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Vice Dean: Jonathan Spector

Wharton Dean Patrick Harker recently announced the appointment of Jonathan Spector as vice dean of Executive Education.



Jonathan Spector

Mr. Spector was a former director at McKinsey & Company as well as CEO of two venture-backed corporations.

"I am confident that Jon's experience with major corporate clients and business development will be strong assets in leading the Wharton School's executive education programs," said Dr. Harker. "He brings outstanding leadership skills and enthusiasm to his new role, and I look forward to his contributions to the School."

Mr. Spector began his career at McKinsey & Company, where he rose to director (senior partner). In his 20 years with the firm, he consulted to the senior management of large corporations on issues of strategy, organization and operations. His major clients were leading companies in the information technology and communications industries, as well as large clients in the energy, transportation and insurance sectors. He also helped lead the development of McKinsey's Chinese and Southeast Asian practice, and founded and managed the firm's Taipei office.

Over the past four years Mr. Spector has served as CEO of two venture-backed corporations, Darwin Networks, a wireless ISP, and Seurat Company, a consulting firm engaged in precision marketing services. He raised more than \$100 million to support the growth of these companies. He launched Easy411, Inc. in 2003, providing directory assistance services to mobile phone and landline users.

Mr. Spector earned an MBA from Harvard Business School in 1980.

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Executive Vice President: Craig Carnaroli

President Amy Gutmann announced the appointment of Craig Carnaroli as Executive Vice President last Wednesday. Mr. Carnaroli will assume the post effective immediately. "I look forward to working closely with Craig as he leads the EVP division forward in a strategic and collaborative manner," Dr. Gutmann added.

As executive vice president, Mr. Carnaroli will serve as Penn's chief financial and administrative officer, reporting directly to President Gutmann. He will be responsible for management of key administrative areas at Penn, specifically, finance, public safety, human resources, information systems, computing, internal audit and compliance, investments and business services.

Mr. Carnaroli came to Penn from Merrill Lynch in 2000, serving first as Vice President for Finance (*Almanac* January 11, 2000) and currently as Senior Vice President for Finance and Treasurer (*Almanac* July 15, 2003). Dr. Gutmann described Mr. Carnaroli as an "outstanding financial executive," who has spent his entire career working primarily with hospitals, colleges and universities.

"His extensive knowledge of the university, impressive record as a team builder, and strong stewardship of the University's financial resources, make him the ideal person to move the EVP's office forward. We are truly fortunate to have someone with Craig's abilities ready to step into this key University position," said Dr. Gutmann.

During his tenure at Penn, Mr. Carnaroli played an important role in the Health System's financial turnaround, which has resulted in an improved outlook issued by Moody's Investors Service for both the University and the Health System. Further evidence of his financial leadership is the recent upgrade of the University's long-term credit rating to Aa3.

At Merrill Lynch, Mr. Carnaroli served as director of the health care finance department, responsible for structuring and marketing tax-exempt and taxable debt issues for non-profit education and health care institutions.

He is a 1985 Penn alumnus with a B.S. in economics *cum laude* from the Wharton School. He received an M.B.A. from Stanford University Graduate School of Business in 1990.

Dr. Gutmann also announced that a search for a Vice President for Budget and Management Analysis is underway, while the search for a Vice President for Finance and Treasurer will begin shortly. Penn's new Chief Investment Officer, Kristin A. Gilbertson, (*Almanac* July 13, 2004) will report to the EVP effective immediately. The Senior Vice President for Facilities and Real Estate Services, Omar Blaik, will continue to report directly to President Gutmann.

Paul Philippe Cret Professor of Architecture: Cecil Balmond



Cecil Balmond

Cecil Balmond, a distinguished designer and structural engineer, has joined the School of Design as the Paul Philippe Cret Professor of Architecture. He has a five-year appointment and will teach a geometry course and an advanced design studio.

Mr. Balmond has collaborated with architects such as Toyo Ito, Alvaro Siza, Rem Koolhaas and Daniel Libeskind and artist Anish Kapoor. Mr. Balmond was the structural engineer on the Koolhaas projects at the Villa Bordeaux in France, Kunsthal Rotterdam museum and Seattle Public Library. He worked with Libeskind on London's Victoria and Albert Museum and Imperial War Museum.

Last year, Mr. Balmond was selected as the recipient of the annual Gengo Matsui Prize—the most prestigious award given in Japan to structural engineers—for his design of the Serpentine Gallery Pavilion. Last fall he also won the Jencks Award, an annual award given by the Royal Institute of British Architects (RIBA) to an individual who has recently made a major contribution to the theory and practice of architecture. He earned his masters at Imerial College, London and was made an Honorary Fellow of the RIBA in 2002.

"Cecil Balmond is one of the most innovative and original designers of our time. His interest lies in the genesis of form and the overlap of science with art," said Dr. Detlef Mertins, chair of the architecture department. "His experimental, constructive and algorithmic methods open a rich territory for design at different scales and in different media and regimes of matter, extending the horizons of both reason and beauty."

Paul Philippe Cret, for whom the term chair is named, taught architecture at Penn in the early 20th century. His works include the Pan American Union Building and the Federal Reserve Board Building in Washington, D.C., the Valley Forge Memorial Arch and Philadelphia's Rodin Museum.

Regalia Reminder for Faculty

Invited standing faculty participating in the Academic Procession for Dr. Gutmann's Inauguration are to order their academic regalia from the Penn Bookstore by *Friday, September 17*.

Visit www.upenn.edu/inauguration for the order form; select Ceremony and then Procession Participants. For more information, call (215) 898-7369.

PPSA

Board Change

Andrew Atzert, current chair of the PPSA, has accepted a new position at Arizona State University, and has therefore resigned as Chair of the PPSA. His last day at Penn and as Chair of the PPSA was September 10.

Following precedent, Past-Chair Rodney Robinson has agreed to serve an additional year as PPSA Chair. Beth Hagovsky, who has served on the PPSA Executive Board, has been appointed by the Board to fulfill the duties of Past Chair in Rodney's place. Adam Sherr remains as Chair-Elect.

