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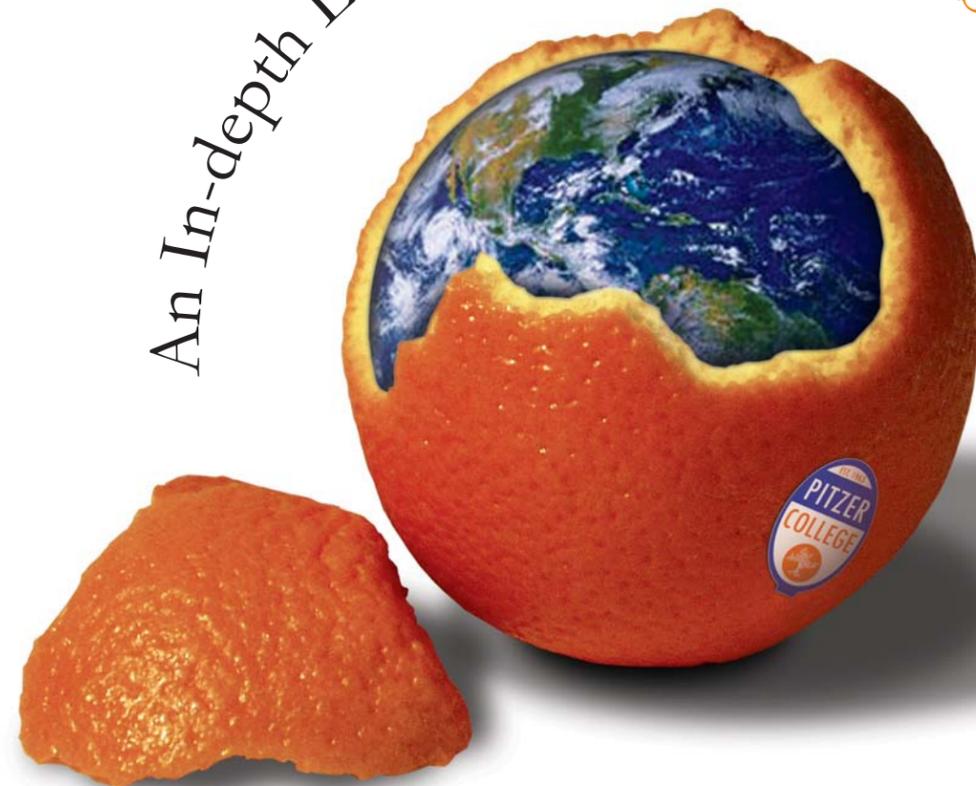
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# PITZER COLLEGE

FALL 2004 ■ MAGAZINE FOR ALUMNI AND FRIENDS

## PARTICIPANT

*An In-depth Look at Social Responsibility*



### INSIDE



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member of  
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A member of the Claremont Colleges, Pitzer College is a private liberal arts and sciences institution, committed to values of interdisciplinary perspective, intercultural understanding and social responsibility. The *Participant* welcomes comments from its readers. Address letters to *Participant* Editor, Avery 105, Pitzer College, 1050 N. Mills Ave., Claremont, CA 91711-6101, or submit them via e-mail to [participant@pitzer.edu](mailto:participant@pitzer.edu). The *Participant* is published online in PDF format at [www.pitzer.edu](http://www.pitzer.edu).

## FIRST THINGS FIRST

# The Stephen and Sandra Glass Annual Humanities Lecture

Pitzer College is pleased to announce the establishment of the Stephen and Sandra Glass Annual Humanities Lecture, showcasing leading international figures in the humanities. Professor Glass, Pitzer's John A. McCarthy Professor of Classics, is being honored for his four decades of service to the College, his essential work as a member of Pitzer's founding faculty, and his continued commitment to the Pitzer community. The Glass Annual Humanities Lecture will allow Pitzer to make a significant contribution to the cultural life of the Claremont Colleges community. The fund is a most appropriate tribute to Steve and Sandy Glass' many contributions to the Colleges as a whole.

The Glass Annual Humanities Lecture is made possible through the generosity of Nancy Rose Bushnell '69 and her husband, David Bushnell. Nancy, a Pitzer College trustee, first came to know Steve Glass at the town meetings that he conducted in the early years of the College. Nancy recalls, "It was watching democracy in action; he was able to make order out of all these women who had a lot to say about how the College should be run." During her sophomore year, Nancy took her first class with Professor Glass, "Myth and Mythology." She distinctly remembers Professor Glass's command of the material and the English language. "He demanded much of his students. There was a lot of reading and the writing assignments were rigorous. He really made us dig deep into the subject matter, and I enjoyed the challenge he brought to the class."

Nancy explains that Steve Glass has influenced her life in many ways, a fact to which many alumni can attest. "In the classroom, he opened up new worlds in a mesmerizing way while teaching us to question ideas and information in print. He was incredibly demanding for which I am very grateful today."

After graduation from Pitzer, Nancy remembers feeling disconnected from Pitzer. In those early years of the



**Stephen and Sandra Glass**

College, there was no formal alumni association or alumni relations office. Her feelings of attachment to the College came as she remained in contact with the Glasses and made personal visits back to Claremont to see them. "Steve and Sandy were the magnet that drew me back to Pitzer."

"David and I are making this gift to thank Steve and Sandy both for what they have done for us. In the process of deciding what we would do, we thought they should be honored for the way they have influenced Pitzer students over the years. The lecture series in the humanities is really a reflection of what I know is important to Steve. He is keen to keep the humanities alive at Pitzer and to enhance the social sciences in the College's curriculum. As a former Humanities and Spanish major, this is important to me, too. I believe that the study of the humanities enriches life where other disciplines fall short. I am pleased that this endowed fund will provide a path to promoting the humanities to students at all the Colleges."

California author T. Coraghessan Boyle, author of 16 works of fiction and winner of numerous writing awards, has been chosen to initiate the Inaugural Humanities Lecture Series on March 3, 2005. For more information on Boyle, visit: [www.tboyle.com](http://www.tboyle.com).

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# Pitzer's Plan Emphasizes Providing for Our Future



Welcome to the beginning of the College's 42nd year, my third year and to the Participant dedicated to the social good performed by our community. I want to take a moment to forecast our future: In five years, I see a beautiful, campus-wide, desert arboretum consisting of gardens of native, drought-tolerant plants reflecting the spirit of the College. In five years, new living-and-learning residence halls will ring the Gold Student Center, providing exceptional, environmentally sustainable housing. Our public spaces will be more welcoming and attractive, just as our Founders room is today. The Pitzer community will enjoy a completed cafeteria redesign and renovation. We will welcome new faces on campus with six additional faculty positions that will reduce our student/faculty ratio from nearly 12 to 1 to 10 to 1. Faculty salaries will be significantly enhanced, and there will be additional monies for faculty research

and travel. Staff will have more resources for training and development. There also will be greater financial aid for our students, and they will benefit from increased programming through the first-year seminar as well as from student affairs. Our Pitzer community created this vision last year and it is embodied in our 5-year plan. The plan is relatively brief, just a few pages long. You may access the Master Plan through a link located at the top of our home page on the Web. This plan constitutes our immediate future together.

Pitzer College is a treasure within higher education. As I tell alumni and friends of the College, one of our founding values is that we believe education begins with a conversation between a teacher and a student—not with columns of general education classes—and that the two learn from each other. At Pitzer we believe social responsibility is just that—a responsibility, not an option, and this year the faculty will consider how to increasingly connect our commitment to social responsibility to the curriculum. Pitzer College believes that excellence can only be achieved through diversity, and taken as a whole, the Pitzer community of faculty, staff, students, and trustees is a national leader among liberal arts colleges. At the close of the 2004 academic year, we set new benchmarks for diversity: 46% of the staff are people of color and 65% are female. The student body is made up of 30% students of color and 56% of our students are female. Our faculty also is increasingly diverse: 40% of the faculty are women and 32% are faculty of color.

The task before us after more than four decades is to continue to challenge preconceived ideas of what education means and to remain dedicated to our ideal of social change. Pitzer was founded to reinvent the personal and intellectual experience of learning. In so many important ways we confound practical business models: We are non-profit, we are labor intensive, and it may take a lifetime before any "results" are derived. And that is exactly why what we do is so important—to demonstrate that there is another way to view education, reality and life.

*Laura Skandera Trombley*

**Laura Skandera Trombley**  
President

## Congratulations to Pitzer College 2004 Fulbright Winners



Edel  
Marie Jose  
Philippines



Rachel  
Quaday  
Korea



Matthew  
Williams  
The Netherlands



Julia  
Terlinchamp  
Bulgaria



Aria  
Starus  
Germany

**P**itzer College continues to rank among the elite in the number of high-achieving students winning national awards.

Eleven Pitzer students, the majority of whom completed a Pitzer Study Abroad Program, earned Fulbright scholarships in 2002-2003 and 2003-2004. The Pitzer Class of 2003 earned the highest number of Fulbright Fellowships based on total undergraduate enrollment records, according to the Fulbright Foundation.

Pitzer's students return to share their intercultural knowledge at local low-performing schools. The College's cultural immersion programs make Pitzer students stronger candidates for research and teaching Fulbrights, as well as other prestigious national awards that include the following:

- Filiberto Nolasco Gomez '04, won a Thomas J. Watson Fellowship to study in Guatemala, Brazil, South Africa and Northern Ireland.

- Vicenta Arrizon '04, and Gilbert Gonzales '03, were selected to participate in the 2004-2005 Coro Fellows Program in Public Affairs.

- Lalaina Rideout '04, was awarded a grant to study and teach in France through the selection process of the Institute of International Education (IIE), the organization that oversees Fulbright Fellowships.

- Brianne Davila '04, received a Minority Fellowship from the American Sociological Association (ASA) to pursue her graduate degree. This is the fifth ASA Minority Fellowship for Pitzer College, establishing another national record.

### About Pitzer College:

- Pitzer is a member of The Claremont Colleges and benefits from the resources of a five-college consortium.
- Pitzer encourages and supports students' social and political activism and requires all students to complete a social responsibility internship.
- Pitzer has a diverse student body with nearly 40% students of color.
- Pitzer is a learning community that adheres to its founding principles with an interdisciplinary (field groups rather than departments) and intercultural curriculum and minimal general education requirements.
- Students at Pitzer find their voice and actively engage in campus decision-making.
- Pitzer offers unique study abroad programs with total cultural immersion including home stays, intensive language study and independent study projects.
- Pitzer College's governing body, the College Council, adopted The Statement of Environmental Policy and Principles to integrate socially and environmentally conscious practices into college operations and the education of our students.



Sponsored by the United States Department of State, the Fulbright Foundation provides funds for students, scholars and professionals to undertake graduate study, advanced research, university teaching, and teaching in elementary and secondary schools.

## NOTED AND QUOTED

"Carl was an exquisite writer, a wonderful painter, and a profoundly perceptive photographer, but his largest contribution will probably be how he encouraged and fostered creativity and sensitivity in his many students."

Michael Woodcock, Pitzer College professor of Creative Studies, on the death of Carl Hertel, emeritus professor of art and environmental design, in an obituary in the *Inland Valley Daily Bulletin*

"Not only is this the first college guide designed specifically for girls, but what really makes it unique is that we've identified specific factors that give girls an edge. This is no arbitrary list."

Susan Schulz, Editor-in-Chief of *CosmoGIRL*, on the magazine's recent selection of the top 50 colleges for women. Pitzer College was among the colleges on the list, cited for its service component.

"It shows we're in an era where it's acceptable for men to say 'I'm gay' or 'I'm not gay' without it being negative or homophobic."

Peter Nardi, Pitzer professor of sociology, on the "Straight Sign," the ritual whereby men signal to other men that they are not gay, in an article in the *National Post*

## IN THE NEWS

### "Apprentices Take Law into Their Own Hands"

*Los Angeles Times*  
Oct. 10, 2004

Photos of a defiant Cesar Chavez line the walls. A weathered packing crate, a keepsake from one of the United Farm Workers' first table-grape contracts, sits on a bookshelf flaunting its Aztec eagle label.

It is here, in a home office near Oxnard's agricultural heartland, that Jessica Arciniega has come to learn the law.

For decades, young idealists eager to practice law on behalf of California's farm laborers and other indigent groups have learned their trade not in classrooms but at the elbow of veteran attorneys who serve as mentors and instructors.

"There's no pomp and circumstance to this program; it's all about how to learn the law so you can help people," said Arciniega, 1997 graduate of Pitzer College who worked on UFW union organizing campaigns before plunging into the law."

### "GE Appoints Jonathan P. Graham Head of Litigation"

*Scotsman.com*  
Sept. 22, 2004

GE announced today the appointment of Jonathan P. Graham '82 as vice president, litigation and legal policy, effective Oct. 4.

Graham will join GE from Williams & Connolly LLP in Washington, D.C., where he is a partner whose practice has focused on commercial litigation, international disputes and criminal defense matters.

He is a graduate of Pitzer College and the University of Texas School of Law, where he was the editor in chief of the *Texas Law Review*.

### "Pediatric Surgical Services—Our Expert Team Member—Philip K. Frykman, M.D., Ph.D."

*Cedars-Sinai Medical Center Newsletter*  
Sept. 20, 2004

Philip K. Frykman '90, M.D., is an attending surgeon in Pediatric Surgical Services at Cedars-Sinai Medical Center. Dr. Frykman specializes in minimally invasive surgery (laparoscopic and thoracoscopic procedures) for infants and children. He received his bachelor's degree from Pitzer College with honors and his medical degree from the University of Texas Southwestern Medical School in Dallas.

### "Snapshot: Inman Park United Methodist Church"

*Atlanta Journal-Constitution*  
Sept. 4, 2004

The Rev. Carol Helton '72 heads Inman Park United Methodist Church in Atlanta. The Indiana native left the Midwest to attend Pitzer, but returned to study social work as a graduate student at the University of Chicago. As a social worker, Helton said, she began to notice something missing in the lives of those with whom she dealt.

