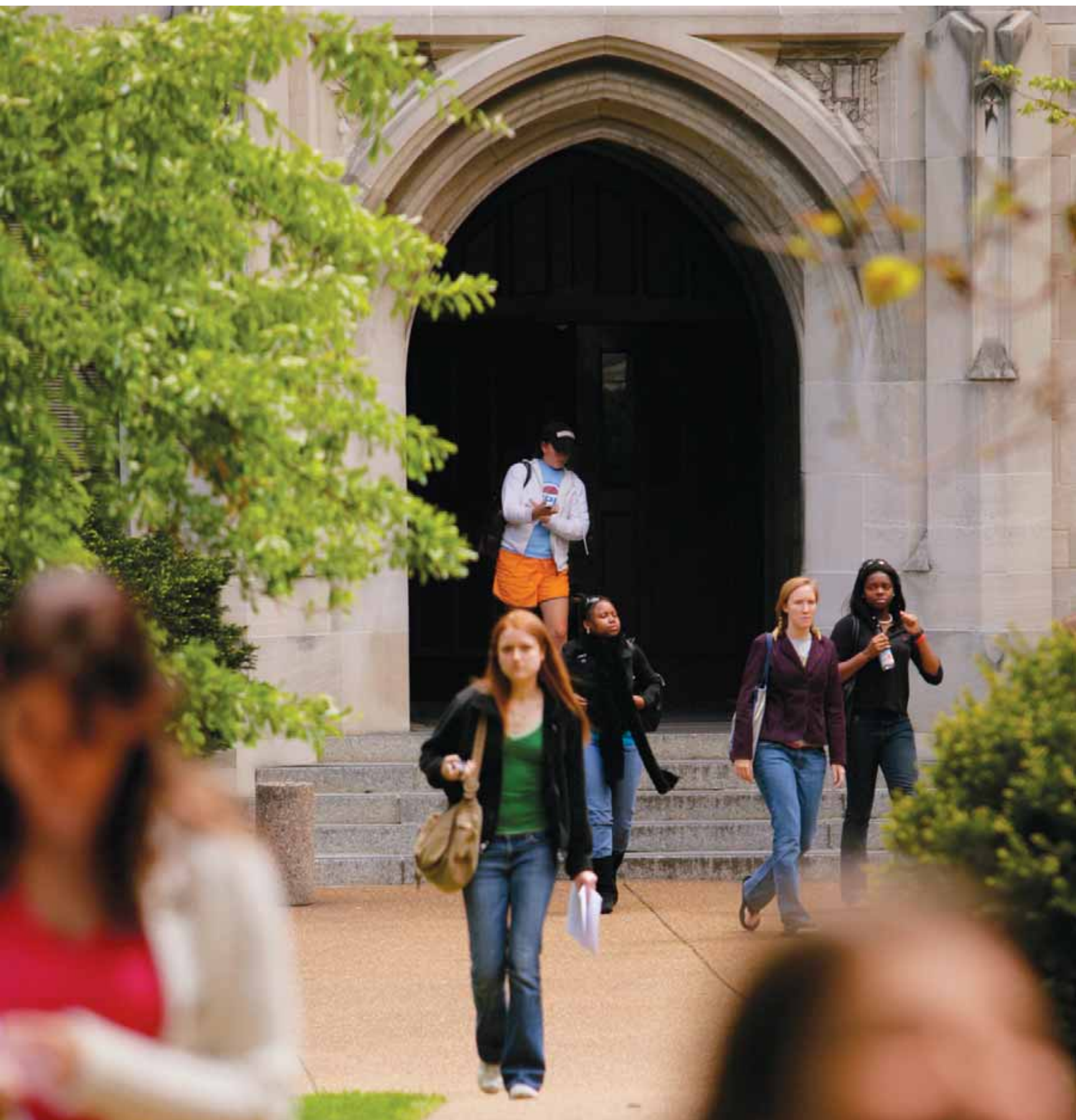


arts AND SCIENCE

The magazine of Vanderbilt University's College of Arts and Science

SPRING 2008



whereAREYOU?



STEVE GREEN

Answer found on the back cover



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Vanderbilt University is committed to principles of equal opportunity and affirmative action.

Cover: Students leave Calhoun Hall after classes. Built in 1928, the classic gothic-style building will receive an interior facelift during the 2008 summer months. Photo by Daniel Dubois.

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AS I PREPARE THIS COLUMN, THE 2007–2008 ACADEMIC YEAR IS COMING TO A CLOSE.

What an amazing year this has been! The selection of Vanderbilt's eighth chancellor, Nicholas Zeppos, was announced in March. Offers of admission were sent to—and accepted by—a highly select group of applicants. I cannot wait until August to meet these new members of the Vanderbilt community in the spectacular setting of The Commons. The Class of 2008 graduated with joy and a sterling record of achievement, and we welcome them to the ranks of our alumni. We also experienced great success this year in recruiting a talented group of faculty members to the College of Arts and Science who will be actively involved in teaching and discovery beginning next fall.

Writing this column is bittersweet, however, because it serves as my first and last column for *Arts and Science*, our new alumni magazine. I have accepted the position of provost and vice chancellor for academic affairs at Vanderbilt University. In that role, I will oversee academic programs (including the Blair School of Music, the College of Arts and Science, the Divinity School, the School of Engineering, the Graduate School, the Law School, the Owen Graduate School of Management and Peabody College), as well as research, the dean of students office, admissions, financial aid, and the registrar. I am honored by the trust and confidence that the Chancellor and Vanderbilt Board of Trust have placed in me, and I promise to work closely with our students, faculty, staff, and alumni to make the already excellent Vanderbilt experience even better.

Fortunately, Executive Dean Carolyn Dever has agreed to serve as interim dean of the College of Arts and Science while we prepare to conduct a national search. First as associate and now as executive dean, Carolyn has demonstrated exemplary leadership. A professor of English and women's and gender studies, Carolyn is a noted scholar of Victorian literature and gender studies. I leave the leadership of the College of Arts and Science in extremely capable hands.

You will hear more about and from Interim Dean Dever in the future. For now, please enjoy this inaugural issue of *Arts and Science*, which replaces our previous newsletter, *Cornerstone*. This new magazine contains an expanded number of features, more art, and greater attention given to the accomplishments of the Arts and Science community, our alumni, students, faculty and staff. I am proud of it and of the strength and commitment to excellence of the College of Arts and Science. Be prepared to be informed, educated, challenged, entertained and inspired.

I have been very proud to be part of the Arts and Science community at Vanderbilt, and will continue to be part of it in my position as provost. My hope is that this new publication strengthens your connection to, and love for, this great university. We have a bright future ahead as we build upon a strong foundation of academic excellence.

Best wishes for a wonderful summer.

Richard McCarty

Provost and Vice Chancellor for Academic Affairs

Nicholas S. Zeppos Named Chancellor

ON MARCH 1, NICHOLAS S. ZEPPOS became the first chancellor in more than 70 years to be selected from within the ranks of the university. Formerly interim chancellor, as well as provost, vice chancellor for academic affairs and professor of law, Zeppos was unanimously elected by the Board of Trust to serve as the eighth chancellor of Vanderbilt.

Then-Vanderbilt Student Government President Cara Bilotta, a dual major in Spanish and medicine, health and society, pointed out that Zeppos “has been working to make Vanderbilt a better place since the day that we (students) were born.”

Zeppos joined Vanderbilt in 1987 as an associate professor of law and also served in a variety of administrative posts. Since 2002, he has overseen the university’s undergraduate, graduate and professional education programs as well as research in liberal arts and sciences, engineering, music, education,



DANIEL DUBOIS

business, law and divinity. As provost and vice chancellor, he chaired Vanderbilt’s budgeting and capital planning council, led all fundraising and alumni relations efforts across the institution, and oversaw the dean of students and dean of admissions.

Zeppos has led a number of initiatives at Vanderbilt, including the planning process for The Commons; the Strategic Academic Planning Group; innovative efforts in undergraduate admissions and financial aid; and the development of new programs in Jewish studies, law and economics, and genetics, among others.

Carolyn Dever Appointed Interim Dean

EXECUTIVE DEAN
CAROLYN DEVER

has been named interim dean of the College of Arts and Science, replacing Richard McCarty, who has accepted the position of Vanderbilt’s provost and vice chancellor for academic affairs.



STEVE GREEN

Dever has served as professor of English and women’s and gender studies since 2000. She was appointed associate dean in 2004, overseeing graduate education in the humanities, social sciences and natural sciences, and became executive dean in 2007. Dever received her undergraduate degree from Boston College and her Ph.D. in English and American literature and language from Harvard University. She came to Vanderbilt from New York University, where she was assistant professor of English. At NYU, she directed graduate studies in English and the NYU Summer in London Program, and was awarded the university’s “Golden Dozen” award for undergraduate teaching.

McCarty has served as dean of the College of Arts and Science and professor of psychology at Vanderbilt since 2001. He received his bachelor’s degree in biology and master’s degree in zoology from Old Dominion University before earning a Ph.D. from The Johns Hopkins University. Under McCarty’s direction, the College of Arts and Science embarked on a major faculty recruitment initiative; undergraduate student quality, diversity and selectivity ranked among the country’s highest; graduate student enrollment and diversity increased; alumni involvement and fundraising grew significantly; and a number of new buildings were dedicated.

The university is preparing to conduct a national search for McCarty’s permanent successor.

Swain Named to Humanities Council



STEVE GREEN

CAROL M. SWAIN, professor of political science and law, was appointed to the National Council on the Humanities by President George W. Bush and confirmed by the U.S. Senate. The council is the advisory board for the National Endowment for the Humanities, which makes grants supporting research, education, preservation and public programs in the humanities. In addition to teaching, Swain also directs the non-profit Veritas Institute for Justice and Reconciliation. She will serve on the council for a six-year term.

All in the Numbers

Vanderbilt's **English department is ranked as the No. 1 small, prestigious Ph.D. program** in the nation by the *Guide to Graduate Programs* (www.graduate-school.phds.org), sponsored by the Alfred P. Sloan Foundation and the Burroughs Wellcome Fund.

Kaplan/Newsweek, publisher of the *How to Get into College* guide, selected **Vanderbilt University as one of the "New Ivies"** for the 2007 edition of the guide.



MASON HENSLEY

Vanderbilt professors rank seventh in scholarly production among faculties at research universities in the United States, according to the *Faculty Scholarly Productivity Index* released by Pennsylvania-based Academic Analytics. Using data from 2005, the index individually ranked **Vanderbilt's doctoral program in Portuguese and Spanish as No. 1.**

According to Thomson Scientific's *Essential Science Indicators* database, the **mathematics department now ranks in the top 1 percent** of all universities in terms of total citations in the field of mathematics. Currently, Vanderbilt mathematicians have published 368 highly cited papers, which have been cited by other researchers a total of 1,334 times to date.

Oscar-Winning Vanderbilt Alumnus Dies

DELBERT MANN, BA'41, died in Los Angeles November 13, 2007, at the age of 87. One of the top directors during Hollywood's golden age of television, Mann received an Academy Award as best director for the movie *Marty* in 1955. He had previously directed the acclaimed live television production of the same name.

A political science major, Mann was elected president of the student council and served as co-managing editor of *The Vanderbilt Hustler* with his future wife, Ann Caroline Gillespie, BA'46.

In later years, Mann served on the Vanderbilt Board of Trust. He also established and raised money for the Fred Coe Artist-in-Residence-in-Theatre program at Vanderbilt. He donated his papers to the Jean and Alexander Heard Library, and received the Distinguished Alumnus Award in 1999.



COURTESY OF VANDERBILT SPECIAL COLLECTIONS

Delbert Mann with George C. Scott during the making of the movie *The Last Days of Patton*

Mann worked with a who's who of stars during his long career, including Humphrey Bogart, Grace Kelly, Angela Lansbury, Jack Lemmon, Walter Matthau and George C. Scott. The 1955 production of *Marty* earned four Academy Awards, including best actor (Ernest Borgnine), writing (Paddy Chayefsky) and best picture.

In tribute to Mann, his family asked that memorial donations be sent to the Fred Coe Visiting Professorship at Vanderbilt.

HEARD IN PASSING

This is as much about entertainment as discussion of the issues ... there's no premium on any kind of intelligent exchange among the participants.

—Vanessa Beasley, associate professor of communications studies
On YouTube presidential debates



"Reunión en el Pentágono I-V (Meeting at the Pentagon I-V)," 1970 ©The Fundación Guayasamín, Quito, Ecuador

Of Rage and Redemption Begins National Tour

A CHANCE MEETING BETWEEN A Vanderbilt professor and the grandson of one of Ecuador's most acclaimed artists led to Vanderbilt's role in the first U.S. exhibition of that artist's works in more than 50 years. *Of Rage and Redemption: The Art of Oswaldo Guayasamín* premiered in February at Vanderbilt's Fine Arts Gallery and the Sarratt Gallery before continuing on a nationwide tour.

Carlos Jáuregui, associate professor of Spanish literature and anthropology, met Pablo Guayasamín Madriñán at a reception in 2006. The idea for the exhibit soon developed. Organized by the Center for Latin American and Iberian Studies at Vanderbilt University and the Vanderbilt University Fine Arts Gallery, the exhibit covers Oswaldo Guayasamín's (1919–1999)

full body of work, most of which has never been seen in the U.S.

The show was underwritten by Susan Braselton Fant, JD'88, and Lester "Ruff" Fant, BA'63. It was developed in cooperation with the Fundación Guayasamín, Quito, Ecuador, the largest depository of the artist's work in the Americas. Following its Vanderbilt premiere, the exhibit opened at the Art Museum of the Americas, Organization of American States, in cooperation with Georgetown University, Washington, D.C. The exhibit will then travel to Museo Alameda, San Antonio, Texas; University Galleries, Florida Atlantic University, Boca Raton, Florida; and Samek Art Gallery, Bucknell University, Lewisburg, Pennsylvania. It will end its scheduled tour at the Museum of Latin American Art, Long Beach, California, in August 2009.

A&S Faculty Honored with Emeriti Status

DURING 2007 AND 2008 COMMENCEMENT CEREMONIES, 12 retiring faculty members of the College of Arts and Science received the title of emeritus or emerita faculty. Together the professors represented more than 300 years of teaching excellence.