The full composition of the PPSA Board for 2004-2005 is as follows:

Chair: Rodney Robinson, VPUL—Office of Student Life

Chair-elect: Adam Sherr, School of Nursing

Past Chair: Beth Hagovsky, Wharton

Vice Chair: Kate Wart-Gaus, VPUL—Office of Health Education

Vice Chair-elect: Christina Costanzo Clark, School of Nursing

Members-at-Large: (expires May 2005)

Joe Fischer, Public Safety

Ty Furman, VPUL—Student Performing Arts

Isabel Sampson-Mapp, Center for Community Partnerships

Members-at-Large: (expires May 2006)

Elise Betz, Penn Fund

Lea Shafer, VPUL—Office of Fraternity/Sorority Affairs

Nathan Smith, CHAS—Ware College House

Open PPSA Board Meetings

The PPSA Open Board Meetings this semester are scheduled as follows (if interested in attending, please e-mail ppsap@pobox.upenn.edu so we can ensure enough seats are present):

Tuesday, *September 21*, noon-1:30 p.m., Franklin Building, 7th Floor Conference Room

Tuesday, *October 12*, noon-1:30 p.m., Franklin Building, 7th Floor Conference Room

Tuesday, *November 9*, noon-1:30 p.m., Room TBD

Tuesday, *December 14*, noon-1:30 p.m., Room TBD

ISC E-Mail Address

ISC Networking and Telecommunications is moving to a single e-mail address and single phone number for all voice equipment and service requests, all voice repair requests, and all data port installation requests. To reach our customer service team, either call (215) 746-6000 or write to service-requests@net.isc.upenn.edu. ISC Billing questions should still be directed to billing@isc.upenn.edu.

—ISC Networking and Telecommunications

Deaths

Ms. Colbert, Athletics



Connie Colbert

Ms. Constance Clayre Colbert, staff assistant to the director of athletics, died on July 12 at the age of 58.

Ms. Colbert joined the athletic department in 1971 as a secretary and became an office manager in 1976. She became staff assistant to the director in 1995 a position she held at the time of her death. "Connie was a beloved member of the athletic department for several decades and was our bridge to former student-athletes, coaches, and staff. She will be greatly missed by all of us," said Steve Bilsky, director of athletics.

She is survived by her father, Heinz; and a brother, Ronald.

Mr. Hargis, Maintenance Retired

Mr. Samuel M. Hargis, a retired plumber in Building and Maintenance, died on August 23, at the age of 84.

Mr. Hargis joined Penn in 1946 as a plumber's helper. In 1965 he became a plumber's apprentice and in 1969 he was promoted to plumber. He retired from that position in 1986 after working at the University for 40 years.

He is survived by his wife, Ann.

Mr. Lasota, Residential Maintenance

Mr. Chester P. Lasota, a plumber in Residential Maintenance, died suddenly on September 8 at the age of 54.

Mr. Lasota was a native of Philadelphia and served in the U.S. Marines. He joined Penn in 1982 as a plumber's apprentice in Physical plant and became a plumber in Residential Maintenance in 1990. In 1997 he was promoted to the title of charge person in the same department.

He is survived by his wife, Angela; daughters, Michelle Martin and Christine Lasota; mother, Josephine; sister, Mary MacGregor; and brother, Stephen.

Mrs. Morrison, formerly of the Office of Off-Campus Living

Mary (Maye) I. Johnson Morrison, former director of the Office of Off-Campus Living, died on August 24 at the age of 64.

Mrs. Morrison joined Penn in 1981 as a coordinator for the Office of Off Campus Living and became its director in 1985. She left in 1987. During her time at the Office of Off-Campus Living, Mrs. Morrison helped students and faculty find housing, served as a liaison between diverse communities and the University and was an advisor on issues of safety and neighborhood



Maye Morrison

outreach. Before joining Penn, Mrs. Morrison had worked as a social worker in the New York City Interdepartmental Neighborhood Service Center and as a probation officer for the Manhattan Criminal Courts. After leaving Penn she was the proprietor of the Ridgeland Resale Shop in Illinois where she managed over 400 consignors.

Mrs. Morrison was also involved in civic affairs all her life including holding leadership roles in the Prospect Lefferts Gardens Neighborhood Association of New York, West Philadelphia Corporation, Village Manager Association of Oak Park, Links and Alpha Kappa Alpha Sorority. She was also involved in Jack and Jill of America and the University City Arts League in Philadelphia.

She is survived by her husband, John; daughter, Judith; father, Frank; brothers, Frank Jr., and Earl; sisters, Mildred Parker, Theresa Johnson, Deanna Turay, Shirley Plunkett, and Linda Williams.

Memorial donations may be made to the Maye J. Morrison Memorial Scholarship Fund, CCA 1231 Pulaski Road, Chicago, IL 60623.

Ms. Steege, formerly of University Relations

Michelle McGann Steege, formerly of University Relations, died of cancer on August 18, at the age of 57.

Ms. Steege, was a partner in the communications firm of Steege/Thomson Communications, which specialized in representing nonprofit organizations. In 1976 Ms. Steege was hired as a temporary in University Relations and became permanent in 1978. Ms. Steege was consulting editor for *Almanac* in 1977 and contributing editor to the FAS Reports in 1978 and 1979. She left the University in 1980.

She is survived by her husband, Paul; sons Matthew and Ted; a sister; and two brothers.

A memorial service will be held at 3:30 p.m., October 2, at Friends Center, 1501 Cherry St., Philadelphia. Memorial donations may be sent to Rena Rowan Education Fund, Attention: Medical Center Development, 3535 Market St., Suite 750, Philadelphia, PA 19104.

To Report A Death

Almanac appreciates being informed of the deaths of current and former faculty and staff members, students, and other members of the University community.

OF RECORD

Financial Policy 1106.31 Plant Assets—Disposal of Computing Equipment

Effective October 1, 2004

The Office of the Comptroller, in conjunction with the Business Advisory Board, has issued Financial Policy 1106.31, Plant Assets—Disposal of Computing Equipment. This policy, which has an effective date of October 1, 2004, complements the existing Plant Asset series of policies by providing specific guidelines for the disposal of computing equipment that no longer meets the current business needs of the department.

In general, departments may donate, sell or recycle computing equipment that no longer meets either the current needs of the department or the minimum qualifications to remain on the campus network. The full policy can be found online at www.finance.upenn.edu/vpfinance/fpm.

Honors & Other Things

Norbert Wiener—Hermann Schmidt Prize: Dr. Krippendorff

Dr. Klaus Krippendorff, professor of communication, has received the 2004 Norbert Wiener—Hermann Schmidt Prize for his contributions to cybernetics and education. The award is given by the German Society for Cybernetics and the Society for Pedagogy and Information.

Eli Lilly Award: Dr. McCafferty

Dr. Dewey G. McCafferty, associate professor of biochemistry and biophysics, has received the Eli Lilly Award in Biological Chemistry. The award cited, "Professor McCafferty has been described as a quintessential example of a new breed of chemical biologists, who are masters of the most advanced synthetic and analytical methods, and who show no fear in applying these methods to the most competitive and exciting problems in biology. His combination of intelligence, insight and professional courage has led to seminal contributions on three separate problems: The mechanism of action of new antimicrobial agents; the mechanism action of sortase, a protein-peptidoglycan crosslinking enzyme; and, the role of histone modification in gene silencing."

