

FALL 2008

COLLEGE OF LIBERAL ARTS & SCIENCES

Arts & Sciences

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2008-2009 CALENDAR

Dec. 11-13, 2008

COLLABORATIVE PERFORMANCE
Department of Dance,
Division of Performing Arts

Dec. 20, 2008

WINTER COMMENCEMENT

Jan. 29-31,
Feb. 1, 4-8, 2009

As YOU LIKE IT
By William Shakespeare

Department of Theatre Arts,
Division of Performing Arts

Apr. 17-18, 2009

ALUMNI REUNION WEEKEND
UI Alumni Association Distinguished
Alumni Awards Luncheon

May 1-3, 2009

ORPHEUS IN THE UNDERWORLD
By Jacques Offenbach

School of Music and
Martha-Ellen Tye Opera Theater,
Division of Performing Arts

May 16, 2009

SPRING COMMENCEMENT

Oct. 9-10, 2009

HOMECOMING REUNION WEEKEND

For a current list of CLAS events, visit
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arts events and locations, visit
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& SCIENCES**

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Arts & Sciences FALL 2008

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Cover: In the wake of the 2008 flood, CLAS studio art programs relocated to Iowa City's former Menards building. Plans for the space were drawn, the necessary construction was done, and students and faculty began using their newly completed temporary facilities. For more photos, see pages 14-15.

Left: Floodwaters take over the original Art Building.

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CLAS Notes

Arts & Sciences



Organ lessons resume in Iowa City's Gloria Dei Lutheran Church, one of several temporary postflood locations for the School of Music.



A message from the dean

College of
Liberal Arts and Sciences

This fall the College of Liberal Arts and Sciences embarks on an unusual academic year as we confront the aftermath of the flood of 2008—the largest natural disaster The University of Iowa has ever faced. Recovery will be the greatest challenge in our history. Nearly one-third of CLAS departments are normally housed in buildings flooded in June by the Iowa River, including crucial parts of our humanities campus—the English-Philosophy, the Becker Communication Studies, and the Adler Journalism and Mass Communication Buildings; Iowa Advanced Technology Labs (IATL), our indispensable interdisciplinary scientific research facility; and nearly our entire arts campus. A two-page photo spread in this issue provides some idea of the floodwaters' extent (see pages 14–15).

Response by the University community has been truly remarkable. Efforts to counteract the flood began even before the waters crested, with teams of students, faculty, staff, and community volunteers sandbagging threatened buildings and moving materials and equipment out of danger. The facilities management, risk management, and purchasing departments, the Office of the Provost, and the Office of the Vice President for Research are among University units that have worked—and continue to work—very hard and very effectively on our behalf.

Despite the flood's pervasive and disruptive effects, all fall classes have gone on as scheduled, no students have been turned away, and no programs have been suspended. The Department of Theatre Arts and the Schools of Art and Art History and of Music reside in temporary lodgings. The remainder of our affected departments have returned to their buildings. We are proud to be up and running!

This time of unprecedented challenge coincides with a change in academic leadership. Executive Vice President and Provost Wallace D. Loh, who served formerly as dean of liberal arts and sciences at Seattle University, began his tenure here on Aug. 1. We are working closely with Provost Loh as we move toward full recovery for all our departments.

A tremendous task lies ahead for the University and CLAS as we plan for rebuilding our fine arts and performing arts campus. We must ensure that, in the future, these buildings will be flood resistant. We must reimagine how we live with the Iowa River, so that we may continue to enjoy it and work within its beautiful setting.



Wallace D. Loh

Linda Mexam

Auctioneer Opens Bidding to All

One could say that Pablo Picasso, Henry Steinway, and Louis Tiffany each had a hand in steering Sean Susanin toward his true calling.

Mingling with fine art and antiques as a part-time porter in a Chicago auction house in the late 1980s and early '90s, Susanin got a taste of auctioneering—and got hooked. In 1994 the Des Moines, Iowa, native opened Susanin's Auctions, aiming to make the events fun for people of all incomes, and has since generated more than \$75 million in sales.

"Our auctions are accessible, approachable, and open. There's no air of 'Who are you?'" says Susanin, a 1985 College of Liberal Arts and Sciences graduate. "People come to see other people, chat, buy something, and make a weekend of it."

Susanin's, located in a 36,000-square-foot former Chicago warehouse, holds 12 to 15 live auctions a year and also accepts online bidding. In fact, the company was a pioneer in using technology to advance sales—it was the first to offer catalogs both in print and on the web.

With potential customers worldwide, Susanin says the hardest part of the business is obtaining inventory. For items in the six-figure range, Susanin's competes with other auction houses, including Christie's and Sotheby's in New York. Most items in Susanin's auctions come from Midwest estates, although clients also include museums, colleges and universities, and individuals downsizing their collections.

Susanin enjoys all aspects of the business, from helping clients itemize their estates to informing someone that an inherited piece is valuable. He recalls a recent client who had her mother's collection of French paperweights, which drew \$200,000—some \$150,000 more than expected.

"She was so thrilled that she brought in her mom's jewelry, and she had gobs of it—from art deco to Georgian," he says. "People flew in from coast to coast, and it drew \$500,000. It was about the biggest windfall of jewelry I had ever seen."

Susanin employs 12 full-time staff members and a handful of part-timers who research, catalog, and photograph items before assigning them a spot in the exhibition space. The auction house also offers free, walk-in appraisals every Friday morning.

As a University of Iowa student, Susanin considered a variety of careers. He says that pursuing the Bachelor of General Studies allowed him to explore many options.

"I was interested in journalism, education, broadcasting and film, art, and business," he recalls, "and the general studies major was a loophole of sorts that allowed me to take classes that otherwise would have been unavailable to me as a nonmajor."

Those courses and a stint on the University's Student Commission on Programming and Entertainment—where he worked on a team to book and promote campus concerts by Elton John, Tina Turner, and Billy Joel—helped hone his varied interests.

Susanin, who enjoys the occasional golf or tennis game, loves his work and even lives in a loft apartment at the auction house.

"Nothing is ever the same in this business," he remarks. "I'm constantly learning. Every auction—every item—is different."



Sean Susanin

Policy Guru Works for

HEALTHIER KIDS



Susan Neely

Susan Neely helped build the U.S. Department of Homeland Security, and now she has turned her attention to a new challenge: battling childhood obesity.

As president and CEO of the American Beverage Association, which represents producers and distributors of nonalcoholic beverages, Neely is working with legislators and industry leaders such as Coke and Pepsi to develop beverage guidelines for K-12 schools. One component of the association's plan is to replace full-calorie soft drinks in the nation's schools with more low-calorie and nutritious beverages in smaller portions.

"Obesity has become a national epidemic in this country," says the 1978 College of Liberal Arts and Sciences graduate. "One of the best ways to attack it is to teach our children how to eat well and get enough exercise. As a mother of an 11- and an 8-year-old, I have a stake in keeping America's kids healthy."

Neely has pursued public service since earning a BA with a double major in communication and theatre arts and in French. After graduation, the Iowa City native

traveled to the nation's capital with ambitions of becoming a broadcast journalist, but she took a job as a secretary in the office of Jim Leach, then an Iowa congressman, and had an epiphany.

"I fell in love with Capitol Hill and the world of politics and one day had a big 'a-ha!' moment," recalls Neely, who was a legislative page during high school. "I realized, 'At the end of the day, I'm an advocate.' Reporters report, and that's great, but my passions were communication and politics."

Neely later served on the staff of Terry Branstad (BA '69 political science) during his Iowa governorship and as an executive with the Association of American Medical Colleges and the Health Insurance Association of America. After September 11, 2001, Tom Ridge, then Department of Homeland Security secretary, tapped her to help draft communications policy on new security measures and national preparedness. She started as special assistant to the president for homeland security and later became the new department's first assistant secretary for public affairs.

Serving the government's executive branch left Neely well equipped to handle anything, she says.

"Working in the White House was like going to the Super Bowl," Neely explains. "It's the most sophisticated public policy operation in the world—no matter what party is in control—and you have to play at the top of your game. It boosted my self-confidence. There isn't much you could put in front of me that I wouldn't think I could do."

Neely, who spends her free time traveling with her children and polishing her golf skills, enjoys making a difference through her role at the American Beverage Association.

"I like being a CEO representing a very large, sophisticated global industry," she says. "The challenge has stretched me personally and made me a better leader. The American Beverage Association has given me a new platform to influence the public policy debate on major issues. We are plowing new ground in terms of how policy gets made."

Marketing Wizard Takes on Six Flags



Mark Shapiro

Mark Shapiro's career has been one thrill ride after another.

At Iowa Shapiro scored a coveted summer internship with NBC Sports, where he continued to work throughout college. Shortly after earning a BA in communication studies and political science, he was hired to produce shows on cable sports giant ESPN. By the time he was 30, he was named ESPN's vice president of programming and production.

Now in his third year as president and CEO of Six Flags, Inc., Shapiro is determined to turn the ailing theme park company into his next success.

"I always knew I'd be in entertainment," says the 1992 College of Liberal Arts and Sciences graduate, who in high school was the sports director of a Chicago-area cable access channel. "I have a passion for brand building and for marketing entertainment."

Leading Six Flags is not unlike his work in sports broadcasting, Shapiro insists.

"It's really the same business," he says. "At ESPN, my goal was to create programming that would get people to watch the network for increased lengths of time. Now, instead of getting people to the television set, we're creating programming to increase park visitation."

Shapiro's strategies to reinvigorate the theme parks are starting to pay off. The company is experiencing its highest guest satisfaction scores, consumer spending on food and beverages is up, and corporate sponsorship has more than doubled.

"People don't go to Disney World just for the rides," explains the married father of two. "They go for the imaginative fantasy world, and they expect memories to last a lifetime. At Six Flags, they want that Disney experience close to home."

Shapiro's first priority for the company's 21 parks nationwide was cosmetic: fresh paint and improved pathways. Next came what Shapiro dubs "streetmosphere," adding popular children's characters to mingle with guests and expanding dining options to include regional fare. Shapiro also is growing Six Flags internationally, with a park slated to open in Dubai, United Arab Emirates, in 2011.

For his business acumen, Shapiro credits a talented staff—16 of whom he brought from ESPN—and his former bosses at Walt Disney Company, which owns ESPN.

"I was a sponge in my 12 years with Disney. They taught me to think, be creative, and take chances," notes Shapiro, who won 16 Emmy Awards and two Peabody Awards at ESPN. "You create a hit and then use every asset in your arsenal to bring it to consumers in every way they consume media."

Though he no longer works at ESPN, Shapiro hasn't set aside his passion for sports. He attended the NCAA's 2008 final-four men's basketball tournament and says he is grooming his 4- and 7-year-old sons to be Hawkeyes.

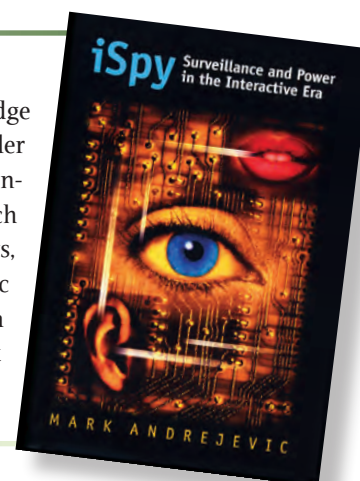
"My entire experience at Iowa was great," he says. "At the time, Iowa City and the Hawkeyes—with B.J. Armstrong, Roy Marble, Vivian Stringer, the Rose Bowl—were not just on the map, they were a national story in so many ways. Being at the epicenter was something to marvel at, and I received a very well-rounded education."

PUBLISHED



In weather talk, “F5” rivets the attention: it is the Fujita Scale’s designation for horrifically powerful tornadoes whose winds exceed 250 miles per hour, causing “incredible” damage. On April 3, 1974, a super outbreak of 148 tornadoes scoured the central United States and Canada. Six were F5 twisters that ravaged areas of Alabama, Indiana, Kentucky, and Ohio. Mark Levine, associate professor of creative writing/English, tells the havoc of that day in his nonfiction page-turner, *F5: Devastation, Survival, and the Most Violent Tornado Outbreak of the Twentieth Century*. Levine recounts, blow-by-blow, the experiences of several individuals caught in the storms’ paths and details the day’s aftermath.

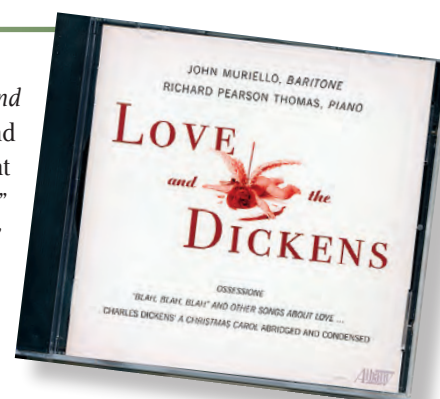
Information technology and interactive media are powerful tools for knowledge gathering and personal communication, in more ways than most of us consider when we use them. In *iSpy: Surveillance and Power in the Interactive Era*, Mark Andrejevic, associate professor of communication studies, explores the promise of such technologies—for instance, power sharing—as well as their practice, which, he says, often amounts to monitoring and surveillance. In “the digital enclosure,” Andrejevic writes, information gatherers track our interests, activities, and movements for a wide variety of uses yet most often are not required to reveal to us exactly what information they have amassed.




