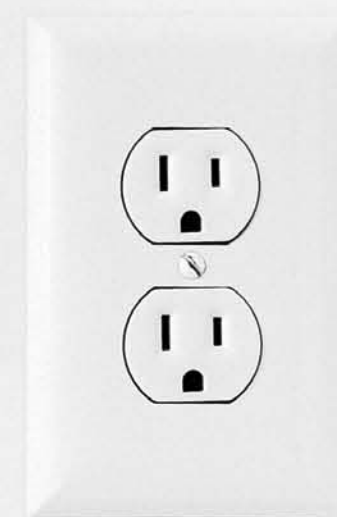


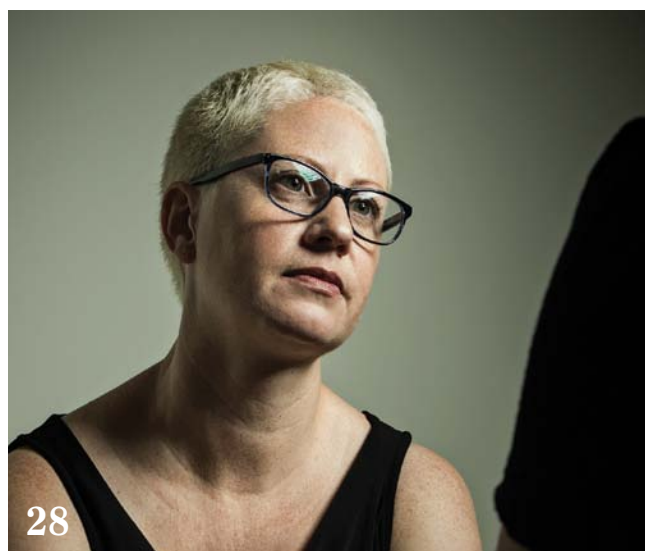
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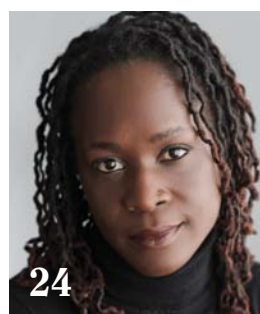
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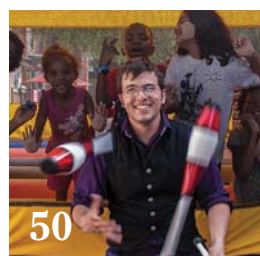
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24 LET'S TALK ABOUT RACE

Yaba Blay, PhD, isn't afraid to talk about race or racism. Instead of setting you at ease, indulging you with a conversation about our "post-racial" society, Blay discusses what she calls the "new racism" and its pervasiveness in American culture, including our education system.

28 WITH STRUGGLE COMES STRENGTH

It's been nearly two decades since Rose Corrigan's first day as a rape care advocate, but, like countless other moments in her career, Corrigan still pulls threads of inspiration from it today.

32 LEARNING TO LIVE WITH THE MONSTER

A group of Drexel psychologists are raising tough questions about conventional cognitive therapies: should patients continue playing tug of war with their monsters, or is the solution to simply drop the rope?

38 FACULTY EXTRACURRICULARS

Contrary to popular belief, professors do not evaporate outside the walls of the classroom. Four Drexel profs share the extra-curricular exploits that keep them connected and inspired—in and outside of the classroom.

46 OUR SECRET WEAPON

Communication alum Kevin Brooks '82 is proof that stories aren't just magical escapes from reality; they empower us, connect us, and even help us build better products. Stories, Brooks says, are our secret weapon for good.

50 MAN OF MANY ILLUSIONS

Philosophy student Douglas Stafford is anything but predictable. His business card reads "entertainer" and his act—"Cirque D'Penombra"—is described as the "twilight between fine art and entertainment."

TIME FLIES WHEN YOU'RE BUSY...



Having just been reappointed to another five-year term, I've been looking back over my last 10 years as Dean and can't help but feel overwhelmed with pride in the College of Arts and Sciences community. Since 2003, our student body has grown from 1345 undergrads to over 3000; we've expanded from 180 full-time faculty to 297; research funding has increased a remarkable 197%; we've added seven new majors, four online

degrees, and created a new department; and we've renovated old spaces while building impressive—LEED-certified—new ones.

There is a palpable energy that underlies all of this progress. It is an energy rooted in a shared, firm commitment to continually enhance the education of our students and to continually surpass our own expectations. It is an energy motivated by a passionate commitment to the highest quality research and scholarship that not only betters the University but also the world at large.

Ask magazine captures this energy in words and images. It allows us to bring together and honor the diverse members of our community. As alumni and friends, you are an important part of this community—your support helps make it all possible. So please, enjoy this year's new and improved magazine, which has evolved like everything else at the College. Read through the stories of your fellow Dragons and then, when you're done reading, share their stories with your family and friends—or, even better, pass *Ask* along to them—then stay in touch with us by visiting our websites and social media pages, or coming to visit us on campus.

I promise you that the next five years will be as transformative as the last 10: our goals remain lofty and inspired. I hope you'll continue to take this exciting journey along with us.

Sincerely,

Donna M. Murasko, PhD
Dean of the College of Arts and Sciences
Drexel University

I love the energy of the city—after 10 years, it's safe to say I'm hooked on it. But I grew up in a quieter space, a greener space. I grew up in a small town in New Hampshire with black water rivers and rope swings and endless dirt roads. There's something about returning home, returning to family and to the humbling White Mountains, that brings me back to myself in a way nothing else can. Even after an eight-hour, solitary drive...I am renewed.

I was reminded of the importance of these moments this spring at the College's Distinguished Lecture. Our speaker, Arianna Huffington, said something along these lines: the world is full of talented leaders who fail to achieve greatness because they overlook the value of rest.

When she said this, the audience nodded in unison, exhaling a deep longing breath of exhaustion and understanding. We're overworked and overly plugged-in. We feel it, consciously or not, in our tight shoulders, our weary imaginations. And in that rush to empty our inboxes, to run from one meeting to another, we can forget how important it is to slow down, to step back, to remember *why* we do what we do and who we do it for.

Too often, if we do manage to take this time—to vacation with family or recover from illness—we fail to fully disengage. We find ourselves absentmindedly checking emails and social media, not fully present in the moment, not fully connected or listening or giving.

But work without rest is productive only for so long. Eventually, it takes its toll. Eventually, we have less to offer the world.

When we put together this year's *Ask* magazine, we had Huffington's words in mind. We wanted to explore how people stay inspired even amidst the commotion and noise of every day life.

What we found, unsurprisingly, is that there is no single way. And yet, as we edited every seemingly unique article, similar sentiments kept repeating. Many spoke of sharing stories—of listening and retelling the stories of others to inspire change and growth and innovation. Others spoke of solitary journeys—of pushing their body to its athletic limits, challenging themselves to go beyond their own expectations.

But whether refueled by a connection to others or through quiet moments alone, each pursuit requires a common condition: that we be fully present in the moment.

It's not a shocking revelation (there's a reason why *Be Here Now* has sold over 2 million copies). But while the news may not truly be news, it is an ever-important reminder, nonetheless: the path to greatness is not a straight shot—it's a long drive and it's going to require a few rest stops.

Sincerely,
Amy M. Weaver
Director of Marketing and Communications
College of Arts and Sciences

PS –This year marks an exciting step in the evolution of *Ask* magazine: a new logo, a new layout and an overall new approach. We hope you enjoy reading it as much as we enjoyed putting it together.



ask 2013

art + science = knowledge

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Disconnect Yourself Before You Wreck Yourself

Bright, tenacious, omnipresent: Arianna Huffington is a media maven to be reckoned with—and a busy one at that.

But even hyperconnected media mavens need a break from their iPhones/iPads/iCantSeeStraightBecauseIveBeenLookingAtAScreenForTooLong from time-to-time. Founder of the Pulitzer-Prize-winning titan *The Huffington Post* and unofficial spokes-woman for the tech-free bedroom, Huffington had a captivated audience laughing, nodding and silencing their devices this spring during a refreshing chat focused on the importance of unplugging and recharging sans electrical outlet.

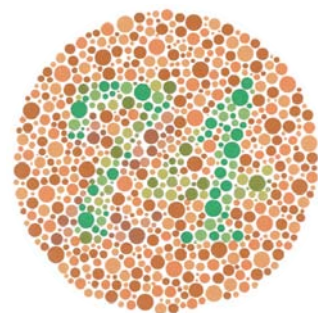
Ironically, in her appearance at the College's third annual Distinguished Lecture, the editor-in-chief actually interrupted *herself* when her cell phone chimed in with a—albeit pleasant—minuet mid-talk. She may have made the *TIME* 100 list (*TIME* magazine's "100 Most Influential People") and *Forbes'* lists of the "Most Influential Women in Media" and the "100 Women Who Run the World," but hey, she's only human, right?

GOLD STANDARD

If this were the Olympics, Drexel's Papadakis Integrated Sciences Building would be standing on the top podium, humbly bowed to accept its well-deserved decoration. The sustainable structure—with its five-story, air-filtering, Zen-inducing biowall—was awarded LEED Gold certification by the U.S. Green Building Council for energy use, lighting, water and material use, as well as a variety of other eco-friendly implementations. The PISB is Drexel's first LEED-certified building on campus—but you can bet it won't be the last.

MIRROR, MIRROR ON THE WALL

Funhouse mirrors make you short and stout; dressing room mirrors, tall and lean. But if you want to see your true self just as others do, you'll have to take a peek into math prof Andy Hicks' non-reversing mirror. The unique what-you-see-is-what-you-get invention got some well-deserved face time in NYC's Room East art gallery this year. Not impressed with artsy accolades? Hicks' patented blind-spot-free driver's side mirror landed him a mention on Jay Leno's "Tonight Show"...as well as quite a bit of buzz from car folks and frequent lane-changers.



Mass Incarceration in the Age of Colorblindness

Acclaimed civil-rights lawyer and award-winning author Michelle Alexander took a hard look at racial bias in the justice system when she visited Drexel this spring for an evening sponsored by the Good Idea Fund and the Africana Studies program. In her *New York Times* bestseller, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, Alexander explores the rebirth of discriminatory laws wiped off the books decades ago. "An extraordinary percentage of the African-American community is warehoused in prisons or trapped in a parallel social universe," says Alexander, "denied basic civil and human rights—the right to vote; the right to serve on juries; and the right to be free of legal discrimination in employment, housing, access to education and public benefits." She challenged the audience to see the abolishment of the prison-industrial complex as the gateway to racial justice.

X + Y = FAME & GLORY

IF **X** = ANDREW ZIGERELLI '15
Industrious Mathematics and Computer Science Major

AND **Y** = TIME + EFFORT + FACULTY SUPPORT

THEN **X + Y** = FAME & GLORY
aka Andrew Zigerelli winning the Barry M. Goldwater Scholarship

Raising Schrödinger's Cat

Erwin Schrödinger and his crazy dead/alive cat have been playing with our minds for years. But recently, another physicist has brought Schrödinger's theories into the light of observed reality. David J. Wineland, PhD, recipient of the 2012 Nobel Prize in Physics, headlined the Department of Physics' 18th Annual Kaczmarczik Lecture in April, where he discussed superposition, entanglement, and other concepts that baffle the heck out of us non-physicist types. The crowd of 900 sat with jaws agape as Wineland explained how his team managed to measure and control fragile quantum states once believed inaccessible for direct observation. Bottom line: the future of quantum computing is bright.



STAFF PROFILE

Mat McDonald

Director of Laboratory Services
Department of Biology

WHAT ATTRACTED YOU TO BIOLOGY?

A desire to understand the diversity of life on our planet and the evolution of that life over time.

WE COULDN'T HELP BUT NOTICE YOUR BIO-INSPIRED BODY ART. WHY TATTOOS?

I look at them as art, but art that becomes part of you and ages with you. Whether your tattoo has a specific meaning or not, it becomes a memento of who you were at a point in time.

FAV TATTOO?

The chambered nautilus, *Nautilus pompilius*, which I have on my right forearm.

FAV WAY TO RECHARGE?

I love spending time with my kids but spending time with my wife, Kat, is the best way for me to recharge. She is an incredibly creative person and my best friend.

FUTURE PLANS?

Paleontology. If things go as planned, I will be joining Dr. Ken Lacovara's paleontology lab this fall to begin work on my PhD.



Dean Murasko

What You Never Knew

We all know she loves a good hat, but how well do you really know Dean Donna Murasko? After successfully serving as Dean of the College of Arts and Sciences for **10** years—plus a recent reappointment for **5** more—we reveal **15** things you never knew about our seasoned leader.

HOMETOWN: East Brunswick, NJ

SPOUSE: Ken Blank, PhD, VP for Health Services, Rowan University

CHILDREN: Francesca (age 28) and Kiera (age 24)

FAVORITE FOOD: Dark chocolate

FAVORITE THING ON TV: Tennis! Particularly the Grand Slams.

FAVORITE MUSICIAN: Carly Simon

FAVORITE MOVIE: “Two for the Road” with Audrey Hepburn and Albert Finney

FAVORITE THING TO DO WITH YOUR FAMILY: Lounge at the beach in St. Thomas, our annual Thanksgiving family vacation.

COOLEST PLACE THE JOB HAS TAKEN YOU? Mongolia!

WHAT DID YOU WANT TO BE WHEN YOU WERE A KID? A dancer in the chorus line on Broadway. I still love Broadway musicals and would still love to be part of a seniors’ production of “A Chorus Line.”

HOW DID YOU MEET YOUR HUSBAND? At a meeting sponsored by the National Cancer Institute for postdoctoral fellows in tumor immunology. It was meant to foster collaboration. I guess it worked: besides our daughters, we’ve had joint publications (including one in *Nature*), joint grants and joint graduate students.

HOW DO YOU UNWIND FROM THE STRESS OF THE JOB? Tennis, machine Pilates (my Drexel student instructor just made me a “Pilates Snob” t-shirt for completing my 100th class!) and knitting/crocheting. Actually, first—after a stressful day—driving home with the top down on my convertible.

WHAT MIGHT PEOPLE BE SURPRISED TO KNOW ABOUT YOU? I try to knit or crochet a baby blanket for every new baby born to someone either I, my husband or our daughters are close to. (Right now, that’s almost a dozen/year.)

LIFELONG GOAL YOU HAVE YET TO ACHIEVE? Seeing in person all four tennis Grand Slams in one calendar year: Australian Open (January), French Open (May), Wimbledon (June/July) and U.S. Open (August/September).

AND FINALLY...EVERYONE WANTS TO KNOW: WHAT’S WITH THE HATS? As a little girl I needed to wear hats to church. My mother made shopping for hats a fun excursion—ending always with ice cream. A major point of shopping was to match hats to Sunday clothes. With time I’ve accumulated more clothes, so I need more hats.

GEOSCIENCE: THE GREATEST THING SINCE THE CRONUT



Since a lot of things these days are arguably better than sliced bread, we’re calling the College’s new geoscience major “the greatest thing since the cronut.” (Google it.)

The new major—housed in the Department of Biodiversity, Earth and Environmental Science—will debut in the fall of 2014, offering students access to the extensive collections, fossil prep labs and international field sites of Drexel University and the Academy of Natural Sciences.

Geoscience undergrads will have the opportunity to co-op at one of over 100 environmental, geophysical and geotechnical firms within the region, and conduct research at the department’s many field sites, including local spots like the Barnegat Bay Field Station, the Red Hill fossil site in the Appalachians and the Inversand fossil site in Gloucester County.

Students can choose to concentrate in applied geology, paleontology or general geoscience, positioning themselves to tackle some of society’s most pressing issues, from understanding climate change and maintaining clean drinking water, to locating new energy sources and curbing environmental contamination.

With geoscience careers expected to grow 21% from 2010-2020, according to the U.S. Bureau of Labor Statistics, the job outlook for graduates is promising. And with interest in natural gas and Marcellus Shale continuing to grow, opportunities abound in the Mid-Atlantic region.

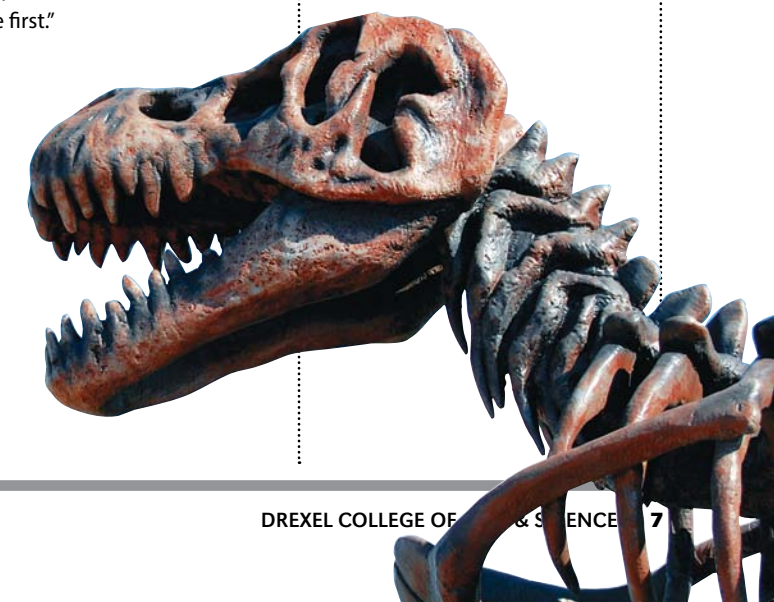
Opening Up At The White House

Much like singing in the shower, scientific research is often done behind closed doors. But while most data stays private until publication, Jean-Claude Bradley, PhD, champions a different approach: Open Notebook Science (ONS), a term he coined in 2006. Practitioners of ONS make their research freely available to the public in real time. This scientific sharing piqued the interests of many at 1600 Pennsylvania Avenue, where Bradley was invited to present his work over the summer. Joined by chemistry undergrad Matthew McBride (recipient of the Royal Society of Chemistry’s 2012 Open Notebook Science Challenge Award), Bradley explained how ONS allowed him and his collaborators to confidently determine the melting points of substances never before agreed upon. The team created a database that currently contains over 27,000 melting points. “It is only a matter of time before the Internet is saturated with free knowledge for all,” says Bradley. “People will remember those who were first.”



