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Spring 2006 Farquhar Forum

Farquhar College of Arts and Sciences

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FARQUHAR FORUM

FARQUHAR COLLEGE OF ARTS AND SCIENCES

Spring 2006

Theatre's Inaugural Season Brings
Drama to Campus


NSU NOVA
SOUTHEASTERN
UNIVERSITY
Beyond the Classroom

A Message from the Dean



In the Farquhar College of Arts and Sciences, each major has its own, unique way of sending students out beyond the physical boundaries of the classroom to connect with the real world. Some students conduct field research. Some intern with government, business, or media organizations. Still others gain international experience through studying abroad. All of these connections smooth the way for our students to succeed in their chosen educational and career paths.

In this issue of the *Farquhar Forum*, feature stories will focus on two of our many connections. In the first feature story, you will learn how athletic training students work with university, high school, and professional sports teams to gain clinical experience. In the second, theatre students discuss their first year of active participation in campus plays. In each of these cases, while students learn, they also serve their communities.

As our theatre major grows, I would like to note how powerful the reach of the performing arts can be. For years, the Farquhar College of Arts and Sciences has partnered with the arts community through the Broward Center for the Performing Arts, the Museum of Art/Fort Lauderdale, Ars Flores (NSU's orchestra in residence), and other organizations. Now, with our theatre bachelor's degree program, we are further connecting our students with practical experience as we introduce our own original performing arts to the community.

In 2005–2006, its first season, NSU Theatre, part of the Farquhar College of Arts and Sciences Division of Humanities, offered three plays that inspired our students' confidence in acting and directing as well as exploration of new areas of interest, such as set design, costume design, and stage management. NSU Theatre is also a laboratory for practical training in light and sound design and the business of entertainment.

Along with the development of NSU Theatre and other performing arts programs, the facilities that support them on the main campus also are evolving. The Miniaci Performing Arts Center, long a central venue for our performing arts programming, soon will be joined by a new performing arts wing in the University Center, which is scheduled to open later this year.

The performing arts wing will house a black box theater, a music recital hall, a scene shop, dressing rooms, and rehearsal space. To round out these facilities, this year we renovated the Mailman-Hollywood Auditorium, transforming it into an intimate 100-seat theater.

Our theatre program is only one of the ways the Farquhar College of Arts and Sciences engages the community. I invite you to read more about our partnerships and activities in these pages and to actively join us in future explorations.

Sincerely,

A handwritten signature in black ink, appearing to read 'Don Rosenblum', with a stylized, flowing script.

Don Rosenblum, Ph.D.
Dean, Farquhar College of Arts and Sciences



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COLLEGE NEWS

Student orientation continues to broaden its key role

Orientation for main campus undergraduate students last summer served a record number of new students in the university. More than 900 students attended 14 orientation sessions, where they were welcomed to campus, guided into their academic programs, and offered campus tours and programs to help them get to know faculty and staff members and each other.

Transfer students attended one-day sessions, while freshman students attended two-day sessions. Parents of new students also participated in daylong programs introducing core university services, providing meetings with faculty members and academic administrators, and introducing curricular and policy issues with which their children will be involved.

The orientation program is a critical time for incoming students to meet with academic advisers and faculty members to schedule classes, learn more about academic programs and curricula, and discuss opportunities for research and study abroad. Luncheons are held with faculty members from academic divisions. New students meet with current students, learn about campus organizations, and gain insight from campus departments such as the bookstore, food services, registrar, financial aid, technology services, and residential life and student affairs.



Orientation leaders this year included (top from left) Diana Janny, Fahad Islam, Jason Peebles, Emilian Grucev, Mary Nochimson, and Claudia Harris; (bottom from left) Jessica Boyd, Danielle Garcia, Elizabeth Harbaugh, Amy Eichelberg, Angela Moya, and Joycelyn McGlothlen.

A critical component of the orientation program is the paraprofessional student staff—12 student orientation leaders who are selected and trained, and spend much of the

summer working with new students, family members, and faculty members to assist in the college transition.

Tibetan students join NSU community

Two college students from Tibet joined the NSU community in the fall. Biology major Tashi Wangla and business major Tenzin Chokden arrived in August. Their educational program at NSU is the result of efforts made last year by the Farquhar College of Arts and Sciences and Jetsun Pema, the president of the Tibetan Children's Village in Dharamsala, India, to create scholarships for young Tibetans to study abroad.

The Tibetan Children's Village is a community for exiled Tibetans that was founded more than 40 years ago. The village community oversees the lives of more than 15,000 young Tibetans who have either left their native country as orphans or were sent by their families in order to receive a traditional Tibetan education. Jetsun Pema is the younger sister of the Dalai Lama, the exiled spiritual leader of Tibet. Pema met with NSU and college officials in January 2005, following the fall 2004 visit to NSU by the Dalai Lama, to finalize plans for the scholarships.



Tashi Wangla, Dean Don Rosenblum, and Tenzin Chokden

Responding to Hurricane Katrina with outreach and reflection

The Farquhar College of Arts and Sciences responded to the aftermath of Hurricane Katrina by reaching out to students affected by the natural disaster. During the fall semester, the college participated in the Sloan Semester, a special nationwide online learning program for displaced students. The college joined more than 140 other U.S. institutions in offering free online classes to students enrolled in colleges and universities in Alabama, Louisiana, and Mississippi whose studies were disrupted.

The Sloan Semester was organized by the Sloan Consortium, a group of institutions dedicated to the advancement of online education, and was funded by the Sloan Foundation in partnership with the Southern Regional Education Board. Its intent was to provide an academic bridge to help students stay focused on their educational goals and prepare for eventual return to their home institutions once recovery efforts were completed.

The Farquhar College of Arts and Sciences contributed 10 online classes, including courses in psychology and philosophy. "We have had our own share of disruptions due to hurricanes this year, so we understand the importance of getting back into an academic routine," said Don Rosenblum, Ph.D., dean of the college. "Our mission was to help students on the Gulf Coast stay on track in achieving their educational goals."

In addition to educational aid, seven Farquhar College of Arts and Sciences students spent a spring weekend volunteering in cleanup efforts in New Orleans. They were part of a group of more than 40 lawyers and students organized by Phi Alpha Delta, the national prelaw fraternity, in its "PAD FlyAway: Project Katrina." With travel support from the college, the students flew to New Orleans to join the other volunteers as they cleaned debris and helped recover personal belongings from those hardest hit by Hurricane Katrina. Participating students included Marilyn Callwood, Samantha Maitland, Amanda Sidari, Giselle Gaviria, Kristi Kligerman, Dru Pardo, and Jessica Boyd.

CNN producer discusses Hurricane Katrina media coverage

Besides reaching out to help students in Gulf Coast states, the Farquhar College of Arts and Sciences also was host to discussion and reflection about the 2005 hurricanes. In a campus event in September, the college welcomed CNN supervising producer Kim Segal, who shared her firsthand experiences covering Hurricane Katrina and its aftermath in New Orleans during a talk with students that was sponsored by the college's Division

of Humanities. After CNN pulled its representatives out of New Orleans during the city's flooding, Segal, who is based in Miami, stayed to continue reporting. She and a handful of other CNN reporters who remained in the flooded city are credited with breaking the news about conditions at the New Orleans Convention Center and providing national and international awareness of this crisis.

New M.A. program brings graduate writing to the college



The Farquhar College of Arts and Sciences will initiate its first graduate program, a master of arts in writing, in the fall. The writing program is housed in the Division of Humanities, which also added majors in American studies and international studies. The college now offers 18 majors, 35 minors, and 5 certificate programs at the undergraduate level.

The master of arts degree in writing gives students a foundation in both professional and creative writing. It allows them to further develop the writing skills they acquired as undergraduate students and to cultivate specialized skills such as business, technical, and journalistic writing.

The M.A. in writing will prepare students for careers in publishing, education, public relations, and advertising, as well as for careers as professional writers for magazines, newspapers, and businesses. This degree program also will be attractive to working adults who would like to pursue a graduate degree that will enhance their communication skills and provide further employment opportunities.

Whereas a typical M.F.A. focuses on creative writing, and an M.A. in English on literary criticism, the M.A. in writing will provide students with a program that can be personalized to fit their career goals and will develop their writing skills for use in the practical working world.

COLLEGE NEWS

News from the Dual Admission Program

Students from NSU's dual admission programs were recognized for their achievements during a February reception held in the Carl DeSantis Building Courtyard Pavilion. Dual admission programs allow highly qualified and motivated students to be accepted at the same time into both an undergraduate program and the NSU professional or graduate school of their choice.

