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Who Said College Can’t Be Fun and Games?

See page 24
Controlling behavior

Midfielder Meghan Garrity ’08 (Walled Lake, Mich.), right, fights for the ball with a St. Thomas player in an Oct. 5 game that the Scots won 3-0. Six days later, Coach John Leaney celebrated his 500th college soccer coaching victory when the women defeated St. Benedict.

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Who Said College Can't Be Fun and Games?

Three-legged races, cream pie-eating, marshmallow stuffing:
first-year students enjoyed a different introduction to campus this
fall. Photographer Greg Helgeson got the flavor of it.
‘Balancing Acts’

I WAS DISAPPOINTED in “Balancing Acts” [Fall issue]. The efforts of middle- and upper-middle-class parents to balance work and family life are well-represented in the popular media, and now, it seems, well-represented in Macalester Today.

But what about all the middle-class families who still cannot afford for one or both parents to cut back from full-time work? Further, what about all the poor families and single-parent families for whom the thought of staying home full-time with children is a joke, and certainly not a realistic choice? The parents highlighted in this article have choices that simply do not exist for most Americans. Individual solutions to the problem of work-life balance do not address the fact that our society claims to value families yet forces most parents to work long hours for low wages.

Joy Ziegeweid ’01
Ann Arbor, Mich.

Russ Wigfield ’47

AS THE LIVES of professors, administrators and staff from my time at Macalester come to a close, I find myself cherishing my memories of those inspiring and noble individuals more and more. My memories of Chaplain Russ Wigfield [see obituary on page 48] are no exception.

He was for many students of the early 1980s a comforting presence on campus. He listened with compassion to those of us who came to him with youthful questions about the existence of a benevolent God in the midst of a violent and unjust world. He led us to examine our own lives and posited the notion that life is a journey of both personal reflection and group involvement. To Russ, the act of being fully human required both an awareness of self—for one’s talents and shortcomings—as well as a commitment to others, friends and strangers alike.

Russ’ own life was shaped by a religious calling that was bound to a dedication to social justice. He was a model of rational spirituality and its inverse, spiritual rationality. He sought balance and harmony in a world too often fraught with inequality and discord. He showed in his daily living how religion can guide a person and a community through...
Unsung heroes? Here's one more. Tell us about others!

Tell us about a Mac alum—someone you know personally—who deserves recognition in the pages of Macalester Today for what they do, quietly, in their daily lives. What would you like our readers to know about this person? Tell us—in 200 words or less—and we will publish as many replies as we can. Write: mactoday@macalester.edu. Or Macalester Today, College Relations Office, Macalester College, 1600 Grand Ave., St. Paul, MN 55105.

Audrey Peck Ruble '37: A teacher all her life

She was a red-headed free spirit a semester away from graduation when rheumatoid arthritis forced her to leave Macalester.

Years of painful rehabilitation and surgery enabled her, eventually, to walk down the aisle for her wedding, but she never graduated, except to a cane, then crutches and finally a wheelchair. I never saw my mother walk.

She never got her teaching degree, but she was a teacher all her life—Cub Scout den mother, PTA president, driving force in the fluoridation of Duluth's water supply, equal voice in my father's engineering firm. And mother to two.

Were it not for her, I would not know the joy of music.

Were it not for her, I would not know the power of words.

Were it not for her, I would not know the harmony life can offer, despite—or perhaps because of—the obstacles placed in our paths.

Not once in the 42 years I knew her did Audrey complain of her handicap; not once did she ask for pity. The closest she came was to say that when she slept, she often dreamed of riding a bicycle.

I used to think I should see if Mac would award her an honorary degree—lord knows, her life experiences transceded anything she learned in the classroom—but I never got around to it. Now it's 10 years too late.

And I'm not sure she would have cared.

I was slow to understand some of what she tried to teach me—that family, without exception, is more important than career; that it's the journey, not the destination, that counts; that it's better to laugh at what life hands us because self-pity is a dead end.

But I found my own peace—conquered my darker angels—before she left. And I know that pleased her.

And I ride my bike several hundred miles a year.

Dave Ruble '75
Duluth, Minn.

My observation is that the school continues to offer a fine liberal education, as it did in 1953, and that it continues to be worthy of my support.

Macalester's direction

I just wanted to let those who have contributed and are contributing to making Macalester College a great institution know that I am thankful for the continual path that the college has taken in providing its students with a truly liberal education.

I noted in the last issue of Macalester Today that some alumni have taken issue with the direction of the college, but I am inclined to believe that their opinion is based on forgetting what a liberal education should provide. Over the past 50 years since my graduation from Macalester, I have gradually become more and more informed so that I am a more fulfilled (and perhaps frustrated) human being. Looking back, I believe that a critical thinking seed was planted at Mac which has led to my being more inquisitive and skeptical. I regret that it took so many years to appreciate the opportunities offered to me while attending Macalester. Unfortunately, I am too far away to take advantage of the learning opportunities available to alumni and could not imagine living through a Minnesota winter after living in Southern California for 25 years.

To sum it up, I am proud of the fact that in a very small way I am still affiliated with Macalester.

David Coulson '54 B.A., '57 M.Ed.
Irvine, Calif.
Sweet 16: First-year courses

Just ask Laura Smith '94 how important a first-year course can be. Besides forging friendships with other new students, she found 'my real passion' and returned to teach geography at Mac

Does gift-giving in the U.S. and elsewhere serve to tie people together, or does it function to control the behavior of recipients? Are cows sacred to Indian Hindus because they symbolize life and nature, or because they pull plows and fertilize the land, thus providing food for people to eat?

—Sonia Patten's "Cultural Anthropology"

Are Jews different? Are they a religious group? Are they an ethnic group? A racial group? A tribe? What's at stake in the answer?

—David Itzkowitz and Clay Stolnman's "U.S. Jews at the Margin"

Are fast-growing Western cities like Las Vegas and Phoenix sustainable? What characteristics give 'The South' a stronger regional image than other areas of North America?

—Laura Smith's "Regional Geography of the U.S. and Canada"

These are some of the stimulating questions addressed in fall 2005's First-Year Courses (FYC). Geography Professor Laura Smith '94 has a personal reason for her commitment to teaching an FYC. As a first-year student at Macalester in 1990, she took "Classical Roots of the Twin Cities," team-taught by an art professor and geography Professor David Lanegran '63.

"I had never had a geography course before in my life, but the description sounded intriguing to a first-year with a wide-open choice of courses to take," Smith says. "Thanks to my first-year course, I not only established relationships with other new students, but found my real passion and eventually ended up back at Mac as an assistant professor of geography!"

All classes emphasize writing, are limited to 16 students and are taught by their aca-

Food with a view

Students and faculty enjoy a picnic lunch on the patio in front of the Ruth Stricker Dayton Campus Center after the opening convocation in September.
Some students take advantage of the small class size to get an "intro" class in economics, chemistry or computer science under their belts. Some courses feature field trips. In John Craddock '84's "Natural History of the National Parks" students take a canoe trip to Voyageurs National Park in northern Minnesota. Mary Hark's "Book Arts" class visits the book and paper conservation lab at the Minnesota Historical Society, as well as local museum and library collections. Smith takes her students to Minnesota's Iron Range where they "study the Range as an example of a region historically dominated by primary industry and natural resource extraction that is having to reinvent itself in the shifting national economy."

Although she offers the same class to older geography students, Smith thinks it's a special experience for first-years. "The trip is a great bonding experience for them, to be together for two days outside of the classroom, early on in their college careers, observing and analyzing the region as an academic exercise. Plus, they have fun! "I think it's extremely helpful that students get a more formal introduction to college life, research and writing in at least one of their courses during their first year, rather than hoping to pick up such information and skills along the way," she adds. "The program also includes important community-building 'extras' through support for outside-the-classroom activities such as our field trip, or meal gatherings. Students in a first-year course share a common interest and a common classroom experience, as well as social activities outside the classroom, all of which combine to provide an easy opportunity for making those first college friends, which can relieve a lot of the pressure that new students feel."
Moodle makes it easy

If a software is free and has a playful name, can it be worthwhile? If it's a "bundle of pedagogical tools" based on a "social constructionist" philosophy of learning, can it be easy to use?

When it comes to Moodle, the answer appears to be an emphatic "Yes" to both questions, judging by the enthusiasm with which Macalester faculty members have embraced this course management software.

