



NEWS

A Newspaper for Faculty, Staff and Students



Van Smith in Iraq:
Vipers (real reptiles) poking through floors are one of many inconveniences Van reports.

See Staff Matters at www.wm.edu.

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On top of the world

Model U.N. team captures 2004 World Championship



William & Mary Model U.N. Team
2004 WORLD CHAMPIONS

W&M Pride

The College of William and Mary Model U.N. Team won first place in the 2004 World Model U.N. Conference sponsored by Harvard University. The conference was held in Sharm el-Sheikh, Egypt, March 28 to April 1. The students competed head to head against more than 800 students representing colleges and universities from around the globe,

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Ramon Jackson ('06) wins 2004 NCAA national title



Jackson

William and Mary sophomore gymnast Ramon Jackson (Orlando, Fla.) rose to the biggest challenge of his young career by stepping up and capturing the national title on the parallel bar event at the 2004 NCAA Division I Men's Gymnastics Championships on the campus of the University of Illinois.

"This is what intercollegiate athletics is all about," glowed 31-year Tribe head coach

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No typical Caribbean vacation

William and Mary senior Shannon McNulty was working as an intern in Millington Hall when she saw a notice about a student trip to the Caribbean during Winter Break.

The notice advertised a two-week visit to the West Indian Island of Bequia—a small island of just seven square miles that attracts tourists with its gold sand and clear-blue ocean. The perfect location to re-energize and prepare for a hectic spring semester.

However, this trip was not your typical vacation on the beach. As part of a service-learning program organized recently through William and Mary's School of Education, students get the chance each year to work in schools and teach in classrooms abroad.

"I had never heard of a place called Bequia," McNulty said. "I decided to give it a try. It was the best trip ever. It's given me a newfound respect for different cultures."

In its third year, the Bequia Program is a unique approach to service learning. Each January, between six and 10 William and Mary students travel to the Caribbean to work in both regular and special education schools on the small island. They teach classes and tutor students. They assist local administrators and work with teachers. They develop projects designed to assist the local community's educational system.

"We're responding to a real community need," said Lynn Pelco, associate professor of education at William and Mary. She founded the program in 2002 after collaborating with Cindy Favret, a Williamsburg clinical psychologist who had visited Bequia in the past as both

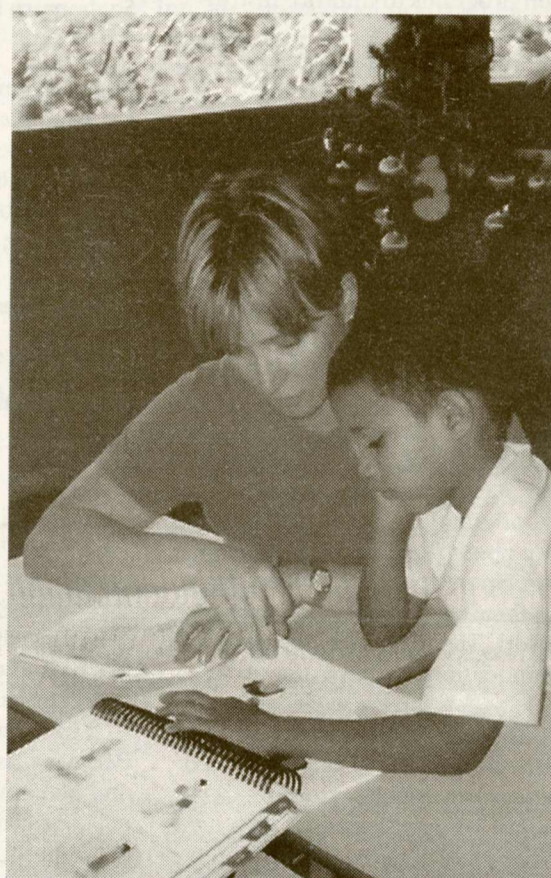


Photo courtesy of Bequia Project

Lynn Pelco has led students from the College to make a significant difference in Bequia.

a tourist and a consultant for the schools.

Each trip, Pelco, with the help of the College students, performs psycho-educational testing of students at the special needs school on Bequia so teachers can have feedback about the most

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Re-accreditation process to enhance teaching and learning

Mention the term "re-accreditation" on a college campus, and you're likely to hear a resounding chorus of loud groans and witness a swift exodus of those who might be asked to participate. Academicians who have endured one of the decennial exercises are apt to remember them as lengthy ordeals that seldom, if ever, produce anything of lasting value.

"I strongly believe that it won't be that way this time," says Professor David Aday, director of William and Mary's re-accreditation process due for completion by 2006. "I accepted this assignment for one reason: I believe that this process can and will substantially enhance teaching, learning and decision-making at William and Mary."

The respected sociologist speaks with obvious enthusiasm, inspired by a revolutionary re-accreditation model recently developed by the Southern Association of Colleges and Schools

(SACS) and reinforced by the solid backing of the College administration.

"The old model was essentially an extensive audit in which faculty and

'I believe that this process can and will substantially enhance teaching, learning and decision-making at William and Mary.'

—David Aday

administrators were required to quantify the results of their efforts over the previous 10 years. It was rigorous, but not very helpful in preparing for the future. The new process is forward-looking and is designed to help us develop a plan for quality enhancement," said Aday.

What makes the re-accreditation director even more optimistic is that he has been assured by President Timothy J. Sullivan and Provost Geoffrey Feiss that the plans that are developed will be firmly linked to institutional budgetary decisions.

"I fully expect that the plans made during the re-accreditation study will guide this institution for the next decade, and they will inform the decisions we make about the allocation of funds," said Sullivan, in endorsing the multi-year effort. "We are determined that this accreditation process will make a major difference in the future of William and Mary, and we continue to work to secure the funds that will make that possible."

SACS's new model helps ensure effectiveness by asking institutions first to examine carefully their procedures for ensuring effectiveness, and then,

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Inside W&M News

U.S./Iran on collision course



Clash of 'hegemons' certain to result in conflict, says James Bill, who for 40 years has studied Iranian culture.

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Environmentally teaching



When it comes to being responsible about the Earth's environment, tree-hugging just doesn't cut it.

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Bequia is not your typical Caribbean vacation

Continued from front.

appropriate educational intervention for each child. During the past three years, she said, they've been able to assess 18 of the school's 27 students.

"Cindy and I are in the schools every day with the students," Pelco said. "The (William and Mary) students are either teaching, or they are helping me with psychological assessments."

Pelco said the students are providing a valuable service to the island's school system, which does not have an extensive teacher training program. Very few of the teachers on the island have college degrees in education, she said. Pelco added they meet with principals and administrators to develop programs to improve instruction in the schools.