The reception, sponsored by the Farquhar College of Arts and Sciences, was an opportunity for undergraduate students to meet deans and faculty members from the graduate and professional schools they plan to attend. NSU offers dual admission programs in more than 20 fields, ranging from the medical sciences to psychology, law, business, education, and conflict analysis and resolution.

What are the advantages of dual admission? Dual admission reserves a seat for students in the graduate or professional school of their choice. For dual admission students, the intense pressure for admission into graduate and professional schools is minimized, giving them greater opportunity to pursue a diversity of interests outside of their intended career goals.

The Dual Admission Program, managed by the Farquhar College of Arts and Sciences, is made possible through strong partnerships between the university's long roster of respected graduate and undergraduate schools. The program links undergraduates to graduate schools in activities outside the classroom, including shadowing programs and networking events.

Some recent highlights of the Dual Admission Program include the following:

- Last year's average GPA and SAT/ACT scores for entering dual admission students were 3.91 and 1170/25. Dual admission students are highly competitive.



At a dual admission reception in February were (left to right) Don Rosenblum, Ph.D., dean of the Farquhar College of Arts and Sciences; Ray Ferrero, Jr., J.D., president of Nova Southeastern University; dual admission pharmacy student Leigh Demarco; Frederick Lippman, R.Ph., Ed.D., chancellor of the Health Professions Division; and Frank DePiano, Ph.D., NSU vice president for academic affairs.

- Many dual admission students are also in the Undergraduate Honors Program, where they take innovative interdisciplinary courses and conduct independent, mentored research.
- New programs this year include criminal justice, and through the H. Wayne Huizenga School of Business and Entrepreneurship: accounting, public administration, human resource management, management, and taxation.

Online program serving U.S. military enters sixth year

Nova Southeastern University's online degree program and partnership with the U. S. Army, eArmyU, has entered its sixth academic year. Through eArmyU, NSU joins other educational institutions and technology management companies to provide an education for enlisted soldiers around the globe. The program helps them further their professional and personal goals and provides the Army with top preparation for its forces.

Service members may enroll in a bachelor's degree program in computer information systems from the Farquhar College of Arts and Sciences, and they also may pursue degrees from the H. Wayne Huizenga School of Business and Entrepreneurship, Fischler School of Education and Human Services, Graduate School of Computer and Information Sciences, and Health Professions Division.



Randy Nunez (middle row, second from right), on active duty in Iraq, is also an eArmyU computer information systems student. Nunez sent this photo to Phyllis Boyd, his academic adviser in the college's Division of Math, Science, and Technology, along with the message, "My wife Adrienne says, 'You look like you're on vacation!' In actuality, I was instructing the Spanish Special Forces on how to do SWAT raids. Your military's personnel thank you on behalf of all that you do for us while we're out here."

Celebrating Black History Month



Organizers of the Literary Explosion included (left to right) Lethesha Harris, Alvin Sherman librarian, and college faculty and staff members Alicia Jackson, Ph.D., Division of Social and Behavioral Sciences; Imani Frederick-Lowman, Division of Math, Science, and Technology; and Andrea Shaw, Ph.D., Division of Humanities.

As part of NSU's Black History Month celebration, the Farquhar College of Arts and Sciences took part in three events in February. The college joined the Alvin Sherman Library Research, and Information Technology Center in cosponsoring "A Literary Explosion" that featured readings by local writers and an open mic session that complemented the "Rock My Soul: The Black Legacy of Rock and Roll" art exhibition. Alpha Kappa Alpha Sorority's Upsilon Xi Omega Chapter sponsored the event's reception.

The Farquhar College of Arts and Sciences and the Office of Public Affairs cosponsored a film and discussion series focusing on important moments in African American history. The films—*The Long Walk Home*, *BaadAsssss Cinema*, and *The Challenge of Freedom*—were followed with discussions about film, law, and history moderated by members of the college's faculty.

Finally, David P. Kilroy, Ph.D., associate professor of history in the Division of Humanities, gave a talk on the role of African Americans in the U.S. military. In his presentation, Kilroy focused on the subject of his 2003 book, *For Race and Country: The Life and Career of Colonel Charles Young*. Colonel Charles Young served at the turn of the 19th century and, up until 1917, was the highest-ranking African American officer in the U.S. Army.

College partnerships connect NSU with King Tut



Don Rosenblum, Ph.D., dean of the Farquhar College of Arts and Sciences; Jerome Chermak, Ed.D., headmaster of the University School; Kara Cooney, Ph.D., Stanford University Egyptologist; and J. Kenneth Tate, NSU trustee.

The Farquhar College of Arts and Sciences, through strong partnerships with the Museum of Art/Fort Lauderdale, sponsored several events this year in connection with the museum's "Tutankhamun and the Golden Age of the Pharaohs" exhibit.

Stanford University Egyptologist Kara Cooney, Ph.D., who served as curator for the King Tut exhibit when it was in Los Angeles, visited campus in early December to share her experiences working on excavations in Egypt. Cooney spent time with students in the University School's lower division and gave a talk on main campus in which she discussed the cultural and religious traditions that inspired ancient Egypt's elaborate burial practices. The event was sponsored by the College of Arts and Sciences and the University School, with special thanks to Board of Trustees member J. Kenneth Tate.

In January, honors students were invited to dinner with museum and university officials, followed by a personal tour of the exhibit. Finally, in March, the college welcomed University of Pennsylvania Egyptologist David Silverman, Ph.D., curator for the exhibit, for a guest talk—"Tutankhamun: Exhibiting a Legend"—that included slides of artifacts from the exhibit as well as other items from Silverman's broad experience. Students and faculty members also met Silverman at the museum for lunch and a tour.

COLLEGE NEWS

The college collaborates with community organizations on A1A Marathon



Students from the Athletic Training Education Program hand out water and encouragement to runners in the A1A Marathon.

The Farquhar College of Arts and Sciences launched a significant collaboration in February through the inaugural A1A Marathon, Broward County's first large-scale marathon. More than 2,000 runners participated in the event's full and half marathons. The college joined government, corporate, and media sponsors to create a signature event for the South Florida community that will continue as a major athletic weekend in the years to come.

The college also sponsored the A1A Marathon Health and Fitness Expo, held the day before. The Health and Fitness Expo featured a full-day, educational lecture series—focusing on strength training and nutrition—designed by Elizabeth Swann, Ph.D., director of the Athletic Training Education Program, housed in the college's Division of Math, Science, and Technology. Seminars were led by Swann; Patricia McGinn, Ph.D., athletic training assistant professor; and an impressive roster of physicians, Olympic athletes, and seasoned sports trainers.

Students and faculty members also got involved in other ways. Athletic training students volunteered during the weekend to help with race check-in and man stations along the race route that provided runners with water and encouragement. The college also was represented in the running of the race—Michele Mits Cash, Ph.D., director of the Office of Academic Services, ran the half marathon.

Comcast broadcasted a special program in March about the A1A Marathon, including highlights from the Health and Fitness Expo, the race, the awards ceremony, and interviews with major sponsors, including Don Rosenblum, Ph.D., dean of the Farquhar College of Arts and Sciences.

Guest lectures explore roots of family therapy and memory



Tommie Boyd, Ph.D., chair of the Department of Family Therapy in NSU's Graduate School of Humanities and Social Sciences; Michael Reiter, Ph.D., assistant director of the college's Division of Social and Behavioral Sciences; Salvador Minuchin, M.D.; Ron Chenail, Ph.D., vice president for research planning and governmental affairs; and Allan Schulman, Ph.D., director of the Division of Social and Behavioral Sciences

Salvador Minuchin, M.D., one of the world's leading figures in family therapy, presented a guest lecture in January in which he discussed his current work and described how his theoretical model—structural family therapy—offers an invaluable framework to help guide practitioners. The lecture was sponsored by the Farquhar College of Arts and Sciences Division of Social and Behavioral Sciences.

During his long career, Minuchin has held professorships at New York University and the University of Pennsylvania. He is also director emeritus of the Family Therapy Training Center of the Philadelphia Child Guidance Clinic. For the past 35 years, Minuchin's structural model on family therapy has been one of the field's major theories, and his 1974 book *Families and Family Therapy* has become one of the field's foundational texts.

