

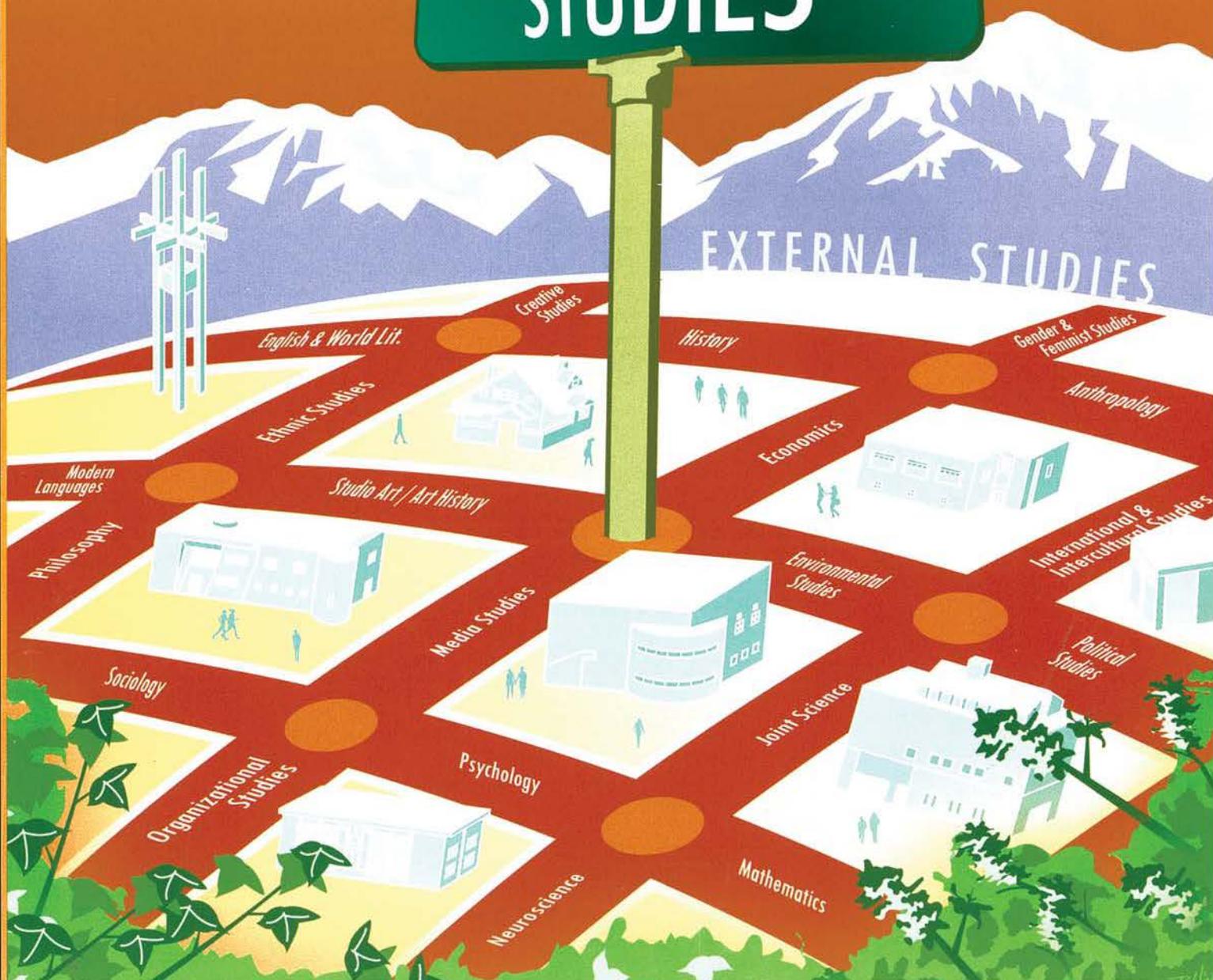
PITZER COLLEGE

WINTER 2006 ■ MAGAZINE FOR ALUMNI AND FRIENDS

PARTICIPANT

VOLUME 3

INTERDISCIPLINARY STUDIES



STUDENT AWARDS ■ FACULTY ON INTERDISCIPLINARY STUDIES ■ TEAM-TAUGHT CLASSES

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The Pitzer College magazine for alumni and friends is published quarterly by the Pitzer College Office of Public Relations, 1050 North Mills Avenue, Claremont, CA 91711-6101.

On the Web at www.pitzer.edu

The *Participant* is listed as ISSN 1553-1406. POSTMASTER: Send address changes to: PITZER COLLEGE, Office of Advancement, 1050 North Mills Avenue, Claremont, CA 91711-6101

A member of the Claremont Colleges, Pitzer College is a private liberal arts and sciences institution, committed to values of academic excellence, interdisciplinary perspective, intercultural understanding and social responsibility. The *Participant* welcomes comments from its readers. Address letters to *Participant* Editor, Avery 105, Pitzer College, 1050 North Mills Avenue, Claremont, CA 91711-6101, or send them via e-mail to participant@pitzer.edu. The *Participant* is published online in PDF format at www.pitzer.edu.

Fabian Núñez '97 Scholarship Benefit: Making a Difference in Students' Lives



Fabian Núñez '97 Scholars, (l-r) Jason Rivera '06, Zoe Alvarez '07, Sandra Gonzalez '09, Alex Sanchez '08, Chris Acosta '07, and Sara Hinojos '08; not pictured are Justin Weitzel '09, Michael Lopez '09, Claudia Ramirez '09, Nelson Jimenez '09, Christopher Galarze '09 and Laura Dominguez '09.

Pitzer College is committed to encouraging and fostering multicultural perspectives on campus, in the community, and throughout the world. In 2004, the College established a Chicano Latino Annual Scholarship, named in honor of Fabian Núñez '97, the current Speaker of the California State Assembly. Speaker Núñez, a Pitzer College New Resources alumnus, has instituted change and made a real difference to the people of California throughout his political career. Citing Speaker Núñez's dedication to social justice and education, the College chose to honor him and the example of the Pitzer College philosophy and vision.

Last spring, Pitzer College held the inaugural Fabian Núñez '97 Scholarship Benefit. The Benefit was enormously successful, allowing for 12 Núñez Scholarship recipients to be selected in the 2005-06 academic year. On March 8, Pitzer held the second benefit in support of the Núñez Scholarship at Univision corporate headquarters in Los Angeles, thanks to Pitzer College Trustee Jorge Delgado, president and general manager of KMEX-TV, Univision, and KFTR, Telefutera Los Angeles. The College raised more than \$150,000 for the scholarship through the generous support of alumni, parents and friends of Pitzer.

The Benefit program included remarks from Chuck Diaz '75, Pitzer College Trustee and member of the Chicano

Latino Alumni Leadership Committee and guests heard inspiring words from the keynote speaker, Los Angeles Mayor Antonio Villaraigosa.

"Pitzer College and Speaker Núñez understand that our city has no future if our children do not have a college education. I commend Pitzer College for their commitment to making a college education a reality for all students," Mayor Villaraigosa said.

This year's Fabian Núñez '97 Scholars are Christopher Acosta '07, Zoe Alvarez '07, Laura Dominguez '09, Christopher Galarze '09, Sandra Gonzalez '09, Sara Hinojos '08, Nelson Jimenez '09, Michael Lopez '09, Claudia Ramirez '09, Jason Rivera '06, Alejandro Sanchez '08 and Justin Weitzel '09. They are all talented young people who are leaders on and off the Pitzer College campus.

Educating highly qualified students from diverse backgrounds and removing financial obstacles to their education is a priority for Pitzer College. In establishing the Núñez Scholarship, Pitzer has taken another concrete step toward its commitment to recruiting and retaining Chicano/Latino students. As other independent colleges and universities, as well as public institutions, increase their efforts to diversify their student bodies Pitzer must continue, and increase, its efforts to provide this first-rate liberal arts education to Chicano/Latino students.

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7 Jake Heller '07 receives the prestigious Harry S. Truman Scholarship. Kathrine Marqués '06 earns a Watson Fellowship to meet crafts artists in South Africa, India, Austria and Hungary.



12 Pitzer provides a unique intersection for academic disciplines, pushing knowledge past traditional boundaries to create a dynamic learning environment.



11 Going beyond Pitzer's borders for study abroad presents students with an inherently transdisciplinary opportunity.



28 Jenniphir Goodman '84 selected for this year's Distinguished Alumni Award.

PITZER COLLEGE NEWS

- Faculty Notes page 4
- Campus Notes page 6
- Residential Life Update page 10
- Sagehens Sports page 25

INTERDISCIPLINARY STUDIES

- Dean of Faculty Alan Jones on the College's Foundation page 12
- Interdisciplinary Pedagogies in Costa Rica page 14
- Professor Al Wachtel on the Evolution of an Interdisciplinary Idea page 16
- Stuart Goldstein '86 on Pitzer Opportunities page 17
- Professor Kate Rogers on Organizational Studies page 19
- Jacque Kaster Torrens '92 on Linked Disciplines page 19
- Team-Taught Courses Integral to Pitzer Experience page 21
- Professor Dana Ward on Political Psychology page 22
- Michael Pearson '06 on Breadth of Understanding page 23

CONNECTIONS

- Pitzer Family Connection page 26

CLASS NOTES

- Alumni in Entertainment page 29
- Kirsten Grønbjerg '68 page 30
- In My Own Words: Dana Levin '87 page 36

The Conversations of Knowledge: Teaching and Learning the Pitzer Way

Dear Friends,

E.E. cummings' poem, "anyone lived in a pretty how town" is magical and has always been one of my favorites to teach. One of the reasons I enjoy the poem so much is that it functions on at least two levels of interpretation: Traced in nine stanzas is the existence of the whole of humanity as well as an intimate look at the relationship between two individuals. The line that begins the eighth stanza in the poem, "all by all and deep by deep," resonates with me most when I think of Pitzer College as it serves as an apt description of what we strive to achieve in our educational objectives: interdisciplinary understanding, concern with social responsibility and the ethical implications of knowledge and action, breadth of knowledge, understanding in depth, critical thinking, formal analysis and effective expression.

Accepting the notion that the world is a seamless whole greater than the sum of its parts challenges the traditional ways in which knowledge has been categorized within higher education. To consider the work of departments of history as separate from that of departments of English as separate from departments of anthropology as separate from departments of physics is a comfortable fiction: comfortable and comforting—and misleading—because it segments the conversation of knowledge into separate traditions of manageable expertise and isolated lan-

guage, avoiding the messy demands of developing the skills of interlocution. Since its founding Pitzer has challenged the traditional and outdated epistemological order through our focus on interdisciplinary study and the formation of field groups rather than departments. As we all realize in the course of our life's journey, existence, ultimately, is not divisible.

Pitzer will challenge yet another tradition of higher education's longstanding model of teaching and learning when students move into our new residence halls in fall of 2007. These new residence halls will provide students with a fully realized experience of the seamless whole that is the heart of Pitzer's mission. "We shape our buildings; thereafter they shape us," said Winston Churchill, and it is our hope that the buildings by their very nature will teach us about sustainable living afforded by Nature.

Our educational objectives frame students' intellectual pursuits long after they become alumni. I recently received an e-mail from one of my former Pitzer students, Shoni Blitstein '05, who wanted to update me about his Fulbright Fellowship year in South Korea and to place his experience in a larger context: "My Fulbright in Korea is going beautifully. This year is the first time I have ever truly experienced Asian culture. From a social and anthropological point of view it's humbling. The historical landscape of this part of the world is truly immense. . . Korea is different, even

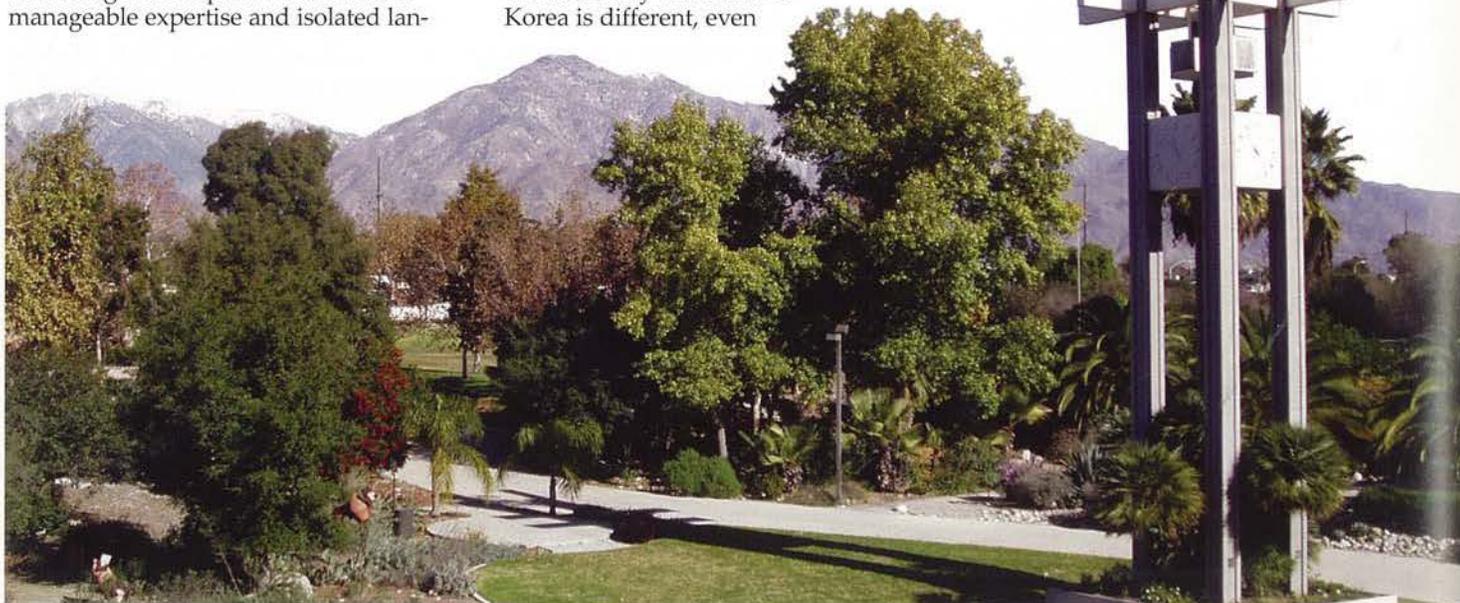
uncomfortable at times. However, I can feel the changes that are occurring within me. . . .

"This is the first extended period of prolonged difficulty that I have ever had to face. It is not the work or the culture or the relative intellectual and physical isolation that creates this challenging environment but all of them acting together as a great hand that has slowly but completely bulldozed my sheltered, happy, little garden. Sounds tragic? It's not. This experience is putting some dirt in my treads."

The elements of the world hit us all at once, pull at us from one hundred poles. How do we prepare ourselves to be equal to the challenge, to welcome and embrace the chance to be bulldozed by experience? I think that living and learning the Pitzer College experience of disciplines without boundaries is a wonderful start, and the best preparation for getting some good dirt in your treads.

My Best,

Laura Skandera Trombley
President





IN THE NEWS

"Documenting History"

Arab American Business
March 2006

Since 9/11, Arabs and Arab Americans have been constantly in the news, yet little is really known by mainstream America about the history of this community in the United States. While many books continue to scapegoat and marginalize the community, there also have been new attempts to quantify and analyze Arab Americans, efforts that seek to paint a multi-dimensional and nuanced picture of a highly complex group of Americans.

Recently, Arab American author (and Pitzer College Center for Writing Director) Gregory Orfalea was interviewed and discussed his new book, *The Arab Americans: A History*. Orfalea explained his reasons for writing the book today and commented on the positive and negative trends he has noticed with regards to the Arab American community's political empowerment efforts.

"East Palo Alto youth transcends violent world"

Inside the Bay Area
February 27, 2006

He grew up in a city once dubbed the murder capital of the country, where the school dropout rate is somewhere between 50 and 70 percent, and it's hard not to run into the dealer on the corner selling rock. Statistically speaking, Bennie Mackey II probably had the greatest chance of succumbing to a life of gangs and crime. And yet, Mackey, a month shy of his 25th birthday, is set to graduate in May from law school at Santa Clara University.

In 1999, as a senior at Palo Alto High School, Mackey received a scholarship from Students Rising Above, created by KRON 4 anchor Wendy Tokuda to provide resources for students who've beaten the odds. Since then he has gone nowhere but up, graduating with his bachelor's degree in Political Studies in 2003 from Pitzer College in Claremont. He took full advantage at Pitzer, living in the dorms, making many friends and spending a summer in Costa Rica and a semester in Venezuela. "I loved Pitzer!" Mackey said with a laugh. "College is fun, let everyone know. Get to college!"

"More Freshmen Help Others, Survey Finds"

Los Angeles Times
January 26, 2006

Pitzer College freshman Adam Forbes spent his fall break in Mississippi as a volunteer helping to salvage homes flooded in the Hurricane Katrina disaster.

