

UNIVERSITY OF PENNSYLVANIA

Almanac

Tuesday
February 23, 2016
Volume 62 Number 24
www.upenn.edu/almanac



Elation: in Red (above) is a new sculpture located on the green roof at the Singh Center for Nanotechnology, one of the projects of *Penn Connects—A Vision For the Future*, the University's 30-year master plan.

Elation: in Red

Jason Burgess' lively aluminum sculpture, *Elation: in Red*, was recently installed at the Singh Center for Nanotechnology's rooftop garden. *Elation: in Red* is 76" high x 60" long x 60" wide.

Mr. Burgess is a Pennsylvania-based American artist who met the previous Dean of Penn Engineering, Eduardo Glandt, in 2014. Mr. Burgess cites the environment of the Singh Center as the main inspiration for his creative process. While creating *Elation: in Red* in 2015, he considered not just the building itself, but also the artwork inside and outside: "The monumental and stark work, *We Lost* by Tony Smith, located in the entry plaza outside the main doors, makes a stunning visual comparison to the building's architecture and provides a grounded stronghold to the minimal yet whimsically structured exterior. I wanted this form, that I was set to design, to contrast the prominent hard straight line of the structures and space complemented in Smith's work. It became my intention to offer a more organic and compassionate composition." Mr. Burgess also writes that he was inspired by the curved shapes in Jaume Plensa's *Endless III*, which is in the Singh Center's first floor lobby (*Almanac* October 8, 2013), and Alexander Calder's red sculptures.

Mr. Burgess revealed that he was inspired by many Penn sculptures while making *Elation: in Red*. Alexander Calder, whose sculpture *Jerusalem Stabile* is on campus, outside Meyerson Hall (*Almanac* October 6, 2015), can be recognized as an instrumental part of Mr. Burgess' artistic identity. From a young age, Mr. Burgess has been captivated by Mr. Calder's bold monumental works. Mr. Calder's use of red was particularly intriguing to Mr. Burgess, as he instead interpreted the sculptures as being orange: "I always saw orange and would defend that it was the reality of the pigment to be labeled orange. Calder's Red caused me to investigate and learn a new perspective in order to accept his deeper sense of color. A perspective that assumes that life and the Universe are not always as they seem. I hope the inclusion of these words 'in Red' will act as a means for the viewer to further investigate their own perceptions and misperceptions while they confront the universe, as a partner in it."

Elation: in Red's form is meant to evoke life and nurturing, which relates to the Singh Center's function as an educational building: "This work is Elation. The Elation of knowing that the Unknown ahead only waits to be discovered. The Elation of real hope, when we trust we have the power to reach for all we may need to live and succeed in the known—as well as the currently unknown—Universe."

To see more of the University's many sculptures, visit the Office of the Curator's website: <http://artcollection.upenn.edu/exhibitions/campus-sculpture-tour/>

Beau Biden Scholarship to Benefit Penn Students



Beau Biden

The University of Pennsylvania and the Tau Chapter of Psi Upsilon have announced the creation of the Joseph R. "Beau" Biden III Memorial Scholarship to provide financial support to an undergraduate in the College of Arts & Sciences who would otherwise be unable to meet the cost of a Penn education.

Mr. Biden, known as Beau, was a 1991 graduate of the College; he passed away in 2015 at the age of 46 after a battle with brain cancer. Trained as a lawyer, he served two terms as attorney general of Delaware, from 2006-2014. Before that, Mr. Biden was a member of the Delaware National Guard, serving as a major in the Judge Advocate General's Corps. His unit was deployed to Iraq in 2008, where he was a Bronze Star recipient. He was posthumously given the Legion Award of Merit for his service to the country.

"Beau was an extraordinary human being, and his legacy at Penn and beyond is one of leadership and service," said Steven J. Fluharty, dean of Penn Arts & Sciences. "I am certain that the young men and women who benefit from the Joseph R. "Beau" Biden III Memorial Scholarship will consider it an incredible honor—something to live up to."

The scholarship will be added to Penn's need-based Named Scholarship Program and will support a student demonstrating a passion and commitment similar to Mr. Biden's to serving others through civic engagement and leadership in public service. Penn offers the largest all-grant financial aid program of its kind in the nation and is committed to providing a world-class education to talented students regardless of their financial circumstances and without the burden of insurmountable debt upon graduation. This year, more than 47 percent of students in the incoming freshman class at Penn received financial aid, with grant packages averaging close to \$44,000.

For more information, please visit: <http://tinyurl.com/h6blmfj>

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Pullouts:

March AT PENN

Faculty Senate: Executive Summary of the 2015 Report on the Economic Status of the Faculty
(The full report is available online)

Honors & Other Things

Kathryn Bowles: RINAH's Best Research Article

A study published by a multi-disciplinary team led by *Kathryn Bowles*, the van Ameringen Chair in Nursing Excellence and professor of nursing in the department of biobehavioral health sciences at Penn, was recently awarded the 'Best Research Article for 2015' by *Research in Nursing & Health (RINAH)*.



Kathryn Bowles

Dr. Bowles's team included Jesse Chittams, biostatistician at Penn Nursing; Maxim Topaz, doctoral candidate in Penn Nursing's Center for Integrative Science in Aging; Kathy Rickard, director of clinical research management at the Hospital of the University of Pennsylvania (HUP); Maryam Behta, director of clinical performance improvement at HUP; Alexandra L. Hanlon, research professor of nursing at Penn Nursing; and Eric Heil, Mrinal Bhasker and Matt Tanzer of RightCare Solutions, Inc.

Their article, "Successful electronic implementation of discharge referral decision support has a positive impact on 30 and 60-day readmissions," first appeared in *RINAH* in April 2015. The award will be announced on the back cover of the June issue of *RINAH* and on the journal's webpage.

Lucia Calthorpe: Gates Cambridge Scholar

Lucia Calthorpe, C'16, of Berkeley, California, is one of the 35 Gates Cambridge Scholars selected this year from the US. She will graduate in May with a BA in health & societies, concentrating in public health. At the University of Cambridge in the United Kingdom, she plans to pursue an MPhil in epidemiology. She hopes to continue to investigate the potential for schools to function as a locus for health intervention, with a specific focus on mechanisms for preventing childhood obesity.

She will be joined by Morgan Seag, C'08, who earned her BA in political science with minors in African studies and French at Penn. Ms. Seag plans to pursue a PhD in polar studies at the University of Cambridge.