M. Gigi Durham, associate professor of journalism and mass communication, is concerned about the sexualization of girls and has written a book to help parents and children approach development in a healthy way. *The Lolita Effect: The Media Sexualization of Young Girls and What We Can Do About It* details pervasive myths that influence girls’ self-images, for example, that Barbie has the ideal body, that flaunting “hotness” is an act of power, and that youth is sexy. After analyzing mass media and marketers’ contributions to such myths, Durham offers suggestions for how to overcome them and how to become active, critical, and responsible media consumers.



John Muriello, associate professor of music, has recorded a new CD. On *Love and the Dickens*, baritone Muriello teams with Columbia University composer and pianist Richard Pearson Thomas in songs that give the listener “a different look at love ... with more give-and-take, a clearer eye.” The disc begins with “Obsession,” by Thomas, and continues with “Blah, Blah, Blah’ and Other Songs About Love,” including classics such as “Bewitched” (Rogers and Hart) and “Ev’ry Time We Say Goodbye” (Cole Porter). The performers switch gears with their last selection, Charles Dickens’ *A Christmas Carol*, abridged and arranged by Thomas to showcase Muriello’s vocal talent for portraying story characters.





COMPUTER Sales

TECHNOLOGY TRANSFORMS TEACHING & RESEARCH

By Lori Erickson

From cell phones and Facebook to iPods and text messaging, the daily lives of University of Iowa students are intertwined with technology. That digital web extends into classrooms and laboratories as professors make use of an increasingly wide range of electronic innovations. In disciplines across the College of Liberal Arts and Sciences, this technological revolution is changing the way students learn and engaging them in new ways, as well as transforming how professors do research.

“The use of technology in the college is only going to grow,” says Joe Kearney, associate dean for research and professor of computer science. “That’s partly driven by our incoming students, who are more comfortable with and knowledgeable about technology than any generation before. It’s also a result of the technologies themselves, which are becoming more affordable and more sophisticated each year.”



FIELD NOTES Mobile Geographic Education

Like everyone who lived through the Iowa City tornado of 2006, David Bennett was grateful that no one in the community was seriously injured or killed. But Bennett, an associate professor of geography, soon realized that the disaster had a silver lining in that it offered a unique learning opportunity for his students. Within a short time after the storm passed, members of his classes were walking through damaged areas recording information on handheld electronic devices linked to the Internet. Using street maps downloaded from government sites, students entered a wealth of data every few yards, carefully recording assessments of the destruction they saw. Once they returned to campus, they were able to quickly compile statistics, maps, and summaries of their data.

“My students could have collected that same information using pens and paper,” Bennett says. “But the ease and speed with which they gathered, transmitted, and analyzed the data provides a good example of how technology is changing the field of geography.”

The inexpensive handheld devices used by the students have a level of computing power once reserved for multimillion-dollar machines that filled entire rooms. Combined with the Global Positioning System (GPS), geographic information system software, and wireless connections, the devices are revolutionizing the field of geographic education. Bennett and his colleagues Marc Armstrong, professor of geography, and Jerry Mount, systems administrator for the Department of Geography, have been working on their mobile geographic education system for the past five years.

“Geographical processes are often difficult to present in the classroom, because a lot of concepts are difficult to grasp unless you’re actually in the field,” Bennett says. “Now we can put students into the environments we want them to learn about, and then use these handheld devices to draw their attention to specific features. As they move close to a river, for example, the device might instruct them to download a video of a flood that occurred there, or send them to a website that describes varying rates of water flow in the river. They can also record data about features in the landscape, send it to a computer to be analyzed, then have it sent back to them so they can correct any errors or make additional observations.”

Such innovations mean that the boundary between the classroom and the larger world has largely dissolved.

“Students can access the expertise of their professors and the vast resources of the Internet while they’re in the field observing phenomena directly,” Bennett says.

BRINGING THE PAST TO LIFE Teaching Russian History in New Ways

Enter a history classroom today and you're likely to see that even the study of the past is being changed by technological innovations. For Paula Michaels, an associate professor of history and a specialist in Russian history, these advances provide ways to enhance and deepen students' knowledge of a subject. In a class on Glasnost and Perestroika, for example, Michaels intersperses her lecture with a variety of media.

"I'll have students watch part of a documentary on the Chernobyl disaster of 1986, and a few minutes later we'll read the text of a speech by Gorbachev that is projected on a screen," Michaels says. "I'll be able to show them archival photographs, maps, and newsreels, play musical clips, and access historical documents from the web with the click of a mouse. All of these tools help students gain insight into a world that's unfamiliar to them."

Like many faculty members, Michaels cautions that such electronic wizardry is not a substitute for dynamic, creative teaching and rigorous study.

"The technology can at times be a distraction rather than an enhancement of learning," she says. "But it can also help make history come alive for students in new ways."

Marshall Poe, also an associate professor of history, stretches the pedagogical boundaries through his innovative use of wikis—collaborative web sites that allow users to post information, create pages, and edit entries made by other users. Poe came to the University in 2007 from a job at the *Atlantic* magazine, where he covered topics relating to the Internet.

"While at the magazine, I wrote a feature for the online encyclopedia Wikipedia, and I became very interested in how such collaborative sites work," he says. "When I began teaching at The University of Iowa, it occurred to me that a wiki could be a very useful teaching tool."

With the help of the University's Information Technology Services office, Poe set up wikis for his classes. All additions and edits made on the wiki sites bear the name of the person who made them, so that Poe can easily assess the quality of the work done by each student.

"I use wikis as a way to disseminate information and provide links to resources, but it's a teaching tool in other ways as well," Poe says. "It gives students a platform to do group projects and to learn from the efforts of other students. It's also a great way to teach them how to behave online, which is a critical skill for today's workers."

The class wikis are closed, meaning that only registered users can access them. But Poe cautions his students that "the Internet never forgives and never forgets." He emphasizes that anything they post online has the potential to come back to haunt them, even in job searches and applications to graduate or professional schools.

"That's a valuable lesson in itself, I think, for students who spend much of their time online in various ways," he says.

Poe also has students write and edit Wikipedia articles as part of their class work.

"It's always a learning experience when they post an article and then have to watch as it gets criticized and altered," he says. "Students need to learn how to respond to conflict and defend their views online—which again is something they're going to have to do in the real world."



SIX DEGREES OF SEPARATION Tracing Health Care Networks

When researchers tracking social networks at University of Iowa Hospitals and Clinics explain their project, they refer to the game Six Degrees of Separation, which tries to link any two people by tracing relationships through no more than five intermediaries. While the party game illustrates the interconnectedness of humans, it also has sobering implications in health care settings, where diseases can be spread along those same social networks. Every time a physician sees a patient, a nurse updates a file, or a clerk heads across the hospital to get a cup of coffee, germs can be spread.

“Tracing these contact networks provides valuable information on how diseases move through a health care system,” says Alberto Maria Segre, professor of computer science and part of a team that also includes Ted Herman, professor of computer science, Sriram Pemmaraju, associate professor of computer science, and Philip Polgreen, assistant professor of internal medicine in the Carver College of Medicine.

With the cooperation of University of Iowa Hospitals and Clinics administrators, the team devised an ingenious way to gather data on employee travel within the hospital: they tracked the computer log-ins that workers do many times a day to record patient information digitally. The researchers gathered the records of 12.6 million log-ins made by

employees on more than 10,000 computers over a 13-month period, preserving workers’ and patients’ anonymity by identifying the log-ins with employee classifications rather than names. They then used architectural plans of the hospital and custom-made computer programs to create elaborate maps diagramming how people moved through the 11-building complex. The resulting image looks like a very complicated airline route map, with arcs of connection linking people in different areas.

“Before, the assumption was that the movements of people through a hospital were random,” Polgreen says. “We found instead that some groups of workers, like unit clerks and phlebotomists, have far more social contacts than others. That information has many potential applications. Let’s say a hospital has a limited amount of an influenza vaccine, as we did a few years ago. Using this information, officials can immunize the people who need it most. Or if the hospital has an outbreak of a disease, this information can be used to help reduce its spread.”

Information gathered during the first phase of the research has been so useful that the team is now working on ways to acquire more precise data.

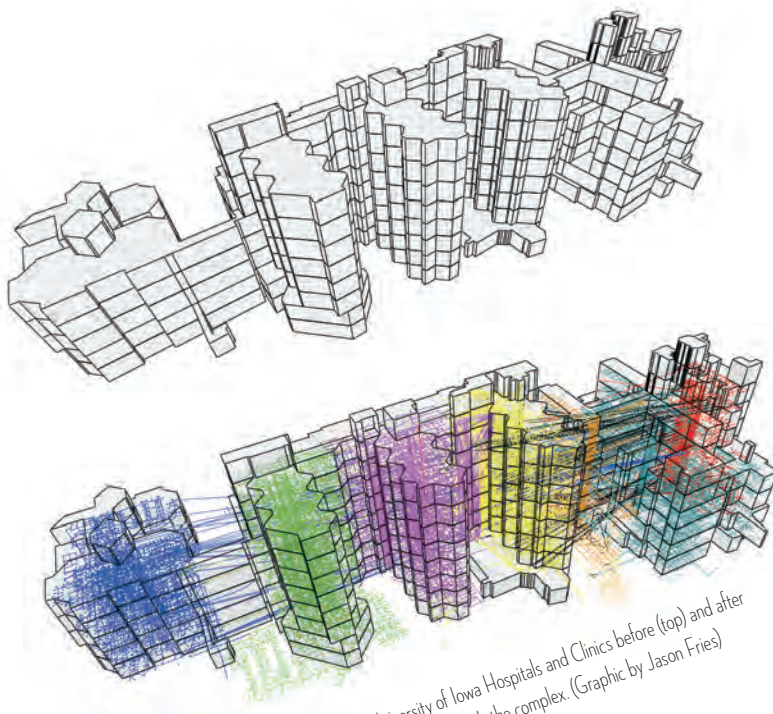
“We’re developing small wireless sensors that will give us a reading on someone’s position every few seconds,” Herman says. “We’ll know where they are in relation to other people and so be able to fine-tune our model.”

The innovative project has been a success because of the cooperation of people across a range of disciplines, including undergraduate and graduate computer science students as well as hospital administrators.

“This is a project we never would have been able to do on our own in the hospital,” says internal medicine specialist Polgreen. “We needed the expertise of people in computer science who can take a huge amount of data, analyze it, and distill it into easily understandable models.”

For the three computer science professors, the chance to do research with such real-world implications has been very gratifying.

“Our discipline is changing,” Segre says. “Computer scientists are doing more and more applied work with researchers across a range of disciplines. This project is a wonderful example of how such collaborations can work.”



Computer-generated diagrams show University of Iowa Hospitals and Clinics before (top) and after (bottom) researchers mapped employee travel through the complex. (Graphic by Jason Fries)



SOUND & LIGHT MAGIC Theatre Arts

Developing technologies have made Bryon Winn's work teaching sound and lighting design to Department of Theatre Arts students easier in some ways and more challenging in others.

"Recording and editing sound today is a completely different process than when I started teaching at the University 15 years ago," Winn says. "What once required years of training and hundreds of thousands of dollars can now be done for a few cents by 10-year-olds sitting at their home computers. At the same time, the level of sophistication that is possible means that our expectations are far higher than in the past. I've had to completely change my teaching methods and what I require of students."

Winn, an associate professor of theatre arts, said that the wave of technological innovation came at different times in the fields of light and sound design. Lighting changed dramatically in the 1970s with the development of computerized light systems that controlled intensity, and the next two decades saw further refinements. Now the theatre department has 20 automated lighting fixtures that are capable of creating hundreds of different lighting effects. Major advances in sound came some 15 years later, primarily in the form of sophisticated computer software that converts sounds into visual waves that can be manipulated on screen.

"The end result in both fields is that during a performance, a technician is able to press a button to activate a complicated series of lighting and sound changes," Winn says. "That makes it much easier to repeat the same effects night after night, and it allows for a much more sophisticated integration of sound and lighting with what's happening on stage."

While the new technology makes an actual performance easier, the steps that go into those computer-generated sequences are complex and time consuming. A single second of sound, for example, might require two hours of time at a computer. Such skills are learned at a 10-station lab, where students spend more time manipulating sound waves on a screen than they spend listening through headphones.

"Thanks to computers, sound design is now more visual than auditory," Winn says as he demonstrates how a sound clip can be easily manipulated on-screen—repeated, amplified, and warped. "I have to keep reminding my students that at some point, they still need to close their eyes and rely on their ears."

The dizzying range of new technology requires Winn to keep up.

"It takes a lot of work to stay on top," he says. "I'm learning new software every six months." 🎧





“Be prepared.” That’s the Scout’s motto.

But it’s also the watchword for the Nanoscience and Nanotechnology Institute at The University of Iowa, where today’s nanoscience research is aimed at preventing tomorrow’s nanotechnology disasters.

