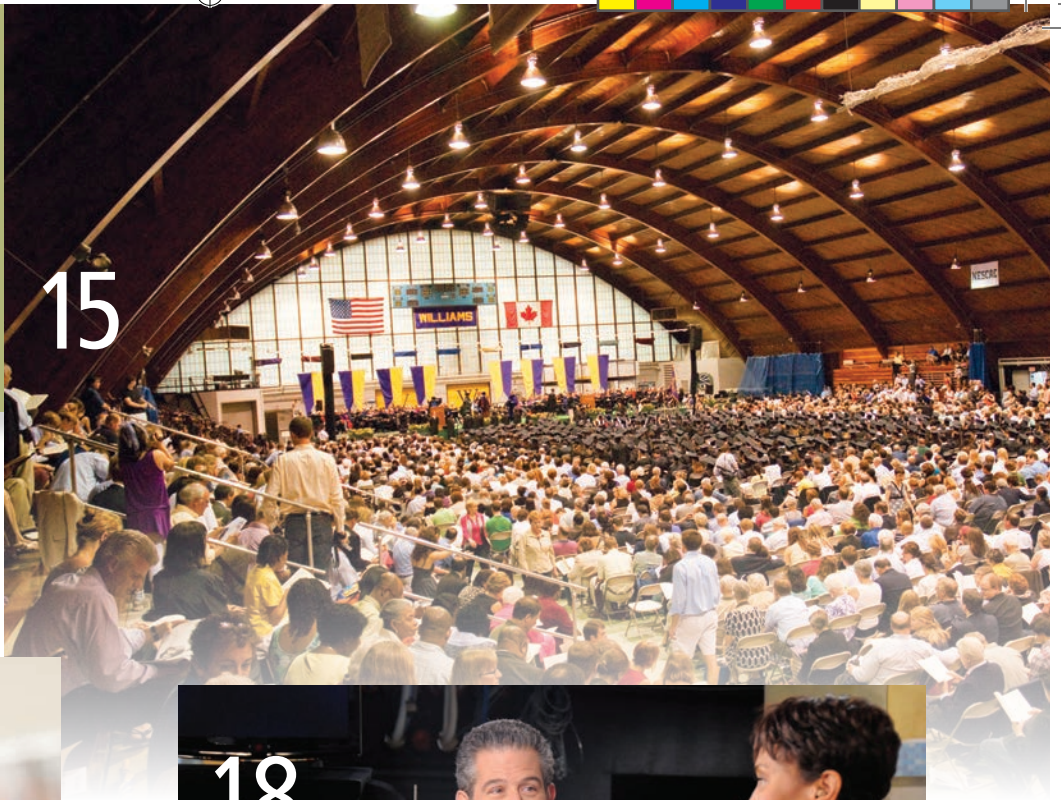
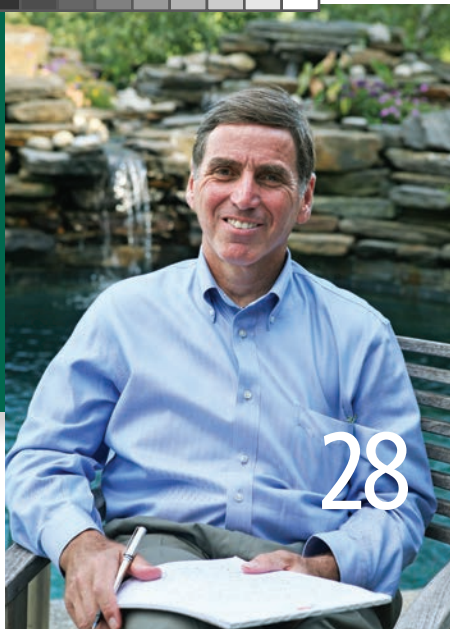


ALUMNI REVIEW September 2010

Williams





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departments

Opinions & Expressions

President Adam Falk on campus
spaces for teaching and learning. ...
Letters from readers. **4**

Scene & Herd

News of Williams and beyond. **6**

Life of the Mind

History professor Gretchen Long on
black medical care during slavery. ...
Lloyd Constantine '69 on former New
York Governor Eliot Spitzer. ...
Books & more. **26**



26



10



Williams

features

SEPTEMBER 2010

The Gaudino Option

The ethos of Williams applied to the pass/fail option.

10

Commencement 2010

A little rain, a great many happy graduates.

15

The Doctor is in the Studio

Richard Besser '81, pediatrician, public health administrator and now ABC News health and medical editor.

18

Public Art ... A Social Work

Artist Pepón Osorio creates a matrix of memory, melding two towns and two families in an act of social work.

22

On the cover

Four proud campus gardeners; for more, see page 6.

Photo by Roman Iwasiwka

[Go to Back Cover](#)



26



10



Williams

features

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>> [Click here for text only](#)

Spaces for Teaching and Learning

by President Adam Falk

In the last *Review*, I wrote of my conviction that, despite centuries of technological change, education remains a social activity, and I promised to talk this time about the important role that physical spaces play in fulfilling that mission. The purpose of Williams is *to bring students together with faculty, in a space that supports and encourages their personal, in-depth interaction over academic matters*. To illustrate what I mean, consider three new teaching and learning spaces on our campus.

The '62 Center for Theatre and Dance is possibly the most dramatic recent addition—a beacon of light, wood and glass. Like no other building on campus, it serves as a crossroads for the

moderate the College's signature two-student tutorials. Dedicated study lounges and artfully placed study nooks attract students and keep them close to the faculty and to each other. Vistas of the Berkshires inspire and beckon through windows in every direction, so that as modern as the buildings are, you feel intimately connected to these ancient mountains.

Finally, the Schow Science Library is the campus's finest example of new architecture married harmoniously with the old. Embracing the Thompson science buildings, it is the beating academic heart of the south side of the campus. Students are there at all hours, working in parallel and in collaboration. In the

words of College Librarian Dave Pilachowski, students like to "study alone, together"—at group tables—as well as study together, alone—in the separate group study rooms, constantly in use. Serving all of the sciences and math, Schow is a key locus of interdisciplinary study and research, fostering dialogue between students and faculty, and among students themselves. Even in this Internet age, students are drawn to the library as a home

for books, which have never been more important both symbolically and practically. Notwithstanding the iPad and the Kindle, book circulation in our libraries is up nine percent over last year.

These recent buildings, each of them already indispensable, teach us key lessons about our next major project, the Stetson-Sawyer library complex. A decade in the making, it exemplifies the best of our recent past: the multivalence of the '62 Center, the architectural vocabulary of Hollander and Schapiro Halls, and the integration of old and new (as well as the detailed attention to student needs) of Schow. When completed, Stetson-Sawyer will be the academic heart of the northern part of campus, focused on Divisions I and II, that Schow has become for Division III. It's truly a project of the 21st century, responsive to the deepest values of Williams by nurturing the human interaction that is at the heart of the education we will long aspire to offer. ■

"STUDENTS ARE THERE AT ALL HOURS, WORKING IN PARALLEL AND IN COLLABORATION. IN THE WORDS OF COLLEGE LIBRARIAN DAVE PILACHOWSKI, STUDENTS LIKE TO 'STUDY ALONE, TOGETHER'—AT GROUP TABLES—AS WELL AS STUDY TOGETHER, ALONE."

JUSTIN KNIGHT



intersection of communities both of and surrounding the college. During term and in the summer, the cultural and intellectual richness that Williams fosters is laid open to ourselves and our neighbors. The Center's architecture exposes to visitors the layers of activity involved in the creation of complicated art forms—from scene shops, props facilities and experimental theaters to polished MainStage productions. The building's larger purpose is to invite students and others not just to see theater and dance as finished forms, but to participate both virtually and actually in their creation.

The newest additions to campus, Hollander and Schapiro Halls, serve similarly as academic crossroads. Much more than simple faculty office and classroom buildings, Hollander and Schapiro are rich with spaces that invite students and faculty to linger and to converse. Faculty offices are designed to accom-



OPINIONS & EXPRESSIONS ■

LETTERS

jumping-off point

I wanted to let you know how much my wife Heather and I (both proud members of the Class of 1981) enjoyed the latest issue of the *Williams Alumni Review* (June 2010), in particular the piece by Denise DiFulco on Jennifer French and the Center for Environmental Studies. In fact, I enjoyed it so much that I made it the jumping-off point of a post on our blog, "Free Range: Food, Writing, the Texas Hill Country, and More," which I titled "The literary environment (with apologies to the *Williams Alumni Review*)."

(See madronoranch.blogspot.com, July 2, 2010.)

—Martin Kohout '81, Austin, Texas

In June's *Alumni Review*, James MacGregor Burns '39 answers ques-

court limits

tions about Supreme Court nominee Elena Kagan's impending confirmation hearings. He notes, "There will also be the usual red herring about 'original intent.' It is important to remember that the original framers of the Constitution disagreed about the meaning of the Constitution they had just drafted."