"We put a heavy emphasis on meeting the community's needs," Pelco said.

While many of the student participants are education majors, the program is open to all undergraduates and graduates at the College. Basically, it's open to any student who wants to learn about a different culture and work to improve the community, she said.

Each October, students are selected through a formal application process. Participants then attend several orientation meetings in the fall to learn about the island and the trip.

Participants pay a \$1,500 fee, as well as their own airfare and meals on the island. The fee covers the students' accommodations, all program excursions, as well as the three elective credits that are part of a spring semester elective course taught by Pelco.

When the students return to campus in January, they work with Pelco during the spring semester to develop and implement a project that

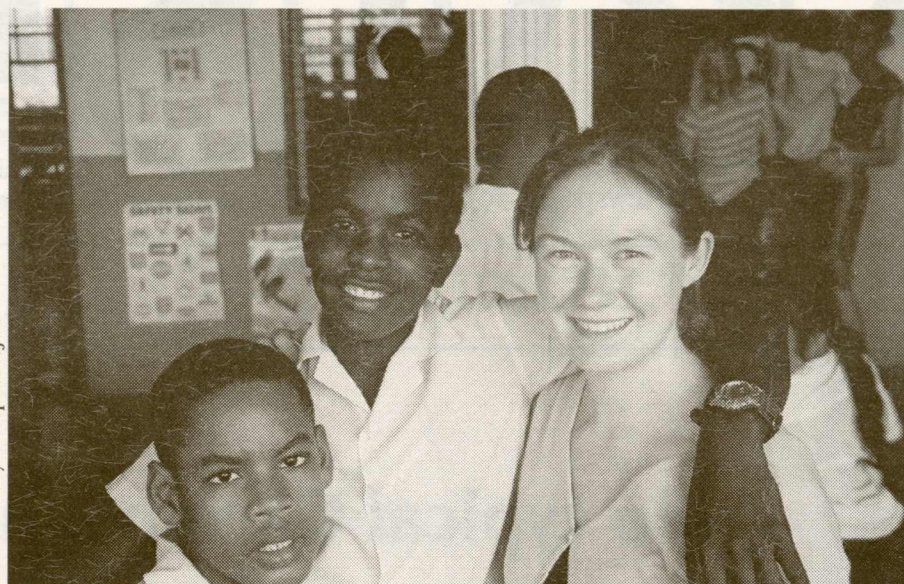


Photo courtesy of Bequia Project

Sophomore Rebecca Easley worked at the special needs Sunshine School.

targets a community need in Bequia. For example, this year a biology student is designing an HIV/AIDS prevention education program for Bequia. Another student, a government major, is conducting a compara-

needs. For the students, it's a very eye-opening experience in terms of learning to be creative with the resources they have and not making a lot of assumptions based on the way we do things here in the U.S."

'We are there to do more than soak up the sun and eat nice food on the beach.'

—Lynn Pelco

tive analysis of foster care systems in the Caribbean. A sociology major is designing sign language materials for teachers to use in the special education classrooms in Bequia.

"Each student works closely with Bequians, as well as with the William and Mary program faculty to collaboratively identify a need in the community," Pelco said. "Each student then designs their project to fit those

Sophomore Becky Easley, a biology major, spent most of her time in Bequia working with students at the Sunshine School, a special needs school.

"I mostly worked with the mid-level classes, and observed and taught the children," said Easley, who also helped start a group at the local high school to address HIV and AIDS education. This semester, she is working with churches, schools and other community members on the island to develop a support group for those infected with HIV.

"I met with the doctor in Bequia and he said that the island needed a more aggressive program," Easley said. "This coincides with my major because I am observing how diseases affect those in other countries and also how

hard it is to help."

Pelco said the idea is for the students to immerse themselves into learning about the Caribbean culture through working closely with the local community. In addition to working in the schools, the students take several daytrips to other islands and work to develop relationships with the locals. Some might go spear fishing or meet with local government officials while others join in pick-up basketball games on the island.

"These kinds of personal interactions build a different kind of relationship between Americans and West Indians than either group is accustomed to," Pelco said. "We are there to do more than soak up the sun and eat nice food on the beach. We really do get to make friends, and I know that students from previous years' trips still maintain friendships with individuals they met on Bequia."

McNulty, a biology major, spent most of her visit to the island working in Bequia Community High School. She taught several classes, including one on communicable diseases and another on photosynthesis. McNulty even found herself teaching the fertilization process during a sex education class.

"It took me a little by surprise but I kind of jumped into it," said McNulty, who is now designing a science career package that can be distributed to Bequia students. She is also developing some worksheets and extra science-related materials that teachers on the island can use in the classroom.

And she's happy she saw that notice last summer.

"It's a completely different lifestyle," said McNulty, who plans to go on to graduate school next year to study microbiology. "I really enjoyed getting to know them."

by Brian Whitson

Re-accreditation process to enhance teaching and learning at the College

Continued from front.

based on that assessment, to identify, study and strengthen a *single, fundamental element* of the William and Mary education experience—for instance, a capstone experience, student-faculty collaboration or faculty mentoring. A collection of prospective projects from which the element will ultimately be chosen is being generated by the effectiveness reports currently being completed by all academic departments and many administrative offices—a wide net capturing broad input.

"Inclusiveness is an absolute keystone of the effort," said Feiss. "To achieve this, we've included representatives of all the campus constituencies in the six committees that will guide the re-accreditation work—and that includes staff and students, as well as faculty and administrators. Of course there are many other opportunities for participation built into the process as well, and we are hopeful that many good ideas will bubble to the top."

Once the critical educational element bubbles to the top, the committees will develop a detailed plan to enhance the element throughout the institution, drawing on the database that will be built during the institutional effectiveness assessment and using that database to extract information to answer questions about progress toward that goal.

"As a social scientist, I am deeply committed to empirical evidence, and this database will improve our ability to make decisions based on facts, not hunches. We will also compile a 'best practices' file that can be used to enhance the key educational element," said Aday.

The first task in the SACS process—which is well



Bill Walker

David Aday is committed to using the re-accreditation process to improve the College of William and Mary.

under way in many academic departments, programs and schools—is to develop a brief "Process of Institutional Effectiveness" (PIE) report which outlines the purpose of each academic program, as well as faculty expectations for student learning, learning experiences and levels of performance.

Director of Medieval and Renaissance Studies Philip Daileader, who completed the PIE report recently, said that the process provided an opportunity "to step back from the whirlwind of everyday events and reflect. I think that it will help by identifying things that your program is not accomplishing,

and by pinpointing those elements that might not be contributing as well as they could. It is certainly challenging, in that regard."