Vicki Grassian, the institute’s director and a professor of chemistry in the College of Liberal Arts and Sciences, says the potential for environmental problems with nanomaterials grows larger every day. First, nanomaterials are tiny—very tiny. A human hair is roughly 80,000 nanometers wide, and nanomaterials range in size from 100 nanometers all the way down to one nanometer. Second, they’re becoming increasingly common. One type of nanomaterial, the carbon nanotube, is used in a variety of commercial applications, from targeting drugs to precise locations in the human body to manufacturing stronger-than-steel automobile doors. As long as they stay in their place, carbon nanotubes are beneficial to humankind.

“But what happens if carbon nanotubes get into the water or the air? That’s what we want to be prepared for,” says Grassian, who holds a joint appointment in the College of Engineering’s Department of Chemical and Biochemical Engineering and was named a CLAS Collegiate Fellow in 2007.

Grassian and her colleagues at the institute work to understand how nanomaterials behave in the environment as well as how they can be beneficial.

“But what happens if carbon nanotubes get into the water or the air? That’s what we want to be prepared for.”

One project focuses on environmental remediation. Grassian and Sarah Larsen, associate professor of chemistry and associate director of the institute, are looking at materials that may one day be used to soak up, as well as break down, spills of chemicals.

In other research, Grassian and Michele Scherer, associate professor of civil and environmental engineering, are studying the role of iron oxide nanoparticles in environmental components such as air, water, and soil. Grassian is leading the investigation of how iron oxide nanoparticles in mineral dust affect atmospheric chemistry through reactions that occur on the nanoparticles’ surfaces—reactions that may affect Earth’s atmosphere and climate.

Iron oxide nanoparticles are a natural phenomenon, but the vast majority of substances studied at the institute are manmade. Some nanomaterials, such as the carbon soot flushed from diesel buses’ exhaust pipes, are accidental byproducts of human activity. But others are engineered nanomaterials that pose a potential risk, in part because they are growing rapidly in quantity and variety, Grassian says.

“Silver nanoparticles are being used in a number of products. Other nanoparticles used in products include zinc oxide, used in skin creams, and titanium dioxide, an ingredient of toothpaste. Research at the institute is beginning to focus on the potential impact that these nanoparticles may have on the environment and human health,” Grassian says.



Keeping Nanotechnology Safe for the Environment

By Gary W. Galluzzo

“We shouldn’t be surprised when things being developed for commercial products get into the environment. We’re making and using new chemicals and materials, so don’t be surprised if, in five or ten years, we see evidence of them in the air we breathe or the water we drink.”

Too often, she says, new products are thrust into the environment, and people learn of the consequences later.

“Chlorofluorocarbons, for example, were introduced as a beneficial refrigerant—a good thing for society—but later they were found to be bad for the ozone layer that protects Earth from the sun’s harmful ultraviolet rays,” she says. “Our new model of research asks whether we can retool materials at the beginning of their life cycles so that they are nontoxic from the start. We are trying to establish a pathway about how we create materials, use them, and dispose of them.”

In the case of nanoparticles, the road to prevention of environmental problems begins with study.

First, researchers photograph nanoparticles using a high-resolution transmission electron microscope. Next, they develop a way to describe the size and shape of the particles. Size and shape are very important, Grassian says, because they can determine the nanomaterials’ fundamental properties, how these substances behave in the environment, and whether they may be toxic to people, animals, and plants. Finally, researchers

note the particles’ surface area, or how much of the substance actually comes into contact with the environment.

The goal—changing the size and surface area of nanoparticles to make them safe—requires collaboration.

“Interdisciplinary research is essential,” says Grassian, who earned her doctorate from the University of California–Berkeley. “I’m a chemist, but I need to work with a toxicologist to understand how nanomaterials can be toxic. You just can’t do the study alone.”

Grassian’s coinvestigators at the institute include Peter Thorne, professor, and Patrick O’Shaughnessy, associate professor, both of the College of Public Health’s Department of Occupational and Environmental Health.

Estimating that there are around one million people worldwide whose work is in some way connected to nanomaterials, Grassian says that she and her institute colleagues “see the big picture” in the growing field of nanotechnology and try to provide a new paradigm.

“I’m a chemist, but I need to work with a toxicologist to understand how nanomaterials can be toxic.”

“Nanotechnology is a rapidly growing field, and the institute is prepared to meet the challenges ahead. We are taking a balanced approach toward understanding the potential implications of using nanotechnology in drug delivery, disease detection, defense applications, and environmental remediation.”

Rising to the Challenge

Recovering from a Historic Flood *By Lin Larson*

When the Iowa River began to rise in mid-June, CLAS students, faculty and staff, and members of the Iowa City/Coralville community planned for the worst—and joined together for teamwork at its best. Thanks to their collaboration and dedication, programs displaced by the flood of 2008—particularly those housed on the low-lying arts campus—found alternate homes. Soon, every academic program was up and running. All scheduled courses continued, as did creative and scholarly exploration.

Studio arts programs from the **Art Building** and **Art Building West** set up shop in a former Menards store—complete with floor tile that recalls the Art Building's Checkered Space gallery. The Iowa Summer Repertory Theatre rescued its season with an overnight move from the **Theatre Building** to Iowa City West High School. Meanwhile, **Voxman Music Building** tenants settled into a variety of temporary quarters, including other University buildings, downtown commercial buildings, and area schools and churches. Intrepid *Daily Iowan* staff published the newspaper from temporary offices.



Art Building (1)



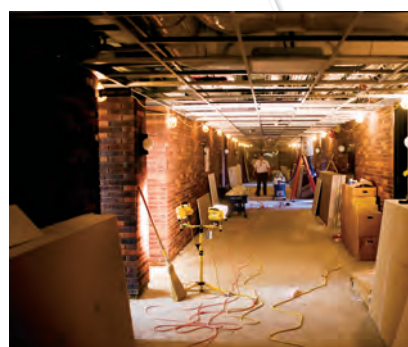
Mass Communication Building (4)

Adler Journalism and

English-Philosophy Building (5)



Iowa Advanced Technology Laboratories (6)





Art Building West (1)

Theatre Building (2)

Voxman Music Building (3)



By the start of fall classes, the **Adler Journalism and Mass Communication Building**, **Becker Communication Studies Building**, and **English-Philosophy Building (EPB)** had reopened, with some of their structure completely gutted and rebuilt. The **Iowa Advanced Technology Laboratories (IATL)** reopened in mid-October.

Full recovery will take time—perhaps a year or more. After weathering a historic event, CLAS departments are gradually returning home to good-as-new facilities.



The 2008 flood (center) forced several CLAS programs into temporary quarters; (1) studio art relocated to the old Menards building; (2) Summer Rep was staged at West High; (3) music moved to several locations; (4) the *Daily Iowan* published from Old Capitol Town Center; (5) EPB's ground floor was gutted and restored; (6) IATL set up temporary labs in the Chemistry Building as debris outside the building waited to be cleared away.



A LEAP OF

First-Generation Students
Forge a New Path

“Our goal is to
widen their range
of possibilities
and help them be
the best students
they can be.”

Johnnie Simms

FAITH

By Lori Erickson

Arriving on a university campus can be an intimidating experience for students: unfamiliar people, challenging classes, and an entirely new lifestyle. For the 29 percent of University of Iowa students who are the first in their families to attend college, that transition can be even more difficult. Research shows that first-generation students are less likely to attend college in the first place and less likely to finish a degree once they start. Here are three College of Liberal Arts and Sciences students who have taken that leap of faith and succeeded.



Gwen McPherson-Smith

Thirty-seven-year-old Gwen McPherson-Smith credits The University of Iowa with giving her the key to a better life. Once a single mother who received government assistance, she now looks forward to a career spent helping other people better their lives.

"I don't care what kind of environment you come from," McPherson-Smith says. "If you're willing to work hard and surround yourself with empowering people, you can make it. That's the message I want to tell people."

With two children and significant health issues (including a kidney transplant), McPherson-Smith made the decision to move to Iowa City from her native Chicago in 2003. Her oldest son was ready to start high school, and she wanted a better educational environment for him than was available in Chicago. Within a year after moving here, she herself became a student when she enrolled in the University.

"I started taking education classes, but I decided I wanted to work more directly with families and kids who were in trouble, and so I switched my major to social work," says McPherson-Smith, who is working toward a BA in social work.

The path to her degree hasn't been easy.

"The hardest part has been time management, as I've had to juggle classes, my family, working, and volunteering," she says. "Because I have some learning disabilities, I've also struggled with academics. One of the things that made a difference for me was the staff at Student Support Services, who have helped me with tutoring, books on tape, scholarships, and study tips. Even more important has been their moral support. When I've been down, they've given me the encouragement to go on."

McPherson-Smith, who recently married, hopes eventually to earn a master's degree in social work.

"One of the things I'm proudest of is that I am an example to my children," she says. "I keep reminding them that they need to set high goals and keep going, even when they encounter problems."

Successful Transitions

First-generation students in the College of Liberal Arts and Sciences have access to an array of services that can help them make a successful transition to their new life at the University.

"Our goal is to widen their range of possibilities and help them be the best students they can be," says Johnnie Sims, program director of New Dimensions in Learning, which provides academic and personal support for University of Iowa students. "A first-generation student may not know how the system works—how to get tutoring help, for example, or how to drop a class if they're struggling. They may close off options like study abroad because they think that's only for wealthy students. We help them see that they don't have to limit their ambitions."

The Center for Diversity & Enrichment (CDE) coordinates a wide variety of programs that support students who may face economic, social, and cultural barriers to higher education. Some programs, such as Upward Bound, begin working with students while they're still in high school. New Dimensions in Learning (Trio Student Support Services) provides academic coaching, peer tutoring, and programming to support retention of eligible students on campus. Other programming within CDE provides additional activities, counseling and/or referrals to other services on the University campus.

"Some students need a lot of support, and others very little," says Sims. "Whatever they need, we try to give them that extra boost to help them be a success at Iowa."



Don Pham

Since the time he was small, Don Pham knew that his parents had already endured far more than their fair share of grief. Both fled Vietnam for a new life in the United States more than 20 years ago. Before the two met in Sioux City, Iowa, his mother already had been widowed twice and had lost three children. Life was hard in their new country, but they were determined to see their son succeed.

Pham's father, who works in a meat processing plant, and his mother, who is employed by Head Start, stressed the value of education before everything else.

"From the time I was a young boy, my mother told me I should become a doctor," says the 20-year-old Pham, a sophomore majoring in integrative physiology.

In high school, Pham was part of Upward Bound, a college preparatory program for students whose families have modest incomes or who are the first in their families to attend college. As part of the multiyear, federally funded program, students spend time on college campuses and receive aca-

ademic support. Pham credits the experience with launching him on his college career.

"It's different for those of us who are the first in their family to go to college," he says. "I have friends who can just call their parents or siblings if they have questions about how the University system works or if they're struggling in a class. That's why I've really appreciated the extra help and encouragement I've gotten from the Center for Diversity & Enrichment at Iowa."

Pham chose the University because of its cooperative program with the Des Moines University College of Osteopathic Medicine. He hopes to complete three years in Iowa City and then transfer to the osteopathic medicine school in Des Moines. In preparation for a career in medicine, Pham volunteers in the bone marrow transplant unit at University of Iowa Hospitals and Clinics and is active in Medicus, a pre-medicine society.

"Part of my motivation to succeed comes from knowing all my parents have gone through and what they've done for me," Pham says. "My dad says that all he needs to feel like a success in life is to see me graduate from college."

All college students juggle multiple time demands, but Eleisha Barnett has had more than most. As the mother of six children ranging in age from 4 to 21, she has commuted back and forth to Anamosa, Iowa, each day—a 76-mile round-trip journey—in addition to taking a full load of classes and working.

The 48-year-old student took a circuitous route to college. After graduating from high school in Anamosa, she joined the U.S. Army for three years and then spent another three years as part of the Army Reserve. Following her military experience, she went through a divorce and started working in the shipping and receiving department at J&P Cycles in Anamosa.

"One day I decided that when I eventually retired, it was going to be from a job I enjoyed doing," says Barnett, who started taking correspondence courses through Kirkwood Community College in 2003. Two years later, she enrolled in The University of Iowa, and in May 2008 she was granted a BA with a double major in history and anthropology.

"I've always had a love for amateur archaeology," she says. "For years I've been digging things up. Now I get the chance to do that as part of my academic training."

Barnett has enjoyed being a nontraditional student on campus but says it was important to her not to be treated differently from other students.

"I may have more life experience than many students," she says, "but I'm here to learn, like everyone else."

Through the years, her self-confidence has grown along with her knowledge.

"Going back to school has opened up an entirely new life for me," she says. "I've become a much stronger person because of the challenges I've faced here. I also think it's been good for my children to see their mother be a student right beside them. Two of my sons are now in college themselves."

Following graduation, Barnett began working in the State Archeologist's Office. She also continues to take classes and plans to enter the graduate program in archeology in 2009.

