

University Place

STUDENTS BUILD LEADERSHIP SKILLS THROUGH OFFICE OF RESIDENCE LIFE'S GOLD EXPERIENCE

Quick! How would you rescue an injured person stuck on an overturned canoe in the middle of a lake?

Students involved in the GOLD Experience (Growth Opportunities in Leadership Development) learn new approaches to resolving such challenges. But this is much more than an exercise in emergency simulations. The GOLD Experience, sponsored by the Office of Residence Life Leadership Committee, is a formative program that helps students develop leadership skills and life habits to enhance their effectiveness as communicators and leaders. "Being able to make ethical choices, position yourself as a leader in various situations, and comprehend the benefits of leading an interdependent life are the goals that students in the GOLD Experience will achieve," says residence director Teresa Metzger of the Office of Residence Life.

The program—based on ideas that author Stephen Covey presents in his best-selling book *The Seven Habits of Highly Effective People*—challenges students to examine their personal and professional goals and teaches them how to achieve them. Participants study Covey's three phases of leadership—dependence, independence, and interdependence—and come to understand the importance of investing in others to achieve greater rewards for all. Ultimately, the program leads students to a better understanding of themselves, their values and goals, and their relationships with others.

John Eisenmann '01, a public administration student in the Maxwell School of Citizenship and Public Affairs, believes the GOLD Experience helped confirm and refine his leadership ability. "This program is definitely a worthwhile experience for any student who plans on assuming a leadership role," he says. "Learning to take responsibility for my own actions has led me to effective communications with student groups, public entities, and corporations."

Although the GOLD Experience now incorporates Covey's ideas, it has actually been in existence at SU for more than 20 years and

continues to evolve. The Office of Residence Life currently offers the program as a six-week one-credit public affairs and citizenship course through the College of Arts and Sciences. "A core class like this for all students would enhance their SU experience and develop the next generation of leaders in all walks of life," Metzger says.

In addition to exploring Covey's ideas, participants are required to perform community service at local organizations and keep a journal based on their experiences, drawing parallels between their leadership conduct and Covey's text.

A highlight of the GOLD Experience is an overnight retreat at Camp Casowasco in Moravia, New York, where students examine what they've learned about leadership, communication, time management, and critical thinking. The "swamped-in-a-canoe" simulation—a typical retreat exercise—requires students to engage Covey's principle of "seek first to understand, then be understood." This exercise in group dynamics challenges the students to evaluate their own thinking, set personal interests aside, work together as a team, make decisions under pressure, and see how negotiation can move a process forward.

Metzger says students usually come away from the experience with a better sense of self-worth and the value of achieving a collective good, instead of self-centered gain.

Since completing the course, Megan Auman '03 is making her own inroads as a leader. A metalsmithing major in the College of Visual and Performing Arts, she also is director of programming on the Executive Board of the Residence Hall Association. She often addresses conflicts that arise among students in residence halls, such as noise levels, privacy concerns, and personal misunderstandings. The GOLD Experience, she says, helps her deal with these issues in a fair and thoughtful way. "The GOLD Experience changed my attitude and enhanced my leadership skills," she says. "There are no winners or losers in a conflict situation—I now seek a win-win outcome."

—JOANNE ARANY

courtesy of the office of residence life



Participants in the Office of Residence Life's GOLD Experience gather at Camp Casowasco, a retreat site for the program.



school of
Architecture

ARCHITECTS AND GEOGRAPHERS TEAM UP FOR JOINT MAPPING PROJECT

All maps are not created equal. When a geographer and an architect map the same geographic area, they may produce two very different-looking documents, each conforming to the traditional practices of their own profession. An interdisciplinary team of faculty members is using a University Vision Fund 2000 grant to explore mapping in ways that will serve the needs of both architects and geographers. "We felt there was a gap in contemporary mapping practices, which tend to be disciplinary bound, and in some cases may be blind to practices in other relevant disciplines," says architecture professor Anne Munly. "In architecture you tend to map things according to spatial relationships of buildings, perhaps overlooking social, topographical, or even temporal conditions that may be mapped in other disciplines."

Munly and fellow architecture professor Mark Linder teamed with Maxwell School geography professors Don Mitchell and Anne Mosher for the Urban Mapping Research Initiative (UMRI), which will create innovative digital maps of Rome, New York. "For a relatively small city, with a population of only about 40,000 people, Rome has a variety of infrastructures that interest us," Munly says. "It has a base recently evacuated by the Air Force, and left to the city. It has the Erie Canal, a series of railroad lines, and an interesting urban plan. We were interested in it as a case study of the relationship of a city's roles as a place to live and as a place of infrastructure."

