Unfolding the stories of Arts & Sciences
A MESSAGE FROM THE DEAN

Dear Colleagues, Friends, and Graduates:

It is my pleasure to introduce the first edition of a new Arts & Sciences Magazine in an exciting format which highlights stories about the many accomplishments of our faculty and students.

When I arrived last July to begin my new position as Dean of Arts & Sciences, I thought I knew something about Washington University in St. Louis. I had been attracted to the university as one of the fastest rising research universities in the United States. Now, almost a year later, I have learned a great deal more.

With its departments and programs in Arts & Sciences, plus the College, the Graduate School and University College, I now have a close-up view of a tremendous wealth of talent, activity and innovation in Arts & Sciences.

The articles in this inaugural issue convey the true breadth and depth of Arts & Sciences and take the reader from astrophysics to creative writing; from the political impact of modern Italian music to discoveries in neuroscience; from developmental economics to new studies of health issues faced by women around the world. As the dean of the faculty, I take pride in the work of our faculty, like Sophia Hayes and Andrew Behfeld, who are already having a great impact on the university, as well as the distinguished faculty who are leaders in their disciplines, like Steven Zwickler. Barbara Schaps, who was recently appointed to the President Barack Obama’s Council of Advisors on Science and Technology, and Susan Rotroff, this year’s winner of the gold medal for achievement from the Archaeological Institute of America.

Washington University students are truly exceptional. I have devoted a special section of the magazine to their stories. Congratulations to Nick Yozamp, biology major and winner of this year’s national college championship on Jeopardy! I invite you to read about our students’ pursuit of learning opportunities outside the classroom, like Julia Mellon’s theatrical work in London, Kevin Levine spending the summer at the National Institutes of Health, and so many of our graduate students whose research takes them from Antarctica to Africa.

I would like to acknowledge the work of the individuals who are critical to the creation of this magazine. Elizabeth Deal, director of communications, seized the opportunity to create a new look and focus and has had oversight of the production. Candace O’Connor, an accomplished historian of the university, made the stories come alive with her writing. And thanks to Connie Sulowski’s unique artistic talents, we have a design and format full of energy, reflective of all that is happening in Arts & Sciences.

This has been a wonderful first year for me as dean. I look forward to sharing many more stories about Arts & Sciences in the coming years.

Gary S. Wihl
Dean of the Faculty of Arts & Sciences
Hortense and Tobias Levin Distinguished Professor in the Humanities
In most West African countries, men are the senior healers who handle life-threatening medical situations, choosing western or traditional healing techniques. But women manage reproductive health, particularly birth, and make child health decisions.

“And in all cases of illness, women perform some mediating role with respect to health care,” says Mary Ann Dzuback, director of the Women, Gender and Sexuality Studies (WGSS) program. “So if you are trying to do research on health issues in a developing country, you have to understand how power is distributed by gender in decision-making within local families.”

Gender is also a key aspect of St. Louis health care issues: breast cancer and HIV/AIDS, among others. That means it is also important to Washington University students and faculty. That is why the Department of Anthropology is medical anthropology program; the Department of Sociology is the Global Health Minor; and the Department of History is the History of Health and Medicine.

How to draw all those working on gender-related issues into one institutional initiative that would foster research and program development? Dzuback and Sargent decided that Arts & Sciences, with its potential for interdisciplinary connections, would be the perfect venue for this community of scholars. Those already engaged in these issues would have an exciting framework for discussion, and they could provide other clinical and research programs, not yet informed by gender theory and analysis, with theoretical underpinnings that would enrich their work.

“We have the theoretical foundations and the interdisciplinary approaches, as well as social science-based empirical research, for a lot of public health problems,” says Dzuback, associate professor of education, history and WGSS. “We also have well-known and respected feminist and gender theorists in the humanities and social sciences.”

The fact that WGSS is based in Arts & Sciences distinguishes it from any other such efforts in the country. At other universities, much of the teaching and research on health issues take place in public health and medical programs — many of which offer little in the way of feminist and gender analysis.

In consultation with James Wertsch, director of the McDonnell International Scholars Academy, Dzuback, Sargent and other interested faculty members also decided to build on existing institutional relationships and create a working group of schools around the world. Soon they had identified three: The Tata Institute of Social Sciences in Mumbai, India; the School of Public Health at Fudan University in Shanghai, China; and the College of Public Health Sciences at Chulalongkorn University in Bangkok, Thailand.

To explore collaboration with these scholars, the Washington University organizers planned to hold a multi-year “Gender, Sexuality and Health” seminar series that would convene at Washington University. The first seminar, held in February 2010, had a keynote speaker: Carole Browner, professor in the UCLA School of Medicine, who talked about “Gender, Reproduction and Health: Transnational Perspectives.”

“Aarts & Sciences Dean Gary Wihl has been enthusiastic about the development of the initiative. His generous support of the seminars in spring 2010 was critical,” says Dzuback.

During the May seminar, Dzuback, Sargent and their colleagues will begin to explore program models for the four institutions involved, enlarging their group to include humanists from Washington University and abroad. Eventually, they hope to expand their collaborative research and foster scholar exchanges of faculty and graduate students. They want to link their work more closely with the McDonnell Academy’s developing focus on global health, and explore the possibility of a university-based center dedicated to these issues.

The key organizers of these planning efforts will continue to be the medical anthropology program and WGSS, which was founded in 1972 as one of the earliest such programs in the nation. In undergraduate courses and in graduate certificate programs, students examine the effect of gender on such areas as literature, art, history, political structures, social relations, health and economic institutions.

This new seminar series and subsequent work will extend the work of WGSS and related programs. “We’ve aimed our efforts at people who are doing research related to these problems,” says Dzuback, “and what they need to know about gender and feminist research in order to do the research that they want to do in the most effective way possible.”

Gender and Health: A New Research-Focused Initiative
I find it interesting and provocative,” says Durazzi, assistant professor in the Department of Music. “When Nono wrote it, a book had recently been published with the last letters home of victims of Fascism, and Nono set fragments of these letters to music. I am fascinated by the idea that, in writing this piece, Nono was putting a progressive political message in the foreground.”

Nono was not only a musical modernist — part of a movement that was just beginning to wane by the time this piece was written — but he was also a lifelong Communist. Born in Venice, he came of age during World War II but, beginning Mussolini, managed to avoid military service. A lawyer by training, he turned full-time to music, giving aesthetic expression to his political sympathies.

Even in his private life, Nono melded music and politics. In 1950, he wrote Variazioni Canoniche, a variation on a piece by his musical predecessor, Austrian composer Arnold Schoenberg, whose modernist work — using a novel 12-tone technique — was condemned by the Nazis. In 1955, Nono married Schoenberg’s daughter Nuria; the couple had two daughters.

Although Nono died in 1990, Nuria Schoenberg Nono still directs a small archive of Luigi Nono’s materials in Venice. Durazzi has been there, talked to her and done research. “What has emerged from all of this is the portrait of a man who was passionately committed to two things.”

“He came of age believing in the Communist Party, partly because they were among the few who actually took up arms against the Germans,” says Durazzi. “He also was fiercely loyal to the legacy of composers of the previous generation whose music he revered in.”

