's group of 27 came from all of the regional campuses: 22 from Providence, 3 from Denver, and 1 each from North Miami and Charlotte. There we were: one big, happy, and sometimes dysfunctional family. Our group adventures ranged from industry visits to SKF (the world's leading manufacturer of ball bearings), LavaSoft (makers of Ad Aware anti-spyware software), Stena Line (cruise/freight lines), and Volvo, to a weekend in Stockholm. Our last outing was to the island of Marstrand in Sweden's northern archipelago.

Sure, there were academics involved. Our host school was the IHM Business School in Gothenburg. The students took classes including a seminar on the European Union and Honors Economics (both taught by Swedish instructors) as well as leadership and statistics courses taught by yours truly. The classrooms are to die for; built-in dual projection systems with amazing audio quality, hard copy as well as transparency projectors...oh, and don't forget the "bubbler" in each classroom. Don't get me wrong, the academic side of this adventure was very important, but the most learning definitely took place outside of the classroom for both the students and me.

Gothenburg is the second largest city in Sweden, and yet you get that small town, comfortable feeling as soon as you touch down at the airport. It does remind me of Duncity at times. It is a very walkable city with most locals either doing just that or riding bikes everywhere, even in the winter. The tram system was probably the students' favorite mode of transportation. The museums, the architecture, the culture, the food...ah, the food: you haven't lived until you've had real Swedish meatballs from SMAKA or shrimp sandwiches from Heaven 23. Forget the Red Sox, Bruins, Yankees and Patriots. These are serious Frolunda Indians (hockey) and IFK Goteborg (football/soccer) fans. Yes, we all got caught up in going to the games.

We all had our extra weekends for individual travel, and, this year, I was able to travel to Milan, Salzburg, Copenhagen, Helsingor, and Kiruna. Students also took in Barcelona, Dublin, London, Paris and Helsinki. It's a small world after all!

As we begin to pack for our journey home, our most valuable souvenirs are our memories. I know that I have been extremely fortunate to have this experience and am looking forward to sharing my memories with the next faculty chosen for this wonderful adventure.

Hej da! Goteborg, Hej da!

## Leadership Development Center

By Laurel Lapane

The Leadership Development Center has a new director, Laurie Lapane! Former assistant director of the Feinstein Community Service Center, Laurie has been with the university for 13 years. Laurie has a M.A. in education with a concentration in training and development. She is a member of the International Leadership Association, American Society of Training and Development – Bay Colonies Chapter, National Association of Student Personnel Administrators, and the American Association of University Women.

The mission of the center is to provide a collegiate experience for our best prepared students who wish to supplement their classroom education with the leadership knowledge, skills, and abilities necessary for graduates entering a competitive workplace. The center provides valuable leadership training and programs, which are based on current leadership theory and trends, to both internal and external constituents. Additionally, mentoring and experiential leadership opportunities to the JWU student body are also offered through the Leadership Development Center.

Laurie will be providing on-going leadership training for JWU student groups, developing a student mentoring program, providing the leadership components embedded in grants awarded to the university, providing leadership training to external university clients, and developing a signature student leadership program.

# Active Team: Judy Turchetta and Anice O'Connor

By David Hood and Emily Spitzman

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On Friday, April 17, Judy Turchetta and Anice O'Connor facilitated discussions about active learning and team building, respectively.

Judy guided participants in an analysis of Richard Felder's and Rebecca Brent's "Navigating the Bumpy Road to Student-Centered Instruction". Rather than just telling how to actively teach, Judy put her talk into action. She divided the attendees into groups and then explained how to do a jigsaw reading. This activity is a fantastic way to analyze much text with a limited amount of time. If you aren't familiar with the jigsaw reading technique, it involves reading one section of a text and discussing it with the others who also read that section. Then, you return to your original group to teach them about your section.

Those attending the in-service experienced the jigsaw technique while discussing the content of the article. Often students are initially resistant to nontraditional approaches in the classroom, but, according to Felder and Brent, they eventually warm up to the idea and have higher rates of success in the student-centered classroom. Several participants expressed their concerns about teaching their content in an active learning classroom. They explained that they need to lecture in a traditional way in order to ensure they get through all their material. That being said, many others expressed how students have different learning styles and even if you are finishing all the material through a lecture format, the students may have only absorbed parts.

Judy Turchetta is still collecting active learning lessons, so if you have any that you would like to share, please send them her way. It is fascinating to learn from one another about how to balance teaching content with teaching in a student-centered, engaging classroom.

After Judy finished her section, there was a short break, and then attendees headed into Anice O'Connor's presentation on "Teambuilding Strategies for the Classroom." As you can probably tell from the title, this presentation focused on trying to not only foster the skills that students need to build successful teams in the classroom to motivate each individual person to collaborate on a much larger goal: EDUCATING THEMSELVES!

The session started with a brief presentation that Anice had designed to help instructors truly define and teach the many components of a solid team. Among her various tips and handouts was a copy of a contract that she had recently had students build that caused each member to re-evaluate their role in a group. The contract had a fair number of rules and punishments for breaking those rules. What was particularly interesting was that she said that almost always it is the contract that binds a group together. She mentioned that in almost every contract there is a clause built in by the students: that if someone reaches a certain point, or has had enough infractions, that person will be removed/exiled from the group.

After having a brief tutorial on building successful teams, participants were split into groups to form their own teams, and, much like she does in her classroom, Anice asked members to meet and first come up with a team name and a logo. This task sounds simpler than it was; many groups hesitated when confronted with how they would approach this; Anice even had to slap a few wrists for going over the time limit she set.

Once the groups all had names and a common mission, they then were given a bag of marshmallows and toothpicks. As a group, members were suppose to use these components to make some type of structure; however, just like in real life, the teams were given limitations. Some were told that members could not speak, see, talk, or use certain body parts. While you might be picturing a rather humorous scenario right now, it was not necessarily all laughs as members started poking at each other with toothpicks. Ultimately, the goal was accomplished, and the teams were able to come to the very comforting conclusion that teams do actually work as long as members have a way to function cohesively within them.

The two sessions were a perfect match. For those who missed these excellent presentations, get in touch with the presenters for more information to help you make your classes more active and team oriented.

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On April 3, 2009, the tenth annual Cassola Conference on Teaching Communication provided conference attendees from Rhode Island and neighboring states with much food for thought. Rosemary Mahoney's keynote address provoked us to reflect on the challenges her 24 blind students face as they learn to communicate in a foreign language in an unfamiliar city. Her poignant stories and insights resonated with the audience during the keynote address and during the follow-up, informal conversations in the first breakout session. Conference attendees had some tough choices to make, as well, when it came time to choose which breakout sessions to attend during the remainder of the day. The themes of the individual sessions included building cultural respect and awareness, building community through a good read, engaging the digital learner, using service learning to teach creative problem solving and critical thinking skills, assessment, and many more. At the end of the day, the attendees left having feasted on not only excellent and stimulating sessions but also a fabulous lunch.

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assignments.

