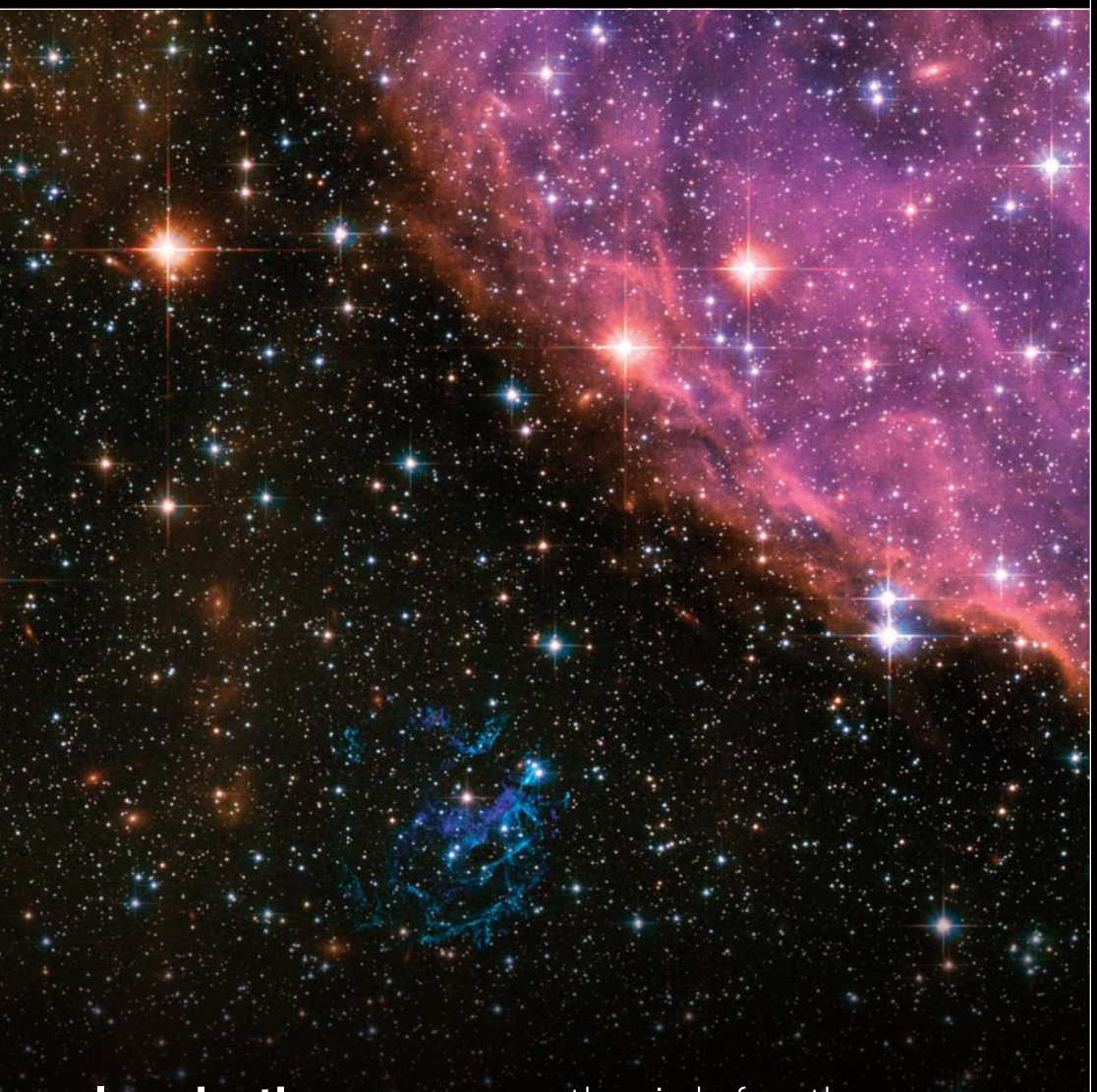
SUFFOLK**ARTS+SCIENCES**
MAGAZINE//NO.3//**2010**



IMAGINE.

EXPLORING THE DEEP SKY
THROUGH ASTROPHYSICS



Imagination sees more than is before the eyes. We remember the past to imagine the present so that the future can be re-imagined.

JAMES CARROLL
DISTINGUISHED SCHOLAR IN RESIDENCE

Above: A young (2000-year-old) supernova displays a fireworks-like array of blue-green colors in a galaxy near our Milky Way.

Back cover: The glowing gases of the Veil Nebula show the remains of a supernova that exploded 5-10,000 years ago.

Courtesy of NASA, ESA and the Hubble Heritage Team STScI/AURA

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Cover
Photo illustration by Seth Sirbaugh, containing an image of the MONS observatory building at the Tenerife Teide Observatory in Spain by Filipe Rodrigues Marques Dias, and the Milky Way at night by Juan Carlos Casado.

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30 **URBAN ACTIVIST**
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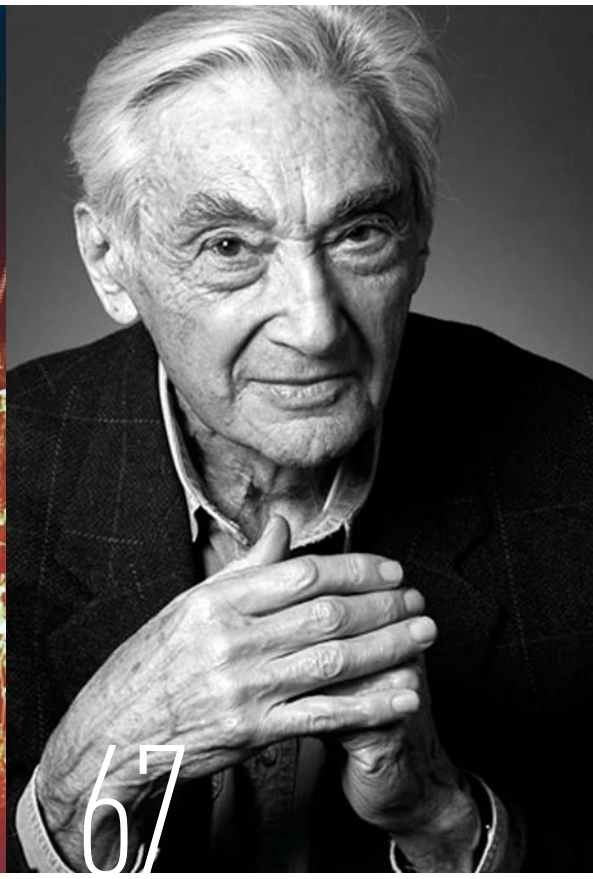
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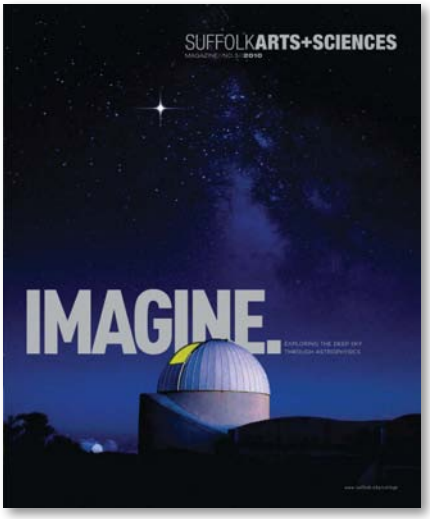
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Suffolk students have long had the inside track to D.C. through programs at The Washington Center, including its invitation to witness presidential history in 2009.

SUFFOLK**ARTS+SCIENCES**
MAGAZINE//VOL. 3//**2010**









Above: *The MONS Telescope used by students at Teide Observatory in Tenerife, the main island of the Canary Islands archipelago off the West African coast. The Milky Way Galaxy is visible in the sky above the telescope.*

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welcome to the new issue

THIS YEAR'S SUFFOLK Arts+Sciences magazine is a testament to the recent successes and overall productivity of students, faculty, and alumni of the College of Arts and Sciences. We have created new undergraduate programs, developed exciting opportunities for faculty-student mentoring, and formed new community partnerships and initiatives.

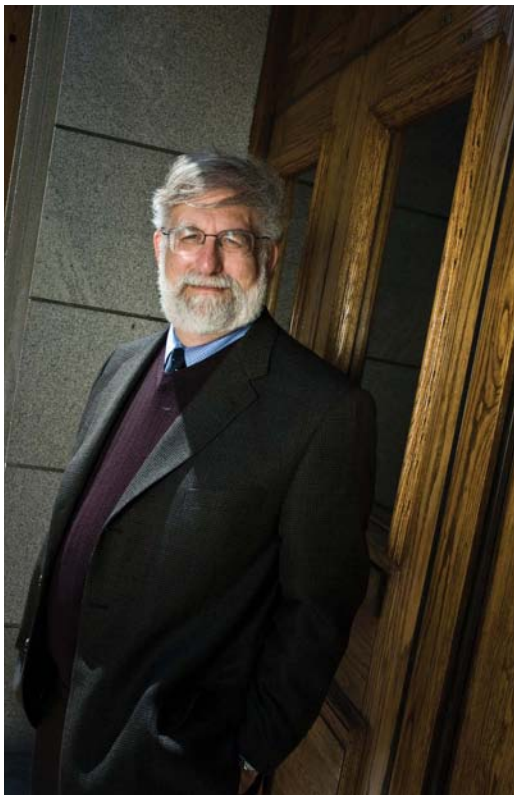
Imagine studying the Milky Way galaxy from the Teide observatory in Tenerife, Spain. The new undergraduate program in Astrophysics, developed by faculty from both the Boston and Madrid campuses, is our feature cover story. The authors invite you to share the experiences of a group of Suffolk faculty and students as they explore the stars and the local Spanish culture. Our cover picture shows the observatory where our group studied, as well as a breathtaking view of the Milky Way that is visible from the site.

In this issue you will also read about two new interdisciplinary programs in the College: Asian Studies and Social Informatics. These offerings add to the richness of our curriculum while providing fertile ground for collaborations that cross traditional departmental boundaries.

New programs and curricular offerings enrich the academic opportunities for students and simultaneously foster the development of our faculty. In the College, scholarship connects with teaching in exciting ways, frequently resulting in collaborations between faculty and students. These mentorships provide valuable support and hands-on experience and help students transition to life after college. Whether for a graduate program or a career, personalized guidance from College of Arts and Sciences faculty plays an increasingly important role, especially during these challenging economic times. We take great pride in the close teaching relationships that exist throughout the College; the mentoring stories profiled in this edition – from Art and Design to Biochemistry to Theatre – are illustrative, but by no means exhaustive.

You will also see in these pages how the College continues to strengthen its collaborations with institutions in the surrounding community, as evidenced by our partnerships with the Ford Hall Forum and the Boston Athenæum. Distinguished Visiting Scholars, including Edward P. Jones, Howard Zinn, Francis Moore Lappé, and the spectacular flamenco company *Casa Patas*, not only engage our students and faculty but also provide opportunities for CAS alumni and the local community to visit campus. And our alumni profiles make it clear that their time at Suffolk has served them well. We can be proud of their accomplishments in the world.

We invite you to share in the excitement of each of these activities as you explore the stories in our award-winning magazine. ■



IMAGE//KINDRA CLINEFF

Kenneth S. Greenberg
Dean, College of Arts and Sciences
Distinguished Professor of History

TEXT//TIFFANY HASSIN, SARA LISCHYNSKY
IMAGES//KINDRA CLINEFF



STANDOUT TALENT

Some of Suffolk's **best + brightest** »

SOME STUDENTS IN the College of Arts and Sciences go above and beyond in their efforts. They give back their time, talents, and energy, showing initiative both on and off the campus. These students are volunteers, advocates, artists, and scientists—occasionally all at once. Active in classrooms and in communities, leaders in their fields, meet six young scholars nominated by their professors as Standout Talent students. Some have graduated and others are working toward their degrees, but all have taken charge of getting the most from their Suffolk education.



TEXT//TIFFANY HASSIN, SARA LISCHYNSKY
IMAGES//KINDRA CLINEFF



Katreena Hashem

HOMETOWN: WEST BRIDGEWATER, MASSACHUSETTS

MAJOR: BIOLOGY

GRADUATION YEAR: 2010

THE DAUGHTER OF a man who emigrated from Lebanon when he was 17, Katreena Hashem knows how hard work and dedication can reap big rewards. Hashem, a biology major, is aiming for medical school. To achieve her goal, she volunteers at New England Baptist Hospital, spending valuable time learning within the walls of a hospital. She shares her knowledge of general and organic chemistry while tutoring students at Suffolk's Ballotti Learning Center, and has also served as a genetics lab assistant since the fall of 2008, gaining work experience within her major. In recognition of her academic achievements, Hashem has been elected to the Delta Alpha Pi Society at Suffolk and the TriBeta National Biological Honor Society. During her senior year, she will be working and conducting research with organic chemistry professor, Denyce Wicht.



Jessica Ross

HOMETOWN: COLUMBIA, MARYLAND

MAJOR: AMERICAN GOVERNMENT AND POLITICS

MINOR: EDUCATION

GRADUATION YEAR: 2011

FOR JESSICA ROSS, human rights issues take front and center stage. President of the Black Student Union, Ross is pursuing a major in American government and politics and a minor in education, with a concentration in urban education. Her interests in social justice and racial equality extend beyond her academic endeavors and into campus and community activities. Ross is a resident assistant during the school year, has participated in numerous leadership conferences, and has formed ties with other student groups on campus, such as the Suffolk University Hispanic Association and the Rainbow Alliance. Outside the nation's capital, she has interned for the Council of Urban Boards of Education, and within the Boston community, she volunteers with Connections 2 College, a Suffolk program that provides historically marginalized high school students with the resources to pursue higher education.



Ryan Stranz

HOMETOWN: DARTMOUTH, MASSACHUSETTS

MAJOR: GRAPHIC DESIGN

GRADUATION YEAR: 2009

RYAN STRANZ COMBINES his entrepreneurial spirit with a love of community service. A recent New England School of Art and Design graduate who runs his own boat-detailing business over summers, Stranz manages to find time for pro-bono design projects, too: he volunteers as art director of *The Beacon*, a newspaper for the Massachusetts YMCA Youth and Government program, helping to promote an organization he has been involved with for many years. His design skills took the newsletter from a few short paragraphs to a full-sized broadsheet. Stranz continues to aid the management team of the program, in between freelance design projects and a summer internship with America's Test Kitchen making pickled shallots look scrumptious. See The Gallery section, page 49, for some examples of his student design projects. His future plans include a move to New York and working with a creative agency on urban design.

STANDOUT TALENT



Rachel Schwartz

HOMETOWN: NEW CASTLE, NEW HAMPSHIRE

MAJOR: GRAPHIC DESIGN

GRADUATION YEAR: 2009

RACHEL SCHWARTZ HAS creativity running through her veins, as well as the urge to keep busy. It is better when she combines the two, she finds, and best when that energy is used to educate others while still having fun. For example, as a volunteer in Suffolk's Connection 2 College program, Schwartz taught high school students from the nearby town of Dorchester, Mass., helping them design and paint a mural in their neighborhood's community center. In another expression of her interest in teaching art at the K-12 level, she designed a book of art projects to help art teachers think about new projects, many of which use recycled materials. See The Gallery section, page 48, for examples of her design work. A recent graduate of the New England School of Art and Design, Schwartz plans to join AmeriCorps and travel the country volunteering her time. After that, she may head in the direction of art education, nonprofit work, or wherever the wind may take her that affects the world in a positive way.



Sean Riley

HOMETOWN: MILFORD, MASSACHUSETTS

MAJOR: HISTORY, GOVERNMENT

MINOR: FRENCH

GRADUATION YEAR: 2009

WHEN SEAN RILEY went to France for the first time, he never imagined his experiences there would shape his life. Becoming fluent in French and forming strong bonds with his peers overseas, as well as with Suffolk Professor Marjorie Salvodon, were the highlights of his college career and he encourages other Suffolk students to seize the opportunity to study abroad. Riley's efforts are not only concentrated overseas; in his hometown, he leads others as assistant scoutmaster with the Boy Scouts and is an elected Town Meeting member. Presently, he is looking to establish a committee on Resource Sustainability and Climate Change, which will help the town go green while simultaneously saving money. Although his French minor seems more useful abroad, Riley has found use here for his history and government degrees. He currently attends Suffolk Law School and works with Suffolk Law School alumnus, Representative John Fernandes, as a legislative aide.



Servando Conde

HOMETOWN: PACHUCA, MEXICO

MAJOR: SPANISH, PHILOSOPHY

MINOR: LATIN AMERICAN STUDIES

GRADUATION YEAR: 2009

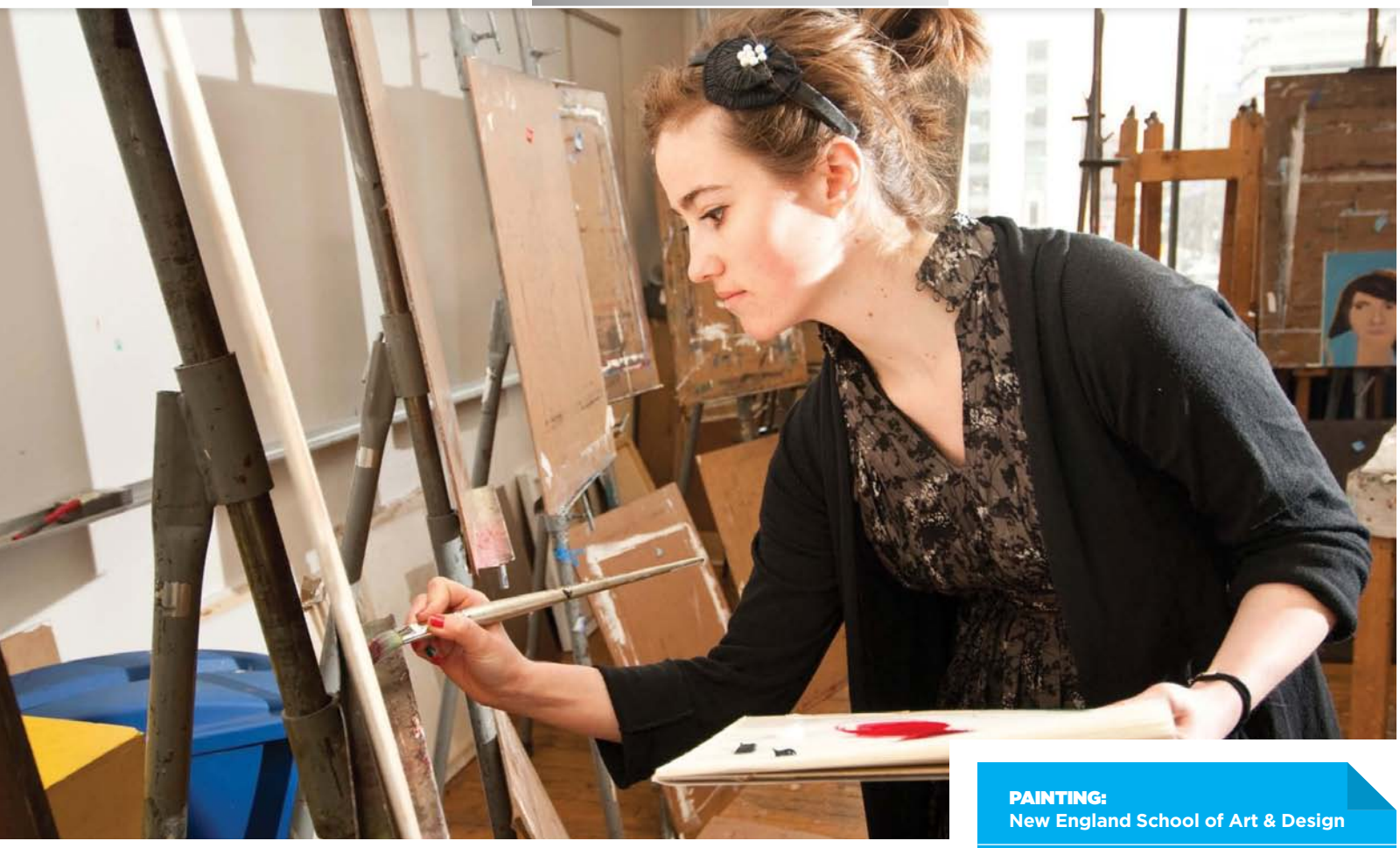
SOMETIMES WE HAVE to venture outside our own worlds to find what really matters. For Servando Conde, moving to the run-down Mexican city of Chacahua from his privileged home in Pachuca helped him to define his path in life. Fresh out of high school, with $150 and little motivation, Conde spent five months working manual labor jobs and living in poverty, a lifestyle that raised more questions than answers. Eventually landing at Suffolk, he completed a double major in Spanish and philosophy, and a minor in Latin American studies. He participated in the S.O.U.L.S Alternative Winter Break to El Salvador, working with villagers and other students to continue the construction of a community center in El Sitio, and remains committed to helping the El Salvadoran people they met. Conde now attends Brown University on full scholarship as a doctoral student in Hispanic Studies.

...letting their passions lead the way to success.

STUDENTS TODAY

IN THE CLASSROOM

TEXT//MELANIE WICKWAR
IMAGES//VARIOUS



PAINTING:
New England School of Art & Design

In a New England School of Art & Design painting studio, students in Assistant Professor Ilona Anderson's Foundation Painting course paint self portraits, complete model paintings, and learn the basics, such as mixing and applying paints. Students spend time practicing in the mediums of acrylic and oil, exploring both realist and abstract painting approaches, and expressing the idea of form and space within their own work.











SONG & DANCE:
Theatre Department

Students in Vocal Coaching II, co-taught by Professor Marilyn Plotkins and Guest Lecturer Scott Nicholas, study the fundamentals of music theory and the work of renowned contemporary composers, then showcase their skills in a spring recital (below). In Student Dance Workshop, dance instructor Dawn Davis-Loring and her students produce Dance Day (above), a presentation of pieces choreographed by students using elements of Expressionism. Dancers study the work of famous choreographers and learn modern dance techniques as well as the concepts of choreography.



TEXT//MELANIE WICKWAR
IMAGES//VARIOUS



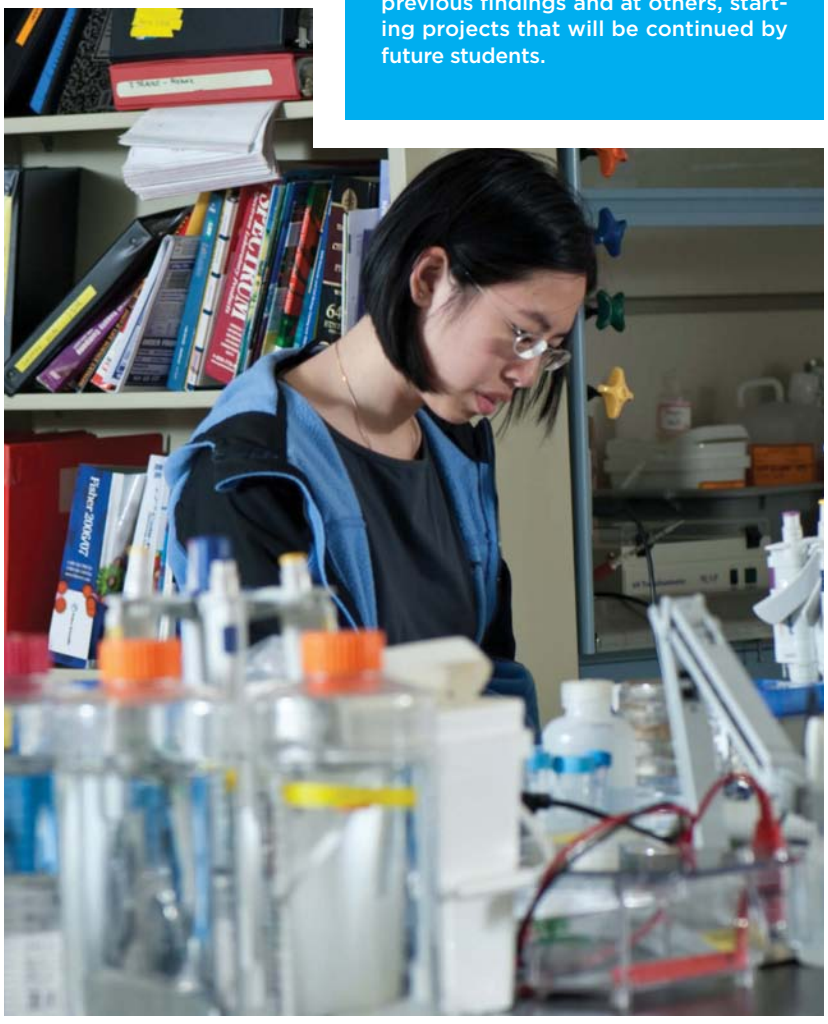




LAB WORK:
Chemistry/Biochemistry Department

Depending on their interests and mentors, students may grow colonies of bacteria, isolate DNA, clone genes, investigate ionic liquids, study chemical reactions, explore green chemistry, examine bacterial mating, test foods for genetic modification, assess environmental contamination, or conduct other research, at times supporting previous findings and at others, starting projects that will be continued by future students.









FILMMAKING:
Communication and Journalism

Students gain firsthand experience in film production while working as the crew on *Showville*, a short film produced by instructor Jason Carter's Making a Film class. As is the case on any movie set, students on the *Showville* set face many challenges, from putting in long hours to filming with a new camera and lens. When completed, *Showville* will be entered in film festivals across the country. The film has a New York editor and promotional posters created by graphic design students at the New England School of Art & Design.









Assistant Professor and Director of Forensic Science **Edward Bartick**

JENNIFER BECKER

WITH A TRACE
FORENSIC SCIENCE PROGRAM PROVES POPULAR

WHILE INTERVIEWING FOR a job with the Federal Bureau of Investigation in 1986, Edward Bartick was asked why he thought he would be a good forensic scientist. For Bartick, with his PhD in materials science and years of experience as an industrial chemist, the answer was elementary. "Every analytical chemist is a Sherlock Holmes at heart," he replied.

Bartick spent the next 20 years as a research scientist in the FBI Laboratory's Counterterrorism and Forensic Science Research Unit. He specialized in Fourier transform infrared (FTIR) and Raman spectroscopic analysis methods, which enable scientists to identify the chemical composition of trace evidence. At the FBI Academy in Quantico, Virginia, he led courses for forensic scientists on FTIR analysis of trace materials.

In January 2007 he became the first director of Suffolk's forensic science program, a concentration within the Department of Chemistry and Biochemistry. "This is a developing field," Bartick says. "It is very important to train students well." Two decades after Professor Doris Lewis established a forensic science course in collaboration with the Boston Police Crime Laboratory, more than 50 percent of the department's majors are enrolled in this concentration—a fourfold enrollment increase in the past five years.

Bartick's students scrutinize the whorls of fingerprints and the patterns of footprint molds. They learn to analyze the composition of fibers and paint chips through spectrometer readings. They gain a new appreciation for the scientific method, which—as impartial forensic scientists who may be called to testify on the witness stand—they will need to rigorously follow in their professional lives. Later in their studies, they will complete internships at the Boston Police Crime Lab and other local forensic, biomedical, and corporate laboratories.

Bartick refers to the CSI effect when explaining the fascination with forensics. He teaches the aspiring scientists in his classroom that crimes are not often solved in 44 minutes. "I consider CSI science fiction," he says. "You don't send a fingerprint over the computer and come up with the match a few seconds later. We show students there's so much more to it."

INNOVATION &

M. J. MADDEN AND DORIS LEWIS

WHAT'S FOR DINNER?

THAT FAST-FOOD FRENCH fry you're holding in your hands could be hazardous to your health. Sure, there is the saturated fat from the cooking oil. But there is another, lesser-known risk: the potato may be lacking its essential minerals.

"The way many potatoes and other produce are grown is disrupting nature's elemental cycle," says chemistry professor Doris Lewis.

Trace minerals are not replaced in the soil unless organic farming methods are used, fertilizing the soil with decomposed plants or manures and returning the whole body of plant and animal products to the earth. According to Lewis, the nutritional value of trace minerals, not usually included in nutritional analysis, is an important consideration in favor of organic food choices.

