


5-2010

John Hazen White School of Arts & Sciences Newsletter, May 2010, Vol. 15, Issue 3

Mary Barszcz Ed.

Johnson & Wales University - Providence, mbarszcz@jwu.edu

Follow this and additional works at: https://scholarsarchive.jwu.edu/arts_sciences_newsletter

 Part of the [Arts and Humanities Commons](#), and the [Social and Behavioral Sciences Commons](#)

Repository Citation

Barszcz, Mary Ed., "John Hazen White School of Arts & Sciences Newsletter, May 2010, Vol. 15, Issue 3" (2010). *School of Arts & Sciences Newsletter*. 1.

https://scholarsarchive.jwu.edu/arts_sciences_newsletter/1

This Newsletter is brought to you for free and open access by the College of Arts & Sciences at ScholarsArchive@JWU. It has been accepted for inclusion in School of Arts & Sciences Newsletter by an authorized administrator of ScholarsArchive@JWU. For more information, please contact jcastel@jwu.edu.



JOHNSON & WALES
UNIVERSITY

John Hazen White
School of Arts & Sciences

NEWSLETTER

May 2010

Volume 15, Issue 3

*A&S Publicity
Committee*

Goteborg, We Love You! By Geraldine Wagner

- Mary Barszcz (editor) 598-1879
- Susan Wolin (layout) 598-2440
- Dorothy Abram
- Susan Connery
- Mari Dias
- Mark Duston
- Marian Gagnon
- Gwenn Lavoie
- Eileen Medeiros
- Deirdre Newbold
- Scott Palmieri
- Deb Ridolfi
- Ryan Tainsh
- Geraldine Wagner
- Wendy Wagner

In this issue:

<i>Bob Christopher</i>	3
<i>Navigating the Gap</i>	8
<i>Musings</i>	10
<i>Eat Your Words</i>	12
<i>Minors</i>	13
<i>Library 2.0</i>	15
20	
<i>People in the News</i>	22
23	
25	

Ten weeks in Goteborg, Sweden, with only 27 top notch students; a class trip to Stockholm for four days; an apartment steps away from the ultra-modern IHM Business School; and multiple opportunities for weekend getaways: welcome to my spring 2010 term! If to say “I love my job!” sounds like boasting, well, I guess it is. While faculty at other universities are anxious about their positions and feeling the sting of our recent economic crisis, my business-minded institution is still inspiring confidence in its faculty and providing opportunities to teach abroad. This is my third such amazing travel experience in the seven years I have been teaching English here. Less than two years ago, I taught at At-Sunrice Academy in Singapore and before that at Fitzwilliam’s College in Cambridge. Not a day has gone by this term when I haven’t stopped and thought, “How great is this?!”

Sweden! I honestly did not know what to expect even after my very generous colleagues did their best to try to explain all that awaited me. I had to actually experience it for myself to know that all their effusive stories of warm, friendly people and a beautiful, vibrant, historic-but-hip city were in no way exaggerations. Goteborg is Sweden’s second biggest city, and, it seems, somewhat like a second child, it just tries harder to please than the capital, though Stockholm is magnificent in its grandeur and should be on every European traveler’s itinerary. Still, Goteborg just felt like home from day one.

So where do I start? March is a little tough weather-wise. This year, Goteborg had more snow than it has seen in 40 years. When we arrived, the streets were icy, and there were snow piles more than 8 feet high in some places. I thought they would never melt. The beautiful river that runs behind my apartment was iced over, and the bike path that spans it was completely hidden beneath the wintery mess. Even though I wrapped myself in a hooded coat, snow boots, woven gloves, and a bulky scarf (Swedes never leave the house without this accessory—and who can blame them?), there were days when a two-mile walk would leave me feeling frost-bitten. However, there was never a day when I didn’t walk. It’s the most common method of transportation around the city, which nevertheless boasts an excellent tram and bus system. The second most popular way to get around is by bike. Locals take to the ubiquitous bike paths the moment they’re navigable—and sometimes before.

The myriad of cozy coffee shops where you can spend hours on your laptop sipping cup after cup of piping hot coffee and sampling a delicious array of Swedish pastries from the largest cinnamon buns (Kanelle Bulle) ever (at the Husserin) to Somla, (imagine a huge donut cut in half and filled with whipped cream and marzipan) and cardamom rolls, more than made up for the harsh conditions outside that first month.

Besides, the first half of my course curriculum was rather challenging for both me and my students. I was teaching leadership for the first time, and half of the course is devoted to

Continued on page 6

Plato's Café

By Paulette Levy

"If you want my final opinion on the mystery of life and all that, I can give it to you in a nutshell. The universe is like a safe to which there is a combination. But the combination is locked up in the safe." – Peter De Vries

Plato's Café members heralded springtime and the spring term with a first meeting on March 24, which highlighted student questions about the world, about what external forces affect humanity, and about just what this great big universe might hold. The café had hoped to have a student group from another university join in, but that did not materialize. Yet, café members had one wonderful surprise that day, and that was an unexpected visit from a former Plato's Café member, Christine G., who graduated last November, left Providence, but made it back for yet another Wednesday afternoon with friends at Plato's Café. As exciting as NYC can be, there is no philosophy club that she has found...at least not yet!

April Happenings: On April 7, attention turned back to discussion of the moon, stars, dreams and what meaning the philosophers gave to the workings of the sun, stars, and planets. Café members brought up instances of unexplained happenings that occur and how there seems to be a director of all of our lives' events. Eddie G. led us in a full and, at times, highly spirited discussion. As always, café members enjoyed their snacks. One person remarked, "Are we on diets? There seem to be leftovers?" This is one *unexplained happening!* (or was it because neither Mark nor Dante nor Connor were in attendance on April 7?)

Leftovers? Plato's Café members corrected that. On April 21, at the final spring 2010 meeting, café attendance was amazing! We even attracted the interest of students who had no idea they would attend Plato's Café that day! They simply overheard our discussion and joined in! That is what Open Forum is all about. Dialogue centered on the Greek philosophers and their ideas on love, and we returned to the age-old question: What do we *mean* when we say "I love...?" We haven't found an answer...

See you in the fall!

Navigating the Gap: High School to College-Level Writing

By Valerie Balkun

On April 29, Save the Bay was the delightful setting for the Navigating the Gap symposium, the exciting culminating event of the What is College-Level Writing Collaborative. Spearheaded and successfully led by Mary Barszcz, the collaborative and the symposium have been a forum to discuss writing programs and the successes and problems of both high school and college writers. Over 70 high school and college educators convened in a roundtable format, hoping to brainstorm ways to prepare student writers for college and beyond.

The R.I. Commissioner of Primary and Secondary Education, Deborah Gist delivered the keynote address. She was hopeful about R.I. students' recent writing improvements coupled with the unfortunate fact that minority students still lag behind their peers, giving the audience much insight about how we, as educators, must ensure that all students, both high school and college alike, can write.

Tables of 12 then proceeded to discuss many plaguing issues writing educators face. What about grammar? What about plagiarism? Is there a need for the five-paragraph essay? These were just some of the exciting topics discussed at thirty-minute intervals. A light dinner was served and, even more significantly, so was much food for thought.

The symposium was a great success. Over 30 high school and college teachers are interested in joining the College-Level Writing Collaborative, which will continue next year. Kudos to Mary Barszcz and Donna Thomsen who spent countless hours planning and organizing this wonderful and important event.

TRI/TAPA and JWU: Collaborating in the Arts, Education and Community

By Erin McCauley

In your travels around Providence, you may have driven past the intersection of Broad Street and Elmwood Avenue in South Providence on a number of occasions. If you've ever stopped at the red light and looked to your left, you've seen the Salvation Army building. To the front of you is Grace Church Cemetery, once a nine-block, green gateway to the bustling neighborhood of South Providence. Have you ever wondered what exists in the large brick building to the right of you? Many people think it is a church, which is only partially true. This building not only has a storied past but could serve as a future catalyst for community development in South Providence and beyond.

A portion of the brick building is Trinity United Methodist Church, a place of worship that is over 150 years old. Next to and connected to the church is a little known facility, a 20,000 square foot area, which includes a 300 person capacity theatre and 12,000+ square feet of possible studio space. This theatre was the original home of Trinity Repertory Theatre and is a space that has had scarce use since 1979, partly due to its location, the public's lack of awareness of its existence, and the condition of the space, itself.

During the summer of 2009, Associate Professor Peter Bortolotti, faculty member in the Marketing Department in the College of Business, began conversations with the Feinstein Community Service Center to "connect the dots" between ideas and action. Trinity Restoration Inc. (TRI) is a non-profit community development corporation committed to revitalizing and showcasing the community's cultural capacity through education and the arts. The organization is working to restore the 94 year-old theatre space and, in the process, create the state's first neighborhood-based performing arts academy designed as a "green energy" complex — using and showcasing clean, renewable solar and geothermal technologies.

Bortolotti also serves as chair of the board of directors for TRI. He explains the vision for the future of the theatre and educational space: "There are several main aspects of the initiative which are educational in their scope. First, to utilize the facility for educational purposes via the opening of a charter school for a performing arts academy (charter granted June, 2009), which will eventually encompass grades 7-12. Second, to offer affordable access to after-school programs of instruction, private/group lessons, and workshops that span a wide range of artistic genres and interests for all ages the public, at large. Third, we will eventually refurbish the main theatre in such a way as to showcase some of the finest and most diverse local talent and touring artists in an affordable manner for the entire community."

Throughout the 2009-2010 academic year, there has been a growing relationship between Trinity Restoration Inc., Trinity Academy for Performing Arts (TAPA), and Johnson & Wales University. First, teams of students, through a course called Directed Work Experience (DWE) in the College of Business began to examine the needs of the organization. Throughout the year, the student teams created marketing collateral, event banners, promotional and outreach brochures and flyers and databases, and directed an outreach event in April.

Second, community service-learning courses linked TRI with faculty and classes in the College of Business, the Hospitality College, School of Technology, and School of Arts & Sciences. In the winter, students in the Collaborative Learning Program volunteered during a concert fundraiser. Students in Professor Al Benoit's technology and Professor Michelle Morin's marketing courses designed a video that played during an outreach event. Rebuilding Together*Providence, the non-profit organization which devotes a day of service throughout the city, chose TRI/TAPA as its service site this year. The project involved Feinstein Community Service Center staff members Deirdre Newbold and Michelle Pugh, JWU staff from throughout the university, as well as over 40 students from leadership class and was successful in repainting, refinishing and beautifying the inside and outside of the Trinity space.

Another integral part of the Trinity collaboration is the Trinity Academy for Performing Arts (TAPA), led by Founding Director Steve Olsen. TAPA is an academically-rigorous, arts-integrated charter school for students in grades 7-12. After receiving its charter in June 2009, TAPA is slated to open its doors to its first class of seventh

Continued on page 23

Busier than the Springtime Bees: the AWARE Refugee Theater Buzzes!

By Dorothy Abram



What a busy year it was for the Refugee Theater of the AWARE Alliance! It began in September when we performed my play, *MIRACLE AT PAN-VEL*, about the culture of the B'nai Israel, a lost tribe, and how they managed to maintain their identity with integrity while also assimilating into the dominant Hindu population of India. In addition to a general audience, refugees and immigrants, including local Indian Jews who inspired a lively conversation on the dimensions of cultural survival, attended the performance. From such enthusiasm, we should have anticipated that theater was in the air this year. The invitations to perform began to multiply.

We presented *The Last Run* in October at the JWU Intercultural Center, having previously performed this drama at Gallery Z on Atwells Avenue in July. This play focuses on the story of Omar Bah, a journalist and political refugee from the brutal regime of The Gambia, with Omar playing the lead role in this drama of his life story.

The next play, *BUS STOP*, was a success with two presentations at our Intercultural Center (one performance was part of the January African Immersion Event) and at CityArts, the Providence arts center dedicated to offering high quality arts instruction to inner city and disadvantaged youth. Brown University also invited us to perform *BUS STOP* once again for their three day conference on African Arts. Given the busy schedules and graduation timelines of our various leading men, including Eric Adjepong, JWU 2009, and Kenneth Walker, JWU 2010, the female actor of this two person play, Krystal Jones, JWU 2011, said that she felt like she was meeting a new husband each time another male student was cast for the role to replace his graduating predecessor! Krystal is a phenomenal actress. Her face can tell an entire emotional story with a single change of expression. She understood how to convey the role of the survivor of the Rwandan genocide as if she were the woman, herself. In the theater world, they say that "if it's not on the page, it's not on the stage," but Krystal brought such a depth and delight to this role of the Rwandan survivor that I think we could amend the saying by adding "unless Krystal plays the part!"

The director of the Brown University Africa event insisted that we have Rwandans play the roles for the performance at Brown. Both as an issue of authenticity — after all, I, the playwright, am neither Rwandan nor have I survived genocide — and because she wanted to have cultural speakers available for her students, this was an important concern for her. Of course, it was easy enough to do: AWARE has been actively involved with the Providence refugee community for many years and engagements. I asked Christopher Biliha, a refugee from Rwanda, and he gladly took on the role, and his fiancé Clementine Igilibambe volunteered to direct the play. I insisted that he, Clementine, and their entire families read the play first before his final answer. This play addresses issues of reconciliation after genocide from different sides of the conflict. What would they think about this approach to understanding the aftermath of the horrific experience of the Rwandan genocide in which they lost family, home, and future in Rwanda?

They loved the play. Christopher's fiancé, Clementine, also from Rwanda, told me that she cried and that the entire family was so moved by and grateful for the story of the play. It was interesting to watch Chris perform the role of the Rwandan survivor after our previous JWU student actors. Chris gave the part a poetic and playful resonance that went beyond the façade to the soul of the character. It was a breath-taking performance.

This brings up an important issue that is often heard in academic settings. Who has the right to represent experience? Can someone outside the ethnicity speak the truth? What authority and authenticity do they have even to make such an attempt? These are valid concerns. We want to give the greatest voice to the people who have survived catastrophe. However, I must add the other side of the debate; that is, refugees, from all over the world for

Continued on page 15

JWU International Festival 2010

By Gwenn Lavoie



JWU boasts 1300 international students university-wide, and, on April 15, the Pepsi Forum was a lively gathering place for hundreds of these students, all there to celebrate and showcase their unique cultures.

The theme of this year's festival was Culture and Civility around the World. Students, many of whom were wearing their typical national dress, manned tables covered with decorations related to their country and culture and spoke to all comers about good manners as practiced in their countries. We were able to taste little treats, to hear stories, to learn about superstitions and, best of all, to sense the pride these students feel when sharing information about the countries of their birth. The nations represented were Turkey, Russia, France, Saudi Arabia, South Korea, Vietnam, Morocco, China, Cambodia, India, Nepal, Taiwan, and the Caribbean islands of Turks & Caicos, Jamaica, and Barbados.