Forbes, who coordinated the effort at his Claremont school was joined by 10 other Pitzer students, half of them also freshmen. The task involved hard labor, but finding volunteers willing to work in the muck was easier than I expected," he said.

That spirit, perhaps inspired by Katrina and other natural disasters in recent years, appears to reflect a broader pattern among freshmen this year at four-year colleges and universities around the country, UCLA researchers say.

"Changing their focus"

Inland Valley Daily Bulletin
January 26, 2006

When Edward Pickett researched colleges to attend, he was clueless about a major, but he knew that a small school in a suburban setting would be ideal.

After sorting through endless college catalogs, one characteristic lured him to Pitzer College: the low number of general education requirements.

So instead of being forced to take the math, English, history, science and other introductory college classes familiar to new students, Pickett was given the freedom at Pitzer to take other classes more in line with his major of media studies and art.

Across the country, a movement to change the face of undergraduate education requirements is sparking debate about the evolution of a college education.

"Grinnell & bear it"

The Boston Herald
January 8, 2006

When Todd Grinnell first moved to Los Angeles, the West Newbury native, who stars as Jason on "Four Kings" (Thursday at 8:30 p.m. on WHDH Ch. 7), worked with NBC stars Zach Braff ("Scrubs") and Luke Bell ("Surface").

Alas, he was managing a restaurant where Braff was a waiter and Bell was a cocktail waiter. Grinnell had decided to leave his job as a legislative aide for state Sen. Steven Tollman after earning his SAG card via a Stop & Shop commercial.

Even though he graduated from Pitzer College in Claremont, Calif., he's still adjusting to West Coast life.

"As much as I love Boston, I've really

grown to love L.A. in a different way. The thing is, since the Red Sox won the World Series, people who aren't New Englanders are wearing Red Sox hats, so it's very deceiving. I used to just immediately hug someone with a Red Sox hat."

"Other Great Gardens"

Westways Magazine
January/February 2006

Pitzer College, in Claremont: The 10-acre John R. Rodman Arboretum's 16 different gardens demonstrate that drought-tolerant and native landscaping can be both environmentally responsible and beautiful.

"Budding friendships fill out the family tree"

USA Today
December 20, 2005

The Mars/Venus differences between men and women couldn't be more apparent than in same-sex friendships.

In the past, men were more expressive, says Peter Nardi, a sociology professor at Pitzer College in Claremont, Calif., who edited the 1992 book *Men's Friendships*. But the appearance of Freud and discussion of homosexuality in the late 19th century caused men to distance themselves publicly from other men.

"The twilight of atheism"

Science and Theology News
December 6, 2005

Silver anniversaries tend to evoke teary sentimentality: a built-in opportunity to marvel at how quickly time flies. But when the Council for Secular Humanism gathered in late October near Buffalo, N.Y., to celebrate its 25th year, there wasn't a moist eye in the house. The celebrants couldn't accord it. They were too focused on giving their movement a makeover—ironically, one that distances itself from atheism.

Influential scientists have argued that more than a century of discoveries in disciplines from biology to astronomy render belief in God obsolete. Moreover, evidence is emerging that shows a solid link between high rates of atheism and societal health. High levels of atheism are strongly correlated with low rates of homicide, poverty, infant mortality and illiteracy, according to Pitzer College sociologist Phil Zuckerman, writing in the forthcoming *Cambridge Companion to Atheism*.

Zuckerman also indicates that high levels of atheism are correlated with high levels of educational attainment, per capita income and gender equality.

MITA BANERJEE, professor of psychology, will be a co-convenor and speaker at a symposium titled



"Emotion in a Social World: Explorations Into the Ways in Which Children Learn in an Emotional and Social Context." The symposium is part of the meetings of the International Society

for Studies in Behavioural Development, to be held July 2-6 in Melbourne, Australia.

MARTHA BARCENAS-MOORADIAN, visiting associate professor of Spanish, presented "The Educator's Role in the Information Era as Mediator Between Technology and Students in Creating Sustainable Communities: A Challenge for the 21st Century," July 28 and "Children as Human Cargo of a U.S.-Mexico Transnational Religious Destructive



Sect: A Case Study with Implications for Clinical, Human Services, and Educational Practice," July 29 at the First International Conference on Children's Rights &

Education, University of Texas at Corpus Christi; co-presented with Lourdes Arguelles "Conducting Research in Extreme Situations: Narratives of Sex Tourism, Cultic Abuse and Border Conflict," November 10 at the Institute for Signifying Scriptures, School of Religion, Claremont Graduate University; and "The Three Conquests and the Dark Side of Cancun" Trafficking of Women in Mexico, November 12 at the Feminist Majority Foundation's Global Women's and Human Rights Project, Scripps, Pomona and Pitzer Colleges. She received Resilient Educator Certification (HeartMath), December 12.

CAROL BRANDT, Vice President of International Programs, gave a paper titled "Third Spaces for Democracy



Through Local Citizenship Globally and Locally" as part of a Consortium for Innovative Environments in Learning panel on Globalizing Liberal Learning with Steve

Weisler of Hampshire College and Ed Clausen of Daemon College at the annual meeting of the American

Association of Colleges and Universities in Washington, D.C., in January. She is giving two invited speeches in Japan this spring at Kogakuin University in Tokyo on "Language and Culture within a Global Engineering Curriculum" and on "Navigating Third Spaces: Education of Women for Leadership" at Kobe Women's University.

JOSE ZAPATA CALDERON, professor of sociology and Chicano Studies, in collaboration with Pitzer alumni Suzanne Foster '00 and Silvia Rodriguez '00, published a chapter "Organizing Immigrant Workers: Action Research and Strategies in the Pomona Day Labor Center" in the book *Latino Los Angeles* (edited by



Enrique C. Ochoa and Gilda Laura Ochoa), 2006. The participation and research with the students took place in their senior year. As a Civic Scholar with the History, Civics, and

Service Initiative of Campus Compact, Calderon also has an article posted on the Compact's Web site: "Democratic Engagement through Participatory Service Learning and Action." The article describes a partnership between Pitzer students, as part of Calderon's Restructuring Communities class, and day laborers in organizing and leading a 45-mile march through 27 cities in support of driver's licenses for immigrant workers. Recently, a grant proposal written by Professor Calderon and students was awarded \$17,000 by the Liberty Hill Foundation for the purpose of advancing leadership development among day laborers at the Pomona Day Labor Center.

KEBOKILE DENGU-ZVOBGO,



Director of International Exchanges, presented a paper, "The Evil Twins: Aids and Poverty in Southern Africa" as part of the World Issues and Human Security

Lecture Series in October at Fairhaven College in Bellingham, Wash.

PAUL FAULSTICH, professor of environmental studies, was quoted in the September/October issue of *Orion Magazine*, in an article titled "Social Medicine: The Isolation of Modern Life may be Bad for your Health." He spent parts of December and January on the



Hopi Reservation in northern Arizona, conducting research on Hopi values of diversity as expressed through rituals. Faulstich appeared on CNN/Comcast, in an

interview about Pitzer's Firestone Center for Restoration Ecology in Costa Rica. He also was selected to serve a three-year term on the National Screening Committee for the Institute of International Education.

MELINDA HERROLD-MENZIES, assistant professor of



Environmental Studies, was quoted several times in a front-page story on global warming in the *Inland Valley Daily Bulletin* in November. Beyond the U.S., her research and work in the Russian Far East was the subject of an article by Tatiana

Kholina in the *Amurskaya Pravda*, the major newspaper for Amur Province. The article appeared in August.

BRIAN KEELEY, associate professor of philosophy, was a visiting scholar in the Department of Philosophy at UC Berkeley in the fall. His edited book, *Paul Churchland, Series: Contemporary*



Philosophy in Focus, Cambridge University Press, (Edited volume with contributions from Dan Dennett, José Luis Bermúdez, Clifford Hooker, Jesse Prinz, Pete Mandik, William Krieger, Aarre

Laakso, and Garrison Cottrell), was published in December. He gave an invited commentary on Peter W. Ross "Common Sense About Qualities And The Senses" at the American Philosophical Association Eastern Division Meeting in December in New York City. Keeley presented a paper, "The Individuation of Sensory Modalities: Ancient and Contemporary Views Compared" at the Southern California Philosophy Conference in October at CSU Northridge.

JIM LEHMAN, professor of economics, gave a talk at Claremont Manor, "The Bush Social Security Reform Plan: Private Accounts Won't Help," in August. Lehman has two entries forthcoming in the Sage Press's *Encyclopedia of Governance*; "Trade Agreements" and "Monopoly." He pre-



presented a paper, "Environmental and Health Externalities in East Asia: Are there Grounds for Effective Regional Cooperation?" at a conference on the Political Economy of Regional Integration in November, co-sponsored by the Freeman Asian Political Economy Program and the Korean Institute of Economic Policy.

RONALD MACAULAY, professor emeritus of linguistics, published two articles: a chapter titled



"Sociolect/Social Class" in *The Encyclopedia of Language and Linguistics*, 2nd ed, edited by Keith Brown; and a chapter titled "Can We Find More Variety in Variation?" in *Dialects Across*

Borders, edited by Markku Filpulla and others. The second edition of his book, *The Social Art: Language and its Uses*, was just published by Oxford University Press.

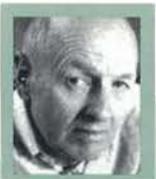
NTONGELA MASILELA, professor of English and World Literature, published *The Cultural Modernity of H.I.E. Dhlomo*, Trenton, N.J.: Africa World Press, 2006. Professor



Masilela was invited to launch the book in Soweto, South Africa in April. He also published

"Xhosa Folklore" in W. Clemens (ed.) *World Folklore and Folklife*, Vol. 1. Westport, Conn: Greenwood Press, 2006.

LEE MUNROE, research professor of anthropology, had the following items published in 2005: *Ethnographic Setting: The Major Sociocultural Forms of the Black Carib of Punta Gorda, British Honduras*, New Haven, CT;



Human Relations Area Files, e-publication; "Comparative Field Studies: Methodological Issues and Future

Possibilities," reprinted in *Comparative Methods in the Social Sciences*, Alan Sica, Ed., Sage; "Reflections of Women's Status in Speech Frequency: A Four-Culture Study," *Cross-Cultural Research*, 39, 399-417; and "Gender and Age Differences in Same-Sex Aggregation

and Social Behavior: A Four-Culture Study," (with A. Kimball Romney), *Journal of Cross-Cultural Psychology*, 37, 3-19.

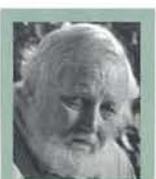
GREG ORFALEA, director of the Writing Center, received a starred review in *Publishers Weekly* for his book, *The Arab Americans: A History* and



was highly recommended by *Library Journal* to all public and private libraries. Orfalea has been invited to speak at four conferences this spring: the "Popular Culture in the

Southwest" conference in New Mexico; chairing a panel at the Associated Writing Programs annual event in Austin, Texas; at the Arab American Museum in Detroit in April; and at the University of Michigan in April.

JACK SULLIVAN, professor of Political and Environmental Studies, ended a two-year term as Natural Resources Director for the League of



Women Voters of California in May. In the same month, he was elected to the position of Legislation Director for the state League. In this position, he is responsible for overseeing analy-

ses of legislation before the California legislature and chairing the League's Legislation Committee, which recommends to the League of Women Voters State Board positions on legislation. He continues to work on updating the League of Women Voters book *Guide to California Government*. His "Politics of Water" class in the spring of 2005 wrote an 80-page report titled, "At the Edge of the Desert: Water Conservation at Pitzer College," which looked at water issues in light of the construction of new residence halls at Pitzer.

RUDI VOLTI, professor emeritus of sociology, was a commentator at a forum on the future of the automobile sponsored by the Society for the



History of Technology and the University of Michigan, Dearborn. Volti also was a discussant for a panel on "Encyclopedic Knowledge: Critical Comparisons of Two Neo-Enlightenment

Projects," at the annual meeting of the Society for the Social Studies of Science.

John Norvell Awarded Faculty Fulbright for Brazil Research

Visiting Professor of Anthropology John Norvell has been awarded a faculty Fulbright to research and teach in Brazil for fall 2006. Norvell will be located in Boa Vista, the capital of the northern Amazonian state of Roraima. He will teach urban anthropology at the federal university and assist in developing the first graduate-level



program in anthropology in the entire Amazon basin.

The grant will also fund the first phase of Norvell's new research project on ethnic and national identification in the state.

"This grant will allow me to 'study up' in this provincial Amazonian capital city," Norvell explained. "I want to look at the reactions of the elites of the area to a recent wave of political mobilization by indigenous groups in the state. Their efforts have stirred up tense and even violent responses, and I hope that my research can help defuse this or at least give the indigenous groups a greater understanding of the social forces arrayed against them."

PHIL ZUCKERMAN, associate professor of sociology, reported that his book *Invitation to the Sociology of Religion* is being translated into Turkish, and being published this year in Ankara, Turkey; he gave a lecture at the University of Aarhus in



November, titled "Secularization in Scandinavia;" his article "Atheism and Societal Health" will be published in April in *Free Inquiry*; and he has become an associate editor for the journal *Sociology of Religion*.



Katherine Guevarra Takes Reins of Nichols Gallery

Katherine Guevarra took over as curator of Pitzer College's Nichols Gallery after the departure of Nelson Trombley, who left the position to pursue his own artistic endeavors. *The Participant* asked her a few questions about her new job and its relationship to art at Pitzer.

Question: Where are you from? Where did you get your degrees and what did you study?

Answer: I spent my formative years in Southern California, having been raised in the San Gabriel Valley. I'm a graduate of the University of Redlands, Redlands, Calif., and received my B.A. in art history. I'm in the process of completing my M.A. at the University of California, Riverside.

Q: What other galleries have you worked for?

A: I began as a gallery assistant when I was at the University of Redlands. That work, combined with other experiences as an undergraduate, led me to work at the Huntington Library, the National Gallery of Art in Washington, D.C., Los Angeles County Museum of Art (LACMA) and the California Museum of Photography.

Q: What are your goals for the Nichols Gallery?

A: I want to continue to bring in quality art to show in the gallery. I also want to increase educational programming through the gallery and act as a resource to supplement coursework. I also hope to increase the visibility of the gallery within the community.

Q: What is your favorite period of art and why?

A: Every period of art is valuable for one reason or another. But, if I must name a favorite period of art, I would have to say post-1945, more specifically, the 1960s. I just really like how artists during that time played with the high-low binary in art. It really allowed artists to experiment with different media and take from "low" arts, including graphic design.

Q: Why is art important at Pitzer?

A: Art's another learning tool. We live in such a visual culture; learning to see critically has become a necessary skill to synthesize daily life. Art can be complex and has the ability to uncover things we wouldn't otherwise see or would ignore. In this way, I think art at Pitzer reinforces concepts of understanding and definitely goes with the core values of the College.



Alumni Show 2006: Sean Cavanaugh '91

Sean Cavanaugh '91 will be the featured artist for Pitzer's third annual alumni show from May 13 to August 15 at Nichols Gallery. The reception for the exhibition, titled "Natural Perspectives," will be from 5 to 8 p.m. May 13.

"Being a born and bred urbanite some find my choice of subject matter puzzling as the majority of my work is based in the natural landscape," Cavanaugh said. "Living and working completely surrounded by man-made forms and rhythms I feel has heightened my appreciation and perception of nature. While at work on a piece in the studio I sense some of the scale and atmosphere of the original moment."

Cavanaugh's work has been exhibited at many galleries in New York City, where he makes his home, including Mary Anthony Galleries, S. Bitter-Larkin Gallery, the Annual Winter Invitational at Atlantic Gallery and the Holiday Invitational Exhibit at Broome Street Gallery. His work also has been exhibited in Wellfleet, Mass., Philadelphia, Tokyo and Seoul, Korea.

ABOVE: Coral Bay Silhouette

BELOW: Riviera Silhouette



Jake Heller '07: Truman Would be Proud

Junior Jake Heller has earned the distinguished honor of receiving a Harry S. Truman Scholarship. Only 75 of 700 Truman Scholar candidates are selected for this special honor. Pitzer College is the only college with less than 1,000 students to ever be awarded a Truman Fellowship.

The mission of the scholarship foundation is to find and recognize college juniors with exceptional leadership potential who are committed to careers in government, the nonprofit or advocacy sectors, education or elsewhere in the public service; and provide them with financial support for graduate study, leadership training, and fellowship with other students who are committed to making a difference through public service.

A double major in Political Studies and economics, Jake credits several Pitzer professors for being influential in

his studies and future career aspirations: Linus Yamane, Tom Ilgen and Nigel Boyle. He will pursue graduate studies in public policy.

"One of my proudest moments was working with Claremont High School in the Computer in Every Home project, which was made possible through the Katie Lawson '73 Memorial Fund," he said.