Those named emeritus or emerita in 2008 were Matthew Gould, professor of mathematics; Michael D. Plummer, professor of mathematics; and Patricia Ward, professor of French and comparative literature.

Those honored in 2007 were Royal G. Albridge, MS'80, professor of physics; Jeffery J. Franks, professor of psychology; John Halperin, Centennial Professor of English; David M. Hercules, Centennial Professor of Chemistry; Peter T. Loosen, M.D., professor of psychiatry; James Loren Nash, M.D., associate professor of psychiatry; F. Carter Phillips, BA'65, professor of classics; Henry A. Teloh, professor of philosophy; and Susan Ford Wiltshire, professor of classics.

Gauthier Receives Troland Research Award

ISABEL GAUTHIER, associate professor of psychology, has been named a 2008 Troland Research Award winner by the National Academy of Sciences. The prestigious Troland Research Award is given annually to young researchers

(age 40 and under) to recognize unusual achievement and to further the recipient's research within the broad spectrum of experimental psychology. Only two awards are given annually and each includes a \$50,000 prize.

Gauthier's research focuses on how we perceive and recognize objects in our environment, how we develop expertise in perceiving certain images, and what changes occur in the brain as this expertise develops.

Gauthier is founder of the Perceptual Expertise Network at Vanderbilt and co-principal investigator of the National Science Foundation's Temporal Dynamics of Learning Center. She is a member of the Vanderbilt Vision Research Center, the Center for Integrative and Cognitive Neuroscience, the Vanderbilt Kennedy Center for Research on Human Development and the Learning Sciences Institute.



STEVE GREEN

AND THE AWARD GOES TO



Andreas Berlind, assistant professor of physics and astronomy, received one million cpu-hours of computing time on the TeraGrid, a National Science Foundation-funded program.

Berlind will use the research time on national supercomputers to simulate the evolution of dark matter.

The first Chancellor's Chair in History was awarded to **Michael Bess**, professor of history, who specializes in twentieth-century European history.

Barbara Hahn, Distinguished Professor of German, and **Michael Bess**, Chancellor's Professor of History, have been awarded 2008 Guggenheim Fellowships. These competitive awards provide funding in the arts, sciences and other forms of scholarship.

Tom D. Dillehay, Distinguished Professor of Anthropology and department chair, has been named a fellow of the American Academy of Arts and Sciences. The academy annually elects as new fellows the finest minds and most influential leaders of our day.

In Defense of Negativity: Attack Ads in Presidential Campaigns by **John Geer**, Distinguished Professor of Political Science, has been awarded the Goldsmith Book Prize of the Shorenstein Center at Harvard University. The prize goes to an academic book that best improves government.

Larry Isaac, Distinguished Professor of Sociology and professor of American studies, received a National Endowment for the Humanities Fellowship Award for 2008.



Chancellor Zeppos surprises Molly Miller during class.

Molly Miller, professor of earth and environmental sciences, received the 2007 Chancellor's Cup, given annually in recognition of the greatest contribution outside the classroom to undergraduate student-faculty relations.

"Endangered Still Life, #7" by **Ron Porter**, senior lecturer in art, took top prize in the Red Clay Survey at the Huntsville Museum of Art.

Dieter Sevin, professor of Germanic languages and literatures and chair of the department, was awarded the Cross of the Order of Merit of the Federal Republic of Germany (das Bundesverdienstkreuz). The Order of Merit is the highest tribute of the Federal Republic of Germany for services to the nation.

"This was our way of saying 'thank you' to Vanderbilt for providing us with a quality education and nurturing our intellectual lives over the years."

– Dr. Charles H. and Mrs. Joy B. Hambrick

After establishing a scholarship for students in the College of Arts and Science, the Hambricks started exploring additional ways to help Vanderbilt. The Charitable Gift Annuity was a perfect solution because it benefits them as well, with a sizeable tax deduction and guaranteed income for life.

Benefits on a \$10,000 Single-Life Charitable Gift Annuity*

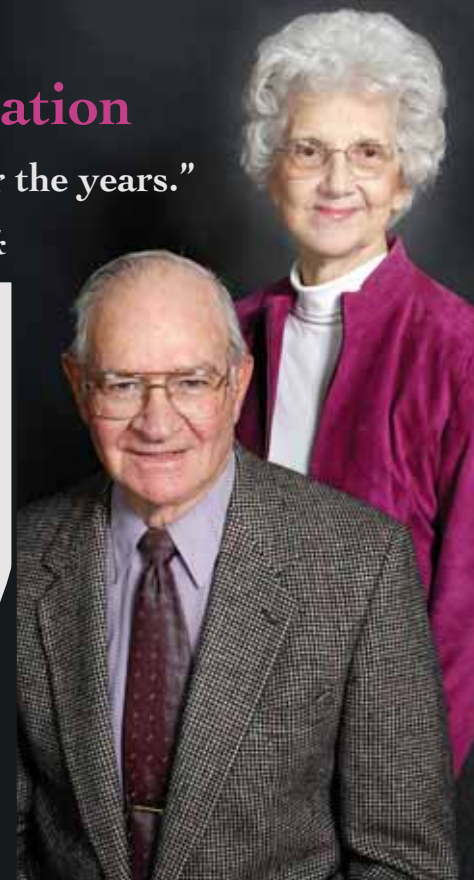
Age	Annuity Rate	Yearly Payment	Tax Deduction
65	6.0%	\$600	\$3,110
70	6.5%	\$650	\$3,594
75	7.1%	\$710	\$4,155
80	8.0%	\$800	\$4,696
85	9.5%	\$950	\$5,099
90+	11.3%	\$1,130	\$5,615

*Minimum age of 65 and minimum gift of \$10,000. Figures as of April 2008.

For more information, please contact Katie Jackson in Vanderbilt's Office of Planned Giving at 615/343-3858 or 888/758-1999 or katie.jackson@vanderbilt.edu. Let her tailor a Charitable Gift Annuity just for you.



VANDERBILT



Chile Relationship Extends International Reach

by JAMIE REEVES

Chile might seem a bit far to go for spring break, but Dean Richard McCarty and a team of Vanderbilt faculty and staff recently made the trip as part of a university-wide effort to build research-based relationships with peer institutions around the globe.

In early March, Dean McCarty, Assistant Provost for International Affairs Joel Harrington, Department of Anthropology Chair Tom Dillehay, and Vanderbilt International Office Program Coordinator Melissa Smith visited Pontifical Catholic University of Chile, one of South America's top academic institutions. Although a partnership between Vanderbilt and the Chile university has not yet been formalized, all involved are enthusiastic.

"One way we can serve our students and faculty is to extend Vanderbilt's reach internationally," McCarty says. "The trip went very well. We had wonderful discussions across many disciplines."

Vanderbilt has already established research-based institutional partnerships with the University of Melbourne, University of Cape Town, Fudan University and the University of São Paulo. "We want to build strong institutional relationships with a small number of peer institutions around the world. These are based on research collaborations, in contrast to student exchanges, which is what we've done in the past," says Harrington, who noted Vanderbilt's approach is unique compared to those at most American universities.

These partnerships provide new opportunities for students through research and internships, facilitate greater international research and teaching opportunities for faculty across disciplines, and improve Vanderbilt's reputation abroad, Harrington says. Future initiatives may also include joint labs, symposia and conferences, and perhaps courses or degrees.

"The College of Arts and Science is very involved in these core partnerships, and it's a great way for us to strengthen our academic programs," McCarty notes.

Although students and faculty represent the primary beneficiaries of the internationalization efforts, staff and administration may also have the opportunity to participate in an exchange of ideas. The University of Melbourne recently sent a senior member of its development staff to meet with Vanderbilt development staff, and in exchange, one of Vanderbilt's international office staff members visited Melbourne to learn from its expertise in internationalization.

The College of Arts and Science has had close ties to South America for decades, and to Chile in particular. Dillehay has led numerous archaeological and anthropological projects in the region. Simon Collier, former chair of the Department of History, had a long-standing relationship with Pontifical Catholic University through his academic interest in Chilean political history. In 2006, Pontifical Catholic University Political Science Professor Juan Pablo Luna participated in Vanderbilt's Latin American Public Opinion Project directed by Mitchell Seligson, Centennial Professor of Political Science and fellow of the Center for the Americas.

"One of the priorities for the College of Arts and Science is creating new knowledge through research," McCarty says. "International partnerships have the added bonus of tapping into other institutions' strengths while providing our faculty and students with experiences that increase their personal knowledge."



© ISTOCKPHOTO.COM/MARISA ALLEGRA WILLIAMS



The Spanish and Portuguese

Say Nashville and language, and some people immediately think of a Southern drawl. But say Vanderbilt and language, and scores of scholars, diplomats and business executives around the world think of Spanish and Portuguese.

Vanderbilt is one of a handful of U.S. universities offering a comprehensive course of study in Spanish and Portuguese, says Cathy Jade, Chancellor's Professor of Spanish and chair of the Department of Spanish and Portuguese. That comprehensiveness emphasizes both cultural knowledge and fluency, with the result that the department's graduates can now be found all over the Spanish-speaking world. In addition, a unique, more than 60-year connection to the Portuguese-speaking country of Brazil has made Vanderbilt one of the top centers in the United States for Brazilian studies.

"Many of our undergraduates combine Spanish as a double major with other fields—premed, engineering, economics, political science," Jade says. The globalization that links North America through business, industry and immigration to its Spanish and Portuguese-speaking neighbors has placed the department at the forefront of learning and resources.

Undergraduates focus on Spanish and Portuguese language study coupled with exploring the traditions, culture, history and literature of the nations that speak those languages. They are encouraged to study abroad and immerse themselves in the language and culture. Students can opt for one of several tracks in the

Spanish and Portuguese program, including majoring exclusively in either language or both.

That marriage of language and culture makes the program successful, according to Emanuelle Oliveira, assistant professor of Luso-Brazilian literature, who teaches classes on the culture of Brazil. "You can't understand a culture if you don't go deeper than just learning the language," says the native of Rio de Janeiro. "The arts and literature of a country represent its soul."

Skylar King, BA'05, credits her study-abroad semester in Chile for preparing her in both language and cultural understanding. King parlayed her double major in communications studies and Spanish into a job marketing public service and living abroad programs through an Austin, Texas, nonprofit. "Speaking the language deepens and widens your experience with other cultures," says King, who recently led an alternative spring break group from Indiana University to Costa Rica. "It enriches you."

Prominence in Portuguese

Although Vanderbilt's emphasis on Spanish is not surprising, the university's strength in the study of Portuguese is more unusual. According to the Modern Language Association, 52 percent of foreign language students nationwide study Spanish. Less than 1 percent study Portuguese, although that figure represents a 22.4 percent increase since 2002. The gain acknowledges Brazil as the 10th-largest economy in the world; overall, one in three people in Latin America speaks Portuguese, and nearly 250 million people worldwide, including those in Angola, Cape Verde, East Timor, Mozambique, Portugal, and São Tomé and Príncipe.



Connection

by MARDY FONES

The College of Arts and Science has three full-time faculty teaching Portuguese, a rarity among U.S. universities. Those scholars, along with a longtime partnership with Brazil, make Vanderbilt one of the top five U.S. institutions for the study of Brazil today.

The foundation for leadership in Portuguese came under the direction of Chancellor Harvie Branscomb, fresh from a trip to South America. He saw offering Spanish and Portuguese as a way to position Vanderbilt as a national institution. Under his direction and using a grant from the Carnegie Corporation, Vanderbilt founded the Institute for Brazilian Studies in 1947. In the 1950s, interest and expertise in things Brazilian led to the founding of Vanderbilt's Center for Latin American Studies, which eventually became the Center for Latin American and Iberian Studies (CLAIS). In the 1960s and '70s, Vanderbilt professors taught at Brazilian universities. The College of Arts and Science's landmark graduate program in economic development attracted Brazilian students, who returned to their country to serve in positions of prominence in finance and government.

Vanderbilt is also a leading research center for Latin America and the Iberian Peninsula studies, home to the international Brazilian Studies Association (BRASA), and holds an extensive collection of reference materials. "Our Brazilian collection is one of the best in the country," says Marshall Eakin, professor of history and executive director of BRASA. "We have materials that aren't available anywhere else, including Latin America." Those materials draw scholars and researchers from around the globe.

Good to Be No. 1

While the undergraduate program prepares students for a variety of careers, the graduate program focuses on educating academics and scholars. More than 50 students apply for the four to five slots available annually. Graduate students from both the U.S. and abroad,

already fluent in Spanish, Portuguese or both, attend Vanderbilt to prepare for academic careers via specializations that are immersed in the rich culture, literature, industry and business of Latin America and the Iberian Peninsula.

Competitive and comprehensive, the program was recently ranked as the country's most productive graduate program in the area of studies by *The Faculty Scholarly Productivity Index*.

Vanderbilt's comprehensive approach has led its graduates to teach at top-tier institutions such as Notre Dame, Michigan, Dartmouth and Florida. "As a university, we accrue value through the placement of our graduates," Jrade says.

That sense of value runs both ways, according to Juan Vitulli, MA'05, PhD'07. Now an assistant professor of Spanish Golden Age literature at the University of Notre Dame, Vitulli says Vanderbilt nurtured his aptitude for scholarly research and teaching. "The Spanish and Portuguese program offered me a great chance to develop my academic interests. When I entered in 2003, I didn't know what my future would be. I just came to do my M.A. In less than four years, I completed my doctorate and obtained an excellent job," Vitulli says. "When I started at Notre Dame, I was well prepared to get the balance between teaching and research."

The department's graduates can now be found all over the Spanish-speaking world.

Norma Antillon

“NORMA ANTILLON IS THE GLUE THAT HOLDS US TOGETHER,” says Ted Fischer, professor of anthropology and director of the Center for Latin American and Iberian Studies (CLAIS). “She is our public face, the person who shepherds students through the program. She knows where our alums are and what they’re doing, and through her, gives them a tight connection to the center. When alums call, they always ask about Norma.”

Antillon’s ebullient personality and willing spirit are her trademarks. The native of Guatemala doesn’t mention it, but she’s been known to help visiting scholars by personally paying their apartment deposits until their funding comes through. She has a large collection of letters, photos and cards from former students, who keep in touch with her long after they have graduated. The grandmother of 10 is the kind of woman who takes a homeless woman to lunch on a weekly basis. For Antillon, strangers are just people she has not yet transformed into friends. Her official title is administrative assistant, but it should be premier go-to person for the center.