NOW AVAILABLE IN 3-D

Thought “Jurassic Park” in 3-D was cool? How about real dinos in 3-D? BEES’ Ken Lacovara, PhD, in collaboration with James Tangorra, PhD, of Drexel’s College of Engineering, has been working to scan and print massive dinosaur fossils—an undertaking that made *Discover* magazine’s Top 100 Science Stories of 2012. Using 3-D printing technology, the pros are able to create both exact- and small-scale replicas of fossilized bones, which—if you’re not the Incredible Hulk—comes in handy when piecing together an 80-ton dino!



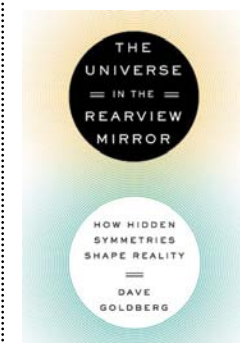
AND THEN THERE WERE TWO.

We're all for a healthy dose of competition, especially when it's in the name of, well...health. Earlier this year, Drexel University and Shire Pharmaceuticals challenged researchers to develop a self-management tool to aid patients with behavioral health disorders. From the initial University-wide pool of candidates, eight teams were selected to develop proposals and, of those eight, only two were selected to move forward with prototype development.

And the winners were (drumroll please) both in the Department of Psychology! The teams, led by Evan Forman, PhD, and Brian Daly, PhD, have been given seven months and \$250,000 each from Shire Pharmaceuticals to develop their prototypes. Forman's team (Take-Control) is collaborating with members of Drexel's College of Computing and Informatics to develop a multi-function smartphone app to aid individuals with binge-eating disorder, while Daly's team (Mind Fun) is working with researchers across the University to develop a gaming module to aid children with ADHD and challenges with executive function.

At the end of the seven-month timeframe, the Shire-Drexel Oversight Committee will determine if the prototypes are ready for commercialization or require further development. Additional funding and a maximum of 17 months will be considered for development efforts post-prototype.

The Physics Lesson You *Wish* You Had in High School



Pop science fans, physics nerds and newbies alike are in for a captivating read this year. Physics professor David Goldberg's new book, *The Universe in the Rearview Mirror: How Hidden Symmetries Shape Reality*, which hit bookstores this summer, has been met with stellar reviews. *Publisher's Weekly* calls the book "...an informative, math-free, and completely entertaining look at the concept of symmetry in physics," applauding Goldberg's accessible and humorous writing seasoned "with pop culture references that

range from 'Doctor Who' to Lewis Carroll to 'Angry Birds.'" Adds *Discover* magazine: "Goldberg takes a road trip through time and space trying to answer the big questions about existence, including why any of us are here..."

This is Goldberg's second popular science book, following *A User's Guide to the Universe* (2010).

Want to hear from Goldberg? Attend one of his upcoming lectures!
November 12, 2013: Chester County Astronomical Society
January 14, 2014: Joint Talk with Max Tegmark, Main Branch of the Philadelphia Free Library



BEANBAGS AND SPAGHETTI: RARE INSIGHT INTO SICKLE CELL

When it comes to complex diseases, similes are shockingly helpful. In patients with sickle cell disease, red blood cells remain, as Drexel physics professor Frank Ferrone puts it, "the functional equivalent of beanbags," slipping and sliding through vessels with ease—as long as they're carrying oxygen. But as the cell unloads its oxygen cargo, hemoglobin molecules (the beans of the beanbag) combine to form long, rigid polymer chains, similar to uncooked spaghetti. While one would expect these rigid sickle cells to get caught in patients' narrowest capillaries—causing oxygen deprivation—blockages actually occur in blood vessels that should be wide enough for easy passage. To learn why, Ferrone and his colleagues created a microfluidic capillary model. Using lasers, they induced the reaction that causes healthy red blood cells to sickle, gradually adding pressure to determine how much it would take to dislodge the cell; apparently, it doesn't take much. However, the more hemoglobin a cell contains, the more the cell pushes on the capillary wall and the greater the pressure required to move it along. Ferrone and his team explained that the narrow walls restrain outward growth of the "uncooked spaghetti," which would otherwise grow into

obstructive lengths in wider blood vessels and cause blockages. A cell that sickles while still in the capillaries, says Ferrone, is better than one that sickles in wider vessels—an important consideration when developing therapies aimed at slowing the cell-sickling process.

Inspiring Future Overachievers

If you've read anything we've sent throughout the years (surely you've read it all), then you're no stranger to Drexel's Society of Physics Students (SPS): they're lauded time and again for their outreach efforts with local middle- and high-school students. This year, they took home their seventh consecutive Marsh W. White Award from the American Institute of Physics. As usual, they put the award towards fun and games—or a whole carnival, in this case. From centripetal force and velocity to energy and kinematics, they unveiled the physics behind the midway at secondary schools throughout Philadelphia. And because they're kinda overachievers, they also took home the National SPS's Future Faces of Physics Award for their efforts to engage and inspire budding, young female physicists. Keep it up, you crazy kids.

6 DEGREES OF GEORGE CICCARIELLO-MAHER

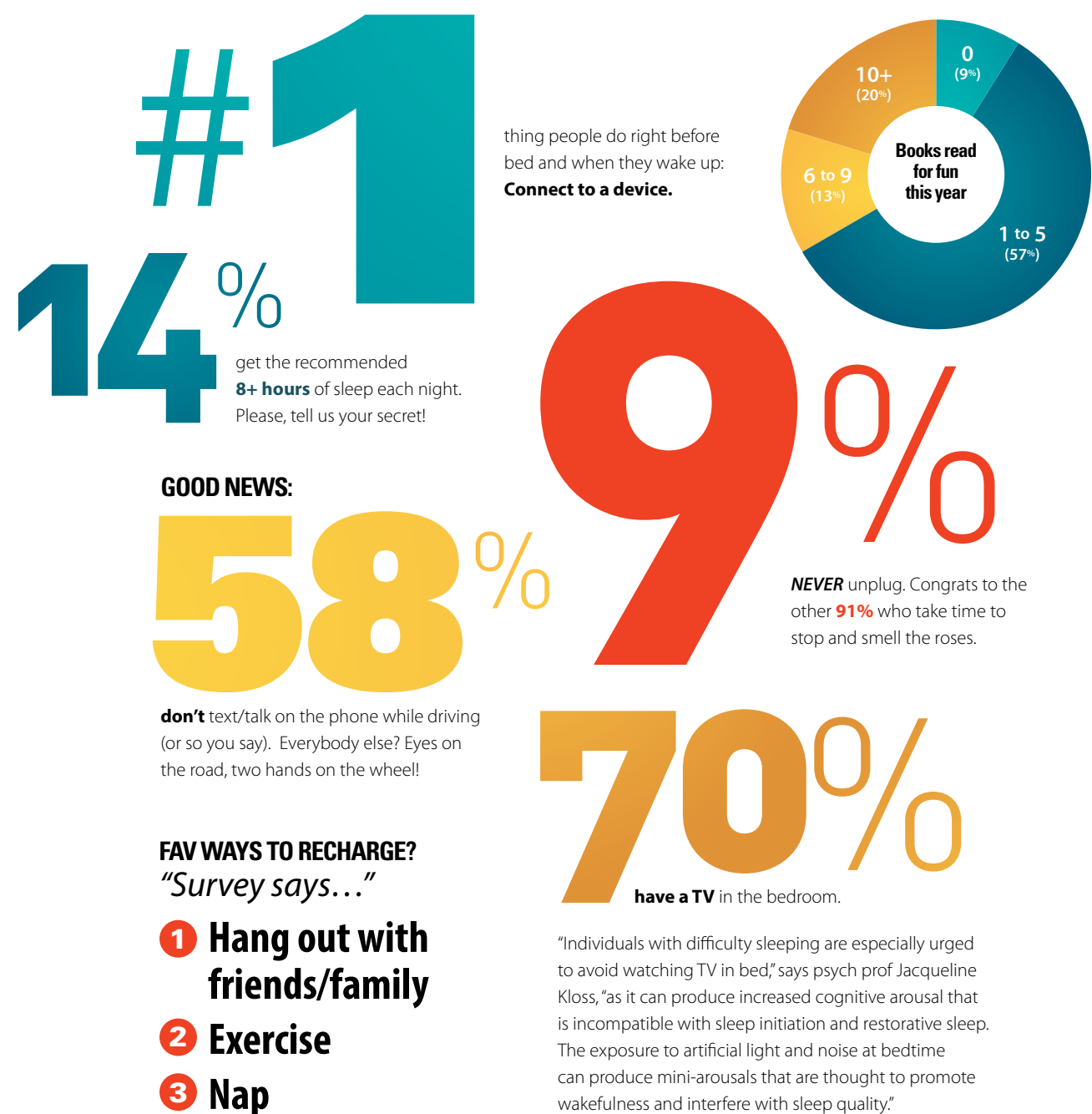
Bet you we can connect political science professor **George Ciccariello-Maher (GCM)** to any professor in the College and any article in this mag. Some connections may be legit and some a bit of a stretch (ok, a big stretch), but one thing's for sure: we're really great at making flowcharts.

KEY [BIODIVERSITY, EARTH & ENVIRONMENTAL SCIENCE • BIOLOGY • CHEMISTRY • CULTURE & COMMUNICATION
 ENGLISH & PHILOSOPHY • HISTORY & POLITICS • MATHEMATICS • PHYSICS • PSYCHOLOGY]



By the Numbers

Connectivity habits of our students, staff, faculty and alums.



SAY HELLO TO KELLY JOYCE

Kelly Joyce, PhD, was lured to Drexel in the fall of 2012 to help build the master's program in science, technology and society (STS). Instead, she went above and beyond and expanded the program into the College's latest academic center. Now juggling the roles of professor, associate dean and director, Joyce shares what attracted her to Drexel and to her field of work.

Kelly Joyce, PhD

Associate Dean for Humanities and Social Science Research; Professor & Director, Center for Science, Technology and Society



WHAT BROUGHT YOU TO DREXEL?

I came here because I admire the University's support of cross-disciplinary scholarship and out-of-the-box thinkers. Drexel is nimble, eclectic, creative, community-centered and transformative. This is a place where innovative research can thrive. The commitment to excellence in research and teaching, and in cultivating strong community ties with the surrounding neighborhoods, is electrifying.

WHAT ARE YOUR RESEARCH INTERESTS?

My research investigates the cultural and institutional dimensions of medicine, science and technology. Previously, I conducted a sociological analysis of MRI technology and studied issues related to aging, science and technology, promoting the idea of 'technogenarians' to highlight how old people creatively work with technologies

that are often not designed with aging bodies in mind.

I have two current projects. The first focuses on autoimmune disease: examining the stakeholders who created and mobilized the category 'autoimmune illnesses,' people's experiences of living with these varied illnesses, and the technologies used to measure environmental exposure in relation to autoimmune illnesses. The second takes up the ethics of algorithms: investigating the ethics and values of the computer scientists, information scientists and software engineers who are creating algorithms to see if and how these values affect their output.

CONGRATULATIONS ON YOUR RECENT NATIONAL SCIENCE FOUNDATION (NSF) AWARD FOR THE ALGORITHMS PROJECT. IS IT COMMON FOR SOCIAL SCIENTISTS TO GET FUNDING FROM THE NSF?

The NSF has supported the social, economic and behavioral sciences since its inception in 1950. These fields systematically research topics of national importance, such as how people make decisions, as well as the dynamics of organizations, groups, economies and governments. The NSF is also interested in multidisciplinary teams that include social scientists, natural scientists, computer scientists and engineers, believing that each type of expertise is crucial to innovation and knowledge.

The social, ethical and political dimensions of big data are understudied. The algorithms project (award #1338205) aims to contribute to this broader issue, providing insight into the decisions that shape algorithm design and subsequent data, as well as what gets left out.

WHY A CENTER FOR SCIENCE, TECHNOLOGY AND SOCIETY?

The Center for STS brings together faculty and students who study the social, ethical and political dimensions of science, technology and medicine. Given how important science and technology issues are in contemporary society, and Drexel's role as a leader in science and tech, Drexel is a perfect place to investigate these issues. I am looking forward to collaborating with colleagues and students in this effort. The STS Center also highlights the contributions of the humanities and social sciences, demonstrating how these fields generate new insights into the creation and evaluation of technologies, medical knowledge, and science and technology policies.

WHEN YOU LOOK BACK ON YOUR CAREER, WHAT DO YOU HOPE TO HAVE ACHIEVED?

I hope my research helps people look at medicine, health and technologies through new lenses and pushes them to question taken-for-granted ideas. Are claims that suggest that the physical exam is less useful than an MRI exam accurate? Are stereotypes that suggest that old people are technologically challenged accurate? Are algorithms really going to run our lives? What does that even mean? In my work, I gather data to critically examine popular ideas, looking at the people and social worlds that give rise to them.

Joyce was formerly an associate professor and dean of undergraduate studies at the College of William and Mary, and director of both the Science, Technology and Society Program and the Ethics Education in Science and Engineering Program at the National Science Foundation. She received her BA in anthropology from Brown University and her PhD in sociology from Boston College.

WHAT DOES AN STS STUDENT LOOK LIKE?

Joe Kyle and Melanie Jeske are both in the accelerated BS/MS program in science, technology and society (i.e. they'll graduate with undergrad and grad degrees from Drexel in just five years). But although they may be in the same program, they're on two distinct paths.

Joe Kyle '13



UNDERGRAD MAJOR: BS History

HOMETOWN: Mountain Brook, AL

CO-OPS: Business & Government Affairs Intern with the Philadelphia Water Department and Business Litigation Intern at Morgan, Lewis & Bockius LLP

EXTRACURRICULARS: Assistant wrestling coach, St. Joseph's Preparatory School

WHAT IS STS? STS looks at how science and technology interact

with and affect society, and in turn, how society impacts the creation of new science and technology.

THESIS TOPIC: The rise of domestic surveillance technology following September 11th and its impact on U.S. civilians.

FUTURE CAREER PLANS: To work for one of our government's intelligence agencies. I think citizens have a duty to give back to their country in some way.

FAVORITE STS CLASS: My thesis class. Writing a master's thesis is both frustratingly hard and unbelievably rewarding.

BEST PART OF THE COLLEGE EXPERIENCE: Living in the heart of Philadelphia and getting to explore the various neighborhoods, restaurants and bars of the city.

Melanie (Mel) Jeske '15

UNDERGRAD MAJOR: BS Economics and Environmental Studies

HOMETOWN: Bloomsburg, PA

CO-OP: Econsult Solutions, Inc., an economic and public policy consulting firm in downtown Philadelphia. I worked there for about 18 months.

EXTRACURRICULARS: President of the Drexel Economics Society and Honors Student Advisory Committee; honors mentor; Drexel Sierra Club member; group exercise instructor; personal trainer

WHAT IS STS? STS is all about understanding forces—no relationship is linear; 'objectivity' is never truly objective. And so no

action truly stands alone, as it has been shaped by some historical and social contexts and it will shape current and future contexts. I often am asked, 'What's valuable about that?' I believe such rigorous research and analysis is imperative for understanding our world and for future policy development.

THESIS TOPIC: Understanding the 'health experience' of urban poverty: the social forces and history that have shaped health opportunities or lack thereof, the lived experience, and the successes and failures of initiatives aimed at improving health and fitness.

FUTURE CAREER PLANS: To be honest, there are multiple careers

that I think I would love...but first I plan to pursue my doctorate. I'm considering public health, economics and public policy programs.