"I hope to get my PhD here," she says. "I'm on my way to becoming Dr. Mom." 🐾



Eleisha Barnett

Photos by Michael Stenerson,
Center for Media Production

DISCOVERIES

By Gary W. Galluzzo

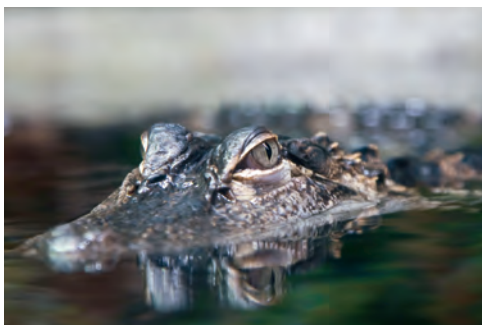
Zebrafish Offer Clues to Tumor Development

Developing zebrafish have provided Diane Slusarski with new insight into cancer tumor development. Slusarski, associate professor of biology, and fellow researchers at Yale University observed that a small molecule called TNP disrupts cell movement and blood vessel formation in zebrafish embryos. When the researchers introduced TNP into a cancer tumor, the tumor was unable to connect to blood vessels. The insight Slusarski and her colleagues gained, to be reported in *Angiogenesis*, may lead to techniques that help prevent the growth of blood vessels in cancer tumors, inhibiting the disease's progression.



Ancient Crocodiles Crossed the Atlantic

A fossil found in Puerto Rico has led Chris Brochu, associate professor of geoscience, to posit that certain present-day crocodiles descended from crocs that long ago swam west across the Atlantic Ocean to South America. The Puerto Rican fossil lived during the Oligocene epoch, 23 to 34 million years ago. It is related to the gharial, which now lives only in fresh water in India and neighboring countries. Geographic distribution of fossil relatives suggests that gharial ancestors could tolerate salt water and that they made a single transatlantic crossing, starting out from Africa. Brochu coauthored an article about the fossil in *Proceedings of the Royal Society of London*.



Middle Class Is Rich in Debt

Middle Americans may look like they're thriving financially—driving new vehicles, living in big houses, and wearing expensive clothing. But their well-heeled look is increasingly dependent on credit and debt, and their economic standing has actually plunged over the past three decades, according to Kevin Leicht, professor of sociology. Leicht and Scott Fitzgerald (PhD '03 sociology), a University of North Carolina faculty member, have written *Postindustrial Peasants: The Illusion of Middle-Class Prosperity*, which addresses factors in the middle class's economic standing, cautions readers against making unrealistic assumptions about future income, and touts careful reading of the fine print in financial contracts.



For Couples, His Job Trumps Hers

Married couples emphasize the husband's career, even when the wife works full-time and is college educated, concluded Mary Noonan, associate professor of sociology, in a study based on research showing that when couples move, the husband's career gets a boost and the wife's career suffers. Noonan and Kimberlee Shauman, a University of California–Davis faculty member, examined the experiences of more than 5,000 men and 4,000 women, all married and working, and found that no matter what type of job the wife held—from secretary to CEO, her career suffered when the couple moved. The researchers published their results in the journal *Social Forces*.





MAESTRO

Levels the Field for Learning

By Jean Florman

As a professor of music and director of orchestral studies at The University of Iowa, William LaRue Jones sometimes uses unorthodox approaches to help individual musicians find their unique “voice” and to integrate those talents into a symphonic whole more complex than the sum of its parts.

Jones learned the value of teamwork and how to learn by teaching as an elementary student in a one-room school in Roanoke, Tex. The seeds of his musical life took root during his junior high school years in Fort Worth, when he began teaching himself clarinet, percussion, bass, and trombone. But as a freshman engineering student at Kansas State University, he entertained no thoughts of becoming a professional musician, let alone a conductor.

A literature professor changed all that.

"He just loved music," Jones recalls, "and one day he suggested I talk to one of the music faculty."

Despite the fact that Jones had never had a music lesson in his life and could read only treble clef, the music professor encouraged him to join the school band. When the professor suggested the bassoon—"because there wasn't a lot of competition to play it"—Jones said yes and then asked what it was.

By the end of the semester, Jones had changed his major to music education, had started to learn bassoon and piano, and could read bass clef. At the same time, he was pitching for the KSU baseball team, an experience that further developed his appreciation for teamwork and leadership.

"Cross-fertilization of cultures broadens and enlivens students' minds and enriches their music."

Although he went on to pitch semipro ball for three years with the Fort Worth Wildcats, music continued to hold sway. After earning a BA in music education (1960) and an MA in bassoon performance (1962), Jones entered the Julliard School of Music in New York City. He also played professionally and began teaching high school students to play woodwind and string instruments.

"With the string students," he says, "I just tried to stay one lesson ahead of them."

Jones next traveled to The University of Iowa to study with Himie Voxman, a renowned woodwind professor and head of Iowa's School of Music. He also landed a job teaching double-reed instruments and directing the orchestra at nearby Cornell College.

"I didn't start out wanting to earn a degree in conducting," he says. "Conducting just found me."

Abandoning the fast pace of New York City was difficult, but Jones thrived under Voxman's tutelage. When he completed his MFA in bassoon performance in 1970, he had conducted several opera and theatre performances at Iowa.

After graduating, Jones accepted an invitation to lead a youth orchestra in Madison, Wis., and in 1972 he earned a DMA in bassoon performance, conducting, and musicology from the University of Wisconsin. That year he also founded and became director of the Greater Twin Cities Youth Symphonies, which he guided to international acclaim during his 25-year tenure. Jones says that position particularly challenged his teaching and leadership skills.

"I had to create and administer the organization as well as conduct," he says. "On the first day of tryouts, hundreds of talented students showed up from all over the region."

To downplay competition, Jones abandoned permanent seating and rotated the location of instrumental sections in the orchestra. When he later used the same approaches to conducting at The University of Iowa, he raised a few eyebrows.

"The whole purpose for students being here is to learn," says Jones, who has taught at Iowa since 1997. "That means they should learn to play both the first and second parts for their instruments. No one should assume 'This chair belongs to me' just because they happen to have occupied it at one point."

Moving instrumental sections means that string players in particular must learn to play not only at the front but also in the middle and at the rear of the ensemble.

"It's easier to hear pitch and rhythm if it's coming at you," he says, "but I want all the musicians to be forced to actively listen. Plus, it motivates all the players if they are moved around now and then."

Jones devotes four or five hours a day to studying musical scores and designs a concert season by balancing students' educational needs and challenges, audience appeal, and the stylistic, temporal, and cultural range of the repertoire. He says that he loves teaching in part because he loves the process of learning.


"My students keep me growing and exploring. They are always coming up with new ideas and questions that send me to the library," says Jones, who received a Regents Faculty Award for Excellence in 2008.

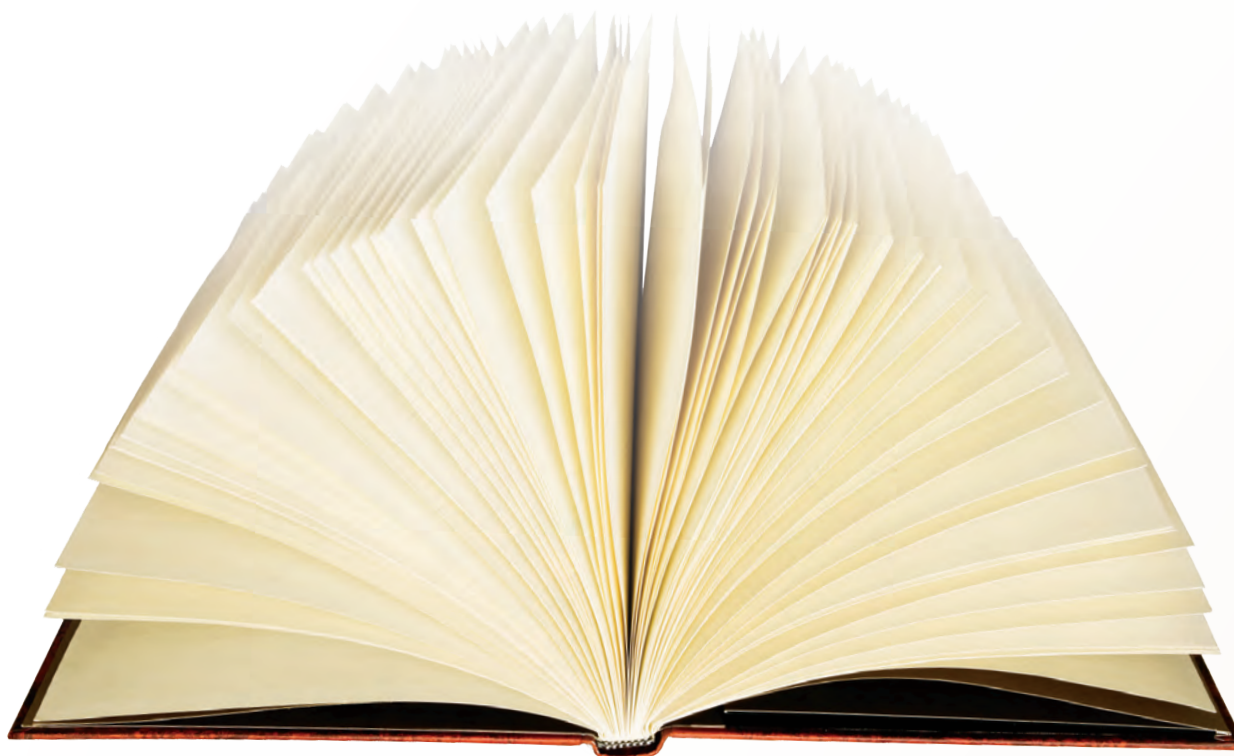
Curiosity also drives him to explore musical traditions that have not been well preserved, particularly those in South America and Asia.

"We have not been good stewards of music beyond the western European tradition," Jones says. "But cross-fertilization of cultures broadens and enlivens students' minds and enriches their music."

Jones has plans to travel to China to meet composers and performers. In fall 2008 he began incorporating traditional Chinese musical genres into his courses and has invited Chinese musicians to the University for guest residencies.

After decades of performing, conducting, and teaching music, Jones is "just as excited as ever" about his work.

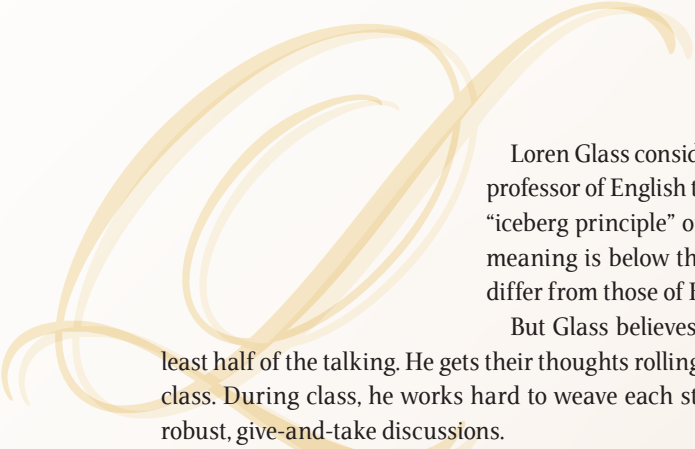
"Even if you already know something as a teacher," he says, "every new student is brand new to any particular idea. And the challenge is not to tell them what you know, but to find just the right way to shepherd them to their own discoveries." 



Window on the

The Department of English Creates Readers & Writers for Life

By Nicole Riehl



Loren Glass considers himself a talker. It wouldn't be hard for the associate professor of English to fill a 90-minute class with his own thoughts about the "iceberg principle" of Ernest Hemingway's work—how seven-eighths of the meaning is below the surface—or how characteristics of American novels differ from those of British novels.

But Glass believes the best learning takes place when his students do at least half of the talking. He gets their thoughts rolling by asking them to e-mail reflections of readings before class. During class, he works hard to weave each student's comments into the conversation. The result is robust, give-and-take discussions.

"Good teaching in English is about good listening," he says. "I see myself as improvising off their comments. As we analyze texts, I make sure I positively receive every student's comment and maintain a high level of engagement with them. One part of my mind is on the text, and one part of my mind really focuses on responding to them."

Glass's efforts to engage students exemplify the quality of teaching in the University of Iowa Department of English. The faculty strives to help each student develop strong writing and critical reading skills and encourages imaginative engagement with all types of texts, says Jonathan Wilcox, professor of English and chair of the department, which is part of the College of Liberal Arts and Sciences.

"We hope our students become readers for life," Wilcox says. "Reading encourages empathy, involvement, judgment—a whole range of skills having to do with an imaginative leap beyond oneself. These qualities do more than help our graduates become good workers. They enrich people's lives and help them become global citizens, prepared to understand and critique the way things matter in the world."

The department's teaching philosophy involves emphasizing both writing and reading as crafts, says English professor Claire Sponsler.

"We spend a lot of class time helping students improve their ability to write good prose—which after all is the vehicle of clear thought—but we also stress 'deep reading,' the practice of reading slowly and attentively, with an awareness of what the writer is trying to do in and with language, and what cultural contexts shape a text," she says.



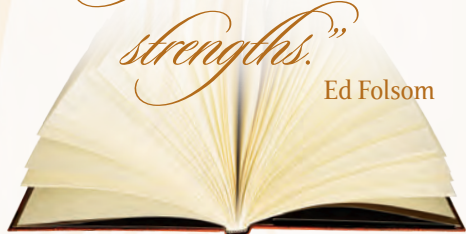
A Mainstay Then and Now

English has been part of the University's curriculum since the discipline's first course, Rhetoric and English Literature, was offered in 1861. Today English is the second-largest major in the College of Liberal Arts and Sciences, with nearly 1,000 undergraduates pursuing degrees. The department also has 150 graduate students and 46 full-time equivalent tenure-track faculty members.