That originalism does not always lead to a simple—or even one—answer on matters of Constitutional interpretation should not lead to the wholesale untethering of the Court from the limits of the Constitution's language and meaning. Then again, I suppose that, thus unmoored, the Court would be free to arrive at Professor Burns' desired political ends.

—Russ Day '91, Washington, D.C.



The Alumni Review welcomes letters related to topics in the magazine.

Send letters to:

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Letters may be edited for clarity and space.

why? oh, why?

Why would you put a picture of a dorm with an Amherst College sticker on the cover of the June *Alumni Review*?

—Diana del Valle '95, Boca Raton, Fla.

They Said:

Opinions and ideas expressed by members of the Williams community

"What I'll miss about Williams is the people. Bricks and mortar are great, but the real value of this place is the folks who work here. I'll also miss Cole Field on a beautiful fall morning well before either soccer team kicks off. Weston Field late fall afternoon after the football game is over and stragglers are making their way out ... the whole spirit of the place." —Harry Sheehy '75, departing athletic director, on his appointment as director of athletics and recreation at Dartmouth College

"Like his idol, George S. Patton, he wanted to be the general who never cried. So I count myself among the fortunate few who knew the other George, the loyal and giving one, as well as the one who seemed regularly to be in hot water." —Fay Vincent '60, Commissioner of Baseball, 1989-92, writing of the late George Steinbrenner '52, in the New York Times, July 13, 2010



ROMAN IWASIWKA



INCH BY INCH, ROW BY ROW

Just outside Parsons House, a garden grows. The work of Williams Sustainable Growers (WSG), a student organization formed last spring and now totaling more than 100 members, the 12 raised beds are a continuing source of vegetables, ranging from lettuces and tomatoes to culinary herbs, kale, squashes, beans and heritage wheat.

Left to right: Elizabeth Pasipanodya '09, Nicholas Lee '11, Lauren McDonald '12, Kendra Sims '12

The project has provided fresh, healthy produce to the student growers, local food pantries and dining services.

The garden serves a larger purpose too, connecting the young gardeners with the earth they cultivate and engaging the larger Williams community by highlighting the relationship of food culture and environmental issues and raising consciousness on campus about the consequences of individual and collective dietary choices.

Supported by the Zilkha Center for Environmental Initiatives, the Center for Environmental Studies and College Council, the WSG project seeks to stimulate discourse within the curricula of multiple disciplines about agricultural diversity and sustainability. As WSG founder Jarret Nelson '10 says, "With each bite of food, people participate in networks that reach far beyond campus."

CDE 50TH ANNIVERSARY

The Center for Development Economics (CDE) will celebrate the 50th anniversary of its master's degree program with "A Half Century of Searching and Learning," a series of public panels and lectures to be held Oct. 12-15 on the Williams campus.

The principal speakers will be Joseph Stiglitz, Nobel Laureate and University Professor at Columbia University, who will deliver the address "A Half Century of Changing Perspectives on Development," and Dani Rodrik, Rafiq Hariri Professor of International Political Economy at the John F. Kennedy School of Government at Harvard University, speaking on "Diagnostics before Prescription?" The subjects of the panel discussions include "The CDE: Lessons Learned and Paths Forward," "Whither the Washington Consensus? Perspectives on Development Strategy," "The Financial Crisis of 2007-09: Lessons from Developing Countries for the U.S." and "Macroeconomic

Reforms in Developing Countries: What Has Been Gained?"

The CDE was the brainchild of Williams economics professor Emile Despres, who, after visiting Pakistan in 1958, proposed a program to improve economics training for officials in developing countries. Since opening in September 1960, the CDE has awarded more than 1,100 degrees to civil servants from 105 nations. Many CDE alumni will be returning to campus for the celebration. For a full schedule and listing of discussion participants, see <http://cde.williams.edu/50th-anniversary>.

NEW MAJORS OFFERED

Under the auspices of the Center for Environmental Studies, Williams now offers majors in environmental policy and environmental science. A third new major, Arabic Studies, was also approved in April.

According to the program description, the environmental policy major "combines

scientific literacy with an understanding of the economic, political and cultural structures involved in institutional decision-making on environmental matters." The environmental science major is designed to "provide training in one of the natural sciences as well as an understanding of the complex array of natural, social and political factors involved in environmental issues."

The Arabic studies major is based on a foundation in the Arabic language and also provides the opportunity for an interdisciplinary approach to Arab, Islamic and Middle Eastern studies.

WILLIAMS STUDENT DIES IN SWISS ALPS

Henry Lo, a 20-year-old junior at Williams, died on a hiking trip near Frutigen, Switzerland, on June 6. A student in the Williams-Exeter Programme at Oxford University, he was swept off a 100-meter cliff by an avalanche of snow, ice and rocks.



SCENE & HERD ■

>> Click here for text only

According to Bern police, the avalanche appeared to have been caused by a person skiing above where Lo and eight other Williams and Exeter students were hiking.

A resident of Franklin Square, N.Y., Lo was a double major in mathematics and religion. Fellow students in the Programme wrote, "You made the most of your time here at Oxford: football, kickboxing, working out, wine-tasting, truly loving your academic work. ... This list only scratches the surface. ... You made such a huge impression on all of us in less than a year. ... We can't believe you've been taken from us."

PROFESSOR AND AUTHOR ON AUTISM CLARA PARK DIES

Clara Claiborne Park, senior lecturer in English, emerita, at the College and an internationally recognized voice on autism, died in Williamstown on July 3. She was 86.

In the Williams classroom, Park was noted for her early work on female authors and characters; in the larger world, her reputation was based on two books she wrote about her quest to understand



Clara Claiborne Park

her daughter Jessie's autism. When *The Siege: The First Eight Years of an Autistic Child* appeared in 1967, autism was a poorly understood developmental disorder; by the 2001 publication of *Exiting Nirvana: A Daughter's Life with Autism*, Park's writings had for a generation been regarded as an important and pioneering source of insight for autism advocates, mental health professionals and educators.

After earning a bachelor's at Radcliffe (1944), Park received her master's at the University of Michigan (1948). She taught at Berkshire Community College before joining the faculty at Williams, where she taught from 1972 to 1994.

Park is survived by her husband David, Webster Atwell Class of 1921 Professor of Physics, emeritus; her daughter Jessie, a longtime employee in the Williams mail room; her son Paul, lecturer in English; daughters Katharine and Rachel; daughter-in-law Deborah Brothers, chair of the theater department; and two grandchildren.

the list

JOLLY GOOD FELLOWS

The academic year 2009-2010 saw many national fellowships awarded to Williams students. Among them were:

Beinecke Scholarship: Charles P. Rousseau '11 ... **Marshall Scholarships:** Aroop Mukharji '09 and Ruth Ezra '10 ... **Gates Cambridge Scholarship:** Emily Gladden '07 and Nathan Benaich '10 ... **Harry S. Truman Scholarship:** William Lee '11 ... **Barry M. Goldwater Scholarship:** Antal Benjamin Spector-Zabusky '12 ... **Thomas J. Watson Fellowships:** Jose Martinez '10 and Corey Watts '10 ... **DAAD Scholarship:** Jamie Lahvic '10 ... **Udall Scholarships:** J.J. Augenbraun '11 and Jennifer Rowe '11 ... **Fulbright Grants:** Jessica LeClair '10, Kristine Ericson '10, Lauren Hobby '10, Alan Arias '10, Benjamin Cohen '10, Sarah Lee '10, Brittini Micham '10, Patrick Rhine '10, Jessica Mahoney '10, John Salcedo '10 and Eric Beam '10 ... **French Government Teaching Assistantship:** Margot Bernstein '10.

WILLIAMS WINS 14TH DIRECTORS' CUP

According to ESPN commentator Bob Ryan, Williams "is the greatest small college program in America." He offered this assessment after Williams' scholar-athletes once again won the Directors' Cup awarded by the U.S. Sports Academy. The cup is given annually to the best all-around athletics program in NCAA Division III competition for team performance in 18 sports (nine men's, nine women's). Only once in its 15-year history has the Directors' Cup been awarded to another institution (UC San Diego in 1998, prior to its rise to Division II competition).

In 2009-10, women's crew and tennis finished first in the nation in Division III, while men's basketball and cross-country were second. Fourteen Williams teams finished in the top 10, and eight NCAA individual titles were won this past year by Ephs. In the overall calculation, Williams accumulated a total of 1,292.25 points, 386.5 points ahead of runner-up Amherst. The margin of victory was the largest since the Directors' Cup was established. For more details visit <http://tinyurl.com/directorscup>.



BASSETT, COCHRAN AND MANDJES NAMED TRUSTEES

In July, the Board of Trustees welcomed new term trustees Patrick F. Bassett '70 and Eric L. Cochran '82 and alumni-elected trustee Robin Powell Mandjes '82.