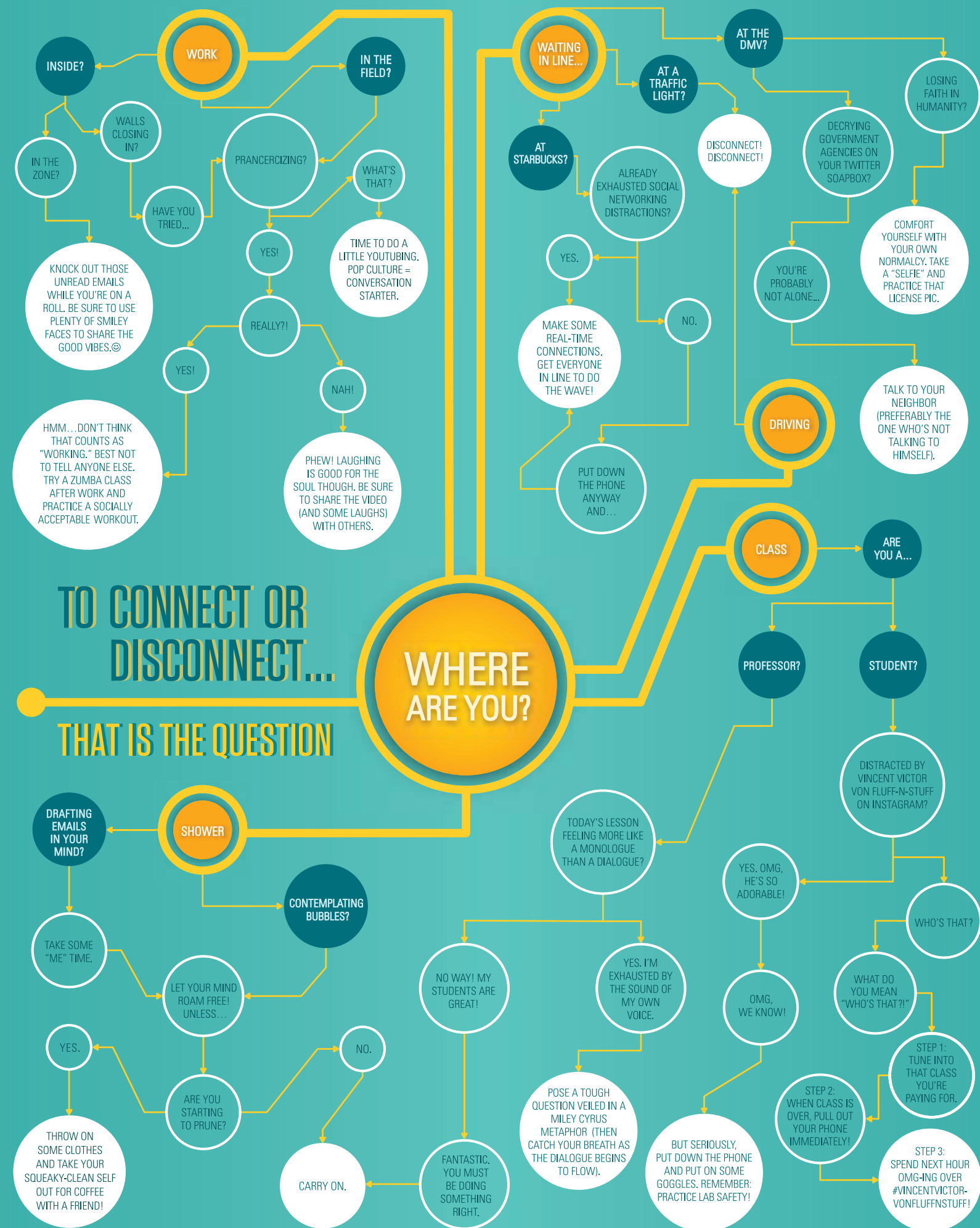
MOST VALUABLE LESSON YOU'VE LEARNED FROM CO-OP?

1. Background research always pays off; honestly, there are few things that are more important than understanding your setting, the people you're with, and what issues are on the table prior to entering the situation.

2. Giving 150% enhances your learning capacity, shows true commitment, and pays off. I have been lucky to be at a company where my work has



been recognized and thus I've had the opportunity to work on some really cool cases. I've had the opportunity to design large components of projects, and travel to implement the plans.



Favorite page-turners from our alums, students, faculty and staff.

***A Thousand Splendid Suns* by Khaled Hosseini**

is a book I was introduced to a few years ago and it has been a favorite on my list since. It opened my eyes to a different culture and the way of life amidst crisis and war.

-Caitlyn D., Drexel student

***The Fault In Our Stars* by John Green**

is a wonderful read. It made me laugh, cry and ponder the meaning of life.

***Eleanor and Park* by Rainbow Rowell**

is another great read. I couldn't put it down and found myself anticipating the turn of events. It was a beautifully written story about the development of a relationship.

-Jenny Tran, Drexel alum

***O Pioneers!* by Willa Cather**

This novel was published in 1913 and describes the challenges that new settlers faced as they transformed the American frontier from wilderness to farms and towns. A central theme of the story is that we are all connected to each other, and that the human experience is enriched by our experience of others. In today's digital age, when many of us interact with colleagues and co-workers almost exclusively online, the topic of human interconnectedness is perhaps more relevant than ever.

-Suzanne Faubl, Drexel alum

***Half of a Yellow Sun* by Chimamanda Ngozi Adichie**

Great book set during the Nigerian Civil War. You won't be disappointed—trust me.

-Ene Anteyi, Drexel student

***Spooner* by Pete Dexter**

Hilarious and touching story. The writing is superb; each page is a gift. And ***Unbroken* by Laura Hillenbrand**. An amazing story of strength and survival during WWII.

-Teresa Lepak, Drexel alum

***The Alchemist* by Paulo Coelho**

If you need to do some soul searching, this is a good read. It is masterfully written and is a superb example of how life is about the journey, not the destination. Also, **anything by Jane Austen**. Face it, she's awesome. They just don't write like that anymore.

-Lydia Pappas, Drexel alum

***Purpose Driven Life* by Rick Warren**

It responds to the question: Why are we here? What is our purpose for living?

-Ruth Henley, Drexel faculty

***18 Minutes* by Peter Bregman**

Excellent book on time management—if you have time to read it.

-Michael Davis, Drexel staff



As a paleontologist, I would be remiss not to mention ***My Beloved Brontosaurus* by Brian Switek**. It is an introduction to modern paleontology with the delightful personal twist of the author exploring how new discoveries and techniques have made the dinosaurs we know today very different than the dinosaurs he thought he knew during his childhood.

-Eric Morschhauser, Drexel faculty

***The Art of Racing in the Rain* by Garth Stein**

Although the writing at times seems to be at a fifth grade reading level, the message it sends is unforgettable. From the viewpoint of the family dog, the narrator must sit back and watch the world unfold, helpless in trying to help the ones he loves. When tragedy strikes, the narrator decides he must act. It teaches you that even if someone can't hear you or won't listen, it is not out of your hands to help; all you have to do is be selfless, be kind and be determined.

-Marra Wagner, Drexel student

ImPRESSions

"The millennials don't value cars and car ownership, they value technology—they care about what kinds of devices you own."

—MIMI SELLER, PHD, on the end of car culture in the U.S., *The New York Times*, June 29, 2013

"We have Skype, we have FaceTime, we have other video-calling capabilities, so you'll know at least if the picture on their profile is going to match their face."

—ROB D'OVIDIO, PHD, on online dating and "catfishing" hoaxes, *CBS Philly*, January 18, 2013

"This is naturally fascinating, sort of a man-bites-dog story, where the plant eats an animal."

—TATYANA LIVSHULTZ, PHD, on the fascination with carnivorous plants, *The Philadelphia Inquirer*, January 12, 2013



"In sports, all along, starting with the Olympics to working out by yourself, it's about celebrating being alive. That's what we're doing. It's in the moment. It's not in the past. It's not in the future. It's here right now."

—ERIC ZILLMER, PHD, on the healing power of sports after Drexel's female crew team rowed to victory in honor of Boston marathon bombing victim Jeff Bauman, cousin of DU rower Jordan Marinchak, *The Philadelphia Inquirer*, May 11, 2013

"Serial killers generate far more fear than their numbers justify. It has an impact on the national consciousness, the question of whether or not you believe a stranger will do the right thing."

—KIRK HEILBRUN, PHD, on our "sharing economy" and the decline of serial killers, *The Verge*, August 28, 2013

"Animals don't contemplate their own death. Animals don't wonder, 'Does this make me look fat?'"

—JAMES HERBERT, PHD, on using rats as human stand-ins for placebo research, *The Philadelphia Inquirer*, December 4, 2012



"It's no surprise that we're so surprised that Yahoo!'s new CEO is a woman: we're still falling apart over Hillary Clinton not wearing makeup. This decades-long transition to women in the workforce, politics, etc. is taking decades too long."

—KATHY VOLK MILLER on Yahoo!'s new CEO Marissa Mayer and the announcement of her unborn baby's gender, *The Philly Post*, July 9, 2012

"I might have lived only the length of my life completely oblivious to the wonderful possibility of the width of it."

—HANNAH GITTNER, sophomore English major, on her experience writing a life journal for a hospice patient in the new Drexel course, *It's a Beautiful Life*, WHYY NewsWorks, August 29, 2013

"It's striking that the new Pope has chosen the name 'Francis.' This is a little like old-style Kremlinology, but these choices are made with the purpose of sending a message."

—JONATHAN SEITZ, PHD, on Cardinal Jorge Mario Bergoglio's choice of the name 'Francis' as newly elected Pope, *U.S. News & World Report*, March 13, 2013



"Maduro's mustache was indeed a central symbol in the election..."

—GEORGE CICCARIELLO-MAHER, PHD, on supporters of Nicolas Maduro donning mustaches to express their solidarity with the new Venezuelan president, *International Business Times*, April 17, 2013

"I was reminded this week that one of the delights of science is the discovery of the connections between things that seem totally unrelated..."

—FRANK FERRONE, PHD, on a recent Alzheimer's breakthrough based on advances Ferrone and colleagues made over 30 years ago in understanding sickle cell disease, *Scientific American*, May 30, 2013

#CoASDayintheLife

This spring, we asked you to share the moments that define your day in our CoAS Day-in-the-Life Instagram Challenge. From study breaks to study abroads, selfies to sunsets, we received hundreds of submissions from our students, alums, faculty and staff. After four months and heaps of camera flashes and filters, our top picks were uploaded to Facebook and you voted for your favorites.

Since we don't have enough space to share every submission, we've pulled some of our favorites, including the top three winners from our contest! Want to see the rest? Search for #coasdayinthelife on Instagram and be sure to follow us @drexel_coas. Oh, and don't forget to submit your pics for our 2013–2014 contest!



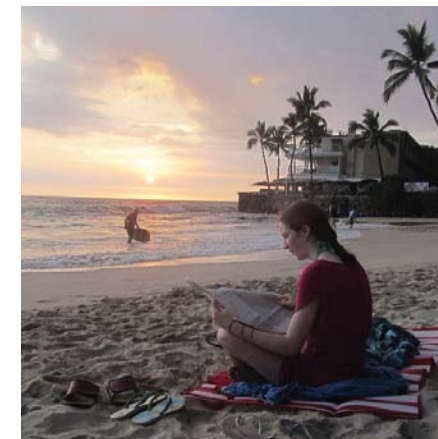
Congrats to our #coasdayinthelife Instagram challenge winner, @lizkwong, seen here with her new #kindlefireHD!!



WINNER: lizkwong That Philadelphia weather



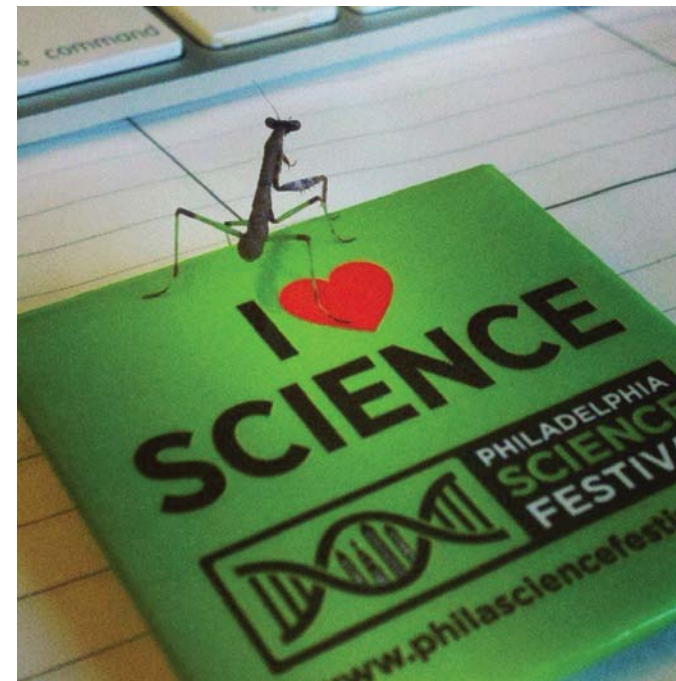
drexel_coas Lookin' good, Philly



karose23 @drexeltriangle goes to Hawaii!



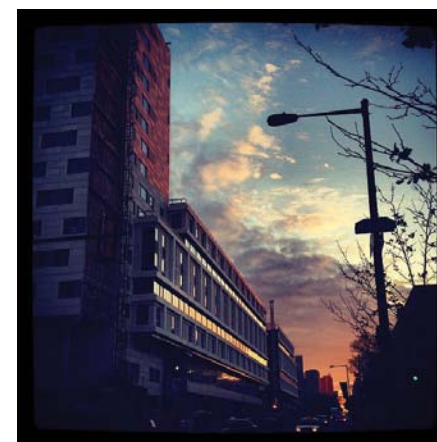
helennowotnik Got bored, made a #blueberry crisp. Jk, I've been planning this for days.



SECOND PLACE: mitchbangla CoAS day in the life



craycatlady3 #perfection #harrypotter #platformnineandthreequarters #london



drexel_coas Drexel's ever-changing skyline



nautilus31 #spiralstairs #drexelpisb



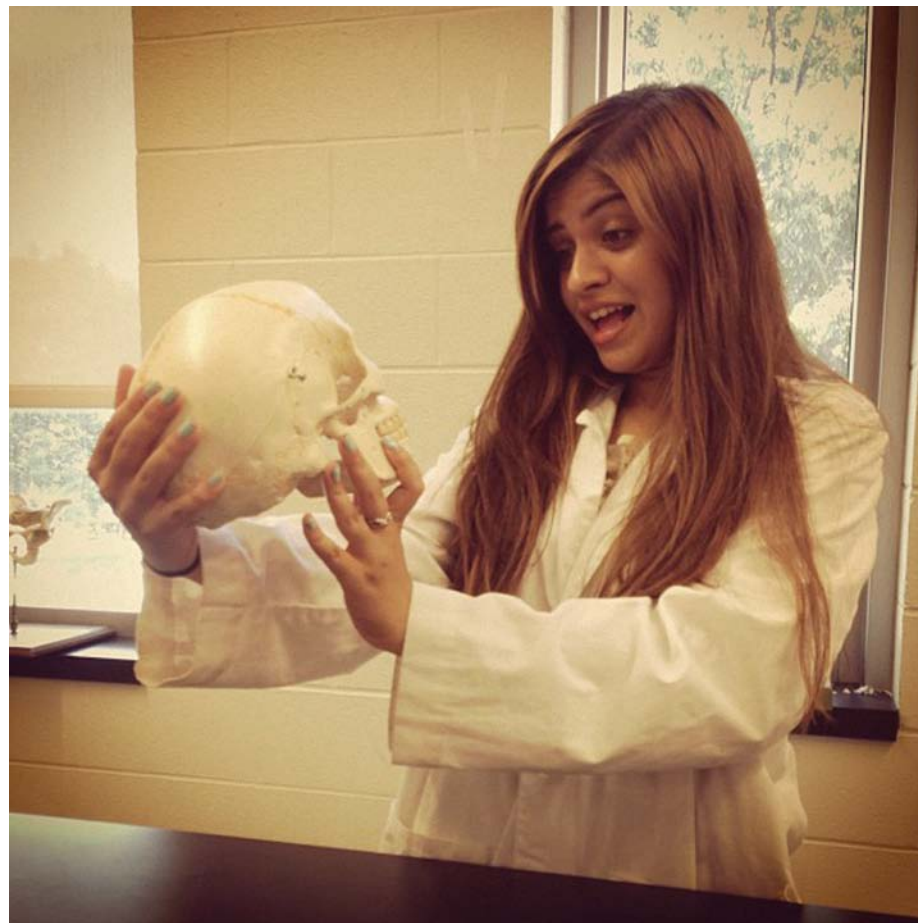
lydiap248 Gotta love that Virginia sun



drexel_coas on location for Ask mag photo shoot. reflection in lake.