Craig Carnaroli: Philadelphia Business Journal Outstanding Director

University City District (UCD) announced that its board chair, *Craig Carnaroli*, was named a *Philadelphia Business Journal* Outstanding Director for 2016. Mr. Carnaroli's stewardship has helped UCD become a regional pioneer in workforce development, public space development and abandoned property rehabilitation. Mr. Carnaroli, who is also executive vice president at Penn, will be honored today at the 4th Annual Outstanding Directors Awards program.



Craig Carnaroli

Christopher L. Coleman: SBM Leadership Fellow

Christopher L. Coleman, the Fagin Term Associate Professor of Nursing & Multi-Cultural Diversity and associate director of the Center for Health Equity Research at the University of Pennsylvania School of Nursing, has been named a Leadership Fellow in the Society of Behavioral Medicine (SBM) Leadership Institute.



Christopher Coleman

The 2016 SBM cohort consists of 30 mid-career scientists selected from a large pool of competitive applicants. The Fellows will identify a leadership project for presentation at the 2017 annual meeting and conference. Dr. Coleman's goals include academic leadership and training diverse scholars to lead in the 21st century. The year-long Institute combines face-to-face meetings, ongoing mentorship, coaching and teleconferences throughout the year.

Andy Ma: Ivy League Co-Coach of the Year

Earlier this month, *Andy Ma*, the Young Family Head Coach of the University of Pennsylvania men's and women's fencing teams, was named Ivy League Co-Coach of the Year. He shares the honor with Zoltan Dudas of Princeton University.



Andy Ma

Coach Ma, currently in his seventh season as head coach, has paved the way for a men's squad that is currently ranked #3 in the nation. He recently led the Quakers to their first Ivy League Championship since 2009.

Penn: Year Up Philadelphia 2015 Urban Empowerment Award

Year Up Philadelphia honored the *University of Pennsylvania* with the 2015 Urban Empowerment Award in recognition of Penn's leadership as a corporate partner providing professional mentoring and job training to urban young adults in underserved areas.

Dan Holland, associate director of partner relations at Year Up Philadelphia, presented the award to Penn's Denise Mancuso Lay, director of human resources, and Cynthia DuFour, human resources coordinator in the division of information systems & computing, at the Cohort 4 Class of January 2016 Graduation Ceremony last month.

Penn has supported the Year Up Philadelphia effort since it was founded two years ago, and ISC has hosted eight interns during four cohorts and will sponsor three more interns this spring.

Year Up Philadelphia's model is built on Year Up's national program, combining professional skill development, stipends, internships, college credit and support to place young adults on a path to economic self-sufficiency. The program serves 120 young adults annually.

PPSA

Mental Health Wellness: February 25

On Thursday, February 25, PPSA presents *Promoting Mental Health Wellness in the Workplace* featuring Batsi Bvunzawabaya, a staff psychologist at Counseling and Psychological Services (CAPS). She will examine ways to improve the mental health and wellness of staff. She will evaluate the access to, and efficacy of, the many resources available to staff. This event will be held from noon-1 p.m., second floor, Penn Bookstore. Light lunch provided; registration is limited. Register at http://survey.az1.qualtrics.com/SE/?SID=SV_ddwYftymCfrVvKx

February Council Coverage

At last week's University Council meeting, Penn President Amy Gutmann took a few minutes at the outset to reiterate her strongest dismay at the anti-Muslim rhetoric that has been expressed during the election season. President Gutmann said that everybody at Penn belongs here and that the University will not tolerate any discrimination. She said that she is committed to an inclusive environment where "we have a lot to learn from everyone." Her statement drew a round of applause and then Nayab Khan, C'18, representing the Muslim Student Association, expressed their appreciation of the University's support.

Provost Vincent Price introduced the main agenda item: cross-disciplinary and cross-school programs involving staff, students and faculty. He said that Penn integrates knowledge in many ways including the PIK Professors, of which there have been 17 jointly-tenured faculty appointed since 2005. There are also more than 100 centers and institutes as well as various educational programs.

Beth Winkelstein, vice provost for education, presented an overview of *Integrating Knowledge Across Penn's Academic Initiatives*, with a glimpse of the earliest examples: from 1852, department of mines, arts & manufactures; 1813, Philomathean Society; 1908, International House; to more recent ones: 1960, LRSM; 1979, GRASP Lab; 1996, PPE and IME. The latest is the Perry World House now under construction. Dr. Winkelstein noted that there are several ways to integrate knowledge: interdisciplinary degrees and majors, cross-school programs, dual degrees, minors, interdisciplinary courses and research projects. According to the 2014 MSCHE Self-Study, nearly 10% of Penn undergrads complete dual degrees and approximately 70% of undergrads work on research projects. She also cited the annual theme year, arts & culture seminars and integrated programs in the College Houses.

Dawn Bonnell, vice provost for research, presented a look at *Penn Centers and Institutes: Platforms for Integrating Knowledge*. She explained how these have broad impact to develop new collaborations and innovative approaches to education, research, curriculum development, community outreach and knowledge for the benefit of society. Dr. Bonnell explained that there are three different models at Penn: department-based with membership in related disciplines, school-based with membership from different departments and University-based with membership from schools across campus. Some centers are endowed, like LDI, while others, like LRSM, are research-funded, and still others, like CCN, are supported by the Provost's Office, or by gifts, like Kleinman Center for Energy Policy.

Genie Birch, Design, and Susan Wachter, Wharton, the Penn IUR co-directors, described how they are dedicated to advancing cross-disciplinary urban-focused research and civic engagement at Penn.

During the Open Forum, Rita Wegner, C'18, spoke on behalf of Fossil Free Penn.

Deaths

Maura Johnston, Office of Audit, Compliance & Privacy



Maura Johnston

Maura Ann Johnston, former University privacy officer at Penn, died on December 2 in the Good Shepherd Hospice House in Philadelphia, Pennsylvania. She was 60 years old.

Ms. Johnston was born in Worcester, Massachusetts. She earned her BA in English from Clark University (1977), her JD from Penn Law (1981) and her MBA from the Wharton School (1995).

She worked for the New Jersey Department of Health and Senior Services as director of health care financing systems, as a special assistant US attorney in an Independent Agency Law Department and as deputy attorney general, Litigation Section, in Harrisburg, Pennsylvania. She then served for six years at Temple University Health System, first as special assistant to the chief medical officer, then as director of medical affairs operations, where she coordinated aspects of system-level risk management, clinical quality improvement and patient safety programs.

