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# John Hazen White School of Arts & Sciences Newsletter, November 2008, Vol. 14, Issue 1

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# NEWSLETTER

November 2008

Volume 14, Issue 1

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## The Virtues of Joe Delaney, Teacher of the Year

by Scott Palmieri

According to Aristotle, "All men by nature desire knowledge." We all hope that this manifests in our classes and careers, but the ancient Greeks would certainly think fondly of Joe Delaney, our Teacher of the Year. By all accounts, the pursuit of knowledge is Joe's life as a professor and scholar. "The Greeks ask the important questions," posits Joe, reflecting on his experience teaching Ancient History, the course he seems to view as central to his calling. The questions, Joe explains, deal with "what it means to live a good life." They are the questions that are the core of the role of Arts & Sciences for our students who learn of the ancient virtues that could improve the conditions of their career paths.

Dean Angela Renaud offers, "Many students are surprised that history, a subject they put at the bottom of their favorite list, is something they truly enjoy after hearing the 'Joe version.'" As with many of our courses, there is the inherent challenge of making our subjects matter to our career-minded students. Often, Joe explains, it is just the exposure to new ideas that makes the difference. "I really enjoy seeing students react to things they're hearing for the first time." The reaction from students surely comes from Joe's ability to reach back into the past and bring something meaningful to the present. On this point, Dean Renaud says, "I admire Joe for his successful strategies to make history come alive for his students." There is also the continual effort of reflecting on his teaching to make improvements. Tom Pandolfini, Chair of Mathematics, has noticed that his colleague and friend Joe "always feels that he can teach more effectively; therefore, he substantially overhauls his lectures every year."

Perhaps the image of a mummy is not the first one that comes to mind when making something come alive, but this is precisely where Joe starts in the first week of his Ancient History course. Students are given an assignment that sends them to the museum at RISD, where they are asked to investigate the Egyptian concept of death and the afterlife. From there, they are to find another artifact and write a paper due at the end of the term. Experiencing what is taught also has carried over into his recent work in the course Music Appreciation. Here, again, he sends his students out to explore. This time, it is to attend a classical music concert for another paper that is born from a firsthand experience.

Their adventure is a part of Joe's own quest. "He 'walks the walk,'" as Dean Renaud suggests, "and continues to formally and informally study to engage in the ideal education: life-long learning." Despite already having his Ed.D. from Boston University, Joe does not seem to believe in the idea of a *terminal* degree as he has not only continued his education but has neared the completion of an M.A. in theology at Providence College. "I'm really interested in the intellectual foundations of Christianity," Joe explains, as he continues to be inspired by thinkers from early Western civilization, whether the ancient Greek philosophers or the early Church fathers. It makes sense, then, that Joe would quote *Closing of the American Mind* when reflecting on his teaching. "According to Alan Bloom," Joe reflects, "our central job is to 'keep the eternal questions in front of our students.'" It is easier to teach these questions when they are also kept in front of those who teach them.

He plans to keep that spirit in all of his classes, even in the new ones such as Sports in Film

(Continued on page 4)

## People in the News



**Tom Pandolfini** (Mathematics) co-wrote, with Jim Griffin, "Sweet! Using Percentages for Baking and Pastry." The article was published in the Autumn 2008 issue of *Chef Educator Today*.

**Michael Fein** (Humanities) has been notified that his recent book, *Paving the Way: New York Road Building and the American State, 1880-1956* (Lawrence: Univ Press of Kansas, 2008), received the 2008 Annual Archives Award for Excellence in Research Using the Holdings of the New York State Archives. The award is given by the Board of Regents of the New York State Department of Education and the New York State Archives. This past June, Michael also presented a paper, "New York Road Building and the American State," at the Conference on New York State History at Skidmore College in Saratoga Springs, NY. In November, Michael presented another paper, "Tunnel Vision: Motorists, Cities and the Politics of the 'Big Dig,'" at the Hagley Museum and Library in Wilmington, Delaware. The international conference, on the impact of automobility, was organized by the Center for the History of Business, Technology, and Society and commemorated the centennial of the Model T.

This summer, **Candice Simmons** (English) traveled to Italy for one month to teach Italian to American students. Her family joined her, and they explored Rome, Calabria, and the Amalfi coastline. Presently, she is taking two classes toward her Ph.D., one of which, "Multimodal Literacy," she has already been able to apply in the classroom. Additionally, on October 5, Candice received the Faculty Recognition Award from the Johnson & Wales' Parent Advisory Board.

**Gwenn Lavoie** (Humanities) attended the annual conference of the Rhode Island Foreign Language Association at CCRI in Warwick on September 27, 2008.

**Mari Dias** (Social Sciences) spent an unusual, relatively quiet summer. Following her 3 day volunteer experience with Katrina Warriors in New Orleans, she took a long deserved break, peppered only with rehearsals for an *Intergenerational Broadway Musical Review*, which featured senior citizens and children. The show was performed at both the North Kingstown Free Library and the North Kingstown Senior Center. During this summer, Mari had the opportunity to read over 75 non-fiction books, each centering around an individual's experiences. She took those books and incorporated them into both her psychology and sociology courses. Students will be required to read one of the books and view it as a case study, supplementing it with secondary research on the topic. She is very excited to view the outcome of this research project. Mari continues to teach her "Changing Lives Through Literature" course in the men's maximum security facility at the RIDOC and recently presented a workshop entitled, "Film-Making as a Pedagogy in Teaching the Social Sciences," at the New England Sociological Convention, held at Central Connecticut State University. She is currently in training with CASA (Court Appointed Special Advocate), and she will be visiting and representing abused and/or neglected children in DCYF custody.

On Friday, November 7, 2008, **Wendy Wagner, Donna Thomsen, Mare Davis, and Mary Barszcz** (English) presented "Rethinking Writing Assessment: An Educational Imperative" at the New England Educational Assessment Network's Fall Forum 2008, *How Assessment Improves Teaching and Learning*, which was held in Worcester, Massachusetts.

**Bill Lenox, Scott Palmieri, and Mary Barszcz** (English) conducted a workshop on November 17, 2008, for students in the Culinary Nutrition program who will be submitting application materials for dietetic internships and graduate schools. The workshop, held at HAC, gave an overview of writing effective application letters and essays, and Bill, Scott, and Mary will also help individual students edit their materials during the months leading up to application deadlines.

**Kaitlin O'Donnell** (Feinstein Community Service Center) was married on October 12, 2008, to college sweetheart Jason Blake. The two were married in Harvard, Massachusetts, at Saint Anthony of Padua Church and honeymooned in Saint Lucia. As of the winter term, Kaitlin's legal name has officially transitioned to Kaitlin Blake.

**Mark Duston and Lucy Ligas** (Mathematics) attended a one day colloquium, *Success in Precalculus and Calculus: Motivating a Deeper Understanding*, held on November 8 at the Waltham Woods Conference Center in Waltham, Massachusetts. The colloquium was sponsored by the publisher John Wiley & Sons. On May 30 & 31, Mark also attended the spring meeting of the New England Section of the Mathematical Association of America at St. Michael's College in Burlington, Vermont. Additionally, Mark took part in a 5 day, on-line workshop sponsored by the Mathematical Association of America. The course, *Geometry and Art*, was taught by faculty at St. Louis University. Live, interactive, multimedia presentations allowed faculty nationwide to participate in the workshop.

In May 2008, **Dave Mello** (Math) attended the Teaching Professor Conference held in Orlando, Florida.

(Continued on page 17)

## Serving Up Caring

By Shannon Hull

On November 5, the first *Casual for Community* day for the 2008-2009 school year raised \$441 to provide the ingredients for 200-300 hot, healthy meals served at St. Charles Soup Kitchen. Each Thursday, for over 14 years, St. Charles has served as a real life classroom for JWU culinary, baking & pastry, and hotel practicum students in the Careers in the Nonprofit rotation. The students have the opportunity to apply the culinary knowledge and training gained in their degree programs and positively impact, through their service, those who are most vulnerable in our community. The JWU Feinstein Center Community Service's chef educators engage students in discussions about food insecurity and community food issues, which allows students to see the connections between what they learn in the classroom and what occurs in the "real world." This understanding will enable them to become strong ethical leaders in industry and their communities.

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



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

## New Year, New OA's

By Eileen Medeiros

At HAC, we said goodbye to David Hood last spring but now say hello to Alyssa Thoma, our new OA. Alyssa hails from Vernon, New Jersey, and lives at Harborside Village during the school year. She's a junior studying accounting who, upon graduation, wants to work first in a public accounting firm until she becomes a CPA, and then she eventually hopes to move to private accounting. When not working or in school, you'll find Alyssa jet skiing, parasailing, or tubing. She also enjoys traveling and has been to the Dominican Republic several times and hopes to go again during the spring break. Paris and Puerto Rico are two other destinations she has visited, and she has also cruised to the Caribbean, the Bahamas, and, this year, Mexico. In addition, she has traveled all over the United States. In her spare time, Alyssa spends time performing community service. Currently, she's volunteering at a shelter for abused mothers and children, and, last year, she volunteered at Fogarty School. She enjoys volunteering in these types of settings because of "the impact" she can have on young children. In her new position, Alyssa has been learning lots of new things, but the thing that stands out for her is learning about how many faculty actually teach here.

The A&S office downtown said goodbye to Chad Odvar over the summer and now has a new OA, Angela Reuter. Angela is an SEE major in her junior year with two concentrations, International Event Management, and Sales and Marketing and Event Management. She hopes to land her dream job someday as an event coordinator in Las Vegas or for a professional sports team. Her hometown is just north of us in Framingham, Massachusetts, but, while on campus, Angela lives in Imperial Hall. In addition to classes and work, Angela keeps busy as a member of the Collegiate Honors Society, the Special Events Society, and the International Special Events Society. She's also a member of the writers' group here on campus. In addition, she teaches swimming lessons at the Mt. Hope YMCA for children ages 4-16, something she also does at her hometown Y. She was actually recruited as a swimmer for the United States Air Force Academy where she attended school for two years. During summers at the academy, she trained at the Olympic Training Center in Colorado Springs and met several Olympians including Michael Phelps (with whom she also trained at the Michigan Christmas Training Camp), Ryan Lochte, Aaron Pierzol, Dara Torres, Paul Hamm, members of the men's 2008 gymnastics team, and a few of the Olympic triathletes. And, like Alyssa, Angela has been learning many new things in her new position, primarily how to "properly" use a copy machine as well as professors' names. She has also been enjoying getting to know the faculty in A&S and "learning about the 'real world' from their stories."

A warm welcome to Alyssa and Angela.

## The Virtues... *(Continued from page 1)*

and Literature. Joe is excited to cover writers from Homer to Bernard Malamud, examining mythological themes over centuries of sports. Perhaps this is due to not only his love of history but also of sports, not a surprise for those who know Joe. He is equally at ease when discussing Plato's four cardinal virtues as he is when discussing Dustin Pedroia's four at-bats from the most recent Red Sox game. Balancing interests comes with balancing his life. Tom Pandolfini hails Joe's ability to also "keep up with the busy schedule of hockey and soccer practice for his two children" along with his studies and teaching.

When asked about his Teacher of the Year award, Joe calls it "a complete surprise." As he thought of many other deserving candidates, he also appreciated "the good feeling of getting recognition from your peers." Praise comes from many colleagues for the qualities of our ever modest recipient who seems to be successfully pursuing "the good life." There is even admiration for his speaking voice. Dean Renaud has a unique idea: "When Morgan Freeman retires, Joe can play God." This would confirm what Joe and many of our faculty would hope—that God is a Red Sox fan.

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## Plato's Café

By Paulette Levy

*"It may be argued that peoples for whom philosophers legislate are always prosperous..." - Aristotle*

This fall term, our student philosophical discussion group has been meeting regularly at the Multicultural Center in the Xavier Complex, and all agree that our minds are enriched for it! It is exhilarating!

The fall 2008 season jumped off to a wonderful start with topics ranging from *Egoism* to a question driven discussion on relationships—*Technology: friend or foe as we search for Truth in our lives?* The group turned a corner, joining a nationwide trend, when discussion led to *The Ethics of Going Green: how good do we have to be?*, and finally, on October 29, to a vibrant discourse focused on *Ethics and Politics—How do we choose our leaders? How good do they have to be?*

The student topics and discourse have been particularly poignant this year, and we are lucky to have so many fascinating, budding philosophers on board!