Warwick Award: Dr. Gasman

Dr. Marybeth Gasman, assistant professor of education, has been given the H.S. Warwick Research Award along with co-author Sibby Anderson-Tompkins. Dr. Gasman and Ms. Anderson-Tompkins received the award for their book, *Fund Raising for Black-College Alumni: Successful Strategies for Supporting Alma Mater*, published in 2003 by CASE Books. The book reviews the history and traditions of black philanthropy, outlines the challenges for fund raisers and alumni staff for historically black colleges and universities, and offers advice for turning goodwill into generosity.

Lupus Research Award: Dr. Caricchio

Dr. Roberto Caricchio, research assistant professor of the rheumatology division, has received a \$225,000 grant from the Lupus Research Institute (LRI). He was one of 13 researchers who were awarded 3-year grants to scientific investigators for innovative biomedical and clinical research in lupus, a chronic autoimmune disease. Dr. Caricchio's research focuses on an important autoantigen in lupus, called nucleosome.

NARSAD Awards

Dr. Wade Berrettini, professor of psychiatry and *Dr. Irwin Lucki*, professor of psychiatry have each received Distinguished Investigator Awards from the National Alliance for Research on Schizophrenia and Depression (NARSAD). The Distinguished Investigator Award program provides support of experienced investigators conducting neurobiological research. Dr. Berrettini is using genetic linkage analysis in a large group of patients with either a family history of bipolar disease or schizophrenia to identify candidate genes that underlie vulnerability to these diseases. Dr. Lucki is studying the behavioral effects produced by the neurotrophins brain derived neurotrophic factor (BDNF) and insulin-like growth factor-1 (IGF-1) in animal models of depression and anxiety.

Dr. Monica Gonzalez, a research associate in the department of psychiatry, has received a Young Investigator award from NARSAD. That award is given to the most promising young

scientists conducting research in the area of psychiatric brain disorders. Dr. Gonzalez will evaluate the effect of long-term light deprivation on depression.

Institute of Aging Grants

The Institute of Aging (IOA) has awarded three grants supporting pilot projects in aging-related research.

Dr. Robert Pignolo, assistant professor, division of geriatric medicine, school of medicine, will lead a study examining the cellular mechanisms which link gene defects with the impaired bone density commonly associated with osteoporosis and bone damage in old age.

Dr. Amita Sehgal, professor of neuroscience, school of medicine will be heading a project that seeks to determine the effects of fragmented sleep cycles upon the lifespan and age-associated frailty.

Dr. Jennifer Tjia, instructor, division of geriatric medicine, school of medicine, will be collecting data to establish an alternative method for measuring medication use among the elderly in order to evaluate the impact of the Medicare Modernization Act of 2003 and help inform more effective public policy in the future.

This is the second year of the IOA Pilot grant program that supports new faculty entering the field of aging and the stimulation of multi-disciplinary projects that focus the diverse expertise at Penn toward aging research.

IME Interdisciplinary Pilot Grants

In a second round of competition, a Review Committee convened by Penn's Institute for Medicine and Engineering (IME) awarded 5 Interdisciplinary Pilot Grants effective September 1, 2004 for one year. The grants, \$30,000 each, are awarded for collaborative pilot investigations in biomedical research that extend across schools. Important objectives of this program are the development of preliminary data leading to federal grant funding and investigations with translational potential. Five projects were funded from a group of 22 applications.

Dr. Pedro Beredjikian, assistant professor orthopedic surgery and *Dr. Steven B. Nicoll*, assistant professor bioengineering; *Regenerative Tissue Engineering of Tendon Using Fetal and Adult Skin Fibroblast-Seeded Scaffolds*.

Dr. Steven J. Siegel, assistant professor psychiatry and *Dr. Karen Winey*, associate professor materials science and engineering; *Annual Delivery of the Atypical Antipsychotic Risperidone from Biodegradable PLGA Implants*.

Dr. Skip Brass, professor of medicine and *Dr. Scott L. Diamond*, professor of chemistry and biomolecular engineering; *Quantitative Assessment of the Contribution of Contact-dependent Signaling Between Platelets to Thrombus Growth and Stability Under Flow*.

Dr. Robert Bucki, research associate in physiology and *Dr. Mark Goulian*, assistant professor physics; *Gelsolin Binding to Bacteria and its Role in the Innate Immune Response*.

Dr. Yi Zhang, research assistant professor of medicine, and *Dr. I-Wei Chen*, professor of materials science and engineering; *In Vivo Imaging of Allogenic T cell Response Using Antibody-conjugated Iron Oxide Nanoparticles*.

President Elect ISPE: Dr. Hennessy

Dr. Sean Hennessy, assistant professor of epidemiology, has been elected President-Elect of The International Society of Pharmacoeptide

miology (ISPE). He was elected to a three year term which began in August 2004. The ISPE is an international forum for the open exchange of scientific information among academia, government, and industry and for the development of policy; a provider of education; and an advocate for the fields of pharmacoepidemiology and therapeutic risk management.

Pearson Board: Dr. Fuhrman

Dr. Susan Fuhrman, GSE dean, has been appointed as a non-executive director of Pearson, an international media company with business in education, business information and consumer publishing. Dennis Stevenson, chairman of Pearson, said: "Susan has a lifelong commitment to education and is among the leading educational experts in the U.S. With these credentials, and her record of success at some highly respected institutions, she will be a terrific addition to our board." Dr. Fuhrman will stand for reappointment to the board in April 2005.

Wharton School Publishing

The Wharton School and Pearson Education have teamed up to launch Wharton School Publishing, an innovative venture bringing together the research and academic excellence of Wharton and the publishing expertise of Pearson, the world's leading education company which has helped to educate people worldwide through textbooks and multimedia learning tools.

Wharton School Publishing will provide insights from academics and industry leaders through books and publications in print, audio, and interactive formats published in multiple languages. By publishing many of the world's leading business authors, Wharton School Publishing aims to provide practical knowledge that can be applied by business people and policy makers to make real change in their professional lives. "Wharton School Publishing is really an extension of the School's long-standing commitment to excellence in business education, thought leadership, and to the creation and dissemination of knowledge," said Dean Patrick Harker. "This initiative also reinforces our belief that people learn multiple ways—whether it be books, audio or interactive tools. Wharton School Publishing's variety of offerings will meet those needs, and, perhaps most important, will come with the Wharton seal of approval."