Ms. Johnston joined Penn's Office of Audit, Compliance & Privacy in 2007 as assistant privacy officer (*Almanac* October 2, 2007). She became the University privacy officer in 2009, a position she held until 2015. Her particular areas of focus included management of the University-wide Security & Privacy Impact Assessment program, assessment of third-party data privacy/security protections in the cloud and raising awareness regarding mobile device security.

Ms. Johnston is survived by her wife, Karen Johnson, and her brother, Thomas. Memorial donations in her name may be made to the ALS Association, Greater Philadelphia Chapter, 321 Norristown Road, Suite 260, Ambler, PA 19002 or to Philabundance, 3616 S. Galloway Street, Philadelphia, PA 19148.

A Celebration of Life will be held on Saturday, March 12 at 10 a.m. at the Unitarian Society of Germantown, 6511 Lincoln Drive, Philadelphia, PA.

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. Call (215) 898-5274 or email almanac@upenn.edu

However, notices of alumni deaths should be directed to the Alumni Records Office at Room 517, Franklin Building, (215) 898-8136 or email record@ben.dev.upenn.edu

WXPN Policy Board Meeting

A WXPN Policy Board Meeting will be held on Wednesday, March 9 at noon at WXPN, 3025 Walnut Street. It is open to the public. For more information, call (215) 898-0628.

John A. Quinn, Engineering



John Quinn

John Albert Quinn, professor emeritus of chemical & biochemical engineering at Penn, died on February 8 after a brief illness. He was 83 years old.

Dr. Quinn was born in Springfield, Illinois. He graduated at the top in his class with his BS in chemical engineering from the University of Illinois in 1954. He then earned his PhD in

chemical engineering from Princeton University. From 1958-1971, he served on the faculty of the University of Illinois.

Dr. Quinn joined the faculty of the University of Pennsylvania in 1971 as a professor of chemical & biochemical engineering. In 1974, he received a secondary appointment in the department of bioengineering.

He received Penn's second annual S. Reid Warren Jr. Award for Distinguished Teaching in 1974 (*Almanac* January 14, 1974) and was the first incumbent of the Robert D. Bent Professorship in 1978 (*Almanac* May 23, 1978). He was appointed chair of the department of chemical & biochemical engineering in 1979 (*Almanac* January 23, 1979) and held the position until 1985.

During his time at Penn, Dr. Quinn served on the Faculty Senate Nominating Committee and the Senate Advisory Committee. He was a member of the University Council's Academic Planning & Budget and Academic Review Committees, and later chaired its Research Committee. He served on the Campus Committee for the Program for the Eighties, the Council of University Scholars and the Research Foundation Board.

He was also a member of the Consultative Committee that advised the President and Provost on the appointment of Gregory C. Farrington as dean of the School of Engineering & Applied Science; the Task Force on Retirement, which examined the effects of the federal uncapping of retirement; and the Bioengineering Task Force for Penn's Institute for Medicine and Engineering.

He received the Allan P. Colburn Award in 1966 and the 1978 Alpha Chi Sigma Award (*Almanac* January 30, 1979), both from the American Institute of Chemical Engineers. He was elected to the National Academy of Engineering in 1978 and to the American Academy of Arts & Sciences in 1992 (*Almanac* May 12, 1992).

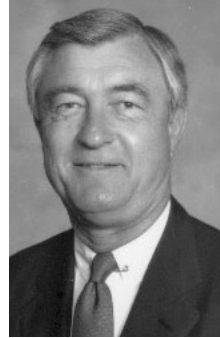
He retired and took emeritus status in 2001.

In 2004, his former students and colleagues endowed the John A. Quinn Lecture in Chemical Engineering, presented each spring at Penn in recognition of his extraordinary career as a researcher, mentor and educator.

He is survived by his wife, Frances; their children, Sarah Quinn Christensen (Steven), Becket Quinn McNab (Andy) and John Edward Quinn; four grandsons, Bradford, Christopher, Edward and John; two sisters, JoAnn and Virginia; and one brother, James.

Contributions may be made in his memory to the Lukas Community, Memorial Drive, PO Box 137, Temple, NH 03084.

Raymond H. Welsh, Emeritus Trustee



Raymond Welsh

Raymond H. Welsh, W'53, emeritus Trustee at the University of Pennsylvania, died on February 15 after contracting a bacterial infection. He was 84 years old.

Mr. Welsh earned his BS from the Wharton School in 1953. A corporate finance major, he was a member of the Friars Senior Society, the Houston Hall Student

Board, the Penn Union Council, the Phi Kappa Beta Junior Honor Society, the Sigma Chi fraternity, the *Penn Pics* magazine staff and the Naval ROTC. After graduation, he served in the US Navy as a navigator and executive officer on a cargo ship in the South Pacific.

Mr. Welsh was senior vice president of Wealth Management at UBS Financial Services, a global financial services firm. He spent his entire career with UBS and its predecessor firms, UBS PaineWebber and Kidder, Peabody & Co.

At Penn, he chaired the Health System's \$625 million campaign, "Creating the Future of Medicine," from 1989-2000. He helped the Health System exceed its fundraising goal by \$45 million. He served on the Agenda for Excellence Council and was active in fundraising for the Campaign for Penn and the Program for the Eighties. He was also gift-chair of the Class of 1953 Reunion Giving Committee and a member of the Corporate Annual Giving Committee. With his wife, Joanne Welsh, CW'52, he co-chaired the Benjamin Franklin Society.

Mr. Welsh received Penn's Alumni Award of Merit in 1993. He joined the Board of Trustees in 1994 and served on the Budget & Finance and Student Life committees. He was named an emeritus Trustee in 1998. He was also an emeritus Trustee of Penn Medicine and chair of the Clinical Care Associates Board. He was a longtime member of the Board of Overseers of the Annenberg Center for the Performing Arts, President of the Class of 1953 and a director of Penn Alumni.

Mr. and Mrs. Welsh, members of the Academy, established gifts in their names for undergraduate scholarships and for scholarships at the Perelman School of Medicine. They created a fund at the Wharton School to benefit the Undergraduate Program in Leadership, Teamwork & Communication. They endowed the Joanne T. and Raymond H. Welsh Chair in Child Welfare & Family Violence at the School of Social Policy & Practice. They generously supported the Annenberg Center. In 2012, they established funding to provide support for cutting edge and personalized cancer care at the Abramson Cancer Center and for diabetes research.