In the lecture, Minuchin shared how he formed the structural model, how it has evolved over his career, and how his approach to therapy has continued to adapt to the ever-changing world around him. To illustrate the field's evolution, Minuchin showed a film of a therapy session early in his career, in which his approach was direct and aggressive compared with current therapeutic methods.

The Division of Social and Behavioral Sciences also welcomed William Hirst, a psychologist at the New School for Social Research in New York, for a presentation in October on "Social Aspects of Memory." The talk reviewed research into the susceptibility of memory to the influence of others and focused on how new memories are implanted.

Guest lectures and workshops explore the research process

This year, the college welcomed guest lecturers who focused on research issues.

Marilyn Myerson, Ph.D., a professor of women's studies and philosophy at the University of South Florida, spoke about "What's Love Got to Do With It? Understanding Complexities in Research" in February. Myerson explored stereotypes about research, looked at the influence of cultural factors on its process, and discussed how Nobel Prize-winner Barbara McClintock developed a new vision of scientific

inquiry. The lecture was sponsored by the Division of Humanities.

In a March workshop sponsored by the Division of Math, Science, and Technology, guest speaker Sue Graves, Ed.D., associate professor of exercise science and health promotion at Florida Atlantic University, led a workshop on enhancing research mentorship. Stating that developing effective student-teacher research teams takes commitment from both sides, Graves discussed some of the unique challenges facing

both students and teachers as they pursue research together.

Learning how to do research is an important part of an undergraduate education—one that plays a key role in the Farquhar College of Arts and Sciences. The college connects students to research in the classroom as well as through faculty-supervised independent study and mentorship sponsored by the Undergraduate Honors Program.

Student research showcased in annual Undergraduate Student Symposium

Undergraduate students from across the university displayed their academic and artistic best during the fifth annual Undergraduate Student Symposium. It was held in early April on the main campus in the Alvin Sherman Library, Research, and Information Technology Center and the Miniaci Performing Arts Center.

Undergraduates from all disciplines participated in the symposium, showcasing projects covering areas of student scholarship from the experimental and the applied to the computational,

theoretical, artistic, and literary. The symposium presented student projects and performances through oral presentations, paper submissions, and poster displays, demonstrating the outstanding scholarship of NSU's undergraduate students.

The overall best in show winner was Maria Farrell for her project, "The Effects of Aluminum on Gene Expression in *Saccharomyces cerevisiae*." Prizes were also awarded for outstanding projects in several categories: oral performance (Marissa

Dass); creative writing (first place—Louis D'Lando, second place—Lisa Marie DiStefano); humanities research (first place—Gregory Kyriakakis, second place—Deborah Greenbaum); science research (first place—Maria Farrell; second place—Deirdre Foisy); poster (first place—Viviana Sumi Lee, Shweta Shah, and Rafia Chodhry; second place—Kamaljit Kaur and Farheen Parvez; third place-A—Leda Castrillo, third place-B—Lauren Stephens and Melissa Dieppa).

New Faculty Lecture Series highlights professors research interests



In January, the Farquhar College of Arts and Sciences initiated a Faculty Lecture Series to explore the college faculty members' diverse areas of interest in the humanities and natural and social sciences. Ten events were held during the winter semester, ranging from the history of U.S. foreign policy to the reality of life in American prisons.

In one of the lectures, Robin Sherman, Ph.D., assistant director of the Division of Math, Science, and Technology, talked about her efforts to study and protect South Florida's coral reef systems.

In 1967, Broward County, Florida, built an artificial reef from waste automobile tires,

with up to two million tires eventually placed offshore. Over the past 40 years, however, storms and ocean currents have caused the reef's breakup. Many tires have been forced up against the eastern edge of Broward County's natural reefs, adding to stresses already suffered by coral reef systems and the wildlife they support.

Over the course of eight dives in the summer of 2001, Sherman and a team of volunteer divers surveyed the site and removed 1,600 tires. That project was funded by the National Oceanic and Atmospheric Administration (NOAA) and is being used as a model for a proposed large-scale cleanup of the site.

COLLEGE NEWS

DISTINGUISHED SPEAKERS SERIES EXPLORES

Good & Evil

This year, the Farquhar College of Arts and Sciences focused on exploring the theme of good and evil through classroom discussions and public events. As a central avenue for the theme's interpretation,

the college's Distinguished Speakers Series welcomed leaders in the arts, sciences, and public affairs whose lives and work offer valuable perspective on issues of tolerance and social justice.

Fighting hatred and intolerance



Elie Weisel

The first in the series was Elie Weisel, Holocaust survivor, author, and winner of the 1986 Nobel Peace Prize, in a February visit sponsored by the Division of Social and Behavioral Sciences. Weisel is the author of more than 40 books of fiction and nonfiction, including *Night* and *The Time of the Uprooted*, published in August. During his daylong visit to campus, Weisel spent time with undergraduate students discussing his long career on the world stage. In his evening lecture, he encouraged the NSU community to optimistically work hard together to find opportunities for solving worldwide problems of injustice and intolerance.

Exploring the roots of morality



Michael Shermer

In April, the series welcomed psychologist and historian of science Michael Shermer, Ph.D., presented by the Division of Math, Science, and Technology. Shermer is the author of many books that focus on science and culture. His lecture, based on *The Science of Good and Evil*, the third volume in his trilogy about the power of belief (the first two volumes were *Why People Believe Weird Things* and *How We Believe: Science, Skepticism, and the Search for God*), focused on the origins of morality and the foundations of ethics, including questions such as, "Is it in our nature to be moral, immoral, or amoral?" and "If we evolved by natural forces, then what was the natural purpose of morality?"

Confronting prejudice and discrimination



Judith Ortiz Cofer

The Distinguished Speakers Series in March welcomed Judith Ortiz Cofer, award-winning poet, essayist, and fiction writer, who read and discussed her work in a visit sponsored by the college's Division of Humanities. Cofer joined students in the classroom, and during her evening address spoke about how the September 11 terrorist attacks affected her work. She also reflected on the importance of poetry to both offer comfort during difficult times and to provide another avenue for social and political exploration. Cofer's novels and collections of poetry and essays include the 2003 novel *The Meaning of Consuelo* and the 2005 *A Love Story Beginning in Spanish: Poems*. She is a native of Puerto Rico, and her work often deals with multiculturalism, focusing on prejudices and difficulties faced by immigrants who encounter hostile urban environments in the United States.

Promoting free expression



Salman Rushdie

As the capstone of the good and evil theme, author Salman Rushdie delivered the keynote speech at the university's Undergraduate Commencement Exercises on May 7. Rushdie is the author of more than fifteen novels and works of nonfiction, including *Midnight's Children*, *The Satanic Verses*, and *The Moor's Last Sigh*. He is the recipient of many international literary awards, including the Booker Prize for Fiction, one of the world's highest literary honors. Rushdie is widely regarded as a leading novelist of the 20th century and a strong advocate of free expression in writing. His participation in commencement sparked deep discussions on campus about the central role of higher education in the open, uncensored examination of social, cultural, and religious issues.



Elie Wiesel met with students on the main campus in February.

Campus Perspectives from Elie Wiesel and Salman Rushdie

In many ways, Elie Wiesel's roles—Holocaust survivor, author, and Nobel Peace Prize winner—have been intertwined throughout the years. He is an iconic representative of the men, women, and children who survived the Holocaust, and for decades he has been a well-recognized defender of human rights around the world. Wiesel, in his talk to the NSU community, engaged the audience to pursue the types of work that will lead to greater peace and human dignity.

"How can I be sure that evil does not wear the mask of good? That is really a problem and a challenge to many philosophers and theologians who have tried to answer the question and think about the subject.

"At times, we must know what is more important: to serve truth with falsehood or

to serve falsehood with truth. How can I, as a human being, decide to do something good without causing evil? I believe we must be messengers of hope for each other," said Wiesel.

Salman Rushdie is the founder and first president of the International Parliament of Writers, an organization dedicated to fighting the persecution of writers. In 2005, Rushdie served as president of the PEN American Center, an international organization of distinguished authors that fosters literary fellowship and free expression, including defending writers who are in prison, or in danger of imprisonment, for their work. As part of his outreach as PEN president, he wrote about the importance, now more than ever, of freedom of speech.

At commencement, Rushdie charged graduates that if they are focused on pursuit of individual freedom, then rejecting accepted orthodoxies is an important step in their educational process.