Penn Police Accreditation

The Penn Police Department after undergoing a voluntary reassessment, has retained international accreditation by the Commission on Accreditation for Law Enforcement Agencies Inc. (CALEA). In the spring, a CALEA team of assessors analyzed all aspects of the Penn Police Department's policy and procedures, management, operations and support services. The department had to meet 446 standards to gain accreditation status. "CALEA accreditation recognizes that the Penn Police Department is among the elite professional law enforcement agencies that have demonstrated excellence and professionalism in the delivery of law enforcement services to the community in which it serves," said Vice President for Public Safety Maureen Rush. "Verification that the department met the Commission's state-of-the-art standards was part of a voluntary process to retain accreditation, a highly prized recognition of law enforcement professional excellence."

CONVOCATION 2004

Below are the Convocation addresses given by President Amy Gutmann and Interim Provost Peter Conn to the Class of 2008 on College Green last Tuesday evening, September 7, 2004.

Taking Intellectual Leaps *by Amy Gutmann*

Members of the Class of 2008: and transfers: Welcome to your second family and mine, the University of Pennsylvania.

Convocation is rich in tradition. It marks the official beginning of your lives as Penn students—with all the freedom and responsibility that University life bestows upon you. This Convocation is special because you and I are beginning our life at Penn together. And I know we're a perfect fit for one another.

You are remarkable men and women who will spend the most transformative years of your lives at a remarkable research university in a fabulous city. I anticipate quite an adventure for all of us. Even if nothing can surpass the drama of New Student Orientation.

Of course, our transfer students—Transfers, where are you? I single you out because you already know what college life is like. We, too, have something in common. I recently transferred from Princeton University, where I spent a glorious 28 years. But like you, I consider the move to Penn to be a major upgrade!

I'm delighted to hear that all of you are having a lot of fun now, and I'm also impressed that you already seem to know what you're doing. Let me assure you: The fun should last. But if you still know what you're doing next week, then I will know that we're not doing our job.

Near the end of his life, the great U.S. Supreme Court Justice, Oliver Wendell Holmes, was riding on a train headed north. Holmes was completely absorbed in his reading when the conductor came to collect his ticket. There was a small problem. Holmes couldn't find his ticket anywhere. He checked all his pockets, each time growing more agitated. By the time he finished searching his briefcase, Holmes was in full frenzy.

The conductor gently tried to settle Holmes down. "Mr. Justice," he said. "There's no need for alarm. I know you are a man of integrity. You can mail the ticket to the company at your convenience."

"I don't care about the damn ticket!" Holmes snapped. "I just want to know where the hell I'm supposed to be going!"

Those of you who haven't declared a major and those of you who are adrift at sea about your future career are probably anxious to know where the hell you are going! Fear not! You are all now on the same Penn train.

None of you can know for certain the changes and surprises that await you. But you can educate yourselves at Penn to engage the future and lead.

The first signs of a great mind are openness to change, a willingness to ask the tough questions, the guts to lead, and the courage to pursue the deeper truths in life.

We didn't offer you a ticket to take the ride of your lives at Penn only on the basis of your impressive talents and high marks. That's not enough to cut it at Penn.

We want you here because we see in you—each one of you—convincing evidence of extraordinary, independent minds, which our divided world desperately needs now more than ever before.

We envision you putting your ideas to work for the benefit of others.

We see you harnessing your knowledge to begin to heal the dangerous divisions of health, education, and ideology that plague our planet.

And tonight, we officially punch your ticket to join Penn's extraordinary community of scholars.

It's all so exciting and a little daunting at the same time.

Each of you may have asked yourself, "Will I make friends?" It's the perfect question to ask. Will you make friends here? Want the short answer? Absolutely! Of course you will—because it is impossible not to make friends at Penn.

As you become more engrossed in your learning, you will form friendships unlike any you have known. I am not referring to friendly relationships that are driven by self-interest. Nor am I referring to friendships based on "thinking alike."

I am talking about much deeper and more rewarding friendships—about the powerful bonding among men and women who solve problems together, who seek truth together, who challenge one another, and learn to become engaged citizens and civic leaders.

Linking intense, personal friendships to public good is an idea as old as Aristotle, who observed that friends "seem to become still better from their activities and their mutual correction."

Such friendships are essential to living good lives. They also can change the course of history and even save the world.

And as I speak, deep friendships by the thousands are flourishing at Penn, inspiring classmates, faculty, and staff alike.

For starters, our amazing faculty will welcome you as partners in learning. They'll be the first to send you back to the drawing board when you veer off course. And they will also invite you to disagree with them, urging you to take big intellectual leaps as you forge your own paths.

That is what Nursing senior Joanna Holsten is doing. Joanna has a modest goal. She wants to save the world—starting by using her knowledge to fight the global epidemic of obesity. She is drawing on her clinical work with patients and her course work in nursing, nutrition, management and sociology to help millions of people throughout the world who suffer from obesity.

As Benjamin Franklin envisioned, Joanna is charting a path to join an inclination with an ability to serve humanity.

So are College Senior Gerrin Price and Wharton Senior Brian Washington. With help from the Center for Community Partnerships, Gerrin and Brian launched an elementary school program that uses sports and pop culture to get inner-city males hooked on academics. Their Rap Session Project has been so successful that Brian and Gerrin are bringing it to a neighborhood high school.

Ben Franklin proposed that Penn students should, in his words, "learn those things that are likely to be *most* useful and *most* ornamental."

With all due respect, I must tell you that there is no such thing as an "ornamental" academic pursuit at Penn.

Whether you are writing a poem, studying ancient Mayan culture, or the mating habits of birds, or hip hop, you are deepening your capacity for thinking about the world and one another.

I have mentioned just three extraordinary students. There are thousands more like them.

They are working in labs and putting out a daily newspaper.

They are staging plays and organizing political debates.

They're taking challenging courses in other schools and starting businesses.

They're pursuing rigorous research projects that are leading to fellowships, scholarly publications, and personal growth.

And I am also pleased to point out that they're whipping Princeton in athletics.

The only thing your elder classmates have on you now is the time they have spent productively at Penn.

They recognize that, as T.S. Eliot put it, "there is a lifetime burning in every moment," which makes them terrific role models.

But if you are seeking a true source of inspiration guaranteed to expand your mind, just look around: It's your peers who have all the makings to be your friends for life.

You come from all 50 states, 73 countries, and six continents.

You represent all the world's major religions.

Your class even has the only international student in the world who received a perfect score and answered every question correctly on the ACT last year.

Each and every one of you—talented men and women, individuals of all colors, ethnic and economic backgrounds—each of you is equal in the eyes of the moral law at Penn.