In fall 2004, Macalester began to test-drive a pilot phase of Moodle, which allows faculty to construct a Web site for each course they teach. By December, 30 faculty and 400 students were using it in more than 40 courses. By spring semester, the numbers had jumped to 90 faculty, 1,200 students and 120 courses. The Moodle site (http://moodle.org/) suggests that globally there are over 50,000 Moodle users speaking 60 languages in 120 countries.

So, what does it do?

Begun by computer scientist and educator Martin Dougiamas at Curtin University in Australia, Moodle (Modular Object-Oriented Dynamic Learning Environment) allows professors to use a course Web site to post schedules, assignments, additional resources and class announcements. Real-time, outside-of-class discussions can take place using the forum tool, and students can use the journal tool to reflect on readings, or to turn in writing assignments.

"Moodle contains functions faculty already had, such as e-mail and the ability to upload resources, and integrates them," says Barron Koralicky, academic information associate at Macalester. "Moreover, there are many tools that they didn't have, for instance, the ability to create polls, quizzes, glossaries and to insert news feeds from other online sources into their classes. It is written by educators for educators."

Successful Moodle training, support and promotion was made possible by extensive collaboration across all Information Services departments—computing, instructional technologists, library and Web services.

"Moodle has helped me to know students better," says geology Professor Karl Wirth. "Students' journal entries have greatly enhanced my ability to monitor and understand student learning. In addition, discussions can happen 24 hours a day from anywhere in the world."

College creates Institute for Global Citizenship

Macalester has announced the creation of a major new initiative—the Institute for Global Citizenship.

"The aim of this initiative is to embody, advance and publicize the distinctive mission of Macalester—a commitment to internationalism, multiculturalism and service within a context of academic excellence—and to serve as a catalyst for innovative programs in teaching, scholarship and service," President Rosenberg told the campus community in November.

The result of more than two years of planning and discussion, the institute will bring together academic and co-curricular activities ranging from international studies to community service, as well as develop new programs inside the classroom and in the community.

The mission of the institute is "to encourage, promote and support rigorous learning that prepares students for lives as effective and ethical 'global citizen-leaders'; innovative scholarship that enriches the public and academic discourse on important issues of global significance; and meaningful service that enhances such learning and/or scholarship while enriching the communities within which Macalester is embedded."

"The institute will be launched this spring with visits by major international figures and commentators who will discuss the local, national and transnational dimensions of global citizenship. Other activities will include an annual spring conference focusing on students' work in civic engagement; a visiting scholar for next year; new study-abroad ventures for students; new courses and new opportunities for students to partner with community organizations.

"We are trying both to strengthen our commitment to prepare students for engaged citizenship and socially responsible leadership and to forge our own work on internationalism, multiculturalism and service in a more compelling, integrated and intellectually powerful whole," Rosenberg said.

The Institute for Global Citizenship will be headed by Ahmed Samatar, currently dean of international studies and programming, who will now become dean of the institute. Andrew Latham, a political science professor, will be an associate dean, as will Karin Trail-Johnson, now director of the Community Service Office.

The institute will have a campus-wide steering committee as well as an outside advisory board composed of distinguished alumni, scholars, public officials and community leaders with demonstrated records of responsible citizenship and leadership.

Samatar  Latham  Trail-Johnson
White-collar blues
Author Barbara Ehrenreich goes undercover in the world of the white-collar unemployed

BE POSITIVE, be perky, be upbeat at all times. That was the essence of the advice her $200-per-hour “job coach” gave author Barbara Ehrenreich when she immersed herself in the world of the white-collar unemployed. Ehrenreich was interviewed on campus Sept. 29 as part of the Broadcast Journalist Series. She is the author of 13 books including the bestselling Nickel and Dimed, about the life of the low-wage earner, and now Bait and Switch: The (Futile) Pursuit of the American Dream, in which she explores the vulnerability of the middle class, many of whom have “done everything right” from earning college degrees to developing skill-filled resumes.

“It is so easy to get on that downward slide,” says Ehrenreich. “You walk in [to work] one day, and you’ve been ‘downsized,’ ‘right-sized,’ ‘laid off,’ ‘smart-sized,’ or whatever euphemism they’re using, and you have to get out in 30 minutes.”

After having a $250 make-over to look more “corporate,” Ehrenreich took her own impressive resume (under her maiden name), and spent months trying to land a job. In addition to applying for many positions, she attended networking events and engaged career coaches, only to hear repeatedly that attitude is all-important, a handy way of blaming the victim rather than the economy, outsourcing or other causes. One coach, after administering tests, advised her to “avoid occupations that involve writing.”

After months of job hunting, Ehrenreich received only two offers — both commissions-only, direct sales positions with no benefits and no office. The 64-year-old writer doesn’t blame age discrimination only, saying she hears from white-collar job seekers of all ages who find themselves unwillingly unemployed. Eventually, many give up and resign themselves to low-wage jobs.

Companies have “gotten away from seeing employees as assets, toward seeing employees as expenses,” says Ehrenreich. “They’re looking for a way to get rid of you....If you are pushed out of a job, it may be the end of your white-collar life, and the beginning of your blue-collar life.”

Noting that white-collar employees have tended to be aloof from labor solidarity, she says, “If we don’t start sticking together, we’re all ruined.” She also suggests Americans need to “have the government stop coddling corporations.” Through her Web site, www.barbaraehrenreich.com, and at her appearances, Ehrenreich encourages people to organize and act. “The wealthy live in a bubble; they don’t have a clue... Sometimes,” she says, “it takes a crowd in the street.”

The Broadcast Journalist Series, now in its 10th year, is cosponsored by Macalester, Minnesota Public Radio, Dorsey & Whitney, and Whole Foods Markets.
Trustees Award

Maxine Houghton Wallin '48 and her husband, Winston R. Wallin, former CEO and chair of Medtronic, Inc., were awarded the Trustees Award for Meritorious and Distinguished Service.

The presentation was made at a dinner in their honor at the Alexander G. Hill Ballroom in October. The Board of Trustees recognized the couple for their "tremendous leadership in business, education, civic engagement and philanthropy, leading both by persuasion and by example. You serve as excellent role models for other leaders and for the Macalester community, particularly our students," the citation said.

Win Wallin was president of The Pillsbury Company and later CEO and then chairman of Medtronic, Inc. Maxine has served, among others, the Presbyterian Homes of Minnesota, Sojourner Shelter for Battered Women, Planned Parenthood, the Greater Minneapolis Council of Churches, the Minnesota International Center and the Women's Club of Minneapolis. Win has served Abbott-Northwestern Hospital, the Minneapolis Institute of Arts, as chair of the board at Carleton College and as a special adviser to the president of the University of Minnesota.

Both have been great friends and supporters of Macalester, with Maxine leading the effort to raise funds for the Wallace Hall renovation, hosting events at their Arizona home, and providing ideas and energy to the college's development efforts.

In 1991, they began the Wallin Scholarship Program at Win's alma mater, Minneapolis South High. The program, which provides college scholarships to inner-city high school students, later grew to include students from all Minneapolis high schools. More than 1,750 students have benefited over the years. This year alone at Macalester, there are 13 Wallin Scholars.

Blood work: Red Cross draws 'a fantastic turnout'

One morning this fall, the American Red Cross took over the Alexander G. Hill Ballroom of Kagin Commons with its gurney-like tables, white coats, stethoscopes and blood bags. The Red Cross had been very visible in the wake of Hurricane Katrina, and there was a sense that Macites felt fortunate to be on the giving end of services.

"We had a fantastic turnout," says Lisa Broek, associate director of Health Services, "with 97 people presenting to donate blood. That's a Red Cross term meaning they signed in and volunteered to donate. Some people get deferred. We collected 77 units of blood—a major accomplishment for Macalester."

As they waited to give, or partook of the required snacks in the canteen, donors and potential donors were asked: What inspired you to give blood today?

"About 10 years ago, I was diagnosed with breast cancer and went through chemotherapy, and they told me I could never donate again. Recently, they changed the ruling so if you're five years out, you can donate. It's a privilege and really important."

— Jeanne Arntzen '03, Theater & Dance Department

"I don't do well with needles. I've tried several times before, but I hope this is the time! After Katrina, I wanted to do something, but I didn't have money, so I'm doing this."

— Katy Brukardt '07
(Spokane, Wash)

"A grad school friend had leukemia, and I used to drive her to her treatments. She's in remission now. I donate every time I get the opportunity, in honor of her, then I go call her and have a chat."