"I'd like to think that students choose to study English because it encompasses so much," Sponsler says. "As an English major, you can study the workings of language, hone your analytical skills, confront new ideas,

*"I think
that willingness
to expand our
conception of what
'English' means
has been and
continues to be
one of our main
strengths."*

Ed Folsom



explore the past, encounter new cultures and ethnicities, and more. It's the perfect window onto the world and one that continues to be relevant as the world gets bigger and more complex."

To help students open that window, the department introduced a new gateway course in 2007. Introduction to the English Major: Theory and Practice gives English majors a common set of initial skills for literary study. It covers basic research and how to write a critical essay, familiarizes students with periods of literary history, and introduces varied approaches to reading and interpreting texts.

"What we've always done well is create independent, freestanding courses," Wilcox says. "The faculty agreed that it would be valuable to have a course introducing English majors to these skills. Now we know the students have a baseline of knowledge we can build on."

The department also launched a creative writing track for English majors in fall 2008, adding an extra dimension to The University of Iowa's reputation as a powerhouse for writers. Knowing that many undergraduates attend the University to be near its renowned community of writers, the Department of English and the Iowa Writers' Workshop teamed up to develop a creative writing experience for undergraduates.

"Creative writing was already occurring at the University at the highest imaginative levels in exciting and excellent ways as a graduate experience," Wilcox says. "Now it's occurring in a more structured way for undergraduates. It's a fantastic, fitting addition to the department."

The department's central role in undergraduate education also involves overseeing the literature component of the college's General Education Program, a set of courses in foundation disciplines that most University of Iowa undergraduates are required to take. Instructors in the department teach nearly 100 sections of the General Education course Interpretation of Literature each semester.

Despite the department's heavy teaching load, English majors enjoy small classes—typically 15 to 25 students.

Julie Eslick, a native of Dayton, Iowa, who received a BA with a double major in English and classical languages in May 2008, appreciates how the department's small classes gave her the

opportunity to interact one-on-one with faculty.

"I never took an English course at the University during which I did not feel a close bond with the instructor and a sincere growth of interest in the course's subject," Eslick says. "Most English courses are small, but every professor I had still pressed students to visit office hours, send questions via e-mail—whatever it took to spark interest and assure success in the class. The department is lucky to have professors who are both genial and intellectually brilliant."



Opportunities In Class and Out

English majors have access to a wide range of courses in literature, cultural studies, language, and writing. Alongside courses on well-known authors like William Shakespeare or Mark Twain are opportunities to study the civil rights movement through films and texts; detective novels; science fiction; Indian, African, or Caribbean literature; and literature written in the Viking language Old Norse.

Everett Hamner, who received a PhD in English in August 2008, was impressed by the diversity of courses and the professional development opportunities the department offers its graduate students. For example, the department helped fund his trip to Washington, D.C., to research the Ralph Ellison papers, as well as a trip to Dartmouth College for a week-long institute with leading American studies scholars.

"Faculty members were very generous with their time and energy," says Hamner, of Iowa City. "Whether that took the form of an impromptu office visit, an hour or two set aside for lunch or coffee, or time discussing the intricacies of fellowship applications or job interviews, these mentor-friends invested a great deal of themselves in me over the past five years."

Hamner recently accepted a position as an assistant professor of English at Western Illinois University. Other alumni of the department have pursued a wide variety of career paths, becoming writers of all sorts and working in academia, business, or the publishing industry.

Department alumni include famous writers like Jane Smiley (MA '75, MFA '76, PhD '78), whose novel *A Thousand Acres* earned a Pulitzer Prize in 1992 and who received a University of Iowa Distinguished Alumni Award in 2003. T.C. Boyle (MFA '74, PhD '77) is the award-winning author of 19 books of fiction and the recipient of a 2008 University of Iowa Distinguished Alumni Award (see page 37). Among the department's many alumni scholars are Susan Gubar (PhD '72), Distinguished Professor of English and Women's Studies at Indiana University–Bloomington and a 2008 College of Liberal Arts and Sciences Alumni Fellow (see page 36), and Douglas Hesse (BA '78, MA '80, PhD '86), Professor of English and founding director of the Marsico Writing Program at the University of Denver.



Remarkable Research, Collaboration

Along with preparing students for successful careers, the department's faculty are heavily involved in research, dedicating half of their time to advancing the field, Wilcox says. Last year faculty members published 8 single-author books, 2 essay collections, 24 articles, 16 nonfiction essays, and 21 reviews. They also presented 71 conference papers or guest lectures and 26 readings.

"Some of the research has to do with producing works of nonfiction, and much of it has to do with analyzing texts in society," Wilcox says, noting that research strengths include 19th-century American and British literature, modern poetry, nonfiction writing, medieval literature, postcolonial studies, and African American literature.

Recent work by English faculty members includes *Dream Not of Other Worlds: Teaching in a Segregated Elementary School, 1970*, Huston Diehl's memoir on teaching in rural Virginia during the waning days of the Jim Crow South; *Oppenheimer Is Watching Me*, Jeff Porter's memoir on growing up during the Cold War; *Sedaris*, Kevin Kopelson's examination of the serious undertones in David Sedaris's humor; and *Pilgrim and the Bee: Reading Rituals and Book Culture in Early New England*, Matt Brown's look at Puritan reading practices.

Ed Folsom, Roy J. Carver Professor of English, studies the great American poet Walt Whitman and is writing a "biography" of Whitman's *Leaves of Grass*.

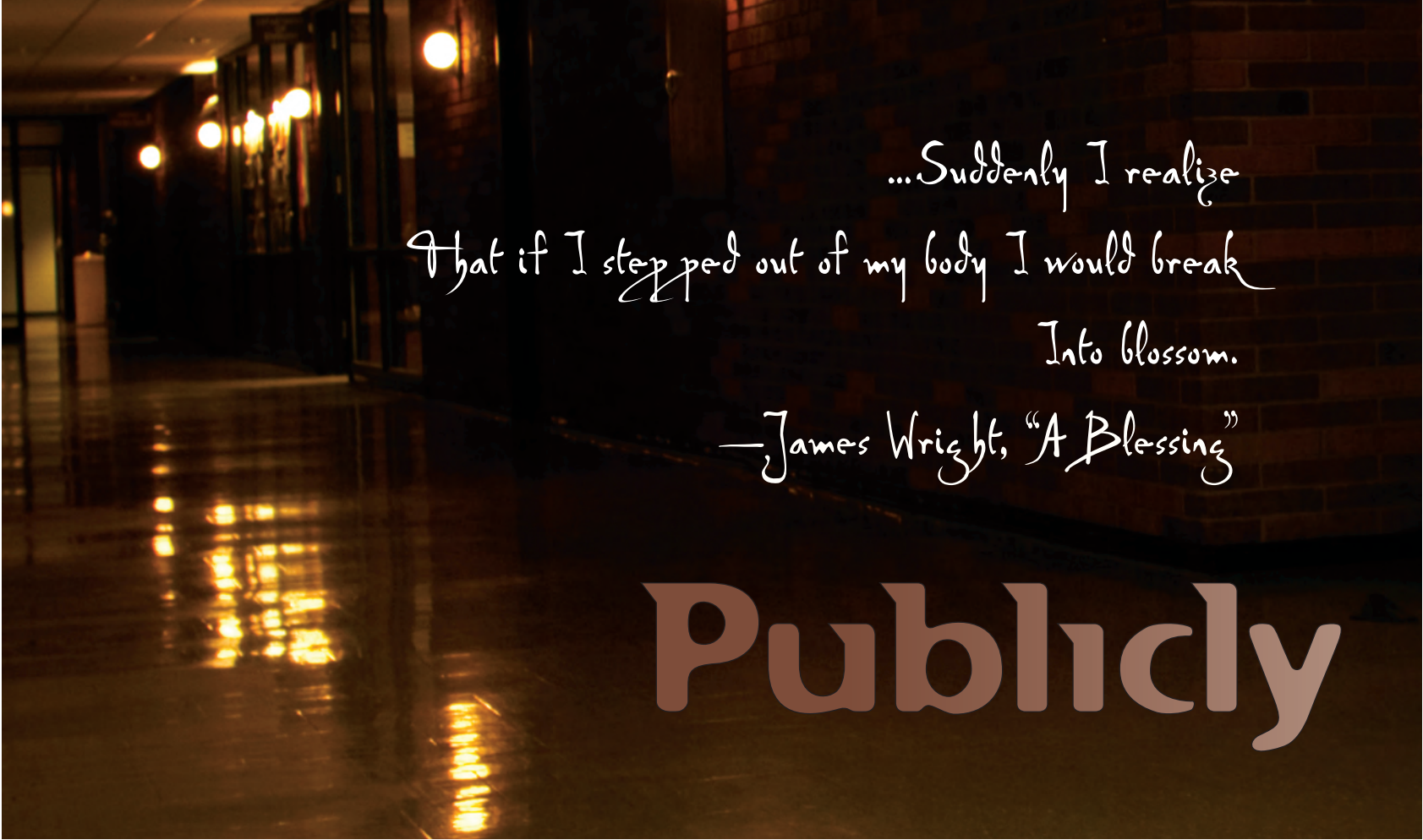
U.S. News & World Report ranks the Department of English 15th nationally among public universities and 28th among public and private institutions combined. Wilcox notes that the department is strong in interdisciplinary work, embracing intersections all across campus. It collaborates with the Center for the Book, the American Indian and Native Studies Program, and the Departments of American Studies, Rhetoric, and Cinema and Comparative Literature, to name a few. Several faculty members have joint appointments in other departments.

"The field of English attracts people who are interested in analyzing the way discourse works in society in a broad sense," Wilcox says. "In the end, that allows a disciplinary looseness that's extremely valuable to English. We're always concerned with text and language, and yet the ways of analyzing those can draw from a number of disciplines."

Those connections have led to exciting collaborations for students and faculty alike.

"The department has never had a stodgy, traditional approach to the field, and I think that willingness to expand our conception of what 'English' means has been and continues to be one of our main strengths," Folsom says. "I'm proud of the way this department has been the seedbed of so many exciting programs—Women's Studies, American Studies, African American Studies, the Iowa Writers' Workshop, the Nonfiction Writing Program. Something new is always brewing, and that makes for an exciting place to work."





...Suddenly I realize
That if I stepped out of my body I would break
Into blossom.
—James Wright, “A Blessing”

Publicly

Even though Stephen Kuusisto is now an internationally known disability rights advocate, he was in his late 30s by the time he overcame his shame of being blind.

As a child, Kuusisto rode a bicycle even though he couldn't see. As a poetry student in the Iowa Writers' Workshop, he walked and ran around Iowa City without a white cane even though he couldn't distinguish a shrub from a car. As an adult, he lived in isolated upstate New York teaching college courses but completely dependent on others if he wanted to travel with any level of confidence.

He needed a cane, a guide dog, or both.

He needed the world to know that he was blind.

“A lot of people with disabilities won't do the thing they need for fear it will make them more overtly disabled and perhaps cause them to experience even more pain socially,” says Kuusisto, now a professor of English in the College of Liberal Arts and Sciences and a public humanities scholar in the Carver College of Medicine. “They are reluctant to let go of being in the world the way other people are.”

Disabilities, says Kuusisto, are another form of human diversity, and they're just as difficult and necessary to talk about as are issues of sexuality, gender, and race. Disability awareness and sensitivity is something he feels strongly about, and it's partially that passion that brought him to The University of Iowa as a professor in 2007.

“To come to the place working to cure certain types of

blindness was so exciting that I jumped at the chance,” says Kuusisto, whose schedule is always overbooked.

In the words of Edwin Stone, the professor of ophthalmology and visual sciences who recruited Kuusisto for his dual appointment at Iowa, “Steve is like the dilithium crystals on the *Starship Enterprise*—he has like eight-inch blue sparks coming off of him.”

In addition to his writing courses, Kuusisto teaches courses about the portrayals of disability in film and literature and meets regularly with UI ophthalmologists and genetic researchers who treat blindness, offering his perspective on the emotional and psychosocial needs of the blind. He is trying to create a disabilities studies program. He also helps medical researchers in the University's Carver Family Center for Macular Degeneration locate blind persons for Project 3000, a national effort seeking the causes of and treatments for an inherited eye disease called Leber's congenital amaurosis.

But Kuusisto's vitality was hard-won, and his journey toward self-acceptance and public advocacy was filled with pain.

It began with a difficult childhood.

The son of parents who disliked using the word “blindness,” Kuusisto grew up considering his condition a family misfortune. His mother and his father, a college professor, never developed what Kuusisto calls “the emotional lan-



Stephen Kuusisto with his guide dog, Nira

guage” to soothe their son’s anxiety and feelings of isolation. He characterizes their response to his blindness as well-intentioned but “benign neglect.”

He also spent much of his life in small-town and rural areas, attending public schools for sighted children and never befriending another blind person until graduate school.

“If you live in a rural area,” Kuusisto explains, “you can grow up thinking that you’re the only blind person in the world.”

He spent his boyhood painfully forcing himself to read (his best visual correction was 20/200, the definition of legal blindness), listening to audio books his parents requested for him, and struggling with depression.