Aday observed that the re-accreditation process has been streamlined, and he stressed that the new model is not obsessive about detail, as the old model was. "Instead, we want to capture information that will help us become a better institution through an ongoing process of evidence-based decision making," he said.

Aday has invested 25 years in the College and is clearly committed to using the re-accreditation process to improve the institution he loves. But he will also admit that he looks forward to coordinating the process because the SACS model is related to his current scholarly interest.

"As a criminologist, I am interested in questions about regulations and compliance, whether to rules and laws or to accreditation standards," said Aday. "There's a new strain of thought that posits that people will comply with regulations that are strongly related to those things that they and their organizations value most. The best way to build this type of compliance is letting people and organizations develop their own value systems—and that's exactly what this re-accreditation process is designed to do. It will help us discover what we as a university value most and give us the tools we need to strengthen these values. I can hardly think of a better approach."

by Bill Walker

A complete overview of the SACS process and an outline of the committee structure established to conduct the study can be found at www.wm.edu/sacs.

United States and Iran remain on collision course

Roles as regional/global 'hegemons' certain to result in conflict, says Bill

You might call it a "beautiful friendship," or perhaps a 40-year love affair. Whatever words you choose, it is clear that Professor of Government James A. Bill has been entranced by Iran ever since he first studied the country during his undergraduate days at Massachusetts' Assumption College.

And now—as the founding director of William and Mary's Reves Center for International Studies begins to make plans for his retirement next year—he has distilled years of observation and analysis into a valedictory address delivered last month to Washington's influential Middle East Institute. As much as the American dean of Iranian studies might have liked his remarks to have been

otherwise, the tone of the speech was not optimistic.

"Iran and the United States remain on a collision course," Bill told the large gathering of scholars, diplomats and officials from many nations. "While Iran stands as a regional hegemon in the oil-rich Persian Gulf, the United States is the global hegemon."

What makes this situation especially dangerous, said Bill, is the fact that the "U.S. seeks to prevent the rise of independent-minded regional hegemons. The more independent their behavior, the more pressure the U.S. exerts on them."

Between the two cultures

In an effort to bridge the wide gap between the two nations, Bill has devoted much of his career to helping explain Iran to America, and—during his many trips to the Persian Gulf—to helping Iranians understand the strange mix of American idealism and self-interest that along with Iran's Islamic fundamentalism has led to the fractured relationship.

As a committed educator, Bill believes that misunderstanding and ignorance have played large roles in creating and extending the current standoff. And he proposes education and study as the only effective antidotes to antipathy.

"The United States must develop a keen understanding of Iranian history and society. Religiously, American decision-makers must study Shi'ism; socially, they must understand the web system [of informal politics]; and politically, they must support Iran's drive to democratization," Bill said in his address to the institute.

The scholar's conclusions are graced by the ring of truth because they are based on years of "on-the-ground" experience in Iran and the Persian Gulf. Bill's first trip to Iran took place in 1965, just weeks after he had gotten married. Armed with little more than a notebook, knowledge of Persian, a Princeton master's degree and a brand-new bride, Bill spent two years immersing himself in the Iran of



Bill Walker

James Bill and his wife, Ann Marie, pose with a document depicting an Iranian family tree.

Muhammad Reza Shah, who had been restored to power by a U.S.-sponsored coup in 1953.

Through countless interviews with Iranian officials, political leaders, citizens and dissidents, Bill developed a personal understanding of the growing unrest in the country and the increasing repression of the Shah's regime. Just as distressing as the repression, the young scholar found, was the lack of understanding and sensitivity he found in the American embassy.

"Less than 10 percent of U.S. diplomats spoke Persian fluently. The comparable numbers for the British and Soviet embassies were 45 and 70 percent, respectively," Bill recalled. "The American community in Tehran clustered around the commissary. With sales of \$4 million annually, the commissary imported huge amounts of liquor, cigarettes, pet food and Coke. In 1970, American aircraft lifted 79 tons of processed cat and dog food to Tehran. In the words of one Iranian, 'the American's dogs eat better than the average Iranian.'"

Sources of Iranian power

Bill used what he had learned from his two years in the country as the basis for a dissertation on the politics of Iran, and after completing his doctorate at Princeton, he taught at the University of Texas. When the Iranian revolution erupted in 1978, Bill jetted into the chaotic Iranian capital to gain a firsthand understanding of the events leading to the fall of the Shah and the rise of Ayatollah Khomeini. Most important, Bill's continuing research led him to a better understanding of the inner workings of Iranian politics, principles and practices detailed in

his ground-breaking book, *The Eagle and the Lion: The Tragedy of American-Iranian Relations*. "The Iranian power structure has emphasized personal and informal relationships. These networks spread across the society in what I refer to as the Iranian web-system," Bill recently told his audience at the Middle East Institute. "This system is multi-layered and honeycombed with complex networks of informal groups. ... Important institutionalized groups are referred to in Persian as *dawrehs*—informal groups of people who meet periodically, usually at the places provided by each of the members in turn."

The most important of the groups is the Iranian family, said Bill. "The family provides the permanent backing to the floating informal group structure. Studying kinship ties is crucial if one hopes to understand Iranian politics. Family trees are roadmaps of power."

In addition to studying the principles and processes of Iranian informal politics, Bill believes that it is also important for Americans to understand Shi'i Islam, which "contains within itself both impediments and catalysts for democratization."

Chief among the impediments is the faqih, a supreme religio-political leader who rules in an authoritarian manner and whose power base is the military and the institutions of justice. Today's faqih, Seyyed Ali Khamenei, stands above the law. On the other hand, the president of Iran, Muhammad Khatami, is a reformist and, like most of the clerics, is selected by the people in an impressive system of grassroots democracy. Every practicing Shi'i is free to choose whatever cleric he or she wishes to pray behind.

Reformist pressure has been building inside Iran for the past decade, observed Bill, who described the situation as "severe political gridlock." In his view, this tense, explosive situation cannot last.

The explosive present

The mounting internal push for reform, resistance from religious leaders, international pressure for cooperation and the presence of Western military power in Iraq have combined to create a very dangerous situation, Bill told his Washington audience.