Other achievements include the Deborah Bach Kallick '78 Community Service Award (2005), for sustained commitment to community service; Parliamentary Debate Nationals (2004), in which he placed third among 300-plus competitors; Freeman Foundation Japan Economic Study Scholar (2005), as one of 12 students funded to travel to Japan to study the Asian economy; and A World Connected Scholarship (2005), for study on international debt forgiveness.



Louis Blair, executive director of the Harry S. Truman Foundation, congratulates Jake Heller '07 at an April 4 reception in the McConnell Center. President Laura Skandera Trombley hosted the event to honor the three Claremont Colleges students who earned the scholarships.

Kathrine Marqués '06: A Watson for Love of Art

Kathrine Marqués, a double major in Art History and English and World Literature, is one of only 50 college seniors to be awarded a prestigious Watson Fellowship. This is the third consecutive year a Pitzer student has earned a Watson. Her Watson project will take her to South Africa, India, Austria, and Hungary where she will meet with modern day crafts artists who are the heirs of the arts and crafts movement.

During her travels, Marqués will research the similar use of motifs and symbols employed in pottery, metalwork, basket weaving and textile items today as compared to the nineteenth century arts and craft movement.

"I had considered attending UCLA or one of the UC's, but felt a strong sense of community with one-on-one attention while visiting Pitzer," Marqués said. "I would not go back on my decision. I am grateful for the opportunities here. Everyone gets an equal chance and is valued. It has made a huge difference in my life. This is why I am sitting here today."

For the past two summers, Marqués has worked as an intern at the Armory Gallery in Pasadena, which was funded by a J. Paul Getty Center grant.

While visiting a William Morris



exhibition at the Huntington Library years ago, Marqués developed a keen interest in Victorian English art. She is an avid reader of anything by C.S. Lewis and a devoted fan of Victor Hugo's *Les Misérables*.

Marqués, a first-generation graduate in her family, hopes to become a professor of art history, curate art for a museum and use her journalism acumen for travel writing and art reviews.

Pitzer Summer Session Expands

Now in its third year, Pitzer Summer Session will once again offer students an outstanding selection of courses from across the curriculum. The session offers full-credit courses taught by Pitzer College faculty.

Started in 2004, Summer Session has become a popular option for students seeking to continue their academic work, catch up on units, work with a faculty member, or focus on a particular course. Enrollments have increased steadily among Pitzer students, students from the other Claremont Colleges, and students from four-year colleges and universities outside of Claremont.

During the summer, students continue to enjoy close working relationships with their professors and the small class sizes that are among the hallmarks of a Pitzer education.

This summer, a second six-week session has been added and students will have more than 25 courses from which to select. In addition, the College is pleased to announce that it is now able to offer financial assistance to qualifying students, broadening access to the program and reinforcing Pitzer's commitment to providing educational opportunities to a diverse body of students.



Help Us Stay on Target

Pitzer's Office of Public Relations is conducting a survey to find how well *The Participant* is succeeding in delivering information about the life of the College. The purpose of the survey is to find out your preferences and thoughts on the various sections of the magazine. Your input will be taken into consideration as we continue to initiate improvements to your alumni magazine. We value your time and will make the survey as brief as possible. At the end of May, the survey will be sent to alumni for whom we have e-mail addresses. The survey will also be posted online at www.pitzer.edu/gateway/alumni/.

Thank you in advance for your participation.

New Look for New Resources



Faculty, staff and students gathered in March to mark the renovation of the New Resources Lounge in Mead Hall.



Professor of History Andre Wakefield, Steve Sampson, head coach of the Los Angeles Galaxy, and Professor of Political Studies Nigel Boyle

History and Politics of World Soccer

Pitzer Professors Nigel Boyle and Andre Wakefield brought Los Angeles Galaxy Head Coach Steve Sampson to campus in January as part of their team-taught course on the history and politics of world soccer.

In 1998 Sampson became the first American-born coach to lead the U.S. National Team to a World Cup finals. He was one of three assistant coaches under previous head coach Bora Milutinovic on the 1994 World Cup Team.

Sampson led the USA to a U.S. Cup '95 title and to the semifinals of Copa America, defeating Nigeria, Chile, Argentina and Mexico twice. His greatest accomplishments included a memorable 1-0 win against defending World Cup champions Brazil in the semifinals of the 1998 CONCACAF Gold Cup, and a 3-0 victory against Argentina in Copa America '95 (played in Uruguay, two miles from the Argentina border).

Sampson was also head coach of the Costa Rican national team between 2002 and 2004. He is the first American ever to serve as head coach of a foreign national side.



Staff, Faculty Race for the Cure

A Pitzer College contingent participated in the Race for the Cure sponsored by the Susan G. Komen Breast Cancer Foundation in February at the Rose Bowl in Pasadena. Pitzer College staff and faculty raised \$1,395. President Laura Skandera Trombley, and her son, Sparkey, joined participants (front row from left) Andrea Olson, Denette Alexander, Moya Carter; (middle row from left) Marilyn Ray, Teresa Flores, Neva Barker and Tanya Eveleth; (back row from left) Seth Alexander, Margaret Fornesi, Leticia Llamas, Gloria Romo and Nicole Rocha. Others who took part but are not pictured: Alan Jones, Jennifer Berkley, Linda Bunch, Kiara Canjura, Gail Gottfried, Tamara Muir, Daniel Romo and Brooke Yoshino.



Susan's Garden

Pitzer College President Laura Skandera Trombley and Trustee Susan Pritzker were among the friends and community members who gathered at the McConnell Center on November 18 for the unveiling of Susan's Garden. The patio area on the west side of the dining hall honors Pritzker for her many years of service to the College. Pritzker served as the Chair of the Board of Trustees from 1998 to 2005 and helped mold Pitzer into the outstanding institution that it is today. The naming of the garden in her honor serves as a lasting testament to her legacy as Chair of the Board.

What We're Reading

The Orange County Book Club, which has a strong representation of Pitzer alumni and other Claremont connections, recently read: *John Adams* and *Mornings on Horseback* by David McCullough; *Plainsong* by Kent Haruf; *Leap of Faith* by Queen Noor; *Fast Food Nation* by Eric Schlosser; *The Secret Lives of Bees* by Sue Monk Kidd; *The Five People You Meet in Heaven* by Mitch Albom; *Reading Lolita in Tehran* by Azar Nafisi; and *The Kite Runner* by Khaled Hosseini.

Phil Zuckerman, associate professor of sociology

Sacred and Secular: Religion and Politics Worldwide, by Pippa Norris and Randal Inglehart

"This book, which is a wonderful combination of solid survey data and theoretical insights, shows how countries where life is secure and safe tend to be nonreligious, while countries where life is insecure and precarious tend to be very religious. It is of course obvious—when life is hard, people turn to religion for comfort—and when life is good and stable, people tend to not need religion so much. But what is nice about this book is that it illustrates this idea very dramatically and thoroughly, and provides lots of data, lots of context, and lots of food for thought."

Susan Phillips, director of the Center for California Cultural and Social Issues

All Alone in the World: Children of the Incarcerated, by Nell Bernstein (2005) and *Weeping in the Playtime of Others: America's Incarcerated Children*, by



Several members of the Orange County Book Club gathered during the holidays, from left, Amanda Horack '99, Cathy Hardy, Robin Hall Leason '69, Linda Tremelling Landau '68, Louise Beaudette Thornton '68, Nancy Rose Bushnell '69, Judith Jennings Treas '69, Brenda Baumgartner '69, and Lynda McNamara.

Kenneth Wooden (1976)
 "Absolutely eye-opening books that discuss how nearly every assumption we have about incarceration is wrong, how inept our past and present detention systems are at supporting families, and how, by supporting prison punishment, we create more suffering and crime as a result. Absolute must reads. I've been telling everybody about these books."

Jim Lehman, professor of economics

Wodehouse: A Life, by Robert McCrum
 "This is a balanced, well-researched biography of a humorist who has had generations in stitches. It is a nice treatment of his early years and a compelling description of a person who wrote virtually every day, even as an internee under Germany's occupation of Europe in World War II. His work in

musical theater and on films was unknown to me, though I discovered Jeeves and Wooster about 40 years ago and have been a fan ever since."

The Pitzer Staff, Faculty and Student Book Club

Hummingbird House, by Patricia Henley
 According to the 2006 Book Lovers Calendar, "This powerful political novel follows Kate Banner, an American midwife who is so moved by the poverty she encounters in Central America that she decides to become a one-woman traveling medical clinic for people who never see a doctor. Amid the strife of civil war and the injustices she sees visited upon the poor, Kate must reconcile her need to help others and her personal needs." The novel was a finalist for the National Book Award.

Construction Gets Up to Speed

"It's a great day for construction!" declares President Laura Skandera Trombly on a beautiful winter morning when asked about how things are going with the Residential Life Project. President Trombly starts each day with a walk by the construction site to monitor progress and simply to enjoy the moment. Later, she will receive a daily e-mail from facilities director Larry Burik with an official update on activities at the construction site. Things are going very well, and the Project continues on-time and on-budget, with construction scheduled to be completed in April 2007—just 12 short months from now.

With the ground "officially" broken for the Residential Life Project in September, activity since then has focused on key infrastructure and site development work. For some, the site development phase may seem to move

slowly as trenches are dug, pipe is laid, utility lines are installed by Edison and trenches are filled in again. In truth, the utility work is the essential precursor to all that will follow—the equivalent of a seed beginning to germinate under winter soil, ready to burst forth in the spring. Moreover, the current work is more complex because it includes the utilities needed for all three phases of the new Housing Master Plan, not just the first three residence halls. Visible construction activity, however, is now getting up to speed with the first pouring of cement footings and foundations this April.

Fundraising also continues apace—the College continues to receive gifts while we also gear up for a brick campaign to be launched on Alumni Weekend. Commitments toward the \$18 million fundraising goal have now exceeded

\$12.9 million. In addition to individual and foundation giving, Pitzer is soliciting corporate gifts for the Project. Notably, Aquarius Brands, Inc., a manufacturer of drip irrigation systems based in Ontario, Calif., has recently committed an in-kind gift of its product for the Project, which will make a significant contribution toward meeting our water conservation goals for the new gardens surrounding the residence halls.

If you get excited about construction projects, don't forget to check out the Residential Life Project Webcam at www.pitzer.edu/rlp. You will also notice that we have expanded the related webpages, adding new architectural renderings and floorplans.

Get online and get up to speed on the Residential Life Project!

— Richard Chute '84





Beyond the Boundaries: Transdisciplinary Teaching and Learning

Learning to understand other cultures and navigate the space of difference between them is an inherently transdisciplinary endeavor. It is the daily challenge of students participating in Pitzer's external studies. And the number of students taking on this challenge will reach its apex in the College's history with 88 approved to study abroad in Fall 2006 alone. According to U.S. News & World Report, Pitzer is 25th in the top tier of 110 liberal arts schools in the percentage of students studying abroad. Our students walk the intersections of traditional Chinese medicine and Western neuroscience in China, practicing new ways of knowing that do not fit traditional disciplinary or interdisciplinary realms. In Kalimpong, India, they problematize and redefine their notions of poverty, dependency, and progress through bringing to bear knowledge from religion, economics, science, art, and sociology. In resolving a communication difficulty with a Botswanan host brother or grandmother, they learn how to hold the tension of the opposites long enough to understand and apply a judicious blend of values from their home culture and those most common to Motswana in a "third space" between the cultures.

On returning to Pitzer, many experiment with how to apply the knowledge and skills of navigating difference they learned abroad in what Basarab Nicolescu calls "the included middle," by helping others bridge differences that are often harder to negotiate here at home than in the guided space of an external studies program abroad. Martha Nussbaum in a recent edition of *Liberal Education*, advocated for "an education based on the idea of an inclusive global citizenship and on the possibilities of the compassionate imagination that has the potential to transcend divisions created by distance, cultural difference, and mistrust." External Studies and our programs of intercultural and language education are intent on facilitating exactly that. Some updates on selected programs:

Pitzer in Brazil: The first team of Pitzer students will accompany Leda Martins, professor of anthropology, to do a semester of interdisciplinary field research in Boa Vista, Brazil near the Guyana border in Fall 2006. They will be working with biologists and anthropologists on environmental issues faced by local Macuxi communities.



Marjorie Light '06 chats with the grandmother of her host family in the fall of 2005 on the Pitzer in Darjeeling Study Abroad Program. Light studies world performance traditions and women of color art and activism.

Pitzer in Darjeeling: Located in Kalimpong, India, the program is entering its third year of operation in diaspora in this culturally Nepali region. Faculty, staff, and students are rapidly gaining local citizenship and creating strong relationships of trust within Kalimpong and the region. With continuing political tension in Nepal, we anticipate making India home for a while to come.

Pitzer in Costa Rica: The first group of Pitzer students has completed an inaugural semester abroad at the new Firestone Center for Restoration Ecology. They achieved a remarkable level of fluency in Spanish and conducted invaluable research projects on tropical and human ecology that will inform a strategic vision for the Center and its biological field station. Construction of a new Ecology Center and an architecturally distinctive bamboo teaching center and observation tower began in March.

Favorable Exchange Rates: For the first time in our history and because of our new exchange programs, all qualified Pitzer students have the opportunity to study abroad for a semester or entire year. As a result, we are rapidly moving toward having one of the highest percentages of participation in study abroad in the nation. Additional exchange programs will be developed in areas of notable student interest and academic need in West Africa,

Arabic-speaking countries, Israel, and key urban centers. New exchanges with the University of Leon in Spain and the University of Valenciennes in France will be ready for external study in 2006-07 and join existing exchange programs in Australia, Canada, England, Germany, Japan, Mexico, South Africa and Thailand. This year, international students have come to Pitzer on exchange or through the Bridge Program from Australia, Austria, England, Finland, Hong Kong, Japan, Korea, México, Russia, Singapore, South Africa, Taiwan, Thailand, and Turkey – enriching the cultural and linguistic diversity of the campus. Student Senate has created the first elected position for an International Student Representative in recognition of the important perspective they bring to campus governance.

Waseda University at Pitzer: Moving into their second semester, the Waseda students from Tokyo have integrated smoothly into the Pitzer community, studying everything from linguistics to Black Studies and alternative medicine. Waseda is developing a model for assessing the learning of its 1,000 students on study abroad in the U.S. and other countries that is based on the empowerment evaluation model used by Pitzer's External Studies programs.

— Carol Brandt, Vice President,
International Programs

'A Natural Outgrowth of Pitzer's Founding'

Unlike many colleges and universities that have come to recognize the value of interdisciplinary and, more recently, transdisciplinary approaches to knowledge and are attempting to retrofit their curricula to accommodate them, Pitzer, more than 40 years ago, recognized the inherent value of these approaches and structured itself physically and organizationally to take full advantage of them.

The decision to organize academic programs into field groups without strong chairs and to fund the academic program as a whole rather than partitioning the budget by department, has had a profound effect on subsequent curricular development and indeed on the nature of education at the College. Similarly, the way in which physical space is allocated at the College serves these ends. Faculty offices are not organized by department, but rather are dispersed throughout the College, thereby encouraging conversations across disciplines.

These two organizational features were implemented intentionally so as to encourage interdisciplinary conversations and to minimize the fiscal incentives that often lead traditional departments to constrain student enrollments within the discipline. The growth of interdisciplinary programs such as neuroscience and Organizational Studies at the intersections of traditional academic disciplines and transdisciplinary programs such as Creative Studies, International and Intercultural Studies, Black Studies, Chicano Studies, Asian American Studies and Women's Studies, the scope of which may span a number of disciplines, has been a natural outgrowth of Pitzer's founding organizational plan.

The intentional minimizing of formal disciplinary boundaries at the College has significantly facilitated the College's work in developing nationally recognized programs utilizing community-based pedagogy and a stellar array of international programs.



Alan Jones,
Dean of Faculty

WELCOME HOME

Before you came here it was an abstraction: an approach to learning that stood out from all of the other colleges on your mind. You learned more about it on your first visit to the College. Pitzer students, faculty and staff embrace the idea in their studies and work every day. It guided you while studying abroad. Your classes served as intersections as professors and students from different disciplines met to explore the limits of what they know.

Just as importantly, these academic intersections signify a unique commitment. Just as a street sign tells you where you are and where you are going, Pitzer's intersections lead to endless opportunities and few boundaries.

Pitzer's paths to knowledge cross in interesting ways. Each intersection marks a point of discovery, collaboration and innovation.

Welcome to Interdisciplinary Studies.

Ninth BLVD
CLAREMONT

Pitzer AVE
CLAREMONT 1963



“As soon as our students arrived on the Pitzer farm they recorded 40 species of butterflies on the property. When they checked their butterfly nets on their way up a hill, they passed rocks with petroglyphs, which are rocks carved out by pre-Columbian people about 500-1,000 years ago. The attributes of the property are a metaphor for the interdisciplinary nature of the Costa Rican experience.” – *Joint Science Professor of Biology Cheryl Baduini*



PHOTO BY DON MCFARLANE

A view of the coast from the top of the hill at the Pitzer College Center for Restoration Ecology in Costa Rica.

