

MALS

MALS
Dartmouth College
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Hanover, NH 03755-3526

Quarterly

**COMBINED VOICES OF CURRENT STUDENTS AND ALUMNI
SPRING 2006**



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Special thanks to all our contributors for their patience, effort, creativity, and, most importantly, their time.

Meghan Julian
MALS Quarterly Editor

Cover: On West Street, Off West Wheelock, by Lisa Chau, 2006.

Demystifying the Oxford Experience:

Keep Your Umbrella Ready, Don't Forget the Letter U, and Show Up at Exeter College

By Jessica Carvalho

"Spend the summer studying at Oxford University!" tout MALS Program posters and e-mails. "Take classes in history, literature, and creative writing while immersing yourself in English culture!" For those of us who didn't have the opportunity to go abroad during our undergraduate careers, or who simply relish the idea of getting out of Hanover for the summer, this opportunity which the MALS Program offers seems too good to pass up. However, other than those glossy posters and confusing masses of forms, the administration is nearly silent about what exactly we're getting ourselves into. And so, after a whirlwind of applications, passport photos, faxes, and e-mails, I found myself alone in a foreign country, cold, wet, and hopelessly lost.

Getting There

I thought I had been doing well up until this point; my first international flight on British Airways had been very enjoyable, finding my way around Heathrow Airport had proven easy given the terminal's multitude of well-placed and easy-to-understand signs, and the Airline Bus Service which brought me to Oxfordshire had been conveniently parked right outside of customs. Having bought the bus ticket online weeks ahead of time, I had gotten right on, feeling pretty proud of myself, knowing all I had to left to do was get off at a stop called Gloucester Green, find my way to Oxford University, and report to a building called the Porter's Lodge. I had felt even luckier

when my seat placed me next to a group of ladies on their way to a C.S. Lewis conference at Oxford, which required them to also check in at the Porter's

Before I knew it, I was standing in front of two towering wooden gates which read: Exeter College — Porter's Lodge.



Jessica Carvalho (in pink) and fellow MALS student Erik Lambert with the Jungle Room Gang.

Lodge. Perfect. No, ma'am, I did not know where the Lodge was, and would I like to share a taxi ride to avoid a walk in the rain? Yes, please.

This was where my worldly ignorance finally tripped me up. Like many people, I had the American misconception that Oxford University was one big campus. I couldn't have been more wrong. In fact, it is made up of thirty-nine colleges, *each* of which has a Porter's Lodge. In actuality, a "Porter" is similar to a public safety officer, and his "Lodge" is a staffed checkpoint at the college entrance, not a building name.

Imagine my surprise when I showed up at the aforementioned Lodge only to find out they'd never heard of my program. I was even more disconcerted when they

figured out I was at the wrong college and told me I was supposed to be at Exeter, a twenty minute walk away. Whoops. So that was how I came to find myself staggering around in the pouring rain, dragging my luggage and squinting at the map they'd drawn me, which looked absolutely nothing like the random side street I was standing on. Feeling quite deflated, I wasn't sure what to do next. Finally, I spotted a taxi lumbering down the cobblestones. I jumped out into the street and waved my arms like a nutcase. "Exeter College!" I yelled over the engine, gratefully throwing my suitcase into the backseat and slamming the door on the rain. The driver slammed his foot on the gas, and before I knew it, I was standing in front of two towering wooden gates which read: *Exeter College – Porter's Lodge*. Even better, it had stopped raining. I was starting to feel better about this Oxford thing already.

My mood only improved when the Porter gave me the keys and map to my dorm room. As I dragged my bags across the cobblestones, I almost fell over in awe as my eyes drank in the exquisite

wind of classes, food, friends, and adventures. In addition to the MALS students, our group was mostly American, but ranged in age from undergraduates to college professors. Despite our differ-

more on our upcoming lunch than English Literature. After another round at the dining hall, many prepared for afternoon classes, or took some time to grab a nap or a shower. The one drawback to the dorms was that not every stairwell had a shower, causing long waits – and for some of us, including myself – a walk outside to get to one. As a result, bathing everyday soon became out of the question, and so a spare moment to grab a shower became a luxury worth taking.

The City Of Dreaming Spires

Despite the daily homework assignments, I certainly didn't make the mistake of spending my entire day between the dining hall and the computer lab, typing up the perfect paper, complete with the proper British "U" spellings. Instead, I used class-free afternoons to explore the city. Although it seemed complex at first, the downtown section of Oxford where Exeter was located was very walkable, and we quickly got to know our way around town better than we knew Hanover. When I arrived, the Porters gave me a map of the city and a list of places to check out, and I made it my business to hit as many as possible. I spent most of my time on Cornmarket Street, a large area blocked off to traffic which boasted many interesting shops and a number of street performers. I got lost for hours one rainy afternoon at Blackwell's Bookshop, famous for its three miles of underground stacks, and when the sun finally came out, I spent several more hours down at the city's



Exeter Dining Hall

surroundings which I now called home. Standing there gaping like a fool, I finally managed to tear my attention away from the architecture long enough to find my staircase along the courtyard wall. After pulling my suitcase up the four flights of stairs, I stood outside my dorm room, uncertain of what to expect. I need not have worried. The heavy wooden door swung open to reveal a spacious living room furnished with a couch, chairs, tables, bookcases, a desk, and a refrigerator. Its large, sliding glass window looked out on the courtyard below. A second wooden door opened into my bedroom, complete with a big, comfy bed, two closets, a nightstand, towels, mirror, sink, and a note explaining that the Scouts (maids) come in and clean every morning. Happily, I changed into dry clothes and began to unpack as the familiar voices of my fellow MALS students began to drift up the stairwell.

Life At Exeter

From that point on, Oxford was a whirl

ences, we all became fast friends. Before I knew it, I had fallen into new life of sorts, where being a student at Exeter seemed at once exciting and perfectly normal. Our weekdays centered mainly around the dining hall: a beautiful, Harry Potter-esque room, complete with lifelike portraits which seemed either bemused by our presence or disgruntled by our table manners. The food, served by a wait staff and spanning three courses at dinnertime, was excellent, although based largely on bread, meat, and potatoes. We'd begin the day there early at an 8:00 a.m. breakfast. After a quick meal, students either rushed off to morning classes or down to the computer lab to finish up an assignment for the afternoon. The morning lecture commenced at 11:00 a.m., which was either riveting or dreadfully dull, depending on that day's speaker. Regardless of the talk's quality, by noontime our thoughts were focused

I got lost for hours at Blackwell's Bookshop, famous for its three miles of underground stacks.

Botanical Gardens, in awe of all the colorful blooms. The *Harry Potter* fan in me had to make a stop at Christ Church where many of the movie franchise's scenes were filmed, and when I felt particularly energetic, I paid two pounds for the privilege of scaling St. Mary's Tower downtown. Winding up unlit stone staircases, past gargoyles and slit windows, the pathway up St. Mary's was difficult, but opened onto a stone

(Oxford continued on page 11)

Spring 2006 New Students



Matt Cummings

Most of all, Matt Cummings likes to be with his wife, Tracy, and their son, Owen (21 months). Their days usually consist of reading books,

counting things, going to the park, listening to the Beatles, pretending, cooking, visiting the moose and bees at the Montshire, dancing, wrestling, taking naps, riding their bikes, playing the guitar and harmonica, coloring, throwing balls, taking hikes, reading more books, hiding, and chasing. They love to watch movies, too.

In January 2005, Matt received his MFA in creative writing from Goddard College. He wrote a novel called *In the In-Between*, which he is trying to get published, and he has started a second. He writes a weekly book review column for Claremont's *Eagle Times* newspaper called "At the Fiske" that highlights new and classic literature available at Claremont's free library.

At Dartmouth, he looks forward to studying the way we use literature, philosophy, religion, art, and science to create narratives and concepts that give meaning to our lives.



Jim Dao

Jim Dao received a B.S. in Psychobiology from UCLA and, soon thereafter, explored several professional paths, including

management for a furniture manufacturer to neuroimaging at a Stanford lab.

His primary interest lies within the interactions of people, from the global level down to small group and individual cognitive levels. Pursuing MALS Globalization, he hopes to become more cognizant as to how free market systems can aid populations in emerging economies in the facilitation and recognition of human rights as well as obtaining a higher standard of living.



Rico McCahon

Most of Rico McCahon's early educational life revolved around technology and how he was either going to be a fantastic programmer or web guru. He even began his undergraduate classes at Southern New Hampshire University thinking that Computer Science was for him. But before long he encountered what he would learn later was a MALS graduate, but at the time he only knew that his mind was being bent towards liberal arts. Rico became a history major through his influence. Little did Rico know that that influence would bend him wholly towards MALS as a specific goal of his. It became one of the few programs that would satisfy what he was looking for. And here he is.



Jesse Migneault

where he did his best to recreate scenes

from "Dead Poet's Society". After that he lived in Topanga and Venice California, and later Manhattan, where he worked as an actor and in tv production, writing and casting for VH1, MTV, Fox, Comedy Central, AMC, Columbia and Warner Bros., not all at the same time. He continues to write and perform comedy and act. For the last several years he has been living in Oregon where he enjoyed riding horses and chopping wood.



Susan Romano

Originally from Connecticut, Susan is an '83 Barnard College graduate (BA in Biological Science with a minor in Physics). She is currently teaching high school physics and physical science at Monadnock Regional High School in Swanzey, New Hampshire, and holds dual certification in the state of New Hampshire for both Physics and General Science (i.e. is "highly qualified"). Her move to New Hampshire ten years ago coincided with a career change to teaching. Prior to this time, she had worked as a performance pianist, a grower/computer manager for a wholesale nursery, and an engineering technician.

Her work in the Cognitive Sciences MALS program will be a natural extension of her passionate interest in the effects of culture, music, and environment on the brain and their impacts on formal and informal learning. Susan is looking forward to engaging in original research linking cognitive sciences and education, and exploring the possibility of acting as a liaison between the two fields.

(New Students continued on page 5)

MALS Today

Now Showing at the Main Street Museum

An Interview with Dave Norman, by Meghan Julian



Ron Schildge

After serving in the Peace Corps in Malawi and returning to the United States during the summer of 2005, Ron Schildge decided

promptly to enroll part-time in Dartmouth's MALS Program, attend the Summer Institute on Constitutional studies at Georgetown as part of his James Madison Fellowship, get married to his longtime girlfriend, Story Parker, and move to India to work as a college counselor at the Mahindra United World College. Ron also fled the United States during his undergraduate at Middlebury College by studying abroad at the University of St. Andrews in Scotland and the University of Cape Town, South Africa.

Partly as a result of his travels, he believes strongly in the value of community service and placed-based education. His other interests include promoting alternative fuels through the Organization of Biodiesel Environmental Chemists (www.obeconline.org), continuing his commitment to live as a life-long learner, and enjoying the outdoors through rock climbing, cycling, and hiking. He has also worked for AmeriCorps, Holderness School, and Proctor Academy. Anyone in the Mumbai area during the regular school year is welcomed to contact him.