Note: The winter term Plato's Cafe schedule is as follows:

Wednesdays—3:45pm at Multicultural Center on January 7, January 21, and February 4.

As always... food for thought.

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## A & S In-service "Building Community" – Desiree Schuler & Bill Fischer

By Sue Hirst

Thanks to Desiree Schuler from the English Department and Bill Fischer for their informative, thought-provoking in-service, "Building Community" held this past September in the White Center.

The goal of the Office of Student Conduct, "to maintain and promote community standards of behavior and foster civility and respect for all individuals," explained Bill Fischer, is reinforced with a strong collaborative network of university officials, students, and faculty.

Strong student focus is a key element of the OSC process, which centers on helping students who have been reported to the office to learn from the experience. Bill Fischer discussed various levels of intervention—from informal conversation to formal hearing—employed by the OSC. Additionally, the Crisis Awareness and Response Evaluation, the CARE Team, shares and coordinates information concerning behavior that appears to pose a risk of harm.

Desiree Schuler discussed her role as a faculty member working with the OSC to further the goal of creating/maintaining a positive and productive learning and living environment at JWU. Desiree facilitated the Q&A period which explored, in detail, the collaboration between faculty and the OSC to foster academic integrity.

## National Press Club Panel

By Valerie Balkun

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Xavier Auditorium was the setting on Monday, September 22, 2008, for the National Press Club's 100<sup>th</sup> anniversary celebration, featuring a panel of Rhode Island journalists and a judge. Tim White of WPRI, the *Providence Journal's* Bob Whitcomb, former State Supreme Court Judge Robert Flanders, and Jim Hummel, former reporter of WLNE Channel 6, spoke before a full audience at 7:30 am. Gil Klein, director of the National Press Club Centennial Project, moderated the panel.

The panel focused on the new direction in which print and spoken reporting are heading. With blogs, online reports, budget cuts, and citizen reporting, questions such as who is responsible for accuracy were raised. How accurate can the news be and how liable are reporters when much information is retrieved "on the spot," sensationalized, and unedited? The answers seem to lie in the need for a new business model for advertising in order to keep credible, print newspapers in existence and foster a new awareness of responsibility for sound reporting.

Many of our Johnson & Wales faculty found wonderful ways to integrate the panel's ideas with classroom assignments. Communications Skills classes were present to not only critique speakers but also learn about panel presentations. Advanced Composition and Communication Skills, too, are the perfect places, perhaps, for scrutinizing textbook articles for relevancy, accuracy, and audience in order to prepare to write reviews and commentaries. And all classes benefit simply by participating in a presentation which raises our collective consciousness about the quality of information in the age of information.

## Amy Belding Brown Visit

By Madeline Parmenter

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Author Amy Belding Brown addressed the Honors English classes in October as part of the Cultural Life Series presented by the School of Arts & Sciences. Brown discussed the challenges of writing fiction set in historical times, specifically the connection between "facts" and "truth." She noted that all humans are storytellers: recounting a dream you had the night before to a co-worker or retelling an incident that occurred in the grocery store are examples of storytelling. As a historian, Brown had planned to present the facts and intersperse fiction while writing her first novel, *Mr. Emerson's Wife*, the story of Ralph Waldo Emerson's second wife, Lydia.

Brown discovered that trying to be true to the historical record would flatten the characters. She noted that historians and fiction writers have two difference responsibilities: historians must deal with the facts, but fiction writers need to tell a story and "grow" the characters. It was then that she found herself having to make distinctions between the story and the truth. The result was a merger of both.

A Vermont native, Brown is a graduate of Bates College and received her MFA from Vermont College of Norwich University. She teaches writing at Worcester State College, Fitchburg State College, and the Worcester Institute for Senior Education. In addition to authoring *Mr. Emerson's Wife*, Brown has been published in *Yankee*, *Good Housekeeping*, *American Way*, *The Worcester Review*, and other international, national, and regional magazines.

## Election '08: International Connection

By Emily D. Spitzman

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Several of our Intermediate Writing students went to 7-Eleven and a bought a "Vote" cup of coffee on November 4, 2008. They beamed with excitement as they pointed to the words about the election on the side of the cup. Several of my students told me that they were happy to be in the United States on Election Day. They have studied the election in their ESL classes, and, when their families ask questions about the election, they often have the answers. So much of the newness of the United States is exhausting for our language learners as they work hard not only to learn English but also to make friends and to settle into a new life. The focus on the election brought the world into our classrooms, fueling a common interest that involves all of us, no matter where our families live.

As an ESL department, we integrated the election news into our curricula. Many of our Oral Communication students watched debates for homework, filling in rubrics to organize their reactions and analyses. We also critiqued the speaking styles of both Obama and McCain, learning from their strengths and weaknesses about how to improve our own speeches. One of my students explained to me that she was thinking of Obama as she gave her impromptu speech to the class; her eyes lit up as she explained that she was trying to emulate his speaking style, especially his effective use of pauses. The election infused inspiration and a reminder about the interconnectedness of our world into our ESL classrooms this fall.

Last academic year, the total hours of service performed by students at the Providence campus was 49,330 hours. This includes undergraduate and graduate community service-learning (CSL), as well as volunteerism through dorms, clubs, and on an individual basis. Of the total hours, 71% were academic service (CSL1001), and 35% of the 71% emanated from the School of Arts & Sciences. Another 4% is the Collaborative Learning Program (CLP), which is a joint effort with business and English faculty.

All of those hours sound impressive, but... so what? What is the real human impact? JWU CSL students are in the local schools tutoring math and English; teaching USA Hooray!, Leadership Mentoring, and the Career Ambassadors programs; working with refugees, the homeless, and the elderly; volunteering at domestic violence shelters, arts organizations, and social service agencies. The JWU students are making a real and lasting impact on individuals and in the community by volunteering their time, heart, and expertise. So this is the real human impact!

As the students donate their time and skills to the local schools and community-based organizations, they are helping those in need and feeling good in the process. For example, JWU students recently asked 5<sup>th</sup> grade students in the Leadership Mentoring Program to complete this statement: "When I hear the word "leader," I think..." Many students named Barack Obama, which was not unexpected being so close to Election Day. The youngsters also named Rosa Parks and Martin Luther King, Jr., their teachers, and parents (which was refreshing to hear!). One of my favorite responses was when the children named their JWU mentors. The Fogarty students wrote, "JWU students are leaders because they take the time to come to our school every week to teach me and our class, so that we can do better in school, be good leaders, and be ready for middle school." It is at times like this that I realize the JWU students and our programs do make a difference at Fogarty Elementary School and at the other Providence public schools. The following comments show JWU and our students are making a difference:

*"I work with many colleges and organizations. JWU is the best...the students are beyond words..."*

*"As a small, non-profit agency, our budget is always our greatest obstacle. Our collaboration with JWU allows us to better serve our students, and provide the individual attention and variety of activities they need to be successful! Thanks!"*

*"I learned a lot about the needs of others and how much of an impact we could make in the community if we would just take the time to stop, listen, and help."*

*"The CSL experience gave us an opportunity to teach leadership in a community of children who will face difficult decisions over the years...This program sent them a simple message of how important it is to do the right thing, be confident in their decision making, and be respectful and available to help their friends."*

*"The people were great and I really gained an understanding of what goes on in the community and how my role in what I do can make a difference. I'll never forget it. Thanks JWU for the opportunity!!"*

The 49,330 hours are impressive, but it is the stories told and comments received that show the real human impact.

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## Tune in for a Good Cause!

By Deirdre Newbold

Want to come in from the cold and be warmed by the winds? The Rhode Island Wind Ensemble will perform a Winter Concert sponsored by the Arts & Sciences Cultural Life Series on Sunday, February 22, 2009, at 2:00 pm in the Pepsi Forum. The Rhode Island Wind Ensemble is a dynamic performing group of more than 40 skilled professional and amateur musicians. All of the musicians volunteer their time and their love of music to provide outstanding performances and lasting memories for audiences of all ages. The ensemble performs a wide repertoire of music including orchestral transcriptions, opera and symphonic pieces, ethnic, contemporary and traditional band repertoire, jazz, and movie themes.

The concert will be FREE, but attendees will be asked to bring donations of the most needed items for the RI Community Food Bank:

Protein: canned soup, canned meat, tuna, peanut butter, nuts and canned & dried beans

Canned fruit & vegetables including juices and tomato sauce

Carbohydrates: nutritious breakfast cereal, whole wheat pasta, brown rice

Crackers, granola bars and cheese & cracker packages

Canned stews and chili

Extra virgin olive oil

Cash or check donations made payable to the Rhode Island Community Food Bank will also be welcomed.

Please invite your students (extra credit?), friends, and family to "tune in!"

# English Department Theater Project: *Bug at Black Rep*

By Mare Davis

On Thursday, October 16, a group of 50 students and English Department faculty members Sheila Austin, Marian Gagnon, and Mare Davis walked to the Black Repertory Theater on Westminster Street to see *Bug*, written by playwright Traci Letts and directed by Black Rep's Associate Director, Megan Sandberg-Zakian. The event was the first of a series of theater outings planned for the academic year as part of the English Department Theater Project, now in its 5<sup>th</sup> year, which, through the generosity of Dean Ron Martel and Student Affairs, provides tickets to Downtown theater performances for first-year students.

Although many of the students who attended *Bug* were familiar with live theater, the intimate setting of Black Rep provided them with a different and challenging experience. As student Nicole Azzarone said later, the small stage kept the play "close to the audience." In addition, the entire action of *Bug* takes place on a single set, a seedy motel room, which compels the audience to share the claustrophobic, insular world of the play's characters as they meet, form relationships, and spiral out of control towards the dramatic, pyrotechnic ending of the play.

Most of the students would probably agree with student Corinna Seeger, who said, "I was not expecting the play to be all about drug addicted, psychotic people, who were going crazy with 'bugs.'" But *Bug* is, in fact, a contemporary play that explores the very 21<sup>st</sup> century issues of war, conspiracy theory, drug addiction, loneliness, and love. One of the main characters, Peter, (Cedric Lilly), the source of the "bugs" in the play, is a war veteran, which, as JWU student Ahasan Budhrani says, "explains some of the ways that he acts and why he is so weird." Peter believes he has been infected by bugs as part of a secret experiment carried out by the U.S. military on unsuspecting soldiers. In response to this facet of the play, student Victor Sosa "immediately thought about the Gulf War." He remembers hearing about returning soldiers who, like Peter, believed that the government had put bugs in their bodies, and, like Peter, "started to drain their own blood and would filter it or put it under the microscope to see if anything was in it."

Peter meets Agnes (Jackie Davis) when Agnes' friend R.C. (Marie Michaelle Saintil) brings him to the motel room where Agnes lives alone. Peter spends the night with her; they smoke crack, make love, and he never leaves, turning *Bug* into a sad, lonely love story doomed to end tragically.

As Peter becomes more and more obsessed with the bugs he believes are destroying him, he and Agnes wrap light bulbs and the clock radio with tin foil to prevent transmission of the signals that broadcast their location to the mad researchers who are after him. In a wrenchingly violent scene, Peter pulls out his own tooth because he believes it has been "infected" with government bugs. R.C. reappears with Agnes' ex-husband, Jerry (Raidge), trying to rescue Agnes from the increasingly bizarre Peter. But, as Ahsan says, Agnes "tears herself from the ones that care about her just because she believes everything Peter says." Finally, when the mysterious Dr. Sweet (Bob Jaffe) arrives, Peter and Agnes reach the logical end of their buggy journey. They stab the doctor to death, drench the room in gasoline, and, with the sound of helicopters circling overhead, the play ends in a firestorm of paranoia and despair.

"Are there bugs or are there no bugs?" is the question that Sandberg-Zakian asks the audience to decide in her program notes for the play. "The entire play is a mind game," says student Curtis Constant, and the game turns everyone in the audience into a player. "Everyone knows that there are many tests the government wants to keep classified," says Curtis. And, as Victor points out, "in the police field, a 'bug' is someone sent in to infiltrate and spy on criminals." Yet, Corinna says, "after days of being in a small motel room using heavy drugs, anything is possible."