— Meagan Hagerty, Dupre Hall director

"I learned about the blood drive at the Wellness Fair, and decided it would be a good thing to do, especially in light of Katrina."

— Amber Riley '09
(Little Rock, Ark.)

"For a time I had blood drawn regularly, so the big needle doesn't bother me. It's easy—all I do is sit there, and it helps people."

— David Nifoussi '07
(Oradell, N.J.)
Many schools were willing to accept students but not to help them very much financially. When I saw that Macalester was willing to help Dillard students and that it had a Japanese Studies program, I called.'

—Teresa Williamson, a senior from historically black Dillard College in New Orleans who enrolled this fall at Macalester, quoted in the Sept. 16 Mac Weekly. See page 22.

International students—a match game

INTERNATIONAL, Macalester has been greatly enriched by the knowledge and perspectives of its international students, as they, in turn, experienced life in the U.S. Here is a chance to test your knowledge of the home countries represented by some current Mac students, including

1. **1 student** from this country in southern Africa, which achieved independence in 1966 and has Maseru as its capital

2. **4 students** from this country on the Bay of Bengal, most of which is less than 10 meters above sea level

3. **18 students** from this country, the birthplace of civil rights activist Marcus Garvey, who founded the Back to Africa movement in the United States

4. **3 students** from this country with coastlines on both the Pacific Ocean and the Caribbean Sea, home to Nobel Prize-winner Gabriel García Márquez

5. **1 student** from this country, which holds major deposits of petroleum, natural gas, iron ore and other metals, once part of the Mongol Empire of Genghis Khan

6. **1 student** from this volcanic island country in the Indian Ocean, largely surrounded by coral reefs, with a fine harbor and capital city at Port Louis

7. **11 students** hail from this country on the Black Sea where the currency is the lev and the capital is Sofia

8. **3 students** from this country near the Arctic Circle, known for its thermal springs as well as the whales and seals in its coastal waters

9. **2 students** from this country, which draws visitors and pilgrims to Lumbini, birthplace of Buddha, and to the world's highest peak, Mount Everest

10. **1 student** from this West African country, which boasts one of the world's largest artificial lakes, Lake Volta

Sources for country facts:

Microsoft Bookshelf Encyclopedia
http://infoplease.com/countries.html
The World Factbook (http://www.cia.gov/cia/publications/factbook)

Answers:

1. Lesotho
2. Madagascar
3. Jamaica
4. Colombia
5. Kazakhstan
6. Mongolia
7. Bulgaria
8.leighland
9. Nepal
10. Senegal
Women in Iran: Behind the Veil

As a sociologist and a native of Iran, Professor Mahnaz Kousha finds Iranian women today contradicting the stereotypes about their roles in society since the revolution.

In 1978 a young graphic artist named Mahnaz Kousha left Tehran for the University of Kentucky to pursue a master's degree in art education. Within months, there was revolution in Iran. It would be 13 years before Kousha returned to her homeland and family. Seeking to understand the how and why of the Islamic revolution, she turned to sociology, earning her Ph.D. at the University of Kentucky.

Now a Macalester professor of sociology, Kousha teaches a variety of classes including "Sociology of Race and Ethnicity," "Images of Women in the Middle East" and "Family Bonds." She is co-founder of the journal Critique: Critical Studies of the Middle East, and co-organizer of the annual conference "Life and Politics in the Middle East."

Many of her family remain in Iran, so Kousha knows life there as it exists beneath the radar of politics and media. She is the author of Voices from Iran: The Changing Lives of Iranian Women (Syracuse University Press), which is based on her interviews with 15 Iranian women. Jan Shaw-Flamm '76 spoke with Kousha for some insight into the lives of Iranian women more than 25 years after the revolution.

What are the most common concerns or struggles of women in Iran?

Economic independence, unequal wages and the glass ceiling are issues in Iran, just as they are in the U.S. Women get hired on an equal basis, but they may experience the glass ceiling in terms of promotions or other opportunities. Now, more than 50 percent of those admitted to the universities in Iran are female. With education comes a job, and a job brings some economic independence. However, not all educated women are going to work because of high unemployment. Some will work for a while and then they marry and have children, but things are changing.

Women also experience social or legal restrictions. Some of these problems have religious roots like unequal inheritance laws—women inherit half of what men receive, with the rationale being that they are not responsible for providing for their families. Other problems may be due to social and cultural factors. Sometimes it's very difficult to separate the causes of these problems.

What about life is harder or easier for women since the Islamic revolution of 1978–79?

The revolution turned the country upside down. It pushed some women home and pulled some women out of the home. The secular middle class experienced shock, but the women who returned home had the social capital to think things over and determine how to become a part of the larger society. But if you look at the more religious people from a poorer background, doors opened for them. Education and job opportunities for women from traditional families opened up. After the revolution, fathers might say, "Before I did not want my daughter to work, but now it is an Islamic country. So it is OK if my daughter works." Also, women were needed to provide services for other women: female doctors, tailors and teachers. The government was a major employer, and working for the government was viewed as safe; there would be no harassment.

After the revolution, many employed women went back home, but the eight-year war [with Iraq, 1980–88], as in World War II and every war, created demand for women's labor.

How available is contraception for women? Divorce?

At the beginning of the revolution there was a big controversy about contraception. However, with the consequent population explosion, using contraception became OK. Now contraception is easily available. Things have been changing constantly since the revolution.

The divorce rate in Tehran is about 10 to 11 percent, and family courts and judges have become much kinder to women, making divorce easier to obtain. Mothers can retain custody of their daughters up to age 7 and age 2 for sons. After that they go live with their father, because the logic is that the father can provide better for the children. But not everybody who is in a bad relationship goes through divorce because many women do not want to lose custody of their children.

When you go back to Iran, do you wear the veil?

American friends who have been to Iran say, "You shouldn't use the word 'veil.' Your veil is different." When I go to Iran, I wear a scarf. The uniform women wear is like a raincoat; the Farsi word is "rooppoo." I often hear people say that veiled women are victims, that they have no power; that's the wrong conclusion. There are very strong veiled women.

...
Then how important is the issue of veiling or covering yourself?

The veil is important because it is the law of the country. Women, both Iranians and other nationalities, cannot enter Iran without a veil. How much of an issue it is depends on whom you are talking to. You find women challenging the veil, the scarf, in very creative ways. Showing a strand of hair is considered an oppositional act. At the beginning of the revolution, the roopoosh was very long and loose. Now it is tighter and shorter; the style, colors and textures change. If you wear a roopoosh from three years ago, everyone knows that you are not keeping up with today's fashion.

I compare it to Minnesota. When winter comes, I wear my heavy coat, my gloves, my boots and my hat. Do I dare go out of my house in the winter without that? No, for five months of the year, I wear my heavy clothes. Here I abide by the law of nature. Over there, it is the law of the government. However, many challenge this law on a regular basis.

Many American women feel sorry for Iranian women living under the restrictions they experience. Are there things that make Iranian women feel sorry for American women?

Overall, most people don't know how American women live their lives. Those who have satellite access may envy the freedom that American women have, their legal rights like easy child custody and alimony. What they know of American women's lives comes from the media and Hollywood and that's a distorted image of the real life women lead in this country.

In the 1970s many Iranians came to the U.S. for higher education. Does that still happen?

Many people want to leave the country for higher education, but coming to the U.S. is almost impossible. Only the very brightest students, the cream of the crop, can get a visa. It's easier now to go to other countries, for example, India. There is no U.S. embassy in Iran. Just to apply for a visa you must go to another country, to China or Turkey, to find out if you can come.

What is it like now, to be Iranian in the U.S.?

Being Iranian is a difficult identity to live with here. We have had 20-some years of continual crisis in the Middle East. Terrorism, war, et cetera. You want to say, "Not all Middle Easterners are like that." You hope things will calm down. When I go to Tehran, I see people going to work, going to parties, living their everyday lives, but you don't see that in the American media. Many people are victims of the politics between the two countries. After the fall of Communism, the Middle East came to be seen as the problematic part of the world. This is not fair either to millions of people in the Middle East or to Americans.

What are you working on these days?

A friend and I are translating a best-selling novel by Fariba Vafi, called My Bird in English. We met her when we were in Iran. We would like to translate her book because there is a need to hear young voices, to see how young writers portray their lives and their problems.