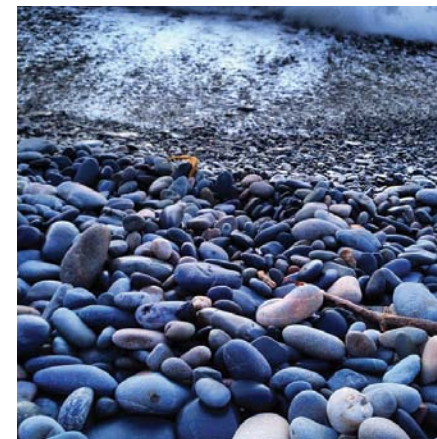
nautilus31 A 66-million-year-old snail



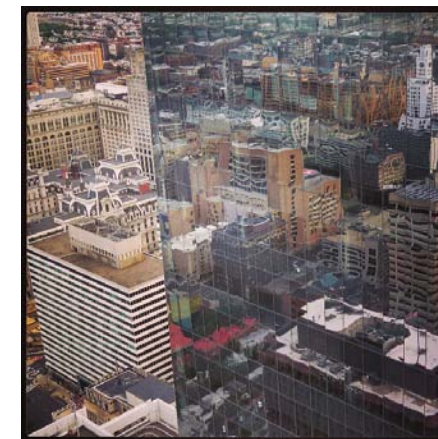
THIRD PLACE sellipishi



makirch8179 Dr. Evan Forman of the Department of Psychology makes our Friday lab meeting a bit more exciting



craycatlady3 #beach #wales #rocks #waves #pretty #beautiful #missit



lydiap248 City hall and skyline from reflection of Comcast Center



rvimi Future Drexel coas student making a new butterfly friend in the gardens of Costa Rica



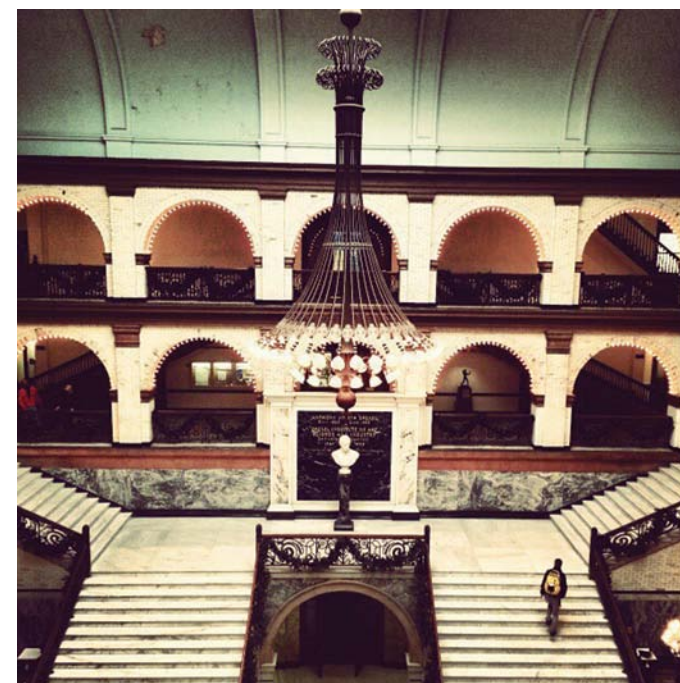
lindzey42 Dragon cookies for graduation



zach_roberts91



rafurstein_04 Legit



zach_roberts91 Love this building but ready for break!



madsmom209 Making bouncy balls

Superb writing makes *us* happy but, as editors, we admit we're a bit partial. So, we asked you—the CoAS community—what puts a big ol' smile on your face? And what is life *really* all about?

“_____” makes me happy.

Exercising **Cooking** Ambiguity
Great singing and great science Solitude Driving
She **SLEEP** The Internet
Family Learning Exploring Skateboarding
Unplugging Being alive Meeting fun, smart people
Working Being with my daughter
Reading Looking at the ocean **Food**
My wife and my daughter and my books and my community and...
Music Friends
Effective time management
Summer Adventure Free time Succeeding

What is the purpose of life?

To aquire and spread knowledge fairly, and apply that knowledge to our understanding of life! (student, 20) Enjoy every moment possible. (alum, 37) **Living.** (alum, 22) To leave legacies for future generations, give back to family/society, and live out my passions. (student, 20) Pursuit of knowledge. (student, 22) To experience and enjoy the many things in the world and contribute to making the world better! (student, 18) Save the world from imminent disaster. (student, 22) Life is a time to live through each adventure, not just the challenges, but to discover something new in each day. (student, 18) To learn, to love, to explore. (alum, 28) To be happy and to help others be happy. (alum, 24) To love and be loved. (staff, 58) The purpose of life is to grow: physically, spiritually, intellectually and socially, while reaching for a goal. (student, 20) Set a good example, have fun and don't hurt anybody. (alum and staff, 44) To determine and reach our own definition of success. (staff, 28) To gain experiences and impact the lives of others. (student, 25) To better grasp the meaning of true relationships, friendships and family. (student, 19) Trying new things. (student, 22) To continually change and grow to become the best person you can be. (student, 21) To help others more than yourself so that you can find inner peace. (student, 18) To serve God and spread love and kindness. (student, 19) To explore and experience the world with curiosity, compassion and connection to others. (faculty, 58) Advance the species. (alum, 65)

Amidst revelations of the NSA's covert data surveillance program, many Americans are feeling a bit worried about the privacy of their inboxes, search history and call logs. But what exactly *are* the implications of electronic surveillance on a larger scale? Five professors from across the College contemplate the potential impact on their field and research.



Amy Slaton, PhD

Professor of History

Surely the field of history doesn't even register on the NSA's radar. After all, we are a notoriously impractical discipline, spending our time thinking about events distant

in time...governments no longer in power...long-lost people and practices. If my colleagues are doing Google searches on homemade explosives, they're studying Gold Rush-era prospectors, not planning terrorist attacks. But this is precisely the point: our own ideas about whether or not we pose a threat to the nation's security are exactly what the NSA must ignore to do its work. Our ideas about how patriotic, or not, we might be are subordinated to algorithms that "sort" the words used in our emails or detect "patterns" in our Internet searches. Our intentions mean nothing. And this reduction of our complex, value-laden selves to swaths of data raises red flags for historians. We recognize in the NSA's surveillance a modern refinement of techniques used to oppress dissent in previous eras. For historians, the nature of information itself, as a tool of privilege and power, is firmly established. The excessive record keeping of employers, insurance companies, prisons and government agencies has, for many generations, ill-served democracy. So we worry, and, I hope, plan serious study of and resistance to this fearful development.



Rob D'Ovidio, PhD

Associate Professor of Criminal Justice

The NSA's massive data surveillance program is part of a growing trend in the collection and use of data by the criminal justice

and security communities to identify, solve and prevent crime. This trend has clear implications for the next generation of criminal justice and security professionals, who will need to be highly analytical and skilled in working with large and diverse data sets. Drexel is at the forefront when it comes to criminal justice education and anticipating the future needs of the justice-related workforce. Our new undergraduate concentration in justice informatics will explore how data can be used to develop "knowledge systems" to prevent crime and other security threats and foster justice. By emphasizing the justice component of our students' education, along with the technical aspects of deploying surveillance and information-gathering systems, I strongly believe we can reduce security threats while also preventing the erosion of privacy rights and the rise of Big Brother in the United States.



Justin Smith, PhD

Professor of Mathematics

While mathematics is generally not politically controversial, the NSA recruits a great many mathematicians to develop new encryption/decryption algorithms (it is one of the

largest employers outside the financial sector). It might find this harder to do as a result of the scandal. It is interesting (ironic?) though that the NSA's Secure Linux project is one of the best ways to secure a system against surveillance—even from the NSA. It is free software but only available for Linux and some of its Unix-cousins.



John Kounios, PhD

Professor of Psychology

Revelations about the NSA's surveillance program aren't really revelations—I doubt that this shocked most academics. However, for many scientists, reports about theft of research

by foreign governments are a more serious concern. Personal information can, to an extent, be protected by smart use of technology. However, it is very difficult to do scientific research without storing data and laboratory protocols on computers. This may not (yet) be a major issue in psychological research, but it has become extremely important in technological fields.

As a creativity researcher, I have another concern. Studies show that creativity and innovation are fostered by an environment that is open, yet secure and protected. When people feel that everything they do and say is being recorded and scrutinized, and when they fear that their ideas and work may be stolen, creativity is likely to suffer.

It's easy to blame the NSA for violating people's privacy, though I'm sure they're motivated by a desire to protect the nation. The real problem is that, as a society, we haven't come to a consensus about where to draw the line between privacy, freedom and creativity on one hand, and security and safety on the other.



Allan Stegeman

Teaching Professor of Communication

The issues surrounding the NSA's PRISM data surveillance program have been both a boon and a curse to the field of communications.

It's great fodder for academics like me who study telecommunications policy and First Amendment issues. Every time the government, industry or individuals do something that shifts the balance of control over the telecommunications infrastructure, it forces a fresh reappraisal of regulatory policy—and PRISM has created quite a shift.

But outside of education, PRISM and the federal government's efforts to limit the examination of that program have heightened the once-positive tension between the press and the government to a dysfunctional antagonism. The press is supposed to unmask the excesses of government—that's why the First Amendment to the Constitution states that "Congress shall make no law... abridging the freedom of speech, or of the press..." The recent efforts of our government to inhibit the press from informing the citizenry of its surveillance activity have challenged the complementary roles that the early framers of our Constitution designated for the press and the state.



LET'S TALK ABOUT RACE

BY MEG ALLEN AND MARIA ZANKEY
PHOTOS BY ANN BLAKE AND YABA BLAY, PHD

YABA BLAY, PHD, isn't afraid to talk about race or racism. She isn't afraid to say that she's not sure "social progress" exists, but rather that we've grown more adept at "masking." And she won't hesitate to suggest that in the United States, we haven't come as far as we'd like to think.

Instead of setting you at ease, indulging you with a conversation about our "post-racial" society, Blay discusses what she calls the "new racism," and its pervasiveness in American culture, including our education system.

"Education is as much about what we don't teach as it is about what we do teach," says Blay, co-director of Drexel's Africana Studies program and an assistant teaching professor in the College of Arts and Sciences. "People sit at tables and make decisions about what constitutes knowledge, and

they've been doing so since the days of Plato and Descartes. From then until now, people of African descent—Black people—have not been at that table. We have been viewed as not important enough to be infused into a curriculum. You can't teach children to value Black people if you don't teach them *about* Black people."

As a New Orleans native with West African parents, Blay says she has been inherently aware of the lack of racial perspective in U.S. curricula.

She rejects the sentiment that we live in a post-racial society. Instead, Blay says, the face of racism has merely transformed—a shift she says she tries to shed light on in her courses, Politics of Hip-Hop and Gender & Black Popular Culture.



“The new type of racism,” she clarifies, “is still the ‘old racism’... remixed and couched under the veil of ‘political correctness.’”

She says that whereas the “old racism” was overt in the oppression of Black people in America, the new type of racism is less obvious—so subtle that most people do not realize their seemingly harmless rhetoric and cultural appropriations perpetuate a system that holds one race as lesser. For example, well-intentioned White male students who enjoy and imitate hip-hop music, Blay says, are quick to recite hip-hop lyrics without fully appreciating the larger context of the words they’re repeating.

She often hears the argument in her Politics of Hip-Hop class: “If my favorite artist says ‘n----r’ 3,000 times in this song, and I love hip-hop, then I’m saying it [as] a term of endearment.”

But according to Blay, that’s impossible. She says there are roots to slurs that cannot be erased. Thinking otherwise, she proposes, is just another way to glaze over racism, as though it were an issue of the past. Thinking otherwise ignores historical context—it ignores racial politics, she says.

It isn’t that Blay wishes people would stop listening or paying homage to hip-hop. It’s that she does not believe appreciating the music or memorizing lyrics adequately teaches “the value of racial difference.”

“We give ourselves too much credit as human beings. We don’t have the power to liberate these words from history,” Blay says, mentioning a series of slurs that wouldn’t survive a radio edit. “Certain words are off-limits. You cannot remove them from the historical context in which they were born. I don’t care who is doing it. You cannot remove them from that history or that pain.”

As a scholar, professor and social advocate, Blay pushes people to think critically about race, and in doing so, hopes to advance society’s understanding of the Black experience.

A reference to and reclamation of the age-old “one-drop rule”—the notion that one drop of African blood denotes a person as Black—the project will culminate this fall in Blay’s book *(1)ne Drop: Shifting the Lens on Race*, purposefully slated for release on Black Friday 2013. The work includes 60 narratives and photographs of individuals who identify themselves as Black but who may not be recognized as such by others.

Blay hopes the book will prompt a conversation about the nuances of Blackness.

“We know racial difference,” she says, “but we don’t value it.”



THE CLASSROOM PLAYS a key role in furthering the conversation on race, Blay believes, and in teaching students to value racial difference.

“Children spend more time in school than they do at home,” she says. “If you’re not going to teach them about [Black culture], don’t ask them to care about it. Children care about the things you teach them.”

The solution, she adds, is not simply a month of Black history, which Blay believes teaches children that there is a limited amount of time to respect Black people and a limited number of Black people worthy of respect. “Correcting” the way we speak for a month, she says, does not amend our hearts. Instead, she calls for an “infusion” of Black people, history, literature and culture into the curricula that have historically marginalized them.

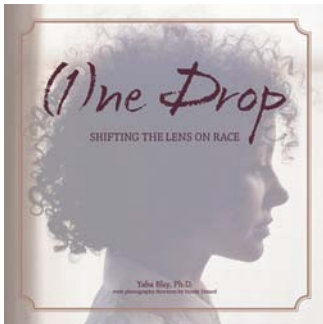
Students, she believes, can be taught to value each other’s innate worth as human beings only when they are instilled with the culture and history of their fellow man. This sort of intentional weaving-in of the voices of people of African descent must be accomplished “at the table when you write the curriculum,” Blay says, not as an afterthought.

Blay envisions a future in which Africana Studies is integrally woven into the educational fabric of all institutions—from kindergarten through higher education. She believes only those institutions that value Africana studies can produce individuals who do the same.

In her own classroom, Blay pushes her students to critically examine *everything*. She doesn’t want them to change only in the span of her 10-week course; she wants them to go back into the world more open to *being* changed. And this is the measure by which she evaluates her efficacy as an educator: “If you watch TV differently, listen to the radio differently, interact with people differently...my job is done.”

While each quarter may bring the temporary respite of a job well done, Blay remains driven. As co-director of Drexel’s Africana Studies program, she continues to advocate for a central role for Africana studies, working to infuse an appreciation for Blackness into the University and ultimately society.

“I’m motivated by love: a love for my people and my culture and my history,” she says. “And it’s that commitment that keeps me going.” ●



Blay’s (1)ne Drop Project illustrates the multitude of Black experiences, challenging the notion that there is a singular Black experience.

“The new type of racism,” she clarifies, “is still the ‘old racism’... remixed and couched under the veil of ‘political correctness.’”

Blay explores the intricacies of Blackness in her (1)ne Drop Project, a multi-platform initiative illustrating the multitude of Black experiences, challenging the notion that there is a singular, monolithic Black experience.

The project—which consists of an online exhibit, traveling exhibition, lectures and a forthcoming book exploring identities of those who do not fit the prototypical model of “Blackness”—was the inspiration behind the fifth installment of CNN’s “Black in America” TV documentary series with Soledad O’Brien. Blay served as a consulting producer for the episode, which was screened at Drexel in December 2012.



WITH STRUGGLE COMES STRENGTH

It's been nearly two decades since Rose Corrigan's first day as a rape care advocate, but it's a moment she still pulls threads of inspiration from today. It's one of those moments that has made years of research on issues surrounding sexual assault—and the uncomfortable conversations that come along with it—worth it.

BY MARIA ZANKEY
PHOTO BY JARED CASTALDI

It was the mid-'90s and Rose Corrigan hurried to Jefferson University Hospital. The 20-something rape crisis center volunteer was responding to a call to the Women Organized Against Rape hotline.

As she entered the emergency room, she spotted a woman sitting at the end of the hallway. She was wearing a white cardigan, lined with black and red stitching around the collar, with small pockets at her sides. She had been raped. Corrigan sat down beside her.

"She was an African-American woman from a pretty poor neighborhood in Philadelphia. She was only a couple years older than I was," says Corrigan, who today serves as the director of the Women's Studies program in Drexel's College of Arts and Sciences and as associate professor of law and politics in the Earle Mack School of Law. "It was a little hard to get the conversation going."

They exchanged uneasy small talk until the woman took one hand and placed it on top of Corrigan's. With the other hand, she motioned to a pocket-sized Bible resting in her cardigan.

"She looked at me and said, 'This happened to me before, when I was little. And I got through it with the help of the Lord. It would help me if you just held my hand right now,'" Corrigan says. "And we just sat there in silence, keeping each other company."

It's been nearly two decades since Corrigan held that survivor's hand, but, like countless other moments in her storied career as a rape care advocate, Corrigan still pulls threads of inspiration from it today. It's one

of those moments that has made years of research on issues surrounding sexual assault—and the uncomfortable conversations that come along with it—worth it.

"It made me think about bridging differences," Corrigan remembers. "It made me think about what it means to be an ally. It made me think about how much I gave, but also how much I was enriched by the people I was supporting—how much they enriched my life. And so going forward, I was not interested in relationships that went only one way."

For most people, revisiting the details of violent crime—especially a sexual crime—can be emotionally taxing at best. It can be traumatizing at worst. But Corrigan has made it her life's work.

"The fact that something is difficult to talk about is precisely a reason to do it," Corrigan says.

As an academic, Corrigan has more than 15 years of experience working in the fields of reproductive rights and with survivors of sexual and domestic violence. She's devoted her time and expertise to organizations such as the Domestic Abuse Project of Delaware County and the Greater Philadelphia Women's Medical Fund. She's spent more than five years interviewing rape care advocates for her book, *Up Against a Wall: Rape Reform and the Failure of Success*—deemed a must-read by *Ms. Magazine*.