Bugs or no bugs? Curtis says, "Every time there is an argument favoring one theory, there is a question that comes up that cannot be answered. There is no way of telling whether or not the bugs exist. I believe that the author, Tracy Letts, did that for a reason. The play is meant to keep the audience questioning throughout the play and long after."

The Johnson & Wales crowd at the Black Rep on that Thursday night was excited and intrigued by the play. In concluding her written review, Corinna expressed the general student opinion. She said, "Overall, I thoroughly enjoyed *Bug*. My experience was fantastic, and I would definitely recommend it to those who would enjoy a great play."

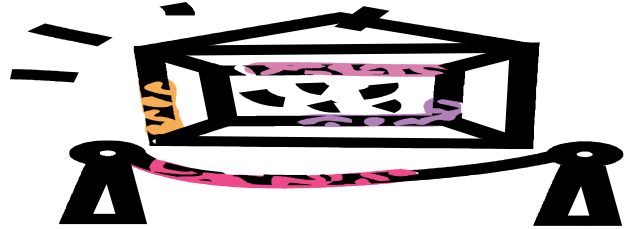




## September Gallery Night

By Paul Merluzzo

From March to November, the Providence art galleries hold an open house in the evenings from 6:00 pm-10:00 pm on every third Thursday. Due to our J&W school calendar year, the September Gallery Night is the first of the season. On the five possible gallery nights in September, October, November, March, and, finally, April, Professor Paul Merluzzo leads small groups of students, faculty, and friends to some of the participating Downcity galleries.



On September 18, three galleries were visited. Reactions to the art were as mixed as the art, itself. Professor Rory Senerchia accompanied Professor Merluzzo and 14 students on a lively, fun-filled tour featuring American-primitive portraits, Puerto Rican art and music, and RISD graduate work.

Beginning with the Chapel Gallery and Labyrinth at the Matthewson Street Methodist Church, students met with artist Reverend Bill Comeau, aka Dedo. His artwork is a reworking of Van Gogh's impasto style; he also draws upon other artists such as Modigliani and Millet. His brightly colored portraits and landscapes at first seem too derivative, but they achieve a charm and power of their own. Reverend Bill informed, entertained, and involved the students. One student astutely commented later on how an artist may reveal more about his own personality and issues than he may have intended.

On the second floor of the Chapel Gallery building, there is an architectural folly that must be seen. Also, on the fourth floor is the Labyrinth, a re-creation of the meditational labyrinth in Chartres Cathedral. Beneath this painted wonder are hidden the names of family and friends who have physical and spiritual needs, and, in walking the maze, one sends help to these people. As one enters the maze, the outer layers of the world dissolve as that person approaches the center and then are given to Spirit. Exiting the maze leaves one strengthened to endure the outer world once again. Several students said they would return to this quiet oasis in the downcity area. It is a lovely Providence secret.

At the URI Feinstein Gallery, mixed and multi-media works by a variety of Puerto Rican artists filled the first and second floor lobbies. The wide range of skills and styles was as colorful as the accompanying live music. Expert landscapes and religious portraitures, along with embossed paper works and ceramic sculpture, were the highlights of the exhibition,

The Koffler Graduate Student Gallery on Weybosset Street held a group show that startled and bored us at the same time. While the artistic merit of the works varied greatly, there were some interesting landscapes, graphics, portraits, and videoworks.

Well attended by the general public, Gallery Night offers art, musical offerings, and wine, fruit, and cheeses to satisfy everyone's palate. Please encourage students to attend; it is a culturally diverse, interesting night of discovery and good feelings. And, for students, it may be the classiest "cheap date" in town!

## A Cheap Trip

by Eileen Medeiros

Airfare's high. You need to save any extra discretionary income for the necessities. And besides, flying these days is such a hassle. *But* you would like to get out of the country for awhile. You can, and it won't cost you much.

Plan on exploring the globe at this year's Cassola Conference, to be held on Friday, April 3, 2009. *Exploring New Worlds: Teaching Communication in the 21st Century* is the theme and joining us will be travel writer Rosemary Mahoney. Mahoney is the author of several books including *The Early Arrival of Dreams: A Year in China*, *The Singular Pilgrim: Travels on Sacred Ground*, and *Down the Nile: Alone in a Fisherman's Skiff*, which appeared on the *New York Times'* list of 100 notable books of 2007. She has also authored a book about her summer job working for Lillian Hellman and another about contemporary Irish women. Her stories will take you around the world. You'll also hear from other faculty about their experiences of exploring new worlds in the classroom and community.

So, save a few bucks, eat a great lunch, learn some new things that will edify you both personally and professionally, and connect with other faculty on April 3 at the Cassola Conference.

## Things To Come: A&S Cultural Life Update By Gwenn Lavoie

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During the first week of the current academic year, the School of Arts & Sciences was very much abuzz about the beautiful Cultural Life catalog that turned up in every faculty member's mailbox! The design is sleek and attractive, and the diversity of program offerings it contains is about the best ever. There is simply something for everyone, from faculty to students to visitors from the community, to savor and enjoy. This is especially apparent in the offerings for the winter and the spring terms.

Alan Lightman will join us on January 28 to discuss his highly acclaimed novel, *The Diagnosis*. Lightman, both a scientist and a man of letters, has served on the faculties of both Harvard and MIT teaching physics, astronomy, and the humanities. His unique set of gifts and talents promises to be the foundation for a riveting lecture.

Few will fail to be touched by the visit from Ishmael Beah, author of *A Long Way Gone*. He will discuss his early life in Sierra Leone and the violent civil war that tore his country apart and sent him away from home at age 13 to serve in the army. Now, at age 26, he looks back on the circuitous path that has led him to the United States, to an American college education, and to the authorship of the inspiring story of his life.

On February 22, the Rhode Island Wind Ensemble will bring warmth and a dynamic performance to the Pepsi Forum. 40 talented amateur and professional musicians will entertain us.

A second saga of courage, in the tradition of Ishmael Beah, will delight our audience on April 14 when we receive the visit of Mawi Asgedom. He fled civil war in Ethiopia, survived a refugee camp in Sudan, and overcame enormous personal challenges in the United States before graduating from Harvard and creating an organization that seeks to encourage today's youth to lead fulfilling and productive lives. Asgedom has been praised by educators and the media, alike, for inspiring our nation's teenagers through his writings that fill the shelves in thousands of America's classrooms.

The A&S Cultural Life Committee has chosen Diane Ackerman as its final speaker of this academic year. Dr. Ackerman is an author of poetry, essays, narrative non-fiction, and books for children, all of which focus on nature and the human senses. She will visit our campus on April 29.

Led by Professor Deb Ridolfi, the Cultural Life Committee of the John Hazen White School of Arts & Sciences seeks to provide our students with opportunities to experience new ideas and fresh perspectives in the areas of social action, diversity, and the environment. It is our hope that this year's array of cultural events will inspire our student body to become better citizens of the world in which they live and work.

## A&S Team Leads JWU Fantasy Football League By Bill Lenox

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Dean Angela Renaud's team, Angela's Angels, led the J&W Fantasy Football League through the first 10 weeks of the 2008 season with a record of 8 wins and 2 losses. There was a three-way tie for second place, just one game back, between Business Dean Dave Mitchell's Leprechans, Technology Dean Frank Tweedie's Highlanders, and Academic VP Clif Boyle's Beacons. These teams will meet during the last four weeks of the regular season and hope to be the four teams that qualify for the playoffs. Several other teams could also capitalize on these tough match ups and squeeze their way into post season.

In fantasy football, owners select players from the National Football League to form their own team. Based on their weekly performance in real NFL games, the players earn fantasy points. For example, if a player scores a touchdown, he earns 6 fantasy points. If a player kicks a field goal, he earns 3 points. Points can be scored by running the ball, catching passes, and so on. Each player's total for the week is added together to form a team total. These team totals are then compared to that of another team in the league, and the winner of the match is determined. The statistics are accumulated and calculated by an online service, in this case, ESPN.com.

Five straight victories got the Angels off to a strong start, but, as veteran sports fans Fred Pasquariello and Carmine Vallese agree, "It's how you finish that matters!" Be sure to show Dean Renaud that you are on her side. GO ANGELS!!!

The Fogarty School collaboration began this year with a large number of enthusiastic volunteers and a full agenda of new and improved Service-Learning programming. One exciting change to take note of throughout the year will be the emergence of student leaders who will take a prominent role in coordinating and supervising JWU programs at Fogarty! Also, in the spirit of new beginnings, we offer sincere congratulations to Fogarty's principal, Steven Olsen, on his new baby boy!

A new CSL program was piloted this fall with JWU history students and one second grade classroom at Fogarty. The five week program, USA HOORAY!, has weekly lesson plans that guide JWU mentors through basic instruction on historically significant events, civics and government, and mapping skills. Each week, the children broke into five groups and worked with two JWU history students for 1.5 hours. At the beginning of class, each group would shake up their "time capsule" and pull out an envelope. In the envelope were stories and activities about a historically significant person or event. The students would locate these things on the map and learn how to place them along the big class timeline. Each week, they also were taken through a map or globe activity and a civics or government exercise. Some of these included writing letters to the mayor or to soldiers overseas, drafting their own group constitution, and meeting the USA's neighbors. On the final week of the program, the children had the opportunity to dress up like a US historical figure and teach the class about themselves, using the map/globe and timeline as aids. They also created a class time capsule with letters to their future selves, which they will open before moving on to middle school. USA HOORAY! was facilitated in the classroom each week by an exceptional student leader and student assistant at the Feinstein Community Service Center. It will continue in the winter term in a different second grade classroom and in a third classroom in the spring.

The Leadership Mentoring Program kicked off in three fifth grade classrooms this September, and the Globe Trotters program was introduced to a new group of third grade students. Both programs were successful and were facilitated by about 30 JWU student volunteers. Two wonderful, new JWU SLICE students, and another fantastic student assistant of the Feinstein Community Service Center assisted by leading their fellow students through these programs. Also, big thanks to the team of ESL professors who accompanied their students to Fogarty and assisted with facilitating the Globe Trotters Program during the fall term.

Community Service-Learning students, through English and Math courses, once again touched the lives of many children at Fogarty this term with their mentorship and assistance with reading, writing, and mathematics. JWU students continue to offer positive feedback about their learning experiences at Fogarty Elementary School and their pride in being part of an institution that provides them with this opportunity. Many thanks are due to the English and mathematics faculty who make these student experiences possible by offering the Community Service-Learning option through their courses.

## Feinstein Center Welcomes 2008-2009 AmeriCorp\*VISTA

By Laurel Lapane

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The Feinstein Center will serve as a host site for Rhode Island Campus Compact AmeriCorp\*VISTA, Peter Skwirz. Peter is a recent graduate of the University of Rhode Island, earning a bachelor of arts in anthropology and philosophy. He will be developing and facilitating the Career Ambassador program, a program which gives JWU students an opportunity to volunteer at local middle schools and share their knowledge and experiences with the children there in order to orient them towards obtaining career opportunities and access to higher education.

## Barefoot in the Park

By Anne Shaw

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Judging from the audience's response to the opening night performance of Neil Simon's comedy *Barefoot in the Park*, the JWU Players has firmly established its reputation for high quality, entertaining theatre. Everything from the stage set to the excellent acting to the play, itself, combined to create a perfect evening.

Set in New York in the East 40's, in a one bedroom walk-up apartment, the play centers around the newlywed couple Corie and Paul Bratter, who have just moved in after a one-week honeymoon at the Plaza. Although the apartment is artistically pleasing with a pink stove and trim, green walls, and blue doors, many of the situations in the play revolve around the characters who arrive out of breath after walking up the six flights. There is also a fire escape off the bedroom, where some characters make their exits, and a hole in the roof, which complicates problems with the heating.

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Q: What is the difference between education and indoctrination?\*

- A. Perspective
- B. Intent
- C. Imagination
- D. Capacity to play
- E. All of the above

\*Answer at end of article. (No cheating.)