A generous and delicious buffet lunch, featuring ethnic foods from Asia, the Middle East, and the United States, was served. Area restaurants donated much of this food.

A highlight of the event was the appearance of several groups of performers who shared their gifts of music, dance, and Chinese martial arts. We enjoyed a talented sitar player, traditional dances of China, Korea, Saudi Arabia, and India, and traditional music from Morocco.

Special appearances were made by Ambassador Charles Pritchard, president of the Economic Institute, who gave the opening remarks; Mr. Greg Scarlatoiu, director of the Business Issues & Public Affairs Office of the Korea Economic Institute; and Mr. Ed Shin of the Office of Korean Affairs of the U.S. State Department.

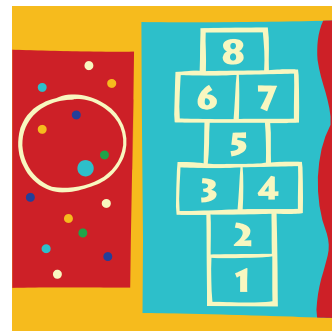
All attending this wonderful festival were impressed by the energy of our international student population and by the remarkable contribution they make to all aspects of our university life. We are privileged to have these fine young people on our campus and in our classes.

Veazie Playground Project

By Shannon Hull

On a beautiful sunny Saturday in May, 40 students from various organizations at JWU gathered to paint a sad, undecorated blacktop. The elementary school they were sprucing up was Veazie Street Elementary School, and Principal Susan Chin had been saving money for this project for 3-4 years. The time had come, and now she was able to buy an assortment of stencils for the playground — namely, a world map, four square, hopscotch, and so many more — as well as an array of paint colors to make the playground come alive!

The JWU students, led by Shannon Hull and Laurel Lapane, started at 9:00 a.m. on May 1 with breakfast provided by Veazie Street Elementary School. They painted all morning in the hot sun, had a lunch break, and continued painting until 4:00 p.m. By the end of the day, the sad, undecorated blacktop was transformed into a wondrous playland with magical colors everywhere and games galore! The JWU students walked away with a sun burn(!), but also with a feeling of complete satisfaction and excitement knowing that the unsuspecting children would be overjoyed when they rounded the bend from their buses to their school yard on Monday morning and found the playground transformed!



Goteborg *Continued from page 1*

theory. So I hunkered down that first month and got most of my prepping for done for the term.

During that first month, I also grew to know my students and realized how incredibly lucky I had gotten. Without doubt, the Study Abroad office always does its best to screen students and only accept the best of the best, but even excellent students can go a little crazy their first time abroad — and this is a freshman program. I'm sure my students had their share of wild times, but there were absolutely no discipline problems, no major fall outs between friends/roommates, and no slackers when it came to studies. Everyone came prepared to work and put their academics first, then to have a good time. Luckily, they were all able to strike a healthy balance between the two, and I always looked forward to both reading their academic papers and seeing pictures from their weekend travels —which were many. I, too, had my share of European explorations: Denmark, Venice, Barcelona, Pisa, and Florence! A friend of mine commented on my Facebook page: "It's called work for a reason. You're having way too much fun!" I never think of teaching as work in the sense of something arduous—even when I'm swamped with essays and exams to grade. I guess I just see it as what I do. Did I grade papers while away for weekends? Sure. I wouldn't be me if that weren't so.



As to my getaways, it's impossible to do them justice here. Suffice it to say that Goteborg is not only a stunning and worthy destination in its own right but also a great hub from which to travel to the rest of Europe. My students also visited England, Scotland, Ireland, Germany, France, Spain and Norway — all while maintaining "A"s and "B"s in their classes! That is not to say that we were always fleeing Goteborg.

It was just so easy to pick up and go and, for many of them, this was their first time in Europe, so they did their best to make the most of it in ways that only youth can!

Besides, by April, there was much to keep us "home," as the city transforms itself the moment the clocks are set forward and the days begin to get long. By April 1, the whole city has stretched itself out into the streets. Every restaurant and café has a sidewalk presence (even Burger King!), often characterized by a platformed, glass enclosure that is erected just for spring and summer. Even if the weather is still a bit crisp, Swedes are eager to sit in the sun with their hot coffees, and many establishments leave big fleece blankets on each chair so clients can keep toasty while soaking in the bright, if not yet completely warm, sun.

However, enjoying what I've come to call "Sweden's café culture" is far from all there is to do in Goteborg. The city sports three huge stadiums all within a mile of each other, the Scandinavium being an enclosed arena which sees the most winter use. To say that Swedes are big sports fans does not begin to convey the level of enthusiasm everyone displays for their home teams. On any given Saturday or Sunday, the streets are packed with families going to and from games dressed in light blue and white (or the colors of their other home teams) scarves, hats, and shirts, looking "pumped" with excitement. But, if cheering for your favorite players in a sea of zealous fans is not quite your speed, don't despair. Goteborg is also a cultural treasure trove with an impressive fine arts museum, a concert hall whose acoustics are acclaimed throughout Europe, and an opera house that rivals the best worldwide both for design and sound. I saw *Guys and Dolls* (in Swedish!) and my two first live operas: *Thais* and *Bohème*. They were magnificent productions: voices like angels, sumptuous costumes, stunning staging. I only wish I could read Swedish, as the lyrics were run across an electronic screen high above the stage. Also, the orchestra, itself, would have been worth the price of admission — which was very reasonable, and students pay half price daily. I'm proud to say that at least five of my students attended the opera of their own accord and thoroughly enjoyed this horizon-broadening experience.

The city also has museums of culture, design, and Scandinavian history. Goteborg City Museum even has on per-

Continued on page 7

Goteborg *Continued from page 6*

manent display the remains of a recovered Viking ship. Our favorite, however, was the Universeum, an interactive learning space that includes a tropical wetlands with free-roaming birds and monkeys, as well as a sea life exhibit that is, basically, a full-fledged aquarium.

But it is Goteborg, itself, that is really the main attraction: from the beautiful Avenyn with its mix of Swedish and international stores and restaurants, to Vasagatan that extends through Goteborg University and leads to the city's most picturesque streets in the Haga (the old town). This is especially so in May when the flowers that carpet the city's parks are in full bloom, the sun shines past 10 p.m. every evening, and the whole world is strolling and biking about, casting off the memory of winter with their cast-off coats, hats, boots and gloves — but not necessarily their scarves, which are too much a part of their unique style! May also brings lovely May Day festivities, as well as the Flying Jesus holiday (Ascension Day) when all the stores are closed and everyone just “chills.” Best of all, May includes a week long celebration of gay pride, culminating in a great parade and hours of live performances on a stage set up at the city square behind the Poseidon statue at the top of the Avenyn. As you can see, it's a highly inclusive city, honoring nature, religious tradition (most Swedes aren't too religious in practice), and diversity all in the same month. We were told that we should really come back in June when the city celebrates “Midsummer” with lots of festivals, and the streets are filled with revelers until all hours. (Actually, that might be a little much for my eighteen year olds!)

As to Swedish culture, my students and I were very impressed with many aspects of it. Believe it or not, they actually like Americans! Mostly everyone speaks some English. They are also very serious about environment protection; in fact, their carbon foot is declining more rapidly every year. Women experience a great deal of equality, with a greater percentage of women receiving college degrees here than anywhere else in the world, and there is relatively no glass ceiling to break through. Moreover, fathers are just as (if not more) likely to be the primary care givers as mothers. It's a common sight to see dads out together with their toddlers on a play date. And, as noted regarding festivities, they are socially and politically liberal and accepting of all types of diversity.

Of course, they still love their traditions, especially their traditional foods. They genuinely love their meatballs and salmon, though their cuisine, too, is rapidly diversifying, and Goteborg has become known in recent years as a gourmand's delight. The cost of living here is high compared with the U.S., but, if you travel to Denmark or Norway, on your return, you will come to see Sweden as a bargain! Finally, although our students are of age to drink alcohol, prices throughout Sweden (and all of Scandinavia) are so prohibitively high that most of them simply could not afford to drink to excess. In fact, mine were a wisely frugal group more inclined to spend their money on discount travel than alcohol, often flying Ryanair and staying in hostels — some of which turned out to be not only clean but actually charming.

Speaking of travel again, the one glitch in our plans (and those of tens of thousands of other travelers) was the Icelandic volcanic eruption that necessitated some cancellations but luckily did not strand a single student of mine outside of Sweden during that weekend when all planes throughout Scandinavia were grounded. My own daughter was stuck in London for an additional week after interviewing at a few universities, but she was never so happy.



Although the two weeks she was away were stressful for me, she, at least, had a home-stay where she could extend her visit and thoroughly enjoyed having more time to attend theatre, concerts, and to shop! She met up with us, tired but safe, in Stockholm, where, I think, the students and I most bonded as we went sight-seeing together, shopped, and shared dinners, especially the superb full course dinner Johnson & Wales arranges for the study abroad group every year at the Pelikan Restaurant. We did have some picky eaters, but everyone tasted each other's food (sometimes even traded), and we ate as one big happy family. That night, one group even dipped their feet in the still cold Baltic Sea while I captured their screams of delight on film.

Continued on page 27

URINETOWN Nominated for 4 Motif Awards!

By Paul Merluzzo

The JWU Players spring production of *Urinetown* has been nominated for 4 Motif Awards, including Best Director, Best Female Performance, Best Male Performance, and Best Costume Design. Congratulations and good luck to Mari Dias, Kim Frenze, Shaughn Earle, and Tiffani Schmidt-Signorelli, respectively!

A review of the April 2010 production is almost superfluous as the above results speak for themselves. In the interest of fairness and reportage, allow me to elucidate. This is only the third year for the newly reincarnated theater company sponsored by JWU's School of Arts & Sciences. To receive nominations from the state's leading arts magazine, considering the established local college competition, is no small achievement! Kudos to Mari Dias, Geraldine Wagner, Michelle Forand, and the participating students for their tireless efforts.

On a stage just bigger than a playbill, the JWU Players once again presented a show that exceeded expectations. The direction, vocal talent, staging, and choreography of what appears to be hundreds of actors amazed and entertained audiences.

Once one got passed the title, the unpleasant premise, and the toilet humor, the book and score of *Urinetown* satirized not only contemporary society, consumerism, and corporate greed, but also musical theater, itself.

Urinetown thumbs its nose at itself by spoofing musical classics from *West Side Story* to *Les Miserables* with a Threepenny Operatic conscience. From a poor-boy-in-conflict-meets-clueless-rich-girl beginning, it escalates to socially-aware rebellion, emotional betrayal, the plight of the individual fighting for the masses against the overwhelming corporate juggernaut — all with a wink, a nod, and a song in its heart.

And that song and production number culminates in “Don’t Be the Bunny.” You had to be there. Marc Coda as Caldwell B. Cladwell once again gave a wonderful, over-the-top performance.

In fact, there were many stand-out performances notably Kim Frenze as Penelope Pennywise, Matt Tuquero as Tiny Tom, Alicia Albernaz as Little Sally and Kevin Flynn as Officer Lockstock.

Bobby Strong, rebel with a cause, played by Te Jay McGrath and Carrie Vail as Hope Cladwell, the naïve ingénue, were equally suited to their roles with marvelous vocal ability and personality.

Industry Comes to Class

By Anice O’Connor

During the spring term, industry guests listened to student presentations in Anice O’Connor’s Creative Leadership class. The course focuses on learning various creative thinking techniques and how to apply those techniques to real business problems.

Anice worked with Dameian Slocum, Director of Residential Life, and Akanksha Aga, Associate Director of Experiential Education and Career Services, to identify potential classroom visitors and organizational issues they are currently addressing.

Student teams were then assigned to work on problems identified by Residential Life and Target Corporation and to present their final solutions to company representatives.

Target Corporation sent Rich Truchon, executive team leader of its North Dartmouth, Mass. store. Representatives from the Residential Life Office included Dameian Slocum, Tara Leamy, and Melissa Sherblom. Jim Demick from Experiential Ed/Career Services was also invited to hear the presentations.

Cultural Events: Wrapping Up and Looking Ahead

By Deb Ridolfi

The 2009-2010 calendar of spring events wrapped up with a variety of programs including lectures by pop-culture critic Chuck Klosterman, political journalist Jabari Asim, and educator Richard Benjamin; performances by Pen-dragon and the JWU Players; the annual International Festival; and numerous other departmental events.

In the works for the 2010-2011 Arts & Sciences Cultural Life Committee's Speaker Series is a line-up with interdisciplinary interest. Blake Mycoskie, founder and chief shoe giver of TOMS Shoes will explore "The New Rules for Tomorrow's Business." Geraldine Brooks, former correspondent for the *Wall Street Journal* and Pulitzer Prize winning author will examine "The Art of the Historical Novel," and Junot Diaz, also a Pulitzer Prize winner, will expound on his novel *The Brief Wondrous Life of Oscar Wao*. Colin Beavan addresses the issue of sustainability; his work, *No Impact Man*, has been selected as the focus of the Campus Read initiative.

For a complete list and description of next year's programming, watch for the annual *Cultural Life Calendar* that will be ready for distribution in the fall.

Fogarty Update Spring 2010

By Kaitlin Blake

"Dear the Johnson & Wales,

Thank you for coming to our school and making us feel speshal. You toght me I can go to college too. See you there!" – 4th grader

This quote, provided by a fourth grade Math Busters participant, says it all. On behalf of the children, families, faculty, and staff at Mary E. Fogarty Elementary School, a sincere thank you to all members of the JWU School of Arts & Sciences for the amazing work you have done on behalf of Fogarty this year. As Fogarty's partner, A&S has facilitated strong CSL programs, exciting recreational events, monetary support, holiday giving, field trips, mentorship, and more. Between all of these events, more than 200 students volunteered at Fogarty this year. With a big year ahead at Fogarty, including a strong push for increasing academic test scores, JWU looks forward to supporting and encouraging the school's efforts as much as possible. September 2010 will be a fresh start for Fogarty with a new principal (not yet determined) and a higher standard for learning.

This spring, JWU students continued their work with the children through USA HOORAY!, Math Busters, Literacy Tutors, Math Mentors, Leadership Mentoring Program, and Globe Trotters. The student program leaders for each group guided their students through lessons and encouraged them to help the children learn something new every day. Additionally, JWU's Leadership Development Center with the Feinstein Community Service Center sponsored two after-school events for fourth and fifth grade girls and boys called "Girls Night Out" and "Boys Night Out." JWU students planned and facilitated this event, which drew nearly 40 girls and 40 boys from Fogarty to participate. The events included games and activities intended to inspire confidence and leadership skills in the children. Both events were big successes.