The group will use geographic information systems (GIS) software to produce the maps. "GIS attempts to bring different kinds of databases together on a single map platform," Munly says. "You can take data about a city's manufacturing practices, disposal of pollutants, and where its population lives, and load it into a single mapping platform. You can even watch changes in that data over time."

While geographers have used the system for some time, it's a new tool for architects. One goal of the UMRI project is understanding the system's limits and possibilities. "GIS offers ways to not just investigate space but produce spatial representations that offer better ways to visualize how cities develop, how different cultural and political groups interact in space, and the role architecture plays in that interaction," Linder says.

The project involves graduate students and undergraduates in research and field work, and the results will be used in both new and existing courses in architecture and geography, including interdisciplinary student research through independent study. The maps themselves will be shared with the City of Rome through a series of conferences and exhibitions, as well as an interactive digital archive.

—GARY PALLASSINO



college of
Arts & Sciences

'THINKING COURSE' CHALLENGES STUDENTS TO EXPAND THEIR KNOWLEDGE

A buzz of anticipation fills the air as a group of 18 students gather in the Hall of Languages for their weekly seminar, Mind Matters, a new elective offered through the College of Arts and Sciences. Among the assignments due to Professor Samuel Gorovitz this day is an essay in which no words containing the letter "e" can appear. The assignment grew out of a book the students read for class, *Ex Libris* by Anne Fadiman, in which she mentions Georges Perec's 1969 novel, *A Void*, written and translated into English without using the letter "e."

"I failed you, Professor Gorovitz," one student wails as she fumbles in her bag for the essay she wrote. "My essay is not completely pure."

Failing to meet the high expectations set for them is the very thing all students try to avoid in this class, which they fondly refer to as the "thinking course." "It's not a question of grades," says Katherine Moeller, a sophomore inclusive elementary education major. "That pressure was taken off the first day of class. It's a matter of living up to the standards Professor Gorovitz sets for us. The course is challenging, and I go home from class exhausted."

The students are enrolled in the one-credit seminar—the first of its kind offered at SU—at the invitation of Gorovitz, professor of philosophy in the College of Arts and Sciences and professor of public administration in the Maxwell School of Citizenship and Public Affairs. Gorovitz is also a faculty scholar in the Center for Bioethics and Humanities at SUNY Upstate Medical University. "The course was designed to teach a diverse group of the University's most promising students what it means to be a person with an insatiable, all-encompassing intellect," says Gorovitz, who organized the seminar with Judy O'Rourke '75, administrative assistant in the Office of Undergraduate Studies.

The course's purpose is to identify early and then mentor a small group of students who have the potential to compete successfully for prestigious national fellowships, scholarships, and awards. Class readings are designed to stretch students' minds and enlarge their scope of interest, Gorovitz says. The seminar is structured to provide students with "unrelenting, constructive criticism."

Last May, Gorovitz wrote to 400 freshmen and sophomores with a 3.8 grade point average or better, inviting them to apply for the seminar. Two hundred students requested application materials and further instructions. To apply, students were required to write a 1,000-word essay that covered six areas—their aspirations, fears, humor, service to others, books that have informed their lives, and anything else they wanted to mention.

"I was honored just to get the first letter," says Lauren Wong, a sophomore architecture major. "I dropped a three-credit psychology course to take this class. It is the kind of course I may never again have an opportunity to take. Professor Gorovitz encouraged us to question everything we take for granted as being true in fact, to verify what is fact, and to never be satisfied. There is always more to learn and new doors to open that lead to a whole new set of questions."

—JUDY HOLMES



school of Education

SCHOOL LOOKS TO BUILD ON ITS NATIONAL REPUTATION BY DEVELOPING NEW INITIATIVES

When the School of Education's new dean arrives in 2002, he or she will find the school ready for a new period of development, building on an already strong position in its field, according to Interim Dean Corinne Roth Smith '67, G'73. "We've come off a 10-year period of right-sizing our school, and now is the time for new growth, new development, and new initiatives," says Smith, a member of the school's faculty since 1971 and its associate dean for eight years. She was appointed interim dean last fall after Steven T. Bossert, dean since 1990, stepped down to work full-time on a \$1.4 million federal grant to integrate technology into the school's teacher education program. "Having been on the faculty for 30 years and the associate dean for academic programs," Smith says, "I have gained a good understanding of the initiatives we need to undertake to have the college poised for its next dean."

One key goal this year, Smith says, is to continue to recruit top candidates for the school's faculty. "We have a tradition since the 1950s of attracting faculty who do groundbreaking work in their areas," she says. "They test new theories, push at the boundaries of their fields, and re-examine theories to influence practice." Faculty members consider themselves agents of change who put theory



Corinne Roth Smith

into practice in real-world settings—schools, labs, or clinics—and allow practice to transform theory if needed, she says. "We need to continue to expose our students to these kinds of leaders. If we don't have the best faculty, we won't attract the best students."