Alumni, please verify your information with the Dartmouth Alumni Office:
<http://alumni.dartmouth.edu/>



Beginning April 21 and running, by popular demand, through at least the end of June, MALS student Dave Norman has an exhibition of photographs taken during his trip with other MALS students to Cuba, during the winter term.

How did you find the "space" for the exhibit? Were there any terms to the deal you worked out with the gallery owner?

"Cuba Libre?" is being shown at the Main Street Museum in White River Junction. It's a really cool, early 1900s firehouse that's been renovated into a museum of oddities. They're featured in the book *Weird New England*. I'm friends with the curator, David Ford, whom I've worked with on several written accounts of White River Junction's history. The gallery has shown Javier Cintron's art, and this spring the Museum had an opening in their schedule. The space has been great to work with, with the natural light coming in through the front and the juxtaposition of photos from a strange place with the rest of the museum's quirks and character. Terms? Business is business, but he has been exceptionally accommo-

dating and the Museum is amazing to work with.

How did you select the theme for the exhibit? Did you print and frame the photos yourself?

These photos take a look at life in Havana, and pay special attention to the architecture and street life. The title translates to "Cuba Free?" and I look at the political effects of U.S. involvement with Cuba and their very real every-day repercussions, and what it's like on the personal level to live in an extremely restricted and un-Libre Communist regime. I selected, from around a thousand digital images, the fifty-odd photographs that show contrasting images of freedom and expression, highlight architecture that not many Americans are familiar with, and that make use of the amazing Caribbean light. Some were chosen more for aesthetics than meaning, because I like photographing balconies and it's my show! (laughs) The prints were made by a professional studio in Georgia on archival paper that they say will keep them crisp and clear long after

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The Study of Englishness: An Interview with Dr. Carl Estabrook

By Meghan Julian



My current project is a book about public discourse and financial corruption in government in England, c. 1690 - c. 1730. It looks closely at the pivotal convergence of partisan politics, investigative journalism, and institutions of public investment when all of these were in their relative infancy. All of my scholarship is heavily based on archival research in period sources in England, so I visit England for extended periods every year.

Dr. Carl Estabrook is an Associate Professor in the History Department. He grew up in Amherst, Massachusetts, and earned his degrees at Yale and Brown – his long residence in “New” England seems most appropriate, as his research mainly focuses on the British Isles. This summer term he will be teaching a course in the MALS department entitled “The Creation and Critique of Englishness.” Further information about Professor Estabrook is available at his website, <http://www.dartmouth.edu/~history/faculty/estabrook.html>.

How would you describe your primary research areas? Your teaching method?

My area of research expertise is the social and cultural History of Early Modern England (c. 1480-1780). I am qualified to teach a wide range of courses in European and British (including imperial and Irish) History from medieval to modern times. My teaching methods vary according to the pedagogical forum of the course and the course’s level of difficulty. In every teaching situation I encourage student participation.

Does your current research require you to travel to England on a frequent basis?

Do you often present at conferences? What about publications?

I am a member of the Conference on British Studies. I present papers at our annual conferences and have published in the CBS journals *Albion* and *Journal of British Studies* as well as in other peer review journals. I deliver papers and endowed lectures on a regular basis at special conferences and at other colleges and universities. My scholarly papers and publications are all within the field of Early Modern English history. Mainly they have dealt with: urban-rural social and cultural interaction; lay-clerical relations in 17th-c. English cathedral cities; English ports and maritime culture; society and religion in early modern England; and, more recently, the relationship among financial corruption, public discourse, and partisan politics in early modern England. I have been published by Stanford UP and Manchester (UK) UP and my current book in progress was solicited by Oxford UP.

What is your involvement in the MALS program?

I first taught in the MALS program about six years ago, I believe. Since then, I have advised MALS students whose the-

ses are grounded in some aspect of British History.

“The Creation and Critique of Englishness” seems a bit different from your usual course offerings, ranging as it does from Henry V to Basil Fawly. What inspired you to create the course?

Yes, MALS 250: “The Creation and Critique of Englishness” is unlike other courses I have taught at Dartmouth in the sense that it is designed for graduate students. But all of my courses make use of literature, imagery, music, drama, and (when appropriate to the period of study) film and television. I take an interdisciplinary approach to the teaching of history in undergraduate as well as graduate courses. The chronological scope of MALS 250 is greater than that of my undergraduate courses. The thematic focus permits that. My interest in British history stems from an interest in British culture and, as a cultural historian, I am interested in the ways in which culture has agency in the historical process and is not just a residual by-product of that process. The study of history suggests that so much of what we do, collectively and individually, stems from our sense of identity (or our doubts about our identity); so, questions surrounding the creation and critique of “Englishness” are central to an understanding of all aspects of British and British colonial history.

If you could offer a bit of advice to incoming MALS students, what would it be?

Advice for new graduate students? Be motivated by intellectual curiosity, not by career goals. And, approach your work and participation in your courses as if you were teaching those courses yourself.

How I Survived the AWP Conference, and Other Nonrealist Fictions

By Matthew Cheney

Once upon a time, my friend Jeff VanderMeer emailed me and asked, "Want to go to Austin, Texas, and be on a panel at the AWP Conference?" Without thinking much about what I was getting myself into, I said yes (and even agreed to share a hotel room with him).

The Association of Writers and Writing Programs Conference is an annual shindig for everyone who has anything to do with creative writing, particularly teachers and students, but also publishers, editors, writers, and hangers-on. A vast schedule of panel discussions, readings, dinners, parties, and other events is on offer for attendees, and I had heard enough good things about the conference to be curious about it all.

Soon I was contacted by Rusty Morrison and Ken Keegan, who run Omnidawn Publishing, which primarily specializes in poetry, but Rusty and Ken had been working for a few years to put together an anthology of "new wave fabulist" writing called *Paraspheres*. To celebrate the publication of the book, they were organizing a panel at AWP on "Nonrealist Fiction" that would explore the range of writing being done by people who do not feel bound by the limits of traditional realism. Other panel members would be Brian Evenson, Laird Hunt, Kelly Link, and Jeff VanderMeer.

The other participants had all published at least two books. I had not. Why was I being included? Jeff told me it was because I was known as a book reviewer and advocate of weird writing. They thought I'd have something interesting to say. And oh, by the way, I'd get to do a reading at the largest independent bookstore in the city, so I should bring a story with me, too. And Michael Moorcock would be reading with us.

Michael Moorcock is one of the most prominent writers in England, a nominee for the Booker Prize, and a legend within the world of science fiction and fantasy. I had forgotten that he had a house in Austin. I do not have the words to express how utterly out of place and how intimidated I felt at the idea of reading in front of him, or around him, or within shouting distance of him. But I like an adventure, and I figured the worst I could do was embarrass myself in front of lots of people, including some of my favorite writers – so why not give it a go? Thus, I went to Austin.

AWP is a gigantic conference, with thousands of people wandering from one event to another, and a stadium-sized room full of publishers selling their wares, university writing programs advertising themselves, and authors signing their books.

All bibliophiles should leave their credit cards outside, because the temptation to buy just one more book can lead quite quickly to bankruptcy.

The main attractions at AWP, aside from the networking opportunities and the books and the parties, are the panels. To keep myself away from the dealers' room, I went to as many panels as I could stand. These panels had such titles as, "De-Scribing Empire: Writing War," "The Surrealist Landscape as Text," and "Queer Fiction, Queer Community." Each was at least intriguing, some were inspiring, and most of the people on them had published multiple books, won tenure, and crossed the Atlantic in a raft

made of popsicle sticks. I began to feel inadequate.

At least we'd get the reading over with quickly, because it was scheduled for the night of the first day of AWP. I grabbed a taxi with Richard Nash, the head of Soft Skull Press, who had just an hour before flown in from the London Book Fair. Like many of the people I spent time with at AWP, Richard and I knew each other only via email, and so our first encounter involved an awkward moment where one of us knew who the other was and the other didn't. I noticed Richard's nametag before he noticed mine, and I said to him, "Hi, Richard, I'm Matt Cheney," and for a split second, I could see the thought in his mind: *Oh good lord, not another aspiring writer with a manuscript*. Soon, though, Richard recognized my name, and he said he was coming to our

reading, and so we shuffled ourselves into a cab together and talked about what we always seem to talk about: books. More particularly, we

discussed the brilliance of Lydia Millet's novel *Oh Pure and Radiant Heart*, downtown New York theatre, and politics.

And then we were at BookPeople, the bookstore of the reading. A manager greeted us and got us coffee at the store's café. Laird Hunt was not going to be reading with us, because he wasn't arriving until the following day, and so Kelly Link's partner in crime, Gavin Grant, would be taking his place. This pleased me, not only because Gavin is a fine writer (his short story "Heads Down, Thumbs Up" is a work of genius), but also because, though he has edited and

Why was I being included [in the panel]? Jeff told me it was because I was known as a book reviewer and advocate of weird writing. They thought I'd have something interesting to say.

published numerous books, he has not yet published a book of his own writing. I felt slightly less inadequate.

Michael Moorcock arrived, and I managed to duck away into the many shelves at BookPeople. I was intimidated not just because Michael Moorcock is Michael Moorcock, but because I had once published a mixed-to-bad review of an anthology he edited, and he found the review so frustrating as to write a blistering letter to the editor, declaring me a nincompoop and a conservative. I have been accused of the former quite a bit, but *conservative* has never been a label anyone had previously thought to attach to me. Though the chances were good that Moorcock might not remember that I was the person who wrote the hated review, I didn't dare play the odds, and so I spent most of the night admiring him from afar, which was somewhat difficult when, during the reading, we were placed next to each other.

The reading went well, as did dinner afterward, during which I managed to sit just far enough away from Moorcock that he might not have noticed I was there. The next day was a day of more panels (including an excellent one on Arab-American Novelists), plus roaming through the tables and tables of books and journals and doo-dads in the dealers' room. I spent some time chatting with editors of various literary magazines, including an excellent new one called *Hobart*, to which I had, a month before, submitted the story I had read at BookPeople. I did not mention this fact until I was talking with the editor, Aaron, and two people who had been at the reading saw me and said they liked the story and wondered where it was going to be published. I stuttered and tried to figure a way out of the truth, but finally just said, "Well, it's sitting on Aaron's desk right now. So tell him to buy it." They did. (Alas, a month and a half later he rejected the story, though he did say it was after much deliberation, which is, I suppose, a comfort.)

I also encountered various people I'd known at the Bread Loaf Writers' Con-

ference six years before, few of whom I'd had a chance to catch up with in the intervening years. And I got Dartmouth's own Cleopatra Mathis to sign a book for me. She said, "You didn't have to come to Texas to get me to sign a book, I would have been happy to do so in Hanover." And I said, "But isn't it so much more fun this way?"