Around 1960, Nono had a watershed moment. Suddenly, he tired of the 12-note serialist pieces that he and his contemporaries were composing and moved toward less abstract expression. He also realized that styling himself as a Communist was not enough; he should be actively engaged in workers’ struggles. At that point, he began attending meetings of labor unions and supporting their causes. Nearly 20 years later, another political event shook his life. The Red Brigades, a radical fringe element of the Italian Communist Party, kidnapped and ultimately murdered former Christian Democratic Prime Minister Aldo Moro and members of his entourage. While Nono never commented publicly on the murder, he was likely aghast.

“He entered a mood of deep introspection and really never came out of it,” says Durazzi. “Although he never recanted, he started thinking about how to find one’s own way. His musical style changed, too. Now it became very quiet and contemplative, with a great deal of silence and open space.”

One of Nono’s final pieces was played in San Francisco this spring, and Durazzi gave the pre-concert lecture. Interest in Nono and his work is growing, particularly in England and the United States, where he was long overlooked. Last year, a London festival featured his work, and recently Durazzi attended a conference devoted entirely to Nono’s music.

Durazzi, who also writes about Beethoven and other more mainstream composers, teaches first-year music theory and an upper-level course in 20th-century music; last fall, he taught a graduate course related to his current research. But his research on Nono allows him to explore both the life and music of a man who wrote in the context of an important political struggle.

“It’s a fascinating challenge that he posed,” says Durazzi, “and I don’t think it is well enough understood.”
Unlocking the Secrets of Inner and Outer Space

We are driving to an unfamiliar address and, by magic, your global-positioning system (GPS) device leads you to the right spot. A triumph of technology? Partly, says Ramamurti Cowisk, director of the McDonnell Center for the Space Sciences. But that gadget also owes its existence to Einstein’s theory of gravitation, which gave scientists the tools they needed to develop a direction-finding application for satellite signals.

In hundreds of critical ways, space science enriches our daily lives. “You can’t touch things and say, ‘here is science’ or ‘there is science,’” says Cowisk, who is also a professor of physics, “but I can’t imagine anything we do that is not deeply affected by this kind of fundamental science. In fact, it is the very fabric of life.”

At the McDonnell Center, founded in 1975 by a gift from the late James S. McDonnell, a consortium of researchers — 60 scientists, 30 students and 20 engineers and staff — is working to illuminate mysteries in space science. The group comes from a broad range of disciplines: physics, earth and planetary sciences, biology, chemistry and engineering. And their research reflects a far more sophisticated understanding of space — the moon, planets and stars — than the moon-planets-and-stars version that most people learn in grade school.

“When we say ‘space,’ we think of two things: inner space and outer space,” says Cowisk. “The inward-bound journey takes you to subatomic particles and how they’re put together. In outer space, you not only find the planets, sun and other stars, but also the gas rings and black holes and other interesting phenomena. Over the last few decades, scientists have realized that there is an exciting interconnection between what is happening in the cosmos and the inner workings of this microworld inside the atom.”

One example is dark matter, the mysterious gravitational force that holds galaxies together in outer space. Though scientists can’t see it with a telescope, they can infer its presence by probing inner space, the heart of the nucleus, with high-energy accelerators. But it takes particle physicists and cosmologists working together to open new vistas into the study of dark matter. At the McDonnell Center, researchers in diverse fields — cosmic rays, seismology, radiation physics, astronomy, experimental gravitation, astrophysics, and the study of pre-solar starch — are seeking answers to questions about inner and outer space. James Burke is using gamma-ray telescopes to detect signals from dark matter in nearby galaxies. Mark Alford is exploring dark matter, found at the center of neutron stars. White tradition is often based on electromagnetic waves. Clifford Will and Wei-Mo Suen are doing gravitational wave research that will be useful to NASA in its upcoming Laser Interferometer Space Antenna (USA) project.

Other scientists study the elements that make up stars or the gases that provide information about the formation of the solar system; still others focus on objects — galaxies, pulsars, supernovae remnants — at the outermost reaches of the universe. In the Earth and Planetary Remote Sensing Laboratory, directed by Raymond Andison, researchers are actively involved in analyzing data from Mars lander missions and planning new planetary probes.

Cowisk himself, a pioneer in the field of astroparticle physics, has also done important work in astronomy, cosmology and non-accelerated particle physics. In 2001 he established the Indian Astronomical Observatory at Hum in south-eastern India; at 30,000 feet, it is the highest observatory in the world. His 1972 paper describing the role of redshift and other weakly interacting particles in the formation of galaxies and dark matter is widely recognized for its seminal contribution to cosmology. And his research continues to uncover clues in the structure of the universe.

“In the long run, our goal is to understand the origins of the universe and the origins of life,” says Cowisk. “Where did it originate? How did we come here? Where do we find life? What kinds of life are there? These questions can be answered only when you have expertise at various levels.”

Sometimes theoretical questions lead to practical applications. With funding from the National Science Foundation, Cowisk was working on an instrument to measure gravitational forces when he realized it might have another important use. In earthquakes, seismologists can measure forward, backward and sideways motion — but not the twisting movement of the earth that results in obliterating damage to buildings. Cowisk is now working on a rotational seismometer capable of measuring that phenomenon.

“[I]f successful in developing a sensitive yet low-cost instrument, then we can deploy such instruments in large numbers across the world, especially where there are fault lines,” he says. “With these measurements, we can then establish new building codes that make the safety of those living close to those earthquake-prone zones — and save countless lives.”

In many cases, the research that he and his colleagues are doing has garnered national recognition. The Earth and Planetary Sciences Department, formed as a direct result of the McDonnell Center’s founding, is widely known as one of the best in the world. One major reason for all this success adds Cowisk, is the Center’s wide-ranging expertise.

“Science has expanded so much, yet at the same time has become so very specialized. Nobody can comprehend the whole of science today. But here each person has communication lines to a host of other scientists, and a great synergy develops. The story of science is like that: interconnectivity.”
In 1981, a group of Argentine squatters settled on land in a poor suburb just outside of Buenos Aires. Three years later, the government passed a law offering compensation to the owners of that property; if they accepted, the squatters would take ownership of the parcels. A number of owners agreed, but others did not, so only some of the squatters received title to their land.

“What difference was there in the long run between those who owned their land and those who did not?” wondered Sebastián Galiani, professor of economics. A specialist in development economics, particularly dedicated to the evaluation of public policies adopted by developing countries, Galiani launched a long-term study of the two squatter groups.

“We found that the titled households invested more in their houses and in the human capital of their children,” says Galiani, who has worked as a consultant for the World Bank, the Inter-American Development Bank, the United Nations and governments of South and Central American countries, among others. “They had smaller family sizes and their children had a much higher secondary school completion rate. So land titling can be an important tool for poverty reduction.”

Early in his career, Galiani knew that he wanted to pursue an academic research career with international implications. He received bachelor’s and master’s degrees from universities in Argentina, his native country, then earned a Ph.D. in economics from Oxford University. After graduation, he returned to Argentina to join the faculties of the Universidad Torcuato Di Tella and Universidad de San Andrés, though he left to take visiting professorships at several American universities, including Washington University.

He came to the university full-time in 2006, to join a department that was rapidly building up its faculty and course offerings, particularly in applied development. For a long time, Galiani’s own work had been influenced by the work of Nobel laureate Douglass North, Spencer T. Olin Professor in Arts & Sciences, on the role that institutions play in economic development.