"If the Islamic Republic and the United States fail to cooperate, then violence and warfare are sure to intensify and to spread across the Persian Gulf region. In choosing the role of global gendarme, the American giant must understand the social and political environments in which it travels," Bill concluded. "Otherwise, in spite of infrared goggles, laser-guided automatic weapons and Kevlar bullet-proof vests, the giant is easily lost and its destination uncertain. In the words of Kipling:

*"At the end of the fight
Is a tombstone white
With the name of the late deceased
And an epitaph drear:
'A fool lies here
Who tried to hustle the East.'"*

by Bill Walker

PLUS to extend mission of Summer Transition Program

Declaring that "diversity and excellence are inexorably bound," President Timothy J. Sullivan recently announced the reconfiguration of the highly successful Summer Transition Program, including changes that will make its advantages available to a greater number of students than ever before.

The reconfigured program—called Preparation for Life as a University Student (PLUS)—is designed to help prepare entering students who have faced unusual adversities, who exhibit disparate academic predictors, who are first-generation college students, or who come from disadvantaged geographical regions, underrepresented racial

or ethnic backgrounds or low-income families.

Entering students from these groups will be invited to participate in a six-week summer session enabling them to hone study skills and to take an academic course before they enter their first full semester in the fall.

"There is no doubt that PLUS students, like STP alumni before them, will make innumerable and invaluable contributions to the College community. Their most important contribution will be in demonstrating that our community can—and must—transcend barriers of race, class and socio-economic status," said Sullivan.

Sullivan said he hopes that the

program will help "the campus reflect society as a whole and enable us to educate students to be effective leaders in a multi-cultural world."

PLUS will be directed by Dean of Undergraduate Studies Edward Pratt, and Director of Multicultural Student Affairs Chon Glover will coordinate the program.

The PLUS program is the result of a year-long College review of the former STP program occasioned by the recent Supreme Court decision on affirmative action.

The original program was developed following a 1969 finding by the U.S. Office of Civil Rights that Virginia and nine other states were operating segregated higher education systems in

violation of Title VI of the Civil Rights Act of 1964.

To meet the federal mandate in the case, the Commonwealth of Virginia reached an agreement with the Office of Civil Rights during the Reagan administration to recruit and admit more minority students and to provide programs to aid their success in college. Funding for these programs—which ultimately reached \$1.1 million a year—was provided by the Virginia General Assembly, and 13 state colleges and universities used the funds to formulate programs to satisfy federal requirements. The state reached a final settlement with the federal government in 2002.

by Bill Walker

MTV conducts interviews on campus

Student city council run is national news



An MTV camera follows Lowe (center) and Alami (pointing) near the Daily Grind.

When Luther Lowe planned to run for a seat on Williamsburg City Council, the William and Mary junior never expected to share airtime with the likes of rapper Sean "P. Diddy" Combs, pop star Britney Spears or MTV icon Carson Daly. However, that's where Lowe and two of his classmates find themselves following a special campus visit March 25 from producers at MTV News. The network was filming a piece for mtvU, which is broadcast to more than 720 college campuses, including William and Mary.

The cable network spent an entire day at the College filming a brief piece MTV News is now airing as part of its "Choose or Lose" campaign, which is directed toward getting young people involved in the political process. The issue at question at William and Mary, and other university campuses, is whether students should be allowed to register to vote—and therefore run for elected office—in the locality where they attend college.

'It really has sparked an interest among students around the country.'

—Luther Lowe

"It's about young people trying to vote," said MTV News and mtvU producer Ritesh Gupta. "We're not here to take sides. We're just hearing the facts of the case."

In addition to MTV, the students' quest to get on the ballot has grabbed the attention of local newspapers, as well as television and radio reporters. Monday night, William and Mary students, including

Lowe, were on student radio at Georgetown University.

"When we started, we were under the assumption that William and Mary students would be allowed to register to vote," Lowe said of the unexpected attention he's received for the campaign. "It really has sparked an interest among students around the country."

For now, the only student on the ballot is senior Robert Forrest, who was granted the right to vote and run in the City Council election by the local registrar after he withdrew from his courses this semester and moved off campus to focus on the campaign.

Lowe and junior Serene Alami are at the center of an apparent political storm. Both say they deserve the right to run for local office since students live in Williamsburg at least nine months a year and are roughly half of the city's overall population.

"Every student has a direct stake in our local government," Lowe said.

Williamsburg Registrar R. Wythe Davis, however, ruled the students did not qualify as city residents because, among other things, they remained financially dependent on their parents, who live elsewhere. The students took the case to Williamsburg-James City County Circuit Court, where a judge said that Lowe, because he is in the National Guard with a six-year commitment, should be considered a city resident. However, Alami, whose family lives in Roanoke County, was not a local resident, the judge ruled. She is taking the issue to the Virginia Supreme Court in hopes of reversing the decision.

Despite the ruling in circuit court, Lowe remains off the ballot. The registrar's office says he does not have the 125 valid signatures required by state law. Signatures for candidates must be collected from registered voters in the city. Because Alami collected some of Lowe's signatures, those are not considered part of the petition.

The key, Lowe said, is Alami's court case. If a judge rules that she should be eligible to vote in Williamsburg more college students could register in the future. The effort is not just about winning a seat on City Council this year, Lowe said, it's about setting the stage for future classes at William and Mary to participate in elections.

As it stands now, the students say, they have no voice in decisions made by city officials—and that's the main reason they decided to get involved in the election this spring.

Gupta, the MTV News producer, said he learned about the William and Mary students when he saw a story about their efforts on the Virginia Tech Web site. He flew down from New York to meet with the students last month and returned a few weeks ago. The news piece premiered last Friday on mtvU, and will also run as a news brief on MTV and MTV2 this week, French said.

Forrest said he's not surprised by the national attention the student candidates have received so far. He said university/city issues are relatively the same in other college areas.

"I'm actually hopeful it will get bigger than this," Forrest said. "It speaks to a larger issue. Students should have the right to vote in the town they attend college."

by Brian Whitson

Seminar looks at concerns across the disciplines

Environmentally teaching: Hugging trees no longer cuts it

This all-encompassing thing we call the environment demands careful, thoughtful examination when we study it. Improbable as it may seem, the fertilizers a farmer in Iowa uses can affect the viability of fish in the Mississippi Delta. Likewise, urban sprawl in California can contribute to global warming which, in turn, can disrupt fragile Antarctic ecosystems. A list of similar, imperceptible interconnections would take hours to innumerate. But one thing is clear: studying the environment and what threatens it isn't just about science, economics, geography, law, sociology or any other single area of investigation; it's about looking at our world through many lenses to come up with multifaceted, balanced strategies for preserving it. Hugging a tree is not enough. You have to know why it's important not to cut down that tree and then provide the comprehensive analyses to persuade others of its value.