How did you come to work at Vanderbilt? At CLAIS?

This is my second time at Vanderbilt. I came in 1958 with my husband who was pursuing a Ph.D. in biochemistry. After he received his degree, we went back to Guatemala. Later, after I was divorced, I sent my daughter to Nashville . . . I could get a visa to work and I came back. I heard about an opening in CLAIS and I’ve been here for 22 years.

What do you enjoy about your job?

I am privileged to work with faculty who are experienced in Latin America, speak Spanish, and several of them, Portuguese. Not only are they great academics, they are special, excellent people. The students are diverse, interesting, and they will be teaching and influencing young people to study and to care for others. I have a lot of contact with the students and it keeps me young.

Spanish is your first language. How did you learn to speak English?

My father was the Guatemalan ambassador to Washington, D.C., so I went to the American School in Guatemala.

What do you like to do?

I love to travel. My first international travel was when I was only 17. I received a scholarship to a college in Briarcliff Manor, New York. That changed my life forever. Since then, I have traveled within the U.S. quite a bit and have been to Venezuela, Peru, Central America, Paris and Israel. I go to Guatemala every summer to see my son and his three children, and also my aunts who are in their 90s.

What do you like best about Nashville?

The region’s change of seasons, particularly fall, is one of my favorite things. Guatemala is called “the land of eternal spring.” We don’t have fall or the kinds of trees that flower and leaf out in the spring. I love to walk at Radnor Lake. The Vanderbilt campus is so beautiful, it’s like working in a park. Every day when I walk from the parking lot, I rejoice in the beauty of the campus. And I talk to the campus groundskeepers. They’re very nice people.

How do you spend your free time?

I love to go shopping at the Farmers’ Market. It’s an informal United Nations. And I visit my five grandsons in Franklin. They have a ping-pong table and my grandsons were surprised that I know how to play. But the youngest—he’s four-and-a-half—has been begging me to play soccer with him.

I’m always busy with my church. It’s very international—we have members from 12 Latin American countries. I’m a *consejero* (part counselor/part teacher). I help people who want to be baptized. I also teach a Sunday school class for older members and visit new members.

For Antillon, strangers are just people she has not yet transformed into friends.

What's the biggest difference between life here and in Guatemala?

In Guatemala, families live in the same city. Children go to college in the city where their families live, and they don't leave their parents' homes until they marry. That's the kind of thing that holds families together, but you can't do that in the U.S. because of the distances.

Are you still a citizen of Guatemala?

I couldn't vote in Guatemala because I didn't live there and I couldn't vote in the U.S. because I wasn't a citizen, so I became a U.S. citizen in 1996.

Do you like to read?

Yes. I love libraries. Also, what the Ph.D.s write about is incredible, but if you haven't read the Bible, you're really missing something. For many years, I read anything that came into my hands, but I never got anything out of it. Now I only read spiritual material. The last book I read was *90 Minutes in Heaven: A True Story of Death and Life* by Don Piper.

Do you have a secret vice?

I've been watching *The Young and the Restless* soap opera for 10 years. We watch it at lunch in the copy room. I go home to Guatemala for three weeks every summer, and when I come back, I haven't missed a thing on the show.

Do you plan to retire anytime soon?

Everyone keeps asking me when I'm going to retire. I keep asking God the same question. In the end, I think it'll be technology that gets me out of here. Even my grandsons do things on the computer I don't understand. At Christmas, my son gave me a combination telephone/answering machine. It had 60 pages of instructions. I told him to take it back. When I'm home, I just want a phone I can use by picking it up and saying "Hello?"



JOHN RUSSELL

FULL. *Immersion*

With Fräncille Bergquist, the journey is the destination.

by WHITNEY WEEKS, BA'94

Fräncille Bergquist has a secret that many deans would not admit: As a college-age student, she had to repeat a year of classes.

The future academic dean was living in Barcelona, away from family, friends and American culture. Usually an excellent scholar, she struggled with the college-level literature, language, geography and other classes in which she was enrolled.

“Because I only had one semester of Spanish—not a good idea!—and all the courses were in Spanish, I couldn’t do the work,” she says.

At Christmas break, she explained to her family that, while the academics weren’t going well, she was learning an incredible amount living in the *colegio mayor*, the dormitory, where all of the residents spoke Spanish. With the support and encouragement of her parents, she returned to Barcelona. She spent the remainder of that first year improving her Spanish, and then repeated the courses for academic credit the next year.

“It took me two years [to complete a one-year program], but it was full immersion, and it was the best thing I ever did,” she says.

That personal experience may contribute to the great rapport she has with the students she sees as associate dean of academic affairs for the College of Arts and Science.

Officially, Bergquist’s charge is helping students resolve issues related to academics, including pre-major advising, transfer of credits from other institutions, and the creation and approval of courses for independently designed interdisciplinary majors. Unofficially, she is the Arts and Science guru, always ensuring that students get the most from their Vanderbilt experience.

“I’ve stayed in this job so long because it allows me to help students realize their dreams, their potential. I help them learn how to approach their studies and their unique situations,” says Bergquist, who is also an associate professor of Spanish.

La aficionada de la palabra

She came to Vanderbilt by way of the Department of Spanish as a freshly minted Ph.D. Six years later, she was denied tenure by that department, during a time she describes as “different from today” for female faculty. (In 1983, Vanderbilt had only a handful of tenured female faculty across all of its colleges and schools.)

“I remember talking to Mother when I found out,” Bergquist says. “She said, ‘Honey, it’s not you, it’s them. You know what you’ve done, you know what you’re worthy of.’ And it’s true. I knew what I was capable of, and here I am, more than 30 years later.”

What she was capable of was obvious to others at the College of Arts and Science. The summer after being denied tenure, she was asked to interview for, and was ultimately offered, the position of associate dean. She accepted because of her deep affinity for Vanderbilt and the opportunity to work closely with students.

“What I do now in the dean’s office is teach,” she says. “When I’m in a classroom, I have 20 or 30 students, and when I’m in the dean’s office, I teach one-on-one.”

In addition to her responsibilities as dean, she has taught an upper-level Spanish language or linguistics course throughout her three decades at Vanderbilt. Bergquist says she loves watching students take on different personas as they learn to speak a new language. With the turns of phrases and various hand and facial gestures required by each language, she explains, a person can truly become and behave like someone else by speaking another language.

She says her fascination with Spanish comes from being a self-described “word nerd,” someone who is intrigued by form and function within a language. “*Se me perdieron las llaves*. The keys lost themselves to me,” she says with delight. “This is so unlike that sentence in English, when we’d say, ‘I lost my keys.’ In Spanish, it’s not my fault the keys are lost—the keys did it!”

Whether teaching rules of possession in Spanish or advising someone on academic requirements, Bergquist is recognized and

“I’ve stayed in this job so long because it allows me to help students realize their dreams, their potential.”

renowned for her dedication. She has won both the Madison Sarratt Prize for Excellence in Undergraduate Teaching and the Chancellor’s Cup, given in recognition of student–faculty relationships outside the classroom. Rare is the Arts and Science graduate without a personal experience with Bergquist.

“Dean Bergquist was my introduction to Vanderbilt, and she made me want to go there,” remembers Anastasia Higginbotham, BA’93, who met with Bergquist her first day on campus after transferring to Vanderbilt as a junior. “I walked out of her office and thought that if even one other member of the faculty took as much time with me and cared as much about my situation as she just had, then Vanderbilt was where I wanted to be.”

International Ties

One of two children born 13 months apart into a close-knit family, Bergquist completed her freshman year of college at Louisiana State University. Initially, she was going to take premed in order to be a pediatrician, but as she readily admits, she did not do particularly well in the sciences. However, she thoroughly enjoyed her one semester of Spanish. So when her father, who was employed by an international oil company, and her mother, a classically trained pianist, were transferred to Italy, she was given an option.

“When my parents went to Europe, I had the choice to stay in the States or to go with them. ‘Oh! I think I’ll go to Europe,’” she says with a laugh.

In the late 1960s, study abroad programs like those today didn’t exist, hence Bergquist’s enrollment in the Courses for Foreign Students program in Barcelona. When her parents returned to the U.S., she enrolled at Texas Tech and ultimately earned both her undergraduate and Ph.D. degrees in Spanish and linguistics.

Later at Vanderbilt, Bergquist would help create McTyeire International House, a living/learning center that promotes the use of foreign languages and awareness of different cultures. Students live immersed in a foreign language, becoming more fluent and natural



speakers. As a result, McTyeire residents who later study abroad do not have the struggles with language that Bergquist had as a student.

Not surprisingly, Bergquist relishes traveling internationally and Spain is her favorite destination. Having mastered French, Portuguese and Catalan—though she flatly denies fluency in any of the three—as well as Spanish, she also denies having a favorite part of the country.

“I like the north as well as the south as well as the middle because there is always something new and interesting to see,” she says. “And while I love the cities—Barcelona and Madrid are fabulous—the smaller cities like Salamanca and Santiago de Compostela are jewels. Just walking the streets and meeting new people is wonderful.”

Closer to home, Bergquist can be found patronizing Nashville’s Sunset Grill restaurant (despite the conspicuous absence of Spanish food), cheering on Vanderbilt’s athletics teams, and attending as many student concerts and performances as possible. Her affection for students and the institution are evident even when the associate dean has to tell students what they do not want to hear.

“She has a real gift with students,” says Vickie Latham, Bergquist’s assistant for the past 13 years. “They come in fussing or crying, and they walk out laughing because she has such a wonderful way with people.”

Change the World

One major combines learning, research and service to develop real world solutions now.



DAVID PATEL

One undergraduate travels to Jamaica to research whether the health clinic is open when the population needs it most. Another works with a local hospice. A third studies the effect of literacy on diabetics' renal function.

Vanderbilt has always strived to educate its students so they will go forth and contribute as leaders after they graduate. But why wait?

From this philosophy, a new College of Arts and Science major, medicine, health and society (MHS), was born. Using an interdisciplinary and transinstitutional framework, MHS encourages students to examine the local, national and international forces that affect medicine, health and society. Courses and seminars cover topics including the correlation of health care and diseases, the doctor/patient relationship, economic and legal barriers to quality care, cultural and global concerns, the history of medicine, and gaps in the infrastructure of public health systems. Students then have an opportunity to participate in internships to confront problems in real-time settings, such as hospitals, hospices, public health clinics, homeless shelters and international relief agencies.

Passion, Service and Research Combined

"I think a lot of our students come to our program because they want to change the world," says Arleen Tuchman, professor of history and director of the Center for Medicine, Health and Society. "They're learning how to reflect on this impulse or this passion that they have, and they're being encouraged to think about how to combine service and research."

Vanderbilt students are flocking to participate in this innovative intersection of humanities, social sciences and medicine. Now tagged as the hottest new major on campus, it has grown from 29 declared majors in the fall of 2006 to 175 majors today—with no plateau in sight. "There's a buzz on campus," Tuchman says. And students and faculty alike share the excitement.

"These are students who want their shot at some sort of transformative experience," says Greg Barz, associate professor of anthropology, associate professor of musicology, and associate professor of music and religion. "I see them as intellectual risk-takers. I see them taking leaps off cliffs in terms of what they're willing to think about, and what boxes they're willing to think outside of. Plus, the courses are cool."

Barz, for example, teaches a course about East African medicine and society, and works with Vanderbilt's Kampala Project, which includes a four-week, on-the-ground, service-learning component in Uganda. Students chosen for the course attend a spring semester class introducing the health issues of East Africa, with a particular focus on HIV/AIDS. They then travel with Barz for a May session internship in Kampala, where each works in a clinic, school, orphanage, hospital or outreach center.

The Kampala Project is now co-sponsored by The Commons (see related story on page 20), with the intent of providing international opportunities for first-year students who will return to the university and share their experiences with peers and teachers.

"We wanted them young, so they would come back and change Vanderbilt," Barz explains. "From their first steps on campus, these kids are being given an opportunity to become global citizens."

Diverse Disciplines Encourage Diversity of Thought

Another hallmark of the major is the way it fosters cross-campus exchange. Instructors assemble from many departments in the College of Arts and Science and from other Vanderbilt schools, as well as the medical center.

This interdisciplinary diversity broaches a wide range of thought-provoking topics. For instance, Holly Tucker, associate professor of French and associate director of MHS, teaches a course on medicine and literature; David Boyd, who holds a doctorate in medieval studies and has worked in hospital administration, has created a course on death and dying; and physician Frank Boehm leads a class in controversies in modern medicine. School of Nursing Associate Professor and Vanderbilt Distinguished Alumna Carol Etherington



CAROLYN AUDET

Opposite: Students Logan Van Meter and David Nelson at an Internally Displaced Persons camp. Above: Kampala's chaotic taxi park.

instructs students about risks and responsibilities in caring for vulnerable populations.

Tuchman has high praise for her faculty, pointing out just some of what each brings to their classes. "What I appreciate about Carol Etherington is her whole commitment to teaching students, who want to save the world, to examine their motivations. She wants them to begin thinking responsibly about the kinds of interventions that they are either supporting or enacting. And she wants them to make sure that, in the end, their work is actually benefiting the people they're trying to help."

In this same vein, Barbara Clinton, who directs Vanderbilt's Center for Health Services, will guide a class that seeks insight from community leaders into the most pressing issues facing their constituencies. Tuchman says the point is "that those of us who are in academic settings and have resources and research tools should be working with community leaders to help them solve the problems they consider most urgent."

Unique Perspectives for Premed

Many MHS majors continue on to graduate programs in nursing, public health, dentistry, law, hospital administration and medicine. In fact, the major offers a unique background for the premed undergraduate.

"So many people [applying to medical school] are biology majors without much experience in the societal aspects of medicine," explains

"I see them taking leaps off cliffs in terms of what they're willing to think about, and what boxes they're willing to think outside of."

— Greg Barz

Daniel Israel, a senior MHS major who will attend medical school in fall 2008. "Now it seems nonscience majors are getting accepted into medical school at a higher rate than pure basic science majors. I think a lot of that is the changing perspective of medical schools, realizing that knowing your p's and q's of science isn't enough to make you a true physician. You really need to know how health affects people from a societal perspective."