Over the years, much of his research has focused on the long-term impact of improving housing conditions for the poor. In one recently released study, he looked at the results of a housing improvement program in Mexico that replaced dirt floors with cement flooring in the homes of some poor people.

First, he chose three cities with comparable demographics and labor markets; one had taken part in the flooring program five years earlier, while the other two had not. Working closely with the National Institute of Health in Mexico, he collected data on the children in these households and interviewed family members. Then he analyzed the data using econometric techniques.

The results were clear: and Galiani described them in a paper published in the American Economic Journal and titled, “Housing, Health, and Happiness.” In the houses with cement flooring, the children had fewer parasites, less diarrhea or anemia and improved overall health. The houses were much cleaner. And mothers, too, were happier, reporting much less stress.

Currently, Galiani is working on new projects in applied development. One involves three Latin American countries — El Salvador, Uruguay and Peru — in which a Christian organization has built homes for the poor. But these modest homes, located in shantytowns, “improve people’s lives in the long run?” Or do they encourage people to stay in the same area, mired in poverty, when they might otherwise have left?

He is also involved in a project within the Dominican Republic, evaluating a government program that gives away grocery money to the poor. The shoppers are limited to certain stores — which quickly raise their prices, knowing they have a captive clientele. Will adding new stores to the mix improve the pricing problem — or will these new stores also victimize the needy?

Governments and NGOs have heard about his work, and they are now asking for his advice. He and research colleagues also conduct courses at universities around the world. Altogether, his work is very satisfying, he says, both intellectually and personally.

“I am very curious. When I read newspapers, I have so many questions that need answers,” he says. “I hope my work may help governments and poor countries to adopt better policies.”

The art of education

9

GLOBAL
AIDING THE POOR THROUGH ECONOMIC RESEARCH

In 1981, a group of Argentine squatters settled on land in a poor suburb just outside of Buenos Aires.
Every one of us has a personal stake in the brain sciences. Maybe we’d like to help a stroke victim struggling to recover function; maybe we have a friend with mental illness and want to understand its genetic and neurobiological roots; or maybe we just want to see our children develop healthy minds and emotional lives.

“For all these things, we need advances in understanding how the brain works, how it goes awry and how to fix it,” says Deanna Barch, professor of psychology, psychiatry and radiology. “And coming up with ways to help people recover from impairments will increasingly depend on interdisciplinary work.”

An innovative program at Washington University is preparing future brain scientists through training that crosses traditional boundaries to give doctoral students strong interdisciplinary expertise.

Called Cognitive, Computational and Systems Neuroscience (CCSN), it is one of a handful of programs in the United States that takes a vertically integrated approach to learning, through a two-year series of courses that mix psychology, biomedical engineering and neuroscience.

Funding for this exciting effort comes from the National Science Foundation through a five-year, $2.8 million Integrated Graduate Education and Research Training (IGERT) grant, awarded in 2006, which provides student fellowships. Kurt Thoroughman of biomedical engineering is the principal investigator, Steven E. Petersen is the lead faculty member from the Department of Neurology in the School of Medicine, and Jeff Zacks from the Psychology Department in Arts & Sciences.

But for this additional work, they receive a rich background in the neural sciences. During the first year, they take three challenging core courses — in cognitive psychology, neural systems and biological neural computation — that lay the groundwork for the second year of the program, which takes a tailored approach. In that year, students study advanced CCSN, with faculty-led case studies in neural science, then progress to CCSN Project Building, in which they develop research projects and grant proposals in their area of interest.

For example, one student has a strong interest in schizophrenia, which has ties to all the areas covered by CCSN. What neural systems misfire and lead to problems with emotional processing? What kinds of emotional processing deficits occur in individuals with schizophrenia? How are these systems similar or different in animals and humans? What computations is the brain of a person with schizophrenia making — and how are they different from someone without this disorder?

Not only do students receive an exceptional education, they also have another valuable opportunity: to work closely with faculty members from a range of fields.

The program also takes vertical integration two steps further: to interested undergraduate students and to the lay public. Through a summer research fellowship program, directed by Zacks, undergraduates have the chance to work with graduate students and faculty members. And an outreach program with the St. Louis Science Center allows doctoral students to gain the experience of presenting their work to interested members of the public.

Altogether, this program enriches the lives of all those who participate.

Faculty find it intellectually stimulating and a spur to scientific partnerships. Graduate students receive cutting-edge training, while undergraduates have a first-hand experience of what they begin thinking from an interdisciplinary perspective.

A synergy also develops, says Barch, since great graduate students help attract top-notch faculty and vice versa.

“In large part, this program was driven by our concern for training graduate students, but it also reflected the values of the faculty,” she adds. “We felt the kind of program was necessary for the next generation of scientists, so they could do the work that was going to move the field forward.”
“Tell my students that I believe we could live without poetry, and that life does go on without it for many people, but the texture of life would be lost,” says Phillips, professor of English and of African and African American studies, and a faculty member in the Writing Program. “If we didn’t have poetry, we would exist, but something would be missing.”

In his own life, poetry is the centerpiece of his writing and teaching. In 2009, he published his tenth collection of poems, Speak Low—his latest National Book Award contender. An earlier volume, The Rest of Love, won the prestigious Theodore Roethke Memorial Foundation Poetry Prize, while The Tether won the coveted Kingsley Tufts Poetry Award in 2002.

At the university, where he has taught since 1993, he regularly teaches a graduate poetry workshop and sometimes courses in the Interdisciplinary Project in the Humanities—a sequence for students seeking honors in Arts & Sciences. In the classroom, he often draws upon his broad knowledge of the classics, gained during his undergraduate years at Harvard and the decade he spent teaching Latin at secondary schools before becoming a writer.

As he tells his students, anything they do in life may be material for their next poem. “Whatever you’re reading or listening to, you never know how it is going to figure in, because poems come from experience and everything should count,” he says. “When students worry that they are wasting time—they didn’t write this weekend—I tell them: ‘You lived, you thought, you felt...’”

As a much-honored poet—three times finalist for the National Book Award—Carl Phillips often receives fan letters. One favorite came from a woman whose son’s mysterious illness had robbed him of speech; she hoped that reading poetry, particularly Phillips’ poem, “A Mathematics of Breathing,” might help her breathe in and out, continue living—and get through this terrible time.

It worked. Poems did offer her consolation and strength. And that is what poetry, song lyrics and the arts in general can do for us all, Phillips says. They let us explore feelings we aren’t able to articulate; they give us emotional strength in times of crisis and help us make sense of adversity.

IN HIS OWN LIFE AS A POET, HE MINES DAILY EXPERIENCES FOR INSPIRATION. A WALK WITH HIS WHITE DOG, FOR EXAMPLE, BECAME A WELL-KNOWN POEM IN WHICH THE NARRATOR RELEASES HIS WHITE DOG INTO THE WORLD, KNOWING SHE WILL DISAPPEAR...HE INTENDED THE DOG—in real life, still his beloved pet—as a metaphor for difficult life choices.

In his own life as a poet, he mines daily experiences for inspiration. A walk with his white dog, for example, became a well-known poem in which the narrator releases his white dog into the world, knowing she will disappear. Some readers were aghast that he would dream of letting an animal go. But he intended the dog—in real life, still his beloved pet—as a metaphor for difficult life choices.