JWU sponsored two field trips this spring on our Harborside Campus. The first was the annual JWU baseball team clinic with the fourth graders of Fogarty. The kids came to work with the baseball players for the morning on skills and drills, which were followed by a brown bag lunch and wiffle ball game. Additionally, the Culinary Admissions Department and the Feinstein Community Service Center sponsored the annual fifth grade field trip for a tour of the Harborside Campus and lunch in a JWU dining room. Both field trips were enjoyed by the kids who were so excited to see what a college campus looks like!

2009-2010, despite the rocky economic conditions, was a year of abundant generosity on behalf of the A&S faculty and staff who consistently donated cash, clothing, school supplies, non-perishable food items, and more. Fogarty appreciates all you do and all you give. It truly does make a difference! Thank you for a wonderful year, and we all look forward to what's to come in 2010-2011.

Musings

Those Beautiful Brains

By Karen Shea

Those international students...they're so quiet! They stick together and rarely participate. How can they all be so shy? They don't seem to have an opinion about anything. Why does it take them so long to read a paragraph? There's no way they'll be able to read the 30 pages that I assigned for homework!

Do any of these thoughts sound familiar? These comments and questions seem to be more prevalent in the School of Arts & Sciences these days. Why do teachers seem to be having more problems related to international students than they have in the past? One explanation may be numbers, numbers, numbers. With the stronger economy in China, for example, has also come an influx of Chinese students into JWU. We have seen numbers grow almost faster than we can keep up with them in the ESL department. Now that those students are leaving the relative security of the ESL port and navigating their way out into their major classes, the rest of the faculty is seeing more international students on their rosters, with Chinese students in the majority. While greater numbers of international students most certainly add to the international flair at JWU, they also pose some challenges for the faculty.

It is with these questions and comments in mind that I attended the 2010 TESOL (Teachers of English to Speakers of Other Languages) Conference in Boston in March. On my second day at the conference, I attended the presentation of one of the keynote speakers, Maryanne Wolfe, a professor of child development and the director of the Center for Reading and Language Research at Tufts University.

I was immediately mesmerized by Wolfe's energy and enthusiasm for reading. Since TESOL is an organization related to teaching second language learners, most of her talk emphasized the importance for teachers to understand how challenging it is for second language learners, particularly those who do not use an alphabet in their native tongues, to read English passages.

She spoke about Chinese students and how they use a completely different side of the brain to read than English speakers. "For example, at the neuronal level, a person who learns to read in Chinese uses a very particular set of neuronal connections that differ in significant ways from the pathways used in reading English. When Chinese readers first try to read in English, their brains attempt to use Chinese-based neuronal pathways. The act of learning to read Chinese characters has literally shaped the Chinese reading brain," she explained.

Speaking two languages, Wolfe claims, should never be considered negative. "A brain with two languages is always better than a brain with one," she said. She showed cross-cut pictures of the brain of an English speaker, a Chinese speaker, and a Japanese speaker. She showed how the Japanese brain was the most developed because reading Japanese requires being able to read both "pictures" (Chinese characters) as well as an alphabet. Humbling the largely English-speaking audience, she pointed out that the English brain was the least developed since only one small part of one side of the brain was necessary for learning how to read in English. The Chinese brain, in contrast, was more fully developed than the English brain since reading Chinese stimulates a larger part (and the opposite side) of the brain. She quipped that the Chinese brain was "more beautiful" than the English brain, and that the Japanese brain was the "most beautiful brain of all."

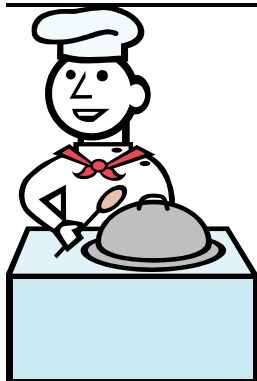
When I came back to JWU after the conference, I told my students about this, and they were intrigued. I think it helped the Chinese students understand why they find it so difficult to read English compared to other ESL students who use an alphabet in their own language. They laughed at me when I told them that they shouldn't feel bad if they struggle when they're reading because their brains are "more beautiful" than that of their American classmates and teachers!

In the book *Dreaming in Hindi*, Katherine Russell Rich writes about her experience learning Hindi, a second language that is more "distant" from English than French or Spanish, in order to "get a more precise view...of what goes on with the neurons than I can obtain with a Romance language." When she decided to live in India for a year

Continued on page 16

Real-World Learning at the Feinstein Community Service Center

By Linda Kane



It was just about this time last year when Community Service chefs and CSL coordinators from the Feinstein Community Service Center (FCSC) met with JWU Experiential Education Coordinators to share brown-bagged lunches and useful information. The purpose was to brainstorm ideas on cross utilization of departmental resources in an effort to provide better CSL and internship student experiences and expose students to as many career options as possible.

One great idea was to offer CSL site partners — nonprofit organizations — the opportunity to host JWU student interns; and so a list was started with the names of those organizations that might qualify. After learning exactly what the qualifications were, we wondered if we might host an intern — perhaps a student studying culinary arts and nutrition. After all, it seemed that we met all the criteria outlined in the Experiential Education Program Guide:

The experience must provide the opportunity for students to gain firsthand insight into an industry by gaining hands-on experience working at a company within their chosen field. The experience must incur portable measurable, productive, relevant skills and activities that match the real-world tasks of professionals in the industry. The experience must be structured including formal monitoring, supervision and assessment, conducted in part by the host site, to ensure integration with the learning objectives and college outcomes. The experience must be relevant to the student's primary area of academic study.

Excited about the opportunity to share their strength, FCSC chefs began to custom-design a job description and 11 week curriculum, encompassing the same food-related community issues addressed during the academic year — hunger, education, and sustainability, all with a focus on nutrition. Before long, the potential intern's summer schedule was jam-packed with a vast range of educational and meaningful projects that would take that person from South County to South Providence and everywhere in between working with just about every segment of Rhode Island's diverse population and using the skills already acquired while developing new ones in real-world settings.

The job description listed the following projects as examples — just a snapshot of the big picture:

- Performing cooking demonstrations at schools, senior centers, food pantries, farmers' markets, teenage group homes, health fairs, and other special events
- Planning, preparing, and serving meals at local soup kitchens
- Preparing and serving healthy snacks at after-school and summer programs
- Assisting with large volume meal preparation, packaging, and delivering of meals to housebound seniors (Meals on Wheels Program)
- Conducting multi-week cooking classes for middle school students and for adults enrolled in ESL/GED programs
- Cooking and baking for families staying at the Providence Ronald McDonald House, a 16 room inn, while their child receives treatment at Hasbro Children's Hospital

The Feinstein Community Service Center hosted *two* interns last summer and has continued to offer the center as a internship site ever since. It's really a perfect fit!



"De Creative Minds" of the BATÁ Players

By Sheila Austin



In the fall of '08, a seed began to germinate, taking shape as the ideas for its existence flowed from our students. the BATÁ Players (BATÁ) emerged as a student organization ready to fulfill its mission of utilizing the arts as an instrument of unity while celebrating differences through similarities. A group of students, with their advisor Professor Sheila Austin, came together and began the dialogue that diversity existed within familiar cultures but that they also shared many of the same customs, foods, art forms, traditions, and, most importantly, roots. The BATÁ Players initiated the dialogue between students whose ancestral roots could be traced back to the African continent — a dialogue that fostered new levels of respect and appreciation for others who seemed so different but were really the same. The recipe for rice and peas is the same for rice and beans; the musical rhythms found in reggae, compas, or hip-hop emanate from the same indigenous beats of the djembe, the BATÁ, and other drums that served as the communications link between the villages and people of Africa. The BATÁ drum, logo of the BATÁ Players, considered the “talking” drum of the African continent, represents the instrument of dialogue for the group’s 35+ members.

Since its first meeting in September 2008, the group has created its own cultural niche, has engaged students in the arts of creativity, self-reflection, and curiosity, and has reflected about other cultures as portrayed through original writings, productions, and special events. In its inaugural year, BATÁ produced a play, *The Hancock Journals: A Journey through the Eyes of Man*, conceived and directed by senior Jon Sebastien. This work, a series of original monologues and dialogues written by students, illustrates the perspectives of men from all walks of life. Well-received by a full-house audience, the journals cover societal issues such coming out for the first time as a gay man, dealing with feelings of abandonment by an absentee father while trying to be a good father, falling in love with a person of the same sex, and dealing with the feelings encountered in the aftermath of sexual battery. In the production, at the urging of the audience, speakers acknowledge their journey and feelings by signing their names on a giant sheet for all to see.

A second play, *Sermons in Women*, an original work by Professor Sheila Austin, directed, acted, and produced by BATÁ, builds on the real life experiences of joy, sorrow, and doubt that women experience over time. The play, which revolves around the idea that “[i]nside every woman is a sermon so deep, so passionate, and so real that it needs to be heard. A sermon that needs to be summoned from the very depths of her soul,” featured the talents of Professor Ann Kordas and four BATÁ members who adapted the dialogues/monologues to capture the passion and colloquial expressions of a multicultural group of women. BATÁ also conceptualized and produced *Reliving Harlem*, taking the audience on a journey of the Harlem Renaissance era through spoken word, dance, and tribute.

Under the determined leadership of freshman student Damont Combs, BATA 2010 began a new path of exploration, “bridging the gaps of multiculturalism — from east to west, north to south.” One such path led to Greek comedies adapted to modern day theater. *Lysistrata*, an adaptation of the play by the same name written by Greek writer Aristophanes, explores issues of male chauvinism and the rights and wiles of women. Produced in collaboration with the Intercultural Center, *Lysistrata* took the stage at 6 p.m. on May 12 at the ICC. If one were to describe this “adaptation of an adaptation,” the response would have to be, “bawdy, funny, and outrageously daring.”

What is next for BATÁ only “de creative minds” of its members know! The dialogue continues to grow as the group embraces new dimensions of the globalization of shared culture. Stay tuned to see where “de creative minds” take them in the fall! The BATÁ Players meet bi-weekly in the ICC.

The N Word: who can say it, who shouldn't, and why

By Valerie Balkun

The Cultural Life Committee was pleased to sponsor an insightful and intelligent lecture by Jabari Asim, the editor-in-chief of *Crisis Magazine* and author of *The N Word: who can say it, who shouldn't, and why*. The April 27 event at Xavier Auditorium was well attended and extremely well received.

Asim is a frequent public speaker and commentator who has appeared on the *Today Show* and has also been a deputy editor of the book review section of the *Washington Post*, among many other honors. Students, faculty, and staff alike were impressed by his intellectual and historical assessment of the use of "the N word."

After giving the audience a rather shocking history of derogatory terms used for African Americans, he brought them to the present with the use of "the N word" in "gangsta" rap music. Although it would seem appropriate, perhaps, to use the term within the race as one of endearment and connection, Asim asserted the harmful nature of it outside of intellectual and scholarly discussion.

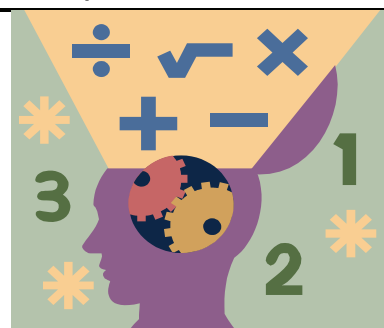
The double consciousness of the history of black America and the concept of one's African-American self vs. one's American self provided wonderful food for thought for class assignments. For example, in Introduction to Literary Genres, students could certainly articulate and write about their study of the great poet Langston Hughes and his idea of speaking to his people and speaking to the masses, both of which he did so well.

Asim's lecture was a wonderful and refreshing intellectual presentation coupled with a dynamic speaking style, both of which were very effective for our students.

Mathematics Awareness Month Contest

By Mark D. Duston

Ever since the first proclamation by Ronald Reagan in 1986, the United States has been recognizing the importance of mathematics to our country and the need to present the subject to our students at every level. We need numerical literacy not just for mathematics majors, but for everyone at all levels. From a day of recognition, the celebration has grown to a month-long of appreciation for mathematics. The recognition is sponsored jointly by the American Mathematical Society, the American Statistical Association, the Mathematical Association of America, and the Society for Industrial and Applied Mathematics. Every year, there is a monthly theme to the observance. This year's theme is Mathematics and Sports.



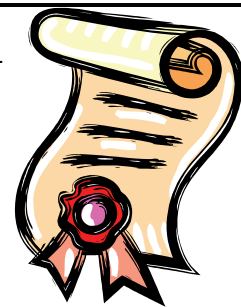
Here at Johnson & Wales, we observed Math Awareness Month by sponsoring yet another annual mathematics contest. A dozen questions covering basketball, baseball, soccer, swimming, and fishing were included in the contest. The level of difficulty ranged from basic mathematics through basic calculus. Something was there for everyone.

Johnson & Wales students were able to win prizes up to \$250 in value for winning the contest. Over 30 students from the various campuses participated in the contest. There were three students tied with perfect papers in the contest. Andrea Hidalgo and Jordan Rebecca Katz of the Providence Campus shared top honors with Ryan Schrorerlucke of the Denver Campus, and they all received certificates and financial prizes.

A&S End of Year Reception

By Gwenn Lavoie

Cool, crisp, and brilliantly sunny, it was a perfect day for the faculty and administration of the John Hazen White School of Arts & Sciences to meet for their end-of-year faculty recognition event. The Save the Bay headquarters, located on beautiful Narragansett Bay, was, once again, the backdrop for this annual gathering that celebrates the highlights and successes of the academic year. Faculty enjoyed guitar and saxophone music, delicious appetizers, and an opportunity to match the faces on baby pictures to the more mature faces we see around us each and every day at school!



The May 13 event, however, was not simply a social occasion but also an opportunity to recognize the accomplishments of A&S faculty for the 2009-2010 academic year. The honorees were as follows:

Dr. Angela Renaud, Dean, opened this year's program by recognizing the incomparable contribution by **Associate Dean Dr. Christine Thompson**, without whose superior talents much of what is accomplished each year in A&S would not be possible.

Teacher of the Year: Donna Thomsen

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

Scholarship/Publishing Award: Dr. Alexander Katkov and Dr. Dorothy Abram

This award goes to faculty members who have conducted and published research in his/her discipline and/or have produced the most impressive work of fiction or non-fiction.