Mr. Welsh is survived by his wife, Joanne; their children, Scott Welsh and Margaret Hooper; and their grandchildren, Christina, GR'14, M'14, Leigh, Henry, Brady, Charlie and Jake.

A memorial service will be held at 3 p.m. on Friday, February 26 at St. Christopher's Church, 226 Righters Mill Rd., Gladwyne, PA 19035. Donations can be sent to the Raymond H. Welsh Memorial Fund, Penn Medicine Development, 3535 Market St., Suite 750, Philadelphia, PA 19104, or to Bancroft, 1255 Caldwell Rd., Cherry Hill, NJ 08034.

Some of Penn's early trailblazers' names are now found among the University's societies, fellowships, awards and even a school, all created during the twentieth century to honor them. Below are some of the many notable men and women who were among the first African Americans to graduate from the University of Pennsylvania or to be the first in other ways. For more information, visit the University Archives at <http://www.archives.upenn.edu/histy/features/aframer/gallery.html>

Trailblazing African Americans at Penn and Their Lasting Legacies

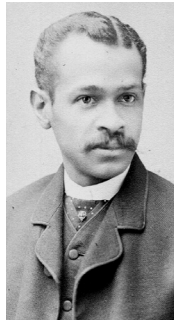
Julian Francis Abele

(1881-1950)—Mr. Abele was the first black graduate of what was then Penn's Architecture School. An outstanding student, Mr. Abele received numerous honors and was active in undergraduate life at Penn. After graduating in 1902 with a BA in architecture, he earned a diploma at l'Ecole des Beaux Arts in Paris in 1905. In 1906 he was hired by the renowned architect Horace Trumbauer, whose later works are often attributed to Mr. Abele. He became a celebrated Philadelphia architect and worked on landmark buildings such as the Philadelphia Museum of Art, the Free Library of Philadelphia and Penn's Irvine Auditorium, for which he was the chief designer while working for Mr. Trumbauer.



William Adger

(1856-1885)—Mr. Adger was the first African American to graduate from the College of the University of Pennsylvania, earning his bachelor's degree in 1883. Born in 1856, Mr. Adger was the son of



Mary and Robert Adger, the latter, a slave raised in South Carolina. Young William graduated from the Institute for Colored Youth (forerunner of Cheyney University) in 1875. He planned a career in the ministry, but died young of hip disease.

Sadie School (Penn Alexander School)—

Conceived in 1998 as a partnership between the University of Pennsylvania, the School District of Philadelphia and the Philadelphia Federation of Teachers, the Sadie Tanner Mossell Alexander University of Pennsylvania Partnership School—affectionately known as the Sadie School or Penn Alexander School—first opened its doors in 2001 to kindergartners and first-graders, soon to include all of grades PreK-8. This University-assisted West Philadelphia public school boasts a hugely diverse student body housed in an 83,000-square-foot-building and supported by an annual Penn subsidy.

Raymond Pace Alexander

(1897-1974)—Born in 1897 to a poor family, Mr. Alexander supported himself after the death of his mother when he was 12 years old. He graduated from Penn's Wharton School in 1920 and from Harvard Law School in 1923. He was then admitted to the Pennsylvania Bar and entered practice; his wife Sadie Tanner Mossell Alexander joined him in practice in 1927. Mr. Alexander served until 1950 in many important segregation and civil rights cases. Later, he served on the City Council and became the first black judge on the Court of Common Pleas.



Sadie Tanner Mossell Alexander

(1898-1989)—A member of two distinguished families, Sadie Tanner Mossell Alexander graduated from the Penn School of Education in 1918. In 1921, her graduation from the Graduate School at Penn made her the first African-American woman in the country to earn a PhD. In 1927, she graduated from the Penn Law School and was admitted to the Pennsylvania Bar (the first African-American woman to do so). Dr. Alexander held numerous prominent positions in the local, state and national governments until retiring in 1982.



Ida Elizabeth (Bowser) Asbury



(1869-1955)—The daughter of a painter, Ida Elizabeth Bowser enrolled at the University of Pennsylvania in 1887 and graduated in 1890 with a Certificate of Proficiency in Music, making her the first African-American woman to graduate from Penn. Ms. Bowser was a violinist and a teacher of music until her marriage to John Asbury, a prominent politician and lawyer.

James Brister

(1858-1916)—James Brister was born in 1858, the son of Olivia and Joseph Brister, the latter, a dentist and social activist. The younger Brister entered the Penn Dental School in 1879 and graduated in 1881 with a DDS, which made him the first African American to receive a degree of any kind at Penn. Around 1890, Dr. Brister moved to Chicago, practicing dentistry and becoming the only African-American city official of the small religious community of Zion, Illinois.



James Brister Society—

Since 1993, the James Brister Society—originally called the Committee for Minority Permanence—has worked to promote diversity at Penn. The Society established the James Brister Society Student Leadership Award to recognize senior students at Penn who demonstrate strong, positive leadership qualities, maintain a GPA of 3.0 or higher, demonstrate a commitment to advancing diversity at Penn and exemplify the commitment to achieving excellence at Penn.

Willis Nelson Cummings

(1894-1991)—After earning his bachelor's degree from Fisk University (where he also became the first African American to register with the Texas Association of the Amateur Athletic Union), he enrolled at the Penn Dental School, from which he graduated in 1919. Dr. Cummings was a member of the varsity cross-country team from 1917 to 1919, and the first African American to captain a varsity team at Penn, encountering racism from rival teams and from the University itself. He practiced dentistry in Harlem from 1920 until his retirement in 1969.



Helen Octavia Dickens

(1909-2001)—Born in Ohio, Dr. Dickens graduated in 1934 from the University of Illinois School of Medicine. After graduating, she practiced in Chicago and Philadelphia. In 1945, Dr.



Dickens became the first female African-American board-certified Ob/Gyn in Philadelphia. In 1951, she began working at Philadelphia's Women's Hospital, and when Penn took over the Women's Hospital in 1956, Dr. Dickens became the first African-American woman to serve on the Penn hospital staff. In 1969, Dr. Dickens was named Penn's associate dean of minority admissions.

The Dr. Helen Octavia Dickens Lifetime Achievement Award—

is given annually by Women of Color at Penn (WOCAP). It is named in honor of the late Dr. Dickens (*Almanac* December 11, 2001), its first recipient. In 1991, she was nominated for an award of merit, but it became apparent that she was no mere candidate but was an exemplary role model.