The dog represents a part of ourselves, the small part that is innocent and deserves to be released rather than, in a sense, stained by all the other parts,” he says. “At the end the speaker knows that...if he lets the dog go, she won’t come back and he still lets her go. It’s the idea of releasing the good part of oneself because it is too much at odds with the demons.”

Many of his poems return to the same themes, particularly the question of social convention versus personal authenticity. What happens when our lives diverge from ordinary patterns of social behavior? This question resonates strongly with Phillips, he says, because he is both gay and biracial.

“Not fitting in has made me spend my life asking who decides how we should be, whether in terms of race, sexuality or even age. Who’s to say that, if you’re 50, you should go out and play pool if you want to?” says Phillips, who turned 50 last summer. “Yet there are people who would say, ‘Ah, grow up and be more mature.’”

Some time ago, he stopped worrying about his need to return to the same subject matter. After all, one of his favorite poets—William Shakespeare—came back to the theme of love again and again. And all of us find that our perspective on love and loss, happiness and despair changes as we get older.

Critics have also noted that some of his poetry has a spiritual feeling. As the Judges’ Citation for the 1998 National Book Award put it: “Carl Phillips’ passionate and lyrical poems read like prayers, with a prayer’s hesitations, its desire to be utterly accurate, its occasional flowering outbursts.”

“I don’t know what the relationship really is,” he says, “but I do feel as if poetry is a way of abandoning yourself up to something you believe exists and that seems a form of prayer, even though I don’t think of myself as a religious poet or even a religious person.”

During the school year, he finds that his poetry output is higher than in summers, despite his increased commitments. He draws inspiration from his students, whose fresh insights are always exciting.

“Sometimes I’m working with students, and the way they talk about writing makes me turn to my own writing and ask myself, ‘What if I thought about language a little differently from the way I’ve gotten used to thinking about it?’ Or in reading a scene from the Aeneid, inevitably someone will see something that I’ve never seen after all these years,” he says. “And I love watching someone discover, say, the Iliad for the first time. There is something really magical about all these things. For me, that’s where inspiration often begins.”
Whenever Sophia Hayes goes to a cocktail party, she can predict what will happen. As soon as she tells someone she is a scientist, her acquaintance will look uneasy and politely begin edging away. If she goes further, mentioning that she is a chemist, the reaction is still more dramatic.

“It is the same with many of my friends who are physicists, engineers, mathematicians, even biologists,” says Hayes, who is associate professor of chemistry. “The next thing we hear is a sigh and, almost always, the person we’ve met will say, ‘Oh, that was my worst class.’”

Why are lay people afraid of science? Perhaps they did have a bad experience with science education in the past. But some areas of science don’t terrify them — medicine, for example — so what is it about the “hard” sciences that creates so much anxiety?

Hayes wonders whether scientists themselves aren’t sometimes at fault. Too often, “we are communicationally challenged,” she says, “failing to explain our work in terms that non-scientists can understand. We may only on highbrow technical jargon — in my case, such terms as semiconductor and nuclear magnetic resonance — that are opaque to anyone not in my field.”

But the rewards of doing a better job at conveying these concepts would be great, says Hayes. At the university, she and her colleagues might be able to rely on one another for more help across departmental boundaries. And in the outside world, lay people with a greater understanding of scientific concepts would be better citizens.

“At the end of the day, public policy is determined by average people, most of whom are not scientists,” she says. “Science funding from such agencies as the National Institutes of Health or the National Science Foundation is also determined by the public, preferably an informed public, who decides whether it goes up or down.”

In her view, universities must play a key role in translating science, serving as educational beacons for information about scientific research, engineering and medicine. In general, they should do more educational outreach in their communities; they might consider serving as community resources to local business and cross-campus connections. And inquiries continue to come in from faculty members around the university — evidence, says Hayes, of the demand for building these cross-disciplinary ties.

Another university effort aimed at promoting dialogue among faculty members, she says, is the International Center for Advanced Renewable Energy (ICARES), established in June 2007 and directed by Himadri B. Pakrasi, Ph.D., the George William and Irene Koechig Freiberg Professor of Biology in Arts & Sciences. Through I-CARES, the university hopes to contribute to rapid progress in meeting the world’s energy needs. But this progress will only come if investigators from different fields work together.

“Scientists struggle to communicate their work in terms that non-scientists can understand.”  Sophia Hayes

“On a weekly basis, I encounter problems in my research that feel as though they could be resolved if I knew the right person on campus,” says Hayes. “I may need help soldering a special piece of equipment together or solving a differential equation. It’s great to meet fellow scientists whom I can call upon for help.”

This conference, though just a beginning, ended on a high note. Participants left with a great deal of enthusiasm and a network of cross-campus connections.

“Couldn’t we take our excitement about science and transfer that excitement to others who don’t choose to go into our disciplines?”
By now, you have a field: perhaps Renaissance drama or modern American fiction. You may even have a subject, such as Shakespeare and the classics or Faulkner and rural Mississippi. But you are still lacking something crucial.

“What is the problem that you are interested in working on?” asks Steven Zwicker, Stanley Elkin Professor in the Humanities. “What questions do you want to ask? What kinds of evidence will supply the answers? What archives should you be planning to visit?”

During the 2009-10 school year, Zwicker and Derek M. Hirst, William Eliot Smith Professor of History, are teaching a monthly seminar at the Folger Shakespeare Library in Washington, D.C., to help doctoral students in history and literature learn more about problem-based research. They are focusing on an area familiar to both of them: the vast array of materials available for the study of early modern Britain.

Zwicker himself has written widely on 17th-century English literature, particularly the intersection of politics and literature. Hirst is an expert on early modern British history, showing how cultural and social issues have shaped historical events. With such similar interests, Zwicker and Hirst have collaborated in the classroom and in writing projects, currently on a study of Andrew Marvell and his work.

In class, they have a stellar crop of graduate students from a range of schools, including Notre Dame, Vanderbilt, Harvard, Yale, the University of Pennsylvania, Rutgers, Boston University and the University of Maryland. All of them are writing dissertations in the early modern field; their subjects cover a variety of topics, from travel narrative to the nature of numbers and astronomy, from conceptions of childhood to heroic figures in drama.

In October, Zwicker and Hirst presented a session on the “History of Reading,” which provoked a spirited response. Some of the students asked how we can know what people in the early modern period thought of their texts, one answer is “marginalia,” the notes that readers left in the margins. But people often read out loud during this period — so perhaps their reactions were also influenced by the responses of the listeners or by the art of reading the text.

“It was a good session and it got us to the question of what is the nature of evidence: How do you think about evidence of acts and performances that have disappeared, like the act of reading?” says Zwicker.

He hopes that these students will carry such conversations back to their own institutions and use the lessons they learned while formulating issues in their dissertations and in their teaching. They also want students to consider the interdisciplinary character of much early modern scholarship. Do colleagues in history, political thought or history of science share some of these concerns? How can their questions and problems shape work in allied fields?

It is important to remember, Zwicker says, that we are in the midst of an electronic revolution that is powerfully changing the ways in which we read, our access to research materials and the kinds of intellectual problems that interest us now and will remain important in the future.

Overall, he adds, “It is important to conceptualize things in a way that makes your work accessible and exciting — and not just to a few scholars who work in exactly the same field of research.”