"The people I encountered had a spiritual crisis, but in social work that was an area I couldn't concentrate on," said Helton. "It was out of that call to be a spiritual counselor that I entered seminary, then moved to be a local church pastor."

Helton spent 13 years as pastor of two Atlanta churches before moving to Inman Park church, where she discovered "a different kind of setting."

"It was kind of a pioneering move for a black minister being appointed to a primarily white congregation, with the plan for the church to remain the same," Helton said.

### "Dunn Convicted in Hate Crime Hoax"

*Inland Valley Daily Bulletin*  
Aug. 19, 2004

A former Claremont McKenna psychology professor was convicted Aug. 18 of lying to police and attempted insurance fraud for falsely reporting to detectives and her insurance company that her car was vandalized in a hate crime in March.

Kerri Francis Dunn of Redlands faces more than three years in state prison when she is sentenced.

### "Local Poet Wins Prestigious Award"

*The New Mexican*  
Aug. 15, 2004

Santa Fe poet Dana Levin '87 is one of six women writers to receive a \$10,000 award from the Rona Jaffe Foundation in New York.

Jaffe created the awards program 10 years ago to help talented women in the early stages of their writing careers.

Levin, 39, published her first book, *In the Surgical Theatre*, in 1999. Copper Canyon Press is publishing her new collection, *Wedding Day*, in 2005. She has a master's in English/creative writing from New York University and taught at Burlington College before becoming director of the creative writing program and assistant professor at the College of Santa Fe. Her poetry has appeared in *Atlantic Monthly*.

See PITZER IN THE NEWS, page 6

## FACULTY NOTES



JENNIFER ARMSTRONG, assistant professor of biology, published "Genetic and Cytological Analysis of *Drosophila* Chromatin-remodeling Factors," in *Methods in Enzymology*, 377:70-85, 2004, with D.F. Corona and J.W. Tamkun.

JOSÉ CALDERÓN, professor of sociology and Chicano studies, was selected as the inaugural holder of the newly endowed Michi and Walter Weglyn Chair in Multicultural Studies at Cal Poly Pomona for this academic year. He recently published a chapter, "Inclusion or Exclusion: One Immigrant's



Experience of Cultural and Structural Barriers to Power Sharing and Unity," in *Minority Voices: Linking Personal Ethnic History and the Sociological Imagination*, edited by John Myers (Allyn & Bacon, Pearson Education, 2004).

CARMEN FOUGHT, associate professor of linguistics, served as editor of



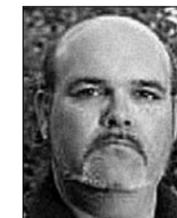
*Sociolinguistic Variation: Critical Reflections*, published in August by Oxford University Press. The book is a collection of papers from a conference at Pitzer in

honor of the retirement of Professor Ronald Macaulay.

JUDY GRABINER, Flora Sanborn Pitzer Professor of Mathematics, will publish "Newton, Maclaurin, and the Authority of Mathematics," in the December issue of the *American Mathematical Monthly*.



BRIAN KEELEY, assistant professor of philosophy, has been awarded a Charles



A. Ryskamp research fellowship by the American Council of Learned Societies (ACLS). Professor Keeley will use the grant to spend the fall semester in New York working on a book tentatively titled

*Making Sense of the Senses*. ACLS grants recognize those whose scholarly contributions have advanced their fields and who have well designed and carefully developed plans for new research.

LEE MUNROE, research professor of anthropology, published "Social



Structure and Sex Role Choices among Children in Four Cultures," in the fall issue of *Cross-Cultural Research*. He has been named to the Board of Directors of the FrameWorks Institute, an organization dedicated to advancing the nonprofit sector's communications capacity. Munroe attended board meetings this year in Washington, D.C., and Santa Fe, N.M.

See FACULTY NOTES, page 7

PHIL ZUCKERMAN, assistant professor of sociology, published *Sex and Religion* through Wadsworth Press this year. This volume explores what various religious traditions "say" about sex by providing a comprehensive and illuminating anthology of scholarly essays on a variety of religious viewpoints. Each chapter is written by a distinguished scholar of a particular religion. Zuckerman wrote the introduction and, along with Christel Manning of Sacred Heart University, solicited, assembled, and edited the various chapters. Topics include examinations of foundational scriptures, historical developments and internal debates, various perspectives on homosexuality, abortion, gender equality, adultery, marriage, etc. Zuckerman also published "Secularization: Europe—Yes, United States—No," in *Skeptical Inquirer*, March/April 2004. The article analyzes and discusses recent survey data that shows much of Europe is becoming more and more secular, while the United States remains strongly religious.

Excerpt from the introduction to *Sex and Religion*, by Phil Zuckerman and Christel Manning:

"Religion and sex are forever connected — either because the gods are fixated on sex, or because humans are fixated on sex. Whichever it is (and readers will have to make up their own mind on this), the relationship between sex and religion is fascinating, mysterious, and clearly deserving of explanation. This book will help you understand the nature of that relationship. You will learn about sex and religion in both ancient world religions (Hinduism, Buddhism,



CHRISTEL J. MANNING AND PHILIP ZUCKERMAN

Judaism, Christianity, Islam, and Tribal Religion) and new American religions, Mormons and The Family/Children of God; although there are many new religious movements in the United States, we chose to include chapters on the Mormons and The Family/Children of God because they are religious movements that non-members and the popular media often associate with unusual sexual practices—polygamy (Mormonism) and prostitution (Children of God/The Family)—even though, in both cases, the official churches no longer endorse these practices. By directly covering these two religious movements, we could help separate fact from fiction and help readers to understand the relationship between these groups and so-called mainstream Christianity."

# Kemper Foundation Scholar Program to Aid Pitzer Students

Pitzer College has been selected by the James S. Kemper Foundation as one of 15 partner colleges in the Kemper Scholar Program. The Kemper Scholar Program, now in its 56th year, is one of the oldest programs of its kind.



Colleges may participate only by invitation from the Foundation.

"Pitzer College is honored to be among a select group of colleges to receive this special grant award. We are pleased that the Kemper Foundation believes that undergraduate study of the liberal arts is the best preparation for life and career," President Laura Skandera Trombley said.

Member schools include Washington and Lee University, Wake Forest University, Agnes Scott College, Valparaiso University and Millikin

University.

Kemper Scholars will receive annual scholarships during the sophomore, junior and senior years of college. They also will receive stipends for work in major nonprofit organizations in Chicago during the summer after their sophomore year. After discussions with Foundation staff, Scholars will be placed in full-time administrative positions where they will learn about financial management, organizational strategy, fund raising and non-profit administration.

The mission of the James S. Kemper Foundation is to promote liberal arts education as an ideal preparation for life and work.

"The program has typically combined academic excellence with practical experience, and we are proud that many Kemper Scholars have gone on to become corporate executives and civic leaders," said Thomas Hellie, executive director of the James S. Kemper Foundation.

## Founding Pitzer College Professor Dan Guthrie Elected Science Fellow

Dan Guthrie, professor of biology, has been elected to the rank of fellow in the American Association for the Advancement of Science (AAAS), the country's largest scientific society.

Guthrie is being honored "for distinguished contributions to the Southern California Academy of Sciences as the Academy's treasurer; editor of *The Bulletin*; annual meeting coordinator and Webmaster; and for invaluable work with the Research Training Program of the Junior Academy."

Guthrie is a naturalist whose research focuses on human interactions with the environment and how humans have affected the fauna of California, especially on the Channel Islands.

"Dan's recognition by AAAS is a well-deserved honor for a terrific scientist and a great colleague. He was one of the founding members of the Joint Science Department in 1964 and continues to be of our hardest working and most popular teachers," Associate Dean of Joint Sciences for the Claremont Colleges Sam Tanenbaum said.

Ontario this month, met with community leaders Thursday and agreed to relay their concerns to higher-ups in San Diego and Washington, officials said.

"We consider this a victory for our community," said Jose Calderon, a Pitzer College professor. "We intend to put pressure on Congress and our political representatives in Washington to ensure that ... there is pressure to stop the raids."

### "3M Foundation Awards Vision Grants to Five Private Colleges"

*Business Wire*  
June 3, 2004

Five private colleges will receive 3M Vision Grants totaling more than \$246,000. The grants are designed to foster innovation in private colleges by supporting new, academically based initiatives that connect students with their communities to solve problems.

Pitzer College received a grant for "Growing Up at the Hug House: Building an Educational Community for Homeless Youth." Through a partnership with Hug House, a community-based organization serving the educational needs of homeless children, Pitzer students will implement a literacy program and community garden, creating educational stability for a highly mobile population of homeless youths.

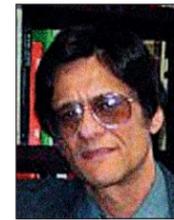
## FACULTY NOTES

Continued from page 5

**TERESA VÁZQUEZ**, visiting professor of Chicano studies and sociology, published *Land Privatization in Mexico: Urbanization, Formation of Regions, and Globalization in Ejidos* by Routledge Press.

**RUDI VOLTI**, professor of sociology, published an article on William F.

Ogburn in the "Classics Revisited" series in *Technology and Culture*. His new book, *Cars and Culture: The Life Story of a Technology*, will appear later this year. Volti completed the



revisions for the fifth edition of *Society and Technological Change*, which will appear early next year. He spent the spring semester as a visiting scholar at the Autonomous University of Barcelona and in March was an invited participant in the annual Tensions of Europe conference in Budapest.

**AL WACHTEL**, professor of English, presented/published the following



works: "Letting Go: The Limits of Magic in Shakespeare's *Tempest*" and "Gyres of History: Yeats on the Utility of Art," at Landau University, Germany, July 27, 2004; "Ur-Namma," *Great Lives from History: The Ancient World*, 2004; "Epiphanies: From Gods to Truth," *The Aha! Moment: Discovery, Breakthrough, Epiphany*, Pomona College Symposium,

April 30, 2004; "City Boy," *Masterplots II: Short Stories*, Salem Press, 2004; "Criens and Kibitzers, Kibitzers and Criens," *Masterplots II: Short Stories*, Salem Press, 2004; "Electra [of Euripides]," *Cyclopedia of Literary Places*, 2003; "Ajax," *Cyclopedia of Literary Places*, 2003; "Beyond Fancy Indulgences: Shakespeare and the Beauty of Truth," L.I.F.E. Society, UC Riverside, November 2002; "Adam's Curse," *Masterplots: Poetry*, Salem Press, 2002; "Modernist Disjunction: Joyce's Use of Parody Where Speech Fails," International Conference on Parody and Imitation, Atlanta, November 2001; "From Cross to Swastika: The Theology of Hate," *Midstream*, May/June 2000; "Irish Identity in Motion," The Irish City, Claremont, March 24, 2000; "Shakespeare: Real Time in a World of Hype, Speed, and Millennium," Unbounded Thinkers Symposium, Claremont, March 13, 2000; "It's Evolutionary and It's in the Bible," *Los Angeles Times*, Syndicated, September 1999.

## PITZER IN THE NEWS

Continued from page 4

### "Integration of Asian Markets Seen as Remote"

*Bangkok Post*  
Aug. 13, 2004

Even in a best-case scenario, integration of Asian financial markets remains well in the future, according to Hilton Root, an economist, Freeman Fellow and lecturer at Pitzer College.

The Great Depression in the 1930s saw the ownership of many U.S. companies change from a family structure to public shareholding.

"But in Asia, there has not been a significant improvement comparable to change in the U.S.," Root said.

### "Student's Legacy Helps Six Scholars"

*Long Beach Press Telegram*  
July 25, 2004

Six students from the Long Beach area will head to college this fall with scholarship money from a fund created in memory of a slain Long Beach Poly High student.

The students were recipients of Jerome Richardson Memorial Scholarships, created by Richardson's parents shortly after the 18-year-old star athlete was gunned down while heading

home from a basketball game in January 1987.

Alisia Fajinmi, an honor student at Crenshaw High School, was among the six recipients. She studies psychology and economics at Pitzer College.

### "Just Desserts"

*Inland Valley Daily Bulletin*  
July 1, 2004

This summer the Inland Valley is bursting with lip-smacking surprises. Whether you're into low carb, low fat, sugar free or sinful decadence, there's a place you can go to satisfy your summer sweet tooth.

Bert and Rocky's Cream Co. in Claremont now serves up Pitzer Mounds, a new creation by Pitzer students, faculty and staff. They combined pineapple, orange and mango sherbets and marbled it with coconut ice cream.

"It turned out to be so popular we have it on a regular basis," said Brent Hunter, who owns Bert and Rocky's with his wife, Sherrie.

### "Latinos, Border Patrol Have Calm Meeting Over Arrests"

*Los Angeles Times*  
June 18, 2004

U.S. Border Patrol agents, under scrutiny for the arrests of nearly 200 suspected illegal immigrants in Corona and

**DAVID FURMAN**, professor of art, delivered a slide/lecture presentation, "The Non-Secular Ceramic Object," to more than 2000 attendees at the National Council on Education for the Ceramic Arts National Conference on March 18 in Indianapolis. His work was exhibited at the Clay Studio, Philadelphia, in October; the Solomon Dubnick Gallery, Sacramento, in July; the Venice ArtWalk in May; the Riverside Community College Gallery of Art in



April; Arizona State University Ceramics Research Center in February; Tulsa Museum of Art, Tulsa, Okla., in February; and at the Scripps College 60th Ceramics

Annual January-April. His work was published in the fourth edition of "The Craft and Art of Clay," in *American Craft*, February/March 2004; the catalogues from the Katsunari Toyoda Collection of Contemporary American Ceramics; and *Kerameiki Techni: International Ceramic Art Review*, April 2004. Furman delivered a slide/lecture presentation Oct. 9 to the Hellenistic Fulbright



"The Winter of Our Discontent," 2004, Ceramic, 18 x 19 x 15

Association International Conference in Athens, Greece. His lecture and slides focused on his third Fulbright fellowship in Peru in 2000, where he worked on ceramic tile community mural projects with students from the National School of Fine Arts and middle-school children from the marginalized community of Montenegro on the outskirts of Lima. After his return from Athens, Furman attended the opening recep-

tion of his 39th solo exhibition at Gallery 221, on East 88th Street, on Oct. 12. The exhibit runs through Nov. 20. His new ceramic sculpture focuses on the figurative, whose content concerns issues of intimacy, connection and the psychodynamics of human interaction. He will be a visiting artist at Southern Illinois University Oct. 26-29 and at Salve Regina College in Newport, R.I., Nov. 9-12.