William Edward Burghardt (W.E.B.) Du Bois



(1868-1963)—Appointed to the Wharton School from 1896-1897, W.E.B. Du Bois first received an AB from Fisk University in 1888 and an MA and

PhD from Harvard University in 1891 and 1895, respectively. While at Penn, Dr. Du Bois was on the Wharton staff teaching sociology and writing the sociological classic, *The Philadelphia Negro: A Social Study*, which was published in 1899 by the University Press and involved a study of the Seventh Ward in Philadelphia, consisting of door-to-door interviews with thousands of Philadelphia households. The College House named in his honor is the first of its kind to offer its own endowed scholarship, made possible by the Black Alumni Society. In 2012, he was awarded a posthumous honorary professorship.



William Thomas Valeria Fontaine

(1909-1968)—Born in Chester, Pennsylvania, in a heavily racist climate, Dr. Fontaine graduated *cum laude* from Lincoln University in 1930. He enrolled at the University of Pennsylvania to study philosophy,



earning a master's degree in 1932 and a PhD in 1936. He taught at Southern University until 1942, when he entered the Army as a vocational counselor. In 1947, Dr. Fontaine became a visiting lecturer at Penn, finally becoming a fully tenured faculty member at Penn in 1963, the first African American to do so. He was chosen 'lecturer of the year' by Penn's Ivy Club in 1958. He taught philosophy here for 21 years.

A. Leon Higginbotham, Jr.



(1928-1998)—Judge Leon Higginbotham was an eminent jurist, lawyer, scholar and statesman. In 1968, he was elected as the first African-American Trustee at

Penn and in 1978 he was elected a Trustee for life. He served at Penn for over 30 years as a Trustee, overseer of Penn Law and the Graduate School of Education, and teacher of sociology and law. He graduated from Yale Law School with honors in 1952. He served as an advisor to President Lyndon Johnson following the assassination of Dr. Martin Luther King, Jr. on how to respond to Dr. King's death. In 1957 he received an honorary degree from Penn. Among his many prestigious awards is the Presidential Medal of Freedom, which he received in 1995.



In 2006, the Penn Libraries acquired a collection of printed music by Francis Johnson (*Almanac* February 14, 2012).

Fontaine Fellowships—

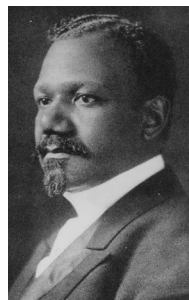
Established in 1970 to honor Dr. Fontaine, the Fontaine Fellowships support the education of the most underrepresented groups in PhD education. While originally serving historically underrepresented groups, "diversity" has become more broadly defined and as a result the fellowships now encompass first-generation college students who are from low-income families as well as students whose backgrounds are underrepresented in a specific discipline or field. In addition to financial aid, the fellowship offers students the opportunity to come together in support of one another's academic progress.

Francis (Frank) Johnson

(1792-1844)—Mr. Johnson, known as America's first 'big-band' leader, was a well-known and multi-talented instrumentalist and bandleader in Philadelphia. In 1818, he became the first African American to have one of his pieces published as sheet music. Between 1832 and 1842, his band played at several Penn events, including commencements. Despite rampant racism (including a mob at one of his Pittsburgh appearances), he wrote several enduring compositions and traveled abroad with his band on several occasions.

Lewis Baxter Moore

(1866-1928)—Lewis Baxter Moore earned AB and AM degrees at Fisk University. In 1896, he was the first African



American to earn a PhD from Penn. Dr. Moore was only the fifth African American to earn a PhD in the country. Dr. Moore later served as the Dean of Howard Teachers' College. After becoming an ordained minister, the Rev. Dr. Moore spent the last three years of his life in Philadelphia as the pastor of the Faith Presbyterian Church in Germantown.

Aaron Albert Mossell

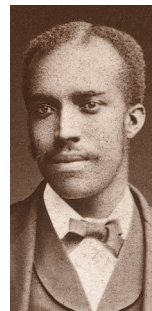
(1863-1951)—Aaron Albert Mossell was born in 1863 in Hamilton, Ontario; his great-grandfather was a slave brought from West Africa. Mr. Mossell graduated from Lincoln University in 1885; in 1885, he



moved to Philadelphia, where he became the first African American to graduate from Penn's Law School in 1888. He practiced law in Philadelphia and married in 1890. After divorcing his wife, he settled abroad; Mr. Mossell died in Cardiff, Wales, in 1951.

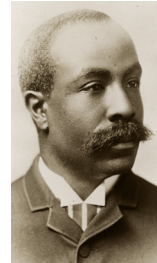
Nathan Francis Mossell

(1856-1946)—Born to a bricklayer in 1856, Nathan Francis Mossell graduated from Lincoln University in 1879 with a BA degree and high honors. In 1882, he graduated from Penn's Medical School, the first African American to do so. Dr. Mossell completed an internship in London, then returned to Philadelphia, becoming the first African American in the Philadelphia County Medical Society in 1888. In 1895, while practicing in Philadelphia, he founded the Frederick Douglass Memorial Hospital. He also founded the Philadelphia Academy of Medicine and Allied Sciences and was influential in the Philadelphia branch of the NAACP.



Miles Tucker

(1856-1904)—Miles Tucker graduated in 1876 from the Institute for Colored Youth, forerunner to Cheyney University. He entered Wharton in 1885 and graduated in 1887, the first African American to do so; his



graduate thesis won a national medal. Mr. Tucker aspired to be a politician, though he found himself unable to make a living; he became a teacher and then a day laborer. He died young, widely mourned by his classmates.

Dudley Weldon Woodard

(1881-1965)—By the time Dudley Weldon Woodard enrolled at Penn in 1927, he had already had a prestigious career at Tuskegee Institute, Howard University and Wilberforce University. In 1928, Dr. Woodard became the second African American in the country (and the first at Penn) to earn a PhD in mathematics. He returned to Howard, where he founded a mathematics library, established their graduate program and led the department through a shining quarter-century.