Lewis began focusing on foods in her courses to show her students that applications of chemistry are everywhere, and that they can use their chemical knowledge to make everyday choices. Reading food labels with her students made her realize that none of these packaged foods was nutritionally desirable, and made her wonder where "real" food existed. Looking at the chemical issues behind food she came to the conclusion that "whole, organic food is best not only for the planet, but for each individual's health."

She is part of a small but growing number of chemists who are investigating the chemistry of trace metals and what our current pattern of food consumption does to humans and the environment. A new atomic-absorption instrument being installed in the chemistry and biochemistry department this fall will enable Suffolk students to analyze for trace metals themselves.

"Food is universal," says Lewis. "It's a good entry point for the students to learn chemistry." Her students are learning chemistry and more as they explore what she calls "eating as a personal, political, and ecological act."



Chemistry and Biochemistry Professor **Doris Lewis**

EXCELLENCE

DELIA MOONEY '12

FLIP OF THE CAMERA



Communication and Journalism Professor **Gerald Peary**

FLYING AROUND THE world to attend film festivals in cities like Berlin, Bangkok, and Vienna may sound like a life of luxury, but for communication and journalism professor and film critic Gerald Peary, it is just another opportunity to do what he loves: watch movies.

Peary became interested in film criticism in graduate school at the University of Wisconsin, when he was named the arts editor of the *Daily Cardinal*. He critiques each film with a simple formula, asking himself, "What is the filmmaker trying to do or say? How well did the filmmaker do it or say it? And finally, was it worth doing or saying?"

Peary has been a weekly columnist and film critic for the *Boston Phoenix* for 13 years. He is an active member of the Boston Society of Film Critics, the National Society of Film Critics, and the International Federation of Film Critics. He strongly believes that critics should have greater sway in the film industry. "If film critics actually had an influence on Hollywood, there would be better movies, and fewer cynical movies that are contemptuous of audiences," he says.

With an increasing number of film critics out of work due to changes and cutbacks in the media industry, Peary decided it was time to produce a film as an homage to his calling. His documentary, *For the Love of Movies: The Story of American Film Criticism*, provides an inside look at the history and profession of film criticism. "The secret of success," he notes, "is documenting something that is right under your nose that no one has done before. Nobody before me ever thought of making a documentary about film critics. What an obvious subject for a movie!" The film has played at festivals in Hong Kong; San Francisco; and Guadalajara, Mexico.

Peary's advice to aspiring film critics: "Learn and appreciate the history of film. Seeing and studying old movies is a lesson for life: lots of classic movies are more exciting, more innovative, more progressive, and more insightful than what comes today to your local movie house."

DELIA MOONEY '12

WRITING IS A WAY OF LIFE

NAMED ONE OF the 50 public intellectuals who have influenced contemporary China by the Chinese magazine *Southern People Weekly,* history professor Yong Xue not only has a powerful voice in the US but also has become part of Chinese history. The author of 10 books and a contributing journalist to newspapers in two countries, including *The New York Times* and *Cong jingdu dao fandu [The Independent Reader],* Xue takes writing seriously.

Growing up during the Cultural Revolution in China, Xue was considered a "problematic kid"—he chose to debate while others chose to obey. "I argued with my parents and did not do homework, causing a lot of troubles," he says. When Xue was an undergraduate, he survived on a budget of 25 yuan ($5) a month from his parents. As he searched for a job, he began writing weekly columns for *Beijing Evening News* and *Wenhui Book Review*, a Shanghai-based weekly. He wrote about politics, education, the economy, and social and cultural problems.

In 1994 Xue and his wife came to the United States to study at Yale University. By 1997 he had earned an MA from Yale in Chinese history. Since he wrote in Chinese and spoke very little English, he immersed himself in the English language at age 28 and did not write in Chinese again until 2002, sharpening his communication skills by reading and writing only in English. In 2006 he received a PhD in East Asian studies from Yale.

Xue explains that, for him, "writing is a way of life." In 2002 he began writing for Chinese newspapers in Hong Kong and Singapore as well as mainland China. He was a regular contributor to *Ershiyi shiji jingji baodao [21st Century Business Herald]* from 2002 to 2003. His ability to write was his only means of supporting his wife and child.

Dean Kenneth S. Greenberg commends Xue's extraordinary achievement. "Many students have financial trouble," Dean Greenberg says, "and he understands that experience—of working his way out of poverty, of moving from deprived circumstances to becoming a great scholar."

As the history advisor on the Asian Studies Committee, Xue encourages students to become involved in the program in order to gain a better understanding of Chinese politics and history. He also teaches Japanese history and the course, Cultural Contact in World History. Xue approaches his lessons with a nontraditional teaching style. "I need to play a role to get students to feel uncomfortable," he says. "Get them ready to face the real world."



Associate Professor of History **Yong Xue**



Associate Professor of Government **Judith Dushku**

RAE SIMPSON

THE WORLD IS YOUR TEXTBOOK

"IN OVER 40 years of teaching, I have come to understand that there is nothing more powerful than taking students to places that are in the news," says Associate Professor of Government Judy Dushku.

Her new course on human trafficking addresses a global epidemic that has taken a particularly virulent form in Uganda, where thousands of children have been abducted by rebel forces and enslaved as child soldiers and as "wives" of rebel commanders. The course culminated in a two-week trip to Kampala and eastern Uganda in May 2009.

Organized by Global Exchange Reality Tours, the itinerary took the 13 undergraduate and graduate students from meetings with members of the Ugandan parliament, to visits with mothers in one-room hovels in the slums, to gatherings with recovering child soldiers from the war-torn north.

"Statistics about atrocities, as well as triumphs, can make the individuals involved seem almost unreal," says Dushku. "By visiting with affected people, looking into their faces, and hearing from their own mouths the stories of their experiences, the stories of war and struggle become unforgettable and can be internalized as wisdom."

Dushku tells her students before they travel that they must go to listen and learn, and that they should volunteer only after seeing what actually works in a country. Since the Uganda trip, one student has interned with Boston Initiative to Advance Human Rights, another stayed an extra week in Uganda to volunteer with trauma victims in the north, others placed articles on Ugandan issues in their local newspapers, and several created a new Suffolk student organization to raise funds for work with recovering child soldiers.

Similar ripple effects have followed Dushku's 15 previous student trips, including travel to Nicaragua, El Salvador, Venezuela, Senegal, Uzbekistan, Romania, and Poland. After the Romania trip, three Romanian youth, encouraged by their visit from Suffolk students, later came to Boston and graduated from Suffolk.

"My students studied Uganda seriously in class, but they understand it far more deeply now that we have learned from Ugandans themselves," says Dushku.

INNOVATION & EXCELLENCE

SHANNON ROSA

DIVERSITY IN VOICE AND VIEWS

WHEN ENGLISH PROFESSOR Quentin Miller accepted a position at Suffolk in 2001, the school's urban surroundings played a large part in his decision. He thought Suffolk would be the perfect place to integrate the study of literature with the examination of an ever-changing social and political climate. The Suffolk experience, he says, is "being part of the city, being part of the government, being part of the area that surrounds us. We're not separate from it; we're intimately linked."

Miller has brought that sense of unity to his classroom. In his first semester, he offered a course in prison literature, giving students the chance to investigate the views of marginalized members of society. He later taught a seminar on John Updike and Toni Morrison, two novelists from divergent backgrounds with uniquely American perspectives. Students were able compare the impact of literature from a place of privilege and a place of prejudice.

Nine years later, Miller continues to bring diverse voices to his students. He recently held a conference at Suffolk on the late James Baldwin, an African American writer known for his work on themes of race and homosexuality, featuring lectures, dramatic readings, film, and even a live performance piece. Miller has a longstanding scholarly interest in Baldwin and a desire to bring his works to a new generation of students. He hopes to publish a book, *Criminal Power: James Baldwin and the Law*, as a lasting homage to Baldwin's life and writings.

Using literature as a catalyst, Miller has extended the walls of his classroom into the community. His classes have visited the Boston 9/11 Memorial; Walden Pond; Jack Kerouac's grave; and the Fruitlands Museum, site of Bronson Alcott's short-lived 19th century utopian community, to add more substance to their literary discussions. "It's just tremendous to sit down with a student outside of the classroom and have a meaningful conversation," says Miller.

This fall Miller reached even further beyond the ordinary with his freshman seminar, The Rebirth of Tragedy: Rock Music 1968–1972. Getting "out of my comfort zone for a change," Miller has guided students through the music of the Beatles, Jimi Hendrix, and other legends while reading literature from that time period. He is also expanding his own personal writing: he's currently working on a story for middle schoolers based on bedtime tales he created for his own children. ■

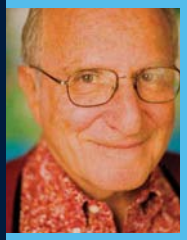


Associate Professor of English **Quentin Miller**

Join us as we welcome Distinguished Visiting Scholars 2009–2010 to the College of Arts & Sciences.

SUFFOLK UNIVERSITY
COLLEGE OF ARTS & SCIENCES





Paul Polak

Listen to this lecture on iTunes U

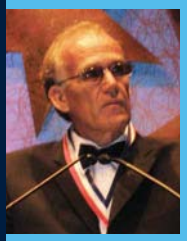
Paul Polak is the founder of the Colorado-based non-profit International Development Enterprises (IDE) and author of *Out of Poverty: What Works When Traditional Approaches Fail.*



Patrick Bond

Listen to this lecture on iTunes U

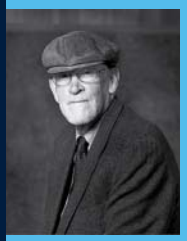
Political economist **Patrick Bond** is the director of the Centre for Civil Society and teaches political economy and eco-social policy at the School of Development Studies, University of KwaZulu-Natal, in Durban, South Africa.



Victor Davis Hanson

Listen to this lecture on iTunes U

Victor Davis Hanson is the Martin and Illie Anderson Senior Fellow in Residence in classics and military history at the Hoover Institution, Stanford University and a nationally syndicated columnist for Tribune Media Services.



David Ferry

Fall 2009 and Spring 2010

David Ferry is an award-winning author, poet, and translator whose works include *Of No Country I Know: New and Selected Poems and Translations* (1999), *The Epistles of Horace: A Translation* (2001), and *Gilgamesh: A New Rendering in English Verse* (1992).



Faye Family

Listen to this lecture on iTunes U

The *Faye Family* of drummers from Senegal represent the continuation and transformation of the géwël tradition over generations. The Fayes return to the College to share their music through performances and classes.



Flamenco Conservatory Foundation "Casa Patas"

Listen to this lecture on iTunes U

Based in Madrid,"**Casa Patas**" was established in 2000 to support the teaching, research, and promotion of flamenco in all its art forms: song, guitar playing, and dance.



Kim Stafford

February 10–12

Kim Stafford is the author of a dozen books of poetry and prose, and director of the Northwest Writing Institute and the William Stafford Center at Lewis & Clark College.



David Hoberman

March 1–3

David Hoberman is president and founder of Mandeville Films and Television and a leading film producer who has worked on more than 100 movies.



Viola Vaughn

March 22–26

Viola Vaughn is the founder and executive director of the Women's Health Education and Prevention Strategies Alliance (WHEPSA) and executive director of the educational nonprofit 10,000 Girls in Kaolack, Senegal.



Maxine Hong Kingston

March 30–April 2

Maxine Hong Kingston is an award-winning author best known for writing novels that draw on her family's experiences as Chinese immigrants to the United States.

Please check **www.suffolk.edu/distinguishedscholars** to confirm date, time, and location for all Distinguished Visiting Scholars events.

Produced by OUC 074009

TEXT//DAN MORRELL
IMAGES//VARIOUS

THE COUNSELING CENTER'S KEN GARNI RETIRES

WHEN KEN GARNI retired last summer from his post as director of Suffolk's Counseling Center, it ended a span of 40 years with the University. Looking back, though, he says he's lucky he lasted past day one.

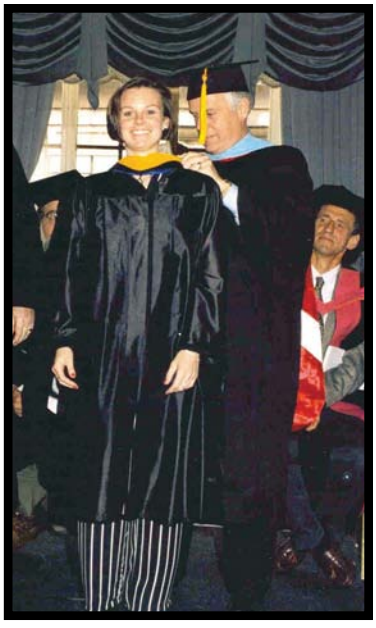
"I think it's fair to say that the most challenging student I have seen in my 40 years was my first patient," Garni says. He persevered, however, and was offered the directorship after three years at the center. Garni understood the secret of his own success: "Just hire people who are smarter than you, and they'll make you look good."

Following that directive, one of his early hires at the center was psychologist Paul Korn, who sees the modesty in Garni's approach but knows that it reveals something deeper about his longtime boss. "I think that whether he was able to do that or not, he treated people as if they were as smart as or smarter than him," says Korn. It created a comfortable, collaborative atmosphere in the Counseling Center.

As Garni gained experience, his counseling evolved. He worked to develop goals with his clients rather than imposing therapeutic outcomes. Garni, ever humble, praises Suffolk students for making his development easier. "Even though the Suffolk student has changed exponentially from '69 to '09, the one thing that has always been a characteristic is that they work as hard at being helped as we work at helping them."

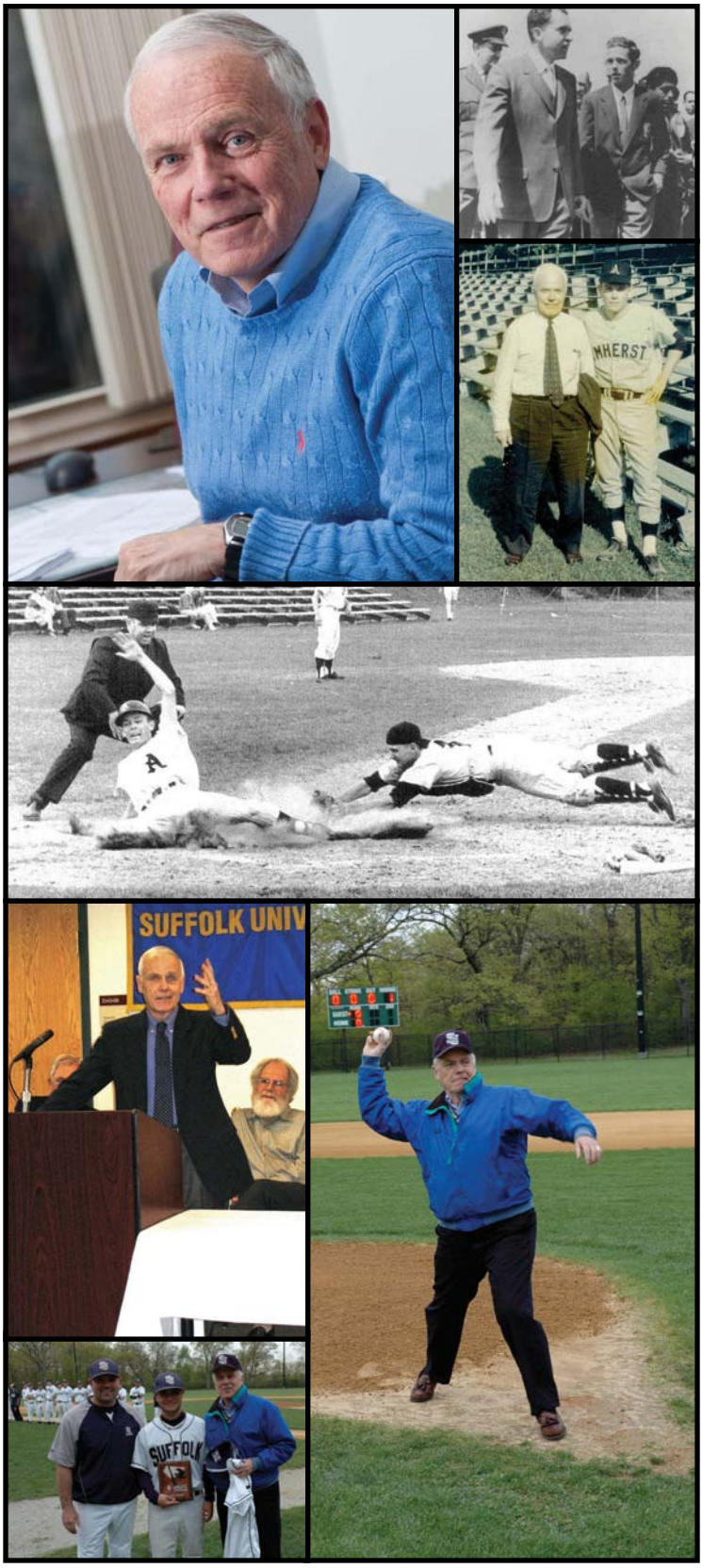
Some of the changes Garni has seen in his four decades have been demographic; others have been more personal. In the late 1960s, the typical Suffolk student who visited his office was a white male Catholic and likely an inner-city parochial school graduate—first in the family to go to college and fairly resistant to therapy. "Now it's a much more heterogeneous population," says Garni, who is also usually not a student's first experience with therapy anymore — he notes that the stigma associated with seeking psychological help has lessened.

Garni's influence at Suffolk has extended well beyond the Counseling Center: he advocated for the first international student advisor, spearheaded the outreach efforts to gay and lesbian students, and supported the formation of the residence life program.



Garni also happens to be a caring boss, which became all the more evident when Korn had his first daughter. "It was really clear to me, as I was beginning to balance my family life with my professional life, that for him—and, for me, with his support—family came first," says Korn. "And I think that's really, really important."

It is this type of strong personal connection to the University community that made his departure such a hard decision. "It's tough to leave the students; it's tough to leave the staff," says Garni. "The saving grace for me is that I'm leaving at a time when I think that the Counseling Center is in as good a place as it's ever been."



TEXT//M. J. MADDEN
IMAGES//VARIOUS

BIOLOGY WITHOUT BEA SNOW?



THE END OF the academic year at Suffolk University sometimes brings the retirement of a long-time faculty member. This year, the College lost a veritable institution in Bea Snow, professor of biology and, for the last 20 years, chair of the biology department. "She was the best boss I ever had and an amazing woman," says Vicki Croce-Ford, Snow's longtime assistant. "She taught, she listened, she supported. She gave people the respect that she tried to earn in others." Snow has been a College faculty member since 1965, arriving with her doctorate degree from the University of New Hampshire. But Snow, a member of the class of 1962, hardly needed a new faculty orientation.

In her 44-year tenure in the biology department, Snow earned a well-deserved reputation for supporting students who major in biology. Her interest in real-world biological research led to her becoming one of the founding faculty members of the Robert Friedman Field Station in 1968, and four decades later she is the outgoing director of this valuable resource. Located on the coast in Edmunds, Maine, not far from the US-Canada border, the Friedman Field Station was named for the former biology department chair who donated the 40-acre site that has provided a place for faculty research and student exploration of marine biology.

Snow's legacy also continues through her former students. Several of her department's alumni have returned as teachers, including Friedman Field Station director Carl Merrill BS '80 and Adjunct Professor Mary O'Donnell BS '85. "We referred to her as 'Ma' because she demonstrated so much concern for her students," says Merrill. "She was stern and demanding, but she helped prepare so many of us for our future lives and careers."

Each year, Snow knew every biology major in her department. And her concern for students extended beyond the science majors to encompass all Suffolk students, as she served for over 20 years on the Academic Standing Committee. "She always stayed on the Academic Standing Committee because she felt it was where she could help students' lives the most," says Assistant Dean Sharon Lenzie.

Similarly, her passion for science extended beyond the Boston campus. She contributed to Suffolk's international programs when she developed the natural science program at the University's Madrid Campus. Outside of Suffolk, she held the position of permanent secretary at the Eastern New England Biological Conference for 30 years. Snow's academic interests were not limited to the natural sciences; she earned a master of divinity degree in 1995 from the Gordon-Conwell Theological Seminary. Her professional achievements and contributions to campus life were recognized in September 2009 with a University Heritage Medallion Award.

In retirement, Snow plans to travel and just relax. She may also take the lead from other retired College professors and return to teach a course occasionally. As she is fond of saying at the end of a semester, "maybe we'll see you next year." ■



THE FACULTY

FILM + PRINT

TEXT//DELIA MOONEY AND SARA LISCHYNSKY
IMAGES//VARIOUS

THE ENGLISH CHANNEL: AN ORIGINAL PLAY ABOUT SHAKESPEARE

BY ROBERT BRUSTEIN, SHEEP MEADOW PRESS, 2008

The dearth of information about Shakespeare's life has produced many theories on how he could have created his masterpieces. Brustein's playful comedy *The English Channel* takes place at a tavern on the eve of the young playwright's theater career and keeps close to what few facts are known. Brustein deftly presents the artist who wrote his own plays, though that doesn't mean that he didn't borrow a few good lines.

THE EUGENE O'NEILL REVIEW

EDITED BY ZANDER BRIETZKE AND INGRID STRANGE

SUFFOLK UNIVERSITY, 2009

The Eugene O'Neill Review is an annual scholarly journal devoted to the life, times, and contemporaries of America's only Nobel Prize-winning playwright. Each volume contains articles of dramatic criticism, theater history and current book and performance reviews. This year's edition includes contributions from Patrick Chura, J. Chris Westgate, Laurin Porter, Erika Rundle, and Robert S. McLean. Its online presence and archives can be found at www.eoneill.com/library/review.

THE FOREIGN POLICY OF THE EUROPEAN UNION (1995–2004): A STUDY IN STRUCTURAL TRANSITION

BY ROBERTO DOMINGUEZ WITH A PREFACE BY JOAQUIN ROY

EDWIN MELLEN PRESS, 2009

This book is an analysis of how European countries have been able to embark on the integration process through the European Union Community institutions, defining the parameters of foreign policy applied to the case of the European Union. Dominguez argues that a strong relationship exists between international crises and the development of the institutions, instruments, and practices of EU foreign policy.

THE FORSTER-CAVAFY LETTERS: FRIENDS AT A SLIGHT ANGLE

BY PETER JEFFREYS, AMERICAN UNIVERSITY IN CAIRO PRESS, 2009

The English novelist E. M. Forster and the Greek-Alexandrian poet C. P. Cavafy met in Egypt during World War I. Their subsequent correspondence offers a view into Forster's resolve to support Cavafy's work by translating it into English, and Cavafy's refusal to comply fully with those plans. Many 20th-century intellectuals participated in Forster's project, which ultimately launched Cavafy's name in the English-speaking world.

FOR THE LOVE OF MOVIES: THE STORY OF AMERICAN FILM CRITICISM

DIRECTED BY GERALD PEARY, AG FILMS, 2009

The first documentary to explore the history of American movie reviewing, *For the Love of Movies* is directed by *Boston Phoenix* film critic Gerald Peary. The film gives the audience a glimpse into the reviewer's profession with commentary from America's best-known and most-revered critics, including Roger Ebert (*Chicago Sun-Times*), A. O. Scott (*The New York Times*), Lisa Schwarzbaum (*Entertainment Weekly*), and Kenneth Turan (*The Los Angeles Times*).

HAIDER, JELINEK, AND THE AUSTRIAN CULTURE WARS

BY JAY JULIAN ROSELLINI, CREATESPACE, 2009

This study analyzes the cultural and political confrontations in the Austrian public sphere that began with the election of Kurt Waldheim as president of Austria in 1986. It revolves around the writings and political interventions of populist politician Jörg Haider and Elfriede Jelinek, the controversial author who won the Nobel Prize for Literature in 2004. The book explores Austria's search for a viable national identity in the post-fascist era.

HANDBOOK ON POVERTY AND INEQUALITY

BY JONATHAN HAUGHTON AND SHAHIDUR KHANDKER

WORLD BANK PUBLICATIONS, 2009

The *Handbook on Poverty and Inequality* explains to economists how to measure, describe, monitor, evaluate, and analyze poverty and inequality. The materials have been used in workshops to support training on poverty analysis in over a dozen countries, in distance and online courses, and in university classrooms. Much of the book discusses how to work with household-level survey data to effectively measure poverty and inequality.

THE HEATH ANTHOLOGY OF AMERICAN LITERATURE, 6TH EDITION

EDITED BY QUENTIN MILLER, CENGAGE LEARNING, 2009

This anthology redefines the canon of American literature that has long been studied in undergraduate courses by including previously underrepresented voices. Miller is the editor of Volume E: Contemporary Period, 1945–present. For this edition, he sought out new texts on graphic narratives, post-9/11 literature, and ecocriticism. Also included are a new introduction as well as entries on law, literature and on the authors Philip Roth, Philip Levine, and Don DeLillo.

HYBRID IDENTITIES: THEORETICAL AND EMPIRICAL EXAMINATIONS

EDITED BY KERI E. IYALL SMITH AND PATRICIA LEAVY, BRILL, 2008

This book explores emerging research on hybrid identities and illustrates the application of these theories. While hybridity is predominant in minority or immigrant communities, these are not its only sites in the globalized world. The hybrid identity allows for the perpetuation of the local in the context of the global. Transnationals, double consciousness, gender, diaspora, the third space, and the internal colony are examined in this volume.

I'LL HAVE WHAT SHE'S HAVING: BEHIND THE SCENES OF THE GREAT ROMANTIC COMEDIES

BY DAN KIMMEL, IVAN R. DEE, PUBLISHER, 2008

I'll Have What She's Having tells the story of the making of 15 classic romantic comedies. From *Trouble in Paradise* and *It Happened One Night* to *There's Something About Mary* and *Love Actually*, popular romantic comedies reflect the times in which they were made. Among the stories told is the full account behind the famous line from *When Harry Met Sally* that gives the volume its title.

IMMIGRANT STORIES: ETHNICITY AND ACADEMICS IN MIDDLE CHILDHOOD

BY CYNTHIA GARCIA COLL AND AMY KERIVAN MARKS

OXFORD UNIVERSITY PRESS, 2009

The children of immigrant families are the fastest growing population of schoolchildren in America, but little is known about their psychological development. Through interviews with teachers, parents and children, *Immigrant Stories* portrays the trajectories of Cambodian, Dominican, and Portuguese students. In the current climate of our nation's immigration policy debate, *Stories* offers findings that may inform educators about the sources of strengths and challenges facing our newest immigrant generations.



THE JOY OF PARENTING

BY LISA COYNE AND AMY R. MURRELL

NEW HARBINGER PUBLICATIONS, 2009

A compassionate guide for any parent who sometimes feels overwhelmed by the process of raising a child, readers will learn how to be flexible as their children make critical transitions, handle behavioral issues such as tantrums and defiance, and give their children (and themselves) credit for what they are doing right. Coyne and Murrell teach therapy strategies to help parents determine their parental values and set goals for their family.

THE LOOKING HOUSE: POEMS

BY FRED MARCHANT, GRAYWOLF PRESS, 2009

The Looking House explores the reaches of human suffering, from internal battles to wars that rage across the modern landscape. Marchant maps the shelters that give us refuge from these struggles, from an open window at midnight, the broken sill of a deserted hut on the Irish coast, or a movie theater at midday. These poems reveal a broken world, but they also offer hints of survival and reconnection.

METAMORPHOSIS: IDENTITY OUTCOMES IN INTERNATIONAL STUDENT ADAPTATION—A GROUNDED THEORY STUDY

BY ELAINE PASCALE, VDM VERLAG, 2008

The experience of the international student is accompanied by unique social and psychological adaptation struggles. This research project culled and examined common themes captured in the shared trajectories of academic sojourners as they adjusted to new cultural surroundings. International faculty and students with diverse backgrounds may also find their own stories reflected in the findings of this Grounded Theory study.

MINDFULNESS- AND ACCEPTANCE-BASED BEHAVIORAL THERAPIES IN PRACTICE

BY LIZABETH ROEMER AND SUSAN M. ORSILLO

GUILFORD PRESS, 2009

This book provides a unified framework for integrating acceptance and mindfulness into cognitive-behavioral practice. Roemer and Orsillo demonstrate how to conduct an assessment, develop a case formulation, and derive a flexible treatment plan for each patient. Vivid case studies and detailed transcripts illustrate the entire process of therapy, showing how treatment can be tailored for different presenting problems and concerns.