Senior Sarah Deery, who also will attend medical school next year, attributes the critical thinking required from her MHS classes to helping her sail through medical school interviews. "I was asked, 'What do you think is the biggest problem facing American medicine today?' and I could have talked about that for hours!" she says with a laugh.

Disha Kumar, BA'07, now in her first year at the Vanderbilt School of Medicine, believes that by double-majoring in MHS and chemistry, she was well prepared for challenges in her chosen career. "I was able to do everything I wanted to do in college," she says. "I took a history of medicine class. Who would have thought that a class like that even existed for undergraduates? I loved the interdisciplinary nature of MHS. For me, it was the best part of college."



Amsalem's class of 70 Tibetan kindergarteners.

No Permit? No Training?

How one student crossed borders and bureaucracy to help in Tibet and Nepal.

"Well, that's great you want to volunteer, but what do you have to contribute?"

This painful, yet relevant question was posed over the phone by one of a group of Italian doctors who were running a hospital in a remote part of Tibet. I was reminded of volunteering in an HIV clinic in Kampala, Uganda, not a year earlier. Because I had no medical or counseling training, my contribution in Kampala was limited to hours of pill counting in the dispensary.

I countered the doctor with a bold proposition. He answered back, "Well, if you get your EMT certification, then we could really use you. Call us when you are certified, and we'll be waiting for you at the hospital in Lithang."

So I spent January–February 2007 obtaining my certification as an Emergency Medical Technician (EMT). I also added Wilderness EMT training to help me deal with emergencies in isolated settings with minimal equipment.

Then, one week before I was scheduled to leave for Tibet, I received a devastating phone call. The hospital had been taken over by the Chinese government. The Tibetan staff had been kicked out, and no foreigners, including the Italian doctors who had funded and built the facility, were allowed.

There I was, newly certified with a leave of absence for the spring semester and no prospect of work. I began a frenzy of e-mails and phone calls to every contact I had, as well as

to any nongovernmental organization (NGO) I could find in Tibet. Determinedly, I decided to travel to Beijing as planned; make my way to Lhasa, the capital of Tibet; and use my medical skills.

By the time I arrived in China, I had leads, but nothing definite. After five gray and dismal days in Beijing, I managed to sneak onto a train going to Lhasa. I say, "sneak," because I didn't apply for or purchase the permit required by the Chinese government to travel to Tibet. I didn't want to be screened out by the authorities as an undesirable visitor.

And so I arrived in Lhasa, the Forbidden City, the highest capital in the world. This strange, medieval town would be my home for several months.

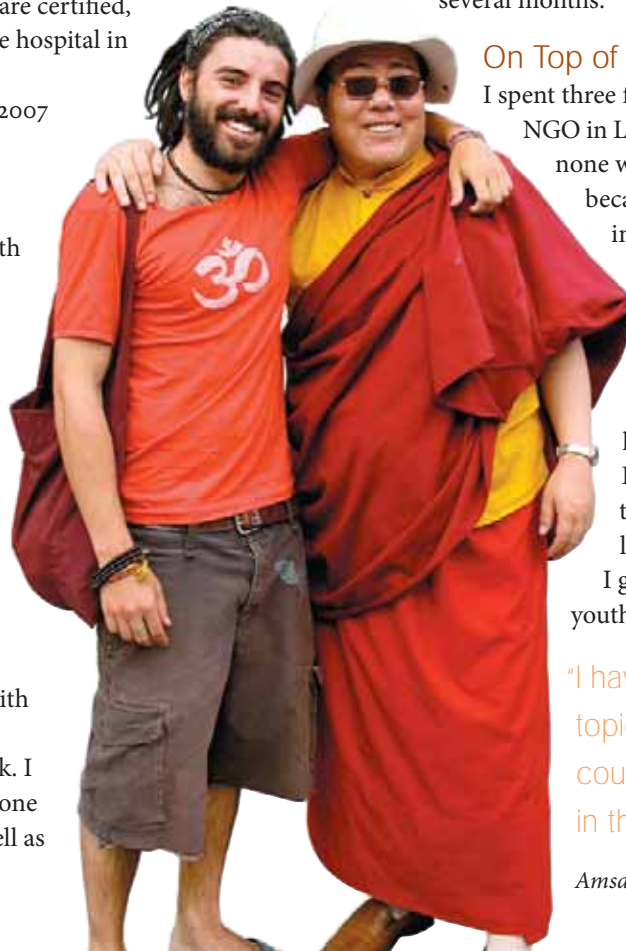
On Top of the World

I spent three frustrating weeks trying to volunteer for every NGO in Lhasa, to no avail. The government crackdown left none willing to let me work with them. As I searched, I became familiar with the town, its customs, and its incredibly warm and generous people. Giving up my hopes to volunteer medically, I explored what the culture had to offer and what it needed from me in return.

In my time in Lhasa, I taught English in three schools. My pupils ranged from 70 kindergarten students to 60 15–25 year-olds. Every afternoon I traveled outside of town to the famous Sera Monastery to study Tibetan language and Buddhism with Togme, a monk. I gave speeches and lectures to schools and youth organizations about first aid and emergency

"I have met people and experienced the topics we raise in public and global health courses, and this has motivated me more in the classroom."

Amsalem with the lama of a local monastery.





A boy leads a mule near the holy mountain of Kailash.



Pilgrims walk the circuit of prayer wheels surrounding the Jokhang Temple.

No Problem.

medicine. Thanks to the great work of the Hope Corner, a local youth program, I taught first aid to many of the tourist guides who drive Land Cruiser tours. Soon I could not walk half a block without running into people I knew or hearing a student yell, “Teacher, teacher!” from across the street.

I spent many days simply walking the Kora (holy pilgrimage) clockwise around the Jokhang Temple, Tibet’s holiest. I sometimes played pool with young monks, wandered the area’s winding alleys, watched kung fu movies in small teahouses, drank yak butter milk tea, and wrote.

One of my most memorable experiences was camping in the snowy mountains with some new Argentinian and Israeli friends. Aside from a few yaks, we neither saw nor heard another living soul during our time there. Every morning we would select a peak in the distance, pack up dried yak meat and a bar of chocolate, and set out. Every night, we would heat some tea and watch the sunset from our 5,000-meter throne on top of the world.

Off to Katmandu

After three months, my visa was to expire. Still eager to get some medical experience, I decided to try Katmandu, Nepal, where regulations for foreign volunteers would be less strict. After I e-mailed a few leads, I was contacted by doctors at Patan Hospital. They were excited that I was an EMT and wanted to discuss a project. I hitchhiked to the border as quickly as I could. I managed to slip out of Tibet as unnoticed as I had slipped in by sticking with two English twin sisters who had all the necessary permits and forms.

After settling into my new lush, green and hot environment (I hadn’t seen a tree or shrub in three months), I met with the doctors.

Their still-theoretical project was to establish a central ambulance system for the Katmandu Valley, which had no emergency medical service. We would need to develop a free emergency number (like 911), create a dispatch and communication center, get and equip ambulances, establish an EMT school, and convince people to use this system rather than take a taxi or bus or walk to the emergency room when they were in need of medical attention.

Because I was trained to work on an ambulance in the United States, the doctors believed I was the most qualified person they had come across to handle the project.

So I did.

I planned, met with the directors of every hospital and emergency medical center in Katmandu, and inspected the existing makeshift ambulances (more like slow and expensive private taxi services). The few of us working on the project obtained a three digit number, convinced the Katmandu police to let us use their dispatch system and house our ambulances (the service now has three), and got the Nepalese army to make its retiring medics available as the first class of EMTs.

Then I ran out of time. In August, I had to return to school.

The Return

The months I spent in Asia were the most incredible of my life. Not only did I see and do things I would have never imagined, but I gained life experiences that give me vivid and true insight into world issues. In classes for my major, medicine, health and society, I feel differently about most of the subjects we discuss because I’ve seen it firsthand. I have met people and experienced the topics we raise in public and global health courses, and this has motivated me more in the classroom. I’ve integrated all I learned traveling and working abroad into my studies at Vanderbilt.

Today, I continue my work with my Nepali counterparts on what has become the National Ambulance Center–Nepal. I have also worked with several of my teachers on writing proposals and developing fundraising strategies for the National Ambulance Center. I registered our organization as a 501(c)(3), obtained training material for the EMTs, and have been fundraising until I return to Katmandu next summer.

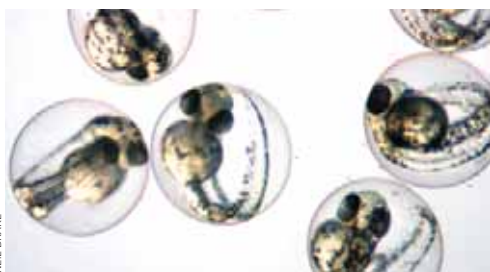
For I am returning. I have something to contribute.

Senior David Amsalem is a medicine, health and society major from New York City. To add your own contribution to the National Ambulance Center—Nepal, visit www.hhnepal.org.

BRIEFS

No Fishing Allowed

You can't bring a rod and reel in, so why does Vanderbilt have a newly renovated fishery in the Stevenson Center? The fishery is a special genetics facility that is home to the zebra fish, a small tropical fish you might have in your aquarium. Vanderbilt's fishery for biological research allows researchers to view and study early development in fish embryos through transparent zebra fish eggs. Since 25–50 percent of human pregnancies end in miscarriage of unknown genetic origin, researchers hope that the study of zebra fish eggs may help shed light on human development.



NEIL BRAKE

Fear and Loathing

If you want someone's attention fast, look afraid. Vanderbilt researchers confirmed that the brain registers fearful faces more quickly than those showing other emotions. Randolph Blake, Centennial Professor of Psychology; Eunice Yang, doctoral student; and David Zald, associate professor of psychology; co-authored the study, which appeared in the November 2007 issue of *Emotion*.

The researchers will next explore how this information influences our behavior. "Since these expressions are being processed without our awareness, do they affect our behavior and our decision making? If so, how?" Yang says.

Mystery of the Brown Dwarf

by DAVID F. SALISBURY

PITY THE BROWN DWARF. It's too large to be a planet, but too small to be a star.

Brown dwarfs are smaller and dimmer than true stars. Only in recent years have improvements in telescope technology allowed astronomers to catalog hundreds of faint objects that may be brown dwarfs. Yet to actually determine if a faint object is a brown dwarf, scientists needed a way to estimate their masses, because mass distinguishes stars and starlike objects.

The discovery of an eclipsing pair of brown dwarfs in the Orion Nebula by a team of astronomers led by Keivan Stassun, assistant professor of astronomy at Vanderbilt, provides the first direct measurement of the mass, size and surface temperature of a brown dwarf. Astronomers can now compare the information on the pair to other possible brown dwarfs.

While surveying the Orion Nebula, Stassun and his colleagues, University of Wisconsin professor Robert Mathieu and Space Telescope Science Institute astronomer Jeff Valenti, found the brown dwarfs orbiting each other around an axis perpendicular to the line of sight to Earth.

Measuring a Dwarf

Because of their special orientation, the two objects periodically eclipse each other. These



DANIEL DUBOIS

Stassun

eclipses cause regular dips in the brightness of the light coming from their joint image. By precisely timing these occultations, the astronomers determined the orbits of the two objects. This information, along with Newton's laws of motion, allowed the team to calculate the mass of the two dwarfs.

The astronomers also calculated the size of the dwarfs by measuring the width of the dips in their light curve. By measuring variations in the light spectrum coming from the pair, the astronomers also determined their surface temperatures.

"This binary pair is a Rosetta stone that will help unlock many of the mysteries regarding brown dwarfs," Stassun says. "We understand how stars form in the crudest sense. But many of the details of the process remain a mystery, particularly the factors that determine what a star will weigh."

A Little Matter of Light

Reporting by DAVID F. SALISBURY

A GROUP OF VANDERBILT CHEMISTS didn't set out to make traditional light bulbs obsolete and cut carbon emissions, but that may be what they have done.

Then-chemistry graduate student Michael Bowers, PhD'07, was working with Associate Professor of Chemistry Sandra Rosenthal when he discovered a new way to make solid-state lights (light-emitting diodes—LEDs) that produce white light.

Use of solid-state lights could halve lighting electricity consumption, cutting carbon dioxide emissions by 258 million metric tons per year. The discovery was published by *The Journal of the American Chemical Society* and received a Breakthrough Award from *Popular Mechanics* magazine.

While more expensive than ordinary lights, LEDs can produce about twice as much light per watt as incandescent bulbs. LEDs last up to 50,000 hours or 50 times as long as 60-watt bulbs, and they are very tough and hard to break. Although color LEDs have been used for decades in consumer electronics, the LEDs available today produce a bluish-white light, not quite white enough for general use. Rosenthal's group discovered that microscopic semiconductor nanocrystals, called quantum

dots, can absorb the blue light and emit a warm white light. If the quantum dots can produce white light more efficiently, then quantum-dot coated LEDs could replace light bulbs.

Eureka Moment

At the time of the discovery, the Rosenthal group was exploring two applications for semiconducting nanocrystals, one for medical use and one for photovoltaic (lighting or solar cell) use. Bowers was working on making small-sized quantum dots. He pumped a solution containing the nanocrystals into a small glass cell and illuminated it with a laser. "I was surprised when a white glow covered the table," Bowers says. "The quantum dots were supposed to emit blue light, but instead they were giving off a beautiful white glow."

The discovery has led the Rosenthal group to study this new application. "The exciting thing about this is that it is a *nano*-nanoscience phenomenon," Rosenthal says. In larger nanocrystals, the light originates in the center of the crystal. But as the size of the crystal shrinks—becomes even more nano—the light emission region appears to move to the surface of the crystal and broadens out into a full spectrum, producing white light.



DANIEL DUBOIS

BRIEFS

Cockroaches Don't Do Mornings

It's not just night owls who have trouble being alert in early morning hours. According to new research by Professor Terry L. Page, then-student Susan Decker BS'07, and student Shannon McConaughy, cockroaches trained in the evening retain knowledge for several days, but are incapable of forming new memories during morning hours. "This is the first example of an insect whose ability to learn is controlled by its biological clock," says Page, professor of biological sciences.

Studies such as this one seek to gain information on just how the circadian cycle regulates various aspects of learning and memory, and how that may relate to humans.