If we are the institution developing and directing a program for the betterment of society or for the welfare of the world, it's an easy question to answer: *OUR* effort is educational, *obviously*. However, if we are the group being educated for our own good through the authority of an outside agency, it may not be easy to differentiate between education and indoctrination. As AWARE, the Johnson & Wales University Alliance for socio-cultural inquiry, global engagement, and artistic envisioning, is about to enter the international education scene, we are thoughtful about our role and assumptions as western educators.

On the brink of this international endeavor, certain questions trouble us. How often has the West had good intentions that resulted in the detriment of the populations served, whether it was the colonial past, the military present, or the global future? How can we know that we are serving the populations we engage in our educational efforts and not imposing values that simply replicate our cultural and political perspectives? How can we constantly challenge ourselves to seek a sense of humility, gratitude, and compassion for our work in the world without being self-righteous about these very efforts?

These concerns are so daunting that they're enough to make you wonder if you should just stay home, pop a bowl of buttered corn, and throw yourself with abandon on the couch to watch reruns into the wee hours of the night until the notion—that we have responsibilities that require us, who have been given so much, to give to others—has passed into oblivion.

Instead, the students, faculty, and community members of AWARE prefer to take on these difficult challenges to our purpose and identity in the world. This December 2008 will be our first attempt to move out of the classroom and into the world of foreign cultures, young students, and innovative programming for global engagement. This opportunity arose when I was invited to speak at a conference in Pune, India. This conference is being held at a time when JWU AWARE president, Shabnam Pancha, is visiting her family in nearby Mumbai, and community member, Gloria Herna, is studying Sanskrit at a school in Pune. Moreover, it comes at a time when Shabnam's parents' school, the F.E. Pancha Memorial School, is developing a school in the remote village of Neral. The Pancha School was looking for a special program for their young students (60% Hindu/40% Muslim; 70 boys/30 girls), and the Jewish Community Day School in Providence was looking for a sister school abroad. What convergence!

Discovering that the largest Jewish community in India is in Mumbai, I realized that we had another link to forge. Of the five thousand Jews in India, four thousand live in Mumbai. After some research, I discovered the remarkable history of this Jewish community. Called *Bene Israel* (their Old Testament appellation meaning "Children of Israel"), this community is one of the Lost Tribes of Israel, arriving at the Konkan coast of western India over 2,300 years ago. I contacted the Jewish Community Center of Mumbai and spoke with their director about our plans, inviting them to join us in this celebration of awareness and artistry. They accepted. We planned the event to be divided between the Pancha School and the Jewish Community Center of Mumbai, enabling our students to meet and learn about each other at their home sites. How exciting it is to be able to bring these communities together in India through our student AWARE Alliance in Providence!

Now that our engagements were set, AWARE's first issue was to define our educational goal in a foreign country. We recognized that we have expertise, but we want to be open to learning from others who have such different cultural, political, and

(Continued on page 12)

## Aware in India.....(Continued from page 11)

historical perspectives. We need to shape a significant program that is a true gift of imagination, substance, and meaning to our hosts. We also wanted to keep this program open-ended; that is, to design it in such a way that, in engaging in this work, the program, itself, could change out of our interaction and collaboration with our hosts. This, we believe, is a true demonstration of the vitality of our commitment

The best in life speaks to the capacity of the human spirit to envision a world of peace and prosperity for all human beings. Certainly, that is AWARE's educational mission. However, given the concerns mentioned above, we cannot impose objectives and goals that would specify the outcome without going through the process together with our partners. So, what can we propose? It seems that we can only offer opportunity, time, and space to play.

Yes, *play*: play is a state of mind that enables us to suspend our assumptions and judgments about the workings of the world so that we may enter into the imagination where all is possible—even visions of peace in a war-torn globe, food for families in a world plagued by famine, and hope for children who have learned to live without it. We hold endless possibilities simultaneously within us, and play is our entry into that world of potentiality. Through play, we explore the promises of the human spirit and bring that potential back to enrich our world.

Each student who participates in our AWARE program represents our promise for our world, whether that student is Hindu or Muslim in Mumbai, or Jewish in Mumbai or Providence. As in the Hindu notion of *leela*, meaning “sacred play,” the divine spirit may appear as a cloud or a changing reflection on water or another form that cannot be bound in place. We are freed from the definitions and limitations of our claimed identities of ethnic, historical, educational, professional, and national status. In play, we shape and renew our understandings of ourselves so that we become fluid and flexible, opening our hearts to life, love, and humanity.

Through play, we imagine. Thus, AWARE members will play with our friends in India this December and together enter that wondrous world of the imagination.

How might a common literary theme represent possibilities for our students who come from such different cultural, national, and political contexts? How might the participants find ancient tales relevant to global threats, their community needs, or their personal challenges? Or, might our students ask completely different questions and pose entirely unexpected answers? By foregoing our professional need to achieve pre-ordained educational objectives and goals, we open ourselves to listening sincerely to our students and enhancing our awareness of cultural identity. In this way, we may claim a program that truly is an educational experience, not indoctrination or a pretense for education.

However, that does not mean we have no plan in mind. We are constructing a site of imaginative space where the spirit may flourish. In conjunction with my university presentation at Pune on the psychology of climate change, we have decided to focus on the mythology of the Deluge in stories that span the religions and literature of diverse cultures around the world. These stories offer us the springboard to develop visual art work, performance pieces, and narrative collaborations amongst our diverse members.

Designing such a playground for the imagination is much more challenging than simply owning a game and playing it with others. We must devise constraints that free the imagination to dance within the space, yet not constrict the imagination to its dimensions. Quite the paradox! And, paradox is the name of this play. Paradox poses that two contradictory and oppositional elements may be true simultaneously. What a logical impossibility! Palestinians and Israelis living in peace? Unlikely! The seemingly unending civil wars of Africa resolved? Impossible! The AIDS epidemic cured? Unachievable! Global warming addressed urgently before the tipping point of 2050? Impractical! Children of the entire globe living in health, educated, and safe? Unattainable!

What impossibilities!

Unless, that is, we enable our children to open their hearts to the infinite possibilities of imaginative responses to our suffering world. Not through didactic authority or an education that indoctrinates, but through a celebration of their spirits, so that children feel the impact of their presence in the world to create, care, and live a life of compassion toward others. An open-ended artistic experience introduces them to this possibility of living within paradox, suspending pre-formulated, but ineffective, dualistic answers they have received to intractable issues in their worlds, to create a different and undivided reality. Playful artistry offers them the tools: imagination to envision possibilities, intellect to construct a sustainable pathway, and enthusiasm to inspire others to work together toward this important goal.

Isn't that what being AWARE is all about?

*\*Note: What else could be the answer for a club that celebrates unity in diversity? The answer is E: All of the above!*

## The On-Going Conversation

By Mary Barszcz

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At the end of the 2007-08 academic year, one thing was very clear: the conversation initiated by the English Department at JWU, a conversation that included high school English teachers in an attempt to bridge the gap that, despite similar objectives when it comes to teaching students how to write, often separates these two elements of the educational spectrum, was far from over. It seemed that the surface had only been scratched, and much more needed to be done in our attempt to define “college-level” writing, and, most importantly, to prepare high school students, upon graduation and entrance into college, to join the ranks of those expected to write at a college level.

On so, on Thursday, November 6, the conversation continued. This year, two new voices will add to the discussion. Pat Armstrong from East Providence High School and David Tansky, who teaches at LaSalle Academy in Providence, will join high school teachers Tom Hynes from Smithfield, Priscilla Abrahamson who teaches at Barrington High School, Julie Lozinski from Norwood High School, and Chris Natalizia who, in addition to his teaching duties at Quincy High School, will be able to offer a unique perspective on the topic of college-level writing since he has joined the JWU English Department as an adjunct faculty member. Continuing to add the college perspective to the discussion will be JWU faculty Donna Thomsen, Mare Davis, Terry Novak, Valerie Balkun, Eileen Medeiros, and Mary Barszcz.

This year, there are big plans. Some participants might be researching topics related to composition and rhetoric, research that, hopefully, will be shared with the group in the spring; presentation proposals for the Cassola Conference are being considered; NECAP (New England Common Assessment Program) will be discussed, and the impact that this program has had, and will continue to have, on instruction and curriculum in Rhode Island and Massachusetts public high schools and, thus, on the writing skills of college freshmen who have graduated from high schools in those states, will be gauged. Assignments will be shared, essays will be evaluated, students’ attitudes will be discussed, “teaching to the test” will be debated, but, most importantly, the voices of high school English teachers and college faculty who teach English Composition will be heard conversing in the same place about achieving the goal that they all work so hard to accomplish: helping students to write better.

## The Audacity of Hope High: Youth Voters and the 2008 Election

By Wendy Wagner

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The recent election of Barack Obama as president of the United States was fueled, in part, by an influx of enthusiastic young voters energized by concerns over the faltering economy and inspired by Obama’s message of change. On Monday, November 3, 25 students from Professor Wendy Wagner’s ENG 1020 class visited Hope High School in Providence to build on the energy of the 2008 campaign by sharing informational flyers and brochures explaining the positions of the different political parties on issues of interest to young people.

Working with Mrs. Marshall’s journalism class at Hope High, the JWU students identified the issues and concerns of the student body at Hope. The issues chosen were health care, gas prices, college costs, jobs, and, surprisingly, Social Security. Armed with this data, JWU students worked in groups researching the political parties and their positions on the issues, focusing mainly on the Democratic Party, the Republican Party, the Libertarian Party, and the Green Party.

Both Hope High and JWU students were surprised to learn about the two lesser-known parties. One Hope student even expressed frustration upon learning that an African American woman (Cynthia McKinney of the Green Party) was running for president without any major media coverage.

During the month that Professor Wagner’s class was working with Hope High, the Hope students, themselves, were working on their own student newspaper, which was published on November 3, the same day that JWU students visited to share their informational flyers and brochures. The students set up shop in the cafeteria alongside the journalism class, which was distributing its newspaper. While the Hope High student newspaper was open about its support for Barack Obama, making an official, front-page endorsement of the candidate, the JWU students’ flyers and brochures were non-partisan in nature, seeking to inform rather than persuade.

Although it was lunchtime for the hungry Hope High students, several visited the informational table and picked up brochures and flyers. Even if they were not old enough to vote, they welcomed the opportunity to learn more in this historic election year. Will the Obama presidency usher in a new era of civic engagement among youth? Only time will tell, but we do know that Hope High School students and JWU students will be a part of it.

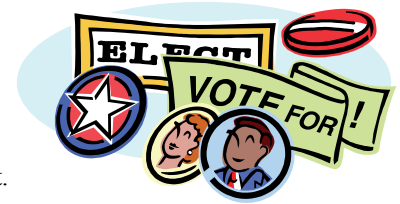
# Faculty Fellows-Oh What a Difference!

By Susan Connery

In the Feinstein Community Service Center's efforts to promote the pedagogy and culture of service-learning at Johnson & Wales, once again the center is sponsoring a Service-Learning Faculty Fellows program. This program is designed to enable faculty members to broaden their professional, disciplinary, and personal horizons and reinvigorate their own work as scholars, teachers, and educational leaders in the service-learning pedagogy. We welcome our 2008-2009 Faculty Fellows Wendy Wagner (A&S) and Medhi Moutahir (COB)!

**Wendy Wagner** is an Associate Professor in the English Department and has been teaching at Johnson & Wales University since 2003. "I believe in project-based learning, and community service provides a way not only to help students see how the writing skills they learn in their English classes can transfer into the world outside the classroom but also is a way for students to learn more about others in their communities and to become involved," Wagner says.

For the fall term, Wendy knew she wanted to develop a project that would meet the objectives of the ENG1020 course whereby her students would produce a major piece of informative writing, learn to do research, critically read and analyze essays, and cite sources using appropriate documentation. Wendy implemented and developed a service project focusing on significant political issues and voter registration/education information for both the college students and Hope High School students involved in the project.



Wendy is passionate about political and civic engagement. She also has a fascination with social media and financial literacy and hopes to incorporate these interests into her future community service efforts.