PEACEMAKING CIRCLES AND URBAN YOUTH: BRINGING JUSTICE HOME

BY CAROLYN BOYES-WATSON, LIVING JUSTICE PRESS, 2008

Peacemaking Circles and Urban Youth tells an inspirational and moving story for anyone who works with young people, particularly troubled youth who desperately need community-based support to change the trajectory of their lives. The book examines the work of Roca Inc, a Boston area organization that works with immigrant, gang, and street youth. Roca promotes discussion and helps resolve issues among young people by extensive use of Circles processes.

PRACTICING CATHOLIC

BY JAMES CARROLL, HOUGHTON MIFFLIN HARCOURT, 2009

In Practicing Catholic, Distinguished Scholar-in-Residence James Carroll shows how Roman Catholic struggles illuminate spiritual quests in all faiths. He wrests meaning from the historical, social, and religious strands of his story to chart the Catholic Church's transformation from reactionary monolith to a vital institution in which the deepest aspects of faith are being called into question.

REGIONAL INTEGRATION FIFTY YEARS AFTER THE TREATY OF ROME

BY ROBERTO DOMINGUEZ, MIAMI EUROPEAN UNION CENTER, 2009

In light of the 50th anniversary of the beginning of the integration process in Europe, this book compiles the reflections of outstanding scholars on regional integration about the prospects and limitations of replicating the European Union model in the Association of Southeast Asian Nations (ASEAN), the North American Free Trade Agreement (NAFTA), the African Union, and the Common Market of the South (Mercosur).

SALAMANDER (VOL. 14, NO. 2)

EDITED BY JENNY BARBER, SUFFOLK UNIVERSITY, 2009

The summer 2009 issue of *Salamander* features new poetry by Chase Twichell, Sophie Cabot Black, Stephen Knauth, Maura Stanton, Linda Zisquit, and Ellen Kaufman; a conversation with Pulitzer-prize winning novelist Edward P. Jones; and short stories by Geoff Kronik, Siobhan Fallon, Aaron Hellem, and Irish writer Christine Dwyer Hickey. The cover painting, "Sparrow Sisters," is by Massachusetts-based artist Kaetlyn Wilcox. More information and archives are available online: www.salamandermag.org.

THE TAINTED MUSE: PREJUDICE AND PRESUMPTION IN SHAKESPEARE AND HIS TIME

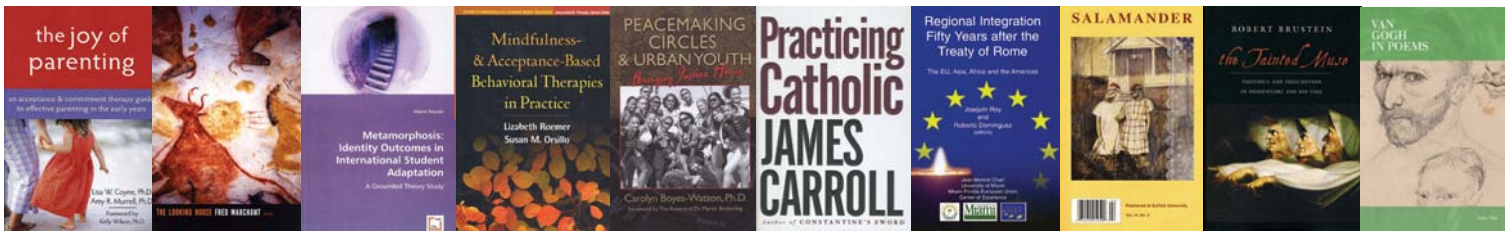
BY ROBERT BRUSTEIN, YALE UNIVERSITY PRESS, 2009

Concentrating on recurring prejudices in Shakespeare's plays—including misogyny, elitism, and racism—Brustein examines how Shakespeare and his contemporaries treated these issues in their works. The study reveals a dramatist constantly exploring and exploiting his own personal stances. These prejudices are not unchanging; over time, they vary in intensity and treatment. Shakespeare invariably reflected the predilections of his age and yet always managed to transcend them.

VAN GOGH IN POEMS

BY CAROL DINE, THE BITTER OLEANDER PRESS, 2009

Dine's poems, written in the voice of painter Vincent Van Gogh, comment on individual paintings and drawings while revealing his artistic process and state of mind. The book includes images of 18 works from the collections of the Van Gogh Museum, Amsterdam; the Kröller-Müller Museum, Otterlo, Netherlands; and the Metropolitan Museum of Art in New York City. ■

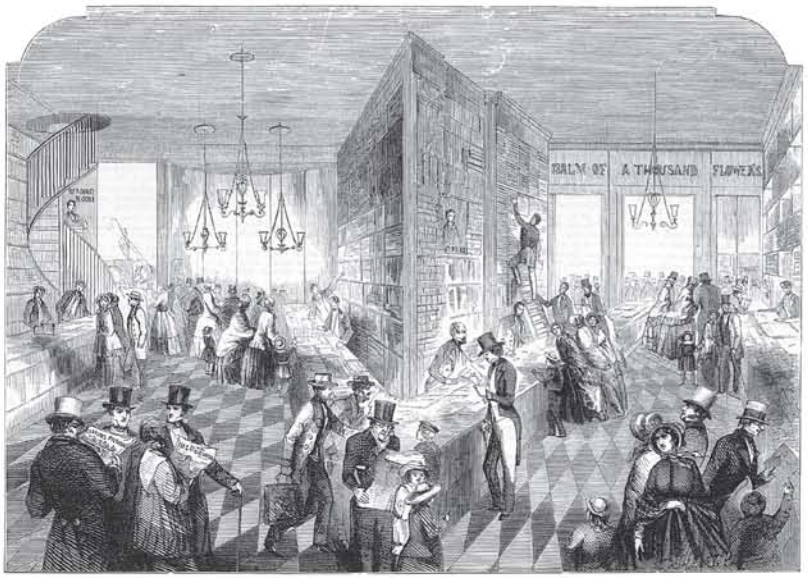


SPRING 2010

CIVIC DISCOURSE SERIES

LITERACY & DEMOCRACY

You're invited to Beacon Hill to join the Boston Athenæum and the College of Arts and Sciences at Suffolk University for evenings of discussion, debate, and dialogue on the topic of literacy and democracy.



John H. Manning (b. ca. 1850) Fetridge & Co.'s Periodical Arcade, Washington and State Streets, Boston
Wood-engraving Boston: Published by F. Gleason, 1852 (Collection of the Boston Athenæum)

Tuesday, February 23

INAUGURAL LECTURE

Jonathan Kozol, writer, educator, and activist

Joy and Justice: A Challenge to the Young to Serve the Children of the Poor

6 p.m. at the Suffolk University C. Walsh Theatre
55 Temple St., Boston
Reservations accepted starting February 10.

Thursday, March 11

PANEL DISCUSSION

Joanne Appleton Arnaud, Executive Director, First Literacy; Wick Sloane, Professor of Expository Writing, Bunker Hill Community College; and James Tracy, Headmaster of Cushing Academy

Adult Literacy in the Digital Age

6 p.m. at the Boston Athenæum
10½ Beacon St., Boston
Reservations accepted starting February 26.

Monday, March 22

LECTURE

Viola Vaughn, Founder and Executive Director of the Women's Health Education and Prevention Strategies Alliance

Teaching Literacy in Senegal

6 p.m. at the Suffolk University C. Walsh Theatre
55 Temple St., Boston
Reservations accepted starting March 10.

Thursday, April 8

PANEL DISCUSSION

Jill McDonough, Poet; Steven Spitzer, Professor of Sociology, Suffolk University; and Robert Waxler, Professor of English, University of Massachusetts Dartmouth. Moderated by author Jack Gantos.

Prison Literacy

6 p.m. at the Boston Athenæum
10½ Beacon St., Boston
Reservations accepted starting March 26.

Tuesday, April 27

CLOSING LECTURE

Nicholas Negroponte, Founder and Chair of One Laptop per Child, Co-founder and Director of the MIT Media Laboratory

A Mission, Not a Market: One Laptop per Child

6 p.m. at the Boston Athenæum
10½ Beacon St., Boston
Reservations accepted starting April 14.

Funding for the Civic Discourse Series has been provided by the Daniel and Joanna S. Rose Programming Fund at the Boston Athenæum and by the College of Arts and Sciences at Suffolk University.

Each year the Civic Discourse Series explores a topic of national significance in order to foster a discussion of important social, political, and scientific concerns from a variety of perspectives.

Now in its second year, the 2010 series examines literacy and democracy. These evening programs present a wide range of viewpoints on such topics as literacy as a ladder to success, literacy in the digital age, and programs supporting literacy development.

The Civic Discourse Series is co-sponsored by the College of Arts and Sciences at Suffolk University and the Boston Athenæum, the largest membership library in North America. The Athenæum is a center for research, with extensive rare book and manuscript collections and an important collection of paintings, statuary, prints, photographs, and drawings.

Events are free and open to the public with advance registration.
Please reserve early as space may be limited.
For reservations, call 617.720.7600.

Check our Web sites for up to date information:
www.suffolk.edu/college/civicdiscourse or www.bostonathenaeum.org

SUFFOLK UNIVERSITY
COLLEGE OF ARTS & SCIENCES

CELEBRATE THE CULTURE OF SENEGAL ON ITUNES U



From film premieres to lectures, from drumming to choreography, the Faye Family's second appointment as part of the Distinguished Visiting Scholars series brought Senegalese culture, traditions, and expressions to Suffolk.

Experience a selection of these offerings through Suffolk's iTunes U page, which carries podcasts and audio from these and other campus events. Visit **apple.com/itunes** and download and search "Suffolk University," or access Suffolk's Web site at **https://deimos.apple.com/WebObjects/Core.woa/Browsev2/suffolk-public.**

KAAY FI WITH ZAPO BABILÉE

The US premiere of this documentary on the sabar tradition and the musicians and dancers who keep it was held this past fall at Suffolk. Director Zapo Babilée, a dancer and choreographer, led a discussion after the screening. Babilée hosted two other film events at Suffolk this fall during the Faye Family's residence as Distinguished Visiting Scholars.

DANCING THE DRUM

Enjoy a lecture and demonstration by the maestros as the Faye Family performs in the sabar tradition. Moustapha Faye, Malick Ngom, and Aziz Faye present the link between the sabar drum rhythms and dance movements. The program features Aziz Faye, whose dance movements synch precisely with the rhythms of the drums.

THE SING SING TRADITION

Experience an unforgettable concert featuring heart-stirring drumming and high-flying dancing. The Faye Family's performance in the fall has been captured for iTunes U viewers. Moustapha Faye, Aziz Faye, and Malick Ngom hold the audience spellbound as they present the rhythms, dances, commentary, and community engagement style of historic and contemporary géwël tradition. The theater becomes a communal space as audience members come forward to share their sabar dance steps with the drums.

SABAR—LIFE IS A DANCE!

Suffolk was proud to host the Boston premiere of this feature film about a hip-hop dancer in California who discovers herself through sabar. The film also represents the growth and increasing popularity of the sabar tradition in the United States. Nigerian director Chike Nwoffiah was in attendance and led a talkback session after the screening.

PHOTOGRAPHY EXHIBITS

The College hosted exhibits of Suffolk Professor Ken Martin's images of Senegal, taken during his many sojourns as a visiting faculty member teaching photojournalism and social documentary photography at Suffolk's Dakar campus. Please visit amstockphoto.com/senegal.htm to view these photos. Images are also available from the archives of the Géwël Tradition Project, located at http://gewel.wordpress.com. This project, founded in 2005 by Moustapha Faye and Suffolk Professor Robert Sipho Bellinger, works to preserve and perpetuate a living tradition that is central to the people of Senegal.

Look for a feature article on Professor Bellinger and Dakar in our 2011 issue.











SUFFOLK UNIVERSITY
COLLEGE OF ARTS & SCIENCES

Produced by OUC 60278



Faculty members of the Asian Studies Committee

NEW MAJOR/MINOR

ASIAN STUDIES

BRINGING THE FAR EAST TO BEACON HILL

TEXT/M.J. MADDEN

THE COLLEGE HAS embarked on an intellectual sojourn to Asia. Beginning with the fall 2009 semester, students now have the opportunity to major or minor in Asian Studies.

The Asian studies major is an interdisciplinary program that offers courses in the humanities and social sciences with a focus on Asian societies and nations, including Japan, India, Hong Kong, China, and Korea.

Developed in concert with the Rosenberg Institute for East Asian Studies, the program extends its focus to the wider region. "While East Asia is extremely important, the College also has faculty who specialize in South Asia and Southeast Asia. We decided to include all of Asia so we could fully utilize the expertise of the faculty and support the interests of our students," says English professor and Asian Studies director Da Zheng.

Students majoring in the program with sufficient language training can enter the fields of journalism, international affairs, finance, banking, business, and law, as well as qualify for foreign service positions and work as consultants and translators for government agencies.

The Asian Studies minor is available to students in other majors. "A minor could well suit a variety of students in history, government, or sociology, and even business majors who may want to have a career connected to Asia, " says Zheng.

NEW MINOR

SOCIAL INFORMATICS:
RIDING THE DIGITAL WAVE

TEXT/AMANDA JAHNKE

FACEBOOK. TWITTER. FLICKR. Wiki. Blog. Emoticon. Some people can't imagine life without them; for others, the words alone cause panic. Regardless of where one falls on the spectrum, there's no denying the impact that new communication tools and technologies have had on society.

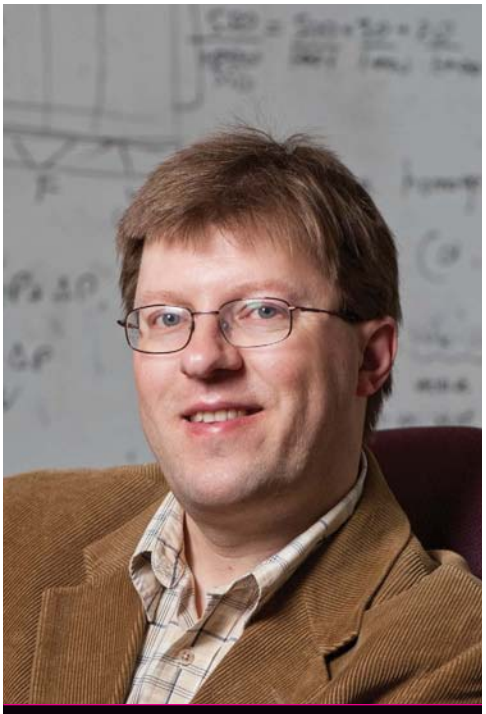
While many work feverishly just to keep up, few have actually taken the time to examine the new hyperconnected world of instantaneous communication. One individual who recognizes the need to understand the impact and consequences of new technologies on society is Dmitry Zinoviev. A professor of mathematics and computer science for more than nine years, Zinoviev has developed a new undergraduate minor that fuses elements of both hard and soft sciences—social informatics.

Offered at only a handful of institutions worldwide, social informatics is a growing field that examines the influence of new technologies and digital communities on social interaction and the human psyche. "Just imagine you're a psychologist working with a patient over the Internet; how can you enhance the experience? You need to understand your audience and technology. That's social informatics at work," explains Zinoviev.

Zinoviev recognizes the benefits of a solid foundation in new technologies for anyone headed into the workforce or advanced education, and he has tailored the program accordingly, offering courses in Web page programming, formal logic, technology and society, new media and new markets, geographical information systems, cyberpsychology, e-governance, and digital gaming.

Students learn to navigate the interactive landscape relevant to their areas of expertise, making the minor an ideal complement to communication, political science, environmental studies, journalism, psychology, or sociology majors.

"Microsoft recently opened a research center in Cambridge, which would be an excellent venue for students in the social informatics program," says the professor. "But there are so many areas they could pursue beyond that as well; the options are just limitless."



Math and Computer Science Associate Professor **Dmitry Zinoviev**



SUFFOLK U NEWS DEBUTS

TEXT/DANA ROSENGARD

IN THE STREET-LEVEL studio separated from the bustle of downtown Boston by a wall of plate-glass windows, the news anchor is in place, the last of many fixes to the hair completed. The teleprompter operator is also ready, controlling the script from which the anchor will soon be reading. In the adjacent control room, three behind-the-scenes students are set to go. The first calls out a command for action, the second makes it happen, and the third ensures that the script is followed. This trilogy of talent is the director, technical director, and producer of Suffolk U News—all advanced broadcast journalism students putting their skills on the line for an entire city to see.

In spring 2009, the Department of Communication and Journalism launched Suffolk U News, the school's first-ever student newscast, featuring information and news stories about Suffolk University. Produced by nine editorial students and three production students, the shows were aired from the new video production lab, Studio 73, on Tremont Street.

Led by professors Dana Rosengard and David Reeder along with the Studio 73 technical team of Sasha Lekic and Jerry Glendye, students rotated through the standard newsroom positions of reporter, anchor, producer, and director. They also served as studio-camera operators and floor directors.

Students interviewed academic department chairs and canvassed the campus and surrounding neighborhoods looking for news that they then shot, wrote, edited, and reported.

Breaking news coverage included an on-the-scene report from the fatal crane accident at Suffolk's 10 West Residence Hall. Other reports covered the accessibility of Suffolk buildings to handicapped students, innovative ways to save for college education, and the limitations of the University gym and fitness center in the Ridgeway Building. Among the sports-related stories were the Suffolk University–Boston Celtics academic partnership, Patriots veteran Ted Johnson's burgeoning career as a college professor, and highlights of the Rams sports teams.

"Suffolk U News was a college course with real-world expectations, real-world deadlines, and a real-world 'no excuses' policy," says student Courtney Kenihan.

Each of the 10 newscasts produced over the course of the semester aired on the Boston Neighborhood Network multiple times during the week, including Saturday and Sunday evenings. This exposure gave students an opportunity to apply classroom concepts to a working environment. Watch for additional seasons of Suffolk U News on the Boston Neighborhood Network. To get in touch with the newscasters, visit the Suffolk U News fan page on Facebook.



AN ANNUAL TRADITION BEGINS FOR

RADIATION BIOLOGY

TEXT/GINA PASSMORE & JOHANNA PORTER

THE RADIATION BIOLOGY program at Suffolk University has long had a tradition of graduating top-notch students who become successful radiation therapists. The program now has a new tradition to help maintain that high standard: an annual symposium in memory of the program's first director, Angela M. Lombardo.

In 1998, Lombardo took on a formidable task when she joined Suffolk University to lead the radiation therapy program. The program was new, looking to expand, and in the process of applying for accreditation. Lombardo worked diligently as both an administrator and a teacher. She obtained accreditation by the Joint Review Committee on Education in Radiologic Technology (JRCERT) for the program and produced some of the hardest-working radiation therapists in the field. Ten years later, the University was dealt a blow on January 25, 2008 when Lombardo died at age 39 from spinal chordoma, a rare form of cancer.

The first annual Angela Lombardo Memorial Symposium (organized by Gina Passmore, the new director, and her coordinator, Johanna Porter) was held on April 25, 2009, at Sargent Hall. This all-day symposium featured speakers from Massachusetts General Hospital and Suffolk University. The presentations covered a range of topics, including proton treatment for pediatric patients, psychosocial aspects of cancer, the training of adults in the radiation therapy profession, and a review of radiation physics and radiation protection. Radiation therapists and dosimetrists earned five continuing education credits from the American Society of Radiologic Technologists or the





Medical Dosimetrist Certification Board for their attendance. The event welcomed approximately 65 guests and was sponsored by Elekta AB, a leader in the manufacturing of linear accelerators for radiation therapy treatments.

The event closed with remarks from Angela's friends and the announcement of the recipient of the 2009 Angela Lombardo Memorial Prize. Established in 2008, the prize is given to a student in the radiation therapy program who exemplifies the core qualities of a radiation therapist, both in technical competence and empathy toward patients. Ryan Connolly, this year's recipient, explained that his original attempt to get into the radiation therapy clinical track was denied, but with Lombardo's guidance and his own perseverance he was able to bring up his grades and matriculate into the post-baccalaureate program in 2007. "Angela gave me a second chance, and I promised I would not disappoint her," says Connolly.

The second Angela Lombardo Memorial Symposium was held on February 6, 2010 in the Suffolk University Law School. With the success of this annual event, the University hopes one day to establish an endowed scholarship for a radiation therapy student in Angela Lombardo's honor. For more information on the Angela Lombardo Memorial Symposium, please visit www.lombardosymposium.com. ■

TEXT// DAN MORRELL IMAGES// KINDRA CLINEFF

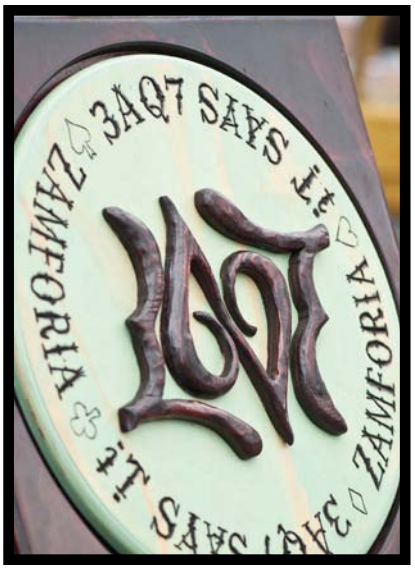
it says love

Zam!



JAM and LIV, aka Jonathan and Olivia, the brother and sister creators of Zamforia Industries, home of the It Says Love (in different languages) t-shirts









ON A MILD summer morning in South Boston, a group of 12- to 14-year-old boys pours into the steel-and-glass EpiCenter building, shouting over the snaps of a snare drum and the dull boom of bass coming from a DJ booth. They are here for the Beantown Breakdown, a hip-hop convention of sorts in South Boston highlighted by a breakdancing competition. "Yo, these shirts are hype,"says one of the boys, approaching a vendor table covered in rainbow stacks of t-shirts and staffed by Jonathan Mendez, BA '08, and his sister Olivia Chamberland, BS '99, MS '01, CAGS '02, collectively known as Zamforia Industries.

Behind the table, Zamforia's full wares are displayed—a radiant collection of their signature t-shirts featuring designs built around the word love spelled out in different languages. There's a bright, fire-engine-red number with an antique white eagle spreading its wings and sporting a crown—an adaptation of Poland's coat of arms—beneath the Polish *miłość*. An electric collage of red, green, and gold surrounds bold, blocky Amharic lettering on Zamforia's Ethiopian shirt. A light tan shirt with fine green stitching spells out *gra* in Celtic green, spread from the heart to the left shoulder over a bed of hops and wheat.

Each of the boys takes a cartoonish yellow-and-red ZAM! sticker from a stack on the table. One of them peels off the back of the sticker and carefully places it on his backpack, pressing it neatly down to iron out the bubbles. Another affixes it to his pantleg. Others follow suit. Suddenly, there is a small army walking through the Beantown Breakdown marketing Zamforia. Neither Olivia nor Jonathan asked them to do it—it just came about naturally. Which is exactly the way Zamforia would have it. They understand that sometimes, the more you push, the more the market shuts down. "It's not just what we're selling here," says Jonathan, reaching up to clothespin a few more shirts to the rack behind the table. "It's how we are selling it."

Tomorrow, Zamforia will travel to the SoWa (south of Washington) market in Boston's South End, an upper-middle class neighborhood of upscale brownstones. The crowds at each event, understandably, differ greatly, and creating a piece of clothing that appeals to both high school hip-hoppers in Southie and professionals in the South End would seem impossible. But Zamforia's shirts allow everyone who sees them to find something different. It may be cultural pride for some. Or the eye-catching designs, with their hidden messages and meanings. Or maybe, like love itself, the shirts' appeal is universal, as Jonathan likes to say.

LOOKING BACK ON it now, his current role as the creative mind behind Zamforia makes sense to Jonathan. He spent his childhood days creating, occupying full days building worlds from Legos and K'NEX. In high school, his interest in architecture resulted in a small scholarship for a project that included sketching and planning a new house using his current home's foundation. As an undergraduate at Suffolk, his friends were a creative group, and when he, too, began sketching and drawing, he'd often receive compliments on his work.

But for all of Jonathan's creative abilities, Zamforia began with a drawing by Olivia. In late 2004, at a mandatory team-building seminar she attended for her job as a social worker for the state Department of Social Services, she went off on her own for one of the exercises, charged with drawing a picture. "It was supposed to be anything that made you feel happy, loved, safe—something that just made you feel good," says Olivia, who now works as a personal trainer. She sketched a picture of her mother's living room, a fire in the fireplace and her brothers Jonathan and Alex playing guitar. It was an admittedly simple drawing. But she sent copies to her brothers, accompanied by a brief explanation of how much she loved them.

Looking to return the favor, Jonathan, then a cash-strapped freshman at Suffolk, took the picture and redrew it as a Christmas present. Olivia was floored by the result. "It was amazing," says Olivia. "Now it wasn't a stick figure sketch anymore. It was colors, and designs, and decorations." Jonathan had also surrounded the living room scene by the word love written in different languages. She blew it up to poster-size and hung it on her wall in a frame. At her apartment, Olivia showed her brother the poster. "Jonathan, these are amazing," she told him. "I want you to make a logo because we're going to make t-shirts that say love on them in different languages."

"I want you to make a logo **because we're going to make t-shirts."**

THE FIRST VERSION of the concept the duo produced was an olive shirt that spelled out love in Tibetan in yellow. To make sure they got the language and the feeling right, they visited a Tibetan restaurant in Cambridge one night in early 2005, camera and questions ready. They first approached the hostess, who called in the chef for help. The chef arrived, apron covered in food, to weigh in. Books were produced, and then a dictionary. Eventually six members of the restaurant staff joined in the discussion. Jonathan and Olivia walked away with notes on napkins, and pictures of pages from Tibetan dictionaries, confident that they had their first shirt.

For the first few years, there were just two: the one with love in Tibetan and one with the logo—the word love written as an ambigram, which reads the same way when turned upside down. While Jonathan spent a year studying in Spain, Olivia made displays for the shirts and carried them around to local holiday markets and high school fundraisers. "I figured I'd make a few


Amore
ZAMFORD



What's In a Name: Zamforia

What Zamforia is—both as a company and an experience—isn't easily pinned down to a quick description. Jonathan says it's like having soul in a blues band: you know what it is, but it's hard to describe. "You feel what it is," he says, "when you get goosebumps on your arms or butterflies in your stomach. Zamforia is what you feel when you feel alive."













shirts, just to make my sister happy," says Jonathan. "But then she started really selling them."

By 2007, the end of Jonathan's junior year at Suffolk, he started taking the t-shirt business more seriously. He would stay in on Friday nights and work on designs for entire weekends at a time. "I'd wake up and all I would think about was the company."

His breakthrough came after he designed the Polish version—the bright red shirt with the eagle—after heavy encouragement from Polish members of his family. "From afar, it is simple," says Jonathan. "But when you look at it closely, it is completely abstract. These certain awkward shapes somehow make an eagle." The shirts, Jonathan realized, could have more than one dimension. "That was the first time that I realized that the best way of doing this is to have very simple things [on the shirts], but within that simple thing, making it complicated and deep," says Jonathan. "Just like love—simple and fun yet complicated and deep."

Subsequent shirts offer subtle messages and hidden treasures—nods to narratives, to friends, to Boston. The shirts became more personal and more intricate as histories, cultures, and memories were woven throughout the designs.

On the Ethiopian shirt, a unicorn and lion—taken from the façade of Boston's old state house—sit above the Amharic letters. The lion connects the shirt to both the city and Rastafarian culture, which reveres the lion as a symbol of former Ethiopian emperor Haile Selassie, who is believed to be God incarnate. In between them, a small scroll reads "I and I," a reference to the Rastafarian belief that God lives within everyone. The Irish shirt contains not only a hidden dedication to a deceased childhood friend but also references to Cross, Anthony, and Orange Streets—an intersection that was at the center of the old Five Points neighborhood in Manhattan in the mid-1800s, populated by a great number of poor Irish immigrants and made famous by the film *Gangs of New York*. There's also a personal hidden message that appears above the crown held by two claddagh hands—icons borrowed from the ring of the same name that represent love and friendship. It reads, "BE EC," which Jonathan says stands for "Be Eric Clapton." It's a note to his young cousin Zach, whom Jonathan encourages to chase his dream of becoming a legendary guitar player.