And then Saturday. The day of the panel. I'd survived reading in front of Michael Moorcock, so the panel didn't seem quite so intimidating. I also guessed that not very many people would attend, because it was scheduled for 9:00 a.m.. Who goes to panels at 9:00 a.m. on a Saturday morning, after all?

Lots of people, it turned out. About a hundred of them, which, for a panel at AWP on a Saturday morning at 9:00 a.m., is quite a feat. Sitting at the table on the dais in front of them all, I decided that everything I had to say was idiotic. I listened to Jeff VanderMeer talk about how even though his books get shelved in the science fiction/fantasy section of bookstores, he has been most influenced by Borges, Nabokov, and Angela Carter. I listened to Kelly Link say that she likes to give surprising labels to herself, such as "science fiction writer" or "zombie fiction writer." I listened to Laird Hunt expound brilliantly on how 'ho favors get done by puffing up the division between realist and all the other varieties of fictional output, not to mention the concomitant privileging of a set of techniques that haven't been around all that long and don't perhaps exert quite as much influence as we often give them credit for." Before I knew it, I was standing at the lectern, a microphone reaching toward my face, a sea (or at least an estuary) of people waiting for my words.

At first, the audience was wary. I had not published any books. I did not have tenure. It was Saturday morning at 9:00 a.m. But I knew everything would be fine when they laughed at my Raymond Carver allusion. How many places can you go to and make a Raymond Carver allusion that elicits chuckles at 9:00 a.m.?

"What do we talk about when we talk about realism?" I asked. I said I didn't mind the term "fabulist fiction," because it sounds like "fabulous fiction," and we should all write fabulous fiction. I argued against *realist* and *nonrealist* as value judgments. I said I do not like labels, and I do not like to tell writers what they can and cannot write.

"As a reader and writer," I said, "I find work compelling when it aims to push the possibilities of language and structure, of emotion and character, of ideas and effects. I grow bored with books that are a lot like other books and with stories that don't strive toward being something more than simple entertainment. These qualities can be found in works that fit just about any definition of realist or nonrealist, and they can certainly be found throughout the various sections of any bookstore – and, conversely, these qualities are absent from many works that fit just about any definition of realist or nonrealist, and they are absent from whole shelves and cases of books in every section of every bookstore."

When I was finished, people clapped, and they didn't throw rotten fruit, which was a relief. Brian Evenson was the last person to speak, and he said wonderful things, because he is a brilliant man, but I didn't hear much of what he said, because I was so relieved to have survived, to have at least held my own without too much embarrassment among a group of writers for whom I have tremendous respect.

The rest of my time at AWP passed like a breath. Kelly and Gavin and I went to see the famed bats of Austin, hundreds of thousands of which launch themselves at dusk from beneath a bridge near our hotel. Jeff filmed me after midnight in our hotel room for a documentary he is making about what happens to a book after it is accepted for publication (I said something semi-coherent about reviews and reviewers). I bought some books. I talked to some people. I went to some more panels. And then I went home.

Globalization Studies Take a Practical Turn: A MALS Student Lectures in Japan

By Altug Akay



Altug Akay presents his lecture.

Our plane touched down on Narita International Airport on March 9 in the early evening hours. I spent most of the flight reading my guidebook on Japan, memorizing phrases, streets, and landmarks. Japan fascinated me for much of my life. It is one thing to study Japan in the U.S. It is a different matter entirely when you set foot into the country and experience it. Our first stop was at Tokyo where we spent two days walking around the city, visiting temples, museums, and the outer gardens of the Imperial Palace. We then set out for Sendai, the city of trees. I had an opportunity to visit research labs at the engineering and medical schools of Tohoku University and met and interacted with graduate students under the leadership of Professor Makoto Yoshizawa, who is a leading expert on artificial heart development and virtual reality in medicine.

I was invited by Professor Naruo Uehara, M.D., Ph.D., who is active in the World Health Organization and is the chair of

University School of Medicine. My talk was well received by his group and they gave me helpful feedback and recommendations.

As previously stated, my lecture discusses international public health policy and globalization: with the burgeoning population traveling across the globe, it is hard to find any part of the globe that remains unaffected by globalization. From a public health standpoint, the impact of globalization has been profound: the lack of public health infrastructure in developing countries will continue to have drastic effects on public health everywhere.

From a public health standpoint, the impact of globalization has been profound.

One result of this disparity: diseases once considered eradicated are now acquiring resistant properties against advanced medications. They are becoming more mobile as transportation becomes more available. What is needed is to look beyond our national borders and establish global partnerships to empower

International Health at Tohoku University, to lecture on international public health policy, globalization, and how they both affect each other. I gave my presentation in the Division of International Health at the Department of Public Health at the Tohoku

citizens, public health infrastructure, and global policy.

Specifically, communities, governments, and the healthcare industry need to come together to form a system capable of establishing the policy and infrastructure that can put an end to the healthcare divide. This sounds idealistic, given the tension in current world affairs. However, the consequences of inaction and ignorance will go beyond our inability of detecting and containing a potential epidemic: our inter-connected global economy will be affected.

What have I gained from my first trip to Japan? It is this: whether we like it or not, our world is becoming smaller. Health care must become an international priority. Jamie Guth from the World Health Organization said it best: Lack of health care negates the ability of the economy to work. When the economy fails, the nation collapses. As the nation collapses, health care collapses, opening the door to famine and epidemics. Health care requires more than medical expertise: it requires commitment from politicians, economists, businesses, and citizens across the international spectrum.

If you are interested in writing an article about a current or upcoming MALS event, a news piece, a book review, or a student/faculty/alumni profile piece, please blitz your ideas to Mals.Quarterly@dartmouth.edu.

The Quarterly also welcomes all original submissions of fiction, nonfiction, poetry, and art work from current MALS students and Alumni.

Wir Lieben Dich

You left their arms with a suitcase and note
In 1933 saying Wir lieben dich
Hello to Aunt Irma and Uncle Hermann
Good luck and much success for their new son, Heinmalt.
We miss brother Thomas and give him our best.
Wir lieben dich and we'll be following soon.

They didn't follow you to America, Jews never leaving Germany,
You never saw your parents again, holding onto
Their note until it became tattered. My father,
The child you raised who wasn't your own, rewrote the note
For you in your old age so that you could hold onto
Their words. Wir lieben dich. We love you.

I didn't think of you even after I opened the letter.
My dad remembered.
The old, leather suitcase meant nothing to me tattered like
The original disintegrated farewell. My father had
Left the relic with his dress shirts when he moved out
of the house not remembering its contents. I took the suitcase
only to carry my clothes back to school. I wasn't interested in
What artifacts its worn cowhide had carried
Until I found my father's rewritten note carefully paced inside:
Wir lieben dich.
Goodbye my love.

By Ron Schildge

Padre Island Scavenger

Tucked away is a precious treasure
but there's no pirate's loot here.
Just fewer pearls each year.

The barrier island stretches in both direc-
tions,
The beach narrows to vanishing
Points in the haze.

I was alone until dinner.
Nothing to do but join the search
For Kemp's ridley.

So much debris litters the sand:
Hulking buoys, a galaxy of cans,
bottles and laundry baskets.

Father Island gets an unwanted gift
of trash, courtesy
of tidal currents and wind patterns.

The shrimpers are to blame.
Oil platform workers too.
Aren't we all?

This time of year,
turtles arrive to roost.
And a few look out for their survival.

No road leads here.
No houses dot the shore.
More trash arrives daily.

There's little money
In how the hippies and bleeding hearts
give their time,

Spending every minute of 8 hours
scouring the ramshackle shame
for tiny claw marks.

By Matthew Sturdevant
Edited by Sydney Lea

CURRICULUM COMMITTEE DEADLINE!

AUGUST 1, 2006, is the deadline to submit proposals to the Curriculum Committee for projects commencing in the fall term. The following proposals should be submitted at this time:

Independent Study proposals

Thesis proposals

Symposium substitute petitions

Requests for thesis research funding

(Oxford continued from page 3)

balcony offering a breathtaking view of the entire city.

The ultimate Oxford afternoon, however, was spent punting on the Thames River. Punting consists of standing on the edge of a very wobbly wooden boat and pushing yourself down the river with a giant wooden pole. Being an ocean girl with a solid pair of sea legs, I felt the challenge of mastering the punt as, quite literally, an assault on my pride. My ego wasn't stupid enough to take on punting alone, however, and so when I headed towards my first of many collisions with the river's willow trees, my classmate Jackie was there to help me untangle the mess. As we extracted ourselves from our latest disaster, passing locals shouted helpful advice at us from the riverbank, which led me to believe watching tourists try to punt is somewhat of a spectator sport in Oxford. However, once we got the hang of it, punting was the most beautiful, and, ironically, relaxing way to enjoy the river. Silently gliding through the picturesque landscape, we realized just why the spot inspired the book *A Wind In The Willows*. Once we had all mastered the punt, the entire class spent lovely afternoons on the river, lining up our boats and sipping champagne in the afternoon sun. One evening, about ten feet from the dock, we capsized into the brown and smelly water, and squish-squashed our way back to school, laughing and leaving our muddy footprints trailing across half of Oxford.

Nights On The Town

The Exeter campus is small and close-knit; its entire area is only about the size of the Hanover Green. Therefore, our evenings were spent going out into town or making our own fun. Nights often began at The Undercroft, the campus bar located in the basement beneath the dining hall. Over a couple of pints and the whine of the '50s-style jukebox, two fiercely loyal teams, The Ass Clowns and The Sistahs, battled it out over quizzes, billiards matches, and poker tourneys. Later in the evening, we went out to Club Escape on Cornmarket Street or

bellydancing at a local Lebanese restaurant. On one occasion, we even took the town bus to the city stadium for an Oxford United football (soccer) match. Regardless of the form our late night wanderings took, the evening was usually topped off with a visit to a pub in town for one last pint, a run to the local street-side kabob man for cheese fries, and back to Exeter to hang out in one of our classmates' rooms, lovingly nicknamed The Jungle. In fact, the Jungle Room became so popular that we organized a block party for the entire college there one evening. Decorated with balloons, Christmas lights, and a bar atop a piano, The Jungle Room hosted students, teachers, and porters as they talked, ate, drank, played the piano, and danced late into the night. A roaring game of "spin the bottle" even ensued before the evening was out, leading to many sleepy eyes and red faces the next morning at lecture.