Unexpected Discovery Bubbles Up

When kids blow bubbles, it's usually for fun. But neuroscientist Kenneth Catania discovered that the star-nosed moles he studies blow bubbles as they swim to smell underwater objects. "This came as a total surprise because the common wisdom is that mammals can't smell underwater," says the associate professor of biological sciences.

Catania, who received a \$500,000 "genius grant" from the John D. and Catherine T. MacArthur Foundation in 2006, studies odd-looking mammals—including the star nosed mole—for clues about the workings of the human brain.



DANIEL DUBOIS

Page



STEVE GREEN

OFF TO A
solid
start

by WHITNEY WEEKS, BA'94



NEEL BIRBAKE



MASON HENSLEY



JOHN RISSELL



JENNY MANDIVILLE

The transition from high school to college is a big one. The transition from high school to world-renowned private research university is gargantuan. With an ultimate goal of ensuring that all of its undergraduates make that transition smoothly and excel during their time at Vanderbilt, the College of Arts and Science pays particular attention to the acclimation of its first-year students.

“Students graduate from high school and wrestle with issues they haven’t previously confronted—time management, personal autonomy, personal responsibility, new academic challenges, new forms of academic and cognitive learning, and new social networks,” says Frank Wcislo, dean of The Commons and associate professor of history.

An academic institution has the responsibility to help students as they encounter new experiences and expectations, Wcislo explains. Vanderbilt and the College of Arts and Science have a long history of helping with transitions both academic and social. Traditionally, such programs and initiatives include pre-major advising in the college, a quality residential life program, senior faculty teaching introductory courses, activities fairs, and college and university sponsored social activities.



Exposure to Ideas and Inquiry: The AXLE Curriculum

Implemented in fall 2005, Achieving eXcellence in Liberal Education (AXLE) replaced the previous Arts and Science curriculum. More streamlined and with less narrowly defined categories of requirements than its predecessor, the curriculum provides for approximately 13 courses within six categories to fulfill a student's AXLE obligations. The categories—Humanities and the Creative Arts, International Cultures, History and Culture of the United States, Mathematics and Natural Sciences, Social and Behavioral Sciences, and Perspectives—ensure students receive broad exposure to ideas and inquiry, hallmarks of a liberal arts education.

“One thing we hope a Vanderbilt education can do, and why I so firmly believe in the liberal arts, is that it provides students with the tools to problem solve in different ways,” says Fräncille Bergquist, associate dean of the College of Arts and Science and associate professor of Spanish. “It liberates them to be open to new ways of viewing the world and themselves, and I think that is just extraordinarily valuable.”

Rather than prescribing a specific course of study for students, explains John Sloop, associate dean of academic affairs and professor of communications studies, AXLE helps students avoid creating a narrow educational experience for themselves.

“We don't want to overprogram what the students are doing. We are trying to set up the conditions where they can best take control of their own education, where they can best be empowered to grab hold of their education in a way that they haven't before. This is not a way of sheltering students, but of forcing them to do more,” he says.

Under the umbrella of AXLE are the college's first-year writing seminars. As a result of feedback from professors of upper-level courses as well as from graduate schools and employers, the school pays deliberate attention to helping its newest students become stronger, more persuasive writers.

All students must take a one-semester seminar in their first year. Each department offers a minimum of two writing seminars, which typically gives freshmen 80 seminars on different, intellectual topics from which to choose. Whether taking Science, Voodoo Science, and Democracy; Worlds of Wordcraft: Digital Narrative and Virtual Reality; or Gangs and Gang Behavior, each seminar strengthens students' ability to communicate their ideas in writing. The seminars also serve as an introduction to research and academic life, emphasizing critical thinking and deliberate inquiry, and make the teaching of writing the responsibility of all departments, not just those traditionally associated with composition.

New initiatives place an increased emphasis on the value of a liberal arts education, on what it means to study at a major research university, and on improving the quality of students' writing.

In the last five years, the College of Arts and Science has grown its efforts even more. New initiatives place an increased emphasis on the value of a liberal arts education, on what it means to study at a major research university, and on improving the quality of students' writing. Additionally, the institution recognizes students' needs to develop significant relationships with faculty and with each other early in their academic careers. These initiatives for first-year students overlap in several areas, starting with a new curriculum for all College of Arts and Science students.

Life Lessons Beyond Fun and Games

A croupier might not appreciate Lori Rafter's teaching, but the students in her Mathematics and Games First-Year Writing Seminar do. They learn how to calculate the house odds for games of chance as well as manipulate purely strategic games such as tic-tac-toe while learning to write precisely, concisely and completely.

Every class begins with a game. Roulette, Rock-Paper-Scissors, and popular TV game shows like *Deal or No Deal* introduce different types of games and underlying mathematical principles. Writing assignments range from requiring students to explain winning strategies to applying mathematical concepts to decision-making situations in daily life.

By continually emphasizing the precision, completeness and brevity used by mathematicians, Rafter, senior lecturer in mathematics and assistant director of graduate studies, teaches her students the value of concise, thought-out writing in which every word counts.

This focus on compelling brevity drew student Eric Brook to the course. With plans to major in English and a confidence in his ability to write longer narratives, Brook wanted to learn a more analytical writing style. He hasn't been disappointed, he says.

Lee Pedinoff was drawn to the course because of its examination of games. "It's a popular phenomenon you don't

consider having a mathematical influence," he says. His writing has benefited greatly. "I've been learning to write in a way that I've never done before. I take what I (would have) written in paragraphs and am learning to write it in a sentence," he says.

This carefully constructed seminar introduces students to critical thinking, participatory learning, and the application of new knowledge to situations beyond the classroom. Rafter hopes that after learning mathematical and game theories, her students approach life analytically. She encourages them to regularly examine their choices and the consequences of those choices by applying the theories they study.

"By being deliberate and examining your situation, I think you can really get the most out of life. Becoming problem solvers—that's really what this class is all about," she says.

The students are already integrating what they have learned. Pedinoff recently wrote a short essay detailing how he used game theory to his advantage. While dining with his father, Pedinoff couldn't decide between two tempting desserts. His dad only liked one, so he ordered the other, knowing his father would offer to share. A silly example, he says, but the future economics major enjoyed two desserts nonetheless.

—Whitney Weeks, BA '94

Each writing seminar requires that students write 15 to 20 pages per course, giving students plenty of opportunity to improve both the quality of their writing and their ability to defend strong, logical arguments.

An integral part of the first-year experience in the College of Arts and Science, the seminars also encourage students to engage in independent learning and inquiry in an environment in which they can express knowledge and defend opinions through class discussion, oral presentations and writing. The small-group nature of these seminars promotes direct student-faculty interaction and student-to-student communication.

Building a Social Network: Vanderbilt Visions

Engaging all undergraduates in every school, Vanderbilt Visions represents one of the newest components of the first-year experience. Designed as an introduction "to the

goals and values of a research university through discussion and collaborative experiences," Vanderbilt Visions is a hybrid of academic seminar and mentor-supported social network. The concept and original curriculum were designed by a committee of faculty, staff, students and administrators to improve upon the social, academic, cognitive and cultural experiences of first-year students. Currently in its second year, Visions has shifted from an academic seminar format to a more informal, organic way to cement the lessons and information garnered during orientation. It also invites students to critically examine their first year at the university. More than 90 Vanderbilt Visions groups meet weekly, each co-led by a faculty mentor and an upperclass student mentor.

"We are addressing the transition [from high school to college], not in top-down, supervisory structures or lectures, but by providing an environment in which the first-year students themselves can actually articulate what they are going



JOHN RUSSELL

through, and in essence, study it,” says Wcislo, who is also a member of the Vanderbilt Visions executive committee.

Deliberately created groups bring together students with different interests and backgrounds from Vanderbilt’s four undergraduate colleges and schools. The first-year students reap a shared understanding of experience because they are all new to Vanderbilt. Equally important, each Vanderbilt Visions group forms an instant association of friends and acquaintances.

“First-year students themselves can actually articulate what they are going through, and in essence, study it.”

— Frank Wcislo

Nervous at the prospect of coming to Vanderbilt without knowing anyone else, Madison Akerblom of Los Angeles liked meeting 15 other freshmen, a professor and an upperclass student before classes started. Her comfort level increased as she then saw familiar faces all across campus. “And I met people I would have never met otherwise, one of whom is my best friend today,” she says.

Based on feedback from prior participants, starting in fall 2008 Vanderbilt Visions will meet formally for the first semester only, rather than all year long. Sessions will take place at The Commons, which will house the entire class of incoming first-year students this year.

The Commons Experience

In fact, many changes will occur in the first-year experience at both Vanderbilt and the College of Arts and Science when The Commons’ 10 houses welcome their first residents in August 2008. The Commons will bring together all first-year students, currently housed in three different residence settings across campus. Characterized by student-led programming, faculty heads of houses, and the already popular Commons Center, The Commons will provide a physical landscape and communal living that will complement the programs already benefitting first-year students. In addition to Wcislo’s role as dean of The Commons, several Arts and Science faculty will serve as heads of houses, each living in residence with the first-year students.

Helping new students acclimate to university life is a core objective of the College of Arts and Science. The fruit is an all-time high retention rate, a greater number of quality applicants than ever before, and a student body that is engaged, involved and proud to be part of a vibrant, academic community.

“I feel very, very good about where the university is with the [first-year] students. There are a lot of people working very hard on these issues,” Sloop says. “I genuinely think we have a level of commitment and excitement that is not commonly matched at other universities. I really think we’re doing something right now that’s good.”

Apple's Steven Jobs recently uttered the bromide that people don't read anymore. Don't tell that to people connected to the College of Arts and Science. Here's a selected bibliography of what we are reading now.

Absurdistan: A Novel by Gary Shteyngart

Bearing Witness against Sin: The Evangelical Birth of the American Social Movement
by Michael P. Young

The Art of Moral Protest by James Jasper

— **Steven Jay Tepper**, assistant professor of sociology and associate director, Curb Center for Art, Enterprise and Public Policy

The six published volumes of *The Papers of Martin Luther King, Jr.*

— **Lewis V. Baldwin**, professor of religious studies

Information/news online daily: *VU Today*, *The Nashville Scene*, *The Tennessean*, *The New York Times*, *The Washington Post*, Yahoo and AOL headlines

— **Cathy Marchal Zebron**, webmistress, Department of Economics and editorial assistant for *The Journal of Public Economic Theory* and *The Economics Bulletin*

"Electromagnetic decays of light mesons,"
Physical Reports

Kyra by Carol Gilligan
(the author is my mother-in-law)

Patrick O'Brian series set in the Royal Navy during the Napoleonic Wars (audio)

— **Victoria Greene**, professor of physics and director of graduate studies

Invitations to Geometry and Topology
by Martin Bridson and Simon Salamon

Lecture Notes on Nilpotent Groups
by Gilbert Baumslag

After Dark by Haruki Murakami

Three Cups of Tea by Greg Mortenson and David Oliver Relin

— **Tara C. Davis**, graduate student, mathematics

The Violent Woman: Femininity, Narrative, and Violence in Contemporary American Cinema
by Hilary Neroni

Under Orders by Dick Francis (audio)

The Last Coyote by Michael Connelly

The Sneetches by Dr. Seuss
(for my 3-year-old daughter)

— **Jeff Ullom**, assistant professor of theatre and director of honors studies program

"It's Not My Fault: Global Warming and Individual Moral Obligations" in *Perspectives on Climate Change: Science, Economics, Politics, Ethics* by Walter Sinnott-Armstrong

Complicity by Christopher Kutz

Small World by David Lodge

The Making of Modern South Africa: Conquest, Apartheid, Democracy
by Nigel Worden

— **Whitney Kane**, senior, English, mathematics, philosophy

The New York Times and *The New Yorker* (faithfully but selectively, i.e. not cover to cover)

The Brief Wondrous Life of Oscar Wao
by Junot Díaz

Eat, Pray, Love by Elizabeth Gilbert

In the Midst of Chaos: Caring for Children as Spiritual Practice by Bonnie Miller-McLemore

— **Patricia Armstrong**, senior lecturer of French and Italian and assistant director, Center for Teaching



JOHN RUSSELL

Senior **Allison Riley** (pictured), a French major, reads for class and pleasure:

Madame Bovary by Gustave Flaubert

La Princesse de Clèves

Gone with the Wind by Margaret Mitchell

Uncle Tom's Cabin by Harriet Beecher Stowe

Wicked by Gregory Maguire

Don't Blame Me... I VOTED BECAUSE OF MY GENES

"If my parents are responsible for my political behavior, they have a lot to answer for."

— John G. Geer



Beneath the election-year rumble and roar, a debate is stirring that could change the way people think about politics and voting. What if your political leanings, voting habits and actual vote were already programmed into your genes?

David Bader, Gladys P. Stahlman Professor and professor of medicine, cell and developmental biology, and John G. Geer, Distinguished Professor of Political Science, bring the question to the classroom with their team-taught course, Genetics and Politics.

A hot button this campaign year, the issue (and class) has garnered attention from national media. Bader and Geer explore the topic with their students, along with input from outside authorities and Vanderbilt faculty such as Marc Hetherington, an associate professor of political science. The class has hosted experts such as University of California at San Diego researcher James Fowler, who has used studies of twins to link voting behavior to genetics.

We asked the professors and a few of their guests to explain the issue.

“While your genes don’t change, the way they’re used is constantly changing. No species is a robot to its genes.”

— David Bader

So, is there a relationship between genes and politics?

BADER: It’s hard to imagine but the genome and the environment are inexorably linked. They don’t make sense without each other. Your genes are the product of the body’s response to nature.

GEER: (Yet) political behavior is complicated. The idea that there is a genetic component suggests that it is one factor. The idea that genes shape behavior is a general tendency. It won’t predict specific behavior.

FOWLER: Genes are the institutions of the human body. They constrain what is possible and they set the rules. Studies of genetics and politics are throwing political science into three dimensions and demonstrating that genes may play a role in voting behavior and that shared environment may not matter at all.

So campaigning for voters is moot because our genes already know for whom we’re going to vote before we do?

BADER: Your genome is set at conception—you are who you are, but that doesn’t mean the expression of your genes is invariant. While your genes don’t change, the way they’re used is constantly changing. No species is a robot to its genes.

HETHERINGTON: There are more explanations than one to understanding political behavior. While people have many predispositions that probably are linked to genes, they can act in different ways, depending on different circumstances. How those predispositions mix with environment will tell us more than the predispositions alone.