The designs have become stories, with layers of meaning and depth. People taken in by the lush colors and eye-catching designs are then invited to see the second side. "Once you dig deep enough into it," says Jonathan, "a whole other level pops up."

BOSTONIANS WHO HAVEN'T seen the shirts may have seen the "ZAM!" stickers. Fans of the company have affixed them everywhere from light poles on Massachusetts Avenue to street signs in Chicago. The word is out, allowing Jonathan to bask in a bit of celebrity. "It's kind of cool when you hand somebody a sticker, and they say, 'Oh that's you?'" he says. As Zamforia grows into a more serious operation, there are more questions to answer. "We're putting money into it, we're doing well, people love the product. Now how are we going to maintain that?" says Olivia. The goal, she says, is to go nationwide. Who knows? Maybe even international.

But the next step is a tricky one, as expansion can be a blessing and a curse. The ethos of cool requires a very fine balance of sales and singularity, which means not just selling their inventory to the first place that cuts a check for a box of shirts.

In October, 2009, four years after it all began, Zamforia opened a store at 188 Sea Street in Quincy, Massachusetts. "We have a command center," says Jonathan. There is a lottery-winning kind of excitement in his voice as he ticks off all the wish list items that can now be fulfilled: "We have a shop, an office space, a studio for me, and storage." He anticipates a Cheers-type atmosphere: "You know, where everyone knows your name." A big, beautiful sign in the window reads: "Zamforia Industries—Home of the 'It Says Love' Shirts." The new retail shop also coincides with a redesign of their web site, www.zamlove.com.

> "The way I look at it, we're just a year into this thing. **We're only at the beginning of what we really want to do.**"

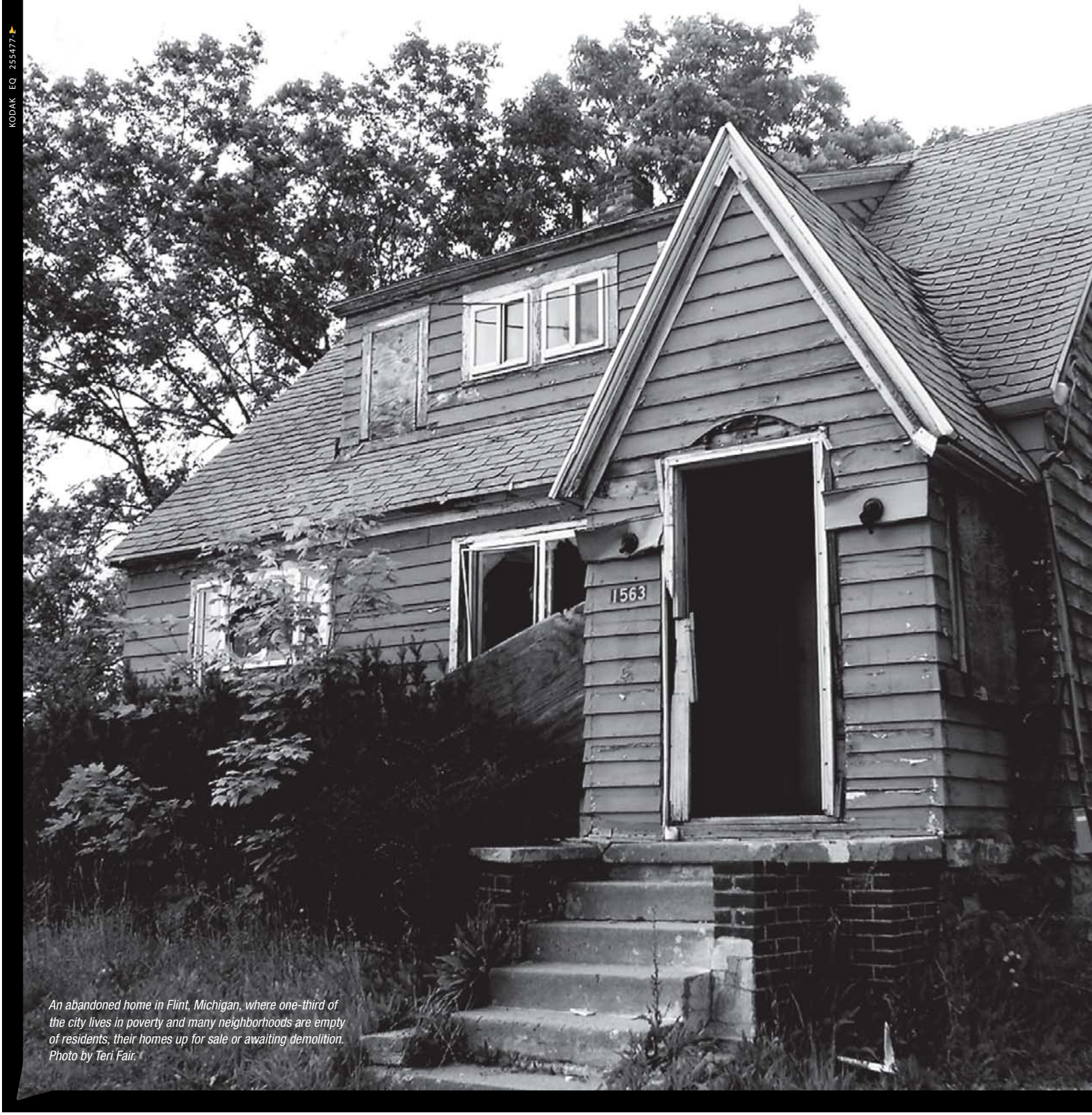
Though he has the natural self-assurance of a seasoned merchant, Jonathan says his plan for Zamforia is still in its early stages. "The way I look at it, we're just a year into this thing," he says. "We're only at the beginning of what we really want to do."

The grand plan includes the tentatively titled Zamfest, an annual music festival featuring local artists performing in the spirit of Zamforia. Jonathan believes that eventually Zamforia could become not only a business, but also an organization that gives back. Maybe someday, there could be "Zamforia campers" sent to other countries to learn about other cultures and become global citizens, he says.

But all of that is years away. "Right now," says Jonathan, "We have to sell t-shirts." ■

Dan Morrell is a writer & editor in the Creative Services office at Suffolk University.

TEXT//DAN MORRELL IMAGES//VARIOUS



An abandoned home in Flint, Michigan, where one-third of the city lives in poverty and many neighborhoods are empty of residents, their homes up for sale or awaiting demolition. Photo by Teri Fair.



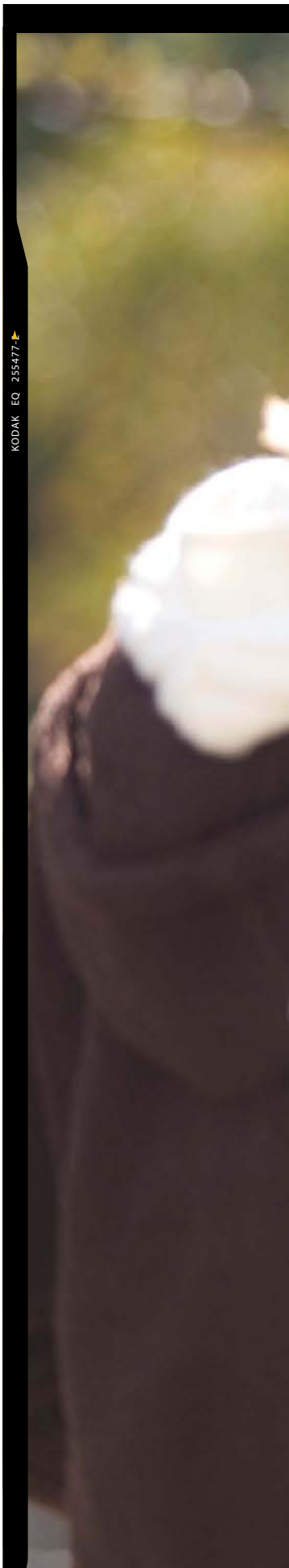
"A number of Midwestern communities suffer from population outmigration, declining tax revenues, and job loss. These problems have been exacerbated by an economic downturn that has resulted in massive foreclosures, blight, and the inability of cities to provide basic services.

Urban Activist.

Cities like Cleveland, Ohio, as well as Flint and Detroit, Michigan, have adopted innovative strategies to address these challenges, including the extraordinary step of planned city shrinkage: residents are provided incentives to move from sparsely populated areas to denser neighborhoods, city services are no longer provided to the depopulated areas, and the land is held by a city land trust for future development."

Assistant Professor of Government Teri Fair

Urban Activist.



Assistant Professor of Government Teri Fair, right, talking with a student on campus.

THE CITY OF Flint, Michigan, is shrinking itself. Once one of the great production hubs of General Motors, with 80,000 locals working at the auto giant in the 1970s, today only about 8,000 Flint residents are employed at the struggling company. Flint has been hit particularly hard by the recent economic downturn; one-third of the city's population lives in poverty, and more than one-quarter is unemployed. Some parts of the city are barely inhabited, which has led city officials to advocate shutting down abandoned sections and concentrating public services, such as police and fire patrols and garbage removal, on areas where people actually live.

Last spring, Assistant Professor of Government Teri Fair traveled to Flint to see the urban decline firsthand. As she drove around, all of the statistics and headlines became real. Just past City Hall, in a residential neighborhood five blocks long, every home was abandoned except one lone holdout. Many were boarded up; others were burned out. Old and weathered trash, dirty diapers, and ancient appliances covered the lawns. Even gang graffiti sprayed on the houses had faded, as if the gangs decided long ago that they had better places to be.

Fair is researching how cities are dealing with the economic decline, and Flint provided her with one city's answer. But it also raised new questions: What happens to the concept of community if neighborhoods disappear? How has the economic collapse affected voter turnout? What happens to political representation in a bankrupt city? How does a city with one of the highest unemployment rates in the nation get by with such reduced tax revenues?

"They've hit a bottom—if it's the bottom, I don't know," says Fair. "But how did they get there? And what does this bottom look like? I want to look at the strategies they are trying in an effort to bounce back—and maybe be a part of the strategy at the same time."

Answering these questions means collecting and analyzing a vast amount of information. It's a massive, ambitious project—the kind of undertaking Fair's colleagues and peers say she relishes. And the kind she has conquered throughout her career.

A POLITICAL FUTURE REVEALED

Fair has seen community destruction like this before. Growing up in Dallas, Texas, her mother would pack Fair, her twin brother, and her older sister into the family's bronze Ford Thunderbird to take a trip down to the South Dallas projects. "This is where your bad choices will lead you, right to these projects. And I'm not coming to visit you, because I don't want to die," her mother would say, gesturing to what Fair remembers as the toughest of the local public housing communities.

Her parents were strict, and the children grew up with restrictions on their entertainment. Fair didn't have a telephone or a radio in her room and could only talk on the phone in the kitchen, where there was always an audience. The children were limited to an hour of television a week, although PBS and the news didn't count, a rule which Fair credits for her early interest in politics.

"I would go on the floor and listen to how policy is impacting peoples' lives, it made policy real. It wasn't just something that people talked about on television; it wasn't something that I just read for my classes."

Both of Fair's parents spent their early years working in the fields of Texas picking cotton, her father later making a career in the Navy. They worked tirelessly to support their family and wanted to make sure their daughter appreciated what she had. Life is about choices, her mother would tell her, and sometimes there are choices you just can't undo: "I believe you're going to be somebody. I'm investing in you right now. Don't disappoint me."

Fair knew a bad choice could be as simple as being in the wrong place at the wrong time. That mistake happened to a boy she knew growing up, costing him two years in jail. "That's not going to be me," she told herself. So she was careful and deliberate in her choices.

In 1993 Fair enrolled in Spelman College in Atlanta as a chemistry major, switching to English after two years. She took political science classes as a way to raise her GPA, and got hooked. During senior year, she interned for Robert Holmes, a longtime Georgia state representative and a professor at Clark Atlanta University, where she would go on to earn her master's and doctorate degrees.

At the time, Georgia was developing a plan to deal with the new federal welfare reform policy, and Fair



Urban Activist.



Above: *Professor Fair teaching a class in Urban Politics and Government*

Opposite page: *Typical houses in Flint. In one five-block radius, all but one house was vacant. Officials advocate shutting down empty sections to save on city services such as police and fire patrols, and garbage pickup. Photo by Teri Fair.*

"Even just facing a contested election will force an incumbent to reattach to his or her community. It only serves to help democracy."

assisted Holmes's office by tracking legislation, setting up public hearings on the new laws, and answering telephone calls from constituents personally affected by the legislation. "I felt like I really was a part of the dialogue and the discussion, even though it was just as his intern," says Fair. "I would go on the floor and listen to how policy is impacting peoples' lives," she recalls. "It made policy real. It wasn't just something that people talked about on television; it wasn't something that I just read for my classes." She began developing her own perspectives and formulating recommendations, and then decided to head to graduate school to put some credentials behind her ideas.

Active on campus at Clark Atlanta, Fair was impossible to ignore. Joseph P. Jones, a former classmate and current assistant professor at Johnson C. Smith University, remembers Fair cornering him in his first semester, telling him that one of the student organizations needed more men and that he was to show up for the next meeting. "It was quite striking," says Jones with a laugh. Fair kept after Jones, and today he considers her a mentor and a big sister. "She's very highly respected," says Jones. "And very, very ambitious."

William Boone, an assistant professor at Clark Atlanta and a longtime academic advisor to Fair, recalls her in similar terms, remembering how she preferred challenging research subjects. "She would choose topics that generally you wouldn't think other folks would look at—especially if they were just trying to get their degree and move on," says Boone. "That wasn't her thing." Boone recalls her master's thesis—which looked at the influence of African-Americans and Latinos on Texas politics—as an example. "You could take an easier route on that same question of political involvement," says Boone. "You could just take a look at African Americans and not worry about the conflicts between African Americans and Latinos. But she tackled it in a different way."

Her energy at Clark Atlanta came from an epiphany. An early reading assignment in one of her very first classes was a speech given by famed political scientist Mack Jones that dealt with the responsibilities of a black political scientist. "I'll never forget it," says Fair. "There we were in the basement of a building that had been built by freed black slave labor, and I was in love." The professor asked what the class thought of the piece, and Fair was ready with a response. "I said, 'You know, people tell us what to think, and how to understand the world because they're defining the concepts, they're defining our reality.' And I said, 'This creates space for me to

do that exact same thing. It gives me a charge. I'm not just creating or providing information simply just to provide information. I have a responsibility to give information that's useful—not just to society as a whole but to a specific community that I dedicate myself to as a researcher, so that they can be empowered. And not just to exploit them for the day so I can get this journal article done, so I can get tenure. I have a larger responsibility.'"

She recalls her entire reply word-for-word, without a stumble or pause. And with that, Fair had an objective. Which for her, according to her academic peers, usually makes success a fait accompli. "Once the goal is established, she puts all her energy into it," says Boone.

EMPOWERING NEW CIVIC LEADERS

On an early fall day in her One Beacon Street classroom, the mood in Teri Fair's "Introduction to American Democracy" course is electric. Fair has divided the class into two groups, the federalists, who support a strong federal government, and the anti-federalists, who believe the states should have more power, and the two groups are recreating the debate over the Constitution and its merits. "Six years is way too long," says one of the anti-federalists, referring to the length of a Senate term. When the federalists demand to know why, a member of the other team responds, "Because new ideas are what move things forward. Besides, you can lose touch with the people in six years."

The argument ping-pongs back and forth for 30 minutes. The anti-federalists say the Constitution is vague. The federalists champion its ambiguity as a boon for future generations. The anti-federalists see a road to tyranny; the federalists point to the check of the judiciary. Students are raising their hands, straining to keep themselves from interrupting others. They argue with passion, and when they are through with their arguments, they smile and set down their pens with great satisfaction.

Teri Fair is beaming. It's rare to see this kind of fervor in students, let alone everyone in the class. They are all engaged, prepared. Happy, even.

Such positive responses to Fair's teaching are common. "Her class was one of the most highly rated," says Alejandra St. Guillen, program manager of Initiative for Diversity in Civic Leadership (IDCL), a 16-week program designed to prepare people of color in Boston to run for office or seek political appointments. The program is a joint venture of Suffolk University, the voting rights group MassVOTE, and ¿Oíste?, the Latino civic education organization. Fair has worked with IDCL since its inception in 2007; she developed the curriculum and has taught the "Race and Public Policy" portion of the program. "We talk about race throughout the program, but her class on race and public policy really drives things home for people, and they see it as one of the highlights of the session," says St. Guillen.

IDCL gained instant traction in the city. More than 300 people applied for just 30 open student slots in the first year, and the applicant pool represented a wide range of political ambitions and demographics. There were public policy wonks looking to run for office and community activists looking for political appointments. There were candidates as young as 18 and as old as 72. There were recently nationalized immigrants and those born and raised in the city. And there were those looking for a resume booster and those looking to make dramatic change in their neighborhoods. The program received financial backing from the Boston Foundation, one of the city's most respected funders. Mayor Menino spoke at the launch. Governor Deval Patrick spoke at the graduation. And the graduates have reaped quick rewards, with inaugural IDCL graduate Tito Jackson placing fifth in a recent Boston City Council primary.

The cause is dear to Fair. "The incumbency advantage here in Boston is something that can't be overlooked as a barrier to political representation," she says. "We aren't even seeing challengers in some cases." Without challengers, incumbents don't have to work as hard, a situation that Fair says hurts everyone. So while the stated goal—changing the face of politics in Boston—is an important one, Fair says the program has another positive consequence: "Even just facing a contested election will force an incumbent to reattach to his or her community. It only serves to help democracy."



She teaches less for IDCL now than she did the first year, although she still works on assessing the program. But for the time being, the center of her focus has moved west.

PLANNED RECOVERY, NOT SHRINKAGE

If Fair is intimidated by the prospect of helping to raise Flint from the dead, her ambitions don't show it.

It's early still, but she has a plan. She has already met with some local organizations and wants to identify other effective groups, and then craft a strategy with them to make sure Flint doesn't lose its sense of community. She is also drafting a grant proposal to create a program like the IDCL in Flint, working on the initiative with students from Wayne State University and the University of Michigan at Flint. "I want to help them become aware of the steps to community empowerment and how that can translate to some level of civic engagement and civic empowerment," states Fair. "It's important just to get some level of mobilization in a community that, right now, is in a position to be disengaged, ignored, and seen as a problem in need of a solution."

The work has an academic side, but Fair has an emotional stake in it. After all, the work is part of the larger responsibility that she realized in the basement that day at Clark Atlanta. "My heart really goes out to Flint and its residents," she says. "They are poised for extreme exploitation." With land and housing at rock-bottom prices and no restrictions on how much can be bought, corporate developers could swallow it all up and transform it into a dump. "It could be viewed as a choice spot for city waste," notes Fair.

Plus, she says, the fall of Flint is particularly close to her heart because it takes with it the dreams of the generations of African Americans who migrated north to Flint and other parts of America's Rust Belt in search of a better economy and racial equality. "There was a lot of hope connected to that move," says Fair. "And today we are seeing the gradual erosion of that reality." Once a symbol of long-term wealth and investment, the empty homes now signal a retreat. If it keeps up, Fair says, the city could literally die. With so much of the land now in the ownership of the county, Flint could be fully dismantled in 20 years.

But Fair thinks there is opportunity here and knows that innovation can be borne from desperation. Some of the best ideas, she notes, come when people's backs are against the wall. With some help, Flint could be a much better place two decades from now and still has the opportunity to be beautiful. The city could work to develop more green spaces and concentrate efforts on urban farming programs. It could be a beacon for green communities; it could develop a diversified economy that is not wholly reliant on the auto industry; it may even be able to recruit corporate service centers to employ its residents. Flint could be a healthy, vibrant place, with new residents and new energy.

Or at least, that's her goal. And given her history, that should offer Flint some hope. ■

TEXT//RAÚL DE LA FUENTE MARCOS IMAGES//VARIOUS

Below: *Study astrophysics with a tag-team of international experts. Below, from left: Raúl de la Fuente Marcos and Carlos de la Fuente Marcos in Madrid, and assistant professor of physics Prashant Sharma and physics professor and department chair Walter Johnson in Boston.*

Clockwise from top left: *Birth of our galaxy; black hole; galactic near collisions; Jupiter; hypergiant star; heart of Whirlpool Galaxy; Boomerang Nebula; nebula in star cluster. Photos courtesy of NASA/ESA.*

BEYOND *the Milky Way*

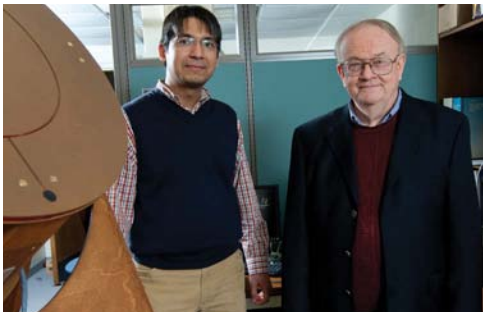
IMAGINATION MEETS SCIENCE IN NEW ASTROPHYSICS PROGRAM

TENERIFE, CANARY ISLANDS, late September 2009: a small team of Suffolk University students huddles tensely around the camera control computer on the 0.5-meter telescope of the Teide Observatory, 2,500 meters (8,200 feet) above sea level.

To use the telescope effectively, students must consider a host of mechanical and external factors and conditions: Will the sky remain clear? What is the wind speed? Is the shutter open? Are all the instrument settings correct? Will they be able to measure the spectral lines in their target star and determine its composition by spectral analysis? Is the star normal or peculiar?

This is not a scene from a postgraduate thesis project but from an undergraduate course in the new astrophysics track at Suffolk University. In collaboration with Spain's Instituto de Astrofísica de Canarias (IAC), the program gives physics majors firsthand experience in observing the skies at a major international observatory, located at a dark-sky site on the Spanish island of Tenerife just off the northwest coast of mainland Africa. Back in Madrid or Boston, students will spend several weeks reducing and analyzing the data and preparing papers. For some of them it may be a turning point in their lives, an inspiration to pursue a postgraduate research degree in astrophysics.





"Thanks to the success of new technology such as the Hubble Telescope, star-gazing has become more than just a hobby," says physics professor Walter Johnson. "Astrophysics is a fascinating area that examines the universe from both micro and macro levels. Think quarks to the Milky Way."

A recent report published by the *Astronomy Education Review* indicates that 61 US colleges and universities offer students a track or major in astrophysics/astronomy. Nearly 20% of the approximately 2,600 students beginning graduate work in US physics programs each year are choosing to do their research work in astrophysics, making it the largest subdiscipline in physics.

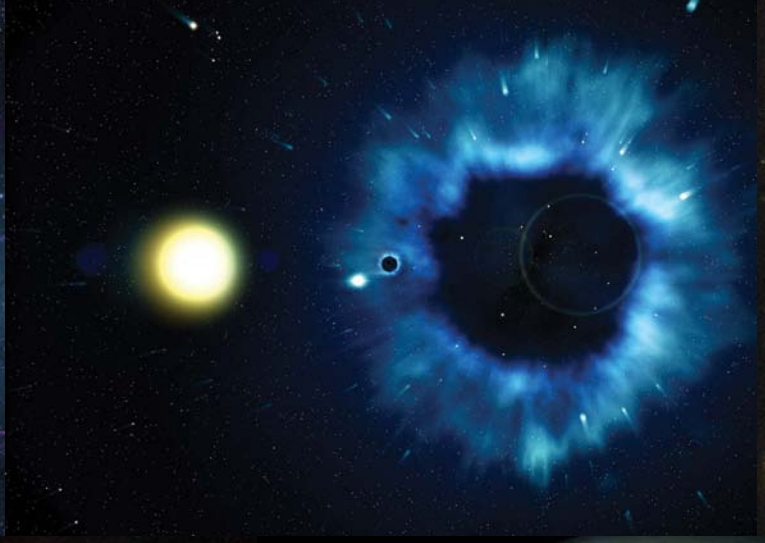
The astrophysics program at Suffolk presents a solid introduction to both theoretical and observational astronomy, computational astrophysics modeling, and supercomputing. It also introduces physical science students to current knowledge about the nature of the universe and some of its most notable components. This content can be particularly useful for future high school physics and general science teachers.

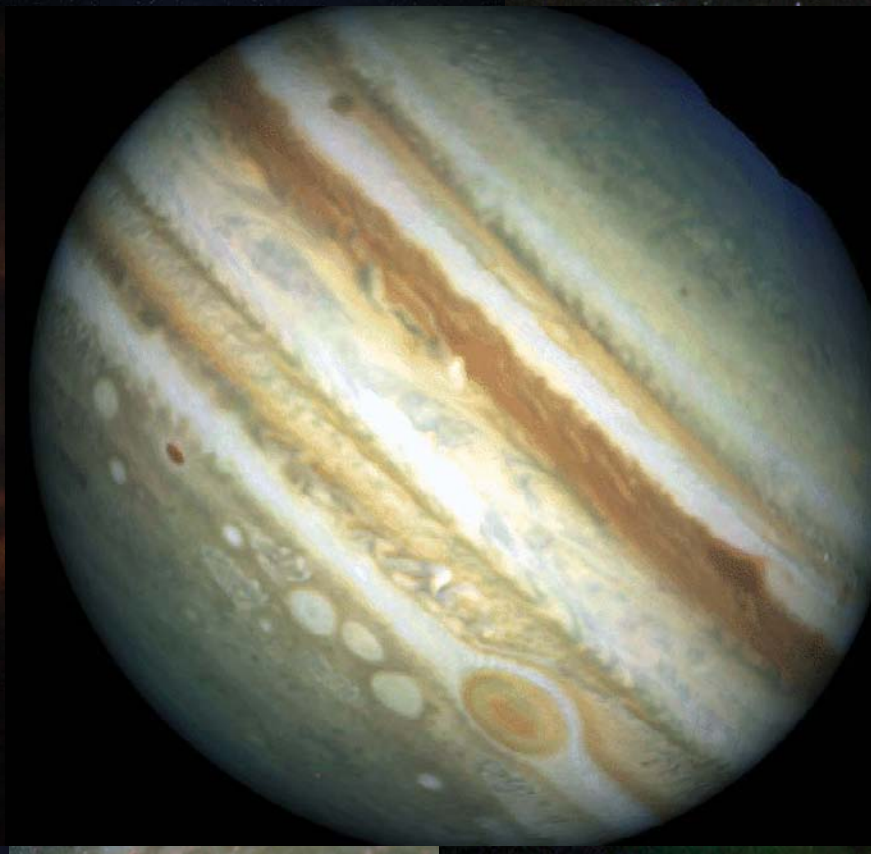
The curriculum requires two semesters at Suffolk Madrid to complete most of the astrophysics coursework. Students will be learning in one of the most important commercial cities in Europe, as Madrid is the third most populous capital in the European Union and a major center for international business. Suffolk University has access to the Teide Observatory facility as the result of an agreement with the European Northern Observatory and its governing institution, the Instituto de Astrofísica de Canarias (IAC), the leading Spanish research center in the field of astronomy and astrophysics and host of the world's largest fully orientable telescope currently in operation, the Gran Telescopio Canarias, also known as GranTeCan or GTC.

"The caliber of a resource such as Teide means that students will come out of the program with a much broader background in physics than is typical for most undergraduate physics majors," says Johnson.

A major strength of the astrophysics program is its small size, making it possible for students to have one-on-one contact with faculty, thus emphasizing research-based learning. Its interdisciplinary approach to theory, observation, and simulation provides students with a strong background in relevant technology, programming, and mathematics as well as the science of astronomy. In addition, studying abroad exposes students to other cultures and potential employment opportunities. Inspired by the borderless skies they study, students can begin to look beyond national and cultural boundaries on earth and see the wider world as their home. ■

Raúl de la Fuente Marcos is an astrophysicist and professor at the Suffolk Madrid campus.




Star light, star bright, ***first nebula we see tonight.***

Follow along with physics professor Walter Johnson and his class of Suffolk students as they travel to Teide Observatory for a week-long immersion course in astrophysics.



