



The Grinnell Magazine

Summer 2014

Learning Spaces



Liberal Arts, D.C., and Success

Everything about the summer of 2013 was unexpected.



Peter Aldrich '15 is a history major from Minneapolis. He is also a tenor with the Grinnell Singers, often translates (from Latin) songs in the group's programs, and is a pianist and organist. He interned with U.S. Rep. Keith Ellison (D-Minn.) in the summer of 2013 and was a Grinnell-in-London student in the fall last year. Aldrich, son of **Robert Aldrich '79**, is a Breitenbach '25 scholar and an Obermiller scholar.

As I filled out internship applications last March, I set my sights high. Intent on fulfilling my lifelong dream of working in Washington, D.C., I applied primarily to congressional offices in both the House and Senate. My resume, however, was thin, and I didn't expect to look very impressive to prospective employers, especially in the U.S. Congress. It was thus a surprise when I received an email from the intern coordinator at the office of U.S. Rep. Keith Ellison in Washington, D.C., requesting an interview; and it was an even bigger surprise when, several days later, she emailed me again offering me the internship. After receiving funding from the class of 1963 to cover living expenses, I made arrangements to move to Washington for the summer.

My first day at the office brought yet more surprises. Less than two hours into the morning, a senior staffer whom I had never met addressed me by name, summoned me into a conference area, and gave me a list of tasks to complete. While my first jobs were menial, my responsibilities escalated quickly. By my third week, I was preparing memos and drafting op-ed pieces on subjects ranging from arbitration in consumer investment contract disputes to Federal Housing Finance Agency policy. I did not expect the rapidity with which my responsibilities increased, nor did I expect the degree of independence I was quickly allowed. And I certainly didn't expect it when the congressman personally summoned me into his office to compliment me on a memo that I thought would only be seen by staffers.

Over the 10 weeks of my internship, I experienced many things I did not expect. In a Washington that is popularly portrayed as deadlocked and out of touch, I was surprised at the number of genuine, compassionate people I met and the lengths to which they were willing to go for their constituents. The phone calls, letters, and emails from everyday citizens to which I responded demonstrated to me an unexpected degree of popular civic engagement that both gave purpose to my work and inspired me to work harder. Many elected officials whom I had the opportunity to meet, though often imagined as stuffy and disconnected, were personable and engaged. Congressional hearings, especially those of the House Financial Services Committee, were surprisingly fascinating to me; and I found myself poring over legislation that I never would have expected to find interesting.

Of course, not every unexpected event was directly related to the work I completed. I was surprised, for example, at the price of groceries in Washington, which was far higher than in my hometown of Minneapolis. As a congressional intern, I was surprised at the number of receptions to which I was invited, and further surprised at the even greater number into which I could sneak. The heat and humidity of Washington were unwelcome surprises that, though survivable, made my commute unpleasant. But the most unexpected things about my summer were the skills I ended up using the most: those that I gained from my Grinnell coursework in history and classics. None of the work I completed in Congress required knowledge of American immigration history or the ability to translate Latin, but it was my study of concise writing, clear argumentation, and judicious use of evidence that proved to be of greatest utility in the work I completed.

When I came to Grinnell, I had no "plan;" indeed, I only reluctantly crafted a four-year course plan halfway into the second semester of my second year at my adviser's insistence. I took courses not to prepare for a specific career but because I was interested in them. While this method of course selection made my classroom experience enjoyable, I began to worry as I applied for internships last March that it would leave me unprepared to enter the "real world," whatever that might be.

Unlike some of my friends and classmates, I didn't spend my time at Grinnell preparing for a certain postgraduate experience. But in Washington, I found that, to my surprise, that might not matter; the skills I am honing at Grinnell have applications across career paths and postgraduate programs. My initial surprise at the usefulness of those skills in my work last summer eventually gave way to a greater appreciation of the coursework I've completed. When asked why I decided to major in history or why I chose to attend a small liberal arts college like Grinnell, I could answer with authority that I made those decisions not merely out of personal preference, but because they furthered my professional development as well. I'm still honing my skills in evidence use, writing, and argumentation, and I look forward to continuing to be surprised by the unexpected ways my Grinnell education will serve me in the future.



Photo by Saw Min Maw '16

College Marshal Edward A. Phillips and Honorary Marshal Marilyn Nelson McIntyre '64 lead faculty members into Commencement for the Class of 2014 on May 19.

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The Grinnell Magazine

Summer 2014

Volume 46 Number 4

Email: magazine@grinnell.edu

Office of Communications

Vice-president for Communications

Jim Reische

reischej@grinnell.edu

Editor

Perry Beeman

beemanp@grinnell.edu

Art Director / Designer

Jim Powers

powersj@grinnell.edu

Classnotes Editor

Bonnie Primley

classnotes@grinnell.edu

Editorial Staff

Dana Boone

Michele Regenold '89

Luke Saunders '12

Contributing Photographer

Justin Hayworth

The Grinnell Magazine (ISSN 1539-0950) is published quarterly by Grinnell College, Office of Communications, 733 Broad St., Grinnell, IA 50112. Periodicals postage paid at Grinnell, IA, and additional mailing offices.

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POSTMASTER

Send address changes to:

The Grinnell Magazine

733 Broad Street

Grinnell, IA 50112

FAX: 641-269-3408

Email: alumni@grinnell.edu

Mission Statement

The Grinnell Magazine is published quarterly for alumni, students, parents, faculty, and friends of the College by the Office of Communications. The contents of this magazine are selected to stimulate thought and discussion, to demonstrate the range of opinions and activities on the campus and in its broader community, and to provide news about the College and its alumni. Views expressed herein are those of the authors and do not necessarily reflect official policy of Grinnell College.

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On the cover:

Discussion continues on details of a possible remodeling and expansion of Alumni Recitation Hall, a landmark building that houses classes in the humanities and social studies.

Photo by Justin Hayworth.



EDITORNOTES

"All ethics so far evolved rest upon a single premise: that the individual is a member of a community of interdependent parts. The land ethic simply enlarges the boundaries of the community to include soils, waters, plants and animals, or collectively the land."

—Aldo Leopold, *The Land Ethic*, 1949

This quote from Burlington, Iowa, native Aldo Leopold, a legend of environmental thought who is considered the father of the land ethic, seems to apply to Grinnell in a broader sense.

Our College sits in an active community with a large array of cultural opportunities. The setting offers both the pastoral peace of a rural culture and the high-level arts offerings of an urban setting.

Down the interstate in a rolling terrain that belies the Iowa-is-flat stereotype, the College's own prairie greets the spring with bluebells.

An hour away in either direction, crop fields managed with the world's preeminent agricultural technology give way to the urban offerings of Des Moines and Iowa City.

All this emerged from a landscape once covered by tallgrass prairie and oak savannah.

Prairie as a sense of place, a culture, should be celebrated. There is always time for the city, for those who want it. For the critical college years, Grinnell offers a learning oasis in a place that fosters contemplation, reflection, study, and growth. Iowa retains the feeling of prairie even though most of the original tallgrass prairie has given way to farms and development.

Grinnell's own prairie, the 365-acre Conard Environmental Research Area (CERA), offers students a place to perform research, paint, or write. The sky can seem unimaginably large, the view sweeping and soothing. There are patches of prairie on campus, too.

John Madsen, author of *Where the Sky Began: Land of the Tallgrass Prairie*, called prairie a "light-filled wilderness of sky and grass."

Students study test plots to see how plants respond to different combinations of fire and mowing. "We're trying to bring back some of the prairie," says **Jonathan Andelson '70**, director of the Center for Prairie Studies.

"The prairie exposes people to a very different way of experiencing place. The sky. The wind. The sound of the wind in the grasses and trees. The night sky. It can be wonderfully embracing."

Purchased in 1968, CERA contains tallgrass prairie, oak savannah, riparian forest, and woodland — an immensely valuable outdoor laboratory.

"CERA is special because one of the things we are trying to do is heal the land," Andelson says. "The land has been used for production purposes, but that use has sometimes become abuse at the cost of biodiversity. What is special is that students are being allowed not only to do research, but also to become doctors to the land to bring it back to health."

And to see how the interdependent parts of the community fit together.

— Perry Beeman, editor
magazine@grinnell.edu
www.grinnell.edu/magazine



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How many of us are
better people today
because of Lyle's example?

— Erik Gable '02

LETTERS

Chariots of Fire: The Grinnell Connection

Your lead article on the success of student athletes [Spring 2014] at Grinnell underscores the overall commitment to excellence our alma mater represents. The section on **F. Morgan Taylor '26** (gold medalist at the 1924 Paris Olympics) reminded me that he served as a consultant to the film *Chariots of Fire*, which received the Academy Award for Best Picture in 1981.

Taylor, who is listed in the credits, knew the film's real-life protagonists, British runners Harold Abrahams and Eric Liddell. He also is briefly represented in the movie. The scene in question depicts an unidentified American hurdler (presumably Taylor) crossing the finish line first, en route to the gold. When *Chariots of Fire* was shown in ARH during the fall of 1982, the scene elicited a joyful roar from the crowd of knowledgeable Grinnell students.

—Russ Ganim '83
Iowa City, Iowa

He had a gift

I was saddened, as were so many others, to learn of the death of Lyle Bauman. I arrived at Grinnell in 1998, just about the time Lyle started working in Cowles Dining Hall, and the College could not have asked for a better ambassador — nor its students for a truer friend.

How many of us are better people today because of Lyle's example? How many found our days brightened by his unceasing optimism? How many swapped jokes with him after a shift, spent the night on his farm, or borrowed his truck when we needed to move?

The number must be in the hundreds, or higher.

Lyle had a gift for making others feel welcome, even when they were hundreds or thousands of miles from home. No one stayed a stranger for long, and his generosity seemed to be without end.

So long, Lyle. We were all very lucky to know you.

— Erik Gable '02
Adrian, Mich.

The Grinnell Magazine welcomes letters from readers concerning the contents of the magazine or issues relating to the College. All letters should include the author's name and address. Anonymous letters will not be printed. Letters selected for publication may be edited for length, content, and style. Address correspondence to: The Grinnell Magazine, Office of Communications, Grinnell College, Grinnell IA 50112-1690, or send email to magazine@grinnell.edu.

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CAMPUS NOTES

Vote!

Professor works to protect voters' civil rights

An alumnus who teaches political science at Grinnell is looking at why states have failed to enforce federal legislation meant to make it easier for Americans to register to vote.

Douglas Hess '91, assistant professor of political science, sees it as a matter of civil rights.

The National Voter Registration Act (NVRA) was enacted in 1993 to make voter registration easier and more uniform across states. It requires states to include voter registration when qualifying voters apply for social services or drivers' licenses.

Two decades later, however, the NVRA is implemented unevenly from state to state. This poses problems for equal access to representation; millions of potential voters are currently unregistered.

Hess recently received a discretionary grant from the Carnegie Corp. of New York to study effective, low-cost strategies for states to better implement the NVRA.



Assistant Professor of Political Science Douglas Hess '91, center, considers voter registration a matter of civil rights. Here he works with students Chris Lee '15, left, and Ryan Hautzinger '15.

"A lot of states don't implement the law very well. Some parts of it they just flat out ignore, and even in states that try to implement it well, some of the

counties don't do it right. So we're looking at ways to enforce the law," Hess says.

Hess will conduct his research through field experiments,

statistical analyses of agency data, and case studies.

Hess also has found ways to integrate Grinnell students into his research. In fall 2013, **James Dowell '15** read legal settlements between states and civil rights groups concerning the NVRA. Then he coded them for variations in content. In summer 2014, **Ryan Hautzinger '15** and **Gwendolyn Ihrie '15** will be working on a related Mentored Advanced Project.

Hess, a psychology major at Grinnell, previously worked with community and labor organizers in the United States. Later, he directed and advised civil rights and voting rights projects for various nonprofit organizations. He also worked in Haiti, and with Haitians in the United States, on human rights and pro-democracy projects in that nation. Hess has a master's degree in policy studies from Johns Hopkins University, and a doctorate in public policy from George Washington University.

Photo by Justin Hayworth

Posse program turns to New Orleans

Enrolled Los Angeles students still supported

Grinnell will shift its recruitment of Posse Scholars from Los Angeles to New Orleans beginning this fall.

The College will also continue to recruit a Posse from Washington, D.C., too. Support for the Los Angeles Posse students already at Grinnell will continue, says Poonam Arora, associate dean for diversity and inclusion and chief diversity officer.

Grinnell began the relationship in Los Angeles and has been committed to the Posse program for 12 years. Washington, D.C. was added a few years later.

Through the Posse Foundation, the program identifies students who might have been overlooked by traditional college selection methods. The students form Posses, teams that participate in an intensive eight-month program before college. Nationally, 90 percent of Posse Scholars graduate.

Graciela Guzmán '11, now of Chicago, was an anthropology major and a Posse Scholar from Los Angeles. "I definitely wouldn't have found Posse without my high school counselor, and I definitely wouldn't have

found Grinnell without Posse," says Guzmán, who is lead outreach and enrollment coordinator for PrimeCare Community Health, Inc. "It's by far the best life decision I've made." Grinnell admits 20 Posse students annually, offering them full-tuition scholarships.

Grinnell has graduated 59 Posse Scholars from Los Angeles and 38 from D.C. The College selects one mentor for each of the two Posses. The mentors meet with the whole Posse once a week, and the individual scholars every two weeks.

The first New Orleans scholars will enroll in fall 2015. The final Grinnell Posse from Los Angeles will be admitted in fall 2014.

Grinnell was one of the first two schools in the nation to partner with Posse Los Angeles, and the partnership has been beneficial to all involved.

The College will begin recruiting students from New Orleans, a community with which Grinnell has been eager to develop a stronger relationship, Arora says.

Plans are in the works for a celebration of the success of the Los Angeles Posse.

Grinnell AppDev

Seeking solutions for world problems, menu for lunch

Grinnell students are getting mobile with apps developed by their classmates and support of the College.

The student app developers want to help solve world problems as part of Grinnell's emphasis on social responsibility. But they also want to use their smartphones to handle much smaller tasks, such as checking whether the Dining Hall is serving baked ziti.

If they need the email address of someone in philosophy class, they use Grinnell DB. To check out the menu at the Dining Hall, they open G-Licious. If they can't find an app that gives them the information they want, they help build one that will.

Grinnell AppDev is a student-based mobile application development team supported by the College through the Innovation Fund, which supports educational excellence by encouraging innovative ways of teaching and learning.

Before AppDev, students created mobile applications but

there was no system in place that would guarantee sustainability. "We want to create a program that (1) has a mentorship environment with a community to learn, grow, and get internships or jobs and (2) creates homegrown products that are useful to the Grinnell community," says **Maijid Moujale** '14.

So far, the app development team has built four mobile apps for both Apple iOS and Android platforms. In addition to Grinnell DB and G-Licious, the team has also built apps for the *Scarlet & Black* and KDIC. AppDev members are also working on a mobile version of GrinnellPlans, a Grinnell-specific social network that is one way for current students to connect with alumni an2d with one another.

For now, the group is working on apps specific to Grinnell's campus community, but Moujale and the rest of the app development team understand the potential of software to have a significant positive impact on the world. "We're living in an



Photo by bevangoldswain

increasingly software-centric world, and this gives us the ability to integrate technology into the domain of these social problems," Moujale says. "Because technology is malleable, it can be used to tackle some of these problems in brand new ways."

The group initially consisted of a handful of computer science majors, but its members wanted to diversify. "We need community builders, a financial officer, designers, and user experience researchers," says **Patrick Triest** '15. Moujale agrees: "When people from different fields come together

to work on a project, the resulting product is better than it would be with a homogeneous group."

New software developer recruits take part in a semester-long training program before joining the group in earnest, so they don't have to come in with any experience in computer science or app development. It's a chance to build on what they learn in class.

"Grinnell AppDev serves as a perfect complement to the excellent computer science curriculum," says **Lea Marolt Sonnenschein** '15, an iOS developer and designer.

Town Hall on Work-Life Balance

Resources include new Wellness Lounge, ombuds, services

Attendance was strong at town hall meetings on work-life balance in April. About 100 attended the noon meeting on April 24; another 60 attended the meeting that night. These were the final town hall sessions of the 2013–14 academic year.

The town hall meetings began last fall as a series of scheduled sessions to encourage transparency and frank, civil discussion of topics that students and members of the faculty and staff consider important. Each town hall had noon and evening sessions. Other topics included harm reduction, Title IX, diversity, and technology and learning.

Among the work-life balance topics discussed were:

- Similarities and differences among the challenges students, faculty, and staff have achieving and maintaining work-life balance.
- The amount of schoolwork assigned to students during breaks.
- The need for faculty and staff to support students and model wellness for them.
- The issues of defining success by rigor rather than balance.

- Granting extensions and asking for help.
- The culture of busy, and the stigmatization of free time.
- Time management skills.
- Bureaucratic issues in attempts to improve wellness opportunities.
- The need for more mental wellness/mental health support.

Speakers noted the College's efforts regarding work-life balance, informed by periodic surveys of students, faculty, and staff. Among available resources are wellness coordinators, the ombuds office, wellness director **Jennifer Jacobsen '95**, human resources, a new Wellness Lounge in the Joe Rosenfield '25 Center, and Student Health and Counseling Services.

The town halls were intended, in part, to help examine the contours of the issues and to crowdsource ideas for solutions. For more information on the town hall series, go to <http://bit.ly/1jvsrQR>

Financial Future Update

Choosing Grinnell

History major praises access, activities

Grinnell College was **Alexandra Odom '16's** first choice. The fact that the College also gave her the best aid package cemented the deal. "I think the fact that Grinnell admits students on a need-blind basis is extremely beneficial for students like me, because I wouldn't be here without it," Odom says.

Grinnell admits domestic students without considering their family's finances and meets 100 percent of demonstrated need. The College Board of Trustees voted in February 2013 to continue those policies until fall 2015, when it will vote on whether Grinnell is on a sufficiently sustainable path to keep that approach.

Odom's aid package at Grinnell includes a grant from the College, scholarships, three loans, and work-study. Half her work-study goes toward her tuition and fees and half goes to her account for personal expenses during the year.