**Mehdi Moutahir**, Assistant Professor in the College of Business Department of Management, is aligning his interest in and practice of entrepreneurship education with his passion for social entrepreneurship and the use of innovative media platforms such as massive multiuser, online environments. Mehdi will identify and recruit students during the fall and winter terms while teaching ENTR1001 (Introduction to Entrepreneurship) and ENTR2030 (The Business Plan) as part of the Collaborative Learning Program. This will allow him to work with Erin McCauley and Kaitlin O'Donnell, Feinstein Community Service-Learning Coordinators, to evaluate students' professionalism, reliability, and motivation during the 22 weeks.

The students that distinguish themselves will be allowed to enroll in either BUS3291 Directed Work Experience II B module or ENTR3040 Internet Entrepreneurship in spring 2008, where they will collaborate with a local nonprofit to create a space in second life and an awareness campaign for the organization. Second life is a free, 3D, virtual world where users can socialize, connect, and create using voice and text chat.

Mehdi also intends to identify opportunities for junior and senior students to collaborate and participate in a social entrepreneurship business plan competition.

Finally, as a senior advisor of JWU's Community Action Association, he intends to support and co-develop activities such as International Service-Learning trips, local activities with nonprofits and charities, as well as student initiated projects and programs. "I am a strong believer in experiential education and am convinced that by creating and supporting activities outside of the classroom, we have an opportunity to enhance the learning experience of our students. At the College of Business and, more specifically, in the Department of Management, I would like to make it my mission this year to develop stronger ties with the Feinstein Community Service Center in order to emphasize the importance of socially responsible business practices in our courses."

Wendy and Mehdi are honored to be chosen to participate in the Faculty Fellows program and to provide an opportunity for their students and peers to collaborate in meaningful community service projects. If you are interested in the 2009-2010 academic year Faculty Fellow positions and would like to discuss what professional and academic goals you would like to achieve through a fellowship and how service-learning is or can be incorporated into your classroom, call Laurel Lapane or Susan Connery at the Feinstein Center, or, better yet, consult with past Faculty Fellows Laura Gabiger (A&S), Eileen Medeiros (A&S), Rory Walsh Senerchia (A&S), Mark Hengen (A&S), Dorothy Abram (A&S), and Mari Dias (A&S). What a difference you and your students can make!



*Telling the Whole Story: Communication in the Classroom and Community* was the theme for last year's Cassola conference, held on April 4, at the Harborside Academic Center. A total of 100 participants from area high schools and colleges including Scituate High School in Scituate, Massachusetts; Fitchburg State; Endicott College; North Attleboro High School; River Valley Community College; CCRI; and Gibbs College, among others, joined JWU faculty for a day of learning about, talking about, and thinking about communication.

The keynote speaker this year was Helen Glover, a radio-talk show host on WHJJ. Her keynote address, delivered in the Tyson Amphitheater, was entitled, "Adapting the Message: Codes, Culture and Communication." During her presentation, she shared about growing up as the daughter of a Marine Corps officer, her work as a swim instructor for the United States Navy, her experiences as a *Survivor* contestant, and how these experiences have shaped her understanding of communication. Her entertaining and lively speaking style was a good start to the day.

After the keynote address, participants headed off to various break-out sessions. A total of sixteen presentations were offered. Faculty from Fitchburg State College, JWU's Miami and Charlotte campuses, Moses Brown, as well as JWU's Providence campus, spoke about a variety of interesting topics. Participants learned about topics like making documentaries with students, various uses and types of technology in the classroom, climate change, and the importance of cultural literacy.

The year's lunch was spectacular. The luncheon theme was Hawaii, and Colleen Rose, a teaching assistant in Café Commons, went out of her way to make sure everything was perfect. The Cintas Dining Room was decorated in a Hawaiian motif with pineapples filled with fruit salad on every table. It made us forget about the downpour outside!

Friday, April 3, 2009, is the date for this year's conference. Like last year, it will be a day well spent.

## Hot Town...

### Thursday in the City

by Ann Kordas, Alice Smith, and Desiree Schuler

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On September 11, five Arts & Sciences faculty members decided to find out, first hand, what a typical Thursday night is like for students on the Downcity Campus. Ann Kordas, Alice Smith, Mary Javary, Sheila Austin, and I meet with Dameon Slokum and Captain John Sexton from Safety and Security at 11 o'clock at night. I was in my office after my CE class, and I noticed that around ten minutes past ten, the usually quiet section of Pine Street was quickly becoming the hub of activities. Car horns were beeping, young people were shouting to greet their friends. In short, at first glance, it seemed that Mardi Gras had moved to Providence. In the next thirty minutes, the students dispersed to the hot spots all over the city, and the faculty members began their night tour of the downtown area. Ann, Alice, Sheila, and I joined Captain Sexton to observe activities.

As we were riding along, we noticed many clusters of students near the entrances of clubs. We also saw many young people walking through the Downcity area. While the young men were dressed conservatively in dark shirts and pants, the young women were sporting an array of short dresses. The ever fashion conscious faculty members noted that leopard prints and black mini dresses were obviously the must haves of the season. Many of the young women were tottering on the very high heels that completed their ensemble. However, some decided that it was easier to walk barefoot and were carrying their shoes.

As our tour progressed, security received a call alerting an officer to a potentially dangerous situation. A group of our students was walking toward the campus from the Federal Hill area and believed they were being followed by a group of people in a car. Our car joined the responding officer to allow us to witness the interactions between students and security, first hand. We saw the group of three young men and one young woman approach the responding officer's SUV. While the students were talking to the officer, another car stopped, and the female passenger leaned through the window and began to proposition the students. The responding officer reacted quickly and asked the students to get into his vehicle. The officer then took the students back to their residence hall.



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# Meet the (Kind of, Sort of) New Faculty

by Eileen Medeiros

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At the beginning of a new school year, not only is it exciting to meet the new students and reconnect with returning students and faculty, it is also enjoyable to get to know the new faculty. This year in A&S, we've added three new faculty to our ranks, well, they are kind of, sort of new faculty. They're folks who have been with the university in various capacities, but this year are with A&S full time.

The Science Department welcomes Calden Collins. Cal has been teaching as an adjunct in the department since 2001. Though he's currently teaching Nutrition and Environmental Science, he has also taught Introduction to Life Science and Anatomy and Physiology, here. However, those aren't all the science classes he has taught. While a teacher in the Cranston School District for 34 years, he also taught Life Science, Earth Science, and Physical Science.

Cal was raised in Rhode Island and completed his undergraduate degree at URI in biology and then headed to Connecticut for a master's degree from Wesleyan University in biology. Further graduate work took him to Ohio for a pre-doctoral program, but, with a growing family at that time (he's a father of five, grandfather of nine, and great-grandfather of three, and next July will celebrate his 50<sup>th</sup> wedding anniversary), he needed to find work that paid a little better than a TA's salary and ended up teaching in a small school district in Ohio. But that's not all he did. During his tenure in Ohio, Cal managed the data processing system for the district, which included areas like grade reporting, student scheduling, and student records. He also ran the transportation system. He had no experience in either area when he started these positions but was interested in learning something new and using his skills in a different manner.

After ten years in Ohio, Cal and his family returned to Rhode Island, and Cal began teaching in the Cranston School District. But that's not all he did. He also served as the Instructional Supervisor for Science, a position in which he was responsible for organizing professional development activities, developing a K-12 science curriculum, and implementing chemical safety policies and procedures in the labs.

In his professional life, it is obvious that Cal is a life-long learner, a let's-figure-it-out kind of guy, who likes to learn new things; this is evident in his personal life, also. When he moved back to Rhode Island, he built his own house—again, something he had never done before, but, again, he wanted to learn how to do something new, and he did. Also, when his youngest daughter developed an interest in horses, he learned, along with her, about how to care for and train horses for the show ring. His curiosity and willingness to learn and try new things will serve him well as he works with this generation of students here at J&W.

Karen Shea is another kind of, sort of new faculty member in the ESL Department. Karen taught as an adjunct as well as full time in the department for 10 years but, five years ago, decided to take a break from teaching to spend more time with her children, who, at the time, were 7, 4, and 1. During her "break" though, Karen never really left J&W. She taught one class per term while also getting involved in her children's schools by coordinating magazine drives, working as a classroom assistant, and chaperoning field trips, among other things.

In addition, Karen launched her own tutoring agency, "Tutors, RI," which served students all over Rhode Island in all subjects. As the director of the agency, Karen was the accountant, manager, trouble-shooter, matchmaker, human resource personnel, salesperson, and marketer. In her new position(s), Karen learned that running her own business is "not my cup of tea," which she says with a laugh. "I was way out of my comfort zone . . . and missed the camaraderie of the office." While she really enjoyed making the home visits to meet parents and students and matching the students with tutors, it was all the other "stuff" she didn't really enjoy. Her heart was in helping students get the help they need—the educational part.

And education is what Karen has been involved in for the past twenty years. She graduated from Connecticut College with a degree in English and a Connecticut State Teaching Certification for Grades 1-8. Upon graduation, Karen moved to Japan and taught ESL to high school students for three years. She returned to Rhode Island for a year, joining the adjunct ranks here at J&W while completing her M.Ed. at Rhode Island College. She returned to Japan for another two years to teach at Huron University. While there, she met her husband, also a native Rhode Islander, while he was working for Toray, a Japanese company with a plant in North Kingstown. She returned to the States and to Johnson & Wales and has been here ever since.

While she didn't plan on returning to teaching full time this year, opportunity knocked this summer, and she decided to return to J&W. However, Karen says, with a lot of support from Angela, Ann, and Donna, she has found that her transition back to teaching full time has gone well.

The Social Sciences Department also welcomes another kind of, sort of new faculty member this year, Christine Stamm. Christine has been with the university for many years in a variety of capacities. Christine started at J&W as a student and teaching

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## People in the News...*(Continued from page 2)*

**Dr. Jim Brosnan** (English) attended the Fourth Annual CONNECT Composition Conference held at Massasoit Community College in May. From June 4-7, Jim also attended the 14th Annual West Chester Poetry Conference at West Chester University in Pennsylvania, where he studied under poet Andrew Hudgins, Distinguished Professor of English at Ohio State University. During July and August, Jim participated in eight poetry workshops at the Barrington Public Library, which concluded with a public poetry reading held at the library on August 19. In August, Jim and his wife, Donna, co-chaired the 68th Annual Writers Conference at Ocean Park, Maine (August 11-15). During that conference, Jim presented a writing workshop entitled "Discovering Driftwood: Finding Forms." He also led the Beach Inspirational Poetry session on the beach at sunrise. The conference was attended by three Johnson & Wales students and a JWU graduate from Chicago. Jim presented two follow-up, one-day workshops in September ("Writing Non-Fiction") and October ("Prompting the Muse") in Ocean Park. He also attended the Barbara Schweitzer Poetry Event sponsored by the Barrington Public Library in August. In early September, Jim participated in *Poetry Pleasures* sponsored by the Somerset Massachusetts Public Library where he read some of his poetry. In November, Jim attended the Concord Poetry Center presentation of *The Poets of The Finishing Line Press* in conjunction with the Concord Festival of Authors. The featured poet was Charles Pratt. Jim also attended a computer workshop at Bridgewater State College. His recent publishing credits include "Night Symphony," "Across the Foothills," and "Imperfect Recall" in *Smile*; "Twilight at Scarborough Marsh" in *the Aurorean*; and "Journey," "As Night Comes," "Five Minute Stillness," and "Through the Windows" in *The Leaflet*.

**Cal Collins** (Science) attended a conference sponsored by the Association of American Colleges and Universities, which was held from November 6-8, in Providence. This conference, *Engaging Science, Advancing Learning: General Education, Majors, and the New Global Century*, focused on exploring the most promising practices for raising the quality and level of student engagement and achievement in science and in scientific research.

**Anice O'Connor** (Social Sciences) was invited to present at the Northeast Regional 2008 Conference of the American Association of Family and Consumer Sciences. Her presentation, "How to Be a More Creative Thinker," was given on October 4 in Nashua, New Hampshire. O'Connor first presented at the AAFCS Regional 2005 Conference when it was held in Providence, Rhode Island.