Steven Zwicker

“Looking for Problems: A Folger Library Seminar”
The Workshop in Politics, Ethics and Society (WPES) — a multi-disciplinary group of scholars from Washington University and beyond — meets weekly to consider thorny questions in political theory, all related to the uses of power in society. Over lunch, a member presents research in progress dealing with a problem in justice, democracy or authority. Then a stimulating, sometimes eye-opening, discussion ensues.

One WPES member, political scientist Frank Lovett, is working on a theory that gets to the heart of why social domination is nearly always harmful. As an example, he talked to the group about the master/slave relationship. If a master is encouraging a slave to learn and the slave is benefiting from that help, what makes the relationship wrong?

“You can’t say the slave is worse off than he would be otherwise, because he is not,” says Andrew Rehfeld, associate professor of political science. “You can even say the slave is better off, because he is learning.”

With a grant from the Center for Ethics and Human Values, Rehfeld started WPES in fall 2002 to discuss just such issues. From fewer than a dozen participants, it has grown to a mailing list of more than 250 people, with 20 to 40 faculty and graduate student attendees at each session. The group has also expanded to include a wide range of disciplines: history, philosophy, anthropology, economics, English and political science, social work and law. Faculty from Saint Louis University and the University of Missouri-St. Louis also drop by.

Altogether, it has become one of the top interdisciplinary political theory efforts at any American university, says Rehfeld. While a handful of other schools have similar programs — Brown, Harvard and the University of Virginia, among others — Washington University began its WPES nearly a decade ago, and the community of scholars is well developed.

At any given meeting, the group may hear a paper that is quite different, in tone and content, from the one the week before. A historian, for example, may ask such a question as: What did individuality mean in the 18th or 19th century? Comments made by the diverse faculty in attendance broaden and deepen the presenter’s thinking about the issue.

“The political scientist will bring to the discussion different questions than the historian,” says Rehfeld, who directed WPES for seven years and has recently turned over its leadership to his colleague, Frank Lovett.

“I think this interdisciplinary perspective enriches each other’s work. We have a common sense of purpose, but we’re coming at these issues from different angles.”

This lively conversation also gives faculty a welcome chance for regular engagement. “Scholars work alone and tend to be very isolated,” says Rehfeld, whose own area of interest is political representation. “This builds community like nothing else that I’m affiliated with, and I think that’s very important for our intellectual development.”

By stimulating scholars, the university may benefit through improved teaching, says Rehfeld, who directs undergraduate studies in his department. When academics are “pumped up about ideas,” they will bring these ideas to their students, who will think even more critically about power, justice, education and representation. That may encourage them, in turn, to become better citizens and, after graduation, do something meaningful with their lives.

Furthermore, WPES may actually foster social change. For one thing, the school’s social work faculty, who are involved may write editorial pieces that advocate for a position. And some of the participants, particularly the social work faculty, may find ways to translate ideas into action.

“Our point is not simply to comment on the world,” says Rehfeld. “We want to move it in a direction of keeping those things that have been good for society and changing those that ought to be changed. We want to do this with an eye both to serious scholarship and maintaining our interdisciplinary focus but also inspiring people to take up issues and change the world around us.”

WPES has been so successful that, with funding from the dean’s office and several departments in Arts & Sciences, it is taking a step forward. Under a 15-member advisory council, it is growing from a workshop into a broader initiative — Politics, Ethics and Society — that is hosting its third annual conference on political theory this spring and hopes to sponsor one or two visiting faculty members each year.

With the help of an enthusiastic political science major, senior Gregory Allen, WPES has also moved onto the Internet. In a weekly blog, the student posts a statement about the most recent workshop, and other interested parties add their comments.

“I have a vision for this effort,” says Rehfeld. “It’s a vision about shaping ideas, doing good intellectual work and changing and preserving the world. As John Stuart Mill said, we need to preserve that worth preserving and change that worth changing. That’s what we’re about. We need people to do the preservation and the changing.”
New Recognition for Worthy Students: The Honors Program in University College

Robert E. Wiltenburg, dean of University College, the evening and special programs division of Arts & Sciences, recalls one Commencement vividly. That year, the award for academic achievement was going to a young woman with a 4.0 grade point average (GPA) in applied mathematics. When she stepped to the podium, she was holding a baby in one arm and a toddler by her side; a small voice from the back of the room called out, “Way to go, Mommy!”

“We have some astonishing students,” says Wiltenburg, “whose dedication, talent and achievements make us grateful every day that we have a chance to work with them and help them further their education.”

High achievers like these, he says, deserve a chance for the same college honors — cum laude, magna cum laude and summa cum laude — that their day-school counterparts earn.

So in fall 2010, University College is inaugurating a new honors program — possibly the first of its kind in the nation — that will allow its top evening students to win this kind of recognition.

The program will offer other advantages as well. Honors students will work closely with a faculty member on a research project and take one class a semester in the day program. If they have a strong academic record, they will be eligible for a $2,000 merit scholarship in addition to any need-based aid. To remain in the program, honors students must maintain a 3.5 GPA.

They take a one-credit Dean’s Seminar, which will introduce them to various approaches to learning, and a course, “Individual and Organizational Introspection,” which will help with personal and professional development.

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Robert E. Wiltenburg
Dean of University College

In addition, they will have two classes in the American Experience, two in some aspect of the Global Environment and a special section in critical thinking.

“Through this new program, we hope to attract more of the best area students to University College,” says Wiltenburg. “This is an exciting initiative, and a unique step forward in continuing education.”

Preparing “World Changers”: The Arts & Sciences Scholarship Program

In 1985, when the Arts & Sciences Scholarship Program was established, the first scholarship dinner was a modest affair. That year, 26 scholarships were awarded; the roster of awardees was two pages long. The inaugural dinner, held at Whittemore House, attracted a small but enthusiastic crowd.

What a difference 25 years make! By fall 2009, that brochure had grown to 28 pages of donors and student recipients. The annual scholarship dinner, held at the Crowne Plaza, was a gala occasion with some 275 guests. It also marked a quarter century of growth in the program, which had awarded scholarships to some 2,500 students.

“Providing scholarships for undergraduate and graduate students is at the very core of making Washington University available to the best and brightest students from around the nation and the world,” wrote Dean Gary S. Wihl to donors.

Donors say they welcome the chance to help these “best and brightest.” “By assisting students in their efforts to fund their education, scholarship funds are the catalyst for Washington University’s ascendency,” says Gregg Walker, A.B. ’74, who endowed The Harlem Scholarship in honor of the Walker family.

Melanie Newhill, A.B. ’64, D.D.S. ’66, also a scholarship donor, has still another reason. “There is only one thing you can give someone that no one can take away — and that is learning,” she says. “Times can be good or bad, and it doesn’t matter. An education is the one thing that lasts.”

“Providing scholarships for undergraduate and graduate students is at the very core of making Washington University available to the best and brightest students from around the nation and the world.”

Dean Gary S. Wihl

With their education, many scholarship recipients in Arts & Sciences are doing remarkable things. Current student Kevin Levine, who receives a Roland Quest Scholarship, did research last summer at the National Institutes of Health (NIH). Christopher Laston, A.B. ’01, who received the Warren and Deloris Gay Bocklen Scholarship, is a writer for The Wall Street Journal.