"I work at the [Spencer] Grill. I work as a technology consultant. I've managed a football team. I worked as a timer for the swim team," Odom rattles off with a grin.

She isn't eligible for Pell grants or other federal aid because her family's income is too high.

Odom, of Baltimore, was offered merit aid to attend her state university in Maryland, but her family was still expected to come up with another \$21,000 per year. That wasn't realistic.

But not all the family's reservations were financial.

"I would have gotten lost in the shuffle at a big university," Odom says, "and there would not have been nearly as many opportunities or connections or relationships as there are here."

So, having carefully weighed her options, she enrolled at Grinnell, where she majors in history.



Photo by Justin Hayworth

Diversity and Inclusion

Grinnell conference to examine the sciences

Grinnell is planning a summer 2015 national conference that seeks innovative ways to train faculty and develop creative approaches that foster diversity in the sciences.

Mark Levandoski, professor of chemistry, is guiding the effort. “Let’s become as innovative in the area of *diversity* in the sciences as we are in science education,” he says.

The problem of implicit bias is well-documented, Levandoski says. People can unconsciously act in ways that reflect stereotypes or are discriminatory. The effects on underrepresented groups in the fields of science, technology, engineering, and math also are known. However, knowledge of implicit bias and solutions are not a part of everyday science education, he adds.

“Given that most science courses rarely, if ever, deal with diversity in their content,” Levandoski says, “scientists perhaps are prone to think that issues of difference and exclusion don’t factor into their classrooms and laboratories. So how do we engage someone in a conversation about a problem that she or he doesn’t understand is a problem?”

“The goal of our conference is to empower educators to initiate diversity and inclusion efforts on their campuses,” Levandoski says.

Participants will include small teams of faculty and teaching and learning professionals from Amherst, Bates, Bowdoin, Carleton, Grinnell, Harvey Mudd, Haverford, Hope, Mount Holyoke, Oberlin, Pomona, Swarthmore, Wellesley, and Williams colleges.

These schools, all members of the Liberal Arts College Association for Faculty Inclusion, are small, private institutions with strong science programs. “The challenges we face regarding diversity are very similar. More importantly, as small schools, the ways we can address problems of diversity and inclusion will be more similar than those for other types of institutions,” Levandoski says.

The conference will include sessions on implicit bias as well as successes and failures. Small-group discussions will allow different colleges to share best practices. Time will also be set aside for institutional teams to develop their diversity and inclusion action plans.

In spring 2014, Odom was named a Mellon Mays Fellow for her last two years at Grinnell. The fellowship offers mentoring from a faculty member, a modest stipend, and some loan repayment for underrepresented students who pursue graduate study and academic careers.

Grinnell, with its academic excellence and innovative programs, offered a range of experiences that simply wasn’t offered elsewhere, Odom says. “There are so many opportunities at Grinnell.”

Some of Odom’s activities focus on her career plans. She’s a member of the Student Educational Policy Committee for the education department and of the Careers in Education Professions program. She’s also a peer tutor in Ni Ka Na, the program that tutors K-12 students at the Meskwaki Settlement.

She has attended many of the events, speeches, and workshops offered on campus, including resume review sessions and social media information sessions offered by the Center for Careers, Life, and Service.

Grinnell’s access program and the donors who fund them made those opportunities possible.

Vice-President for Development

Jacobson brings strong, relevant experience

Shane Jacobson joined the College’s staff on June 2 as the new vice-president for development and alumni relations.

Jacobson comes to Grinnell from the University of Vermont Foundation, where he was vice-president for development and campaign manager. While he was at UVM, the university saw considerable growth in fundraising activity, setting an all-time record for total new gift commitments and receipts.

“Shane has demonstrated success in shaping a culture of philanthropy and in building a successful and motivated group of staff members. He also is a successful fundraiser,” says President **Raynard S. Kington**.

A native of Webster City, Iowa, Jacobson earned a bachelor’s degree in communications at Iowa State University and a master’s degree in educational leadership and policy studies from Iowa State. He also has completed the Harvard Graduate School of Education Management Development Program.



Jacobson worked in Iowa State’s admissions office before joining its alumni relations staff and eventually becoming senior director of development.

“Alumni engagement and private philanthropy are essential components to enhancing the experience of students and faculty,” Jacobson says. “I look forward to collaborating with President Kington and the Grinnell community to further showcase the excellence of this remarkable college.”



Edward Burtynsky
Colorado River Delta #4,
Sonora, Mexico, 2011
 Chromogenic print,
 60 x 48 in.
 Photo © Edward
 Burtynsky, courtesy
 Nicholas Metivier
 Gallery, Toronto /
 Howard Greenberg
 Gallery, and Bryce
 Wolkowitz Gallery,
 New York.

Edward Burtynsky: Water

July 11–Sept. 28, 2014

Canadian photographer Edward Burtynsky has spent the past five years traveling around the globe, from the Gulf of Mexico to the Ganges, weaving together an ambitious representation of water’s increasingly fragmented life cycle. In 60 enormous aerial images, Burtynsky traces the various roles that water plays in modern life — as a source of healthy ecosystems and energy, as a key element in cultural and religious rituals, and as a rapidly depleting yet vital natural resource. An accompanying documentary film, *Watermark*, which made its North American debut at the Toronto International Film Festival and its European debut at the Berlin Film Festival, was released in the United States this spring and will be screened on campus in conjunction with the exhibition. *Edward Burtynsky: Water* was organized by the New Orleans Museum of Art.

From Handcycles to Mentoring

Wall Service Awards go to projects in Chicago, Orlando

Scott Porter '80 and Laura Ruth Johnson '92 are the winners of this year’s Joseph F. Wall '41 Sesquicentennial Service Awards.

Porter, who lives in Orlando, Fla., will use his award to expand adaptive sports clinics and an equipment-lending program there. He has been running both programs for two years, the former through Achilles Central Florida and the latter through the Greater Orlando Spinal Cord Injury Network.

“I understand the real-world experiences that can generate the feeling that the outside world is inaccessible,” Porter says. As a wheelchair athlete who has competed in 22 marathons, he understands that adaptive sports can improve quality of life for people with disabilities. The five handcycles that Porter plans to purchase will be used for both the adaptive sports clinics and the equipment-lending program. Without these programs, potential



riders would have nowhere to go to try the equipment.

The second winner, Johnson, proposed Proyecto Atabey, to mentor and support young Latina and African-American mothers through an intergenerational program in Chicago. The effort will be based at an alternative high school that serves the largely Puerto

Rican community of Humboldt Park. Adolescent parents who are enrolled in this school and attend the Family Learning Center, a specialized initiative for parents, will be targeted for the mentorship program. The project will recruit graduates from the program, and other mothers in the community who were teen parents, to provide presentations to current learning-center participants. In addition to these regular sessions, some current students will be paired with a mentor who can provide them with more individualized support.

The Wall Service Awards were established during the College’s 1996 sesquicentennial celebration to honor Grinnell’s commitment to social responsibility and public service. They are named in honor of Wall, who was a professor of history at Grinnell who inspired an ideal of social responsibility in his Grinnell students. The College typically gives awards of \$25,000 each to two graduates to carry out a service project that is of tangible



benefit to others. Projects may be original or supplement existing projects or programs; they may be local, regional, national, or international in scope; and may be carried out domestically or internationally.

Applications are due each February.

Fearful Symmetry: The Art of John Scott

Oct. 10–Dec. 14, 2014

In coarse black lines, hand-scratched steel, fragmented text, and visceral color, John Scott traces the trajectory of heavy industry, high technology, military might, and maniacal folly as they clear-cut and precision-strike across blighted landscapes and the besieged human psyche. From his working-class roots, this celebrated Canadian artist has offered raw-edged drawings and found-object installations that evoke the path from NASA's optimism to the National Security Agency's voyeurism. In just over 30 years, we've advanced from the Voyager spacecraft to the Predator drone. John Scott seems to have seen this new reality coming. In 2000, he received the Governor General's Award, Canada's highest honor in the visual arts. This will be his first exhibition in the United States and will include drawings, paintings, sculpture, and multimedia works. The exhibition is curated by Daniel Strong, Faulconer Gallery associate director and curator of exhibitions.

John Scott
*Commander
(Bad Eye)*, 2011
Mixed media on
paper, 50 x 38 in.
Faulconer Gallery,
Grinnell College
Art Collection



Winning with Lobster

Executive chef tops competition



Scott Turley, Grinnell College executive chef, will take his award-winning lobster dish to a national collegiate dining services competition this summer.

Turley topped eight other Midwestern chefs in February at the National Association of College and University Food Services' Culinary Challenge at Michigan State University.

He will compete against five other chefs in July at the national competition in Baltimore, Md. Winners will receive cash prizes and a medal for outstanding food preparation and presentation.

"We're very proud of chef Scott's accomplishments in this area," says Dick Williams, director of dining services. "His talents represent the extraordinary culinary team at Grinnell."

Turley says he's training to win the national competition.

"I practiced this dish making lobster strudel with lobster sauce, butter-poached lobster tail, sautéed spinach with fennel, honey-glazed carrots, and tournedos of beef with Jack Daniels sauce," Turley says. "The strudel proved to be a challenge because you cannot use an oven, so I created one with the induction units and skillets by turning the induction unit upside down."

Williams called the technique the "Turley flip."

"This seemed to create quite the buzz, as cooking this way is

not normal for the competition, but my time working with the Boy Scouts paid off, as it works really well," Turley says.

The Daily Meal, a food and drink website, ranked Grinnell 15

out of 60 on its list of best colleges for food last year, although lobster isn't served in the dining hall.

Grinnell has 11 chefs who are certified by the American Culinary Federation.

Photo by McShane Photography



Scott Turley prepares a dish at the National Association of College and University Food Services' Culinary Challenge at Michigan State University in February.

Celebrating Excellence in Diverse Fields

Honorary degrees awarded to commentator, educators, literary agent



Nancy Giles

Known for her sharp social commentary leavened with wit, this Emmy Award-winning *CBS News Sunday Morning* commentator is a respected and popular voice in nearly every medium. She's had success in radio, television, theatre, and film; a forthcoming book will expand her reach even further. She received a doctor of humane letters degree.

Born and raised in Queens, N.Y., Giles went on to graduate from Oberlin College.

She spent three years touring with Chicago's improv comedy troupe Second City before returning to New York to pursue work in theatre. She worked at Playwrights Horizons and Manhattan Theatre Club.

Giles appeared for three seasons on *China Beach* and two on *Fox After Breakfast*. She also has had roles in movies ranging from *Working Girl* to *Big*.



Dorje Gurung '94

Growing up in Nepal, this honorary doctor of science recipient started his life with only the most basic educational options, but he eventually landed in a top boarding school in Nepal's capital city, Kathmandu. Gurung later came to Grinnell on a full-ride scholarship and earned a degree in chemistry.

In April 2013, while teaching science in Qatar, he was accused of insulting Islam and was jailed for nearly two weeks.

After a powerful international outcry from former students, colleagues, and classmates – including many Grinnellians – he was released. Shortly after his release, he raised more than \$30,000 to serve children in rural Nepal.

At Commencement 2014, he was recognized for his lifelong efforts to offer better education for all.

Commencement

Celebrating academic achievement

"I'm kind of disappointed that there was no outcry over my invitation to speak. I was waiting for things to blow up on Twitter. I was looking forward to withdrawing from my speech so that the College could have 'a celebratory day that was focused on you, the graduates.'"

– *Joking Commencement speaker Nancy Giles, CBS News Sunday Morning commentator*

"Grinnell's great contribution is that we take brilliant young people and, with a lot of advisement, we enable you to craft your own education. Our goal is to help you become, over the course of four short years, autonomous, socially committed, insightful individuals."

– *President Raynard S. Kington*

"The main thing is it's very personal at Grinnell College compared to others. That's important. Grinnell College applauds the personalities and all the diverse people. We celebrate the connections."

– *Commencement Marshal Evelyn Freeman*

"On May 24, 1994, at my own Commencement, seated where you all are, when I had realized what had seemed an impossible dream, I wasn't ready to return to Nepal. I wanted to go see, and learn about, the world instead. I embarked on an extraordinary journey of world travel for over 15 years as an international teacher."

– *Educator Dorje Gurung '94, recipient of an honorary doctor of science degree*

Commencement speaker Nancy Giles



"Passion wants to be found. It is the lifeblood of a great people and a great society."

– *Rebecca Lord, daughter of Sterling Lord '42, recipient of an honorary doctor of humane letters degree*

"It's a bittersweet moment. I have really grown to love and appreciate the Grinnell community. It's like a family. I've also come to appreciate what the next moment holds."

– *Kaydi-Ann Newsome '14, economics major, Kingston, Jamaica*

Photo by Jeyhoun Allebaugh



Sterling Lord '42

This honorary doctor of humane letters recipient is widely known for helping to bring some of the greatest American voices to a wide audience.

Lord had just set up shop as an agent in 1952 when a distinguished editor called him and said he'd soon be hearing from an unknown writer named Jack Kerouac. A few days later, Kerouac stopped by Lord's one-room office with a manuscript for what would become *On the Road*.

It took Lord nearly four years to land a deal for Kerouac's unconventional tale, but he was Kerouac's tireless champion.

Lord's other clients have included Ken Kesey, Dick Francis, Frank Deford, Gloria Naylor, and Stan and Jan Berenstain, whose Berenstain Bears books for children have sold nearly 300 million copies in North America alone.



Jaya Subramanian

An inspirational teacher, this honorary doctor of social studies recipient was recognized for her work with high school social studies students.

Subramanian encourages students to learn through hands-on volunteer projects, food and toy drives, and educational travel.

For 10 years, Subramanian taught at Presentation High School in San Jose, Calif., and was a co-leader of

Presentation's community involvement organization. *San Jose Magazine* named her Teacher of the Year in 2006.

In 2010, she took a position at Eastside College Preparatory School in Palo Alto, Calif. The school helps students who are historically underrepresented in higher education.



Photo by Justin Hayworth

Christian Castaing '14, a political science major from San Francisco. (Right) **Cynthia Amezcua '14**, a philosophy major from Pomona, Calif.

"It's very surreal. I don't think I could have imagined this day. It feels really good. This is your life for four years, and then suddenly you're done. We, as graduates, are about to make a big jump. It's very exciting."

— **Julian Della Puppa '14**, history major, Los Angeles

"I'm sad to see my friends graduate and not have continuous contact with them after this. At the same time, I feel good knowing that these amazing people are going on to do amazing things."

— **Boyd Monson '16**, math major from Provo, Utah, who entered with the class of 2014 but took a two-year leave to do his Mormon mission

"Every class has its unique personality, and no one class period is the same, even if the subject matter is. Therefore, teachers begin sentences with, 'My first-period class was on fire today, and my lesson plans for the rest of the week all have to change. But what questions they have!' There is no more dynamic career than teaching."

— High school teacher **Jaya Subramanian**, who received an honorary doctor of social studies degree

"Grinnell has given me a family for four years. It has prepared me for the world."

— **Marissa Robinson '14**, biology major, Spanish Town, Jamaica

"I feel like half of it I did for me, and the other half was for my family. I feel like I finished what I said I'd do. It's the start of my own life."

— **Natalie Pace '14**, chemistry major, Chicago

"I always attend Commencement, since my first year. It's a way to ground myself, to remind myself what I'm waiting for. I also like celebrating with my friends."

— **Jacqueline Brooks '15**, anthropology major, Chicago, who was handing out programs

Photo by Justin Hayworth



Four New Trustees Named

Board recognizes service and leadership



Tobi Klein Marcus '87

A management consultant, Marcus focuses on nonprofit organizations and philanthropic advising. From 2007 to 2012, she held several leadership roles at the Community Foundation for Monterey County, the largest grant maker to nonprofits on California's central coast, with more than \$150 million in charitable assets.

Previously, Marcus worked as a strategy consultant to a variety of nonprofit organizations. She also worked for Boston Consulting Group, an

international strategic planning firm serving Fortune 500 clients.

Marcus is currently a board member of United Way Monterey County.

She holds a bachelor's degree with a major in sociology from Grinnell and earned her master's degree from the London School of Economics and Political Science and a doctorate in sociology from the University of Bristol.



George Moose '66

A career member of the U.S. Foreign Service, Moose attained the rank of career ambassador. He was U.S. ambassador to the Republic of Benin, 1983-1986, and to the Republic of Senegal, 1988-1991.

From 1991 to 1992, he served as U.S. alternate representative to the United Nations Security Council. In 1993, he was appointed Assistant Secretary of State for African Affairs, a position he occupied until 1997. From 1998 to 2001, he was U.S. permanent representative to the

European office of the United Nations in Geneva.

Ambassador Moose is adjunct professor of practice at the Elliot School of International Affairs, George Washington University. He also is vice chair of the U.S. Institute of Peace board of directors.

Moose holds a bachelor's degree in American studies from Grinnell, which also awarded him an honorary doctorate of laws.

Faculty Promotions

Sixteen faculty members have new ranks for the 2014-15 academic year.

Promoted to associate professor with tenure:



Timothy Arner, English



Shanna Benjamin, English



Benjamin DeRidder, biology



Theresa Geller, English



Lakesia Johnson, English and gender, women's, and sexuality studies



Andrew Kaufman, art



Craig Quintero, theatre and dance



Mariko Shigeta Schimmel, Chinese and Japanese



Connie Wimer

A business leader, Wimer is owner/chair of Business Publications Corp. in Des Moines, Iowa. The company publishes 25 local and regional print and digital products and provides custom publishing and book publishing services.

She attended Morningside College and serves on the institution's board and on the boards of other organizations in Iowa and around the country. Wimer's civic leadership includes service on many fundraising committees and her current work promoting

gender equity. She formerly owned Iowa Title Co. She is also founder of Winefest Des Moines. Wimer, who chaired the Des Moines Chamber of Commerce and the National Alliance of Area Business Publications, was inducted into Greater Des Moines Committee's Business Hall of Fame – the first woman to accomplish any of those feats. Wimer also was inducted into the Iowa Women's Hall of Fame.