"Governments still routinely accuse their opponents of lacking patriotism, religious leaders are quick to anathematize their critics, corporations dislike whistleblowers and mavericks, the range of ideas available through the mass media diminishes all the time," said Rushdie. "Yet right and wrong, good and evil, are not determined by power, or by adherence to this or that interest group. The struggle to know how to act for the best is a struggle that never ceases. Don't follow leaders—look out, instead, for the oddballs who insist on marching out of step."

New honor societies come to the college

Two new national honor societies debuted in the Farquhar College of Arts and Sciences this year in the Division of Humanities—Alpha Iota Nu, NSU's chapter of Sigma Tau Delta, the International English Honor Society; and Lambda Pi Eta, the honor society of the National Communication Association, which the college is a charter member in. Sigma Tau Delta's goals are to recognize academic excellence of students of the English language and literature, as well as the accomplishments of professional writers. Lambda Pi Eta is dedicated to recognizing academic achievement in the field of communication studies and promoting excellence in the diverse range of communications-related professions.

Book News



Suzanne Ferriss' new book focuses on a literary phenomenon

When British author Helen Fielding published her 1996 novel *Bridget Jones's Diary*, she couldn't have predicted the catalytic effect it would have on how we now talk about women's literature. The novel, which took its plot from Jane Austen's 19th-century *Pride and Prejudice*, unexpectedly transformed popular culture, ushering in a new literary genre. "Chick lit" was born.

Now that it's here, chick lit is something to be analyzed, especially by literature professors like Suzanne Ferriss, Ph.D., in the Farquhar College of Arts and Sciences Division of Humanities. "What Helen Fielding seemed to have tapped into with Bridget Jones was a population of contemporary women readers finding themselves," says Ferriss, whose *Chick Lit: The New Women's Fiction* was published by Routledge Press in October 2005. In the book, she and coeditor Mallory Young, Ph.D., a professor of English and French at Tarleton State University in Texas, have collected a range of academic insights about chick lit's popularity and the issues it raises.

Chick lit's focus is the 20-something single woman trying to balance her professional and personal life—she's expected to work, but also to find satisfaction through romantic relationships. "While one would argue that in Austen's time women didn't have access to the professions," says Ferriss, "what Fielding takes from Austen is a critical protagonist who recognizes the injustice of expectations about her own era and who confronts them with humor instead of outrage."

In the heyday of the 1960s and 1970s women's liberation movement, such novels may have been viewed with suspicion, Ferriss admits. "It looks awfully retrograde to suggest that women are searching for happiness through finding a man." But now, 10 years after the first publication of Fielding's novel, chick

lit has become a convenient post-Bridget Jones stamp, for both book marketers and academics, to group together novels featuring similar protagonists.

Response in the writing and academic communities, however, has been mixed. "Some writers resist their novels being classified as chick lit because they might not be considered serious," says Ferriss. "And some critics have weighed in, arguing that because these books are popular, then they're simply escapist. On the other hand, a large group of readers have found them meaningful in terms of literary quality, classifying them as an important wave of women's literature."

Regardless of chick lit's critics, the genre has offered a fresh approach for examining social issues of class, masculinity, and femininity. "For the first time, some people who have felt excluded from talking about these issues—women who recognize themselves in chick lit's protagonists and men who previously felt excluded—now feel more comfortable coming into the conversation because they're not arriving feeling like the oppressed or the oppressor," Ferriss says. Chick lit has become a force for depolarization.

In August 2005, *Publisher's Weekly* listed *Chick Lit* as one of five "Titles to Watch" in fall 2005. What's up next? Ferriss and coeditor Young are nearing completion of a sequel, *Chick Flicks: Contemporary Women at the Movies*, which will include a contribution by Ferriss' colleague in the Division of Humanities, literature professor Kate Waites, Ph.D. Waites is writing about "babes in boots"—Lara Croft, Sarah Connor, Ripley, and other Hollywood "warrior women."

It's clear to Ferriss, Waites, and Young that chick flicks are not necessarily date movies.

Chick Lit Then

Jane Austen, *Pride and Prejudice*

Charlotte Brontë, *Jane Eyre*

Edith Wharton, *The House of Mirth*

"Do not consider me now as an elegant female, intending to plague you, but as a rational creature, speaking the truth from her heart."

—Elizabeth Bennett, rejecting Mr. Collins' proposal in *Pride and Prejudice*

Chick Lit Now

Helen Fielding, *Bridget Jones's Diary*

Candace Bushnell, *Sex and the City*

Terry McMillan, *Waiting to Exhale*

Jennifer Weiner, *In Her Shoes*

Sophie Kinsella, *Confessions of a Shopaholic*

Emma McLaughlin and Nicola Kraus, *The Nanny Diaries*

Lauren Weisberger, *The Devil Wears Prada*

"Wise people will say Daniel should like me just as I am, but I am a child of *Cosmopolitan* culture, have been traumatized by supermodels and too many quizzes and know that neither my personality nor my body is up to it if left to its own devices."

Bridget Jones about her boss/boyfriend Daniel in *Bridget Jones's Diary*

Athletic Training

ON THE SIDELINES

Athletic training students connect with sports teams

In NSU's athletic training room at the edge of the main campus, on a west wall above weight benches and dumbbells, graffiti painting suggests, "Pain Is Weakness Leaving the Body." Like Nike's "Just Do It," it's a sports mantra meant to inspire athletes to lift more reps and become stronger. In some sport scenarios, though, pain really is just pain, signaling injury. That's when certified athletic trainers come in.

"Each athlete has different demands," explains Elizabeth Swann, Ph.D., who directs the Athletic Training Education Program in the Farquhar College of Arts and Sciences Division of Math, Science, and Technology. "Our job as certified athletic trainers is to help athletes perform at the highest possible level within their own individual physical framework."

The program, three years old and now with more than 40 students, is entering the final stages of a lengthy accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). As the program's faculty members conduct an extensive self-study in anticipation of a site visit by CAAHEP, they and their students have, in the last few years, become a well-known presence on campus sports fields and in the community.

NSU's location in a major metropolitan area translates into a variety of sports venues



Freshman Melissa Corrao

where athletic training (AT) students can practice clinical skills—from high school and university teams to professional football, baseball, basketball, and hockey franchises. South Florida is one very large athletic training laboratory, and at NSU alone, 14 sports and more than 230 athletes, with competitive seasons and off-season training, make sports a year-round occupation for athletes and their certified athletic trainers.

AT students find clinical experience with sports teams.

On many afternoons in the campus athletic training room—where pain may or may not be weakness leaving the body—you might find senior AT major Radhi Muhammad. Muhammad has worked with

almost every day. I get to the athletic training room around 1:00 p.m., and usually I'm not leaving until after practice, around 6:30 or 7:00 p.m." During the competitive season, there are more hours, and Muhammad goes to as many games as his school schedule allows.

Game days, when NSU's Department of Athletics certified athletic trainers are first responders, may mean witnessing more severe injuries than just tendonitis, and Muhammad has been on hand to see what happens when a player gets hit in the face with a baseball or slides into a catcher head first. "That player had a compressed spinal column. It was a scare, but it didn't turn out to be too serious. He was more stunned," Muhammad says.

Athletic training is different from other health professions.

At some point, most athletes need the attention of an athletic trainer. Back injuries are among the most common problems. Different sports, though, have their own specific injuries—shin splints and stress fractures in cross country; wrist and elbow problems in tennis; shoulder and knee problems in rowing; or ligament tears and contusions in soccer.

"But college athletes aren't your everyday patients," Swann says. "You can't tell them to go home and take it easy for a couple

(continued on next page)

NSU's women's soccer team and with the football team at St. Thomas Aquinas High School in Fort Lauderdale. This year, he's been gaining clinical experience with the university's baseball team under supervision of certified athletic trainer Jason Palmateer from the Department of Athletics.

An average practice afternoon for Palmateer and Muhammad might mean working on cuts and bruises as well as dealing with one of the most common baseball problems—tendonitis. "We give out a lot of ice," Muhammad says. "There are a lot of overuse injuries in baseball from repetitive throwing motion." Working with the baseball team means a busy schedule. "It's packed," Muhammad says. "In preseason we have practices

Athletic training students head to the birthplace of the Olympics

Athletic



photo by Patricia McGinn

At the entrance to the stadium at Ancient Olympia, Greece

“We are young as a profession,” notes Patricia McGinn, Ph.D., assistant professor of athletic training. However, she says, although athletic training has evolved as a certified profession only since about the mid-20th century, as long as there have been sports, there has been some form of athletic training. To gain some perspective on that history, McGinn and her students, during spring break, went to the birthplace of the Olympics—Greece.