Innovation & Creativity in the Classroom: Dr. Mari Dias and Erin Wynn

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

Special Achievement Awards: Judy Turchetta, Dr. Eileen Medeiros, Paulette Levy, and Dr. Michael Fein

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: David Capaldi

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

Special Recognition Awards: Susan Connery, Laurie Lapane, Judy Turchetta, Ann Schroth, Michele Forand, and Roger Lavoie

These awards are given to faculty who have made special contributions to the School of Arts & Sciences during the academic year and to the programs that it offers to our students.

Dr. Renaud recognized **Dr. Dorothy Abram** and **Dr. Eileen Medeiros** for their recent promotions to the rank of associate professor and **Dr. Scott Palmieri** for the completion of his doctoral degree.

An important part of any end-of-year gathering of faculty is the opportunity to recognize the contributions of those who are retiring from full-time teaching. **Professor Carmine Vallese** was presented with a chair adorned with the university logo and thanked for his 16 years of tireless commitment to the academic achievement of our students.

This festive event concluded with time to chat with our colleagues about what lies ahead for the faculty during the more leisurely summer months and a brisk but beautiful boat ride on Narragansett Bay.

Refugee Theater *Continued from page 4*

whom I have written the plays, have always — always and repeatedly — thanked me profusely for telling the world about their struggle, suffering, and survival. They feel honored to have this work about their stories shown. I am grateful to be in this position to research, learn, write, and present. This was *BUS STOP*'s fourth presentation this year.

Our next invitation happened so quickly that we didn't even have time to think to refuse. At Brown's Africa event, I was introduced to the new Director of the Theater Department.

As it turns out, his interests also are centered on human rights, and his conference, *ARTS IN ONE WORLD*, was to be held soon. "Would you present at a panel and with a performance?" he asked me. The AWARE Refugee Theater spun into action. Our recent Bhutanese refugees had been practicing pronunciation through play performance and, though they were far from a professional level, we decided to go for it anyway. JWU culinary nutrition students Divyani Sarkar, JWU 2012, Nayery Rodriguez-Abreu, JWU 2012, Gyalsten Ethenpa, JWU 2010, and graduate student Sunil Adhikari, JWU 2010, and ESL Professor Ann Shaw and I went into seemingly endless (in that one-week time slot) play practices with my play, *Devi's Flight*, that I had only just begun to write since our volunteer tutoring began with these recently-arrived refugees a few weeks earlier. There's nothing like a deadline to get the work done. Though not planned intentionally, this play happened to need five boys and a girl for the roles, and that was just what we had with the Bhutanese family! Reaching beyond this family into the Bhutanese and Nepali refugee community here in Providence, I was able to add a dance troupe performance as I learned that Nepalese folk dance is unique in that part of the world. My former student, Gyalsten Ethenpa, from Sikkim, directed this performance, developed the dance, and rehearsed the dancers and actors until they sparkled. We could not have done it without him. Bravo, Gyalsten!

At the *Arts of One World* conference, I spoke on a panel in the morning, and my topic was "Beyond Trauma: Refugees and the Theater Experience." Others on the panel spoke about their work through the internet, in India and Afghanistan, and with Southern storytelling groups. In the afternoon, we presented *Devi's Flight* at the Stuart Theater at Brown University. What celebration for our refugees! Swami Yogatmananda of the Providence Vedanta Society offered the blessing before the performance, which is a traditional practice in Hindu Indian theater. With clear voices and interesting accents, our Bhutanese refugees performed with the texts in hand. The refugees arrived in traditional Bhutanese clothing, and, in our question and answer time after the performance, they explained the meaning of the fabric, colors, symbolism, use, and construction.

From Bhutan to Cambodia, our next play was *SONGS OF AN APSARA: Listening to the Unspeakable*. Using various songs that are central to Cambodian cultural expression and historical experience, I drew upon music to represent significant events in the memory of the protagonist, a refugee from the Kmer Rouge Killing Fields. As is practiced in Hindu and Buddhist theater tradition, I also invited the Cambodian Buddhist monks to offer the blessing that began our performance. In deep and vibrating tones, their sounds to the divine infused the play with extraordinary energy — many audience members raised their hands in prayer position in acknowledgement of the monks' presence amongst us that evening.

As she irons to make money to survive as a refugee in America, Lugeeay, the only character of this monologue, reminisces about her past from her childhood as a daughter of an accomplished classical Apsara dancer to their flight from the Kmer Rouge when her mother was murdered. The role was performed by Davy Kok, JWU 2010, whose mother is a Cambodian survivor of the Killing Fields. What an honor for her mother to have Davy perform this drama of her mother's suffering and survival in Cambodia! Even without knowing English, Davy's mother was in tears because of the power of Davy's performance — so, too, were most of the people in our audience.

At our reception, Cambodian survivor of the Kmer Rouge, Molly Soum, presented a film made by her daughter about the Cambodian exile community in Providence. Molly then talked about the vast problems that Cambodians are still suffering from following the Pol Pot genocide: the lack of education, health care, and clean water. She offered the audience free room and board if we would go to Cambodia to teach her students English. In addition,

Continued on page 17

Johnson & Wales in Singapore

By Tom Gaines

Johnson & Wales University has a unique partnership with At-Sunrice Global Chef Academy in Singapore, a small, densely populated country in Southeast Asia. At-Sunrice is a two-year culinary institution which grants certificates and diplomas to its graduates. Johnson & Wales faculty from the college of Culinary Arts and the Arts & Sciences English Department generally instruct students who are enrolled in the Advanced Culinary Placement program (ACP) at the Singapore school. The focus of the English curriculum includes resume writing, interviewing skills, which include role playing, and demonstration presentations designed for the advanced student.

At At-Sunrice, the Advanced Culinary Placement (ACP) program is a joint venture with Johnson & Wales and is viewed as an elite component of the school's curriculum. The students who are accepted into this program must speak English and, in most cases, are employed by major hotels and restaurants in Southeast Asia. Their education includes a rotation of two-week classroom modules coupled with on-the-job apprenticeships that offer an intense learning environment. The degree of professionalism and focus of these students is clear by the manner in which they approach their education. The ACP students are quite studious, know various dialects, have ranges of

Musings *Continued from page 10*

Continued on page 31

to learn Hindi, she interviewed several neurolinguists in order to understand the effect of second language learning on the brain. About learning Hindi for the first time, she says, "The process, for me, was frustrating and exhilarating and at times transcendent, all in a way that felt deeply corporeal; I could only believe it was scrambling my brains. What I learned was that, to some extent, a second language does. It makes you not quite yourself, your old one."

She goes on to say, "In navigating another language, you're not using precisely the same brain you do when employing your first." Learning a first language successfully, in fact, is closely connected to emotions associated with learning meaning. Rich notes how children are more motivated to say words because they get so much positive feedback when new words are uttered. What, however, do second language learners get? What kind of reaction do our students get when they navigate a new passage in a textbook? When they are unable to express an opinion?

Although I have been teaching ESL for more than 20 years, I have to confess that I am still guilty of feeling the same frustrations now and then. Nevertheless, as Johnson & Wales continues to become more global, it is in our best interest to take the time to value our international students and appreciate the challenges that they are facing day to day as students in a foreign land.

When Rich came home from India, she was a different person than when she had left, but more than that, she realized the power of words and language while she was living abroad and studying Hindi. "By the end of that year... the story was still about transformation, yes, but it had become one about the destructive power of words as well — the way they can reshape people, can leave them twisted, can break them. It's about language as passport and as block."

One of my classes in the spring term was made up entirely of Chinese students. When I walked into the room, they took their places diligently at their desks and waited for me to begin. They were quiet, too quiet at times, and respectful. They sometimes hesitated when asked to read or answer a question, and only one or two would answer a question that required an opinion. I needed only to end the class, however, to realize that they are neither shy, nor quiet, nor without opinion, as the room came to life immediately upon my closing comments. They were suddenly laughing, teasing each other, and speaking with gusto. I knew these things only by the gestures, the volume, and the smiles, since my Chinese is limited to only "Hello" and "Yes, I am." I was always amazed by the complete transformation of my students that was brought on simply by the language shift.

There is a great deal of depth to our international students, and we can learn so much from them. As international student enrollment at JWU continues to grow, I hope that the faculty, administration, and student body at JWU will be able to see through the self-protective façade of many of our international students to the "beautiful" personalities and brain power that lie beneath the surface.

Online Foundations

By Scott Palmieri



From March to May of the spring term, six faculty members from Arts & Sciences went back to school, although they neither had to venture out to another university nor did they have to venture out from their homes. Laura Galligan, Sue Hirst, David Newman, Eileen Medeiros, Laura Gabiger, Judy Turchetta and I enrolled in Foundations in JWU Online Learning and Teaching, a required course for those who wish to be eligible to teach an online course for the university. The experience was filled with challenges and triumphs, but navigating the course gave participants a great start into a new world of teaching.

The seven-week course was taught by Karen Bellnier, instructional designer from the Office of Online Learning. As Karen explained to us from the outset, such training is a part of FOCUS 2011, as the university develops online learning opportunities for students and online tools for faculty. The work between an instructional designer and faculty member is, according to Karen, “a collaboration between skilled professionals bringing their own expertise.” She compared the collaboration to songwriters like Elton John and Bernie Taupin, who brought their musical and lyrical talents together to create great songs. While most of us would not claim to have penned “Tiny Dancer” this term, we can now tap out a tune of our own.

What was most interesting about the course was that we explored the tasks of both the student and instructor. This two-way path led to a variety of assignments. Each week provided an opportunity to get familiar with the system. We created our own course pages with our assignments and resources, including links to articles and videos. We also created exams and criteria for grading. Working with groups, we took each other’s exams and reviewed each other’s materials. We were then able to grade such work and compute overall averages. Every week, all of the participants were able to exchange ideas through “discussion forums,” which were blogs on which we posted our thoughts about the theme of the week. Ideas were also exchanged in online chats facilitated by a couple of us each week.

As participants reflected on the experience, the reactions were pretty consistent. Although it was a challenge to complete the various tasks, the course offered a great deal. Sue Hirst credits Karen for her “abundance of support.” David Newman enjoyed the collaborative work. Laura Galligan and Eileen Medeiros both appreciated learning of the exciting resources the Blackboard system offers. As Laura reports, “I was pleased and impressed with the number of online resources available even to teach a subject like biochemistry, and I think the online platform will be a powerful tool.” Eileen adds, “I am amazed at all that can happen online and am particularly intrigued by the chat format. I also found the course really helpful in giving me an overview of the online learning platform.”

What might be the most useful aspect of this course is working with the Blackboard system as it is not only what is used for the online course, but, according to Karen, it will most likely be the system used for all courses as the university moves to a unifying resource for faculty and students to use as an organizational tool. What is very clear is that any online instructor has a great challenge and opportunity to create a rich experience for online learners.

Refugee Theater *Continued from page 15*

we were able to present her with a check for \$200 to buy clean water filter systems, donated by Richard Hoppman’s Science and Sustainability class. They raised the funds by forgoing a single cup of coffee once a week for this cause. Thank you, students and Professor Richard! Through voluntary donations, AWARE raised and contributed a matching \$200.

On April 17, at the University of Rhode Island Providence Feinstein Campus, stage and screen actor Armen Garo presented my monologue, *HISHDAG’S RETURN*, in commemoration of the Armenian Genocide. Before an

Continued on page 26

Finishing Touches

By Wendy Wagner

The annual Writing across the Curriculum Workshop took place on Wednesday, March 24, and attracted members of the faculty from the School of Arts & Sciences, the College of Hospitality, and the Graduate School in Education. The topic of the workshop was "Finishing Touches: Editing and Proofreading for Student Writers."

Dr. Mare Davis began the workshop with an analogy between painting and writing. In the world of art, it is difficult to learn when a painting is "finished;" similarly, it is hard for student writers to understand when an essay or other piece of writing is finished. They don't understand that another phase of the process must occur: editing.

The workshop participants discussed the challenges of teaching students not only how to identify errors and weaknesses in their writing but how to edit and revise their writing. Editing and proofreading require specific skills such as an attention to detail, an ability to evaluate different options and choose the best one, an awareness of audience, and, most of all, an inner motivation to produce grammatically and stylistically competent writing. The workshop participants met in groups to collect ideas and then shared their ideas and strategies with the workshop, as a whole.

2010 Feinstein "Enriching America" Award Winners

By Deirdre Newbold

The Feinstein "Enriching America" Awards are cash prizes awarded in recognition of exceptional, self-initiated community service projects performed during the past year. The group award this year was given to the Sigma Gamma Rho sorority for their work with the "Reach & Read" program. The individual award was given to Katherine (Katie) Gerrety for her work with the Fogarty Elementary School and other organizations.

Sigma Gamma Rho provided a curriculum-based social studies and reading program based on the book *Martha Ann's Quilt For Queen Victoria*. Every week, Mrs. Pena's second graders at Veazie Street School learned about a new abolitionist and discussed the book. At the end of the fall term, for their classroom, the children made a quilt filled with dreams they want to accomplish and the people they learned about throughout the program. The classroom teacher was so impressed with the work that the JWU students did first term that she asked them to continue their program for the rest of the school year. The work these students did for the Veazie Street School is very impressive. They did not just come up with an idea and execute a single project but instead focused on the needs of the community and took the time to create a focused curriculum. Four students from the sorority led the program at the school — Mabel Addai, Stephanie LaJoie, Monique Wilson, and Brittny Simmons.

Katie Gerrety was a participant in the Student Leaders In Community Engagement (SLICE) program and very involved with service with her sorority, Tri Sigma. She volunteered almost every day this year, anywhere from 10 to 25 hours per week. For the SLICE program, Katie worked at the Fogarty Elementary School leading a classroom of Community Service-Learning students participating in the "Math Busters" program—a math enrichment program, which requires JWU students to work in teams with the 4th graders to solve mysteries using grade four math standards. Children act as detectives in light-hearted crimes such as "The Pizza Parlor Panic." She has also assisted in three other Fogarty classrooms and organized Fogarty's "Girls and Boys Night Out" events this year. In addition to her countless volunteer hours at Fogarty, she organized a blood drive for her Foundations of Leadership class, worked to bring the 2010 *Raise Your Voice* campaign to the JWU campus, and could be seen most weekends volunteering for events with her sorority. This student is the only student on the JWU Providence campus to sign on to the Campus Compact Scholarship for Service program, which requires her to complete 450 hours of community service over the course of one year. She completed these hours in April and continued to volunteer through the end of the year.

The work that these students performed over the 2009-2010 academic year is monumental, and I know they plan to continue this work and are learning important life lessons in the process. In the words of Katie Gerrety, "Showing someone you care and making a difference in one's life is a remarkable feeling."