Librarians and instructors are also intrigued by indy media. Unlike Superman, I cannot bend steel with my bare hands, but a teacher must be bendable, whether in applying students' interest in the media to a writing assignment or acknowledging that the instructor is imperfect, although a super-hero. In my superhero existence, I have written books (three with my writing-partner spouse). This experience of conducting research and citing sources applies to the classroom; students struggling with citing ten sources probably experience a little relief when I explain that my two hundred sources for a book were once eaten by a hungry computer. Another less-than-super-human gaff occurred when I was to give an hour-long presentation in North Carolina on American vegetarian history to an audience of 500, and the computer slide show went on strike, which amuses communication skills students worried that Murphy's Law might ruin their five-minute PowerPoint presentations. Students might also realize that that I have empathy for the sweat they shed when revising their writing. After all, professional writers also have to revise on a deadline.

Staying sharp as an editor of student papers, or any writing, poses more of a challenge than leaping over a tall building with a single bound. In my volunteer work life, I have edited memoirs written by Rhode Island retirees; they, too, have to revise before Capitol Region Retired Senior Volunteer Program (R.S.V.P) publishes their autobiographies. Like their elders, young writers prefer the creative act of putting words on a page to the editing process. Since some students spend countless hours playing video games, watching movies, and text-messaging, and not enough time reading, their imaginations may not receive proper exercise, and their creativity can become flabby. Therefore, to strengthen the muscle that is the brain, to make it at least as tough as the forearms of that man of steel, students in my class write metaphors. This, combined with learning a few new vocabulary words, is more powerful for pumping up profile and memoir writing skill than are steroids for building the body. Some students' imaginations, groaning from lack of use, get right back into shape. Unlike steroids, metaphors won't harm them. In fact, they tell me creative writing is "fun." Can there be a higher value in today's culture?

Students work hard to improve writing, reading, and public speaking skills, and this adjunct instructor works hard building a bridge between the two worlds of my life, which, I hope, benefits the students throughout their lives. When wearing my cape and a leotard emblazoned with a bold "S", I may not be able to see through walls, but I am on the lookout for ideas to bring into the classroom.

# Plagiarism Workshop

By Anne Shaw

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This practical and informative in-service workshop was given by Laura Gabiger and Désirée Schuler. The workshop was divided into two parts: how to detect plagiarized work and what to do about it.

## *How can we detect plagiarism?*

In the first part of the workshop, Laura Gabiger used an example from her personal experience to illustrate the process of plagiarism detection. The first step is suspicion of plagiarism. When reading a student journal about an oral communication event, she was alerted to the possibility of plagiarism by a shift in pronouns from “I” to “she”. In order to check for plagiarism, she went to Google Advanced Search and typed in a phrase that didn’t seem like the student’s own. The resulting report on the event included the phrase in question as well as large chunks of writing appearing in the student’s report with no citations given. She now had evidence of plagiarism in order to support her suspicions.

Laura gave another example of plagiarism in a speech outline in which the clues to plagiarized work were language constructions that would not be normally used by that particular student. In this case, it was the use of semicolons between clauses. Another clue could be student work that doesn’t quite match the assignment given. She demonstrated how to use Google Advanced Search to search for exact wording or phrases. Once we have proof of plagiarism, we should print everything and keep all evidence on file.

She also mentioned that not all students plagiarize from published material. They may ask a friend to help. However, in her experience, most students go straight to the internet. In conclusion, she said that in order to prevent plagiarism, we need to educate our students in use of citations and give assignments that will prevent plagiarism.

## *What should we do about plagiarism?*

In the second part of the workshop, Désirée Schuler talked about what to do when we find evidence of plagiarism. She told us that there is an “underground network of professors” known as professors who don’t accept plagiarism. One way to deal with plagiarism would be for the teacher to call attention to it on the first draft of an essay and give the student a chance to rewrite. This is an unofficial way.

She reminded us that the Student Handbook has a clear statement on Academic Misconduct that we can use as an educational tool. The handbook clearly states the policy and gives a list of various sanctions. She explained three of them: an F for the paper, project or exam, withdrawal of the student from the class with a punitive W grade, or a permanent prohibition of the student from taking any courses from the faculty member involved. This last one could be used if the student posed a threat to the faculty member.

Désirée also told us about the form for reporting academic dishonesty to the Student Conduct Panel. She pointed out the two choices under “Action Taken” on the form. The first is “Refer to Student Conduct”. This would involve a five minute visit from the reporting professor in front of the panel. The penalty involved could be suspension for one or two terms. She said that dismissal from the university is unlikely. The second choice is “Academic Action Only”. Under this option, the professor only needs to describe the action taken. If the teacher chooses the second option, he/she can also make a request that if this happens again certain consequences should follow, such as requiring that the student be dropped. The report is then kept on file in the Student Conduct Office.

Désirée said that the cases should be handled individually depending on each situation, and they always involve questions of judgment. However, she cautioned us that plagiarism should have a serious consequence. She also said that sometimes a student’s parents will call the professor. In this case, the professor has the option of asking the Student Conduct Office to speak to the parents.

## *Why do students plagiarize?*

The question of international students and plagiarism was raised and it was pointed out that plagiarism among this group of students may be due to either cultural misunderstanding or to not possessing enough language to feel

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## Faculty Fellows and Students Shine! By Susan Connery

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According to *The Courage to Teach* by Parker Palmer, “Good Teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves... The courage to teach is the courage to keep one’s heart open so that teacher and students and subject can be woven into the fabric of community that learning, and living, require.”

In the Feinstein Community Service Center’s efforts to promote the pedagogy and culture of Community Service-Learning at Johnson & Wales University, the Center sponsors a Service-Learning Faculty Fellows program. This program is designed to enable faculty members to broaden their professional, disciplinary, and personal horizons, reinvigorate their own work as scholars, teachers and educational leaders in the service-learning pedagogy. This year Wendy Wagner (A&S) and Mehdi Moutahir (COB) were chosen as Faculty Fellows. Mari Dias (A&S), a past fellow, also presented a new service-learning project offered in the 2008-2009 academic year.

Wendy Wagner believes in service-learning’s potential to give students writing projects that help them understand the importance of audience and give them the opportunity to apply the writing skills they are learning to situations outside of the classroom. In the Fall of 2008, Professor Wagner’s ENG 1021 class worked with Hope High School on a voter education project. The class worked with a senior journalism class at Hope High to identify issues of concern to Hope High students. Then, the JWU students developed informative brochures and fact sheets and distributed them to Hope High students the day before the 2008 election.

Mehdi Moutahir brings his passion for community service and social entrepreneurship into his classrooms to engage and challenge his students, by creating meaningful experiential education opportunities in collaboration with the community. Professor Moutahir’s Faculty Fellows project was a collaboration between his students enrolled in ENTR4010 Managing Change and Innovation and community members from the Lincoln County Economic Development Office (EDO) in Maine. The Lincoln County EDO requested proposals for the restoration and operation of a historical building in the town of Waldoboro.

Students proposed a business concept aligned with the economic development philosophy and goals of the community members. The concept proposed was an eco-tourism complex that would include a business incubator for local food service entrepreneurs, a sustainable restaurant using solely local ingredients, and a hospitality center to host eco-tourists. The complex would be located in an environmentally friendly and energy efficient facility, and each component of the complex would include a service operation and an education/training operation. The concept proposed would support local economic development through income generation and workforce development.