And each of you will be pleasantly astonished to discover how much you can learn from one another while you enjoy one another's company.

Think, for example, of how much we all can learn from a Penn Engineering freshman named George. He's a Sudanese refugee who has lived in a refugee camp in Uganda since he was 4 years old. George spent this past summer working a construction job—which is admirable and impressive. But what George did with his summer earnings is absolutely inspiring.

He funded, designed, and helped to build two water wells in Uganda—one for his village, and one for a neighboring community.

As a result of George's energy, resourcefulness, and compassion, 600 people in Uganda are drinking clean water for the first time in their lives.

George meets my definition of cool.

Then again, so do you.

(continued on page 4)

Each of you stands out as an exceptional man or woman with so much to contribute to Penn, to democracy, and to your fellow human beings.

I believe you are ready to open your minds and embrace each other on your quest to understand yourselves, the world, and your role in it.

So I close with a piece of advice that I guarantee will stand you in good stead in life:

With the kind of friendships you are destined to develop, have no fear. Force yourselves out of your normal comfort zones. Take that course in anthropology or art, physics or finance. It won't be the end of the world if you don't get an A or even a B minus.

Debate your classmates vigorously and respectfully on issues for which you hold strong opinions. It won't kill a friendship if you can't

reach an agreement or consensus.

By listening and responding to one another, you'll do your part to rescue public discourse from its shameful resemblance to professional wrestling.

By taking great intellectual leaps, you'll soon discover that you have developed the great minds I know you have. And you will bring out the best in each other. Before you know it, you might even figure out where you're going.

And remember: Like me, you are part of one great extended family. Let us cherish our Penn fellowship and enjoy the ride together.

I am thrilled to extend to you, my first convocoees, my warmest welcome to Penn!

The Power of Place by Peter Conn

Thank you, President Gutmann.

Members of the Class of 2008—it is my great pleasure to join the President in welcoming you to the University of Pennsylvania.

Students, you all know the rules on grand occasions like this: I talk, and you listen.

However, just for a moment, let's suspend the rules. Turn to the persons on your left and right, and those in front of you and behind you, and say hello.

There's a good chance that the people you just greeted didn't look very much like you. And that is a chief emblem of Penn's identity and strength. You comprise the latest chapter in this University's ongoing, idealistic experiment in international, multi-cultural living.

We have searched the globe for the best and brightest, knowing that our search would necessarily lead us to the astonishing diversity that you embody.

We believe deeply that excellence in the twenty-first century requires an awareness and appreciation of human differences across the broadest spectrum of intellectual, cultural and personal experience.

You are painters, poets and scientists, young entrepreneurs and scholars, sports fanatics and sport phobics.

You are mavens and connectors and some of you are salesmen.

Academically, you are enrolled in Nursing, Engineering, Wharton, and the College.

Think, for just a moment, about the 2,400 stories that you incorporate: 2,400 separate pathways that have led to this wonderful gathering.

Writers often talk about the power of place. We are all shaped in profound ways by the places in which we live and work—homes, schools, neighborhoods, countries. Our lives are the narratives of these places.

Penn is not only your new school; it is your new home, your new family. You will find it to be a powerful place. It is the place in which you will continue to define yourself, partly through discovery and partly through invention, urged on by your intellectual curiosity and your sense of adventure.

You will be stimulated as well by those around you tonight, the fellow students with whom your own story is now entwined.

Four years from now, you will be a much different person than you are today because of the influence of this extraordinary place.

Let me tell you about two students who sat where you are sitting, not many years ago, two young people who have gone from here to make a mark on the world.

Andrew Exum, Class of 2000, was a provocative columnist for the *Daily Pennsylvanian*. His columns were consistently candid, sensible, good humored, and often courageous. Andrew stood *out* because he stood *up*. He stood up to authority. To his peers. To any decision that struck him as unfair or hypocritical.

After he graduated, Andrew, a member of Penn's ROTC program, served as a platoon leader in Iraq, Kuwait and Afghanistan. When he returned from the war, this former English and classics major wrote a book, *This Man's Army: A Soldier's Story*. He's been on a book tour this summer and will travel to Beirut this fall to take up Arabic Studies.

Then there is Lipika Goyal, Class of 2001 and a Rhodes Scholar. Before leaving for Oxford, Lippy, as she was known to us, had already spent summers in India and Ghana conducting research on malaria and sickle cell anemia. Lippy's commitment to improving health care in the developing world grew out of a class she took in medical anthropology. Lippy

will finish medical school in a couple of years, and I have no doubt her contributions to medicine and to global health will be exceptional.

Andrew and Lippy are just two of your remarkable predecessors.

In choosing this wonderful place, you are now included in an unbroken chain of distinction that binds you to those who came before—class by class, decade by decade—for two and a half centuries.

From Andrew Exum and Lippy Goyal, back through Alice Paul, the Penn graduate who drafted the Equal Rights Amendment in the 1920s, to the Penn alums who signed the Declaration of Independence and sealed the connection between this University's history and that of the nation.

In short, every one of you is the fortunate heir to generations of achievement. It will be your task to add to that honorable record.

I am confident, that in just a few years, a later Penn provost will stand here and proudly tell another incoming class about the accomplishments of the men and women of 2008.

As you re-define yourselves over the years ahead, take full advantage of our campus resources: the splendid libraries and laboratories, the museums and galleries and theaters, the athletics facilities, the common spaces in the College Houses.

Make sure you explore and use this great city as well. Philadelphia is another powerful place, soaked in history but absolutely up to date, rich in superlative art and architecture, and vibrant with music and theater and fun and terrific food.

Take advantage, above all, of the University's faculty, an assembly of world-class scholars, scientists, artists, and teachers. Penn's faculty are a truly awesome bunch, responsible for fundamental advances in knowledge across fields that range from architecture to constitutional law, from marketing to cardiology.

Our faculty include some of the most distinguished academics in the nation: historians like Steven Hahn, whose book, *A Nation Under Our Feet: Black Political Struggles in the Rural South From Slavery to the Great Migration* recently won the Pulitzer Prize; and Sarah Kagan in our School of Nursing whose breakthrough research in gerontological nursing earned a MacArthur Fellowship last year.

Research and scholarship are agents of change. The findings of scientists and scholars often transform the way we see the world.

The core values of the University, on the contrary, remain changeless and non-negotiable: a commitment to academic integrity; a hunger for knowledge; and a belief that the cultivated intellect is our only protection against the risks and disorder with which our world is so obviously threatened.

I have spoken of the power of place; let me conclude by returning once more to that theme.

As you look into the future from this special evening, you have long and productive lives ahead of you.