Crossing Borders: Developing Interdisciplinary Pedagogies for a Changing World



Pitzer College's standard scholarly collaboration flows effortlessly between Melinda Herrold-Menzies, professor of Environmental Studies, and Cheryl Baduini, Joint Science professor of biology. This fall the professors integrated and customized their marine and human ecology curriculum for students who participated in Pitzer's unique Costa Rica study abroad program.

The students completed a month-long intensive language class just outside the Costa Rica capital city of San Jose where they were immersed in the culture and lived with a host family. Equipped with a strong command of the Spanish language, the students traveled four hours southwest of San Jose to the beautiful 150-acre tropical rainforest land owned by Pitzer College. For the remaining weeks of the semester, the students stayed with new host families near the Pitzer center.

The Pitzer property is mostly recovering pasture land and secondary forest defined as rainforest that has been disturbed in some way, naturally or unnaturally. Adjacent and west of the property is the Hacienda Baru, a nature reserve of 800 acres, which contains relatively untouched primary rainforest, and secondary rainforest, which has been recovering naturally since 1971.

The new Costa Rica program includes a semester in which stu-

dents receive ten days of instruction each from Herrold-Menzies and Baduini, Pitzer Professor of Environmental Studies Paul Faulstich and Joint Science Professor of Biology Don McFarlane. Costa Rica on-site Program Director Isabel Arguello Chaves assists the students with their daily schedule planning and provides instruction in Advanced Spanish for Ecology.

Interdisciplinary study occurs in much the same way in Costa Rica as it does in the classrooms of Pitzer, but comes with the added challenge of a different culture and language.

“The professors must also provide as smooth a transition as possible for the students since their individual teaching styles vary—we each ask the students to think a little bit differently. They have to think in multi-dimensions to understand a topic that may have biological as well as cultural facets. It's challenging but fulfilling for them,” Baduini said.

Baduini describes how aquatic and human biology merge to examine and address current social and environmental challenges: “An interesting cross relationship occurs when students look at the social aspect of an issue such as water rights and how they are changing in the area, and then they explore a biological aspect by examining the ecology of freshwater streams in developed secondary versus primary rainforest areas. The students examine indicators



Professor Cheryl Baduini, center, poses with the first group of students to complete an inaugural semester abroad at the Center for Restoration Ecology in Costa Rica.

of stream health: sedimentation, turbidity, nutrients, temperature changes, conductivity, bacteria level—the parameters used to determine stream health.”

When students look at the sedimentation in streams when it rains versus when it is dry, they record greater saturation of sediments and implied run-off in secondary disturbed areas compared to primary rainforest areas, according to Baduini.

“This physical reason for sedimentation, run-off of nutrients, bacteria levels and erosion could be anticipated but it needs to be documented. This is where the interdisciplinary study falls into play: The students link the tropical research with the human ecology issue of the effects of earth moving and development of the rapid commercial development in Costa Rica,” Herrold-Menzies said.

The independent research project is the final and dominant activity for the students in their last three to four weeks of the semester. “I did not observe students struggling with trying to do interdisciplinary work. The students get the connection at Pitzer,” Baduini said. Herrold-Menzies added, “It is an ongoing skill that students are exposed to during their first year. It is the nature of a Pitzer education.”



Professors Cheryl Baduini and Melinda Herrold-Menzies discuss the challenges and opportunities of teaching in another country.

The nature of Pitzer study abroad programs is to combine rigorous academic learning with the experience of total immersion in another culture. This is what occurred in the case of David Goldman '07, who pursued a highly challenging interdisciplinary project by measuring water quality in different streams in tandem with measuring the local population's perception of environmental change.

Goldman monitored developing environmental changes for comparison to the local people's perception about the changes in a small town. His overall goal was to determine whether his theories are affirmed by what he found in the environment.

“David was interested in finding out if the development of second homes, hotels and nice subdivisions for the affluent correlated with people's perception of what was really happening. And, can this be verified on the ground?” Herrold-Menzies said.

Students conduct systematic surveys of the people in towns to research the human component of their study and to identify public perception. They converse in Spanish with the local people, developers, their home stay families and individuals from the big tourist town down the road to gather their research.

“Pitzer students don't just take stream measurements. They notice the details and ask why the numbers are higher or lower than what is expected. I am impressed by how they are willing to get their hands dirty, explore and are curious about the world around them,” Baduini said.

Herrold-Menzies explained the essence of interdisciplinary study: A student must be well-versed in the methodology of ecology and the methodologies of sociology and anthropology, so he or she can be an expert in two different fields and find a connection between them. She emphasized that you

Costa Rica at a Glance



- Pitzer College's Firestone Center for Restoration Ecology is a reserve located in a secondary tropical rainforest of Southwest Costa Rica, north of the Osa Peninsula, south of the Manuel Antonio National Park, and a few kilometers inland from the coastal town of Dominical.

- Located in Central America between Nicaragua and Panama, Costa Rica is a democratic republic with a population of 3 million and approximately 0.1 percent of the world's land mass, constituting 5 percent of the world's biodiversity. Rainforests are the most bio-diverse ecosystem on Earth.

- Costa Rican civilization dates back to pre-Columbian times and possesses a varied culture and is the intersection point for Mesoamerican and South American natives.

- Costa Rica's economy is mostly based on agriculture (coffee, bananas, pineapples, ornamentals), and is also strong in ecotourism, electronics, financial outsourcing and software development.

- Costa Rica is home to spider, howler and white-faced monkeys, the three-toed sloth, tapirs, the elusive jaguar, 320 species of birds (including eight species of parrots), a variety of reptiles, industrious leaf cutter ants, and thousands of plant species including numerous orchids.

- Costa Rica has the second highest Internet usage for Latin America after Chile.

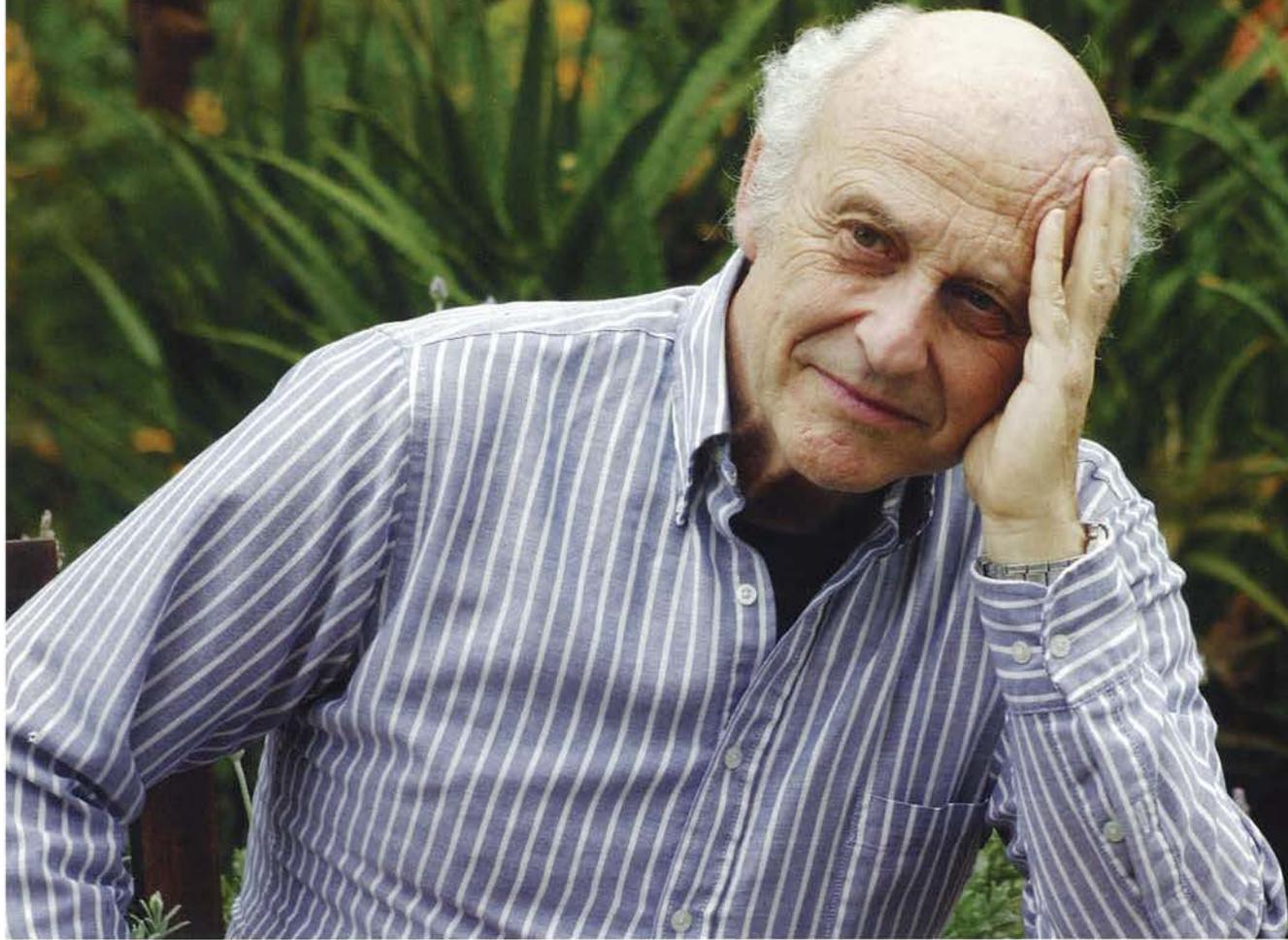
cannot do a little of this and that, but you have to have the skill to do both in an in-depth fashion.

“Your ecological work needs to be respected by ecologists in the field who do nothing but ecology, and the same with sociology. At Pitzer our Environmental Studies coursework combines sociology, science and human ecology. You need all three to understand the complex problems facing society,” Herrold-Menzies said.

As visitors to Costa Rica, professors and students aim to participate responsibly and observe the culture respectfully. Costa Rica is a country bubbling over with foreigners building second homes, vacationers and surfers, and those escaping for a simpler life (“la pura vida”). We hope our students offer the people in the local villages a different glimpse at foreigners—a compassion that inextricably binds science with humanity.

— Susan Andrews, Associate Vice President for Marketing and Public Relations





EXCEEDING what we have INHERITED

How would you define interdisciplinary studies? How about a two-hour encounter with Aristotle, Carl Linnaeus, Jean-Baptiste Lamarck, James Hutton, Charles Lyle, Robert Malthus, Adam Smith, Erasmus Darwin and Charles Darwin, Virginia Woolf, James Joyce, and Friedrich Nietzsche, among others?

"This is a more essential area in which to try to enlighten our students than our own disciplines," Pitzer Professor of English Al Wachtel said. "In many ways, if I can get a literature per-

son to see the vital importance of mathematics in one significant work by an author, then that may be more meaningful than having that person read three additional works by that author. Students of literature need to know the crucial importance of psychology, geology and biology. That's where the breakthroughs are going to happen, where disciplines intersect. What we're now awaiting is the next breakout period. Who are the next geniuses who will produce the next great leap? My conception, based on past breakouts, is that the next big movement is going to

“ Students of literature need to know the crucial importance of psychology, geology and biology. That’s where the breakthroughs are going to happen, where disciplines intersect. ”

be brought about by people who are interdisciplinary."

If Wachtel's all-star roster doesn't impress you, then consider that Wachtel used those giants in philosophy, botany, taxonomy, geology, economics, biology and literature to answer an age-old question: Which came first: the chicken or the egg?

"In asking the question, I am attempting to change your mind about two major issues that have informed or troubled the world for the last 2,000 or 3,000 years. It's not a conundrum," he said to a few giggles at a February 7 lecture on transdisciplinary studies. "It's a real question and there are two excellent answers to it. The first great answer was Aristotle's."

Wachtel's talk, "Sciences Behind Modern Literature: A Macrocosmic Microcosm," was part of a series of guest lectures for the course, "Transdisciplinary Studies: Theory and Practice" at neighboring Claremont Graduate University.

Before leaping too far ahead let's consider what happened as world travel and refinements within disciplines collided. Let's also pause to think about the confluence of several disciplines, which pecked away at the shell of Aristotle's egg. More to the point, settle in for Wachtel's truly interdisciplinary and merry trip through time and (laboratory) space during his lecture at CGU. There is no better way to understand interdisciplinary studies than to begin with Aristotelian notions of forms and end with thoughts on Joyce and Nietzsche.

"Aristotle believed in a logical approach to human experience and he believed in the fixed nature of forms," Wachtel continued. "Since he had that belief structure he reasoned that for an egg to become what it was potentially, what it was potentially had to exist first. Therefore, the chicken preceded the egg both conceptually and in his mind factually."

The first great project of biology, based on Aristotle's approach, set about recording the physical characteristics and differences among creatures, and that quest lasted until the nineteenth century, according to Wachtel. "The field of biology continued to go down his street, the street which said 'the chicken preceded the egg,' and that all species are exactly what they were in the past for literally thousands of years."

Carl Linnaeus (1707-1778), who holds wide regard for fathering the field of taxonomy, refined the Aristotelian approach by classing

species based on attributes such as spinal cords and other characteristics. As the categories grew more complex, world travel further complicated the system by revealing creatures that were more or less developed than their cousins. Some scientists began to think, "Perhaps there were less complex creatures that became more complex through history and indeed animals were not always exactly the same," Wachtel explained.

Enter Erasmus Darwin (1731-1802), the grandfather of Charles Darwin. Through poetic verse and scientific writings, Erasmus Darwin divined the differentiation within subsets of creatures based on his observations of the many breeds of dogs. The process was more than just replication of a single dog; in fact there were many specialized breeds.

"The thought that the chicken preceded the egg began to be challenged," Wachtel explained. "You can see here that an approach to that question as a conundrum will lose entirely its meaning. It's a significant question for which there are two significant answers. One of which is thought to be right and one of which is going to be wrong."

The chorus grows louder with the voices of Jean-Baptiste Lamarck (1744-1829), who began to piece together conclusions based on the effect of environment on biological development; James Hutton (1726-1797), who made his mark through the extrapolation that as with the environmental forces that slowly change the face of the Earth, so, too, can creatures be changed over time; and Charles Lyle (1797-1875), "who published his 'Principles of Geology' in which he argued that there was an evolution," Wachtel said. "And he was the first to use the word in a textbook sense, asserting that evolution had taken place in the development of the world and had developed in creatures of the world. It was a lovely idea but it fell upon fairly deaf ears because Lamarck's claim that changes in a parent in response to its environment would be passed on to its young seemed silly and in general the ideas of evolution of creatures had not taken root."

But stand on the deck of the Beagle and look out across the Galapagos Islands, teeming with specialized forms of finches adapted to food sources found on their narrow strips of habitat. Draw carefully on your background in medicine, biology and geology as you consider Lyle's notion of change over time.