Smith says many of the school's graduate programs rank in the top 20 nationally. "Another goal for the year is to do whatever we must to augment that reputation and spread it across greater numbers of program areas," she says. "We're proud to be

one of the few private comprehensive schools of education in the nation. Our breadth of offerings is pretty rare within a private school of education today."

Recruiting top-notch graduate students is another priority, she says. The school has much to offer: Reflecting SU's mission as a student-centered research university, its students study in small classes and join faculty members in research, teaching, publishing papers, and presenting at conferences. SU education students also have many more field, laboratory, and clinical placements than their counterparts at other schools. "Our students are in the field from the beginning of their programs, anywhere from four to eight times before they even get to their culminating activity, whether that be an internship or student teaching," Smith says. "By the time they graduate, they are skilled and comfortable in the profession and poised to be leaders."

—GARY PALLASSINO



I.C. Smith College of Engineering & Computer Science

CENTER PROVIDES INTERDISCIPLINARY RESEARCH AND EDUCATION IN DIGITAL SYSTEMS SECURITY

In the movie *Sneakers*, Robert Redford led a team of computer specialists who were hired to test security measures protecting digital information. In an example of real life following art, Syracuse University has its own "sneakers" using their collective intelligence for good through the University's new Center for Systems Assurance (CSA). The center was created to provide an interdisciplinary research, development, and education program in systems security and assurance. CSA faculty are also developing a degree program in systems assurance that would be certified by the National Security Agency (NSA). "This is an exciting opportunity for SU," says center director Steve Chapin, professor of electrical engineering and computer science. "There are only a handful of programs in the country like the CSA. We have a chance to really shine in this field and become a nationally recognized center."

Under the auspices of the CSA, students and faculty will conduct research on computer programs designed to keep digital information safe from hackers and to quickly thwart attackers who manage to penetrate a system. As the Internet continues to expand, demand for better online security systems and for experts in the

field will skyrocket. "People are increasingly transmitting information online that they want to keep private," Chapin says. "There will be an increasing demand for professionals who know how to protect that information and know what to do if it is compromised."

Chapin says SU's faculty and students, along with the rich systems security research environment already in place in Central New York, will contribute to the CSA's success. "We will work closely with the Air Force Research Lab in Rome [New York], which is one of the premier international facilities for information security," he says.

In addition to Chapin, ECS faculty members Shiu-Kai Chin, Kamal Jabbour, Susan Older, and Steven Taylor are the CSA's founders. The center plans to apply for interdisciplinary status, which will draw additional faculty from other SU schools and colleges. The center has received \$1.1 million in sponsored research grants and hopes to have \$1 million in annual funding by 2005.

According to Chapin, the CSA's research programs will offer a productive environment for faculty and student interaction. Research areas will include the design of secure computer hardware, software, and protocols, and network management and intrusion detection systems.

The center's graduate education programs will prepare students to design, develop, and deploy complex security systems. "One of the CSA's real strengths is that students will learn both the theoretical concepts underlying security assurance and how to apply those concepts to construct assured systems," Chapin says. "We have strong faculty in both theory and application, which will enable students to get a balanced view of the field."

—JONATHAN HAY



UKRAINIAN GRADUATE FELLOWSHIPS HONOR LONGTIME LINGUISTICS PROFESSOR

In fall 2001 the first two Ukrainian Graduate Fellowships will be awarded in the names of the late Jacob P. Hursky and his wife, Valentina. These Hursky Fellows, who will be of Ukrainian backgrounds and include Ukraine in their studies, will help memorialize Hursky, a longtime SU professor, as a renowned researcher of Slavic languages. "Jacob wished to establish this fellowship to give students from his native Ukraine the opportunity to enrich their education while promoting western and American values and expertise," says Valentina Hursky.

Jacob Hursky's motivation for creating the fellowships began in 1952, when he was completing a doctoral degree at the University of Pennsylvania. A fellowship there enabled the Zoldaky, Ukraine, native to finish his coursework and write his dissertation. His appreciation for this support planted a seed, nurtured in 1991 when he returned to Ukraine. Teaching eager students in his home country, Hursky decided he would provide sup-



Jacob P. Hursky

port for them to study in the United States, much the same way the George Leib Harrison Fellowship had helped him.