GEER: If genes do drive behavior, perhaps we should be less worried about red and blue states [and recognize] that such outcomes have a deeper cause, that the differences we have are not just because we choose to disagree, but because we naturally disagree.

But what if my parents are Republicans and I’m a Democrat? Does that blow apart the genetic connection?

HETHERINGTON: If the genetic link were clear, we ought to see overlaps in behavior between parent and child, but it doesn’t always happen. The son may have had different experiences. Maybe he’s surrounded at college by Obama supporters while his parents hang out among McCain supporters. The son has grown up in a more racially tolerant time. These kinds of things have an impact on behavior, too.

BADER: Perception in humans may also be regulated in the same way (as voting behavior). We just don’t know what those genes are quite yet.

GEER: If my parents are responsible for my political behavior, they have a lot to answer for. It’s not fair that I look like my father and am voting like him, as well.

So it comes down to a chicken and egg conundrum? There’s no precise way to know whether genes or environment are driving the political process?

GEER: One’s environment matters as does the interaction of genes and the environment. [For example, Geer predicts the state of the economy and whether U.S. troops are still fighting in Iraq and Afghanistan, not genetics, are likely to be the overriding forces in play in the fall 2008 elections.]

HETHERINGTON: Is there a tipping point between genes and environment? I can’t say for certain. I do think that threat plays an important role in political behavior. The more widely people feel threatened, the more alike they are going to act.

BADER: Being a Democrat or Republican can mean different things at different times. The litmus test for political affiliation changes. Human traits like altruism and dogmatism may be more closely driven by our genetic background, while being a Democrat or a Republican may be more distantly associated.

International Finance with a Brazilian Beat

Alexander "Sandy" Severino, BA'83
Managing Director, Latin American Credit Markets, Citi



SPOUSE

Sheri Ptashek Severino

CHILDREN

Isabel and Caroline

PLACE OF RESIDENCE

Manhattan

FAVORITE PLACE TO VISIT

Copacabana Palace in Rio de Janeiro, a great hotel in one of the most beautiful cities in the world

FAVORITE BOOK

All the King's Men by Robert Penn Warren, BA'25

FAVORITE MOVIE

Apocalypse Now

IT'S 8:30 ON AN OCTOBER MORNING ON THE TRADING FLOOR IN NEW YORK CITY. Fifteen people share a conference call to decide whether to announce a \$1 billion bond deal for Brazil's largest oil and gas company, Petrobras. The markets have been turbulent since July, but as I look at my computer screens, I see Asian and European stocks are "flashing green" (meaning stocks are up) and U.S. Treasuries are stable. I advise my Brazilian client to go forward with the launch... and fast. Three hours later, we have almost \$3 billion in orders from investors—a major success! It's exhilarating... I never imagined in college that I would work on Wall Street—in New York City—for almost 20 years!

With a major in history and a minor in English from Vanderbilt, I did not necessarily have the background one would expect for a career in finance. I was born in Brazil and lived there until the age of five, when my father got an offer to teach at the University of Texas and later at Vanderbilt. I grew up most of my life in Nashville. As my father was a professor of Portuguese and comparative literature at the university, it was a foregone conclusion that I would go to Vanderbilt (although there weren't many Vandy-bound students from my public high school, Hillwood, at that time).

I had always enjoyed history, and the quality of the professors in the department made it an easy choice for a major. The overall liberal arts discipline allowed me to take a variety of courses and explore options. During my four years at Vanderbilt, I studied history, English, philosophy, languages and economics. I learned from enthusiastic professors and developed the ability to reason and analyze. One of the best things I did at Vanderbilt to prepare for a financial career was to take several accounting and economics classes. I developed an interest in the building blocks of finance and gained confidence that I could succeed in a quantitative environment.

Upon graduation, I took a job in undergraduate admissions at Vanderbilt, which was one of the best times of my life. I traveled the country extolling the virtues of a liberal arts education, meeting



PHOTOS BY © STOCK.XCHNG/MYLES DAVIDSON, © ISTOCKPHOTO.COM/ANDREY VOLODIN, © STOCK.XCHNG/CARLOS HENRIQUE BASTOS

new people and making hundreds of presentations. I became skilled at speaking to large audiences, thinking quickly, and dealing with a variety of people. I then got an MBA at Duke University, and in 1988, received an offer to work with Citibank in New York, a dream job for someone who had always wanted to work in an international environment.

Although my three siblings and I grew up in Nashville as a fairly American family, having a Brazilian mother and Portuguese father always made me feel different.

Our summer vacations were often spent visiting family in Brazil, Portugal or Germany, or hosting assorted relatives and friends from these far-off places. What I did not appreciate at the time was the benefit of speaking another language.

By the time I got to college, I'd forgotten most of my Portuguese. At Vanderbilt, I took Portuguese classes to improve my language skills, which have come in very handy during the last 12 years working with Brazil and other Latin American countries.

During my first few years with the bank, Citibank afforded me the opportunity to live and work in the great financial cities in the world—New York, London and Hong Kong. After my father passed away, however, I wanted to be closer to home. In 1994, I returned from Hong Kong to work on the Brazil capital markets desk in New York. This experience opened a whole new world to me.

Three years later, I was hired by Lehman Brothers to help run their Brazil bond efforts in New York before moving to Deutsche Bank for a similar role in 1999. I returned to Citi in 2003.

Traveling overnight to Brazil about 20–25 times a year is thrilling and exhausting, but it rarely gets old. The flight attendants on American Airlines certainly know me by name.

“It is very rewarding seeing the CEO and chief financial officer of a company raise money overseas so their company can grow and create jobs in Brazil.”

I visit clients such as the Brazilian National Treasury in Brasilia, and large and small companies and banks throughout Brazil. My job is to help my clients raise funding in the international debt markets, some of them for the first time. It is very rewarding seeing the CEO and chief financial officer of a company raise money overseas so their company can grow and create jobs in Brazil. I have visited my clients' steel plants, breweries and petrochemical facilities; seen their vast green oceans of sugar cane and soybean fields; and surveyed

their eucalyptus tree plantations in neatly formed rows extending for miles.

I have accompanied my clients to Asia, Europe, the Middle East and the U.S. to tell their stories to once-skeptical investors who now flock to invest in

Brazilian companies. I can be in Geneva for a breakfast meeting, London for a lunch, and back in Manhattan with my wife Sheri and two daughters, Isabel and Caroline, by the end of the day. I speak English to investors, then turn around and clarify a point in Portuguese to my Brazilian clients, putting them at ease that their story is being told correctly.

As an undergraduate at Vanderbilt, I didn't know what my future held, but already the seeds had been sown for an international business career. My liberal arts curriculum taught me to research, to write clearly, to question and to problem solve—all skills I utilize every day on Wall Street. Outside the classroom, I was exposed to vibrant, intelligent students, each with an equal desire to succeed personally and professionally. The overall Vanderbilt experience prepared me, ultimately, to set off on a journey to fulfill a life-long ambition of helping Brazil, long known as “the country of the future.”

Bear Naked Success

by FIONA SOLTES

Sure, Bear Naked all-natural granola was a great concept—as long as it fit in a standard box.

Product co-founder Brendan Synnott, BA'oo, disagreed and had a different idea. With passion, determination and “a whole lot of stars coming into alignment,” the then-23-year-old entrepreneur helped create a new brand that has personally netted him tens of millions of dollars. And as for the granola packaging? In a very literal sense, the confining box suggested by industry traditionalists was scrapped for a bag with a see-through window that clearly showed the natural purity of what was inside.

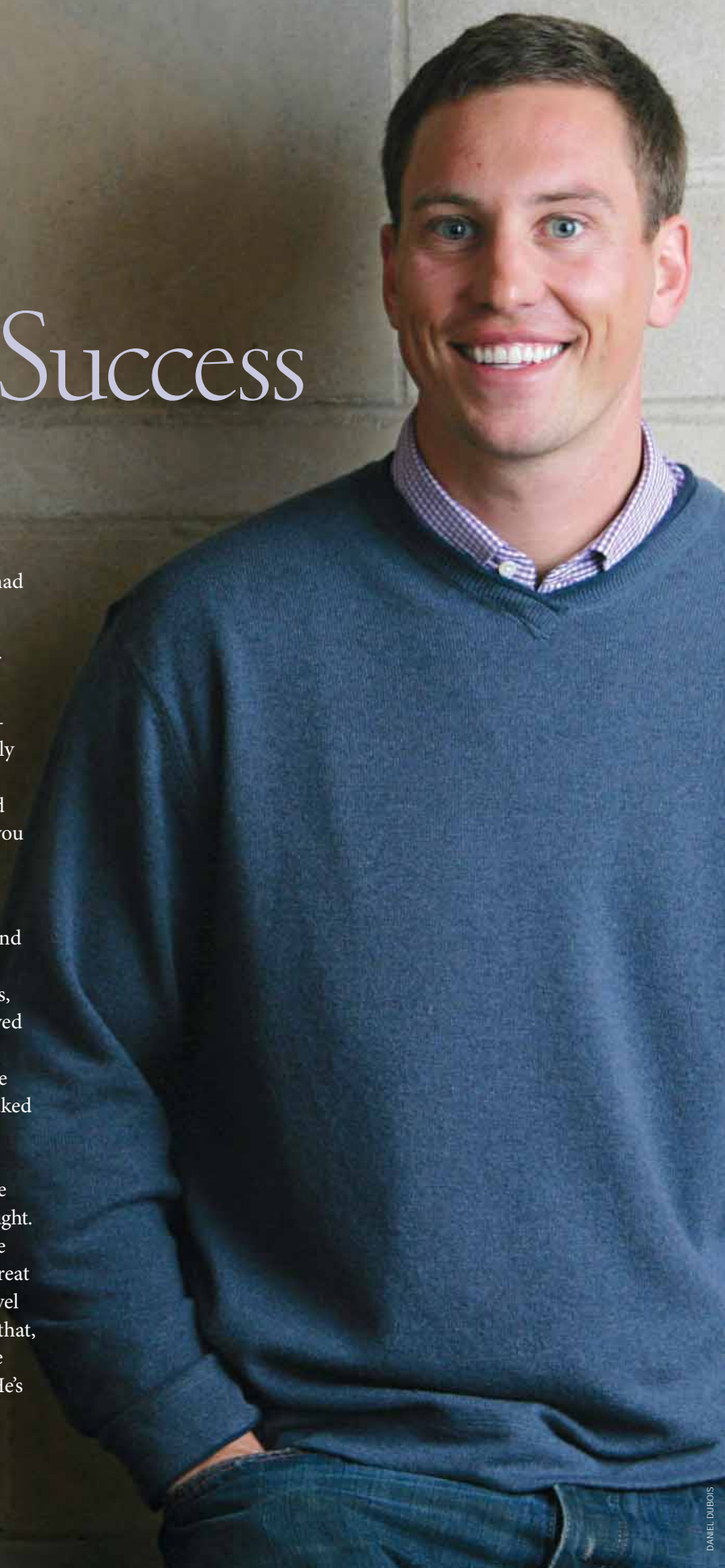
“From the very beginning, we had a passion for the brand, and we wanted to do the right thing by it,” Synnott says. “And when you have those two things, people want to help you succeed.”

A living case study

Synnott's story is of youthful exuberance; of putting heart, soul and life savings into something you believe in; and of taking a hearty stab at the status quo. Like many just-out-of-college young adults, Synnott and his business partner, Kelly Flatley, unabashedly moved back into their parents' homes while they worked on a plan and their product. The difference here, however, is that eventually, the plan paid off. In late 2007, the Kellogg Company bought Bear Naked Granola for an undisclosed amount estimated at approximately \$60 million.

Not yet 30, Synnott recently returned to his alma mater to share with students and professors what the last handful of years had brought.

“He will be a living case study,” says Cherrie C. Clark, associate professor of the practice of managerial studies. “His visit was a great way to bring some reality into the classroom, and to remove a level of excuses. It's the difference between, ‘Yeah, when I'm 50 I'll do that, too,’ versus ‘When I'm 29...’ It gives the students the ability to see that it's possible to get from where they are now to where he is. He's such a role model that they're still talking about it.”



“You always have to be willing to blow yourself up every few months, and shed your skin.”

Senior Kristen Hendricks from Conway, Ark., bears that out. “He put the concept of entrepreneurship a little more within my grasp,” she says. “All you really need is energy, a goal and something you really care about.”

Defining a Lifestyle

Synnott did more than care about Bear Naked, started in 2002 with personal savings and Flatley’s recipe for homemade granola. He believed in it and in creating a lifestyle brand—not simply a product—that would embody the values and aspirations of active, healthy consumers. That, he says, is exactly what made Bear Naked work. As successful models, he points to companies like Virgin Records, which gave up-and-coming artists an opportunity to define his generation’s music; Burton, which not only created snowboards but also the culture that went along with them; and Napster, which totally transformed the music industry by putting power into the hands of consumers.

“To me, Bear Naked was the perfect platform for selling a natural, organic product to the mainstream consumer,” he says. “I saw everybody wanting to live healthier lives, and that was the consumer trend we built the product around. My perspective on business is that when the only thing a company cares about is making the customer happy, then the focus is entirely different. It’s a different structure all together.”

That, in turn, begets a different corporate culture.

“I wanted a culture where people could say it was the best job of their lives,” Synnott says. “That meant hiring the right people and treating them right, and holding on to the idea that Bear Naked was about eating well so you could live your life to the fullest.”

At first, Synnott and Flatley, who grew up together in Darien, Conn., filled their staff with peers from high school and college—including Synnott’s Vanderbilt roommate, Thomas Spier, BA’00, who later became the company’s chief operating officer. It was a lot like “a bunch of friends just hanging out, a big road trip,” Synnott says. At that point, Synnott and Flatley were making Flatley’s recipe all night and trying to sell it all day. Before long, they realized there really

could be too many cooks in the kitchen; roles had to be more

clearly defined. So the partners decided Flatley would focus on the product, and Synnott would pursue his passion, marketing and sales. By the time the company was sold, there were 55 people making the expanded product line and 40 in the corporate environment.