Susan Henken-Thielen '80

Serving as the 2014-15 Grinnell College Alumni Council president, Henken-Thielen is an ex-officio Trustee. She has served on the council since 2009 and as a Grinnell Regional Admission Support Program (GRASP) volunteer since graduating. She graduated Phi Beta Kappa, earning a bachelor's degree with honors in psychology from Grinnell. She completed her M.B.A. at the Kellogg School of Management, Northwestern University, with concentrations in marketing,

strategy, and industrial relations. She has led successful new initiatives in the education, health care, food industries, and medical device fields, including leadership roles with Pearson VUE, Cigna, and Novartis.

Henken-Thielen is an active volunteer for educational, environmental, and community organizations. She is board vice-president of Minnesota Lakes and Rivers Advocates.



Shannon Hinsaleasure, biology

Moving to senior faculty status*:

- William Case, physics
- Chris Hunter, sociology
- Paul Munyon, economics
- Catherine Rod, library/archives
- Anatoly Vishevsky, Russian

Moving to emeritus status:

- Victoria Brown, history
- Emily Moore, mathematics and statistics
- Thomas Moore, mathematics and statistics
- Ira Strauber, political science

* Senior faculty status recognizes those faculty members who are released from regular, full-time teaching obligations to pursue scholarly and professional activities associated with the College.

Promoted to full professor:

- Mark Levandoski, chemistry
- Henry Rietz '89, religious studies
- Barbara Trish, political science

Research extended

Lindgren's work on synapses wins NIH grant



Clark Lindgren, Patricia A. Johnson Professor of Neuroscience and professor of biology, received a \$419,767 grant from the National Institutes of Health through its Academic Research Enhancement Award program.

A renewal of a 2010 grant, the award allows Lindgren to continue studying chemical synapses, beginning in April this year.

Chemical synapses are places where nerve cells communicate

with other nerve cells, or with muscle or gland cells. Lindgren will examine an example of a model synapse located between the nerve and the muscle, called the neuromuscular junction.

"In our lab, we believe that the neuromuscular junction is the most important synapse in animals," Lindgren says. "You can have the best brain in the world, the most precise sensory mechanisms that allow you to spot danger or potential reward, but if you can't get your muscles to move, you are in serious trouble."

Lindgren's research has clinical health implications. For example, his work contributes to understanding how neuromuscular junctions start to deteriorate over time, adding to the literature on neuromuscular junction diseases, such as Duchenne muscular dystrophy.



Learning Spaces

Carnegie Hall and Alumni Recitation Hall (ARH) are landmark buildings on campus whose time has come for major renovation. Students in the humanities and social studies — just as those in other fields — need spaces that fully support their learning and the faculty’s innovative teaching.

by Michele Regenold '89

The Grinnell College Board of Trustees and the College administration are assessing long-term needs for facilities. The need for improved spaces at Carnegie and ARH is the subject of discussion now, as teaching moves beyond the lecture-and-listen model of old.

When Carnegie and ARH were built in the early 20th century, both were at the forefront of modern design for their purposes. Carnegie served as the College’s new library, and ARH was the prime new classroom building.

In 1905, when Carnegie was completed, the College’s library collection was still growing. Carnegie was designed to house 100,000 volumes and reached that capacity in 1935. By 1956, despite a lower rate of acquisition and significant culling of the collection, the number had risen to 120,000 volumes.

Clearly, a new library was needed, and in 1956 the College’s Board of Trustees approved the request to start planning a new library. Burling Library was completed in 1959.

Carnegie Library, renamed Carnegie Hall that same year, was renovated to accommodate faculty offices, seminar rooms, mail service, and the College Bookstore. Carnegie still fulfills these purposes — except mail service, which moved to the **Joe Rosenfield '25 Center** when it opened in 2006.

While Carnegie’s functions have changed over the years, ARH is still following its prime directive — hosting classes.

In a Jan. 12, 1916, issue of the *Scarlet & Black*, a student wrote with anticipation about ARH’s construction: “The building will be just exactly what it is termed; a recitation building. It will put Grinnell right on a par in this department with any college in the country. It will be modern, substantial, and built for the future. It will provide for the needs of Grinnell for years to come.”

From its opening in 1917, ARH has served students and faculty in the humanities and social studies. Back

then, ARH housed English, foreign languages, classics, psychology, education, history, economics, political science, and applied Christianity.

During ARH’s long service, it’s had one renovation. In 1989–1990, the mechanical functions were improved, the interior was spruced up, and the sturdy oak student desks were replaced with cushioned seats.

The overall building design stayed much the same, however — a design that reflects early 20th-century pedagogy.

Why Change Is Needed Now

The 1990s heralded major changes — changes in technology, to be sure, but even more significantly, changes in pedagogy. Research in brain science and interdisciplinary research about the design of learning spaces have both provided a better understanding of how people learn and how architecture affects teaching and learning.

ARH and Carnegie no longer fully support the most important work on campus — teaching and learning.

“The rooms are too small for the basics,” says **Erik Simpson**, professor of English and co-chair of the Academic Space Planning Task Force. When a class session involves multiple configurations such as small groups for peer review, writing on whiteboards, and showing a video, he adds, “You can end up taking 20 percent of your class time just to move furniture around and to crawl over it.”

Engaging, student-centered pedagogy is one of Grinnell’s strengths, helping to attract students. Improvements have spanned the decades.

The early 20th-century classroom design imagined the professor at a podium — the sage on the stage. The focus was on what the professor was teaching rather than what and how students were learning.

“Back then, when you weren’t projecting images and the students weren’t interacting with one another as a

John Burma, professor of sociology and anthropology, lectures in Alumni Recitation Hall. He joined the faculty in 1941, and served as chair of the Division of Social Studies. Many courses no longer use traditional classroom lectures, opting for more participatory approaches.



Photo courtesy of the Grinnell College Archive

primary instructional mode, ARH classrooms were really at the edge of having enough space,” says **Jim Swartz**, Dack Professor of Chemistry and co-chair of the Academic Space Planning Task Force. “As soon as you try to do anything other than packing them in the densest ways, facing forward, they absolutely don’t work.”

Such an old-fashioned classroom design with its single focal point doesn’t work for many 21st-century pedagogies. There often is no “front of the classroom” any longer, which is another reason flexible furniture and adequate space are so necessary. These days, students will shift their attention around the room — from an interactive Skype presentation projected on a large screen, to their own small-group activity at a right-sized table, to a student speaking in a whole-class discussion circle.

“To get to today’s pedagogy,” Simpson says, “you need multiple focal points. You need flexible implementations of technology — both bring-your-own devices and, to some degree, in-built technology. You need to be able to connect to people outside — say to an author of a short story or to a classroom in France. To do all of that, we need more space, flexible furniture, and robust, easy-to-use technological connections.

“Building in a capacity for long-term change is important for technology,” Simpson says. But it is changes in pedagogy, not technology, that are driving the planning efforts, he adds.

Drawing on Previous Success

“We’re capturing what [Robert N. Noyce ’49 Science Center] has done well in terms of effective pedagogy,” Simpson says. “But we also want to design ARH and Carnegie so they specifically reflect the work of the humanities and social studies.”

The buildings need to support:

- Connecting globally through print, audio, video.
- Manipulating and creating scholarly artifacts.
- Working with multidisciplinary teams.

“A lot of the most exciting work happening in those fields today involves multidisciplinary teams of faculty working very closely with staff,” Simpson says. “So you might have an English professor, a political scientist, an instructional technologist, and a librarian working on a project with students. We want to build in that kind of project-based, multidisciplinary work team.

“Faculty [members] are trying to do things that are central to the pedagogical mission of the College that we can’t do right now because of space,” Simpson says. “That’s the key to this whole project.”

Swartz agrees. “We need different kinds of space, but more. And the more isn’t bigger class size or more classrooms; it’s the space per student in the rooms we have,” he says.

Experts in the field have come to the same conclusion.

“The classrooms you have are too small for the number of students, and many of the rooms are half the size they should be,” says Arthur Lidsky, president of Dober Lidsky Mathey, the campus-planning firm hired to assist with the review of Carnegie and ARH.

In its planning, the task force is assuming no substantial increase in students or instructors.



David Cook-Martin, associate professor of sociology and director of the Center for International Studies, leads a discussion of immigration policy in Alumni Recitation Hall Room 227, which has been converted into a more flexible, modern arrangement.

Imaginative Pedagogy

The understanding of the relationship between learning spaces and pedagogy has evolved across campuses.

“About 1990 was when there was this huge change in science buildings,” Swartz says. “Before that, we didn’t recognize the influence of space on the learning environment.”

“Spaces should allow ideas to flourish, but they won’t do that on their own,” Simpson says. “As we build new spaces for new ways of teaching, part of the way we cultivate our imaginations of how to use those spaces is to have a center for teaching, learning, and assessment, where we’re sharing best practices, thinking about models that are developing here and elsewhere, and challenging ourselves to use these new spaces in new ways.”

Swartz says, “That happened very much with Noyce in the sciences. When we started thinking about the building, it was just in terms of needing additional space and that the roof leaked and the ventilation didn’t work. But as we got going, it became clear that there were big pedagogical changes that we needed to be thinking about and embracing as well.

“In the sciences,” Swartz continues, “the curricula tend to be more prescribed, so a chemistry major has to do math and physics and probably biology, too. So when the physics department started teaching their intro course in a somewhat different way, our students came to us and said, ‘Why aren’t you doing that?’ That was a powerful incentive to say, ‘Boy, we need to start thinking about this.’”

Improving the learning spaces allows faculty to be even more creative with their teaching, which guarantees better learning opportunities for students.

An Experiment in ARH 227

Even before the current discussion of remodeling and expanding ARH, there has been work to experiment with new classroom alignments.

ARH 227, a long rectangular room in the middle of the second floor overlooking Park Street, was renovated in 2010. It is now configured with multiple projectors and screens and flexible furniture – tables and chairs in the middle of the room plus clusters of computer workstations around the perimeter.

Faculty members reported that the room challenged them to take full advantage of the technology, information sources, and methodologies it makes available. “It’s so successful that we have way more demand for it,” Swartz says.

Carmen Valentín, associate professor of Spanish, was an early proponent of the experimental room and uses it frequently. “It’s great to have the computers and headphones for students to do activities and research during class,” she says.

In spring 2014, Valentín taught Spanish Dialectology in ARH 227 using multiple audiovisual materials including songs, PowerPoint presentations, short films, documentaries, and interviews. The room’s configuration allows students to see the screens from any position. Valentín also can use both the board and the screen at the same time to compare and contrast information – something she can’t do in many other rooms because the screen covers the board.

Valentín says the computers are important for students to do in-class research activities. For example, students find samples of dialect from Latin American countries and use the headphones at the computer stations to listen to and analyze the dialect’s specific linguistic features.



Photo by Justin Hayworth

“Recitation” Defined

This is a term we don’t use much anymore. Historically, in the U.S. system of education, recitation meant an oral exam on previously learned material. Students recited work from memory and were interrogated about it by the professor.

In contemporary meaning, it can refer to a small discussion section of a large lecture class, which is more typical of higher education.

This kind of activity is much easier to do with technology that lives in the room versus using a laptop cart, which doesn’t include headphones, or requiring students to bring their own laptops and headphones.

Leif Brottem, assistant professor of political science, taught Geographical Analysis and Cartography in ARH 227 for the first time in spring 2014, which was also his first semester at Grinnell. The course involves learning how to use geographic information systems (GIS) software, which requires robust computers.

“Teaching GIS has not traditionally been part of a liberal arts education,” Brottem says, “but there’s a strong demand for it here. Faculty want their students to have this skill, and students want to learn it. In academia in general, GIS is being used more and more outside of the discipline of geography and its traditional uses – for example, in the digital humanities.”

Brottem continues, “To teach GIS well in a liberal arts context like Grinnell, it requires teaching about the science and the conceptual models that go into GIS. That requires the flexibility that ARH 227 provides.”

With more flexible spaces and technologies, professors can more easily provide their students with authentic learning tasks. Such tasks allow students to put theory into practice right in the classroom, which in turn helps them understand the potential relevance of what they’re learning to their post-graduate lives and careers.

Learning Outside the Classroom

Informal areas around classrooms and offices are also important teaching and learning spaces. “We’re increasingly using peer mentoring as a pedagogical approach, so spaces that support those types of interactions are important,” Swartz says.

The wide hallways in ARH effectively shuttle people from one place to another, but they’re not comfortable for continuing a conversation at the end of class. There are few places to sit and no places to write.

“One thing I’ve noticed about newer spaces,” Simpson says, “is how much you have the capability to begin a conversation outside the classroom, take it inside, and then continue it again outside. In ARH, if three students come up to me to continue a conversation after class, there’s nowhere to go. My office can be a seven-minute walk away.”

The hallways in Noyce are a great example of fostering informal learning. They have workspaces that encourage collaboration, interesting displays, and plentiful seating outside faculty offices. Students use these spaces not only to work individually but also to create community with one another.

Ongoing Adaptability

Providing students and faculty in the humanities and social sciences with excellent learning spaces is now the highest priority in campus planning. It’s the next phase in the 2000 campus plan, which looked at all academic spaces, including Burling Library and the Forum.

On May 2, the Board of Trustees voted to move forward with planning for work on ARH and Carnegie. Neither building will be demolished.

Once a design firm is selected for the ARH/Carnegie project, the firm will help meet the challenges that the Academic Space Planning Task Force has identified. After the architects develop solutions, the task force will provide critical feedback, in consultation with the wider campus community.

The new vision for ARH includes a possible expansion. Interestingly, the building originally was designed with multiple sections, including three wings. A subsequent plan included two wings. However, funding limitations prompted the College board in 1916 to instruct that just one wing be built for approximately \$150,000 – with alumni pledges totaling \$50,000.

“We want to build in the capacity for long-term change,” Simpson says. “We want buildings that are as adaptable as they can be.”

“I certainly went into this process thinking ARH would be a tough building to do very much with,” Swartz says. “But both it and Carnegie are more adaptable than most of us thought.”

Learning from Others

In January 2014, several Grinnell trustees and a handful of faculty and staff members headed to California and Minnesota to learn about the academic space planning choices made by other private, liberal arts colleges.

In California, participants visited Pomona, Claremont McKenna, and Harvey Mudd colleges. These colleges offered separate architectural styles and planning approaches within walking distance of each other.

Harvey Mudd's Shanahan Center, for example, is a new building whose construction echoes but fundamentally departs from the architectural style of the rest of the campus. It houses most of the campus classrooms.

"The staff at Harvey Mudd described this new building as the buzzing crossroads of the campus," says Simpson.

In Minnesota, the tour visited Macalester, Carleton, and St. Olaf colleges. St. Olaf's Tomson Hall is an example of a science building that's been renovated and is now a multipurpose academic facility. An atrium was created from a previously dark, enclosed space and suggests an interesting option for renovating and building onto ARH. ■

Team Guiding the Planning

The planning process has been multidisciplinary. Students, faculty, and staff members from across campus are on the **Academic Space Planning Task Force**:

- **Jim Swartz** (co-chair), Dack Professor of Chemistry and director of the Center for Science in the Liberal Arts
- **Erik Simpson** (co-chair, 2013–14), professor of English
- **Keith Brouhle '96** (co-chair, 2012–13), associate professor of economics
- **Todd Armstrong**, professor of Russian
- **Karla Erickson** (spring 2013), associate professor of sociology
- **Remy Ferber '14** (2013–14), Student Government Association vice-president
- **Richard Fyffe**, Samuel R. and Marie-Louise Rosenthal Librarian of the College
- **John Kalkbrenner**, vice-president for College services
- **Kathryn Kamp**, professor of anthropology, Earl D. Strong Professor in Social Studies
- **Claire Moisan**, senior lecturer in French, director of the Alternative Language Study Option program
- **Kelsey Scott '13** (2012–13), Student Government Association vice-president
- **Maria Tapias**, associate professor of anthropology, associate dean of the College
- **Barbara Trish** (2013–14), professor of political science

GRADUATES--FORMER STUDENTS--FRIENDS OF OLD GRINNELL
WOULD YOU LIKE TO SEE THIS BUILDING ON THE CAMPUS? WELL, IT'S UP TO YOU!



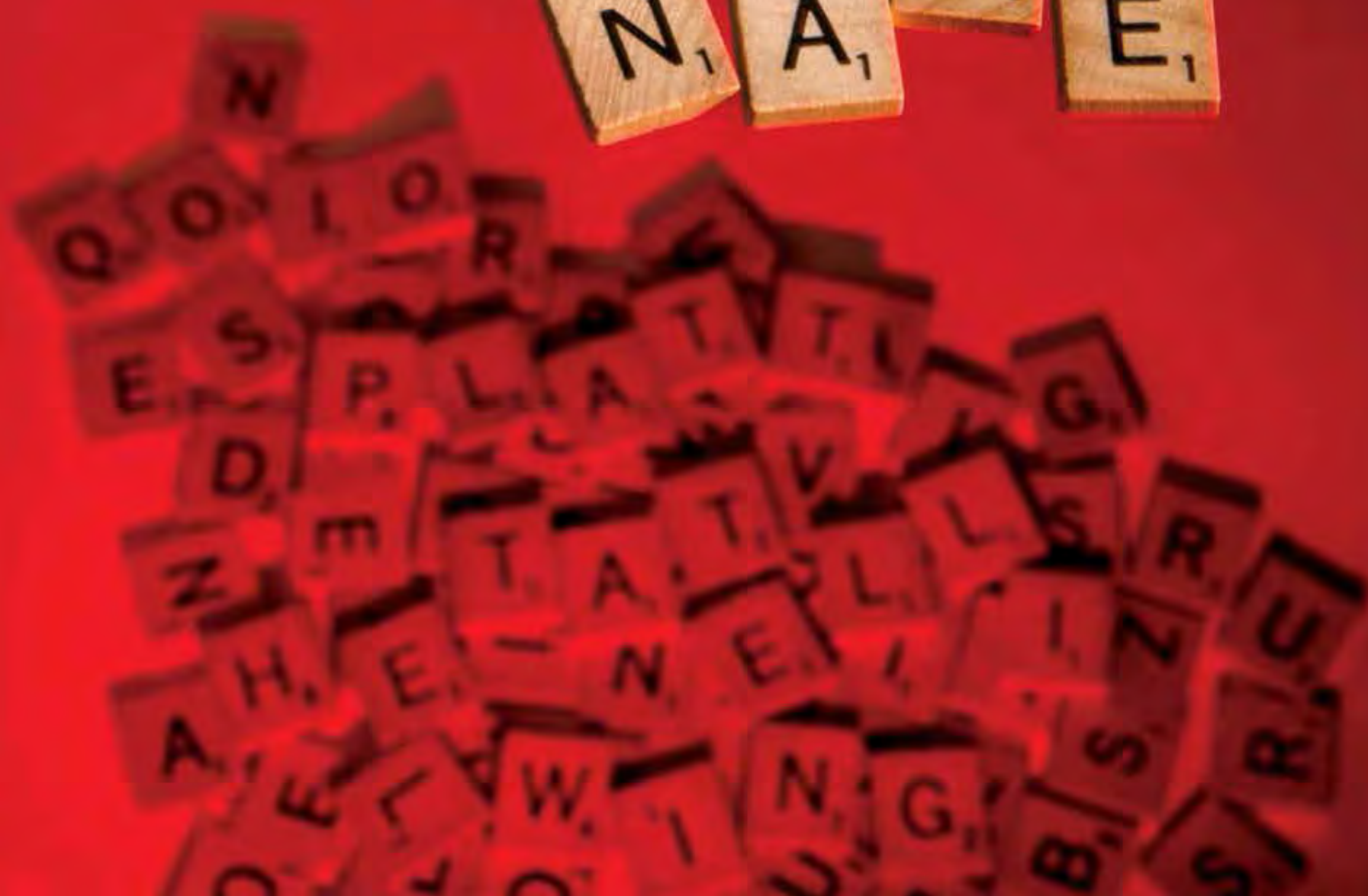
These tentative plans for a new Recitation Hall, to be erected at the northwest corner of the Campus by the Alumni, Ex-Students, and Friends of Grinnell College, provide for a building to be erected on the unit plan as fast as funds are available. There will be two wings, one facing Park Street and the other facing Eighth Avenue, connected by a central gateway entrance. The Park Street unit, which will be built first, is shown above with the central gateway. This building will meet the present emergency need for class room space, and will be dedicated next Commencement if each one does his share promptly.