## EXTERNAL STUDIES

# Pitzer Increases International Opportunities

Beginning in 2005-2006, Pitzer students will study applied restoration ecology in Pitzer's newest External Studies Program in Costa Rica. Featuring both human and tropical ecology along with intensive Spanish studies, family stays, and independent research projects, the program continues to be the model of culture learning that has made Pitzer programs nationally distinctive. Professors Don McFarlane, Cheryl Baduini, Melinda Herrold-Menzies, Paul Faulstich and Ethel Jorge contributed to the design of the curriculum and will be teaching components of the program on site.

Science students will have more choices than ever through External Studies in the coming year. Through Pitzer's membership in the Consortium of Innovative Learning Environments (CIEL) and a grant from the Fund for the Improvement of Secondary Education (FIPSE), more than 20 Pitzer and Joint Science students will have the opportunity to study in Ireland, Germany and Finland during the next three years. The goal of the project is to develop an international exchange of science students, majoring in chemistry, biolo-



gy or pre-professional studies in health care, who also would be interested in careers in health care or in pursuing biomedical research related to health care. An equal number of science students from those countries will join us in Claremont, adding to the lively diversity of cultures already present through our growing international exchange program.

Joining this international presence

in fall 2005 will be a group of 15-20 students from Waseda University in Japan, who are participating in a year-long English and American Studies program organized by our Program in American College English (PACE.) The Waseda students join the tradition of approximately 50 students from Japan studying at Pitzer from Shukugawa College, Tokyo Woman's Christian University and Kogakuin University.

# Pitzer Listed as Top Fulbright Producer

*Chronicle of Higher Education* survey points to changes in awards.

The Fulbright U.S. Student Program released final figures for the 2004-2005 academic year listing Pitzer College among the top producers of fellowships in the nation. This is the second consecutive year Pitzer has been ranked in the top 10 baccalaureate institutions for Fulbright awards. Five Pitzer students received the awards for this year and six won last year.

Secretary of State Colin Powell released the official list of 1,099 U.S. student Fulbright grantees for 2004-2005 on Oct. 15.

"As Fulbrighters, these Americans have important responsibilities," Powell said in the release. "First and foremost, they engage in serious academic study

or research abroad. In addition, they will immerse themselves in learning about their new host country and will have opportunities to share their perspectives on the United States with their hosts."

Cultural immersion and intercultural exchange and understanding are cornerstones of Pitzer's External Studies program. Now, according to the *Chronicle of Higher Education* in its Oct. 22 edition, the Fulbright program is repositioning itself under the same objectives.

In the story on the Fulbright program, Sara Lipka of the *Chronicle* reports that "Fulbright administrators worry that people think the program is exclusively focused on research pursuits."

The *Chronicle* story quotes Thomas A. Farrell, deputy assistant secretary for academic programs at the Bureau of Educational Cultural Affairs, who claims Fulbright has strayed "too far from its original vision" of public diplomacy through cultural exchange.

"Pitzer's performance is remarkable

given our size," said Nigel Boyle, associate professor of political studies at Pitzer. "We're the only college with fewer than 1,000 students to have won more than three Fulbrights in a year. We won five last year, six the year before and I am confident we have another bumper crop from among our 24 nominees (22 seniors and two alums) for this year. Pound for pound we're tops. Pitzer students stand out from the crowd because they are likely to have undertaken internships, language immersion programs, home-stays and other unconventional educational experiences here at Pitzer and on External Studies."

The Fulbright U.S. Student Program equips future American leaders with the skills they need to thrive in an increasingly global environment by providing funding for one academic year of study or research abroad, to be conducted after graduation from an accredited university.

# Paul Faulstich Helps Lead Field School in Australia

Pitzer Professor Paul Faulstich ('79) was a Visiting Fellow with Flinders University in Australia in June. He co-taught an Ethnoarchaeology Field School with indigenous practitioners and scholars from four continents. Faulstich conducted research with Warlpiri aborigines in July, with support from a Pitzer Summer Fellowship in the Social Sciences. His recent publications include the co-edited book, *Exploring Relationships Through Rock-Art: Colonialism, Landscape and Ecology* (Western Academic and Specialist Press, U.K.), and the essays, "An Introduction to Rock-Art and Relationships" (*Before Farming: The Archaeology and Anthropology of Hunter-Gatherers*, 2003), "Dreaming the Country and Burning the Land: Rock-Art and Ecological Knowledge" (*ibid.*), and "Teaching for Change: The Leadership in Environmental Education Partnership," in *Sustainability on Campus: Stories and Strategies for Change* (The MIT Press).



Opposite page: Peter Mananbaru instructs students and staff on Australian Aboriginal Kinship relationships during the Ethnoarchaeology Field School co-taught by Professor Paul Faulstich.

Far left: Mananbaru, an elder from the Barunga Aboriginal community in Australia, has well-established Pitzer connections. In 2001, Mananbaru completed a painting during a living exhibition in the Nichols Gallery. Last spring, Mananbaru was a consultant for the Ethnoarchaeology Field School co-taught by Faulstich.

Bottom right: Faulstich gathers pandanus, used by Aboriginals in northern Australia for weaving baskets and mats.

# SOCIAL RESPONSIBILITY

Intercultural Understanding

Breadth of Knowledge

Interdisciplinary Perspective

Understanding in Depth

Critical Thinking

“What we have done for ourselves alone dies with us; what we have done for others and the world remains and is immortal.”

— Albert Pike, (1809 - 1891)

## Pitzer College: A Charter Member of Project Pericles



Pitzer College has been actively engaged in doing for others since its founding in 1963. In 2004, approximately 250 Pitzer students participated in service learning programs and 30 Pitzer classes contained a service learning component.



Melinda Herrold-Menzies



Katie Purvis-Roberts

Philanthropist Eugene Lang established Project Pericles: a not-for-profit organization that encourages and facilitates commitments by colleges and universities to include education for social responsibility and participatory citizenship as an essential part of their educational programs, in the classroom, on the campus, and in the community. In 2002, Pitzer College accepted an invitation to join nine other colleges (including Swarthmore and Macalester Colleges) in claiming the Pericles legacy.

A self-made millionaire, Lang has a legacy of his own. In 1981, Lang pledged to pay for college for every graduate of an elementary school in Harlem. His program was named “I Have a Dream” and was inspired by the famous speech of the Rev. Martin Luther King Jr. Most of the students went on to graduate from college at an exceptionally high rate for inner-city youth. The beauty of this out-



Laura Harris, front left, and her Reading/Writing Autobiography Class on the Pitzer Campus

come is that it stirred other successful Americans to model Lang’s outreach and adopt their own classrooms.

“Pitzer is proud to be one of the founding institutional members of Project Pericles. Gene Lang’s emphasis on civic responsibility and social justice is in keeping with Pitzer College’s core

values. Our tradition is to graduate young people who not only want to transform the world, but have been part of an educational experience that provides them the necessary talents and skills in order to change their lives and

**Please see PERICLES, page 24**

### HOW WOULD YOU DEFINE SOCIAL RESPONSIBILITY?

The Participant asked Pitzer students to define social responsibility. Here is what they had to say:



Social responsibility is ensuring that you are not the only comfortable member of society.  
-Dave Marx, 2007



A selfless view of the world. Actively pursuing an invested interest in changing the constructs of oppression and ensuring the welfare of future generations.  
-Allison Koehler, 2007

## SOCIAL RESPONSIBILITY COMMITTEE

The Pitzer Board of Trustees formed a Social Responsibility Committee as a result of membership in Project Pericles.

A Social Responsibility Committee will consist of such trustees as shall from time to time be appointed by the board. This committee is charged with reflecting upon all elements of the institution's preparation of students to engage in issues of civic responsibility and to set their paths as responsible citizens toward shaping a more inclusive, just and compassionate world. The committee will encourage and evaluate the development of educational programs, internal community practices and outreach initiatives. The faculty and student representatives shall be appointed by the board, upon the recommendation of the president. The committee will consist of trustee, faculty, and student members and the following ex officio members: the chair of the board, the president, the dean of faculty, and the dean of students.

According to committee chair and Pitzer Trustee Robin Kramer: "The committee aims to serve as a kitchen table where a broad range of issues are discussed that relate directly to the college's aspiration to prepare students to be knowledgeable, thoughtful, engaged citizens of the world. We see this board committee as one significant institutional mechanism to connect enduring questions about justice, equity, pluralism, opportunity and democracy with classroom, campus, community and global understanding and experience. It comprises trustees, students and faculty administrators. Over time, the committee expects to chart in novel ways the progress of students, alumni and the College as a whole in actualizing the ideas and aspirations captured in Pitzer's expansive definition of social responsibility."

# Plenty of Room AT THE TOP

Jason Singer '92 teaches his students that the long climb to college is worth the trip

Jason Singer takes the call for this interview at 7:15 p.m. He has been at work since 6 a.m. He usually goes home about 9:30 p.m. after more than a full day as a principal, fund raiser, teacher and tutor. He has to pull himself away from a student to answer the phone. It is another typical day at KIPP (Knowledge is Power Program) Summit Academy in San Lorenzo, Calif.

Singer graduated from Pitzer in 1992. He studied English and world literature primarily with Ntongela Masilela, professor of English and world literature, and Agnes Jackson, professor emerita of English. His studies led him to a Fulbright fellowship in Trinidad, where he continued his research on "The Impact of Race and Color on the Trinidadian Imagination."

"Pitzer made me who I am and informs the work I do here every day," Singer says. "I really feel thankful to have gone there. It was among the most formative experiences of my life."

Looking back on the formation of his social conscience, Singer credits Masilela and Jackson.

"Both teachers use literature as a way to raise consciousness about inequality in the world," he says. "For Masilela, it is based on class, and for Jackson, it is based on race. My experience of exploring those themes in Southern literature made me interested in going to teach in the South."

Singer cites Richard Wright, and his famous work, *Black Boy*, and William Faulkner's *As I Lay Dying*, for the tremendous role they played in his decision to join the Mississippi Teachers Corps upon his return from Trinidad.

"I had the students in my advanced placement and 10th- and 11th-grade English classes read those works. This

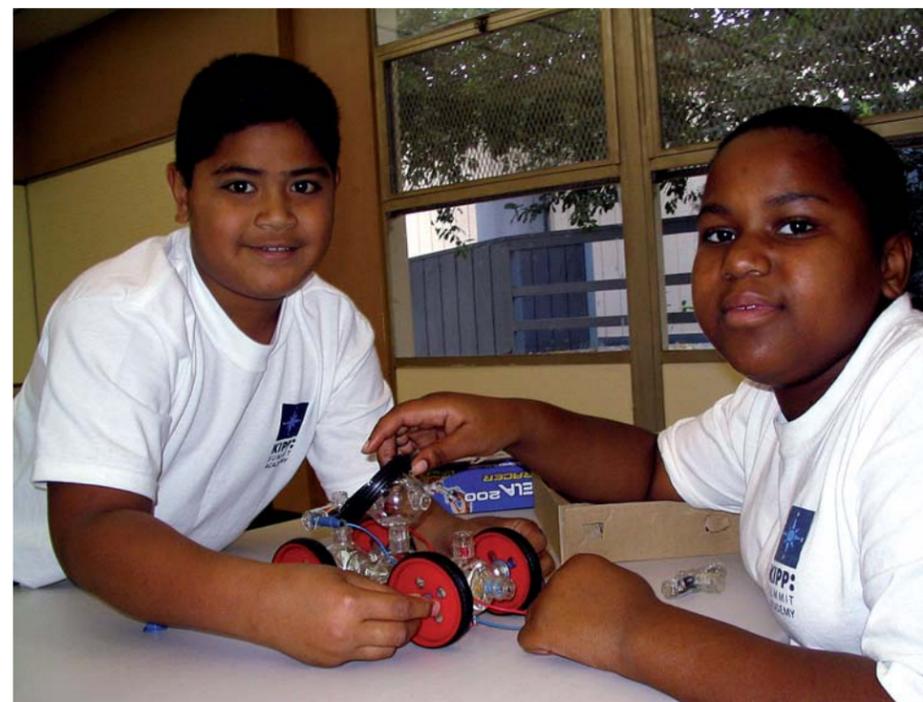


was in the heart of the Mississippi Delta in Greenwood, Miss. I used those works to explore my own social consciousness and wanted them to do the same. That is why I do what I do. This is what I am supposed to be doing. I believe very passionately in my work. Equitable education is the civil rights issue of our time."

"By that I mean an educational system that guarantees every family will get the opportunity to get their child or children through college," Singer explains. "There is an enormous achievement gap for children of color. Kids from the poorest families go to the worst schools and that puts them at a severe disadvantage."

Singer's two years in Mississippi were the furnace in which his desire to change education was forged.

"I taught at a school where there were locker fires and fights in the hallways that spilled into my classroom and left blood on my walls," Singer recalls. "It was as messed up as you can imagine. I walked around the school every day and thought, 'I can do this better.' There was a culture of low expectations. I had three kids from my classes convicted of murder in my second year. That experience was so galvanizing. I knew I had to create a different vision of how public schools work."