Students volunteered to travel to Maine and present their model at a town meeting in Waldoboro. Their learning experience was validated and contextualized as they had an opportunity to meet and converse with the entrepreneurs and community members that would be impacted by the development of their proposal.

Mari Dias’s faculty-driven community service-learning options are designed to increase the awareness and investment of her students, creating an environment where both Sociological and Psychological concepts come “alive” and can be directly applied to an active learning environment.

“Cathy’s Story: Midnight Cry” is a documentary case study on homelessness and addiction. Cathy was homeless for five years and lived in a box on North Main Street. She was addicted to alcohol and drugs for 20 years. Cathy had five children, three boys that were taken away from her and remanded into DCYF custody and later adopted, and two daughters who were raised by Cathy’s parents. Her oldest daughter committed suicide at the age of 18. Cathy has been in recovery for two years, and her efforts now include “paying back society, particularly the homeless”. Sociology students interviewed Cathy, her brother and the “Cry Ride Team” and accompanied her on the “Cry Ride” to Tent City. They also accompanied her to visit her brother, who is a permanent resident of Eleanor Slater Hospital as a result of an accidental overdose. We also filmed Cathy and her students in both Women’s Minimum and Maximum Security Facilities at the RIDOC, where she runs 12 step programs.

## Diane Ackerman *Continued from page 12*

During the Q & A session, one culinary student asked, “How do you recommend we slow down and use our senses when we’re so busy?” In reply, Ackerman encouraged the students to focus on the senses of smell and taste and what is happening at the moment rather than focusing only on “How I am going to get where I want to be?”

When asked by one faculty member, “How do you accomplish the depth that you do as you move from one point to another?” Ackerman responded, “I love to learn.” In fact, when she was writing *The Zookeeper’s Wife*, a true story about a zookeeper in Warsaw who hid 300 Jews in cages during WWII, she spoke of traveling to the Warsaw home of Antonina, the zookeeper’s wife, lying down on her bed, walking on her terrace, feeling her floors, and reading her diary to “feel” who she was. Ackerman also studied the 1939 navigation patterns of birds over Warsaw as well as the animal sounds of creatures that had inhabited the zoo in order to imagine what Antonina would have heard on a daily basis at that time. When she heard about Antonina, she was immediately drawn to her and wanted to write about “how to survive in a mutilated world.” “I often choose something that I’m stupid about because that’s how I learn,” she said. That eagerness to learn, as well as her gift for prose, has made her the accomplished author that she is today.

Some students in the audience seemed overwhelmed by the stress and disregard for nature in our society. One student asked if life is as fast-paced elsewhere in the world as it is in the U.S. In response, Ackerman mentioned the “slow-food movement” taking place in France to counter the fast-food movement that has slowly taken over the society. Another student asked Ackerman why she thinks Americans litter, citing that any time he goes fly fishing in New Hampshire, he comes out of the woods with bags full of garbage. Ackerman responded by saying sadly that Americans seem to have become disconnected with nature. “We have a sense of not belonging. A sense of ‘us and them.’” Rather than being a part of nature, people “go visit” nature, she says. With this “sense of being divorced from nature” comes littering, she laments.

When asked how she developed such a keen awareness of her senses, Ackerman replied, “I was born like this...with my senses ‘tuned up’ more than the average person.” Still, she stressed that all individuals have the ability to open their minds to the power of nature. She also reemphasized the importance of living in the present rather than in the past or the future. “When you’re eating, just eat. When you’re walking, just walk,” she urged. People have shorter attention spans now because everything in our society is about “fast-fast-fast: Twitter? Tweet? How does that verb go?” she joked. When our attention gets split up into too many parts, we sacrifice the quality of what we’re doing, she claims.

Finally, Ackerman emphasized the need for all of us to move beyond our day-to-day existence in order to open ourselves up to the sensory wonders available to us in nature. In closing, she read the last paragraph of her book *A Natural History of the Senses*, all of which is noteworthy, but only a part of which follows:

It began in mystery, and it will end in mystery...The great affair, the love affair with life, is to live as variously as possible, to groom one’s curiosity like a high-spirited thoroughbred, climb aboard, and gallop over the thick, sun-struck hills every day.

Where there is no risk, the emotional terrain is flat and unyielding, and, despite all its dimensions, valleys, pinnales, and detours, life will seem to have none of its magnificent geography, only a length.

Many thanks go out to the Cultural Life Committee for bringing Diane Ackerman to Johnson & Wales. She is truly a remarkable woman, a brilliant writer, and a warm hug for all of us who are wrapped up in our busy, often stressful lives. I hope all readers will realize that “the world we take for granted wobbles with wonders of sensory delight” and make an attempt to pay closer attention to our amazing senses

## Talking Points: College level Writing

By Mary Barszcz

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It happened again! On May 6, 2009, the conversation continued when the “What Is College-Level Writing?” group, comprised of both high school English teachers and Johnson & Wales English Department faculty, got together for the last time during the 2008-09 academic year. And what a meeting it was!

Rather than beginning the meeting by starting our always lively discussions with an examination of a chapter in the book *What Is “College-Level” Writing?* (hence the name of the group), which was edited by Patrick Sullivan and Howard Tinberg, Johnson & Wales faculty Terry Novak, Mare Davis, Donna Thomsen, Eileen Medeiros, Valerie Balkun, and Mary Barszcz along with high school teachers Chris Natalizia (Quincy High School), Allison Bienenfeld (East Providence High School), Tom Hines (North Smithfield High School), and David Tansky (La Salle Academy) began by discussing what we had learned from our previous gatherings.

This discussion made it clear that one of the primary objectives of initiating these dialogues had been met. These two groups, the college English professors and the high school English teachers who have so very much in common yet often work with little awareness of what each does, had come to a much deeper understanding of the roles both play in teaching students to write at a college-level. In particular, the JWU folks shared that they had come to a greater appreciation of the constraints under which our colleagues on the high school level work as well as the size of their workloads. Additionally, listening to their stories about teaching high school allowed us to put our college assignments in context. And the insights were not just one-sided. This was clear when high school members revealed that they had become aware of how little (at least at JWU) writing about literature students are expected to do at the college level, and one teacher shared that, partly as a result of our discussions, his department will continue to consider the reordering of the English curricula in order to better prepare students for the demands of writing in college.

Then the conversation turned to plans for next year. A brainstorming session led to many interesting suggestions including a collaborative high/school/JWU presentation at the TYCA conference in Boston, sharing assignments and rubrics, and creating a writing assignment that would be appropriate for both a high school English classes and JWU composition classes and which could be graded together by the group using a common rubric.

As wonderful as these ideas are (and some of them might still be pursued), the group became most enthused about...a symposium! While plans are very, very preliminary, the vision is to coordinate a gathering of approximately 30-50 high school and college teachers from around the state and nearby Massachusetts for a key-note address and round table discussions on a variety of topics related to the interconnectedness of high school and college-level writing. Everyone agreed that late April would be prime time for such an event. More information will be forthcoming as details are finalized.