Getting Out Of Oxford

As much fun as the city of Oxford could be, there was a lot more I wanted to see while in the UK than the four walls of Exeter College. Although many of my classmates had plans to stay an extra week or so at local hotels and play tourist after classes ended, I did not have that luxury. However, despite my limitations, I found it possible to cover a lot of ground on the weekends if I planned ahead. Some of this was done by going on excursions arranged by the college. My first weekend at Exeter, I joined the college group on a trip to Stratford-Upon-Avon where I saw an excellent Royal Shakespeare Company production of *A Midsummer Night's Dream*, and on another to Warwick Castle, a beautiful, sprawling complex built by William the Conqueror. Although these excursions were enjoyable and we were given a lot of freedom to do what we wanted while on them, the college did not always go to the places I wanted to see. Therefore, on my second weekend I did my own travel planning. On Saturday, I hopped a bus out of Gloucester Green to the town of Bath, where I spent the entire day exploring the incredible Roman Baths

built in 1 CE. On Sunday, I took a bus called The Oxford Tube to London, where I saw Buckingham Palace, Westminster Abbey, Big Ben, and The Globe Theatre. After meeting a friend for dinner in Piccadilly Circus, I hopped on The Oxford Tube around midnight and crept through the Exeter gates around 3:00 a.m.

Final Thoughts

As classes drew to a close, a feeling of sadness settled upon our group. Being students rather than simply tourists, both Exeter and the town of Oxford had become our home away from home. We even went so far as to poo-poo the British tourists who came to visit our school, wide brimmed hats and cameras at the ready. After many toasts and tearful farewells, I boarded the Airline Bus back to Heathrow, and, other than getting off at the wrong terminal (how was I to know that the next terminal was a subway ride away? Just how big *is* Heathrow, anyway?) I was just a seven hour wait in line away from boarding my flight home.

So, now that I've broken through the veil of darkness about the Program, what's my advice for the newest round of Oxford initiates? Always carry your umbrella, don't let old ladies adopt you on the bus ride, remember that everything is spelled with an extra "u," don't work too hard, fall out of a boat, give a boy named Max Kramer a really big kiss for me, and for the love of God, tell the taxi driver you're going to *Exeter*. And on that final note, take me with you! I can fit into a moderately sized carry-on bag if I put my feet behind my head....

Some helpful websites to check out:

City Of Oxford:

<http://www.oxfordcity.co.uk/>

Photos From My Stay:

<http://summeratoxford.photosite.com/>

Exeter College:

<http://www.exeter.ox.ac.uk/>

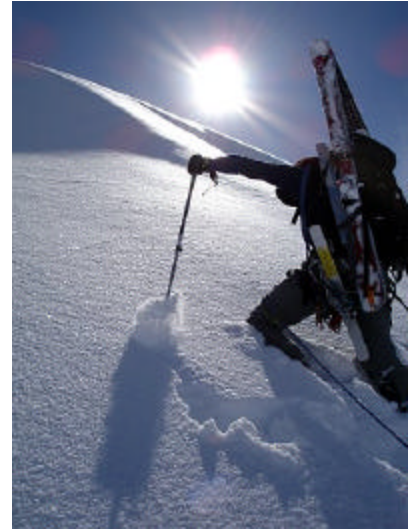
Stratford-Upon-Avon:

<http://www.stratford.co.uk/>

Warwick Castle:

Skiing on Glaciers

Chris Strouthopoulos was in Alaska in May, ski mountaineering with a friend. They camped on a glacier and skied the surrounding peaks. The region is so remote, you have to be flown in on a four-person cessna. Chris says it's one of those things where pictures do a better job than words:



(Main Street continued from page 5)

I'm dead, and yes, I framed them myself. The honey-oak frames on the larger prints work well with the colors, and I chose the glass-clip frames for the smaller photos to make the images more striking...and because I had access to a good supply of glass!

How long did it take to "clean up" those photos before printing them?

I didn't do any post-production work beyond removing power lines from two prints. Those are the raw photos, un-

work on that trip. As my editor always tells me, the dogs may bark but the caravan rolls on.

Is this the first photojournalism you've done?

The first that's gone over like this. I've also done photography in Kathmandu and the Himalayas in Nepal, Kuala Lumpur, Malaysia, and around the U.S.; those photos illustrated my articles and are decorating my walls. After MALS I'm going to photography school for Visual Journalism so I can learn how to do this for real.

Did you hold an "opening night" reception, like the folks in the big cities do?

I actually held two, a small one just before Easter when family was up to visit, and then a larger gathering for the Upper Valley. It was great having so many friends

gathered, meeting other photographers from around the area, and spending the evening drinking wine and swapping travel stories with other journalists. It was an opportunity I could only have in the Upper Valley, and their support really means a lot!

What has attendance been like?

The Main Street Museum gets a surprising amount of traffic, as David Ford hosts concerts and book signings, Hartford Historical Society meetings, and other events in the space, so my work has received a good audience; not as many as in New York, but I'm also not stone broke and living on bread crumbs in Alphabet City, so I'm thankful for how things are!

What advice would you offer other MALS students looking to display their talents

(literary or artistic) outside of Dartmouth, proper?

There are lots of opportunities in the Upper Valley to meet writers and share writing, display paintings or photographs or your collection of rock star's socks, or whatever strange thing you're into, so look around. If you see art hanging in a restaurant or library with a local guy's name on it, they'll probably entertain thoughts of showing your stuff; and if you hear of a local guy performing somewhere, odds are that place will be open to whatever performance art you do. The worst thing they can say is no. And look outside of Hanover – art is appreciated here, but it's also expected, so challenge yourself a bit more and find a place in Lebanon, White River Junction, Claremont...take a chance. Trial and error might not be the best way to learn, but it's certainly the most fun and interesting! In the process you'll learn what works and what doesn't, and be inspired to do more.

When's a good time to stop by and see the exhibit?

The Main Street Museum is open Thursday through Saturday from noon until 6:00 p.m., but you can normally catch the curator during the week if you just stop by once or twice. It's a very friendly and inviting place.

Short background on the photographer:

Dave Norman, MALS '06, in thesis process (creative writing) now

Next up: the Brooks Institute of Photography Visual Journalism program in California

Shoots: Panasonic Lumix FZ-30 digital camera

Undergrad: Westminster College, Fulton, Missouri, B.A. in Psychology and English

Professional: journalist for *Action Pursuit Games* magazine, *Paintball Sports*, *Paintball News*, and various newspapers and websites



touched and unaltered, the way things actually look in Cuba: the lighting is amazing, the colors knock you out, and the architecture is rich. I'm against manipulation of photos like these, because a doctored photo no longer shows real life and how things really are, dirt and shadows and smoke...this is Cuba. Minus two power lines.

Did you go to Cuba to do photo journalism?

Somewhat. It was the trial run for some new equipment, and I used it as a living laboratory to develop my photojournalism skills. I was there to study the music and culture, and made photography a large component of that. The other MALSians heckled me for my gear and photographing everything, but I am a professional journalist and have five published articles and a gallery show from

Examining the Self with Dr. Jay Hull

By Meghan Julian



Professor Jay Hull is an experienced teacher and researcher. In addition to his normal course load in Dartmouth's Department of Psychological and Brain Sciences, he teaches a MALS course every spring, "The Structure and Function of the Self." He also presents at national conferences, such as the Annual Meeting of the Society for Personality and Social Psychology, and has published multiple papers in journals such as the *Journal of Personality and Social Psychology* and the *Journal of Abnormal Psychology*. More details on his publications are available at his website: <http://www.dartmouth.edu/~psych/people/faculty/hull.html>.

When, growing up in San Antonio, did you realize that you wanted to research the mind and the self?

I knew from at least the seventh grade on that I wanted to be a scientist. And I knew from about the same time that I was very interested in the self from a philosophical and psychological perspective. It wasn't until I went to college that I discovered that I could combine those interests and do scientific research on the self.

What kinds of experiences did you have while earning your degrees?

I did my undergraduate work at the University of Texas at Austin. Despite being a very large school (> 40,000), I really believe that my education there was second to none. I got heavily involved in research following my sophomore year. I worked in several professors' labs in addition to having a course, and sometimes two courses, dedicated to independent research each of my last four semesters. As a consequence, a huge university shrunk to two floors of one building. If students do what I did in getting to know professors personally, then the largest college or university becomes very small. If they don't take advantage of such opportunities, then the smallest of schools might as well be huge.

My dissertation [at Duke University] was on "Cognitive parameters of behavioral change" and was focused on the role of consciousness, self-consciousness, and non-conscious processes in causing behavior change. Despite having pursued multiple lines of research, I continue to be interested and active in research on that topic to this day.

What are your main areas of expertise?

In addition to an interest in self and consciousness, I am active in three other lines of research: (a) depression, (b) alcohol use, and (c) mathematical modeling of psychological processes. Some of my publications in each of these areas are listed at my departmental website: <http://www.dartmouth.edu/~psych/people/faculty/hull.html>.

What drew you to Hanover?

Dartmouth is a great place. The department was exactly what I was looking for: essentially a small research institute combined with a superb graduate and undergraduate student body and excellent colleagues.

How would you describe your teaching method?

I am not sure of my teaching method – I try anything that works! When I teach social psychological topics, I obviously emphasize what we know from research and how we know it; but in addition, I try to illustrate theories and research with personal stories, video clips from movies and television, and examples from the students' own everyday lives. When teaching undergraduate statistics, I use lots of hands-on data analysis, heavily animated powerpoints to illustrate statistical procedures, graphs, words, equations – whatever I can do get the students to understand the material and not simply to memorize it.

When did you begin teaching MALS 227, "The Structure and Function of the Self"?

Was teaching the course to MALS students a different experience than you gained in your previous graduate courses?

[MALS Students] bring to the class a wealth of personal experiences that serve to provoke interesting discussions of how the empirical psychological literature applies to everyday life.

My first MALS course was in the spring of 2001. I have taught the course on self to undergraduates, Ph.D. graduate students, and MALS students. Compared to the other students, MALS students typically bring more life experience, equal intelligence and motivation, but less background in scientific method and knowledge of psychological research.

Do you think the interdisciplinary nature of the MALS program lends itself well to disciplines such as your own?

I think that self-regulation is a central aspect of the psychology of human behavior. I have taught "The Structure and Function of the Self" as an interdisciplinary course with Adina Roskies from philosophy. I have also taught an interdisciplinary course on the psychology and philosophy of moral behavior with Walter Sinnott-Armstrong. I very much enjoyed teaching both courses. Next year I plan to teach a course on the Science of Human Relationships.

What should students expect from your courses?

I don't expect MALS students to have a background in either psychology or science, but I do expect them to be open to a scientific approach to the course topic. I consider it part of my role as teacher to inform students about how science can be applied to human behavior and help them to read the primary scientific literature as well as popular science books and textbooks in the area. As I mentioned, I am planning on teaching a course on the Science of Human Relationships next year. Most people see "experts" discuss such things on television, read popular books about men and women that are based on the author's own experiences, and consider themselves something of an expert given that we have all been in a variety of different relationships. Many people are not aware that there actually is a scientific literature on what causes relationships to function well or poorly – that there are actual facts and findings on the subject. I consider it my role in such courses both to familiarize students with the empirical literature as well as to use it to explain how the science of psychology proceeds, why statistical analyses make sense in answering questions about human behavior, and how to understand the implications of such research for everyday life.