Civility Week: March 15-19, 2010

By Mary Javarey

In 2007, a group of faculty members and residential life professionals partnered to achieve specific goals outlined in FOCUS 2011. The Residential and Academic Partnership (RAP) team, comprised of residential life professionals and faculty, set out to promote and support classroom, residence hall, and community civility. The RAP team grew to include representatives from the Leadership Development Center, Experiential & Career Services, and the Office of Student Conduct. In spring 2009, Dr. Veera Gaul supported the plan for a formal Civility Week to be held in March 2010.

The first major task was researching colleges and universities that sponsored similar programs. The types of activities were as diverse as the institutions at which they were held. Some were strictly academically oriented while others were recreational in nature. The planning committee opted for a bit of both. The next task was finding a speaker. Jessica O'Meara-Glew, then a member of the OSC, suggested we look at Dr. David Callahan, an author and scholar. Author of *The Cheating Culture: Why More Americans Are Doing Wrong to Get Ahead*, Dr. Callahan had spoken at numerous universities about the decline of ethics in American society. After obtaining student feedback and conferencing with David Callahan, we invited him to give a keynote speech as well as conduct smaller discussions with faculty, staff, and students.

The week began with *Civility Around the World*, a discussion held in the Intercultural Center that included various cultural perspectives on civility. A Raise Your Voice grant allowed students and staff to plan and present *Sexual Assault Awareness 101* later in the evening. Members of the counseling center, CSL office, Day One, and students presented a panel discussion to a full house in the Yena Center. Students asked excellent, difficult questions, which were skillfully fielded by the panel. Attendees were asked to write messages of hope about ending sexual violence; the messages were displayed on a tarp in the Intercultural Center on Thursday and Friday of Civility Week.

The Pride Alliance, University Involvement Board, and Campus Safety & Security contributed to the week's events by hosting *Civility Slur Word Bingo, Pizza and Billiards*. Campus security members engaged students in pool games, the Pride Alliance put a civility-related, fun twist on bingo, and all enjoyed pizza.

The Leadership Development Center sponsored a Habitat for Humanity stud project during which students, faculty, and staff purchased and decorated studs to be used to construct a new home for a Rhode Island family. This day-long project was followed by an athletic civility/sportsmanship symposium sponsored by the Athletics Department and attended by athletes and interested faculty and staff. Examples of positive and negative sportsmanship behaviors were discussed by a panel led by John Parente and student athletes.

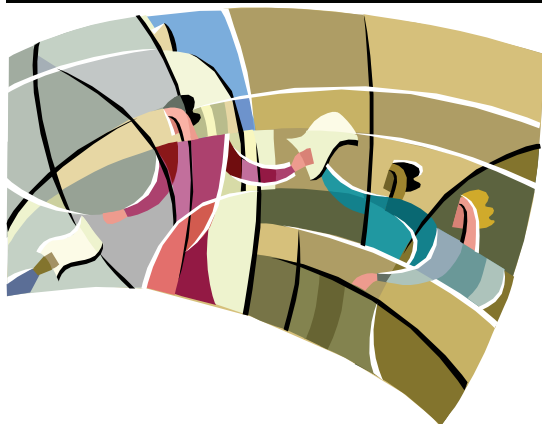
On behalf of Experiential & Career Services, Laura Pellecchia arranged a panel of industry members who spoke to students on civility in the workplace. Instructors and students filled the Yena Center presentation room to examine this critically important topic. Later in the day, *Don't Beat Yourself Up*, a self-defense workshop sponsored by a Raise Your Voice grant took place in Delaney Gymnasium.

On Thursday, selected student projects were displayed in the Intercultural Center. Each had a civility-related perspective and was chosen based on academic excellence. Visitors enjoyed viewing projects from Arts & Sciences, the School of Technology, and the College of Business. Prior to the keynote, Dr. Callahan was interviewed by Gene Valicenti during the local evening news. At 6:00 p.m., Dr. Callahan, introduced by Judith Turchetta, delivered a talk and hosted a Q/A period on the increase in cheating in the United States from the highest levels of finance to professional sports and employee theft. Interestingly, he pointed out that the restaurant industry has the highest employee dishonesty levels. He also provided possible solutions. Essentially, as long as there is great financial discrepancy between the "haves and have nots," rationalizations about wrongdoing based on perceptions of fairness and silence about cheating, the "cheating culture" will prevail. Dr. Callahan also encouraged audience members to strive for true fairness by walking away from temptations to cheat, stating there is much more to be gained from personal integrity than from dishonesty. In other words, when it comes to cheating, silence is not golden. Following his address, Dr. Callahan viewed student projects and conducted a book signing.

Continued on page 27

Cassola 2010: Encounters (of the Almost Disastrous Kind)

By Eileen Medeiros



“Encounters” was the theme of this year’s Cassola Conference, and what an encounter it was.

It started as a typically Cassola-Conference Day: it was raining (it always rains on the day of the Cassola Conference); the tables for the publishers were set up and the publishers started trickling in around 7:45 or so. Committee members were busy with their committee-member jobs: Mary Barszcz was hanging the signs around the building; Laura Gagiber and Bill Lenox were greeting participants as they came through the door, and Tom Gaines was making sure everything in the amphitheater was just so for the keynote speaker. Around 8:35, we suspected a problem and at 8:50, our suspicions were confirmed: we were a conference without a keynote.

What is a committee to do?

Call on Judy Turchetta.

Our encounter-of-the-almost-disastrous-kind turned out to be an encounter-of-the best-kind: Judy so graciously agreed to serve as our keynote and delivered the presentation she was going to make later in the day to the entire group of participants first thing that morning.

Judy’s presentation, “Effective Communication across Cultures: Establishing an Understanding of Cultural Communication Patterns,” in which she explained the theories of Dutch psychologist Geert Hofstede, was a most appropriate start to the day which would focus on thinking about encounters in communication.

Despite a precarious start, the conference went smoothly. After our keynote session, participants could choose from 18 different workshops, including “Finding Voice and Hearing Voices via Reflective Writing,” “Dialogue and Debate: The Art of Thinking Together,” “‘Liscussion’ Skills: Teaching the Art and Skill of Listening and Talking During Class Discussion,” and “20/20 (or 20 ideas in 20 minutes).” Presenters represented a variety of institutions including Nichols College, Landmark College, Dracut Public Schools, Old Colony Regional Vocational Technical High School, and Fitchburg State.

After a delicious Italian buffet, “Spotlight Sessions” were held. Unlike the one-hour final presentation session that has been held in years past, this year, participants had the opportunity to attend three 20-minute sessions and leave with some effective and creative teaching ideas. The conference culminated with a raffle in which three attendees won \$25 gift certificate to Barnes and Noble and a box of JWU chocolates: a sweet ending to a rich, thought-provoking day.



Be sure to mark your calendars for the 2011 Cassola Conference to be held on Friday, April 8. Colin Beavan, the author of *No-Impact Man*, will be our keynote.

RE-IMAGINING SOCIAL CHANGE: An *Evolving* Performance by Richard Benjamin

By Dorothy Abram

Witnessing Richard Benjamin at work is...*what*? No single word exactly suffices; that is the sort of phenomenon he is. I had the privilege of a double serving of the Benjamin entrée of life and living on April 13, 2010, when he was the speaker for the Feinstein Community Service Center's Social Action Series. I brought my psychology class to this lecture at the Pepsi Forum, and then Benjamin visited my Introductory Sociology class during the next period.

Titled *Re-Imagining Social Change: Toward Alternative Visions and Paradigms*, Benjamin's talk was an intriguing mixture of visions of social change and poetic expressions of the necessary values for that change. Benjamin used diverse quotes from various poets whose political visions were expressed through the evocative power of poetry. For example, the words of Lucille Clifton, a San Francisco poet who is now deceased, enabled the audience of JWU students, faculty, and community members to witness the waste of "forgettable lives of the inner city" as evidence of overlooked and neglected people who are devalued by a society that is fuelled by greed and ambition. Instead, we must, in Clifton's words, look at those rejected people in recognition, identity, and relationship: "this, too, is your child, your life." Benjamin urged us to be reflective on normative values and conventions to accomplish social change.

Benjamin, through the words of this poet, introduced us to the overlap and intersection of Benjamin's own worlds — as poet, as director of various NGOs here in Providence and nationally, as a father — through various stories of his work serving disadvantaged populations. We were challenged to construct an identity for Benjamin through these references to diverse commitments in his life and work. What else could we piece together in this fascinating bricolage of a person calling himself Richard Benjamin?

Benjamin worked among the HIV/AIDs infected and the poor — "on the ground," as he called it, willing "to get dirty" for the goal of "evolving." Evolving? Yes, that's what he said: *evolving*.

Richard Benjamin intends to expand our awareness and human consciousness toward a reality that stretches the boundaries that currently restrict our awareness by our own consent and construction. Transformations of our social institutions—whose desperate need is evident in the deteriorating condition of non-profit organizations and NGO marketplaces—will be, according to Benjamin, the obvious outcome of such a metamorphosis. Benjamin asserts, "In the face of economic and systemic collapse, we have nevertheless continued to approach our 'work' in a *business as usual* fashion. While many of us acknowledge both the pitfalls and dysfunctions of non-profits and have begun to question their capacity to effect both social and systemic change, we have not imagined more life-affirming, creative, and durable structures to replace them." Service, he asserted, is what we, as human beings sharing space on this planet, must reclaim. In this regard, Benjamin quoted Shirley Chisholm, the 1972 presidential candidate with her words: "Service is the rent we pay for living on this planet."

Benjamin followed his Social Action talk at Pepsi by graciously agreeing to speak to my sociology class. He began this talk by taking off his jacket and making himself comfortable; we knew that we were about to experience the real—or at least his most comfortable—self. Here was Richard Benjamin, the poet, in action. He began to talk about various realities that need to be challenged, bringing my students into his whirlwind tour of alternate awareness with their eager and willing cooperation. He was the poet who understood the performative power of poetry and the untapped potential of the human spirit. "Let's talk!" was his opening invitation and what followed was peeling back the layers of consciousness, the veneers of presumption, and the assumption of normality to reveal a way of seeing the world where the individual was celebrated as the source of revelation, imagination, and authority. This was the power of transformation that he alluded to during the Social Action part of his visit to JWU. For my students, as the poet in action, Benjamin became an ancient bard revealing the power of unseen worlds. Benjamin breathed joyous life into my classroom and inspired my students to make a difference in their own lives in order to change the world we live in. Benjamin's compassionate poetic power embraced us all.

Thank you, Richard Benjamin, for enabling and empowering us to open ourselves to our own *evolution*.

People in the News

David Newman (Social Sciences) and **Amy Neeman** (English) presented "The Flawed Individual: The Use of Television Characters as a Means to Bridge Cultures and Concepts" at the 2010 Joint National Conference of the Popular Culture and American Culture Associations in St. Louis, Missouri.

Alexander Katkov (Economics) made the presentation "Government Regulation During the Great Recession of 2008-2009" at the international conference *Russian and Global Financial Markets: Strategies of Post-Crisis Development* in St. Petersburg, Russia, on April 28, 2010.

Gwenn Lavoie (Humanities) attended the Northeast Modern Language Association (NeMLA) conference in Montreal, Canada, in April.

Scott Palmieri (English) and his wife Christine welcomed their third child, Luke Francis, on April 20. Scott also earned his Ph.D. in Humanities at Salve Regina University in May. His dissertation is entitled *What Work Is and What Work Was: The Work Poetry of Philip Levine*. Congratulations!

Christine Thompson, Ph.D., attended the AAC&U Conference on General Education and Assessment held in Seattle, in February 2010, as well as the April and June meetings of the Associate Deans Think Tank sponsored by the New England Resource Center for Higher Education.

David A. Capaldi (Mathematics) was recently selected by students to receive a 2010 Faculty Recognition Award for the School of Arts & Sciences. In March, students were able to nominate faculty members they believed made an impact on their experiences at JWU. This awards program involves students only and empowers them to identify faculty and the work they do with students.

Anne Shaw (ESL) and **Laura Gabiger** (English) presented "Teaching Academic Integrity in a Globalized Higher Education Classroom" at the 44th Annual TESOL Convention on March 26, 2010, in Boston. **Laura** also collaborated with Ulrike Gencarelle of the Computer Graphics Department, School of Technology, to deliver the panel/poster presentation "Teaching Design and Communication through Project-Based Service Learning" at the New England Campus Compact conference on April 14, 2010, in Burlington, VT. Laura and Uli worked together during the winter 2009-2010 term to develop the new course Advanced Business Communication, which can be linked in collaborative teaching agreements to career field practicum or internship courses.

Amy Neeman, Terry Novak, and Eileen Medeiros (English); **Mari Dias, Cheryl Almeida, and Michaela DeCataldo** (Social Sciences); and **Anne Oliveri** (English adjunct) came in #2 in pedometer steps and exercise minutes among the Johnson & Wales teams participating in Shape Up RI. Out of roughly 900 teams competing overall in Shape Up, they ranked among the top 45 in steps and minutes.

Kenneth J. Rourke (Economics) attended Cengage Conference for "Principle of Economics Professors" at Pace University in New York City on March 5, 2010. Ken was also responsible for bringing Dr. Michael W. Brandl, Senior Lecturer in the Finance Department in the McCombs School of Business at the University of Texas at Austin, to Johnson & Wales University on April 22, 2010, to speak about "The Global Banking Crisis." Ken organized and coordinated this event, which was attended by over 1000 people (including undergraduate & graduate students, JWU alumni, faculty, and executive/administrative staff) at two full-houses in "back-to-back" presentations at the Xavier Auditorium. Ken is also a member of two committees: Active Learning Committee and the Inservices Committee. He also participated in a "Critical Thinking" project in his Macroeconomics classes for the spring 2010 term. Finally, Ken is the contact person for any student seeking internship and volunteer opportunities at the 1st Discount Brokerage, Inc. branch office located in Providence, RI.

Anice O'Connor (Social Sciences) presented at the Women's Summit 2010 at Bryant University in March. Her presentation was entitled, "Go Team! How to Develop Others through the Power of Teamwork." Approximately 150 participants attended the interactive morning workshop.



Continued on page 25

What Work Is

By Scott Palmieri

On April 5, as part of the multicultural writer series, I had the pleasure of presenting an inservice on the poetry of Philip Levine. During the session, I tried to offer themes of Levine that make him an interesting subject for analysis for not only poetry lovers but anyone interested in the themes surrounding the role of work in our lives. Levine was a factory worker in Detroit in the 1940s and 1950s, and this work and the memories of work play a central role in his poetry. His volume *What Work Is* was a seminal work for his career that continues to explore the American working life.