Shirin Neshat's Photographs: At Penn's Arthur Ross Gallery

The University of Pennsylvania Art Collection recently received two limited-edition prints by internationally acclaimed visual artist Shirin Neshat. As a partnership with Penn's Arthur Ross Gallery, the prints are on view within *Abbas: Children of Abraham*, an exhibition of 66 black and white photographs of the monotheistic religions of Christianity, Judaism and Islam by internationally renowned photographer Abbas. The Robert Rauschenberg Foundation donated the prints in a campaign to foster cross-cultural discussions in the wake of recent events in Europe and the Middle East. The prints—*Ghada* and *Sayed*—are part of Ms. Neshat's *Our House is on Fire* series, an exploration of Egypt after the Arab Spring. The Robert Rauschenberg Foundation commissioned the series in 2012.

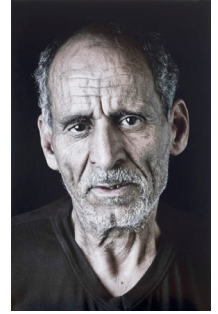
Ms. Neshat was born in Iran in 1957, and traveled to the United States at age 17 to study art. After completing her education at the University of California, Berkeley, she returned to Iran in 1990. She could barely recognize the country she had left behind—the Iranian revolution of 1979 had resulted in a highly religious, ideological society from which she felt completely removed. She began to make art that addressed her unique perspective as an outsider in her own country. Her art became more and more political, her message increasingly critical of the Iranian government, and she was inevitably exiled. She offers a unique perspective on

Egypt's social and political situation. Her photographs, inscribed with Persian poetry, go beyond political commentary and offer a moving, eloquent story.

Now, Ms. Neshat deals with multi-media installation, photography and film, working from all over the world: "I travel from country to country...dreaming of Iran." Her art has been displayed at the Venice Biennale, the Istanbul and Johannesburg Biennials, the Art Institute of Chicago, the Whitney Museum of American Art in New York and the Tate Gallery in London, among other institutions. In January, she received a Crystal Award at the World Economic Forum in Davos, Switzerland.

Lynn Marsden-Atlass, director of the Arthur Ross Gallery and University Curator, commented, "We are thrilled to be among 33 international and US universities to receive as a gift two photographs by renowned Iranian artist Shirin Neshat for the University's Art Collection. Neshat's art will foster ongoing dialogue about the Middle East, women and cross-cultural understanding."

"Due to recent events in Europe and the Middle East, we believe that it is more important than ever to engage in cross-cultural discussions," said Christy MacLear, executive director of the Robert Rauschenberg Foundation. "Neshat's project embodies Rauschenberg's own belief that art could change the dialogue for challenging international issues. Our goal with this donation is



Ghada, 2013 (left), and Sayed, 2013 (right), by Shirin Neshat, are displayed in a case at the Arthur Ross Gallery, now through March 20.

to encourage dialogue about the portraits' artistic, cultural and political value while also creating an opportunity for academic departments to collaborate with school museums and galleries."

Ms. Neshat decided to focus on elderly members of the Egyptian community: "I decided to devote this series to the elderly, to the people who have lived through a passage of time, who have seen the ups and downs to a greater degree than young, and have suffered a great deal." Each portrait is inscribed with tiny Persian text that is etched into the wrinkles and folds of each subject's face. The text is poetry from the Iranian Revolution.

Penn Libraries: *Across the Spectrum: Color in American Fine & Private Press Books, 1890-2015*

The Penn Libraries are pleased to announce the opening of *Across the Spectrum: Color in American Fine & Private Press Books, 1890-2015*. *Across the Spectrum* explores the establishment of a fine and private press movement in America through its various uses of color.

The exhibition celebrates the recent acquisition by the Penn Libraries of The Jean-François Vilain and Roger S. Wieck Collection of Private Presses, Ephemera and Related References. While many collections focus on one or even a handful of fine or private presses from one period or another, the Vilain-Wieck Collection gives the Penn Libraries the broader history of this movement in the United States, from its beginning in the late nineteenth century through to the present day. Color was used not only to enhance the page visually, but also to convey important information. Techniques employed to impart color to the page varied, from hand-coloring printed outlines to colored woodcuts and engravings, from applying color through stencils (pochoir) to color lithography, from silk-screening to typographic color.

The collection contains books, pamphlets and broadsides from hundreds of presses, including well-known presses such as The Arion and Grabhorn Presses, along with a number of short-lived endeavors that may have only produced a few minor works but are important in telling a larger story.

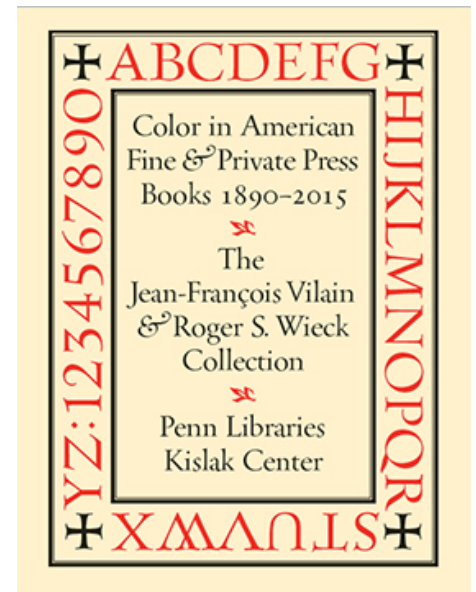
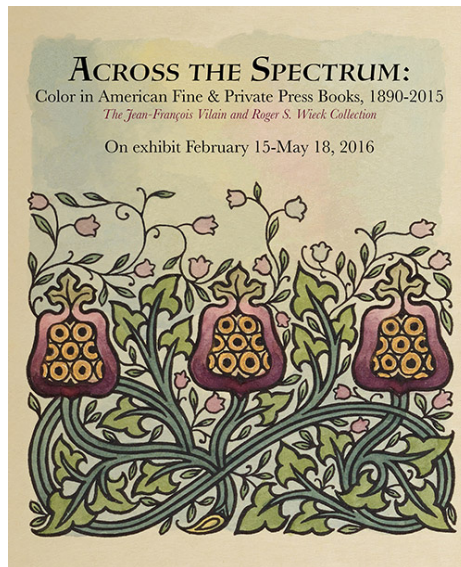
Kislak Center Senior Curator Lynne Farrington worked closely with Jean-François Vilain, the driving force behind the collection, to create a visually rich and inviting exhibition focused on the use of color to enhance the reader's experience of the work over time. According to Ms. Farrington, "This has been an opportunity for me to broaden and deepen my knowledge of the fine and private press movement in this country. Jean-François is himself an amazing resource. Not only is he incredibly knowledgeable about the books and their creators, he has also developed close relationships with

many contemporary artists and printers, enthusiastically supporting their work over the years."