Bassett has been president of the National Association of Independent Schools since 2001. Previously, he was a teacher at Woodberry Forest and head at both Stuart Hall and Pomfret. He was a



Patrick F. Bassett

Kellogg National Leadership Fellow in 1986 and a 2000 recipient of the Educational Leadership Award from The Klingenstein Center of Teachers College, Columbia University, where he is an adjunct faculty member. Bassett holds a master's degree in film studies from Northwestern University.

A partner at Skadden, Arps, Slate, Meagher & Flom, Cochran specializes in corporate transactions. He is a board member of Horizons National, a student enrichment organization, and was a long-time trustee and treasurer of the Little Red School House. Cochran earned a master's in physical chemistry and his law degree at New York University. His wife Stacy (Silverstein '81) was the Arthur Levitt Artist-in-Residence at Williams in 2002-03.



Eric L. Cochran

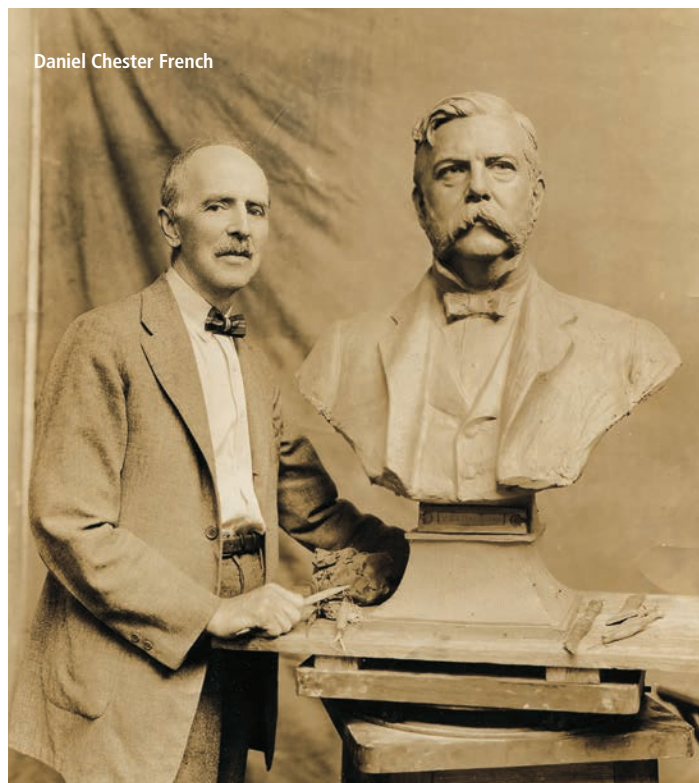
Based in Cambridge, Mass., Mandjes leads Powell Mandjes Associates, a real estate investment and advisory firm. Previously she worked in commercial and merchant banking; in the Williams Alumni Relations and Development office during the Third Century Campaign; for The Partnerships Inc.; and as director of



Robin Powell Mandjes

constituency development for AT&T Broadband. She also has served Williams as a Tyng Bequest administrator and a trustee of the Robert Gaudino Memorial Fund. She has an MBA from the Tuck School of Business at Dartmouth.

The terms of board service ended in June for trustees E. David Coolidge III '65, Delos (Toby) Cosgrove III '62, William E. Oberndorf '75 and César J. Alvarez '84.



Daniel Chester French

COURTESY OF CHAPIN LIBRARY

SCULPTOR'S ARCHIVES ARRIVE AT CHAPIN

The archival collections of Chesterwood, the Stockbridge, Mass., home of Daniel Chester French (1850-1931) and his family, have been transferred to the Chapin Library by the National Trust for Historic Preservation.

French, whose best known pieces include the seated "Abraham Lincoln" (1922) at the Lincoln Memorial and "Minute Man" (1875) in Concord, Mass., resided for more than 30 years in Berkshire County. Though his home, studio and gardens long have been an historic site, the shift of the archival collections to Williams will ease research access to an array of photographs, scrapbooks, travel albums and personal papers.

The National Trust for Historic Preservation considered the Library of Congress and other institutions before deciding to deposit the Chesterwood Archives in the Chapin Library. The College's location near to Chesterwood was one factor in the decision; another was the broad-based use to which the materials will be put, with the promise of future exhibitions, programs, publications and academic study in association with the Williams Art Department, the Graduate Program in the History of Art, the Williams College Museum of Art and the Sterling and Francine Clark Art Institute. For more information, see chapin.williams.edu/collect/chesterwood.html.



SPORTING LIFE ■

NOW COACHING FOR WILLIAMS...

"I've been preparing for this for a long time," says Aaron Kelton, who, after spending a dozen years as a college assistant and five more coaching high school, is now head football coach at Williams.

His last job, as defensive coordinator at Columbia University, was perfect preparation, Kelton says. "Columbia was a great place for me, both professionally and personally. Columbia helped me in learning how to work with a great group of young men who really understand the importance of academics."

For a former football player, Kelton isn't a giant of a man—at not quite six feet, he has maintained his 195-pound playing weight—but there is an evident intensity when he says, "I bring attitude and energy."

An all-state football player at Wellesley (Mass.) High School, the Boston-born Kelton also played baseball and basketball. He enrolled as a business major at Springfield College but graduated with a degree in psychology. "Just crunching numbers and sitting behind a desk wasn't for me. I enjoy people, especially young people. So now I'm a football coach—where I use my psych degree every day."

He started at quarterback for Springfield, though his coaching responsibilities have largely been on the defensive side of the line. "I have a passion about defense, but since I played quarterback in college, I tend to think offensively about how I would attack a defense. But I don't have to do it all myself. Both the coordinators here are the same after 6-2, 6-2 and 8-0 seasons. My job is to build on that success." Of last year's 22 starters, 18 are returning for the fall 2010 season, along with defensive coordinator George McCormack and Bill Barrale, offensive coordinator.

Kelton cites Columbia head coach Norries Wilson as an important influence. "Coach Wilson really mentored me. He helped prepare me for the job I have here at Williams. His being the first African-American coach in the Ivy League, we had those kinds of conversations." Kelton himself brings

the experience of being both a student and, later, a counselor in the Metco Program, a Massachusetts diversity initiative that since 1966 has enabled thousands of metropolitan Boston and Springfield students to attend public schools in surrounding communities. Kelton is completing a master's degree in integrated studies at Virginia State, where he coached for five years. "But I'm a football coach, first and last."

Coming to Williamstown means more to Kelton than just a first shot at a

job as head coach. "The College has its own reputation, a tremendous history, a winning tradition. Williams wants to see success from student athletes, and that helped entice me to come from Columbia." Rural Williamstown may be different from the bustle of Morningside Heights, but, having once coached in West Virginia ("I lived in a town with one stoplight"), a country setting feels familiar enough to Kelton. The adjustment may be greater for his wife Charlotte, who grew up outside the nation's capital, and his 18-year-old daughter, Kelsi. "But people have been great, warm and welcoming."

The move to the College also means a shift to Division III play. "The difference at Division I is dealing with a bigger budget and bigger players. But there are some really good Division III players—we get guys that Division I misses on. They're looking for somebody to compete right away, but at

Williams we can wait a year, and wait for him to develop into a solid player."

It is clear Kelton has quickly adapted to the culture of Williams. "The Amherst game is all everybody talks about. But that's also college football at its finest: great rivalries. And Williams-Amherst is a special rivalry, known throughout the nation. To be a part of that is very exciting to me."

Kelton's predecessor, Mike Whalen, returned to his alma mater, Wesleyan, after his Williams teams amassed a record of 38 wins and 10 losses in six seasons. His presence on the opposite sideline may bring an added incentive to the Wesleyan game, too, but Kelton takes a much larger view. "It's doesn't matter who is playing. I just say to the kids every week, 'Whoever Williams plays? That's going to be the best game in the country.'"



ROMAN IWASIWKA

Aaron Kelton





option

ILLUSTRATION BY BRETT AFFRUNTI



The Gaudino

Enabling students to enroll in
courses they really want to take
—but that seem risky.

Option

>> [Click here for text only](#)

ILLUSTRATION BY BRETT AFFRONTI

LEARNING IS LIMB-WALKING.

There's a unique thrill in stepping out on a branch, in following your curiosity. The view may be unfamiliar, even discomfiting, but a great education is full of leaps, small and large.

At Williams, effective this semester, a new mechanism is in place to encourage students to stretch, to reach beyond their majors, to extend their comfort zones. Its creators hope it will enhance a kind of intellectual skydiving—with a newfangled parachute.

It's called the *Gaudino Option*.

And, no, despite certain similarities, this isn't a pass/fail just like everybody else's. It's been described as a "smart" pass/fail, in part because invoking it requires that a student demonstrate to the instructor of a given course his or her

THE WAY IT WORKS...

Students can declare a G-option at the beginning of the semester, starting as early as the spring semester of first year and as late as the fall semester of senior year.

No more than one G-option course per semester, and at most two in an undergraduate career, is permitted. A G-option course may not be used to satisfy divisional or other college requirements, nor may the G-option be invoked for any course that fulfills major or concentration requirements *unless* it is the very first course taken in that major or concentration.