At William and Mary, Environmental Studies (ENST) 101 and 102 introduce students to the interdisciplinary threads it takes to study the environment. These introductory lecture/lab combinations are the flagship courses of the newly revamped environmental studies program. Around for more than two decades, environmental studies received a makeover three years ago through the auspices of a \$300,000 Mellon Foundation grant. Along with these two prerequisites, the funds cleared the way for the development of a distinct two-track major: environmental science for those more technically inclined and environmental policy for the more "wonkish."

A year and a half in the planning by faculty members from across the academic spectrum, ENST 101 and 102 are taught by five men who represent different academic disciplines: marine science, sociology, biology, philosophy and economics. During each semester, the classes tackle a number of environmental issues and examine them from different perspectives.

"You absolutely cannot view the environment in a vacuum," says Scott Johnson, a junior majoring in economics and environmental policy, of the introductory ENST 101. "In the last 30 years, the environment has become so politicized and weighted down by ideology that to study it in an academic setting provides a breath of fresh air. We get a number of highly specialized, unembellished perspectives so that even if we don't see the whole picture, we have an idea of what the most important parts are."

Says Timmons Roberts, professor of sociology, director of the program and one of the 101/102 teachers, "Environmental issues turn out to be delightfully complex and linked to everything. Most obvious are the interactions of humans with their natural systems of energy, soil and atmosphere. But I increasingly appreciate how they are deeply rooted in the seemingly intractable issues of economy, social justice, community and democracy."

Take climate change, for example. Among the litany of global environmental concerns, none may be more politically charged, have the potential to impact more lives—or be more complex. To really understand the whys of climate change you need a summary knowledge of chemistry, physics, meteorology, biology, math, oceanography, geography and geology. To appreciate its possible consequences you need to understand something about ethics, philosophy, economics, the law, political science and sociology.

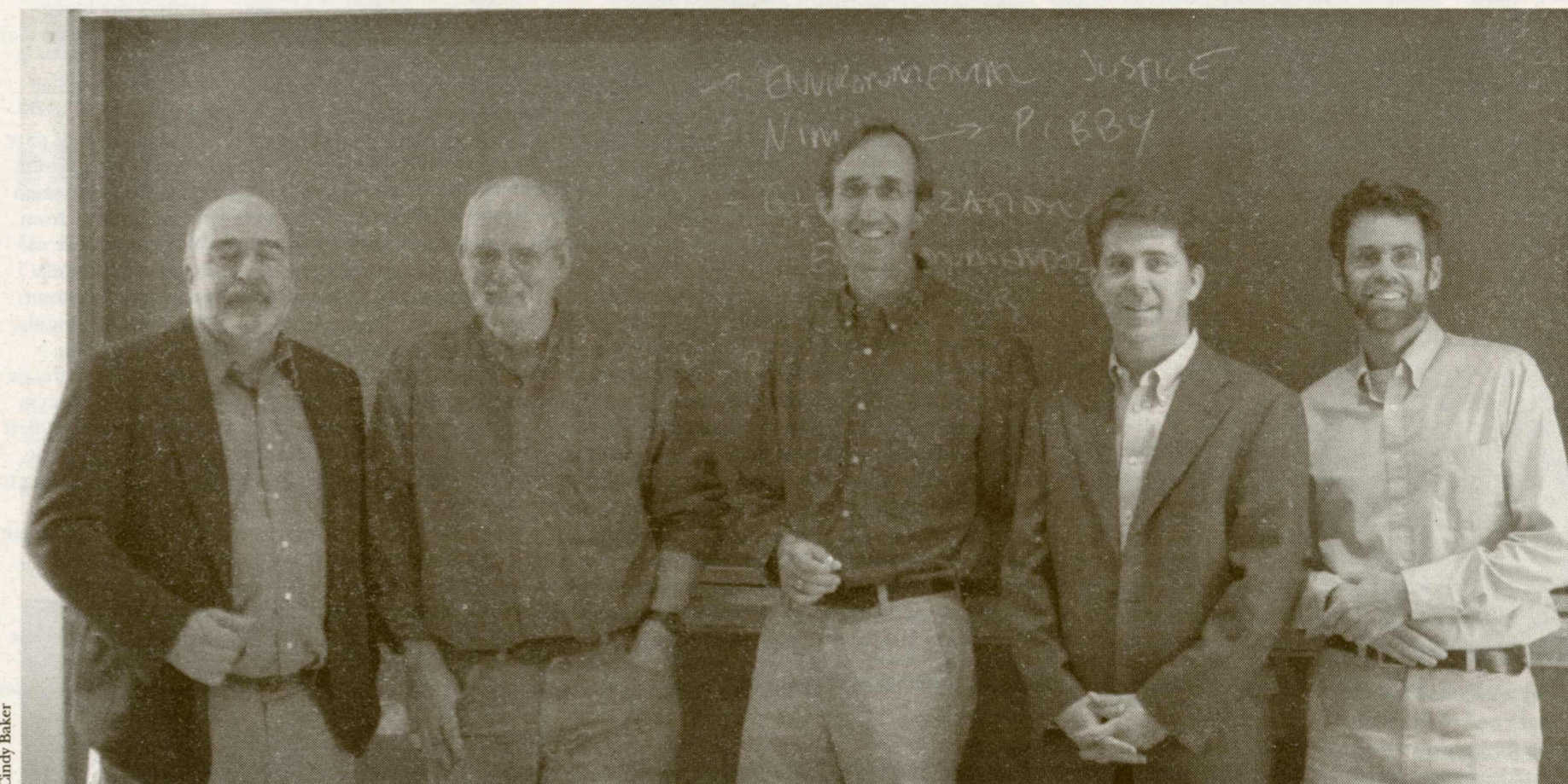
Dennis Taylor, VIMS professor of marine science, began the 101 section that explored climate change by examining the relationship of living organisms to the atmosphere, water and soil. Living organisms are the mediating influence in the equation among the four spheres. The biosphere regulates the flow between the other spheres—photosynthesis being a prime example. A unique event that affects the relational structure can produce change. In the case of climate change, that unique event was the Industrial Revolution with the attendant increase in human dependency on fossil fuels.

Carbon dioxide (CO₂) (a byproduct of living organisms) helps control the atmosphere by allowing the sun's rays to warm the earth. But with the introduction of fossil fuels, more CO₂ was released into the atmosphere at a greater rate than the biosphere could rebalance. "CO₂ causes warming by absorbing heat energy that's radiated back from the earth's surface rather than allowing it to reflect back out into the atmosphere," says Taylor.