On Friday, February 26 at 5:30 p.m., the keynote address will be delivered by Mark Dimunation, chief of the Rare Book and Special Collections Division, Library of Congress, with a reception and formal exhibition opening to follow. On Saturday, February 27, from 8:30 a.m.-6 p.m., the Muriel Pfaelzer Bodek Fund for Library Events will sponsor the symposium, *The Arts of the Book: Fine Printing in North America in the 21st Century*, in the Kislak Center for Special Collections, Rare Books and Manuscripts.

The symposium will explore the work of contemporary fine presses from different perspectives. Speakers will discuss everything from the creation of fine press books to teaching book arts to a new generation.

Registration is required; see <http://www.library.upenn.edu/exhibits/spectrum.html>



The exhibition and symposium are free and open to the public.

The catalogue, *Color in American Fine & Private Press Books, 1890-2015: The Jean-François Vilain and Roger S. Wieck Collection (at left)*, was designed by Jerry Kelly and includes essays by Lynne Farrington, Russell Maret and Jean-François Vilain as well as an exhibition checklist and a list of presses in the collection. The catalog is illustrated in full color, 132 pages, soft-bound in a letter press printed cover, \$25; available online. For more information, visit: www.library.upenn.edu/exhibits/spectrum.html

Across the Spectrum will be on display in the Kislak Center's Goldstein Gallery, located on the sixth floor of Van Pelt-Dietrich Library Center, now through May 18.

Update

February AT PENN

CONFERENCE

25 *Interdisciplinary Approaches to the Global Challenges of Urbanization and Migration*; 1-6 p.m.; rm. G14, Claudia Cohen Hall; free; register: <http://tinyurl.com/zvsuf9> (Perry World House; Penn IUR; PennDesign; Alice Paul Center for Research on Gender, Sexuality & Women; SAS).

SPECIAL EVENT

29 *Rare Disease Day*; join Keswick Cycle to recognize the rare disease community and kick off the 2016 Million Dollar Bike Ride; 5:30 p.m.; Keswick Cycle, 4040 Locust St.; free; for questions, contact Samantha Charleston: scharle@mail.med.upenn.edu (Penn Medicine Orphan Disease Center).

TALKS

24 *Mechanisms of resistance to endocrine therapy: Insights from translational studies in breast cancer*; Carlos Arteaga, Center for Targeted Therapies, Vanderbilt-Ingram Cancer Center; 10 a.m.; Sarah and Matthew Caplan Auditorium, Wistar Institute (Wistar).

25 *Othring Machines: Alienation, Apocalyptic Anxiety and Colonial Violence in the Italian Cinema of the 1960s*; Valentina Fulginiti, Cornell; 5 p.m.; Cherpac Seminar Room, rm. 543, Williams Hall (Center for Italian Studies).

29 *Making Poetry out of Industrial Alienation: Troubled Narrators in Paolo Volponi's Memoriale and Michelangelo Antonioni's Deserto Rosso*; Eleonora Lima, University of Wisconsin-Madison; 6:15 p.m.; Cherpac Seminar Room, rm. 543, Williams Hall (Center for Italian Studies).

AT PENN Deadlines

The March AT PENN calendar is online at www.upenn.edu/almanac. The deadline for the April AT PENN calendar is March 15.

Info is on the sponsoring department's website; sponsors are in parentheses. For locations, call (215) 898-5000 or see www.facilities.upenn.edu

Reminder: Campus-Wide Energy Reduction Challenge: February 24

Join the Penn community tomorrow and participate in the Energy Reduction Challenge to reduce usage over a 24-hour period; see <http://www.upenn.edu/sustainability/power-down-challenge/energy-reduction-challenge>

Becoming a Morris Arboretum Guide and Enjoying Many Benefits

Guides have played an active role at Morris Arboretum for nearly 40 years. Today, as in the past, guides are people from the community interested in giving their time and energy to the Arboretum for many reasons. Often they want to learn exciting new things, to be inspired by the beauty of Morris Arboretum, and also to meet staff and other volunteers who believe trees are vitally important to everyone's life. Active guides at Morris Arboretum are rewarded with a variety of learning opportunities such as field trips, lectures and classes; receive exciting awards for volunteering; make lifelong friends; and improve their physical and mental health.

Leading children's and adult tours are the primary responsibility of guides. Children's tours are most often curriculum based, aimed at teaching groups about trees, the wetlands and sustainable practices, while adult tours are primarily general or garden highlights tours. Guides also welcome visitors, help plan their visits and assist during special events such as Arbor Week and the Cherry Blossom Festival. Guides are also called upon to promote the Arboretum and its events to their neighbors and friends and sometimes to local media such as guide Charlie Mazza's interview with Mike McGrath from WHYY's *You Bet Your Garden*.

Guide instruction begins with a 42-hour course given during 14 days in March. Throughout this time, guides-in-training learn about plants, the history of the Arboretum, techniques for leading tours and much more. In addition, trainees gain hands-on experience by leading parts of tours with current guides. During the course, trainees are paired with mentors, who support and encourage them until they are prepared to give tours on their own.

If you would like to be a part of this actively engaged group, contact Liza Hawley, assistant director of visitor education, at efhawley@upenn.edu or (215) 247-5777, x128, or visit the garden online at www.morrisarboretum.org



Photograph by Melissa Maddonni Haims

Calling Knitters & Crocheters

Calling all knitters and crocheters to a Yarn Along on Saturday, March 5, from 1-4 p.m. at Morris Arboretum. Bring your needles, hooks and creative spirit; join other like-minded crafters to stitch an original yarn piece that will adorn Morris Arboretum's iconic trees or sculptures in the upcoming exhibit, *Wrapped Up: Yarnbombing*, set to debut March 26. All materials will be provided and light refreshments will be served. On hand to facilitate the Yarn Along will be fiber artist Melissa Haims, the creator of *Wrapped Up*. This event is free, and garden admission is waived for those who register with Michelle Connors, mconnors@upenn.edu or (215) 247-5777, x109.

No Issue March 8

During Spring Break *Almanac* will not publish an issue. Therefore the March AT PENN Update in the March 1 issue will span two weeks, through March 16. The deadline is today, February 23.

Almanac

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The University of Pennsylvania's journal of record, opinion and news is published Tuesdays during the academic year, and as needed during summer and holiday breaks. Its electronic editions on the Internet (accessible through the Penn website) include HTML, Acrobat and mobile versions of the print edition, and interim information may be posted in electronic-only form. Guidelines for readers and contributors are available on request and online.