But no matter where you find yourself in those years, whether you move from country to country or quickly settle down, you will live most of your life in your own mind. Your mind is your constant place, and your job over the next four years is to furnish it as variously, as abundantly, as spaciouly as you can.

Explore. Learn. Take risks. Reach out. Remain open. Welcome each day as a matchless opportunity to grow.

Members of the Class of 2008, this is *your* place and this your time at Penn. I am delighted to welcome you.

Congratulations and good luck.

Sleep and Dreams

by Hans P.A. Van Dongen, and Wendy Steiner

Despite the large amount of time we spend asleep, surprisingly little is known about sleeping and dreaming. Much has been imagined, however. Over history, sleep has been conceived as the space of the soul, a state of absence akin to death, a virtual or alternate reality, or a form of (sub)consciousness in which memories are built and erased. The Ancient Greeks had dream encounters with their gods, Native Americans used dreams for guidance in life, and shamans dreamed in order to gather information from the spirit world. But the border between waking and sleeping life has never been easily breached, and the two realms remain disquietingly disjoint.

Perhaps because of their mystery, sleep and dreams have exerted a strange power over conscious life, symbolizing whole eras and ideologies. Sigmund Freud's interpretation of dreams revolutionized twentieth-century thought. Genius is traditionally allied with short sleeping and insomnia: Thomas Edison's light bulb might never have lit up if he had not been so resistant to shut-eye. When Benjamin Franklin counseled, "Early to bed, early to rise, makes a man healthy, wealthy, and wise," he was using sleep habits to tout the virtues of his pragmatism. Contemporary scientific research takes a different view of sloth, however, demonstrating that getting up early improves relatively few people's health or productivity.

Important public policy issues have arisen in our 24-hour society, where it is crucial to weigh the value of sleep versus wakefulness. Political and academic debates rage about how much and when people should sleep. These issues affect almost everybody, from the shift worker to the international traveler, from the physician to the policy maker, from the anthropologist to the student preparing for an exam. The expectation is that science can provide the knowledge to resolve these questions.

However, researchers still do not understand the function of sleep and dreams. Whereas artists and humanists have long been concerned with these states, the sciences mostly ignored them until the discovery that the brain is active during sleep. It has now been documented that sleep is a necessity for health, well-being, creativity, and clear thinking, though there is no consensus as to why this should be so. Much has been learned about the neurobiological underpinnings of sleep and dreams, but the reasons for these processes are still a mystery. Under the circumstances, scientists and humanists might profitably collaborate on an exploration of these fundamental aspects of life.

Accordingly, the Penn Humanities Forum has chosen "Sleep and Dreams" as its 2004-2005 topic. The theme highlights Penn's vibrant biomedical sleep research and the humanistic projects of the Forum's Mellon Postdoctoral Fellows and the students involved in the Graduate Humanities Forum and the Undergraduate Humanities Forum. This year's public events cover everything from astronaut sleep to surrealism in the arts, the physiology of sleep, sleep spaces and places, workplace productivity, legal competence in sleep states, dreams in fairy tales and film, literary automatism, and the music of dreams.

Through this diversity of approaches and opinions, we hope that the 2004-2005 Penn Humanities Forum will cast light on important questions about sleep and dreaming—questions that touch on the basis of human intellect and quality of life.

Dr. Hans P.A. Van Dongen, Research Associate Professor of Sleep and Chronobiology, is the Penn Humanities Forum topic director for 2004-2005.

Dr. Wendy Steiner is the Richard L. Fisher Professor of English and founding director of the PHF.

For more information about the Penn Humanities Forum, see <http://humanities.sas.upenn.edu>.

LUCY to Roll for 6th Year

University City District (UCD) is pleased to announce that its highly successful employee shuttle system LUCY (Loop through University City) will run for another year, through August 2005. In July 1999, LUCY was started by University City District in order to provide a critical link between Philadelphia's transportation hub at 30th Street Station and University City's largest employers.

Since that time, the LUCY system has grown to carry more than 250,000 passengers annually while consistently maintaining a 90% approval rating according to an annual passenger census conducted by UCD. LUCY is a public transit service funded by the participating organizations and managed by University City District. UCD hired SEPTA to provide six vehicles and operate the shuttles. Operating expenses are provided by farebox revenue and through contractual agreements with Penn, UPHS, and Veterans Administration Medical Center.

Institutional contributions are determined by an annual survey. In return for their operating subsidy, their students, faculty and staff ride free with proper identification. The public may use regular SEPTA fare instruments (tokens, passes, transfers and cash), Trans or TrailPass, transfer pass, or \$2 base fare.

LUCY has a wheelchair lift and two wheelchair tie-downs per bus.

LUCY operates Mondays through Fridays, except major holidays, 6:10 a.m. to 7 p.m. The route loops through University City serving 30th Street Station (departing every 12 to 35 minutes), Penn, Drexel, The Science Center, University of Pennsylvania Medical Center, Presbyterian Medical Center, CHOP, Children's Seashore House, and VA Medical Center.

For information and schedules call (215) 580-7800 or visit www.ucityphila.org/getting_around/lucy.cfm.



The Sixteenth Annual Academic Career Conference

Penn graduate students and postdoctoral fellows continue to benefit from faculty, administrators and advanced doctoral students who share their time and advice on preparing for academic careers. The Academic Career Conference will have four programs in the fall semester with something for graduate students at every level.

Since this conference first began 15 years ago, more than 60 faculty members and administrators, from Penn and area institutions, have participated in it or in its spring component, *Faculty Conversations on the Academic Job Search and Academic Life*. The conference is co-sponsored by Career Services and the Office of the Provost.

Going on the Academic Job Market

Faculty Members Speak to Humanities and Social Sciences Doctoral Students

Monday, September 20, 4-5:30 p.m.
Room G7 (lower level), Irvine Auditorium
Dr. Marybeth Gasman, assistant professor of education; Dr. David Grazian, assistant professor of sociology; Dr. Lorrin Thomas, assistant professor of history, Camden College of Arts and Sciences, Rutgers

Faculty Members Speak to Science and Engineering Doctoral Students and Postdoctoral Fellows

Tuesday, September 28, 4-5:30 p.m.
Ben Franklin Room, Houston Hall
Dr. E. Roger Cowley, professor and chair of physics and chemistry, Camden College of Arts and Sciences, Rutgers, the State University; Dr. Kathleen Sullivan, associate professor of immunology, CHOP and Penn
One other speaker to be announced.

The Insider's Guide to Graduate Education

A Program for First-Year Ph.D. Students
Monday, October 11, 4-5:30 p.m.
Graduate Student Center, Lower Level
Dr. Peter Conn, Interim Provost and five advanced doctoral students/recent Ph.D.s; Rachel Burma, English; Anne Bracy, ISC; Derek Daniels, Ph.D., Psychology
Two other speakers to be announced give first-hand advice on "what you and your department can expect from each other."