Hursky joined the Department of Slavic Languages and Literatures in the College of Arts and Sciences in 1956, rising through the ranks to chair the department from 1976 to 1989. He was named professor emeritus in 1990. Hursky researched and published numerous works that continue to serve the field today, including his seminal dissertation, *The Patronymic Surnames in Ukrainian*. He published articles in the journal *Names* and in *The*

Ukrainian Quarterly. In 1993, already in retirement, Hursky served as editor of linguistic entries for the *Encyclopedia of Ukraine*. In addition to serving as editor, he wrote four entries: three biographical portraits of famous Ukrainians, and a section on his favorite topic, linguistics. Hursky was working on a Macedonian-Ukrainian dictionary when he died in 1995.

Hursky's love of the study of languages and linguistics was reflected in his teaching as well. His courses, always in great demand, included Ukrainian, Russian, Bulgarian, Macedonian, Old Church Slavic, comparative Slavic linguistics, 18th-century Russian literature, and Slavic civilization and people.

Valentina Hursky says she and her daughters, Alexandra Hursky G'84 and Tatiana Hursky G'94, hope the legacy of Jacob Hursky "will remain forever a bright light by which interested students and scholars can make their way through academia."

—PATRICIA A. BURAK



college for **Human Development**

PERSONAL DEVELOPMENT SEMINAR POINTS STUDENTS IN THE RIGHT DIRECTION

College for Human Development Assistant Dean Vincent DiSano has helped reduce the college's attrition rate by creating the Personal Development Seminar for first-year students enrolled in the Selected Studies program for undeclared majors. The one-credit, required seminar is designed to teach students how to integrate their academic lives with their expectations for the future by focusing on career exploration, academic choices, and leadership development. The course also allows DiSano to establish connections with students that he maintains throughout their stay at Syracuse. "It is important for school administrators to get to know individual students," DiSano says. "There is no better way to address their needs and keep them on track for success."

DiSano, who team-teaches the seminar with career development director Meg Osborne, starts the students off by having them list their capabilities and achievements. This exercise helps DiSano and Osborne get to know each student and tailor an individual approach to develop an awareness of options on campus. As a result, a greater number of students graduate, instead of dropping out. "Without this course I wouldn't have known where to go, who

to talk to, or how to learn about academic opportunities on campus," says Christopher Sise '01, a child and family studies major. "I learned to keep my options open. Everyone should take this course."

DiSano and Osborne introduced the course in 1996, when steady increases in drop-out rates among Selected Studies students peaked at 35 percent, prompting them to consider new ways to respond to students' needs. "Economics is always a strong factor in a decision to remain in academia," DiSano says, "but we found that students sometimes just weren't aware of the range of career options and campus opportunities available to them."

By 2000, the drop-out rate of Selected Studies students had declined to 2.1 percent, and the college's overall drop-out rate, to 6.8 percent, DiSano says. "Students stay on campus to complete their degrees as a result of clear guidance during the development of their individual academic and career plans," he says. "Our efforts exceeded the University's mandate to reduce first-year attrition rates to 11 percent."

Nutrition major Margaret Swift '01 says the course was a positive experience. "The instructors helped us realize that everyone has the ability and opportunity to succeed here and find an area of interest for a major and career investment," she says.

DiSano and Osborne are conducting a five-year study to assess the course's impact on the retention of Selected Studies students over the duration of their college careers. The study's results will also help them fine-tune the seminar. "We need to tap into the personal lives of each of our students," he says, "and match them up with campus resources that will ultimately help them accomplish their goals."

—JOANNE ARANY



School of Information Studies

MENTORING GROUP HELPS NEW GRADUATE STUDENTS ADJUST TO CAMPUS LIFE

When Papiya Gupta, an international student from India, arrived in Syracuse to begin work on a master's degree in information resources management (IRM), she felt fortunate that a group of graduate student mentors was there to help her through her first year at SU. "Mentors have experience with professors and the job market, and are in a position to guide us in the right direction, suggesting courses in line with our career goals and educational background," Gupta says. "They are always available and receptive to hearing our problems—not always academic problems—and help us in any way they can."

The mentoring group, part of the Information Studies Graduate Organization (ISTGO), was formed in 1999, says Michelle Pham, an IRM student and chair of the group. It now has 32 mentors, serving 90 first-year graduate students in the school's three graduate programs: IRM, telecommunications and network management, and library science. "The group exists to help students maximize their potential," Pham says. "It provides students with information on a peer-to-peer level."

In addition to meeting individually with new graduate students, mentors help with the school's fall orientation, conducting tours and group advising sessions. They also participate in Information and Information Environments, a required one-credit course for all new graduate students. Outside of academics, the group holds social functions throughout the year so new students can get to know one another and the rest of the information studies community.