Have you advised any MALS students on their theses?

I have served as both a primary and secondary advisor on several theses. Most recently, I was the primary advisor on Robert Meine's thesis on the role of self and consciousness on moral behavior. I am currently serving as the primary advisor on Katherine Clemans' thesis on brain development and its role in age changes in moral decision making. Some of the theses I have advised involve integrative literature reviews; others, like Rob's, involve actually conducting experiments, analyzing data, and writing the results.

What do you like best about the MALS program?

I love the students. They are bright, energetic, and motivated. In addition, they bring to the class a wealth of personal experiences that serve to provoke interesting discussions of how the empirical psychological literature applies to everyday life.

If you could offer a bit of advice to incoming MALS students, having been a graduate student yourself, what would it be?

Be prepared to work hard. It may be a truism, but you get out what you put in. If you give it less than your best effort, you are only cheating yourself.

Poetry

The Old Country

Her son fresh
from the airport shoves a book
of glossy photos
into her hands saying *look*
Ma, why did you leave
everything pretty
purple hydrangeas thrive
everywhere buds crawl up
mountainsides swimming
in volcanic mouths lipped in fire
blossoms fall like spilt wine
why did you leave
everything picturesque old ladies
bundled in black shawls walk
stone streets smiling towards home
old homes breaking bright white
in the sun pineapples sway
ripe until rotten
in the greenhouse young girls
in white dresses meet their men unchosen
lips fall silent upon bowed heads
crowned with flowers the Holy Ghost
cries
Enough,
she slams memories shut
between her hands *it was not so pretty*
before it spoiled itself sweet.

by Jessica Carvalho

Alumni Notes

From Nancy Iott '92:

If life is about seeing through a glass darkly, it is the occasional ray of light that sets us on course. Three years ago, I sold my business in Vt. and pursued the idea of buying a house in Provence and settling there. However, two children - and since then, two grandchildren - have commanded my presence in the Philadelphia area, a city I have grown to love. Meanwhile, as I have learned, retirement isn't for everybody, especially for me. I have recently taken some French for Business courses and through a series of tests offered by the Chamber of Commerce and Industry in Paris, I hope to attain a level of professional proficiency which will enable me then to teach French to business executives, thereby combining my lifelong interest in French and by extension, my MALS degree, with those years of business experience.

Dartmouth will always have a hold on my heart and I look forward to a return visit soon.

On April 22, **Kylo Hart** presented the keynote address, titled "The Gay Man's Representational Burden in AIDS Movies," at the national Media and Sexual Minorities Conference, which was held at Plymouth State University, in Plymouth, New Hampshire. In addition, on April 13, he presented the paper "The Patriarchal Social Order Prevails: Containing the Unruliness of the Female Genius on *Six Feet Under*" at the annual meeting of the Popular Culture Association in Atlanta.

As part of the James Madison Fellowship program, MALS student **Elizabeth LeBrun** will attend the four-week Summer Institute on the Constitution at Georgetown University. The academic focus of the Institute is a graduate course entitled "The Foundations of American Constitutionalism." Taught by constitutional scholars, this course is a study of the principles, framing, ratification, and implementation of constitutional government in the United States. A feature of the Institute is the occasional trips to sites associated with the Constitution in and around Washington. One of the informal benefits of attending the Institute is the opportunity for interaction with a wide range of individuals whose varied interests can lead to enduring friendships and professional associations.

Jesse Dwyer graduates this June as a Creative Writing student in the MALS program; he studied under poet Sydney Lea. His thesis, a creative piece titled *Arrows*, is a manuscript of poems that explores the wilderness of self and the physical landscape of memory.

Dwyer's research for his thesis was diverse and unusual. This research has included time in and around Oregon's Grande Ronde Valley, and even Cuba, where like much of the American West, the relationships between person and land are often harsh and complex. Dwyer received several grants for con-

ducting this research, one of which was from the MALS program. That portion of his funding facilitated a 28-day stint in the wilderness, during which he traveled alone down the Green River of Utah – from the Flaming Gorge of Wyoming, into the wildest rapids of the Colorado River, and eventually into the peaceful flats of Lake Powell. He is only the second person to have done this in a single boat and the first since 1937. The journey, over 600 river miles, traversed a wild spectrum of topography. It descended calm currents, as well as the biggest whitewater in North America as the river cut through canyons deeper than the Grand and passed the most remote points (distance from a dwelling or road) in the contiguous United States. MALS funding enabled Dwyer to maintain invaluable contact with his advisors while conducting such remote and dangerous research – all for the sake of poetry.

Of the 4,100 submissions to the Tribeca Film Festival's International Documentary Feature category, only 16 were chosen for competition in New York City. The winner was *The War Tapes*, a documentary directed by MALS student **Deborah Scranton**. Another MALS student, **Chuck Lacy**, served as Executive Producer on the film. The documentary is the first war movie filmed by soldiers themselves on the front lines in Iraq.

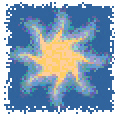
Its theatrical release schedule has the film debuting in major U.S. cities, but luckily for New Hampshireites, at least two "local" screenings have been planned: at the Capitol Center for the Arts in Concord, NH, on June 22nd, and at Regal Cinemas 9 in Manchester, NH, on June 23rd.

Erik Olson, MALS summer student and Dartmouth's Associate Director of Student Life, is planning a provocative independent study. With his advisor, Profes-

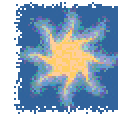
sor Allan Stam, Olson will be examining the roots of militant Islam and the influence of Cold War empires. He explains that "In the back of every American's mind is the reality that militant Islam has had an effect on their lives. Groups like al Qaeda have gained a foothold in the history of America, most prominently, on September 11, 2001. From where did militant Islam originate, what conditions fertilized its growth, and how did it spread to the western world?"

"What may not be so prominent in America's minds is the origin of militant Islam in the geopolitical clashes of the Cold War. The post Cold War era continues to be heavily influenced by the competition between the Soviet and American Empires. To fully understand the phenomenon of militant Islam and to combat it effectively, it is imperative to untangle the development of militant Islam from the hegemonic competition between the United States and the Soviet Union, especially in Central Asia and the Middle East.

"Through this project I would like to better understand the roots of militant Islam, especially al Qaeda, in the politics of the Cold War, and examine what role the policies of the West may have played in the development of al Qaeda. To better understand what the future may hold with respect to the "Clash of Civilizations"—as Samuel Huntington has dubbed it—in this new era, it behooves us to reexamine the clash of the Cold War era and examine what legacies, and continuing policies, from that old struggle may be hampering effective US policy in response to radical, militant Islamic terrorism."



2006 MALS Spring Social



The MALS Spring Social was held to great acclaim on April 7, at the Dartmouth Outing Club.



2006 Graduating Students and Thesis Abstracts

Brian Campbell

B.A., Bowdoin College
MALS Concentration: Liberal Studies

Developing Teacher Voices

Two educational philosophies, one, the “content” philosophy, that believes education should acculturate individuals into a mainstream culture, and another, the “skills” philosophy, that believes education is about allowing the individual to develop as an independent “free-thinker,” currently dominate the educational discourse in private secondary schools. These philosophies have influenced research on cognitive development in children, the creation of educational pedagogies, curricula and assessments, the public political debate on education, and the implementation of a corporate model that encroaches on the very organization and language of educational debates. Disagreements between political groups, parents, administrators and fellow educators can discourage private secondary school teachers from seeking to implement either of these two specific philosophies in the context of Global History.

This thesis discusses the history of the debate between the “content” and “skills” educational philosophies. It addresses current issues including the politicizing of this debate, and the encroachment of corporate models upon it. Analyzing two specific pedagogies representing the “content” and “skills” philosophies, it presents a thematic curriculum for Global History that incorporates the latest understandings of cognitive brain functions. Finally, in examining the implementation of curricula at two private secondary schools, this manuscript confronts the difficulty among faculty members to form a consensus supporting a single philosophy and pedagogy.

Though there is constant friction be-

tween two different philosophies and pedagogies, that friction can be a positive stimulus for interaction among educators. Various administrative strategies fail when they attempt to force teachers to use a single philosophy that separates them from their personal convictions about education. Instead, the “content” and “skills” philosophies can be reconciled by private school teachers in a way that allows them to display creativity in the classroom, employing a variety of philosophies and pedagogies, while maintaining high academic standards and a degree of uniformity.

Andrew Chappell

B.A., University of Virginia
MALS Concentration: Liberal Studies

Freedom, Slavery, and the Freed Slave: Epigraphical Evidence from Roman Campania

This thesis is a study of 1,045 inscriptions from Campania found in the *Corpus Inscriptionum Latinarum* (CIL X) that attest either a freedman or freedwoman. The question that is at the core of this research is “how free were freed slaves?” Roman literature suggests that even a wealthy and prominent ex-slave was only able to obtain a substandard citizenship legally and socially. As a result, the objective of this research is to determine whether the stereotypes suggested by Roman literature are corroborated by the one source of primary evidence that has been handed down by freed slaves, their honorific and funerary monuments. In addition to reviewing literature from the ancient world, the author also makes use of the most recent scholarship dealing with freed slaves, epigraphy, Roman social history, and comparative evidence from the American South.

After the author collated and translated every inscription from CIL X that attests a freedman or freedwoman, he separated the inscriptions into three relevant cate-

gories: those that attest civic office, a nuclear family unit, and an occupation.

The research shows that freed slaves from Campania lacked the freedom that a freeborn citizen possessed. In a comparative sense, they were not as free as one might think. For instance, freedmen were only able to obtain honorary status (*ornamenta decurionatus*) in the decurion, the municipal governing body. Freedmen who commemorated their families and occupations also confirm that freedom for an ex-slave had limitations. At the same time, freedmen seem to disregard the limitations placed on them and assert themselves positively on monuments by commemorating their civic accomplishments, family, occupations, and slave relationships once freed.

Monuments of freed slaves from Campania offer a unique look at a part of Roman society that has been underrepresented for some time. Although these monuments corroborate that freedom for an ex-slave had its limitations, at the same time ex-slaves displayed a tremendous amount of pride in remembering their accomplishments. Their acknowledgment of slavery was surely a source of pain, but also an affirmation of how far they had come.

Katherine Hurlbut Chappell

B.A., University of New Hampshire
MALS Concentration: Liberal Studies

Women Teaching Boys: Are Women Faculty a Necessity in Boys' Secondary Schools?

This thesis is a study of women faculty, coaches, and administrators in all-boys' secondary schools. The goal was to discover what, if any, value women faculty, coaches, and staff add in these schools, and to define those values through the testimony of women currently working in all-boys' schools. The focus was on identifying 1) the contemporary roles of

women in boys' schools, and 2) the characteristics of women who thrive, and the challenges these women face. This paper's argument is that women faculty, coaches, and staff are an important element in the education of young men.