The student may ask the registrar's office to invoke the G-option within 30 days after grades are posted. To apply the option, the course grade has to be no lower than the lesser of: (a) the student's current GPA *minus* 0.67; or (b) the grade of B-. In addition, the registrar will ask the instructor of the course to assert that the student was "intellectually present." If either of these conditions is not met, then the grade earned cannot be removed. "Intellectual presence" implies regular attendance, full participation and completion of all required work. Some instructors may have other requirements, which they will make clear on the course's first-day handout/syllabus.

"intellectual presence." Furthermore, the process by which it was adopted attests to the desire by the Williams faculty to get this right. As new President Adam Falk remarked at the time of the faculty debate, "I've not seen anything like this elsewhere."

The story of the G-option, as it has come to be called, unfolded as follows.

Despite its name, the Gaudino Option did not begin with Professor Robert Gaudino; that rubric came later. The notion was born of a conversation.

Seated in math professor Edward Burger's office in February 2009, a student confided that he was struggling to find his way at Williams. He was the first in his family to attend college and, Burger recalls, "he shared with me a sense that his very well-meaning family saw Williams as his chance to raise himself, that the better he does here, the better he will do later." As they talked, Burger came to understand that these familial expectations were having an important—and limiting—impact on the character of the sophomore's college experience. "He felt this pressure to stay in a narrow channel. His family had made it clear that this was not the time to play."

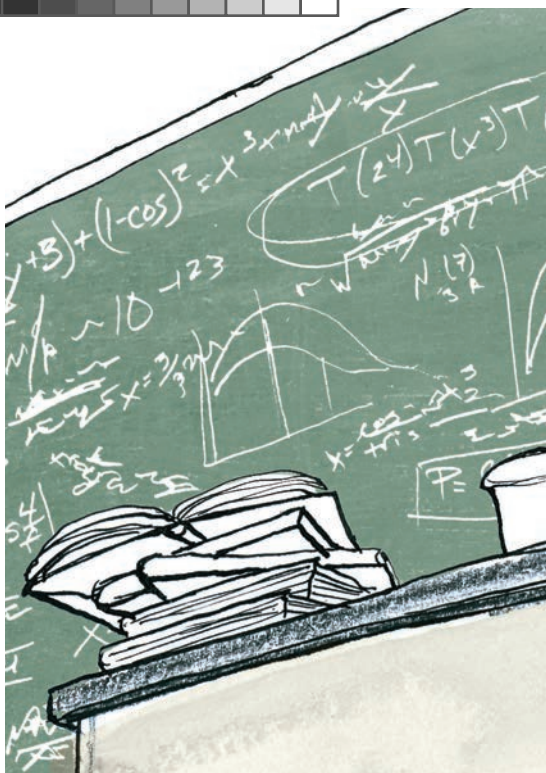
Thinking of the moment many months later, Burger almost explodes. "But this *is* the time to play!" he exclaims. At a time when the student should have been following his curiosity and testing his talents, he was taking few chances, opting to take courses that would enable him to maintain a high grade-point average.

Student and math professor were soon engaged in problem solving. Burger posed a question: *Suppose you could take a class that would be an intellectual reach and, after completing it, if you didn't do as well as you liked you could have the grade disappear. Would you make the leap?*

After a moment, the student replied, "That I could sell to my mother."

"Conceptually," Ed Burger remembers, "the Gaudino Option was born."

Burger set out to learn more. During reading period in December 2009, he conducted a survey. More than half the students surveyed responded; more notable still, 81 percent of them admitted to avoiding a class in which they were interested



"He felt this pressure to stay in a narrow channel. His family had made it clear that this was not the time to play. ... But this is the time to play!"

— Professor Edward Burger

because of grade concerns.

"To me," says Burger, "that's a problem of epidemic proportions."

Pass/fail options in differing guises have been around for decades. In the 1960s, Harvard, Columbia and countless other colleges adopted pass/fail grading under certain circumstances; at some colleges today, the entire freshman classes take all their first semester courses pass/fail. But at Williams, where the norm remains four graded courses per semester, the pass/fail option has traditionally been available only for a fifth course, and no course graded "pass" can be used to fulfill graduation requirements. To introduce pass/fail into the mainstream—even as a variant of the sort Burger was contemplating—would signal a change in the College's academic culture.

One of the godfathers of the G-option would prove to be Robert L. Gaudino (1925-74), the legendary Williams professor whose pedagogy and influence were revisited in the recent documentary *Mr. Gaudino* by Paul Lieberman '71 (see <http://tinyurl.com/MrGaudino>). As the 2008-2010 Gaudino Scholar, it was Burger's charge to advance Gaudino's ideas. Burger saw Gaudino's passion for the "unsettling experience" of travel (to India, to the Deep South, to Appalachia) and for fostering "uncomfortable learning" as entirely compatible with inviting undergraduates to explore fresh academic terrain.

Thereby the proposal gained its name.

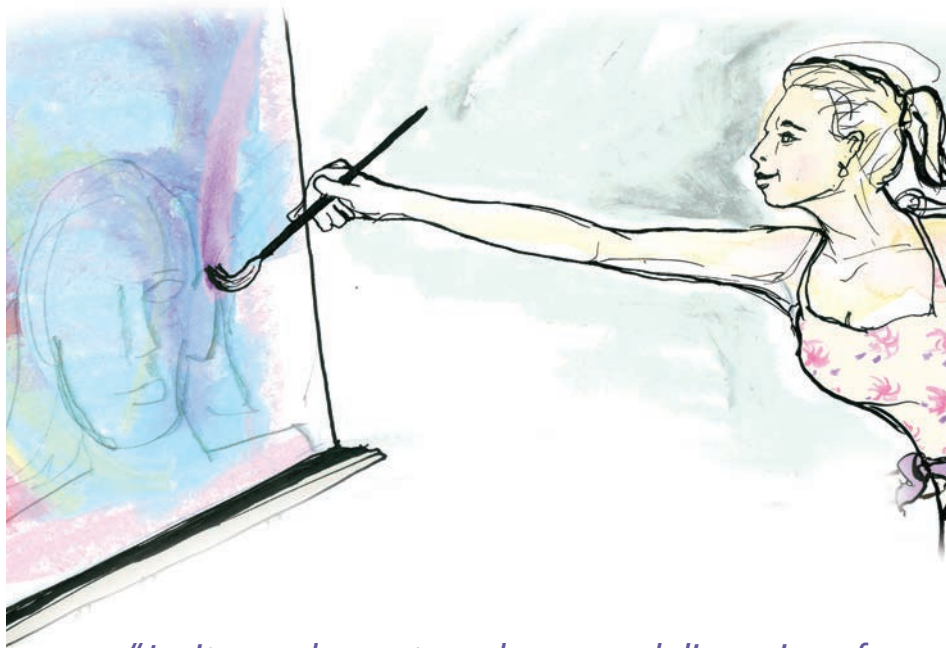
A mixture of faculty, administrators and students engaged in the following months in framing a specific proposal for campus-wide consideration.

Conversations, casual and official, ensued. The Gaudino Ad Hoc Advisory Committee was formed, consisting of five students, nine professors (one of them former Dean of the College Karen Merrill) and Registrar Charles Toomajian. Several members of the ad hoc committee also sat on the Committee on Educational Policy (CEP), the body at the College charged with evaluating and implementing curriculum changes.

This was a team effort to shape a fleeting idea into a proposal; strictures and structure emerged. The rationale, the time line, procedures, governing authorities, limitations and other defining characteristics of the G-option and its implementation were rendered onto two pages, one each for faculty and students. With the Gaudino Committee and the CEP on board, the Gaudino option was ready for consideration by the full faculty at the March 10, 2010, faculty meeting.

That isn't to say that, from the start, there hadn't been skeptics. Pass/fail options have a mixed history; perhaps the most common criticism has been that they can function as a disincentive for a student to engage completely in a course. In absence of the fear of a lower grade, students may coast through their pass/fail courses, giving less than their best efforts. That would run counter to the very intent of the G-option.

After much discussion, the framers of the Gaudino option devised a double remedy, which is among the most intriguing aspects of the proposal. First of all, the G-option can be invoked only if the student's grade in the course is a B- or higher or if the grade is no more than two-thirds of a grade below his or her GPA. Then, in order for a student to invoke the G-option, he or she must have been, in the judgment of the instructor, "intellectually



"I witnessed an extremely nuanced discussion of how we would like our students to understand the experience at Williams. And what we ought to be doing to enable them to profit from their time here. It was clear that the faculty felt deeply that getting this right was their job."

— President Adam Falk

present." If the professor adjudges the student not to have been intellectually present, the grade earned will remain on the transcript. In short, option denied. It is in this fail-safe in which the ethos of Williams is perhaps most apparent.

While the moment of conception has a Hopkinsian aspect—Burger and the undergraduate facing one another (without the log)—the formal adoption of the G-option occurred at the dawn of another presidency. Adam Falk, who took office on April 1, made the journey from Johns Hopkins to be in attendance at the March faculty meeting.