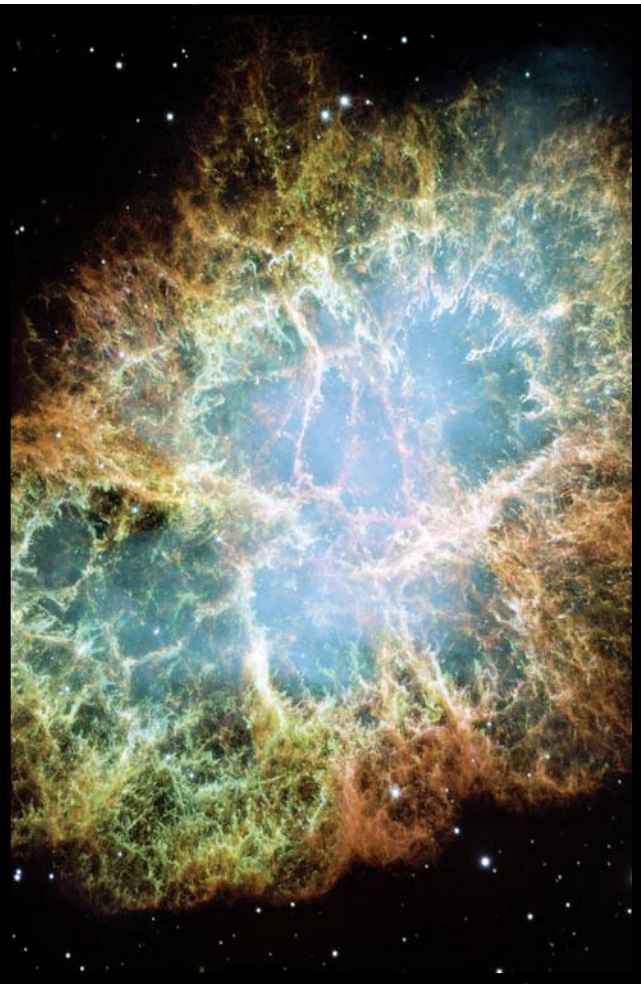






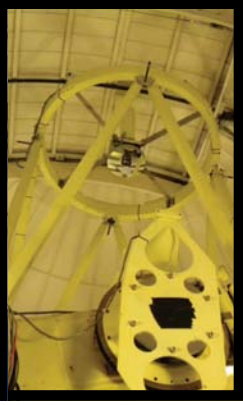
1. *The day we left for Tenerife was a long one—we went straight to see a volcano (near the observatory) then on to our dome (one of about 20 at this observatory) and when we finally checked into the hotel it was 32 hours after we had left Madrid. We only had three hours to sleep before it was back to the observatory to be up all night again.*

2. *We're at the top of Pico de Izana mountain in the Canary Islands, right next to the third largest volcano in the world, the Teide volcano. A little like old faithful, the volcano erupts every 100 years, based on the last 500 years. Its last eruption was October, 1909…we drive by the base of the volcano every day on our way to the observatory—and we look at it with more than casual interest.*











3. *The last night of the trip, two hours from sunrise, we found the Crab Nebula, a big gaseous cloud produced when a star blew up in supernova style and was so bright for days that Chinese observers recorded it in 1054. It left behind in its center a very dense, rapidly rotating star called a neutron star. It sends out a beam only in one direction so as it spins, the beam sweeps across like a lighthouse. When astronomers first picked up the radio signal back in 1968 they thought it was a signal from intelligent beings—people didn't know the physics of neutron stars at the time.*

4. *The picture of the nebula is taken with a special CCD camera attached to the end of a telescope, which can detect single particles of light (photons); the light that produced the picture left the Crab Nebula 6,500 years ago. A telescope is like a time machine—you can only see what happened in the past—depending on how far away the object is (e.g., the sun is eight light minutes away, and when you see the sunset it actually happened eight minutes earlier). As distances go, the Crab is not so far.*

5. *We took a picture of the Andromeda galaxy which is about 2.5 million light years away—this means that the light we recorded left Andromeda during the Stone Age on earth. Human-like creatures (hominids) were in Africa but not yet in Europe or North America. The light leaving Andromeda now won't reach earth for another 2.5 million years.*

TEXT//SHERRI MILES IMAGES//VARIOUS

RETROSPECTIVE//

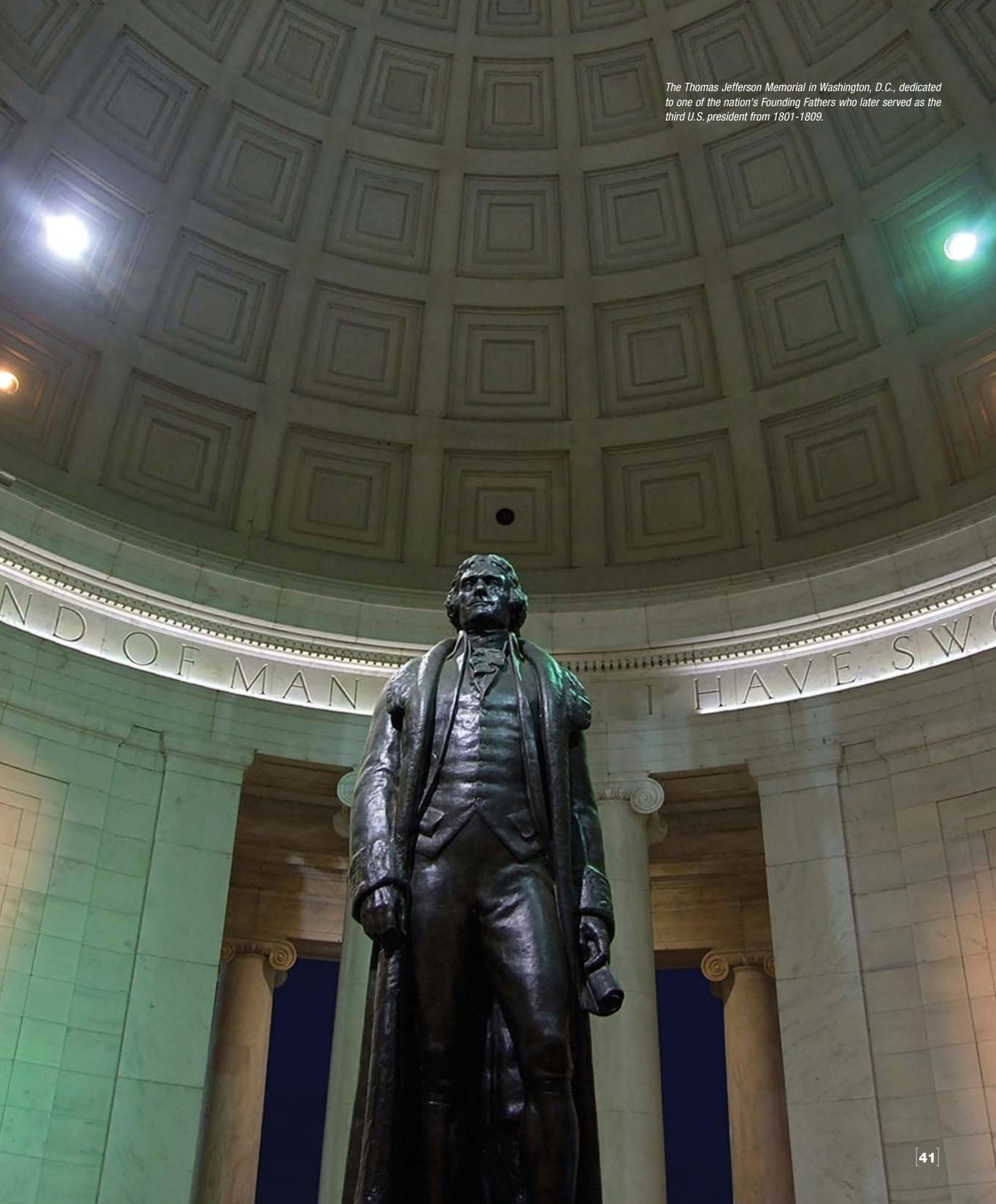
CAPITAL CITY CLASSROOM

The Washington Center Gateway to Politics and Potomac Fever

As part of a 10-day seminar in the nation's capital sponsored by The Washington Center, 92 Suffolk University students came to know the one city in the country where the leading industry is politics. Traveling with five faculty instructors, they joined college students from 44 states and 11 countries for a political immersion experience in Washington, D.C. They met with liberal advocacy groups, conservative think tanks, and high-powered politicos. They heard differing voices and views, witnessed history in the making, and fell under the spell of this storied city.



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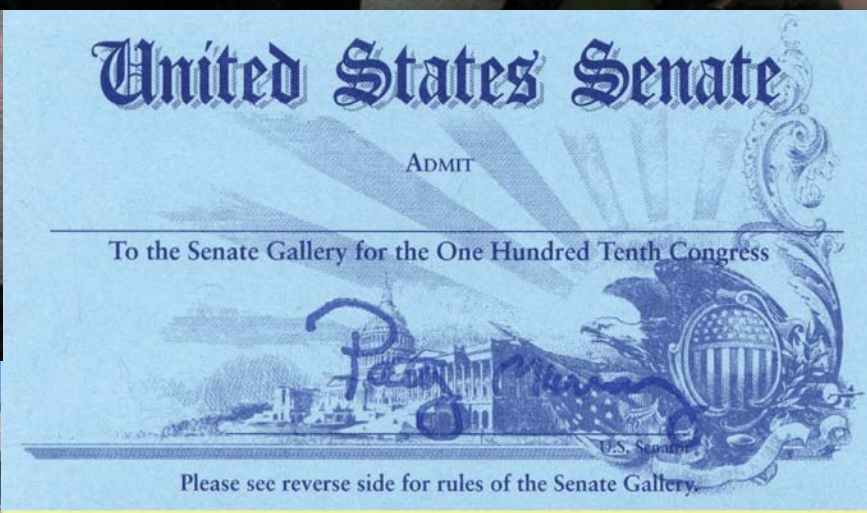
The Thomas Jefferson Memorial in Washington, D.C., dedicated to one of the nation's Founding Fathers who later served as the third U.S. president from 1801-1809.

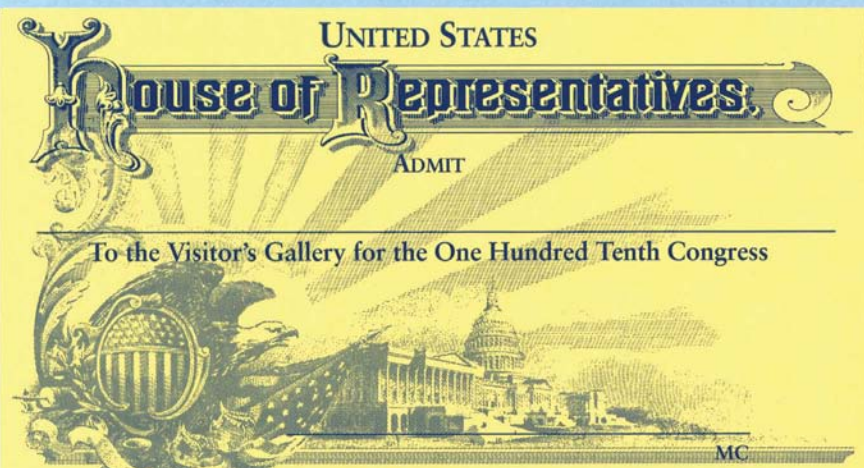

SUFFOLK
UNIVERSITY






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United States Senate
Admit
To the Senate Gallery for the One Hundred Tenth Congress
U.S. Senate
Please see reverse side for rules of the Senate Gallery.


United States
House of Representatives
Admit
To the Visitor's Gallery for the One Hundred Tenth Congress
MC

Upper photo: clockwise from top: *Students Andrew Kiernan, Molly MacKinnon, Michelle Auterio, Anna-Maria Mueller, Kristin Diamond, Rachel Sledge, Kimberly Cambria, Megan Costello, Allison Brito, Michael Mandozzi, Dana Roy, and Professor Brian Conley.*

Middle left: *Tonya Benjamin at the Newseum.* ***Middle right:*** *The Washington Center.* ***Lower left:*** *the House of Representatives wing of the Capitol Building*

THE WASHINGTON CENTER for Internships and Academic Seminars (TWC), located six blocks from the White House, has been affiliated with Suffolk University since 1978, offering semester-long internships, one- and two-week programs, and, every four years, seminars at the Democratic National Convention, the Republican National Convention, and the inauguration.

"One of the major missions of The Washington Center is to inspire future political leaders," says government professor and department chair John Berg, who himself spent time in Washington as a student when he interned for Senator Gaylord Nelson (D-WI) in the summers of 1964 and 1965. "It makes the study of government and politics more real; you understand that there is a point to what you're doing in the classroom. People generally come back more motivated to study government."

Suffolk typically sends students to TWC seminars each January and May. In January 2009, 92 students in Government 503 attended TWC's Presidential Inauguration Seminar, which drew nearly 700 students from 135 schools to Washington. Suffolk was the largest contingent, representing one in seven students and five of 57 small groups. "Suffolk can be congratulated for its true commitment to experiential education and civic engagement in allowing so many students to participate," says Gene Alpert, senior vice president of The Washington Center.

During the seminar, students attended speaker sessions, kept a daily journal of observations and activities, wrote a paper, reviewed a book, and met with faculty leaders in small groups led by government professors Roberto Domínguez, Teri Fair, and Brian Conley, government department coordinator Meri Power MSPS '08, and graduate student Erin Cheuvront MSPS '09.

IMPORTANT PEOPLE, HISTORIC PLACES

The seminar began with a bus tour of Washington, stopping at the World War II, Iwo Jima, Vietnam War and Korean War Memorials as well as the Jefferson, Lincoln, and Franklin D. Roosevelt Memorials, and the U.S. Capitol Building. "It was a good overview of official Washington," says assistant professor Brian Conley. "It gives the students context for where they are."

In the mornings, students attended sessions with prominent political and media figures. "Part of the excitement is that students can talk to people who talk to the president. Or talk to people who talk to the president-elect," says Alpert. "They can meet someone who sees the president every day, whose office is within steps of the Oval Office."

For example, the seminar theme was "The Media and the Presidency," and speakers included Dana Bash, senior congressional correspondent for CNN; Special Agent David J. O'Connor of the U.S. Secret Service; USA Today columnists Cal Thomas and Bob Beckel; Ted Koppel, former host of ABC's Nightline and senior news analyst for National Public Radio and the BBC; Clarence Page, columnist at the Chicago Tribune; His Excellency Ambassador Husain Haqqani of Pakistan; political humorist Mark Russell; Sam Donaldson of ABC News; a panel of members of the U.S. Association of Former Members of Congress; and Bob Schieffer, CBS News chief correspondent and moderator of Face the Nation.

"It was obvious that The Washington Center has been doing this for a long time," says Conley. "They had the venue; they had the contacts; they had an extraordinary array of people."

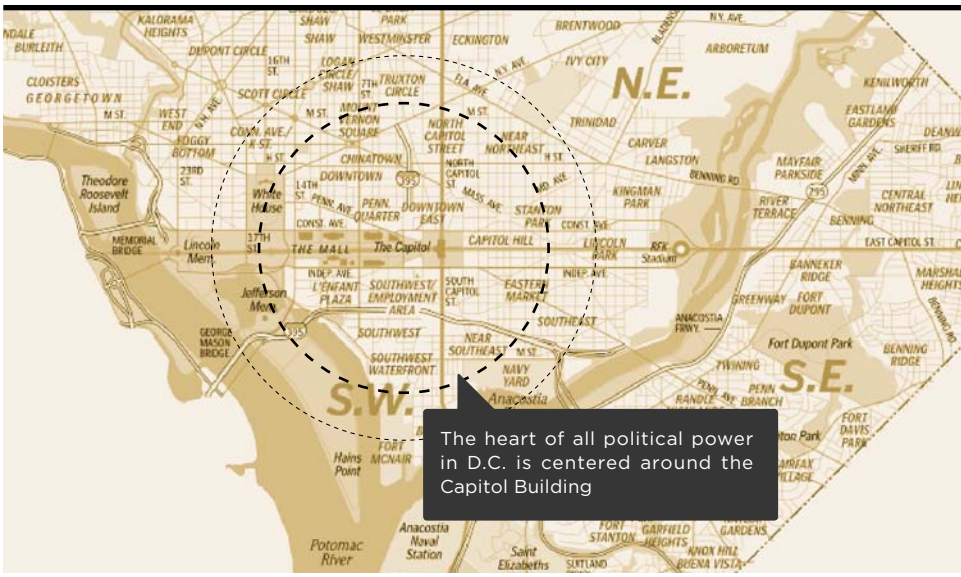
Students also participated in two live tapings of C-SPAN's Washington Journal call-in show and asked questions of guests on C-SPAN's Q&A interview series. "There were so many Suffolk students asking questions that Brian Lamb, president and CEO of C-SPAN, stopped and acknowledged Suffolk University during a live broadcast because we were so active in the discussion," says Conley.

BRIDGING ACADEMICS AND REAL WORLD POLITICS

"What's unique about the program are the site visits—the intimate opportunity to go to an embassy, to go to a think tank, to go to a media organization or a political consulting organization and ask questions," says Alpert. "Students can talk to these experts one-on-one, without cameras and sound recordings, and hear an honest assessment of their perspectives on the world."

"We visited the Human Rights Campaign, which is the lead advocacy group in the United States for gay, lesbian, bisexual, and transgender issues," says Conley. "They had a very large building on the corner of M and 17th street, and they're saying, like a lot of these groups, 'We're here; we have a presence.'"

"Advocacy work—like the Human Rights Campaign—happens here because they know they can be heard here," says instructor Erin Cheuvront. "They believe so passionately in what they do and in their cause, whether it's the green movement, the environment, or human rights, and all of them have a government relations department that lobbies Congress, or they may work with a lobbying firm on K Street, the breadbasket of lobbying, because if you want to be heard, that's the street you go to."



At a visit to the Heritage Foundation, a conservative think tank, experts in health care and economic policy presented the students with a conservative take on policies being formulated and debated.

"It was frustrating at first to listen to people who exist on the opposite end of the political spectrum from you," says Mike Mandozzi, a political science student. "But we heard from Cal Thomas and Bob Beckel the day before about reaching across the table and finding common ground, so I tried to go in there with that mindset. It was amazing to see my fellow students drilling these people with questions; they were fighting them on everything they said. That made me optimistic, to see that at 20 and 21 years old, my fellow students have these beliefs that they're willing to speak up about."

Clockwise from top: *The U.S. Capitol Building; an attendee at the presidential inauguration; touring the Newseum; Molly MacKinnon, Kristin Diamond, Rachel Sledge, and Professor Brian Conley at the National Archives Building; KyQuan Phong and Alexander Rittershaus.*

ACCESS TO THE PROCESS

Many students were interested in attending the confirmation hearings underway during the week on Capitol Hill. The schedule spread like wildfire in the mornings. "During our time in Washington, the students could literally charge over to the Hart Senate Building and have a chance at getting in the door," says Conley. "And that's exactly what we did."

"We went to Senator Clinton's confirmation hearing," says economics student Colin Hansen. "Kerry was giving closing remarks, and people were excited to see Hillary Clinton as she was leaving. Politics is so abstract for us. I'd never really seen D.C. before and it's kind of mythical if you haven't, and then you see the room the Senate meets in—the Gallery—and it makes it very real."

"The Gallery is the public viewing place where you can watch the government do what it does—it's where members of Congress speak, give speeches, and take a vote," says Cheuvront. "During a State of the Union address, it's usually where the First Lady sits, as well as special guests of the press. There are seats reserved for the public to view every day."

Cheuvront requested Gallery passes from her senator's office and took her group to the House of Representatives office building. "I'd say half of the students were surprised that we were just allowed in the building. Many of them have said that when they are in D.C. they will always make a point to stop by their senator or representative's office because now they know they can. Before they felt that they didn't have that access to their government."

WITNESSING HISTORY

As the inauguration drew closer, students watched this city on the bank of the Potomac River and in the spotlight of the world get dressed for a party. Luminous limestone and marble buildings wore garlands of red, white, and blue bunting and wall-sized flags, the proud and customary attire for inaugural ceremonies in Washington.



People gathered around the Washington Monument and filled the National Mall to watch the swearing-in of President Barack Obama.

"The day before, I was out on the Mall taking pictures," says Cheuvront. "I ran into a few of the students when I was there—they were the Republican students. They were very funny. They just decided they were going to be Obama supporters for the next couple of days. They were jumping up and down, and I said, 'What are you so excited about?' They said, 'We've decided to embrace all this happiness, Erin; what do you think?' and I said, 'Hey, knock yourself out!'"

At midnight that night, Hansen and some friends claimed a spot on 4th Street, the closest viewing area for those without tickets, and stayed there for the next 12 hours. "After the sun rose, one of my friends, who is kind of a big guy, held me up on his shoulders and I took people's cameras from around me and took pictures of the crowd all the way back to the Washington Monument. There were that many people screaming and crying and cheering. I could have a conversation with anyone there, then. Maybe not any other time, afterward or before, but there, we were one people."

On this historic morning, attendance at a presidential inauguration reached an all-time high, with an estimated two million gathered at the Lincoln Memorial and along the length of the National Mall to the Capitol, cheering and waving flags as they watched Barack Obama shatter the ultimate whites-only glass ceiling and be sworn in as the first African-American president of the United States.

The end of the inauguration marked the end of the seminar, and students fell in line with others who walked back the way they came, hobbling down sidewalks and across streets, frozen by wind and cold and fatigue, yet carried forward with a shared sense of satisfaction and purpose. They had accomplished their goal, each of them, to be in Washington during this moment in America's story.

"My hope for all the students is that in 5, 10, or 15 years they will have a really profound understanding of what they were able to witness as part of this seminar," says Cheuvront. "That isn't going to happen for a long time. But I think when they talk to their children, or talk to fellow colleagues or friends or family years from now, remembering that they were at this event and what it means in the overall perspective of U.S. history, I hope that they're able to see that."

THE SPELL IS CAST

The Presidential Inauguration Seminar gave students a chance to be part of history. It also introduced them to the participatory side of politics: they saw the institutions at the center of government, and the surrounding network of advocacy groups, think tanks, embassies, the media, the secret service, and national and international nongovernmental organizations.

They learned that politics is made up of people, that their government is accessible to them, and that they have a right to be heard. These 92 Suffolk students became part of 40,000 TWC alumni, and for 10 short days, part of the community in the nation's capital.

"D.C. is a special city," says government student KyQuan Phong, president of the mock trial team. "Everywhere you go, you're around senators and representatives. You're meeting all these different people, and it's an opportunity to expand your network whether they're politicians or other students."

"There's nothing like Washington in that sense," says Conley. "There's almost something startling about that. They call it Potomac Fever. A lot of students picked up on that. I have a handful of students who are saying they want to come back here, work for the State Department, get various graduate degrees, and work on Capitol Hill. They want to be in Washington."

"Students become familiar with the city," says Alpert. "They feel that it's their second home, and they're not afraid to come back and look for a graduate school or a job. Some of them will catch Potomac Fever. Some of them already have. They say, 'I want to be like that person I heard at such-and-such a think tank,' or 'A person I met, I want her to be a mentor to me.' It's really a life-changing experience for the students. I tell them on the first day they will never be the same." ■

Info// The Washington Center for Internships and Academic Seminars is a nonprofit educational organization providing students with opportunities to work and learn in Washington, D.C. Visit TWC online atwww.twc.edu.





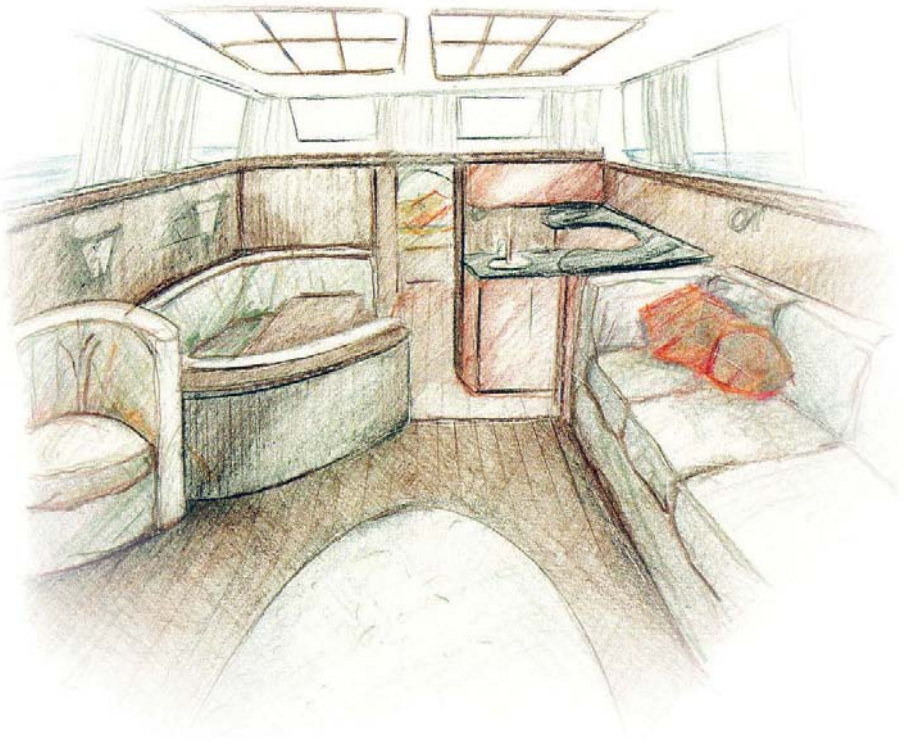
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TEXT//SARA LISCHYNSKY
IMAGES//VARIOUS



Sean Solley



SEAN SOLLEY joined the full-time faculty at NESAD in 2005 as assistant professor in the Interior Design Program. When he's not teaching, Solley is designing "small, smart spaces" with his wife, business partner, and fellow designer, Katrin Boening-Solley.

Sean, a native of England, and Katrin, a native of Germany, trained as interior designers in London, Berlin, and Singapore before coming to the US in 1999. In 2005 they started Solley Design Inc. in Barrington, Rhode Island. "Our work provides imaginative, user-centered solutions to the adaptation of existing environments, covering all stages of this process from analysis through to the design of lighting, materials, and furnishing," says Solley.

The Solleys have been commissioned to design homes, commercial properties (such as Tazza Caffe in Providence, Rhode Island), and marine interiors. "The most recent of these has been Panacea, our first marine design commission. Working within the marine community has convinced us that our design process can play a role in coordinating a complex fit out," says Solley, especially as owners are considering repurposing their vessels rather than buying new ones. In renovating the craft (sketches above), they found new ways to use outdoor products in a marine environment. As a result of the outstanding marine interior design, the US Small Business Administration awarded Solley Design the 2009 Joseph G.E. Knight Award for Entrepreneurial Excellence. Online gallery: http://www.solleydesign.com/

Laura Golly

LAURA GOLLY came to NESAD after 20 years in a design career ranging from corporate branding to advertising and freelancing. Golly, director of the Graphic Design Program, started out teaching a class she calls "the bread and butter of design"—typography. Acknowledging the difficulty of the subject to beginning designers, Golly says, "The reason I like it is that it's the hardest thing to teach. It's not as sexy as Photoshop. And that's what makes it so satisfying: when they get it, they get it."

Golly painted the watercolors pictured below during visits to the Lake District of England, Nantucket Island, and Nelson, New Hampshire, and while not thought of as a traditional aspect of graphic design, painting and drawing quietly influence the graphic design curriculum at NESAD. "Graphic design is usually thought of as more professional, the money-making side of art," says Golly. "But the fine arts is still something I enjoy and practice. When I travel, I draw: old fashioned, pen and ink, watercolor, *en plein air.* I always did it, and didn't really share it with the world. But then I realized other faculty were doing the same thing, and students saw it and said, 'We want to do that!'"

From this common ground, Golly and fellow faculty founded the study abroad program in Italy and annually exhibit their work, showing students that being well-rounded can be very rewarding. Says Golly, "It's not the main part of what I teach, but it's become an important part." Online gallery: http://www.suffolk.edu/nesad/21269_21289.htm





Audrey Goldstein

AUDREY GOLDSTEIN came to teach at NESAD only a few years out of art school herself: "I was barely older than most of my students. Now, of course, the age difference is vast!" Promoted to chair of the Fine Arts Department, her title changed to program director after Suffolk merged with NESAD in 1996.