“The culture was still to give a lot of young people a lot of responsibility in the organization,” Synnott, a former economics major, says. “We had a natural enthusiasm, and that’s infectious in business. When we had meetings, they were always vivacious. We were alive. And because of that, whenever we ran into problems, we would solve them creatively. In addition, every three months, we would do this planning, and start from scratch if we needed to. You always have to be willing to blow yourself up every few months, and shed your skin to find new ways of doing things.”

Go Big or Go Home

Synnott admits he’s on the hunt for his new thing, the next big venture, but not without hesitation. After finishing a commitment to Kellogg to help with the transition, he spent his winter in Colorado, taking a break and hitting the slopes.

“The field is different now,” he says. “There are different expectations. But I don’t want to do the next thing unless it’s going to be bigger than Bear Naked. You know, go big or go home. I want to build something else that makes people go, ‘Bear Naked? Oh, that was so a couple of years ago.’”

Until he finds it, Synnott will be looking for opportunities to give back through philanthropic efforts, as well as sharing his story with impressionable minds like those he found at Vanderbilt on recent days.

“I love to talk to students about business, because I was in that chair not too long ago,” he says. “I want to infect them, and make them understand that you can’t ever be passive about your work. This is not just about learning a special skill set. This is about making your own. And we’ve all been given great tools to do just that.”



Brendan Synnott recently spent two days on campus, inspiring students and telling the Bear Naked success story.

STEVE GREEN

Connections Lead to Honoring, Giving Back and an Endowed Chair

FOR CYNTHIA “CINDY” GREENER EDELMAN, BA’74, her Vanderbilt experience provided a good education and special connections.

Cindy and a roommate spent the summer between junior and senior years helping with freshman orientation. They decided to learn to cook and planned elaborate meals for interesting guests. “We invited everybody from Chancellor (Alexander) Heard to the provost to our favorite political science professor. That was one of the most fun summers of our lives,” she recalls. “We were having the full experience of getting to know special people. They didn’t seem to mind that it was a meal cooked in Carmichael Towers.”

Special connections to the university have kept her involved with Vanderbilt in the years since. Along the way, Cindy and her husband, Dan, developed an interest in Jewish studies at the university and supported the then-under-construction Ben Schulman Center for Jewish Life. In 2005, they decided to endow a chair in Jewish studies and name it for Cindy’s attorney father, Eugene Greener Jr., BA’42.

“We saw it as a way of giving back and supporting the Jewish experience,” Cindy says. “We recognize the importance and value of learning. We saw—and certainly Vanderbilt pointed that out to us, they recognized—a need for this chair.”

Endowed chairs are a centuries-old tradition in higher education, signifying that the holder leads in scholarly achievement, distinction, discovery, and teaching. They also assist universities in attracting and retaining outstanding faculty. An endowed chair or professorship links exceptional accomplishment with the name of the chair, creating a lasting legacy for the donor or honoree.

“It was something that struck a chord with us,” Cindy says. “We

saw it as a way of honoring our father.” The chair had not yet been established when another connection occurred.

Giving Thanks

David Wasserstein, a noted expert in medieval Islamic and Jewish topics, moved to Vanderbilt as a professor. Cindy thought that, with his scholarly interests, he and her father should meet each other. The family was getting together for Thanksgiving and planned to tell Eugene Greener of the chair his children were establishing in his name. Since the British-raised Wasserstein had never celebrated an American Thanksgiving, Cindy’s sister, Patrice “Patty” Greener Marks, BA’76, invited him to the Thanksgiving meal at her Nashville home.

“You never knew whether they would hit it off in their conversation or not at all. Mr. Greener was the type that if he liked you, he’d let you know, and if he didn’t, he probably let you know that too,” Dan says.

At the Thanksgiving celebration, Greener and Wasserstein holed up in a separate room to talk. “They’re similar. My father had a very outstanding academic career at Vanderbilt and went to Harvard Law,” Cindy says. “They really had a connection, which was so nice to see.”

Their meeting was poignant because Greener suffered a stroke the next year and died before the chair was officially established. On the very day Greener passed away, Wasserstein received official notice that he had been named the Eugene Greener Jr. Professor of Jewish Studies.

“When Dad passed away, the funeral was in Memphis, but they hadn’t lived there in a long time. So at the funeral, most of the people who were there were family friends and people from the legal community and I didn’t really know all the people who had come,” Cindy says. “I looked up and saw this face that looked familiar to me. I assumed it was one of Dad’s lawyer friends. I went up to speak to the gentleman. It was David Wasserstein, who had driven in to attend Dad’s funeral. I was so touched by that gesture.”

“We saw it as a way of giving back and supporting the Jewish experience.”

— Cindy Edelman



RUSTY RUSSELL

David Wasserstein, Cindy Edelman and Dan Edelman celebrate Wasserstein's installation as the first Eugene Greener Jr. Chair in Jewish Studies.

Wasserstein followed with a note that talked of the deep impression that meeting Greener had had on him, leaving the scholar “with the feeling that I had met a perfect example both of what made this country great and of how and why Jews have been so successful here. Hard work; modesty; love of family; devotion to tradition, country and people; and more, all were visible in him,” Wasserstein wrote. “His reaction when you told him about the chair here at Vanderbilt spoke volumes about him and makes me all the prouder to be the first holder of a chair that bears his name.”

Family Connection Continues On

It was her father's connection to Vanderbilt that drew Cindy to begin with. A proud alumnus, Greener made sure his daughters were introduced to the interesting people that he met through the university. A family vacation centered on his trip to his 25th reunion, and his three daughters visited the campus. “I always wanted to go there, but there was no pressure from him that loomed over us,” Cindy recalls. Whatever he did worked. Cindy and Patty both graduated from Vanderbilt.

Through the years and in many ways, Cindy has continued her father's role as supporter of Vanderbilt. She enthusiastically promotes her own Vanderbilt experience in her career as an art history teacher at The Bolles School in Jacksonville, Fla. While she was unable to persuade her two daughters to attend Vanderbilt, stepson Zachary “saw the light” and will be a freshman in the College of Arts and Science in the fall.

Cindy often thinks back to that Thanksgiving meal, and how significant it was that her father and the scholar who would one day hold the chair named for him were able to get to know each other. “It was marvelous that they got to meet,” she says, noting that the Eugene Greener Jr. Chair in Jewish Studies will always connect her family to the university. In endowing it, she says, “We felt as though that would be an important investment in the future of Vanderbilt as a family.”

Recent Gifts and Pledges

J. Thomas Bentley, BA'71, has included the College of Arts and Science in his estate plans. His \$1 million bequest will endow the J. Thomas Bentley Scholarship Fund.

Cecil D. Conlee, BA'58, a member of the Vanderbilt University Board of Trust and the College of Arts and Science Board of Visitors, has made an additional commitment of \$500,000 to support the Cecil D. Conlee Scholarship in the College of Arts and Science. The new gift is in honor of his upcoming 50th reunion. Conlee also serves as the Reunion Weekend chair for the Class of 1958.

Carol Riddick and Frank Riddick III, BA'78, made a \$750,000 commitment to endow the Riddick Family Scholarship in the College of Arts and Science. The gift is in honor of Frank Riddick's upcoming 30th reunion.

Amy and Richard Wallman, BE'73, have made a commitment to the College of Arts and Science to endow three new, permanent scholarships to commemorate Richard Wallman's upcoming 35th reunion. The Irma Louise and Claude J. Keisling Scholarship is in memory of his aunt, **Irma Louise Niederhauser Keisling, BA'41**, and her husband, Claude. The Eva and Henry Wallman Scholarship will be named for Richard's paternal grandparents and the Edith and Roy Witte Scholarship will be named for his great-aunt and great-uncle. The Wallmans previously established the Dorothy N. and Dick H. Wallman Scholarship and the Cleo and Fred Niederhauser Scholarship in honor of his parents and maternal grandparents.

Barbara Burroughs Wilson, BA'58, and J. Lawrence “Larry” Wilson, BE'58, have made a \$600,000 gift to endow the Barbara B. and J. Lawrence Wilson Scholarship in the College of Arts and Science in honor of their upcoming 50th reunion. They previously established a scholarship of the same name, the Barbara and J. Lawrence Wilson Scholarship, in the School of Engineering. Larry is a member of the Vanderbilt University Board of Trust and Barbara serves on the Board of Visitors for the College of Arts and Science. The Wilsons are fundraising chairs for the Class of 1958.

1



VANDY FINALLY SHOWED SOME BACKBONE

2



In the spring of 1967, civil rights leader Martin Luther King Jr., beat poet Allen Ginsberg, segregation supporter and senator Strom Thurmond, and black power advocate Stokely Carmichael were among the speakers at IMPACT '67, a student-run symposium. Carmichael's visit proved to be the most controversial. Before he arrived, the Tennessee state legislature and American Legion condemned his views, the *Nashville Banner* ran stories opposing him, and then-Chancellor Heard was counseled to overrule the students and rescind Carmichael's invitation (he didn't). While Carmichael's Vanderbilt appearance was calm, the militant leader of the Student Non-Violent Coordinating Committee also spoke at Fisk University and was blamed when race riots broke out in Nashville that weekend.

The highly regarded IMPACT Symposium has featured a long history of illustrious speakers since it began in 1964. It continues to draw speakers annually to discuss current events and topics of a controversial nature.

- (1) 1967 Commodore, page 96; (2) The Vanderbilt Hustler, Vol. 78, No. 26; (3) Hustler, Vol. 78, No. 27; (4) Hustler, Vol. 78, No. 23; (5) Hustler, Vol. 78, No. 26; (6) Hustler, Vol. 78, No. 26; (7) 1967 Commodore, page 91; (8) 1967 Commodore, page 90

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Impact Signs Militant Scholar Lerner Cancels Appearance

Black Power advocate Stokely Carmichael, militant young leader of the Student Non-Violent Coordinating Committee, has been added to the roster of speakers at Vanderbilt's IMPACT Symposium, April 7, 8.

In other developments, well-known intellectual Max Lerner, who was scheduled to give IMPACT's concluding address, announced Wednesday that he will be unable to participate in the weekend.

Lerner cited "pressing personal duties" as the reason for his withdrawal. Carmichael is expected to discuss his proper role of the Negro individual in American society, Eager said.

Speakers announced so far include fiery conservative Sen. Strom Thurmond, author-journalist Rowland Evans, *Time* magazine Editor-in-Chief Hedley Donovan, Dr. Martin Luther King, poet Allen Ginsberg, and Indian diplomat and statesman Dr. P. K. Rao.

It will provide deep insights to the examination of our times," said Eager.

Rose Replaces Lerner

Dr. Frank A. Rose, President of the University of Alabama, will be the evening speaker at IMPACT Symposium today. He replaces Dr. Max Lerner who was forced to withdraw "due to a pressing personal matter," said Bob Eager, director of the program.

Dr. Rose, 46, has been President of the University of Alabama since 1958. A member of Phi Delta Kappa, he was President of Transylvania College at Lexington, Kentucky, from 1951-58.

Great Social Effect

Commenting further on Carmichael's acceptance, Eager said, "The movement which Mr. Carmichael has had and effect on the South in which we live, especially the South, for the reason, IMPACT believes the addition of Mr. Carmichael to the program is valuable and important to the students to face the issues and problems of the nation in which we live."

Carmichael and his SNCC followers are distinguished with the progress and direction of the civil rights movement in its aims and too conservative in its methods.

Carmichael associates other civil rights organizations for merely "seeking reform."

"I do not feel that a reform movement will solve the socio-economic problems facing us," he continues. "SNCC is trying to solve the problems of the Negro people through a revolution."

SNCC's polemic approach is Carmichael's trademarked militancy in his days at Trinidad, the West Indies, New York City and Washington, D.C.

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Carmichael's Opinions Should Be Respected

So far Nashville has given every indication that it will not offer a cordial welcome to Stokely Carmichael.

The American Legion has passed a resolution condemning his visit. A radio broadcast an editorial urging him to withdraw the right to speak and The Nashville Banner published a front-page article criticizing Carmichael and the Nashville college campuses as not hospitable to char-

... don't agree with Carmichael's politics. He seems to be rather than helping the rights movement point in its development. Negro needs the help of the white society, but Carmichael has a great deal to moderate white

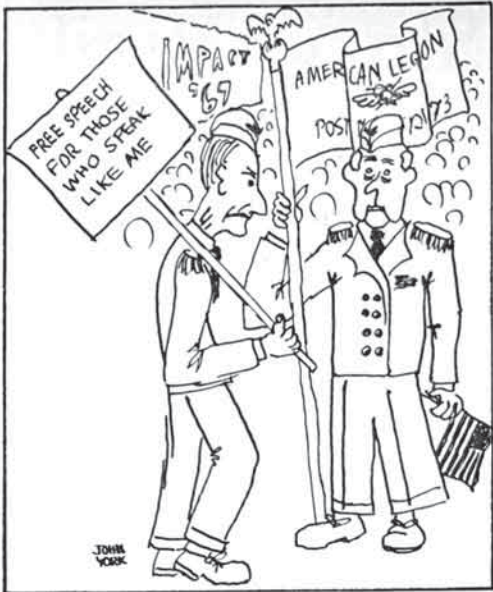
... Carmichael's voice in the civil society is a good thing for IMPACT. ... in a state- ... Carmichael's ... Martin Luther King ... Carmichael's ... place of

the individual Negro in American society runs through many of our most critical public issues, including those of poverty, inadequate education, the urban ghettos, the causes of crime, civil rights, and establishing conditions for world amity. These two speakers appear to represent deeply different concepts of the attitude Negroes should take toward their role in contemporary America."

There is a possibility that visitors to campus during IMPACT may try to disrupt Carmichael's speech. Since Vanderbilt students will make up a majority of the audience, they should be in a good position to help quell any disturbance.

Carmichael should be received courteously and quietly. Persons who violently disagree with his position need not applaud but he is a guest of the University and of IMPACT and is entitled to at least a respectful silence.

If those around you are inclined to demonstrate, remind them gently that they too are guests in the auditorium. Vanderbilt students are mature enough to respect opinions with which they disagree. Non-students attending the program should not be allowed to tarnish the public image of our university.



Letters to the Editor

Negro Reader Explains Reason Behind Black Power Struggle

Black Power Necessary

To the Editor:

As a Negro in the United States, I am very concerned with the civil rights movements. This statement is self explanatory. However, I was surprised to find that several white students at Vanderbilt were interested in the civil rights' Black Power movement. Their interest was in trying to understand the motives of this movement and how they would be achieved, and not in simply finding facts to blatantly attack the movement. To these students I wish to offer my ideas on the subject of Black Power.