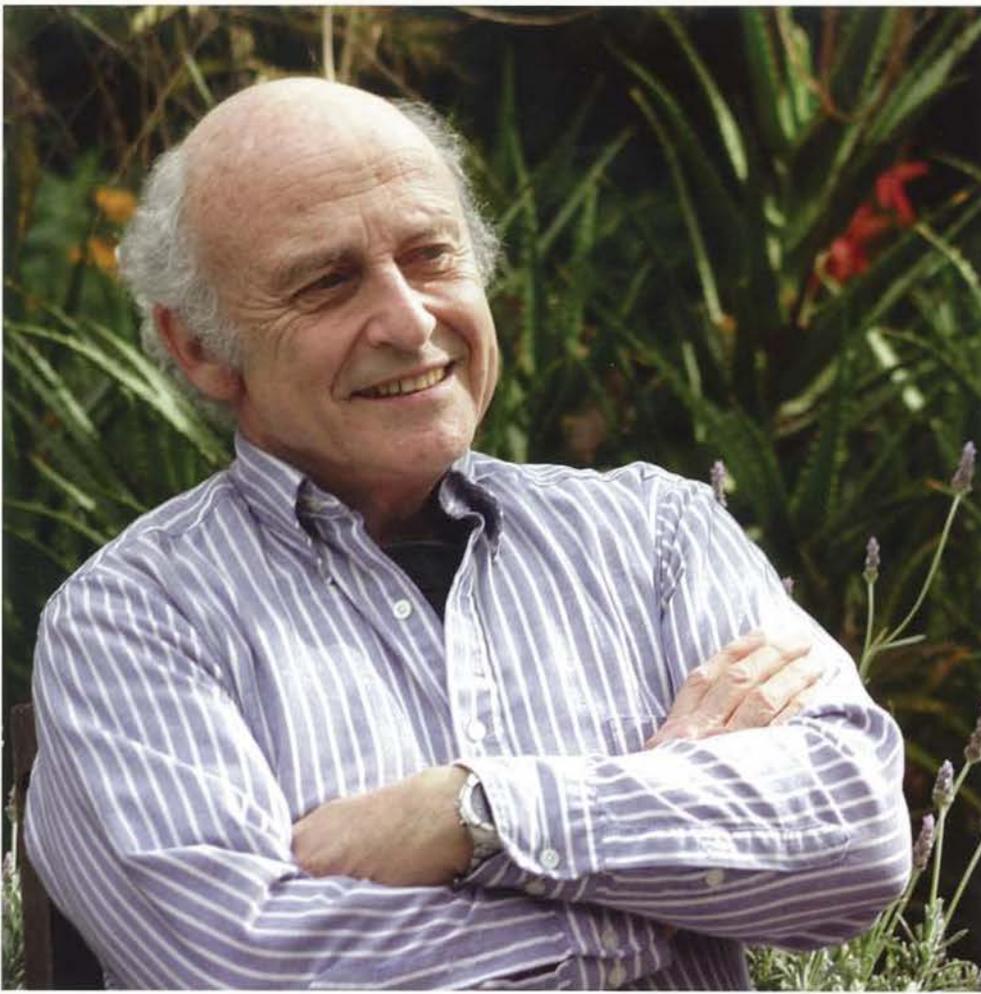
Stuart Goldstein, M.D. '86

Pitzer: The Land of Opportunities

Provida Futuri—While the Pitzer College motto translates to "Mindful of the Future," for me, the "Future" implies opportunity. The opportunities Pitzer College provided me to structure my unique curriculum were unparalleled; I guess you could call me the typical atypical Pitzer student. The absence of basic College core curricula requirements allowed me to major in both chemistry and philosophy during my preparation for a career in medicine. At first glance these two areas may seem disparate, but in fact, they are quite complementary. The aim of science is to learn about the world around us through experimentation. The areas in Philosophy that became my strongest interests, logic and epistemology, or the study of how we know things to be true, formed a rigorous basis for testing my scientific methods. Furthermore, my epistemology studies shaped my outlook on the world and impact my career in academic medicine. Often philosophers and scientists can take a very cynical and Wittgensteinian approach to the world, arguing that at the most fundamental levels we cannot prove that the environment we sense around us has any basis in reality, or that you and I actually experience the same reality even if we are looking at or listening to the same thing. While this may be true, a cynical disposition is far from an enjoyable vantage point from which to conduct one's life. Being an optimist rather than a cynic does force one to make some basic scientific assertions on faith. From these foundations, however, progress through

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WACHTEL (continued)

Charles Darwin did just that. What's more, a few years after returning from his global trek, he discovered the key to his observations in writings on economy by Robert Malthus (1766-1834) and Adam Smith (1723-1790).

"Instead of just thinking about a division of labor, let's think about an adaptation to the environmental situation in which a creature finds itself," Wachtel explained. "Instead of thinking about enlightened self-interest, let's think about a sort of *laissez faire* situation in the world in which creatures are in competition with each other for

survival, and those best able to adapt to the environment in which they find themselves and survive it, will survive it."

Thus was born Darwin's *Origin of the Species*, out of interdisciplinary encounters.

"And writers like Virginia Woolf and James Joyce began to try to craft their works in such a manner as to capture the terrific changes in the sensibility of human beings as they move through the world," Wachtel said. "They did it in such a manner as to suggest that it is possible for human beings to become that which they were not. In the late nineteenth century Friedrich Nietzsche had asked 'Can you be a god? Then don't talk to me about God.' Try to be an over-

“Writers like Virginia Woolf and James Joyce began to try to craft their works in such a manner as to capture the terrific changes in the sensibility of human beings as they move through the world.”

person. Try to be something better than what you are. Try to exceed what you've inherited."

For Leopold Bloom, a character in Joyce's *Ulysses*, and Zarathustra in Nietzsche's examination of the human condition, the Darwinian revolution, the chicken, and the egg take on a new significance.

"There's a transformative capacity there that I hope you see, related to the Darwinian notion of creatures being produced by chance mutations, after which causality enters, survival being determined by the fit between those chance mutations and the environments in which they are spawned," Wachtel said. "And what Bloom ultimately comes to is the idea of transforming his angst and his pain and his suffering and his loss into decencies for other people in the world. It's an astonishment. And for me it stands as one of the great moments in the history of Western literature, in which it was recognized that heroism is more than the endurance of violence or the process of conquering others. It is in fact a conquering of the horrors to which we as a world are exposed. And the capacity to see that web of change as a reality to which we can aspire comes microcosmically into literature from a macrocosm of biological investigation."

So, what came first? The chicken or the egg? The egg!

— Jay Collier,

Associate Director of Public Relations

GOLDSTEIN (continued)

collaboration and innovation can ensue, and the world around us is hopefully made a little better.

Another luxury Pitzer afforded me was to essentially "minor" in Literature under the benevolence of Al Wachtel. Although I did not take a single course in human psychology at Pitzer, I was fortunate to study the writings of great human condition commentators such as William Shakespeare and James Joyce. In keeping with my interest in epistemology, I wrote a paper for Al's James Joyce class attempting

to draw parallels between the language and uncertainty contained in Leopold Bloom's journey, with the Heisenberg Uncertainty Principle, which shook the world of quantum physics by showing that one could not know everything about a subatomic particle at a single instant in time; if one could know all (position, speed and direction), then one would be able to predict the future. My paper and its thesis were likely specious, but Al was certainly overly magnanimous in his evaluation of the concept and effort. And, I guess it is fitting to end my reflection where I started, mindful and appreciative of the unknow-

able future, and grateful to Pitzer College and its faculty for providing me the opportunity to shape mine.

Stuart Goldstein, M.D., '86 is an Associate Professor of Pediatrics at Baylor College of Medicine and Medical Director, Renal Dialysis Unit and Pheresis Service, Texas Children's Hospital. Dr. Goldstein cares for children with all forms of kidney disease and has a significant research interest in improving medical and health related quality of life outcomes for children requiring chronic dialysis and kidney transplant as well as critically ill children who receive dialysis.



On A MISSION

Pitzer's organization makes it unique among colleges

Students who show up to Professor Kate Rogers' Organizational Studies class expecting to learn how to get organized are in for a surprise.

"You only have to look at my office to see that I don't have a clue on that one," she said, laughing. "I can't teach that. I do know why it is so hard for individuals and groups to get organized. That I know how to teach."

Rogers was introduced to Organizational Studies as an interdisciplinary point of view and a social science when she was a graduate student.

"When I came to Pitzer, the College was one of the only places that I knew, in fact it is still one of the only places at an undergraduate level, that acknowledges there is a lot to be studied if you start with the idea of organizations and you ask what else needs to be studied in order to understand what's going on in them. If you want to study this special thing about human beings, that they create these organizational cooperative systems, you

MORE >>

Jacque Kaster Torrens '92

Soaking Up Many Disciplines

As I reread the Organizational Studies summary from the Pitzer course catalogue, it reinforced the thoughts running through my mind since being asked to reflect on my Pitzer experience. When I read those paragraphs back in 1990, I recall being excited to think that there was actually a major that would allow a curious mind to soak up information from so many disciplines. What I did not know then was how skillfully Kate Rogers would link all of the disciplines together in her Organizational Theory classes, pushing us to take the broad view as we worked through cases and studied

organizational theory.

Little did I know how valuable that broad, interdisciplinary view of organizations would be to me in my career in health care. Think about it. Can you imagine better preparation to understanding the Byzantine world of U.S. health care than to be grounded in economics, political studies, sociology and psychology? Add to that a thorough understanding of how individual and linked organizations work internally and externally and it's a combination that can't be topped.

I went on from Pitzer to earn an

MORE >>

ROGERS (continued)

need to know a little bit about economics, political science, psychology, anthropology and history. You can fashion it together elsewhere, but at Pitzer they had had the concept of, 'Well, let's put it together.'"

Pitzer offered Rogers many opportunities to find the answers to her questions outside of disciplinary boundaries and in turn teach her students in the same manner, she said.

"Interdisciplinary is just a way of saying maybe we've become sophisticated enough as individual fields that we see ways that we want to come back together," she said. "The tributaries of knowledge branch and the tributaries then flow back into a larger scheme. Some of the people working on the inquiring edges of their fields are finding that they can gain greater understanding if they work with people from other fields."

Pitzer was already profoundly interdisciplinary when Rogers arrived in 1986. Organizational Studies, a College field group created by professors Lew Ellenhorn, Rudi Volti and Jack Sullivan, was central to Pitzer's commitment to understanding humans and their behavior. From its beginnings, Pitzer was built on mutual inquiry, a phrase Rogers used to describe the mission of the College. Interdisciplinary studies, she said, allow the community to further improve such inquiry.

"It seems like an indulgence at other schools," Rogers said. "But the lack of turf building the field groups have been able to maintain for such a long period of time creates a sense of the College as a whole and allows people to go across their fields' boundaries more comfortably than any institution that I know of."

The College's environment has provided the requisite fertile ground for Organizational Studies, which have flourished at the undergraduate level whereas similar programs are found only at the graduate level elsewhere. Rogers recounted how an organizational theorist at a major research university ran into the problem of keeping an undergraduate organizational studies center afloat. She said the only other program comparable to Pitzer's is an honors program at Michigan, but it is quite small in scope.



Professor of Organizational Studies Kate Rogers said she has enjoyed looking at the windows of Broad Hall at the dancing reflection of the mural atop Avery Hall, shown here, each day as she walks to her office in Bernard Hall.

"We do not construe Organizational Studies as business administration or business preparation study," Rogers explained. "Since very few other schools, if any, have Organizational Studies as an undergraduate major, we are unique in programs of this type."

Pitzer's commitment to putting the fruits of its knowledge into action also gives its work in Organizational Studies a mission-driven perspective.

"Organizational Studies wants to make organizations better, more healthful, and more ethically responsible to the people associated with them, who work for them and in them," Rogers said. "It might involve ergonomics or environmental issues. My interest is the critical studies of organizations, such as criticisms of the work process itself and of course the exploitative potential of organizations in different parts of the world."

Rogers' students have approached the field from a variety of perspectives. They often combine their interest in the major with other fields of study at Pitzer.

"Students combine Organizational Studies with Environmental Studies because they see the importance of administrative work in protecting the environment, protecting natural resources, perhaps working in government or working in some form of consulting where they need to know the

interactions between large institutional regulatory groups," Rogers explained.

"A student some years ago was interested in combining art history with Organizational Studies and I was very skeptical at the beginning. It turned out that it was very natural. She was interested in historic restoration and ultimately became interested in urban planning. I have had students who are interested in interpersonal communications, especially at work, or have special interests such as the advancement of women in particular fields. We have had graduates who work in fields as diverse as health care, mediation, housing development and consulting. Many go into teaching."

Even though Pitzer's program emphasizes a firm grounding in a variety of disciplines, there's always more to learn, Rogers said.

"It is a fine line between saying we can do everything and we need to be aware of many things, because we cannot do everything," she explained. "We can't be experts in everything. We need to be aware of the ways in which different fields intersect with our interests so we know where to go. That is what every bachelor's degree should be: helping people discover that when they have a question there could be a field that has actually looked into that and may have some answers."

— Jay Collier

AN INTERDISCIPLINARY, ORGANIZATIONAL STUDIES SNAPSHOT OF PITZER COLLEGE

The Participant asked Professor Rogers to cast a brief professional look at the College, from the vantage point of her field. The results? We're lucky to be here.

- Heavily mission driven
- Structure values involvement and commitment beyond the usual contractual relationships most people have with their work
- The College is intense, with faculty, staff and students heavily invested and emotionally involved

- Great potential for experimentation
- More comfortable with ambiguity than most places
- A strong, almost messianic, sense that we are going to succeed, be different, and do something in a way that will be charismatic, attractive and draw in other people's energy

Overall, it is a very good profile for being creative, flexible and able to deal with modern problems. There's this mysterious cultural cloud, Rogers said, that we all seem to partake of, but it's definitely, tangibly there.

KASTER (continued)

MPH (Master of Public Health) with a focus in administration and policy from UCLA. I chose to work in the hospital environment and my career moved along through various administrative positions but always with a link to the financial and clinical sides. I recently retired from my position as director of strategic planning. The bulk of my work entailed constantly scanning the environment of health care, i.e., the economics, politics and policy, social justice issues, sociology and psychology of the industry, as well as of our community of patients. My job was to synthesize all of that information in all kinds of formats and feed it back to my organization so that it could plan strategically for the future to fulfill the mission and vision of the hospital, as well as remain competitive and therefore viable and continue to serve the community.

“ I shudder to think how lost I would have been in my career had I not studied under Kate (and Jack Sullivan and Jeff Lewis and Ann Stromberg, and others) and learned how important it is to study organizations and all the disciplines that affect and shape them and the people in them...not to mention the effect those organizations have on the people and organizations on the outside looking in. ”

Here's a brief "for-instance" about how one dimension (economics) from the Organizational Studies core plays out in the real world: The economics of health care are truly scary in terms of organizational viability, i.e., a hospital's survival. It is even scarier if you are an uninsured or underinsured patient. And it is different altogether if your view of the world is from the physician's perspective. How about if you are a pharmaceutical company selling the newest meds and "cures?"

How do you manage the expectations of patients who think everything new is automatically "better?" And, if you are a hospital spending freely on the latest and greatest, how does your nursing staff view those expenditures if their pay has been stagnant for several years? Do you hear rumblings about unions? You bet you do!

If your hospital is part of a larger system, how do you square the fact that the economics of your organization may be in great shape because the hospital is run by an effective administrative team, yet down the freeway a sister hospital is

struggling in an entirely different marketplace, under inferior leadership and your hospital is told to surrender a good hunk of its budget to shore up the other hospital's finances.

Then we shift to the psychology piece. That's where organizational psychology comes in. How do you keep the team from being demoralized? How do you help your organization understand that although it seems unfair, in fact the sister hospital serves a very needy, underserved population (enter sociology...) and the mission of the parent organization is centered on meeting the needs of the disenfranchised. Not to mention, it's just the right thing to do.

And, at the end of the day, what on earth are those policy makers at the state and federal level thinking about health care? Are they thinking at all, or are they too focused on the economics? And so it goes.

I shudder to think how lost I would have been in my career had I not studied under Kate (and Jack Sullivan and Jeff Lewis and Ann Stromberg, and others) and learned how important it is to study organizations and all the disciplines that affect and shape them and the people in them ... not to mention the effect those organizations have on the people and organizations on the outside looking in.

I've worked with far too many one-dimensional professionals who bring to the organization only one strength, and look at their work through only one prism, so to speak. Trust me—they don't last very long in the health care arena.

Organizational Studies and its inherent interdisciplinary approach was the key to success in my health care career. Kate Rogers' approach (not to mention her support and understanding of a New Resources student scared to death about returning to school after a 25-year hiatus) was the best thing that ever happened to me!

— Jacque Kaster Torrens '92

Team-Taught Courses Show Interdisciplinary Studies in Action

Team-taught courses form an essential core of the interdisciplinary experience at Pitzer. The College encourages professors from different disciplines to combine their efforts to give students multiple perspectives on a variety of topics. Course descriptions from the 2005-06 Pitzer Course Catalogue include classes on soccer, film, world history, environmental policy and External Studies, among others.

Environmental Studies 50: Nature Through Film, taught by Professors Melinda Herrold-Menzies and Paul Faulstich, examines ideas of nature and the environment and how they have been explored in film. From wildlife documentaries to popular dramas of environmental struggles, to cult classics and Disney's animated visions of nature, the human-nature relationship has been depicted through film to transmit particular views of the world. The class views and studies films, reads relevant theory and actively critiques ways in which our worldview has been shaped and affected through cinema.

History 21: The World Since 1492, taught by Professors Carina Johnson and Dan Segal, explores the past 500 years of world history. The focus is on four closely related themes: (1) struggles between Europeans and colonized peoples; (2) the global formation of capitalist economies and industrialization; (3) the formation of modern states; and (4) the formation of the tastes, disciplines, and dispositions of bourgeois society.