Overeating, anxiety, anorexia, and a habit of pulling out his own hair—Kuusisto wrote bravely about these and other traumas in his breakout book, *Planet of the Blind*, which was a *New York Times* Notable Book of the Year.

In his late 30s, Kuusisto started using a cane and trained with his first guide dog, Corky.

“One of the things that is very impeding to people is having alcoholic parents, and my mother was a severe alcoholic,” Kuusisto says. “So I spent a lot of my psychic energy trying to fix her and not putting that energy into addressing my own needs. It wasn’t until I finally decided that my mother was unfixable—and that it wasn’t my fault—that I was able to make moves on the blindness issue. I realized that her misfortune was not a consequence of my being blind; it was a

consequence of her being ill. It was separate. And as I began finding new and better ways to narrate that complexity, I also began realizing that there was much more that I wanted to do with my life.”

Kuusisto credits his self-acceptance to time, therapy, and the nurturing effect of literature—particularly the novels of Toni Morrison, the essays of James Baldwin, the poetry of Robert Bly, and Ralph Ellison’s novel *Invisible Man*.

“All kinds of things from different directions helped feed and nurture me in ways that allowed me to break open,” he says.

And from there, he blossomed into a memoirist, activist, and lecturer—publicly blind but more independent than ever.

“I couldn’t have imagined at 23 or 24 being this much ‘out,’” Kuusisto says. “If someone were to have said to me, ‘In 25 years you will not only be a well-known American writer but also a disabilities advocate,’ I would have been proud of that idea, but I’m not sure I would have seen the way forward.”

In addition to Planet of the Blind, Kuusisto’s books include Eavesdropping: A Memoir of Blindness and Listening and the poetry collection Only Bread, Only Light.

Nick Kowalczyk earned an MFA in nonfiction writing from The University of Iowa in May 2008.





Charting HER OWN Course

Emily Alden '08

By David Pedersen

At age 7, Emily Alden was drawing pictures of herself in a doctor's coat. Since then, she hasn't stopped making, and realizing, her plans.

Alden made her own path in the College of Liberal Arts and Sciences, graduating with highest distinction from The University of Iowa in May 2008. She earned a Bachelor of Arts in comprehensive cancer studies, a Bachelor of Science in biochemistry, and a minor in history. A member of Phi Beta Kappa, Alden developed her cancer studies major through the college's Interdepartmental Studies Program, which allows students to design an individualized plan of study.

For Alden, it was a tailor-made route to her goal of becoming a physician-scholar and medical historian. In fall 2008, she began graduate studies on a Gates Cambridge Scholarship at the prestigious University of Cambridge in England, where she is working toward a Master of Philosophy degree. After Cambridge, she plans to enter the combined MD/PhD program at the University of Pennsylvania.

"Being a doctor has always been part of a deep-seated desire for my life to have some sense of purpose," Alden says. "I've never wanted to be anything else."

David Gould, coordinator of the Interdepartmental Studies Program and one of Alden's advisors, calls her "an overachiever in the best sense of the word."

"Emily loves learning, but it's not about her grade-point average or her résumé. She truly views her life as an opportunity to accomplish things that have real meaning," Gould says.

Growing up in the Quad Cities area of Iowa and Illinois, Alden was instilled with a respect for education and community service by her parents, both teachers. Time spent on her grandparents' nearby farm also had a lasting impact.

"I watched how my grandfather tended to the farm animals and how he had a special fondness for those that were sick or struggling. That's always stayed with me," Alden explains. "He had an annex to the barn for baby calves, and I'd help by mixing the formula and bottle-feeding them. In a way, my caring for other living things started there."

At Iowa, Alden first majored in biomedical engineering, then biochemistry, both viable paths for a student with medical school ambitions. But a 2006 volunteer experience with Iowa City Hospice—sitting with and reading to a 55-year-old woman who was dying from a brain tumor—sharpened Alden's sense of purpose.

"I sat with her and read from her favorite book. This didn't calm her, though," Alden later wrote in a statement about the experience. "She would cry out with desperation in her voice, 'Help me!' but couldn't express what was wrong. She only wanted someone to hold her hand, so I held the book in one hand, and her hand in the other, and continued reading."

"I wanted to do anything I could for her, for her family, but I felt so helpless. I left her house that day feeling shell-shocked. I wanted to learn as much as I could about cancer, and I didn't want to wait until medical school to do so."

Enter the Interdepartmental Studies Program, which allowed Alden to take classes covering both science- and humanities-based issues in cancer. She actively sought University of Iowa faculty mentors, job-shadowed oncologists and surgeons, and worked as an undergraduate research assistant on several studies. She also pursued writing projects related to historical topics in medicine.

"I didn't relax at all during my junior and senior years," Alden says. "If I had relaxed, I wouldn't be where I am today."

Ultimately, Alden hopes to become a radiation oncologist, based at an academic medical center.

"The 'rad-onc' workload is structured, which is good for someone interested in both research and patient care," she says. "Also, I like the fact that, compared to surgical oncology, you're able to form relationships with your patients over time."

She'd also like to establish herself as a medical historian and author, specializing in cancer in the 20th century.

But Alden's interests aren't strictly academic. She was a member of the University's cross-country team for two years (an injury ended her athletic career), and she enjoys yoga and horseback riding. Moreover, Alden seems as excited about her time at Cambridge for the mounted polo, formal balls, and treks in the English countryside as for her graduate studies.

Given her accomplishments and ambitions, Alden is refreshingly humble.

"I'm just somebody who tries really hard," she says, "but I'd trade all the As for one moment of pure brilliance—an original idea that changes people's lives for the better. If I could do something that changed more than just my résumé, I'd consider that a great success. I hope that moment happens for me."

Alden notes that one of her proudest UI moments was being named the 2007 Homecoming queen.

"It sounded like fun, and my scholarship advisor in the University Honors Program encouraged me to apply," Alden says. "To make the Homecoming Court was an honor, but to be selected as queen was a total shock. When they called my name, my legs were like Jell-O! To stand on the field in Kinnick Stadium in front of 70,000 people during the Homecoming game was surreal. It made my grandma so proud."

"I'd trade all the As for one moment of pure brilliance—an original idea that changes people's lives for the better."



Paul Powers didn't know what he was doing.

He had no farming experience outside of his Peace Corps training. He often stumbled over Serer, the language spoken in the Senegalese village where he served. He had never traveled outside the United States, save for a spring break trip to the Bahamas.



But after one year as a Peace Corps volunteer, the Davenport native helped the entire village avoid famine.

Powers, a 2005 College of Liberal Arts and Sciences graduate in political science, brought drought-resistant seeds to Bambougar Malick Ndiaye, a village of 450 people. He taught farmers soil and water conservation

methods and established a community garden. In the first year, farmers experienced a surplus in all five of the crops he helped plant—millet, sorghum, corn, beans, and rice.

"They trusted me with their food supply, and that takes a lot of trust," says Powers, who returned from Senegal in December 2007. "By the time I left, the villagers accepted me as one of them. They understood the reason I was there and appreciated it."

Powers is one of more than 500 UI alumni who have served in the Peace Corps since the international aid organization's inception nearly 50 years ago. In 2005 Iowa was recognized as one of the leading providers of Peace Corps volunteers among large colleges and universities.



"I'm always impressed by Iowa students and their willingness to do something very different from their fellow graduates," says Tammy Duve, recruiter for the Minneapolis Regional Peace Corps Office. "Rather than trying to make money right after college, they're jumping into an adventure way out of the comfort realm of many people."

Powers was a college senior looking for a chance to learn more about the world when he applied for the Peace Corps, established by John F. Kennedy to promote world peace and international understanding. Volunteers typically spend two years in a developing country, living alongside the people they serve. Their work can range from environmental awareness to HIV/AIDS relief.

The experience is life changing, but it's not for everyone, Duve says. Volunteers usually work independently, sometimes living hours from the nearest English speaker. Their living conditions vary widely, but many are assigned to areas without electricity or running water.

A Simple Life

Amie Meade's home was built the morning after she arrived in the central Mongolian town of Gurvanbulag, where she was a Peace Corps volunteer from 2003 to 2005.



Men and donkeys came to construct her *ger*, a round, squat home framed with lattice and wrapped in sheep's wool. She was more than six hours from the nearest volunteer in the dusty, treeless village where wild horses frequently roamed.

"When I first arrived, I thought, 'This is the Wild West. This is truly the frontier,'" says Meade, a 2000 College of Liberal Arts and Sciences graduate who majored in anthropology.

Side of the Globe

Stories from the Peace Corps

By Madelaine Jerousek-Smith

Image courtesy of NASA

Meade quickly came to appreciate the village's simple life, which revolved around family and friendships. Each morning she built a fire to heat her home and cook meals. Assigned to teach English in the local school, she spent much of her day in the 11-room building where the village's 300 children were educated. Evenings she often spent visiting with families, and many Friday nights she attended a town dance, where villagers waltzed and two-stepped under the stars.

Peace Corps volunteers spend about eight weeks in cultural, language, and job-based training before arriving at their sites.



Meade, who went on to earn an MA in educational policy and leadership studies in 2007 and now works as an archeologist in Texas, learned how to develop lesson plans as well as how to wash clothes in a river and cook traditional Mongolian meals in her job-based training.

Lessons for All

Eight weeks of training hardly prepared Amy Bowes for some of the challenges she faced teaching English and life skills at a remote Catholic boarding school in the southern African country of Lesotho.

Bowes, a 2005 College of Liberal Arts and Sciences graduate in political science, often wondered if she was getting through to the children, most of whom were orphans facing bleak futures. Lesotho has one of the highest HIV/AIDS rates in the world.



"It was hard for them to think about the future when their present was so bad," Bowes says.

Bowes taught boys and girls in grades 8-12. The school lacked resources for books and other materials, and classes included as many as 90 children. Bowes says she often spent class time trying to keep order.



But several months after returning home, Bowes learned that six of her former students had earned top scores on the English section of the national exam, a feat she calls "practically impossible" given the challenges they faced.

"In a way, that was the validation I needed to know that I made a difference in the lives of some of the kids," she says. "And even if they don't succeed academically, if they just make a decision differently in their lives because of something I said, it was completely worth it."

On a personal level, Bowes also learned confidence from leading a classroom each day; patience from waiting hours for taxis to take her to the capital city; and a deeper respect for her own privileges.

"I think everyone should see life on the other side," she says. "I learned to appreciate everything I have in a country where I can get excellent health care and an education, and I can dream about doing anything I want to in the future." 🌍

James Hansen (BA '63 mathematics/physics, MA '65 astronomy, PhD '67 physics) was awarded a 2008 Commonwealth Award of Distinguished Service for Science. Hansen, a climate scientist, directs NASA's Goddard Institute for Space Studies.

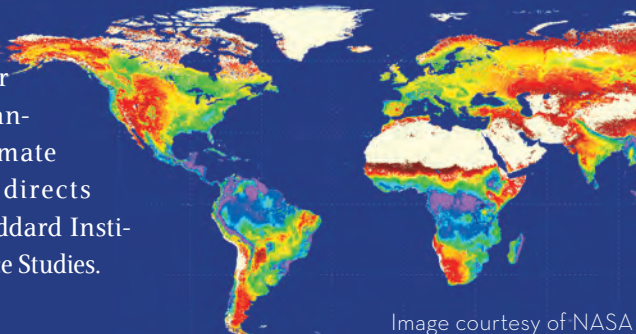
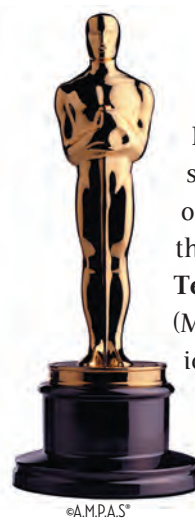


Image courtesy of NASA

When Pope Benedict XVI celebrated the Eucharist in Yankee Stadium during his April 2008 visit to the United States, **John Des Marais** (MA '00 music) served as cantor.



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Diablo Cody (BA '00 communication studies) won a 2008 Oscar for best original screenplay for the 2007 film *Juno*.

Terry O'Quinn (MS '76 mathematics) won a 2007 Emmy as best supporting actor in a drama series for his role as John Locke in *Lost*.



Alumni in the News



Michael Chasar (MA '05, PhD '07 English) won the 2005-07 Council of Graduate Schools/UMI (University Microfilms) Distinguished Dissertation Award for "Everyday Reading: U.S. Poetry and Popular Culture, 1880-1945."

Kim Pendery (MA '80 journalism) became the eighth female sports editor in the country in May 2008, when she was named senior editor for multimedia sports at the *Tampa Tribune*.

Nancy Raffensperger Newhoff (BS '79 journalism) was named editor of the *Waterloo Courier* in September 2007; Newhoff is the first female editor of the 148-year-old Iowa paper.