In June, **Eileen Medeiros** (English) attended Ocean State Summer Writing Conference sponsored by URI English Department, and, in July, she also participated in the Rhode Island Writing Project's Summer Institute on Writing and Critical Literacy, where she presented "There's More Than One Way to Catch a Fish: Research in a College Composition Course." October found her presenting "Public Writing: A Means for Students to Own Their Own Writing." at Hofstra's inaugural writing conference *Who Owns Writing? Revisited*, and she also participated with **Paulette Levy (English)** in a poster session at the Atlantic Center for Learning Communities annual conference; their poster focused on the CLP at J&W. Finally, in November, Eileen, with **Terry Novak** (English) and Mehdi Moutahir (Entrepreneurship), presented "Interdisciplinary Collaboration: A Key to Student Success" at the New England Faculty Development Consortium's fall conference.

Adjunct English Professor **Mary Beth Maitoza** participated in a study tour of Italy in June. The group visited the Amalfi Coast, Pompeii, and the Umbria region. Faculty lecturer was Mary Flynn, Brown University author of *Low-Fat Lies*. Tour members regularly enjoyed practicing the Mediterranean diet that Dr. Flynn's book advocates: generous consumption of extra virgin olive oil and red wine.

## Green Movie Festival

by Ryan Tainsh

Throughout the fall term, the Focus on Green committee sponsored a Green Film Festival on the Harborside Campus presenting thought-provoking movies to the university community and the public. The titles included *The Inconvenient Truth*, *Six Degrees Warmer*, and *Who Stole the Electric Car?*

While all these films emphasized a slightly different perspective on global climate change, its effects on the planet, and the role of the public and corporations in environmental stewardship, they found common ground in that the planet has been and continues to be affected by our actions. The final gravity and extent of these actions has yet to be experienced. Furthermore, the decisions that we, as citizens of this planet, make going forward will guide the progress of the environmental future.

The movies were well attended by students, university faculty, and the public. After each movie, a discussion was born. The attendance and discussions showed the interest and concern there is, especially among the young population, regarding this problem.

The AWARE Alliance of Johnson & Wales students, worldwide refugees, and community partners for socio-cultural inquiry, global engagement, and artistic envisioning continues its International Cinema Series through the winter and spring terms of 2008-2009. Join us to learn about the human rights crises of history and humanity throughout the world and explore past and present responses to the issues of our global world.

This series of international films explores cultures in crisis (at Harborside) and cultures that are at the forefront of American national interests abroad: Iraq, Iran, and Afghanistan (at the Multicultural Center). By seeking to understand the particularity of these different cultures through various cinematic lenses, our inquiry carries us to a deeper level of awareness of cultural experience. Due to the intensity of subject matter and through our goals to become compassionate global citizens as we come to understand suffering in the world, each evening AWARE hosts a discussion following the movies so that our audiences may always keep present our human capacity for hope, survival, and resilience.

At the Tyson Amphitheater, Harborside

*Dry White Season* (South Africa)

Tuesday, February 3, 2009

*The Official Story* (Argentina)

Tuesday, March 3, 2009

*The Quarrel* (Holocaust Europe)

Tuesday, April 7, 2009

At the Multicultural Center, Downcity

*Offline* (Iran)

Thursday, January 22, 2009

*OSAMA* (Afghanistan)

Thursday, March 19, 2009

*The Beauty Academy of Kabul* (Afghanistan)

Thursday, April 16, 2009

On the first Tuesday of most months, we meet at the Tyson Amphitheater at the Harborside Campus at 7:00 pm. On the third Thursdays of most months, we meet at the Multicultural Center at the Downcity Campus, also at 7:00 pm. Join us! The Alliance events are free of charge and open to the public.

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## Green Yogurt Anyone?

by Ryan Tainsh

This fall, the Focus on Green committee and the university community welcomed Gary Hirshberg, the President and CEO of Stonyfield Farms, to campus for a thought-provoking and motivating presentation. Hirshberg spoke to a packed Xavier auditorium audience of over 500 students, faculty, staff, and public about the importance of sustainability, corporate environmental stewardship, and the link between corporate success and environmental responsibility.

Hirshberg has been with Stonyfield Farms since its inception as a seven-cow, organic farming school to the world's largest organic yogurt company. The main tenet of his discussion was that green business practices and sustainability can be incorporated into a business while maintaining profitability and growth. In essence, he maintains that Stonyfield Farm's tremendous success is not in spite of its green practices but rather because of them.

Hirshberg is a tireless advocate for corporate policies that slow the effects of global climate change on our planet. He has won the Global Green USA's Green Cross Millennium Award for Corporate Environmental Leadership, among other awards, which show his commitment to corporate environmental responsibility.

Hirshberg's lecture began with the atypical pairing of a primer on business models and the science of global climate change. His energetic style and broad knowledge married the two wonderfully and clarified his thesis that corporations do not and, at this late date, must not be blind to the environmental consequences of their actions.

He added that, although companies will always be interested in profits, environmental stewardship must also be a concern. Hirshberg pointed out that environmental protection is a corporate responsibility but that it must also be looked at as an opportunity to change the way in which business is conducted. Thus, corporations can embrace this change in philosophy, making profitability and sustainability a staying match. Hirshberg closed by adding that the future looks bright, challenging the students in the audience to, as they enter the corporate arena, view business practices and sustainability as allies working together to drive corporate success. He added that, although the challenge of protecting our environment while embracing corporate growth is demanding, we are prepared and must feel compelled to act because the environment is irreplaceable and vastly more valuable than any other resource we possess.

# **CHILD'S PLAY: The AWARE ALLIANCE on Stage**

by Dorothy Abram

Drama for cultural awareness was the goal of the writing and performance of *Child's Play* that the AWARE Alliance staged on September 23 at the Xavier Auditorium at our Downcity campus in Providence. This was our first dramatic event as the AWARE Alliance, our student and community group for global awareness and engagement.

*Child's Play* is set in a particular place and time; that is, in India at the civil war of Partition when the country became split into two separate nations—India and Pakistan. Tensions between Hindus and Muslims were so intense that violence broke out in the streets in an almost daily horror of bloodshed and killing.

Does waking every day to the constant news of violence and destruction sound familiar? Yes, it is the world that we live in even today, and so the issues that our play raises are timely, and will be timeless, too—until, that is, we can envision a world of peace. Our play questions what it would take to transform the minds of people who take violence for granted, even as a way of being. The AWARE Alliance proposes that our imagination and capacity to envision a story with a different ending is the basis for greeting a new day of peace and freedom.

Through the brilliant direction of Jamunabai Prakash with the assistance of Shabnam Pancha and Arunim Roy, our play explored such issues with students—both international and domestic—and community participants taking on all parts of production. In addition, undergraduate student Chirag Mistry played the Indian *dhol* drum to the interpretive dance choreography by Pinkeshkumar Patel and our students performers: Alyssa Hudson, Anuja Mehta, Jaykumar Govani, Nayankumar Patel, Paragkumar Patel, Ravikumar Patel, Harshada Saple, and Chaitali Shethiajiwala. Trinity Repertorie volunteer, Maxine Hein, helped with script tutoring. Graduate student Naumaan Hamid was a force behind the scenes, making sure that all the last minute gaps were graciously filled. There is a special community member, whom we have titled *Goddess Extraordinaire of Alimentary Sustenance*, who deserves our eternal gratitude for the abundance of authentic Indian meals that she fortified our actors with at each and every practice: Shanta Prakash.

Most amazing were our actors, playing the roles of three boys in India at this historical moment. In *Child's Play*, Mohandas is a nine year old Hindu boy whose innocence reveals the secrets of a compassionate world. Akbar, a twelve year old Muslim boy, is able to reach out to others without regard for their background, religion, or social standing. Jamal, a fifteen year old Muslim boy, is approaching his adulthood by taking on the violent identity of his father—but all will change when Jamal plays marbles with Mohandas and Akbar.

These roles were played by talented actors with personal backgrounds relevant to the themes of our play. Daniel Rozenblum played the role of Mohandas. As a child of Jewish refugees from Odessa, Dan understands the social tensions that provide a context for this play. Yet, playing the role of Mohandas, Dan says, was a challenge for him: he feels so similar yet so different from this child that blends sarcasm and innocence into a single purpose. Dan has extensive acting experience. He was Number 7 in *Twelve Angry Men* and also played in *Canker Sores and Other Distractions* and performances of *Russian Folktales*. Dan says that this experience of theater was unique; it provided an opportunity to learn about other people and traditions, as well as performance.

Kevin Vireak Phat played the role of Akbar. Born in France of Cambodian parents, Kevin starred in his debut performance of *Child's Play*. Kevin holds a unique perspective on his role in this play, both through his heritage and his personal response. Fleeing the Kmer Rouge, Kevin's father eventually made it to France where he met Kevin's mother. At three years old, Kevin arrived in the US. With this familial background, Kevin recognizes the important role that Akbar plays in bringing Mohandas and Jamal together. Akbar, Kevin tells us, holds Mohandas and Jamal in balance and relationship, and this is a crucial need in our world, today.

Omar Bah played Jamal. Omar came to Providence a year ago as a political refugee from Gambia. As an outspoken journalist, Omar understands deeply the need for peace and freedom in our world. Omar tells us that the play has given him the opportunity to explore new talents that he had not even realized before. In addition, Omar says the play offers a view of Islam that is rarely presented; that is, the hopeful and transformative potential and power of Islam. Omar, our refugee journalist, continues to provide insight to his world.

We introduced the play by passing out nutmegs, a fragrant spice with medicinal powers. Our student presenter encouraged the audience to take a piece and breathe in deeply, asking them what they envisioned at that moment. Not only did that sensuous experience represent the power of their imaginations, it introduced them to a central metaphor and image in the play that they would soon encounter. Thus, our performers—student and community actors and dancers—invited our audience to enter into

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As we celebrate the holiday season, it always seems that it starts earlier and earlier. As members of Arts & Sciences, we should remember that our first present actually arrived even earlier than usual, in the first days of September. Our fine colleague, Judith Turchetta from Social Sciences, during our late summer orientation, distributed her impressive teaching resource, *Active Learning Concepts: A Collection of Teaching Ideas and Strategies*.

The 164 page document, housed on a cd, provides a one-stop shopping collection of active learning concepts and assignments. The packet provides a substantial section dealing with active learning theory followed by classroom examples which were submitted by members of A&S. One is struck by the depth and breadth of the collection. Grouped by category, the assignments and in-class exercises provide a great range of ideas for our consideration. There are submissions organized under such headings as Article Reviews, Collaborative Learning, Field Trips, Group Work, Writing, Role Play, and several more. Each entry provides a thorough explanation which includes the appropriate course objectives that are being addressed, the requirements of the assignment, and even strategies to deal with obstacles that teachers and students might encounter.

Whether it is an ESL activity from Erin Wynn to work on verb usage or a Gallery Night tour of Providence art galleries from Paul Merluzzo of English, we can all find something to fit the needs of our own classroom and our own teaching style. The best thing about this project is that it is ongoing. This fall, we all received an update from Judith reminding us that the resource can still grow. As Judith writes in the opening pages of the collection, "It is not complete. It is a work in progress that extends an open invitation to you to contribute to this evolving guide." There was a template attached to her late September email that allows us to add to this gift for us all.

If there are any questions about the project, please feel free to contact Judith, as well as members of the Active Learning Committee: Saiyeda Khutan, Ann Kordas, Erin Wynn, Wendy Peiffer, Marian Gagnon, and Dave Mello.

## Meet the...*(Continued from page 16)*

assistant and earned both her bachelor's and master's degrees here in Food Service Management and Managerial Technology (human resources), respectively. She completed her doctorate in Curriculum and Teaching at Boston University in 2001.