Grinnell College's Recitation Hall was designed by principal architect H. Rawson of Proudfoot, Bird, & Rawson of Des Moines. Although an early proposal called for three wings, the College decided to pursue this two-wing version, developed in approximately 1915. Because of funding limitations, the Board of Trustees eventually limited construction to a single wing. It is now called Alumni Recitation Hall.

B₃ Y₄ A₁ N₁ Y₄

O₁ T₁ H₄ E₁ R₁

N₁ A₁ M₃ E₁



Before couples marry, they have to decide if and how they'll change their names. A decision that was obvious to previous generations now represents a challenge that is more nuanced than it's ever been.

by Erin Peterson '98



lenty of people agonize about if (and how) they should change their last names when they tie the knot. But few people tackle the problem with the zeal of **Caryn Platt '92** and Paul Helwing in the months before their 1994 marriage. Both were eager

to change their names to something different, because they felt it represented a concrete way to show that they were embarking on a journey together. The question was how to find a name that perfectly captured their new union, while also recognizing their pasts as individuals.

First, they tried to tackle the problem through technology; Helwing wrote a computer program to generate new last names based on the letters of their birth names. The only problem was that the program worked a little *too* well: Helwing tried to print out the results at his office over a weekend and returned on Monday to a 2-foot-high stack of pages. The printer was still running.

Next, Platt bought packages of refrigerator magnet letters, then pulled out four sets of the letters in their last names. They invited a few friends over, mixed up a batch of margaritas, and had their friends rearrange the letters like a high-stakes game of Scrabble. The right combination could result in a name that would be carried forward for

generations. Still, although the results were better, they weren't sure they'd found just the right one.

Finally, with their marriage date drawing closer but no name feeling exactly right, they did the only thing they could think of: they wrote down their favorite names from their previous efforts on slips of paper and literally drew one out of a hat. The winner? Tatelli.

This June, Caryn and Paul Tatelli celebrate their 20th marriage anniversary, and though Caryn rarely thinks

about the history of her name, people's curiosity about it is as strong as it's ever been. "I tell the story of our name change at least six or seven times a year," she says. "There aren't that many stories we tell over and over in our lives. But for [Paul and me], that's one of them."

The way people keep or change their last names after marriage in America has long been dictated by tradition. But for many, the change has a powerful impact on their sense of self. Today, it's not simply that women are opting not to take their husbands' last names; it's that couples are choosing from a range of options, from hyphenating to choosing entirely new names.

And because of larger cultural changes, a wave of same-sex marriages is opening up the last-name conversation to thousands of people who don't have the option of following longtime conventions. The conversation is far from over. In some ways, it is just beginning.



The engagement photo of Caryn Platt '92 and Paul Helwing, soon to be the Tatellis



Judy Mahle Lutter '61 and Hap Lutter '61 (deceased)

The Traditions We Follow — and the Ones We Break

Americans are known for blazing their own trails, but when it comes to last names and marriage, we didn't start from scratch. Instead, says Grinnell sociology professor **Susan Ferguson**, we borrowed heavily from Roman traditions. "In middle- and upper-class households in Roman tradition, the father's name went on the wife, the children, and the servants," she says. "It showed ownership." At marriage, a daughter left her father's household to become the property of her husband's household. She had no legal identity of her own; taking her husband's last name reflects this lack of legal status.

And while that history might seem unsettling today, it wasn't something that previous generations of couples spent too much time worrying about, says **Judy Mahle Lutter '61**. "I was very excited to change my name," says Lutter, who married her husband, **Hap Lutter '61** (now deceased), a year after graduating from Grinnell. "It just seemed cool to have a married name back then."

That sentiment started changing in the late '70s with the rise of feminism. Over the next two decades, there was a marked increase in women who chose to keep their

own names after marriage. Although research on the topic is limited, the most thorough studies suggest that about 3 percent of women declined to take the husband's name in 1975, a figure that rose to a high of 23 percent in the mid-1990s. That number currently hovers around 20 percent.

Perhaps unexpectedly, Lutter chose to be a part of this emerging trend. She'd begun to notice that many of her younger female friends kept their birth names after marriage. When Lutter began writing and speaking professionally, she decided to follow suit, adding Mahle back to her name. "I thought maybe I could have the better part of both worlds," she says. "I wanted to have all three names, because that was part of my identity."

Her husband, for his part, was supportive. "He wasn't surprised at all," she says. "He knew it was pretty much in character with my independent ways." For **Astrid Henry**, Louise R. Noun Chair of Women's Studies, it makes sense that the number of women keeping their birth names has climbed since the 1970s; it's a function of an array of different factors including, but not limited to, feminism. The average age at which women marry has risen, for example, which means that many women have forged stronger identities with their birth names. A 2010 study published in the journal *Names: A Journal of Onomastics* backs up this assertion: women who get married between the ages of 35 and 39 are 6.4 times more likely to keep their names than women who tie the knot between 20 and 24. Similarly, many women have professional accomplishments that might slip under the radar if they switch names when they marry.



Leslie Madsen-Brooks '97 with Pete and Lucas Brooks



Amy '97 and Mark '97 Ketteran

Although many women are interested in bucking tradition, that doesn't mean that their husbands are universally thrilled about that decision. Men are far more likely to assume that their wives will take their name after marriage. An unscientific, though revealing, study done by *Men's Health* magazine found that two-thirds of male survey respondents would be upset if their wives kept their birth names. More than 95 percent said they wouldn't take a woman's last name if she asked him to.

Leslie Madsen-Brooks '97 and her husband, Pete, didn't discover their difference of opinion until after their marriage date was set. Madsen-Brooks never intended to change her name when she got married. But when she mentioned this plan at Thanksgiving dinner just before their marriage, he was unpleasantly surprised. "I assumed he would know [I didn't plan to change my name], because I'm a feminist," she says. "But there was some concern about that. I realized that it was really important to him that I had his last name."

She describes her husband as politically progressive, but he is several years older than she is, and he held strong to certain traditions. For him, the naming tradition held real value. Nonetheless, when the pair married in 2002, Madsen-Brooks kept her last name, Madsen.

But she found that the practical implications were difficult to ignore. In the end, she was much more interested in meeting him halfway than maintaining her stance on her last name. Still, she made the change on her own terms. As a Valentine's Day present to her husband in 2003, she hyphenated her last name from Madsen to Madsen-Brooks. "I pulled out my driver's license and showed him," she says of the unusual gift. "It was a small thing for me to stand in line at the DMV and Social Security, but it was a huge, huge thing for him."

Even when couples agree on what last name to use, family members sometimes weigh in with their own opinions. When **Amy Hagan '97** and **Mark Rosenkoetter '97** married, they created a name that was a combination of both of their last names: Ketteran. The reaction was muted. Amy jokes that, "some people thought it was just another weird Amy thing," while Mark describes the overall reaction of family and friends as, "fine with it." Nonetheless, they each had a sister who was skeptical of the changes.

Other people — including complete strangers — had responses that surprised them. When Mark went to the courthouse to change his name to Ketteran just before the wedding (a practical option that allowed Amy to switch her name more easily after the marriage), the clerk who processed the transaction was delighted by his explanation for the change. "When it came time to pay the court costs, [the clerk] told me she wasn't going to charge anything, as a wedding present," he recalls.

Since their marriage, some family members have come around. Mark's sister, the one who expressed some initial disapproval, is no longer skeptical. "She eventually warmed up to the idea," he says. "Now she thinks it's really cool."

Hard Decisions, Real Consequences

Joy Beck '96 had always planned to keep her name after marriage. She loved the idea of rejecting tradition, and as an academic she had published research on pediatric psychology under her birth name. She felt connected to her name. And when she got married in 2010, she stuck with that decision.

But when her son, Henry, was born last summer, she had a change of heart. "I thought, 'I want us to be a family. I don't want to be the only one with a different name,'" she says. Coming to that conclusion hasn't been easy, though. When she posted her conundrum to Everyday Class Notes, a Facebook group of Grinnell alumni, dozens of women posted responses about their experience.

"[Making the choice to change my name] is really loaded for me," Beck says. Reading how other women struggled with the decision to keep their names or change them only exacerbated the problem. These days, she's feeling mostly settled with her decision, though she has yet to file the paperwork to make the change official.



Joy Beck '96, with Doug and Henry Hackworth

Tatelli, meanwhile, says that even though she's generally happy with her decision, she'd advise any couple considering a path like hers to give the name a thorough test drive. For example, she says it's not necessarily obvious from the spelling of her name how it should be pronounced (tuh-TELL-ee). And many people assume — incorrectly — that either she or her husband is Italian. This assumption, she admits, occasionally has its perks. "When we traveled to Italy, we were treated like royalty," she jokes.

A hyphenated last name, adds Madsen-Brooks, offers its own challenges. Many computer programs don't accept hyphens, so she has to remember every time for every company whether she's in the system as Madsen-Brooks, Madsen Brooks, or MadsenBrooks. "I'll fill out a complicated Web form and hit submit, and it'll say there's an unacceptable character, and I'll have to fill everything out again," she says. "It's a small thing. But it happens again and again and again." If she could do it over, she'd drop the hyphen and become MadsenBrooks to avoid the hassle.

The consequences of hyphenated names trickle down to the couple's children, adds Henry. She says she has seen an increase in students in her classroom with hyphenated names. They wonder if marriage could mean a long last name needing a couple of hyphens.

Finding a Path Forward

Many women and some men have been weighing the pros and cons of changing their names for decades, and larger societal shifts are adding new perspectives to that

conversation. As states have legalized same-sex marriage, for example, new couples have the chance to weigh their options in a different way. "With gay and lesbian couples, there is no automatic default to 'Well, taking the man's name is easier,'" Henry says.

Tim Johnson-Aramaki '99 and his husband, Flavio da Cruz Resende, say that even on their own, their hyphenated and double surnames were confusing enough — and they weren't interested in complicating matters further when they married last year. "Between the two of us, we already had four surnames," Johnson-Aramaki says. "With this name jigsaw puzzle, we never earnestly discussed name changes, although we laughed at the idea of creating the most multi-culti name possible from the pieces." The pair doesn't have children, but Johnson-Aramaki acknowledges that they may have to reopen the issue if they decide to adopt.

Ashley Abel '90 and her partner, **Virginia (Ginny) Frazer '89** chose a different route. The pair got married — though it was not legally recognized — at their church in 1992. (They married legally in California in 2008.) In 1995, they both changed their last names to Frazer-Abel. The decision was both philosophical and practical; neither wanted to give up her birth name, and both were wary of the potential parenting pitfalls of, for example, picking up a child at school that didn't share a last name with one of them. In Ashley's words: "Why take chances?"



Ashley '90 and Ginny '89 Frazer-Abel and their daughter, Emily

While Ashley says that there have been plenty of small hassles with the hyphenated name, she's grown to appreciate their decision over time. "I know people who spend a lot of time trying to get their name to the top page of a Google search, but there are only three people in the whole world who have our last name," she says of herself, her spouse, and their daughter. "I'm always on the first page. It means we can't hide in the closet, but that's not our style."

The consequences of the choices we make when we choose our names aren't always obvious when we make them, but they last for a lifetime. The names we're given and the names we change aren't just about identifying ourselves as individuals — they're a small but essential way to share who we are in relation to others. They're markers of the families we're from, the families we create, and the people we wish to be. And that's the reason the decisions we make with them are so weighted. Our names are the tiniest of stories. But they are the stories we tell the world every single day. ■

JOIN THE CONVERSATION:

Tell the story of changing or keeping your last name at [facebook.com/grinnellcollege](https://www.facebook.com/grinnellcollege) or [forum.grinnell.edu](https://www.grinnell.edu/forum), or email magazine@grinnell.edu

Surnames Around the World

The American tradition of a wife taking her husband's last name upon marriage is anything but a worldwide phenomenon. Find out the common surname traditions of other countries below.

- **France, Italy, and China:** Women typically keep their last names at marriage; in France, it is technically illegal to go by any name other than your birth name. In Italy and China, there is no easy way to change one's name.
- **Argentina:** Though women were once legally required to take their husband's name at marriage, the law has changed. Today, it's common for women to keep their birth name and add "de [husband's surname]." Thus, if Ana Domingos marries Juan Martin, she may choose to change her name to Ana Domingos de Martin.
- **Ghana:** Until recently, married women typically kept their birth names.
- **Denmark:** Tripartate names (Hans Christian Andersen and Ulla Lund Hansen) are common. The middle name tracks the mother's lineage, and the last name tracks the father's. Upon marriage, a woman may change the third name to match her husband's (Ulla Lund Andersen). The middle name has primacy, so Hans Christian Andersen might go by "Hans Christian" but never "Hans Andersen."

Photo by Nance Lewis



Tim Johnson-Aramaki '99 and Flavio da Cruz Resende on their wedding day

Thinking Differently

About Disability and Diversity

by Michele Regenold '89

Jennifer Brooks '15 sits in a yoga-like pose on a blue gymnastics mat on the floor of her bedroom in Lazier Hall. She faces a widescreen Mac on a table about 4 inches off the floor. Flowers and 21st-birthday cards decorate the nearby windowsill.

Using a joystick and a separate switch that works like a mouse button, Brooks opens a reading assignment for a sociology class. A male computer voice reads quickly – Brooks could slow it down, but she likes it fast. As the voice reads, the text is highlighted in yellow on the screen.

Brooks started using Kurzweil, the software program performing these functions, after she came to Grinnell. “Grinnell really embraced me and figured out what I needed to thrive in this environment,” says the sociology major from Atlanta.

Brooks chose Grinnell because of its accessibility. She praises the College for its services and the technologies available for classwork.

Still, Brooks has been vocal in calling for better accessibility and acknowledgment of diversity.

“Grinnell can be the most accessible college in the country,” Brooks says, “but we need to develop a culture of diversity to go with it. Disability is a natural part of diversity.”

Brooks is the third student in recent years to use a power wheelchair on campus.

She credits **Jennifer Krohn**, senior research associate in the Office of College Services, with excellent responsiveness.

Krohn, who acts as coordinator of accessibility services, took on her role in the summer of 2008, before **Patrick Comparin '12**, Grinnell's first power chair user, came to campus. Krohn established the accessibility committee that includes staff from across campus, including facilities management, dining services, information technology services, and communications, to name a few.

The committee developed and prioritized a list of projects based on Comparin's needs. The College bought an accessible van, which is also used by the student health center. Across campus, steps were removed, ramps were

added, and sidewalks smoothed out. Door openers were installed on doors to classroom buildings.

When Krohn heard that automatic doors were closing on Brooks' chair during her campus visit in 2011, she asked Brooks how long the doors should remain open. The answer: 12 to 15 seconds. “It wasn't something we thought about before that,” Krohn says.

She hired Comparin, who was still a student then, for the summer. He assessed the timing of doors, the positions of card readers for entering locked facilities, and the locations of door openers.

With Brooks' form of cerebral palsy, she's able to move her arm to the side to push a door opener.

“I always learn a lot from each student,” Krohn says, “just tons from each one.”

Brooks has been impressed by the College's quick action in addressing some concerns. “It's remarkable how much thought has been put into the physical accessibility,” Brooks says. “I tell Jennifer Krohn about a problem, like a broken door opener, in the morning; and she often gets it fixed by the afternoon.”

The campus is by no means perfect in terms of physical accessibility, as Brooks mentioned in a town hall meeting this year. Brooks had wanted to take astronomy, but the Grant O. Gale Observatory isn't accessible. Neither are some other offices, such as the Reading Lab and the Center for Careers, Life, and Service, which are in houses on Park Street. Some residence halls are accessible, but not all.

“I know it's not realistic for all dorms to be accessible,” Brooks says, “but I get frustrated sometimes that I can't just hang out with my friends in their dorms.”

Brooks lives in an apartment that was converted from a computer room and little-used student lounge in Lazier Hall on East Campus. The apartment has three bedrooms, one

for Brooks, one for a live-in aide, and one for a roommate. “I am now living independently on campus,” Brooks says.

The College has made significant progress over the years in terms of physical accessibility of the campus, Krohn says. She and the accessibility committee would like to see the same progress in terms of technology and Internet access.