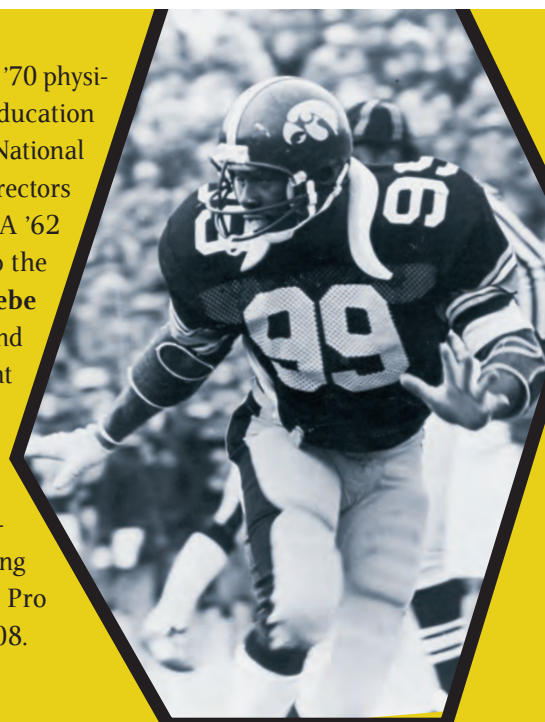


Principal®

Financial
Group

The Principal Financial Group has named **Terrance Lillis** (MS '82 statistics, actuarial science emphasis) its senior vice president and chief financial officer. Lillis previously was Principal's vice president and CFO for retirement and investor services.

In May 2008 **Christine Grant** (BA '70 physical education, PhD '74 physical education and dance) was inducted into the National Association of College Athletic Directors Hall of Fame and **Lou Holtz** (MA '62 physical education) was elected to the College Football Hall of Fame. **Phebe Scott** (PhD '52 physical education and dance) won a Lifetime Achievement Award from the National Association of Collegiate Women Athletic Directors in October 2007. And former New England Patriots linebacker **Andre Tippett** (student during the 1980s) was inducted into the Pro Football Hall of Fame in August 2008.





Scriptwriter **Stephanie Savage** (MA '93 communication studies) is cocreator and executive producer of CW Television's teen drama *Gossip Girl*. Savage also has written for Fox network's *The O.C.* and was associate producer of the film *Charlie's Angels: Full Throttle*.

Michael L. Burk (MA '95, PhD '98, American studies) has been elected to a six-year term as bishop of the Evangelical Lutheran Church in America's southeastern Iowa synod, which includes 150 congregations across 38 counties.



Robert Bly (MA '56 English) has been named Minnesota's first official poet laureate. Bly's recently published poetry includes *My Sentence Was a Thousand Years of Joy*.

Diana Reed (BA '07 performing arts entrepreneurship, BBA '07 management) was crowned Miss Iowa for 2007. Reed went on to the 2008 Miss America contest, where she was one of 10 finalists for the crown.




After a 13-year break in touring, **Lar Lubovitch** (student during the 1960s) and his dance company marked their 40th anniversary by hitting the road. Their 2008–09 tour includes stops in major U.S. cities and in Neuss, Germany.

Caleb Hunter (BA '01 communication studies/political science) was named executive director of the Republican Party of Iowa in February 2008. Hunter worked at a West Des Moines public relations firm before taking the directorship.

Michael Hogan (MA '67, PhD '74 history), former University of Iowa provost, became president of the University of Connecticut in September 2007. In March 2008 **Fabienne McPhail Naples** (BA '84 journalism and mass communication) began work as associate vice president for student success services at the University of Nevada–Reno. **Salome Raheim** (PhD '90 communication studies) stepped in as dean of social work at the University of Connecticut in August 2008; Raheim previously directed Iowa's School of Social Work.



Two alumni have won 2008 Pulitzer Prizes: **David Lang** (MA '80 music) won a Pulitzer for *The Little Match Girl Passion*, a musical setting of the Hans Christian Anderson story, and **Philip Schultz** (MFA '71 English) won for *Failure*, a collection of poetry. **Tree of Smoke**, by **Denis Johnson** (BA '71, MFA '74 English), won the 2007 National Book Award and was a Pulitzer finalist.



Governor Chet Culver has appointed **David Baker** (BA '75 sociology, JD '79) to the Iowa Supreme Court. Before joining the court, Baker served on the Iowa Court of Appeals.

The University of Iowa 33

Writer, Biologist Hold Named Professorships

Photo by Fred Gerr



Ethan Canin (MFA '84 English) has been named an F. Wendell Miller Professor. Canin is an internationally acclaimed fiction writer who has been on the Iowa Writers' Workshop faculty since 1998. Among his novels are *America, America*, published in June 2008, and *Carry Me Across the Water*, which the *New York Times* named a Notable Book of the Year and the *Times* of London and the *Daily Telegraph* named Best Book of the Year after its publication in 2001. His story collections include *The Palace Thief* and *Emperor of the Air*, and his works have been the basis for three feature films: *The Year of Getting to Know Us*, *Beautiful Ohio*, and *The Emperor's Club*. An Iowa Writers' Workshop graduate, Canin also directs the Sun Valley Writers' Conference.



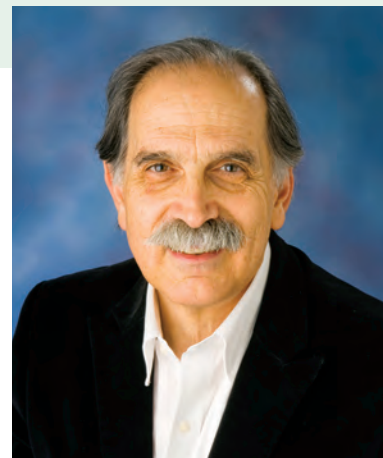
Bernd Fritsch joined the College of Liberal Arts and Sciences faculty as an Iowa Entrepreneur Professor and chair of the Department of Biology in July 2008. Fritsch, who comes to Iowa from the biomedical sciences department at Creighton University's medical school, is a molecular developmental neurobiologist who is internationally known for his research on inner ear neurons—work that has provided insight into the genetic basis of hearing loss and that has potential prevention and treatment applications. Fritsch received his doctorate in biology from the Technical University of Darmstadt, Germany, served on Darmstadt's faculty from 1978 to 1989, then spent two years on a research fellowship at Scripps Institute for Oceanography before joining Creighton's faculty in 1991.

Miller professorships are supported by the Miller Endowment Trust. Iowa Entrepreneur Professorships are supported by an Iowa General Assembly appropriation for economic development initiatives at the Regents universities.

Psycholinguist Is Faculty Fellow

Richard Hurtig, professor of communication sciences and disorders, has been named a Starch Faculty Fellow. Hurtig is a psycholinguist and neuroscientist interested in a wide range of communication issues. His work has provided insights on factors that influence speech recognition, and he is currently researching multimodal speech perception and emergence of literacy in children with and without developmental disabilities.

Starch fellowships are funded by an endowment from Daniel and Amy Starch and are dedicated to research and teaching in areas related to communication.



Professors Honored as Collegiate Fellows

The College of Liberal Arts and Sciences named three Collegiate Fellows in 2008, recognizing the professors' distinguished work and dedication to the college's mission of teaching, research, and service. Fellowship awards, which are supported by an unrestricted endowed gift to the college, help fund the recipients' teaching and research activities.



Jeffrey Cox, professor of history, is a scholar of British imperialism and religion who has focused on the declining importance of religion in Great Britain and the rapid growth of Christianity in the non-Western World. His most recent book is *The British Missionary Enterprise Since 1700* (2008) and he has launched a project to explore the growing importance of religion in U.S. public affairs in contrast to continued secularization of Western Europe. Cox is a fellow of the Royal Historical Society and has served as chair of his department and president of the University of Iowa Faculty Senate.



Alan MacVey, professor of theatre arts, is a director and playwright as well as a teacher. His many off-campus directing credits include productions at Chicago's Northlight Theatre and the Shakespeare Festival at the Folger Library in Washington, D.C., and he has directed the theatre program at the Bread Loaf School for 30 years. In addition to directing UI productions, MacVey has chaired his department for 17 years and has directed the Division of Performing Arts since 2006–07. He also is vice president of the National Association of Schools of Theatre and a board member of the Council of Arts Accrediting Associations.



Kristin Thelander, professor of music, led the School of Music's horn studio for more than a decade. She has performed widely on natural horn and modern horn, has appeared as a featured artist at regional and international workshops and festivals, has made professional recordings, and is a member of the Iowa Woodwind Quintet. She has directed the School of Music since 2000, was director of the Division of Performing Arts for 2005–06, and is a member of the Commission on Accreditation of the National Association of Schools of Music.

The University of Iowa Symphony Band and conductor Myron Welch posed for this portrait on the stage of New York City's Carnegie Hall before performing in the renowned auditorium on March 19, 2008. The concert was part of a celebration honoring Welch, professor and director of bands in the School of Music, upon his retirement after 28 years at the University.



Photo by Brian Kastens

In Memoriam

Janet G. Altman, 63, French and Italian, July 18, 2008

Kay L. Amert (BGS '72), 60, Journalism and Mass Communication, Sept. 5, 2008

John R. Bennett, 69, Journalism and Mass Communication, Sept. 1, 2008

Charles D. Cuttler, 94, Art and Art History, Jan. 16, 2008

William M. Furnish (BA '34 general science; MS '35, PhD '38 geology), 95, Geoscience, Nov. 9, 2007

Charles A. Hale, 78, History, Sept. 29, 2008

Gerhard W. Krapf, 83, Music, July 2, 2008

David K. Leslie (PhD '70 physical education), 78, Health and Sport Studies/Teaching and Learning, Apr. 14, 2008

Arthur H. Miller, 66, Political Science, Aug. 19, 2008

Kimela Nelson, 61, Communication Sciences and Disorders, Aug. 14, 2008

Dee W. Norton (MA '50, PhD '52 education), 85, Psychology, June 16, 2008

Larry W. Oberley (MS '70, PhD '74 physics), 62, Radiation Oncology/Oral Pathology, Radiology, and Medicine/Integrative Physiology, Apr. 21, 2008

Pamela E. Pettit-Noel, 43, Social Work, Feb. 2, 2008

Dewey B. Stuit, 98, Psychology, Jan. 9, 2008

Norval Tucker (BFA '51, MFA '55, PhD '58 art), 83, Art and Art History, July 29, 2008

Rogelio A. Villageliu (MA '71 Spanish), 89, Spanish and Portuguese, Apr. 21, 2008

Faculty Retirements

Judith P. Aikin, German

Robert S. Baron,
Psychology

Theodore D. Bozeman,
Religious Studies/History

Delbert D. Disselhorst,
Music

Don C. Fowles, Psychology

Bruce E. Gronbeck, (MA
'66 communication and
theatre arts, PhD '70
speech and dramatic arts),
Communication Studies

Oscar A. Hahn, (MA '72
Spanish), Spanish and
Portuguese

Sarah H. Hanley, (MA '70,
PhD '75 history), History

Chong Lim Kim, Political
Science

Jack Lilien, Biology

George C. Nelson,
Mathematics

Malcolm J. Rohrbough,
History

David L. Schoenbaum,
History

Barbara A. Stay, Biology

Myron D. Welch, Music



Six Are Named Alumni Fellows

Dean Linda Maxson named six Alumni Fellows in 2008. Fellows return to campus to speak to classes, meet with faculty members, and make public presentations. Maxson established the Alumni Fellows program in 1999 with funds from the endowment of the UI Alumni Association Dean's Chair in the Liberal Arts and Sciences.

Susan Gubar (PhD '72 English), Distinguished Professor of English and Women's Studies at Indiana University–Bloomington, is a pioneer of women's studies, a key writer in second-wave feminism, and an award-winning teacher. Gubar teamed with literary critic and poet Sandra Gilbert to write and edit several works, including *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*, a landmark of 1970s feminism. Her other books include *Racechanges: White Skin, Black Face in American Culture* and *Poetry After Auschwitz: Remembering What One Never Knew*.

Elizabeth A. Mathis (BA '80 communication and theatre arts/journalism) spent 16 years at KWWL-TV in Waterloo, Iowa, where she was executive producer and the first female coanchor of the evening news. She also worked at KCRG-TV in Cedar Rapids, Iowa. In 2007 Mathis became vice president for community relations at Horizons, a nonprofit family service alliance in Cedar Rapids. She also has taught at The University of Iowa's School of Journalism and Mass Communication, where she currently serves on the advisory board.

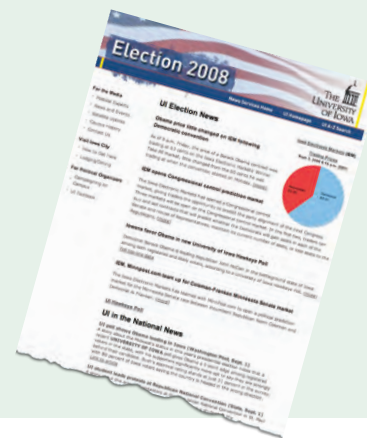
Chester M. McCloskey (MS '42, PhD '44 chemistry) founded Norac Inc., North America's leading supplier of ketone peroxides and metallic stearates—chemicals used throughout industry to upgrade products and processes. As Norac's president, McCloskey led research and development. His team developed a manufacturing process that remains the most technically advanced in the industry, and his paper, "Safe Handling of Organic Peroxides," was crucial in establishing industry-wide standards. McCloskey taught at the California Institute of Technology before launching Norac.