As I discussed, work takes a significant role in our lives. “What do you do?” is the question that often follows “What is your name?” A child is routinely asked, “What do you want to *be* when you grow up?” This playful question reveals something deeper. It is a part of our identity, our place in this world, and Levine’s work experiences and reflections reveal something about what it means to be human. His poetry traces the myriad factors, including his family and his Jewish background, that are involved in the role of work in people’s lives.

Because Levine is a poet, we may appreciate his unique method of expression. He is not a social scientist reflecting on the cause and effect relationship of his work conditions. He is not a novelist narrating towards an instructional meaning. As a poet, he reveals the difficult in difficult ways. Levine is not looking to draw clear conclusions but to allow us entrance into his memories. These moments contain intense memories of his manufacturing work, which continue to walk with him in his present day, for he is well aware that his identity has been shaped in part by those times.

He presents his struggles and the struggles of his co-workers in an effort to tell the stories of those whose stories have not been told. The city of Detroit was built on work, specifically the automobile industry. Tracing the fates of these workers shows how work can shape a day, a lifetime, and a city. Levine also seeks to understand those who have moments of hesitation about their work but ultimately embrace the difficult working life that both sustains and damages them. In one particular poem, “Every Blessed Day,” a factory worker ponders a different life, a moment his father once experienced, yet, like his father, he relents to the familiar and the routine, hushing the voices of rebellion and choosing the known over the unknown, despite the weary work that awaits him.

In our efforts to reach career-minded students, the themes of work are always important to explore, and I hope that this inservice offered Levine as an interesting way to enter into this discussion.

TRI/TAPA *Continued from page 3*

grade students in fall 2010. TAPA is a community of practice, where culture, the performing arts, and an expanded learning time are all fundamental components of a rigorous academic regimen. The belief is that the arts make the “textbook study of a topic come alive; young people learn more and learn with greater enthusiasm,” according to the charter school brochure.

While the academic year comes to a close for JWU faculty, staff, and students, the energy at TRI/TAPA does not. The faculty, staff, students, and community members who have worked with TRI/TAPA throughout the year have become invested in the successes and outcomes of the renovation, charter school, and activities. Over the summer, there will be more discussion around outreach and goals, the much anticipated opening of the charter school in the fall, and many exciting possibilities for the future. If you are interested in learning more about the Trinity Restoration, Inc. vision and mission for the space, you can contact Peter Bortolotti at pbortolotti@jwu.edu or Richardson Ogidan, Executive Director of TRI at rogidan@verizon.net.

Social Action Series Coming Attractions 2010-2011

By Deidre Newbold

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. The presentations take place during class time and offer a great opportunity to bring your students and incorporate the speaker's topics into your course work in meaningful ways. Your students could write a reflection paper, give a speech, or research an issue area — I encourage you to join us next year for the series.

On October 20, 2010, Scott Wolf, Executive Director of Grow Smart Rhode Island, will present "Growing Smart by Playing to RI's Strengths — A Blueprint for Sustainable Economic Growth." Grow Smart RI is a statewide public interest group representing a broad coalition of partners fighting sprawl and leading the charge for sustainable economic growth through innovative policies and programs to revitalize city, town, and village centers; increase transportation and housing choices; preserve cultural and natural resources; and expand economic opportunity for all Rhode Islanders.

Imagine a Rhode Island network of thriving and attractive urban and town centers — connected by convenient, clean and affordable mass transit — and home to a growing number of small to medium sized, high-wage businesses that actually prefer locating in such historic, funky and vibrant neighborhoods. Now imagine those same places as recruitment magnets for the next generation of knowledge economy workers who want to live in a safe, walkable neighborhood where they have easy access to cafés, grocery stores, services, schools, churches, bike paths and parks. You can stop imagining. (www.growsmartri.org)

Scott Wolf insists that R.I. needs to "identify its real assets and strengths and formulate policies and incentives that play to those strengths." For more than three decades, Wolf has transformed opinion and policy research into effective communication and legislative strategies for progressive policy organizations, media outlets, elected officials, and political candidates. In his talk, he will give us a glimpse of smart urban growth, the knowledge economy, companies seeking these things, and the benefit to R.I.'s economic development strategy.

On April 12, 2011, Sam Seidel will present a talk entitled, "Hug Life: Sparking Creativity and Entrepreneurship with Urban Young People." While still in college, Seidel taught at the maximum-security unit of a juvenile prison. Through teaching in the prison, he developed educational techniques based on hip-hop music and culture. Seidel will introduce us to AS220 Broad Street Studio and their award-winning transition program created to help students stay out of the prison system. He will focus on the approach to youth work that he has dubbed, "Hug Life" (a remix of the term "Thug Life" popularized by Tupac Shakur in the 1990s.) The approach centers on the belief that most of what motivates young people to become involved with gangs and sell drugs is a healthy desire for community, safety, and financial independence. Our job as people who care about the next generation is to find ways of helping young people attain these human rights through positive, life-affirming means. If we embrace young people for who they are and develop programs that honor their cultural identities and experiences, we can empower them to build beautiful things.

Sam Seidel has spent the last few years working with youth development organizations and the Bill & Melinda Gates Foundation studying, speaking, and writing about the connections between hip-hop culture and education/youth work. His book, *Hip Hop Genius* explores these intersections by walking readers through the High School for Recording Arts in St. Paul, Minn. The school, which was founded by a professional rapper, is built around recording studios. The students run a record label and produce a weekly radio show for the major commercial hip-hop station in the Twin Cities. *Hip Hop Genius* introduces readers to lessons from the school while asking the question: What does it look like for a school or youth program to not just teach hip-hop, but to be hip-hop?

Since organizing and motivating people is the key to social change, the Social Action Series invites, as well as challenges, students to become socially responsible citizens by seeing, judging, and acting on issues of importance to them and their community. This series promotes student empowerment for the common good. We hope to see you at these events next year.

About C3: Community Connections Coalition

By Laurel Lapane

The Community Connections Coalition (C3) began in the spring of 2009 with representatives from the Leadership Development Center, the Feinstein Community Service Center, the Intercultural Center, the Gender Equity Center, the Office of New Student Orientation & Support Programs, and the International Center. The purpose of this coalition is to share resources, reduce individual departmental workload, reduce redundancies, “best fit” students, increase cross-departmental knowledge, maintain student engagement, influence social experience retention efforts, and foster a sense of community across campus.

This academic year, C3 developed a mission statement and identified objectives. Also developed was a proposal for a new program called “Connecting Students” a peer-to-peer program in which successful JWU sophomore, junior, and senior students will be partnered with incoming freshmen students to assist them with the transition to college life. The program will be piloted during the 2010-2011 academic year.

Finally, the coalition ended this academic year with a celebration to honor students that demonstrate one or more of the C3 values: commitment to community service, university engagement and leadership, and celebration of cultural and gender diversity. 38 students were nominated to receive a variety of 2010 Spirit Awards at the Spirit Awards Recognition Banquet held at Hotel Providence on April 23, 2010.

People *Continued from page 22*

Deirdre Newbold and **Erin McCauley** (Feinstein Community Service Center) presented during a workshop entitled “From Web Design to Strategic Planning: Service as Product” at the New England Campus Compact Conference in Burlington, Vermont, on April 14, 2010. Newbold and McCauley spoke to faculty, staff, and other practitioners about various discipline-focused, service-learning projects offered through the Feinstein Technology and Design Center, the College of Business, and the graduate school. The panel on community collaborations also included JWU faculty members Professor Ulrike Gencarelle from the Feinstein Design and Technology Center, School of Technology, and **Professor Laura Gabiger** of the English Department; in their presentation titled “Teaching Design and Communication through Project-Based Service Learning,” they discussed how they infuse service-learning projects into their curriculum and how they integrate career skill development with liberal arts instruction.

Deborah Ridolfi (English) and **Anice O'Connor** (Social Sciences) collaborated on a presentation given at the Cassola Conference in April. Entitled “Close Encounters of the Millennial Kind,” the presentation highlighted the generational differences between educators (Baby Boomers) and their students (Generations X and Y) and how those differences impact teaching and learning. The interactive presentation examined the characteristics of each generation and identified specific techniques that could improve the quality of classroom interaction.

Dr. Jim Brosnan (English) along with three honors students attended the New Hampshire Writers Day held at Southern New Hampshire University in Manchester, New Hampshire. The keynote speaker was Nicholson Baker, best selling author of seven novels. Jim also attended the Festival of the Arts/Unveiling Ceremony of *The Bridge*, the creative journal of Bridgewater State College. Jim's poem “Sometimes in Autumn” received an honorable mention. Jim's university student book group participated in the Read Across Rhode Island May breakfast. Annie Barrows, author of *The Guernsey Literary and Potato Peel Pie Society*, was the keynote speaker. Also in May, Jim attended a memoir writing weekend held in Hyannis, Mass. The retreat was led by Aine Greaney, Irish author. The author series Jim attended included The Poet's Pathway in Middleboro, Mass. (poet Tracy Salomon); the annual Poet Series (Naomi Shahib Nye) sponsored by Moses Brown School; the Irish Cultural Center in Canton, Mass. (Mary Pat Kelly author of *Galway Bay*); and Norwood Public Library (Margot Livesey author of *The House on Fortune Street*). His latest publication credits include “No Instructions,” “Where Journeys Take Us,” “Promise,” “Where the River Shannon Empties,” “Moving Through Time,” “Reading Horatio Alger,” “Swept Across Meadows,” “Musical Interludes,” and “Breathless” in *The Teacher As Writer*; “Mekong Delta, 1967” in *Voices of the Poppies: Forces Poetry Anthology (UK)*; and “Not Heard” in the *Aurorean*. Also, a fiction piece, “Sepia Prints” was published in *The Teacher as Writer*.

A Learning Adventure in England and Scotland— Summer 2010

By Gwenn Lavoie

Few memories stand out in the minds of college students more than their study abroad experiences. For some, it's the first time on an airplane or the first time away from home. For many, it's the first chance to immerse themselves in another culture, another way of looking at life, another cuisine, maybe even in a new and strange-sounding language.

Johnson & Wales University sends hundreds of students from all of our campuses to study overseas each year. Quite apart from the credits that they earn, students come away from these programs more aware of the wider world and more confident in their own ability to deal with new and often disconcerting culture-related challenges.

One of the university's longest-running programs is one that exposes our students to the history and literature of the British Isles, along with issues related to law and sociology. This program is a fruitful collaboration between the School of Arts & Sciences and the College of Business and is headquartered at Fitzwilliam College in Cambridge. Traditional classroom lectures are supplemented by excursions to York and Edinburgh and culminate in a five day visit to Windsor and London.

The academic leadership for this year's program will be provided by Dr. Ann Kordas of the A&S Humanities Department and by Professor Dan Driscoll of the Department of Legal Studies of the College of Business. Eighteen JWU students will be participating in this study abroad program that will run from July 1 through July 27. Students will be able to take advantage of one free weekend to do a bit of traveling, or they may extend their stay overseas to travel in Europe independently at the conclusion of the program.

Post-trip reviews of the England and Scotland program are always among the very best. Our students are enriched by the opportunity to study and learn in a supremely historic setting.

Serving Up Good Food and Hospitality

By Shannon Hull

On April 23, the final *Casual for Community* day for the 2009-2010 school year raised \$235.10 for St. Patrick's Soup Kitchen. Nutritious hot meals are provided to clients in need as is an opportunity to gather together in prayer and fellowship. JWU students prepare and serve meals for the clients of St. Patrick's Soup Kitchen as well as set up and clean up the kitchen. On the third Monday of each month, a health fair is also held with a nurse present to answer any health related questions.

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 from many departments on both campuses who participated.

Refugee Theater

Continued from page 17

audience of 500 hundred people, Armen performed a moving rendition of this drama that examined the political, personal, and commemorative complexities involved with genocide memory and memorial. It was such a success that Armen plans to follow this presentation with a DVD version of the play.

In addition, *SONGS OF AN APSARA* moves off the stage into a community setting in June. On the last Thursday of the month, Davy will work her magic once again as she plays the role of Lugeeay, this time as a fundraiser for Molly's school in Cambodia and to help pay AWARE's expenses for our anticipated performance at a conference in New York City this fall. This production of *SONGS OF AN APSARA* will take place at Gallery Z on Atwells Avenue. It will be free and open to all. Please join us!

Goteborg *Continued from page 7*

Although I've always had much affection for my students, by the end of a term I am usually ready to let them go and eager to meet a new group. This time that was decidedly not the case. This group was more than students to me. For ten weeks, I was both professor and surrogate parent (a difficult juggling act, but one I think I managed successfully), and, in that time, I discovered that each of them was endearing in their own particular way. Some tell me they have signed up for my fall classes. As much as I adore my summer break, I will look forward to seeing them again in fall. It will bring back many fond memories and allow us to "still have Sweden" a little longer. I can also tell that many of them have established friendships with each other that will last a lifetime, which touches me deeply.



When I think of that day they first arrived at Goteborg airport, exhausted, unsure of what to expect, yet eager for the "adventure" to begin, I remember many things: how excited they were when they saw their accommodations and how some of them practically fell asleep in their huge pizzas during lunch at Monte Bianco, but, most of all, I remember how I both anticipated great things from them and worried what kinds of trouble they would get into. Ten weeks later, I felt like a proud parent, having watched them grow so quickly into self-sufficient adults who constantly surprise me and themselves with their ingenuity, resilience, dedication to their studies, and willingness to make the most of this great opportunity.

Among our industry visits, which included a tour of the Volvo plant, was one to Goteborg & Co. which handles tourism for the city. Their slogan is simply "Goteborg, We Love You!" Having lived in their wonderful city for almost three months, I can see why that says it all!

Civility Week *Continued from page 18*

Later that evening, the University Involvement Board sponsored *The Blind Side*, a movie about a young, homeless man who went on to success in professional football and the family who nurtured him. Moviegoers enjoyed popcorn and drinks supplied by the UIB.

Civility Week's concluding activities on Friday included Q&A sessions for faculty, staff, and students led by Dr. Callahan and a Pride Award luncheon. Award recipients, nominated by faculty for persistence and exemplary behavior, enjoyed lunch with nominating instructors and residential life staff. Students received award certificates, and signed copies of Dr. Callahan's book were raffled. It was a most enjoyable ending to JWU's first Civility Week.