In her personal life, Corrigan serves as a support to her friends and family amid crisis—a resource who is not only willing to talk about the

difficult parts of life, but who has the know-how and courage to confront them head-on. “People in my life know that I’m able to deal with crises. Crisis is a normal part of people’s lives. If I can deal with it in helpful and productive ways, I think it can help stop perpetuating the cycles of abuse, or of violence, or of silence,” Corrigan says. “And so it’s hard, but I don’t think I would trade a single minute. People often focus on the hard parts and they don’t recognize that it can be healing and joyful to see resilience in the face of adversity.”

THE WRITING ON THE WALL

Up Against a Wall was more than five years in the making by the time it reached bookshelves. The culmination of more than 150 interviews with rape care advocates across six states—individuals who work daily as resources for survivors of sexual assault—the book explores the ways in which reforms designed to protect the rights of rape survivors have failed, and in some cases, have even backfired.

“I think the impression is that legal and medical systems work pretty well, and so talking about the difficulties people encounter has been shocking to most folks,” Corrigan says. “When we talk openly about why rape and sexual assaults are not reported, it’s discussed as the victim’s fault—because of shame or self-blame. We don’t talk about problems that are within institutions. But that angle opens us up to think about why some of the policy innovations that were once seemingly beneficial and ‘successful’ for victims are not as good for them now.”

Examples of such failures include long wait times for survivor medical treatment, quick dismissal of survivors’ claims by police, and cases that are routinely dropped because they’re deemed “difficult” by prosecutors.

Corrigan witnessed many of these rape reform shortcomings during her time as a crisis advocate in the mid-’90s. But what she found surprising in her recent research, she says, was that many of the advocates she

interviewed told similar stories of their work with rape survivors.

“When I presented my research to advocates, they sat there nodding their heads, saying, ‘Yeah, we’ve known this,’” Corrigan says. “Many people who do advocacy around sexual violence are often very fragmented and alone. One of the things I heard from advocates was that they thought these were issues only in their own counties.

But in Washington state, which is generally very liberal, and in South Carolina, which is generally very conservative, similar issues existed.”

That alone, she says, suggested there might be bigger problems at the systemic level. On a personal level, among crisis advocates, it was surprising yet affirming.

“With the book,” Corrigan says, “I tried to do what I did as an advocate: look at things honestly and address them in a way we can understand with the hope that a deeper understanding can promote a change that will put rape crisis centers out of business.”

That’s the dream, Corrigan says—to progress society to the point that sexual assault resource centers, research and such difficult discussions are no longer needed.

UNCHARTED GROUND

“People have been open and very willing to talk to me about these difficult topics,” Corrigan says. “But at the same time, they’re used to being stigmatized and mischaracterized, so they can be a little leery.”

As a professor at Drexel, where she’s been pursuing her work since 2006, she tries to translate her persistent passion to her students.

“I hope to get students thinking not only about the real world implications of the ideas they’re discussing in the classroom, but also about how their experiences in the field might open up new questions,” Corrigan says. “For me, the focus on doing creative and fun experiential learning has been one of the real benefits of working at Drexel. I’ve always been someone interested in pursuing intellectual issues through work.”

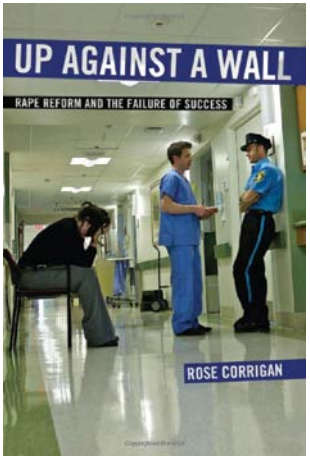
Corrigan’s work with issues of sexual violence dates back to her undergraduate career at Bryn Mawr College. It was during her junior and senior years that she began providing accompaniment and hotline intervention to survivors of sexual assault as an intern for Women Organized Against Rape. She continued to volunteer with the organization and was later hired to train volunteers in crisis intervention.

“I knew early on I wanted to follow these topics of sexual violence,” Corrigan says. And so she decided to do so in academia as a PhD candidate at Rutgers University, New Brunswick. As she worked on her dissertation on Megan’s Law, an act that created registration and notification requirements for sex offenders, she began collecting interviews with crisis advocates in New Jersey and listening to their systemic concerns. Parts of those conversations were directly adapted for *Up Against a Wall*.

“It was really hard, having those conversations,” Corrigan adds. “And it continues to be really hard, working [around the] topic of sexual assault. No one’s doing it for the money. People are doing it because they get something out of it. I know for me, those difficult times were incredibly enriching and valuable. Most things that we’re going to grow from are going to be very hard. But the other side of it is looking at healing and seeing resistance. And realizing how capable people are—realizing that I, too, can do something that is really, really hard.”

As Corrigan has learned from spending time in crisis centers and emergency rooms, a more just and compassionate world can emerge from having the courage to have the conversations few people are willing to initiate.

“The woman that I held hands with in that hospital had been through a lot,” she says. “And after we sat for a while, we talked a little more and I learned what she was capable of. I got such a better sense of how people can overcome the most difficult things, and that gives me perspective about the things going on in my life and around me. And I think in my work and in my life, that’s a very useful thing.” ●



40th Anniversary



Alumni Holiday Turkey Project

For 40 years, the Drexel Alumni Association has been providing turkeys to in-need families in the University’s West Philadelphia neighborhood and to those served by Drexel’s 11th Street Family Health Services Center in North Philadelphia.

Drexel alumni and friends are invited to be part of this long-standing tradition by supporting the Alumni Holiday Turkey Project with a donation or by volunteering for the

distribution event in Philadelphia on Friday, December 20, 2013. Monetary donations in all amounts are graciously accepted. In honor of the 40th anniversary, we encourage you to make a \$40 gift, which would provide a turkey dinner to at least two local families.

Your generous donation will help make this year’s Turkey Project the best one yet!

LEARNING TO LIVE WITH THE MONSTER

BY TIM HYLAND
ILLUSTRATION BY TIM PACIFIC

Imagine for a moment a middle-aged man named Sam.

Sam suffers from anxiety. His worries and fears, rooted in a stressful job, are becoming crippling. He dreads going to the office each day. At night, his mind races. He can't sleep. He finds that even the smallest hiccups at the office lead to days of worry—not just about being disciplined, but about being fired, and seeing his life fall apart as a result.

After more than a year of restless nights and difficult days, Sam finally hits his breaking point. He admits that he has a problem. He admits that he needs help.

So Sam goes into therapy. Over the course of several sessions, Sam's therapist walks him through all of the mental steps he needs to take to conquer his anxiety. The therapist explores the root causes of Sam's stress. He explores the complex thought processes that paralyze him. And in the end, he tries to convince Sam that almost all of the fears taking over his life are completely and utterly irrational.

The anxiety, Sam's therapist explains, is a monster.

And if Sam can simply control his thoughts and convince himself that the monster isn't real—and monsters aren't real, after all—he can make the anxiety go away for good.



For decades, most therapists would have agreed that the treatment proposed by Sam's fictional therapist was the right approach. Through cognitive therapy, psychologists like Sam's work to help their patients overcome any number of maladies—anxiety, addiction, eating disorders—by focusing their attention on their thoughts. Or, perhaps more accurately, the flaws in those thoughts.

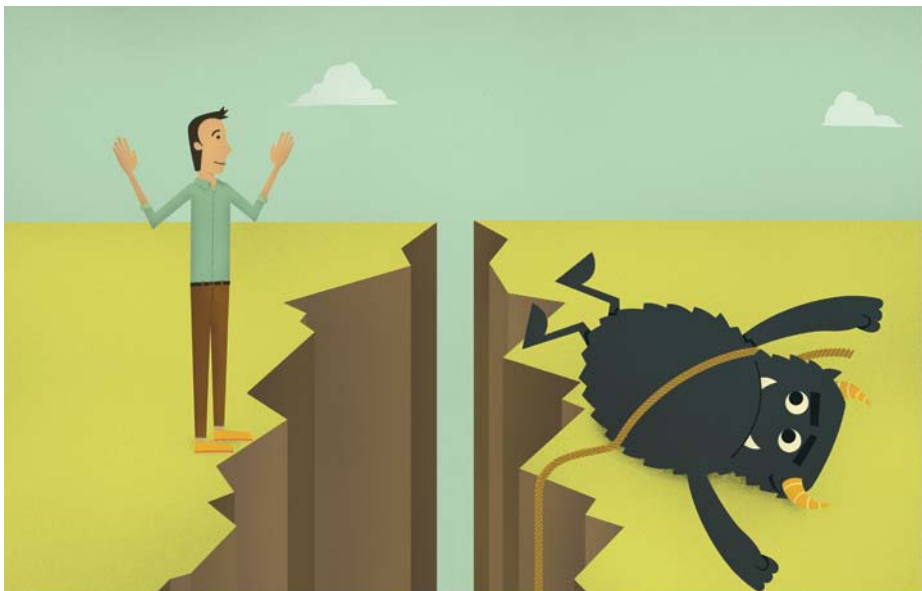
The idea is simple: Identify the monster, and then destroy it.

“The idea with traditional cognitive therapy is that the thoughts you have will determine your emotional reaction,” says James Herbert, PhD, professor and head of the Department of Psychology in Drexel's College of Arts and Sciences. “It's all about the ‘mind talk’ you are constantly engaged in—becoming aware of it and picking it apart and trying to find any errors or flaws or distortions in it. The idea is that if you can correct those, and if you can control your emotional reaction to them, everything will be fine.”

It's an approach that has been the standard in psychology for years, and even detractors admit that the existing body of research offers significant evidence that these approaches often do work.

Increasingly though, a new generation of therapists, including a number at Drexel, are raising tough questions about conventional cognitive therapy—and asking not only whether changing one's thoughts is the key to long-term mental health success, but also whether it really makes sense for patients to do battle with those monsters at all.

Herbert is among the handful of Drexel researchers who believe that a new intervention, Acceptance and Commitment Therapy, or ACT, may ultimately change the way therapists approach treatment for patients battling everything from psychosis and anxiety to depression and even prejudice. Through ACT and other “mindfulness”-based approaches to therapy, psychologists such as Herbert attempt to treat their patients, not by asking them to disregard so-called “irrational” feelings and emotions, but rather by allowing them to recognize those negative thoughts and feelings as real—and then encouraging them to believe that they can make better decisions and live better lives *regardless*.



More simply, what sets Herbert and his colleagues apart from their more traditional counterparts is that they aren't asking their patients to battle their monsters.

They aren't pushing those patients to convince themselves those monsters don't exist.

They're simply telling their patients that, whether the monster is there or not, the reality is that the monster need not have any power at all over the patient's life or well-being.

“Let's say you have anxiety, and the monster represents that anxiety,” explains Herbert. “Now imagine we have this rope, and you and the monster grab the rope, and there is a huge pit in between the two of you. In traditional therapies, what you are trying to do is pull that monster into the pit. You're trying to get rid of him. But the harder you pull, the harder he pulls, and in fact, most of the time you end up slipping ever closer to the chasm. So what do you do? Well, obviously, you drop the rope.

“Now, that doesn't mean you get rid of the monster. The monster is still there. But what we're saying is, you're on your side of the chasm, and he's on his, so the question is: Can he really influence you?”

This simple shift in perspective—not working to destroy the monster, but accepting that life can be lived even with the monster at the sidelines—is what sets ACT apart, and what makes it, in the mind of Herbert and others, an exciting step forward in the practice of psychology.

“The movie ‘A Beautiful Mind’ did a great job explaining this in some ways,” Herbert

says. “In that movie, the main character was a schizophrenic and was engaged with these imaginary people in his mind. He was constantly fighting with them. But at the end, he basically said, ‘I am no longer going to engage with you.’ He didn't get rid of them. He just chose not to engage with them. That's exactly what we're trying to get our patients to do.”

Adds Evan Forman, PhD, a Drexel associate professor who has led several promising studies on ACT: “There has been recognition that some of the ideas from [ACT and related treatments] do have merit and do have efficacy. These ideas have slowly been seeping into more traditional cognitive treatments, and even people who are carrying out traditional cognitive therapies are making use of these ideas. So I think there already has been a shift.”

Of course, it's not a complete shift just yet. With the weight of years of evidence sitting with the backers of traditional cognitive therapy, there has been some resistance to this new line of thinking. To overcome that resistance and legitimate their new approach, proponents of ACT and similar therapies have had to put the work in—in the lab, and in the scientific literature.

They've had some pretty good success doing so, too.

“People who are working in ACT have gone to great lengths to link these interventions with basic scientific work, to keep it very grounded scientifically,” Herbert says. “The basic concepts are solidly grounded in research

ranging from small studies to huge clinical trials. It's not just a fad. We at Drexel have been part of that movement. We are by no means the only ones, but I would say there are at most a half dozen places that are really known for their work in this area, and we are definitely one of those.”

Indeed, thanks to the efforts of Hebert, Forman and others, Drexel has been recognized as the home of several studies that have added to the growing body of evidence demonstrating that ACT holds great promise in the treatment of a variety of psychological conditions.

In one recent study, for instance, Herbert and a Drexel team tested ACT therapy on a group of students who complained of high anxiety related to their college exams. After the students took their midterm exams, researchers split the subjects into two groups,

THIS SIMPLE SHIFT IN PERSPECTIVE— NOT WORKING TO DESTROY THE MONSTER, BUT ACCEPTING THAT LIFE CAN BE LIVED EVEN WITH THE MONSTER AT THE SIDELINES—IS WHAT SETS ACCEPTANCE AND COMMITMENT THERAPY APART.

with one group undergoing traditional cognitive therapy and the other counseled through ACT-focused methodologies. The idea was simple: find out which therapy, if any, could generate better results.

“The first group got a brief cognitive therapy intervention, in which they were taught to recognize and work through their anxiety-related thoughts,” Herbert says. “Then we had the ACT group, and they were taught to notice those negative thoughts—thoughts such as ‘I'm going to fail’—and even embrace them as real, but simply to notice them without trying to change them, and instead focus their efforts on taking the tests.”

The results were impressive. The group that underwent traditional therapy showed no change—either positive or negative—in their final exam grades over their midterm

performances. The ACT group, however, showed “significant improvement,” Herbert says. “And these were all kids with significant test anxiety.”

Forman, meanwhile, has been working with Meghan Butryn, PhD, a research assistant professor in psychology, to study how ACT and similar therapies can help obese individuals better control their food cravings. ACT proponents believe this is one area in which the method might hold some of its greatest potential. “Obesity is essentially at epidemic levels at this point, as there are more people overweight than not overweight in this country and many other Western countries as well,” Forman says. “The question is what to do about that.”

Over the years, Forman notes, cognitive therapies have actually proven to be quite successful in helping food-addicted patients better manage their diets and even lose weight—at least in the short term. In the long run, however, those approaches haven't achieved the desired results, with successful dieters often putting weight back on and slipping into old habits. Forman and others believe that ACT could overcome some of the hurdles traditional approaches cannot, because ACT approaches the problem from a different point of view.

“People generally know what they want to do,” Forman says. “They understand that if there's

food around that isn't good for them, they should avoid it. But it's not a question of not ‘understanding’ it. It's the desire to eat that ends up propelling their actions. They don't like the way it feels when they try to resist the temptation. So we thought if we could train people to better put up with that feeling of deprivation, we might have more success.”

Overweight individuals, Forman and Butryn surmised, were unlikely to ever get rid of their craving—their monster—so instead of attempting to make that happen, the researchers focused on getting people to become more comfortable with those cravings, and to look beyond them by asking themselves what they really care about most: the food in front of them, or a long, happy, healthy life.

MINDFULNESS TRAINING 101

One of the core components of ACT is learning to recognize distressing subjective experiences (thoughts, feelings, sensations, etc.) as they occur, and then accepting them without trying to evaluate, change or eliminate them.

- 1** Find a quiet chair with minimal distractions. Sit with eyes closed. (Be sure to silence your cell phone!)
- 2** Imagine you are sitting beside a peaceful stream in the early fall, with leaves gently floating by on the water.
- 3** Imagine that each leaf represents a thought or feeling. Some are beautiful and positive, and some are ugly and negative.
- 4** Now, just watch the leaves float by. If you notice a desire to get rid of the ugly leaves or hold onto the pleasant ones, just put that desire itself onto a leaf and watch it float by. Try this for 5 minutes at a time.
- 5** Eventually, practice noticing your inner experience as it occurs, without imagining the leaves or the stream. Expand the time sitting to 10 minutes.
- 6** Finally, try noticing your ongoing stream of experience in “real time” as you go about your day-to-day life. When a negative thought or feeling comes up, simply acknowledge it and avoid trying to change it. Focus your energy instead on behaving in whatever way promotes your goals and values.





“We thought if we could instead get people to get in touch with what they really cared about, they might make better choices,” Forman says. “These approaches are supposed to offer just that skill. ACT helps them get in touch with their deeply held values—the things they care about most in life.”