Over the next five years, the university plans to create more scholarships for Arts & Sciences students. Last year, the minimum level to fund an annual scholarship rose from $2,500 to $5,000. In September 2010, the level to endow a scholarship will follow suit, rising from $50,000 to $100,000.

“As the cost of education has gone up, so has the need for scholarship help,” says Wihl. “Washington University offers an outstanding educational experience, and we want to be sure that it remains affordable for our extraordinary students.”

Student recipients, past and present, are grateful for the scholarships that made their education possible. As sophomore Kelly N. Bunch, speaker at the 2009 dinner and recipient of the best and brightest students from around the nation and the world.”

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In Shakespeare’s Hamlet, the part of Ophelia is a tough one to handle, even for the most experienced actress. Just before her death — by accident or suicide — she was spurned by Hamlet, grieving for her dead father. She appears on stage, with tousled hair, fading in and out of reality.

But for Julia Mellon, a Washington University junior, playing Ophelia last year in the Performing Arts Department (PAD) production of Hamlet was the chance of a lifetime. Months ahead, she researched the role avidly; during rehearsals, she kept a detailed journal, complete with the symbolic meanings of Ophelia’s favorite flowers, to delve more deeply into the emotional life of her character.

When opening night came, she was ready — and it showed. “I know it was my best work,” says Mellon, a joint major in drama and political science, who is spending this semester abroad at King’s College in London. “I loved playing the part. It was an amazing opportunity.”

The play’s director, Henry Schvey, was also pleased. “Her performance of Ophelia’s madness was powerful and intensely, imaginatively felt,” says Schvey, professor of drama and compar- tive literature. “It was the result of Julia’s work ethic and dedication to exploiting every painful facet of Ophelia’s psyche.”

Actually, the entire cast did well — and that, says Julia, is due to the sense of community fostered by Schvey and his PAD colleagues. Students feel secure in exploring their roles and testing the limits of their creativity. They also become closely connected to their faculty mentors, who are both teachers and friends.

“We have a very strong, special blend of critical studies and performance,” says Robert Henke, PAD chair. “Students get a lot of personal attention — mentoring and nurturing — in the studio and in seminar. They also get the knowledge and research expertise of people who are publishing nationally.”

Altogether, there are some 30 drama majors in PAD and a host of other students who take part as cast or crew. In most years, PAD puts on five plays a year and two dance concerts; one might be a musical, which takes a large, talented cast. Last September’s production of Ragtime, for example, involved some 50 actors, plus others behind the scenes. It was this opportunity for performance and personal attention that brought Mellon to Washington University in the first place. In Connecticut, where her parents are professional sculptors, she attended high school at Choate Rosemary Hall and performed in five theatrical shows. Her most memorable was Sweet Charity, in which she played Ursula March, a broadly comic part.

Hooked on drama, she knew that she wanted to continue her education at a strong liberal arts institution where she could also study political science — but not many schools offered that combination. In all, she visited 18 campuses, including Washington University, though she was dubious about coming all the way to the Midwest.

“When I visited I happened to find Henry Schvey in his office, and he found time to talk to me for two hours,” recalls Mellon. “It was an incredible conversation. We talked about what a collaborative department it was and how the whole mentality in the PAD made it unique. Within minutes of leaving his office, I had decided to come to Washington University.”

She has never regretted her choice. In her freshman year, she appeared in She Stoops to Conquer. The next summer, she traveled to London as part of the university’s month-long Globe Theatre program. She is a member of Mama’s Pot Roast, one of several improvisational comedy troupes on campus. And she has taken exciting drama courses with Annamaria Pileggi and William Whitaker.

With another undergraduate year to go, Mellon is now weighing her options for the future. She may study public policy or teach; she may go into theater education or human rights advocacy. But she hopes the theater will always be part of her life.

“I am passionate about it. It is something I have always loved,” she says. “It is exciting to work in community to create something beautiful.”

MONTHS AHEAD, JULIA RESEARCHED THE ROLE AVIDLY; DURING REHEARSALS, SHE KEPT A DETAILED JOURNAL, COMPLETE WITH THE SYMBOLIC MEANINGS OF OPHELIA’S FAVORITE FLOWERS, TO DELVE MORE DEEPLY INTO THE EMOTIONAL LIFE OF HER CHARACTER...

WHEN OPENING NIGHT CAME, SHE WAS READY — AND IT SHOWED.

All the World is a Stage: Julia Mellon and the Performing Arts
As part of the annual Freshman Reading Program this year, incoming students read and discussed a poignant novel—When the Emperor Was Divine by Julie Otsuka—about the World War II-era internment of Japanese-American citizens. It was a disgraceful period of American history in which Washington University played a small but admirable part.

If college-age children of internees could find a school willing to take them, they would escape the fate of their families and continue their education. Washington University accepted all of these students into its campus programs. “The attitude of the University is that these students, if American citizens, have exactly the same rights as other students who desire to register in the University,” wrote Chancellor George Throop in a 1942 letter.

These students lived in dorms, faced no restrictions, engaged in extracurricular activities—and 23 eventually graduated. One of them was Yoshio Matsumoto, a third-year engineering student no longer welcome at the University of California—Berkeley. He traveled by train to St. Louis with three companions: Gyo Obata, B. Arch.’45; Richard Henmi, B. Arch.’47; and Theodore K. Oto, B.A.’43.

Fast forward to fall 2009: Andrew Matsumoto is an incoming Arts & Sciences freshman, reading the Otsuka book. When he came to campus, he had with him his father, Joseph, and another special visitor. For the first time in six decades, his grandfather—Yoshio Matsumoto, E.N.’44, now retired after 26 years with 3M in Minnesota—returned to the university for a visit and had a special meeting with Chancellor Mark Wrighton. “We were very happy and grateful to be able to come here,” Yoshio Matsumoto recalled during that meeting. “There were a number of schools that didn’t want to take Japanese-Americans. But there were educators who got together and said, ‘We want to get these college kids back to school.’”

Other events also honored these war-era students. Obata, a founder of the internationally known architectural firm HOK, held a public conversation with Michael Adams, M.D.’67, about the experiences of their fathers, who were friends. Charles Obata, an artist, captured scenes at the Topaz Relocation Camp in Utah, renowned photographer Ansel Adams took photos of another camp, Manzanar, in California. An exhibition on campus featured work by both men.

Among many activities related to the internment period was a faculty debate—with Kit Wellman from philosophy, Andrew Rehfeld of political science and Camille Nelson from law—on the political justification of ethnic profiling. Julie Otsuka herself gave a September Assembly Series lecture about the camps and her book. And Risa Zwerling Wrighton, wife of Chancellor Mark Wrighton, gave the Otsuka book to participants in her “Home Plate” program, which matches students with host families in the university community.

Altogether, the Freshman Reading Program reaches much of the Danforth Campus community. “It’s also a welcoming event on the part of the faculty,” says Sharon Stahl, associate vice chancellor for students. “Some 65 to 70 faculty are involved who may not be teaching or advising these students, but they are welcoming them into the community by leading the discussion of a book that they shared. That’s one of the wonderful things about it.”