According to the introduction *What Is “College-Level” Writing?*, “...there are no simple answers to this question. The dialogue that began this year between JWU faculty and their high school colleagues bears out the truth of this statement. However, these discussions have also shown the truth of another of the book’s introductory statement: “...for those with the patience and the willingness...there are certainly very satisfying, if rather complicated answers to be had.” The gatherings have shown “the patience and the willingness” of the group, and satisfying answers have just started to emerge.

Let the dialog continue! The conversation is stimulating.

# Mawi Asgedom: From Refugee to Harvard

By Anne Shaw

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Dressed in his native Ethiopian clothes, Mawi Asgedom spoke to a group of students and faculty in the Pepsi Forum on April 14 after being introduced by Deb Ridolfi, representing the Cultural Life series. He began his presentation by telling us that he was born in Ethiopia during the civil war and came to the United States at six from a U.N. refugee camp. Initially speaking with an Ethiopian accent, he then switched to a perfect American English accent and asked us if we were expecting the Ethiopian accent because of his outward appearance. This was just one of the many surprises of the presentation. He said that we often think of diversity as related to clothes and food, but, although they are obvious signs of diversity, he wanted to talk about what really makes us different.

He then told the audience that the speech would not be so much about his life story as about how the knowledge he has gained can apply to each of us. He stressed the importance of taking action. He told us he would first share his story and then tell us what he has learned about being successful and about the importance of resilience.

He told us that his mother taught him an important lesson: introduce yourself and find out the other person's name. He then involved the audience in a game and prizes for practicing this lesson.

Next he gave us some background on his experience in growing up. He was born in Adi Walla, a village in Ethiopia. He said that a civil war was fought in this country from 1961-1990. There were rebel groups fighting the government and fighting other rebel groups. One group would come in to a village and take the food and use the beds. The following week another group would come in. The groups would recruit child soldiers whom they would force to go with them. Families were separated. When Asgedom was 3 years old, a dictator had taken over the country and ordered his troops to go and kill anyone in the north. His mother fled with her three children as the army started toward them.

His dramatic retelling of the story of their journey was an illustration of his point that people will do anything to achieve a goal. As they fled through a field, they met a woman who was crawling because the bottom skin of her feet had been torn away from walking barefoot. His mother was carrying his sister who was just a baby and because she was so nervous she produced no breast milk. She chewed food and put it in the baby's mouth. He said we would all do whatever we need to do if necessary.

Once they reached Sudan, they found his father who was living in a refugee camp there. He described the refugee camp which was composed of tents set up in border lands. These camps are generally on the worst land and there is no security for the protection of the residents of the camps. When he was seven, an organization called War Relief sponsored him and his family to come to the U.S. and housed him in a Motel 6 outside of Chicago.

To illustrate his theme of resilience, Asgedom presented a framework developed by the chair of the Psychology Department at the University of Pennsylvania for predicting whether or not someone will give up in a certain situation. There are three questions that anyone can ask:

How long will this last? If we think it will last forever, we will want to give up. If it is short term, we will persevere.

What is the scope of the challenge? If we think a challenge will affect everything in our life, we will want to give up. In the case of Asgedom, he and his friends in the refugee camp played soccer and made drums to keep their spirits up.

Who or what is to blame for the problem? If we think we are to blame because we're not good enough or smart enough, we will give up more easily than if we look at a challenge as circumstantial. We may have been born somewhere difficult or sometimes things outside of our control just don't go well.

Asgedom suggested that we face a difficulty by first asking ourselves about the time frame involved. Then we might ask "Am I letting this destroy everything in my life?" Finally, we can ask "Am I blaming myself too much?"

*Continued on page 21*

## Mawi Asgedom *Continued from page 20*

As a personal example of resilience, Asgedom told us about an especially difficult year when he was a sophomore and “everything blew up”. Because he got a low grade on a final paper which brought his grade average down, he got mad and then depressed. He ended the year with a bleak outlook for the future. However, because he had lived in a refugee camp, he knew things would get better and, as he imagined, things turned around by his senior year. His advice is that when the short term begins to predominate, step back and take a long view. Be the best you can when things seem to be falling apart. In short, the lessons from a refugee camp are: never count yourself out and be your best.

The second message of his presentation had to do with cultural diversity. He discussed the deeper cultural diversity beyond the obvious ones of food and clothing. The first example he gave was in relation to the expression of love. He said that he has found that in the United States people use the expression “I love you” very often. However, in his culture he never heard even his parents say these words. When he went to visit his grandmother in Ethiopia after twenty years, she didn’t say to him “I love you”. Her way of expressing love was in a blessing such as “May you always have sky above your head and sandals beneath your feet.” He said that while he was there she blessed him every day.

Another deeper cultural difference is in self expression. Ethiopians will not reveal all of their inner thoughts and feelings. There is a saying in Ethiopia: “Do not reveal the inside of your home to the outside world.” In contrast, in the United States, people often tell everything about themselves.

Freedom is another value that has different manifestations in the two countries. The U.S. is considered the land of the free. In Ethiopia, however, freedom comes from doing whatever the elders want you to do. The worst thing you can say to someone is “Do what you want.” That means you are no longer supported by your family.

Another deeper cultural difference is in the concept of time. In Ethiopia, a shared assumption is that you can just show up at someone’s house and stay as long as you want. When Masgedom assumed that he could just drop by a friends’ house unannounced in the U.S., he soon learned that is not appropriate in this country where time is more limited.

Before conclusion of his talk, Masgedom stressed the importance of learning how to write. In his company, part of his interview process involves giving the interviewee twenty minutes to write a five-paragraph letter. He said that he doesn’t want someone to represent his firm unless he can trust that they will be able to represent him in the best way possible, including written communication. He advised the students who are presently taking a writing class to push themselves to learn as much as possible. He said that students should not graduate without learning how to write.

The third part of his advice involved goal setting. A participation activity called on two students: one who was good at playing basketball and one who was not. By blindfolding and spinning one student around, he illustrated that a person with less skill and talent can do better than someone with more *if they can see the goal*. He stressed setting clear goals for each quarter: academic goals as well as extra-curricular goals. He asked the students to visualize how to make this place better than it was before. He continued by stressing that we should never say we don’t have enough talent or that we don’t know English well enough.

He summarized by reminding us to be resilient, to have an understanding of diversity and to have a goal which we see every day. By adopting these three attributes, he said “You can’t imagine what you will accomplish.” His wish for the future is that you next time he sees one of us he’ll hear us say “Hey Mawi, I want to tell you what action I took after hearing you speak.”

# Creating Change on Campus and Beyond: Raise Your Voice!

By Erin McCauley

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In order to continue the excitement and energy generated by the 2008 Election among our student population, Johnson & Wales University requested and was awarded 2009 *Raise Your Voice* funding to create an educational training in active citizenship for a group of engaged students. This is the sixth time the JWU Providence campus has been awarded the \$500 mini-grant.

The *Raise Your Voice* campaign, offered through the Rhode Island and Massachusetts Campus Compacts, encourages leadership and collaboration within campus communities while focusing on the role of college students in implementing change on campus and in the community. *Raise Your Voice* has been a catalyst for collaboration among campus communities to focus on empowering student leaders to raise awareness and create social change. *Raise Your Voice* has provided opportunities to listen to student voices and support student civic engagement that addresses public issues crucial to our democracy.