The group also puts together panel discussions on internships and research, in which experienced students talk about their placements and how they obtained them. "The best advice on companies to approach for internships comes from mentors, because they've gone through and hashed out the entire process themselves," Gupta says. "Mentors can give us industry contacts, tell us which company is doing what projects, what the recruiting policies are, tips and tricks for internship hunting—all valuable input."

Pham says the group plans to expand its efforts, including creating

a networking database with information on current information studies graduate students as well as alumni. New this year is a web site (www.istweb.syr.edu/~peer) where individual mentor profiles are available. "This enables students to directly e-mail a mentor who may be in the same program, have similar interests, or be from the same hometown," Pham says.

Membership changes with each semester, as older group members graduate and a fresh crop of students comes in. "One of the challenges will be to keep up the caliber of our mentors," Pham says. "We need to pass on the torch in the most effective way."

—GARY PALLASSINO



College of Law

LAW PROFESSORS SHARE THEIR EXPERTISE WITH COLLEAGUES THROUGH LECTURE SERIES

In some ways, law school professors lead isolated professional lives. Interaction with students aside, most professors exist within their own spheres of expertise in their particular school, says Leslie Bender, associate dean for faculty development at the College of Law. "Faculty members sometimes aren't aware of what their colleagues are doing because they're not in the same specialty. And they don't know what other faculty are writing about because they're reading things in their own specialties."

A reinvented faculty lecture series aims to address this by showcasing the vast expertise among law faculty members. "A friend of mine likes to say, 'Nobody is a prophet in his own country,'" Bender says. "This is a way for us to let our colleagues be prophets in their own country."

Recent lectures have covered a wide range of topics. Professor Keith Sealing presented the question of whether the First Amendment free exercise clause should prohibit states from banning religiously motivated polygamy. Professor Tom Maroney shared his experiences at the U.S. Attorney's Office, and discussed remedies for federal prosecutor misconduct, using the Wen Ho Lee case of alleged espionage at the Los Alamos nuclear research laboratory as an example. And Professor Steve Marchese discussed his article "Putting Square Pegs into Round Holes: Mediation and the Rights of Children With Disabilities Under the IDEA (Individuals with Disabilities Education Act)."

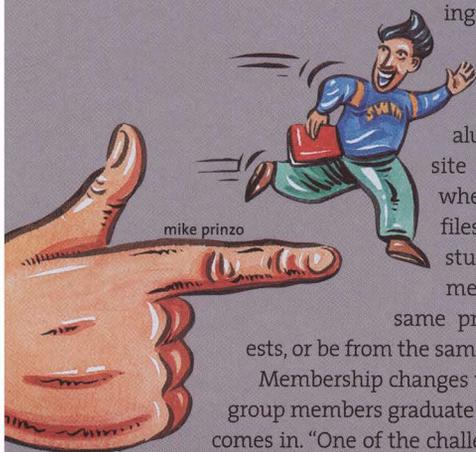
In addition to faculty lectures, the College of Law holds a distinguished lecture series. Jurist-in-Residence Sonia Sotomayor, Second Circuit Court of Appeals judge, initiated the college's Lawyering for Social Justice series in November. The college has also scheduled an Equal Justice Colloquium this spring. "There is a strong interest in lawyers' responsibility for addressing problems of access to justice for poor and under-served communities," Bender says. "We're pulling lawyering for social justice together as our theme for the year, and highlighting it through lectures, reading groups, and other activities on campus."

Bender says the college has offered other lecture series over the years. "Having a lecture series is a fairly regular part of the intellectual environment for the law school faculty," she says. "However, we're trying to reinvigorate it this year, and we've had some wonderful success."

Bender believes such faculty opportunities offer myriad benefits to those involved. "We want to spend a lot of time encouraging faculty in their intellectual growth," she says. "The faculty lecture series gives us a chance to share work with one another, and learn about each other's expertise and what we're all doing. We have some incredibly talented and provocative faculty members."

Professor David Driesen says he enjoys hearing about his colleagues' work outside his own area of expertise, as well as the opportunity to share his ongoing work. "It forces me to articulate important themes in the work at an early stage," he says. "And the questions faculty members ask sometimes help me see problems I should address."

—GARY PALLASSINO



mike prinzo



school of Management

COMMUNITY SERVICE REQUIREMENT PREPARES GRADUATES FOR NEW LEADERSHIP ROLES

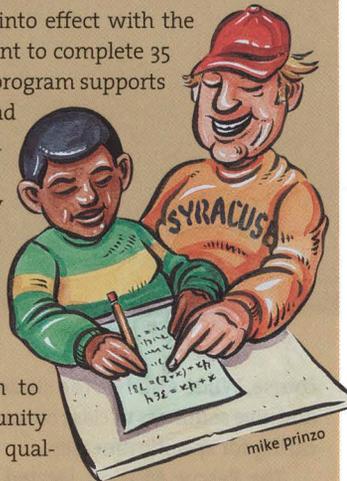
The School of Management (SOM) envisions its graduates becoming innovators and problem solvers, global strategists, and business leaders with a competitive edge over their peers. To prepare SOM students to prosper in the 21st-century global economy, the school has created a new undergraduate curriculum. The curriculum adds more skills-based courses during the freshman and sophomore years, a course in global business for sophomores, and a series of related courses in corporate finance, marketing, and operations management for upperclassmen.