This week was made possible by numerous constituents working together throughout the university. Special thanks to Dr. Veera Gaul, Christopher Zacharda, Madeline Parmenter, Lisa Pelosi, Dameian Slocum, Laura Pellecchia, Laurel Lapane, Scott Lyons, Patricia Trosclair, the Pride Alliance, Office of Safety & Security, John Parente and the Athletics Department, the Student Counseling Center, the Community Service Learning Center, and the UIB. Special thanks to David Capaldi for donating books to be raffled and to faculty members for nominating students and submitting student work. Civility Week would not have been possible without the dedicated members of RAP, administration's support, and the students who contributed their talents in myriad ways.

RAP Committee members: Anice O'Connor, Joseph Delaney, Ann Kordas, Joshua Proulx, Christopher Zacharda, Judith Turchetta, Dameian Slocum, Katarina Russo, David Capaldi, Kia Clarke, Debra Becker, Laura Pellecchia, Desiree Schuler, Laurel Lapane, Donna Thomsen, Mary Javarey, Elizabeth Gallus, Melanie St. Jean, Erika Caron, Patricia Overdeep, Gail St. Jacques, Sheila Austin, Gretchen Guertin, Tara Leamy, Ira Hill, Thomas Gaines, and Jeffrey Hill.

Interview: Kenneth Rourke

Compiled and edited by Eileen Medeiros

In the winter edition of the A&S Newsletter, you had the opportunity to learn a bit more about one of our newest members of A&S, Bob Christopher, chair of the Economics Department. In this edition, learn a bit more about another member of the Economics Department, Ken Rourke

EM: What is your educational background?

KR: I earned both a bachelor's and master's degree from Bryant University. My MBA is in management and my undergraduate degree is in accounting (1977). I also earned a Series 7 Certification in 2001.

EM: What is your industry experience?

KR: In addition to teaching, I currently am a registered representative (Stock Broker and Financial Advisor) for 1st Discount Brokerage. I started that position in 2001. From 1976-1984, I held various accounting positions (general accounting, cost accounting, inventory specialist, financial planning and budgeting) with General Dynamics Corp., Raytheon Corp., Hallmark Findings, Inc., and Bostitch. I also owned my own business from 1985-1994, Greenville Discount Records & Tapes in Greenville, where I sold recorded vinyl, cassettes, and compact discs.

EM: Tell me a bit about your JWU career.

KR: I have been with Johnson & Wales University for twenty-eight years. The first twenty-seven years, I worked in the College of Business, and I am now a member of Department of Economics in the John Hazen White School of Arts & Sciences. I originally began teaching in the Business Administration Department many years ago. Dr. Frank Tomassi was instrumental in bringing me to this university. Former Johnson & Wales University Provost Richard Kosh interviewed me at his home in West Warwick, and he hired me. Frank was my department chairperson in the Department of Management for many years; I became very close friends with him and his wife, Shirley. I have taught approximately 30 different courses including economics, management, marketing, finance, investments, accounting, and entrepreneurship. I also co-taught the Series 7 course with Professor Tim Howes many years ago.

EM: Why have you pursued teaching?

KR: I decided to enter the teaching profession after being in industry for eight years because I wanted to share my industry experience with students. I never ever dreamed that I would become a teacher or a university professor. I actually like teaching because I have the opportunity to network with so many wonderful students. It is extremely rewarding to know that you can have such a profound impact on the future business leaders of the world. I am so proud to hear about the successes of my former students.

EM: Why teach economics?

KR: As an undergraduate student, I realized that economics is a complex discipline. I better appreciated economics as I worked in industry; economics is essential to every aspect of our lives including personal, business, and social. I actually enjoy the challenge of teaching economics to my students. I still say that "economics is the best business course I ever took in college."

EM: What do you like about your discipline?

KR: I like the fact that economics is a central theme to many discussions in business and government. Economics is an interesting discipline which includes topics like marginal benefit-marginal cost analysis, scarcity and choices, supply and demand, pricing strategies, business efficiency, money and banking, gross domestic product and U.S. economy, and tax and government social programs

EM: Are you working on any research projects at the moment?

KR: Bob Christopher and I are working with our students to organize a new student club called the Economics Forum. This student organization will address global contemporary issues in economics. It is our hope that this organization will stimulate more interest in the dynamic area of economics.

Continued on page 29

Water for Cambodia

By Richard Hoppman

Students from Adjunct Professor Hoppman's Environmental Science classes engaged in a discussion of resource sustainability and the responsibility of providing sanitary water globally.

Unsanitary water is responsible for diarrhea and acute respiratory infection and cause 80 to 90 percent of all deaths in children under age five throughout the world. Frequent diarrhea from bacterial and parasitic infections place a tremendous stress on the young child and healthcare system.

Efforts to control diarrhea are most effective with preventive methods, such as bio-sand filters to sanitize water supplies. Bio-sand filters are inexpensive, about \$50 each, and will effectively purify a local water supply, removing 100 percent of parasites, 90-95 percent of heavy metals, and 90 percent of coliform bacteria.

As a class project, it was suggested that students give up a Starbucks drink and donate that money for "Water for Cambodia," a group with a Rhode Island connection that provides bio-sand filters for rural villages in Cambodia.



On March 25, 2010, the AWARE Alliance presented a play *Songs of an Apsara: Listening to the Unspeakable* examining the cultural strengths of Cambodian survivors of Pol Pot and the Kmer Rouge.

At a reception following the play, \$200 collected from the two Environmental Science classes was donated to a Cambodian school in a new Cambodian village.

Interview Continued from page 28

EM: What are your interests and hobbies outside of teaching?

KR: I enjoy traveling with my wife, Joan, to various B&B's and inns. I enjoy listening to music, attending concerts/plays/musicals, the movies, and various sporting events. I also enjoy playing chess. My dad taught me how to play this strategic game about 40 years ago; I was the chess champion at West Warwick High School in 1973.

EM: Tell me a little about your family.

KR: I have been married to my lovely wife, Joan, for 26 years. She is a registered nurse at the Miriam Hospital. We have three children, Melissa, Jason, and Bradford. My daughter, Melissa, graduated with three BA degrees earned in four years at the University of Chicago in 2008; her degrees are in anthropology, media/motion pictures, and art. She currently lives in Los Angeles, Calif., where she is employed as a movie producer for *Hallmark Classics*. Melissa works directly for the vice president and also does special assignments for the president. Last year, the website my daughter designed for Hallmark was awarded as the best website of the year 2009 by both the *Wall Street Journal*, and Public Broadcast Systems. My son Jason attends Johnson & Wales University where he is currently majoring in marketing. He also works at Dave's Marketplace in Smithfield, R.I.. My youngest son, Bradford, attends Penn State University where he is currently majoring in electrical engineering.

EM: Is there anything else you'd like the folks in A&S to know about you?

KR: I volunteer as the coordinator of vendors for St. Joseph's Church during the Scituate Art Festival. Also, my favorite sports teams are the Boston Red Sox, New York Giants, and the New England Patriots. I love watching the NCAA March Madness basketball tournaments in both the men's and women's divisions.

A&S Faculty Receive Longevity Awards

By Mark D. Duston

On May 10 at the Yena Center, Vice President of Academic Affairs, Dr. Jeffery Senese, welcomed faculty and friends to this year's longevity awards. In honoring faculty service and longevity, he noted that the majority of the recipients were being recognized for 10 or more years of service, and, of those, fully half were being recognized for over 20 years of service. At any university, this is far from a common occurrence. With these sentiments, he introduced President of the Providence Campus Dr. Irving Schneider. Noting that every five years was a milestone and commenting on Johnson & Wales "fabulous retention" of faculty, Dr. Schneider introduced Dean Angela Renaud to recognize recipients from the School of Arts & Sciences.

First to be recognized for five years of service was Dr. Mari Dias of the Social Sciences Department. For 10 years of service, Dr. Laura Galligan, Susan Hirst, Dr. Sayeda Khatun, William Lenox, Patricia Overdeep, and Scott Papp were recognized. Dr. Cheryl Almeida, Dr. Marilyn Davis, Mark Hengen, and Evelina Lapierre were all recognized for 15 years of university service.

For 20 years of service, four candidates were recognized with special citations of service. Dr. Marion Gagnon was the first to be so recognized. Content not only when immersed in intellectual pursuits, Dr. Gagnon was recognized for her two career marking documentaries, *HerStory* and *Men of Vision*, both of which are about Johnson & Wales. In addition, she co-created the course Visual Literacy, was a key member of the Collaborative Learning Program, and taught for a term overseas in Gothenburg, Sweden. On top of all of this, she also completed a doctorate in interdisciplinary studies.

Thomas Gaines has spent his years not only teaching but spearheading diversity on campus. He is to be especially recognized as the first director of our Multicultural (now Intercultural) Center. As stated by a student, "Professor Gaines is able to understand things from the student's perspective even though he's kind of old. I appreciate that in a teacher because it means he's cool."

Alexander Katkov is a valuable member of the Economics Department, which is a department recently added to the School of Arts & Sciences. Although educated in the Soviet Union, he is a strong supporter of capitalism and has worked at our university bringing an understanding about its fundamentals and nuances to all of his students. In addition, he has led students in summer abroad programs to Russia, Australia, and Korea. Not content to be only a teacher, he is recognized internationally as an author in economics.

Dr. Christine Stamm-Griffin is recognized for teaching at both the Denver and Providence campuses. Upon the opening of the Denver campus, she led the Teaching Excellence program. She was also instrumental in establishing the School of Education and chaired that department in Denver until 2007. Currently, she is a member of the Social Sciences Department teaching leadership studies.

Nelson Guertin was recognized for 25 years of dedication and service to Johnson & Wales. He has taught in the English, Social Sciences, and Humanities Departments. He has added his own touch to over 17 different courses including World and U.S. History, Culture and Food, Science Fiction, and Comparative World Religions. He has been winner of the A&S Unsung Hero Award, the Collegiality Award, and the University Outstanding Service award.

In addition to longevity, Dr. Renaud also recognized Carmine Vallese upon his retirement from the university. In spite of his intimidating "tough guy" image, he is known for adopting younger faculty and students into "his family." He has been recognized at the Harborside campus for bringing his personal experience in running a restaurant and lounge into the teaching of mathematics. In addition to teaching, he earned both a bachelor's degree in engineering and a master's degree in mathematics. During his career, he helped train military personnel in computer technology, and he worked as an engineer for the Naval Underwater Systems Center in Newport. Finally, it should be noted that he is a veteran and served in Vietnam as a combat engineer. Ending his service at the rank of captain, he was also awarded a Bronze Star for bravery. He will be missed by all.

First Academic Symposium

By Sheila Austin

The first Academic Symposium, held Wednesday, April 28, in the Yena Center's Presentation Room, became a significant event for the School of Arts & Sciences. The symposium, a showcase of student scholarly research papers and projects, addressed a wide range of topics from an insightful economic treatise on "Monetary Policy" by Dan Brocklehurst to Marcie Tasker's very technical but knowledgeable handling of the "Biological Molecule: Cholecystokinin." Edward Kollett demonstrated his innovative thought processes with the paper "Artificial Intelligence: Soon to be the World's Greatest Intelligence, or Just a Wild Dream?" Sydney Loughlin's class project became an exemplary work of creative thought with 50 poems in *Daybook*. Brocklehurst, Kollett, Loughlin, and Tasker were recognized with "Outstanding Contribution to Undergraduate Scholarship" awards.

Earning "Distinguished Contribution to Undergraduate Scholarship" recognitions were Lisa Couture, with a multimedia presentation, "The History of Canned Food;" Rebecca Damphousse's, "If These Men Could Still Talk," an imagined conversation with psychoanalysts Piaget and Freud; and Chantae Erickson's research paper on "Somalian Immigration and Assimilation in Minnesota."

The winning works, judged on the criteria of thoughtful research, use of evidence and sustained analysis, and innovation, reflected a level of scholarly achievement of which the students and mentoring professors should be extremely proud. Based on this year's submissions, the breadth and depth of scholarly work taking place on campus is remarkable.

The Academic Symposium Committee, chaired by Professor Michael Fein of Arts & Sciences, consisted of seven members from Arts & Sciences departments. Department sub-committees reviewed and recommended submissions for consideration.

Comments from the many faculty and administrators attending the symposium indicated a warm welcome for this new initiative and its emphasis on recognizing superlative academic achievement and high quality, scholarly projects. The committee looks forward to the next year's presentations as Arts & Sciences continues to encourage, recognize, and celebrate academic achievement, knowledge, innovative and progressive thought, and exemplary work from students.

Singapore *Continued from page 16*

English and, in most cases, are employed by major hotels and restaurants in Southeast Asia. Their education includes a rotation of two week classroom modules coupled with on the job apprenticeships that offer an intense learning environment. The degree of professionalism and focus of these students is clear by the manner in which they approach their education. The ACP students are quite studious and have command of various dialects and ranges of English speaking ability, which keeps faculty members on their toes.

According to the school's website, the faculty is comprised of individuals from 10 countries, and this includes the chefs and professors who visit from Johnson & Wales. Students study cuisines from the east and the west, and they also learn all about herbs and spices. The makeup of the student population is multicultural like the country that hosts the institution. Singapore has a population of nearly 4 1/2 million people, which includes a unique blend of Chinese, Malays, Indians, and Eurasians and also has a strong foreign work force. This diverse, multi-ethnic population coexists in environments of multiracial harmony and blends the culture, traditions, and cuisine of its people.

Faculty members who accept an assignment in Singapore will find themselves in a world-class cosmopolitan area. Life is fast-paced, and the city roars with a hustle that will match New York, Philadelphia, or Frisco. There are endless restaurants featuring local dishes and western fare in every direction you turn. The transportation system features subway, frequent bus service, and many taxi cabs.

All this and safety, too. It is reported that Singapore is one of the cleanest and safest cities in the world. No wonder so many are willing to endure the 22 hour flight required to make it to this destination!

Dr. Michael W. Brandl's View: The Global Banking Crisis

By Kenneth J. Rourke

Dr. Michael W. Brandl, a senior lecturer in the Finance Department in the McCombs School of Business at the University of Texas at Austin, presented two back-to-back presentations on the global banking crisis at the Xavier Auditorium on April 22. Both presentations were full-houses attended by undergraduate and graduate students, JWU alumni, faculty, and executive/administrative staff.