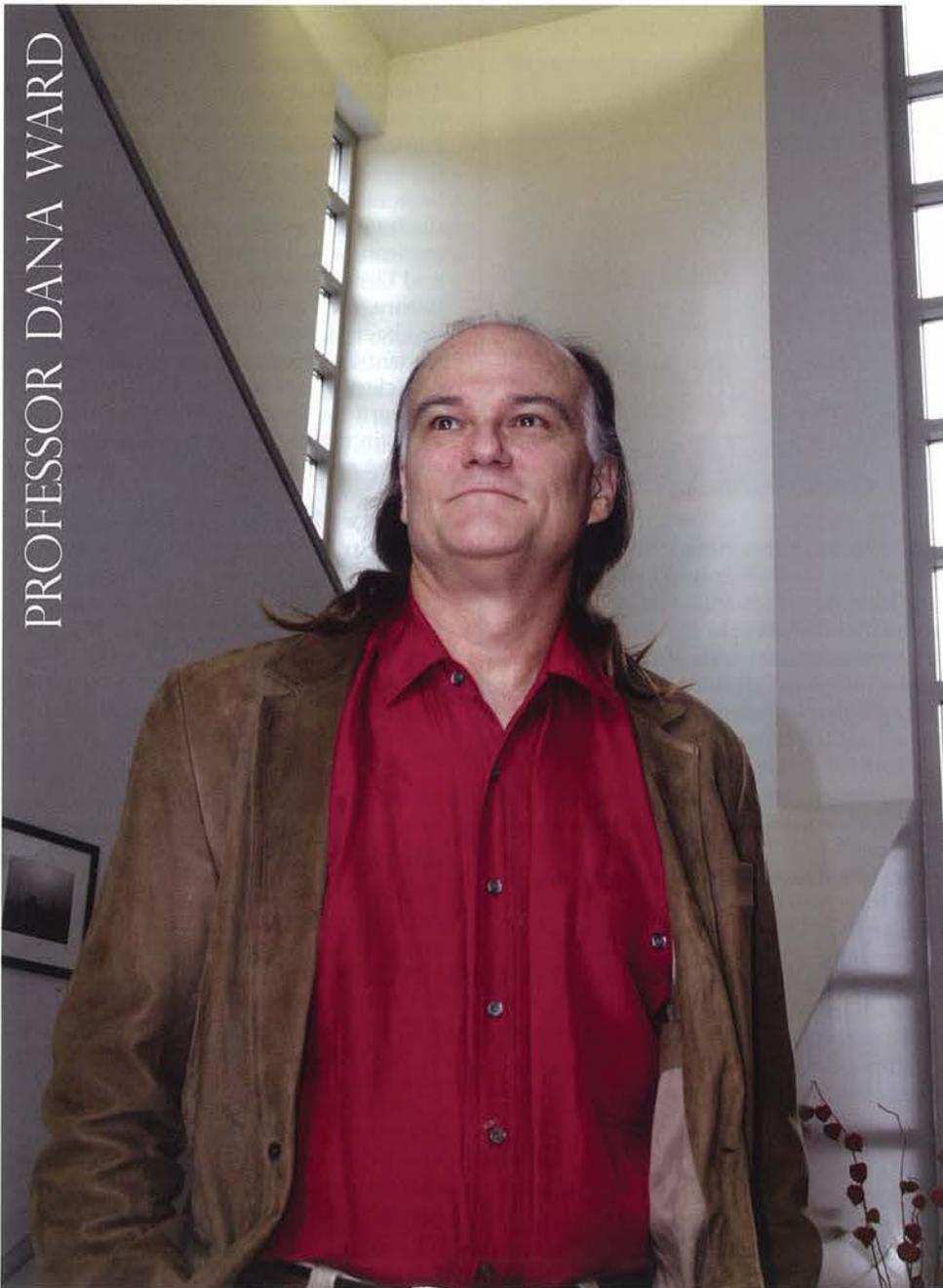
History 187: The History and Politics of World Soccer, taught by Professors Nigel Boyle and Andre Wakefield, explores how culture, politics and history play themselves out upon the stage of stadium and field, from fascist Italy to visionary Uruguay to indomitable Cameroon. The course looks at how the World Cup has become a catalyst for political and cultural debate, and how it has made, and destroyed, political regimes. And the class tries to understand the game as others, in different times and places, have seen it: a game freighted with meaning and beauty.

MORE (page 24) >>

Second NATURE

Interdisciplinary understanding comes naturally to political psychology, which divines voters' deeper motives

PROFESSOR DANA WARD



Professor Dana Ward builds minds while on the clock at Pitzer. Off the clock, usually during his summers since the 1970s, he builds houses. Both of his construction projects, whether students or his homes in Maine, require the integration of several disciplines. Stone by stone, idea by idea, the end result has provided pride and comfort during the course of 24 years teaching political psychology at the College.

"Political psychology uses psychological theory to explore political decision making," Ward explained. "Political science examines certain aspects of foreign policy fiascos like the Bay of Pigs or the invasion of Iraq while the psychological side applies methods and theories of decision-making to that political example. If you only focus on the political aspects of decision-making, you're going to miss the very important psychological dimension of the forces that led toward a disastrous decision."

The scope of Ward's education exemplifies the core of interdisciplinary studies.

"One of the things I liked about my education at Yale was that I got a genuinely interdisciplinary degree," he said. "I did all the work that someone getting a Ph.D. in psychology would do and I did all the work someone getting a Ph.D. in political science would do, giving me a firm grounding in both disciplines."

"What I like about Pitzer is we encourage students to create their own majors and cross the disciplines they perceive to be of interest to them," Ward continued. "It's possible to have an equal number of courses in multiple disciplines to satisfy your combined major or your independent major or your double major and increasingly our students are doing that."

Like most programs at Pitzer, political psychology has a sense of mission. Many people in the field focus on real-world conflicts, providing reconciliation alternatives aimed at resolving tense relations around the world. Political psychology's interdisciplinary approach broadens these efforts by moving past the concerns of traditional political scientists, who so often see conflict through the tight material lenses of oil, borders and economic access, ignoring the psychological sides of conflicts, Ward said.

"Conflict resolution must take into account the psychological side," Ward explained. "For instance, many of the problems in Iraq cannot be understood without acknowledging that Baathist humiliation has played a part as they try to recoup self-esteem" after being swept from power and discredited with the fall of Saddam Hussein's regime.

Closer to home, political psychology plays a part in the election process. The role can be positive, such as identifying

problems with balloting procedures, or negative, with political consultants and operatives using advertising and other means to manipulate voters, Ward said.

Some of Ward's work deals with moral reasoning in the political process, which basically identifies two lines of thinking and the behaviors associated with them. With the United States split along red-blue partisan lines, understanding the difference between those who view their morals and the source from which they spring as immutable and absolutely correct, and those who view morals and laws as human constructs and thus malleable and imperfect, helps explain and predict behavior in a variety of arenas, particularly politics, he said. Viewing ideology from just the political point of view reduces analysis to primarily economic considerations, Ward explained.

"Karl Mannheim (1893-1947), who was a great sociologist of the interwar period of the 1930s and 1940s, said in *Ideology and Utopia* that any discipline that remains within its own boundaries is blind to its own limitations. So with interdisciplinary studies, we can force questions to the fore that might not even be considered in the single discipline."

"One of the things that happens when you engage in interdisciplinary research is that new questions, questions that just never occurred to you, come to mind," Ward continued. "Problems are always multifaceted. There's always more than one perspective. There's always more than one force affecting whatever it is. So it may even be something like party identification and the vote. We may have different theories about class and the social foundations of people's partisan identification. If you look at it from the point of view of memory you begin to see that very different kinds of forces may be affecting people's partisanship than we imagined."

With borders of all kinds falling down, including disciplinary walls, interdisciplinary studies matter more now than ever, Ward said.

"In the nineteenth century it would not have made a whole lot of sense to talk about interdisciplinary work because there was still a great deal of work to be done in fleshing out particular knowledge in particular fields. Getting back to Mannheim, we are getting to the point where progress within our disciplines depends upon cross-fertilization. We have reached the limits of singular disciplines and in order to go beyond

MORE >>



Michael Pearson '06

A Whole Understanding

Pitzer strongly emphasizes the importance of interdisciplinary studies. One of our educational objectives states, "By integrating the perspectives of several disciplines, students gain an understanding of the powers and limits of each field and of the kind of contribution each can make; students learn how to understand phenomena as a complex whole." It seems impractical to limit your thought, research, and education to a single discipline. Professor Dana Ward has certainly made it impossible for me to talk about politics without thinking about psychology, and vice versa. He has taught me the importance of thinking about the connectedness of the academic world.

Many people say that before you can fully understand a particular issue you need to hear both sides. I used to be one of those people. Now that I am a Pitzer senior, I understand that this idea is outdated. There is inevitably more than two ways to look at an issue. Professor Ward, both as a teacher and as an adviser, has been instrumental to my understanding of this.

To truly "understand phenomena as a complex whole" you must look at it from different disciplines. For instance, you cannot sufficiently look at the struggle of indigenous people around the world from only a Political Studies perspective; you would need to look at the anthropological, historical, psychological and other effects as well. Seeing

how different fields' perspectives pertain to a single issue will prove to you how interconnected the academic world really is. The more I think about interdisciplinary studies, the more I realize that everything is related, which makes terms like Political Studies or psychology seem like just that: terms. I think people realize the importance of interdisciplinary studies, and the focus in the future of academia will be similar to what Pitzer proposes. Now, this may be too bold to say with complete confidence, but it does have some merit. At least it did in my personal case.

Just like so many other Pitzer students, when I came here as a first-year I had no idea what I wanted my academic focus to be. I came from a high school that had no electives; my entire curriculum and course load was chosen for me. As you might imagine, coming to Pitzer was a big shock; I felt like I was drowning in options. I wanted to take every class in the catalogue, or at least get the full "sample platter": a little anthropology here, some Environmental Studies there, oh, and throw in a Media Studies course or two. Of course, I changed my mind about my major four times before finally settling on what I thought was going to be my final decision: a double major in Political Studies and psychology. Then Professor Ward started talking about creating a special major in Political Psychology. He realized that a more interdisciplinary approach would

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TEAM-TAUGHT COURSES (continued)

Media Studies 77: Imagined Communities, taught by Professors Alex Juhasz and Dipa Basu, investigates how the boundaries of time, space, origin, community and political allegiance are imagined in the following case studies: Eastern Europe, American suburbs, the international Queer Movement, and the African Diaspora.

Media Studies 110: Media & Sexuality, taught by Professors Alex Juhasz and Ming-Yuen S. Ma, examines the intersections between media theory and the study of sexuality. In exploring issues including transgenderism, pornography, censorship, feminism, queer cinema and representations of race and sexuality, the course focuses on compelling case studies that provide students with specific understanding of the prevailing debates and defining theories of sexuality within media studies.

Political Studies 188: External Studies Colloquium, taught by Professor Nigel Boyle and Vice President of International Programs Carol Brandt, is for students who have returned from study abroad. Students are required to reflect on their study/experiences and develop the skills necessary to become agents of intercultural understanding. Students give presentations to local schools, conduct a research project and have the opportunity to develop proposals for Fulbright and other fellowships.

Sociology 3 BK/AA: Transatlantic Black/Asian Film, Literature and Sociology, taught by Professors Dipa Basu and Laura Harris, which is organized as a film series, explores Black and Asian transatlantic immigrations, histories, and representations via film and popular culture. The course employs film, cultural criticism, sociological literature and guest speakers/directors as core materials for examination and discussion.



"Our goal was to be as self-sufficient as possible," Professor Dana Ward said about building his own house in Maine. He and his family have since built a guest house close to the round house pictured above.

WARD (continued)

what we already know within our disciplines we have to begin to apply methods and perspectives from other disciplines."

While building minds requires tearing down walls, Ward's houses in Maine require strong walls. Much like interdisciplinary ventures, which often seek a solution to a problem outside traditional boundaries, the self-sufficiency of building his own homes was Ward's response to the oil crisis of the 1970s.

"I was at Yale in graduate school at the time and I was involved in community development programs, urban home-steading and housing and energy issues," Ward recalled. "I eventually took a course on solar energy in Vermont. I got interested in this whole idea of alternative energy supplies, ways of freeing ourselves from our dependency on oil and I just got fascinated at the same time by Scott Nearing, who was an active socialist in New York City in the 1930s. Nearing grew all his own food, built his own

houses, and in the process of his long life – he lived until his 90s – he wrote more than 100 books on topics ranging from physics to politics. I was inspired by his work and we took out some student loans when I was in graduate school with my wife, who was not my wife at the time, and another couple and we bought some land in Maine."

"Our goal was to be as self-sufficient on that land as possible," Ward explained. "That meant using materials from the land to build the house. All of the stones for the house came off the land. All the work was our work. Pitzer Professor John Rodman even put a couple of rocks in. It came out of a political crisis to begin with, the oil crisis, which then led to looking for alternatives."

Interdisciplinary studies posits alternatives by seeing past boundaries, beyond walls, and through obstacles. But to get there, you have to be willing to roll up your sleeves for some hard work and heavy lifting.

— Jay Collier



PEARSON (continued)

be better for me, because I was always talking about how politics and psychology affected each other. Eventually I filled out my last major declaration form (hopefully).

I have been working on my political psychology thesis with Professor Ward for a semester now. I formulated the idea in his political psychology class. One of

my assignments was to come up with a political psychology research design. To do this you have to incorporate politics and psychology, thereby making it inherently interdisciplinary. I am doing research on the correlation between moral reasoning and indigenous rights advocacy. It has been fascinating to learn about the importance of interdisciplinary studies from Professor Ward; this is a lesson that I will definitely keep with me.



SAGEHENS SPORTS



WINTER SPORTS RESULTS

Men's and Women's Swimming and Diving

The women Sagehens finished third and the men finished fourth in SCIAC. Pitzer athletes Darren Grose '08, Christine Bell '08, Katie Lindberg '06 and Olivia Porterfield '09 posted season bests and personal records in almost every event. The men's team finished 5-4 overall and 4-3 in SCIAC. The women's team finished 7-2 overall and 5-2 in SCIAC. Pitzer sophomore Christine Bell, pictured at left, helped the Sagehens swim to victory against Cal Tech in January.

Women's Basketball

Many key Pitzer members of the team were out with injuries, yet the Sagehens fought hard throughout the season. They finished 5-20 overall and 2-12 in SCIAC. At left, Caroline Crocker #40 of Pomona goes for a shot against Whittier in January.



Men's Basketball

With high hopes of defending their SCIAC Championship, the Sagehens faced much adversity this season and tied for second in the league. The Hens won their last four games, showing their determination. Pitzer junior David Knowles, pictured at left, was a vital member of the team and was consistently one of the top scorers. The Sagehens finished 16-9 overall and 10-4 in SCIAC.

SPRING SPORTS PREVIEWS

Men's and Women's Track and Field

Pomona-Pitzer opened the 2006 season with good showings at the Pomona-Pitzer All-Comers on February 18 on Strehle Track. The team has a number of Pitzer athletes this year, including first-year sprinter Maddie Kieselhorst, who posted a great season opening time in the 400m of 62.65.

Softball

With a number of Pitzer first-years on the team, the Sagehens team is enjoying success so far in the season, posting wins against Menlo and Colorado Colleges respectively.

Baseball

Winning their season openers against Westmont and Lewis and Clark College, the Sagehens are hoping to be one of the top competitors in SCIAC again this year. There are many Pitzer athletes on the team, including sophomore Edward Pickett, who also starts on the football team.

Men's Tennis

The men's team is off to a great start, winning against SCIAC competitors Whittier College and the University of La Verne. Pitzer is represented on the team by Neil Patel '07. Patel plays number 2 singles and number 1 doubles.

Women's Tennis

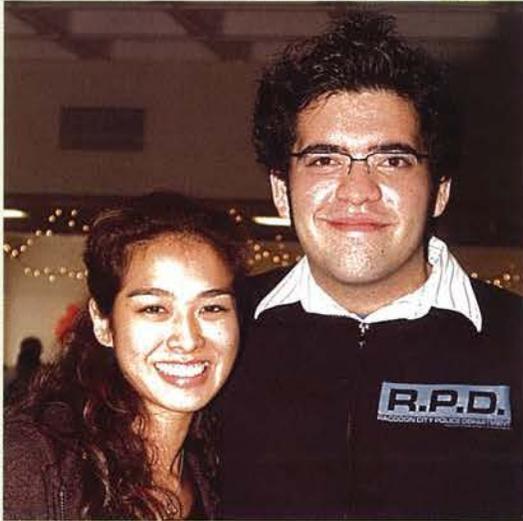
The Hens have won their first three matches against SCIAC competition, beating Whittier College, Occidental College and the University of La Verne. Pitzer athletes include Yael Berenson '08, Dominique Eghlidi '09 and Jennifer Kaswick '09.

Women's Water Polo

As defending National Champions, the women's water polo team is looking forward to the challenges of the season. The young team is under the supervision of new head coach Alex Rodriguez. Returning are Caroline Kiefer '08, Lara Kruska '06, Noelle Heise '08, and Emma Duarte '08.



Family Weekend and Silent Auction



The 2006 Family Weekend and Silent Auction demonstrated, once again, the tremendous parent and family involvement at Pitzer College. Nearly 300 parents and family members participated in weekend festivities, the highest number of attendees to date. Parent volunteers were involved in many ways: from planning weekend activities, introducing faculty members during the Parent College classes, donating items to the auction, serving as auction table hosts and runners, and participating generously in the auction bidding. Family Weekend was a great success, largely due to the support of Pitzer parent and family members.