And this year’s program may have been the most successful yet, says Alicia Schnell, A.B.’97, M.S.W./M.B.A.’02, director of the Freshman Reading Program. “The topic had so many dimensions they could explore in discussion—the internment itself, politics at the time and parallels to things happening today in society. I think students found it neat, too, that there was a personal connection to one of their classmates. That makes it more real to them.”
The art of education

27

“Having the opportunity to travel to Antarctica in support of my research has definitely enriched my time here at Washington University,” says Heeszel, who will finish his dissertation in fall 2011. “The guarantee my advisor made me prior to attending Washington University is one of the major reasons that I chose this program over those at other universities.”

Within EPS, other students have also gone to exciting locations, including Fiji, the Mariana Islands and Cameroon. And that is just the beginning. In other graduate programs — history, anthropology, art history and archaeology, music, economics, chemistry and a range of languages — students are conducting research overseas.

While some choose familiar places, others are off to more remote spots, such as Madagascar, Kenya, Sri Lanka or Syria. “Graduate students at Washington University are heavily involved in international collaborations. Approximately one-third of the new Ph.D. students arriving each year are international students, and our enrolled students are conducting research all around the globe,” says Richard J. Smith, dean of the Graduate School of Arts & Sciences. “The exchange of knowledge, experience, and cultures enriches our campus.”

The chance to study abroad makes it possible for students to learn about their subjects firsthand. During the 2008-09 academic year, history graduate student John Aerni-Flessner spent 10 months in the African country of Lesotho, where he conducted interviews to gather more information about nationalism during the 1950s and 1960s. At that time, young people were challenging the status quo through their involvement in youth groups.

He made some of his most interesting contacts serendipitously. “I knocked on the wrong door, looking for a different person, and ended up doing an hour-and-a-half interview with the man who answered the door,” he recalls. “I met another interviewee in a bus station, where we were both standing in line.”

First-year Ph.D. student Andrew Findley has been to Turkey four times and will return for six weeks this summer to delve further into his topic: sacred spaces in Late Antique Asia Minor. In particular, he hopes to define the factors that contributed to the creation, destruction and then re-use of holy buildings in regional centers like Ephesus, as Christianity gained ascendancy over paganism.

Both he and his wife, a fellow Peace Corps volunteer whom he married in Turkey, understand Kurdish, and that has made possible some interesting interactions. Shortly after Kurdistan gained more autonomy following the second Iraq war, they were sitting in a small Indonesian restaurant, in which the only other table was occupied by Kurds. Soon they all got together, exchanging unforgettable stories and impressions.

Occasionally, graduate students would like to visit the country they are studying but, for political reasons, cannot. Sarah Kendzior, a Ph.D. student in anthropology, is examining the resistance movement among Uzbeks dissidents forced to flee after a 2005 massacre. Now they live in countries around the world, unable to return to Uzbekistan, they rely on the Internet to keep in touch with each other and also with Kendzior, as she does her research.

And not every memory of a research trip is a triumphant one; occasionally, students have found themselves in a terrible fix. When Amanda Lough travels to Antarctica, for example, she flies first to New Zealand, then boards a military C-17 cargo jet to get to her icy destination. So if crucial equipment goes missing, she can’t walk to the corner store to find replacements.

“This past season, someone misplaced our instrument boxes, so I had to help another team member fashion new boxes out of scrap materials we scavenged around McMurdo Station,” she says. And in 2007, David Heeszel was helping to install a station in Antarctica when he dropped his specialized tool — six feet long, with a sharp point — and it promptly disappeared. Poking gingerly into the powdery snow, which might hide a dangerous crevasse, the team’s mountaineer eventually found the upper tip of the tool — a full two feet below the surface.

Despite such small problems, says Andrew Findley, the experience of doing research trips abroad is vitally important. “For art historians, the opportunity to engage in research travel allows us to establish a physical context for the art, objects and buildings we study,” he says. “We can much better understand the original intent if we experience the environment in which a work of art was created.”
Arts & Sciences

Washington University Students by School
Arts & Sciences is the core of undergraduate, graduate, and continuing education at Washington University

Undergraduate Students
- All undergraduates take courses in Arts & Sciences
- Arts & Sciences faculty teach over 70% of the courses taken by undergraduates

Graduate and Professional Students
- Ph.D.s are offered in over 35 fields by the Graduate School of Arts & Sciences
- Six programs include dual or joint degrees between Arts & Sciences and another school of the university
- Interdisciplinary certificates are offered in nine areas

Evening Students
- University College in Arts & Sciences is the primary resource for courses taken by evening students and adult learners

Source: Washington University Office of Student Records, Total Enrollment by School, Fall 2009 10th-week enrollment

Other Washington University schools: George Warren Brown School of Social Work, Olin Business School, Sam Fox School of Design & Visual Arts, School of Engineering & Applied Science, School of Law, School of Medicine
A C H I E V E M E N T S A N D A W A R D S

January 2009 through March 2010

American Culture Studies

Wayne Fields, 2009 Outstanding Faculty Mentor award from the Graduate Student Senate in Arts & Sciences

Anthropology

Rebecca Lester, 2009 Sharing Prize for Best Published Work from the Society for Psychological Anthropology

Art History and Archaeology

Angela L. Miller, 2009 Outstanding Faculty Mentor award from the Graduate Student Senate in Arts & Sciences

Biology

Garland F. Allen, named Fellow of the American Association for the Advancement of Science (AAAS), the world’s largest general science society

Roger Beakley, asked by President Obama to lead a new federal agency to transform the way that plant science research is funded in the United States

Jonathan M. Chase, Outstanding St. Louis Scientist Innovation Award from the Academy of Sciences of St. Louis

Ursula Goodenough, awarded College of Arts and Sciences Faculty Mentor award from the Graduate Student Senate in Arts & Sciences

Classics

Susan Rossell, awarded archaeology’s 2010 gold medal for achievement from the Archaeological Institute of America

Earth and Planetary Sciences

Robert Grimm, inaugural Barry Comstock Professor in Environmental Service Award from the Missouri Coalition for the Environment

International Astronomical Union (IAU), granted Blanton Center on the moon after the late Larry Blanton, former professor of earth and planetary sciences, department chair, and member of the McDonnell Center for the Space Sciences

Proposed Moon mission, Moonville, one of three Students taking 305-240 million NASA science mission, researchers Bradley Joffe (principal investigator), Randy L. Keenens and Ryan Ziegler

Economics

James C. Merley, 2009 Outstanding Faculty Mentor award from the Graduate Student Senate in Arts & Sciences

English

Carl Phillips, selected for the third time as a finalist for the 2010 National Book Award in poetry for his 10th collection of poetry, Speak Low

Gary S. Wild, named the Ehrizine and Tobias Lewis Distinguished Professor in the Humanities

Film and Media Studies

Guyan Studlar, named the David May Distinguished University Professor in the Humanities

Germanic Languages

Mona Lena Krook, 2009 Outstanding Faculty Mentor award from the Graduate Student Senate in Arts & Sciences

History

Norman M. Schofield, received the W. Glenn Campbell and Rita Buchholz-Campbell National Fellow award from the Hoover Institution, Stanford University, to work on an original research project, “The Political Economy of Democracy and Autocracy”

James F. Spriggs, 2009 Outstanding Faculty Mentor award from the Graduate Student Senate in Arts & Sciences

Psychology

Henry L. ‘Bobby’ Rodger, II, received 2009 Washington University Arthur Sidney Campbell Award for Faculty Achievement