“Assistive technology provides access to learning,” Krohn says. “We need to help students with disabilities so they’re on a level playing field with everyone else.”

Brooks says the College needs to improve how accommodations for students with disabilities are provided. Faculty members need to learn about their legal and ethical responsibilities for students with disabilities, she says.

If **Joyce Stern ’91**, dean for student success and academic advising, approves accommodations for a student with a disability, then the faculty member must implement them in the classroom. If a student needs large print, then the student gets large print. “That’s the law,” Krohn says.

Stern says that accommodations for Jen Brooks were different from any the College had approved before. The Office of Academic Advising hired a classroom aide to attend classes with Brooks and facilitate her speech, repeating what Brooks says. Brooks is an active participant in classroom discussions. In addition, the aide scribes her exams and helps with a laptop when Brooks needs to use a digital book in class.

Brooks accesses all her class materials in alternative formats. Using Kurzweil, she takes in content by hearing it and viewing it in large print on a screen.

“Before I got Kurzweil, I needed assistants to scribe my homework for me,” Brooks says. “Now with Kurzweil and other assistive technology, I’m able to do my own work, which is a big improvement in my life.”

Brooks says that **Angie Story**, coordinator of academic support and assistive technology, has been very responsive to her needs. Story meets with students individually to find out how they like to learn and what assistive technologies they’ve used.

Brooks praises the staff members who support her various accessibility needs on campus. The staff members in those disparate offices work well together. Still, it’s a challenge to go to three different offices across campus for services. “I strongly believe that we need a disability coordinator,” Brooks says.

This spring, Tom Thompson, a higher education consultant with significant expertise in disability services, visited campus and reviewed Grinnell’s policies across the offices that handle accommodations, accessibility, and disability services. He also met with faculty and staff. His report is pending.

Brooks is an active member of the Council on Diversity and Inclusion, which includes accessibility under its broad umbrella, and she’s an ex-officio member of the



Jennifer Brooks ’15 has called for improvements in accessibility on campus. Here she uses a built-in ramp at the Joe Rosenfield ’25 Center.

Photo by Justin Hayworth

Accessibility Committee. With **Lexy Greenwell ’15**, Brooks is co-founding the Student Accessibility Committee, which will organize events and act as a resource to students.

“At Grinnell, we need to promote a culture of disability diversity,” Brooks says, “where people with disabilities are not only accepted into the community, but included in every aspect of the community.” ■

Disability Services at Grinnell College

Services for students with documented learning and/or physical disabilities are provided according to the individual’s unique needs, although disclosure of a disability is voluntary. **Joyce Stern**, dean for student success and academic advising, works with students who disclose their disability to determine the accommodations they need to fully access their Grinnell education.

Academic accommodations vary considerably. Examples include extra time for test-taking; note takers; smart pens; special software that facilitates reading and writing on a computer; and a classroom aide, as in the case of **Jennifer Brooks ’15**, a student with cerebral palsy.

Students who need assistive technology such as computer software and smart pens work with **Angie Story**, coordinator of academic support and assistive technology.

Students with mobility-related disabilities work with **Jennifer Krohn**, senior research associate in college services, who facilitates the physical access to campus buildings and coordinates with **Rick Whitney**, director of facilities management, and **Andrea Conner**, director of residence life and orientation and associate dean of students.

Willing to Experiment

A redesigned computer science course brings alumni and students together for a real-world experience.

by Michele Regenold '89



Janet Davis,
associate professor
of computer science,
plans to draw on the
expertise of alumni
mentors for a fall course,
Computer Science 322.

In fall 2014, students enrolling in the newly redesigned course **Computer Science 322: Team Software Development for Community Organizations** will help test a new approach to alumni participation in the curriculum.

Janet Davis, associate professor of computer science, has redesigned the course to incorporate alumni mentors with industry experience. Small project teams of students will get the benefit of practical advice and assistance from alumni.

The effort comes with the support of the Office of Development and Alumni Relations and the Center for Careers, Life, and Service, which actively engages alumni in key campus programs and services.

Ian Young '08 thinks it's a really good idea. A computer science major, Young went into the industry right after graduation. He's a Ruby on Rails Web developer and has been a freelancer since October 2013.

"There was definitely a lot for me to learn in industry," Young says. "I had to apply what I learned at Grinnell."

Students Will Benefit from Alumni Industry Experience

Young was one of the first students Davis got to know when she came to Grinnell in 2006. It was a conversation with him that made her realize that alumni mentors could do more than advise on the technical side of things.

"What makes you valuable in the real world is a lot more about what you can build, your skill with tools, how well you communicate with clients and understand what they need," Young explains.

Davis is enthusiastic about inviting young alums — those who have been out of college for five to 10 years — back to campus. They remember well what it was like to be students themselves. Current students can relate to them.

Asking alumni to share expertise with students isn't new, however. **Douglas Caulkins**, professor emeritus of anthropology, was one of the pioneers in inviting alumni to help with courses. He did this through Creative Careers: Learning from Alumni course offerings, in which alumni from many different fields come to campus to talk about their careers with students. **Samuel Rebelsky**, professor of computer science, also has taught classes focused on learning from alumni.

Davis hopes to build on the approach. She becomes director and chair of the Donald L. Wilson Program in Enterprise and Leadership in August.

Made possible by a gift from **Donald L. Wilson '25**, a former Grinnell College Trustee, the program examines the theory and practice of socially responsible innovation, enterprise, and leadership in the business, government, and nonprofit sectors, with the goal of empowering students to explore diverse career options. ■

Innovation Grant Funds Pilot

Davis' project is the first step in a three-year pilot funded by a College Innovation Fund grant. The fund supports promising ideas proposed by faculty, staff, and students for new approaches to teaching and scholarship, as well as student-initiated proposals that enrich campus life and learning.

The grant pays for a part-time staff person to work with faculty members across campus. This person will consult with faculty members about how alumni expertise can be effectively integrated into courses. The staff member will also handle research and the logistics involved in getting alumni to campus.

Mark Peltz, who holds the **Daniel '77** and **Patricia Jipp Finkelman '80** Deanship in the Center for Careers, Life, and Service, expects the hire to come this summer.

Peltz hopes the outcomes of the project will be so profound that the program will continue. Alumni bring knowledge and experience that complement what the College's world-class faculty offers, he adds.

They also show vividly the achievement that can come for those with a Grinnell education. "Alumni engagement opens windows for students to see what graduates of a liberal arts college can do," Peltz says.



A group involved in a project associated with RSI Consulting, run by **Margaret Orwig '01**, discusses strategies in the shade.

MISSION: *Afghanistan Recovery*

Grinnellians recall service and work as U.S. troops leave

by Courtney Sherwood '00

War has a way of shaping generations. World War II drained Grinnell of its civilian men and spurred the College to offer military training to its remaining students. Vietnam triggered protests and brought about the end of the campus Reserve Officers' Training Corps program.

The Afghanistan war, our nation's longest, illustrates the diversity of Grinnellians' service before, during, and after conflicts. Some enlisted in the armed forces. An award-winning photographer documented the conflict. Others helped with redevelopment planned for post-war Afghanistan.

Sarah Purcell '92, director of the Rosenfield Program in Public Affairs, International Relations, and Human Rights, and history professor, says Grinnellians are diverse in their approaches to issues, including war. She regularly hears from students who want to pursue military careers. At the same time, a larger number frequently protested the Iraq and Afghanistan wars at the height of those conflicts.

For a handful of Grinnellians who served or worked in Afghanistan, the war provided insight into global conflict, an opportunity to serve, and a doorway to personal and professional growth.

As the United States brings its armed forces home and prepares for a post-combat era, we examine their perspectives.



Robert Hodierno '68

The Journalist

Robert Hodierno '68 serves from behind a camera lens. Originally a member of the class of 1967, he took a year off to work as a freelance photographer in Vietnam before returning to graduate.

He took up photography in the '60s. Eventually, he worked for the armed forces newspaper *Stars and Stripes* while enlisted in the Army, then for a series of print, online, and broadcast news organizations — often with a military or defense focus.

“Through all of this, I developed a concern for the well-being of the young people we send to fight our wars,” Hodierno says. “When President Obama announced his Afghanistan surge, I came up with the idea of following the units that were being sent.”

The Marine Corps allowed Hodierno to film a platoon in Camp Lejeune, N.C., and then to follow the troops to Afghanistan and back. He had a full view of military service many of us don't get. He learned of the dedication of those who serve in dangerous and challenging conditions.

Hodierno's platoon went to Helmand Province, and he followed them through remote villages that lacked electricity.

“It was primitive beyond belief,” he recalls. “There was no electricity. I don't think there were even any radios in the village.”

Hodierno had witnessed rural isolation and poverty during his earlier travels in Vietnam. Those southeastern Asian communities five decades ago had higher literacy rates and more access to the outside world than the Afghan villages he visited in 2010.

The bulk of his time in Afghanistan was spent with American Marines, not the local population. He found them “quite remarkable young people.”

Hodierno told their stories in *Afghanistan: The Surge*, the documentary that emerged from his time with the Marines. Broadcast on more than 100 PBS stations, the work won top prize in the Military Reporters and Editors 2013 television journalism competition.

The Veterans

Tommy Jamison '09 found that service sometimes means reflecting on one's experience. He recalls traveling to a small base to speak with an Afghan National Army officer in 2013.

As a U.S. naval intelligence officer, Jamison was part of a detachment responsible for gathering information that U.S. military leaders used to develop operational plans. The Afghan officer did not want to talk.



Left: **Tommy Jamison '09**; above: **Lillian Tortora '03**

“This guy was literally killing Soviets when I was in diapers,” Jamison says. “There was no disguising the inherent arrogance of us interacting as peers. I remember thinking, ‘I am way, way out of my depth here.’”

He was in for an education. Jamison says the lessons he learned in seven months at Bagram Air Base went beyond the facts he gathered for the U.S. Navy.

For all the resources of the United States and its NATO allies, Afghanistan still belongs to the Afghan people – and their involvement is key to any counterinsurgency efforts, he says.

“Afghanistan checked my sense of American political and military capabilities,” Jamison says. “With all the money in the world and the best of will, fundamental limits constrain what we can and can’t accomplish.”

As he spoke from his latest post in Guam, Jamison was preparing to leave the Navy to embark upon a doctoral program in history.

Lillian Tortora '03, who entered Navy Officer Candidate School in 2007 after earning a master’s degree in security studies from Georgetown University, anticipates serving in the military a long time.

Tortora, like Jamison, works in naval intelligence.

She found her Grinnell liberal arts education an important influence in her career.



Margaret Orwig '01

“There’s a lot of value in a liberal arts education, something many in the military tend to dismiss,” she says. “I think that spending those four years in Iowa gave me a better all-around perspective as a naval officer ... and by making me more well-rounded, benefited me and, hopefully, the Navy.”

For Tortora, service meant getting the right information to the right people. “My job was to consolidate and coordinate information and intelligence from the battlefield and make sure it got to the people who needed it,” she says.

The Development Worker

A single class at Grinnell College helped set **Margaret Orwig '01** down a path she might never have anticipated.

“I remember taking Political Economy of Developing Countries with **Eliza Willis**, and that class changed how I saw the world,” says Orwig, who now owns and runs a research company with an Afghan partner. “To discover that a discipline existed to study the hows and whys of development – that set me on my current path.”

Orwig had worked at other firms that contracted for the U.S. Agency for International Development (USAID) when she and her business partner identified a gap in the market – most contractors lacked in-depth local knowledge. In 2010, Orwig co-founded RSI Consulting.

RSI is a for-profit company, but its motives are idealistic, Orwig says. “We see our role as bringing real voices of rural Afghans to policymakers.”

Before starting RSI, Orwig lived in Jalalabad, Afghanistan, from 2008 through 2010. She later was based in Kabul, the country’s capital.

Living in the country for so long and working closely with Afghan-based colleagues has given Orwig access and experiences that many Americans never have, but she also remains intensely aware of security risks.

Friends and colleagues have been killed during her time working in the country, and kidnapping is a real concern.

“Afghanistan is a wonderful country, but in terms of culture and security, it is quite restrictive,” she says. “Anyone coming to Afghanistan must be ready and willing to live indoors and find their own sources of entertainment.”

Opportunities — and Cautions

Even as they consider the future of Afghanistan, Grinnellians who’ve spent time in the country say they see opportunities there for today’s students, as well as for older alumni. But they also urge caution. Hodierne says the risk of injury or kidnapping is significant in Afghanistan.

Grinnellians with an interest in international development and research can also find opportunities in Afghanistan, Orwig says. Her firm welcomes interns from the College and also provides remote work opportunities for people with an interest in the country.

“Our best-kept secret is that we regularly use Grinnell alums for our remote analysis,” she says. “Their reports often get kudos from USAID. The alumni network has been an amazing resource when we need top-notch analysis.”

Tortora says it is important for Grinnellians, and others, to serve.

“It’s dangerous for our society when a small percentage of people fight our wars,” says Tortora. “It creates a perception that wars are someone else’s problem... .”

Some Grinnellians are willing to boost that percentage, even if conflicts draw protests on the same campus.

“There are a fair number of faculty and staff who are veterans,” says Purcell, the Rosenfield director. “I also have a lot of students who have gone into the military. There are military recruiters who come and sit in the [Joe Rosenfield ’25 Center] and talk to students. Many faculty members have counseled students through going into officer candidates’ school and other types of military training.”

It’s a matter of service. ■

The Center for the Humanities is organizing a public events and speaker series, “A Century of War: 1914 and Beyond,” beginning in fall 2014 to explore the social, political, cultural, and other transformations brought about by World War I and other conflicts. For more, visit bit.ly/1mAQbU9



Learning on Break

CLS externships allow students to sample careers

by Luke Saunders '12

For some college students, the phrase “spring break” evokes beaches. It does not often bring to mind phrases such as “career development.”

The Center for Careers, Life, and Service (CLS) is changing that.



Suha Gillani '16 met many Washington notables, including Sen. Chuck Grassley (R-Iowa) during her externship with Ed Senn '79.

The CLS offers primarily first- and second-year students the opportunity to experience different career paths through spring break externships.

Opportunities range from firsthand experience with Teach for America to policy work in Washington, D.C., to ecological work in Micronesia. The mix depends on which alumni volunteer to bring students into their workplaces and their homes. The externships last between three days and the full two weeks of spring break.

This year – the program’s third – the 50 alumni hosts ranged in graduation year from the 1970s to 2013. Potential alumni volunteers are sought in mid-fall semester via email, newsletter, social media, and word-of-mouth. When the list of alumni and their jobs is made available to students, each student ranks three top choices in their application. Then a selection committee matches each student with the opportunity that best matches their interests and goals. Students also participate in two workshops before and one after their externships, and write a blog while they’re on site.

The approach this program takes is uniquely holistic. At Grinnell, much is made of the fact that “you are not your major,” which can be extended to postgraduate life: you are not solely your career. Grinnell’s externships give students the whole picture of postgraduate life, not just the vocational aspects.

More than a Shadow

Although the externship program is billed as a job-shadowing experience, Grinnellians tend to expect far more, as do the alumni volunteers.

The students were required to conduct informational interviews during their externships. **Suha Gillani '16** spent several days in Washington, D.C. with **Ed Senn '79**, vice-president of state government relations at Verizon and a member of the Alumni Council. She interviewed 10 people, including White House employees and the deputy chief of mission from Pakistan to the United States. Gillani met with Senn before the externship. He advised her to create a list of expectations, and he came with one of his own, so that she could get what she wanted out of the opportunity.

Paulina Campbell '16, who shadowed **Jacqui Vautin '13**, a teacher working through Teach for America (TFA) in Huntsville, Ala., pitched in both in preparation for lessons and in the classroom. Campbell’s situation is unusual, as she knew Vautin – and ran cross country with her – when both were students.

Toby Baratta '17, a prospective computer science and mathematics double major, completed an externship with **David Leppik '94**, vice-president of software development at Vocal Laboratories, Inc. in St. Louis Park, Minn. She was able to meet and interview both regular employees and consultants, getting a feel for how the atmosphere differed even though the work was similar. Baratta also used some of the programming skills she picked up from her coursework and her work at Grinnell’s Data Analysis and Social Inquiry Lab to write a JAVA program.

Work-Life Balance

One of the great benefits of the externship program is the practice of students living with their alumni hosts. In doing so, they are able to see what the rest of an alum’s life looks like. Although there was great variation in the work-life balance or work-life blend each alum was able to achieve, all did strive for some kind of balance.

Suha Gillani’s first day with Ed Senn was a bit of a whirlwind. “His day is nonstop. We would leave his house at 7:30 a.m. and work straight through until 5:30 p.m. Mr. Senn usually lobbied over lunch, and he rarely went directly home after work,” she says. There was always a reception or a fundraiser that he would attend. By the time they got home, usually around 9:30 p.m. after a late dinner, Gillani would have the energy to do little other than sleep. To avoid taking his work home after such full days, Senn maintained an internet-free home, which Gillani came to appreciate.

Both Jacqui Vautin and **Jessica Bralley '10**, with whom **Sefonobong Obot '17** conducted an externship in Washington, D.C., are junior in their fields. Bralley is a senior management analyst with Cooper Thomas, LLC

working with the U.S. Department of Veterans Affairs. She acts as a conduit between her supervisors and the policy-makers, organizations, and individuals with which her firm works. Campbell said that Vautin struggled to achieve work-life balance in her first semester of teaching. She is doing better now – even fitting in time to run – but the workload is too large and the school’s need too great to carve out much personal time. Bralley doesn’t go anywhere without her government-issued Blackberry, which makes it difficult to unplug from work. That difficulty does not make setting limits purposeless. “You have to try to set guidelines to separate your work from your life, and if they’re broken, set others.” Obot also noted the importance of making one’s workplace more comfortable. “If you don’t set it up to be inviting, you’re not going to like going to work,” she says.