This year, Johnson & Wales University's *Raise Your Voice's* primary activities and accomplishments consisted of a lecture/discussion by Rhode Island Attorney General Patrick Lynch and a day long training on advocacy and civics in action with community and civic speakers at the Rhode Island State House.

Over 180 students and thirteen staff and faculty members were in attendance at the March 25 on-campus lecture/discussion by Attorney General Patrick Lynch. Attorney General Lynch spoke about what it means to "raise your voice", why being civically involved is so important, and his experience as a civic and political leader in Rhode Island. During his discussion, the Attorney General also touched on several issues and cases that are currently affecting Rhode Islanders.

For the training session and visit to the Rhode Island State House on April 3, we had twelve students, 3 staff members, and 1 faculty member take part in the event. The group went on a tour of the RI State House, which was led by a Johnson & Wales Hospitality student. Suzanna (Suzy) Alba, a development officer at the United Way of Rhode Island, spoke to the group during lunch about how her experience as an active college student continued throughout her career as a current community leader. During and after Suzy's discussion, the students were able to address and speak to issues that they were passionate about and connect with other students who care about similar issues. Students discussed a variety of topics that were important to them including civil rights, education, empowering single parents, sustainable foods, environmental issues, and more. It was very exciting to hear the spectrum of issues that were important to our students.

Following lunch, we returned to the State House to hear from State Representative Edwin Pacheco who, at 27 years old, is one of the youngest elected officials in office in Rhode Island. Representative Pacheco discussed how a bill becomes a law, the legislative process, advocacy and civic action, and how his constituents are ultimately the ones who hold him accountable as a lawmaker. The students and faculty members asked questions of Representative Pacheco about how to best contact officials, the stimulus plan and the economy, and what types of advocacy are most effective in getting a message across. Susan Connery and Erin McCauley, Feinstein Center staff, facilitated a reflection in the afternoon with an overview of the materials that students received and ways in which students can stay involved.

It is the hope of staff involved in *Raise Your Voice* that the momentum and interest in government and public service continues on campus. Additionally, Erin McCauley will be attending a conference through The Democracy Imperative in July 2009; after which she will bring ideas back to the group for discussion and brainstorming on ways to develop future programs and events.

## People in the News

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**Susan Connery, Katie MacLean and Jennifer Rowan** (Feinstein Center) attended the 2009 Campus Compact New England Regional Conference, "Reexamining the Engaged Campus Community, Reciprocity, and Social Justice," on March 30-31 in Amherst, MA.

**Michael Fein** (Humanities) has been invited to present a paper on the history of US radio regulation at the 12th Economics of Infrastructures Conference held on May 14-15, 2009, at Delft, in the Netherlands. The conference theme is *Internationalization of Infrastructures*. Michael will be joined by academics, public regulators, and industry leaders on a panel entitled "Taking European Union markets to the extreme: implications for radio frequency management."



**Dr. Jim Brosnan** (English) participated in a Saturday poetry workshop sponsored by the Brockton Poetry Series held at the Brockton Public Library in February. Jim also attended an evening writing workshop on memoir presented by Aine Greeley, an Irish author, which was sponsored by the Norwood Public Library. On Sunday, March 22, Jim and three honors students, who had their "This I Believe" essays posted on the national website, attended *Sharing the Fire*, a storytelling conference held at the Crowne Plaza in Warwick, RI. The keynote speaker was Jay Allison, an independent broadcast journalist for NPR. Also in March, Jim presented a workshop entitled "Marketing Non-Fiction: From Draft to Publication" at the Rhode Island Council Teachers of English Spring Conference held at New England Institute of Technology in Cranston, RI. On April 1, he attended the kick-off event for National Poetry Month held at the Newport Public Library. Lisa Starr, poet laureate, was the featured poet. Additionally, in April, Jim attended the Maine Book Festival held at the University of Southern Maine campus in Portland, Maine. In early May, he presented a day-long workshop, "Searching for the Muse," sponsored by the Ocean Park Association and held in Ocean Park, Maine and also, with several honors students, attended Reading Across Rhode Island (one book - one state - literally) breakfast with Ron Carlson, author of *Five Skies*, held at Rhodes on the Pawtuxet. All five students were members of a book group formed by Jim. His recent publication credits include "Reflecting the Shards of Light," "Autumn Yearning," "Under White Ash," "Both Sides Now," "An Answered Prayer," "When the Song Ends," "Cypress Road," and "Emerging Dreams" in *The Teacher as Writer* and "Longing" in *The Bridge*, the journal of Bridgewater State College. Jim also was invited to read some poetry, including his published poem, at the Festival of Art reception held at Bridgewater State College.

**David Hood and Emily Spitzman** (ESL) presented "The Three Components of a Miscommunication" at the Casola Conference on Teaching Communication, which was held at JWU on April 3, 2009. Additionally, David also presented "Miscommunications in the Classroom" at the annual RICTE conference and attended the National Association of Bilingual Educators conference held in Austin, Texas from February 18-22.

**Russ Chabot** (Social Sciences) sat on a master's thesis committee at Lesley University in Boston for a Kevin Aylmer who completed the degree in the interdisciplinary studies program. Russ was one of a committee of three who supervised this work. The subject of the thesis revolved around the development of Marcus Garvey's thought in the course of his life context including social history and the cultures of the Afro-Caribbean diaspora, the Harlem Renaissance, and personal development.

On Friday, April 24, 2009, **Carmine Vallese** (Math) attended The New England Mathematical Association of Two Year Colleges (NEMATYC) conference, which was held at Southern New Hampshire University in Manchester, New Hampshire.

Members of **Wendy Wagner's** (English) ENG 1021 class gave presentations on social media tools to the staff of the Providence Public Library on May 13, 2009

**Karen Shea** (ESL) attended The 43rd Annual TESOL Convention and Exhibit in Denver, Colorado from March 26th-28th.

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## People in the News Continued from page 23

**Mari Dias** (Social Sciences) presented “Memoirs as Case Studies,” an interdisciplinary approach to social science research at the Spring RICTE conference. In addition, Mari presented *Cathy’s Story*, a documentary case study at the Spring Conference of the New England Sociological Association. Joined by Dr. Patricia Leavy, author of *Method Meets Art*, Mari presented her documentary as an example of arts-based research. Locally, Mari received the Community Volunteer of the Year Award for the Town of North Kingstown. She continues to teach “Changing Lives Through Literature” at Men’s Maximum Security Facility of the RIDOC. Her CLTL program will be the focus of a PBS documentary, produced by the University of Rhode Island journalism students.

**Scott Palmieri** (English) presented at The Rhode Island Council of Teachers of English (RICTE) Conference at the New England Institute of Technology in Warwick, Rhode Island, on March 28, 2009. His workshop was entitled “Smile Though Your Knees Are Shaking.” This presentation offered ways for teachers to use humor as a way to inspire discussion and participation. Through the use of games and various video clips, he discussed humor as a way for students to engage in specific aspects of public speaking.