Philosophy

Thomas J. Bernardzne, professor, received 2009 inaugural Arts & Sciences David Hadler Teaching Award


Politics

Jennifer Park, awarded the 2009 National Book Award in poetry for her 10th collection of poetry, Speak Low

Politics and International Studies

Priscilla Stock, named assistant professor for international economics

Physics

James V. Whitrow, a 2007 Fellow of the American Academy of Arts & Sciences, appointed as university associate on the full-time faculty

Performing Arts

Sean Swain, received 2009 Bing Prize from the U.S. Institute for Theater Technology

Philosophy

Renee Brooks, named the newly created position of Faculty Fellow in the Office of the Provost

Political Science

Matthew Cabel, selected for 2010 John Simon Guggenheim Memorial Foundation Fellowship

SELECTED PUBLICATIONS

January 2009 through March 2010

Anthropology

John Beroy

Can Islam be French? Pluralism and Pragmatism in a Secularist State

Paulsen, University Press (2010)

Bettina Flad

Reforming the Presidential Nomination Process

Cambridge University Press (2010)

Bettina Flad

Reforming the Republican Nomination Process

Cambridge University Press (2010)

Bettina Flad

Reforming the Nomination Process

Cambridge University Press (2010)

Bettina Flad

Reforming the Nomination Process

Cambridge University Press (2010)

Economics

Alvin H. Young

A Theory of Science, The Case for Political Science

Cambridge University Press (2010)

Political Science

Mona Lena Krook

The Cambridge Companion to the Literature of World War II

University Press (2010)

Philosophy

Peter Schmeiss


Sharni Parrish

The Spatial - Logo of Marriage and the Future of the Polity

University Press (2010)

Virginia W. Kates

The Cambridge Companion to the Literature of World War II

University Press (2010)


Philosophy

Christopher Wellman

The Case for Political Science

Cambridge University Press (2010)

Philosophy

Debora Persson

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University Press (2010)

Arts and Humanities

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University Press (2010)
The art of education

January 2009 through March 2010

Perceiving Arts

Shigeaki Higo, 64, $640 grant from the NSF for "A Physical Vocabulary for Human-Robot Interaction"

Philosophy

Christopher H. Williamson, 63, $2,035 grant from the NSF for "Experimentation in Philosophy: In Situ Observations of the Empirical" and $1,030 grant from NASA for "In Situ Modeling of the Blazar Sequence Based on Contemporaneous Swift and Fermi Blazar Observations"

Physics

W. Robert Bineau, 3, $35,000 grant from NASA for "Theoretical Approaches to the Study of Stellar Evolution and Formation" (and graduate student Stephen J. Thomas, mathematics)

Robert E. Thach, 14, $106,000 grant from the NSF for "Experimental Interrogation of Exciton Dynamics Within One-Dimensional Semiconductor Quantum Materials"

Katherine Lobb, 13, $200,000 grant from the NSF for "A Subjective Model of Temporal Preferences"

Jonathan M. Chase, 3, $2,500 grant from the NSF for "A Physical Vocabulary for Human-Robot Interaction"

Anamaria Pileggi, 1, $23,000 grant from NASA for "A Physical Vocabulary for Human-Robot Interaction"

E X T E R N A L G R A N T S

Theart of education

Peter B. Hurst, 3, $3,000 grant from the NSF for "The Importance of Active Transport in the Evolution of Life"

Katherine Lobb, 13, $200,000 grant from the NSF for "A Subjective Model of Temporal Preferences"

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When Barbara Schaps Thomas, A.B. ’76, came to Washington University as a freshman, she was more interested in performing arts than practical skills—she balanced her cheerleading. But by the time she graduated, she had made it all the way to infinite matrix math, and her horizons had broadened forever. Soon she had moved into a business career, and today she is senior vice president and chief financial officer of HBO Sports.

Thompson, has some goals for the Council. She would like to increase and diversify its membership, adding people who can also spend time between meetings on Council work. She will implement a new Council structure—developed by the dean, consisting of committees that deal with the educational missions of Arts & Sciences, the university, and the public and the faculty in the 21st century.

It is the heart and soul of the university, Barbara Schaps Thomas.
## The Faculty of Arts & Sciences

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Dean, Faculty of Arts &amp; Sciences</td>
<td>Gary S. Wihl</td>
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<tr>
<td>Dean, College of Arts &amp; Sciences</td>
<td>James E. McLeod</td>
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<tr>
<td>Vice Chancellor for Students</td>
<td>Robert E. Wiltenburg</td>
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<td>Dean, Graduate School of Arts &amp; Sciences</td>
<td>Richard J. Smith</td>
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<td>Academic Programs Director</td>
<td>Dennis Martin</td>
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<tr>
<td>Associate Dean</td>
<td>Gary Kornell</td>
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<tr>
<td>Vice Chancellor for Facilities</td>
<td>Rachel Retzlaff</td>
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<tr>
<td>Payroll and Accounting Assistant</td>
<td>Tom Simmons</td>
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<tr>
<td>Research Assistant</td>
<td>Ken Keller</td>
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<tr>
<td>Academic Projects and Systems Coordinator</td>
<td>Paul Michael Lützeler</td>
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## Department Chairs

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<tr>
<td>Anthropology</td>
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<td>Art History and Archaeology</td>
<td>Elizabeth Childs</td>
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<td>Asian and Near Eastern Languages</td>
<td>Fatemeh Keshavarz</td>
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<td>Earth and Atmospheric Sciences</td>
<td>Malcolm Wilson</td>
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<td>Economics</td>
<td>Michelle McRorie</td>
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<td>Education</td>
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<td>Vincent Henry</td>
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<td>Germanic Languages and Literatures</td>
<td>Stephen Schneider</td>
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## Program and Center Directors

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<tr>
<td>African and African-American Studies</td>
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<td>American Culture Studies</td>
<td>Randy Coburn</td>
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<tr>
<td>Center for Applied Economics</td>
<td>Jeff Elman</td>
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<td>Center for Materials Innovation</td>
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<td>Center for New Institutional Social Sciences</td>
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<tr>
<td>Center for the Humanities</td>
<td>William Vos</td>
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<tr>
<td>Center for the Study of Regional Competitiveness in Science and Technology</td>
<td>Carol Covey</td>
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<tr>
<td>Center for Urban Research and Policy</td>
<td>Hannah Swanson</td>
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<tr>
<td>Comparative Literature</td>
<td>Jan Arnold</td>
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<td>Gordon Miller</td>
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<td>Film and Media Studies</td>
<td>Dan Weininger</td>
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<td>Jonathan Chase</td>
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<td>Geophysical Project in the Humanities</td>
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<td>International and Area Studies</td>
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<td>Israel, Jewish and Near Eastern Studies</td>
<td>Josh Weinstein</td>
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<tr>
<td>Max Kolber Center for Contemporary German Literature</td>
<td>Rachel Bernhardt</td>
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<tr>
<td>McDonnell Center for Space Sciences</td>
<td>Pamela Barmash</td>
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<td>Joseph Lewenstein</td>
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<td>Religious Studies</td>
<td>Daniel Robinson</td>
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<td>Steven Smith</td>
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<td>Women, Gender, and Sexuality Studies</td>
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## One Brookings Drive

Campus Box 1094

St. Louis, MO 63130