The first ten years of her professional teaching career at the university were spent as a chef instructor in Providence, developing curriculum such as Contemporary Nutritional Cuisine and teaching a variety of other hot labs. She then moved to Denver in 1998 with her husband, Jim Griffin, to open the Denver campus. The first year in Denver found her doing all sorts of things—hosting open houses, networking in the community, outfitting new facilities, interviewing and training the new faculty, and recruiting, just to name a few. When the campus opened, she returned to the culinary arts classroom but was also responsible for leading the task force that developed the undergraduate teacher education programs in Business Marketing and Family and Consumer Sciences. Once the programs were approved by the state of Colorado in 2003, Christine served as the department chairperson for the School of Education, while also teaching in the programs. In 2006, the campus president decided to cease new enrollment in the programs due to slow growth. Christine acknowledges that the decision was a challenging time in her career at Johnson & Wales. She was fortunate, however, to be able to lead the programs through the teach-out process, retaining 100% of the all-honors students in the remaining three classes. This was an important learning experience, and she now realizes how critical it is for the institution to have a formal curriculum and program development process that requires the admissions team to be part of the strategic planning of recruitment and enrollment, simultaneously. A key lesson was learned in this experience, something she believes will "make the institution stronger," and, knowing Johnson & Wales University, that is exactly what will happen.

She and Jim and their two children returned to Providence in October 2007 after nine years in Denver. In addition to teaching classes in leadership, she also serves as the university facilitator to the faculty assessment program system-wide, something she's excited about because of the impact she believes it will have on teaching and faculty enrichment at our institution. The experience of facilitating the assessment development process is also an area in which she hopes to speak and publish in the coming years as there are no other multi-campus institutions here in the U.S. or abroad that have undergone such an expansive restructuring of their faculty assessment systems.

When she's not grading papers, planning lectures, or working on the faculty assessment project, you'll find her spending time with her family, learning more about nutritional cuisine and cooking for allergies, participating in sports, or decorating her new home. She is excited to be part of the School of Arts & Sciences and has appreciated the warm welcome she has received from the university community in Providence.

Welcome back and welcome aboard!

## A Song for Singapore

By Geraldine Wagner

There is no “Return to Singapore” song as there is for Sorrento, but, if there were, I’d have it set to repeat on my I-Pod. Instead, a song by Justin Hayward (of the Moody Blues) called “Take Your Chances,” (known only to extreme fans), is the one I’ll always associate with my time there: not only because I listened to this haunting lullaby almost nightly before bed during my stay but because that’s precisely what I did in making this trip.

A few days before the start of the 2008-09 year, I received an email from my chair, Donna Thomsen. The subject line read simply, “Singapore?” When I saw it, I thought maybe it contained some ominous news about the status of our communications course at At-Sunrice Academy in Singapore, since it hasn’t always run regularly. I never imagined I would be next to go! I wasn’t scheduled for at least another year, but, since my colleagues with more seniority could not travel just then, there it was in my mail—the opportunity of a lifetime. Being something of a pessimist, I just assumed the program would somehow dissolve away before my turn ever came. But, no, there it was! If I could have communicated “yes” by telepathy, that would have been too slow for me—that’s how immediate my affirmative response was. No matter that this meant I had only a month to prepare for Singapore while simultaneously starting a new year of classes and rehearsing for *Barefoot in the Park* (which we performed during Family Weekend). Maybe this overwhelming schedule was for the best because it kept me from even thinking, much less worrying, about all that could go wrong. In fact, after that initial round of emails, Singapore hardly crossed my mind again until about two weeks before I was scheduled to leave. I guess I’m not a person who needs to have every detail worked out in advance. All I knew was I was dying to go, so I trusted the rest would fall into place. And it did—with the generous help of all my colleagues who had already taught there and Chef Jack Chiaro, who is the faculty liaison for the program. They made the preparations extremely simple and gave me so much good advice on more matters than I can list here. They also gave me confidence that I could leave my own classes behind, without feeling as though I had abandoned them, and teach a whole communications course in two weeks without having a complete mental breakdown. And, to my great good fortune, they were right! In fact, the whole trip could not have gone smoother. It was just one of those lucky times when life gives you a gift. I’m sure I did not deserve this one, but I cherished it and thanked the powers that be many times, especially during my visits to such astonishing temples as the Buddha’s Tooth in Chinatown: a five story sanctuary to the future Buddha, which has an awe-inspiring altar and daily services, a room of ten thousand Buddhas, an orchid garden and prayer wheel, a museum that artfully leads you through Buddha’s life and times, and quite a number of sacred relics of the Buddha on display.

But I get ahead of myself. On October 16, 2008, my daughter, Marielle, and I left Boston, and some 27 or so hours later (I still can’t quite figure out the whole day change—and maybe that’s for the best), we were half way around the world meeting our new roommate in the middle of the night on Saturday, October 18. Honestly, to my mind, the idea of rooming with a stranger was equivalent to extraordinary rendition, but I was on for the ride and that was part of it. But then Dixie opened the door, gave us a hug, and suddenly I was home sweet home! Have you ever met someone and immediately felt like you’d known that person your whole life? That was my experience meeting Dixie Marsella, who teaches dining room service at Johnson & Wales University in Miami. We bonded more in those two weeks than most people do in years. As sickeningly sentimental as this might sound, we even had moments when we looked at each other and said, “This is what I’ll remember most, the times we had together with good friends.” And it’s true—despite the sheer beauty and unique character of the many must-see places we visited. What’s more, such moments of meta-cognition, when I felt like both actor and observer in a scene, were many on this trip. I think the heightened sense of perception that possessed me for those weeks came from realizing—as the refrain to Hayward’s “Take Your Chances” kept reminding me—“we may never pass that way again.” Europe, though its splendor is equally magnificent, always feels within reach. Asia does not. For this reason, every lesson, every student, every meal, every walking tour, every mundane ride on the metro, or silly little shopping spree is so stitched into the fabric of my being that the thousands of pictures we took are hardly necessary. I don’t usually have a photographic memory, and I’m sure many of these will eventually begin to fade and make me glad I did actually take pictures, but, right now, every moment of my time in Singapore is as vivid to me in memory as any digital recording.

For instance, At-Sunrice Academy is located at the top of Fort Canning Hill, which offers an amazing view of the city below. It’s a lush, green oasis in the midst of a bustling city. The park, itself, houses the Battle Box where the British surrendered to the Japanese (I never visited this though it was right in front of me everyday. I’m not big on war history, though I did visit all the cultural museums). It also has a huge spice garden and a walking path that meanders through rolling hills. Spectacular. The jewel in this park, however, is the school, itself. The level of energy that emanates from the classrooms is electric. The students are not only polite and dedicated but extremely passionate about cooking and eager to learn all they need to know to succeed. Our communications course is designed to help prepare them for professional speaking situations such as job interviews and cooking

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## Musings *(Continued from page 21)*

### A Song...

demonstrations. Although the time rushes by, and there is always more you wish you could have had time to do, we somehow did meet all the course objectives in our short days; more importantly, my students made it known to me on several occasions that they felt this class would be very useful to them in their careers.

The teaching experience could not have been more rewarding—but that was only part of it.

The hospitality we experienced from the school administrators and students is unforgettable. Mizuho Hara, the school's faculty manager, took us for a lunch of incredible dim sum our first day, and we had dinner together a second time at a restaurant where you cook your own food in a "steamboat" of spicy oil and stock that sits in the middle of your table. This delicious cook-it-yourself buffet was only one of many unique dining experiences we had. Another was the terrific dinner our students treated us to at the end of the course. Together, we traveled to the suburbs to a family style restaurant where the dishes never stopped coming, and we ate all the local specialties from chili and black pepper crabs, to drunken prawns and frogs (all of which were kept live until we ordered them). Although the food was always amazing, it was the warm and gracious friendship that was so generously extended to us that remains closest to my heart. But while we're on the subject of food, our usual haunts were the hawker centers where mammoth bowls of soup with seafood or meat and vegetables and noodles are among the most popular dishes, though you can find everything there from Malay and Chinese, to Indian and Middle Eastern fare, all of which is fresh and inexpensive. Even the little fast food kiosks serve up interesting finger foods like fried squid on a stick (one of our favorites) or curried chicken puffs that are like English pastries with Asian flair. Needless to say, we ate our way through Singapore, but we walked so much that it at least somewhat mitigated the damage. Besides, everyone in Singapore loves to eat—and they, too, walk it off, sometimes just getting from one metro line to the other! The metro is ultra modern, clean, and efficient. It is also filled with shopping and, of course, more places to grab a quick bite. The city is a virtual maze of underground metro stations that ascend into huge malls, many of which are connected to each other through walkways and underpasses. You literally almost never have to go out into a street, which I guess works on those days when it is either swelteringly hot or there's a monsoon.

We were there during the rainy season, but there was only one day when it rained all day. Otherwise, you just had to occupy yourself in this fascinating maze for a few hours before emerging into a cooled and freshened city. As to shopping, I do recommend that, if you see something you like, you buy it at that moment, since you might never be able to find your way back to it again! Also, shopping in Singapore is basically at two extremes: very high end and discount stalls. I saw little that was in between, and anything that was turned out to be more expensive than at home. The fun shopping was in Chinatown and Little India—at least for us. Perhaps a lot that we bought could be found closer to home, but these were Asian items we actually bought in Asia. This made a difference to us. I bought enough pashminas to open my own stall and quite a few Chinese-style kimonos, slippers, bags, chopstick place sets, and even a sari in Little India. My daughter did think I'd lost my mind when I purchased the sari, but it's the closest I might get to India, itself. Besides, the people who owned the store, which in no way catered to tourists, were highly amused and very helpful. They even gave me instructions on how to wrap it.

This is one characteristic we found common to all Singaporeans: they will go out of their way to help you. Marielle asked one lady for directions, and she actually walked with her to the museum. Even if you just look a little lost, someone will stop and ask if you need assistance. If you look lost in New York, you might be shoved out of the way, and the annoyed pedestrian or driver could reference your mother, as well. But back to Singapore. There are way too many beautiful sights to mention them all. The river quay is idyllic for a trendy dinner, romantic walk, river cruise—or bungee jump! Like all of Singapore, the riverside is an interesting mix of the old and stately, and modern and fun. You have Raffles Hotel and the Asian Cultural Museum, which are British colonial buildings, standing next to preserved bungalows and impressive high rises. One of the latest additions to the river view is the Esplanade, Singapore's arts center (think ultramodern Lincoln Center) that locals call the big durian, because its spiny exterior looks resembles that of the infamous fruit. (By the way, we did try the putrid-smelling fruit that most Singaporeans love and consider fragrant rather than vile. It was sweet, but with an aftertaste of onion that repeated on me all night, as did the smell. Oh well, at least I was adventurous enough to try it!)

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# Team Building: The Inservice You Shouldn't Have Missed

By Erin Wynn

This was not the in-service to miss, let me tell you. What an amazing way to start our academic year: building teams! laughing! and lots of learning!

Anice O'Connor held her inservice on team building in October, and I'm glad I didn't miss this year's. I know it is sometimes hard to motivate ourselves to attend inservices at 3:45 on a Tuesday, but this one was one NOT to miss.

The first part of the inservice was an overview of a PowerPoint slide presentation where Anice shared her teambuilding strategies for the classroom. Through this part of the inservice, Anice explained the different aspects of team building in her classroom. Talking about the intricacies of team building, Anice continually stressed the importance of having her students take responsibility for their "team" and not just for themselves. Knowing that the grade for the team project is a shared grade seems to motivate the students to work the best they can together. This motivation seems to mandate a complete group effort on the part of the team. A point of interest to myself and others who attended this inservice was that the individual teams of students can vote teammates off of their team if the member isn't living up to the team's contract. Yes, that's right, a contract. In Anice's classes, each team has a contract, and the teams have to develop rules for their teammates. These contracts are signed and taken extremely seriously. Teamwork in Anice's classes is very serious and official.

When the PowerPoint slide presentation was finished, we began our team building. Anice modeled our inservice work on what she does in her classes. We were divided into five groups of three and given a large piece of paper and some colored pencils. We then had to come up with a team name and a logo. In addition to creating contracts for their groups, Anice's students also need to name their teams. We didn't have time to come up with a contract, but we all had a great time deciding on names and logos for our teams! Every group had very thoughtful names, and it seemed like we all had a fun time team building.

After we shared our team names and logos, Anice had another exercise that kept us working and laughing together. She gave each team member a paper with word puzzles to solve. For example, "BUSINESS" was a word written on the sheet of paper, and we had to come up with what it meant. The answer was "unfinished business." (I have to say that I wasn't very good at this part but listening to other groups' answers helped a lot.) This was just another way that Anice helped us explore team building.