Laying the Groundwork for Your Future

Assembling a Dissertation Committee, Finishing Efficiently, and Ending up with What you Need to Go on the Job Market: A Program for Second Year-Plus Doctoral Students

Monday, November 8, 3:30-5 p.m.
Griski Room, Houston Hall (third floor)
Dr. Emily Steiner, assistant professor of English/Watkins Chair in the Humanities
One other speaker to be announced

To attend these programs, please sign up by sending an e-mail message to furlongj@pobox.upenn.edu or by calling (215) 898-7530.

—Julie Vick, Career Services

EHRS Training

The next live training program is: *Introduction To Laboratory And Biological Safety At Penn*; September 23, 9:15 a.m.-noon, Dunlop Auditorium, Stemmler Hall.

The Office of Environmental Health & Radiation Safety (EHRS) develops and presents a variety of required training programs in live presentations or online formats. To determine which training programs you are required to take, review the section "Training Requirements" on the EHRS website www.ehrs.upenn.edu/training/index.html.

Update

September AT PENN

SPECIAL EVENT

21 Fall Fest 2004: A Mexican Fiesta; join young professionals, students and International House residents for an evening of mingling and networking over Mexican food and live Mexican music; 7-9 p.m.; International House; \$10, \$7/ students, \$5/members & IHouse residents; rsvp by September 16 at 5 p.m. to elizabeth@ihphilly.org; after deadline: \$13, \$10/students, \$7/members & residents (Young Friends of International House).

TALKS

14 Tales from a Whistleblower: The Need For an Ethical Examination of Pharmaceutical Company Business; Charles Alcorn, Temple Law School; noon; ste. 320, 3401 Market St. (Center for Bioethics).

17 Rewriting the History of the Performing Arts in a Tamil Novel: The Temple, the Arts, and Cultural Nationalism in "Tillana Mohanambal"; Indira Peterson, Mount Holyoke College; 2 p.m.; rm. 816, Williams Hall (South Asia Studies).

21 Immoral Nations: Free-riders on American Drug Research & Innovation?; Donald Light, Center for Bioethics; noon; ste. 320, 3401 Market St. (Center for Bioethics).

Deadlines:

The deadline for the weekly Update is each Tuesday, for the following Tuesday's issue. The deadline for the October at Penn calendar is today, September 14. For information, see www.upenn.edu/almanac/calendar/caldead-real.html.

The deadline for Speaking Out is Thursday, for the following Tuesday's issue, subject to the right-of-reply guidelines. For more information about the Guidelines for Readers and Contributors, see www.upenn.edu/almanac/about/spoutgui.html.

Making Stress Work for You

Human Resources, in collaboration with Penn Behavioral Health, the University's Employee Assistance Program and Work and Family Services provider, is offering a workshop that will help you understand how to identify job stress, manage it, and use it to improve your performance. Join us Thursday, September 23, from 11:30 a.m.-1 p.m., to learn about *Harnessing Stress to Work for You Professionally*. Participants will learn to:

- Accurately identify the sources of workplace stressors
- Measure the effects of stress on performance
- Reframe stress
- Manage stress for positive results

To attend, simply pre-register online at www.hr.upenn.edu/quality/workshop.asp.

Note: For personalized assistance with dependent care issues and personal well-being, contact Penn's Employee Assistance Program (EAP) and Work and Family Services provider, Penn Behavioral Health, at 1-888-321-4433 or go online to www.hr.upenn.edu/quality/wellness/eap.asp. For questions on QOWL programs, contact Human Resources at orna@hr.upenn.edu or (215) 898-5116.

—Division of Human Resources



Biosphere by Vaughn Bell is included in the *Green Exhibition* on display at the Esther Klein Gallery from September 17 through November 5 with a reception on opening night at 5:30 p.m. The exhibit features works by artists that show different approaches to the color green.

CLASSIFIEDS—UNIVERSITY

RESEARCH

Paid research study: Healthy, non-smoking, normal weight white men & women 35-58 years-old needed for study looking at the **effect of sugar and protein on hormones**. Involves blood sampling and one overnight stay in the hospital. Pays \$150. Please contact Rebecca Mueller @ (215) 615-0523.

Do you want to lose weight? The University of Pennsylvania School of Medicine is looking for participants for a 2 year research study of a stomach pacing device in combination with a behavioral weight loss treatment. Men and Women ages 18 to 65 and more than 50 pounds overweight, please log onto www.candidates-creenings.com/SSSPWelcome.asp to complete the online screening process. Compensation provided.

Blood Donors Needed For Research Study Donors ages 18-30 needed. Please schedule an appointment at (215) 898-3875 between 8:30 am-12:30 pm. You will be compensated (\$) for the samples.

CLASSIFIEDS—PERSONAL

PSYCHOTHERAPY

Psychotherapy and Consultation

Help with personal and family difficulties. Sarah Evans, M.S.W., ACSW, formerly with University of Pennsylvania faculty and staff counseling service. Insurances accepted. No charge for first appointment. (610) 690-0267.

Almanac is not responsible for contents of classified ad material.

For information call (215) 898-5274.

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The University of Pennsylvania Police Department Community Crime Report

About the Crime Report: Below are all Crimes Against Persons and Crimes Against Society from the campus report for **August 30-September 5, 2004**. Also reported were 11 Crimes Against Property (including 9 thefts, 1 auto theft and 1 act of vandalism). Full reports are on the web (www.upenn.edu/almanac/volumes/v51/n03/creport.html). Prior weeks' reports are also online. —Ed.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of **August 30-September 5, 2004**. The University Police actively patrol from Market Street to Baltimore Avenue and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at (215) 898-4482.

08/31/04	10:53 PM	3935 Walnut St	Restaurant robbed at gunpoint
09/01/04	8:07 PM	4039 Chestnut St	Male grabbed complainant in unwanted manner
09/03/04	8:08 PM	4002 Walnut St	Male wanted on warrant/Arrest
09/04/04	4:05 AM	3700 Spruce St	Complainant received unwanted phone calls
09/05/04	2:00 AM	100 40th St	Male driving intoxicated/Arrest
09/05/04	10:50 AM	4001 Walnut St	Cash taken from complainant

18th District Report

8 incidents and 1 arrest (including 6 robberies, 1 aggravated assault and 1 rape) were reported between **August 30-September 5, 2004** by the 18th District covering the Schuylkill River to 49th St. & Market St. to Woodland Ave.