Goldstein's teaching focuses on contemporary art practices: her figure study course combines foundation technique and art history, and her Fine Arts Seminar is "kind of a boot camp for all fine arts majors," says Goldstein. "It's modeled on the way most MFA programs function, only we do an undergraduate version." Students examine their work through the lens of an outsider, focusing on their process and goals in the studio. "I spend an enormous amount of time outside class hanging out with each student just talking about their work. It's always the thing I end up missing the most when they graduate," says Goldstein.

She maintains a rigorous studio practice, producing experimental pieces like Data Bearer #3, shown at right. The sculpture of brass, wool, salt, plastic tubing, fabric, d-rings, and cotton binding was worn during a performance at the DeCordova Museum and Sculpture Park in Lincoln, Massachusetts, in July 2009. The resulting video and the actual sculpture was on view at Gallery Kayafas in Boston's South End in October 2009. Goldstein's art is fueled in part by her work at NESAD. "I am constantly energized by the fresh ideas brought in by the students. I push myself every year to respond to their level of energy and passion." Online gallery: http://www.audreygoldstein.com.



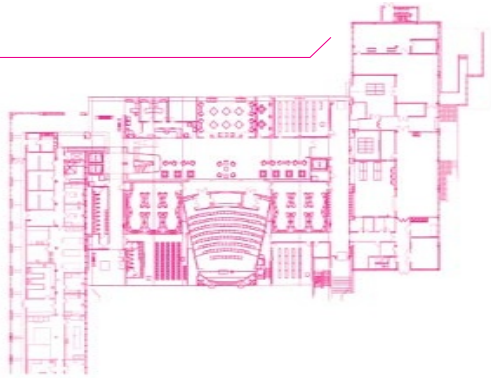

detail



Nancy Hackett

"Design is not a discipline that has one right answer," says **NANCY HACKETT**, co-director of the Interior Design Program. "The process of exploration and collaboration creates better solutions." Hackett moved to the Boston area in 1984 to design for The Architects' Collaborative (TAC), the renowned Cambridge-based firm founded by Walter Gropius and several colleagues in 1945. While at TAC she worked on large-scale commercial and institutional projects around the world. After teaching at the Boston Architectural College and Endicott College and consulting at local architectural firms, she came to NESAD in 2001. She teaches the business side of commercial design studios while also focusing on graduate thesis students, and she always stresses the cooperative side of the process.

"What students are finding today is that disciplines are no longer separated: it's a very collaborative process where designers of all kinds are all working together on projects," she says. For example, Hackett's firm, Hackett Interior Architectural Consulting,



collaborated with William Wilson Associated Architects of Boston on the design of Vanderbilt University's School of Engineering in Nashville, Tennessee. The designs (pictured) are strongly evocative of her personal vision, but she also finds that teaching informs her consultant work. "Being constantly involved in the process makes you better and better," Hackett says. "I always learn things from my students. The next generation has something to share with us—we may have more experience, but the ideas of the students are just fantastic."

GRAPHIC DESIGN
SENIOR SHOW SELECTIONS

TEXT//SARA LISCHYNSKY
IMAGES//RENEE DEKONA, MOLLY FERGUSON







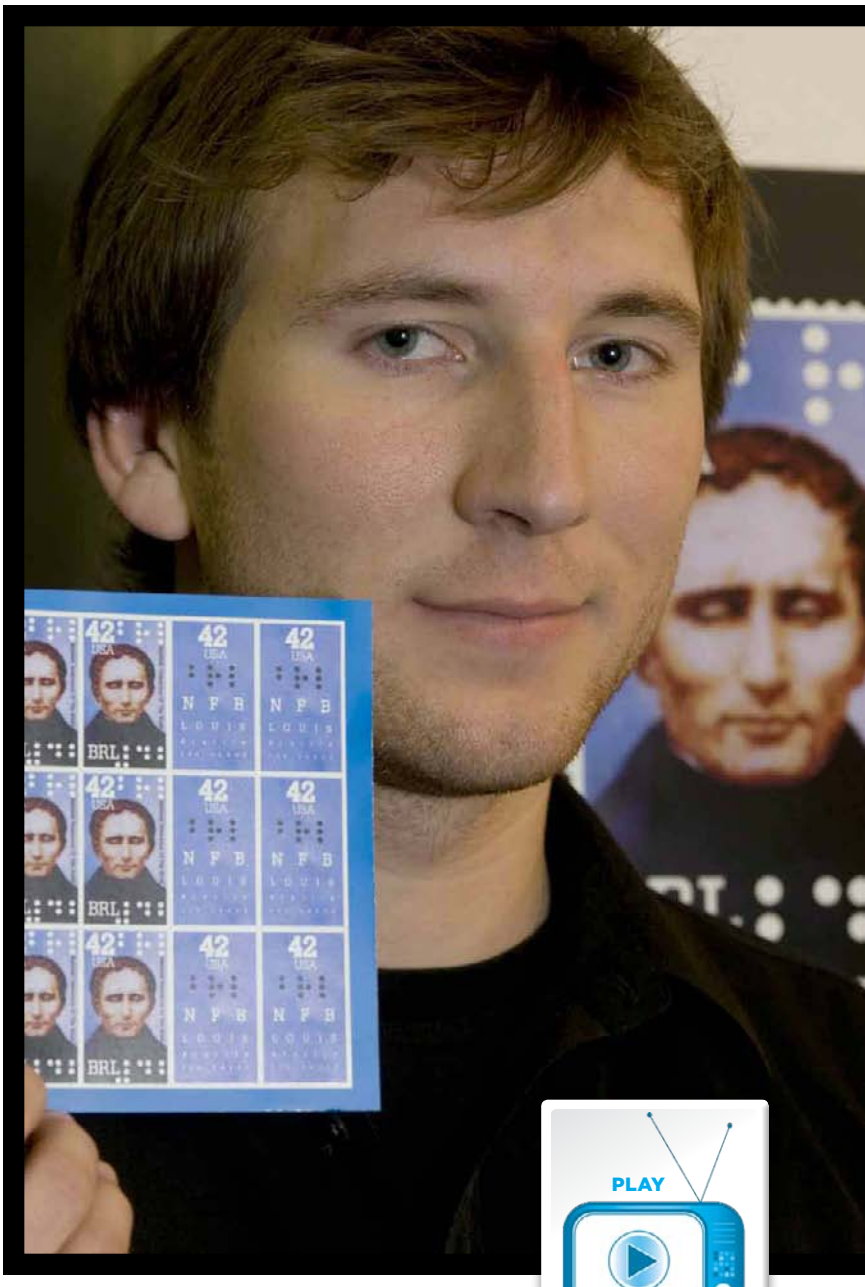
RACHEL SCHWARTZ

"As a child, the only thing that kept me interested was art," says Rachel Schwartz. "If you gave me some paper, pens, pencils, and a glue stick, I would stay busy." Schwartz brings that childlike sense of play to her designs. Her senior pieces include a homemade crafts book for children, and Mike and His Bike (pictured), an example of sustainable toy packaging with a box that unfolds into a reversible street setting for play. Her work on national community service projects with S.O.U.L.S., Suffolk's service-learning organization, gave Schwartz a reputation at NESAD as a behind-the-scenes leader and dedicated artist who poured her time into the projects at hand. "Let's just say the security guards know my face because I spent most of my nights there until they kicked me out at 11pm," she says.









RYAN STRANZ

Ryan Stranz's work highlights his strong love for design and his go-getter energy, taking projects above and beyond the expected. "I take my own photos and make my own illustrations. I like to use as much of my own work as I can in an assignment to show all I can offer a client," says Stranz. For a senior studio project, he created a charity stamp for the National Federation of the Blind in celebration of the 200th anniversary of Louis Braille's birth, using Braille text—a technology not currently used on stamps (pictured). "I tried to take the Braille and make it both an element for the seeing, so we could appreciate the beauty of it as a design element, as well as a functioning piece for those without sight." From shooting his own photography for school projects to designing his own typeface for a book layout assignment, his final products meet his lofty principles for the do-good design he creates. "I'm not an overachiever," says Stranz, "I just like to live up to my own standards."

TEXT//SARA LISCHYNSKY
IMAGES//RENEE DEKONA, MOLLY FERGUSON



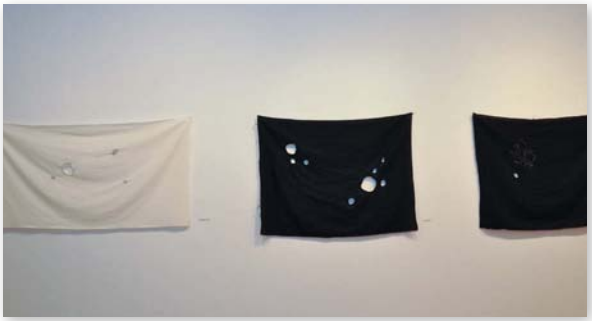




SAM SPANO

Sam Spano uses a brushless technique in his art, painting instead with strings of beads and handfuls of sand. "I'm interested in abstraction, but a weightless abstraction, an effortless organic way of making paintings," says Spano. "I like materials that are natural, used, or tactile. The balance between permanence and impermanence interests me, and certain materials guarantee that the work will evolve or devolve over time." His pieces range from bead installations (pictured) to collaged images to sculptural bowls made of leftover paint. A native of Swampscott, Massachusetts, he came to NESAD for the energy of the city as well as the diversity of the education: "At the time I wasn't sure about being at an all-art school, but Suffolk being Suffolk, I could take my academics at the Hill." His post-Suffolk plans include a search for artist residencies at other campuses and potentially graduate school.









BONNIE BIRGE

Bonnie Birge's abstract and organic art evolves from a wide spectrum of inspiration, from the vastness of time to the repetition of daily thoughts. Birge explains her senior thesis, Correspondence, as a confluence of "the ideas of relationships and communication and shape—how objects relate to each other." She demonstrates her vision through textiles and books with cutout shapes (pictured), designing patterns that focus the viewer's eye on both the empty spaces and the surfaces surrounding them. Inspired by the biomorphic work of mixed media artists Tara Donovan and Petah Coyne, Birge narrowed her focus through her spare materials: fabric, string, and paper. She found the repetitive nature of embroidery meditative and a welcome respite from the hectic life of a college senior. Birge now plans to travel: "I want go to Europe—I haven't been there yet—and visit museums, and get a sense of the European, traditional feel of art."

INTERIOR DESIGN
SENIOR SHOW SELECTIONS

TEXT//SARA LISCHYNSKY
IMAGES//RENEE DEKONA, MOLLY FERGUSON









JILLIAN D'AMATO

"A brilliant professor I had once said, 'Design for yourself; beauty should endure'," says Jillian D'Amato. A native of Buffalo, New York, she came to NESAD for its nurturing and inspiring learning environment: "I'm so blessed to be able to study here because the faculty is outstanding—into my fourth year I still have professors who are influencing me daily." Her senior project, conceptualizing a fashion and fine arts college housed in the former Crate & Barrel building in Cambridge (pictured), emphasizes function and the balance of public and individual spaces. D'Amato's internship at Moshe Safdie and Associates' Somerville office landed her a spot as a full-time interior designer, a position she started the day after graduating. D'Amato hopes to return to NESAD and teach, giving back by linking the classroom to her real-world experience.







CONNIE FONG

While Connie Fong may have focused on biology as an undergrad, she happily switched roles to follow her passion for interior design at the graduate level at Suffolk. "I came from a huge school, and NESAD is a totally different experience—a little sisterhood," says Fong. She gave birth to her son during her years in the program, and he inspired her thesis: the design of a high-tech genealogy library that unites people through their differences. Her 3-D model (pictured) illustrates the concept: divergence leads to convergence. "The different metals of the wires symbolize different heritages," she says, "and as they braid together they create a stronger orb, which symbolizes a stronger society." The International Interior Design Association of New England awarded her final design first place in the 2009 graduate student category.

INSTALLATION ART

TEXT//JUAN BERRIOS, BFA'09
IMAGES//RENEE DEKONA

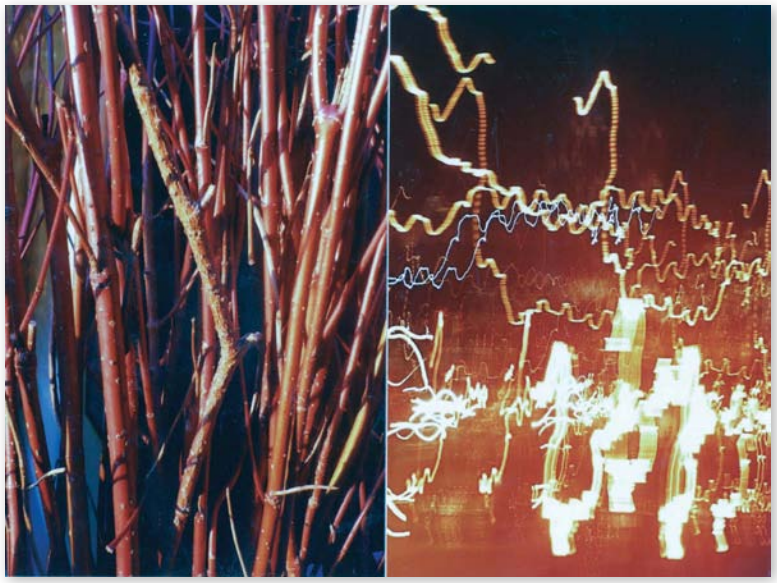
JUAN BERRIOS

ARTIST STATEMENT/ I work with the existing architecture, and I believe that the space becomes the context for either progression or digression in thought. The translucent sheets and the semi-translucent paint give the feeling of being trapped, but free at the same time. By using iconic imagery I attempt to inform the audience on other political, religious, and economic views. Not attempting to swing one's beliefs one way or the other, but to inform the audience on the views of others, which then creates the possibility of change.

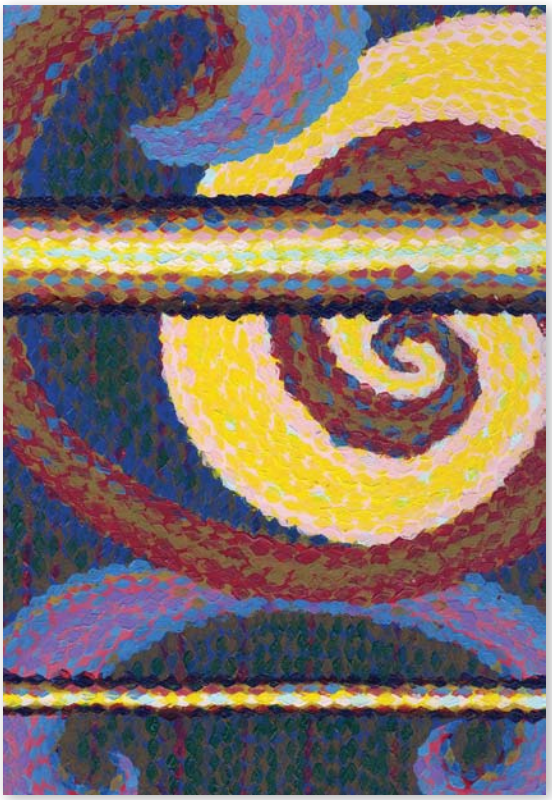


IMAGES//MOLLY FERGUSON

FOUNDATION



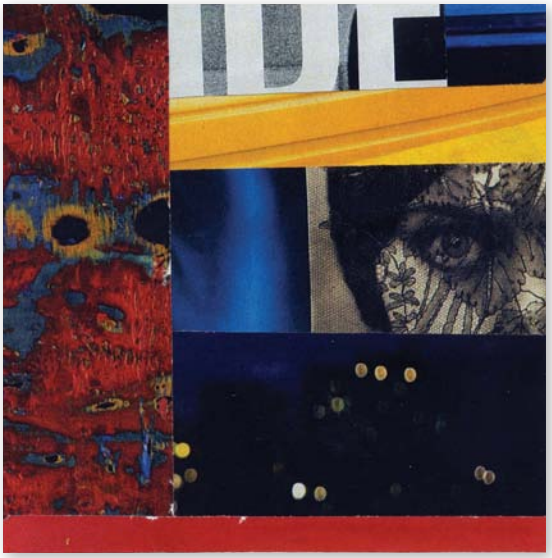
KATIA CHRISTAKIS



LAURA RICKER



LAURA RICKER



RICKA LASER

TEXT//KATHRYN M. O'NEILL
IMAGES//KINDRA CLINEFF



An Overview

OF SUFFOLK'S SCIENCE DEPARTMENTS

IF THERE IS a common theme running through the science departments at Suffolk University, it is growth. More faculty, more equipment, more research—but, most of all, more students are filling the halls with excitement.

The **Department of Chemistry and Biochemistry** has seen a fourfold increase in the number of students over the past 5-6 years, due in large part to the addition of the forensic science major.

Suffolk is one of only two universities in Massachusetts to offer a degree in forensic science, says Edward Bartick, program director. "What's even better is, these students aren't just going into forensics—they're finding jobs in other areas of chemistry."

Waiting lists have been growing in the **Department of Biology**, which currently has 186 majors. Fortunately, the department was able to build a new anatomy laboratory last year, thanks to a grant from the Lynch Foundation.

Biology also added a new faculty position last year, hiring Lauren Nolfo-Clements, who teaches zoology for majors.

Environmental Programs, which include environmental science and engineering and environmental studies, are growing rapidly. "It's finally gotten into the general consciousness that we're at a tipping point in terms of environmental issues," says Professor Pat Hogan.

Hogan and her students have been examining culverts for the Neponset River Watershed Association, looking for areas where wildlife are impeded from following the stream. "Engineering is about building and doing, so I think that's part of the driver of the upsurge in our program," she says.

Martha Richmond, director of environmental studies, is also getting her students into the field, where they have been sampling soil for lead and other industrial contaminants for the Massachusetts Audubon Society's Boston Nature Center. "The students were so enthusiastic about this," says Richmond, who is also the chair of chemistry and biochemistry.

Lisa Shatz, chair of the **Department of Electrical and Computer Engineering**, attributed the increase in majors in her department to the versatility of the degree. "Today's electrical engineers are the innovators of tomorrow," she says.

Students have built soccer robots, optimized solar cells, and studied battery performance. Each year a student team designs a robotic mouse for the MicroMouse Competition sponsored by the Institute of Electrical and Electronics Engineers (IEEE). And undergraduates are encouraged to participate in the Technology and Science Initiative, teaming up on research with professors and professionals.

"One new thing we're trying is to incorporate as much product design as possible into our classes," says Shatz, who assigned students to compete in the Sawyer Business School's third annual New Product Innovation Competition. One team won second prize for its product, the Kronos Healthlink, a watch-sized device that monitors real-time vital signs such as heart rate and instantaneously transmits the data to health care providers.

geodesic dome with a heat exchanger at Suffolk's Friedman Field Station in Edmunds, Maine, to provide solar-heated water for the station's kitchen, which can serve 50 people simultaneously. The department will soon be installing a one-kilowatt photovoltaic solar array and a 10-kilowatt wind turbine. "We'll be able to directly compare both wind and solar at the same location and determine which is more cost-effective on an annual basis. This

In every department and program, small class sizes, collegial faculty members, and a positive attitude make it possible for students to do extraordinary work.

The **Department of Physics** has just added another new program—astrophysics [see article on page 36]. And, thanks to alumnus Frank Sagan, the department has a new laboratory equipped for research into hydrogen fuel cells, ellipsometry, and atomic spectroscopy.

Alternative sources of power are hot topics in the department. Physics faculty and students earlier erected a 14-foot-diameter

will be an excellent research facility for students and faculty," says Walter Johnson, department chair.

In every department and program, small class sizes, collegial faculty members, and a positive attitude make it possible for students to do extraordinary work. As Melanie Berkmen, assistant professor of biochemistry, says, "Suffolk is just a fabulous place to teach and learn." ■



TEXT//KATHRYN M. O'NEILL
IMAGES//KINDRA CLINEFF



Assistant Professor of Chemistry and Biochemistry Rachael Kipp (right) with student advisees Ben Anacleto (left) and Amy Ng (center), testing metals to see if they bind with ionic liquids.

Student Research

IN CHEMISTRY & BIOCHEMISTRY

A QUIET REVOLUTION is underway in the laboratories of the Archer Building as more and more Department of Chemistry and Biochemistry students lay aside their paperwork and pick up their test tubes, gaining firsthand experience in experimental research. This year's students learned to grow bacteria, isolate DNA, use fluorescence microscopy, and more—all while investigating topics ranging from ionic liquids to tooth decay to bacterial mating.

As evidenced by the students' end-of-year presentations, the quality of the work has been extraordinary, says Melanie Berkmen, assistant professor of biochemistry. "Most of the talks were on the level of first-year graduate students," she says. "We got chills."

Since Suffolk doesn't have graduate students in the sciences, faculty members work closely with undergraduates to advance their research interests. "Employers and graduate programs see this experience as very valuable," says Denyce Wicht, assistant professor of chemistry. "If signing up for a lifetime of lab work is not for you, you'd better learn that sooner rather than later," says Rachael Kipp, assistant professor of chemistry. "To me it's critical that every undergraduate who wants that experience should have it."

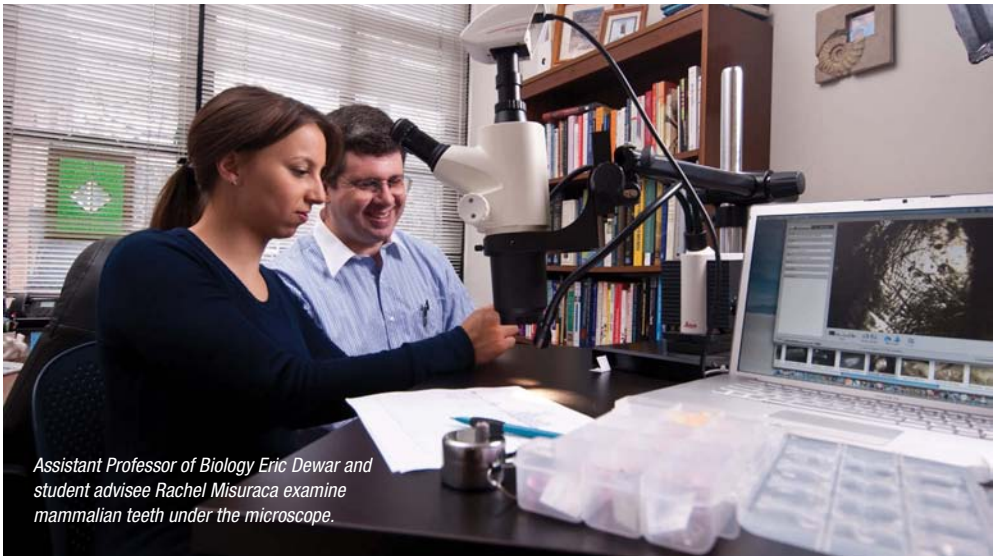
The late Steven Patterson, professor of chemistry and chair of the department until 2009, attributed the impressive showing in student research to the addition of new faculty members who "bring so much life into the department" and emphasize research. Indeed, all four faculty members who advised senior projects this year—Berkmen, Wicht, Kipp, and Eric Dewar of the biology department—were hired within the last five years.

IONIC LIQUIDS AND THERMOELECTRICS

In Transition Metals, an inorganic chemistry course Kipp offers every two years, students worked on ionic liquids, which are salts that remain liquid at temperatures below 100 degrees Celsius. Kipp's goal was to investigate the theory that ionic liquids can bind to metals. Understanding this process could prove useful for environmental remediation: it is possible that ionic liquids may be used to draw toxic metals like mercury out of water.

"This topic incorporated two fields of chemistry that I am greatly interested in: environmental and inorganic chemistry," says Amy Ng, one of Kipp's advisees. "Ionic liquids are 'green' because of their generally nonvolatile properties; thus, they are a better alternative to the many dangerous chemicals present in laboratories today." Ng's research showed that ionic liquids can indeed bind to select metals: iron, cobalt, nickel, and copper. Her work supports previous findings and sets the stage for next year's chemistry students to investigate these reactions further.

Ben Anacleto, who contributed to the ionic liquid project as Kipp's paid research assistant, also conducted his own research into thermoelectrics with Kipp's assistance. "High-efficiency thermoelectrics are difficult to produce due to the contradictory nature of the variables," says Kipp, explaining that Anacleto investigated how to make these materials, which convert heat into electricity.



Assistant Professor of Biology Eric Dewar and student advisee Rachel Misuraca examine mammalian teeth under the microscope.

PIGS' TEETH AND DENTISTRY

All of Suffolk's senior chemistry and biochemistry majors are required to produce a capstone project, but students choose their own topics and advisors. Berkmen, who oversees the program, often plays matchmaker for students who need an advisor, so she was aware of this year's challenge: Rachel Misuraca, a student who did not typically enjoy labwork and whose ultimate goal is to become a dentist.

Misuraca originally planned to study flouride with Kipp, but in the end she decided to work with Dewar, who studies mammalian teeth. Misuraca plotted microwear features of the teeth of pigs and peccaries, examining the scratches, pits, and other marks made by whatever the animal chews. The goal of the work is both to understand living pigs better and to reconstruct the diets of extinct species. "I'm lucky to be going to Suffolk, because it's such a personal school," Misuraca says. "Professor Kipp realized that this was a better opportunity for me."

Assistant Professor of Chemistry and Biochemistry Melanie Berkmen (right) and her student advisee Erin Cross examine a petri dish containing bacterial colonies to measure mating.



BACTERIA MATING

Although scientists know that bacteria exchange genetic material, little is known about the mechanism that enables this exchange. Berkmen's research examines how bacteria form the mating pore, an opening in the cell membrane through which DNA travels. "I'm interested in how bacteria have sex," says Berkmen. She had previously identified a protein (ConE) that appears to have a key role in this process in Bacillus subtilis, a bacterium found in soil.

One of her advisees, Erin Cross, used fluorescence microscopy to examine how ConE is targeted to the cell poles during mating, and another advisee, Maria Levicheva, purified a sample of ConE for further study. "Dr. Berkmen was really helpful in guiding me through this project and introducing me to new techniques," says Cross, whose work earned her third prize at Suffolk's annual Science Banquet (all three of this year's top prizes went to chemistry or biochemistry students).

BREAKING BONDS

Wicht supervised two students on projects investigating silicon bonding. Emily McDonald explored how silicon-hydrogen bonds are broken down in a silicone polymer. And Lina Atehortua, who won second prize at the Science Banquet, examined dimethylsilanediol, a small unit of a manmade polymer that is used in shampoos and industrial materials, and compared it to a similar compound that occurs naturally. The goal was to learn more about how silicon-carbon bonds are broken down, and to find out if the process is related to the biodegradation of naturally occurring sulfur-carbon bonds.

"Lina was finding papers, which is a skill characteristic of a PhD grad student—searching and reviewing literature," Wicht says. Atehortua started the project from scratch and successfully grew colonies of bacteria (with help from Berkmen), but her project will need to be continued by others.

That's the nature of science, Wicht observes. The next crop of students has to pick up where the previous one left off. "I think it's really great for students to know that science can be inherently slow and frustrating," she says. "I need more students!"

TESTING FOR GENETIC ENGINEERING

Fortunately, promising younger students are already showing an interest in lab research at Suffolk. In fact, first prize at the Science Banquet this year went to a first-year student, Stephanie Laurer, who worked with Berkmen to adapt a method for testing corn for genetic modification.

Laurer successfully isolated the corn's DNA, amplified the Bt gene (a gene taken from the soil bacterium Bacillus thuringiensis and added to the genome of crops as a pesticide) using polymerase chain reaction, and analyzed the results. Six of the 11 samples she tested—including samples bought at farmstands—showed evidence of genetic modification.

"Stephanie really blew me out of the water," Berkmen says. "This would have been a great senior project." Laurer presented her research to a class in environmental science taught by Martha Richmond, who is now considering adapting the work for future use as a classroom lab project.

EXPERIMENTAL RESEARCH CONTINUES

"Now that students are giving research talks and younger students are coming to see them, the younger students see that they can do this in the lab at Suffolk," Berkmen says. "They're excited to get into the lab." And that means more students will be prepared for promising careers, Wicht says. "It allows students to see the bigger picture in terms of how their major in chemistry or biochemistry fits into the global workforce."