PHOTOS COURTESY OF JASON SINGER '92  
Left, KIPP Summit Academy principal Jason Singer '92 works with a student during class. Above, the school's science curriculum includes robotics classes.

That determination is why he is sitting in his office, after more than 13 straight hours on the job, reflecting on his duties as principal at KIPP Summit Academy.

Singer launched KIPP Summit in 2003 after a year of training by the KIPP Foundation. The school is based on the KIPP model and serves fifth-

and sixth-graders only, though the plan is to cover grades five through eight.

"The local teachers union fought us hard when we were trying to open the school," Singer recounts. "After their campaign against us, the local school

Please see KIPP, page 22

## Products of Knowledge's Power

Yazmin Chavira is one of two KIPP graduates at Pitzer College. The sophomore is majoring in developmental psychology. She started KIPP in the sixth grade in Houston, during the second year of classes at the first of the foundation's schools in the nation. Brian Paz '07 also



Yazmin Chavira '07



Brian Paz '07

Please see KIPP GRADS, page 22

## ABOUT KIPP

KIPP (Knowledge is Power Program) began in 1994 when teachers Mike Feinberg and Dave Levin started a public school program for 50 fifth-graders in inner city Houston after completing their Teach For America commitment. Their mentor teacher, Harriett Ball, motivated the two young men to remain in education and do everything possible to ensure their students were achieving at the highest possible levels in the classroom. Their students' academic success and interest in learning inspired Feinberg and Levin to expand the program beyond one classroom. They then launched the first two KIPP Schools—KIPP Academy Houston and KIPP Academy New York—which have gained recognition for academic achievement since opening their doors in 1995. Ninety-nine percent of KIPP alumni matriculate into top high schools and have earned more than \$18 million in scholarships. In fall 2003, the first class of KIPP alumni started college.

KIPP Schools share a core set of operating principles known as the Five Pillars:

- Students are in school longer than most public school students, from 7:30 a.m. until 5 p.m. on weekdays, for four hours on Saturdays, and for three to four weeks during the summer.
- Students complete 2-3 hours of homework each night.
- Students, parents, and teachers sign a Commitment to Excellence form that confirms their commitment to the school and to each other toward achieving success.
- Rigorous college preparatory instruction is balanced with extracurricular activities like martial arts, music, chess and sports.
- The school year culminates with high-quality experiential field lessons to national parks, historically significant regions, and college campuses.

To date, results have shown that KIPP is making a positive impact on the lives of thousands of students in educationally underserved communities around the country.

SOURCE: WWW.KIPP.ORG

## SOCIAL RESPONSIBILITY...



One's obligation to ensure the welfare of the community is maintained and upheld.  
-Ricky Smith, 2008



Social responsibility is being aware and responsive to one's community. It is being reactive and proactive, sensitive, and empathetic.  
-Gaby Herbst, 2005



Taking care of people around you and looking out for your community.  
-Alejandro Sanchez, 2008

# Finding Her Groove

Professor Kathy Yep instills the rhythm and meaning of jazz into her sociology classes.

If Kathy Yep, assistant professor of sociology at Pitzer, had not chosen education for a career, she would be playing trumpet in a jazz or salsa band. She says she loves music and, in addition to the trumpet, plays several other instruments "badly."

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**Social responsibility is about the possibilities, not just of equality of opportunities but equality of results.**

”

But the tug of her family's commitment to social justice was too great to live the life of a musician. Instead, she makes her music in a Pitzer classroom. "We're living in amazing and incredibly intense times and I think it's the promise and the hope of not what's not to come but what is to come," she notes. "Social responsibility is about the possibilities, not just of equality of opportunities but equality of results. It is incredible being at a place with so much potential. I am so excited being here as a presidential election is going to happen because we can engage in so many kinds of discussions."

The Pitzer community, which prides itself on dialogue and the free exchange of ideas, provides the perfect stage for Yep's excitement.

"It goes back to that jazz metaphor and the idea of just playing by yourself



PHOTO BY CHRIS URSO

and practicing versus sitting down to play with others. I get to jam with all of these amazing musicians: senior scholars, senior community organizers, senior staff people and students. And we get to sort of mix it up and see what comes out. We're thinking along

similar lines: How do we make society be what the potential is? We don't know how that is going to happen, when it's going to happen, but we have people committed and bringing their instruments and are ready to improvise. That to me is amazing."

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**My mom always instilled this idea of questioning: question society, question our place in society, all in the name of making it a better place.**

”

Yep is a second-generation ethnic studies scholar and a fourth-generation Asian American.

"I come from a pretty formative community, both my family and my community of mentors," Yep says. "My child care when I was growing up was being a part of a community-based organization. My mom helped start this organization in San Jose that met the needs of Asian Americans. They taught some of the first ethnic studies classes at a community-college level. Other kids and I were hanging out while all this programming was going on and that shaped my notions of community, teaching and social justice."

When Yep was in college taking Asian American studies classes, she found a box at her home filled with pictures of Philip Veracruz and Edison Uno, two important figures in Asian American history. Philip Veracruz organized farmworkers along with Cesar Chavez. Edison Uno was the first to argue that Japanese Americans should ask for redress and reparations for their incarceration during World War II.

"So, to get this kind of sense of history through my childhood was very humbling in that way," Yep says. "I think my mom always instilled this idea of questioning: question society, question our place in society, all in the name of making it a better place. My father is a scientist so he always asked us to question methodically, consistently and reliably. Together they helped to shape my critical consciousness and social action. That is the centerpiece of why I went to get my Ph.D., why I

wanted to teach, and why I came to Pitzer."

Yep worked with Anti-Asian American violence issues in the civil rights community as an outgrowth of what she learned from her family and community.

"I had an incredible group of mentors who were lawyers, policy makers and community advocates who had done work around creating policies that adequately addressed the systematic nature of hate violence," Yep explains. "I worked with multiracial coalitions in San Jose, and while it was very rewarding, it was very challenging because the legal system had limits toward addressing violence, both institutionally and personally. Getting a Ph.D., teaching, writing and researching — both in the community and the campus community — provided more possibilities. At Pitzer, the fact that the entire institution revolves around this notion of social responsibility and that historically you had individuals committed to this ideal practicing it, discussing it, engaging with it and expanding it programmatically through curriculum, through hiring, through retention, through admissions. That's what impressed me. This community not only has had a past commitment but a continuing commitment. It was extremely humbling to be invited to join this college."

But is a person who wants to cure society's ills preaching to the choir at Pitzer?

"There is always work to be done," Yep responds. "What I really appreciate about Pitzer is the chance to talk with a class of less than 50 students. My classes are so diverse—people in their third week of college, people who are seniors and already have their 10-year plan, people who are sociology majors or in Asian American studies. So the kind of alchemy and the dialogue that you get is beautiful. I am so lucky because I am the producer and I get to teach these jazz chords, these basic fundamental chords of how society works, how it does not work. I get to facilitate this jam session in every class. And people bring in whether they are more Miles Davis or more

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**Social responsibility to me is critical consciousness and social action.**

”

Louis Armstrong, or whether they're a gender studies major or whether it's the first time they're even saying the words feminist, patriarchy, pedagogy, critical consciousness. That kind of creativity is exhilarating."

True to form for a scholar with strong activist roots, Yep's Social Movements of Asian Americans and Pacific Islanders class has a social responsibility component.

"The class is approaching social movements less from historical and more from specific case studies of environmental justice issues, broadly defined as land, labor and living conditions," Yep explains. "So the students are doing 20 hours in a community-based movement related to environmental justice issues or some current community campaign. We have had speakers come in and present on a wide range of issues they can work on. What we're trying to do is define social justice, empowerment and domination, both historically through case study and through their experiences. Social responsibility to me is critical consciousness and social action. So it's defining who you are in the world, defining society, and the negotiation between the two and then taking that analysis and participating in the world."

Yep frequently cites the importance of people's stories in understanding others.

"There is a poem that Gwendolyn Brooks wrote about Emmett Till. It has a very simple tempo to it but it tells the story of the interaction between the white woman, the white husband, Emmett Till, and Emmett Till's mother.

**Please see YEP, page 24**

## SOCIAL RESPONSIBILITY...



**Social responsibility is one's responsibility to give back to the community.**  
-Shilen Patal, 2007



**Giving back to society in an active and helpful manner, which benefits both you and the community.**  
-Daphne Churchill, 2007



**Our obligation to give back to the community.**  
-Robert Muñoz, 2008

# The Global Test

Professor Tom Ilgen takes students on a voyage to a different perspective

“Socially responsible behavior is required to balance the demands of globalization,” Professor Tom Ilgen says. “Students need to be involved locally because no part of the world is left untouched by the nebulous concept of globalization. Each and every decision can have global ramifications.”

Ilgen speaks from the vantage point of a professional life steeped in international politics and global economics. He developed an intense interest in the complexities of international politics as an undergraduate at Oberlin College in the 1960s. His career path follows a trajectory inspired by his graduate work with Wolfram Hanrieder (1931-1995), a celebrated faculty member at the University of California, Santa Barbara, and an internationally respected scholar of European and American foreign relations.

“Hanrieder really got me excited about comparative studies in foreign policy,” Ilgen says. “He helped me fully understand political economies and how countries make and implement foreign policy.”

Students today have just as much at stake as did Ilgen in the 1960s: understanding the interconnectedness of world events and learning to make the moral and ethical decisions necessary to navigate global politics and economics.

Ilgen’s classes, his role with the European Union Center and the Model United Nations program, and external studies provide the components integral to ensuring students meet those challenges head-on.

“Because of the international aspect of my classes, the focus is more on intercultural understanding,” Ilgen says. “But social responsibility and intercultural understanding breed one another.”

“

**In my classes we talk about the connection between knowledge and action.**

”

External studies play a major role in Ilgen’s classes, as they do in many of Pitzer’s classes.

“External study efforts build in a social responsibility component,” Ilgen notes. “Often, students studying abroad are more consumers of culture than contributors. Pitzer’s programs reverse that situation.”

Teaching social responsibility, one of Pitzer’s six educational objectives, requires an emphasis on experiential learning.

“In my classes we talk about the connection between knowledge and action,” Ilgen states. “Many institutions focus on the knowledge side, neglecting action. But action-oriented learning gets students out of the classroom and into the real world. Most of what I’ve done is put students in situations where they have to make choices—with a moral or ethical dimension—in other people’s shoes. We get students to understand life from different points of view.”

The European Union Center plays an important role for students seeking to gain an international perspective.

“Our aim at the center is to get more students involved,” Ilgen notes. “The early reputation of the center was that it

is purely research oriented. It makes the most sense to view the center as an opportunity for enhanced teaching about Europe. We give students the opportunity to experience what is happening with the European Union through internships and fellowships. We have placed summer interns in Europe with NATO, and in Dublin, Ireland, and Florence, Italy. After the internship, the students come back for an outreach component that involves going into local high schools to give presentations on their experiences.”

The Model United Nations program offers another unique opportunity for Pitzer students to gain a global perspective. Ilgen has spent 20 years working with the program, which marked its 50th anniversary at Harvard last year.

“I help organize the program, but the students do most of the work,” Ilgen says. “The Model U.N. student committee selects the delegates, trains them and creates mock simulations for the conference. Though they work really hard, many of the participants credit the Model U.N. as their most memorable experience while at college. The program is empowering to students: They learn to see the complexity of global problems and gain valuable experience working together to reach socially responsible solutions.”

The Model U.N. program works to guarantee a generation of creative leaders. When asked about the largest challenge facing global politics and economics, Ilgen points to the need to sustain students’ interest in these areas when 9/11 has put so much focus on security.



PHOTO BY CHRIS URSO

“There are lots of problems the U.S. cannot solve alone,” he says. “Given the fact that the U.S. perceives itself and is perceived as the sole superpower, well, that generates resentment and saps our resources. Negotiations and resolutions without the use of force are important to our work today. This is a hard point to sell, but we need to rebuild our reputation abroad. Being unchallenged globally brings great temptations to act alone. Yet, the problems of the day are

going to require multilateral leadership.”

One of the biggest problems facing the world today emerged after the end of the Cold War. Ethnic conflicts, long held in check by monolithic systems, erupted around the world. Ilgen cites Daniel Patrick Moynihan’s book, *Pandaemonium: Ethnicity in International Politics*, as one of the best examples of understanding global changes in the last decade.

“The book was written in 1993 and conceived during the events culminating in the end of the Cold War and the emergence of some of the ethnic conflicts that we have come to see as routine in the post-Cold War era,” Ilgen says. “In a somewhat self-congratulatory fashion, Moynihan [who died in 2003 after many years of service as a Democratic senator from New York and

**Please see Ilgen, page 21**

## SOCIAL RESPONSIBILITY...



What social responsibility means to me is conscientious individualism. It means thinking about how one’s actions impact others around them and the world as a whole. It means emphasizing humanism over selfishness and compassion over greed.  
-Nick Zanjani, 2006



Doing at least your share to ensure that society progresses in a positive and just manner.  
-Alexandra Jamali and Andrew Marshak, 2008



# Enduring Freedom's Responsibilities

Susette Cheng '07 shares the story of the intense year she spent studying U.S. foreign policy

Some students go to Italy. Others travel to Botswana or China. Susette Cheng '07 went to the war zone in Iraq. No, it's not the newest Pitzer External Studies program, not even close. But her tour has something to do with social responsibility, so the *Participant* called her in to tell her story.

Cheng served as a combat stress control specialist with the 113th Medical Company in the U.S. Army Reserve from April 2003 to March 2004 in Baghdad and Balad, an area south of Baghdad. There, Sgt. Cheng saw the daily challenges that confront soldiers. She also learned a great deal about herself along the way.