When I go to Tehran, I see people going to work, going to parties, living their everyday lives, but you don't see that in the American media.
‘Charter’d Streets’: Macalester and the City

by Brian Rosenberg

The English Romantic poets, witness to the rapid urbanization of the British landscape, were among the first to write about the awesome energy and beauty, along with the ghastly squalor and cruelty, of the modern city. William Wordsworth stood on London’s Westminster Bridge in September 1802 and marveled at

A sight so touching in its majesty:
This City now doth like a garment wear
The beauty of the morning; silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields and to the sky;
All bright and glittering in the smokeless air.

His contemporary William Blake gazed at the same city and saw something altogether different and less majestic:

I wander thro’ each charter’d street
Near where the charter’d Thames does flow,
And Mark in every face I meet
Marks of weakness, marks of woe.

One can only imagine what Wordsworth, Blake and the rest of the boys would have made, two centuries later, of a world in which the city increasingly is becoming the only landscape many individuals ever see. As I noted in my last column, the urbanization of the planet is proceeding at a pace that approaches half the world’s population lives in cities and within a quarter-century that proportion will increase to 90 percent within the United States and 60 percent worldwide.

Leaving aside the complex question of the extent to which this accelerating urbanization is to be celebrated or mourned, it seems clear that it cannot be ignored and therefore that the work of liberal arts education—the work of Macalester—must and should be affected by the changing demographics of the places from which our students will come and to which they will go. It is true that certain forms of intellectual and creative labor—the understanding of analytic geometry or the structure of carbon or the construction of iambic pentameter—may be seen as independent of time and place. It is also true, however, that the work of being a scientist or teacher or artist will be deeply affected by, should in some sense be responsive to, life in an increasingly urban world. We at the college should think about this as we go about our business.

One of the most promising and distinctive features of Macalester is our location in the heart of a vibrant and evolving urban area. While no small number of colleges and universities are so situated, only a handful of these are residential liberal arts colleges of our particular kind and quality. Thus we are afforded opportunities unavailable to most of our peers to enrich the academic and co-curricular lives of our students. I speak not merely of the opportunity to sample the vanilla latte at nine different coffee shops, but of the opportunity to teach different things, or to teach things differently, because we are bordered by Snelling and Summit Avenues and not by rows of corn and alfalfa (against which, I should note, I bear no grudge). One of my more deeply held beliefs is that it is the responsibility of all faculty and staff at Macalester to at least think about the degree to which their work is or should be affected by our position in the Twin Cities, even if the quite sincere and legitimate answer in some cases is “very little.”

The extent to which people are already both thinking about and taking advantage of our location is insufficiently known by many on and off campus. During this semester alone, Adrienne Christiansen in Political Science is teaching a course on “Women and Politics” that focuses on the Lake Street area in Minneapolis; Judith Howard and Beth Cleary in Theater and Dance are partnering with the local Resource Center of the Americas and Patrick’s Cabaret to create an installation and a performance; Peter Rachleff, Paul Solon and Lynn Hudson are collaboratively teaching a history course on the “Global and Local”; David Izkowitz and Peter Weissel, also in History, are offering students the option of completing a public history project for their senior seminar; Michael Griffin in Humanities and Media and Cultural Studies has students working on a documentary film on Lake Street; Julia Hess’ anthropology class on “Globalization” is also working with the Resource Center of the Americas. Given the space, I could compile a list several times this long with examples of other exciting curricular and co-curricular efforts that draw upon, benefit from and—in some cases—provide benefits to the city we inhabit.

And before anyone observes that the Twin Cities are not to be confused with New York or Boston or Los Angeles (certainly the case), let me add the following: we comprise the 15th-largest metropolitan area in the United States and are home to the largest Hmong, Somali and Liberian populations in the country and to one of the largest urban populations of Native Americans. Between 1990 and 2000, the percentage of the population comprised of people of color in the Twin Cities nearly doubled. Moreover, 15 companies listed in the Fortune 500 are headquartered in the Twin Cities, more than any city in America other than New York and Houston. If we ever get to the point where we have exhausted the educational possibilities in our backyard—a point so far beyond the horizon as to be invisible—we can perhaps begin to ponder re-location to some alternative metropolis. Until then, there is plenty for us to learn, create and support right here.

Brian Rosenberg, the president of Macalester, writes a regular column for Macalester Today. He can be reached at rosenbergb@macalester.edu.

1 “Composed Upon Westminster Bridge”
2 “London”
Hall of Famers

THE M CLUB Athletic Hall of Fame inducted five new members in October:

• Jack Rock '53 was a standout in football and baseball and as a senior was selected as Macalester Athlete of the Year. He was the leading receiver for the football team for three years while also leading the team in rushing for two seasons. He made the All-Conference squad as a junior and in his senior season was the only MIAC player named All-State both on offense and defense. Rock served as teacher, principal or assistant principal at several Minnesota public schools.

• Jerry M. Ingalls '54 was named Macalester's Athlete of the Year as a senior. He played four sports at Mac, excelling as a swimmer on some outstanding Scot teams. He was the team captain as a senior, while earning conference championships in both the 50- and 100-yard freestyle races. He lettered in football as a sophomore, won three varsity letters in golf and had a successful post-Macalester amateur golf career. The recipient of a Distinguished Citizen Citation from Macalester for his career as a general surgeon, he served as president of the Illinois State Medical Society, one of the largest medical organizations in the country. He was also elected Citizen of the Year for his community of Paris, Ill., where he was instrumental in getting a YMCA program started.

• Clifford Caine '55 had outstanding success as tennis coach from 1960 to 1971. The Scots were conference tennis champions in 1966 and '67. In the early part of the decade the MIAC conducted separate singles and doubles tournaments and Macalester was conference doubles champions in '60, '61 and '62. He later achieved great coaching success at St. Paul Academy, winning eight Minnesota state championships with his boys and girls teams. He has served as president of the Minnesota State High School Girls Tennis Association. He was an educational consultant, providing school, college and career counseling for students, and was a member of the National Association of College Admissions Counselors.

• Paul Olson '72 was a standout in football and track and field for the Scots, while also wrestling and playing basketball for one year each. A force in the MIAC as a dominating defensive tackle, earning All-Conference honors as a junior and senior, he went on to play in the NFL from 1972 to 1974 for the New York Giants, Philadelphia Eagles and Chicago Bears. A 1970 All-American in track and field, he placed eighth at the national meet in the shot put and still holds the Macalester school shot put record after 35 years. Olson currently is executive vice president for institutional advancement at Bethel University.

• Chris Link '95 was a four-year standout in both track and field and football. He set seven track and field school records and wrapped up a great sprinting career by earning All-America honors in the 400-meter dash. He earned numerous All-Conference awards both indoors and outdoors in the sprints, and is currently the school record-holder both indoors and outdoors in the 200 and 400. In football, Link started every game in the defensive backfield for four seasons and as senior was named honorable mention All-MIAC. He is an M Club Board member and officer.

Hall of Famers (from left): Chris Link '95, Clifford Caine '55, Jerry M. Ingalls '54, Paul Olson '72 and Jack Rock '53.

Athletes of the Year

Erik Jackson '05 and May Lin Kessenich '05 were honored by the M Club as Male and Female Athletes of the Year for 2004-05. Jackson was a two-time All-Conference point guard, helping lead the Scots to the men's basketball playoffs three times in four years. Kessenich, chosen as MIAC Defensive Player of the Year as a sophomore, junior and senior on the volleyball team, was named to the All-Conference, All-Central Region and honorable mention All-America teams.
Both soccer teams win MIAC titles, make national playoffs

The MACALESTER women's soccer team enjoyed its first unbeaten regular season in the program's history by going 19-0-1 overall and posting its second undefeated MIAC season in a row, going 10-0-1 in league play. The Scots lost to Puget Sound in the national playoff quarterfinals. Following a scoreless 90 minutes of regulation and 20 minutes of overtime, Puget Sound won on an 8-7 penalty kick shootout. Macalester went 5-5, the school's best record since 1986 and its first as an independent team unaffiliated with any conference. "We appreciate the commitment, dedication and enthusiasm Dennis has brought to the football program and to the department, and he will be missed as a friend and colleague," Director of Athletics Travis Feezell said. "Dennis always has shown great class, and his players have always been very productive citizens and students on this campus."

A national search for a new coach is under way. Even though the season was a struggle, the Macalester defense showed real improvement from 2004. Nate Vernon '07 (Fall Creek, Wis.) ran for 100 yards in the team's first three games but suffered a season-ending injury in the fourth game and the offense was unable to recover. Tim Burns '06 (McFarland, Wis.) was among the national tackling leaders for the second year in a row. Scott Martinson '09 (Alden, Minn.) and Peter Christenson '07 (South St. Paul, Minn.) each made over 60 tackles.