"These students are so amazingly lucky," Berkmen says. "They're getting a lot of great attention." Although not all undergraduate chemistry and biochemistry programs require a senior thesis, she calls the experience critical. "In order to get into graduate programs and jobs, they need to have shown skills in the laboratory." ■

Kathryn M. O'Neill is a freelance writer and editor who lives in Boston.

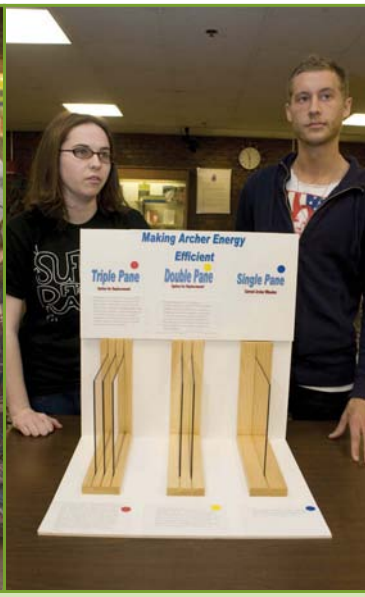


Assistant Professor of Chemistry and Biochemistry Denyce Wicht (right) assists student advisee Emily McDonald with the synthesis of an organic compound for her research.

TEXT//KATHRYN M. O'NEILL
IMAGES//RENEE DEKONA







MAKING SUFFOLK GREENER

PROFESSOR LISA SHATZ had a surprise for the students who signed up for her course Life and Science in the 21st Century this past spring. Rather than attending a typical lecture class, they would be working to make Suffolk University more environmentally sustainable.

Split into three five-member teams, the class was challenged to find ways to "green" the Suffolk campus. At the end of the semester, each team presented a detailed proposal to the University's Sustainability Committee for its consideration.

"That was a great project because you knew at the end that you were making a real contribution, not just working for a grade," says Kathryn Farina '10, whose team proposed putting a wind turbine on top of Miller Hall.

The $12,000 to $18,000 turbine likely would not produce significant energy cost savings, says Farina, but erecting one would make a visual statement. "What we really want is an image that Suffolk supports the green movement," she says, noting that the turbine could also be used for research.

Another team proposed refitting the Archer Building with energy-efficient windows, a plan that would recoup costs through energy savings in three to seven years, according to team member Meagan Damore '11. "We were able to provide information on how much Suffolk spent on heating and cooling, how much the windows would cost, and how much we would save in cash by replacing them," she says. The team found that new windows could save Suffolk $82,240 a year in heating and cooling costs.

"What they proposed makes a lot of sense," says Shatz, associate professor and chair of the Electrical and Computer Engineering Department, noting that Archer's windows date to the 1950s. "I hope Suffolk will consider it." The third group researched solar panels, specifically examining the parasol effect, an added benefit solar panels provide by shading the roof and thus lessening the need for air conditioning. They recommended that Suffolk install and monitor roof temperature sensors on Sargent Hall to measure the parasol effect of its new solar panels. The data gathered could ultimately motivate Suffolk to install more solar panels on campus.

"I do feel that with these types of research projects and proposals we are making a difference, since our research is based on something real," says solar team member Stephanie Rodriguez '10.

Having a real-world application for the students' work was Shatz's primary goal in creating her first project-based course, which she team-taught with Tom Vales, the laboratory coordinator for the Electrical and Computer Engineering Department, and Nataliia Perova BS '02, a Suffolk alumna and research assistant at Harvard's Graduate School of Education. "That the students' findings could potentially affect the future of Suffolk University was really motivating," says Shatz.

Although the class didn't touch on all the topics addressed in the usual curriculum, students did learn and apply a wide variety of skills. All three teams researched technology, ran cost analyses, created web logs and PowerPoint presentations, and built exhibits to explain their proposals. They also wrote 15-page papers and presented their work orally to the Sustainability Committee.

The committee has not yet agreed to pursue the projects, but all the proposals are under consideration, said Erica Mattison, Suffolk's campus sustainability coordinator. "We are constantly on the lookout for affordable ways to increase efficiency and reduce the University's environmental impact," she says, "and it is great to have student involvement in these efforts." ■

Above Left: *Students propose a wind turbine for the Sawyer Building, from left: Apichart Sewthaisong, Arturo Rosas, Sarah Bowlby, and Kathryn Farina.*

Above Center: *Making Suffolk Greener professor Lisa Shatz (left), with instructors Nataliia Perova and Tom Vales.*

Above Right: *Students Meagan Damore and Christopher Loyas recommend new energy efficient windows in the Archer Building to save more than $80,000 a year in heating and cooling costs.*

TEXT//KATHRYN O'NEILL
IMAGES//RENEE DEKONA

Nanotech Microscope

REVEALS WONDERS OF MINIATURE WORLD

NANOTECHNOLOGY IS A fast-growing field these days, but research dealing with materials that are very, very tiny (100 nanometers or smaller) requires sophisticated equipment—not the sort of thing most undergraduates get their hands on.

At Suffolk University, however, undergraduates have access to a scanning electron microscope (SEM) for their nanotechnology research, thanks to alumnus and physicist Jack Driscoll '65, whose company, PID Analyzers in Pembroke, Massachusetts, donated the SEM to Suffolk in 2006.

About the size of a desk but weighing over 600 pounds, the SEM creates an image by sending electrons through a sample and recording changes in electron flow. Used together with a scanning tunneling microscope (STM), nanotech researchers can use the SEM to prepare the fine stylus needed to scan surfaces in the STM, which sends a current through a sample to create 3D images. The STM is so sensitive that students can look at individual atoms. Some Suffolk students recently used the STM to create images that show the structure of graphite.

"These are two unbelievable tools for doing nanotechnology," Driscoll says. "I don't know of another undergraduate institution in this whole area that has the SEM and the STM available."

The SEM was a timely gift, arriving the same year Suffolk launched its nanotechnology program with the hire of Assistant Professor Prashant Sharma. Within two years, Sharma's students had won a prestigious research grant from the American Institute of Physics to study viral nanowires.

For Driscoll, who has a long history of giving back to his alma mater, donating his company's surplus SEM to Suffolk was a natural choice. He is the former president of the Alumni Board and currently serves on both the Engineering Advisory Board and the Dean's Advisory Council. Since meeting Walter H. Johnson, chairman of the physics department, in the early 1990s, the two have frequently collaborated on projects, providing students with hands-on professional experience.

Now they're gearing up to create nanosensors for environmental applications. Such practical experience, as well as the partnership with industry, is an important asset for Suffolk graduates, Driscoll says. "It gives these Suffolk students a big leg up in terms of the job market." ■



Jack Driscoll '65 adjusts the scanning electron microscope (SEM) donated to Suffolk by his company, PID Analyzers. The screen shows an insect (order Hemiptera) on a Trapa plant.

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  Challenges in Chinese Economic Development, 10am, Archer 110
- Wednesday, March 31, 2010: Maxine Hong Kingston, Award-winning Author & Distinguished Scholar
  Asians in Asia, 10am, Archer 110
- Wednesday, April 7, 2010: William Grimes, Boston University Center for the Study of Asia
  Can Japan Be an 'Asian' Power? 10am, Archer 110

* *Visit apple.com/itunes to download the iTunes program, then search "Suffolk University" or access Suffolk's Web site at https://deimos.apple.com/WebObjects/Core.woa/Browsev2/suffolk-public.*

As the lead platform for Suffolk University's initiatives in the field of East Asian Studies, the Rosenberg Institute has scheduled a full program of activities for the 2009–2010 academic year. The Distinguished Visitor Series presents outstanding scholars, intellectuals, and professionals to the Suffolk and wider Boston communities. These specially invited visitors represent the cutting-edge in new scholarship and critical analytical thinking. They work in the premodern, modern, and contemporary periods of history to offer ideas meant to inform and challenge the listener.

ALL OF THE PROGRAMS ARE FREE AND OPEN TO THE PUBLIC.
Please consult www.suffolk.edu/rosenberginstitute for updated information and locations.

SUFFOLK UNIVERSITY
COLLEGE OF ARTS & SCIENCES

TEXT//TERRY BYRNE
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MARILYN PLOTKINS







WESLEY SAVICK

Our Own Bright Lights

THE PASSIONATE PROFESSIONALS WHO MAKE THE THEATRE DEPARTMENT SHINE

"IT IS THRILLING to launch things," says Marilyn Plotkins, chair of the Theatre Department. "I love getting something started and seeing it take wing." Plotkins's nurturing efforts have had impressive results both within and outside the University. The Boston Music Theatre Project (BMTP), which she founded in 1987, has become a breeding ground for musical theatre stagings. In 2006, BMTP produced *Crossing Brooklyn*, conceived and developed with Suffolk students in mind, and in 2009 staged *Blood Wedding*, a bilingual adaptation by Melinda Lopez, award-winning playwright and assistant professor in the Theatre Department. See story on page 68.

"It was wonderful to be able to bring so many of our gifted students together with Melinda's elegant and immediate translation, and composer Claudio Ragazzi's fusion flamenco score," Plotkins says. This year she was nominated once again for the Student Government Association's Outstanding Faculty Member of the Year Award and is overseeing renovations on the Modern Theatre, scheduled to open in fall 2010. The 180-seat theater will be cradled in the newly expanded West Street dormitories on lower Washington Street, a block away from the Opera House. The building will become a state-of-the-art, multi-use cultural center, and the renovations will honor its history in the center of Boston's Theater District.

Actor, writer, director and associate professor Wesley Savick has mastered the art of multitasking. In addition to seeing a production of his play, *Miss Margaret LaRue in Milwaukee,* performed at the Boston Playwrights' Theatre, Savick directed *Einstein's Dreams* for the World Science Festival in New York. He acted in a 10-minute play produced by the Drama League of New York and produced a play for his own theater company, the National Theatre of Allston, with Suffolk students and alumni.

"This has been one of the busiest years I've ever had," says Savick. "When I looked back, I discovered that I wrote or participated in 20 projects over the last year."

He says he is proudest of the work he's done with undergraduates. "The students have been remarkably open to plays that involve political engagement and have an avant garde feel," he says. "Their work has taught me."



Savick is also thrilled by the success of one of his students, Theo Goodell, who has been invited into Brown University's playwriting program. "It's rewarding to see someone grow," he says.

Assistant Professor Richard Chambers is a professional theatre set designer with more than 150 designs to his credit. He doesn't have a signature style when creating set designs, he says, and his versatility has made him a popular choice in Boston's busy professional scene. Last year alone, Chambers designed sets for two world premieres (*The Wrestling Patient* and *Blood Wedding*), a regional premiere (*A View of the Harbor*), and a classic (*Born Yesterday*).

"I guess I just say yes to everything," Chambers says with a laugh. "My approach to my students and to the work is to always keep it simple and avoid fussy details."

The range of Chambers's designs is striking, and he says that not repeating himself is important. He cut his teeth doing summer stock, which was a great lesson in being imaginative under pressure. "We had to bang out sets in two weeks but still be creative," he says. "That's a great lesson for the students. It's important for them to know what they're up against, and I take advantage of every opportunity to place them in a professional setting." Several Suffolk students have been employed as staff or had internships at the Cape Playhouse, and one of his students has served as the assistant set designer at Merrimack Repertory Theatre.

Storytelling through movement provides inspiration for Assistant Professor Caitlin Langstaff. In *Circa: The Boom Goes Bust*, she created what she calls a "physical poem" with seven Suffolk students based on imagery from Studs Terkel's book about the Great Depression, *Hard Times*. In an experimental workshop at Wellfleet Harbor Actors Theater, her group explored a new play by Boston-based playwright Ronan Noone through "mincing, miming, and mayhem," she says. Langstaff's work finds new ways to illuminate ideas and emotions in performance. She teaches acting, voice, and movement in the Theatre Department and lives and works as an actor in New York City, where she writes, directs, and produces site-specific theatre. She was recently featured in the Yiddish Cultural Festival at the Payomet Performing Arts Center in Truro, Massachusetts.

I guess I just say yes to everything, My approach to my students and to the work is always keep it simple, and avoid fussy details.

TEXT//TERRY BYRNE
IMAGES//VARIOUS

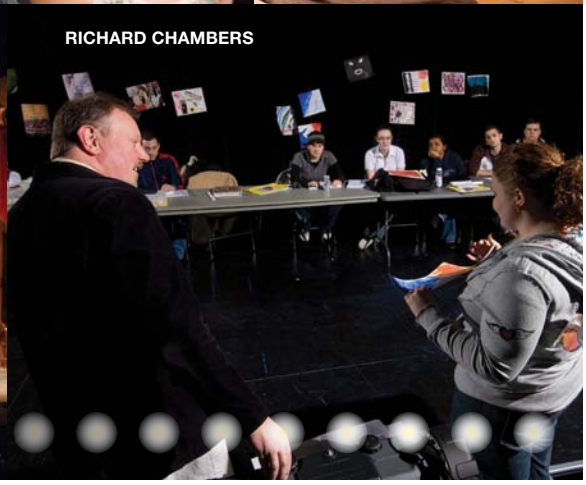


CAITLIN LANGSTAFF





RICHARD CHAMBERS



Bright Lights *continued*

General Manager Jim Kaufman coproduced a multimedia keynote performance for the Institute for Healthcare Improvement's 20th Annual National Forum in Nashville, Tennessee, in addition to coordinating performances at the C. Walsh Theatre. As cochair of the Underground Railway Theater, Kaufman was also involved in the opening of that company's new home, Central Square Theater, last summer. • In addition to her work as the department's marketing and special projects coordinator, A. Nora Long launched a new theater company, New Exhibition Room. The company debuted in July with *Shhh!*, a collaborative work exploring censorship. • Lecturer Melinda Lopez translated and adapted Federico García Lorca's 1932 play *Blood Wedding*. Lopez's work has been produced in Boston, Chicago, Florida, and California. • Production manager Jim Bernhardt handled many of the productions at the University while also working outside Suffolk on productions as far afield as Honolulu, Hawaii. • Lecturer Abbie Katz used her professional experience as executive director of Green Street Studios in Cambridge and associate producer for the Boston Early Music Festival to expand her students' perspectives in the arts management and arts administration classes she teaches. • Technical director Steve McIntosh lectured on the use of lighting and sound design and has designed lighting for several Boston-area theater companies. ■

Terry Byrne is a freelance writer who has been writing about the arts for nearly two decades.

BY TERRY BYRNE

Bard at Work



AFTER MORE THAN five decades of work as a critic, teacher, director, playwright, and founder of two regional theater companies, Robert Brustein is not even thinking about slowing down. In spring 2009, Brustein, a distinguished scholar in residence at Suffolk, celebrated the publication of his 16th book, *The Tainted Muse* (Yale University Press). "It explores the notion of prejudice in Shakespeare's time," says Brustein, "both as an individual and within the confines of society at a particular time."

The sense of being anchored in the social and political context of Elizabethan England has also inspired Brustein's playwriting, and he's currently working on a trilogy of plays set during Shakespeare's lifetime. *The English Channel*, which had its premiere at Suffolk and was directed by Associate Professor Wesley Savick, imagines Christopher Marlowe's influence on a young William Shakespeare. (Following its later New York production at the Abingdon Theatre, the play was nominated for a Pulitzer Prize.) The second play in the trilogy, *Mortal Terror*, which explores the government's response to the Gunpowder Plot, had readings at Suffolk and at the American Repertory Theater. "King James's overreaction to that terrorist plot is quite similar to President Bush's Patriot Act after 9/11," Brustein says. The third play is still in Brustein's head, he says, but he's begun to sketch it out.

In addition to writing plays, Brustein teaches two classes in the Theatre Department, one that juxtaposes the study of a Shakespeare play with an examination of a more contemporary work, such as *Hamlet* with Anton Chekhov's *The Seagull; King Lear* with Samuel Beckett's *Endgame*; and *Othello* with August Strindberg's *The Father*. He also teaches a class on the history of regional theaters.

But Brustein says he particularly enjoys having the opportunity to speak to classes in various disciplines, including literature, history, and political science as well as theater. That variety is a crucial part of his role since accepting Dean Greenberg's invitation to reside at Suffolk as a distinguished scholar. "Kenneth Greenberg is a first-rate dean," says Brustein, "because he sees the importance of interdisciplinary learning, and the opportunities for each topic to inform another."

Remembering Howard Zinn

ACTIVIST, DRAMATIC ARTIST, AND DISTINGUISHED VISITING SCHOLAR

WHEN HOWARD ZINN, the eminent American historian and activist, died at age 87 in early 2010, it was at the end of a capstone year in which he was celebrated with awards, publications, a major film on the History Channel and, at Suffolk University, with a festival of his plays in which the Theatre Department played a key role.

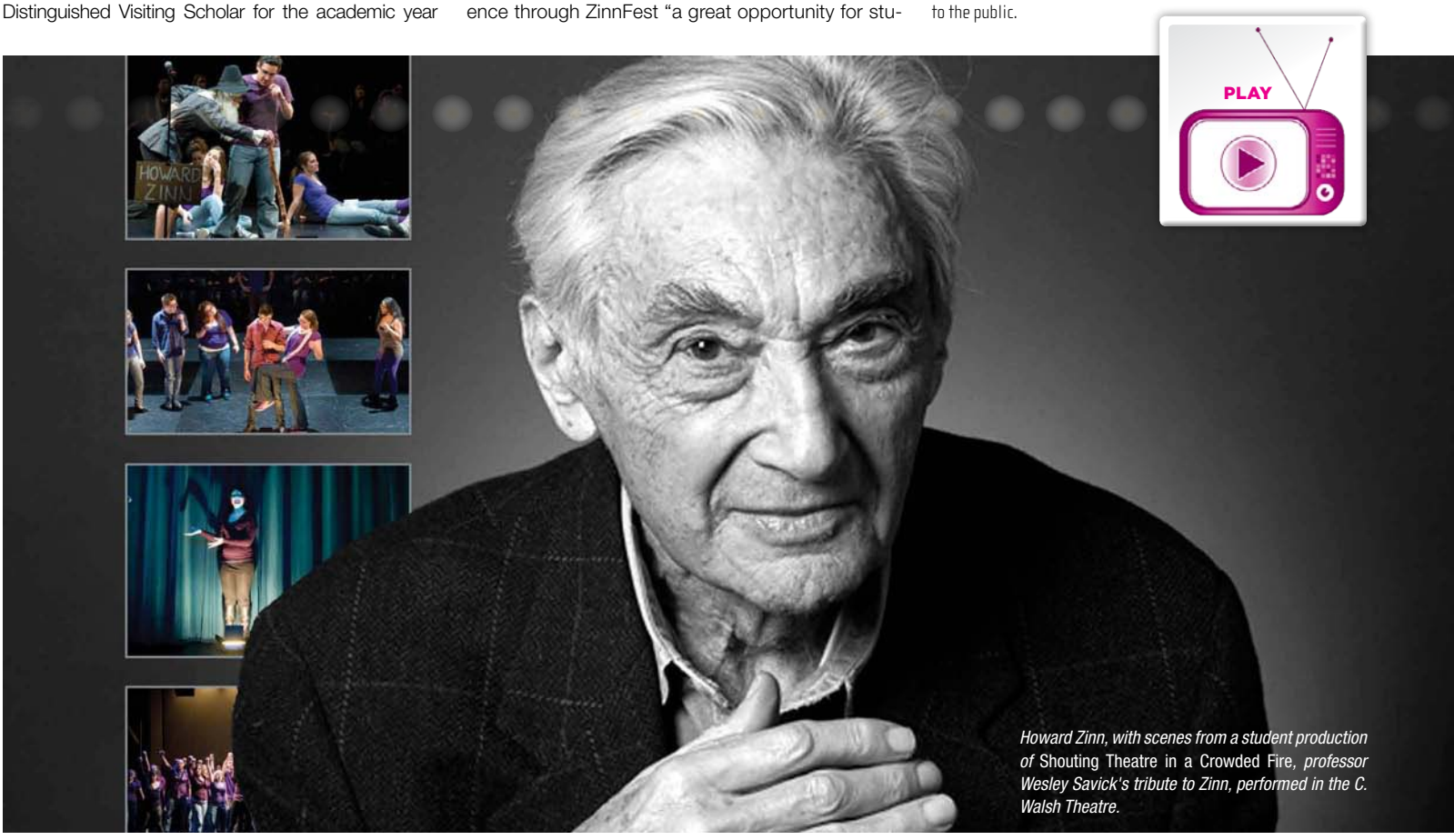
It all began when Zinn contacted Suffolk theatre professor Wesley Savick about the possibility of a new production of one of Zinn's plays. Savick was in awe: "For me, working with him was like sitting at the feet of Moses. I wanted to find a way to share that experience with people across the University community." So it was that Suffolk mounted a new production of *Daughter of Venus*, Zinn's drama about an idealist who is torn between family and career obligations and the clear call of justice. The play was performed at the C. Walsh Theatre and at Boston Playwrights' Theatre.

Dean Kenneth Greenberg named Howard Zinn a Distinguished Visiting Scholar for the academic year 2008–2009. Following the production of *Daughter of Venus*, Savick helped organize ZinnFest, a festival of Zinn's writing for the stage, in collaboration with the Boston Playwrights' Theatre and the Central Square Theater. In tribute to Zinn, Savick wrote *Shouting Theater in a Crowded Fire*, a dramatic take on the historian-dramatist's work that was featured in a Suffolk student production at the C. Walsh Theatre. ZinnFest also included staged readings of *Emma*, Zinn's play about the anarchist Emma Goldman, at the Walsh Theatre; and *Marx in Soho*, about Karl Marx's return to earth to clear his name, at the Central Square Theater.

"Seeing all of this work together on all these different stages really offered a sense of the man's incredible vision," Savick says. "He came from the streets and the academy and then he was smitten by the theater, which he saw as a wildly vital social forum." The Suffolk community experienced that vitality to the full. Jim Kaufman, general manager of the Theatre Department, calls Howard Zinn's presence through ZinnFest "a great opportunity for students and general audiences to explore the notion of activism and the arts." Referring to Savick's play, Kaufman adds, "Having Wes's take on Zinn's work tied everything together and said a lot about making your life's work count."

Howard Zinn's life counted in profound ways. His milestone book *A People's History of the United States* is used in classrooms all over America, and Zinn himself was a lifelong activist in the civil rights, civil liberties, and peace movements. "So much of his work revolves around the belief that any tiny action you take in the world makes a difference," Savick says. "If you function on that belief, you'll have a sense of purpose in your life." ■

Note: Suffolk University and Beacon Press will present "A Tribute to the Drama of Howard Zinn" on March 24, 6 p.m., at the C. Walsh Theatre to celebrate Beacon's publication of *Three Plays: The Political Theater of Howard Zinn*. The event will include readings from *Emma*, *Marx in Soho*, and *Daughter of Venus* and is free and open to the public.

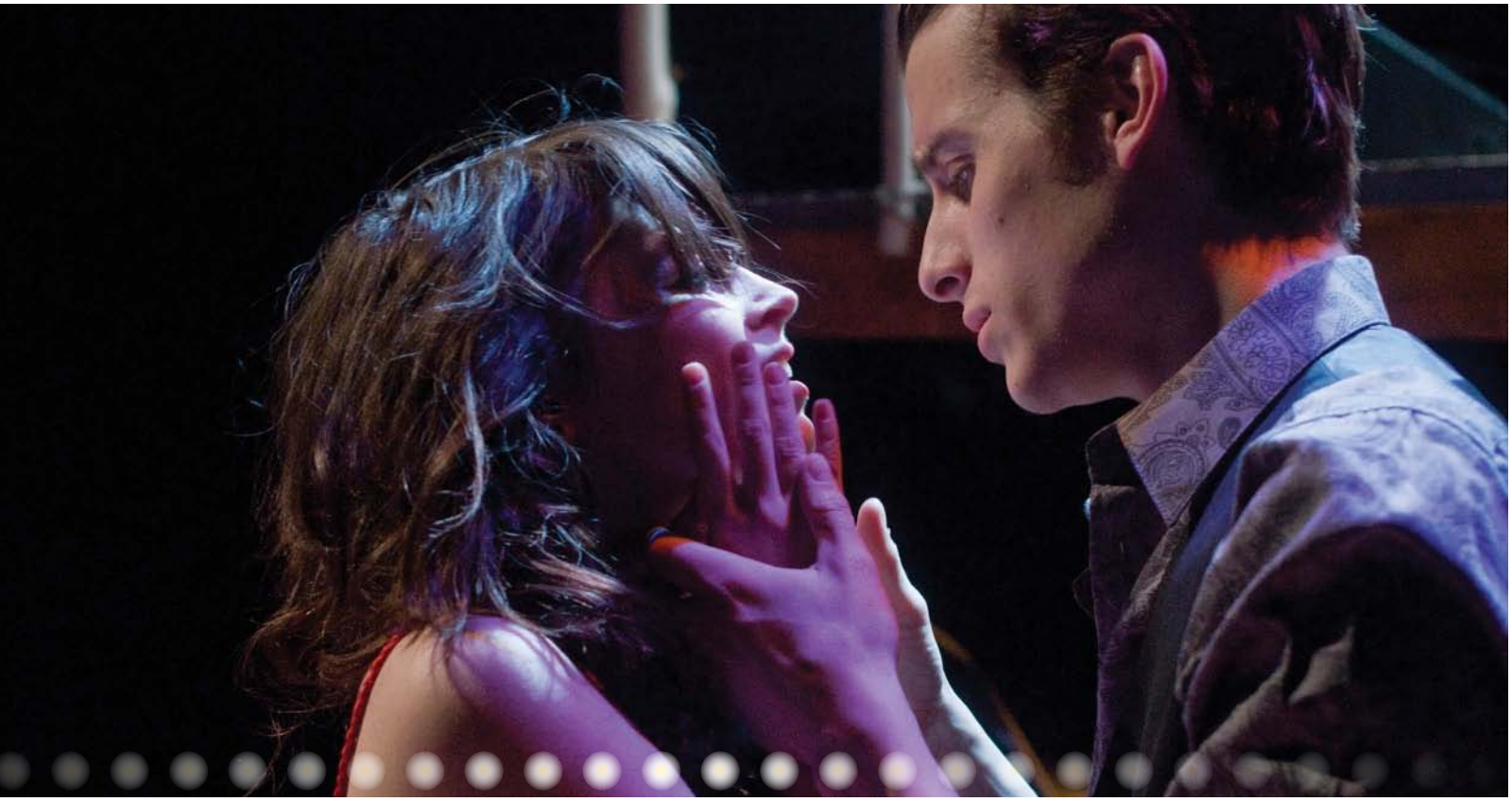


Howard Zinn, with scenes from a student production of Shouting Theatre in a Crowded Fire, *professor Wesley Savick's tribute to Zinn, performed in the C. Walsh Theatre.*

TEXT//AMY NORA LONG
IMAGES//J. STRATTON MCCRADY

Found in Translation

SUFFOLK'S BLOOD WEDDING REVIVES CLASSIC SPANISH PLAY



FOR THE SPANISH-SPEAKING world, Federico García Lorca holds a place akin to William Shakespeare in literature. In the US, he tends to be relegated to theatre history classes or leaden graduate school productions. When Theatre Department chair Marilyn Plotkins announced that she would direct Lorca's *Blood Wedding*, the reaction among the students was mixed. "I'd heard of him," says senior Jennifer Laudia, "but I didn't really know much about him."

Plotkins rediscovered Lorca three years ago while creating a study abroad program in flamenco to promote Suffolk's Madrid campus. "I knew nothing about Spain and nothing about flamenco," says Plotkins, "but once I started to prepare the program I became obsessed with all things Spanish, particularly the way their history and culture intersect."

On Spanish soil, Federico García Lorca is difficult to avoid. Arguably Spain's greatest dramatic poet, Lorca was executed during the Spanish Civil War by the Fascist regime, leaving behind a small collection of controversial plays and poems. Plotkins's newfound affection for Spanish culture inspired her to connect the Boston and Madrid campuses in a theatrical production, and she chose *Blood Wedding*, Lorca's homage to forbidden passion.

Inspired by a newspaper account, the play is an impressionistic portrayal of the engagement and wedding of a young man and his bride. The bride, however, is in love with her cousin's husband, whose family killed the young man's father and brothers. During the wedding celebration, the bride runs off with the other man. Both men are subsequently killed, leaving the women of the play to grieve alone.