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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 February 8-14, 2016. Also reported were 19 Crimes Against Property (10 thefts, 4 traffic violations, 3 incidences of drunkenness and 2 incidences of fraud). Full reports are available at: www.upenn.edu/almanac/volumes/v62/n24/creport.html Prior weeks' reports are also online. —Eds.

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 February 8-14, 2016. 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.

2/09/2016	4:18 AM	3921 Ludlow St	Currency taken by unknown males
2/10/2016	8:14 PM	4100 Pine St	Complainant touched inappropriately
2/11/2016	2:24 PM	3700 Walnut St	Confidential sex offense
2/13/2016	11:05 PM	4207 Walnut St	Student assaulted by another student

18th District Report

Below are the Crimes Against Persons from the 18th District: 4 incidents with 0 arrests (2 indecent assaults, 1 assault and 1 robbery) were reported between February 8-14, 2016 by the 18th District covering the Schuylkill River to 49th Street & Market Street to Woodland Avenue.

2/09/2016	4:18 AM	3921 Ludlow St	Robbery
2/10/2016	9:52 PM	4011 Pine St	Indecent assault
2/12/2016	9:50 AM	3730 Walnut St	Indecent assault
2/13/2016	11:07 PM	4207 Walnut St	Assault

What do I have my students do in class and why?

Julia Lynch

For better or for worse, I have never, either as a student or as a teacher, been all that interested in lectures. But the moment we move beyond the lecture format, we are confronted with choices about what we want students to actually do while they are learning. What content do we want them to absorb, if not the words of our lecture? What skills do we want them to develop? What do we want students to do in the classroom, and why?

Content varies from course to course and field to field, but I believe that many of the key skills that I want students to learn are common across disciplines. Some of these skills are related to questions: how to generate useful questions in the context of our disciplines; how to identify the class of similar questions to which a particular question belongs; how to break down problems characteristic of our disciplines and identify their component parts. Others involve the relationships between data and inference: how to use the characteristic data of our disciplines—be it primary source material, literary texts, laboratory measurements, or responses to survey questions—to make inferences; how to estimate the degree of certainty involved in an inference or an estimate; how to distinguish evidence from argument; how to identify when something is a fact, an inference, or an opinion. Other key skills revolve around communication: active listening, close reading, team work, leadership, oral and written argumentation and persuasion. The final skill towards which most of my classes work as a goal, involves adjudication and synthesis of differing viewpoints about a question or set of questions. Here is where students begin to develop their own creative voices within the parameters of the discipline.

Clearly, how to sequence different sets of skills, which skills to prioritize (and which to let go) and what should be the balance between content acquisition and skill acquisition will depend on what kind of class I am teaching. The level at which a class is offered, its size, the usual mix of majors and non-majors or beginning and advanced students, whether the course is part of a sequence, whether it is required or an elective, are all considerations that affect what I want students to do in the classroom, and that can be taken into account as I plan well in advance.

Much of my teaching takes the form of structured, in-class activities that students undertake in small groups, facilitated by timely feedback from me or a teaching assistant. Planning a lesson—whether it takes place in a 50- or 80-minute “lecture” or a three-hour “seminar” time slot—requires designing activities that require students to engage with the specific pieces of content or skills that I have identified as the key learning objectives for that class session. Orienting my teaching around the acquisition of specific skills has forced me to recognize that many of the skills that I take for granted as a scholar need to be taught and practiced. Just as we would not expect to be able to give a student a bassoon and a lesson book and have him or her demonstrate musical fluency by the end of the semester, even the very smart and hard-working students with which we are blessed at Penn will need a structured environment in order to learn new skills. So when I lay out a semester’s work around a specific skill, I need to make sure to allocate time for instruction, practice, feedback, more practice, and eventual evaluation.

Take for a moment the seemingly basic skill of learning how to generate questions that are useful in the context of comparative politics. Even with my PhD students, early in the semester I often start class time with some variant on The Right Questions Institute’s “question formulation technique.” The premise behind this practice is that “Strong critical thinking is often grounded in the questions we ask. By deliberately teaching questioning skills, we will be facilitating a process that will help students develop a mental muscle necessary for deeper learning, creativity and innovation, analysis, and problem solving” (<http://rightquestion.org/education/>). Originally developed for use in primary and secondary education classrooms, this structured technique asks students to work together to generate, refine, and prioritize questions in response to an instructor-provided prompt. For a class on comparative health politics, I have used prompts ranging from “#blacklivesmatter” written on the blackboard to a map of France showing mortality rates by region to an enigmatic and often-cited quotation from the 19th century German pathologist Rudolph Virchow. As students use the technique repeatedly, taking the prompt at the start of class as a jumping-off point for generating questions that they hope will be answered during the course of the lesson, they gain useful real-time feedback on the quality of their questioning by seeing which kinds of questions tend to lead to dead ends, and when their questions provoke productive discussion.

Many of us in the humanities and social sciences have developed techniques for teaching undergraduate students how to write a successful research paper over the course of a semester. When this is a skill that I have decided to work on, it takes center stage for the entire semester. During the first and second weeks in the semester, students may practice isolating the thesis statement from op-ed pieces I cull from current newspapers. They then move on to analyzing how authors of the substantive course readings ask questions and use data to support their answers to these questions. Students turn in graded assignments, with opportunities for rewriting, asking for provisional research questions, research designs, theses, outlines including evidence, and drafts. Most of my students have received little to no formal instruction in the component skills involved in producing a research paper, but I have found that by teaching these skills, giving opportunities to practice, and offering timely feedback, most undergraduate students can and do produce an excellent 20-30 page argumentative research paper in the course of a semester. This intensity of instruction in a single skill set requires de-emphasizing teaching some other skills, and has implications too for the type of content that students acquire. Early in the semester I need to provide content that is broad enough to support a wide variety of research paper topics, while later in the semester students are more focused on researching the specific content area of their papers than on any new substantive topics that might appear on the syllabus. But I think the tradeoffs are clearly worth it in some kinds of classes (for example, in freshman seminars and in 300- and 400-level classes). Students who are exposed to this instruction often go on to pursue independent research opportunities at Penn, and they write some of the best senior theses.

Julia Lynch is an associate professor of political science in the School of Arts and Sciences.

This essay continues 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.