Family Weekend provided an opportunity for Pitzer families to enjoy a first-hand experience of life at the College and spend some quality time with their Pitzer student. Parents attended classes, took tours of the new residential building site, participated in discussions about the external studies experience, and witnessed a student senate meeting. Pitzer students added a tremendous amount of energy and content to the weekend. Students organized a movie event for families, arranged a student activities fair showcasing organizations on campus, led a tour of the Bernard Field Station and student artists shared songs and poetry at the Grove House. Student involvement helped make Family Weekend a particularly enjoyable event this year.

The 2nd Annual Silent Auction was a wonderful addition to the weekend festivities. In response to parents' desire to raise more money toward scholarships, the Inaugural Silent Auction was held during Family Weekend in 2005. This year's auction for the Parent and Family Scholarship Fund raised \$40,165 as compared with \$22,625 last year. Susette Cheng '07 and Edwin Gomez '08 were chosen as the Parent and Family Scholarship recipients for the 2005-06 year as a result of last year's generous auction proceeds. This year, parents were determined to make the 2006 Silent Auction even more successful. Parent volunteers solicited gifts, bid generously at the auction and volunteered as auction staff. Students also offered their time and talents by selling raffle tickets, entertaining the crowd, and Matt Turzo '06 acted as the evening's Master of Ceremonies. Susette and Edwin shared personal accounts of the impact and importance of the scholarship.

The support and encouragement of parents and family members, at every level, enables Pitzer College to continually grow and thrive. Thank you.

TOP: Edwin Alexis Gomez '08 and Susette Cheng '07 received Pitzer Family Connection scholarships for 2005-06.

MIDDLE: Students display their projects during the activities fair.

BOTTOM: Jim and Carolyn Peterson P'07 with their son, Elliot Peterson '07, enjoy the auction.

OPPOSITE PAGE: Pitzer parents and students check out some of the items at the Silent Auction during Family Weekend.

Why We Give to the Parents Fund

"The Pitzer experience is extraordinary. We're excited that Pitzer is recognized as a top liberal arts college and contributing to the Parents Fund is a significant way to help Pitzer continue to move forward. Parent gifts can help Pitzer when competing for grants, while also encouraging alumni and friends of the college to give to the school. By making a donation to the Parents Fund we invest in our children and future grandchildren in a meaningful way, and make a statement about the importance of our daughter's education."

— Daniel and Francine Scinto P'08

"When I consider the truly outstanding education my son, Neil, is receiving at Pitzer and the fact that tuition covers only a portion of the cost of that education, the decision to support the Parents Fund is a very easy decision to make. Pitzer is helping to bring out the best in my son. It is a special place with dedicated, committed professors and staff who are making a difference in my child's life. That is why I give to the Parents Fund and why I serve as a volunteer to encourage other parents to do the same."

— Paula Pretlow P'08

"We started giving to the Parents Fund after our daughter's first year. We realized that Pitzer was everything we all had hoped a college could be, and more. The great variety of students, the passionate faculty, the ever-amazing and accessible President Trombley and the honest commitment to intercultural understanding and personal responsibility are not just blurbs from the catalogue. Pitzer is an educational institution with the courage to put great theories into practice. We feel we would all be better off with more of Pitzer in the world. And contributing to the Parents Fund is our way of helping make that happen."

— Jon Scieszka and Jeri Hansen P'06

Thank You, Parents

The Pitzer College Parents Fund raises budget-relieving dollars that help support the programs and opportunities that make Pitzer College so special. Parents and family members who support the Parents Fund provide financial aid and scholarships, help build campus programming, maintain campus facilities and attract top-notch faculty.

■ Annual Fund contributions from Parents increased by 61 percent, growing from \$287,326 in 2001-02 to \$461,153 in 2004-05. Since July 2002, the Parents Fund has grown by an average of 17 percent per year (compared to an average of 5 percent during the previous three-year period), totaling hundreds of thousands of dollars.

■ The number of Parent contributors to the Annual Fund has increased by 78 percent, growing from 349 donors in 2001-02 to 620 donors in 2004-05.

■ The number of Parent contributors at the President's Circle level has increased by 75 percent, growing from 36 donors in 2001-02 to 63 donors in 2004-05.

The Pitzer Family Connection is proud to recognize that parents and family members play an increasingly crucial role in the development of Pitzer College's already outstanding educational experience. We hope you will join us in achieving yet another record-breaking year.



DISTINGUISHED ALUMNI AWARD

The Distinguished Alumni Award, the highest honor bestowed upon a graduate of Pitzer College, recognizes an alumna/us who has brought honor and distinction to the College through her or his outstanding achievements. This year, the College honors the creative energy of an alumna and her many achievements in film production. Jenniphr Goodman '84 embodies the College's commitment to producing engaged, socially responsible citizens of the world. Jenniphr was named the sixth recipient of the Beverle Houston Memorial Prize at Pitzer, was a featured speaker at an Atherton Dinner and serves as a member of the Pitzer College Board of Friends for the Arboretum and Grove House.

Jenniphr studied creative writing and filmmaking at Pitzer, under the guidance of Professor of English and the History of Ideas Barry Sanders.

Upon graduation from NYU's Film School with an award as the best director in her class, Jenniphr moved to Santa Fe, New Mexico, with Eric Pope (now her husband) so that he could earn his teaching credentials. Woefully underemployed, they moved in with Eric's friend, Duncan, and spent



Jenniphr Goodman '84 with her daughters, Emerson (left) and Sydney

many hours debating politics, the O.J. Simpson trial and the world in general. Jenniphr soon discovered that Duncan was a unique character, who became her inspiration for and co-writer of the film, "The Tao of Steve," along with her sister, Greer Goodman. The film premiered with critical acclaim at the 2000 Sundance Film Festival and became one of the most successful independent films that year.

1966

40 YEAR REUNION

Come join your friends for Alumni Weekend '06.

We want to hear from you! Help us assess our educational mission by visiting www.pitzer.edu/alumni-survey and fill out our annual reunion class survey. You will be entered for a chance to win a special prize!

1968

Caroline Reid McAllister
(Redlands, CA)

The most exciting news is that Lizzie, my youngest, is a first-year student at Pitzer – living in Holden Hall. She made the Pomona-Pitzer soccer team. At the first game I sat on the sidelines with Steve Glass. Steve and Sandy Glass were instrumental in Liz going to Pitzer. So 41 years after I started Pitzer, the legacy continues with Lizzie!

1968



Gayle Carlsmith
(Colfax, CA)

My daughter, Katherine Gayle Carlsmith '98 married John Blair Harrison on June 26, 2005 in Portola Valley, CA.

Marsha Tadano Long
(Olympia, WA)

Merritt and I became grandparents in March 2005, and have discovered the joys of this new role. We are both bonkers over our grandson, Marcus, and amazed at how he touches our hearts.

1970

Janet Caffardo Yoss
(Claremont, CA)

My son, Stephen M. Yoss, Jr., was elected ASB President at Loyola Marymount University for 2005-06. He is a junior—majoring in accounting.

Sally Caldecott Hazard
(Escondido, CA)

After moving to San Diego from Florida in 2001, I've finally become licensed as a marriage and family therapist here.

Terri Cavanaugh Ashley
(Norwich, VT)

My daughter, Rebecca Ashley, got married to Richard Asare from Ghana.

ALUMNI IN ENTERTAINMENT



ABOVE: From left, special guests Margi Bertram '74, Matt Baer '86, Steve Prime '83 and Ari Sherman '85

On February 15 more than 70 alumni, students, faculty, staff and friends gathered at LaTerza Restaurant in Los Angeles for the Pitzer Alumni in Entertainment Networking event. Hosted by Sabrina Abu-Hamden '00, Ashley Walsh '01 and the Pitzer College Alumni Association, the evening brought together alumni writers, producers, directors, talent executives, actors, musicians and post-production engineers.

RIGHT: From left, Jessica Clements '95, Professor Peter Nardi, Kate Post '95, Kevin Spicer '77 and Zach Putnam '03



Gini Moritz Griffin

(San Luis Obispo, CA)

I really appreciate receiving *The Participant*, watching Pitzer grow and change. I will always be grateful to Pitzer for their scholarship granted to me so long ago, and the great education provided to me. Bravo Pitzer! And Thank You!

Susan Tannehill

(Felton, CA)

I participated as an artist in the exhibit "To Never Forget: Faces of the Fallen" at Pitzer.

1971

35 YEAR REUNION

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Marilyn Clapp Kunstler

(New York, NY)

I am a partner in the New York office of Boies, Schiller & Flexner, specializing in corporate governance issues. I live in Manhattan with my husband, David, and daughter, Anne, who is 10 years old and enjoying being a fifth-grader in New York City.

Lesley Oliver McClelland

(El Cajon, CA)

I retired from being Chief of Juvenile Services for the San Diego County Probation Department. I devoted more than 31 years to children and families at risk of entering or escalating in the juvenile justice system. In 2004, I was honored countywide by the *San Diego Business Journal* and received the "Women Who Mean Business" Award. I continue my service on county commissions.

Lucia (Watkins) and Jim Perry

(Phoenix, AZ)

Our daughter, Sarah, graduated from UCLA and ASU Law, worked at Snell and Wilmer and Grimwood Law, and heads up the animal law section of the Arizona State Bar Association. Julia

graduated with a degree in evolutionary biology and works at wildlife rehabilitation in Tucson. Kathryn is a frosh at Loyola Marymount University. We are taking a breather! See you at reunion '06!

1972

Shelley (Donaldson) Lafler

(Olympia, WA)

I just completed my Ed.D. with the Fielding Graduate University based in Santa Barbara, CA.

1973

Susan Allport Howell

(Katonah, NY)

My latest book, *The Queen of Fats: Omega-3s and the Western Diet*, will be published by the University of California Press in 2006.

1974

Deborah Fine Norris

(Napa, CA)

I work in the felony division of the Napa County District Attorney's Office. I've been married 28 years and have two daughters, ages 21 and 24.

KIRSTEN GRØNBJERG '68

Kirsten Grønberg '68 is the recipient of the 2005 Award for Distinguished Achievement and Leadership in Nonprofit and Voluntary Action Research from the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA).

Grønberg is a professor of public and environmental affairs and philanthropic studies at Indiana University's School of Public and Environmental Affairs and is Efroymsen Chair in Philanthropy at the Center on Philanthropy at Indiana University. She received the award at ARNOVA's annual conference held in Washington, D.C., during November.

The award for distinguished lifetime achievement is given annually for significant and sustained contributions to the nonprofit and volunteer action research field through research and leadership. Nominees must have made significant achievements in the field of non-

profit and voluntary action research or significant leadership achievements in the advancement and promotion of such research over an extended period of time.

Alan J. Abramson, director of the Nonprofit Sector and Philanthropy Program at the Aspen Institute, presented the award to Grønberg citing her outstanding contributions in both research and leadership. He highlighted her pioneering work to refine and perfect basic data about nonprofits that has helped to deepen understanding about the basic size and scope of the nonprofit sector, demonstrated the limits of existing databases and developed new approaches for overcoming these limitations.



Abramson also stated that Grønberg was one of the first to map the complex flows of funding to nonprofits from many sources in addition to important contributions to theory development and refinement and documented the resulting pressures on nonprofit managers to relate to multiple funding sources, including government, private donors and paying clients. He also praised Grønberg's leadership in developing philanthropy as a field of study, such as her nurturing of young scholars, including many who are beginning to make their own marks in the field.

"I am immensely honored and humbled by this award," Grønberg said.

Grønberg graduated from Pitzer College in 1968 with a major in sociology. She later earned a Ph.D. from the University of Chicago in nonprofit funding and management and has been with Indiana University since 1997.

Betty Ann Kolner

(Pleasant View, CO)

With a friend and some occasional help from my husband, I am building a straw bale guest room on our 80 Colorado plateau piñon juniper acres. Anyone have any recipes for natural outer plaster that withstands rain/hail?

1975

Susan Knight

(Evanston, IL)

My older son, Matt, and I have transitioned into the world of academia—Matt as a freshman at Stanford and I as the director of field education at the School of Social Service Administration at the University of Chicago. Yikes! I am forever grateful to Pitzer for a truly exceptional education.

KEEP IN TOUCH

To submit a Class Note, write us with your full name (including maiden name) and class year at:

Alumni Relations Office
1050 North Mills Avenue
Claremont, CA 91711-6101
or e-mail alumni@pitzer.edu

1976

30 YEAR REUNION

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Karen A. Thomas

(Brooklyn, NY)

My daughter, Adrienne Rolle, is now a cadet at the U.S. Military Academy, West Point, class of 2009. (Go figure!?!)

1977

Cathy Pilling Wallace

(Paso Robles, CA)

Jim Weber, where are you??

1979

Carol B. Cole

(Seattle, WA)

Hello to Rick Tsujimoto and Lee Munroe.

Karin Skiba (Russo)

(Mira Loma, CA)

I was the 45th Annual Faculty Lecturer of the Year in May 2005 at Riverside Community College (RCC). My lecture was entitled "Art of Seeing" and went out to three campuses with 900 people in attendance at Landis Auditorium (Riverside, CA).

1981

25 YEAR REUNION

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Shari Brenner

(Santa Rosa, CA)

EllBeth adopted CyBele (2 years old), with a sister Nora.

TODD GRINNELL '98

Todd Grinnell returned to campus recently for the second time since he graduated. "The first time I came back in 2000 was a little sad and nostalgic because I had really missed being a student here." He asked about Stu McConnell and now retired Allen Greenberger, both of whom he thought were excellent history teachers. He also marveled about how great it was as a student in Southern California to have the choice in the same day to either surf at nearby Huntington Beach or ski Mount Baldy.

As a history major at Pitzer, Grinnell had thought about being an attorney and even interned for one when he moved back to Boston after graduation. He also interned for Boston state Sen. Steve Tulman and considered a career as a politician. Although the political arena was not quite the right fit for Grinnell, he felt good about being able to work on projects from start to finish that resulted in positive change for the people of Massachusetts.

During lunch at the Grove House



on campus, Grinnell reminisced about the years he worked for Rachel Vandervorst in the Grove House kitchen. Perhaps this foreshadowed his next step on the road to success as the manager of a popular Hollywood restaurant where he worked unbelievably long hours and met a bevy of Hollywood types.

When the restaurant shut down, he focused his energy in pursuing a

career that had long loomed large in the back of his mind—acting. While performing at a Los Angeles theatre, he was discovered by an agent who recognized his talent and signed him on as a client.

Grinnell is a firm believer in positive visualization. "One night I was watching 'Inside The Actor's Studio' and saw the cast of 'Will and Grace' along with the show's ten-time Emmy award winning director James Burrows. I knew that some day he would direct me as an actor."

And now he does. Grinnell is a cast member of the four-man ensemble sitcom 'The Four Kings,' directed by James Burrows. The NBC sitcom hit the air in the fall.

Grinnell still appreciates the type of socially responsible college that Pitzer is now and has always been, as well as the lifelong friends he made along the way. "Now I am in a better position to pursue the initiatives that I believe will make the world a better place."

Wherever his journey takes him next, Grinnell's star is sure to shine.

Julie Duffin Fountain

(Youngsville, NC)

I am working on the reunion committee hoping members of the food co-op and Sanborn alternative community corridor will show up.

Robert S. Koppelman

(Hollywood, FL)

I survived Hurricane Wilma!!

Chuck Schreiber

(Winona, MN)

Morro and I are very happy to announce the birth of our daughter, Athanasia Celeste, on December 14, 2005, in Winona, Minn. Contact: CSchreiber@winona.edu Photos: course1.winona.edu/cschreiber/SchreiberPhotos2.html

1982

Patty Berlin-Berry

(Littleton, CO)

I am in the midst of an awesome ski season here in Colorado. After an illustrious career in advertising I have "retired" for somewhat of a respite. I have three children. My most recent accomplishments are as a volunteer – coaching two soccer teams and teaching

1983



Martha Guadalupe Sosa

(Irvine, CA)

Hi everybody, I just wanted to share some good news in my life. I am the proud mother of Christopher Dana Johnson, born January 14, 2005. He is growing like a weed, and every day he brings a new smile to my day. I am an assistant clinical professor of internal medicine at U.C. Irvine. Life is busy, but good. Christopher's father, Dana Johnson '84, and I have been married for 10 years. He went to medical school at Howard University College of Medicine in Washington, D.C. He is now busy with his practice of occupational medicine and family practice at Kaiser Riverside. I would love to hear from anybody from the class of 1983. Please send me an e-mail at msosajoh@uci.edu.

tennis. I have lived in Santa Barbara, San Francisco, Seattle and most recently the Denver area for the past 11 years.

Kimberly (Murphy) Wheeler

(Shelton, WA)

Do you know CPR? If not, please learn —the life you save will most likely be someone you love very much!

Laura Rodriguez Zamora

(Corona, CA)

My daughter is attending her first year at Columbia University.

Matthew Wallace

(San Diego, CA)

We had a baby boy in July (my first), and congratulations to Bridget Baker on the newest addition to her family! Good luck. Hello to Jeanne Lau '82 and Bob Borinstein '81.

1983

Adrian Arleo

(Lolo, MT)

Hello to Sheryl Miller.