As part of McGinn’s winter semester “Evolution of Sports Medicine” course, students learned about the evolution of sports medicine from ancient times to the present. During their week in Greece, they visited well-touristed ancient sites, such as the Acropolis and the Ancient Agora. But they also visited Olympia and Marathon, as well as the sites of modern Olympics in Athens, both the first modern games in 1896 and the most recent summer games in 2004.

McGinn says it was an unforgettable experience to visit the ancient stadium in Olympia, where the group stood on the starting line of foot races held thousands of years ago, and to walk around the battlefields of Marathon—the starting point of legendary messenger Pheidippides’ fated 26-mile run to Athens to report of Athenian victory in the Persian War. “When you stand on the field where athletes died 3,000 years ago or walk through the gate of the stadium in Olympia, it takes your breath away,” McGinn says.



Senior Claudia Brugat photo by Shirley Jeaneus

(continued from previous page)

of weeks. They’re constantly asking, ‘how high can I jump, how fast can I run?’ It’s the job of certified athletic trainers to protect their athletes, while also allowing them to participate within their physical limits during injury.”

Athletes must find ways to get back to practice the next day or back in the game in the next few minutes, so they often need aggressive therapies. Certified athletic trainers must take into consideration all of the possible medical approaches as they work with sports physicians and physical therapists to decide best courses of treatment, sometimes quickly, in crucial times during competition.

“In the college setting, no one wants to get taken out of a game,” says Muhammad. “We had a guy who basically got run over in a baseball game, but tried to stay in at all costs. There were certain movements that he couldn’t do, and we told him he was going to hurt himself even more if he stayed in.”

When do students truly feel like athletic trainers?

Academically, athletic training is a three-year clinical program, with designations of Level I through III, each with its own set of skills development. As students check off skills in class, they are allowed to perform them in the field. Their education also goes beyond games and practices to focus on eating disorders, drug use and abuse, and the special needs of athletes with diabetes and other health issues.

But, when do AT students truly feel like they have become a part of their chosen profession? “We have a ‘Learn One, Do One, Teach One’ policy,” says Swann. “When we teach students in class, they’re very apprehensive. As they gain more confidence, and when they understand and comprehend skills well enough so that they can teach another student, that’s when you see a transformation.”

For senior athletic training major Ryan Banyas that transformation came as a Level III student. Banyas has worked with just about

Training

every team at NSU, from baseball and basketball to rowing and volleyball, as well as with the Pine Crest School football team in Fort Lauderdale. "As Level III students, we're really near the end of our classes," he explains. "For the certified athletic trainers at NSU who oversee us, it gets to the point where they have confidence in us, and we have more confidence in ourselves."

Acceptance by the athletes is, naturally, also crucial. "It takes a while for them to trust you," admits Muhammad. "When I first went to baseball at the beginning of January, it was a little tentative. The players would go to Jason, and then Jason would send them to me. But then they began to realize I knew what I was doing. Now, basically everyone on the baseball team comes to me and says, 'Hey,

this hurts, what can you do for it?' They know that I'm not going to try something I don't know and may send them to someone with more experience. They understand that I'm there for them. I'm not there just because I have to do it for class."

For students like Muhammad, Banyas, and others in the program, athletic training is a way to give back to sports for their entire lives. It's a career that, says Banyas, will keep him always connected with his favorite sport of baseball. "Once, there was a guy who had a rotator cuff tear and had to have it repaired. That's months of rehab, and he didn't pitch for a year," he says. "Seeing him every day in the athletic training room and then seeing him go out and pitch well was pretty neat."



Senior Ryan Banyas

photo by Kate Capone

AT students get their fix at Ruggerfest



photo by Kate Capone

Rugby may be the perfect educational arena for athletic training students. It's a contact sport with ruthless competitors, little mercy, and no helmets. Athletic training students found this out at the 30th Annual Fort Lauderdale Ruggerfest, held in March by the Fort Lauderdale Rugby Club, which brought dozens of teams to South Florida for scrums, mauls, rucks, and grubbers that, in the process, produced sprains, strains, contusions, and dislocated shoulders.

It was the second year that NSU's athletic training students have worked the matches. Their volunteer efforts were coordinated by Elizabeth Swann, Ph.D., athletic training program director, and Tricia DeSouza, ATC, head athletic trainer for NSU's Department of Athletics.

"For many AT students, this is their first experience seeing a rugby game, a collision sport that has its fair share of blood and injuries," says DeSouza. "With little to no padding, the rugby athletes are hard-nosed and driven to compete, even if injured."

For the players, the athletic training students were a welcome therapy; for the students, it meant perhaps months of experience tightly wrapped in a single weekend. "We get to work on more injuries than we see pretty much all year," laughs senior AT student Ryan Banyas. "It's crazy. Those people are insane and don't care how they look. They're like, 'Dude, just put some tape on it and let me get back out there.'"

THEATRE

Stage Voices:

Exploring NSU Theatre's first year on campus

Not even hurricanes could stop NSU Theatre, part of the Farquhar College of Arts and Sciences Division of Humanities, from pulling off its inaugural production on schedule. In November, a few short weeks after Hurricane Wilma pounded South Florida, the Farquhar College of Arts and Sciences' new theatre program opened with Seamus Heaney's *The Burial at Thebes*.

This translation of Sophocles' *Antigone* by Heaney, the Irish poet and winner of the Nobel Prize for Literature, was partly

inspired by the war in Iraq, and Heaney's retelling of Sophocles' tragedy gave the play a contemporary voice.

"My inspiration behind the inaugural season of NSU's theatre program was pretty basic. I was looking for plays that provided social commentary on the current political climate," says Mark Duncan, assistant professor of theatre in the Division of Humanities and artistic director for NSU Theatre. "*The Burial at Thebes* was a pretty simple choice for the first show because it is a contemporary adaptation of a Greek tragedy, and typically the beginnings of theatre are traced back to the Greeks."

This production marked the first of the new theatre program's 2005–2006 three-play season that offered current themes of social exploration. The second was in February—Joan Holden's stage version of *Nickel and Dime: On (Not) Getting by in America*, based on journalist Barbara Ehrenreich's best-selling book.

Nickel and Dime sent its main character, Barbara, on a covert experiment in working minimum-wage jobs—waiting tables, cleaning hotels and houses, and working in a Wal-Mart—that illuminated the stark lives and times experienced by many working Americans today.

Finally, in April, NSU Theatre produced *The Night of the Assassins*, Cuban playwright Jose Triana's drama about family conflict amid revolution. First produced in Cuba in 1965, the play was subsequently banned there for 30 years.

In February, three theatre students—Robert Coward, Samantha Dolling, and Liz Harbaugh—got together for a NSU Theatre with Jim Doan, Ph.D., professor in the Division of Humanities, who was also a member of the cast in *The Burial at Thebes*. They talked about their roles in this year's plays as well as what they'd like to see in future campus theatre productions. Here are some excerpts from their conversation.

Theatre student Robert Coward as Creon in *The Burial at Thebes*, mourning the death of his son, played by Andre Dennis.



Doan: So, what was your involvement with the plays this year?

Harbaugh: For *The Burial at Thebes*, I was cast as Ismene, Antigone's sister, and I also did the costume design, which no one understood.

Doan: Oh, I understood it perfectly.

(Laughter)

Harbaugh: Of course *you* did. Everybody in the show understood it.

(Laughter)

Harbaugh: For *Nickel and Dime*d, I sort of wore a bunch of different hats—production, stage management, costume design, prop creation, and publicity. I was partially involved with anything you can do behind the scenes, other than the lights and sound.

Doan: You were a jack of all trades.

Harbaugh: Yeah, sort of. I was mini-Mark.

(Laughter)

Doan: Do you enjoy production more than the acting itself?

Harbaugh: It's a very different experience. It's a different kind of stress. I love being on stage, but I also love calling a show. They're so unique that I don't think you can really compare them.



Ismene (English and humanities student Liz Harbaugh on right) counsels her sister Antigone (Brittany Wyler, standing) in *The Burial at Thebes*.

Coward: In *The Burial at Thebes*, I was cast as Creon. I've been described as an angry fascist.

(Laughter)

Coward: I had a lot of fun doing that show. It was a big production on a big stage. I mean, I had a huge theater in high school, but this was an interesting experience all around, just the way it was written.

Doan: How about with *Nickel and Dime*d?

Coward: To be truthful, I really didn't want to do it to begin with. But Mark called me up and was very—I don't want to say forceful—he was very adamant.