This spring the New England Mathematical Association of Two Year Colleges (NEMATYC) held its 35<sup>th</sup> annual spring conference at Southern New Hampshire University in Manchester/Hooksett New Hampshire. The topic was “Fill up Your Math Tank.” Specializing in teaching Mathematics education, driblets including Mathematics Across the Curriculum, and the use of technology in the classroom were part of the program.

Member of the John Hazen White School of Arts & Sciences Mathematics Department attending the conference included **Richard Cooney, Mark Duston, and Charles Mazmanian.**

**Jeffrey Baluch** (ESL) produced his play *More Songs of Experience* on February 4 and 5 at Xavier Auditorium as part of an evening of faculty original one-act plays. The play was developed when Jeffrey was a student at Trinity Rep Conservatory in 1985 and has received workshops and productions in Providence at The Writers' Circle and in New York City at the Village Gate and The Real Theatre. Harold Ashton, a professional actor from RI, delivered a tour-de-force performance as the retired English professor, Wilfred Winston, who is conflicted with the recent death of his wife and his relationship with the ghost of Romantic-era poet William Blake.

For the second year in a row, **Candice Simmons** (English) has received the Faculty Recognition Award, nominated by students and recognized by the Johnson & Wales University Parents Association for "Outstanding Dedication to the Students of the University."

**Wendy Peiffer** (Science) ran the Boston Marathon on April 20 and finished in 4:23:58!

**Katie MacLean** (Feinstein Center) will marry Darren Jourdenais on August 8, 2009, at Roger Williams Casino Ballroom in Providence, RI.

**Emily Spitzman** (ESL) and Mike Waugh from the International Office will be married on May 9, 2009 on a mountaintop in Brattleboro, Vermont. They will then celebrate their wedding on July 25, 2009, in Emily's parents' backyard in Jamestown, RI.

**Joshua Proulx** (Social Sciences) will be married to Kimberly Maxwell on June 7, 2009, at Quidnessett Country Club.

**Erin Wynn** (ESL) and her husband, Steven, became the proud parents of twins on March 18, 2009. The was the day on which Clive Henry Wynn and Maisie Ruth Wynn were born. Double congratulations!

# Food For Thought: The Writing Across the Curriculum In-Service

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By Eileen Medeiros

Bibliographic instruction by JWU's librarians for students opens a gate into the world of ideas, and indy media expands the world for even erudite librarians. Surveys show this form of media is as popular as, and in some instances is overtaking, big media, another of the ten sources. In recent years, I have compiled a 60-page list of indy media sources and have also shared with instructors my comparison and contrast essay assignment for which students are instructed to find an indy news article and a mainstream news article about the same topic.

In one of her books for children, Laura Joffe Numeroff writes, "If you give a mouse a cookie, he's going to ask for a glass of milk."

If that mouse had been a part of the Writing Across the Curriculum in-service that took place on March 20, he wouldn't have asked for a glass of milk, he would have asked for a research paper.

A chocolate chip cookie is what started the conversation about research writing at this year's in-service. Mare Davis, chair of the WAC committee, passed out chocolate chip cookies and then explained how she uses the cookie analogy to help students think about good research writing.

She started by asking, "What is the first thing you do when you are going to make a chocolate chip cookie?" Get the recipe, of course. For students "making" a research project, the recipe includes the assignment, rubric, and an analysis of the rhetorical situation. The next step is to gather the ingredients. For students, their "ingredients" include some information they already have in their "cupboards," but for other ingredients they'll need to go to the "store," or library. Using the cookie, Mare walked us through the entire research process and showed us a new way to think about teaching the art of research. And part of this process includes the "IPQ method: Introduce and identify, paraphrase, and quote (with tag line)"—a strategy to teach students as they incorporate source materials into their own writing.

The audience also heard from Alice Smith. Alice shared her research assignment in which she provides students with step-by-step instructions as to what is expected. One part of Alice's assignment that was particularly interesting is that she has students share their research with the class. Though the final research paper is a collaborative piece, Alice's students make individual presentations about their source material. This seems particularly effective as a way to help students digest what they are reading.

The in-service concluded with a presentation by Karen Shea and Ann Shaw from the ESL department. They shared their experiences of working with ESL students at Johnson & Wales, and, more importantly, shared with us what the students who have completed the ESL program here at the university bring to the table in our classrooms.

Participants left this year's WAC in-service full and satisfied with food for thought about the challenges and rewards of teaching writing and research.

## Faculty Fellows *Continued from page 17*

Community Service-Learning Sociology students also conducted a secondary research analysis of homelessness and addiction, completing almost 40 hours of Community Service-Learning.

### Join Us! 2009-2010 Faculty Fellows Wanted!

The Fellows are expected to: develop service-learning course components and academic/reflective assignments related to their discipline that other faculty members can emulate, collaborate with community partners through telephone, email, site visits, sharing resources, etc. as part of the process be available to mentor other faculty members and participate in and present Community Service-Learning faculty development opportunities.

The Feinstein Center provides \$200 for each Fellow to attend conferences, purchase resource books, or join professional affiliations.

Interested faculty members can apply for a Fellowship position. Applicants need to submit a statement describing the professional and academic goals they expect to achieve through the Fellowship and copies of syllabi and Community Service-Learning course requirements. For this coming year, submissions need to be received by June 30, 2009. Accepted faculty members are notified by August 1, 2009 and will begin their appointment in September of 2009.

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## Let Culture Be Your Guide

By Dorothy Abram

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The title of this essay is an exhortation from journalist Michael Pollan's recent work on food and culture, *In Defense of Food*. In this book, Pollan challenges our notions of what he calls "nutritionism;" that is, our current societal obsession with health and nutrients, promoted by institutions that stand to profit from replacing a focus on food, community, and ecology with this concept of nutritionism. Noting that America may be the society with the most education on food and nutrition yet holds the worse health record, Pollan examines the history of this development and proposes an alternate model of eating: 'let culture be your guide.' He contrasts our situation with other countries. For example, France has an unhealthy diet by our standards (cheese, butter, foie gras, red wine, etc.), but its people are fit. Pollan proposes that culture, not nutrients, makes the difference.

In anticipation of this year's Minority Health event with the International Institute, the African Alliance, the Lead Action Alliance, and RIC, the JWU AWARE Alliance and students from my Culture & Food class proposed that we take Pollan's advice as our guide. For this event, we asked our refugees to be our guide to ways of eating and nutrition around the world and from the countries that they come from: Iraq, Iran, Burundi and Rwanda, Brazil, India, Cambodia, Liberia, Eritrea and Ethiopia, and a special diet for the prevention of lead absorption. Two JWU students were paired with each refugee and they acted as assistants as the refugees prepared the foods. The students also created a visual display for each table and pamphlets with maps, stories, and recipes on each refugee's country of origin. At the event, held on April 4 at Amos House in Providence, the refugees presented the diversity of the ingredients that they use, demonstrated their cooking methods, and discussed their ways of serving, eating, and living.