Football

The Scots suffered their first winless season since 1994, going 0-9, and Coach Dennis Czech '83 announced his resignation. "We have survived some tough battles here at Mac and have the program in a position to take the next step. I am a little beat up but coaching Mac football is like a relay race. I am handing the baton off to a fresh runner," Czech said.

In Czech's eight years as head coach, the Scots posted a 5-13-2 record. His most successful season was in 2002 when Macalester went 5-5, the school's best record since 1986 and its first as an independent team unaffiliated with any conference. "We appreciate the commitment, dedication and enthusiasm Dennis has brought to the football program and to the department, and he will be missed as a friend and colleague," Director of Athletics Travis Feezell said. "Dennis always has shown great class, and his players have always been very productive citizens and students on this campus."

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Coach Leaney: 514 wins and counting

John Leaney surpassed the 500-win mark as a college soccer coach this fall.

In 19 seasons as the Mac men's coach, Leaney's record is 228-81-35. In 17 seasons as the women's coach, his record is 253-66-23.

Before coming to St. Paul, he had won 33 games in three seasons as women's soccer coach at UC-San Diego. In his career coaching men's and women's soccer, Leaney's teams have gone 514-164-64 for a .758 winning percentage. His teams at Macalester have collectively won 17 MIAC championships—nine for the men and eight for the women.

The Scots knocked off traditional national power Wheaton (Ill.) early in the season and handed nationally ranked Wartburg (Iowa) one of its few losses on the season. In the final regular-season NCAA Division III poll, the Scots moved into the No. 25 spot.

Men's soccer

The Scots shared the championship with Gustavus, giving them their seventh MIAC championship in nine years, and earned an at-large berth in the NCAA Division III playoffs—their ninth appearance in the national playoffs. The men lost 2-0 to Loras (Iowa) in a second-round NCAA match to close out their highly successful season at 14-5-2.

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AUG. 22, 2005, was Tina Neill Day in Minnesota, as declared by Gov. Tim Pawlenty. Neill, an assistant swim coach at Macalester, backstroked her way across the English Channel to a new world record, according to the Channel Swimming Association, whose records date back to 1875. Bob Pearson, her coach and Macalester's head swimming coach, was with Neill when she set her record. She crossed the channel in 13 hours and 22 minutes.

Women's cross country
Macalester was ranked in the national NCAA Division III poll for much of the season while placing second at the Luther Invitational and St. Olaf Invitational and fifth at the Loyola Lakefront Invitational in Chicago. The Scots were ranked as high as No. 18 at one point and reached the national rankings for the second year in a row. They also qualified for the nationals for the first time since 1999. Koby Hagen '06 (Minneapolis) and Emily Stafford '06 (Burnsville, Minn.) earned All-MIAC honors by placing eighth and 10th, respectively, at the conference championships as the team placed fifth. For Hagen, it was her third All-Conference certificate. Francie Streich '06 (Lincoln, Neb.) put together another strong season as the team's No. 2 runner in most meets. The Macalester team, featuring mostly seniors and juniors in the lead pack, also received excellent seasons from Anna Gordon '06 (Eugene, Ore.), Callie PaStarr '08 (Minneapolis), Caroline Barnes '06 (Cleveland Heights, Ohio) and Anna Shamey '07 (Leverett, Mass.).

Men's cross country
For the third year in a row, Macalester placed fourth at the MIAC championships and for the second straight season the team had a pair of All-Conference runners. The Scots won the Maroon Division of the Loyola Lakefront Invitational in Chicago, took fourth at the St. Olaf Invitational and were fifth at the Luther All-America Race. Dylan Keith '07 (Soldiers Grove, Wis.) and Roscoe Sopiwnik '06 (Friedrich, Wis.) were the team's top runners in every meet. Keith placed eighth at the MIAC championships and Sopiwnik earned All-Conference honors for the second year in a row with an 11th-place finish.

Volleyball
The Scots were 10-7 and riding a five-match winning streak before suffering 10 losses in a row and finishing 11-17 overall and 4-7 in the MIAC. Macalester, however, closed out on a strong note, knocking off Bethel in the season finale. A season-ending foot injury to Michigan State transfer Andrea Hansen '07 (Andover, Minn.) midway through the fall cost the Scots their leading blocker. Sonia Muzikarova '09 (Bratislava, Slovakia) was named MIAC Rookie of the Year and Central Region Rookie of the Year and has a chance to become one of the program's better players in recent years. Muzikarova finished the season ranked second in the MIAC in hitting percentage and eighth in both kills and points per game. Lauren Eberhart '07 (Madelia, Minn.) was named to the All-Conference team after leading the Scots in kills once again, and moved passed the 1,000-mark in career kills while ranking fifth in the conference in that category. Kari Tanaka '08 (Bloomington, Minn.) ranked fifth in the league in assists and Maggie Buttermore '06 (Lincoln, Neb.) wrapped up her fine career as the No. 8-ranked player in the conference in hitting percentage.

Men's golf
Macalester moved up one spot on the final day to place seventh out of 10 at the MIAC championships. Several players alternated as the team's top golfer throughout the season, with Jeff Swick '09 (Fond du Lac, Wis.) shooting rounds of 80 and 78 to lead the Scots with a 19th-place individual finish at the MIAC meet.

Women's golf
Macalester moved up a couple spots from a year ago with a seventh-place finish at the MIAC championships. Anna Gizzi '07 (Ottawa, Ill.) and Jordan Matheson '09 (Williamsville, N.Y.) each finished with a 36-hole total of 189, tying for 23rd place out of 48 participating golfers.

—Andy Johnson, sports information director
Every year, Professor Rogelio Miñana teaches *Don Quixote* to Macal-ester students. Every year, he publishes a new paper on some aspect of the world's most famous novel. He has already written one book on Cervantes and the Golden Age of Spanish literature (*Verisimilitude in Early Modern Spain: Cervantes and the Short Novel*) and is at work on two other books relating to *Don Quixote*. "It's like a personal obsession at this point," the 33-year-old native of Valencia says with a laugh. Miñana, who joined Macalester's Hispanic and Latin American Studies Department five years ago, played a key role in the 2005 Macalester International Roundtable. He suggested the theme—the global legacy of *Don Quixote* on the 400th anniversary of its publication—and helped choose the eminent scholars who were invited to speak at the Oct. 13–15 conference. He also presented his own paper on the book. He spoke with Jon Halvorsen of Macalester Today:

You're fond of asking your students, with a smile, "Has *Don Quixote* changed your life yet?"
What about you? Has *Don Quixote* changed your life?

Definitely. It has given me a different perspective, different lenses through which to look at the world. What *Don Quixote* has taught me is humility, for one thing, and what I would call perspectivism—what other people like to call relativism: understanding that truths are not always absolutes, that the way you look at the world is a subjective feeling. You have to be aware that other people might not see the world the way you do.

How did *Don Quixote* teach you humility?

Because *Don Quixote* is a powerful example of how someone who is on the outside, who is on the margins of society, without any political or economic power, can actually change the world around him, through persistence, enthusiasm, idealism—and sometimes through a little too much violence for my own taste. But he gives us that example of how to change the world around you, at any time in your life, under any circumstances. That's a very powerful message and makes us feel humble because we all have the power to bring about change to society.

Do you have a favorite chapter?

My favorite is Chapter One. Just the first four pages of *Don Quixote* summarize the whole novel. What you find is an elderly man—in his 50s, which for the 17th century was a very old person—who is no one, who has a very gray existence. Suddenly, by the power of words and his own imagination, he becomes some-one else, becomes someone whom he gets excited about. He wants to be that person, to change his life and the lives of others through his transformation.

Why do you enjoy teaching *Don Quixote* to new classes of Macalester students?