Indeed, in a study published in the journal *Eating Behaviors* last year, Forman and

**TRY TO DEVELOP A DIFFERENT
RELATIONSHIP WITH YOUR
THOUGHTS. RECOGNIZE THEM,
BUT GET ON WITH YOUR LIFE.**

Butryn’s hypothesis—that ACT could be employed to help compulsive eaters control their cravings—was proven true. For the work, Forman and Butryn split a group of 48 women—all of whom admitted to eating sweets at least five days a week—into two groups. One

group received traditional counseling, with the other undergoing ACT treatment. The women were then asked to carry with them for a period of 72 hours a container of sweets—but were also asked to resist their temptations to eat them.

When the results were in, the researchers found that, when compared to the traditional therapy group, the individuals in the ACT group saw “reduced cravings and consumption of sweets.”

“If you take a group of people who respond very strongly to food, or people who say they feel very strong food cravings, they just do much better [in resisting those cravings] with acceptance-based treatment, which is what we predicted,” Forman says. “We saw a very big impact.”

“It’s not hard to get the weight off,” Herbert adds. “It’s maintenance that is tough, and we see that people tend to regain all the weight they’ve lost [in traditional therapies] plus a few pounds. What we’ve found is that people are able to keep the weight off with ACT, however. They have a much better

rate of keeping the weight off by incorporating those principles into their weight-loss strategies.”

In other words, the results so far are promising. The evidence supporting ACT is growing ever larger, and even though Herbert and Forman admit that traditional therapies might continue to be effective in many situations, they believe that ACT could represent a revolutionary change in the way clinicians look at mental health. There is even some evidence, Herbert notes, that these therapies could be used to help people overcome prejudice.

The possibilities, it seems, are limitless. “What we’re trying to teach people is that it’s often an arbitrary result of one’s history that you have these thoughts, and that you don’t necessarily need to figure out the meaning behind your thinking in order to move forward in your life,” Herbert says. “The cognitive therapists would say, ‘You need to change the content of your thoughts,’ but we say, ‘Try to develop a different relationship with your thoughts. Recognize them, but get on with your life.’ It just opens up a new approach for a lot of different conditions.” ●



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FACULTY EXTRACURRICULARS

PHOTOS BY JARED CASTALDI

Contrary to popular belief, faculty do not evaporate outside the walls of the classroom. Four Drexel pros share the extracurricular exploits that keep them connected and inspired—in and outside of the classroom.

CHRISTIAN HUNOLD, PHD

Associate Professor of Political Science

PhD in Political Science, University of Pittsburgh

RESEARCH:

Environmental politics, social movements, urban food policy

STARTED PHOTOGRAPHING WILDLIFE: 2007

WHY DID YOU START?

Two reasons, I think. First, having turned 40, my amateur road-cycling career was drawing to a close and I was looking for something else to do in my spare time. Second, I love hunting, but hunting seasons are short and they also tend to conflict with the busiest times of the academic year. Picking up a camera offered a way to extend the hunting season, as it were. For most hunters I know, getting out into the woods and being with animals in their natural habitat is a big part of the draw. And hunting and wildlife photography draw on pretty much the same field skills: stalking game, waiting patiently, tolerating very cold or very hot weather, understanding and responding appropriately to an animal's behavior, and so on. Even the verb "to shoot" is the same.

WHAT DO YOU MOST ENJOY ABOUT THIS WORK?

I love the intimacy of close encounters with non-domestic animals as much as the act of photography itself—perhaps more, I don't know. Most of the animals I photograph in and around the city are species that have lived near humans and that more or less tolerate our presence. You can get surprisingly close to mink, herons, deer and red-tailed hawks in Philadelphia, and some of my favorite images—usually portraits—have been the result of encounters in which an animal could have chosen to leave but didn't. I don't use bait or blinds, so the animals always know I'm there. No cooperation, no picture.

IS THERE ANY WISDOM YOU'VE GAINED FROM PHOTOGRAPHING WILDLIFE?

Wildlife photography is a contemplative task. It's an hour or two in which your mind can wander aimlessly and unhurriedly. Much of the time you're just waiting for something interesting to happen. Except for a few moments of intense activity that require speed and decisiveness, photographing wildlife is the opposite of my professional life: Teaching classes, responding helpfully to students' questions, writing papers, meeting with colleagues, pitching ideas to deans and provosts—all of which I love doing, by the way—is all very hard work. Photographing wildlife, on the other hand, is pure joy. I'm very privileged to have both of these things in my life.

WHAT'S THE HARDEST PART OF THE WORK?

Understanding light. I've known how to find and get close to wild animals for as long as I can remember, but light just *is*. Fortunately, we have much better weather in Philadelphia than I had growing up in northwestern Europe, where we have something like 20 different words for rain. But even so, all you can do as a wildlife photographer is show up at sunrise and hope the next 90 minutes will produce a workable combination of light and animals.

Check out Hunold's photos at: www.flickr.com/photos/christianhunold

THE WILDLIFE PHOTOGRAPHER



THE SHELTER-DOG COMPANION

SUSAN GURNEY, PHD

Assistant Teaching Professor of Biology
PhD in Genetics, University of Münster, Germany

COURSES TAUGHT:

I started at Drexel in December 2012. So far I have taught Evolution and Organismal Diversity, Advanced Immunology, Forensic Biology, Forensic Toxicology, Stem Cell Research and Microbial Pathogenesis.

STARTED VOLUNTEERING WITH ANIMALS: 2011

WHY DID YOU START?

I have always loved dogs, and when I was preparing to move to Philadelphia, I was separated from my Labrador for 18 months (he moved over first). I missed my dog so I decided I would volunteer. I found a charity in the UK that links volunteers with local people who have dogs but, through illness or age, are unable to exercise them as much as they would like. I would go to the local care homes and walk the dogs twice a week. This meant that the dog stayed with its owner (benefiting both of them) but was also getting the exercise it needed. At the same time, I started training for a half-marathon to raise money for another dog charity.

When I was reunited with my dog, I knew that I wanted to continue volunteering so I researched local opportunities and found Monster Milers, a group of volunteers who visit local shelters and run with the dogs awaiting adoption. It seemed perfect, combining my love of dogs and running.

I'm also the co-chair of the Pre-Health Committee at Drexel, so I work with a lot of students interested in medical school. Through the Monster Milers I try to lead by example, showing students that volunteering can mean doing something you enjoy—it is not just about ticking a box on an application form, but about helping others.

WHAT DO YOU MOST ENJOY ABOUT THIS WORK?

The wag when you first go into the kennel and the dog knows it is going out for a run. This is closely followed by the cuddles you get at the end of the run. They love to just spend time with someone who is making a fuss over them.

ARE THERE ANY LESSONS YOU'VE LEARNED FROM VOLUNTEERING?

I think the biggest lesson I have learned is that you never know what is going to happen in life. All you can do is keep wagging and keep a positive outlook.

WHAT'S THE HARDEST PART OF WORKING WITH THESE ANIMALS?

Leaving them in the shelter. The staff does an amazing job of making the dogs feel at home, but it can be a stressful environment for them. Fortunately, most of the dogs that I have run with usually find homes within the week. My husband has to be very firm with me—otherwise I would take them all home. But when I hear that the dog has found a permanent home, it is a great feeling.



THE IRONMAN TRIATHLETE

JENNIFER YUSIN, PHD

Assistant Professor of English

PhD in English, Certificate in Psychoanalytic Studies, Emory University

RESEARCH AREAS:

Trauma studies, trauma theory, and psychoanalysis; literary and cultural theory; postcolonial literature and theory; sub-Saharan African literature and history; South Asian literature and history; memory studies

STARTED COMPETING IN TRIATHLONS: 2001

WHY DID YOU START?

I used it as a way to continue training for rowing in the off-season but then fell in love with it.

WHAT'S YOUR GREATEST ACCOMPLISHMENT THUS FAR IN THIS AREA?

Completing two Ironman races: Florida and Wisconsin.

ARE THERE ANY LESSONS YOU'VE LEARNED WHILE TRAINING/COMPETING?

There is, inevitably, a moment in the Ironman race when every part of my body wants and needs to stop. It usually happens around miles 17/18 of the run and persists until about mile 24. My legs are screaming with pain; extreme fatigue has settled into all of my muscles; I'm completely depleted of calories; and my stomach starts rejecting everything. There are no words to describe what the body feels like after nearly 12 hours of persistent, high-intensity exercise: it hurts physically and emotionally.

I train on average 20-30 hours per week. I love it, but I give up a lot to do it. So when I hit that moment in the Ironman and wonder if my body will make it through a 2.4-mile swim, a 112-mile bike ride through hills, and then a 26.2-mile run, it's devastating. But I've never once thought, 'I can't do this.' I only think, 'I don't know how I'm going to do this, but I will.' And somehow, I keep running, mile after mile through the physical

and emotional pain. Then I get to mile 24 and I know that I've done it—the hard work is over, now it's the final run to the finish. It's of course adrenaline that kicks your body into high gear and helps you straighten up, run faster, high-five people in the crowd, and cross that finish line with a smile that is, for me, the most pure smile. There is nothing greater to me than hearing, 'Jennifer Yusin, you are an Ironman.' And it's not because I've just finished. It's because I put in the time, day after day, month after month. It's because when I thought I had nothing left to give, somehow I got up and I did more and I pushed past the pain. There's no other journey like the Ironman: it makes you confront every one of your vulnerabilities. But in so doing, it teaches you about your limits and then teaches you how to redefine your limits, and thus how to redefine yourself.

The mantra of the Ironman is 'Anything is possible.' And that's what competing and training have taught me: I am bounded by nothing. It has reminded me that the most important thing in life is the journey. The finish line is incredible because of the journey and because of the tremendous physical and emotional processes such journeys entail. These lessons frame every aspect of my life, whether it be working with my students or enjoying a nice dinner with friends. It has taught me to focus my attention on the process of becoming and evolving—and that's a process that is never done. I have learned that success of any kind emerges organically and in unexpected and richer ways when it's not all about the finish line.

THE SCIENCE FICTION AUTHOR

JUSTIN SMITH, PHD

Professor of Mathematics
PhD in Mathematics, New York University

RESEARCH AREAS:

Algebraic topology and algebraic geometry. I used to do computer science, too.

COURSES TAUGHT:

Mathematics, all areas and levels.

FIRST STARTED WRITING SCIENCE FICTION:

1990s. My latest novel is not science fiction, however. It is autobiographical, based on a difficult time in my life when my 16-year-old brother committed suicide.

WHY DID YOU START WRITING?

My wife and I went on a beach vacation and I looked for a trashy beach-read. All of the ones I saw were so bad I thought even I (whose most difficult subject in college was English) could write something better. So I bought a bunch of notebooks and wrote a science fiction novel.

WHAT DO YOU MOST ENJOY ABOUT THIS WORK?

I enjoy it in the same way I enjoy mathematical research—it’s creative. Writing allows my imagination a free rein, unconstrained by mathematical correctness. Of course, this is replaced by other constraints—one cannot force characters to do things ‘they’ would ‘never do.’

IS THERE ANY WISDOM YOU’VE GAINED FROM WRITING?

Well, I finally learned the rules of English grammar that eluded me throughout school! I also learned some things about storytelling and the three-act structure of a story.

WHAT’S THE HARDEST PART OF THE WORK?

Finding and dealing with publishers. One of my novels is based on an odd dream I had. As I wrote it down, the first line was ‘I was 12 when I realized I was a ghost.’ I thought it was a great opening line for a novel so I wrote out the whole dream (approximately 350 pages) and found a publisher. The editor said, ‘Lose the opening line!’ and ‘How can a 12 year old be a ghost?’ I said it was a metaphor for reincarnation. The literal-minded editor said he didn’t understand and readers wouldn’t either.





OUR SECRET WEAPON

by **Sean Corbett**
Photo by **Porter Gifford**

Communication alum Kevin Brooks '82 is proof that stories aren't just magical escapes from reality; they empower us, connect us, and even help us build better products. Stories, Brooks says, are our secret weapons for good.

One quick tale from the mouth of Kevin Brooks '82 and you know there's something special about the way he weaves it all together.

You won't need to know he's a storytelling performer to pick up on his meticulous attention to detail, annunciation and verbal animation. And you won't need to know about his extensive professional history with using that passion for storytelling, teaching and coaching to bridge the communication gap between the world of the designer, writer or filmmaker and the world of the client or audience. He has the innate ability to bring everything about the creative process back to the seemingly simple concept of storytelling.

"We do change the world through story," he says. "If you know someone's story, that person is no longer 'the other,' that person is no longer a stranger. If we can tell our stories, if we can express them, then we can more easily see the commonalities we share with one another. That changes individual worlds and it certainly does change the world."

Brooks recalls the days of 1960s television and the chilling truth that certain stories remain untold for too long. "There were no black people on television, except for very selected views. This is why it wasn't until the '80s, when there were shows like the 'Cosby Show,' that people said, 'Oh, this is really groundbreaking because it shows a family doing what they do, being funny. And they happen to be black.' And that was the revolution—that they were ordinary."

Stories make up everything we do and know in life, Brooks says—whether we're out with friends or in the office. And it's more than just casual hallway chatter: through these conversations, we come to know a person's story and can consider their point of view. The next time we write a report, complete a design or write out directions, we can deliver a better product because we've come to understand the audience.

“There are a lot of lawyers out there and startups who really have absolutely no product, but they have a story,” he says. “And people give them money so clearly these stories are good enough.”

Brooks' early college career at a New York engineering school hadn't quite clicked, but he found his niche after transferring into Drexel's communication program. He credits much of his writing ability to the wide variety of communication and filmmaking classes he took at Drexel in the late '70s and early '80s, while he was also tutoring his classmates in computer programming. Although he was preparing to become a technical writer at the time, Brooks became increasingly aware of a connection between his passions for film, computers, algorithms, writing and design. Instead of choosing one of these subjects, he took classes in each of them.

“I didn't understand why I had to choose,” he says. “I was writing this computer program and it had this visual structure and this logical structure, and it output something, and I thought, ‘Hey, that sounds a lot like a story.’ There's an audience that's going to experience the output of the story, or the movie. So computer programming and filmmaking are the same thing, just with different tools.”

With that in mind, he says Drexel afforded him the “freedom to explore a vision. And they believed in me. They were able to help me with this vision, so I could follow these passions as far as I wanted to.”

Brooks has since allowed these passions to seep into every aspect of his life, guiding him from one project to the next: from completing a master's degree in film production at Stanford and a PhD in media arts and sciences at MIT, to serving as User Experience Product Designer at Motorola and, presently, as Senior Industrial Designer at Hallmark Cards.

It was while studying at MIT that Brooks began to seriously piece together the elements of storytelling for his dissertation in computational cinematic narrative construction—essentially a software program called Agent Stories that could handle “meta-linear storytelling,” as he calls it. The audiences he had in mind for the software were television producers, writers and filmmakers, each looking to write from multiple points of view, attempting to write a narrative in which “everyone sees him or herself reflected in the story.”

To gain more perspective on the subject, Brooks jumped into a supportive community of performing storytellers in Cambridge, Mass., led by an eccentric but extremely thoughtful man named Brother Blue. Through the group, Brooks learned about the craft of storytelling firsthand and discovered what he says is the most important element of the process: listening.

“The storyteller's job is to facilitate the story more than to tell it,” he says. “They're facilitating the story process: every audience member is actively creating a story, and the storyteller's job is just to tweak and make inputs and inform and direct the story. The audience does most of the work.”

In his work with companies like Motorola and Hallmark, Brooks evaluates leading technologies, listening and telling stories to steer innovative product design.

He breaks down the entire creative process:

“When you go into a potential client's office, you listen to them, you listen to the stakeholders, you listen to the people who wrote the check, or will write the check. You listen to everyone as they tell you what the

problem is, or what you'll have to solve for. If you're a smart designer, you go listen to others afterwards, like lower-level engineers or other people around the company who touch the process or product. You talk to users. You listen to all of those stories. And when you're back in your office with your team, you tell those stories back to each other. Then you design multiple solutions and present those solutions to the stakeholders of the company. At that time, you know you're going to include a story of some sort with each design. You know the designs will not speak for themselves: you need to speak for them.”

Brooks explains that there are multiple stories to tell for a product to be successful: the story of making the best possible product, the story of adopting it in the marketplace—it's just a matter of choosing which one to tell and what part of the company's identity will be reflected in that story.

“You can't just say, ‘This design is going to save the world,’” he clarifies. “You have to say, ‘Here's the story that will let everyone know our product is going to save the world. And here's the story that will convince the

“If we can tell our stories, if we can express them, then we can more easily see the commonalities we share with one another. That changes individual worlds and it certainly does change the world.”

curmudgeon down the hall that this is a great product, because, you know, he never signs off on anything.”

At Hallmark, Brooks is able to push himself to new creative limits. His chief reason for joining the company, he says, was their long-term financial investment in innovation: “They listen well. They adapt. It's fun to tell stories about what Hallmark can be, about the products that can come out, about how easy the products are to use.”

Teaching storytelling, he says, can be just as inspiring, if not more.

“Everyone is this vessel of incredibly rich experience. When they are given the tools to leverage and harness that experience in a new way, they take off. Creativity is really an outgrowth of personal passion. Creativity is an outgrowth of who you are. It's putting yourself into your work and valuing that uniqueness.”

Brooks illuminates the dual nature of the story: to both empower and connect.