"I saw broken families and broken relationships," she says. "The distance destroys families. Many of the soldiers there deal with the war well, but the addition of problems at home tears them up. They rely on home to be stable, to be a center for them amid the chaos of war. The hardest part was relating to them—trying to normalize situations without having been there with them in the heat of combat."

The road to Cheng's tour of duty



Susette Cheng sits in an Army Blackhawk helicopter outside Baghdad.

began in her hometown of Walnut, Calif.

Cheng signed up for the Reserves during her junior year at Diamond Bar High School. She attended weekend drills and training for a year before heading off to basic training at Fort Jackson, South Carolina, shortly after high school graduation. The goal was to supplement her money for college at Pitzer.

Like many recruits, she found basic training physically demanding. The slightly built Cheng was never an athlete in school and had to push herself constantly during a regimen of training that included daily runs and grueling exercise sessions, obstacle courses in combat dress, land navigation training, field exercises and weapons training.

"I had never fired a gun in Walnut," she says. "I was so scared the first time I had to shoot it—just the noise of it—that I would close my eyes when I pulled the trigger."

Cheng went on to qualify as a sharpshooter with the M-16 rifle, the second

highest level of proficiency. She also had to qualify with hand grenades, which she described as a harrowing experience, and grenade launchers and was familiarized with heavy automatic weapons. Her training was typical of the "grunt," as foot soldiers are often called.

After nine weeks of basic training, Cheng was sent to Fort Sam Houston, Texas, for 10 weeks of combat medic training and six months of mental health specialist training.

"We were trained to set breaks, insert IVs, stop bleeding, treat chest wounds, perform CPR—everything an EMT would know, only with the added circumstance of treating soldiers in battle conditions," Cheng explains. "In one exercise we had to carry patients over obstacles and through barbed wire and set up triage in a mass casualty situation in the field. We had to do it quickly, just get in and get out."

"The whole time I was thinking, 'I just have to get through this so I can get my mental health training done and get back to the real world,'" she relates. "I had been admitted to Pitzer on a deferred status. The whole idea of joining the Reserves was that you never get sent to war, or so my recruiter said. I could still do school."

But the world changed dramatically on Sept. 11, 2001, just a few weeks after Cheng started her first semester at Pitzer.

"I was thinking, 'This doesn't look good,'" she says. "Overall though, I was focused on school and wasn't seriously thinking I would get sent to war or anything. I saw some people getting activated, but they were National Guard so I thought I was safe. Then Iraq comes along."

Susette's twin sister, Yvette, a senior biology major at Pitzer, also serves in the U.S. Army Reserves. Like their entry into this world, they enlisted at the same time.

"Yvette was put on alert status twice in 2002 and then they would send her back so I was thinking nothing was going to happen," Cheng says. "So when they finally did call me, I thought, 'Oh, it will be one of those things again.'"

Then events started moving quite rapidly for Cheng. She was sent to Fort Carson, Colo., in February 2003, to prepare to go to Iraq. Still, she held out hope that she wasn't going. After a seemingly endless string of inoculations, briefings and equipment checks, Cheng's unit was primed to go to Turkey.



Susette Cheng '07

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Thinking that you might end up in war is so abstract until you are there.

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"Then they closed their borders to U.S. troops, refusing to let us use their country as a staging ground," she explains. "So it was off to Kuwait, then Iraq."

"I would not have signed up for the Reserves if I had known I was going to Iraq," she states flatly. "Thinking that you might end up in war is so abstract until you are there. Many of the officers in my unit felt the same way. They had careers, practices and families back home. I had an easier time because I had fewer ties. One lady in my unit had the worst time changing from a civilian to a soldier. Then when she made that

Please see **CHENG**, page 20

# SOCIAL RESPONSIBILITY IN ACTION

## CCCSI: Core Community Partnerships and Service Learning

Pitzer College received a total of \$1 million in complementary grants from The James Irvine Foundation and the W.M. Keck Foundation to establish the Center for California Cultural and Social Issues in December 1998. The Center for California Cultural and Social Issues (CCCSI) is an institutional structure that oversees issues of social responsibility. Its current partnerships focus on themes of immigration, juvenile justice, homelessness, and health education for youth.

In addition to giving awards to students, faculty, and community figures, CCCSI created the "core" community partner model in which the College makes a minimum commitment of four years to an organization and works toward meeting collaboratively set goals with that organization. Because of its capacity-building nature, the core partner model anchors our commitment to community. Core partnerships invigorate the development of projects that grow from field-based courses into meaningful partnership with community organizations. What follows is an abbreviated list of our current core partners, some of which are now entering their sixth year.

INFORMATION PROVIDED BY SUSAN PHILLIPS

## Pomona Day Labor Center

The Pomona Day Labor Center provides a legal site for temporary/day workers in the city of Pomona. It is a place where workers can gather and act collectively to ensure safe, fair working conditions for fellow worker members. Pitzer Professor Jose Calderon is a founding member of the center and currently serves as secretary of the center's Board of Directors. The Core Partnership with CCCSI, ongoing since the center's inception in 1998, has accomplished the following: educating the large number of day laborers still gathering on street corners as to the advantages of the Center's approach; training college students to teach English classes at the center; developing a health-care needs assessment and networking health-care services for laborers and their families; creating a mural project headed by acclaimed muralist Paul Botello; beginning a community garden project; organizing citizenship drives; negotiating labor disputes with employers; and holding educational workshops regarding workers' rights. This is the only day labor center in the country that works in partnership with a college. This partnership has allowed the center to gain legitimacy in the city of Pomona, which in turn has stabilized the Center and its city-based funding sources. Approximately 30 students from the Claremont Colleges currently volunteer their time at the center.

## Camps Afflerbaugh-Paige

Camps Afflerbaugh-Paige is a juvenile court and community school administered through the Los Angeles County Office of Education that serves approximately 220-250 incarcerated youth. Since 2001, CCCSI has collaborated with the camps to form a structured prison literacy program. With the average student reading at the fourth-grade level, the focus is on moving youth in the justice system toward literacy and academic achievement. Pitzer students, staff, and faculty have collaborated with the camps to perform a needs assessment and to establish the following: a full-time librarian to assist the boys in library use and research (the first ever at the camps); a one-on-one reading tutorial program using the nationally recognized Read Naturally model; the "Borrowed Voices" spoken word and self-expression project to increase literacy levels and self-expression; and a Learning Through Gardening project and curriculum, which utilizes an organic garden established by two Pitzer students in 2001. Pitzer has recently partnered with a graduate student in evaluation from Claremont Graduate University who will evaluate the impact of CCCSI programming at Camps Afflerbaugh-Paige. This semester, 45 students are working at the camps. Leading these efforts is Professor Barry Sanders, whose Teaching in the Prisons class builds on the tremendous impact on Pitzer students as well as on the camp wards begun by Pitzer Associate Professor Laura Harris.

## HERO Program (Homework Enrichment & Reading Outreach) at the Salvation Army

Formerly the HUG House, HERO is an after-school program focused on increasing academic performance by mentoring and tutoring at-risk and/or disadvantaged youth. The program services 40-50 kids a day ranging in ages from 5-12. Many of the students attending the HERO program have been identified as highly transient and low income. CCCSI recently received a \$50,000 grant from the 3M Corporation to fund a community garden. Urban Fellows Alex Johnston and Nereyda Navarro will work with Pitzer volunteers to implement a garden curriculum. HERO students will have the hands-on experience of learning about nutrition and agriculture while growing their own food. Urban Fellows also will be working with a Claremont Graduate University student evaluator to assess whether the needs of the population are being met.

## Reach L.A.

Reach L.A. is a youth-driven HIV prevention and health education program that utilizes media, visual, and performance arts programming to create social change in the Los Angeles youth community. Reach L.A. trains a diverse set of largely at-risk youth in filming and production, creative and journalistic writing, theater/improv, and all types of Mac-based computer graphics and digital video, webmastering, print design and layout. Pitzer professors have developed a Media Studies course titled Media Arts for Social Justice that links Pitzer students with Reach L.A. Pitzer mentors, along with professors and staff of the center, facilitate youth efforts to create health-education programming for other youth. Most recently, CCCSI summer interns helped to develop a partnership with Oakland-based "youth radio," and one student is extending this work into her senior thesis in Media Studies.

## Setting a New Standard

Pitzer has been cited as a leader in service learning and civic engagement. For example, the Western Association of Schools and Colleges (WASC) recently praised the College for setting a new standard for using innovative pedagogy to develop vital and reciprocal relationships with communities locally and globally. Pitzer College's efforts have enabled the development of a culture of action, participation, learning, engaged citizenship and reciprocity among faculty, staff, students and the community.

## CHENG

Continued from page 19

transition, she had a hard time changing back."

Cheng fulfilled her responsibilities honorably, weathering the highs and lows of military service in a war zone. Her stories are the stories of soldiers throughout history: stories of loss, triumph and perseverance.

"In a convoy from Baghdad to Balad we were following another convoy

when a Humvee ahead of us hit an improvised explosive device (IED)," she says. "The driver was killed and the passengers were badly injured. An air evacuation was called so we had to secure the area for the arrival of the helicopter. It was scary because it was a main road and we had to stop traffic so the Blackhawk could land. My greatest fear was that someone would open fire as we were all deployed, which was standard practice among the enemy."

"The thing with this war," Cheng continues, "is there is no front line. You get attacked anywhere. The intensity might be different, but there was no safe

area. So, we would get hit by mortar attacks all the time. If you left camp, you had the fear of hitting IED along the way. In Baghdad, there were all kinds of shootings. We had to guard our perimeter every night, and we were a medical company."

Cheng's typical day as a mental health specialist consisted of treating soldiers for combat-related stress and the stresses of being away from home and family.

"Problems at home were the most devastating," she explains. "Some had real problems with combat itself. I had to counsel military police officers who saw

their peers killed in firefights. I heard some really awful stories. In my job, I was the person who was expected to say, 'Wow. That's really bad, but here's a way to get past it. Just take it a day at a time.'"

When asked if the United States belongs in Iraq, Cheng responds immediately.

"I feel like that is not an important question for my situation," she says. "I was there to help the soldiers. I didn't have a choice and I was there for those soldiers who had to see all the stuff they had to see. There are times when I think those soldiers died for nothing. But then I remember Iraqi nationals telling us

how glad they were that they were out from under Saddam Hussein's regime."

Cheng goes on to describe her experiences working with children in Iraq.

"They are desensitized to war," she says. "They have no fear of it because of too much familiarity with guns, combat and explosions in real life. This is not TV for them."

Cheng is unequivocal about the difference between the war and the soldiers serving in Iraq. She agrees that there has to be a clear separation of protest against the war and the treatment of the soldiers caught up in it.

"I consider myself a patriotic per-

## ILGEN

Continued from page 17

service in cabinet or sub-cabinet positions under Presidents John F. Kennedy, Lyndon Johnson, Richard Nixon, and Gerald Ford] points out that he had been writing about the importance of these conflicts during the Cold War but that his claims received little attention at the time, focused as we were on anti-communism abroad and our commitment to the melting pot at home. His earlier works, such as *Beyond the Melting Pot* and *On the Law of Nations*, argued that the melting pot image in the U.S. underestimated the importance of ethnic difference and conflict in the U.S. and abroad."

The end result of the failure to predict the explosiveness of ethnic conflict, Ilgen notes, is that war has become increasingly privatized—and has facilitated the empowering of Osama bin Laden types throughout the world.

"There are certain benefits to autonomy," Ilgen says. "But there are greater responsibilities as well."

Which brings us back to Pitzer and social responsibility: "Pitzer's objective of intercultural understanding and building external studies programs that help students fully engage the cultures of peoples abroad by teaching them language, encouraging extended home stays, participating in on-the-ground internships, and reflecting on these experiences through comprehensive 'field books' certainly pay homage to Moynihan's belief that Americans need a fuller appreciation of the complexity of countries and cultures abroad," Ilgen says. "Seems like a socially responsible way to approach study abroad to me."

— Jay Collier

## KIPP

Continued from page 13

board, based on their opposition, denied our charter, and we had to fight even harder to open the school. We eventually had to go to the state board to get our charter. The community was initially against us, but the perception of the school has changed considerably in a year. Performance has changed that perception. Now, the district spends time here looking at our program. District officials are starting to look at breaking high schools into smaller academies, which is something they were not interested in before we arrived. The president of the school board spent an entire day here last year looking at our materials."

KIPP Summit Academy's leap on the California Standards Tests made believers out of everyone.

"Our kids constituted one of the lowest performing student body in the district," he says. "The average student was roughly two grade levels behind. By the end of the year, we outscored every school in the district in every subject: math, science and English. In the three districts around us, only one school outscored us. This is more remarkable in that 65% of our students receive free or reduced priced lunches, which makes us a Title I school [determined by the state based on the poverty index and outstanding academic performance]. The one school that outperformed us had only 13% of its students in the free/reduced lunch program, and a low percentage of minorities."

Summit Academy's teachers have the same credentials as teachers elsewhere. The level of instruction is exceptionally high, according to Singer.

"KIPP is your life," he says. "It's 7:30 at night and three-quarters of my staff is



PHOTO COURTESY OF JASON SINGER '92  
KIPP Summit Academy students take a break during Saturday School at the San Lorenzo charter school.

still in the building and we still have five kids here."

Singer describes the typical day at KIPP. The students arrive about 7:30 a.m. after bus rides of up to an hour from the surrounding community. The day begins with breakfast and morning work to prepare for classes. Student instruction is structured around core classes, which last an hour and 40 minutes. Classes include language arts, social studies, science, physical education, and book club, where kids grouped by reading level read novels and discuss them. Study hall and a Team and Family class provide the forum for staff and students to talk about issues at the school or among students.

Community service and social responsibility also form part of the curriculum.