Equally important, SOM graduates may one day be prepared for leadership positions in the public service arena because the new curriculum, which went into effect with the Class of 2002, requires every student to complete 35 hours of community service. "The program supports the school's leadership theme, and its creation resulted from alumni suggestions," says Gisela von Dran, director of the school's Community Service and Internship Program. "Voluntarism reflects a distinctly American value and can help prepare students for public service leadership positions. We hope their experiences motivate them to continue to participate in community service activities that improve the quality of community life."

To complete the community service requirement, students are encouraged to participate in the University's Writing Program in the College of Arts and Sciences, which has developed a series of courses with community service components. Or, they can find placements through the ongoing activities of the University's Center for Public and Community Service (CPCS). About half of the 200 students completed their community service requirement last spring through the Writing Program, von Dran says. "The University has such a wonderful community service tradition and infrastructure, we don't have to go out and find service sites for our students," she says. "We simply plug our students into the system."

In addition to the existing service opportunities, the school is collaborating with CPCS to develop service experiences specifically designed for management students, von Dran says. One initiative that has emerged through the collaboration is the Balancing the Books program at Huntington Middle School. SOM students work with Huntington seventh- and eighth-graders on improving their math and reading skills. "We are there to act as mentors and to help build the study and work habits of students who are at risk of dropping out of school," says Patricia Cameron '02, student coordinator of the program. "The teachers and guidance counselors at Huntington are a joy to work with, and we gain as much from their knowledge and experience as the junior high school students do from us."

—JUDY HOLMES



Maxwell school of citizenship & public affairs

STUDENTS EXPLORE CONTRASTING VIEWS OF DEMOCRACY IN CRITICAL ISSUES COURSE

About the time presidential candidates Al Gore and George W. Bush were on national television debating how much control the federal government should have over the educational system, Richard Braungart and his colleagues were having similar debates in front of first-year College of Arts and Sciences students taking Critical Issues for the United States (MAX 123). The lively discussions were entertaining, but also kept students focused on the liberal and conservative viewpoints being presented. "That's probably one of the greatest rewards of this class," Braungart says, "not only being able to teach students something of substance, but also having them enjoy learning."

The team-taught course, which focuses on the tensions and possibilities inherent in American citizenship, isn't always intended to be fun, Braungart says. He and his colleagues often present more traditional lectures. The class breaks up into small groups for most of the week, discussing the numerous assigned readings. The course is also writing-intensive, requiring students to produce seven essays. "We want them to develop a disciplined, rational way of writing," Braungart says. "We have four two-page essays called response papers that address specific claims or ideas we encounter in the readings. We encourage each student to write lean, no-nonsense arguments, to develop a theme and follow only that idea in two pages, without bringing in superfluous material." Later, the students are assigned three five-page essays that include supportive material. "Once they get the gist of it, they can respond quickly to substantive questions asked in essays," Braungart says. "They'll be better qualified to write term papers throughout the rest of their college careers."

The course—along with a second course, Global Community—was created in 1993 by Maxwell Senior Associate Dean Robert McClure. Designed to be taken in sequence, the courses reflect Maxwell's interdisciplinary approach to learning by bringing together teams of professors from throughout the school. Braungart, in his first year as team leader, credits McClure and original team leader Mark Rupert with creating a multilayered course. Through its four main themes—citizenship, the economy, the environment, and education—runs a liberal-conservative dilemma that students must resolve on their own. "The Maxwell School prepares students to be sensitive to their citizenship responsibility and to the issues being debated throughout the country, so when they leave here they can take an active role in these debates, not just react to what we've all been told," Braungart says.

SarahKate Kirk '04 says MAX 123 isn't at all what she expected. "I thought I would sit in a lecture hall with 200 other students three times a week," she says. "Instead, I sit with 200 students once a week, listen to an interesting and engaging lecture, then participate in small group sessions twice a week." The group sessions are her favorite part of the course. Each of the 15 students in her group has a unique background and perspective on discussions. "This class allows for discussion and debate that is relevant to our society," Kirk says. "It's the kind of class I was hoping to find at Syracuse University. I'm only sorry I can't take it again."