“There are people trying to solve the Middle East crisis by getting the stories out, getting the artistic expression out into the world. You need two things. You need the stories to come out and you need people listening.”

He is quick to re-emphasize that stories are not only the fabric of our culture; they are our secret weapons for good.

“When a community wants to come together,” he says, “they tell stories. When they want to change the nature of their community, they start telling stories of success, or celebration, or identity. Suddenly you have something stronger to fight for, to change their world. And that can radiate out.” ●

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Man of Many Illusions

BY AMY WEAVER
PHOTOS BY DAVID PARROTT



Douglas Stafford is soft spoken and cerebral. He speaks deliberately, sometimes using his hands to reach for harder-to-grasp ideas, bringing his fingers back to rest in a soft arch in front of his face.

He is the archetype of a philosophy student.

And yet, his business card reads “entertainer.” When this interview is over, he and his bag of props are taking their weekly trip to the Hotel Chelsea in Atlantic City. His act—“Cirque D’Penombra”—is described as the “twilight between fine art and entertainment.” On stage, he plays with fire—throws it spinning in hot circles. Juggles it. He lies on nail beds, tosses cigar boxes through the air and between his legs, stooping gracefully to catch them—each element moving as one fluid body.

In these performances, he is charismatic and light—the antithesis of the man who sat, seconds before, contemplating the choices that brought him to this moment.





Stafford enrolled at Drexel under the GI Bill as a veteran of the Navy. Though untraditional, his reasons for joining the military were straightforward: he was chasing a girl. After some pause, he says more directly: “I was without my own path, so I followed someone else’s.”

His time in the military was unromantic, to say the least. He learned more about who he was *not* than who he was, and left with complex emotions but no language to describe them. Two years later, he found Drexel and the philosophy program, and although they alone were not his “calling,” the words started to come.

Philosophy is about self-awareness, he says, an attribute he seems to value above most others. It’s also about spirituality—something Stafford has been exploring most of his adult life.

Two years ago, the search brought him to a spiritual retreat in Maryland. On his first day there, he looked down at the schedule and saw a class that piqued his interest: Intro to Fire Spinning. Though he had “absolutely no coordination” at the start, Stafford soon discovered he had an affinity for what he calls the kinesthetic arts—dance, movement, object manipulation. For the first time, he felt he was heading down a path of his own, a path that provided him with a new understanding of people and of his place in the world.

“Performing has helped me recognize that there is an essence to who I am,” he says, “a potential.”

Since that trip, his talents and passion have evolved to include other arts—stranger arts, by civilian standards. Like poi, which Stafford

describes as a form of dance that involves juggling fire on the end of long chains. And then there are the nail beds and the rope darts and the Devil Sticks.

Recently, he’s picked up a more intuitive art of manipulation: mentalism. Or, “the art of bullshit,” as he calls it.

Although Drexel is certainly no school for the circus arts, Stafford says he’s found countless opportunities to grow his act here. In addition to the University’s many vaulted ceilings (paradise to a practicing juggler), he has honed his craft through stand-up comedy and social psychology courses. The latter, in particular, has helped him understand the psychology of groupthink: the way people behave in crowds, the way they influence one another.

“When you’re a performer, there’s an artificial wall between you and the audience,” Stafford says. “I want to break down that wall.”

This philosophy, this wall, is the motivation behind his senior thesis—an argument he’s building against art critic Arthur Danto. Danto, Stafford explains, believes that any object can be art, and so, any object can be imbued with any meaning. “Have you ever been on the outside of an inside joke?” Stafford asks. “To me, Danto’s view makes art an inside joke: I don’t have access to the meaning and you don’t have to share it. I think

" WHEN YOU'RE A PERFORMER, THERE'S AN ARTIFICIAL WALL BETWEEN YOU AND THE AUDIENCE," STAFFORD SAYS. "I WANT TO BREAK DOWN THAT WALL."

this is a weak notion, especially in my area of work. The moment you take entertainment and accessibility out of performance—the moment you take the responsibility off of the artist—you put up a wall.”

Stafford has great respect for the relationship he creates with his audience, but he’s received some criticism for his approach. Illusionists are a surprisingly delineated group, he says, with distinct personalities drawn to each area: juggling, fire performance, mentalism and so on.

“I get a little flack because I tend to take a little bit from everything,” he says. “I add some juggling here, some mentalism there, some sideshow over there. I don’t have a ‘specialty’ outside of being an entertainer. I just want to create the most vivid and memorable experience for the audience.”

For Stafford, performance is about eliminating barriers. It’s about making people think and question and smile. And though he’s still fine-tuning his act, he is finally tapping into his own potential, his own essence. No longer following the path of another, he’s instead blazing his own—in fire, no less. ●



PHOTO BY C. RILEY NELSON
Jon Gelhaus, PhD, (front row, third from left) with members of the Mongolian Aquatic Insect Survey expedition to western Mongolia in July 2009.

MEDALS FROM MONGOLIA

Think Philadelphia summers are getting warmer? While the Earth’s surface temp has risen an average of 1.5°F in the last century, the country of Mongolia has seen a 4°F increase in just five decades.

Ecologist Clyde Goulden, PhD, and his colleague Jon Gelhaus, PhD, an entomologist, have spent over 20 years studying climate change in Mongolia and its devastating impact on the people and economy of the country. The two researchers from the Academy of Natural Sciences and Drexel’s Department of Biodiversity, Earth and Environmental Science have given far more than their research contributions: they’ve trained young Mongolian scientists and established facilities and equipment to help build a scientific infrastructure

where nearly none existed before. Both have received awards for their work, including two big nods this spring: Mongolia’s Speaker of the Parliament presented Goulden with the country’s highest award to foreigners, the Order of the Polar Star, in a ceremony at the U.S. Capitol Buiding in D.C. Previous recipients of the honor include former Secretary of State Hillary Clinton and Senator John McCain. At a separate event, Gelhaus was honored for his scientific achievements in Mongolia with the Kublai Khan Gold Medal, the highest award from the Mongolian Academy of Sciences.



TO RUSSIA WITH BIG PLANS

Have you ever talked to one of our international area studies students? Their feats are enough to make your chest swell with Dragon pride—or your ego deflate when you realize they’ve already accomplished twice as much as the rest of us. Junior Kailey Kluge is no exception: an IAS major with concentrations in business and economics and minors in Russian and political science, she recently received the Boren Scholarship, an award established by Congress to encourage international study in countries critical to U.S. interests. Kluge will spend the 2013-14 academic year working and studying abroad in Russia. Post-graduation, she hopes to work as a Foreign Service officer, eventually becoming a diplomat in Russia or working for the NSA. You know, just the usual.

Under Water, Under Pressure

While some debate the existence of climate change and others attempt to point fingers, Drexel professors like Mimi Sheller, PhD, know that the search for solutions starts with listening. Sheller traveled to the Caribbean in the spring of 2013 to interview a group of Haitians and Dominicans displaced by rising lake waters

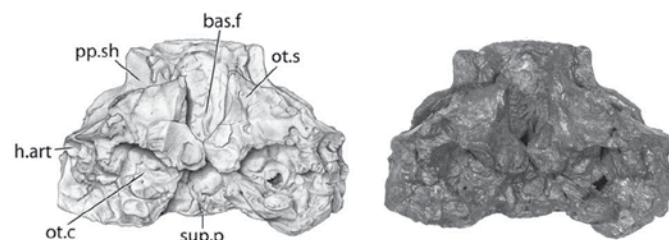
along the two countries’ borders. Teachers, priests, farmers and fishermen—many of whom depend on the land for their livelihood—have been forced to relocate and search for new ways to make a living. Sheller and Niacka Carty, a humanities fellow and international area studies major, will return to the Caribbean this fall to present their findings to government officials, civil societies and other local groups. Understanding the cause of the rising waters will hopefully lead the government to a lasting solution. Whether this means building levees and channels to stave off rising waters or clearing new land for relocation, it isn’t yet clear; what is certain, says Sheller, is the willingness of all parties—domestic and foreign—to work together to find the answer.

Primates on the Big Screen

The last primate we remember seeing on the big screen is King Kong and he (spoiler alert) met his untimely demise at the hands of human beings. Drexel biologists Shaya Honarvar, Gail Hearn and Jake Owens are hoping the drill monkey doesn’t meet a similar fate in Equatorial Guinea. While they’re not concerned about death-by-Empire-State-ascent, they are worried that the increased bushmeat trade in West Africa could push the drill into extinction. Working with director Justin Jay, their documentary “The Drill Project,” which made its exclusive U.S. premier at Drexel this spring, unveils never-before-seen footage of the primate while exhibiting Drexel’s unique conservation role in West Africa—one aimed at educating the local public, not condemning.

Learn more at: www.thedrillproject.org

ONE FISH, TWO FISH, OLD FISH, NEW FISH



ABOVE: The jawteeth of “The Bergmeister”

Most of us have enough trouble figuring out what we did yesterday, let alone what happened 375 million years ago. Ted Daeschler, PhD, on the other hand, specializes in making sense of the dusty, the musty and the exceptionally old (i.e. fossils). Associate professor at Drexel and associate curator and VP at the Academy of Natural Sciences, Daeschler and his colleagues unearthed a new fossilized fish species in the Canadian Arctic this spring. Dubbed *Holoptychius bergmanni* (or “The Bergmeister” for laypeople), the lobe-finned fish is evidence of the evolutionary transition from finned to limbed vertebrates. Daeschler—with his flair for fishy finds—was also part of the same team that discovered *Tiktaalik rosea* back in 2006, a shallow-water dwelling “fishapod” (think: “fish with four legs”) that provides the clearest evidence of the species’ evolution from water inhabitant to land resident. Devonian surf and turf, anyone?

FOCUSED

By Meg Allen
Photos by Ann Blake
and Jennifer Siew

In the photograph Jennifer Siew holds, a small child with dark curls gazes up at a young man in a gray, university sweatshirt. He is more than twice the little girl’s height and she scrunches her face into a smile as she tilts her head back to look up at him. The sun is in her hair and on their hands, shining through the barbed wire behind them.

The moment was one of Siew’s favorites—an artifact of a day she spent in the Egyptian settlement Manshiyat Naser. In her time at Drexel, the international area studies major has discovered a passion for documenting moments like these, moments that illuminate the kindness she feels unites us as human beings. A self-taught photographer, she uses her camera to capture the people she meets in her international travels, hoping that their stories will challenge her family and friends’ global perceptions.

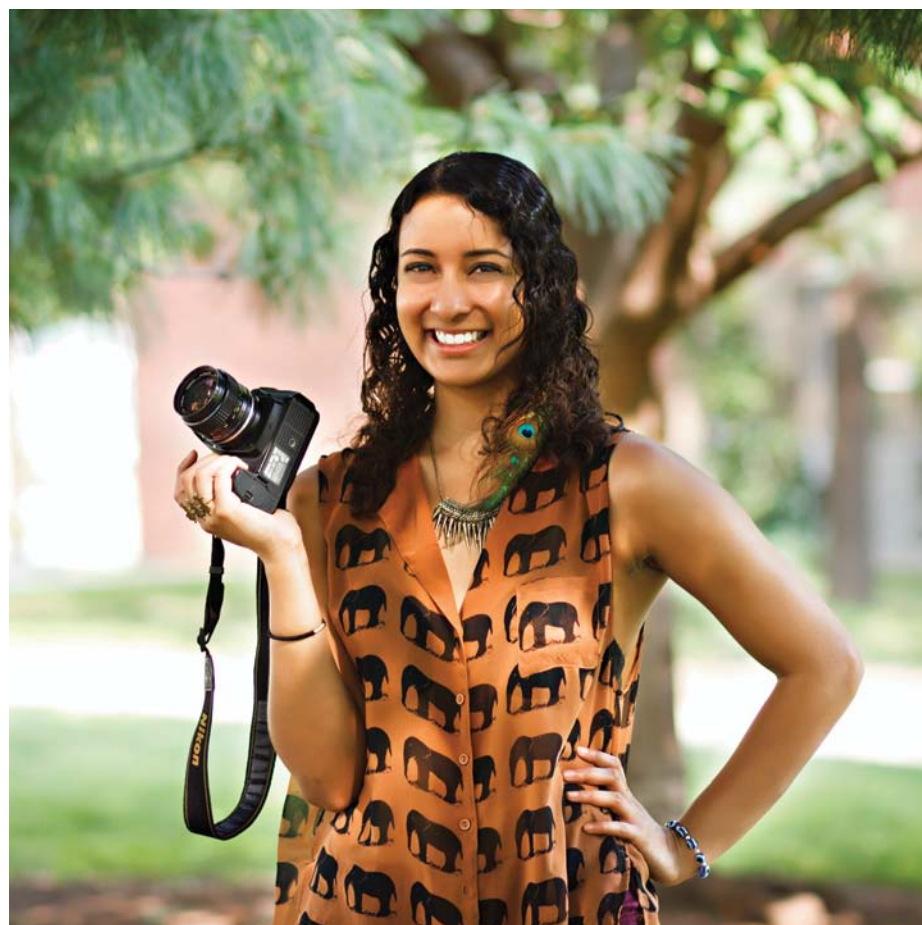


Born in New York to first-generation Caribbean immigrants, Siew was raised in California, a state she characterizes as one people don't talk about leaving. During her senior year of high school, she served as the student representative to the State Board of Education. Her interest in local politics piqued her interest in national news; national news gradually yielded to international news and, specifically, to stories of human rights. Unlike her peers, Siew didn't apply to college in California. Instead, a meeting with Kate Hughes, the advisor for Drexel's international area studies major, persuaded Siew to move back to the East Coast and matriculate to Drexel. A veritable Jill-of-all-trades, she was attracted to the interdisciplinary nature of the major and the myriad opportunities for study abroad.

International travel had been in Siew's plans for years; at the age of 10, she took two years of Japanese-language study with the hopes of eventually visiting the country. She continued briefly with the language during her freshman year but decided it wouldn't allow her to fully explore a future in human rights. As she

"I wanted to show the people back home how great the people I met were, [and] how wrong some of their perceptions of the Middle East were."

searched for a new language to take her into the fray, the Arab Spring took hold of the Arab world and Siew realized her next step. She commenced her study of Arabic at the same time that she began an even more difficult task—convincing her parents to sanction study abroad in the Middle East. Although she says it took a bit of convincing, Siew commends her parents for striking a balance between concern and support.



"They always voice their objections," she notes, "but they truly want me to do whatever I want—to pursue a career that I love wholeheartedly."

With her parents' blessing, she put her 10-week Arabic course to the test, traveling to Jordan and then on to Cairo. In Cairo, Siew first discovered the overwhelming hospitality she has since found to be a prevailing trait among Arabic people. Disoriented at a non-violent protest and unable to navigate their way out of a crowd, Siew and her friends were escorted out by five anonymous Egyptians who linked arms around them and led them out of the square. The experience, and others like it, led Siew to look past the faceless crowds and instead, she says, to see and try to understand the people.

It was this moment that also led her to pick up her camera: "I wanted to show the people

back home how great the people I met were, [and] how wrong some of their perceptions of the Middle East were."

And of course, she wanted to reassure her parents as well.

During her travels, Siew says she talks with her parents every day, an unlikely and often-begrudged pastime for someone her age, she admits, but one that she has come to love. The "hours and hours" she spends describing her adventures—part duty and part celebration—not only ease her parents' fears, but also renew her own compassion for the people of the Middle East.

Siew's love for capturing stories led her to Palestine in the spring of 2013 to work as a reporter and photographer for the Palestinian News Network. While there, she covered a number of nonviolent protests with a filmmaker who did not speak English, but did



ABOVE: A young boy in Balata refugee camp.

learn to say, "I will keep you safe," to set Siew at ease.

Motivated by her experiences, Siew left with a vivid vision for her future: to return to Palestine one day and establish a joint microfinance and community health center to aid the people she has grown to love—and to document it all with her camera in hopes of combatting what she sees as a "plethora of misinformation circulating in the international community."

**

Siew credits her international area studies professors with first inviting her to think critically about traditional forms of foreign and humanitarian aid and says they turned



LEFT: Three members of a cooperative outside the city of Hebron. The co-op helps promote economic independence for women in six neighboring villages, teaching them to embroider, sew and sell their products.



ABOVE: A Palestinian man sells shoes in front of the shop he once owned.

LEFT: In her first story for the Palestine News Network, Siew served as writer and photographer, capturing interactions between soldiers and protestors during the Nakba Remembrance Day.

her on to the prospect of microfinance as an innovative method to encourage “economic growth, job creation and economic independence.” She has since parlayed these interests into a research position in the Opening Doors Program at Drexel’s School of Public Health. She and her advisor, Dennis Gallagher, PhD, are conducting a feasibility study to determine the need and potential for creating a community health center at a local high school in the Point Breeze neighborhood of Philadelphia.

Like microfinance, Siew believes community health centers empower the patients who visit them by increasing their overall health

and subsequently providing them with the autonomy to better pursue their goals. Because these centers are uniquely designed to suit the communities they serve, they establish a rapport that is sometimes missing with larger institutions, says Siew.

This winter, Siew plans to return to Palestine before traveling on to Brazil, where she’ll remain for most of the year. While there, she’ll be studying Portuguese, as well as what she considers to be Brazil’s relative success with microfinance and community health centers. Siew expects the experience will guide her plans to establish a combined center in Palestine.