The author conducted an extensive review of the relevant literature on women in all-boys' schools and the development of adolescent boys. Using formal qualitative research methods approved by the Committee for the Protection of Human Subjects, the author conducted structured personal interviews with four women working in all-boys' schools in greater Boston. Having been a teacher-coach-advisor in an all-boys' school for nine years, the author brought both her experience and bias to her analysis of the research data

The author's findings are that women in all-boys' schools confirm the research that suggests that adolescent males need caring, nurturing, supportive people (male and female) in their lives, that the presence of women in their schools can provide boys with diverse perspectives and support, and that administrators in boys' schools must hire competent women who can maintain authority, as well as play a variety of roles. The author and her subjects offer theories, stories, and ideas to support the argument that female teachers are of great value to boys in boys' schools.

With a focus on hiring competent, authoritative women who enjoy being around and educating young men, administrators in boys' schools can offer a comfortable, supportive environment in which women also thrive. Since the research suggests that boys need men and women in their lives, it is crucial for boys' schools to employ a diverse group of competent women as teachers, coaches, and advisors. More research is needed to identify and address the importance of these women, and to examine the challenges that they face.

Lisa Chau

B.A., Wellesley College
MALS Concentration: Liberal Studies

Truce, A Memoir

Many scholars have studied parental attachment styles and their effects on social development in children. The author's fascination with human nature inspired the writing of Elsie's memoirs because she embodies a variety of complex psychological issues. As a subject, she is interesting because her emotional deprivation was disguised by a micromanaged, upper middle class upbringing.

This work follows Elsie's transformation through the different phases of her life as she struggles with maladaptive patterns and destructive choices. Her existence is a continuum of dramas and crises, supplemented by impulse-driven behaviors. After a lifetime of mental suppression, she finally recognizes the early manifestation of insecurities which influence her relationships with family, friends, and lovers.

In this project, Elsie contemplates the impact of her psychological problems. The self-reflective narration is the voice of a woman analyzing her past. Meaning, actions, and consequences are reconsidered through therapy and her study of scholarly texts on attachment theory, narcissism, and borderline personality disorders.

As an adult, Elsie still grapples with the same issues, and experiences the same turmoil, she has always suffered from. Her emotional wounds and behavioral patterns have become so deeply embedded that she has been forced to accommodate them as part of her daily life. Her opinion of others is formed through the lens of her past experiences. Her inner views shape new encounters and her outlook of the world around her. And yet she feels victorious because of the wisdom she has gained.

Jacqueline Coe

B.A., Colby Sawyer College
S.E.C., Colby Sawyer College
MALS Concentration: Creative Writing

Hand Me Downs

This thesis is a collection of poetry; the topic of the poems is mainly family.

Christopher Cosgrove

B.A., St. Michael's College
MALS Concentration: Cultural Studies

Crossing the Line: An Oral History of the 1999-2000 University of Vermont's Men's Hockey Team

Before the 1999-2000 University of Vermont's men's hockey team season started, veteran members of the team initiated freshman hockey players with a hazing ritual that is all too common on college campuses across America. The freshmen were made to drink beers as warm as tea, touch each other's genitals, eat pies made of fish quiche and ketchup, and commit other degrading acts.

When one member of the team complained, he was subsequently cut from the team. He turned around and successfully sued the school for \$80,000. As a consequence, the men's team cancelled their last 15 games of the season. Both captains of the team were charged in criminal court. The ensuing scandal was unprecedented in college sports. It changed the concept of hazing rituals on college campuses forever.

In defining hazing and examining the above infamous incident, the author explores how hazing has evolved into the sports ritual that it is today, what makes it such an important part of sports, and what makes people consent to participate in hazing rituals in order to gain acceptance with teammates.

The second part of the thesis is an oral history about the 1999-2000 University of Vermont's Hockey team. Using interviews from former players, coaches, fans, and school officials, the author weaves together an understanding of

how the scandal came to be.

The conclusion assesses how the incident affected UVM, its hockey team, and amateur sports. The oral history in this section focuses on life lessons from the people most affected by the incident.

Sean Dailey

B.A., University of California, Berkeley
J.D., University of Pennsylvania
MALS Concentration: Liberal Studies

A Dialogue on Knowledge: "Freedom" In a (Post) Modern Society

Bertrand Russell implies, in his *A History of Western Philosophy*, that much of what is now known as continental philosophy contains no defensible core. This thesis contends that this position is more a failing of the medium of dialectical philosophical prose than of continental philosophy's lack of an epistemological foundation. This thesis attempts, through casual conversation, to evaluate one primary philosophic problem of question: how does "freedom" function in a (post) modern society?

Scholars have long debated which types of inquiry ought to be considered "philosophy." Martha Nussbaum, for instance, follows Aristotle (*Rhetoric* and *Poetics*) and argues that literature ("poetry") ought to play a significant role in addressing philosophic problems. At least two general arguments come forward in defense of this position. First, some philosophic prose does not adequately address competing arguments made from differing first principle assumptions. For instance, Kant and Foucault might have problems outlining the parameters of their debate, let alone assessing one another's claims, because each seems to hold vastly different views about how one ought to evaluate the act of "knowing." Second, and more simply, some claim that there are fundamental truths that cannot be fully expressed through philosophic prose but which can be worked out and communicated through straightforward, well-reasoned conversation.

What does this discussion mean by "freedom in a (post) modern society"?

Kant, in the eighteenth century, claimed that reason alone could not provide a theoretical justification for society's theological beliefs (including the existence of God, human immortality, providence, and, by extension, freedom). Reason could, however, provide a practical justification for those beliefs: abiding by the moral law held society together. One, according to this view, accepts that life comes with no demonstrative, transcendental "meaning" but behaves as if it does. Later German and French philosophers, implying that modern society largely does function in this way, question this postulate to determine how one ought to live without the luxury of innate meaning.

This thesis posits the notion that Kant's proposition forms the origins of continental philosophy's epistemic base.

Jesse Dwyer

B.A., Eastern Oregon University
MALS Concentration: Creative Writing

Arrows

At an underground train stop in Cambridge, the author of this thesis used to wait every afternoon. In one corner of a long oak bench there, someone carved this: MEL SMELLS. It's carved quite deeply in the bench, which means the statement – seemingly very simple – is the result of a considerable amount of effort. It is also likely that Mel doesn't actually smell. But there it is, every day, and these 27 poems are like that.

Amanda Eastman

B.F.A., Syracuse University
MALS Concentration: Liberal Studies

Adolescent Male Development Through the Dramatic Arts

This thesis examines the current troubled state of adolescent boys in our society and how the Dramatic Arts can positively affect boys by improving their emotional understanding and self-confidence. The

five parts of the thesis work together by bringing qualitative and quantitative measures together to support the idea that the Dramatic Arts can help save emotionally wounded adolescent males.

Many boys are depressed, doing poorly in school, abusing alcohol and drugs, and turning to violence at an alarming rate. By utilizing the many positive benefits and avenues of the Dramatic Arts within education, boys can begin to touch upon their hidden emotional lives. The Bem Sex Role Inventory (BSRI) and the Extracurricular Activities Survey were administered to a pool of adolescent boys from three different, all-boys secondary schools, and the results highlight the importance of extracurricular activities to adolescent boys' self-confidence and self-worth. The results from the BSRI indicate that gender roles do not affect adolescent male extracurricular activity selection. The in-depth interviews conducted with five dedicated theater students at the Trinity-Pawling School help solidify the importance that the Dramatic Arts can play in the lives of adolescent males. When adolescent boys become involved in the emotionally challenging world of drama they begin to explore and develop their inner emotional lives.

Drama encourages young men to begin to open up and act expressively. The Dramatic Arts allow adolescent boys to tap into their inner lives, giving them the emotional tools they need to be self-confident and self-assured individuals.

Ryan Frisinger

B.A., California State University, Northridge
MALS Concentration: Liberal Studies

Deliberate Falsehoods: The Rhetoric of Production and The Disappearance of the Animal

Industry kills 3,050 animals every second in the United States. Yet the magnitude of this productive violence is far greater. The statistical register excludes 9 billion chickens and 17 billion fish and countless other animal species processed for human consumption. These statistics are startling but, more importantly, they

demonstrate the enormity of production, whereby animals are input into production processes and converted into market commodities.

Cultural studies, animal rights theory, and political and feminist philosophy have created new intellectual spaces in the past twenty-five years for the study of animals and animal issues. However, such studies rarely deal with the processes by which animals are converted into commodities, the processes by which animals are denied rights, and the anthropomorphic structures of human understanding that frequently misinterpret the needs, experiences, and bio-social characteristics of various non-human animal species. Many of these same disciplinary institutions engage in critical analyses of market structures and economic processes that illustrate the negative shocks and effects on human subjects and societies resulting from the expansion of capitalist production and ideology, but rarely do these analyses discuss the shocks and effects on animals and animal societies.

This analysis draws on the commonalities between utilitarianism and neo-classical economics to explain the failures of animal welfarism, and uses the political philosophy of Giorgio Agamben, neo-Marxist class theory, and legal and animal rights theory to understand the objectification of the animal body. The socio-natural dialectic of commodity production describes the necessary conditions of the human-animal relationship that make possible the material transformation of the animal from a living entity to a fully commodified and saleable product. These processes have also reshaped the food chains and societies of the animal kingdom. This thesis evaluates the political and rhetorical methods used by industry to render animals inanimate and how the consumer ratifies and perpetuates the cycle of industrial violence.

Minerva Garcia

B.A., University of Hawaii at Manoa
MALS Concentration: Creative Writing

A Trying Feat

The aim of this collection is to introduce several common Filipino and Filipino immigrants' experiences and cultural beliefs through the eyes and voice of a young narrator named Mila. The collection begins with *A Trying Feat*. It is a story about an unsentimental five-year-old girl, who wakes up to the scent of burning candles and to her surprise sees a world full of religious and cultural contradictions, the results of colonization. The first story is followed by *The House on Mora Street* with loud talking aunts, a war between the colors, a nine-year-old Mila who aspires to be the next president of the Philippines, and the unexpected events that fed the fire on Mora Street. Consequently, *Between My Eyes* takes undulating turns and introduces Mila's grandmother and classmates; the layers of silence and conflict between Mila and her mother grow irreparably. Then, *I'll Find My Way* reunites Mila with her father and his family in America. Disappointed, Mila sees an island smaller than the Philippines and refuses to believe it is America. When Mila and her mother arrive on the islands of Hawaii, she is not blinded by large houses, clean and paved roads, running water, the absence of squatter areas and slums near the airport, and the significant differences in the obviously diverse ethnic and cultural groups on the islands. Mila is skeptical and careful, yet accepting of the changes in her life. The collection ends with *My Recent Killing*, where Mila is forced to assimilate to local Hawaiian culture. Hawaii is an anomaly with significantly unique social and racial hierarchies that over time produce a false sense of identity for immigrant children like Mila.