Unfortunately for most non-Spanish speakers, the elegance of Lorca's poetry is often lost in heavy literal translations. "The poetry felt so swollen that I knew my biggest challenge would be helping actors make this language seem necessary and interesting," explains Plotkins. Suffolk would require a new translation of the play.

Plotkins immediately turned to Melinda Lopez, a celebrated local actor and playwright and occasional Theatre Department lecturer. "Melinda is so much in demand professionally I never thought she would say yes," says Plotkins.

Lopez was not only available but she had already translated portions of the play in graduate school. “I desperately loved the play and felt like I had already tasted the opportunity,” says Lopez. She had first encountered the play during her freshman year of college, when she spent a summer in Spain. “Lorca was everywhere. I was in love with Spain and a Spaniard. Lorca left a very profound personal impression on me.”

Lopez sought to create a translation that captured the immediacy of the original while feeling natural in the mouths of contemporary American college students. As part of that process, the students involved directly participated in shaping the language of the new translation. “I listened to them, and when they stumbled I made changes to the text,” says Lopez. “You have to trust the body that the language is coming out of, whether they are college actors or have been in the business for a hundred years.”

The student performers were also instrumental in shaping the new musical accompaniment. Composer Claudio Ragazzi, an Argentinean jazz-fusion artist, made adjustments to the music based on the individual singing the song. Lorca’s original text implies the presence of music throughout, although there is no official score. Plotkins has worked with composers for more than 20 years, developing new musicals in residence at Suffolk as part of the Boston Music Theatre Project. While BMTP is accustomed to taking student performers into account for the composition process, *Blood Wedding* marks the first occasion for students to be a part of a new translation process.

“You have to trust the body that the language is coming out of, whether they are college actors or have been in the business for a hundred years.”

As with all BMTP musicals, Suffolk just might see *Blood Wedding* go into production beyond the Hill. “I would love for it to have a life outside of Suffolk,” says Plotkins. “I think it should be done everywhere,” concurs Lopez. “We’ve had such a tremendous response.” In reinterpreting a classic text to sound natural for today’s young actors, Suffolk’s BMTP has created a production with modern appeal for audiences as well as other university and professional theatres looking to breathe new life into the lines of the Spanish Bard. ■





TEXT//LAURA M. PISCOPO, BA '02
IMAGES//KINDRA CLINEFF



Dear Alumni,

THE AFTER COLLEGE spotlights in this issue feature snapshots of talented College of Arts & Sciences graduates who easily and eagerly talk about their careers in the paralegal and journalism fields, attributing their paths and successes directly to their alma mater. These alumni credit treasured faculty members as mentors, noting and praising their encouragement and support. Regardless of major or field, stories of the road less traveled and strong faculty influences have traditionally served as a common bond among each generation of Suffolk alumni.

A number of these alumni have sustained mutual bonds or reconnected with one another through the Online Community, (http://www.alumniconnections.com/olc/pub/SUF/) which is sponsored by the Alumni Association. This growing resource, along with the Alumni Career Advisory Network, is a valuable tool for global networking either personally or professionally. During this challenging economy, alumni can learn from each other's professional expertise and relationships. This is also a wonderful opportunity to share classroom memories or discuss upcoming reunions.

I feel touched by the stories alumni share about their time as students, and value the interaction and engagement many alumni demonstrate through volunteering, attendance at programs, and participation in the Annual Fund. How alumni respond to the call to give back to our alma mater through "time, talent, and treasure" is the foundation of the Alumni Association. The College of Arts & Sciences Alumni Board of Directors, a group of dedicated volunteers led by Dennis Walczewski, BS '70, has identified initiatives to engage their fellow alumni and bring their professional talents and experiences to the CAS students in the classroom. Please keep an eye on upcoming emails about these opportunities as we continue to build the Alumni Association.

During the coming year, the Suffolk University Alumni Association will offer programming across the country that provides lifelong learning, career, or social opportunities. Please check in regularly to view updated program listings on the Alumni Association Web page, http://www.suffolk.edu/alumni.

I look forward to hearing your stories and seeing you at upcoming programs. Thank you for your lifelong association with Suffolk University. ■

Cordially,

Laura M. Piscopo

Laura M. Piscopo, BA '02
Director of Alumni Relations
College of Arts & Sciences



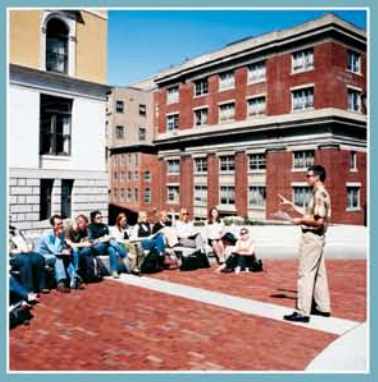
WHEN YOU GIVE TO THE ANNUAL FUND, YOU ARE HELPING

EVERY STUDENT. EVERY DAY.












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- **PROVIDE** students with the curriculum, technology, and internship opportunities that will be the foundation of their growth as leaders in their field
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TEXT//ERICA LAWTON, BA '09
IMAGES//RENEE DEKONA

COMMUNICATION & JOURNALISM DEPARTMENT

ALUMNI

In front of the camera or behind it, through printed words or a microphone, these CJN graduates have followed their passion to work in the media industry—informing, entertaining, and sharing the stories that make a difference.

Like many of their fellow Department of Communication and Journalism (CJN) alumni, Diane, Charlie, Dan, and Liana brought their passion for learning and their dreams and ambitions with them to Suffolk. Our faculty provided the educational opportunities to help them reach their goals; they provided the drive and determination. Their achievements speak not only for themselves but also for the thousands of CJN alumni who are making contributions in journalism, public relations and advertising, media, business, law, government, and higher education throughout the country.

Robert "Dr. Bob" Rosenthal
Associate Professor & Chair, Department of Communication & Journalism



LIANA ANGELES BS '06

LIANA ANGELES LIKES to start her day photographing the sun rising over the ocean at the Nantasket Beach Reservation in Hull. "I like capturing moments when people least expect it or things I'll never see again," she says.

Her quest for unique experiences has led her down a varied career path since graduating. In three short years she has mastered HTML and designed marketing collateral as the marketing communications coordinator at Exgenex, a leading provider of information technology services to the trade show and exhibition industry. She has also written press releases, improved a website, and covered student events as a marketing media specialist at Quincy College. She is currently enrolled in the MBA program at Curry College.

Once a shy, naive girl from the suburbs, Angeles says that her undergraduate years helped expand her mind and curiosity. "Coming to Suffolk really changed who I was and shaped me into a more open-minded person." She dreams of working as a global feature writer in the future, saying, "I'm just fascinated by other cultures; I love learning about new ideas and understanding the values of other people."

Recently Angeles combined her love of travel and community service during a trip to the Philippines where she reunited with family and volunteered at the Davao Medical Center, visiting children diagnosed with cancer. "Volunteering has always been a part of my life, thanks to my parents who continue to encourage my siblings and I to do more for our neighbor," she says.



DAN JAEHNIG BSJ '98

AS EARLY AS the seventh grade, Dan Jaehnig aimed high, helping produce a story for *Kid's Magazine*, a show on Quincy's local access channel. He set two goals for himself when he graduated from Suffolk with a degree in broadcast journalism: to anchor at a Boston TV station and win an Emmy. Within nine years he was an anchor at Fox 25 in Boston and had won six Emmys for writing and reporting.

Luckily, his family has helped him keep his success in perspective. When he received his first statuette at an awards ceremony, he recalls, "that night I was at a big party and the next day my daughters dressed the Emmy in Barbie clothes."

At Suffolk, his professors helped launch his career by coordinating internships and independent study projects. "They still motivate me today," Jaehnig says. "I wouldn't think twice about picking up the phone and talking to Dr. Bob [Rosenthal] and asking him for advice about my career."

Now that he has accomplished many of his professional goals, Jaehnig keeps busy pursuing his personal passions. In his off time from anchoring at NBC 10 in Providence, Rhode Island, he enjoys motivational speaking at local schools and community service projects in his hometown of Quincy. Jaehnig has volunteered time to deliver food for Meals on Wheels and produced a promotional video for the Massachusetts chapter of the Wellness Community, a nonprofit cancer support group.



CHARLIE ST. AMAND BSJ '86

CHARLIE ST. AMAND knew he had found his home during his first day as a copy desk intern at the *Patriot Ledger*. "I realized how much I loved it: being in the newsroom, working in the newsroom, and seeing the paper being put together."

Since then he has worked at nearly every position in the newsroom, every hour of the day, from the news desk to city editor, the day shift to the overnight, gaining the knowledge and experience he now uses daily in his role as managing editor of *The Sun* in Lowell.

St. Amand credits his professors in the CJN department for getting his foot in the door: Associate Professor Richard Preiss helped him publish his first article on preparations for the 1984 USGA Women's Open, hosted at the Salem Country Club, and Associate Professor Deb Geisler recommended him for his first internship at the *Patriot Ledger*. Today, as an adjunct journalism instructor at Suffolk, he gives students in his copyediting and news writing classes the same level of support he received as a student, offering them advice and sharing his work experience.

Although new media technology has altered the way newspapers operate, St. Amand believes in and teaches the same core principles he learned as a student in Geisler's copyediting class. "The mission of the copyeditor hasn't changed," he says. To be a good journalist, "it's still grammar, it's still judgment, it's still accuracy…all those qualities are necessary."



DIANE BALTOZER BSJ '70

OVER THE COURSE of her long career, news reporter Diane Baltozer has earned her nickname, the Queen of Quirks, by digging up the wacky details in numerous stories, whether interviewing Ted Kennedy about proposing to his wife while scuba diving, meeting legendary Red Sox pitcher Luis Tiant's parents on their first day out of Cuba in 25 years, or trying to find a sick boy's three-legged Chihuahua named Snoopy so the boy could undergo back surgery.

Her penchant for the offbeat and unexpected has been clear since adolescence, when Baltozer penned a satirical column under the pseudonym Tommy Hawk for her high school newspaper, *The Tomahawk*. Tommy's commentary on teen dating from a male perspective was so dead on that Baltozer shocked classmates years later when she revealed that the author was a girl.

Self-described as shy and bookish, Baltozer nonetheless came early to the newspaper game, writing for the weekly *Braintree Observer* and interning at the *Patriot Ledger* before she chose Suffolk's small journalism program in 1966. At the time the department had a faculty of two, including journalist William Homer of the *Boston Herald*. With Homer's encouragement, Baltozer began to focus on feature writing, always looking for the unpredictable factor that alters both writer's and reader's perspectives.

Now working as the special sections editor at *MetroWest Daily News*, she expresses her artistic side through layout and editing and hasn't lost her zest for following a hot lead. "I still have that weird news instinct; I can almost smell it."

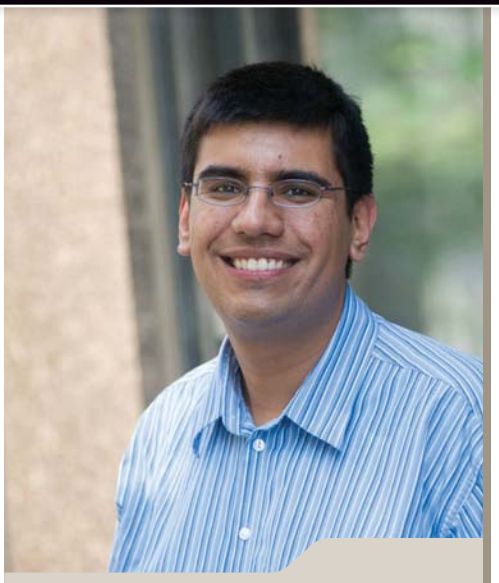
TEXT//ERICA LAWTON, BA '09
IMAGES//RENEE DEKONA, COLE KAPLAN

THE PARALEGAL STUDIES PROGRAM ALUMNI

Pursuing social reform, helping clients, and conducting transactions from multimillion-dollar real estate deals to securing better housing for those in need, these Paralegal graduates are enjoying their work across a wide spectrum of law-related careers.

When I read the stories of the alumni profiled here, the first thing I thought was how proud I am of all of them, and how proud the late Lynne Dahlborg, the first director of the Suffolk Paralegal Program, would be of them, too. As paralegals, Suffolk alumni perform vital tasks in improving access to justice, and as lawyers, Suffolk paralegal alumni are more attuned to client needs and anxieties because of their paralegal training. We who teach in the paralegal program are so delighted to have been part of their success, and we wish them many more years of dedicated public service and legal practice.

Mary M. Flaherty, J.D.
Associate Professor & Director, Paralegal Studies Program,
Department of Education and Human Services



JOHN ESPINOSA BS '06

THE EDUCATION SYSTEM seemed to have failed John Espinosa. His struggle with Attention Deficit Disorder led him to drop out of school in the eighth grade. At 17 he earned his GED but had no plans for college. "You hear stories about kids who fall through the cracks; well, that was me," he says.

Espinosa worked odd jobs, including a stint as a skip tracer, tracking down debtors for collections litigation. His co-worker, a former private investigator who returned to school in his mid-30s, "convinced me that without an education I couldn't go anywhere in life," says Espinosa.

Now a graduate of the paralegal program at Suffolk University and a student at the University of Michigan Law School, Espinosa plans to focus his legal career on helping ensure that all students get a quality education.

In 2008, as a legal intern at the Children's Law Center of Massachusetts, Espinosa worked to help children with behavioral issues or undocumented disabilities stay in school. In Massachusetts, children who are not protected by the special education laws may be subject to permanent expulsion from school if they misbehave.

"Because of my own personal experience, it is very rewarding to me to be able to help represent kids—both special education and non-special education—to make sure they're not denied their right to an education," Espinosa says. "It's not a legal right for everyone, but it is definitely what you would call a human right."



MEAGHAN COFFEY BS '07

TO MEAGHAN COFFEY, a supermarket receipt is a legal contract, a speeding ticket the instrument of criminal law, and the current economic crisis an extension of decisions made by corporate lawyers. "Everything we do revolves around the law in some way," she says.

After winning a scholarship sponsored by the John Joseph Moakley Charitable Foundation, which was established in honor of Congressman Moakley to support students with financial need and a desire to pursue public service, Coffey enrolled in Suffolk University's paralegal program.

During her senior year, Coffey was hired by top legal firm Ropes & Gray LLP in Boston. She uses her paralegal skills for both private and public cases but cites pro bono work as the most rewarding. As a part of her firm's nonprofit program, Coffey advises at Dorchester House, a multiservice community center, helping families who cannot afford traditional legal services to secure better housing and manage their income. She even won an increase in food stamps along with $2,000 in back pay for one hungry family. "I feel like we're actually making a difference in people's lives," she says.

Now, having worked in the field for several years, Coffey faces a familiar dilemma for legal professionals: pursue a demanding career or start a family. "All paralegals reach the point of asking should I or should I not become a lawyer," says Coffey. "It's a big decision." For now, Coffey plans to continue her work as a paralegal and spend time with her family.



MELISSA S. WHOLLEY BA '97, JD '07

MELISSA WHOLLEY grew up reading books by John Grisham and watching law shows on TV. "I've wanted to be a lawyer since I was in kindergarten," she says.

Aiming for the paralegal program at Suffolk, Wholley worked at Shawmut Mortgage Company in Wakefield, Massachusetts, during high school. With the real estate basics down, she graduated from Suffolk and worked as a paralegal at Cote & Casey, a real estate firm in Danvers, and Lawson & Weitzen LLP, a multiservice legal firm in Boston.

She has been a member of the in-house legal team at Eastern Real Estate LLC in Woburn since 2000. Her first transaction hooked her on commercial real estate: Eastern purchased over one million square feet of space from a discount department store chain in five locations in Massachusetts and Rhode Island. "It was a huge, multimillion dollar transaction that I helped organize, and I did a lot of it independently," says Wholley. "It was the biggest transaction I had ever worked on."

Eager for more knowledge and greater responsibility, she returned to Suffolk to earn a degree at the Law School and now teaches a paralegal class on her specialty: real estate. "It is so rewarding to see the students learning from my experiences," she says.

Serving as a professional role model couldn't be easier for Wholley, who has the career she always wanted. "I don't ever see myself doing anything else. I'm proud to be a lawyer. I love what I do."



RICHARD PENNIE BS '98

RICHARD PENNIE left his home in Dorchester at age 15, an orphan without a high school diploma or a place to live. The tattooed, motorcycle-riding, self-described rabble-rouser never expected to hold the post he does today: immigration examiner for the Department of Homeland Security.

Pennie worked as a dishwasher, a gravedigger, and a public works employee before becoming an iron worker at Duncan Galvanizing steel plant in Everett, where his flair for working with people of different ethnicities came through when he collected enough signatures to petition for a union. "I was kinda the glue holding all these cultural groups together," he says.

After Pennie represented himself in court to win custody of his 10-year-old daughter, he realized that he could use the law to pursue social reform and help those in need.

Working as a part-time construction worker, full-time student, and full-time parent, Pennie earned a degree in paralegal studies and political science at Suffolk. His daughter kept him motivated. "I wanted to show her that you can turn your life around," he says. "My life changed 180 degrees; most of the kids I grew up with are dead or in jail."

Today Pennie interviews foreign nationals looking for a green card or U.S. citizenship, a job that requires knowledge of the law, an understanding of different cultures and the ability to be a good judge of character. "I have a stamp that says approved or denied," he says, proudly. "That's my stamp, my signature."

TEXT//DENNIS WALCZEWSKI, BS '70
IMAGES//VARIOUS

now is the time to reconnect with our alma mater!

DEAR FELLOW GRADUATES,

LAST JUNE, the Suffolk University Alumni Association hosted the annual Alumni Weekend—a time for each of us to reconnect to the university we called home during the years we worked towards our degrees. The celebration culminated with a spectacular Alumni Awards Dinner honoring Arthur Bernard, BA '80, with the Alumni Achievement Award; Steven Skiffington, BA '83, with the Alumni Service Award; and Francis X. Sullivan, BSJ '83, with a Special Recognition Award. These alumni were cited not just for their professional accomplishments but also for what they have given back to Suffolk.



CAS Alumni Board President Dennis Walczewski, BS '70 (left) with CAS Alumni Board of Directors member Anthony Dileso, BA '62

It was also a wonderful opportunity for many of us to revisit Suffolk and experience a very different university from the one we attended. The new Suffolk includes dormitories, foreign study programs with campuses in Spain and Senegal, the New England School of Art & Design, a greatly expanded campus that spans historic Boston, and a name that has achieved national recognition and prominence.

I got involved in the CAS Alumni Board because I would not have reached my desired goals of leading a company without the foundations of a Suffolk education. I strongly believe in giving back my time and efforts to the people and organizations that assisted me in my career. Each of the CAS Alumni Association board members tells a similar story, and each displays the strong desire to see Suffolk grow. Yes, Suffolk is different from when many of us graduated, but the core ethos hasn't changed—there remains a firm commitment to provide an accessible, real-world, student-focused education.

I ask you to think about how a Suffolk education helped you in your career. The challenge for each of us is to ask ourselves how best to give back to the university that provided us with a quality education. Giving back means more than just financial donations; it also means donating your time and experience.

IN 2009–10, THE CAS ALUMNI BOARD HAS TWO MAJOR GOALS: The first is to be ambassadors for the university: attending alumni functions, increasing participation in the online community, reconnecting alumni to the university, and getting the word out that we are among more than 65,000 Suffolk graduates.

The second is to be mentors to current and future students: offering experience as a classroom resource or getting involved as a speaker, interviewer, career counselor, or simply a sounding board.

The Marine Corps slogan is "We are looking for a few good men and women." In the Alumni Association, we are looking for a lot of great alumni to join our team and give back to the university that provided us with the opportunity to advance our careers.

I would like to encourage each of you to e-mail one of us on your Alumni Board with thoughts and suggestions on how you can give back to our alma mater. ■

Yours truly,



Dennis Walczewski, BS '70
President
College of Arts & Sciences Alumni Board
dennis.walczewski@alum.suffolk.edu

P.S. *The College of Arts & Sciences Alumni Board of Directors is recruiting future members and volunteers. If you are interested, please contact Laura Piscopo at lpiscopo@suffolk.edu.*

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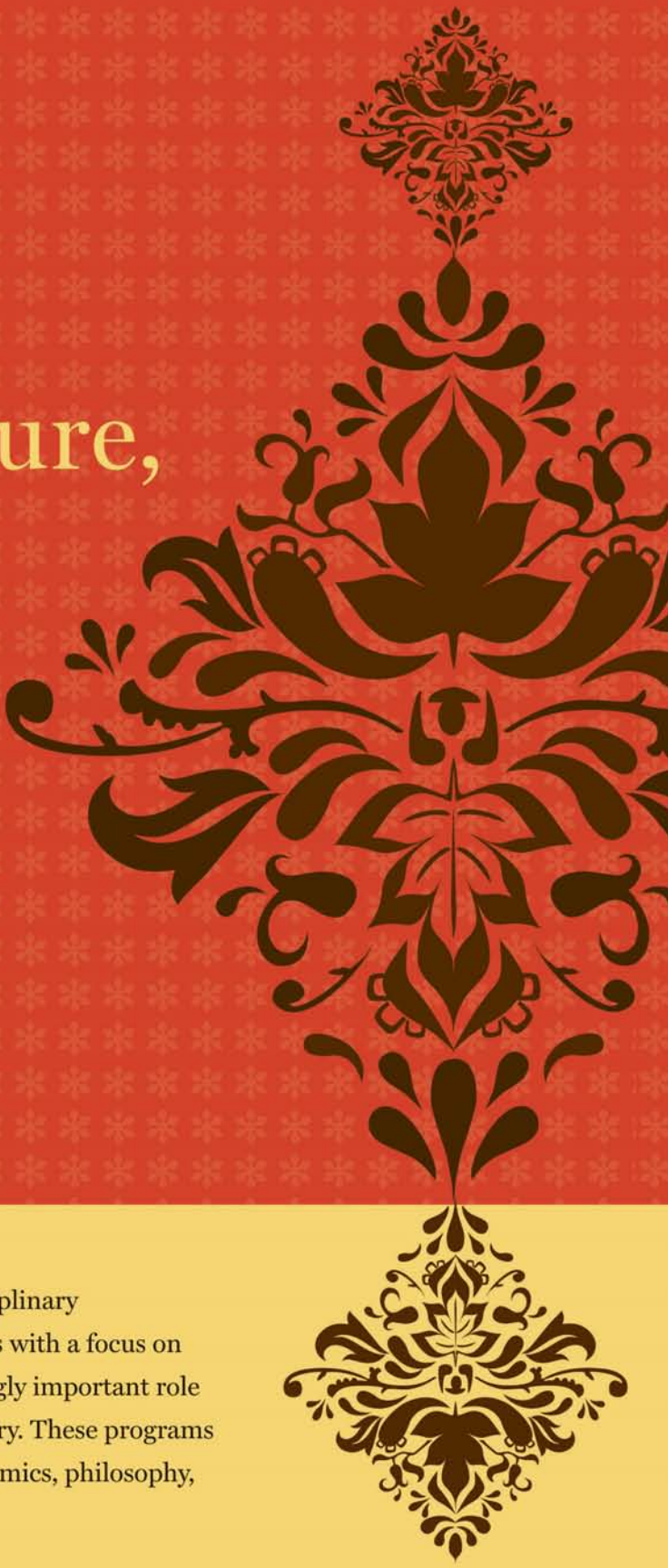
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Think Again: Why Good Leaders Make Bad Decisions and How to Keep it From Happening to You

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SUFFOLK ALUMNI ASSOCIATION

TEXT//TRACEY JEAN BOISSEAU, BA '85
IMAGES//VARIOUS





Top, the late Senator Ted Kennedy. Above, Alan Boisseau, speaking at the State House after receiving an award for promoting self-advocacy.

WHEN TED HELPED ALAN

I IMAGINE NEARLY every family in Massachusetts has a story to tell of how Senator Kennedy helped them out at one time or another. Mine follows.

In 1983, just as my brother Alan Boisseau was preparing to graduate from high school, a social worker visited our family's home. It was the first time I ever met or saw a social worker. She was there to explain to my parents the sorts of programs Alan was eligible for until age 22 because he was mentally retarded.

No one had ever used that phrase before in our house. We all knew Alan was "slow" and had to take all "special" classes, could hardly read, and couldn't write much more than his own name even at age 18, but we never really faced these facts or understood the consequences for Alan until that day. In that same conversation, the social worker expressed surprise and dismay at the news that Alan was going to graduate later that month, explaining to us that upon graduating from high school Alan could not claim to be "disabled" and therefore would not be eligible for training programs or other state-sponsored aid of any kind.

My mother absorbed all of this information—that her son was indeed mentally disabled, and that he was about to be denied opportunities that, up until that moment, we hadn't even known existed—in a very short few minutes. She immediately contacted the high school principal to put a halt on the processing of Alan's diploma. The principal, superintendent of schools, and school committee dug in their heels. Having passed Alan along from grade to grade, they insisted Alan was eligible for graduation and there was nothing we could do to stop the process now.

What was at stake, for the small town that I grew up in, was money—and understandably so. Our town, like many in central Massachusetts, was a poor former mill town. There was no money for much of anything—no swimming pool, no music classes, and nothing for the town's "special" children. Those state-sponsored programs would require transportation, and it was town money that would have to be spent...unless Alan received a high school diploma, and then the town purse would be off the hook as he would be ineligible for help. It was one week before graduation.

My mother determined that she would access all she could for her son, yet felt she had run out of options. That same week she read a story in the *Boston Globe* about Rosemary Kennedy, Senator Ted Kennedy's mentally handicapped sister. She called Senator Kennedy's office to explain her plight and ask for advice. Kennedy commiserated with my mother and then made a personal call to the superintendent of schools in my hometown. He persuaded the superintendent to halt the processing of my brother's diploma, and thus saved Alan from being excluded from opportunities for additional training during the next four years of his life as well as support as a disabled person beyond.

Kennedy may have shamed this school official—but, as it turned out, perhaps not quite enough. The principal called my mother to inform her she had "won" and that Alan would not receive a high school diploma that June. But there was a price, and it was to be paid emotionally by Alan, who would not be allowed to participate in the ceremonies or walk the stage. This official, someone who knew my mother well, counted on the fact that my mother could not face her child with this news—not the child who had been the butt of every bully, not the child who never won any prizes, who never boasted of any accomplishments, the one whom she now realized would never marry, never have children, probably never even hold a job or live on his own. To take this one source of personal pride and self-esteem away from him, at the last minute and so unnecessarily, was too much. My mother called Senator Kennedy's office back.

Two days later, the news came that Alan would participate in our town's high school ceremonies, receiving a blank certificate. He would appear last and not stand with all his peers; he would only mount the stage at the end after all the graduates had received their diplomas. We took the deal.

On graduation day, Alan, unaware of the controversy that had swirled around town for several weeks and not minding at all that he was last in line, was ecstatic and, in his usual warm-hearted and unself-conscious way, danced across the stage when his name was finally called. Too overcome with joy to merely shake hands with the principal, he threw his arms around the man in what I am sure was a suffocating bear hug. Smirks and giggles broke out in the crowd, but they were soon replaced with cheers and tears as Alan faced everyone with outstretched arms and called out "Thank you! Thank you all!" to the crowd. He simply would not leave the stage. The whole town was there; a small town turns out for high school graduations since nearly everyone is related to one of the graduates. Faced with Alan's sheer unaffected joy, hearts melted and the townspeople leaped to their feet to give my brother the one and only standing ovation of his life. The town clapped for my mother too that day, many eyes turning with admiration to her for fighting for Alan's moment in the sun.

> The Americans with Disabilities Act, passed in 1990, was among the greatest accomplishments of Senator Edward M. Kennedy's career.

Our family clapped and cheered for Alan, and for my mother, but the man we toasted later that day and the man I thank for this small but beautiful moment in my family's lives was Senator Edward M. Kennedy—a man never too big, or too important, to recognize the smallest of human needs and to extend his hand in any way he could. I marvel at that spark of humanity in him. I'm humbled by it. And I will forever be grateful for it.

Twenty years later, my brother Alan stood at a podium at the State House in Boston to receive, on behalf of all mentally retarded persons in the state of Massachusetts, an award for helping to promote self-advocacy among his peers. My brother did not waste the efforts of Senator Kennedy, who had stood up for him; he now stands up for himself. ■

Tracey Jean Boisseau, BA '85 is an associate professor of history at the University of Akron in Ohio.



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