It is very exciting because *Don Quixote* relates to different people in different ways. You can find almost anything in the text, so different people pick up on different themes. The chemistry that you find in a class is really what leads you in one direction or another. And my own research dictates a little bit what the focus is going to be in my classes. Lately I've been teaching a lot on what I call the "discourse of monstrosity," which is how people use a rhetoric or discourse to either change society or have an image of a monster that you need to fight. That has been my focus the past couple of years—mostly how oppressed people and the power structures in a society use the image of a monster to fight enemies or overcome obstacles and to move their ideals forward.
In your presentation at the Roundtable, you noted that *Don Quixote* is used even today as an important symbol in contemporary Spanish politics. *Don Quixote* is a perfect example of how a cultural icon actually matters, how it has an actual influence on the lives of people. *Don Quixote* is indeed used today for multiple political purposes. In my own country there is a movement in some regions towards independence from the Spanish state. So the central government is using the celebrations of *Don Quixote* as a way to sort of reunite the country under this great cultural symbol. But obviously some nationalists in the Catalan and Basque regions see *Don Quixote* more as a threat, as something that is imposed upon them. In that sense, *Don Quixote* is used as a symbol both for those who support imperialism and those who oppose it.

What do you see as the most relevant message of *Don Quixote* to people today, 400 years after it was published?

The exciting thing about *Don Quixote* is that each one of us can find a message in it that we relate to; we can find powerful voices in the text that really tell us something. In my own case, *Don Quixote* has given me that awareness that you can change yourself and the world around you, that you don't have to start a revolution or become a politician to change things.

I think change starts in one's self, and one of the best places for us to look for help when we want to transform ourselves is books. Sometimes the results are crazy, sometimes they can be taken to an extreme. But *Don Quixote* proves that books are a valuable source of social and personal transformation.
The power of naming things: Don Quixote up close

by Heather Stahl '08

After I bought the book—866 pages, in Spanish, with a small font—I carried it back to a friend’s room, plopped it on the floor and informed her of my impending doom.

*Don Quixote* is intimidating. But in a small, discussion-based Hispanic studies class called “Yo Sé Quién Soy: Emergence of Modern Identity in Medieval and Early Modern Spain” that is taught, of course, entirely in Spanish, Professor Rogelio Mifiana’s enthusiasm for delving into the text rubs off on his students. Questions pull students’ readership to a higher level, requiring us to think beyond plot to analyze character motivation and create connections to larger meanings. With *Don Quixote*, there are many larger meanings.

“¿Ya ha cambiado su vida Don Quixote?” is the question Mifiana asks us on a regular basis. “Has Don Quixote changed your life yet?”

Because he says it with a grin on his face and a chuckle, it appears that he’s joking. But his students quickly come to realize that he’s serious.

Reading *Don Quixote* has not drastically changed my life—not yet anyway—but the things Mifiana and my classmates have pointed out or questioned have made me think differently not just about the book, but about themes that resonate in my life today.

The title character doesn’t exist at the opening of the novel. “Un hidalgo”—the literal translation is “son of someone”—begins to go crazy, and from this craziness, the character Don Quixote is born. He takes on a God-like power as he re-names himself and the things around him—el poder de nombrar o renombrar (the power of naming or re-naming). As I discovered through discussion about *Don Quixote*, it’s a power that is still widely used today. In first speaking of the “war on terror,” and then re-dubbing it the “global struggle against extremism,” the U.S. government has assumed the same power as Don Quixote, employing names and language to influence percep-

A classic’s global reach

“Quixotic Offspring: The Global Legacy of Don Quixote” was the theme of the 12th Macalester International Roundtable.

Here are comments from the three prominent scholars who were invited to campus to take part in the Oct. 13–15 discussion.

*Reading outside the rules of the game*

Walter D. Mignolo, Duke University, was the keynote speaker at the Roundtable. His books include *The Darker Side of the Renaissance: Literacy, Territoriality and Colonization*

De-linking means to read *Don Quixote*, recognizing but not accepting the rules of the game in which *Don Quixote* has been written and has been mainly read until today. De-linking means to admire *Don Quixote* as an outsider, playing a different game marked by a diversity of experiences: not the experiences of the internal history of Europe but that of the colonies where, for example, the primacy of alphabetic writing, the printing press and the authority of colonial languages was more a problem than a victory—because people without letters were described and evaluated as people without history.

By de-linking I mean precisely this: to read *Don Quixote* today from the horizon of expectations of people for whom literacy and alphabetic writing did not mean what it meant for Europeans.

*Texts as life and death*

Mary Gossy, Rutgers University, whose books include *The Untold Story: Women and Theory in Golden Age Texts*

For me, reading and writing have been a matter of life and death. And they have been a matter of life and death for millions of people.... When I say this, I’m taking a cue from the instruction that I have derived from my encounter with a text which is known as *El ingenioso hidalgo don Quijote de la Mancha*, and that is to try to see—every time I read and write—what it might be to do so for the first time. What does it mean to move from a position in power to engage someone else in dialogue? What does it mean to
tions of reality. The title "Don Quixote de la Mancha" is much more impressive than "some random hidalgo"; similarly, "war" and "global struggle" generate very different reactions.

As someone in my class pointed out, things around you don't necessarily physically change; rather, how you view them changes. And if I begin to view the system in which I live differently, or perceive my role in that system differently, then my life is indeed beginning to change after all.

Until this fall, the parts of Don Quixote I had read in various Spanish classes had convinced me it was simply a silly story about a crazy old man. It is a silly story, and Don Quixote is crazy, but Miñana's class has taught me to appreciate Cervantes' creation. There is so much crammed into the book. The initial chapters have an uncanny resemblance to the beginning of Genesis. The novel addresses the implications of an imperialistic drive to conquer the world; the struggle to uncover a deeper understanding of how one is perceived by others; the power of language in assigning identities to people or things. There is humor, pain, confusion, chaos, companionship, and so much more.

As I attempt to uncover themes in the novel that pertain to my own life, I understand what it is that Cervantes has so brilliantly accomplished in Don Quixote. Employing "decir sin decir (to say without saying)," he has embedded many truths, many careful criticisms of establishments and ideologies, throughout his text. As the philosopher Erasmus once said, "If you want the truth, ask a crazy person or a child." It is through the eyes of a man (el hidalgo) who has gone crazy that readers are taken on an adventure with Don Quixote on the adventures of this novel.

Questions pull students' readership to a higher level, requiring us to think beyond plot to analyze character motivation and create connections to larger meanings. With Don Quixote, there are many larger meanings.

— Heather Stahl '08 (Evanston, Ill.) is majoring in Hispanic studies and English with a creative writing emphasis.

The folly of empire
Frederick de Armas, University of Chicago, whose books include Writing for the Eyes in the Spanish Golden Age

Don Quixote is a complex meditation on the uses and abuses of power and on the meaning of imperial and commercial gain. The imaginative excesses of the gentleman from La Mancha lead us to ponder on the excesses of imperial rule and to consider the futility of war through a comic epic that celebrates defeat. While the knight's determination seems to raise him above others and make his impossible and imaginary quest an attractive one, his own weakness may point to either the decline of Spain or the futility of an imperial mission.

In the end, the ideal of a World Emperor appears as folly since all empires, like the knight himself, are subject to decline. And the knight's death may signal the death of the imperial ideal. Don Quixote can be seen as a World Emperor in the sense that he may be the best known fictional figure in the world today.

I don't read [Don Quixote and other texts] as sacred texts. I don't read them as commandments. I had nothing to do with the establishing of their importance. But they've affected my material conditions.

—Mary Gossy
Four Macalester faculty and a Twin Cities activist addressed a ‘teach-in’ at Macalester on the many meanings of Hurricane Katrina. Here are a few of their comments.

Professor Paula Cooey, Religious Studies Department:

Before August 29th, Americans associated images of fetid flood waters, corpses in wheelchairs outside buildings and floating in the streets, hungry, crying children, and families separated and lost to one another with other countries not our own. Since August 29th, the human face of the Gulf Coast disaster, once invisible in its long-term suffering, is for one intense, enduring moment, visible. The once invisible are now unavoidably and everywhere visible, our people, and not just the people of this nation, but like us, people of this Earth.

Our charge here, now and for the long-term future, is to refuse in every way to render them invisible again.

‘One of the most egregious things was the preoccupation with looters and looting that we begin to see in the second phase of the media coverage.’

Professor Chris Wells, Environmental Studies:

In many ways, Hurricane Katrina has merely exposed a host of environmental problems besetting the Gulf Coast region in general and the city of New Orleans in particular. Chemical contamination from poor industrial practices, for example, is suddenly visible when it’s removed from isolated locales and scattered, by the means of flood water, across an entire city…

Similarly the realization that the entire nation depends on the oil and chemical industries of
Louisiana, which is widely known as "cancer alley" by the residents of the region, becomes much harder to ignore when the price of our gasoline shoots beyond the price of $3 a gallon after the hurricane disrupts the major pipelines and oil refineries in this region of the country.