Armed with a scientific overview, students then explore the policy of climate change, its potential economic impact and the ethical issues raised. For instance, during one class meeting, Mark Fowler, associate professor of philosophy, examined climate change against the backdrop of how current policy relates to the broader issues of social justice. Through assigned readings and notes downloaded from Blackboard, students were asked to apply ethical principles to global warming issues. They considered questions like should the countries who are the major emitters of CO₂ and other greenhouse gases and who also tend to be the major consumers of fossil fuels, be the ones primarily responsible for addressing the problem.

According to Fowler, ethical concerns like the ones posed about climate change prompt some of the most intellectually exciting value controversies existing today. "It is safe to say that environmental ethics is a field of moral theory where some of our fundamental moral assumptions are being reassessed and revised," says Fowler.

Students appreciated the discipline that the introduction of ethics brought into the global warming conversation and to other environmental issues.



Five professors participating in the interdisciplinary environmental program are (from left) Dennis Taylor, Mark Fowler, Timmons Roberts, Rob Hicks and Randy Chambers.

"I got something out of Professor Fowler's lectures I didn't expect: the challenge to be consistent," says Johnson, a self-described environmentalist. "I think the way we talk about the environment in the United States—politically from left to right—could be greatly improved if everyone thought about the validity of their statements. To discuss the environment outside your own ideology is a surprisingly difficult thing. Basically, Professor Fowler has improved the way I think."

ENST 101 begins the semester with an examination of watersheds using Lake Matoaka and other local landmarks as examples. From there students go on to study Chesapeake Bay ecosystems. Using a mixture of fieldwork, labs and lectures, students become connected to the relevant local environmental issues by actually experiencing them. Measuring water conductivity and identifying local watershed boundaries tend to make you look at sights you might have once taken for granted with new eyes. You don't just see the shoreline of the lake or the Bay anymore, you see the tiny ecosystems that live there teeming with life and struggling to survive.

Even a student who has lived on the water all his life and whose family has made a living from the water for close to 300 years developed a passion for the interdisciplinary approach ENST 101 takes.

Freshman Matthew Rowe, a Sharpe Community Scholar, took oceanography, marine science and environmental science in high school and was conversant with many of the issues the class studied. "I am a registered commercial waterman who crabs, gill nets and oysters," he says. "I am on the Bay all year round. This class and others like it give me a chance to learn and take my knowledge back home with me where every one directly affects the Chesapeake Bay."

The class has influenced students in other ways, too. Johnson says he never considered economists as important players in the environmental debate. One of the professors who taught him to see economics as a positive force for solving the world's problems was Rob Hicks, assistant professor of economics

and one of the 101 teachers. In fact, introduction to economic factors in 101 and in several other econ courses influenced Johnson to change his major to economics. "Because economics drives so much of what goes on in the world, understanding the economic factors in how humans interact with the environment is crucial," says Johnson.

Many colleges and universities around the country have an environmental studies program, but the interdisciplinary, team-taught approach taken in 101 and 102 is fairly unique, Taylor thinks. Having so many teachers involved in one course can cause some logistical problems for faculty and students, but as faculty experience with the course grows, those problems should go away. The big questions of how you present the main idea and give students the kind of exposure they need not just to the science but to other academic points of view as well have been worked out. The group of professors decided very early on to build all the disciplines into the sequencing of case studies that move from small scale (Lake Matoaka watershed) to large scale (global warming) so that students see how all the elements affect an issue.

Most of the labs aren't labs in the scientific sense, Taylor explains. They're like workshops. Some of them actually set up a scenario in which students role-play, resolving environmental problems in front of the public. Some may take the role of environmental advocates, for instance, while others are developers and present that point of view.

"It's been an interesting kind of experiment in education. It's sort of the essence of a liberal education, embodying all kinds of thinking," says Taylor.

"I think the whole question of the environment is fundamentally a question about our place in the world," Taylor continues. "It's a question of how we view ourselves and relate to other living things on earth. One of the things I am always trying to do is look for any kind of vehicle to get students to ask very basic questions about what their ideas are, where do they come from and how do they relate to the human condition."

by Cindy Baker

Earth Day events

April 17, 11 a.m.-4 p.m.: Activities on University Center terrace include speakers Randall Hayes, former director of Rainforest Action Network, and Skip Stiles. Free food and music. Bring the children.

A complete list of Earth Week activities beginning with a shadowpuppet show on April 10 is available at www.wm.edu/environment (click spinning globe, then events).



Environmental concern

Sociologically waste flows downhill

by Timmons Roberts

'Externalities' of environmental economics

by Rob Hicks

Saving the 'muck' for the children

by Randy Chambers

From L.A. smog to Earth Rights

by Mark Fowler

The fragility of place

by Dennis Taylor



These first-person articles are posted on Faculty Focus at www.wm.edu.

Number 1 on parallel bars

Jackson ('06) captures National Championship

Continued from front.

Cliff Gauthier. "A William and Mary scholar who has designed his own major becomes a national champion. This victory is a real testament to his hard work and his ability to take advantage of his opportunity to compete for William and Mary. On top of it all, this

really couldn't have happened to a nicer person."

Jackson, who posted the third-best qualifying score in the championship's second round to advance was the 10th, and final, performer on the event in the final round. He entered the meet having carried the nation's second-best season average on the parallel bars (9.390) and he stepped up to compete this afternoon after having just watched what were widely considered his two biggest competitors (Penn State's Luis Vargas and Illinois'



Tribe Athletics staff

The Tribe's Ramon Jackson has been one of the nation's top performers throughout the year in the parallel bar event.

Justin Spring) slightly miss on their respective routines. Jackson snatched the opportunity and swung to a solid, if not spectacular, 9.2 mark, just edging out Iowa's Linas Gaveika (9.187) for the gold.

"I came into this event looking to finish in the top three, so winning it all isn't bad," remarked an understated Jackson, who has not been defeated through 11 competitions this season on the event. "I was just looking to hit everything in my routine; especially after watching my two biggest competitors (Vargas and Spring) both miss before I went. I was nervous, but I managed to keep my focus and take advantage of the opportunity."

By taking the national title, Jackson joins former William and Mary great Scott McCall (1996, rings) as the only Tribe gymnasts to claim national championships. He is the fourth gymnast to earn NCAA All-American honors, joining McCall, Sebronzik Wright (second on vault in 1994) and Tom Serena (1983, vault). He becomes the first to earn the distinction as an underclassman and has two seasons remaining.

by Tribe Athletics staff

W&M ties to UAE University

Representatives of the College of William and Mary and UAE (United Arab Emirates) University have signed a memorandum of understanding in Al Ain to establish exchange opportunities for faculty and students at each institution, according to a report in the *Gulf News*.

College Provost P. Geoffrey Feiss told the newspaper that UAE University offers the "most conducive atmosphere in the Middle East" for William and Mary students to learn.