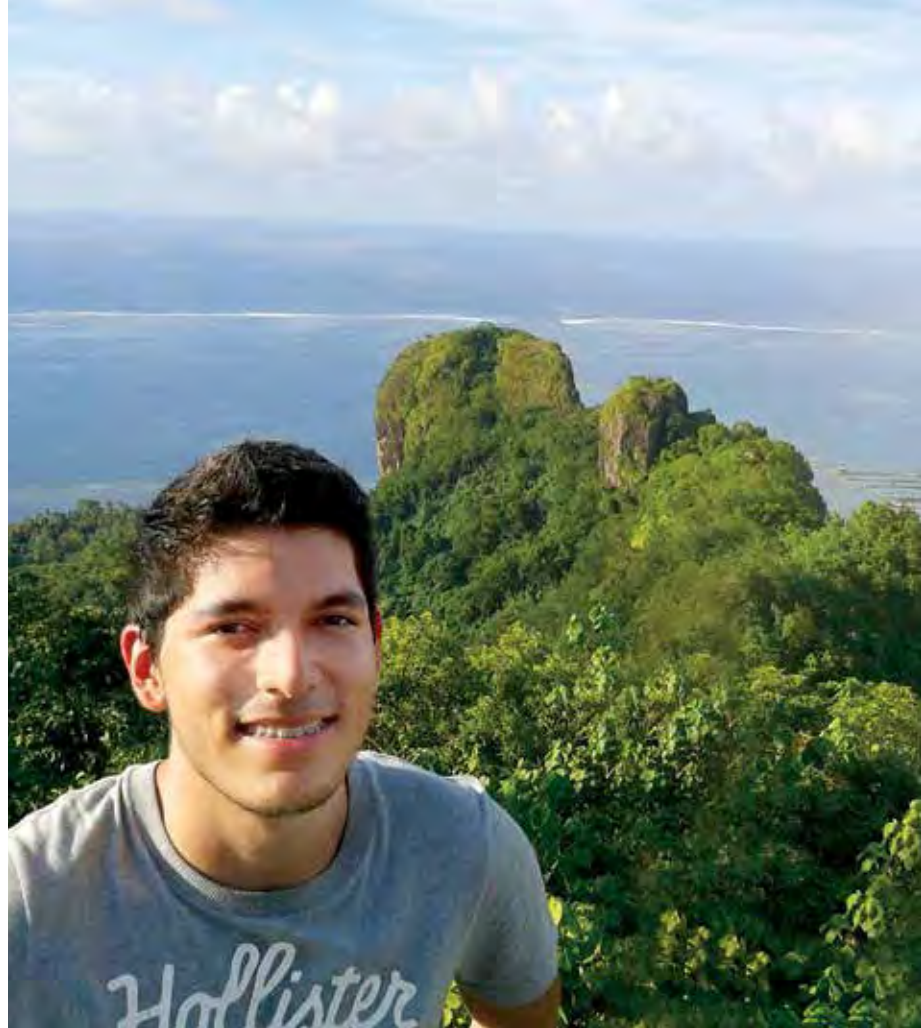
Michael Wilson ’88, a research physicist at the U.S. Naval Research Laboratory in Washington, D.C. who hosted **Androniki Mitrou ’17**, and David Leppik have advanced far enough in their careers and set a high-enough priority of balancing work with life – especially since they have children – that they are able to assert considerable control over their schedules. Although their externs will likely not be able to exert that much control when entering the workforce, they were able to see firsthand the benefits of prioritizing family time.

Takeaway

The lessons learned during these externships will likely enhance studies, careers, and lives spent outside of work. **Carlos Ortiz Campo ’17**, for example, spent two weeks in Micronesia with **Lisa Andon ’92**, who works at the Micronesia Conservation Trust. In addition to having the chance to live briefly on the island of Pohnpei, Ortiz Campo was able to see the practical side of conservation. He learned that there is much more to job satisfaction than compensation. “Feeling appreciated, comfortable, and motivated in one’s job are essential things to ensure happiness and stability,” he says.

The pursuit of career goals other than a paycheck was a consistent theme among the externship participants. Gillani says, “If you don’t love what you’re doing, you shouldn’t be doing it,” and, “do what you love; money will follow.” In the event that she is handed a large sum of money, though, she knows what to do. One of Senn’s friends walked her through how she should professionally handle being given a million dollars. The highlights are carry it in a briefcase, go directly to a bank, and ask for the manager.

Mitrou got more directly applicable advice from her host. Wilson has been through Grinnell’s physics curriculum and even had some of the same professors as Mitrou, so he was able to offer constructive advice on classes Mitrou should consider taking.



Carlos Ortiz Campo ’17 spent two weeks learning about conservation with **Lisa Andon ’92** at the Micronesia Conservation Trust.

Campbell decided to do an externship to see firsthand what Teach for America was really like. That did not dissuade her from pursuing the opportunity in the future, but having externed in an urban school, she thinks if she does TFA, she’d prefer a more rural setting.

Some of the second-year students who completed externships this year had already done one their first year. Those who repeated were able to use what they learned about themselves and potential future careers to narrow their interests for year two. **Kelly Guilbeau**, who runs the externship program, is excited at this opportunity for students and alumni to connect. Not only do students get the chance to see what life after Grinnell could look like for them, but also alumni get to rediscover their field through a student’s eyes and help shape the future of their profession. ■

Want to Help?

If you are interested in participating in the externship program, please contact the Center for Careers, Life, and Service at 641-269-4940 or email Kelly Guilbeau at guilbeau@grinnell.edu.

Reagan In Reykjavik:

The Weekend that Ended the Cold War



Ken Adelman '67

was President Reagan's arms control director. He has also served as the U.S. ambassador to the United Nations and as assistant to the secretary of defense. After leaving government, he taught at Georgetown University, George Washington University, and Johns Hopkins University. He is the author of several books, including *Shakespeare in Charge* and *The Defense Revolution*. He lives in Arlington, Va.

The Reykjavik summit is something out of an Agatha Christie thriller. Two vivid characters meet over a weekend, on a desolate and windswept island, in a reputedly haunted house with rain lashing against its windowpanes, where they experience the most amazing things. The summit between Ronald Reagan and Mikhail Gorbachev on October 11 and 12, 1986, was like nothing before or after – with its cliffhanging plot, powerful personalities, and competing interpretations over the past quarter-century.

A decade later, Gorbachev felt the drama was something out of the Bard, William Shakespeare, rather than the Dame, Agatha Christie:

Truly Shakespearean passions ran under the thin veneer of polite and diplomatically restrained negotiations behind the windows of a cozy little house standing on the coast of a dark and somberly impetuous ocean. The accompaniment of a grim nature is still lingering in my memory. [Gorbachev letter to Iceland's prime minister and others, Sept. 10, 1996.]

For those of us in the American delegation, Reykjavik was supposed to be an uneventful weekend, with the real action happening the following year at the real summit in Washington. Instead, in Iceland we rode an emotional roller coaster, full of twists and turns, ups and downs, all weekend long. NPR's Rod MacLeish deemed it among "the most amazing events in diplomatic history," while the ace *Washington Post* diplomatic correspondent turned Cold War historian Don Oberdorfer called it "one of the most controversial – and most bizarre – negotiations by powerful heads of state in modern times." To Gorbachev, it was exhausting with its "wearying and grueling arguments."

Unlike other summits and dramas, Reykjavik's plot unfolded off script. The session itself came as a surprise and ended up delivering surprise after surprise. We didn't know what to expect next or how it all would end – not just over that weekend, but over the months and years that followed.

Besides Reykjavik's gripping plot were its oversized personalities. Reagan and Gorbachev stand as among the

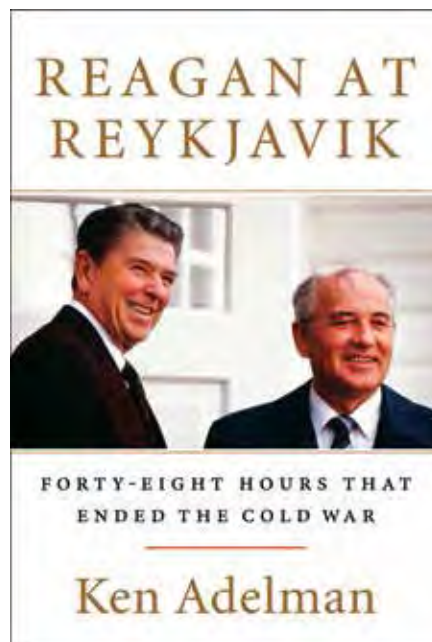
most intriguing and important characters of the 20th century. For some 10½ hours at Reykjavik, they dealt directly with one another – void of staff advice, detailed talking points, or guiding memos – acting more like themselves than at any time in office.

Thanks to the now-declassified American and Soviet notes of their private discussions, we can peep through the keyhole of their small meeting room to see them, hear their back-and-forth repartee, and come to understand their core beliefs, patterns of thought, and fundamental characters in a way that history rarely offers.

Reykjavik changed each man, changed their relationship and thus that of the superpowers. The day after returning from Iceland, Gorbachev said on nationwide Soviet television that, after Reykjavik, "no one can continue to act as he acted before." Neither man did, and neither country did. Beside these two leading characters were two others in key supporting roles. Most constructive and then tragic was the chief of staff of the Soviet military, the five-starred Sergei Akhromeyev. Having been shrouded and operating behind the scenes for decades, he emerged at Reykjavik for a few shining hours to help change the course of history. He could never have imagined that his contribution would end up helping to destroy the country he loved and the life he led.

The other key character in this drama was Hofdi House, the cozy and stunning structure said to be haunted by a people inclined to believe such things. At the time of the summit, more than half of Icelanders believed in elves and leprechauns, including the country's prime minister. Hofdi House provided a weird yet hospitable site for the world's two most powerful men to meet.

As if its twisting plot, outsized characters, and unique setting weren't enough, the Reykjavik summit has been hotly debated and differently interpreted over the years. Immediately afterward, it was universally deemed an abject failure since the two leaders left without a joint statement, clicking of champagne glasses, or promises of future meetings. They left each other glowering and, in Reagan's case, steaming mad. The White House chief of staff, Donald Regan, asserted that the two would never meet





again. The session was nearly universally condemned, even by those as astute in foreign policy as Richard Nixon, who declared, “No summit since Yalta has threatened Western interests so much as the two days at Reykjavik.”

The following year, 1987, Reykjavik received some acclaim when agreements reached over that weekend were signed in the White House as part of a sweeping arms control treaty.

Since then — despite the earth-shattering events of the fall of the Berlin Wall, the demise of Communism in Eastern Europe, the collapse of the Soviet Union, and the end of the Cold War — Reykjavik has mostly been relegated to a footnote in history, something akin to the Glassboro summit of 1967 between U.S. President Lyndon Johnson and Soviet Premier Aleksey Kosygin. Specialists have debated the summit’s significance, particularly at four conferences held on its anniversaries, but their debates have largely remained there — among specialists at conferences.

And most of those specialists believe that the momentous events of that era sprang from internal weakness in the Soviet economy rather than from any outside events, such as Reykjavik, or outside pressure, such as Reagan’s rhetoric or plans for strategic defense. Indeed, this view has become the conventional wisdom of how and why the Cold War ended.

With the gifts of historical perspective and declassified documents — both of the Reykjavik discussions and of Soviet meetings, before and after the summit — a different interpretation has become possible, and possibly more accurate. I, for one, have come to believe that Reykjavik marked a historical turning point, by leading to:

- a steady stream of unprecedented arms control agreements;

- a remarkable decline in the number and danger of U.S./Soviet-Russian nuclear arsenals;
- an unexpected flowering of the antinuclear movement worldwide;
- and even — the mother of all historical consequences — the end of the Cold War itself.

The case for this interpretation will be laid out in the final chapter, bolstered by such standard methods of substantiation as expert witnesses, evidence, and logic.

One such witness, Mikhail Gorbachev, has been clear over the years. U.S. Secretary of State George Shultz, at Reagan’s side during Reykjavik, had a conversation with the last general secretary of the Soviet Communist Party some years after the summit, and described the scene:

We were sitting around with the interpreter, and I said, “When you entered office and when I entered office, the Cold War was about as cold as it could get, and by the time we left it was all over. What do you think was the turning point?”

He didn’t hesitate a second. He said, “Reykjavik.” And I said, “Why?”

“Because,” Gorbachev said, “for the first time the two leaders talked directly, over an extended period in a real conversation, about key issues.”

This is the story of what happened during that weekend, and I believe to be its significance — why it deserves to be called the weekend that ended the Cold War. ■

Reprinted, with permission, from the introduction to *Reagan at Reykjavik: Forty-Eight Hours that Ended the Cold War* by Ken Adelman (HarperCollins, May 2014). Available in hardcover and e-book formats.



Of Shakespeare and Fairways

Alum's path to top conservation job

In a way, you could say the academic drive that eventually led **Doug Bechtel '89** to his new job as executive director of Audubon International started in a Shakespeare class at Grinnell College.

A class in which he struggled.

"The Grinnell faculty fostered in me and my classmates high educational, intellectual, and ethical standards," says Bechtel, who makes a living promoting habitat and conservation now. "While I loved my science classes, my favorite Grinnell course of all was a Shakespeare class. I got a 'C.'"

The academic rigor wasn't the only thing Bechtel liked about Grinnell. He also cherished his Grinnell days for the "enduring friendships with Grinnellians and how their dynamic energy, enthusiasm, and social and environmental ethic shaped me as a person."

For more than 25 years, Audubon International has helped land managers, businesses, the lodging industry, and recreational facilities reduce their impact on nature and improve ecologically sustainable

CLASSNOTES

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You don't have to be a CEO or a book author; we're interested in achievements, promotions, appearances, and publications in the full array of Grinnellian endeavors. Please share with the Grinnell community.

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Deadlines:

Fall 2014 Issue:
Aug. 4, 2014

Winter 2014 Issue:
Nov. 3, 2014

1969

William L. Shaul was voted Best Family Doctor in Seattle in 2013 by the *JT Times* (Voice of Jewish Washington) and Best Doctor in Southeast Seattle by *Rainier Valley Post*. He works for Group Health Cooperative and has served families for 29 years in the Rainier Valley in Central Seattle, the most ethnically diverse U.S. census tract. He has also maintained a 40-year affiliation with the Seattle Indian Health Board, one of the largest urban Indian health programs in the country.

1972

Greg Thielmann participated in an April 2014 presentation of a German-U.S.-Russian commission report on arms control at the Brookings Institution in Washington, D.C. The "Deep Cuts" report was the result of a yearlong collaboration between nongovernmental experts in Germany, Russia, and the United States to examine ways to overcome challenges to achieving further cuts in nuclear arms. Thielmann explained the report's analysis and recommendations on the subject of missile defense at the event.

1974

Christopher H. Broadwell was appointed executive director of the English-Speaking Union of the United States (ESU) in New York City, March 2014. The ESU is a nonprofit, apolitical educational organization that celebrates English as a shared language to foster global understanding and goodwill by providing educational and cultural opportunities for students and educators. Founded in 1920, the ESU has about 6,000 members nationwide.

Laura J. David received an outstanding service award from the Academy of Medicine of Cleveland and Northern Ohio in recognition of her longstanding assistance to the organization through her work with the MedWorks project and other initiatives, April 2014.

Years of Living Dangerously, a Showtime channel documentary series, featured a session called "Against the Wind" about **G. Pete Ferrell**, May 2014. Ferrell and eight other Kansas farmers received with a 2013 Water and Energy Progress Award from the Climate and Energy Project for their innovations in water conservation and energy efficiency in agriculture.

2014 ALUMNI AWARD



Elizabeth Barnard Brooke '54

Vienna, Va.

Brooke provided decades of leadership in journalism at *U.S. News & World Report*. She has hosted students at the *U.S. News* office and participated in a Rosenfield symposium.

A biology major at Grinnell, she took part in orchestra, women's intramurals, *Scarlet & Black*, and Mortar Board. She serves as a co-class agent for Grinnell and as a class committee member.

practices, Bechtel says. (The nonprofit organization is not related to the National Audubon Society.)

Audubon International's largest certification program, measured by membership and revenue, focuses on golf-course management, including water quality and habitat work.

"We are all focused on providing great service, protecting natural lands where you work and play, and reducing our impact on nature," Bechtel says.

Grinnell is a member of the Audubon Cooperative Sanctuary Program, Bechtel notes proudly. The College's athletic fields are in the certification program now, an effort led by **Jason Koester** of the facilities management staff. When that work is complete, "Grinnell's sports fields will be a valuable addition to Grinnell's commitment to sustainability," Bechtel says.

Based in New York, Audubon International (www.auduboninternational.org) works with organizations in 36 countries.

Bechtel had served as associate director of environmental programs for the organization and became executive director in April this year. He was also director of conservation science for The Nature Conservancy's New Hampshire chapter for more than 15 years.

Audubon International helps nearly 2,500 golf courses, hotels, residential communities, and industrial facilities in its effort to encourage good management of natural resources.

"Our members and partners are enthusiastic about working toward a common goal of environmental stewardship," Bechtel says. "I am happy to be leading a great team of dedicated environmental professionals providing services, expertise, and environmental education to ensure we live in harmony with the habitats in our communities."

Bechtel earned a bachelor's degree in biology from Grinnell and a master's in botany from the University of Vermont. An avid outdoorsman, he enjoys birding, hiking, and cross country skiing. He lives in Bennington, Vermont.

—Perry Beeman

2014 ALUMNI AWARD



John W. Copeland '59

Antioch, Calif.

Serving as a volunteer physician for local high school football teams and amateur boxers, Copeland has performed extensive recruitment efforts on behalf of Grinnell. In addition, he has served as an admission representative and class-committee member.

He majored in zoology and chemistry at Grinnell and was a multisport athlete inducted into the Hall of Fame. He continues to run a full-time medical practice in Antioch.

1976

Michael M. Reinemer accepted the position of communications manager, wildlands campaigns, The Wilderness Society, Washington, D.C., February 2014.

1977

A short monologue performed by **Mark S. Anderson** was part of the Off the Wall Cabaret at Links Hall at Constellation, Chicago, February 2014.

1981

Karl-Heinz Dukstein was named chair of the department of creative arts, design, and humanities — which includes art, music, dance, theatre, media arts, graphic design, humanities, architectural engineering, interior design, and computer drafting — at Front Range Community College, Fort Collins, Colo., March 2014.