Harbaugh: Persuasive.

Coward: Persuasive, like, "Please come. We need you to audition."

(Laughter)

Coward: It was fun. But, I would have liked a few more night shows and not as many matinees. You get a bigger audience, and people who come to night shows tend to get into the shows more. But, overall I always have fun on stage no matter what I'm doing.

Harbaugh: Robert did the sound design too, which everybody complimented.

Doan: Did you find it hard doing two plays in one day—a matinee and an evening performance?

(Laughter)

Harbaugh: Yeah.

Robert Coward is a sophomore theatre major. He played Creon in *The Burial at Thebes* and five of *Nickel and Dime*d's male characters. Coward's non-NSU Theatre credits include *Tom Sawyer*, *The Wizard of Oz*, *Assassins*, and the short film *The Jedi*. He is also the technical director for Sol Children's Theatre in Fort Lauderdale and is on the board of directors for Main Street Players in Miami Lakes.

Samantha Dolling is a senior theatre major who transferred to NSU from the University of Florida. She played the guard in *The Burial at Thebes* and Barbara in *Nickel and Dime*d. Her non-NSU Theatre credits roles include *Alice in Wonderland*, *Fear and Misery of the Third Reich*, and *The Bacchae*.

Liz Harbaugh is a senior English major. In *The Burial at Thebes*, she played Ismene as well as designed costumes. She was the stage manager for *Nickel and Dime*d. In *Night of the Assassins*, in addition to playing the role of Beba, Harbaugh took on the producing role of dramaturge, working on the play's literary aspects and helping the actors with the script's thematically important moments.

Coward: I was pretty exhausted. I mean, I've done it before...

Harbaugh: I've done it before too, but still, it was...

Coward: ...A lot of work.

Harbaugh: Behind the scenes, mopping the stage floor twice in one day is not that much fun.

(Laughter)



Jim Doan as Tiresias in *The Burial at Thebes*

Dolling: Previously, I was involved in three productions at the University of Florida. With each production, I loved it more and more, and I knew that this was really what I wanted to do. In most of the shows I've done, I've actually played comic characters—the "character" characters. Barbara was the first role—in *Nickel and Dime*d—who wasn't so much of a "character." She was a real person. It was definitely a challenge finding that person. But I really believed in the theme of the show, and I could relate to a lot of the experiences that happened to Barbara in the play.

Doan: Is Barbara really meant to be a sympathetic character?

Dolling: I can see, in a lot of ways, how she is hypocritical. In the car, after a cleaning scene, another character tells her, "Oh, don't worry, you're not going to be fired." And she says, "Who's worried? There are millions of jobs out there." But, Barbara has a Ph.D. in biology, and she's a much-lauded author of a dozen books.

(Laughter)

Dolling: So, her job prospects are a bit different from the other characters. I think she brought up a lot of good points. But at the end of the day, she's still a degree-holder and can complain all she wants about people changing their lives when in reality they don't have that option, and they don't have those resources. But I think what Barbara did was a brave experiment, because at least she knows more than most of us. She's actually gone out there and dabbled with it and worked those jobs, even if it was short term.

THEATRE

Doan: What about the future? What sort of plays do you think NSU should produce—classical theatre, Shakespeare, musical comedy, contemporary plays with social themes?

Dolling: I definitely think there should be some Shakespeare here. I love Shakespeare. He's my favorite. Although, I know there are also a certain number of students who would like to see some musical theatre.

(Laughter)



In *Nickel and Dime*, theatre student Samantha Dolling; humanities professor, Kate Waites, Ph.D.; theatre and English student Robyn Shaplo; and theatre and psychology student Viviana Benitez play house cleaners and talk about their tough job prospects.

Dolling: I am not one of them, but there are quite a few who would like some musicals.

Doan: What about more plays with social commentaries?

Dolling: Yeah, well, we've had three in a row. (Laughter)

Dolling: These were hard-core social commentary shows. A Shakespeare in between might lighten things up a bit.

Harbaugh: Like *The Winter's Tale*

Coward: I'm in the small percentage who wants to do musicals. But, there are musicals that pose social commentary. *Urinetown* is a good one. Like *Nickel and Dime*, that show mirrors the same issues about big corporations controlling everything and the little guy getting left out.

Harbaugh: I'm all about Shakespeare.

Dolling: It's a good choice.

Harbaugh: I love Shakespeare. I don't want us always to do plays with social commentaries, because we can often turn into Barbara and become at times pedantic and slightly hypocritical.

Dolling: Every play is different—*Night of the Assassins*, *Nickel and Dime*, and *The Burial at Thebes*. They're comparable in that they're social commentaries, but each play is so incredibly different. And, I think, especially since it is our first year as a theatre program here at NSU, they were really good, strong choices. But I think we can relax.

Doan: What are you planning for yourselves?

Coward: My overall plans are to graduate and get my M.F.A. in acting or directing. I'm not sure which yet. I pretty much love everything to do with theater.

Dolling: Costume design?

(Laughter)



Liz Harbaugh; theatre major Sammy Garcia, Jr.; and Samantha Dolling in *The Night of the Assassins*

Coward: No, I really don't like costume design. I can't draw. But I like the technical aspects and the directorial aspects. For the summer I was offered an internship as an assistant sound and light technician. I also helped with *Nickel and Dime* to hang all the lighting.

Doan: And the sound board too.

Coward: I designed the sound. I can use all that stuff. A good benefit of doing internships is that the people who go do them—working with a full, equity professional theater—are learning everything state-of-the-art that professionals are using as far as lighting equipment, lighting boards, and all the software programs that go with them. Then we can take that knowledge and bring it back to NSU and pass on the experience to the rest of the students.

Dolling: I plan to go to grad school, and I'm hoping to land a good internship this summer. Like Rob, top on my list is acting, however, I love everything to do with theater. I'm very interested in carpentry work and lighting and sound as well. So, it will be a tech job this summer.



The cast of *The Burial at Thebes*

Harbaugh: I don't love being on stage as much as these two. I'm very interested in the literary aspects of theater. As an English major, I'm kind of a book freak. But I want to do it forever. I spent the last three years not knowing what I wanted to do with the rest of my life. I got involved with *The Burial at Thebes* sort of by chance. Mark and I talked about it over the summer, and I ended up changing my entire life around so that I could do it. I'm very happy. Even Saturday at 4:00 p.m., when we've done one show, and I have to mop the floor again, and I'm a little tired and cranky—even then—I still love it.

Dolling: It's a tough day's work.

Doan: But rewarding.

Dolling: Very.

Harbaugh: Very. When you see a good production, and you see everyone have fun and move the audience, it's very rewarding.



Chorus from the Burial at Thebes

NSU Theatre is planning four productions in the 2006–2007 academic year, including William Shakespeare's *A Midsummer Night's Dream* in the fall.

Mark Duncan, M.F.A., assistant professor of theatre, is at the heart of NSU's theatre program.



Mark Duncan, right, directs The Night of the Assassins

FF: What does the study of theater give a student?

Duncan: Our students learn by building and painting sets, stage managing, selling tickets, publicizing the shows, researching, directing, and performing. However, theater cannot be created in a vacuum. I rely on my colleagues in the Division of Humanities to help me. Each of the other humanities classes feeds into the study of theater. For example, history classes help an actor, director, or dramaturge establish a historical point of reference for a particular play. Without a knowledge of the world in which the play exists, a student will not be able to tell the story successfully.

FF: Where is the South Florida theater community going, and what is the role that NSU might play?

Duncan: There is a desire among the professional theater companies in South Florida to team up with local university programs in order to better educate our students. This provides us with an excellent opportunity, as our students are poised to take full advantage of this trend. Working with theater professionals outside the university allows our students to make connections that will help them secure jobs upon graduation. Additionally, they are exposed to a variety of approaches. Specifically, they learn that each director has a different style, each theater has a different mission, and this knowledge helps them better focus their own careers.

FF: What inspired your own career?

Duncan: I was exposed to theater pretty regularly growing up in Richmond, Virginia. I was a theater major in college and was fortunate enough to participate in several university productions as an actor, but I was also given the opportunity to direct, work on run crew, and work in the scene shop. Each of these experiences reinforced the sense of community I felt in the theater. As a professor of theatre at the Farquhar College of Arts and Sciences, I hope to provide that same sense for my own students.

ALUMNI NEWS

CLASS NOTES

Ayanna Ahing, biology, class of 2004, will be pursuing her doctorate at NSU's College of Osteopathic Medicine, and plans to finish in 2010.