"The community service component is new this year," Singer says. "Funding was terrible last year so we did everything with a thin staff: three teachers, a business manager and myself for 80 kids. This year the sixth grade has electives. The choices are art, art history, Japanese, and journalism/community service. Kids who take journalism have me two days a week to do community service. We use community service as a tool to envision the impact we can make on our community. We begin with Gandhi's quote: 'You must be the change you want to see in the world.' We work

on the changes the students want to see in their community. The areas they are most concerned with are stopping senseless killing (from gang violence to war), stopping pollution, stopping racism and stopping drug use."

The student body of approximately 150 fifth- and sixth-graders at KIPP Summit Academy is 33% African American, 33% Latino, 12% white, 13% Asian American, 6% Filipino, and 3% Pacific Islander. The staff has grown to seven teachers, the business manager, a bus driver/custodian and Singer.

One year has brought other significant changes to Singer's students.

"Our students are very committed to excellence and teamwork in a way that is truly inspiring. When a child is walking down the hall and a pencil box opens and spills, everyone stops to help. They feel a real sense of responsibility. Our bathrooms are spotless because the kids take care of them. They are really committed to becoming their most excellent selves and they work really hard to do it. Our school should disabuse people of the idea that kids of color and low economic standing will not go to extraordinary lengths to achieve."

Maria, a soft-spoken fifth-grader in her first year at the school, takes the phone from Singer to talk about her school. Her shyness gradually gives way to confidence as she talks about her Summit Academy home. Her favorite subjects are reading and writing. Her favorite thing about the school: "They give us a lot of homework. I like this school better than my last school because they make you learn," she says quietly. "At my last school they didn't care." When asked what she wants to do when she grows up, there is no hesitation. "When I grow up, I want to be a KIPP teacher," she says with an air of confidence.

"Our kids love success," Singer says when he returns to the phone. "They want to get smarter and they want to work hard."

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Our school should disabuse people of the idea that kids of color and low economic standing will not go to extraordinary lengths to achieve.”

Hard work at KIPP Summit Academy includes a strict code of discipline built around the principle of teamwork.

"We're a very structured place," Singer explains. "The expectations for behavior are very high. We do things district schools won't do in terms of discipline. Our students receive a paycheck of 50 Summit Academy dollars weekly that is tied to behavior. The school store has everything from deodorant to belts and books that they can buy with those dollars. But if a student is in class and isn't paying attention it costs him or her two dollars. Saying something mean costs 15 dollars. Rolling your eyes at a teacher carries the same cost. If a paycheck gets to 35 dollars or lower, then the student is placed in base camp."

Singer explains that the school's brand of discipline is often taken out of context, but the students embrace it as a fundamentally important part of their education.

"The idea is that this is Summit Academy and we're climbing a mountain to college," Singer says. "Students having a hard time making that climb with teammates go to where climbers go—base camp—and practice the skills needed to get to the top. We change their world when they go to base camp. We turn their shirts inside out so it is clear who they are. There is no recess. They have to write letters of apology to their classmates. It's hard core and kids hate going to base camp."

The positive side of discipline at KIPP, Singer says, "Is that it's cool to be a nerd and uncool to make bad decisions. If over the course of the year your paycheck averages 36 or more dollars, then there is a four-day camping trip to Yosemite for fifth-graders and a five-day trip to the Shakespeare festival in Ashland, Ore., for the sixth-graders."

Individual stories of student achievement and commitment speak to Singer's success and commitment to the responsibility of educating young minds.

"Andrew came to us reading at the pre-kindergarten level," he says. "He had no computational math skills and didn't know times tables. After one year he is reading at the third-grade level and can do basic multiplication and division. What's so powerful about Andrew's story is that he made the decision to repeat the fifth grade. All of his teammates fully supported him. They never teased or ridiculed him. Here's a child that decided to give it another year so he could get ready for college."

Singer then talks about Claudia, who "in the middle of the year last year had her dad run out on the family of five kids and a mom who doesn't speak English. The entire family moved into the living room of an uncle's two-bedroom apartment so she could stay in town and remain at KIPP. Now her sister is here."

It's close to 9 p.m. when we finish our conversation and Singer has plenty of work left. During our talk he was interrupted several times to handle administrative details, praise students and reassure parents that the long hours their kids are putting in will pay off. He loves his job. He loves his students. They are worth every minute to him.

— Jay Collier

## KIPP GRADS

Continued from page 13

attended the Houston school from fifth grade through the eighth grade.

"I came from the worst public middle school in the area," Chavira said. "I applied at other magnet programs and they wouldn't admit me because the area I came from was considered too far behind academically. A friend convinced Mike Feinberg [one of the program's founders] to give me a chance even though I was a year behind the

other KIPP students who had started in 1994. During the summer I caught up with the other students in the sixth grade."

Chavira attended the Houston school from sixth through eighth grade then went to private school, an accomplishment made easier by her advanced studies with KIPP.

"I couldn't even get into a magnet school before," Chavira said. After leaving, Chavira said, she missed the school so much she would take a bus for an hour and 45 minutes so she could tutor kids in KIPP's after-school

program.

Chavira's road to Pitzer was beset with difficulties, many of them the product of immigration struggles. The biggest hurdle was the freeze put on immigration by 9/11. But, with the help of her congressman, Chavira realized the dream of citizenship she had harbored since coming to the United States with her mother from Mexico.

"I applied to seven schools," Chavira said. "Out of those, Pitzer struck me as the most like a KIPP school. They just believed in me, despite the immigration hitches. They

said, 'We know this is going to happen for you.' They offered me an estimate on aid when others would not. I thought, 'I love this school, they love me, so why not.' Pitzer had this KIPP feeling of being community-oriented. I made a very good choice."

Brian Paz is leaning toward psychology or sociology at Pitzer. He attended a private all-boys Catholic school after leaving KIPP.

"I was accepted at Whittier College and several Texas schools but I liked Pitzer more because it's a small school and very diverse," Paz says. "There are also lots of things to do at Pitzer. All of

the club memberships opened a new window for me."

Paz served in the United Farm Workers organization last year and took part in the Spanish conversation work groups to help Claremont Colleges students learn Spanish. Paz's family originally came from El Salvador. This year, Paz is part of the Empower Latinos in Action program.

"We talk about issues on campus and how we can help the community around us and get our voices out," Paz says. "I also serve as a sponsor for the Chicano-Latino Student Center. We provide new students someone they can

relate to and give them help as they transition or adjust to campus."

Paz has worked as a senior counselor at a Jewish community center in Houston the past two summers.

"It was stressful because it was a full day of working with 3- and 4-year-olds," he says. "Overall it was really fun because I got to lead a team and help the kids with their art and other projects."

After graduation, Paz intends to serve as an educator for two years with the Teach for America program.

— Jay Collier



## YEP

Continued from page 15

That was such a pivotal moment in the history of this country, the history of race and gender, and the history of the civil rights movement. She was able to distill it into these quiet vignettes of individual experience but from different perspectives and for me it was just so profound. I wept the first time I read it, and then I wept when I met her and she read it out loud. You know she was the first African American to win a Pulitzer prize. She was such a teacher. It was this huge lecture she gave at a college campus and I went up to talk to her afterwards. And she looked at me and she said, 'Tell me your name. Tell me your story.' And there was that moment where I couldn't believe she was asking my name. She taught me the importance of the everyday story and how that one story from multiple perspectives can bridge and go to larger theories and larger social processes. So that's why I'm always doing oral history in my classes and in my research."

Yep's own story is embedded in the story of her family and her community.

"I come from a family of storytellers," she says. "My uncle is a writer. He fictionalized working class Chinatown in the 1970s in a children's book. To me that showed me that not only our family story was important, even though it wasn't represented in the curriculum, but it was important enough to be in a book. And it was bound. And it had the ISBN number and was in the Library of Congress. My grandmother always told us stories about Chinatown and that period so there was that sense of everydayness and yet that it was deeply and really important."

"And then the other story was when I was in college," Yep continues. "I was lucky enough to do a social responsibility component, self initiated, but very important. I worked with an Asian American community organization coordinating this multiracial coalition around anti-Asian American violence issues and did needs assessment for Vietnamese youths in San Jose. This was in the late 1980s when that generation was really formulating. The best part of that experience was lunch. I

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I want to continue creating a community of students who will engage with each other and the community at large and carry on those skills when they leave.  
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would go in the lunchroom and all the staff would be in there. I'm fourth-generation Cantonese Chinese American so I have a traditional history of railroad workers, laundry workers, and garment workers. The people in the lunchroom were recent immigrants, post 1965, Laotian, Cambodian, Filipino, and they would just talk story. They would tell me about fleeing incredible violence, seeing and picking in their family who would die and who would survive, and then talk about their life here. That was my favorite part of the

day because it was totally humbling, completely inspiring, completely pushing me to asking these questions and respecting everyday stories. So, lunch was the best."

Yep says she plans to continue to expand what the Pitzer community has done around issues of critical consciousness and social action.

"I want to continue creating a community of students who will engage with each other and the community at large and carry on those skills when they leave," she says. "My hope is to continue teaching social documentation skills, to teach people how to take oral histories and look at them critically and teach communities how to do their own oral histories. I would love to see individuals who are using these in their lives, whether it's formally as a community organizer or informally in the workplace, or in their families."

Yep adds another dynamic voice to the College's story. Like Pitzer, she has committed herself to understanding the complexities of human experience as a means to guaranteeing justice and equality.

— Jay Collier

## PERICLES

Continued from page 11

their communities," said President Laura Skandera Trombly.

Pitzer College was awarded a \$50,000 grant from Project Pericles to develop an inventory of the myriad ways our students fulfill their social responsibility objectives, participate in community service and complete internships. We also systematically ask students to fill out surveys in their first year, sophomore year, and senior year that focus on a variety of socially responsible activities (for example, voted in the last election, engaged in an organized demonstration, and joined a political club or social action group). An alumni survey is conducted annually among the reunion classes similarly seeking information about their post-Pitzer experiences with environmental groups, political activities, and other socially responsible activities.

Professor Peter Nardi, charged with establishing the inventory process, states, "We are continuing discussions begun last year at several faculty retreats about innovative ways to assess and evaluate our students' commitment to and fulfillment of the social responsibility objective, with particular emphasis on constructing portfolios that will document their activities and demonstrate a deeper reflection of what they

have accomplished. Project Pericles helped focus our attention on these issues and encouraged the development of continuing to monitor the College's goals of social responsibility and civic engagement."

"Pitzer from the beginning was structured organizationally in a way that facilitates learning across disciplines. An added benefit in doing this is that the institution can conduct community-based work and use outside communities as sources of knowledge. Pitzer's lack of departments opens doors and removes barriers. Therefore, knowledge is not contained in silos and we teach and learn without constraints," said Dean of Faculty Alan Jones.

Funds from the Project Pericles grant also were used to add a service learning component to several new and revised courses. One of these classes includes Environmental Chemistry, a majors course designed for upper classmen, taught by Pitzer Professor Katie Purvis-Roberts. The students are in one of two teams that focus on either air or soil quality.

During the first week of class, the students complete a tour of the city of Ontario, where they can study the environment outside of the lab and visit local communities and possible contamination sites. They analyze air and soil samples and suggest ways to reduce the pollution.

"This class assists students with advanced topics that they might be interested in pursuing in graduate school or in the workplace," Purvis-Roberts said.

Josh Gordon, a pre-med student enrolled in the course, said, "Environmental Chemistry enhances my understanding of service-learning by providing the opportunity to interact with the community through a team-designed project. The project has given me the opportunity to actually get out to the communities I am learning about, as opposed to simply studying them in class. In particular our project is looking at particulate matter and health effects at Jurupa Valley High School in Mira Loma."

Gordon adds, "In respect to the 'down the road' effects this might have on my career, there are two that come to mind. I will be more able to understand how to interact with and give back to the community I work in. In this particular situation I am learning about the interaction and integration of different fields study. An example of this is the political and economic influences on the health risks and air pollution in Mira Loma."

Social Justice and Natural Resources is a newly designed course with a service learning component that is taught by Assistant Professor Melinda Herrold-Menzies. Students explore the relationship between environmental problems

and issues of social justice and complete an unpaid internship with environmental/environmental social organizations. As a group, students take "toxic tours" of Los Angeles County communities and observe the effects of polluting industries and hazardous waste sites on communities of color. This siting of toxin-producing industries in minority neighborhoods, often referred to as "environmental racism," can have tremendous impacts on the health of local residents.

Through field trips, internships and guest speakers, students engage in meaningful exchanges with community members as the students learn about community efforts to fight environmental injustices. These efforts include those of Lideres Campesinas to protect farmworker women from exposure to dangerous levels of pesticides and those of Communities for a Better Environment to halt the construction of a power plant in the largely Hispanic community of Southgate.

"The students investigate both the ecological and cultural landscapes of areas they visit. We also look at international case studies, including China and Russia, where I have extensive experience researching environmental issues," Herrold-Menzies said.

Another new course titled Reading/Writing Autobiography is being taught by Pitzer Associate Professor Laura Harris. This course explores the study of women's autobiography through

special readings where the students learn about other cultures through the writings of a remarkable group of marginalized women. The autobiographical readings interrupt a dominant history through the social protest, activism and self-reflection of these women.

The off-campus course component includes weekly writing workshops with female residents of a local drug and addiction rehabilitation center. The female residents—most of whom are parents—must be 18 or older and may stay at the center for a maximum of 18 months.

The aim of the course is to inform students about the literary genre of autobiography as both truth and art, as a form of social commentary, and to develop social and cultural awareness. Students work to improve the vocabulary, reading and writing skills of the women at the center through tutoring and workshops.

"The students in my class complete the writing assignments that are the same ones that are given to the women residents, which include diaries, journals and letter writing," Harris said.