Professor Jane Rhodes,
American Studies, 
Dean for the Study of Race and Ethnicity:

The connections between media and race have been bandied about a lot. One of the things that a lot of people noticed was the disparity between the way African Americans were constructed in many of the news accounts and the way others were constructed. One of the most egregious was the preoccupation with looters and looting that we begin to see in the second phase of the media coverage. We went from the breaking news, the drama of the hurricane, to stories that often would show a solitary group of African American men carrying bags of booty and suggesting that they were criminal, that they had criminal intent, that they were violent. We read news stories about gangs of black men with rifles terrorizing what was left of the city of New Orleans.

I want to suggest that this fear and anxiety that got constructed in the news media is very much a historical phenomenon. Since the arrival of Africans in 17th century Virginia, American society has been shaped in part by the threat and fear and anxiety about black revolt. And one of the things that we see cropping up in these negative news media images is that we know that this is an extraordinarily poor, disenfranchised community that is predominantly African American, and there is this tremendous national anxiety about what this means. Is this going to be the time when black folks sort of rise up? Of course, we all know how dangerous this is, not only because it exacerbates fears and fuels racist responses, but because it also ignores the realities of the people there, the fact that there are significant proportions of poor white, Latino and Asian immigrants in New Orleans and different parts of the Gulf Coast, that it is not an entirely and exclusively African American community, and there is, in fact, a considerable economic range within that population. The city of New Orleans has an extraordinarily rich history of having a black middle class and a black intelligentsia.

Professor Sarita Gregory,
Political Science:

Black political thought has placed a great emphasis on the need for a strong central state. The critical intersections of race, class and gender have historically led to black demands for an increased and more centralized state that could ensure black inclusion in politics, the economy and civil society. Frustration with the unresponsiveness of the federal government throughout U.S. history has fueled militant mass movements, from the mid-1950s through much of the 1970s. It will be interesting to see whether the reaction against Katrina's response will galvanize a new civil or social rights movement or even a working peoples alliance that will continue to press for a more centralized government and perhaps even an internationalized human rights campaign.

This is the time for us to think about citizenship and the role of the state in guaranteeing its protection.
I saw a bumper sticker that said, "Start Seeing Motorcycles." And I said, "Damn, start seeing black people." How are people so surprised, where have you been, that all of a sudden this is such an incredible thing, that black folks are living in poverty?

I teach theater at Central High School [in Minneapolis] and my students there are creating a piece called "I of the Storm"—not "eye" but "I." Each of us has a responsibility.

Acquainted in Japan, reunited at Macalester

A Hurricane Katrina evacuee hunting for a Japanese language program found one—and an old acquaintance—in St. Paul

Teresa Williamson knew Japanese. She knew what it’s like to live in another country. But she didn’t know how small the world can be until she was uprooted from her New Orleans college by a hurricane.

She found Macalester College in an Internet search for schools with advanced Japanese classes. She didn’t know a soul when she came to St. Paul in September. She didn’t know the ins and outs of life at Mac, or the best place to buy a coat when the temperature drops below 60 degrees—the closest thing to winter she has ever known.

She just hoped to finish the semester with decent grades and the classes she needs to graduate from Dillard University next spring, never expecting to find a real connection at Macalester.

That's where Ruth Chiu comes in. The two spotted each other walking across campus. Both thought: "Is that who I think it is? Nah." They kept walking.

But Williamson had that nagging feeling. She asked a neighbor in her residence hall if she knew a Ruth who had studied in Japan last year.

Sure, the woman said. She lives in this building.

That's how Williamson reconnected with Chiu, a year after they met at a campus on the other side of the world.

Chiu helped Williamson register for classes and get her student ID, talked to her professors and showed her the bookstore. They are in the same Japanese class and often eat together. "She did everything for me," Williamson said. "She took a whole day to help me [register and get settled]. She introduced me to all her friends."

Chiu shrugged, looking embarrassed. "When I have a friend in need, I go in and help as much as I can," she said. "I know how terrible it is [for her]. I know she would do the same for me."
California girls

They are both California girls, Williamson from Sacramento, Chiu from Mountain View. Williamson, 21, grew up in a single-parent family with three brothers. Her mother worked as a file clerk and in a grocery store. The daughter liked foreign languages and raised the money herself to spend a high school year in France. She graduated a year early and went to Dillard, a historically black college, on a full scholarship.

"You see your parents struggle, and you don't want that," Williamson said. "Without education, you can't do much."

She is a Japanese major, "because everyone studies French and Spanish." Last year she attended Tokyo's Sophia University, living with host families and learning colloquial Japanese. It was a cultural education, too. Williamson, who looks as if she could be black, Hispanic or white, said some Japanese were shocked when she showed them photographs of her family and it was clear she was black.

"There are so many stereotypes out there," she said.

Williamson and Chiu were only casual acquaintances in Tokyo. They took the same religion class, saw each other at parties and had friends in common. But Chiu made an impression. "She really looks at what's right and wrong," Williamson said.

Williamson returned to New Orleans in August, looking forward to her senior year at Dillard, a 136-year-old school famous for its graceful campus of tall oaks and stately white buildings. But the school, always scrupulous about hurricane evacuations, ordered students to leave the weekend before the storm hit. Williamson grabbed her laptop, stuffed a few clothes in a backpack and hopped in a friend's car. Over the next few days they were nomads in Mississippi and Alabama before Williamson finally went to an uncle's house in Utah.

Adapting to St. Paul

She came to Macalester after school officials told her that because she had already paid her Dillard tuition, she could attend free as a nondegree student for the semester. "They were very generous," Williamson said. "If I had to pay, there's no way I'd be here."

A serious student, she won a $20,000 Boren Scholarship from the federal government and must devote a year to government service after she graduates. She wants to get a master's degree in international affairs and is interested in working for the Foreign Service. Chiu says she admires her friend's self-possession, wit and humor in a difficult time. Williamson likes Chiu's honesty and sarcastic sense of humor.

Williamson is still getting used to Macalester. People have been helpful and friendly, but she isn't sure if she should say hi to strangers as they pass, as everyone does at Dillard. Students are more outspoken at Macalester, she said, and she finds students' habit of calling professors by their first names slightly disrespectful. She was surprised when she wanted to go to Wal-Mart for some essentials and Mac students told her their convictions meant they'd rather take her to Target.

She is determined to return in January for her final semester to Dillard's temporary home at Tulane University. The fear and panic she first felt when she realized Dillard was heavily damaged have been replaced by a numbness that sometimes feels overwhelming.

Sometimes she gets tired of telling her story, and the sadness makes it hard to focus. Then Ruth calls and invites her to dinner.

"It's just cool," she said. "Who would have thought we'd meet again?"

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Who Said College Can't Be Fun and Games?

It was the Fergusons vs. the Abercrombys vs. the MacIntoshes, but they weren't tossing cabers or running sheep dog trials. Instead, the Macalester Games were relay races and trivia contests.

Every year the organizers of orientation find creative ways to welcome a new group of first-year students to Macalester, and what better way than claiming their Scottish institutional heritage? New students were organized as Scottish families, and met with their clan at various points over orientation weekend. Events culminated with two hours of contests that pitted the groups against each other. The games brought together first-year students and orientation leaders alive in an afternoon of high energy and team bonding as they cheered each other on in three-legged races, whipped-cream pie eating and stuffing their mouths with marshmallows and enunciating, "Chubby bunny."

Trivia questions tested—and expanded—their Macalester and Twin Cities knowledge:

- What is Kofi Annan's class year? (1961)
- Which dorm was built to be hurricane proof? (Dupre)
- What's the name of the amusement park at the Mall of America? (Camp Snoopy)

The "finals" found the families MacGregor and Darroch engaged in a "Family Feud" (TV show)-style contest where the categories included Biggest Dangers to Macalester Students (e.g., rabid squirrels, crossing Grand Avenue, wayward Frisbees) and Things You Might Have in Your Dorm Room That Would Not Be Okay with Residential Life (e.g., candles, halogen lamps, alcohol).

In the end, the MacGregor family reigned victorious and claimed the pizza party prize, but more significantly, a bonnie new class of students was enthusiastically ushered into the Macalester community.

Jubilant after advancing with their clan to the final round of the Games are (foreground from left) Takaaki Ando (Kitakyusyu, Japan), Todd Copenhaver (Wellesley, Mass.), David Wheeler (Eden Prairie, Minn.), Meredith Pearcy (Plymouth, Minn.), Rachel Bernstein (Dallas) and Andrea Cheney (Maple Grove, Minn.).