The event was a tremendous success, drawing enthusiastic audiences from the JWU community and many other Providence communities. The foods were diverse and outstanding. Amongst the many menu items, we enjoyed guava juice, sticky rice with mango, keema biryani, lentils with ingera and wild greens, coconut soup with anise, and Assyrian holiday bread. The joy of the event enabled its participants to easily let go of our obsession with nutrients to truly learn from diverse cultures and enjoy the foods and flavors of their cultures. The best dessert was gaining the understanding that food brings people together—and that is the greatest health benefit of all. Let's let 'nutritionism' take its place in our history of food fads and misguided science so that food and culture may be our guide into our new global and ecologically-sustainable world.

## Inservice

By David A. Capaldi

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A beautiful, early spring, Friday, April 17, 2009 saw faculty members in attendance at a double in-service program. This program was divided into two sessions which were conducted by Anice O'Connor and Judith Turchetta of the Social Sciences Department. Professor O'Connor conducted the session titled "Teambuilding Strategies For the Classroom" while Professor Turchetta conducted the session titled "Active Learning."

The morning program was divided in two so that attendances could participate in both informational programs. Both knowledgeable Arts & Sciences faculty members shared their extensive expertise in their respective programs. Early in her program, Dr. O'Connor defined the difference between a group and a team. This session was an active one, where participants were divided into teams for role playing – even if some of the teams were operating as groups. Team contracts were discussed as was the nature of the grading system in use in Dr. O'Connor's classes. The role playing portions of this session were informative and provided valuable insights into the topic

The second half of the program involved Professor Turchetta creating more role-playing teams. She grouped the participants into teams to consider an article by Felder and Brent titled "Navigating the Bumpy Road to Student-Centered Instruction." This jigsaw puzzle approach to the information in the article was an interesting way to consider active learning issues such as grading and traditional resistance to the topic and also provided opportunities to apply some of the teambuilding strategies that were considered in the first session.

It was a morning well spent with approximately 40 Arts & Sciences colleagues – with time left on Friday afternoon to work in the yard – even if this work was not a team effort!

# Alice's Adventures

By Eileen Medeiros

"If the classroom were a flower garden, Alice would have beautiful blossoms from every corner of the earth. With her nurturing warmth, ability to listen compassionately and to act empathetically, she has made important difference[s] in the lives of countless students" writes Angela Renaud.

And I think we would concur: Alice Smith is a classy lady who brings an air of calm and encouragement wherever she goes.

But there's another side: Alice the Adventurer.

She's parasailed in Mexico, water skied on Johnson's Pond, ridden a mule into the Grand Canyon, helicoptered over the Grand Canyon, motorcycled through the mountains of North Carolina, and rafted down the Colorado River.

Alice Smith has had many adventures in her life and will be embarking on a new one as she enters into retirement at the end of this school year.

Alice has had a long tenure here at Johnson & Wales—20 years—and during that time has seen, and been a part of, many changes. She counts those changes and growth as some of the highlights of her career: watching J&W evolve into a university, witnessing the incorporation of technology into the classroom, and collaborating with IT to transform the MLA manual she co-authored with Mary Barszcz and Norrine Simpson into an electronic document accessible to all students.

She also counts her colleagues as another highlight; her colleagues count Alice a highlight of their own careers. Paulette Levy, when thinking of Alice, writes, "I remember Alice especially during my first year working as full time faculty. Her office was just steps from mine, and she welcomed me with an offer of assistance 'anytime,' an offer I promptly took advantage of. I recall times when we sat together going over lesson plans, activities, and a wide array of ideas were shared, and I so appreciated this! She is just a wonderful person!" Alice "is loved by her colleagues in the English and ESL departments and will be sorely missed," says Donna Thomsen.

Some of Alice's career highlights have also been ways that she herself has contributed to the university's growth. Over the years, Alice has played an integral role in many important A&S and English department initiatives: WAC, Critical Thinking, the International Festival, the RAP Committee, and others. In addition, she helped raise the bar for research and documentation for our students with the creation of the MLA manual: "Alice is our resident MLA guru and has played a key role in making research materials and resources available to JWU students and staff," says Donna. We're all thankful for that highlight of her career!

But it's not just the university's growth Alice has been privy to, she's seen herself grow and change over these years. She's learned much from the international students she's worked with and appreciates the different perspectives they've brought to her classroom. Donna, when thinking about Alice's time here, says, "Alice is committed to all her students, but her true passion has been working with our international population." With "her compassion, her quiet dignity, her nurturing style and her willingness," she "helps each student achieve her or his best." In addition, she has not only learned how to use technology, but has also grown comfortable with using it.

So what's next for Alice's Big Adventure? Well, first and foremost, is to see her husband David through to a complete recovery. But also included on her list is travel. She and David love to travel and hope to visit the Azores, Egypt, Israel, Latin America (where David worked as a Peace Corps volunteer in the program's early years), Greece, Switzerland and Austria. She also wants to spend more time with her children—Jason, Jennifer, and Jonathan—and grandchildren, William and Brynn. Puttering around the house and getting those house projects done, as well as continuing her gardening are also on her list.

While Alice will be terribly missed, her next adventure is sure to bring beautiful blossoms to her life as well as the lives of others.

## Faculty Fellows

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Past Fellows included Laura Gabiger (A&S), Eileen Medeiros (A&S), Elizabeth Marks (SofT), Rory Walsh Senerchia (A&S), Mark Hengen (A&S), Hilary Mason (SofT), Mari Dias (A&S) and Dorothy Abram (A&S).

## Joyce Oster Retires

By Gail St Jacques

Education has always been a priority in Joyce's life. As a young mother, she realized its importance and consequently enrolled at Bristol Community College, earning an associate's degree in Elementary Education in 1971. She continued on in the mid-1970s to earn both bachelor and a master's degrees in mathematics education, this time at Rhode Island College. In 1978, she put her education to use and embarked on an 11-year career as a full-time instructor back at her alma mater, Bristol Community College.

Joyce has strong ties to her native Fall River, yet her thirst for education did not keep her in that area permanently. After having started doctoral studies at Boston University, she relocated to Melbourne, Florida, and finished her degree at Florida Institute of Technology, earning a PhD in Science Education and Computer Science in 1994. She loved her 6-year stint down south and even got involved in local politics serving first on the Indialantic (Brevard County) town council and then as its Deputy Mayor!

By the time she earned her terminal degree, it was time for Joyce to return to her family back in New England, especially to be close to her children and grandchildren. Fortunately for her, Johnson & Wales was looking for a new full-time member in the Department of Mathematics and Science and in September of 1994, Joyce's 15-year stint with us began.

Throughout that time, she put her education and experience to good use. She sought to integrate mathematics and technology in the classroom whenever possible and was an avid supporter of graphing calculators and the Internet as pedagogical tools. Her true calling, however, was distance education. Joyce eventually became the first designer and deliverer of an online class at the university. Without this tireless effort, we would not have made the progress in distance learning which will lead Johnson & Wales right through to Focus 2011.

Joyce has dedicated her life to teaching, and she will be truly missed. We wish her success, happiness, and health as she moves into the next chapter of her life.