Heather Gigliello

B.A., St. Joseph's College
M.S.T., University of New Hampshire
MALS Concentration: Liberal Studies

*We're the Lucky Ones: An Oral History of
Parents Who Adopted from China*

Since 1991, the year China opened its doors to foreign adoption, 47,441 Chinese children, mostly girls, have been adopted by Americans. Most of the adopting parents are Caucasians. Some

are single parents. Some are middle-aged. As a result, the families often do not fit the image of the "traditional" American family. It is not surprising, therefore, that a Chinese adoptive culture has emerged in response to this phenomenon.

In this thesis, twenty-five parents who have adopted Chinese children share their experiences. Parents discuss the heartache of infertility, the conflict of not having a spouse but still wanting a family, and what ultimately led them to China. Parents relive the suspense, anxiety, and joy they felt when they saw their child's picture for the first time and then weeks later, met their child in a country a half a world away.

The meetings were not always joyous occasions. Many of the children had been attached to nannies and foster parents. When they were first placed in the arms of their parents, they grieved the loss of their caregivers. Three of the couples interviewed have biological children. They share the fear of not loving their adopted child as much as their biological ones.

People who adopt children from China need not fear birthparents might try to re-claim their child inasmuch as it is illegal in China to place a child up for adoption. Birthparents are forced to make an alternative plan: abandonment. In this thesis, parents discuss their feelings about their children's first parents. Some, who have older children, relate their children's thoughts and questions about their birthparents.

In public, strangers may ask parents intrusive questions and make insensitive comments about their children. In view of such interactions and in hopes of helping their children develop a strong sense of identity, parents have embraced the Chinese culture by going to Chinese New Year parties and other events, enrolling in Chinese language, music, and ballet classes, and starting adoption support groups.

Also discussed are the changes in tradi-

tional beliefs and opinions in China as they relate to girl children and adoption both domestic and abroad, and how that impacts American parents' adoption decisions and options.

Noah Goldblatt

B.A., Plymouth State College
MALS Concentration: Globalization Studies

Navigating the Gap Between Narrative and Political Reality: A Comparative Study of Neoliberalism in Nicaragua and Chile

Neoliberal economic theory contends that a truly unobstructed market can provide the best model for economic development, and that this economic growth benefits all sectors of society. The central question of this thesis asks whether the adoption of the neoliberal economic model brings positive economic and social outcomes for developing Latin American nations. This project uses the cases of Nicaragua and Chile as a basis for addressing this question. The comparative analysis of these two nations helps give greater insight into the reality of adopting neoliberalism, and the social costs incurred by this type of economic transition.

Free market advocates herald the Chilean economy as a model of neoliberal success, and contend that if other developing nations follow Chile's lead, they too can achieve substantial socioeconomic growth. Yet neoliberal economic policy has been implemented inconsistently in Chile; it has adhered to the neoliberal model to varying degrees. The famed "Chilean model" can be more accurately described as a blend of neoliberal economic policy with classic statism and significant government control over the economy. The degree to which Chile departs from the neoliberal model raises doubts about the claim that a completely unrestricted market can bring nation-states high levels of socioeconomic success. Chile kept the copper industry nationalized, and to this day, state-owned copper accounts for approximately half of Chile's export revenue. Chile's state intervention in copper and

other areas of the economy challenges the validity of the neoliberal project in Chile. In reality, Chile combined many aspects of the neoliberal market model with strong state control in certain sectors to become one of the most successful economies in Latin America.

Nicaragua, on the other hand, adopted a full array of neoliberal prescriptions around 1990, and, seemingly, no notable departures from the neoliberal model have drastically impeded the free market process. Many factors contribute to the success and failures of any nation's economy, and neoliberalism cannot take the blame for all socioeconomic outcomes. Nonetheless, Nicaragua remains one of the most impoverished nations in the world. Public access to education and healthcare has worsened during the neoliberal era. Varying degrees of state intervention in the market likely provide a better means for sustaining positive economic and social growth than a completely unobstructed neoliberal market.

James Groh

B.S., University of Washington
MALS Concentration: Globalization Studies

Civil Society and Dam Building in Southeast Asia: A Look at Thailand, Malaysia, and Laos

This paper investigates and compares how opposition to hydroelectric dam projects is manifested in three countries located at differing points on the political spectrum: democratic Thailand, semi-democratic Malaysia, and communistic Laos. In some respects, Thailand's civil society serves as reference point and an "activist's blueprint" for the other two countries, being that it has a relatively strong record of environmental activism. Notable, too, is the fact that dam building is winding down in that country. In contrast, Malaysia and Laos have current dam projects underway, both of which are embroiled in controversy.

The author chose the case study approach because it presented the most reasonable and constructive manner in which to

research how civil society responds to such potentially destructive undertakings. By identifying and then analyzing the issues, actors, and events surrounding these mega projects, the author has the best opportunity to discern key similarities and differences, and, as a result, reach some conclusions regarding civil societal opposition across the three countries, be it on the local, national, or international stage.

The findings indicate, however, that it is not so much the political system that is the determining force behind the success or failure of a dam project, but rather the will of the government, the economic considerations, and the flow of capital. Because the financial aspect is so critical, multilateral institutions such as the World Bank usually play a pivotal role in those countries whose projects depend on foreign investment. As for civil society, it certainly is one important element, but it is usually just one facet in the dynamic interaction between the state, foreign lenders, and business interests. As this paper illustrates, there is no formulaic prescription for successfully opposing dams. Each case is different, and sometimes totally unpredictable.

Grant Hale

B.A., DePauw University
MALS Concentration: Globalization Studies

The Compatibility of Islam and Democracy in the Middle East

Islam and democracy are two compatible sets of values that transcend socio-political frameworks. Before exploring the various levels of compatibility between the two, it is necessary to examine the cultural and political motivations that determine Islam to be incompatible with democracy in the Muslim Middle East. This thesis defines the contemporary and historical terms (e.g., Islam, democracy, the Middle East) that are used to construct this important debate. It subsequently attempts to expose the latent bias – or neo-Orientalism – emanating from Western societies. It also seeks to discredit violent Islamic radicalism origi-

nating in some Muslim communities. Both neo-Orientalism and radical religiosity present obstacles to achieving a pluralistic, tolerant fusion of Islam and democracy in the political frameworks of Middle Eastern nation-states.

By stripping away the cultural and political shackles of neo-Orientalist intolerance and violent Islamic fundamentalism, Muslim societies in the Middle East can progress towards a unique symbiosis between Islam and democracy on terms defined from within. Progress towards such a fusion will be based on many factors, one of the most important being the presence of pluralism in a particular society; but each sovereign nation-state in the Middle East can determine its own level of compatibility derived from the varying interpretations of democracy and Islam that have evolved over centuries of both international cultural and political communication and internal debate.

Daniel Hare

B.A., University of Arizona
MALS Concentration: Liberal Studies

An Analysis of the Relation of War Reporting and Emergent Communication Technologies During Conflicts in Vietnam, the Persian Gulf, and Iraq as Examined by a Media Ecologist

Vietnam serves as the entry point to examine the relationship of technology, the media, and public opinion. As the war progressed the emphasis has shifted from the troops and their enemy to a more politically charged message that questioned the scope of the war and aligned itself with the problems of returning veterans. Television was influential due to its power as a masterful narrative tool. To protect self-interests, U.S. post-Cold War military actions have been carefully designed theatrical displays that utilize the media to simultaneously convey invincibility as well as humanity (smart weapons target only the enemy).

The question remains, by whom and for whom are media war messages scripted? The question of "at what cost?" defines the media and their methodology during

the war. As television illustrated the portability of war, it established an important precedent by illustrating ways to best package and distribute messages of war. Since then, the military and the press have continued to search for ways to present the message amidst emerging technologies that continue to affect war reporting.

This thesis describes and analyzes the phenomenon by looking at the connection between media and war reportage in military operations from Vietnam to Iraq. Additionally, it deconstructs the alliances of politics and media, media and military, citizen journalism and the mainstream media, and the relation of all parties to the Average American.

Ian Isherwood

B.A., Gettysburg College
MALS Concentration: Creative Writing

The Bodyman

The Bodyman is a novel set in politics, whose central characters are political casualties caught up in years of political wandering. Jimmy Walsh's job is to watch over Congressman Tommy Brennan through all of the pitfalls that come to people living the political life. When Brennan decides he wants to run for Senate, it becomes Walsh's job to help his boss get elected in spite of the fact that he doesn't want him to run in the first place. *The Bodyman* is a story of staffers trying to turn Congressman Brennan into a candidate worthy of election to the world's greatest deliberative body, the United States Senate.

Jennifer Kocsmiersky

B.A., St. Michael's College
MALS Concentration: Liberal Studies

What Hip Hop Looks Like: Recontextualizing the Hip Hop Aesthetic

Hip hop culture, a practice of four major "skills," which include MCing, DJing, breakdancing, and graffiti writing, began in the early 1980s as a local form of creativity and cultural expression in New York City's South Bronx. In 2005, hip

hop culture is a global phenomenon that works not only as a ubiquitous commercial force, but also as a form of localized political protest and defiance. My thesis, which combines a written essay and art installations, examines the processes of recontextualization in hip hop culture that intertwines a conceptual analysis of hip hop culture's "local-to-global-to-local" (or "glocalization") process with an artistic demonstration of hip hop's visual aesthetic that has endured a similarly circular "visual-to-aural-to-visual" process. In order to establish this relationship between these processes of concept and aesthetic, I explain historically how hip hop culture developed, and explore the complex and ambiguous definitions of what is considered to be "new" forms of hip hop culture as it is practiced and manipulated on a global stage. I then look at how the visual art (or graffiti art) aspect of hip hop culture has been manipulated and recontextualized by its aural/sonic manifestation of rap music through the production and critique of my own artistic work. Just as the conceptual analysis works to reveal a process of recontextualization – that is, a process of "duplicating," "recycling," and innovation, the art component of my thesis demonstrates what hip hop culture "looks like" once its aesthetic movements from aural-to-visual have been revealed as a similar kind of recontextualization process. It is an artistic expression that is not simply an imitation or duplication of graffiti writing, but rather an interpretation of a more comprehensive hip hop aesthetic (expressed through the various drawings and collages) that ultimately attempts to elucidate and demonstrate to the viewer the relationship between hip hop culture's visual and aural manifestations.

Alisha Laramée

B.A., St. Lawrence University
MALS Concentration: Creative Writing

Where the Mornings Lasted All Day: A Memoir of Journeys

My thesis, a work of creative nonfiction, relies primarily on the techniques and conventions of personal narrative travel

essays and memoir. Using the framework of one 75-day expedition in Chile, I weave together stories that both chronologically and thematically show my life over a period of five years working for the National Outdoor Leadership School (NOLS) in Kenya, Tanzania, Mexico, Chile, Alaska and many parts of the United States.