Falk was impressed by the process. "I witnessed an extremely nuanced discussion of how we would like our students to understand the experience at Williams. And what we ought to be doing to enable them to profit from their time here. It was

clear that the faculty felt deeply that getting this right was their job."

At the meeting, no fewer than 10 faculty members took the floor to offer comment. More than one expressed concern that the G-option might actually lead to further grade inflation; in response, Burger described a statistical analysis he had conducted. His data indicated that the average change upward would be as small as one-twenty-fifth of a point.

Others worried at the logistical complexity of the proposal. Still others warmed to the notion that it offered the students some "kindness," while another observed that, given its place in the alphabet after the letter "F," a "G" might be read by potential employers as emblematic of failure.

Following the debate, a vote was taken. The motion to adopt the Gaudino grading proposal passed by a vote of 57 to 29.

The Gaudino option is now in place for five years (a sunset clause requires that the faculty vote for permanent ratification; absenting such approval, the option expires at the end of the specified term). To judge by reports in the *Williams Record*, the G-option is receiving a robust welcome by students (see <http://tinyurl.com/2cpjxzu> and <http://tinyurl.com/25hdak7>). No hard data can emerge until after the close of the fall semester when students who designated courses decide whether to invoke the Gaudino option or not, but 88 percent of respondents to Burger's original survey indicated they would take advantage of the G-option if enacted.

Ed Burger, currently the Lissack Professor of Social Responsibility and Personal Ethics, offers a weather report from another front. He speaks regularly to alumni groups; there, too, the responses to the G-option tend to the enthusiastic. Repeatedly alums have come up to him after his lectures to confide their own academic experience. "Not only do they like idea—they actually name the courses they had deliberately avoided!"

Which raises the inevitable question: *Which limb would you walk out on?* — HH ■

"Creating an authentic identity, or finding out who you are, involves experimentation and role playing and even outright fraud. It involves pretending to be smarter and more secure and worldly than you are in the hope that you will eventually grow into the part."

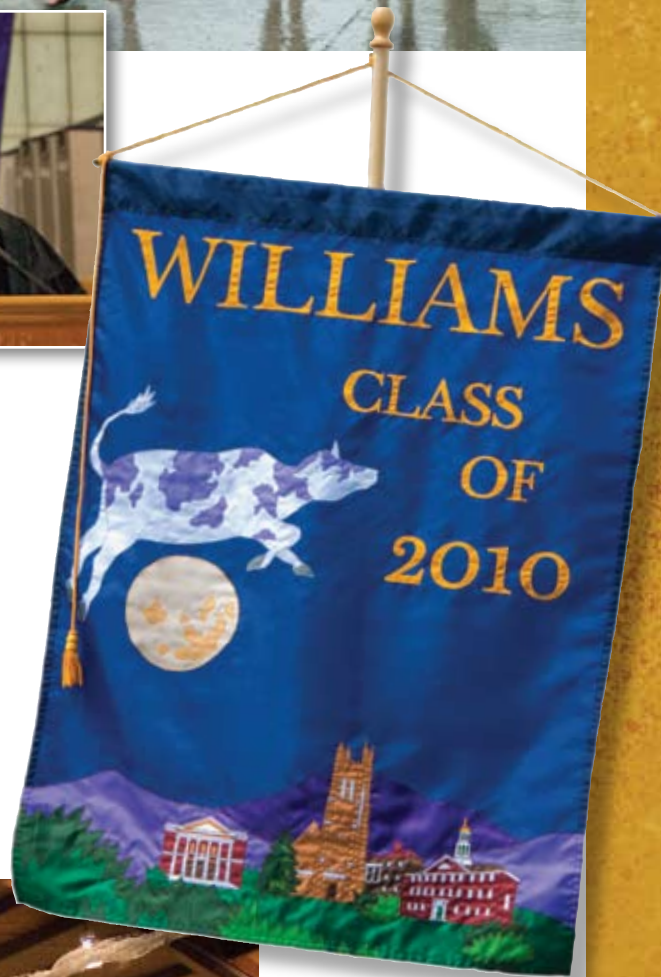
"But in my experience self-invention is only half of the goal of a fulfilling, meaningful life. The other half is to discover a community, to find your common humanity with others."

—Jay McNerney '76, from his address
"Fresh Starts, False Steps: Faking Your
Way to Your Authentic Destiny."



Commencement 2010

PHOTOGRAPHY BY NICHOLAS WHITMAN



Commencement 2010

Despite the rain—and rain it did Sunday, June 6—525 seniors and 44 graduate students accepted their diplomas at Williams 221st Commencement. At the indoor ceremony, held in Chapman Rink, 10 students graduated summa cum laude, 72 magna cum laude and 107 cum laude. There were 66 members of Phi Beta Kappa and 49 of Sigma Xi. Highest departmental honors went to 49 seniors, honors to 107.

Honorary degree recipients were G. Wayne Clough, Secretary of the Smithsonian Institution; Martha M. Coakley '75, Massachusetts Attorney General; Stephanie D. Wilson, astronaut; Jay McInerney '76, author; and Adam F. Falk, 17th president of Williams.

The celebrants listened to addresses from seniors Edward R. Mazurek, Ralph E. Morrison and Zachary Clair Miller before principal speaker Jay McInerney.

Thus launched, their spirits undampened, the graduates and their admirers went out into the rain once more. ■





"Two women were walking on a beach littered with starfish. One of the women would stop now and then and toss a starfish back into the ocean.

"Her companion asked her why; with so many thousands, she couldn't possibly make a difference. The woman stopped, picked up a fish, tossed it far back into the waters, and said, 'I made a difference for that one.'

"So we cannot do everything, but we can do something. And we can do it very well."

—Martha Coakley '75, from her Baccalaureate address
"Mountains Beyond Purple Mountains"

To listen to any or all of the commencement speeches, visit
<http://www.williams.edu/home/commencement/2010/#speeches>



ABIGAIL MAE JUSTICE

The Doctor Is In The Studio



ZYSISTOCK PHOTO

Richard Besser '81 straddles the worlds of medicine and journalism

BY JENNIFER WEEKS '83

>> [Click here for text only](#)





When new doctors take the Hippocratic Oath, they pledge to treat the sick, prevent disease, share medical knowledge with peers and serve the firm and infirm alike. In a way that few docs do, Richard Besser '81—pediatrician, medical researcher and public health administrator—has done all of those things over the last two decades. Now, following a stint as acting director of the U.S. Centers for Disease Control and Prevention (CDC) that made him a national television figure, Besser has found still another way to serve.

As senior health and medical editor at ABC News, Besser still works to keep Americans healthy. In a sense, Besser simply stepped from one side of the microphone to the other. As the federal government's top medical authority when H1N1 flu was first detected in the United States in 2009, he spent weeks explaining to the media what experts knew and didn't know about the disease. Now he's the point man at ABC for medical analysis and advice on high-impact issues, from disease outbreaks to long-term problems like obesity. He also investigates how money influences the marketing of drugs and medical procedures.

On camera, it's easy to see why ABC executives recruited Besser: he projects calm authority and a gentleness that reflects years of treating sick children. Tall and lean, with salt-and-pepper hair that hints reassuringly of experience, he frames his advice in a low-key way that lets viewers reach their own conclusions. For example, reporting on the H1N1 vaccine in November 2009, Besser patiently explained to local anchors at ABC affiliate stations that it had undergone even more safety testing than the seasonal flu vaccine. "There's been a big push to make it quickly, but within acceptable safety limits," he told one station. "If you're deciding whether to get vaccinated, don't avoid it because you're worried about safety."

Besser touts simple preventive steps, especially in lieu of controversial medical treatments. Early this year the U.S. Food and Drug Administration approved prescribing statins (cholesterol-lowering drugs) for patients with normal cholesterol levels to reduce heart attack and stroke risks. Then a study released in June concluded that statins used this way did not reduce risks, asserting that drug manufacturers had played a pervasive role in studies touting expanded statin therapy. Discussing the findings for ABC, Besser argued that people with normal cholesterol counts should instead focus on eating healthy diets, getting enough exercise and quitting smoking. "Those things *will* prevent the risk of heart disease. It's clear," he told *Good Morning America* anchor George Stephanopoulos.

ABC NEWS/GETTY IMAGES

And where it's relevant, Besser walks the walk. In his debut interview as medical editor with Diane Sawyer, while H1N1 was still generating headlines, he cheerfully pulled a bottle of hand sanitizer out of his pocket and observed, "You never know where you're going to be, or if there's a place to wash your hands."

A willingness to go places, with or without hand sanitizer, sparked Besser's interest in health and global issues, starting with a student exchange trip to Australia in high school. At Williams he majored in economics and remembers studying economic justice with former department chair Michael McPherson. "We talked about ideas like [American philosopher] John Rawls' veil of ignorance, which asks what someone would see as just if they were blind to their own position in the world," Besser recalls. "That's very relevant to public health emergencies where you have to decide fairly who should get countermeasures or scarce treatments."