Some 40 percent of William and Mary's students spend at least one semester at an overseas university, the article noted, adding that the College has one of the largest departments for Islamic and Arabic studies in the United States.

Hadif Jouan Al Dahiri, vice chancellor of UAE University, told the newspaper that cooperation between the two schools would "lead students into academic, scientific and cultural agreements for the development of undergraduate and graduate level education and scholarly research.

Model U.N. team captures World Championship

Continued from front. including Oxford, University of Pennsylvania, MIT, Columbia and national teams from France and Germany.

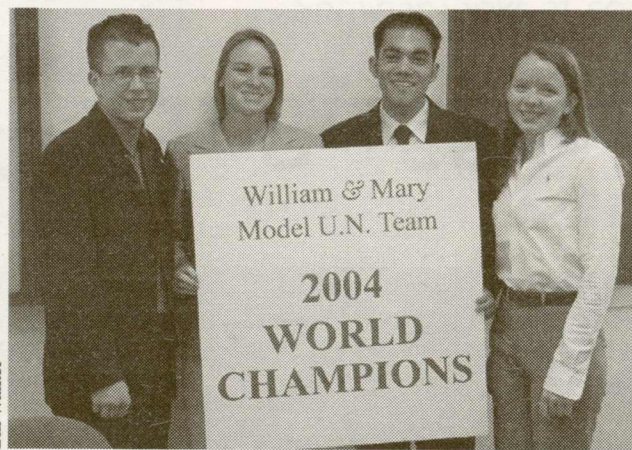
William and Mary tied for first place with West Point and Carlton College.

For this international competition, each Model U.N. team was given one or two countries to represent and five weeks to research their assignment.

William and Mary represented Uganda and the Philippines—a particular challenge.

"When you represent more influential countries the other delegates seek out your policy and opinions," said Tom Fitzpatrick ('04), team captain. "When you represent countries that aren't considered world powers you have to make sure you are speaking out in your committee sessions and right away begin to make a name for yourself and establish credibility."

Each team represented their country or countries in 13 committee sessions. These committees awarded individual diplomacy awards to delegates. The William and Mary team was one of the largest at the conference. Twelve of its 17 delegates took individual awards, more than any other team at the conference.



Bill Walker

Four members of the College's 17-member Model U.N. team are (from left) Andrew Keen ('04), Tom Fitzpatrick ('04), Alexis Smith ('04) and Christina Sheetz ('04).

"Being one of the largest teams was a challenge," said Fitzpatrick. "Overall scoring is based on the percentage of your delegation that receives an individual award—the bigger your team, the greater the pressure to produce individual wins."

William and Mary last won this event in 2000. All of the team members were from William and Mary's International Relations Club.

Each year the club participates in four off-campus Model U.N. competitions, including the World Conference, and it hosts two events, one a high school Model U.N. and the other a conference for middle school students. The group has participated in the international competition since 1998. It was absent only once in that period, 2003, when it did not compete due to travel concerns pertaining to the war in Iraq.

For the students involved, this World Conference is a great way to learn about other cultures and portray their own. "Whether we are assigned the U.S., China or the Philippines, going to this event and doing our best is a great way for us to represent the United States," Fitzpatrick said.

by Suzanne Seurattan

College Employee of the Month

Surrounded by books, Kirby is in the perfect place

Once she got her first typewriter, there was never another question in Marcia Kirby's mind about what kind of work she would do. The writer and avid reader knew early on that she wanted to be surrounded by books.

Now a library practitioner at the College of William and Mary's Swem Library, Kirby is right at home. She spends most of her time working in the periodicals, ordering

new subscriptions and back issues, or getting things to the bindery, but she's never far from thousands upon thousands of books, even if it means walking up a few flights of stairs from the ground floor serials office.

Until recently, the periodicals were just outside Kirby's office door. But with the Swem Library renovation moving into its final stages, the periodicals are now back upstairs. Kirby's role in making the transition seamless and future growth of periodicals manageable earned her the Hourly and Classified Employee of the Month honors for March.

"Marcia willingly took on the task of determining how much space should be left for future volumes of current periodical titles. She has been assisting further by flagging the bound periodical volumes in the stacks so the movers know exactly how much space needs to be left. Her assistance has been invaluable," said Kirby's supervisor Merle Kimball.

It's not as simple as it may sound to estimate



Tim Jones

Marcia Kirby is right at home surrounded by the books and periodicals at Swem.

space for periodicals down the road. It's time consuming and tedious, and requires careful planning.

"I would go up to the stacks two-to-three times a day with a tape measure and measure the exact length of a particular periodical, and then calculate based on that, how many inches we would need for future ones," Kirby said.

Since some periodicals come out four times a year, others 12 or even 50, Kirby and Kimball had to consider how many issues of each periodical would fit comfortably in a bound volume. The unique exceptions were limitless, making meticulous planning essential. But it was a job that Kirby enjoyed.

"I like this job because it keeps me busy. I can't not work hard," she said. "I was taught to do things right the first time so I don't have to do them again."

In addition to keeping her in constant motion, the job at Swem is one that has exposed Kirby—a longtime library expert—to new fields within the library environment.

She enjoys learning, and relishes the opportunity to do so. The library, it turns out, is the perfect place to do so. Of course, being able to check out what's going on in the literary world, courtesy of the countless journals and books at her fingertips, is another added bonus.

by Tim Jones

notes

Education and Law remain near top of graduate schools according to U.S. News

Two professional schools at the College of William and Mary remained among the nation's best, according to the latest *U.S. News & World Report* rankings of graduate programs and professional schools.

"Despite these difficult times of financial uncertainty for higher education, the dedicated faculty and staff at our professional programs continue to excel at an extremely high level," said William and Mary Provost P.

Geoffrey Feiss. "Of the utmost importance for the College is securing the necessary resources to sustain these accomplishments and continue to be among the nation's best."

In the magazine's annual rankings released April 2, the William and Mary School of Law ranked 29th in the nation. The Law School ranked 28th in 2003 and 32nd two years ago. The School of Education also remained among the nation's Top 50, ranking 47th in the country compared to 44th in 2003 and 50th in 2002.

Robb visits as Lowance Fellow



Brian Whitson

Robb speaks at a Law School luncheon.

Former U.S. Senator Charles S. Robb, who was recently appointed to co-chair a commission to investigate pre-war intelligence on Iraq, visited the College of William and Mary April 5-6 as this year's Carter O. Lowance Fellow in Law and Public Service.

The fellowship, named after former William and Mary Executive Vice President Carter O. Lowance, was established in 1989 and brings a distinguished public servant to campus each year for several days of lectures, discussions and meetings with students and members of the College community.