"My students learn a great deal from this cross-cultural experience that takes place in an environment away from books and one that uses a hands-on approach to combine theory and practice," she continued. "Both the students and the women grow in self-awareness through their compositions, sharing and inner reflection."

Pitzer College continues to live its

### WHO IS PERICLES AND WHAT DOES HE HAVE TO DO WITH OUR COMMUNITY?

In the fifth century BC, under the leadership of Pericles, Athens established the historic prototype of a democratic society. By recognizing that every citizen, regardless of economic or social status, had both a duty to serve and the potential to lead, Pericles and his fellow Athenians established what became the foundation of modern democracy.

social and civic responsibility because we know a better world is possible one person at a time. Good intentions alone will not change the world. We take to heart the words of Gandhi: "You must be the change you wish to see in the world."

— Susan Andrews

## PITZER FAMILY CONNECTION



Arriving at college for the first time is an exciting and overwhelming experience for many incoming students. Leaving a loved one at college can be even more overwhelming for family members. To assist with this transition, the Pitzer Family Connection (PFC) offered a variety of events in August, including welcome receptions across the country and Parent Orientation during Welcome Week for students. In addition, subscription to the monthly parent e-newsletter keeps families connected with important announcements, from student recognition to memos from the president and information regarding various activities and events, on and off campus. Questions from families regarding life at Pitzer College can be directed to Tanya Eveleth, Coordinator of Parent and Family Relations at 909-621-8130 or [tanya\\_eveleth@pitzer.edu](mailto:tanya_eveleth@pitzer.edu).

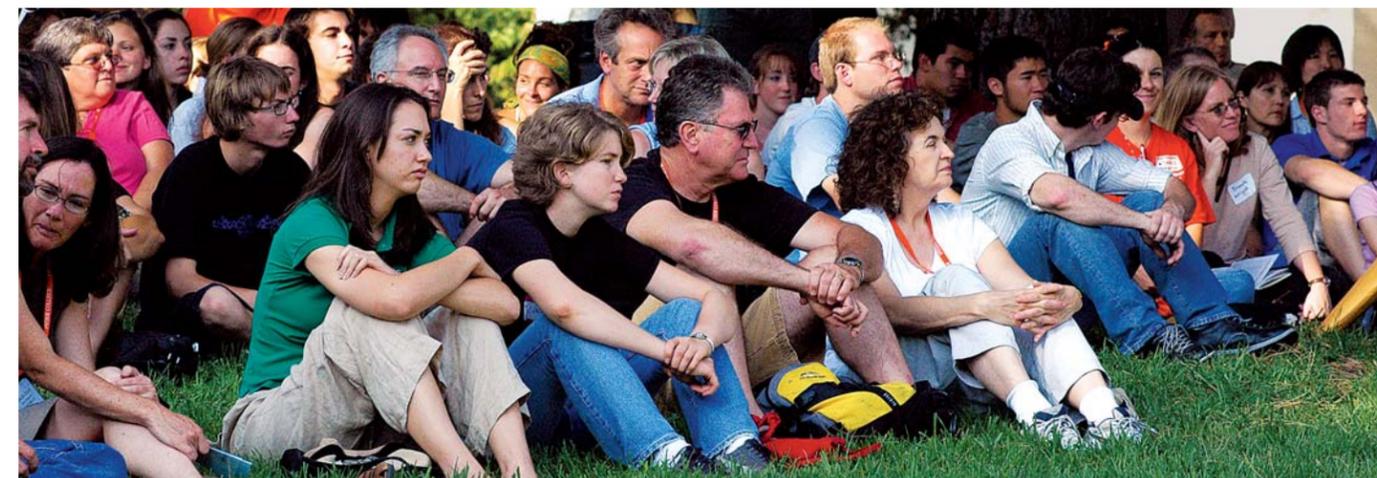
## WELCOME RECEPTIONS

The Pitzer College community throughout the U.S. welcomed a new group of students and their families in August. Receptions were held in seven cities across the country and served to introduce incoming students, transfer students and their families to current students, parents, alumni, and Pitzer College staff members. Hosted by alumni and parents of Pitzer students, these informal events gave parents and students an opportunity to meet one another and ask questions about life at Pitzer. Thanks to Pitzer hosts Bill and Francine Baker P'01 (Claremont), Jill Baskin '77 (Chicago), Gary and Linda Briskman P'05 (Beverly Hills), Dan Kilpatrick and Colleen Kinerk P'05 (Seattle), Dave Neubert '88 (NYC), Jim and Carolyn Peterson P'07 (Los Altos), and Tom Shipley '91 (Portland) for graciously opening their homes.

Top, (l-r) Seattle reception host Dan Kilpatrick P'05, Moya Carter, Associate Dean of Students, and host Colleen Kinerk P'05; center (l-r), Steve Awdahl P'08, Kathleen McLaughlin P'08, and Tara Beatty '08 at the Portland reception; bottom, parents, students and alumni at the home of Jim and Carolyn Peterson P'07 during the Los Altos reception



Top, Shana and Don Passman P'04 & P'08 began their summer with Pitzer's Commencement for son, Josh, and ended their summer with Parent Orientation for their youngest son, Jordan, who joins the Class of 2008. Center, Alisia Fajinmi '08 arrives at Pitzer with her family. Below, families gather on the mounds for the Faculty Welcome.



## WELCOME WEEK

The PFC (Pitzer Family Connection) organized Parent Orientation 2004 and provided activities Aug. 25-27 to acquaint parents and families with Pitzer and the resources they have available to them. Among the many events, parents and family members were given an opportunity to attend a question-and-answer panel with Dean of Students Jim Marchant, Associate Dean Chris Freeberg, Monsour Counseling Center Representative Fiona Vajk, and Resident Advisors Jason Rivera and Nick Zanjani, to discuss various issues around separation and student life. Families were also invited to have lunch with staff and faculty members, relax with the president at a poolside reception, and tour the Claremont community learning the history of the Claremont Colleges. New Pitzer parent Carol Corpuel reflected the sentiments of many parents: "Let me take another opportunity to tell you how marvelous Welcome Week was: Both the incoming students and their parents felt welcomed, informed and inspired. From the beautifully orchestrated pre-welcome reception to the sensitively presented 'Separation' presentation to the very moving faculty-student greeting my husband and I (and all other parents with whom I spoke) were extremely impressed and relieved. Jeff and I are thrilled that Jessica is at Pitzer. We believe that this is truly a good 'fit' for her. Thank you for helping us to see, from the very beginning, the personal connection that Pitzer provides—to the students and to the families. We look forward to visiting there in February (if not before)."

All of us at Pitzer look forward to welcoming parents and families back to campus Feb. 19-21, 2005, for Family Weekend.

### SAVE THE DATE

**PITZER COLLEGE FAMILY WEEKEND 2005**

Feb. 19-21

Don't miss this great opportunity!

For more information: [www.pitzer.edu/familyweekend](http://www.pitzer.edu/familyweekend)

# Participating in a Global Society

In January 2001, Pitzer College received an \$850,000 grant from The James Irvine Foundation to support a Campus Diversity Initiative (CDI) over 3 ½ years. The initiative sought to expand concepts of diversity and to better prepare students to participate in a changing and diverse global society. The Participant is providing regular updates to the campus community about the significant strides that have been made toward accomplishing the objectives set forth in the proposal. In this issue we review two different aspects of the grant: the Visiting Junior Scholars Program and the Student Diversity Leadership Team.

## VISITING JUNIOR SCHOLARS PROGRAM

During the 2003-2004 academic year, Pitzer hosted Anita Tijerina Revilla as the first Irvine Junior Scholar in residence. Associate Professor Maria Soldatenko, acting as Tijerina's mentor in Chicano studies and Gender Feminist studies, worked together with her on several projects, including co-teaching a course; coordinating the Irvine Diversity Seminar on Gender, Race, and Class: Women's Ways of Knowing; and attending the Faculty Learning Communities at the Intercollegiate Women's Studies Program. While completing her dissertation on "Raza Womyn Re-Constructing Revolution: A Case



**Maria Soldatenko**

Study of Chicana/Latina Student Activists in Higher Education," at UCLA during the fall of 2003, Tijerina directed several student independent study projects on "Chicana Intersectionality," and during the spring of 2004, co-taught the course Chicana Feminist Epistemology. In the new 2004 summer school session she taught the Introduction to Women's Studies course.

Tijerina also helped organize the spoken word event "Love and Revolution" in March together with students from the Center for Asian Pacific American Students (CAPAS) and professors Joe Parker and Dipa Basu. In addition, Tijerina worked with students in a variety of extracur-

ricular activities including national conferences, and provided advising and assistance in preparing graduate school applications. Tijerina presented her work, "La Raza Women: Love and Revolution" at the plenary session of the annual National Association of Chicano and Chicana Studies conference in Albuquerque in March. Tijerina recently accepted a tenure track position in Women's Studies at the University of Nevada, Las Vegas.

As a result of our participation in the Consortium for a Stronger Minority Presence at Liberal Arts Colleges (CSMP), Pitzer successfully hired Brian Burkhart as the second Irvine Junior Scholar for the 2004-2005 academic year. Burkhart is completing his dissertation in Environmental Ethics and Native American Philosophy at Indiana University. In his job talk, "Being in Harmony: A Native American Environmental Ethic," Burkhart explained that "the core controversy in modern environmental ethics is the nature of the value of the environment. Does the environment have intrinsic value (value that arises solely from a thing's being what it is) or instrumental value (value that arises from a thing's ability to be used as a means toward something that has value in itself)?" Burkhart articulated a theory of environmental ethics that does not rely on either of these notions. Instead, this theory trades on the notion of being in harmony, wherein right action is determined not



**Alex Juhasz**

by the value of something but by the nature of one's relationship to that thing.

Professor Paul Faulstich will serve as Burkhart's primary mentor during the fall 2004 semester. Burkhart will participate in Faulstich's course, A Sense of Place, where he will engage students in exploring personal and cultural affiliations with a variety of natural and constructed landscapes. Additionally, this course has a significant community service component, which will be enriched through Burkhart's participation. In the spring semester, Burkhart will teach a course on Native American Philosophies. Burkhart's presence on campus will add a Native American perspective, which has long been missing from the academy in general, and Pitzer in particular. He will be in a unique position to share with the larger community the complex realities of contemporary Indian concerns, and to augment Pitzer's strength in human ecology.

— Professors Maria Soldatenko  
and Alex Juhasz



**Brian Burkhart**

## STUDENT DIVERSITY LEADERSHIP TEAM

I was hired as the Irvine Foundation funded Diversity Fellow in May. I love organizing events and bringing people together, and I believe this fits in with the intentions of having a diversity committee on campus. During the past summer, eight student interns participated in Pitzer's third Student Empowerment Program (StEP), an intensive four-week session, meeting six days a week for a minimum of 6 hours a day, designed to enrich their understanding of diversity issues related to their personal lives and the Pitzer community. Participants also will be members of an ongoing student committee called the Diversity Awareness Resource Team (DART) that will plan events, workshops, and gatherings during the coming year, also funded through the Irvine Foundation grant. Other student volunteers are welcome to join this core group as an opportunity to fulfill their commitment to social responsibility by working on diversity issues in the campus and surrounding communities.

The summer program's curriculum included four days on the history of racism in the United States, three dedicated to civil rights, five days on assimilation, five days dedicated to expression, and finally three days for planning events during the upcoming fall semester. The classes included in-depth discussion related to pertinent articles and films, a variety of hands-on activities, and field trips to cultural events, ethnic neighborhoods, and museums throughout the region.

Because I am a Pitzer graduate in the History of Ideas, the curriculum was influenced by my interest in ideas of culture, identity, deviance, and forms of resistance. The eight students were receptive, and despite some grumbling over the thick reader, the overall response was that the texts were interesting enough, despite the fact that reading them cut into their sparse free time. The program's facilitator, Constance Perez '05, who has been involved in StEP since its beginning, was highly effective in her role, inspiring dialogue through an impartial objective approach, while I tried to create emotional involvement by offering my own experiences and concerns. In particular, the "Expression" section of the course focused on the creative output of underrepresented populations,



**Bisaneh Shehadeh '04**

many of whom developed modes of expression based on elements in their society and life that left them feeling marginalized or unheard. I decided to highlight ideas about how expression and the use of space are utilized as social commentary and a means of resistance.

The eight Student Empowerment Interns, Desiree Beltran '06, Vincent Chen '07, Sara Jacobsen '06, Jamilah King '07, Marisol Lazaro '07, Lisa Lopez '06, Raumene Rahatzad '06, and Gina Suslick '06, make up the foundation of a student organization that has done a great preliminary job of planning events focused on diversity and diversity issues for the fall semester that will bring people together and expose some to issues or traditions with which they are unfamiliar. Every other Tuesday, beginning Sept. 7, there will be a film screening and discussion. On Friday, Sept. 10, from 10 p.m. until 1 a.m. in the Gold Student Center Multi-Purpose Room, DART gathered people for hip-hop, house music, and breakdancing to introduce the committee to the campus and to recruit members. Some time around the middle of the semester there will be an art exhibit and a mural project by local artists still to be selected. Closing out the semester, on Dec. 3, DART will sponsor a spoken word/poetry slam event, in conjunction with Professor Barry Sanders' class, Teaching In Prisons, which will present the works of a group of young men from the Afflerbaugh-Paige Detention Camp in La Verne. Please check the CCCSI Web site for further information about these and other events.

— Bisaneh Shehadeh,  
Irvine Diversity Fellow



## HEARD ACROSS THE MOUNDS

This section is dedicated to news of alumni that we hear from staff and faculty on campus. Send any information you might have to [alumni@pitzer.edu](mailto:alumni@pitzer.edu)

JAMIE BROWN, DIRECTOR OF ALUMNI RELATIONS

**John Bracken '93** was recently named program officer in the General Program of the John D. and Catherine T. MacArthur Foundation. Bracken will be responsible for grantmaking related to public interest media and to intellectual property rights and the public domain.