08/30/04	12:10 AM	131 48th St	Robbery
08/31/04	10:45 PM	3935 Walnut St	Robbery
09/01/04	1:46 AM	4514 Osage Ave	Robbery
09/01/04	6:30 AM	4238 Chestnut St	Rape
09/01/04	4:00 PM	4520 Walnut St	Robbery
09/01/04	5:45 PM	3000 Chestnut St	Aggravated Assault/Arrest
09/01/04	10:20 PM	236 48th St	Robbery
09/02/04	2:00 PM	4924 Walton St	Robbery

An Unexpected Discovery

by Vicki Mahaffey

During my four years as director of the Benjamin Franklin Scholars program, I made an unexpected discovery about teaching: in order to encourage or legitimate intellectual risk-taking among students, teachers need to rely less heavily on routine. At a place like Penn, one of the more puzzling problems we face is that our students, while generally excellent, tend to perform below their potential. That doesn't mean they get bad grades; it means that their work, while competent, is often mechanical, tired, lackluster. When I assumed leadership of the Benjamin Franklin Scholars program, which caters to the some of most highly motivated students at Penn, I saw an opportunity to use this experience to enhance student motivation more generally.

First, I encouraged honors faculty to discuss their own research with the students. One goal was to let them see how important it is for faculty to make contributions to their respective fields. Another goal was to see what would happen if we raised our expectations of the students' critical thinking abilities, assigning even more challenging material and respecting the potential freshness of their perspective.

The vision of a more respectful pedagogy inspired me to design my assignments in a more reciprocal way: in my discipline, students do analytical work and then present their findings in the form of a persuasive argument, which I carefully evaluate. With some trepidation, I distributed drafts of some of my work in progress related to the course material, inviting (but not requiring) students to comment and offering to acknowledge any contribution I decided to use. The payoff for this strategy was delayed and subtle rather than immediate: students seemed to gain a new understanding of the criteria I used to evaluate their work. Gradually, the grade assumed less importance and the process of learning returned to center stage. The teacher-student relationship became more cooperative, and the students began to express the kinds of thoughts I had formerly associated only with colleagues. Classroom discussions lost some of their hollow-ness, and I felt freer to discuss not only my answers about the material but my questions as well. In short, we shifted our collective emphasis to the process of literary interpretation, with the result that we no longer had to wonder about the significance of what we were doing; that significance was unfolding before us as we held increasingly more resistant and probing discussions. The pressure to acquiesce to a professional or disciplinary orthodoxy evaporated, and in its place was an absorbing drive to invent more unexpected lines of inquiry.

My experimentation with the honors seminar climaxed last spring when I agreed to teach James Joyce's most unreadable work of literature, *Finnegans Wake*. *Finnegans Wake* is based on over 40 languages, using as its touchstones all of human history and the geography of the world, as it mimics the unconscious movement of the human mind in sleep. Joyce spent 17 years adding layer after layer of references to this novel-without-a-plot, creating a verbal texture so dense that, at first, readers can only approach it as if it were music or code. Under the growing shadow of the Third Reich, Joyce labored in Paris to revise literature itself in the quixotic hope of fostering non-parochial, cooperative, transnational modes of understanding. Joyce's encrusted language directs our attention away from meaning itself and towards the mechanisms through which meaning is constructed. We learn to read backwards and forwards, acrostically, and anagrammatically; we attend to the shape and history of individual letters, to the macaronic puns across different languages. No one individual knows

enough to read the book in isolation; so readers find themselves needing to cooperate with one another in order to generate understanding. The book is a strange, festive celebration of our own individual ignorance, which instead of being shaming fosters a fresh appreciation of how many pieces of human knowledge and culture remain unconnected, unassimilated.

What was most surprising to me was how this arguably excessive challenge affected the 25 students in the honors seminar. After the initial shock wore off, the students started to do precisely what one of the voices of *Finnegans Wake* recommends: to wipe their glosses with what they knew. These were not primarily English majors: they had specialized in rainforests, psychology, music, and mathematics. Our discussions became a wild hunt through the buried treasure of facts: how many people know that a male earwig has a spare penis, in case one breaks off? (In *Finnegans Wake*, the main character is based on an earwig.) Or that in Germanic creation myth, woman came from an elm and man from an ash tree? That in the Ogham alphabet, in which letters are associated with trees, the ash corresponds to the letter n?

The class discussions, however, were merely appetizers for the main event: in their papers, students began to draw on what they knew to illuminate what they didn't understand, and the result was nothing short of dazzling. One student showed how the main characters of *Finnegans Wake*, HCE and ALP, functioned like musical chords moving toward harmonic resolution. Another wrote about dirt; yet another focused on the molecular structure of water. Still another one explored the kiss, examining it on several levels: as a metaphor for cross-cultural communication (an exchange of tongues), and as an act that is simultaneously physical and spiritual. There were gripping, complex essays on such topics as time, law, doodling, sound, footnotes, the mating journeys of salmon, and love. The writing was so extraordinary, so original and so unlike the standard B+ essay I had come to expect and dread that I was stunned. Although I anticipate a skeptical response to this claim, I will nevertheless assert that most of the essays were built on more unexpected and stimulating constellations of facts than anything I heard at the international James Joyce Symposium in Dublin one month later. The essays were so extraordinary in the way they forged meaningful connections among different disciplines that, after much reflection, I decided to publish them on the web. Several of them are already posted at the following site: www.sas.upenn.edu/~dpd/fw.

What can we conclude from these experiments? That students may react in surprising ways to an open dialogue, despite their relative inexperience in a given discipline. That specialization in a single field may not be as desirable as we once conveniently thought, at least not at the undergraduate level, because it limits inquiry and the understanding gained by synthesizing ideas. That we may need to reconsider interdisciplinary instruction, regarding it not as something to be taught by a team of diverse experts but as something to be viewed through multiple disciplinary lenses that admit the light of knowledge emanating from other fields. That our usual methods of teaching don't encourage intellectual challenge. That real learning is often best acquired by teaching. And that students who become part of the teaching process learn from what they teach us. If all this is valid, then what we need most are more sophisticated and creative formats for teaching one another.

Dr. Vicki Mahaffey is professor of English and a winner of the Lindback and Ira Abrams awards for teaching, and the former director of the Benjamin Franklin Scholars Program.

This essay resumes the series that began in the fall of 1994 as the joint creation of the College of Arts and Sciences and the Lindback Society for Distinguished Teaching.

See www.upenn.edu/almanac/teach/teachall.html for the previous essays.

If you would like to submit an article for this series, please contact Larry Robbins, Director of the Center for Teaching and Learning, robbinsl@sas.upenn.edu.