After college Besser spent a year traveling around the world, mainly in Asia, where health disparities between wealthy and developing countries were glaringly obvious. He earned his medical degree at the University of Pennsylvania and did a residency in pediatrics at Johns Hopkins then went overseas again to work at the International

Dr. Besser discusses heart disease prevention with George Stephanopoulos (facing page) and reports from Haiti (below).



Center for Diarrheal Disease Research in Dhaka, Bangladesh. There Besser learned to manage infections like cholera that kill nearly two million children every year—more than AIDS, tuberculosis and malaria combined.

Next came Besser's first CDC assignment with the center's Epidemic Intelligence Service, a post-graduate training program in epidemiology, the study of how and why certain groups in human populations get sick. On his first mission as an EIS officer in 1991, Besser determined that unpasteurized apple cider contaminated with the virulent bacterium *E. coli* O157:H7 had caused a Boston outbreak of hemolytic uremic syndrome, a disorder in which a digestive infection produces toxic substances that attack red blood cells, often causing anemia and kidney damage. He also met his future wife Jeanne, a food writer, during the investigation; they married in 1993 and have two sons, ages 15 and 12.

"I spent two weeks in a Winnebago camper with FBI agents who were scared to death of microorganisms and medical researchers who were scared to death of guns and terrorism."

Although Besser enjoyed medical detective work, he wanted to combine clinical practice with teaching and research. In his next job, as director of the pediatric residency program at the University of California at San Diego, he researched pediatric tuberculosis (which was prevalent in the area, carried by families crossing over the border from Mexico) and treated patients for the county health department.

Five years later Besser returned to CDC to tackle public health issues at the national level, founding a program called "Get Smart" that developed guidelines for appropriate antibiotic use in adults. "Antibiotics are a precious national resource, and if we overuse them, we won't have them when we need them," Besser says. "Our goal was to shift people away from thinking, 'Well, it couldn't hurt,' [taking an antibiotic] to 'Will it really help?'"

"Rich brought exceptional vision and creativity to that program," says Assistant Surgeon General Anne Schuchat, who recruited Besser back to CDC. "He built a strong research program along with steps like creating a curriculum for medical students, involving community public health agencies and designing direct outreach measures targeted at consumers. It was a beautiful combination

of strong science and communication designed to motivate behavior."

In 2001, just a month after the 9/11 terrorist attacks, Besser was sent to Boca Raton, Fla., on a CDC team investigating how a tabloid publishing office had become contaminated with anthrax, a bacterium that occurs primarily in animals, but which several nations have studied as a germ warfare agent. One editor died from inhaling anthrax; a second employee was sickened but recovered.

CDC investigators confirmed that anthrax had been mailed to the building. That made the contamination a criminal act, bringing in the FBI. For Besser, this was a new kind of cross-cultural experience. "I spent two weeks in a Winnebago camper with FBI agents who were scared to death of microorganisms and medical researchers who were scared to death of guns and terrorism," he recalls. (Now CDC specialists train jointly with the FBI to handle terrorist attacks.) Four other people died from anthrax infections in Washington, D.C., and New York; the investigation ended inconclusively in 2008 when the chief suspect—a senior U.S. government scientist who had worked for years at a biodefense research laboratory—committed suicide just before an indictment was expected.

After that brush with terrorism, Besser took over a CDC branch that handled meningitis and "special pathogens" like anthrax and other exotic terror agents. In 2005 he became the agency's director of terrorism preparedness and emergency response and, on his very first day, Hurricane Katrina hit the Gulf Coast. CDC sent dozens of medical personnel to the region after the storm to monitor for foodborne and waterborne diseases, provide mental health counseling and manage exposure to chemical spills. For Besser, Katrina underlined the importance of preventive steps to make communities healthier, since many people hit hard by the storm had underlying medical problems that made them especially vulnerable. It also showed the urgency of being prepared and communicating effectively during crises—useful lessons when H1N1 emerged a few years later.

When ABC called, Besser jumped at the opportunity. "Communications change perceptions and behavior," he says. Now he's a frequent guest on *Good Morning America*, where the audience averages about 4.5 million people, and *World News Tonight*, which draws roughly 8 million viewers every evening.

Besser told ABC that he wanted to cover what he considered important health issues, including

problems with global scope like smoking and poor maternal health. “I didn’t want to do stories on diets or Botox,” he says. The network was receptive: Dr. Timothy Johnson, ABC’s senior medical editor, focused on personal health issues, so Besser’s broader interests were good complements.

His early stories covered topics like food safety and the rise of drug-resistant bacteria, but when a massive earthquake struck Haiti in January, Besser was on the scene within 36 hours. During eight days of reporting, he worked to balance his journalistic and medical missions. “It was an issue from the start, when I went to the general hospital and patients were camped out under a big tree,” he says. “I did some triage, minor first aid and small things like unkinking patients’ IV tubes, but I tried hard to make sure I was not the focus of anything I covered.”

It wasn’t always possible. On arriving at a tent city to report on how the quake was affecting pregnant women and infants, Besser found a teenage girl in labor. Besser saw that the baby was awkwardly positioned, meaning the mother might need a Caesarean section. He and the ABC team located an Israeli field hospital with an operating room, brought the girl there, and then determined that she also had preeclampsia (dangerously high blood pressure). That led to a medically-accelerated labor and successful delivery. As Besser reported, the baby was quite small—a sign that her mother had received little medical care during pregnancy.

Besser’s story for ABC described the eight-hour sequence and showed him talking to the laboring girl and consulting other doctors on his Blackberry. “What I really wanted to do was put issues like maternal health in perspective,” he says. “I want people to grasp that Haiti has pervasive health issues all the time that shouldn’t occur so close to our shores.” Other doctor/reporters, notably CNN’s Sanjay Gupta, drew critical flak for treating patients on-camera: some critics accused the journalists of grandstanding, although others called them heroes. For the most part Besser flew below the radar. “He was able to thread the needle and cover the story responsibly, always focusing on the people of Haiti,” says CDC’s Schuchat.

Not unlike a hospital, ABC is a busy workplace with many stories unfolding simultaneously—and



ABC/DA MAE ASTUTE

Besser during an appearance on *Good Morning America* with anchor Robin Roberts.

the hours can be long. When Besser appears on *Good Morning America*, he leaves home in New Jersey at 5:30 a.m. to get to the studio for makeup and teleprompter practice. Afterward he may do a half-dozen radio or television interviews with ABC stations, followed by pieces for GMA’s digital edition. Around mid-day he’ll learn whether he’s scheduled to appear on *World News Tonight*, then discuss the topic with producers before doing phone interviews and writing his story. Besser also meets daily with colleagues to discuss health and medical trends and plan future coverage.

Nonetheless, he has also obtained his New York medical license and made plans to restart pediatrics practice part time at a center in East Harlem. Besser is comfortable with one foot in medicine and the other in journalism and doesn’t feel that joining ABC has closed any doors for him. “This job could be challenging for a long time,” he says.

Besser embraces the challenge of helping viewers wade through often-frightening health stories and sort fact from fiction. “I’ve always looked for what’s next when things got too slow or too comfortable,” he says. “I want to show solutions as well as problems and give people perspective that they can use to make smart decisions.” If Hippocrates were watching, he would surely approve. ■

Jennifer Weeks '83 is a freelance writer in Watertown, Mass.



Public **art**

A Social Work

Finding individual meaning in class, culture and community

BY MAGGIE ADLER '99, GA '11

>> [Click here for text only](#)

Pepón Osorio is the antithesis of the isolated artist laboring alone in his studio to realize a masterpiece. For Osorio, a MacArthur Fellow and professor at Temple's Tyler School of Art, creation is an act of social work, a communal affair. His latest installation, *Drowned in a Glass of Water*, soon to be on view at the Williams College Museum of Art, was a collaboration with students, faculty, staff and townspeople.

Osorio's artistic practice is influenced by his early experiences in social work in New York City. During the 2009-10 academic year, Osorio journeyed monthly to Berkshire County, where he shared conversations, stories and meals with local residents. He sought to identify two families (one from Williamstown, the other from North Adams) as his collaborators and to transform their personal histories into a collective narrative. In a further attempt to engage the community, the artwork that resulted made its debut this summer in a vacant automobile dealership in North Adams.

"I'm really interested in discovering how art can nourish us," Osorio explains. "I spent weeks visiting with the families and learning their stories. I was looking for differences between the communities, but I ultimately found commonalities. I'm focusing on moments in both families' lives when

time froze, and how the events in our lives mark our paths."

The piece is monumental—18 feet in diameter—and mounted on a revolving platform. As Osorio explains, "The piece rotates; this comes out of conversations I had with Williams students and staff about shifting lives and changing fortunes."