"To hold a Carter Lowance fellowship is a very distinguished post at William and Mary," Law School Dean Taylor Reveley said during a special luncheon April 6 honoring Robb. "This year's fellow, Charles S. Robb is an eminently worthy and fitting incumbent."

In February, President George W. Bush named Robb co-chair of a commission that will look at America's intelligence capabilities, especially pre-Iraq war intelligence regarding weapons of mass destruction. Robb, also a former governor of Virginia, met with students and faculty at both the Law School and main campus during his two-day visit.

Aging and geriatric center gets \$100,000 from Merck

The Center for Excellence in Aging and Geriatric Health (CEAGH) received a \$100,000 grant from the Merck Institute of Aging and Health (MIAH) for the distribution of geriatric patient assessment tools—toolkits, to doctors in the greater Williamsburg area.

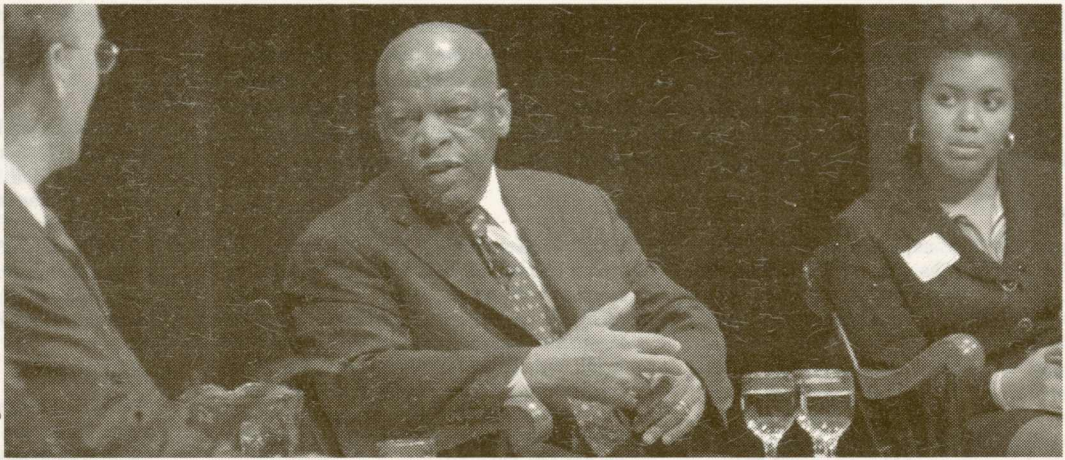
"Almost 70 percent of local physicians responding to a recent study indicated they are interested in professional training in geriatrics," said Helen T. Madden, Ph.D., director of CEAGH.

The project, led by Rex Biedenbender

('93) M.D., assistant professor, Glennan Center for Geriatrics and Gerontology at Eastern Virginia Medical School (EVMS), begins this month. It will be a year-long endeavor to introduce area doctors to methods that can make assessments of geriatric syndromes including dementia, depression, memory loss and incontinence more efficient and more effective.

The "toolkit" project is a collaborative effort including the College of William and Mary, EVMS, VCU, Sentara Healthcare and Riverside Health Systems.

Congressman John Lewis looks for a 'rational' foreign policy



Tim Jones

Congressman Lewis engages the community in a "Meet the Press" forum.

War, as an instrument in foreign policy, is obsolete, said U.S. Congressman John Lewis, speaking to a Commonwealth Auditorium crowd as William and Mary's 2004 Hunter B. Andrews Fellow in American Politics.

"There must be a better way for rational human beings to conduct foreign policy. You strike me I strike you; you bomb me I bomb you. We cannot continue to run that way. Along the way, some great nation, some great people will have to say, 'Enough is enough. Let's move in a different direction,'" Lewis said.

Once beaten nearly to death for marching peacefully in Alabama in 1965, Lewis urged listeners to embrace a "discipline of non-

violence" as a way of life. To move in the right direction, Lewis said, more people need to engage in politics.

"I think the greatest threat to democracy, to this republic, is a lack of participation," he said.

In a "Meet the Press" type forum, Lewis answered several questions from a student panel as well as questions from the audience. The congressman addressed a wide range of current issues, including same-sex marriages, the war in Iraq, upcoming 9-11 commission testimonies, and even Janet Jackson's infamous Super Bowl appearance, all with a frankness and sincerity uncommon for a politician.

Additional Lewis coverage will be posted on the Front Page at www.wm.edu.

Raskin questions 'staying the course' in a war built on 'lies'

The United States has been a warrior state since its formation, but now may be the time for it to change, Marcus Raskin suggested during his delivery of "American Policy Failure in Iraq: An Alternative View" in Andrews Hall on April 1. His suggested first step: Pull U.S. troops out of Iraq now.

"This has been a terribly tragic time," Raskin told the nearly 100 students in the audience. "Your elders have misled the country. Now is the time for you to ask what you want this country to be."

Raskin, founder of the Institute for Policy Studies and professor of public policy at George Washington University, noted that the United States has found itself at war in nearly every generation. Many of the rationales used to mobilize the nation have been shown, in hindsight, to have been crafted out of "lies," "spin" and "disinformation."

"Lies," he said, have led us into Iraq. Raskin concluded his lecture speculating upon "What do we do now?" He noted discussions in Congress as to whether President Bush should be censured, and he said others are calling for impeachment, their reasoning being "if he gets away with this, presidents in the future can do anything they want," he said. For Raskin, however, the pertinent question was "If you do



David Williard

Raskin (r) is engaged following his lecture.

something wrong based on a lie, how long do you stay with it?"

He suggested that both the Republican and Democratic parties likely "will stay the course," perhaps even committing more troops to Iraq. "If the U.S. stays, it will find itself as an imperialist power, and any government it sets up will be seen as a puppet government," he cautioned.

He suggested his alternative: "Turn away" from our warrior ethos.

"Is it too late for that?" he asked rhetorically. "No, it's not, but what is required is a radical honesty. We need to ask ourselves what we want our country to be," he said.

Three named Goldwater Scholars

Juniors Anne Huang (computer science) and Daniel Weinberger (biology), and sophomore Paul Smith (mathematics and physics) have been awarded prestigious Barry M. Goldwater Scholarships, it has been announced by the Charles Center.

The Goldwater Scholars were selected on the basis of academic merit from a field of 1,113 mathematics, science and engineering students who were nominated by the faculties of colleges and universities nationwide. The one- and two-year scholarships will cover the cost of tuition, fees, books, and room and board up to a maximum of \$7,500 per year.