—GARY PALLASSINO



S.I. Newhouse school of public communications

RELIGIOUS BROADCASTING IN AMERICA PROJECT ENHANCES TV CENTER'S ARCHIVES

Religious broadcasting pioneer Pat Robertson appears in only one widely used textbook on broadcasting history, and that reference simply identifies him as a former presidential candidate. "The fact that he did innovative work using a small cable operation to get international exposure—the kind of thing that would get anybody in a textbook—is not mentioned at all," says David Marc, Visiting Scholar at the Center for the Study of Popular Television. "Secular historians have political problems with people like Pat Robertson. They think of him as a right-winger who they're not going to glorify, so he gets left out. To leave him out of broadcasting history is simply to be a bad historian. You can say anything you want about him, negative or positive, but to leave him out is a mistake."

Marc corrected that mistake by interviewing Robertson—founder of the Christian Broadcasting Network and host of its program *The 700 Club*—for the center's Religious Broadcasting in America project. Funded by a \$177,000 grant from the Lilly Endowment, Marc has videotaped interviews with 24 religious broadcasting pioneers, such as the first female CBS vice president, Pamela Ilott, who developed cultural and religious programming in the '50s.

Marc came to SU in 1997, bringing with him videotapes for an

oral history of television archive he'd started at UCLA. He added his work to the center, which was begun by television-radio-film professor Robert Thompson. Under Scheuer Foundation grants from 1997 to 1999, the center amassed 178 taped interviews with television network presidents, news directors, producers, and stars. The Lilly Endowment grant enabled Marc to add religious broadcasters to the archive, which, having focused on national television networks, reflected their general lack of religious programming. "Lilly's mission is to support projects that keep religion in the mainstream of American culture," he says. "Now here's an archive meant for the use of mainstream historians."

Marc allowed interviewees as much time as they wanted, and made it clear he was there merely to record what they had to say. The latter was particularly important while interviewing the controversial Robertson. "Here was a mainstream secular historian letting him say his piece," Marc says. "If he's getting enough rope to hang himself, so be it. If he's making a clear and cogent statement about things that are cloudy in the press, all the better. But let it be in his words rather than a historian quoting another historian, on what they think he might have said because somebody read it in *The New York Times*."

—GARY PALLASSINO



David Marc believes religious broadcasters should be included in broadcasting history.



college of Nursing

CLINICAL NURSING STUDENTS IMPROVE HEALTH CARE AT LOCAL HOMELESS SHELTER

When College of Nursing professor Mary Wilde came to Syracuse in August 1999, she jumped at the chance to create a program that would allow Syracuse University nursing students to work at the Rescue Mission, a local organization that provides shelter and services for homeless people. "The homeless are an extremely vulnerable population," Wilde says. "It is important for community health nurses to be available to people who are homeless."

Last year, Wilde worked extensively to integrate the Rescue Mission program into Community Health, a mandatory course for senior nursing majors. Of the 45 students who participated in the class, 8 worked at the Rescue Mission. This past fall, 4 students continued to develop this practical site with Wilde. "It's wonderful that these students want to give nursing care to homeless men," Wilde says.

Students in the course are required to perform 45 hours of clinical nursing at a placement site of their choice. They participate in clinical nursing education with local schools and such organizations as the Visiting Nurse Association, which provides home health care for clients, and the Rescue Mission. As part of the

course, Wilde also has the students discuss their field experiences and give seminars in class on such topics as disease prevention and caring for specific illnesses.

The Rescue Mission, located in Syracuse, provides a variety of services, including substance abuse intervention, psychiatric counseling, food, and shelter. "The Rescue Mission didn't really have anyone who spoke the language of nursing, or have a good idea of what was needed," Wilde says. "The patients didn't have access to a regular health care provider, and the students have filled that void."

Previously, the Rescue Mission had only a nurse working with the alcohol treatment program and a psychiatric nurse on staff. Now, Wilde's students provide clinical help for common health concerns that would be addressed in regular medical check-ups, such as blood pressure and eyesight. "The Rescue Mission is important because it aims to turn these people's lives around through its Christian-centered program," says Sean Murphy '01, a nursing major who worked at the shelter during the fall semester. "The experience confirmed why I want to be a nurse."

John Eberle, director of basic needs at the Rescue Mission, says the students have become a great asset. "They have provided wonderful health care education to the men here who have diabetes," he says.

To assist the students in their work, the shelter set up an enclosed room that allows the students to evaluate patients and talk privately with them about their health concerns. "Being at the Rescue Mission allows you to realize what's important in your own life, while serving a population that a lot of people seem to have forgotten," Murphy says. "It's a compassionate organization, and they say miracles do happen there."