**Claudia Levitas '87** has been promoted to senior vice presi-

dent of Huddle House in Decatur, Ga. Huddle House serves any meal, any time, cooked to order 24 hours a day, seven days a week. For additional information on Huddle House Restaurants, call 1-800-418-9555 or visit the company's Web site at [www.huddlehouse.com](http://www.huddlehouse.com).

**Sarah Rudinoff '93** was recently honored with the Genius Award from *The Stranger*, a Seattle publication. The Stranger honors five

artistic types as geniuses of the species. A promise of \$5,000 and a cake decorated with the inescapable message, "You're a genius!" awaits this year's winners of the contest that the alt-weekly's editor says falls somewhere in between the MacArthur Awards and Publishers Clearinghouse. Here's what Sarah had to say about it: "Well, I was surprised. It's great for me and the class of '93. Seattle is a terrific town in which to practice my art and as Sally Field said, 'They really like me.'"

LYNDA MCNAMARA, SENIOR MAJOR GIFTS OFFICER

**Hayden '99 and Michael '02 Hamilton** are in Bangalore, India, attending to their new business, ProgressiveRx, an online prescription medication business using FDA-approved pharmaceutical firms in India. Hayden established the firm and is president, he also is a consultant to Global Business Networks, based in San Francisco. Michael is general manager and is in charge of daily sales and customer operations in Bangalore. The

business is described at [www.ProgressiveRx.com](http://www.ProgressiveRx.com).

GREG SAKS, DIRECTOR OF DEVELOPMENT

**Matt Nathanson '95** is currently on tour with his band nationwide. More information regarding tour dates and locations, and upcoming CD releases can be found at [www.mattnathanson.com](http://www.mattnathanson.com).

## Sagehens Win the Peace Pipe

The Sagehens evened their conference record on Oct. 16 with their second straight victory, this time over rival Claremont-Mudd-Scripps, 24-10, at Merrit Field. In the 47th meeting between the two teams, the Sagehens were able to dominate on the ground, gaining 248 of their 333 total yards rushing from the line of scrimmage. Pitzer's Raudric Curtis led Pomona-Pitzer with 89 yards on 16 carries, and Arthur Przybyl ran for 62 yards on 15 carries and a touchdown. The Sagehens are 2-4 overall for the season.

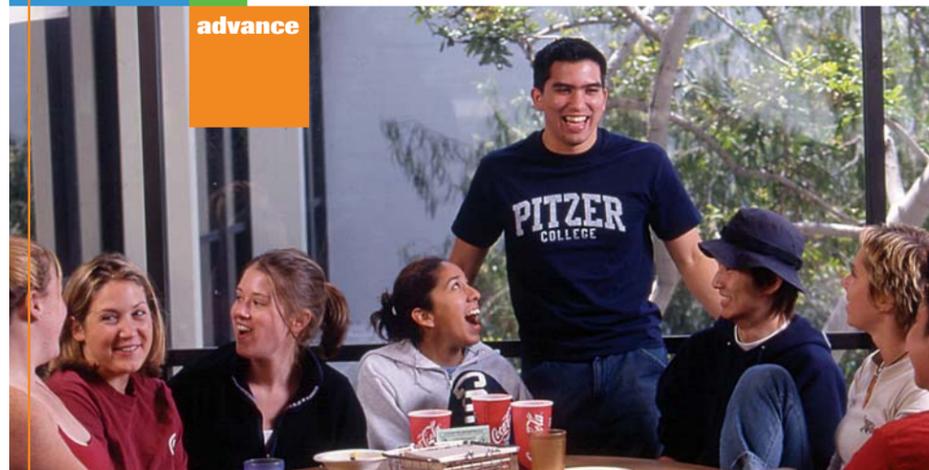


## Count Me In

"Pitzer was a pivotal experience in my life. The unique education I received has taught me that it is important to always give back from what you have received. The most significant part alumni can play is to help those students attending Pitzer College now!"

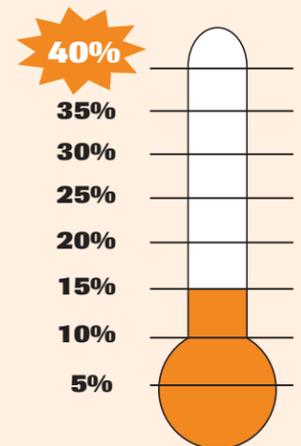
- Abbey Klein '68

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## Alumni Day at the Ballpark



Robert Coull, Marianne (Silberman) Coull '90, and Wade Coull joined 100 Pitzer people at the annual Alumni Baseball Event during the Fourth of July holiday weekend July 3, 2004. The event was hosted by the Orange County and Los Angeles County Chapters of the Pitzer Alumni Association with assistance from Orange County co-chairs Kathey Rupp Haas '71 and Brenda Baumgartner '69. Many members of the Pitzer community came together to watch the Anaheim Angels face the Los Angeles Dodgers in the highly anticipated game between cross-town rivals.

## President's Reception



Michael Pierce '77, Dave Neubert '88, and Maureen Lynch '77, at the President's Circle Reception in New York. On May 26, 2004, Pitzer College President Laura Skandera Trombley hosted a special reception in Brooklyn at the D.U.M.B.O. ("Down Under the Manhattan Bridge Overpass") Arts Center. Special intimate gatherings like these were created to honor our leadership donors who provide significant support to the College. We are grateful for their exceptional generosity.



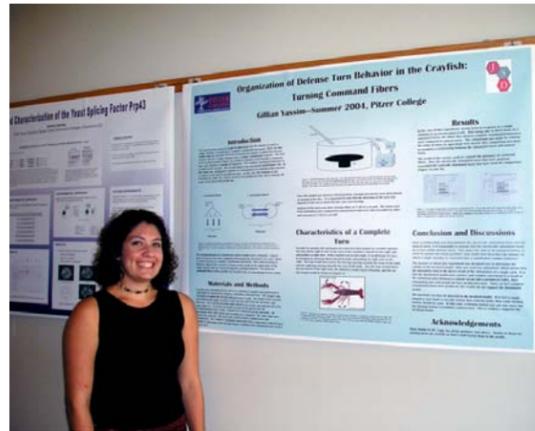
Pitzer College Vice President of Advancement Anne Moran talks with Sean Cavanaugh '91 and Constance Gill '91 in New York at the D.U.M.B.O. Arts Center.



Lance Auer '87 and Jennifer Bale-Kushner '87 at the D.U.M.B.O. President's Circle Reception

## Joint Science Department Celebrates Four Decades of Successful Partnership

The Joint Science Department celebrated its 40th anniversary Oct. 9-10. Science alumni from Pitzer, Claremont McKenna and Scripps colleges gathered to hear talks by some of our most successful alumni, meet the newest additions to the department, judge student research poster sessions, and reminisce with emeritus faculty. Pitzer alumna Connie Milton '92 shared her experiences as a forensic scientist with the San Diego Sheriff's Department.



Clockwise from left, Gillian Yassim '05 with her poster entry; Professor John Milton lectures at the anniversary celebration; Connie Milton '92 and Caroline Meloty-Capella '01; President Laura Skandera Trombley

## MARK YOUR CALENDARS

### International Undergraduate Research Symposium 2004

Pitzer College and the Office of External Studies will proudly present the 2004 International Undergraduate Research Symposium. This symposium is a five-college event designed to showcase the array of research subjects that undergraduate students undertake while studying abroad. The goal is to disseminate research findings creatively and to inspire first- and second-year students to study abroad.

The event will be held Friday, Nov. 19, noon to 3 p.m. in the McConnell Dining Hall East Wing.

The symposium is modeled on the poster session format commonly adopted at academic and professional conferences. Selected presentations will be artfully arranged within the East Wing of McConnell Dining Hall. Each participant will present research findings on a three-fold poster on a table, along with relevant items and materials from her/his time abroad, and will be on hand to present her/his findings to symposium attendees. The event will be open to view by students, faculty, staff and visitors.



## Barrie Mottishaw's 'Field Notes from Exurbia'

Barrie Mottishaw, a dynamic painter of the changing California landscape, will open an exhibition of her work, "Field Notes from Exurbia," at Pitzer College's Nichols Gallery Nov. 1-Dec. 4. The exhibition will travel to the Los Angeles Municipal Art Gallery from May 13 through June 26, 2005.

Mottishaw, a veteran Los Angeles painter, and a visiting professor in Creative Studies at Pitzer, has been documenting Western landscape in flux since she returned from British Columbia, Canada, in the late 1970s. She has shown her work extensively in solo and group exhibitions since the early 1980s.

In this exhibition of notebooks, *plein air* field studies (done on site), and studio paintings, Mottishaw turns her

attention to the recent housing phenomenon known as exurbia—the type of land development that is swallowing open space throughout the West. The exhibition focuses on Mottishaw's working field methods by presenting notebooks, *plein air* studies, as well as 10 finished studio paintings.

"Barrie Mottishaw and her paintings are intimately connected to the landscape: its history, texture, scale, colors, literature, and its future," Michael Woodcock, Pitzer professor of Creative Studies, explains in his forward to the beautiful catalogue that accompanies the show. "She has trekked the urban, suburban and exurban, traveling across parking lots, through subdivisions, down the LA River channel and up the San Andreas Fault."

## IN MY OWN WORDS



Eliza Kretzmann '00

# Social Responsibility, Global Responsibility

## *The Prevention of Violent Conflict*

The sciences of medicine and fire prevention have discovered the truth behind the common saying, "an ounce of prevention is worth a pound of cure." Progress in medicine and firefighting in the past few decades has saved the lives of millions, as resources were shifted toward prevention and education rather than simply responding. Similar opportunities exist in the political and social realm yet these potentials are yet to be realized. Unlike medicine and fire prevention, communities and international structures have not succeeding in mainstreaming the prevention of violent conflict into their activities. Failures in timely prevention of conflicts over the past decade have allowed more than 200 conflicts to erupt, resulting in a death toll of millions.

Yet if war is not the answer, what is? This is a difficult question to answer. The harsh reality is that violence can change regimes, address threats and crises, and further political and social agendas. Violence is a shortcut to power, and it has been used by governments and societies since the beginning of time. Today's conflicts have reached a new crisis level: The past decade has been the most violent in history, with more than 200 million people killed in more than 250 wars and genocidal onslaughts. This is more people than were killed in warfare during the past 2000 years. This tragic loss of lives, including the millions of lives lost in the

Rwandan genocide, have shocked the global community and alerted societies, non-profit organizations, the United Nations, and governments that existing mechanisms for preventing conflict are inadequate. It is a harsh wake-up call, alerting us to a dire need to improve our response to conflicts, and leading to a search for alternatives.

The movement for the prevention of violent conflict offers such an alternative. It begins from the premise that preventing the outbreak of violent conflict and wars is more humane and less costly than responding, often through military force, once crises already have erupted. It seeks to address the root causes of violence, and to address these at all stages of a conflict: from the pre-conflict stage to preventing the reemergence of violence after a conflict has occurred.

The United Nations, regional organizations, individual countries, and civil society organizations are working actively to implement programs and policies for the peaceful prevention of violent conflict. These activities span from the grassroots to the international. Prevention is inherently invisible, and it is difficult to prove that it works; however, there are many examples that seem to suggest its effectiveness. In the Great Lakes Region in Central Africa, community-based conflict resolution and grassroots networking have reduced violent eruptions. All over the world, non-profit organizations promote dialogue between differing groups, and educate communities on alternatives to violence.

Women in the market notice that men are buying bulk supplies of cigarettes, know they are planning to go to battle, and can warn communities so

they are prepared. At the international and national policy level, diplomats and politicians work to find non-violent solutions to conflicts. For example, when the Clinton administration was concerned over the growing likelihood of North Korea developing its own missile and nuclear potential, a serious threat to international peace and security, U.S. Secretary of State Madeline Albright traveled to North Korea in October 2000. Her visit provides a clear example of preventive diplomacy by a major power. At the United Nations, many secret diplomatic operations occur to reduce conflict; as one diplomat stated, "there is no telling how many conflicts have been averted from inside the glass house" (referring to the New York secretariat building). In West Africa, a network between governments and local non-profits has emerged, so they can work together to respond to mounting tensions with diplomatic and de-escalating techniques.

One program within the movement for the prevention of armed conflict, the Global Partnership for the Prevention of Armed Conflict (GPPAC), seeks to form a

network, research best practices to prevent violent conflict, and form a global action agenda. Unlike many peace movements, this is not a utopian struggle. The movement for the prevention of violent conflicts will not end all wars. However, it is an attempt to prevent some violent conflicts, through solid networks, mechanisms, and information-sharing. GPPAC is organizing an international conference at U.N. headquarters in 2005 titled Civil Society's Role in the Prevention of Armed Conflict. This conference brings together the global community, including many people from areas experiencing conflict, to look at what the public and non-profit organizations can do to prevent armed conflict. It will assess issues such as environmental and violent conflict, peace building, and the role of diverse groups such as indigenous peoples, women, and children in conflict and conflict prevention. The conference will present an international action agenda for the prevention of armed conflict to the United Nations, written with input from areas of conflict all over the world.

Peace cannot be imposed by states, nor

can it be imposed by force. It has to take root. And while the final responsibility for preventing war and building peace may lie with states, it is now widely accepted that civil society has a major role to play in the process: It may have to lead.

■ Eliza Kretzmann graduated from Pitzer in 2000 with a B.A. in Environmental Studies and Studio Art. After graduation, she worked in New Mexico on watershed restoration, sustainable technologies, and tribal forestry with Earth Works Institute. She currently serves with the Global Partnership for the Prevention of Armed Conflict, a non-profit associated with the U.N. in New York City. Anyone interested in these topics are welcome to e-mail her at ekretzmann@hotmail.com.



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