This was one of the best inservices I have been to. I am still figuring how I can shift from group work to team work, and I look forward to really giving it a go next term. For those of you who missed this inservice, make sure you attend the next one!



## Hot Town... *(Continued from page 15)*

After patrolling the area for a little bit longer, we decided to join Dameon and Mary on Gabe Commons as the clubs were closing at 1:00 am. If it hadn't been dark and if we hadn't begun to notice that it was way past our bedtimes, we could have easily believed that it was the middle of the day. Masses of students were gathered on Gabe Commons. We were pleased to see that students were very civil and seemed to be cognizant of the fact that it was, indeed, very late. Safety and Security and Resident Assistants checked students' IDs as the students were returning to Snowden and McNulty Halls. Students willingly showed their IDs and gathered around to chat and enjoy the evening.

The relative peacefulness of the evening was suddenly disturbed by the fire alarm in McNulty. Sleepy students began to emerge from the hall and gather outside. Those who were enjoying the night air began to gather nearer to the building. Once the fire department had cleared the building, we had the opportunity to join a Providence Police Officer, Safety and Security, and the RAs as they were securing the affected floors before allowing students to return to their rooms. Because students leave quickly and many do not close their doors, it is necessary to secure the individual rooms before allowing students back into the residence hall.

By around two-thirty, we all realized that it was well past our bedtime and that we needed to call it a night. As we left, many students were still gathered outside trying to figure out how to spend the rest of their evening.



## Musings:

### A Song...(Continued from page 22)

My favorite area was Chinatown, which is not like any other I've ever visited. It's so picturesque you think you've stepped into a Disney version of the real thing, but then you discover that this **is** the real thing—much more so than any Chinatown you'll ever visit in the States. Not only is the food and shopping great, but it is a huge neighborhood that, like Little India, survives not on tourism but local clientele. There are herbal medicine shops, dry goods of more kinds than any westerner could imagine, reflexology parlors, and tea shops as well as temples and karaoke. I'm sure we didn't see it all, though we did stumble upon an artsy, thoroughly chic side of town that coexisted harmoniously with the pastel colored, 19<sup>th</sup> century facades that transport you back into Singapore's past (that, in actuality, probably never looked so enchanting). And that, in essence, is what Singapore is all about: harmonious co-existence—of past and present, different cultures, cuisines, and even beliefs. One of our most memorable moments was visiting a mosque on the outskirts of Chinatown. It was all of three blocks from a Hindu temple. The young man who took us on the tour told us all about the mosque's history and that of Muslims in Singapore; he spoke in gentle and passionate tones about his religion and its place in the world. He answered all of our questions, many of which were about women in the Muslim world. He even gave me a Quran, because I expressed interest in reading it. We went away feeling very blessed to have had this beautiful exchange of ideas. I don't think this could happen in every country. In Singapore, it's an everyday occurrence.

A humorous t-shirt you'll find around town states that "Singapore is a Fine City;" then it goes on to list the many things for which you can be fined! Although it is true that the government is particularly strict about things like cleanliness, hailing from New York where cleanliness could be taken more seriously as a virtue, I found this very appealing. Moreover, you do not feel watched and policed as I thought might be the case before I visited. Everyone just knows the rules and follows them. They aren't oppressive rules. They allow diverse peoples to live together with respect for each other. True, you cannot chew gum, but then you don't have to worry about accidentally sitting on a wad of it when you take a seat on the metro. If you're the kind of person who wants to break the rules, even good rules, just because they are there, then Singapore is probably not for you. But if, like me, you enjoy a safe, friendly, clean, and yet anything but antiseptic city, where everyone's holidays are celebrated, religious freedom is encouraged, the arts are flourishing, and there's even a zoo with a night safari that, itself, makes the day of plane travel worthwhile, then—if the opportunity is ever offered to you—jump on it as fast as I did.

## JWU Students Challenged to Create

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On September 30, Lieutenant Governor Elizabeth Roberts presented, *Health Care Reform: Mobilizing Rhode Islanders for Change* to a full house in the Pepsi Forum. The program was sponsored by the John Hazen White School of Arts & Science's Cultural Life Committee and the Feinstein Community Service Center's Social Action Series. The series features local and community leaders who are committed and motivated to use their personal resources strategically and ethically to address community challenges and work collaboratively to empower those in need.

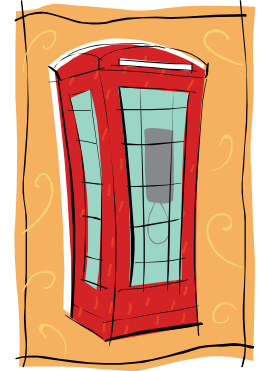
In 2007, Lieutenant Governor Elizabeth Roberts made history as the first female elected to the post of Lieutenant Governor of the State of Rhode Island. Roberts has spent the last decade distinguishing herself as one of Rhode Island's most respected advocates for quality, affordable health care for every family and has built a statewide reputation for being a tireless leader on health and medical issues. Most recently, Roberts has been working with the General Assembly and partners in and out of government to ensure that all Rhode Islanders have access to high quality health care at a price they can afford.

In her presentation, Roberts reiterated how healthcare expense is one of the leading causes of bankruptcy, and that two thirds of people without health insurance are working people. Many Rhode Island businesses cannot afford the increasing cost of health insurance. Roberts has been bringing people together to discuss the healthcare issue: hospital employees, healthcare advocates, business owners, every day citizens, with upwards of 75-90 participants at each session. The lieutenant governor fosters discussions and sponsors lecturers to promote understanding of the issues concerning all parties. Roberts emphasized throughout her presentation that "we (all parties) need to be a part of any broad-based change." No one likes things to be "forced upon them," and, through communication and building consensus, change can happen. Of the bills that have been brought forward to the legislature, half have passed, and there is still more work that needs to be done. Many of the barriers are cost issues, so there needs to be a solution that makes economic sense for Rhode Islanders.

Roberts ended her discussion by encouraging students to reflect on "how they can make a difference" and to "think about what you care about." Her advice was to learn about the candidates, the issues, and get out and vote. She encouraged them to run for office in the future or do community service to help make a "real" difference. Lieutenant Governor Elizabeth Roberts challenged the JWU students to "Create the New Politics"—a more participatory and democratic politics characterized by a concern for the public interest.

I was the fortunate member of the A&S faculty selected to join Professor Daniel Driscoll of the College of Business on the summer program in England and Scotland. With 15 students from the Providence, Charlotte, and North Miami campuses, we spent about a month studying and traveling in Britain. Most of the time was spent in Cambridge, England, with a four day excursion to York and Edinburgh, Scotland, and five days in London. The students were enthusiastic, interested, and well-behaved the complete time.

In Cambridge, we were quartered at Fitzwilliam College, one of the 31 colleges that comprise the world-renowned Cambridge University. It is a relatively new campus, just a 15 minute walk from the center of the city. The dorm rooms and the meals at the dining hall, The Buttery, were more than adequate. The staff was very welcoming to their American guests and made us comfortable, but it was the city center that made the deepest impression on me. This genteel city is certain to bring a sense of awe to anyone in the academic world. To realize I was walking the same cobblestone walks as John Milton, Isaac Newton, and Charles Darwin and other legendary giants of various disciplines made me stop, look around, and shake my head in amazement. Dan and I sat and shared a pint in the Eagle Pub where James Watson announced that he and his partner, Francis Crick, had discovered the secret of life, DNA, in 1953. This was a very, very impressive place.



A few of the images that will stick with me forever:



- The route down to the center that follows an old Roman road, past the castle mound of a Roman fortification from the 4<sup>th</sup> century and across the bridge over the River Cam that made this place strategically and socially significant.
- The picturesque flat-bottomed boats called *punts* that provide tours up and down the river.
- The influence of religion. A small round church built around 1130 and still in use. Unbelievable! The chapel at Trinity College built by Henry VIII and bride Anne Boleyn after the English Reformation and intended to be more impressive than the Sistine Chapel. And continuing the chapel theme, the skull of the traitor Oliver Cromwell is supposedly buried in the chapel at Sidney Sussex College.

In Edinburgh, Scotland, we stayed just off the Royal Mile, almost in the shadow of the fabulous 11<sup>th</sup> century Edinburgh Castle built on the high outcropping of volcanic rock. It has been converted into a large scale museum dedicated to the long military history of Scotland, including Robert the Bruce and William (Braveheart) Wallace.

In London, we visited most of the highlights listed in travel brochures: the London Eye, Tower of London, Globe Theater, Westminster Abbey, Buckingham Palace, Big Ben, the museums, and more. We also ventured out into the country to Windsor Castle. The students quickly learned The Underground and explored Harrods, the markets, Portobello Road, and the London club scene.

The Study Abroad office did a great job planning and coordinating the schedule. Dean Erin FitzGerald, Director Elizabeth (Ballinger) Allsworth, and their staff helped to make this a memorable trip for all of those involved.

## **AWARE...** (Continued from page 19)

this world of the imagination as a place for peace, play, and performance. To this list of peace, play, and performance, we must add the promise of possibilities. Our play did not provide answers or solutions, but possibilities. It is there where, as a character in our drama states, "The world is impossible, but happens anyway." If we can envision a different world and act on what we see, we will have made "the impossible happen anyway." These are possibilities that exist beyond the realm of what we are told is impossible. It is up to us to envision possibilities. Our students demonstrated the way.



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## Teaching Multicultural Literature

By Wendy Wagner

This fall, the English Department held two workshops on teaching multicultural literature. Coincidentally, both were held on the subject of poetry.

In September, Professor Terry Novak presented on the poetry of Gwendolyn Brooks. Focusing particularly on the poems "Ballad of Pearl May Lee" and "A Bronzeville Mother Loiters in Mississippi. Meanwhile a Mississippi Mother Burns Bacon," Professor Novak discussed the historical context of the poems, specifically the practice of lynching and the circumstances surrounding the death of Emmett Till. She shared her experiences of teaching these poems to students who are not very well-educated about past racial violence in America.

In November, Professor Sheila Austin introduced workshop participants to the poetry of Derek Walcott, the Caribbean writer. "A Far Cry From Africa," which addresses the Mau Mau uprising in Kenya in the 1950s, is Walcott's most well-known poem, but Professor Austin also shared an additional poem, "Codicil." Both poems address questions of the poet's hybridity, the influences not only of Africa and the West Indies but also of the British colonizers.

The workshops have a loyal following, but new participants are always welcome! Right now, English and Humanities faculty have been receiving news of the workshop schedule, but, if you would also like to receive updates, please contact Wendy Wagner.

### **Barefoot in the Park...** *(Continued from page 10)*

The newlyweds were very well played by Alycia Harrington and Frank Fusaro. They captured the essence of the characters as they deal with the struggle between Paul's desire to succeed in his new job in a law firm and Corie's desire to continue the honeymoon. Their differences in temperament escalate during an evening involving Corie's mother, Mrs. Banks, played by Geraldine Wagner of the English Department, and a flamboyant, free-spirited neighbor, Mr. Velasco, played by another faculty member of the English Department, John Olsen. Professor Wagner perfectly portrayed the nervous mannerisms and New Jersey accent of Mrs. Banks and captured her transformation under the influence of Mr. Velasco. John Olsen's performance as the urbane man of the world who is the catalyst for the evenings' antics was outstanding, as well,

Another character who added tremendously to the production was the telephone repairman played by James Harris. Due to his physical, non-verbal communication as well as his perfect timing, Harris brought down the house each time he entered. The delivery man, played by Quintin Brown, also deserves praise for his part. He created much laughter as he attempted to deliver furniture up the six flights of stairs.

Despite the complications caused by the conflicts involving the newlyweds and other characters, the play ends well. Corrie realizes that she really loves Paul, just as he is; and Mrs. Banks and Mr. Velasco seem to have found love, as well.

The play, itself, has endured well. References to a Princess Phone, a rent of \$125 for a New York apartment, and a Toni home permanent are nostalgic reminders of another era, but the wonderful comedy is as fresh today as when it was written.

Congratulations to the JWU Players for their excellent performance of this classic comedy. We look forward to their next production.