## H2\$ucceed: A Corporate Musical Satire

By Paul Merluzzo

On Friday, Saturday, and Sunday, April 24-26, Xavier Auditorium housed 4 performances of *How to Succeed in Business Without Really Trying*, a satire on blind ambition in the corporate world. The musical romp involves corporate bigwigs, marriage-minded secretaries, and office competitors. Although the sexual politics have changed, office politics haven't evolved as much.

This production, set in the 60s, is a period piece now, and, though a satire, it isn't cynical. Under the intelligent, skillful direction of Mari Dias, it had a joy and vivaciousness reminiscent of the older classic musicals. Mari must be commended for staging a show with so many set changes and choreographed numbers on the shallow stage of Xavier Auditorium. The ensemble cast and crew are remarkably talented and enthusiastic; the principle actors have beautiful voices.

A classic story of American corporate culture, H2\$ucceed lampoons the meteoric rise of an ambitious young man in love with himself and the secretary hopelessly in love with him. Each has an individual plan to succeed; he by manipulating everyone to become a corporate giant and she by marrying an executive of power and consequence. We also meet the not-so-innocent cast members, each scheming their way to the top—the boss' nephew, the boss' mistress—well played by Quintin Brown and Katie Sutherland.

While the ethically-challenged characters aren't so likeable, the cast certainly is. Keith Garmon, as J. Pierpont Finch, and Amy Chateaufneuf, as Rosemary, are as charming as they are talented. Marc Coda, James Harris, and Tom Gaines were tireless in their bigwig-erie. The ensemble cast of secretaries and middle management types were unrelenting with their mugging and dance.

*Continued on page 29*

# **AWARE Alliance presents *Into the Morning Light***

By Dorothy Abram

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In collaboration with Amnesty International Group 702, the AWARE Alliance hosted the drama, *Into the Morning Light*, on March 26, 2009 at the Xavier Auditorium of Johnson & Wales University. Written by Professor Dorothy Abram and directed by culinary student Emily Phillips and MBA graduate student Naumaan Hamid, the play was performed by community members, JWU students, and recently-arrived refugees to Rhode Island from Iraq. Jamuna Prakash, the AWARE Community Chair on the Executive Board, performed the lead role. Approximately 200 people attended.

The play was based on the stories of numerous Iraqi refugees currently residing in Rhode Island. It included stories of the Iraqi Kurdish flight from Saddam's gassing of the Kurds; the Kuwait uprising; the oppression of the Iraqi Jews; the persecution of other religious minorities; and the 2003 American invasion of Iraq and its consequences. "We read news reports about Iraq constantly, reports that reveal little more than faces without names and names without faces. But every one of these Iraqis has a personal and unique story of suffering and survival. The number of displaced Iraqis, internally and outside the country, and refugees now approaches 5 million due to the war in Iraq. With this play, we celebrate the dignity and courage of our refugees who have come to Rhode Island," read AWARE Vice President Emily Phillips from the play, introducing the drama to the audience.

Following the play, AWARE members convened an open discussion period with our diverse audience of JWU students, faculty, administration, refugee families, community NGOs, and other interested community members. Both JWU students and community members asked many questions of our refugees about their experience of war, their flight and lives in refugee camps, and their arrival and life in the US. The refugee children who participated in the play and their siblings contributed a heart-warming and touching presence, answering audience questions that made the actuality of war poignant through their young faces and voices.

After the discussion, the entire audience was invited to a reception at the Intercultural Center. With chocolates specially crafted for this event by Chef Charles Armstrong and his Baking & Pastry students, our guests enjoyed chocolate laced with the flavors of chai: cinnamon, cardamom, and ginger. In addition, baklava was served with iced chai. The intent of this reception was to continue the sensibilities of the metaphors of the play, by educating our audience on the foods and spices that comprises the culinary world of our refugees. The reception also provided opportunities for our audience to meet and mingle with each other in a relaxed and celebratory context, building a community through enjoyment, engagement, and action. In this opening event as a JWU organization, AWARE demonstrated its commitment to global awareness and engagement through the arts and education—which is the mission of the AWARE Alliance.

## **How 2\$ucceed**

*Continued from page 28*

Now that Starbucks has addicted a whole new generation, a song like "Coffee Break" doesn't seem quaint in sensibility. Nor does "A Secretary is Not a Toy", although it was played for laughs. "Paris Original" captures the fashion faux pas of the same dress worn by all the women at the office party, and the song works even today. Of course, "I Believe in You" still hits the mark. And "Brotherhood of Man" actually has new levels of meaning.

How2\$ucceed is a satire whose book, lyrics, music, cast and staging have a fast-paced energy, and these combined to produce a delightful end to the JWU school year. And what could be better than that for America's Career University!

## Plagiarism Workshop *Continued from page 16*

confident using the student's own words. Usually for native speaker students, the problems are either that they used their time poorly or that they can't write well.

Discussion among participants followed the formal presentation and various ideas were given as to the main problems. One problem is that students often don't know how to paraphrase correctly and don't know how to integrate sources into their writing. Some students will give an excuse by claiming that they were not previously taught how to use sources properly.

In conclusion, Laura advocated educating students in advance in order to prevent plagiarism as much as possible. She also said that it is not fair if no one gets caught and that, if we enforce the existing policy, incidences will go down. She advocated strengthening our materials and suggested using our individual assignment sheets to reinforce policies. In addition, she suggested emphasizing the section about academic integrity on the syllabus the first day of class using stories of students who had problems due to plagiarism.



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## **A&S promotions proudly announced** By Gwenn Lavoie

The John Hazen White School of Arts & Sciences proudly announces the promotion of four of its faculty members, effective September 2009. Candidates were evaluated in the following areas: Teaching Activities, Professional Development and University and Community Service.

**To Associate Professor:**

Dr. Mari Dias- Social Sciences Dept.  
Scott Palmieri- English Dept.

**To Assistant Professor:**

Ryan Tainsh- Science Dept.  
Candice Simmons- English Dept.

## **Academic Fair 2009**

by Paul Merluzzo

On Friday, May 22, 2009, at the Student Awards Day celebration, several students were honored by the deans and department chairpersons of Arts & Sciences for their commendatory work on projects in various A&S classes. Certainly, the decisions were difficult to make due to the high levels of research, creativity, and presentation evident in each submission. As chairperson of the A&S Academic Fair committee, I thank all who participated in this scholastic endeavor.

Please join me in congratulating....

William Blackwell, Danielle Burka, Falon Chow, Stephanie Davis, Emily Weinberg for "Can't Remember What You Did Last Night?" (Instructor C. Collins)

Alyssa Hudson for "Adult Children of Alcoholics" (Instructor M. Javarey)

Lena Peluso for "Debunking" (news article) (Instructor M. Gagnon)

Tawnya Bradley, Katelyn Harris, Matthew Jacobs, Paula DeGregorio for "Memoirs as Case Studies" (Instructor M. Dias)

Heeju Hong for "Palace Lady"(animation) (Instructor A. Kordas)

Matthew Geisler for "Atmospheric CO2" (Instructors R. Tainsh and R. Cooney)

Ella Myles for "Mental Illness in the Native American Community" (Instructor M. DeCataldo)

All of these students were presented with certificates on Student Awards Day.