1982

Julie Rosenfeld Dillon was recently promoted to vice-president for development at WTTW11/WFMT 98.7, Chicago's PBS television station and only classical music radio station.

1983

Marc E. Gottschalk became partner at Sidley Austin LLP, Palo Alto, Calif., August 2013. His core areas of practice include representing companies in complex real estate and environmental matters from property leasing, purchase and sale and development, to environmental risk management, regulatory advice and permitting, as well as advising clean tech and other emerging growth companies in corporation formation and venture finance transactions.

1987

Ian M. Roberts received the Writer's Guild of America award for outstanding script for a comedy/variety special, *Blake Shelton's Not SO Family Christmas*, Los Angeles, February 2014.

1994

Candi "Phoebe" Lostroh and **Kristine Lang**, Colorado College associate professors, received a \$500,000 National Science Foundation grant to continue research on how soil bacteria build a "machine" — that is, what the mechanism is that allows bacteria to bring DNA into their cell interiors and use the genetic information, March 2014.

2014 ALUMNI AWARD



M. Anne Brineman

Anderson '64

Washington, D.C.

For more than four decades, Anne has had a private practice as a psychotherapist striving for peace and world change. She has worked closely with the House of Ruth, providing assistance and counseling to victims of domestic violence. As a consultant for the Coordination of Women's Advocacy on issues in Yugoslavia and Rwanda, she was part of a successful effort to declare rape a war crime.



Photo courtesy of HBO

High-tech Laughs

Comedian Nanjiani appears in HBO's *Silicon Valley*

Grinnellian **Kumail Nanjiani '01**, who has appeared on *The Colbert Report*, *The Late Show with David Letterman*, and *Portlandia*, has turned to lampooning startups on HBO's *Silicon Valley*.

The eight-episode cable television series premiered in early April to tackle the tech startup industry. The show revolves around the lives of a group of software developers looking to create the next big thing in Silicon Valley.

The new show, renewed for another season, was created by Mike Judge of *Beavis and Butt-head* and *Office Space*. Nanjiani stars as Dinesh, along with Thomas Middleditch as Thomas, T.J. Miller as Erlich, and Zach Woods as Jared Dunn.

Advertising for the series shows the crew posed in black turtlenecks with their hands under their chins, mimicking the iconic image of Apple co-founder Steve Jobs.

The HBO trailer featured a geeky Middleditch being punched in the face by a young boy. In another scene, the crew members plot their

2014 ALUMNI AWARD



Martha Grodzins Butt '64

Chiang Mai, Thailand

Through her work at Payap University in Chiang Mai and through her volunteer leadership and service at Grinnell, Butt has helped Grinnellians and others build connections with Thailand. Since 1987, she has worked for Payap University, where she was vice-president for international affairs for 10 years. She continues to serve part-time as adviser to the president for institutional advancement. She helped establish Grinnell Corps-Thailand in 2010.

1996

Heather M. Benning, who was serving as women's head soccer coach at Grinnell and associate director of athletics, was named executive director of the 11-member Midwest Conference (MWC), March 2014. With the hiring of Benning, the MWC office moved to Grinnell College after being in Ripon, Wis., for the past 14 years.

Matthew E. Welch was appointed chief operating officer of the Sustainability Accounting Standards Board, which sets standards for public companies to disclose performance on environmental, social, and governance factors in their filings with the Securities and Exchange Commission, May 2014.

1997

Emily A. Bergl has guest-starred as Tammy Bryant in the Warner Bros. TV series *Southland* since its premiere in April 2009. She also performs as a cabaret singer.

2000

Samuel J. Sellers, aka Rabbi Darkside, participated in a monthlong U.S. national tour, "Freestyle Lifestyle," joining Sketch tha cataclysm, a veteran national hip-hop artist, March 2014.

2001

Tammy Baker Dann accepted a position to become an interventional pain specialist at St. Mary's Pain Relief Center, Huntington, W.Va., after completing a pain management fellowship, July 2014.

Jon S. Pettitt accepted the position of director of alumni relations and publications for the Graduate School of Arts and Science at Harvard University, Cambridge, Mass., October 2013.

2002

Damien C. Specht was recently elected special counsel at Jenner and Block, a multinational law firm in Washington, D.C. Specht is the co-chair of Jenner and Block's Government Contracts Corporate Transactions Group, specializing in serving defense industry clients. He also is a member of the National Defense Industrial Association Legal Committee.

2003

Kenneth C. Yeung has been promoted to director, ecommerce liaison at Walmart Global eCommerce, March 2014. In his new role, he will be involved in Walmart's ecommerce

2014 ALUMNI AWARD



Peter (Cohon) Coyote '64

Mill Valley, Calif.

A well-known actor, Coyote has appeared in more than 90 films, including *E.T.* and *Erin Brockovich*. In 1992, he earned an Emmy Award for his narration of PBS's *American Experience* series. His memoir, *Sleeping Where I Fall*, was published in 1998.

An English major at Grinnell, he organized students, the "Grinnell 14," who went to Washington to protest nuclear atmospheric testing. This was the beginning of a lifetime of activism.

success in a cash-rich industry where the wealth is inequitably divided. The idea for the comedy came from Judge, the series creator, who worked as an engineer in northern California in the 1980s.

Nanjiani, well-known in the U.S. comedy scene, came to Grinnell from Pakistan. The philosophy and computer science major got his start at Bob's Underground Café in Grinnell's Main residence hall. After graduating, he spent more than a decade honing his craft in famous comedy clubs in Chicago, Los Angeles, New York, and Montreal.

Dubbed *Salon's* sexiest man of 2013, Nanjiani crafts funny stories about his experiences in his standup routines. His childhood in Pakistan provides inspiration.

The comedy scene Nanjiani inhabits is home to other famous Grinnellians. Nanjiani has also performed his award-winning one-man show, "Unpronounceable," in the Upright Citizens Brigade comedy troupe, which was co-founded by **Ian Roberts '87**.

– Dana Boone

2014 ALUMNI AWARD



Samuel Schuman '64
Asheville, N.C.

Schuman has made significant contributions – both as a scholar and a chancellor – to the field of higher education. He served as chancellor at the University of Minnesota, Morris, and at the University of North Carolina at Asheville.

An English major at Grinnell, he has authored 10 books on English literature and on American higher education, often focusing on the important role of small liberal arts colleges.

investment in Asia and will split his time between the Bay Area and Shanghai. Yeung has been part of the Global eCommerce team since 2011.

Joshua J. Dorner was named communications director for U.S. Sen. Debbie Stabenow (D-Mich.), March 2014.

2004

Jeremy Y. "Sequoia" Nagamatsu accepted a visiting assistant professorship in creative writing at the College of Idaho, where he teaches fiction, nonfiction, and topic-based first-year seminars (tutorials), March 2014.

Sabrina B. Ross accepted the position of privacy counsel with Apple Inc. in its Cupertino, Calif. office, February 2014.

2007

Rachel C. Allison accepted a position as assistant professor of sociology at Mississippi State University, Starkville, to begin in August 2014.

Margaret A. Connolly was accepted as a Ph.D. candidate for ceramic design at Tokyo University of the Fine Arts, spring 2014.

Daren W. Daniels accepted a position as attorney-adviser at the Social Security Administration's Office of Appeals, Arlington, Va., June 2014.

2011

Carly A. Jerome was chosen by the American Health Care Association and the National Center for Assisted Living to participate in its Future Leaders program, a yearlong program that offers training and guidance for long-term and post-acute care professionals, May 2014.

2012

Charity A. Porotesano was named 2014 Volunteer of the Year by the National Marine Sanctuary of American Samoa. Porotesano is the youth representative on the sanctuary's advisory council and has volunteered during its outreach programs, June 2014.

2014

Carmen D. Nelsen will become a junior associate in the Manager Information Group, Cambridge Associates, Arlington, Va., July 14, 2014.

2014 ALUMNI AWARD



G. Peter Ferrell III '74
Beaumont, Kan.

Ferrell has shown excellent leadership in sustainability – both through his work with wind energy and through his service on the boards of the Land Institute and other organizations.

An anthropology major at Grinnell, Ferrell now manages the family's ranch in Beaumont. He was featured on Showtime's documentary *Years of Living Dangerously*, which examines climate change.

Liberal Arts and Engineering

Grinnell education leads to job in robotic prostheses

Brian Lawson '06 didn't set out to work on robotic prostheses, but his combination of liberal arts education and an engineering degree put him in a position to change lives.

"I enjoy specific, technical work if the problem is hard," Lawson says. But he also wanted to find work that resonated with him because it was socially responsible.

Lawson found that combination at Vanderbilt University in Nashville, Tenn. As a graduate research assistant, he worked in Vanderbilt's Center for Intelligent Mechatronics — where robotic prosthetic limbs are made.

As a postdoctoral scholar at the center, he continues to work on the software and control systems for robotic legs. Unlike traditional prosthetic legs, robotic legs have "muscles" — motors at the knee and ankle controlled by a computer system that continually adjusts to the person's motion.

Developing robotic limbs was not a lifelong passion or dream for Lawson. Like many Grinnellians, he used the power of liberal arts education and his other studies to open new possibilities.

That path started before high school. Halfway through high school, Lawson decided that engineering would be a good career path. He liked working on cars and his father is an electrical engineer.

So he applied to engineering schools — and Grinnell. Lawson chose Grinnell with the intention of pursuing the 3-2 engineering program.

"I wanted a rigorous liberal arts experience," he says. "Grinnell was the best place for that."

Lawson recalls working hard for a "B" in a philosophy course, *American Pragmatism: Classical and Contemporary* with **John Fennell**, associate professor of philosophy. "I'm really glad I took it," he says. It helped balance out the heavy load of science and math courses he took as a physics major.

Although he didn't anticipate it back in high school, Lawson says, "Taking liberal arts for three years made a big difference in my ability as an engineer, not just *doing* engineering, but in explaining it to others. I'm a better engineer because of Grinnell."

The 3-2 program allows students to study the liberal arts for three years at Grinnell, then transfer to an engineering school for two years.

2014 ALUMNI AWARD



Anthony Hyatt '85
Bethesda, Md.

Hyatt has used music to inspire older generations to sing, dance, and socialize.

For the past 16 years, Hyatt has worked as a violinist, speaker, and teaching artist. As founder of Moving Beauty, he works with hospitals, nursing homes, and community centers in and near Washington, D.C.

A music major, Hyatt performed in the College and community orchestras. He studied under Kenneth Goldsmith of the in-residence Mirecourt Trio.

Degrees

E. Ramsey Williams Unal '97, master's degree in clinical research, Medical University of South Carolina, Charleston, June 2011. She completed a fellowship in maternal-fetal medicine/perinatology there in June 2012.

Charles S. Campbell '05, Ph.D. in classics, University of Cincinnati, December 2013.

Rachel C. Allison '07, Ph.D. in sociology, University of Illinois, Chicago, May 2014.

Amanda J. McGillivray '08, Ph.D. in biomedical science, Tulane University School of Medicine, New Orleans, 2014.

Alexandra J. Greenberg '10, Ph.D. in clinical and translational science, Mayo Graduate School, Rochester, Minn., May 17, 2014. She accepted a position as a cancer prevention fellow with the National Cancer Institute and will pursue an M.P.H. in quantitative methods at Harvard School of Public Health as part of the fellowship, August 2014.

Austin R. Frerick '12, master in public affairs specializing in social and tax policy, University of Wisconsin-Madison, May 2014.

Marriages and Unions

Tomas Suchomel '95 and **Karla Spilkova**, April 26, 2014.

Daniel V. Litwiler '01 and **Reeti Khare**, June 22, 2013.

Jessica G. Heard '01 and **Farah Darbouze**, Dec. 29, 2013. The bridal party included **Paula M. Langsam '01** and **Robyn M. Lingo '01**. Also attending were **David T. Bradley**, **Gina M. Difino**, **Anna K. Donovan**, **Emily S. Larson**, **Katherine Wolf Lopes**, **Jolin Mitchel**, **Patrick W. O'Neil**, **Justin C. Rose**, **Rachel Heck Rose**, and **Melissa K. Yates**, all class of 2001.

Sarah K. Nordquist '04 and **Gilliss Dyer**, Jan. 11, 2014.

Jennifer N. Reece '06 and **James D. Herbst**, May 25, 2013. Attending were **Alison E. McQuillan '04** and **Patrick H. Hall '06**.

Amelia B. Koford '07 and **Adam Kirsch**, Feb. 22, 2014. Attending were **Douglas C. Babcock '06**, **Noah A. Bindman '07**, **Samantha Worzalla Bindman '07**, **Britt L. Flaherty '07**, **Erin E. O'Neil '07**, **Amanda K. Slatius '07**, **Kathryne Sparks Woodle '07**, **Alexander R. Woodle '07**, and **Stevie S. Schein '08**.

Matthew E. Scharr '08 and **Caitlin R. Scherr '09**, Sept. 21, 2013.

2014 PIONEER AWARD



Sarah B. R. Labowitz '04
New York City

Honored for her nuanced and pioneering work in the areas of human rights, Internet freedom, and cyber policy, Labowitz majored in history at Grinnell and was on the soccer and track and field teams. Now at the New York University Stern School of Business, she is co-director for the Center for Business and Human Rights and a research scholar.

By the time they're done, students earn two separate bachelor's degrees, says **Paul Tjossem**, associate professor of physics and program adviser.

Grinnell College's 3-2 engineering program cooperates with four universities: California Institute of Technology, Columbia University, Rensselaer Polytechnic Institute, and Washington University.

Lawson began his engineering degree at Columbia University's Fu Foundation School of Engineering and Applied Science. At the end of his first year there, he earned his bachelor of arts degree in physics from Grinnell. One year later, he earned his bachelor of science in mechanical engineering from Columbia.

During his last semester at Grinnell, he met **Katie Ryan '07**. They married in October last year.

After he completed his engineering degree, Lawson followed Ryan to Washington, D.C., and worked for a small defense contractor for nearly two years. Working on weapons wasn't in line with his social conscience.

Now he helps people gain new mobility through technology.

—Michele Regenold '89



Photo by Charles Pulliam

Births and Adoptions

James W. Fuller '08 and **Macaela M. Holmes '10**, Aug. 10, 2013. Father of the bride is **William S. Holmes '80**; **Molly A. Corrow '09** was bridesmaid. Also attending were **Robert C. Greenberg '80**, **Jayn Bailey Chaney '05**, **Rebecca L. Dworkin '06**, **Felicidad G. Lopez '06**, **Nino B. Parker '07**, **Matt W. Vigil '07**, **Eric M. Rohn '08**, **Jocelyn G. Gerriets '10**, **Tara J. Hawley '10**, **Janna Niehaus Schultzhaus '10**, **Yuyang Fan '11**, **Matthew W. Zmudka '11**, and **Laura E. Zats '13**.

Paige A. Greenley '09 and **Ryan E. Kartheiser '09**, Aug. 11, 2013. **Christopher E. Johnston '09** officiated at the ceremony and **Nathaniel D. Greenley '11**, brother of the bride, was a reader. Attending from the class of 2009 were **Thomas R. Agran**, **Darren S. Chen**, **Rex L. Chien**, **Alexandra K. Conlon**, **Caitlin T. Davies**, **Neil P. Finnegan**, **Nathaniel L. Gailey-Schiltz**, **Allie L. Gnade**, **Katherine J. Gregersen**, **Jacqueline R. Groves**, **Michael D. Inman**, **Jeffrey G. Raderstrong**, **Michael P. Rogowski**, **Kelly E. Ryan**, and **Emmaline E. Silverman**. Also attending were **Olivia Queathem '18**, former dean of admission **Jim Sumner**, and Grinnell professors **Elizabeth Queathem** and **Vince Eckhart**.

Laura G. Crosslin '99 and **Shannon R. Guy '99**, April 30, 2013, their second child, first son, **Eli Scott Guy-Crosslin**.

Theodore T. Massey '00 and **Ani Muradyan**, Sept. 11, 2013, their first child, a son, **Robert Lewis Massey**. Massey is vice council/second secretary at the U.S. Embassy in London.

Meredith Ibey Milliron '00 and **Jason Milliron**, March 28, 2014, their second child, second son, **Ilden Bennett Milliron**.

Debra Sondall Sætveit '00 and **Nathan J. Sætveit**, March 8, 2014, their first and second children, twin sons, **Benjamin Nathan** and **Charles Gerhard Sætveit**.

Kathy Mueller Tran '00 and **Beau Mueller**, Feb. 20, 2014, their second child, second son, **Wyatt Kaha'i Mueller**.

Ellen M. Wolter '00 and **Nathan J. Knoernschild '01**, June 5, 2013, their second and third children, first and second daughters, **Charlotte Jackson** and **May Nadean Knoernschild**.

Tammy Baker Dann '01 and **Adam J. Dann**, April 19, 2014, their third child, third daughter, **Hazel Rose Dann**.

Shannon Hammen Miner '01 and **Charles E. Miner**, Feb. 4, 2014, their first child, a son, **Calvin Eugene Miner**.

Rachel L. Liberatore '01 and **Kate Lehman**, Sept. 28, 2013, their second child, first daughter, **Miriam Rose Lehman-Liberatore**.

Emily Mize Robare '01 and **Paul E. Robare '01**, April 16, 2014, their second child, second daughter, **Cecilia Else Robare**.

Todd L. Kimball '02 and **Pamela A. Marks '02**, Dec. 1, 2013, their first child, a son, **Albert Wendell Kimball**.

Aaron P. Kidd '03 and **Elen Rhoades Kidd '03**, Sept. 4, 2013, their first child, a son, **Anders Oliver Kidd**. Maternal grandfather is **Marcus M. Rhoades '61**; maternal aunt and uncle are **Melinda S. Jones-Rhoades '99** and **Matthew W. Jones-Rhoades '99**.

Katrina S. Pedersen '03 and **Travis L. Wilson**, Aug. 24, 2013, their first child, son **Henry Frederick Wilson**. Maternal uncle is **Robert D. Pedersen '06**.

Allison L. Barrett '04 and **Jacob D. Kaufman-Osborn '04**, Dec. 30, 2013, their first child, a son, **Noah Barrett**.

Nathan A. Jacobson '04 and **Jennifer Thompson**, July 17, 2013, their first child, a son, **Paul James Jacobson**.