—ERIN CORCORAN



school of Social Work

ALUMNA'S INITIATIVES RAISE AWARENESS ABOUT CARE FOR PEOPLE WITH MULTIPLE SCLEROSIS

One of the greatest health care challenges facing our country today is how to care for the more than 350,000 Americans living with multiple sclerosis (MS). A chronic disease of the central nervous system, MS has a variety of symptoms, including blurred vision and physical coordination problems. The disease typically appears in people between the ages of 15 and 50, affecting women more than men—the cause and cure are not known. “Approximately 200 new cases of MS are diagnosed weekly,” says William Pollard, dean of the College of Human Services and Health Professions. “MS patients need appropriate health care, support, and accurate information for coping with this complex chronic condition.”

Although MS patients are generally under the care of a neurologist, many rely on social workers to coordinate their primary care. School of Social Work graduate Jennifer Corn Carter '73, G'75, who has MS, is devoted to helping others learn how to care for persons with the disease. In 1999, she sponsored a one-day symposium at SU to help social work students and practitioners develop an awareness and understanding of the day-to-day medical, social, economic, and emotional challenges of living with MS. The symposium featured nationally prominent speakers and workshops on such topics as the

science of chronic neurological diseases; current MS research; new strategies for living with MS; legal issues and advocacy; alternative therapeutic options; navigating the health insurance and health care systems; using tai chi as a way to improve balance and flexibility; and emerging careers for social workers in health care. “Social workers need to learn how to manage problems associated with MS in order to address the issues of quality care and patients' rights advocacy,” Carter says. “They must gain expert knowledge of health care systems and health-related social problems as they pertain to those of us living with MS.”

Carter also established the Jennifer Corn Carter Endowed Graduate Scholarship to give social work students interested in working with MS patients an opportunity to work in supervised field placements specializing in the needs of people with MS or other neurological disorders. Kaylyn Makins, the first scholarship recipient, works at the local MS society chapter, which serves more than 1,700 people with MS in a 13-county area. “It's important for social workers to understand the unique challenges of living with MS because this devastating disease usually strikes people around the age when they're beginning families and careers,” she says. “I've learned how to be more sensitive to their day-to-day needs, particularly the issue of accessibility.”

Pollard says that as a result of Carter's generosity and special insight, social workers trained as clinical MS specialists will be effective advocates for quality care in hospitals, extended care and nursing facilities, and at home. “Our graduates will be in the forefront of finding new ways to improve the quality of life for people living with MS while neuroscientists search for a cause and cure,” he says.

—CHRISTINE YACKEL



college of Visual & Performing Arts

DRAMA DEPARTMENT AND SYRACUSE STAGE TAKE *PETER PAN* TO NEW HEIGHTS

Twenty drama students were flying high on excitement last semester as opening night of *Peter Pan* approached. They were the fortunate few chosen to be part of a unique collaboration that for the first time blended the creative forces of the Department of Drama and Syracuse Stage into one main stage theater production. “*Peter Pan* was a wonderful way to bridge the gap between the two halves of the theater complex,” says Robert Moss, artistic director of Syracuse Stage. “The students are a natural asset and brought exuberance and freshness to the show.”

During the fall semester, the student cast of lost boys, pirates, and Indians of *Peter Pan*'s magical Neverland attended a workshop course taught by drama professor Anthony Salatino, a choreographer and director who prepared them for the show's rigorous dance and musical numbers. “We were allowed to play with ideas and be part of the creative process,” says Patrick Garrigan '01, who played the lost boy Slightly. “We were a bit nervous when the professional actors arrived, but soon gained confidence because we were so well-trained.”

Normally only a few drama students are cast each season in small supporting roles in Syracuse Stage productions because the number



Drama students perform as pirates in *Peter Pan*.

of non-union actors allowed to work with Actors Equity union members is restricted. “Using a University Resident Theater Association contract allowed us to employ four Equity actors along with students,” says James Clark, producing director of Syracuse Stage and drama department chair. “The only restriction was that *Peter Pan* couldn't be part of the Syracuse Stage subscription series.”

By combining resources with Syracuse Stage, the drama department was able to mount a lavish musical that was designed by technical theater professionals and built in the main stage shops. “We wanted this production to be of the highest quality,” Moss says. “We even used the same crew that flew Cathy Rigby as Peter Pan on Broadway.”

Moss and Clark agree that the students had an incredible learning experience. By working alongside professionals, they had an opportunity to grow as actors, make important theater contacts, and test their creative skills and craft. “Our first collaboration with Syracuse Stage was so successful,” Clark says, “we're already imagining ways to combine forces in the future.”

—CHRISTINE YACKEL