Dr. Brandl, who is a renowned and frequent speaker at professional conferences and seminars nationally, delivered two dynamic presentations detailing the causes of the financial crisis. Brandl stated that the financial crisis really began after World War II when there was a pent-up demand for new housing in the United States. Banks were instrumental in financing new homes, which became part of the American Dream, requiring only 20 percent down-payments and offering 30-year, fixed-rate mortgages. Banks were considered "special" institutions in America who were able to fuel economic growth. The problem of stagflation in the 1970's resulted in disintermediation whereby deposits were being withdrawn from financial institutions. The United States government decided to loosen Regulation Q, which permitted banks to offer higher interest rates on deposits to attract monies to make loans to homeowners and businesses. Dr. Brandl indicated that this resulted in the collapse of the savings & loan institutions in the 1980s because these financial organizations were offering depositors higher interest rates on their savings accounts (i.e. 12%) while their fixed-rate mortgages were earning much lower rates (i.e. 8%) leading to insolvency. In addition, banks were facing intense competition for savings deposits from non-banking institutions like brokerage firms.

The United States government continued to support the U.S. banks since these institutions were considered to be the foundation of economic growth through their loans to businesses and homeowners. If our banks were allowed to fail, it was believed that our whole economic system would collapse. Therefore, the U.S. government continued to treat banks as "special" institutions who were allowed to continuously "misprice risk," which resulted in the third world debt crisis in the late 1980s, the peso crisis in 1995, the Asian financial crisis in the late 1990s, the Russian ruble crisis in 2000, and the telecom asset bubble in 2000-2001. Each time, our government asked the U.S. taxpayers to bail out the large banks in this country.

Dr. Brandl discussed how banks continued to offer mortgages to customers who did not have the financial resources to repay these loans (i.e. no-money down mortgages, adjustable rate mortgages, no documentation mortgages, and the expansion of sub-prime mortgages). American banks and mortgage firms packaged and sold their mortgages as Collateralized Debt Obligations (CDOs) to global investors who saw their investments collapse when the U.S. real estate market bubble burst after housing prices peaked in the summer of 2006. As real estate values plummeted, many homeowners simply walked away from their mortgage obligations causing the financial crisis we are currently experiencing.

Brandl displayed a map of the United States comparing the years 2000 and 2007; the maps reflected the percentage of total home mortgages that were "at least four times greater than the applicants' annual income." He emphasized that a homeowner would be stretching his/her ability to re-pay a mortgage that was more than four times his/her annual income. The map for 2007 showed a marked increase, especially on the east and west coasts, in the number of mortgages that were four times the applicants' annual income. Again, the American taxpayers were asked to bail-out the U.S. banking institutions through the \$700 billion Troubled Asset Relief Program (T.A.R.P.) in 2008. Dr. Brandl referred to this as "heads I win; tails, you lose" for the U.S. banks.

Dr. Brandl emphasized to the audience that "our government needs to stop addressing the symptoms and to resolve the causes of the problem. If you do not address the problem, it will not go away." He stated that "we should learn from history and that the long-run is more important than only worrying about the current problem," and he urged the audience to be aware that "for every action, there are many reactions." Dr. Michael Brandl indicated that "finance is not just numbers...Financial markets are based on trust, and ethical behavior is the key to financial market success." He concluded that "customers need to demand better-run financial institutions" and that

Continued on page 33

The Art of Being Sydney

By Eileen Medeiros

What's an artist like Sydney doing in a place like this? It's not often that an artist decides to study at the business school at Johnson & Wales, but that's the decision Sydney Louhglin made, and are we glad for it!

Sydney is the one of the newest members of A&S who works as an office assistant in the deans' office. A poet and painter, Sydney recently received recognition at this year's Academic Symposium for her collection of poems entitled *Daybook*. The collection came out of the journal writing she did in her honors English class. And painting, she tells me, "is my favorite thing to do in my spare time," and, in fact, she has been commissioned by a couple of collectors to do freelance pieces. Not surprisingly, then, she had always planned on going to art school. So how did she end up here? She realized that she wanted a career where she "could make a living" and so matriculated in the Advertising & Marketing Communications program, a program in which "artistic creativity is key" and leads to careers that are a bit more financially secure. In the fall, she will enroll in the SPEC Advertising program, a new program in the College of Business. She also plans on completing a concentration in psychology and hopes to put her passions, skills, and education to work at an in-house or independent ad agency and, ultimately, own her own advertising business.

Home for Sydney is St. Albans, Vermont, a town in the northeastern corner of the state, "only about 15 minutes away from the Canadian border," Sydney tells me. And, she says, "It's actually the site of the northernmost Civil War battle, and the town is known as the maple capital of the world."

Roger Fowler tells me, "She's wonderful and fits in perfectly. I'm glad she'll be here for a long time." A poet and a painter certainly does fit in well in the School of Arts & Sciences, and, like Roger, I'm sure we'll all be glad Sydney will be with us for a long time.

The International Film Festival

By Dorothy Abram

This year's fall film series will focus on the theme of HIV/AIDS in Africa to understand the dimensions of human compassion. All films will be shown at 7:00 p.m. on the dates below at the Intercultural Center and will be free and open to all.

September 23, 2010. *Yesterday* (South Africa). This heartwarming story about a mother with AIDS shows the courage of parents who are dying of this disease and must leave young children behind.

November 12, 2010. *Tsotsi* (South Africa). 2004 Best Foreign Film, *Tsotsi* is a powerful depiction and compelling story that is set in the poor townships of South Africa. The possibility for hope amidst the violence, poverty, and disease make this a must-see film.

Brandl *Continued from page 32*

"economists need to reach out from their specialized silos: macroeconomists must understand finance, and finance professors need to think harder about the context within which markets work."

Finally, Dr. Brandl offered some advice to our students. He emphasized that students need to "call-out those who are unethical." In addition, he indicated that "the classes you are taking are important! You must identify the connections between all your classes in your curriculum and to understand how this material will help you live better lives and to improve the world in which you live."

Dr. Michael W. Brandl has an award-winning blog *Macroeconomic Updates*, which offers his insight and analysis of current global economic conditions. It can be accessed at <http://blogs.mcombs.utexas.edu/brandl>. In addition, he has several video clips available at www.youtube.com.

Who are our International Students? An In-service with Amy Neeman, Ann Schroth and Karen Shea

By Erin Wynn

As we all know, international students at JWU are everywhere. Although having international students in our classes can be eye-opening and educational experience, let's face it, it can also be a challenge. The inservice *Who are our International Students?* was another very informative and interesting look at the international experience here at JWU.

This session began with Ann Schroth giving an overview of the international population at the university. This information was statistical data that she received from the International Office on the breakdown of the international population. After looking at the overall international student enrollment, Ann gave us an ESL department overview. She informed the attendees of this in-service that only a small number of the international students who are in our classes may have come through ESL. In order to test out of ESL, international students need a 550 on the TOEFL exam. If an international student tests out of ESL, then the ESL department never teaches the student, and probably doesn't know him or her. Ann went on to tell us that the enrollment of international students has grown immensely over the past three years and that they expect it to continue growing. This is great for the university in many ways but can be a challenging experience for professors who may be faced with students who are experiencing so many new things: language, American culture, American classroom culture, and, of course, homesickness. Ann let the attendees of the in-service know that the ESL department is here to help but that we should get to know the International Office, as well. They are always helpful when it comes supporting our international students.

The next presenter at the in-service was Amy Neeman. Amy shared a very useful PowerPoint presentation of a survey she had her international section of her literature class take. The survey was mostly about American classroom culture. The overall opinion that students had regarding talking to their professors here was very interesting. Most international students don't feel comfortable going to professors' office hours as it is just not something they would do in their countries. This is why many of us face what I call "after class attack." I'm sure we have all experienced this. Our international students have questions to ask us, and they want to do it in the classroom directly after class and don't realize that we have less than 15 minutes to get to our next class. Yes, I know you are all nodding your heads right now. Amy's survey showed us that her students said emailing with their professors is the most comfortable way to begin student-professor communication so, next term, when you see that you have international students in your class, let your class know that they are more than welcome to email you with questions and/or concerns about the class. Who knows? This communication may open the door to your office hours.

The last presenter at this in-service was Karen Shea. Karen is the advanced writing coordinator for the ESL department. Karen gave an overview of the advanced writing curriculum. She clearly explained that the advanced writing professors are preparing their students, as best as they can in 11 weeks, to be successful in their major courses. The information that Karen shared with us was very interesting. She was able to scan a couple of authentic pieces of writing that her writing students had done during the winter term so we were able to see the writing process come alive in front of us. Karen also informed us that, in order to prevent plagiarizing, ESL writing students do a lot of in-class writing, and they will be taking a Write Placer® test upon exiting ESL in the near future. This will allow students to be placed accordingly into the new ESL Writing Workshop that will begin in the fall. After hearing what Karen and the ESL advanced writing professors do in their classes, we all realized that each student who exits ESL does know what a thesis statement is and is more than capable of using the MLA format in writing.

Overall, this in-service was interesting, effective, and raised great questions that were discussed after the presentations. Listening to this team of experienced ESL instructors was helpful in understanding what our international students might be experiencing here at JWU. I think the attendees of this in-service now know what their students are capable of doing in regards to writing if they've come through ESL, and I also think that this in-service answered questions about how to communicate effectively with our international students in the classroom and during office hours.

Teaching Conversation III with Terry Novak

By Russ Chabot

T.S. Eliot had more than meteorological observation in mind when he poetically pronounced that “April is the cruellest month.” His sense of atmospherics was focused on the depths of the human condition of disappointment in the face of what seems to be glorious possibility at the beginning of an endeavor. Here at Johnson & Wales University, April is the cruellest month with the beginning of the end of the term in view, the anticipation of its conclusion, yet also the *sturm und drang* of end-of-the-year meetings for departments and committees, the rush to create and eventually grade exams and papers, thoughts of that paper you have been thinking of writing for who knows how many summers running, and perhaps, in some cases, the prospect of dissertation completion. Who has time for another meeting? Especially when escape is in the offing, no? “The end is near,” hardly sounds like the prospect of doom; in fact it, can sound really good.



In some sense, this was visibly obvious in the low turnout (counting Terry, there were nine of us) for this last teaching conversation of the year; then again, many of us have already completed the contractual obligation to attend three inservices. Terry has delivered a stunning set of teaching conversations this year. She has learned lessons well when it comes to active learning as the two I attended were commenced with video clips. What's not to like for this boomer-age faculty with kickoffs by The Pointer Sisters (“Yes, We Can”) and The Beatles (“With a Little Help from My Friends”)? And, indeed, it was a gathering of friends, small in number, everyone knowing another in one fashion or another, and with a pace easy and conversational.

It has been Terry's theme in this series to sing the import of collaborative learning/teaching arrangements. Clearly, Terry is a dedicated and earnest proponent of this strategy as a path for teaching our “career focused” students. Much attention was given to the importance of collaboration for students' own development as people as well as in their future lives in the work force. However, as this is a faculty event for the sake of professional development purposes, what about that? Here, three important themes developed.

First, there are enormous pay-offs for the faculty in terms of contacts with other portions of the campus community. These include professional contacts as well as the formation of real friendships. “What can you do?” is a constant refrain in the halls and in the lounge. Here is a way or the beginning of ways to deal with the “what” and the way we teach. Terry was also quite ebullient about the personal friends she has made through her participation in collaborative efforts with the College of Business, particularly with the management faculty. To further demonstrate this, she showed slides of gatherings with faculty involved in these efforts. Her experience, as she noted, reflects a certain model of collaboration with other faculty members in which a common group of students take courses together during the same term with two faculty members; they form what is known as a learning community. However, there are other models such as paired classes and interdisciplinary classes and programs. In the case of the former, people were advised to speak to Anice O'Connor and Pat Fisher about their experience of creating a capstone course for retail merchandising, which pairs a course in power and leadership with one in retail merchandising. In the case of the interdisciplinary classes and programs, one could get more information by inquiring of Laura Gabiger about her experience working with School of Technology students on technical writing.

Secondly, there can be problems, especially if the chosen path involves a team teaching a course. The complication seems to be with compensation and the allocation of class time. The often wonderful thing about team-taught courses, especially when they are taught by instructors from different disciplines, is exactly that: two instructors dealing with a subject of mutual interests from more than one disciplinary angle. If interdisciplinarity is the goal, as it is often touted, then it would seem that this would be best of all possible worlds. This is certainly preferable to one instructor trying to handle two or more disciplinary angles, one in which she is very knowledgeable and another in which she is not.

Continued on page 36



JOHNSON & WALES
UNIVERSITY

JOHN HAZEN WHITE
SCHOOL OF ARTS & SCIENCES

Johnson & Wales University

8 Abbott Park Place

Providence, RI 02903

Phone: 401-598-1400

Fax: 401-598-1821

Teaching Conversation

Continued from page 35

Thirdly, there is the matter of introducing a proposal. The main question seems to be where to begin this process. Does one begin the work first? Or does one seek some manner of prior approval from deans and higher-level administrators?

Again, anecdotes were shared and hopes expressed for a day when the encouraged dissemination of ideas, knowledge, and perspectives become central. It's good to talk about teaching in a way other than complaining. Better yet, it's better to talk about better ways of teaching with a real craftsman. I am almost sad for this round of teaching conversations to come to an end, but are those May flowers that I smell? Time to light the grill!

By the way, Marion, thanks for the snacks.

Save the Dates: AWARE Alliance's Fall Programs

By Dorothy Abram

Evenings of Extraordinary Events:

Tuesday, October 5, 2010, from 3:45-5:00 p.m. at the Intercultural Center. The Social Sciences Department will present *AIDS, Orphans, Africa* by Deborah Kutenplon featuring images of Lesotho's stunning countryside and beautiful children. Kutenplon will discuss her work in Lesotho, a country with the 3rd highest HIV rate in the world and over 100,000 AIDS orphans. She will provide a glimpse into Lesotho's HIV/AIDS epidemic and orphan crisis including efforts by local people to care for orphans.

Thursday, October 14, 2010, at 7:00 p.m. in Xavier Auditorium. *Three Purple Plums: Children and HIV/AIDS in Africa*, a dramatic performance written by Dorothy Abram, will explore the issue of "children taking care of children" due to the plague of HIV/AIDS in Africa. Guest speaker Deborah Kutenplon will speak before the play on her work for children infected with AIDS in Lesotho, southern Africa.

Saturday, October 23, 2010, in Cintas Dining Room, Harborside Campus. A dinner will be held in support of the AIDS Children of Africa. This awareness-enhancing and fund-raising evening will feature a multi-course African meal and presentation on the plight of AIDS-positive children. Guest speaker, Deborah Kutenplon, a R.I. nurse midwife and founder of AIDS ORPHAN CARE, spent last year working at an HIV clinic in Lesotho, in southern Africa. While in Lesotho, she met a number of dedicated people caring for orphans, often at great personal sacrifice. Deborah founded AIDS ORPHAN CARE to help support a free primary school for orphans and HIV-positive children; a small, home-based orphanage; and a peanut butter distribution to malnourished HIV-positive children.