1985

Patti Cutler Turner

(Alexandria, VA)

I am still fortunate to be a stay at home mom to Duncan (7 years old) and Josh (5 years old). We have enjoyed traveling to California and my husband and I even made it to Claremont! Would be nice to hear from old friends Jules, Robin, and Maureen!

Tanya Muftic-Streicher

(Centennial, CO)

Greetings. Hope all are well! I find myself in my fourth year of being a Montessori teacher at Good Shepherd Catholic School in Denver. I love my job!!! All of the complaints you've heard from teachers are true. I am exhausted at the end of the day. I am extremely busy raising my three children Sydney, Nikolaus and Heidemarie. Hope to hear from classmates! Take Care!

PHOTO POLICY

Photos should be a JPEG file attached in 300 dpi resolution or mail us a hard copy of the photo. All original photos will be returned if requested. Please include your name (maiden name if applicable), class year and identify everyone in the photo. We welcome photos of alumni gatherings and other special events.

1986

20 YEAR REUNION

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Rosemarie (Ibañez) Barraza

(Los Angeles, CA)

My husband, John, and I are happy to announce the birth of our son, Noë, on July 21, 2005. I was happy to see old Pitzer pals at a baby shower organized by Sandy Kapteyn '87: Jana (Eager) Steeves '86, Jean Grigg '86, Mei Hoh '86, and Carole (Cleek) Rush (Scripps). Also, Becky (Cleek) Barton '86, who was on vacation at the time of the shower, came by afterward to visit our newborn.

Audrey E. Keesing

(Honolulu, HI)

Aloha! I did enjoy my college years at Pitzer socially more than any other education experience since then. Today I am a research anthropologist, public health professional, consultant and more. I am also a semi-retired political candidate, feminist leader and political activist. I had my art work up in a gallery in Honolulu last February, which surprises me since this was an unexpected invitation by artists whose work I love. I have two papers in publication after a women's conference in New Zealand, which I almost virtually attended. I really wish I was teaching college again and/or traveling. Lately I have been making Web pages for artists and photographing local musicians, for fun. I have three dogs. I'm single, sort of looking. Never married or had children and maybe I would do, at the last minute ;) audkees@yahoo.com

Andrew Smith

(Stockton, CA)

We welcomed Lily Wasson Smith, our second child, into the world on June 1, 2005. I am now full time in my psychotherapy practice and love being self-employed.

1988

Lisa (Barnes) Lainer

(Los Angeles, CA)

I live in Los Angeles with my husband, Gary, and two children, Sophie (7 years old) and Samuel (4 years old).

I work part time as a psychologist. I would love to hear from old friends. My email is lgs1@earthlink.net

Anne Davidson Babineau

(Wakefield, RI)

I have made a career switch from journalist to artist since having kids – Allison (1999) and Nathaniel (2003). Hello to everyone!

David (Slocum) Blechinger

(Fanwood, NJ)

We have moved back to New Jersey from Paris and are happy to be home. Would be nice to hear from Pitzer friends at: david@davidblechinger.com. I can't wait to visit campus and see the new enviro-dorms!

1990

Martin Durazo

(Los Angeles, CA)

Hello to the class of '90. Hello to Ben Goren '90 and wife Susan. Congrats to Robert Simone on engagement to Heidi.

1991

15 YEAR REUNION

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1992

Matt Martin

(Portland, OR)

I'm still living in Portland and working for adidas International. My wife, Deborah, and I are proud parents of our first son, Maxwell, who was born last March.

1993

Reyneiro Castro

(Los Angeles, CA)

I just completed my training in allergy and immunology at UCLA and I started working in an office in Pasadena, CA. Hope everyone is doing well.

Daniel Prince

(Pomona, CA)

The Princes welcome new baby Natalie!



Mita Banerjee
Professor of Psychology

Sparkling Imaginations

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David Sperry Feldmann*(Dulles, VA)*

My family and I just finished six months of my first tour as a Foreign Service Officer in Chennai, India. We have a great house, so let me know if you need a place to crash in South India!

1994**Kathy Finn Senseman***(Peoria, AZ)*

We are very excited to announce the birth of our second daughter, Katie. She joined our family on November 2.

Jennifer Winston*(New York, NY)*

My independent film was accepted to The San Francisco Independent Film Festival! More details to come.

1995**John Darnielle***(Durham, NC)*

2005 was the most successful year of my career so far; profiled by the *New Yorker*, a dance to my work presented by EmSpace Dance in San Francisco, a tour of Australia with six consecutive sold-out shows, and other highlights too numerous to mention. To think that it all started at the Grove House – amazing.

Katherine Post*(Los Angeles, CA)*

I am so excited to announce my engagement to UCLA law student (and former high school English teacher) Andrew Spitzer. We plan on marrying this summer up in the Sonoma/Napa area. In other news, I'm still working as the talent executive for MADtv—we're having a wonderful season and finally giving Saturday Night Live a run for their money. Cheers!

1996**10 YEAR REUNION**

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Joanna Sapir*(Oakland, CA)*

We welcomed our second baby, Moises Sapir-Urbe.

1992**Mychal (Rosenbaum) Copeland***(Atherton, CA)*

My partner, Kirsti, and I welcomed our son, Jonah Reid Copeland, into the world on April 12, 2005. We're having a blast with him. We've been living up here for a few years, both working at Stanford. I'm the rabbi at Hillel and Kirsti teaches freshmen religion studies. Get in touch if you're up in Northern California! Rabbimrc@stanford.edu

1997**Brandon Stephenson and Shaula (Coyl) Stephenson***(Los Angeles, CA)*

We were married on October 22, 2005, and anticipate many years of happiness. Lisa Wright Tamura '98 was best woman and Josh Ament '98 was best man.

1998**Anna Marie (Liston) Shields***(Riverside, CA)*

There is a future in fast food! Construction is close to completion on my first Farmer Boys franchise in Riverside. We should be opening in early spring.

1999**Rosalind Sabet***(Ontario, CA)*

I am happy teaching sixth grade at Hawthorne Elementary and I am the director of an after-school Performance Arts Program—Middle Eastern Folkloric Dance Troupe—and have performed in that dance organization plus at OMSD district and state conventions.

1997**Melissa Bergman**

I'm excited to announce that I'm taking the plunge this September to the love of my life, Mark Preader. I'm working as an investigator for Child Protective Services in Santa Clara County and I love it! I got my master's in social work in 2000 in Madison, Wis., and recently became an LCSW. Anyone who wants to keep in touch—e-mail me at melissabergman@sbcglobal.net!

2000



Diane (Murray) Preusch
(Bend, OR)

Just wanted to say hi to my wonderful Pitzer friends and share news of my marriage. After many years of dating, Matt Preusch (Pomona '00) and I got married. Thank you all you Pitzer peeps that came to our wedding – it was great to see you! Matt and I live in Bend, Ore., where we ditch work as often as possible to play in the great outdoors.

2001

5 YEAR REUNION

Come join your friends for Alumni Weekend '06. We want to hear from you! Help us assess our educational mission by visiting www.pitzer.edu/alumni-survey and fill out our annual reunion class survey. You will be entered for a chance to win a special prize!

Alice-Faye Brown

(Alta Loma, CA)
Paul Faulstich, Kate Rogers – give contact information.

Meghavi Shah

(San Francisco, CA)
I am nearing the end of getting my teaching credentials.

Daniel J. Spear

(Portland, OR)
I am approaching the end of the first year in my career as a program analyst at the Bonneville Power Administration, an agency within the Federal Department of Energy.

2002

Mary Jaramillo

(Montclair, CA)
Finally! Danny Pittaway '01 and I will be getting married in Laguna Beach sometime in December 2006. Cheers!

Anne Marie Jensen

(Claremont, CA)
I completed my MBA (finance emphasis) from Pepperdine in 2004.

2003

Amber Carrow

(Claremont, CA)
If you ever need anything on or about teachers let me know—I teach seventh grade World History—going on three years. I also have a sister (Katy Carrow) and boyfriend (Shea) at Pitzer and we are also doing cool stuff running our vehicle on veggie oil if you ever need an idea for an article.

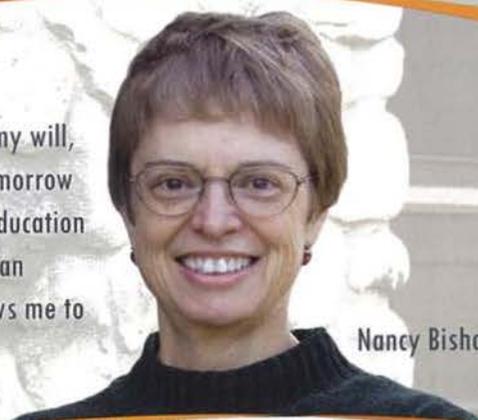
2004

Darren McKay

(Reno, NV)
Thanks to the experience I received participating and running Pitzer Outdoor Adventures (POA). I am now a graduate assistant to the University of Redlands Outdoor Program. POA—all the way, every day, delicious flambé.

Leaving a Legacy

“By providing for Pitzer College in my will, I can ensure that Pitzer students of tomorrow will have the same opportunities for education and personal growth that I enjoyed as an undergraduate. It is tax-wise and allows me to help my alma mater.”



Nancy Bishop Allen '69



For more information on ways to provide for Pitzer College in your estate plan or to let us know you already have visit www.pitzer.gift-planning.org or contact Anne Moran at Anne_Moran@pitzer.edu or (909) 621-8130

'Permission to choose poetry as life-work'

It was 1985, spring semester of my sophomore year. Miroslav Holub, famous Czech poet and chief immunologist at the main hospital in Prague, requested I come see him for office hours. Holub was on campus as a visiting poet, teaching writing workshops, and I was in one of them.

I entered his office and sat down, a little intimidated, a little curious. He got right to it: Leaning in so his face was only inches from mine, he declared, "You are a poet. The other people in the class, maybe they are not poets, but you are a poet." Feeling pretty pleased and pretty smug, I started to lean back in my chair when Holub pointed a finger at my chest. Eying me sternly, he said, in his heavy Slavic accent: "And you have an ab-so-lute responsibility with this gift. Don't sit in a café all day with a beret on your head writing about sitting in a café with a beret on your head. This is prostitution! Prostitution of your gift! You must work, have a job, engage with the world, for this is the only place from which poems come!"

I left his office a little dazed, when I ran into Professor Barry Sanders coming up the stairs. He put his arm around my shoulders and said, "Y'know what Miroslav told me? He thinks you could really do this." "Do what?" I asked, confused. "Be a poet!" Barry exclaimed. "Really! And you should, you should think seriously about your gift for poetry, about taking it seriously and developing it."

At the time, I nodded. I looked blankly at the wall. I knew something important had happened, but I didn't really know what. I came from a first-generation American family, granddaughter of Russian Jews not that far from the oppressive fields of Belarus; an artistic life was alien to my family's conception of a secure and prosperous adulthood. That poetry could be more than a hobby, a side act, had never occurred to me. Sure, I was reading famous writers all the time, but I never imagined I could be permitted to live their lives.

The encounters with Holub and Barry weren't about experiencing praise as much as they were about men I admired and respected lifting a curtain, so to speak, revealing a path for a life's work. And, as my student life at Pitzer went on, Barry, Holub, Professor Jill Benton



SCOTT CARAWAY

“ Currently I’m working on poems that respond to Aztec and Tibetan Buddhist theology and iconography: some anthropological and art historical research for this former English major. ”

and philosophy Professor Jim Bogen were instrumental in shaping the way I viewed what a life in poetry could be: inherently interdisciplinary because it chronicled engagement with the world.

Sitting in Barry's office talking about the shift from oral-based cultures to literate ones, studying how Dr. Holub's poems made metaphoric connections between the human body and the body politic, or being introduced to the work of unfamiliar poets by philosopher Bogen, showed me that poetry was not owned by English departments but held a vivid place in the lives of all different kinds of people; and that the poetic art could, and should, incorporate information from all disciplines and life experiences: In short, poems expressed life.

Even now I bring such sensibilities to my poetry writing and to my teaching at

DANA LEVIN '87

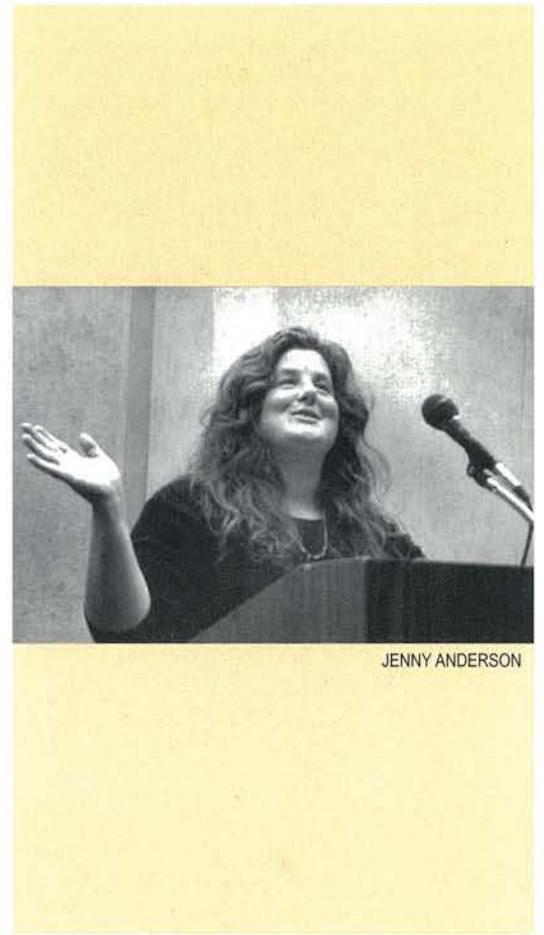
the College of Santa Fe (CSF) in New Mexico. Currently I'm working on poems that respond to Aztec and Tibetan Buddhist theology and iconography: some anthropological and art historical research for this former English major. The challenge is to express the personal passion for these subjects in the poems, to express a very personal engagement with "objective" material: something I experienced daily in the classrooms and offices of the Pitzer faculty. As a college professor I am part of a group of faculty who revised CSF's liberal arts core curriculum into an interdisciplinary model. During that arduous process, Pitzer was always in my thoughts, as a model for what a splendid and challenging college education could be.

Perhaps most importantly, it is the sense of permission that my Pitzer professors instilled in me that has most affected my life and my teaching: permission to choose poetry as life-work, permission to think and research outside the bounds of my "chosen field," permission to be wholly myself on and off the page. I try to instill such permission in my own students. In this way, the Pitzer educational experience lives beyond its own physical borders, and informs a larger world.

"TECHNO" by Dana Levin '87

I was tracking the stars through the open truck window,
my friend speeding the roads through the black country —
and I was thinking how the songs coming from the radio
were like the speech of a single human American psyche —
the one voice of the one collective dream, industrial, amphetamine,
and the stars unmoving —
the countryside black and silent, through which a song pumped serious killer
over and over —
and I could feel the nation shaping, it was something about the collective dream
of the rich land and the violent wanting —
the amphetamine drive and the cows sleeping, all along the sides
of the dark road —
never slowing enough to see what we might have seen if the moon rose up
its pharmaceutical light —
aspirin-blue over the pine-black hills what was rising up —
mullein or something else in the ditches their flameless tapers —
world without fire the song heralded a crystal methedrine light —
while the sky brought its black bone down around the hood of the truck
the electronic migration —
we were losing our bodies —
digitized salt of bytes and speed we were becoming a powder —
light —
bicarbonate —
what we might have seen, if we had looked —

From *The Kenyon Review*
New Series, Volume XXVI Number 1
Winter 2004



JENNY ANDERSON

ALL ALUMNI ARE INVITED TO JOIN US
APRIL 28-30 AS WE CELEBRATE

CHANGING

landscape

LASTING

culture

HONORING PITZER COLLEGE GRADUATES
'66, '71, '76, '81, '86, '91, '96, '01

Here is a sampling of activities planned

LEI MAKING WITH CAPAS

WINE TASTING WITH HMC & SCRIPPS

The Pitzer wine will feature Mendocino Wine Company, courtesy of alumni vintners Rob Thornhill '95 & Chase Thornhill '03.

3RD ANNUAL DISTINGUISHED ALUMNI AWARD
DINNER AND PRESENTATION TO
JENNIPHR GOODMAN '84

BREAKFAST WITH PROFESSOR EMERITA
AGNES MORELAND JACKSON

12TH ANNUAL ALUMNI COLLEGE

Visit www.pitzer.edu/alumniweekend
to register online or call the
Office of Alumni Relations at (909) 621-8130





A DAY OF PEACE AND MUSIC

“The Love-In at The Claremont Colleges was created by a First-Year Seminar, ‘War or Peace?’ to celebrate love as an answer, if not THE answer, to interpersonal and international conflicts,” Professor of Psychology and Black Studies Hal Fairchild explained. The November festival celebrated humanity, community, and our compassionate energy for local, national and world peace.



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