As the installation slowly turns, Osorio's renditions of the stories of the anonymous families' lives are revealed and juxtaposed. The viewer is presented with one home's interior, the other's exterior. A deconstructed wheelchair on the busy interior side finds a parallel in the ambulance gurney on the spare lawn opposite. Signs of medical trouble and images of rising and falling water relate to the title of the piece, an expression that refers to moments when challenges seem larger than life, making us feel, says Osorio, "as though we could even 'drown in a glass of water.'"

According to Lisa Corrin, director of the museum, which commissioned the piece, Osorio was chosen because of the community-based methods he employs to generate his art. "Pepón's collaborative practice involves his subjects at every level, encouraging them to participate in a dialogue that begins at their first encounter and continues when the work of art goes on view. His great

"What excites me is the notion that we are extending the museum to other places. Presenting the work in the context of an unexpected site encourages the students who are helping me to understand the process of making art outside the academic context. They will engage with the larger world when they leave Williams, and helping me with this project is a small mirror of how their art education will apply outside the confines of their Williams education."

Pepón Osorio



MARK MCCARTY

MARK MCCARTY



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DOCTORING FREEDOM

by Denise DiFulco

Before she attended graduate school at the University of Chicago, Associate Professor of History Gretchen Long worked for Planned Parenthood and the Chicago Women's Health Center. The experience informed her academic intentions. "I was intrigued by how different groups gained access to health care," she explains, "especially women."

When she took a course in slavery and emancipation, Long suddenly found her inclination shifting away from women and health care. Attempting to link an assignment with her long-term interests, she wrote a paper about black medical care under slavery. "There were so many unanswered questions," she says. "And I got hooked."

Since then she has written extensively about the nature of diseases and the care blacks received as slaves and freed people, especially as compared to the white population. In her upcoming book, *Doctoring Freedom*, which is to be published by the University of North Carolina Press in 2011, she offers more than quantitative analysis or a simple narrative of doctoring, disease and death. Instead, the book is a cultural and historical exploration of how medical practice and black health fit into



ART EVANS



"Pepón reminds me of yoga. He cultivates in those surrounding him a state of relaxed and heightened awareness."

—Joann Harnden, Museum Coordinator of Education Programs

Drowned in a Glass of Water: An Installation by Pepón Osorio will be on view at the Williams College Museum of Art from Sept. 25, 2010 through Feb. 6, 2011.

The installation was commissioned by the museum in connection with the symposium "The Place of Taste: An Exploration of Food, Culture, and Community," which will be held at the College on Oct. 2, 2010. Pepón Osorio will be featured in "Artists' Dialogue: On Cultural Perceptions of Taste." The symposium is a celebration of the 10th anniversary of *Gastronomica: The Journal of Food and Culture*, edited by Williams Russian professor Darra Goldstein. For more information, see www.wcma.org.

Other collaborators in the making of *Drowned in a Glass of Water* included DownStreet Art, a public art project designed to revitalize downtown North Adams, and the Northern Berkshire Community Coalition, which aims to improve the quality of life for people in the area by organizing, supporting and empowering the community.

challenge was that he knew nothing about our communities—he was in every way an outsider. He needed to immerse himself in the idiosyncrasies of our place. He did this with the invaluable help of the curator and interns, our students, faculty, staff, social services agencies and the generosity of our community members."

The exhibition was curated by Cynthia Way, director of education and visitor experience at the museum. Way remarks, "The most important part of this project has been the process. Each visit, Pepón disrupted our routine and brought an artist's eye and imagination to our everyday lives. He drew us all into the process of creating the artwork, and his generosity of spirit invited honest, meaningful conversations, which in turn informed the visual vocabulary of this very complex installation." Once the empty showroom at Gateway Chevrolet was chosen as the first venue, Way explained, "Pepón made the space into his studio, and we were his willing apprentices."

The artwork is composed of everyday objects that one might find in basement storage or in a neighborhood tag sale, but Osorio makes the mundane precious through his intervention. Osorio sent staff and students on challenging object-finding expeditions. Once it was a search for broken clocks. Then Osorio initiated a mission to obtain 68 rubberized no-slip tub mats composed of shapes he thought looked like tears. The interior scene features salvaged curios, the exterior scene a giant fiberglass tree and fake dandelions that punctuate the manicured lawn.



>> [Click here for text only](#)

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MARK MCCARTHY

"Pepón is here at every step of the process. It's fascinating to have his constant feedback. We are not just left with a static set of instructions with no possibility for change and evolution."

—Rebecca Kane '10, intern, Lee, N.H.

A life-sized mannequin wears an elaborate dress with pink crocheted ruffles, woven by 23 volunteers from the Berkshires and the artist's hometown of Philadelphia, symbolizing community support.

Maia Robbins-Zust, technical director of the theater department, engineered the mechanized turntable; she also reupholstered a wooden settee with a fuzzy blanket printed with an elk design. The upholstery correlates with other found objects meant to evoke the natural setting of the Berkshires, including images of the Cascades in North Adams and several faux deer heads mounted on the wall. Simulated running water, a recurring motif, links the two sides of the installation. Interns assisted in the creation of videos and painted elements to Osorio's specifications.

"My process of working with the students and staff so intricately has been like weaving. I am weaving together stories of the community," Osorio says. "I am interested in the democratization of the artistic process. It's not just about what I achieve from making the art, but about what the participants can discover about themselves through their involvement."



ART EVANS

The making of *Drowned in a Glass of Water* was a communal act, one that both examined the complexity of its setting and engaged a range of people in the creative process. Yet even as Pepón Osorio created a piece of art for the public, as he himself explains, "The truth of the piece is personal." In the privacy of individual imaginations, viewers may interpret the work's meaning for themselves. ■

A former development professional, Maggie Adler '99 is a member of the Class of 2011 in Williams' Graduate Program in the History of Art.

"During Winter Study, I saw Pepón's interactions with community members, and I have seen his thinking and vision develop based on our reflections as students and his own changing perceptions."

Working with him has changed my artistic process—influencing my senior project that focused on capturing people's defining moments in video."

—Shelley Williamson '10, intern, Pittsfield, Mass.



MARK MCCARTHY



DOCTORING FREEDOM

by Denise DiFulco

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LIFE OF THE MIND ■

19th-century American ideas about freedom and race.

A Williams faculty member for the past six years, Long conducted much of her research for the book as a 2006-2007 Sheila Biddle Ford Foundation Fellow at Harvard University's W.E.B. DuBois Center for African and African American Studies. *Doctoring Freedom* spans the period from the waning years of slavery until the early 20th century, though Long focuses on the Civil War due to the extensive records available for that period. "The Civil War was such a huge health crisis," she says. "More soldiers

"BLACK SOLDIERS DURING THE CIVIL WAR WROTE ABOUT THEIR OWN MEDICAL EXPERIENCES. THEY WERE WOUNDED OR SICK OR THEY SAW WHITE SOLDIERS GETTING BETTER CARE. SICKNESS IS ONE OF THOSE THINGS THAT PUTS THEM ON THE PAGE A BIT."

died of illness than injury, and there was overt fretting about who was going to care for them."

In particular, there was a great deal of hand wringing, she says, over the care of blacks. Questions were posed at the time about whether blacks were healthy enough to live as free men and women and whether freedom was even good for them from a medical standpoint. Little was known for certain about the physical differences between blacks and whites, although Long found through her research that experts generally agreed that slaves were healthier than the immigrant populations entering the United States during the late 19th century.

Long's research also examines the role of black medical practitioners, beginning with slave healers during slavery. After

the Civil War black medical schools were founded as the practice of medicine, in general, became more professional. "They wanted to position themselves akin to the whites," Long says, explaining that black medical colleges were similarly scientific, modern and male-dominated, with many women who were healers under slavery relegated to nursing.

In spite of their education and expertise, black doctors often encountered resistance and roadblocks. Long was captivated by the story of Moses Camplin, a Southern doctor who had set up a practice for blacks but was prevented by municipal officials from signing death certificates, a critical aspect of a doctor's work since patients in those days often died of their illnesses and injuries. Without the ability to pronounce people dead, Long explains, "it would break up his business entirely."

Camplin was among several black doctors in the 19th century who wrote letters to municipal officials and to the Freedmen's Bureau seeking the right to practice medicine. Long was struck, in particular, by his handwriting. "His handwriting is so beautiful it jumps off the page," she says. "He presents himself so professionally." Camplin's letters are among those she has shared with her classes in American Medical History, the penmanship a clue to the doctor's level of education. She also has used articles from 19th-century journals with advice for slave owners on the proper care and feeding of their slaves.

In another of her classes, History of American Childhood, Long has been working out some new ideas for her next project, which will concern how black children are deployed in politics. The course is cross listed with Africana Studies, and in it she offers readings such as slave narratives and memoirs of growing up in the Jim Crow South, while also discussing contemporary media and literature, including television shows such as *The Wire*. "Even though the class is at 8:30 in the morning, my students are game up," she says. "They are helping me think through some of this stuff." ■

JON ROEMER



In the fall of 2003, Lloyd Constantine '69 wrapped up the largest federal antitrust suit in U.S. history—a case that ended in a \$3.4 billion settlement against Visa and MasterCard. A veteran litigator, a founder and partner in Constantine & Partners (later renamed Constantine Canon LLP), he knew from experience that the close of a trial would be a serious let down. To cope, he decided to write a book about the case.