Evan Antonoff, computer information systems, class of 1988, owns Techna Systems, Inc., which specializes in computer and network hardware systems, software, and just about any other computer information systems specialty.

Aimee Buccino, psychology, class of 1996, recently got married to Victor Ledesma and is expecting their first child in May 2006.

Art Castner, political science, class of 1990, currently resides in Alpharetta, Georgia. He is married with three boys (including a set of twins). After graduating from Nova Southeastern University, he enrolled in law school and graduated in 1993 from the Cumberland School of Law at Samford University in Birmingham, Alabama. After a year of private practice, he went to work at the top-five rated Subprime Mortgage Servicing company in West Palm Beach and spent 11 years as vice president for mortgage servicing. In 2004, he took a position with an Atlanta, Georgia, financial services company—ZC Sterling—as the senior vice president of operations.

Solange Colon, psychology, class of 2002, is the founder and director of the Palm Beach Language Institute.

Frank Galimidi, psychology, class of 2003, is currently a chemical dependency counselor for Bridge Back to Life Center, Inc., a medically supervised outpatient chemical dependency clinic in Brooklyn, New York.

Marcus Gallo, humanities, class of 2001, currently is working on a master of arts degree in political science at Idaho State University.

Jessica Gordon, psychology, class of 2004, is currently working as a grant specialist at Covenant House Florida in Fort Lauderdale. She will be starting NSU's master's degree program in psychology in the fall of 2006.

Don Martin, applied professional studies/psychology, class of 2005, is now finishing his first year of medical school at the American University of the Caribbean, located in St. Maarten. He ultimately hopes to do his third year clinical rotations in Ireland before returning to the United States for fourth-year electives. After that, he plans to enter a residency program, preferably in family medicine or psychiatry.

Cynthia Scott, psychology, class of 2004, is currently enrolled in NSU's master's degree program in exceptional student education. She lives in Bradenton, Florida, where she works as a middle school parent liaison.

Maurice D. Smith, psychology, class of 2002, is an outreach counselor who works with the Volunteers of America of Florida Homeless Veterans Reintegration Program.

Karen Chung Yin Wong, biology, class of 2005, is currently enrolled in a master's degree biomedical program at Barry University and plans to graduate in 2007.

Lee Zeidman, community psychology, class of 1992, recently published a humorous novel titled *How to Marry a Jewish Doctor*.

Psychologist awarded Distinguished Alumni Award



Bud Leveron, Psy.D., was awarded the Farquhar College of Arts and Sciences Distinguished Alumni Award for 2005–2006, presented at NSU's Celebration of Excellence alumni award ceremony in February. After Leveron received his bachelor of science degree from Nova Southeastern University, he went on to study at NSU for his doctorate in psychology. He currently is an assistant professor of psychology at Cameron University in Lawton, Oklahoma, where he teaches undergraduate and graduate psychology courses, including general psychology, abnormal psychology, psychological testing and measurements, clinical and counseling psychology, and group dynamics (graduate).

Got News?

Are you a graduate of the Farquhar College of Arts and Sciences? We'd like to hear from you. Please take a moment to share what's happening in your life. The college would like to include your news in the next *Farquhar Forum*. Contact us at:

www.undergrad.nova.edu/farquharforum

Email: OIS@nsu.nova.edu

Telephone: (954) 262-8185

800-338-4723, ext. 8185

Fax: (954) 262-7085

Trying your first case and sitting on the bench

**Magistrate Judge Edwin G. Torres, class of 1988,
on the arc of his legal career**

In 2003, Edwin G. Torres (B.S., legal studies, class of 1988) became the Southern District of Florida's 16th authorized magistrate judge. In so doing, he also became the first Hispanic and youngest lawyer to be appointed as a United States magistrate judge in the southern district. Torres was born in Bolivia and grew up in the Fort Lauderdale area. After graduating cum laude from Georgetown University Law Center in 1991, he joined Steel Hector & Davis LLP, where he ultimately became a coordinating partner in the firm's litigation department, focusing primarily on employment and intellectual property cases. He remained with the firm until his 2003 appointment to the federal bench in Fort Lauderdale.

Q&A

What was it like to try your first case out of law school?

Although I worked in several cases that went to trial as a very young lawyer, my first trial where I had "first chair" responsibility was a pro bono construction fraud case following Hurricane Andrew. The adjective that comes to mind most was "exhilarating." Short of being a doctor and curing someone with an illness, there may not be anything more daunting, yet inspiring, than representing someone in court.

Q&A

What is the experience like to sit on the bench?

It is very humbling to sit in judgment of anyone, especially in criminal matters. The way I deal with it in my own mind is that I am as prepared and knowledgeable as humanly possible to assume the responsibility of making a particular judgment, even in situations where there is no right answer. That gives me confidence in making my decisions and lets me sleep at night. Fortunately, the majority of my work is more mundane and not made up of life-and-death decisions.

Q&A

When you were an undergraduate, how did you prepare for your future career?

I pursued a history and legal studies degree because I knew I wanted to go to law school. History and English, I believe, provide the building blocks of a legal career. A lawyer or judge is first and foremost a writer. I was pleased I learned those skills fairly well in high school and college. I regret I also did not pursue more accounting and finance courses to round out my overall background.

Q&A

Besides studying prelaw courses and preparing for the LSAT, what kinds of activities should be pursued by undergrads interested in a law career?

Take advantage of courses that let you think about and analyze a problem and propose a solution in written form. That is what lawyers do. You would be surprised how often I read work that is poorly crafted and lacking in basic grammar. Those are skills that should be mastered before law school. Also, look for activities and experiences where you get to meet lawyers of both types—litigation and transactional practice. (Remember, only a small percentage of lawyers are trial lawyers.) Find out what they do and ask yourself if anything they are doing is remotely interesting to you.

Q&A

What question do you wish would be asked about your career or about law in general?

What would you change in legal education to make it better? My first proposal is to eliminate the third-year curriculum in law school. Replace it with a one-year apprenticeship or public service requirement for eligibility to take the bar exam. My second proposal is to make two movies required viewing as part of a law school prep course—*To Kill a Mockingbird* (1962) and *The Verdict* (1982). If neither one moves or inspires you, consider business school.

GOING ABROAD TO INVESTIGATE

“Europe, evil, and the 20th century”



The site of the 14th-century Field of Blackbirds battle in Kosovo

During spring break in March, while some students headed to the beach, Gary Gershman, Ph.D., assistant professor of history in the Farquhar College of Arts and Sciences Division of Humanities, took his class from HUMN 4900 “Europe, Evil, and the 20th Century” on a provocative trip to Eastern Europe for what could very well have been called the NSU good and evil tour.

From their Amsterdam starting point, they traveled to Poland, where they visited the Auschwitz and Birkenau concentration camps. “At Auschwitz it was a snowy, brutal, bitter day,” says Gershman. “You walk through the gate, with its famous sign saying, ‘Work will make you free’ that makes your skin crawl. To stand in the gas chambers was a devastating experience.”

They then went to Serbia and to Kosovo, where they explored the history of the 1990s Balkan Conflict, meeting with Philip

Goldberg, the head of the U.S. Mission, partisan leaders, human rights activists, and journalists to connect the history of that conflict with current events.

“My goal was to provide a connection between the Holocaust and the modern era,” says Gershman. “The Holocaust is not a dead issue. It happened in Bosnia, and it could have happened in Kosovo, had there not been intervention by U.S. and NATO forces.”

Before the trip, students read *Night*, Elie Wiesel’s memoir of the Holocaust, *The Diary of Anne Frank*, and *Love Thy Neighbor*, journalist Peter Maass’ book about his time as a correspondent in Bosnia. They also met face-to-face with Wiesel during his visit to campus in February.

“We listened to Elie Wiesel’s advice,” says senior psychology major Diane Klein. “He said that when we go to Auschwitz we

shouldn’t talk. And for six hours while we were there, we rarely spoke. I learned that the Holocaust did not only affect Jewish people. The Nazis didn’t just kill Jews, they killed many other groups of people, as well.”

As the group arrived in Belgrade, the capital of Serbia, some of the first sights were bombed-out buildings from years of Balkans war. “It was a country ravaged by war,” says freshman Andrew Ibrahim. “War-torn and impoverished, it’s very evident that something has happened there.”