Zachary T. Lipovac '04 and **Melissa Bruneau Lipovac '05**, Nov. 21, 2013, their first child, a son, **Peyton Lipovac**.

Ellen O'Brien Ramachandran '04 and **Kartik Ramachandran '04**, Feb. 14, 2013, their first child, a daughter, **Maeve Ramachandran**.

Maria O. Stanislaw '04 and **James Mantzaris**, Jan. 18, 2013, their first child, a son, **Drew Mantzaris**.

Jesse T. Stone '04 and **Tara Stone**, Dec. 14, 2013, their third child, second daughter, **Adelaide Stone**.

Molly C. Quinn '05 and **Neil Eichstadt**, Jan. 1, 2014, their first child, a son, **Samuel Bryce Eichstadt**.

Victoria Povilus Kortan '07 and **Adam M. Kortan '09**, Feb. 5, 2014, their first child, a daughter, **Lillian Kortan**.

Elijah R. Buck '08 and **Anna L. Gibbons '08**, June 21, 2013, their first child, a daughter, **Isla Sif Gibbons-Buck**.

Winifred Marcel Cerreta '08 and **Paul Cerreta**, June 17, 2013, their first child, a son, **Michael Cerreta**.

Josie Seff Sotomayor '09 and **Jimmy Sotomayor**, Oct. 20, 2013, their first child, a daughter, **Ariela Rae Sotomayor**.



Photo by Glenn Carpenter

Navigating Health Care

Alumna helps Chicago neighborhoods with new medical system.

Critical thought and passion – that’s the combination that fills **Graciela Guzmán ’11** with Grinnellian pride. As an enrollment specialist at a community health center on the northwest side of Chicago, Guzmán enrolls people in health care plans and educates them about the Affordable Care Act, also known as Obamacare.

She started sharing her frustrations and her triumphs on her blog (guzmangraciela.wordpress.com). It takes the form of visceral posts that demonstrate a depth of emotion you might not expect from a seemingly dry government procedure. In a post from Jan. 17, Guzmán says: “I write because really similarly to Harry Potter’s pensieve, sometimes you need somewhere to temporarily place a memory so you do not feel its weight but can still remember its immediacy and rawness.”

The enrollment form has questions about addiction, rehab, and domestic abuse, and so many of the enrollees have not had health insurance that it effectively compels them to tell their life stories. In Guzmán’s experience, the reason her team is so successful is that its members communicate emotionally with their clients; they don’t

Publications, Productions, and Exhibitions

If Mayors Ruled the World: Dysfunctional Nations, Rising Cities by **Benjamin R. Barber ’60**, Yale University Press, New Haven, Conn., Nov. 5, 2013.

Encounters: Hans Richter by **Timothy O. Benson ’72**, Prestel Publishing, Munich, April 22, 2013. The book is a multifaceted interpretation of Richter’s career as a filmmaker, artist, and writer, examining his pioneering work – with a special emphasis on film – in the context of his collaborations with some of the most important figures in 20th-century art.

Moroccan Musings by **Anne B. Barriault ’74**, Xlibris Publishing, Bloomington, Ind., June 25, 2013.

Violent Accounts: Understanding the Psychology of Perpetrators through South Africa’s Truth and Reconciliation Commission by **Robert N. Kraft ’75**, NYU Press, New York, March 21, 2014.

National Responses to the Holocaust: National Identity and Public Memory by **Jennifer L. Taylor ’83**, University of Delaware, Dec. 24, 2013.

Moments of Impact: How to Design Strategic Conversations that Accelerate Change by **Christopher J. E. Ertel ’83** and Lisa Kay Solomon, Simon & Schuster, New York, Feb. 11, 2014.

Upright Citizens Brigade Comedy Improvisation Manual by **Ian M. Roberts ’87**, Matt Walsh, and Matt Besser, Comedy Council of Nicea, New York, 2013.

The Good Song by baritone **Thomas Meglioranza ’92** and pianist Reiko Uchida, an album of songs by French composers Fauré, Debussy, Ravel, and Poulenc, released Dec. 18, 2013.

Moon and Memory, a novelette by **Laura V. Blackwell ’93**, PuzzleBox, The Sockdolager, September 2013.

The Deepest Human Life: An Introduction of Philosophy for Everyone by **Scott H. Samuelson ’95**, University of Chicago Press, April 3, 2014.

Fault Line by **Christa Soule Desir ’96**, Simon Pulse, a division of Simon & Schuster, New York, Oct. 15, 2013.

The Lobster Kings by **Alexi Zentner ’97**, W.W. Norton & Co., May 27, 2014.

“Vacation,” a poem by **Alina M. Borger-Germann ’99**, Iowa City’s Poetry in Public installation, spring 2014; “Second,” *Brain, Child Magazine*, Spring 2014; “Unease,” *The Examined Life*, Winter 2013; and “Landslide,” *Garbanzo Literary Journal*, Vol. 3, Fall 2013.

“How Disability Studies Scholars Interact with Subject Headings” by **Amelia B. Koford ’07**, *Cataloging and Classification Quarterly* 52, No. 4 (April 24, 2014): 388-411.

“The Mycobacterium tuberculosis Rv2745c Plays an Important Role in Responding to Redox Stress,” an abstract by **Amanda J. McGillivray ’08**, Nadia Abrahams Golden, Uma Shankar Gautam, Smriti Mehra, and Deepak Kaushai, PLOS (Public Library of Science) One 9(4): DOI: 10.1371/journal.pone.0093604, April 4, 2014.

“A New Course; How Innovative University Programs Are Reducing Driving on Campus and Creating New Models for Transportation Policy” by **Thomas E. Van Heeke ’12**, Elise Sullivan, and Phineas Baxandall, U.S. PIRG Education Fund and Frontier Group, Boston, February 2014.

compartmentalize. With a supply kit consisting of tissues, coffee, crayons, and coloring books, Guzmán and her team are always aware of the human side of the Affordable Care Act.

The Chicago community Guzmán works in has historically been uninsured. Roughly half of her clients are immigrants, and her office operates in English, Spanish, and Polish. Many of the people Guzmán helped enroll didn't have an email address before this process. Some had no reliable way for her to get in touch with them. This led her to do everything in her power to complete enrollments in one sitting and to begin believing in the law of emotional physics, which states that if Guzmán's team thinks about someone hard enough, "that's the day they walk in to seek our aid. We bump into them on the streets, on the train, in the halls of our office, but somehow, the universe lines up."

The health care enrollment website famously malfunctioned for its first month, and some functions — such as the enrollment process for immigrants — continued to experience major issues. These persistent issues led Guzmán to create a flowchart that takes into account what's

happening with the process and allows people to work within the imperfect enrollment system. "The reality of my community didn't fit the ideal implementation of the policy," Guzmán says. Other organizations have adopted this chart and taken tips from her blog.

After the flurry of enrollments prior to the deadline, Guzmán is turning her attention to post-enrollment issues. "There are days I can't sleep, thinking about what post-enrollment life is like," she says.

Guzmán and her four teammates have touched 11,000 people's lives through the enrollment and education efforts so far. But enrollment is just the beginning. In some cases, health insurance doesn't change a person's circumstances as much as some would hope, and there's still a lot of work to do; but Guzmán takes it all in stride. "What we have been doing until now has been the hard part. We're about to get to the fun part," she says.

— Luke Saunders '12

In Memoriam

Some alumni and friends inquire about making a memorial gift. If you would like to do so, please call 866-850-1846 and ask for Meg Jones Bair.

Mary Yoder Fox '34, Stuart, Fla., Jan. 24, 2014.

Elizabeth Collette Scanlan '36, Belmont, Mass., Feb. 1, 2014. Survivors include her daughters, *Kathleen Scanlan Budlong '64* and *Jean Scanlan Sachs '65*; her granddaughter, *M. Elizabeth Budlong Lowengrub '89*; and her grandsons, *Paul W. Budlong '88* and *Robert Sachs '94*.

Robert C. Wilkes '36, Casper, Wyo., Feb. 7, 2014.

Leila Swasand Herr '39, Newton, Iowa, Jan. 24, 2014.

Jean Mowery Lord '40, San Francisco, Jan. 25, 2014.

Dorothy Bennett Crowell '41, Salem, N.H., Jan. 31, 2014.

Mary Wyrick Olson '42, Oakland, Calif., July 22, 2013. Survivors include her son, *Gregory L. Olson '73*.

Phyllis Rutledge Vierheller '42, St. Louis, Jan. 7, 2014.

Helen Matthews Frye '43, Charles City, Iowa, Jan. 20, 2014. Survivors include her husband, *Jack W. Frye '43*.

Louis E. Schuler '43, Clear Lake, Iowa, March 22, 2014.

Donald G. Van Riper '43, Ventura, Calif., Jan. 7, 2013.

Charlotte Marshall Eskridge '45, Denver, Feb. 1, 2014.

Jack A. Hartley '46, Phoenix, April 14, 2014.

Maxine Hay Bean '47, Hillsboro, Va., Feb. 26, 2014.

Barbara Clure Bittner '47, Nashville, Tenn., Dec. 8, 2013.

Marion Anderson Gains '47, Castle Rock, Colo., Feb. 4, 2014.

Janet Ryden Michener '48, Hendersonville, N.C., March 2, 2014. Survivors include her husband, *Wallace D. Michener '48*; and brother, *Richard B. Ryden '46*.

Austin R. Brown Jr. '49, Arvada, Colo., Sept. 30, 2013.

Margaret Thompson Halsey '49, Hendersonville, N.C., Jan. 12, 2014. Survivors include her husband, *George A. Halsey '49*; her brother, *John M. Thompson '48*; and her sons, *Douglas T. Halsey '76* and *Daniel S. Halsey '86*.

Ruth Walther Harness '49, Davenport, Iowa, Jan. 30, 2014.

M. Jane Miler Graves '50, Chadron, Neb., Feb. 15, 2014.

Janet A. Johnson '50, Boulder, Colo., Jan. 22, 2014.

Ardythe Sornson Newberg '50, Sun Lakes, Ariz., March 19, 2014.

Marjorie E. Rasmus '50, Chicago, April 8, 2014.

Robert W. Wells '50, Houston, Oct. 24, 2013.

Loma Grimes Cross '51, Wichita, Kan., Jan. 13, 2014.

Dorothy Maxwell Hughes '51, Lincoln, Neb., Dec. 10, 2013.

Carolyn Pitz Baker '52, Charleston, S.C., Jan. 21, 2013.

Jean Dougherty Millen '52, Minneapolis, March 6, 2013.

Jackson B. Skog '52, Tucson, Ariz., Feb. 2, 2014. Survivors include his wife, *Beverly Cannon Skog '52*.

Eva Goodale Hejna '54, Riverside, Ill., Dec. 24, 2013. Survivors include her son, *David P. Hejna '81*.

J. Phillip Nelson '58, Scottsdale, Ariz., Nov. 28, 2013. Survivors include his brother, *Paul J. Nelson '64*.

Bjarne W. Nielsen '58, Cary, N.C., Jan. 22, 2014. Survivors include his wife, *Marguerite Frank Nielsen '59*.

Ronald E. Hutchins '61, Leesburg, Fla., Dec. 18, 2013.

Carol L. Thacher '61, Bloomington, Minn., March 15, 2014.

Jeffrey J. Patterson '68, Madison, Wis., Jan. 23, 2014. Survivors include his brother, *Michael M. Patterson '64*.

Colleen Bell Mendel '70, Park City, Utah, Jan. 20, 2014. Survivors include her husband, *Raymond M. Mendel '68*.

Robert J. Buchanan '71, Powell, Ohio, Dec. 7, 2013.

Anthony E. Novak '72, Urbana, Ill., Feb. 8, 2014. Survivors include his brother, *Richard M. Novak '76*.

Cynthia J. Kelly '73, Newton, Iowa, Jan. 12, 2014. Survivors include her brother, *Michael H. Kelly '72*.

Ronald J. Kurtz, longtime professor of anthropology, died April 21, 2014, in Sacramento, Calif. A Grinnell faculty member for 31 years, Kurtz was the College's first full-time anthropologist. He joined the faculty in 1961 as a member of what was then a joint sociology and anthropology department and later helped create the separate anthropology department. He was a cultural anthropologist, an ethnographer, and a linguist.

Alumni Council News:

The Alumni Council is a group of 26 alumni and two student representatives whose purpose is to foster strong alumni connections with campus groups and to serve as an effective bridge between Grinnell's 20,000 alumni in 50 states and 55 nations around the globe. Currently, council members come from 16 states and Canada and represent classes from 1953 through 2011.

Here are ways the council supported the College in 2013–14:

- The communications committee actively engaged in the development of the new alumni portal, Forum, and helped launch the new Grinnell College alumni and friends Facebook page.
- The council was instrumental in providing alumni interviewees and gathering feedback from alumni regarding Grinnell's institutional identity project. The process will help the College better articulate Grinnell's distinctive character in ways that will be meaningful and attractive to qualified applicants, while also remaining authentic to the College as it is known and loved by our alumni around the world.
- The stewardship committee initiated a survey of peer schools focused on volunteer stewardship and recognition. Alumni volunteers are one of Grinnell College's most valued assets. The committee will develop a plan for how the College can show its appreciation for alumni support of Grinnell and our students.
- The council completed a comprehensive self-assessment workshop, led by former council member **Ellen McDonald '81**, that contributed to a new structure and revised bylaws.
- Two alumni-student networking events were held during semiannual campus meetings. In all, 131 alumni and more than 150 students connected through these programs in 2013–14.

In other news, the council just completed its annual membership transition. In June:

- **Susan Henken-Thielen '80** became president.
- **Ed Senn '79** became president-elect and chair of the election and membership committee.
- Past president **Nancy Schmulbach Maly '61** became chair of the 2015 Alumni Awards committee.
- **Carl Adkins '59**, **Mary Brooner '71**, and **Kirpal Singh '97** completed service to the council.
- Six new members joined the council: **Mary Knuth Otto '63**, **J. Fritz Schwaller '69**, **Rhonda Stuart '86**, **Jim Asplund '88**, **Ahsan Rahim '11**, and **Allison Brinkhorst '11**.

Interested in joining the Alumni Council?

The Alumni Council promotes alumni engagement with the College. It meets on campus twice each year and supports a wide variety of alumni programs, events, and services. For more information on the council, or how to apply, visit <http://forum.grinnell.edu/alumniCouncil>.

Quadratics, Failure, and Graduation

Alumna learns lessons from students prepping for college.

At least once a week, as I am standing at the whiteboard in front of 16 high school juniors, I completely blank on how to solve the basic math problem I am demonstrating for them. My liberal arts education prepared me for a lot of things, but not for very specific and annoying and rule-oriented high school math, where you have to memorize the Pythagorean Theorem or remember to flip an inequality sign when multiplying by a negative. Both my students and I know that I will inevitably mess something up every single math session. Then, I make a plea for help: “Well, I’m confused. Let’s figure this out as a class. What would *you* do next?” My students laugh, then help me out.

I am a high school coach with College Possible, a college access organization that helps low-income students gain admission to and graduate from college. In my current role, I work with 40 high school juniors, meeting individually and conducting group after-school sessions. With the help of coaches and College Possible staff, students will spend the next two years preparing for college admission tests, filling out college applications, and applying for scholarships. After earning admission to college, they will continue to receive support from a college coach who will ensure they graduate by assisting with FAFSA renewal, connecting them with campus resources, and answering any questions that come up during those exciting but intimidating years.

What I appreciate about College Possible, and why I chose this organization specifically as my path after college, is that its mission is deeply grounded in long-term student success. They want college graduates with manageable debt who feel prepared to enter the workplace, and our organization’s policies and results live out this idea in a way I can get behind.

At the same time, it’s hard to work with 16-year-olds and feel confident that I’m helping them prepare for the challenges they will face as 18- to 22-year-old college students. We have covered so much material already, like the difference between associate and bachelor’s degrees and the differences between a college and university. We’ve talked about class size and answered small but important questions like what “office hours” are and how to use them. Despite all of this, I’m sure I have missed something critical.

Whenever I work with students, I am intentional about recognizing how little I know about the challenges my students have faced and will face on the road to college graduation. My students have taught me so much, and I know far more about the diversity of the “college narrative” than I did even after graduating from Grinnell, where my liberal arts education left out quadratic equations in favor of critical discussions about institutionalized oppression in our education system. While I am realistic about my limitations as their coach, I also need to find ways I *can* be an advocate and support system for them. What is common to the college experience? How can I model what it takes to succeed in college? The answer that resonates so profoundly with me is that I know, somewhere along the way, my students will feel like they failed. And they will need to overcome that sense of failure in order to continue on the path to graduation.

This is why I am so glad I am bad at math. Every day, I get up in front of my students and clamber through our material. Sometimes my students say, “That was really fun. You explained it better than the book,” and everyone feels great. Other days, I mess almost everything up. My students constantly bail me out, laughing along. And I don’t feign any kind of authority. I keep asking for help, reaching out to my community, and showing them that the fear of messing up is no reason not to try. The next day, I am back up at the board: a little more prepared, but still ready to fail.

I hope my students remember how many times I mess up, and that it never stops me from trying. In college, they will have their College Possible coach a phone call away. Eventually, they will make connections with students and professors on campus. If they aren’t afraid of failure, their network of support will continue to grow.

When I was asked to write this piece, I told my students about it and how self-conscious I felt writing for a large audience. One of my students, Chance, spoke up from the back of the room: “Just write it and print out 40 copies and have us all edit it for you.” As always, my students were there to back me up. These are the future members of campus communities across the country: ready to help, ready to overcome failure, and ready to graduate.

Alumni Musings



Paige Hill '12 majored in sociology and co-captained the women’s Ultimate Frisbee team, the Sticky Tongue Frogs. She is a high school coach with College Possible, a college access program, in Portland, Ore. At Grinnell, Hill won the Judith Louise McKim Scholarship in Sociology.



Grinnell College

The Grinnell Magazine
Grinnell College
733 Broad Street
Grinnell, Iowa 50112

Iowa View



David Mura '74 reads his poetry at Reunion, which drew record attendance of 1,455. (Photo by Justin Hayworth)