"These are cases that usually last two or three years, and you put this really, really intensive effort forward—and when it's over, win, lose or draw, you get depressed," he explained, running his fingers along the edge of a conference table in his Manhattan office. "This one was so hard and so long and so much more intense than anything else that I had ever been involved in, I said, you know, you're really going to take a hit. So I decided to adopt a strategy that would allow me to continue to work on the case, so I could privately stay with these characters and these events and what was going on. It would be like going from heroin to methadone. And it worked."

He finished writing a year to the day after the case ended, and in 2006, he shared the manuscript with his longtime friend and colleague, Eliot Spitzer, who at the time was running for governor of New York State. "Eliot said, 'Put it away in a box for your kids,'" Constantine recalled. "You take on a lot of people. You criticize a

about the Visa/MasterCard case. A first-time author at age 62, Constantine accepted the first offer presented by his agent and published *Priceless: The Case that Brought Down the Visa/MasterCard Bank Cartel* (Kaplan Publishing, 2009). As a result of the book deal, he says, "I felt like I got a huge vitamin B-12 shot." While reviewing the contract with Kaplan, Constantine noted a provision that allowed his publisher right of first refusal on his second book, which he already knew would be about the tumultuous and short-lived Spitzer administration. He mailed off the first 100 pages, and within a month he had two books under contract. "It was like a dream come true," Constantine said. "It felt unbelievably great."

Journal of the Plague Year (Kaplan Publishing, 2010), which takes its title from a 1722 novel by Daniel Defoe about the Great Plague in London, recounts the days beginning with Spitzer's transition into office and provides an insider's chronicle of missteps that occurred long before the prostitution scandal became public. There were fumbled appointments as well as "Troopergate," in which the governor's office was investigated for ordering the New York State Police to record the travel of State Senate Majority Leader Joseph L. Bruno.

In a statement, Spitzer called *Journal of the Plague Year* "self-serving and largely inaccurate." Others have criticized the book as incomplete. But Constantine wasn't out to write a tell-all: "It's a

OBSERVE THE MIGHTY FALLING

by Denise DiFulco

lot of very important people. We don't need that as we go into this new administration.' Obviously there's a lot of irony in that. But I put it aside."

Spitzer, of course, was elected governor, only to resign just 15 months later when it was revealed he had been frequenting prostitutes. Constantine, who served as senior adviser in the administration, resigned shortly afterward. He spent several months cycling, traveling and generally trying to make sense of what had happened to his friend—who, all in a moment, had ceased to be a potential Democratic Party nominee for President of the United States. On a 17-hour flight back from India in mid-2008 Constantine once again used writing as a means of catharsis, completing the entire prologue to what would become a book about Spitzer's governorship.

Feeling reinvigorated, he returned to his Chatham, N.Y., home, where he locked himself up for months and rewrote his manuscript

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tell some," he said. "A lot of people are saying, 'You didn't tell the full story,' and other people are saying, 'You told too much.' I had to strike that balance."

Many of the details he kept private because of his longtime friendship with Spitzer's wife Silda, though the two are not in contact at present. In publishing the book, he said, "I'm doing the right thing for myself, for Eliot and the people of New York. But not for this woman I love and care about."

Still, Constantine has no regrets. He has resumed his law practice part time and is planning a third book, most likely a memoir about his Jewish youth on Long Island, which will revolve around Jeffrey Kagel, now known as Krishna Das, one of the world's foremost performers of Indian devotional music called kirtan.

"The last thing I wanted to do was to come back to the practice of law by default," he said. "But then the books happened, and it got me thinking like a writer." ■

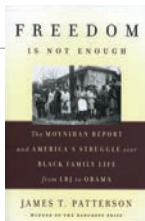
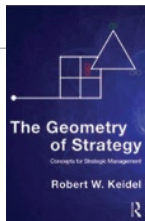
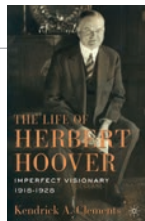
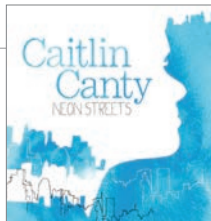


LIFE OF THE MIND

"WHEN THE ELIOT [SPITZER] THING EXPLODED,
I WAS THERE, I EXPERIENCED IT ALL, BUT I
DIDN'T REALLY FEEL LIKE I UNDERSTOOD WHAT
HAD JUST HAPPENED. I FIGURED IF I REVIEWED
THE SEQUENCE OF EVENTS, I WOULD
UNDERSTAND WHAT HAPPENED."

ROMAN IWASIWKA





LIFE OF THE MIND ■

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FROM THE BOOKSHELF

Crime and Culpability: A Theory of Criminal Law. By Larry Alexander '65 et al. Cambridge University Press, 2009. An overview of what criminal law would look like if punishment were commensurate with but not greater than deserved.

The Life of Herbert Hoover: Imperfect Visionary, 1918-1928. By Kendrick A. Clements '60. Palgrave Macmillan, 2010. A biography of Herbert Hoover's life and career from the end of WWI and his role as U.S. Secretary of Commerce to his election as the 31st President of the United States.

The Francophone Women's Magazine Inside and Outside of France. Edited by Annabelle Cone '82 et al. University Press of the South, 2010. An edited collection that addresses the role French language women's magazines have played in their readers' lives historically and geographically.

Great Walks of Big Bend. By Robert Gillmore '68. Great Walks Inc., 2010. A pocket-sized guide to the 15 great walks and six honorable mentions in Texas' Big Bend National Park and Big Bend Ranch State Park.

Hybrid Constitutions: Challenging Legacies of Law, Privilege, and Culture in Colonial America. By Vicki Hsueh '95. Duke University Press, 2010. Analyses of the founding of proprietary colonies contest the notion of a uniform process of moderniza-

tion, conquest and assimilation, revealing diverse thought and interaction between Europeans and indigenous people.

Verbuendungshaus fforst: An Encouragement. Translated by Patrick Hubenthal '93. Junius Verlag, 2009. How a student-run residence hall on Germany's Polish border became a cultural nexus.

The Geometry of Strategy: Concepts for Strategic Management. By Robert W. Keidel '64. Routledge, 2010. A framework based on simple geometric forms to aid organizational leaders in integrating strategic planning and thinking.

Broken Glass: A Young Girl Named Ginger. By Utara Norng CDE '10. Northshire Bookstore, 2010. Based on a true story, the life of a young girl growing up in a society shattered by the Khmer Rouge regime and governed by sex, drugs, gangs and violence.

Freedom is Not Enough: The Moynihan Report and America's Struggle over Black Family Life from LBJ to Obama. By James T. Patterson '57. Basic Books, 2010. An analysis of the controversial Moynihan Report examines the report's historical context and implications for policy.

Empires of Food: Feast, Famine, and the Rise and Fall of Civilizations. By Andrew Rimas '95 et al. Free Press, 2010. A chronicle of the fate of people and societies for the past 12,000 years through their food systems, with insights into what to expect in years to come.

BOOKSHELF GOES ONLINE!

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Teaching from the Middle of the Room: Inviting Students to Learn. By Frank Thoms '60. Stetson Press, 2010. A guide to how a teacher places him or herself physically, emotionally, intellectually and organizationally with respect to students, knowledge and learning.

Building Strong Nonprofits: New Strategies for Growth and Sustainability. Edited and with a chapter by Lisa Barnwell Williams '75 et al. Wiley, 2010. Written by the Skystone Ryan consulting team, each essay offers a fresh perspective on nonprofit growth and introduces new ways to bring the philanthropic community vitality, stability and relevance in today's economic climate.

ON CD

Neon Streets. By Caitlin Canty '04. Oxbow Records, 2010. The singer/songwriter's second album features her vocals and Williams alumni band Darlingside's cello, mandolin, guitars, drums and harmonies.

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Documenting the many faces of Williams.

I LOVE hiking,
cross-country skiing,
cycling, camping,
cooking and relaxing
with my husband and our three cats.
I have a disability,
but my sister never
noticed it until some
little kid down the street
told her. I LOVE MY
JOB—every day
I get to celebrate
children's
achievements.

MICHELLE SANDERS '91

Photo by Charles Eshelman 6.9.06



I am raised with FIRE,
GUNS, DUST and SMOKE
I have traveled around world,
but nothing felt like home
I am a dreamer; I am a believer
I dare to face the world with its thorns
I am a black, I am a white,
I am a colorful glow of light
I am a FIGHTER,
I am a LOVER,
and stand always with
what is right
I still have to go
on a way so long
I am a patriot from
Afghanistan

SHAKIR MAJEEDI, CDE '07

Photo by Kevin Kenefick 1.18.07