Together, these places inform my understanding of: my four-year romantic relationship, which coincided with my work for NOLS; the meaning of exploration; the complexity of a constantly-uprooted lifestyle, and the effects this had on me and my relation to family. I explore what it feels like to live in remote locations around the world among a myriad of cultures and how my life as a professional outdoor educator, a journeyer, and a young woman brought me closer to understanding each of these themes.

Interdisciplinary inquiry in the humanities and social sciences, combined with extensive practice and study of writing were particularly useful in the formation of my personal narrative.

As a final caveat, I would like to recognize that my experiences were not felt or understood through the lens of academia, though academic theories may in some cases be applicable. My interdisciplinary studies inform my questions, but do not provide answers. My thesis is a narrative of experience, not inquiry.

Rob Meine

B.A., University of California, San Diego
J.D., University of Tennessee, Knoxville
Cognitive Studies

Between Cues and Behavior: How Individual Differences in Self-Consciousness Mediate Processes That Influence Inhibition and Moral Cognition

Many theories explore the influence of self-consciousness on inhibition and decision making. This research investigated specific hypotheses regarding (a) the relationship between individual differences in self-consciousness and inhibition, and (b) the relationship between individual

differences in self-consciousness and moral cognition. Two experiments were conducted. Results from the first experiment suggest that individual differences in private self-consciousness are particularly likely to influence inhibitory self-control. High private self-conscious individuals were more likely to inhibit responses to misleading environmental cues than were their low private self-conscious counterparts. This finding was in harmony with results from a similar paradigm on cued dependency and self-control (Marczinski and Fillmore, 2005).

Results from the second experiment demonstrated (a) an effect of private self-consciousness among subjects who were resolved in their opinion regarding a dilemma on the level of moral reasoning they exhibit, (b) an effect of private self-consciousness on subjects' incidental memory of morally relevant words, and (c) an effect of private self-consciousness on responses to a lexical decision-making task. These results suggest that high private self-conscious individuals are generally more sensitive to moral issues than low private self-conscious individuals. The results are discussed in terms of their implications for the relationship between private self-consciousness and regulatory control.

Thomas Neeley

B.A., University of California, San Diego
MALS Concentration: Liberal Studies

City of Magnificent Distances: Toward Local Governance and Social Exclusion in Washington, D.C.

Current means of looking at poverty in the U.S. through disadvantage analysis and the underclass debate subscribe to the pervasive Durkheimian hegemony evident in European social exclusion discourse that views paid work as a means to social inclusion and ignores the status of the working poor. This view of paid work as a means to inclusion appears in the political framing of urban redevelopment, which tends only to benefit the condition of the urban poor by adding a limited number of jobs for them while providing innumerable benefits to mid-

dle- and upper-income residents. Urban redevelopment, as it is currently pursued through local governance coalitions embodied in public-private development partnerships, legitimizes private development goals aimed at customers, which with the active participation of the government lends a "public good" credibility to private development for the perceived benefit of all citizens. The growth of local governance promotes local fragmentation not only of government services in terms of accountability and legitimacy but also of increasingly diverse and pluralistic local communities.

This thesis examines how in Washington, D.C., the popularization of local governance coalitions promotes social exclusion among the city's most vulnerable residents living east of the Anacostia River. This exclusion is rooted in physical separation, expressed through a limitation of political rights, and perpetuated through disparities in educational attainment levels. The large-scale use of public-private partnerships for the ambitious \$8 billion, 20-year-long Anacostia Waterfront Initiative (AWI) redevelopment project is aimed at both emphasizing the appearance of inclusionary aspects of redevelopment and co-opts government participation as a symbol of citizen participation. Examining the AWI planning process and redevelopment goals reveals the failure of public-private development partnerships to address the social exclusion endemic to the neighborhoods east of the Anacostia River and reflects a larger shift in government values from public service to customer service.

Lawrence Olmsted

B.A., Georgetown University
MALS Concentration: Creative Writing

For Travel's Sake

For Travel's Sake is a creative work encompassing first person impressions and descriptions of moving, memorable or interesting experiences the author has had traveling the world in the course of his work as a professional journalist. There are many different reasons for
(King Making continued on page 25)

traveling, and to some extent almost everyone travels, and the author's goal herein was to capture his own fascination with travel and the myriad forms it takes, as well as to encourage the reader to look at the world with wider and more seeing eyes as he or she moves through it.

The belief the author set out to prove in this work is that travel can be strenuous or easy, luxurious or rife with discomfort, depressing or uplifting, but it should never, ever be boring. In researching this concept, he read thoroughly from a broad gamut of travel writing, from the "Golden Age" of the British travel writers to modern periodical journalists, from explorers on expeditions to humorists, all trying to discern which elements of description, narrative style, and structure work best to convey the essence of the travel experience. The author has incorporated these elements, with his own interpretation, into his work. If the thesis makes the reader start to crave a trip to the airport or think happily about packing a bag, or to reflect on an otherwise forgotten trip of his or her own, then the author will deem his efforts a success.

Jennifer Rice

B.A., Georgetown University
MALS Concentration: Liberal Studies

An Analysis and Comparison of FDI in Manufacturing Versus Service in China and India

Foreign direct investment (FDI) can be a valuable source of capital, technology, and industrial knowledge for developing countries. As China and India are both developing Asian countries with populations over one billion, there is merit in comparing FDI inflows to each country. China receives significantly more FDI inflows than India but the composition of the foreign investment to each country is very different. The majority of China's FDI inflows go to the manufacturing sector while the majority of India's go to the service sector. This paper compares and analyzes the characteristics of each country that serve to attract or deter different types and levels of FDI. Specifically, this paper examines the impact that govern-

ment activity, economic development, education, and population have on attracting FDI in the manufacturing sector vs. the service sector. The paper finds that while both countries' main comparative advantage is ample low-cost labor, the fundamental factor in attracting and deterring FDI in both countries has been the role of the government. China's government has been able to effectively implement legislation, build infrastructure, and provide fiscal incentives that attract FDI in manufacturing, while India's government has been slower to implement the economic, labor and bureaucratic reforms required to attract higher levels of FDI.

Mariejoy San Buenaventura

B.A., University of the Philippines
MALS Concentration: Creative Writing

The Selfsame Well

*Your joy is your sorrow unmasked.
And the selfsame well from which your laughter rises
was oftentimes filled with your tears.
And how else can it be?
The deeper that sorrow carves into your being,
the more joy you can contain.*
– Kahlil Gibran, from *The Prophet*

This thesis is a book-length poem about the author's mother's life and her influence on her. It covers her mother's childhood in a southern Philippine town, the early years of her parents' marriage, their move to Thailand, and the author's coming to the United States.

"Someday, you will write a book about all this," her mother had said, referring to slices of her earlier life which she had shared with the author. An Amy Tan novel had vaguely presented itself to the author's mind. She, too, seeks a better understanding of her relationship with her mother; and her mother's revelations, much like those depicted in Tan's work, come in careful doses, contingent on a daughter's deepening maturity. Yet the author's favored genre, poetry, has allowed the greatest honesty towards her mother's story, requiring her to see charm in ordinary events without the need to embellish, and giving flexibility to the format of the telling.

The poem is divided into cantos. Each canto is of two parts, the first depicting scenes from her mother's life, the second showing how her mother's words and memories have influenced the author's character. Her mother's life is presented chronologically whereas the author's is not.

In preparation for the composition of this thesis, the author studied the seamless union between lyric and narrative in works such as *The Prodigal* by Derek Walcott, *Mother Love* by Rita Dove, and *The Beauty of the Husband* by Anne Carson. She also read works by multicultural authors such as Marilyn Chin and Timothy Liu, and poems that focus on family relationships, such as those of Juliana Baggot and Cleopatra Mathis.

Chris Strouthopoulos

B.A., Claremont McKenna College
MALS Concentration: Creative Writing

Journeys Off the Path

There is a point during our lives where most of us experience a moment of clarity. It often comes as a vision of the future, of possibility, where we see a version of our self that is living life differently. Happier. Excited. Fulfilled. Most of us choose to ignore this vision and dismiss it as a dream, corrosively whispering to ourselves that: "I can't change my job," "that idea has already been tried," or "if it doesn't work out, then what will I do?"

This non-fiction creative writing thesis focuses on the true stories of people who chose to embrace their dreams. Embarking on acts of self re-creation, they wrestled with fear and uncertainty while exerting an entirely new control over their lives. Risks were taken; some were enormous. Interestingly, the expectations of family, friends, and society as a whole often proved the most intimidating barriers to overcome.

Journeys Off the Path draws upon extensive interviews to render the life arc of Roddy Chiong, a child of ambitious and highly educated ethnic Chinese immi-

grants, who battles against his parents notion of a “proper life” while pursuing a dance and country music career. Additional sections focus on people such as Mike Sullivan, a nuclear engineer who yearned to explore the world outside his cubicle. He fulfilled his wanderlust by journeying to Tibet and living with Buddhist monks while installing solar electric systems in some of the most remote monasteries in the world.

This thesis represents the first phase of a larger project that the author continues to pursue outside of MALS. His dream is to see this project metamorphize into a book in print.

Craig Tiede

B.S., Ithaca College
MALS Concentration: Creative Writing

Half-life: Loss and American Remains After 9/11

Are we, ultimately, what we’ve lost or what of us is left behind?

The events of September 11, 2001 were transformative for American culture, forever altering the collective American identity and each individual’s relationship to his or her own life and mortality. As a creative writer, the author found himself drawn to the role fictionalized accounts of the human experience play in our collective and personal understanding of our real lives. While writers have responded to 9/11 in a variety of ways, some fictional, very few fictional films directly exploring the ramifications of that day have emerged. This thesis project grew from the author’s curiosity as to whether it would be possible to incisively, yet sensitively, explore in a fictional screenplay how Americans have supposedly managed to incorporate, and move forward despite, the on-going reverberations of such a loss.

The author studied 9/11 from a variety of disciplines in an attempt to truly delve within the experiences of collective and personal loss the attacks began within each of our lives. Since this thesis is a fictional, creative work, his primary aca-

demic discipline was creative writing, and the vast majority of his methodology stemmed from that discipline. As Americans and others around the globe sought to find context for such a tragic event, they did so by seeking answers from the fields of psychology, philosophy, religion, and cultural studies. Thus, in addition to reviewing works of fiction related to 9/11, including poetry, plays and novels, the author reviewed works of non-fiction that addressed the experiences of loss and rebuilding from those various disciplines. The final work is a fictional feature-length screenplay following the lives of sixteen Americans, one of whom has become an arsonist, during the five days leading up to the fifth anniversary of 9/11.

Other students graduating in Spring 2006 are:

Gregor Buchanan
B.A., University of Glasgow
MALS Concentration: Liberal Studies
Thesis Title: Unavailable.

Neil Byrne
B.A., Indiana University, Bloomington
MALS Concentration: Liberal Studies
Thesis Title: Unavailable.

Brent Concilio
B.A., University of St. Andrews
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