L. Nathan Oaklander (BA '67, MA '70, PhD '73 philosophy), the David M. French Distinguished Professor of Philosophy at the University of Michigan–Flint, is editor of the four-volume *Philosophy of Time: Critical Concepts in Philosophy*. He has written and edited numerous books, collections, and articles and has chaired his department, lectured at the University of Cambridge, and received awards for scholarship and teaching. He is president of the Society for the Philosophy of Time and of the Flint chapter of the American Association of University Professors.

John E. Osborn (BA '79 economics/history) worked on budget policy issues for the U.S. Congress before earning a law degree from the University of Virginia and an MA in international studies from Johns Hopkins University. Osborn has applied his interests in public policy and international affairs in both the public and private sectors. Currently he is a visiting fellow at the University of Oxford and a life sciences consultant to McKinsey & Company Inc. He also has served on the CLAS Dean's Advisory Board.

Lloyd H. Rogler (BA '51 philosophy; MA '52, PhD '57 sociology), the Albert Schweitzer Professor Emeritus at Fordham University, was one of the pioneers of culturally sensitive psychotherapy. Rogler's book *Barrio Professors* (2008) focuses on the power of culture, especially in Latin American and Puerto Rican communities. Rogler received a 1981 UI Distinguished Alumni Award for Achievement and has been recognized by many organizations, including the American Psychiatric Association and the American Sociological Association.

The U.S. Library of Congress is preserving Election 2008 (<http://www.uiowa.edu/election>), a University of Iowa web site designed for journalists covering the presidential election. Launched in 2007 by the Office of University Relations, the site features wide-ranging content such as results of Hawkeye Polls conducted by CLAS political science professors and contact information for University political and social science experts, many of whom are CLAS faculty. It will become part of a web archive in the library's historical record of U.S. national elections.



CLAS Grads Receive Distinguished Alumni Awards

Five College of Liberal Arts and Sciences graduates were among individuals honored by the University of Iowa Alumni Association during Alumni Weekend in June 2008. Three were presented with Distinguished Alumni Awards:

T.C. Boyle (MFA '74, PhD '77 English), author of 11 novels and 8 short story collections, recipient of numerous literary awards, including five O. Henry Awards and two PEN/Faulkner Foundation Awards, and Distinguished Professor of English at the University of Southern California;

Milo Hamilton (BA '50 communication and theatre arts), a 50-year veteran of baseball broadcasting nicknamed "Voice of the Houston Astros," member of the Baseball Hall of Fame's broadcast wing, and supporter of charities such as the March of Dimes; and

Richard J. Schnieders (BA '70 mathematical science), chair and CEO of SYSCO, North America's largest food service marketing and distribution company, advocate for Habitat for Humanity and sustainable agriculture, and 2005 CLAS Alumni Fellow.

The Distinguished Faculty/Staff Award went to **Matilde Macagno** (MS '58 mathematical science), assistant professor emerita of mathematics, and her husband, Enzo Macagno, professor emeritus of mechanical engineering, for the couple's detailed research on the works of Leonardo da Vinci, in which they applied their combined expertise in mathematics, engineering, fluid dynamics, and water science.



Dean Linda Maxson joined the CLAS Distinguished Alumni Award winners for a photo during Alumni Weekend 2008 (clockwise from top left): Milo Hamilton, Eva Dahl, Richard J. Schnieders, Dean Maxson, and Matilde Macagno. Marion Elmquist (lower left), a member of the Dean's Advisory Board, sat with the group. (Photo by Reggie Morrow)

Endodontist **Eva Dahl** (BA '73 general science, DDS '76, MA '79 education, MS '82 oral pathology) was given the Distinguished Hickerson Alumni Recognition Award for outstanding contributions to the UI Alumni Association. Dahl is involved in state and national dental organizations and is past president of the Alumni Association's board and a member of the UI Dental Alumni Association.



Dean Emeritus Stuit Dies

Dewey Stuit, the eighth dean of the College of Liberal Arts and Sciences and professor emeritus of psychology, died at home in Iowa City on Jan. 9, 2008. He was 98.

Stuit, who came to the University in 1938 to join the psychology faculty, was named interim dean of the college in 1947 and then dean in 1949, a position he held until he retired in 1977. He led the college through dramatic changes, including the rapid post-war expansion of higher education. During his 30-year tenure, undergraduate enrollment nearly doubled, the number of undergraduate study programs rose from 28 to 57, the honors program was established, and a process

for student evaluation of classroom teaching was instituted. Stuit also was an advocate of a strong faculty voice in college and University affairs. He appointed a faculty committee to develop bylaws and college committees that remain the bases of faculty self-governance today.

After retiring, Stuit continued to support the college. He and his wife, Velma, endowed two professorships in psychology and established scholarships in CLAS. After Velma died in 1997, Stuit founded a fine arts memorial fund in her name. He also left an estate gift of more than \$2 million to The University of Iowa Foundation. The gift benefits many areas of CLAS.



Beyond Words

One Woman's Support for the Writing University

By Jen Knights



Laurel J. Harbour understands the power of writing.

Harbour, who grew up on a farm between Correctionville and Holstein, Iowa, earned a BA in English and French in 1969 and an MA in English in 1971 from the College of Liberal Arts and Sciences, then a JD in 1974 from Iowa's College of Law. She is a partner in the Kansas City, Mo.-based international law firm Shook, Hardy & Bacon and was named one of the world's leading product liability lawyers in 2007 by *Expert Guides: Guide to the World's Leading Product Liability Lawyers*.

Throughout Harbour's years as a student at Iowa, the University's emphasis on the importance of writing, across all disciplines, helped her to become a skilled communicator.

"Writing is such an important element of success in any career," she says. "As an attorney, I know that the majority of cases are won and lost based on briefs—not on oral arguments in a courtroom."

"Writing captures the most important things that people have to say about life," she continues, noting that reading poetry aloud helped her connect with her elderly mother before she died, when a stroke had taken away her mother's ability to speak.

Because Harbour is so passionate about the role of writing in a successful life—and because she recently hosted an event in Kansas City on behalf of The University of Iowa Foundation and the Iowa Writers' Workshop—it might come as a surprise that she directs her most generous annual gifts to support the sciences. She contributes to the Departments of Chemistry, Physics and Astronomy, Biology, Computer Science, and Mathematics, because that's where she sees the most urgent need.

"This country has enough lawyers—and there will always be plenty of bright students pursuing law degrees," she says. "We need to do more to encourage young people to become scientists and mathematicians and to be leaders in those fields on an international scale."

A CLAS education equips students to do just that by pairing rigorous instruction and scientific research with an emphasis on building communication and writing skills. That tradition is why the University proudly calls itself "the Writing University," and it is why Harbour feels that support for any area of CLAS helps promote students' writing skills.

"Beginning my education with the liberal arts has served me well," Harbour says. "Regardless of your chosen field, a broad education gives you the global context to understand your work and its place in the world."

Through her support and service on the CLAS Dean's Advisory Board, Harbour provides leadership to help ensure that University of Iowa students are prepared to communicate and excel in a global marketplace.

From the Executive Director of Development

Stories Yet to Be Told

"The Writing University" is full of stories.

Students and faculty in the University of Iowa College of Liberal Arts and Sciences write novels, essays, poetry, and plays. They cover breaking news, publish research articles, and compose music.

But beyond the writing that appears in books, journals, scripts, and newspapers, we are routinely treated to tales of enlightenment, opportunity, and success.

Generations of former students tell stories about illustrious professors like Sam Becker, Les Moeller, Virginia Myers, Barbara Stay, and James Van Allen—along with countless other great educators who touched lives at Iowa. Alumni also tell us about the life-changing opportunities they took advantage of while they were Iowa students—chances to create, to travel for study and research, and to build lifelong friendships.

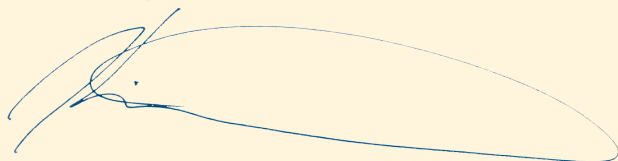
Last year, more than 7,000 alumni and friends also told another kind of story. By making gifts to CLAS and its units through The University of Iowa Foundation, our contributors tell us—and the world—that they are grateful for their CLAS education and want to give current and future students access to the resources they need to make the most out of their own Iowa experiences.

We work with donors to help them do just that, and it allows us to hear the best stories of all: how your gifts impact students.

Undergraduates tell us how much it means to have a scholarship or how much they learned on a trip to a national conference. They tell us how much they appreciate having access to great facilities and the latest technology. Graduate students from all over the world bring their own stories to Iowa City to work with renowned faculty members, collaborating on revolutionary research fueled by private gifts. Thanks to loyal support from a community of alumni and friends, new stories begin every day in the college.

Please feel free to contact us to share your story, or if you have questions about making a gift. With your support, we will always have a new story to tell.

Thank you!



Jeff Liebermann
Executive Director of Development
College of Liberal Arts and Sciences
The University of Iowa Foundation



Members of the College of Liberal Arts and Sciences development team are (left to right) Emily McCarty, assistant director of development; Margaret Reese, director of development; Jane Van Voorhis, associate director of development; and Jeff Liebermann, executive director of development.
(Photo by Tom Langdon, UI Foundation)

Learn more about what's happening at the Writing University at <http://www.writinguniversity.org>.

UI College of Liberal Arts and Sciences Facts and Figures

Top-Ranked Undergraduate Programs, Departments, and Schools

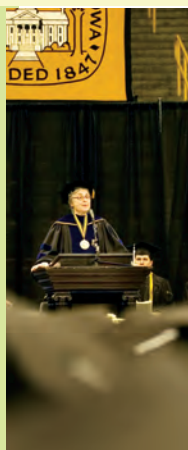
Rank	Program/Department or School
1	Department of Communication Sciences and Disorders
1	Actuarial Science (Department of Statistics and Actuarial Science)
5	Department of American Studies
6	Developmental Psychology (Department of Psychology)
8	Department of Theatre Arts (Division of Performing Arts)
18	School of Journalism and Mass Communication
20	Department of English

Top-Ranked Graduate Programs, Departments, and Schools Among Public Institutions

Rank	Program/Department or School
1	Audiology (Department of Communication Sciences and Disorders)
1	Speech/Language Pathology (Department of Communication Sciences and Disorders)
1	Iowa Writers' Workshop
2	Printmaking (School of Art and Art History)
2	Social Psychology (Department of Sociology)
5	Paleontology (Department of Geoscience)
7	Art and Design (School of Art and Art History)
7	Painting/Drawing (School of Art and Art History)
7	Plasma Physics (Department of Physics and Astronomy)
8	Clinical Psychology (Department of Psychology)
12	Department of Political Science
15	Department of English
17	Department of History
20	Department of Sociology
23	Department of Biology
25	Department of Psychology

Interdisciplinary Majors

Environmental Sciences
Informatics
Interdepartmental Studies
International Studies
Leisure Studies
Liberal Studies
Performing Arts Entrepreneurship



Departments and Programs

African American Studies	Division of Performing Arts	Journalism and Mass Communication
American Studies	Dance	Linguistics
Anthropology	Music	Mathematics
Art and Art History	Theatre Arts	Philosophy
Asian and Slavic Languages and Literatures	English	Physics and Astronomy
Biology	French and Italian	Political Science
Chemistry	Geography	Psychology
Cinema and Comparative Literature	Geoscience	Religious Studies
Classics	German	Rhetoric
Communication Sciences and Disorders	Health and Sport Studies	Social Work
Communication Studies	History	Sociology
Computer Science	Integrative Physiology	Spanish and Portuguese
	Division of Interdisciplinary Programs	Statistics and Actuarial Science
		Women's Studies

Total CLAS living alumni: ~130,826 (as of spring 2008)

Total CLAS undergraduate enrollment: ~17,017 (as of fall 2007)

Total CLAS graduate enrollment: ~2,379 (as of fall 2007)

College Administration and Alumni Leadership

Dean's Advisory Board

Leon J. Aden (BS '80, MS '82),
Vice Chair
Advisor
ExxonMobil Exploration
Houston, Tex.

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Department of Geography
College of Liberal Arts and Sciences
The University of Iowa
Iowa City, Iowa

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Irma E. Simpson (BM '71)
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McLean, Va.

Diane G. Sprenger (BA '76)
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Chicago, Ill.

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Bradenton, Fla.

Leonard R. Wanger (BS '87)
Portfolio Manager
William Harris Investors Inc.
Chicago, Ill.

***Timothy Westerbeck** (BA '82, MA '88)
Managing Director and Principal
Lipman Hearne Inc.
Chicago, Ill.

*New Board Member



Administration

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Dean

Raúl Curto
Executive Associate Dean

Helena Dettmer
Associate Dean for Undergraduate
Programs and Curriculum

Joseph Kearney
Associate Dean for Research



Join the Online Community

The password-protected online community for alumni, Onlowa.com, includes the secure **Alumni Directory**, to find classmates or update your personal information; the **Hawk Page**, to display your news and stay up-to-date with your friends' postings; **Hawkeye Notes**, to keep up with fellow alumni; the **Alumni Events Calendar**, to see a list of alumni events and who is attending, and to invite friends to an event; the **E-mail Forwarding Service**, to enjoy a free UI alumni e-mail address; and the **Résumé Bank**, to post your résumé or search for résumés. It's easy to register. Make the connection today at www.Onlowa.com.



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