In Kosovo, the group visited Pristina, the site of the famous 14th-century battle at the Field of Blackbirds, which Slobodan Milosevic, the former Serbian leader, used as a 20th-century mythical rallying cry for Serbian nationalism. “It’s from there that he began the campaigns ending up with genocide in Bosnia and ethnic cleansing in Kosovo, which would have culminated in genocide if not for U.S. and NATO intervention,” says Gershman.

In Belgrade, they met with a leader of the Communist party who was a supporter of Slobodan Milosevic. “He practically denied that ethnic cleansing had occurred in Bosnia,” says Ibrahim. “It was a shocking experience, especially coming straight from Auschwitz.”

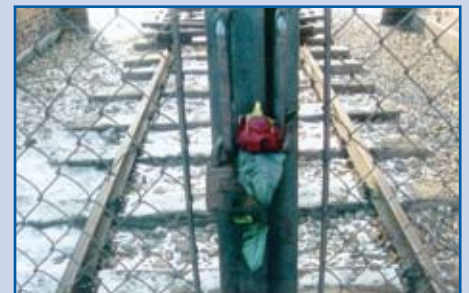
Coincidentally, while the group was in Kosovo, Milosevic died in a United Nations war crimes tribunal’s detention center in The Hague, where he had been on trial for genocide and other charges. “History was being played out right in front of us,” says Ibrahim. When they returned from the trip, the class further connected history to world events, by looking at current genocide taking place in Darfur, Sudan.



The entrance to the Auschwitz concentration camp



Inside Auschwitz



The railway entrance into the Birkenau concentration camp

Anatomy of an Internship: PSYC 4818—Practicum in Community Psychology

Social service agencies aren't easy work. The work, though, can be rewarding, which is what senior psychology majors often discover as part of their degree program through PSYC 4810—Practicum in Community Psychology.

Through the course, students get hands-on experience in applied psychology through a 16-week, 90-hour internship with a social service agency. Students during winter semester took internships at diverse agencies—including the Boys & Girls Clubs, The Make-a-Wish Foundation, Covenant House, and the Broward Outreach Center.

"They're ready for the experience," says Lena Hall, Ph.D., associate professor of psychology in the Division of Social and Behavioral Sciences. Hall has been running the practicum component of the psychology curriculum for 12 years, each year shepherding up to 40 upper-level psychology majors through their final coursework. "I love to watch them grow over the course of 16 weeks. They become so confident by the end and truly feel good about themselves."

Three seniors share their winter semester experiences.

Isibel Moreno

Isibel Moreno worked with kids after school at the Boys & Girls Club in Davie, Florida, where she developed programs that helped kids with conflict resolution and promoting good self-esteem.

"We made a mural with good words, like 'great job' and 'thank you' and smiling faces to help with self-esteem. And for conflict resolution, we acted out different scenarios to help kids work with each other. One of the scenes the kids loved most involves two children in the lunch room. One forgets his milk and while he gets up to get it, the other takes his chair. In the practicum, you get to see all the things you learn, and apply them. You recognize certain behaviors. I took the behavior modification course, and now I know what certain behaviors are called and how to modify them."

Annie Williams

Annie Williams, who is planning for graduate school in either psychology or human resource management, worked the Friday afternoon and evening shift at Covenant House, a Fort Lauderdale emergency homeless shelter for people under 21.

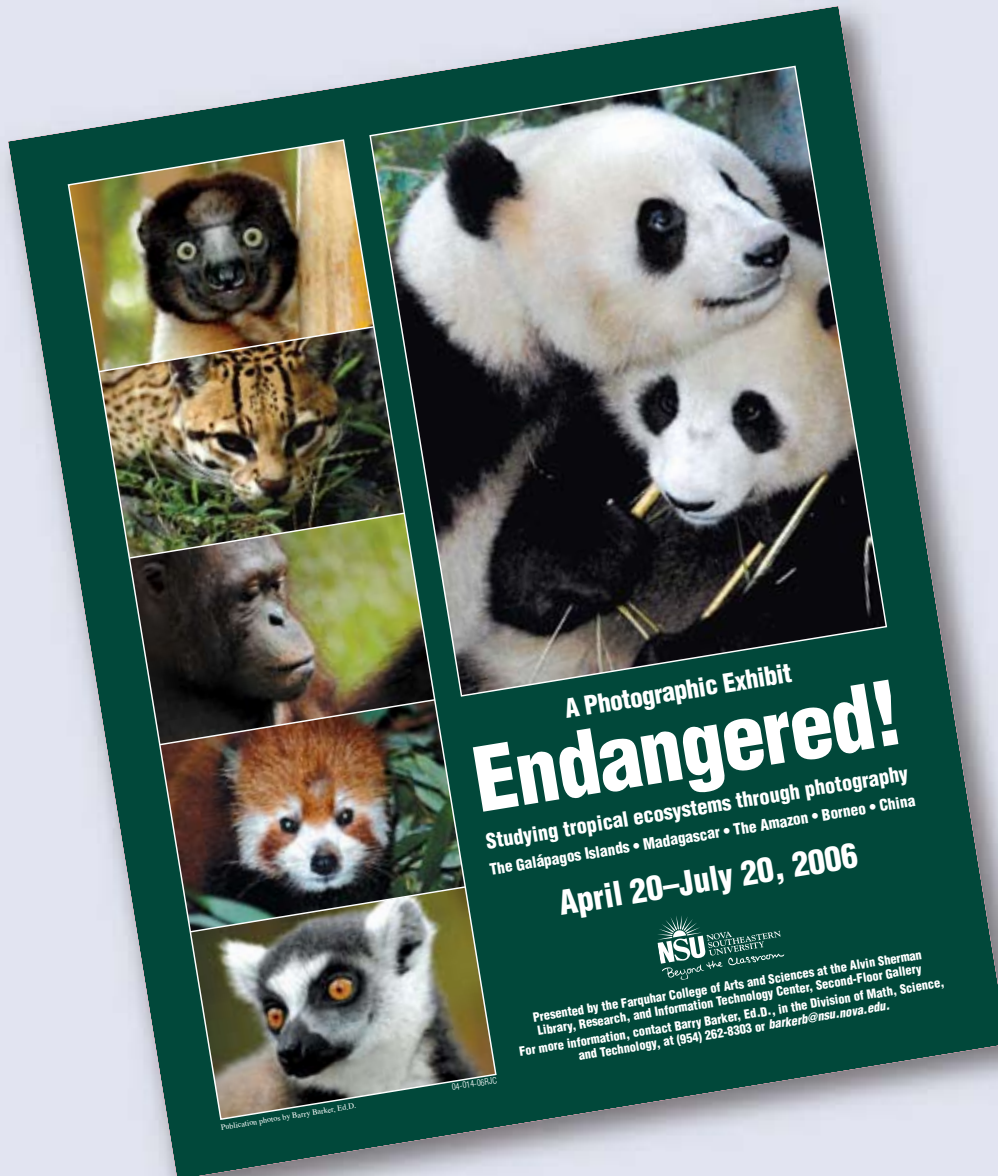
"We see everything. Covenant House has a mission to give everyone a hot shower and a meal, and keep them safe. You're not dealing with just one thing. You deal with everything. On top of being homeless, a lot of the residents have substance abuse problems. Some are cutters. Some people are on anti-psychotic medications. It's really a mix. Some are motivated, some don't want to go to work. Many really do have a good shot of making it, they just need some encouragement. It's a lot of responsibility, and you either sink or swim."

DA Epstein

DA Epstein, who is planning to get a doctorate in psychology, worked at the Broward Outreach Center, a homeless shelter in Fort Lauderdale that also focuses on helping people find employment and make a transition back into mainstream society.

"Sometimes I just hang out in the courtyard and talk to people. They have so much life experience and I just try to soak it in. I was a little concerned going in there at first. What if they looked at me like a college boy or resented me because I'm much younger? In fact, it was the opposite. They saw that I'm doing it to help people and they really respect that. To me, the practicum was a way to test-drive your future. It was really valuable because it confirmed what I want to do and where I want to be. I was working among professionals in the field and I got to pick up their expertise."

Photo Exhibit Catalogs Endangered Species



Come explore the beauty and fragility of five unique ecosystems through “Endangered!: The Galapagos Islands, Madagascar, The Amazon, Borneo, and China.” This exhibit of more than 120 photographs, taken during the summer of 2005, runs through July 20 in the Alvin Sherman Library, Research, and Information Technology Center Second-Floor Gallery. For more information, contact Barry Barker, Ed.D., at (954) 262-8303 or barkerb@nsu.nova.edu.



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