Unfortunately, I must begin by confessing a certain amount of confusion and ignorance of exactly what the leaders of this movement are professing. However, as a Negro I think my concept is more valid than most students I have talked with.

Black Power evolves from the point of view from which most Negroes see their history after slavery. The course of every progressive change the Negro has undergone has always been in the hands of the white power structure. After the Civil War the Negro in the South was franchised and rapidly — too rapidly — given a position of supposedly political and economic equality.

This was far from being a humanitarian act of the North. After the defeat of the moderate reconstruction platform of Lincoln and Johnson, the Negro was used as the weapon to punish the South, and that is the manner in which the weapon was used.

Negro Duped

A time came, usually thought of as being about 1877, when the North recognized a need for reconciliation with the South. The Negro's use gradually disappeared. Culminating with the *Plessy v. Ferguson* case, the Negro lost all of the few rights he had gained. The Negro was duped into a resigned compliance of his position by the propaganda of reconciliation.

Similar cycles appeared again during World Wars I and II. After each war the Negro demanded his rights and he was brutally suppressed. In 1954 it seemed as if a new era had dawned, but with the nation in a blindly stupid furor of McCarthyism, which was shown in the choice of Eisenhower, civil rights again seemed defeated. Lynchings, the KKK and Citizens' Councils, which ruled Mississippi and several other Southern states, taught the Negro with renewed force, while one of the sickest administrations of this century played golf.

Yet, the Negro finally did win his legal battle. The adamant, yet peaceful, Martin Luther King and the Negro's capacity to suffer finally appealed to the conscience of a nation. Today the white race largely has the point of view that the Negro should now be satisfied. They are foolishly, yet consistently, wrong. More changes must come and Black Power is the only realistic approach.

Black Power has the two basic aims of preventing the relegation of the Negro's rights back to seeming obscurity, and of fighting about the equality and independence of the Negro's socio-economic status.

Conflict Only Solution

Why the use of power? Power, political, social and economic, is a necessity for anyone seeking to participate in the process of making a nation's decisions. It is the preference of those in power to avoid conflict and controversy within the existing system and they become intolerant to criticism and change; thus is developed the militant conflict between those in power and those who seek to attain a measure of that power. Conflict is the only solution in under-

taking the most rapid redistribution of power.

Why must there be rapid change? The Harvard professor and Southern historian, C. Vann Woodward, at the end of his book, *The Strange Career of Jim Crow*, best answers this question. He says that today the Negroes in the city "feel themselves losing out in comparison with other Americans. Even in full possession of civil and political rights they would still face unemployment, urban decay, family deterioration, entrapment in slums and defacto segregation in housing and schooling. These were grave social problems that lay largely beyond the reach of civil rights' laws and call for bolder and more drastic remedies."

If the Negro is to achieve full economic independence and individual certain drastic steps must be taken to avoid others which could prove far damaging.

Thanks From IMPACT

To the Editor:

The contributions made by the university community to the success of IMPACT '67 have been immense. Faculty, staff, administrators and friends of the University have been invaluable in our work. The support of these people personal and financial is indispensable. On behalf of the IMPACT '67 Committee, I would like to express our deep appreciation for your help.

Robert C. ...
IMPACT '67
(More Letters ...)

Board Supports IMPACT

By BRAD EDGERTON

A resolution supporting this weekend's IMPACT Symposium was passed unanimously by the Board of Presidents Wednesday night.

Editorial directors against the appearance of Stokely Carmichael by the Nashville Banner last week, Nancy Manning recommended that a motion be passed up and approved supporting the principle of free discussion in the appearance of speakers on campus.

The resolution, which was adopted unanimously, reads as follows:

The Board of Presidents heartily endorses the University's belief in the importance of the open forum and a free exchange of ideas in an atmosphere of quiet discussion on the University.

The Board does not endorse the statement or positions of any of the speakers appearing on the program, only the need for open discussion on the University.

It is essential that a university allow the expression of ideas of men who are fully those who are in the community.

introduced a proposal to establish a 1968 Mock Republican National Convention. Citing the success of the 1964 convention, the proposal stated that the benefits derived included the involvement of one third of the student body, the opportunity for students to learn more about political parties and the national publicity which accrued to Vanderbilt.

A budget of \$5,000 was anticipated in the proposal and the Board was asked to select a "general chairman" and to authorize \$250 to publish brochures to attract speakers, delegates and donors.

Explaining his proposal, Treitz noted while only \$5,100 was raised, the money came from a Greek fund-raising drive which netted \$1,200, a banquet which netted \$800, a contribution from the

Corning Glass foundation for individual contributions for people for \$100 each.

Treitz stated that the 1968 convention would not come unless the black and suggested December determining time for whether in sight by then, Treitz envisaged the convention would just be a Turtle Derby.

Bill Weiss then raised the question whether the Board presently had money. It was then noted that Secretary Lee Barfield was absent. Watson said he believed they had money.

Then Chuck Muckenfus raised the question that the proposal was vaguely and that the proposal was



Black Power Is Blindness

(Editor's Note: Working on the staff of the *Huntsville Times* this summer, Hustler editor Frank Allen Philpot wrote the following which appeared in the July 6 issue as an editorial. Reprinted with permission from the *Huntsville Times*.)

The civil rights movement in this country has been moving perilously close to disaster in recent weeks.

Stokely Carmichael, chairman of the Student Nonviolent Coordinating Committee, was waving a match over a powder keg when he talked of "black power" during the recent Mississippi march. Following the trail blazed by Carmichael the Congress on Racial Equality (CORE) this week adopted a resolution calling for an end to non-violence in the civil rights movement.

If civil rights leaders give up the philosophy of non-violence—and there are many Negro leaders including Martin Luther King and the NAACP's Iloy Wilkins who deplore the present trend—the American Negro will have lost a most powerful weapon in his fight

for full citizenship. We believe that both King and Wilkins will agree with us that he also be leaving logic and common sense behind—a common sense that is neither without regard to creed or color.

There have been many in the nation who have frequently sympathized with civil rights workers who endured jeers, insults kicks and beatings. An important portion of that sympathy stemmed from a concept of young people fighting for their rights without using violence—praying for their persecutors instead of attacking them.

Gandhi freed his nation from British rule with a philosophy of non-violence. Older civil rights leaders followed his example. But if the younger breed is to accept violence as a weapon in its fight it will receive the same scorn the nation has heaped on the Ku Klux Klan and it will set back the cause of the Negro inestimably.

Martin Luther King's advice of last month has gone unheeded. It is worth repeating: The principle of an eye for an eye and a tooth for a tooth, if carried to its ultimate, can lead to a world of the toothless and the blind.

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Independent Women To Organize

...ational meeting for the Independent Women's Association will be held in the Recreation Room of the Quad. The discussion will be led by Rose Frank, W.S.G.A. president.

...W.A. is interested in developing outlets for independent women. A committee will be appointed to consider all suggestions and to develop a constitution.

...Activities under consideration by the group will be the expansion of the women's intramural athletic program, an information center for girls interested in political activities on campus or in working with IMPACT and tutorial services.

The meeting is open to all interested independent women.

...the opinion of his chapter ... W. End Ave. 291-7058

"AMONG THE GREAT MOVIES OF ALL TIME!" —Life Magazine



"The expression of viewpoints by a group of students (does not) adversely affect the ultimate image of a university ... silence on a campus in the face of important issues does adversely affect the image of a university."

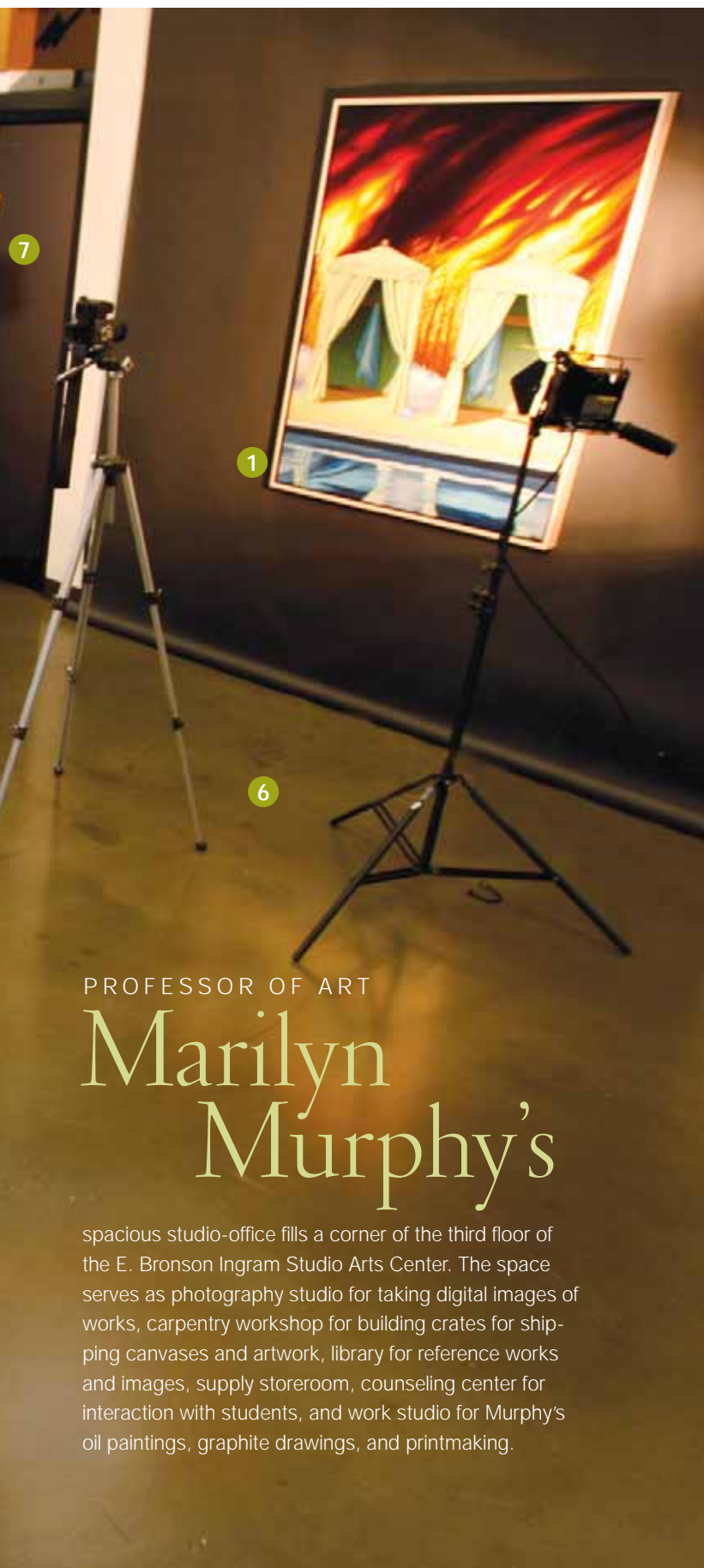
—ALEXANDER HEARD

I self remember my first effort at the left. I clutched the rope, closed my eyes and fell head first into the snare with a line of ten skiers racing up the tow line toward me. One of those fond memories.

It was even harder to ski downhill. I fell four times on one descent. (That was probably because I was nervous with the Olympic events watching and all.)

During longer weekends of four or five days we go further away. Several of the group went to Barcelona, Spain, and returned with a greater appreciation for the French.





PROFESSOR OF ART

Marilyn Murphy's

spacious studio-office fills a corner of the third floor of the E. Bronson Ingram Studio Arts Center. The space serves as photography studio for taking digital images of works, carpentry workshop for building crates for shipping canvases and artwork, library for reference works and images, supply storeroom, counseling center for interaction with students, and work studio for Murphy's oil paintings, graphite drawings, and printmaking.

JOHN RUSSELL

- 1 "The Oasis" is one of 16 works exhibited in Murphy's one-woman show titled *Wind Mischief* at the prestigious Carl Hammer Gallery in Chicago. Gallery curator Carl Hammer personally chose the works to appear in the show. Each piece reflects Murphy's oft-reoccurring themes of wind and flight. "The individual pieces hang together well as a body of work," Murphy says.
- 2 The near corner-to-corner windows let in the natural light requisite for capturing colors and tones.
- 3 Vanderbilt gives faculty and staff a commemorative chair in recognition of 25 years of contribution to the university. Murphy's rocker, black with gilded trim and featuring the university seal, provides needed seating.
- 4 Murphy rescued the 1960s-era orange fiberglass chair when the art department moved from the Cohen Memorial Building. "It's a great design, made by Herman Miller," she says, not to mention wacky and eye-catching.
- 5 The mechanical pencil on a chain is part of the approximately 100 in Murphy's collection. A flea market find, it originally served as a pencil and a telephone dialer. "They all do tricks or have advertising," she says of her collected pieces.
- 6 As director of studio art when the new studio arts building was in the works, Murphy sat in on dozens of planning meetings. The architects and designers suggested carpeted floors, but Murphy insisted on a surface that would stand up to paint, plaster, ink, clay, chalk, and more. The spots under the camera lights are not from art materials, however. They appeared during the installation process.
- 7 Her green apron is splashed with ink of all hues from the hours Murphy spends teaching printmaking and creating prints.
- 8 Some of Murphy's surrealistic graphite drawings begin here. She's known for her juxtaposition of everyday life with images and situations that are just a bit off kilter.
- 9 Murphy teaches drawing and composition, painting (all levels), printmaking and relief printing. "I love to teach. Art can allow students to view the environment around them with greater awareness. Because drawing is learning techniques and strategies as well as developing ideas, anyone can learn to draw," she says.

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VANDERBILT UNIVERSITY

Where Are You? Answer: Looking up inside the tower in Benson Hall, home to the English and history departments. Two of Vanderbilt's oldest buildings, Old Central and Science Hall, were joined in 1983 to create Benson.



GOING GREEN: Junior Emily Agostino, economics and mathematics; senior Meaghan Robertson, anthropology and biological sciences; and Steve Gild, senior safety officer and environmental management system coordinator, sort materials to be recycled as part of the SustainVU phone book and paper recycling drive. See page 1 for information on the leadership role that the College of Arts and Science is taking with environmentally sound practices.

PHOTO BY STEVE GREEN