While she doesn’t expect everyone to want to follow the same path she’s on, Siew does believe passionately that every individual has a responsibility to make some part of the world better, whether on a global or local scale.

“There is no cookie cutter way,” she clarifies. “Even for one small community, one nation, or a region—there’s no cookie cutter way to go and help people.”

But the first step, she says, is as small as holding someone’s hand: listening and learning about the experiences of others. “I think when people are truly, fully informed, that is when they feel a personal commitment to do meaningful work.” ●



A NEW KIND OF CLASSROOM

By Elisabeth Flynn
and Amy Weaver
Photos by Jared Castaldi

“[Drexel Institute] is to be a School of Art, Science and Industry. But it is not so much the love of the beautiful, the knowledge of nature, the power to work, considered as separate elements of human culture, as [it is] the close relation and interdependence of these that will form the subjects of the instruction and training.”

—James MacAlister, LLD, first president of Drexel Institute, in his dedication address, December 17, 1891

From day one, Drexel has stood apart from the aloof, “ivory towers” of higher education. Inaugural President James MacAlister believed that one’s self-worth was integrally connected to the unity of science, art and “earnest and sincere labor.” This vision was fortified in 1919 when the cooperative education program—one of the first of its kind—was woven into the fabric of the Drexel curriculum. Today, civically minded professors are further collapsing the gap between the classroom and the world beyond, developing community-based courses that unite the University’s hands-on mission with its humanitarian commitment.

Support for community-based learning (CBL) has been strong across the University—it is, after all, President Fry’s ambitious goal

to be the most civically engaged university in the U.S. The College of Arts and Sciences has been quick to enlist, naming a dedicated Coordinator for Community-Based Learning, hosting faculty training workshops, and committing to piloting, evaluating and assessing CBL courses.

The effort has been spearheaded by Assistant Teaching Professor Cyndi Reed Rickards, who assumed the coordinator position in September 2012. Rickards joined Drexel’s criminal justice faculty three years prior, bringing with her more than a decade of experience in higher education and community-based learning. She taught her first CBL course at Drexel in her first term and has been a champion of the methodology at the University ever since.

Myriad Approaches, Endless Opportunities

The unique pedagogies comprising CBL courses are as diverse as the imaginations that create them. “In traditional ‘service-learning,’ all classes take place in the classroom,” says Rickards, “with students working in the community during their personal time. The ‘hybrid’ model allows students to split their course time equally between the classroom and the community.”

One of Rickards’ first CBL courses at Drexel—Prison, Society and You—took a third approach, recently termed “side-by-side” by one of Rickards’ Drexel colleagues. In side-by-side courses, traditional students and community participants learn together, each earning course credit for the work. The prison course paired 15 Drexel students with 15 incarcerated individuals at the Curran-Fromhold Correctional Facility (CFCF) in Philadelphia, where the group met weekly to exchange ideas about the criminal justice system, corrections and imprisonment. The course was modeled on the Inside-Out Prison Exchange Program, founded in 1997 by Temple University Professor Lori Pompa. The term “side-by-side” has since been adopted at Drexel to refer to courses in non-correctional settings.

Beyond the coursework and discussions, Rickards says it is the physical environment—the placement in the “real world”—that makes side-by-side courses powerful. “Just the act of being processed into a correctional facility every week, working alongside incarcerated individuals—that itself provides a powerful learning experience,” she says.

While the Inside-Out Program has been implemented at nearly 300 colleges across the U.S., Rickards says Drexel is the only university to expand the approach into other off-campus, community settings.

Documenting A Beautiful Life

Faculty across disciplines have embraced the side-by-side model. Some are excited to breathe new life into a subject they’ve been

“I learned to look into the heart of a stranger for who they are. I learned what selflessness can do. I learned what I want in my own life.”

teaching for decades, others are drawn to the opportunity to explore social justice, and some like the idea of bringing a community connection into the classroom.

Ken Bingham has taught English, creative writing and theater at Drexel since 1989. This summer, he offered his first hybrid CBL course, It’s a Beautiful Life: Writing the Gift of a Hospice Journal, in which pairs of students worked with a hospice patient to write their life journal. In addition to classroom sessions, students met with their patient partners once a week, either in hospice or at the patient’s home. Students were also charged with keeping their own journals and producing a second project—a video, photo album or scrapbook—to document their experience in the course.

The process of sitting with students week after week, talking about their own lives, was a revelation for the patients, says Bingham. “Instead of facing the challenge of death, this course was about the celebration of life.”

Given the seriousness of the subject, sophomore English major Hannah Gittler says the course was not one that could be approached with hesitation, but rather one she and her fellow classmates had to face “head on.” She admits she didn’t know what to expect initially, but was drawn to the idea of helping someone create a tangible history of their life to share with loved ones.

“I can say with all honesty [it] was one of the greatest experiences I’ve had in my life,” Gittler says. “I learned to look into the heart

of a stranger for who they are. I learned what selflessness can do. I learned what I want in my own life.”

Bingham credits Drexel with what he describes as “courageous and out-of-the-box thinking” in developing and offering these transformative CBL courses, and is already looking forward to introducing a new group of students to It’s a Beautiful Life this fall.

“It has been the most incredible teaching experience I’ve ever had,” he adds.

A Breath of Fresh Air

Danie Greenwell, professor of communication, got her CBL start in the spring of 2013 when she co-facilitated the course Talkin’ the Walk: Promoting Social Justice Through Public Speaking and Civic Dialogue with Gina Gendusa, program manager at LIFT. The course partnered traditional Drexel students with clients from LIFT (a non-profit that helps families achieve economic stability) to explore what it means to create change and how to inspire others to start and grow movements.

“That class went so well,” Greenwell says, “that I decided to throw an idea out there for what would basically be my dream: a course on urban farming and community organizing. Luckily, I knew the farmer at Walnut Hill Farm and she happily agreed to co-teach.” The result was a course called Healthy Green Spaces: Urban Farming and Community Organizing, which took place this summer.

Greenwell was impressed by the level of engagement from students: “[They] often stayed after class to chat and I rarely saw cell phones out, unless they were looking up something related to what they were learning.”

Junior Helen Nowotnik is a communication major with a concentration in global journalism. She describes Greenwell’s course as “a holistic learning experience.” Her classmate, senior architectural engineering major Michael Magee, says it was “a perfect combination” of hands-on work in the field, classroom discussions and readings on issues like sustainability, agricultural and food policy, as well as the business of farming.

Taking Advanced Math into High Schools

Humanities professors are not the only ones to take advantage of the CBL model. Dimitrios Papadopoulos is in his fourth year of teaching mathematics at Drexel. Although he typically teaches the freshmen calculus sequence, a mainstay for engineers and math majors, this fall he will introduce a new course to his repertoire: Special Topics: Secondary Education Math Enrichment. The hybrid course will allow 12-15 undergraduate students to spend half of their course time in the Drexel classroom and the other half working in an after-school program at the Freire Charter School in Philadelphia. Each Drexel student will be paired with a Freire student and will be tasked with teaching them the same concepts they’re learning in Papadopoulos’ classroom: things like probability theory, number theory and combinatorics.

Although the topics may seem advanced for teenagers, Papadopoulos says they don’t require much more than basic high school algebra skills. “I want to teach them math and the critical-thinking skills that come with studying math,” says Papdopoulos, who believes that introducing the Freire students to higher-level, or “pure math,” concepts could spark their interest in the field: “These skills are universally much more applicable than calculus,” he adds.

“For me to lecture about the effects of poverty does not compare to sitting down with someone who is about to lose their home.”

The benefits of this one-on-one teaching go both ways, says Papadopoulos: “The opportunity for [the Drexel students] to teach what they’re learning will contribute a great deal to their understanding of the material.”

The Power of Environment

Coming face to face with real people in real situations brings course material to life in a manner that would be impossible to replicate,

even for a seasoned instructor, says Rickards. “For me to lecture about the effects of poverty does not compare to sitting down with someone who is about to lose their home.”

Rickards and her colleagues are clearly passionate about the value CBL adds to a college education. “It speaks to a larger sense of social responsibility,” she says, “It speaks to integrated learning, and it speaks to public purpose.” ●



PINUPS FOR PITBULLS



Photo by:
Celeste Giuliano Photography



To purchase your 2014 Pinups for Pitbulls calendar, visit www.pinupsforpitbulls.org. Other merchandise, including hoodies, tees, mugs, water bottles and hot sauce is also available, with net proceeds directly supporting the PFPB mission.

Want to get involved? Email info@pinupsforpitbulls.org to join the org's Street Team.

Drexel grad Deirdre Franklin is giving pit bulls a better name through her non-profit Pinups for Pitbulls. Founded in 2005, the pooch-friendly 501(c)(3) fights pit bull stereotypes by educating people on the breed's history and disposition, while shedding light on discriminatory laws. Franklin founded the organization after breed-specific legislation passed in Denver ordering animal control agencies to collect and euthanize registered pit bulls and related breeds.

"These weren't dogs that had created harm or foul," Franklin says, "they were just born as pit-bull-type dogs."

Since the org's launch, Pinups for Pitbulls has grown exponentially. Its ever-popular pinup calendar showcases the loveable canines alongside dog owners and advocates, with proceeds benefiting pit bull breeds, rescue organizations and breed-discrimination education programs.

"When I first started PFPB, I wanted to make a pinup calendar to create awareness," says Franklin. "I never thought it would grow the way it has, nor did I think that people cared like I did about dogs."

Franklin graduated from Drexel's graduate program in public policy earlier this year. A lifetime advocate for pit bulls, she hopes to continue facilitating change and educating people about the furry friends she calls family.

Craft-ing Means Caring

Since the 1600s, Philadelphia has been a haven for beer drinkers, brewers and connoisseurs. What's that oft-misquoted phrase from Mr. B. Franklin? "Beer is proof that God loves us and wants us to be happy"? Well, it turns out he was really talking about wine but Philly has embraced the spirit nonetheless, topping the lists of "Best Beer Cities" and starting a nationwide trend with its annual Beer Week—a 10-day celebration of local hop history, pub culture and craft brewers.

Wesley Shumar, PhD, anthropologist and head of the Department of Culture and Communication, is tapping into this craft beer movement and exploring what it might signal about the evolving palate of the marketplace. He and doctoral candidates Nora Madison and Tyson Mitman have noticed that while other businesses struggle to keep up, microbrewers are reveling in the two-way conversations made possible by new media, using it not just to advertise, but also to build a community of like-minded individuals. This focus on personal connection, says Shumar, underlies the larger craft movement, including craft food trucks—fleets of local delectables-on-wheels so popular there are over 100 apps to help you track them down.

Is the rise of craft a countermovement to the box-store meccas of consumerism, Shumar wonders? Are both the producer and the consumer now, after living so long apart, finally searching for a higher-value experience—one where their worlds actually collide? Though the verdict isn't yet in, the possibilities are already making us feel all warm and fuzzy inside.



SALLY DYM SOLOMON, PHD

Professor of Chemistry

November 25, 1940 – January 13, 2013

With deep sadness, the Department of Chemistry announced the passing of Sally Dym Solomon, PhD, who died unexpectedly from flu complications this winter.

During her 42 years at Drexel, Solomon developed a reputation for her commitment to teaching and education, not only at the college-level, but also in underserved high schools throughout Philadelphia. She was a consultant to the Philadelphia School District on the science and math core curricula, and even visited schools to host chemistry demonstrations, or what she fondly referred to as "magic shows."

This passion for education led to Solomon's role as director of the Philadelphia Science in Motion program, which brought advanced scientific equipment and hands-on scientific training to area high schools in order to prepare students for careers in STEM fields.

Many of Solomon's research interests were centered on chemical education, developing experiments and demonstrations for general chemistry courses. She even developed new materials such as ice-cooled condensers that permit distillations without running water. Her chemistry experiments were legendary—like making a flower appear from flash paper (nitrated paper)—and her students enjoyed them tremendously.

Solomon's love of teaching was felt by many at Drexel: she mentored countless students, served as advisor to the student chapter of the American Chemical Society for over 10 years, and was awarded Drexel's Lindback Award for Excellence in Teaching in 1990. She is remembered for her humor and kindness, and for her ability to explain complicated concepts in concise terms. She was an encouraging and compassionate educator, concerned first and foremost with helping students to understand and appreciate the role of chemistry in "real life."

—Reinhard Schweitzer-Stenner, PhD,
professor and former interim head,
Department of Chemistry

NUNZIO PERNICONE, PHD

Professor of History

June 20, 1940 – May 30, 2013

The Department of History and Politics mourned the passing of Nunzio Pernicone, PhD, scholar and valued member of the Drexel community, in May of this year.

Pernicone joined Drexel in September 1988, after completing his PhD at the University of Rochester and serving on the faculty of Columbia University and the University of Illinois. In his 25 years of service at Drexel, his teachings on the impact of European revolutionaries on 19th Century American politics were a mainstay of the department. He trained countless students in historical methods and furthered their academic understanding of history as an important aspect of social citizenship. His recent appointment to Professor Emeritus was a well-deserved conclusion to his extensive and distinguished career.

Pernicone published two major academic books: *Italian Anarchism, 1864-1892* and *Carlo Tresca: Portrait of a Rebel*. He also wrote extensively on the impact and historical interpretation of the Sacco and Vanzetti case—one of the defining moments of 1920s American politics. He was active in lively academic debates around this topic, as evidenced by his 20 peer-reviewed articles and book chapters published over the span of his career.

Beyond his scholarship, Pernicone had long been acknowledged as a thoughtful teacher. By revealing the manner in which prior historical events and choices shaped the present political path, he mentored countless undergraduate students as they struggled to correctly place current events in a historical context. He also taught these students the value in rigorously applying historical methods to successfully understand the world they live in.

—Scott Barclay, PhD, professor and head of
the Department of History and Politics

IN MEMORIAM

RICHARD BINDER

Adjunct Professor of Communication

Drexel University Librarian

April 30, 1945 – July 8, 2013

This summer, Drexel University and the Department of Culture and Communication mourned the loss of Richard Binder, who passed away following a series of illnesses over the previous two years. His commitment to education was evident, as he continued to teach throughout much of that time.

Binder joined the Drexel community in 1971 after serving in the Peace Corps in Iran. He was part of the Library staff for more than 25 years, rising to the position of Librarian for the Humanities and Social Sciences. During this time, he also taught courses in Comparative Religion, Business Communications, and Public Speaking in what was then the Department of English. After his retirement from the Library in the mid-1990s, he continued to teach the latter two courses in the new Department of Culture and Communication. He last taught in the fall of 2012.

Binder also served for many years in an advisory capacity to the Asbury Ministry.

In all of these positions, Binder was known for his accessibility to students and his desire to help colleagues enhance their teaching and research. He also employed his significant height (6 foot, 6 inches) to appear as Santa Claus at the Library's annual Christmas parties for years after he left his position there. Binder will be sincerely missed by his friends and colleagues at Drexel.

—Michael Sullivan, PhD, Emeritus Professor
of Political Science

The **Nunzio Pernicone Memorial Scholarship Fund** was created in Pernicone's memory. Donations may be made payable to "Drexel University" and sent to Ken Goldman:

Office of Institutional Advancement
3141 Chestnut Street (01-316)
Philadelphia, PA 19104

Please contact Ken Goldman for more information: goldmankh@drexel.edu.

GRAD LIB

with Ira Taffer, PhD, '79, '83



A successful entrepreneur and dedicated alum, Ira Taffer, PhD, was recently appointed Interim Head of the College's Department of Chemistry. But before he started that job, we gave him a harder test: our first Grad Lib.

Hello, my name is Ira Taffer and I am a(n) avid cyclist. People would describe me as even-tempered: an attribute

(name) (noun or phrase) (adjective)

I owe to my mother. I grew up in/on a farm (not really) in Philadelphia. If I had never had Mr. Primiano for

(noun or phrase) (adjective + noun) (place/state of mind) (writer's choice)

high school chemistry, I never would have become a chemist. Everyday, while I avoided studying, I dreamed about

(writer's choice) (writer's choice) (activity, past tense)

becoming a famous scientist. Then I went to Drexel and learned that there are other foods besides meat and potatoes

(noun or adjective or phrase) (phrase)

so I learned to eat Mexican, Chinese, Italian and French...from my classmates. If I could go back in time and talk to

(phrase)

my college self, I would say "take better notes and do your homework."

(encouraging/reprimanding words of advice)

Life since college has been gratifying. Everyday, I'm thankful for my family and friends. Of all the people in my

(adjective or phrase) (noun or phrase) (noun)

life so far, the one that's had the most impact on where I am today is Bob Hutchins, PhD. I know the future holds

(noun or phrase)

great experiences, and as long as I am willing to walk through new doors, I will be challenged.

(noun or phrase) (writer's choice) (adjective)

For anyone who is still searching for their place in the world, I say: "Look everywhere, experience everything

(noun or phrase) (words of wisdom/humor)

and you will find your calling." You never know about life until you have many new experiences, challenges and adventures.

(writer's choice) (writer's choice)

With hopes you achieve your dreams,

(closing)

Ira

(your name)



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