Three-legged races, cream pie-eating, marshmallow stuffing: first-year students enjoyed a different introduction to campus this fall.

Photos by Greg Helgeson.
Kenneth Case (Morgantown, W.Va.), right, takes the lead in a game dubbed "Spinny Bat"—an attempt to race in a straight line after spinning in place eight times.

Left: President Rosenberg waits to address first-years and their families at the Welcome Convocation.

Right: Sophomores Matthew Olson (Madison, Wis.) and Nokuthula "Nikki" Kitikiti (Harare, Zimbabwe) join first-years in applauding a speaker at Welcome Convocation.

Right: Alexandra Cortes (Berkeley, Calif.), Sara Schultz (Albany, Calif.), Bethany Orlikowski (Stevens Point, Wis.) and Angelina Lopez (Albuquerque, N.M.) practice three-legged racing.
Left: Leah Ritz (Ames, Iowa) shows the tension of trying to balance an egg during a race.

Below right: Tyson Morgan (Lewiston, Maine), right, and Jeremy Glover (Eureka, Mo.), center, get acquainted as they pass an orange from one neck to the next.

Left and above: Brittany Lewis (Minneapolis) takes one for the team as she puts her face into a pie during the whipped-cream pie-eating contest. Laura Spencer (Seattle), left, and Brooke McAdam (East Aurora, N.Y.), clapping, encourage fellow clan members.
Time to Get Physical

Macalester promises to do just that with a new athletic and recreation center aimed at students, faculty and staff who want to keep in shape as well as varsity athletes looking for serious competition.
You can feel the buzz in Macalester’s athletic and recreation center. At lunchtime you’ll see 20 students playing pickup basketball—not one but two games—simultaneously on adjacent courts. You’ll find another 15 to 20 working out on the cardiovascular machines and a dozen more pumping iron in the weight room.

In late afternoon, the men’s tennis team, women’s volleyball team and rugby club team are all practicing in the fieldhouse—there’s plenty of room—while track athletes run circles around them on the 200-meter indoor track. And in another corner of the facility, intramural soccer teams are going at it.

You can find many faculty and staff, too, taking the time to exercise, using the large multipurpose rooms for everything from yoga to aerobics to Pilates, the increasingly popular fitness regimen.

The spirit of the physical

All of the above is far from the current reality at 1600 Grand Avenue. But it may very well become reality, starting in the fall of 2008. That’s when the college’s new athletic and recreation facility is projected to open. Construction is tentatively scheduled to begin in the second half of 2006. The three-level facility, estimated to cost $35 million, would include:

* a new basketball and volleyball performance gym with seating for 1,200 to 1,600 spectators;
* a large fieldhouse which would accommodate a 200-meter indoor track and four multipurpose courts within the infield of the track.

The first level of the facility, where students would enter, would be level with the existing fieldhouse and include the new fieldhouse, performance gym, locker facilities and training areas. The second level, which would have an entrance off Snelling Avenue, would accommodate a large fitness room overlooking the campus, club rooms, multipurpose rooms and a lounge for students adjacent to the lobby for the gymnasium. A concession stand would provide food for both spectator events and the lounge. The third level would hold a wellness center, meeting rooms, a Hall of Fame room and administrative offices for coaches and staff.

The swimming pool—the Leonard Natatorium—will remain essentially unchanged but will not be in use during construction. Plans are under way to find practice and game facilities at other Twin Cities colleges during the 18 months that Macalester’s athletic facility is unavailable.

Macalester’s new athletic director, Travis Feezell, is excited. Having helped oversee the building of a new athletic and recreation center at Whitman College in Walla Walla, Wash., where he headed the athletic department for five years, he knows what a new space can do for a campus.

“One of the charges given to me as the new athletic director is to re-imagine athletics on this campus—athletics broadly conceived,” Feezell says. “That’s varsity sports, club sports, intramurals, organized and unorganized athletic and recreation activities. The new space lets us imagine 12 noon, or from 4 to 5 p.m. after classes are over, when anybody and everybody—students, faculty, staff—will have the opportunity to work out. We can imagine much more inviting spaces that will promote the spirit of the physical on campus.”

Abby Christensen ’07 outside the Ruth Stricker Dayton Campus Center, where she works part-time as a student manager: “The new buildings we have like the Campus Center are pleasing and make sense. The new athletic facilities will be user-friendly. They will add to the diversity of the campus.”

Doug Stone is director of college relations.
Jon Halvorsen is managing editor of Macalester Today.


Being aware of your body

A three-sport varsity athlete in high school in Fridley, Minn., Abby Christensen ’07 gave up formal competition for intramural coed soccer and regular weight training when she came to Macalester. “I liked having strong muscles. I bench press, squat and do leg raises. I have asthma so it’s harder for me to do a cardio workout and easier to do weight training. Exercise is important in lowering stress. You’re here to decide your future. It’s stressful. To have that outlet is helpful.”

She says the plans for a new athletic and recreation center come at the right time for Macalester. “The whole country is getting more into physical fitness. We’re such an aware college.”

Christensen has wanted to be a doctor since she was a senior in high school. “It’s a good fit for who I am with my interests,” she says. “I want to take care of people. Being aware of what my body needs is important to being a doctor. If you’re obese, it’s hard to communicate to patients. I’m very aware of how my muscles are moving. Being aware of what I’m doing for my body when I exercise is important.”

A varsity track and field athlete all four years at Mac, Ssebbaale Sseremba ’05 competed for the last time at an MIAC meet last May, just hours after he graduated. Having now started a demanding Ph.D. program in mechanical engineering at the University of Minnesota, the Macalester physics major had to give up sports for good.

Well, not exactly. “I’ve graduated but I can’t leave it behind—it’s part of my life,” says the native of Botswana. “During the summer, even when I’m not doing anything, I just feel like I need to get into the gym, I need to run. It’s a part of my life that I can’t let go.”

Sseremba developed tendinitis and struggled with the pain throughout his college athletic career. Yet it didn’t stop him from finishing second in the triple jump in the conference in his junior year. He also worked in the Athletic Office as manager of the women’s volleyball team.

He calls sports “a remedy, a place where you get relief from stress in the classroom.” But it’s even more: “You get to learn about other people, because you imagine much more inviting spaces that will promote the spirit of the physical on campus.”

Fitness is not just for jocks anymore. Ask Associate Athletic Director Vanessa Seljeskog. Giving tours to prospective students last spring, she expected the questions she got from high school athletes about where they would play their sports in Mac’s new athletic facility.

“What surprised me was the recreational users—the students who want to work out on a treadmill, find a quiet place to do Pilates or yoga. They were the ones who were asking, ‘Where can I go to fulfill my fitness needs and interests?’

“That is a sign of the times and the culture,” Seljeskog adds. “Compared with when I first started here [in 1986], there is a strong interest in our student body in general to engage in recreational activities and general fitness. There’s a high demand on the space and equipment we have. Students want to have facilities where they can do those activities, whether they’re structured by the Athletic Department or individual activities.”

‘The whole country is getting more into physical fitness. We’re such an aware college.’
share the same interests. You form relationships with the coach and the team, and you learn how to improve yourself, not only in what you do but in daily life, to interact with other people and better yourself as an individual."

500 victories but no rest

Even though he's the most successful coach in Macalester sports history, John Leaney, who earned his 500th soccer victory this past October, takes nothing for granted. "You never relax, thinking we're OK," says Leaney, who came to Macalester in 1986. That means he doesn't let up on recruiting and he doesn't let up on talking about how he sees the importance of a new athletic and recreation center to his and other programs.

"It will provide better training areas for athletes and non-athletes. When recruits look at us, the present situation is a real letdown vs. Carleton and other schools. We have the oldest building in the conference. It affects the perception by prospective athletes about what Macalester thinks about athletics."

Leaney argues that new facilities will "have a tremendous impact" not only on varsity athletics, but will also encourage more support of athletics on campus. And he sees new facilities making a big difference for students like Abby Christensen. "Now our facilities send the wrong message to kids who aren't varsity athletes, but who like to work out and are interested in athletics. The weight room is so small. We don't want to separate athletics, but we don't want to alienate aerobic and other users."

An amazing combination

For volleyball Coach Stephanie Schleuder, coaching at the Division III level after many years at the University of Minnesota has been a lesson in how to do more with less. At the Uof M, her equipment budget alone was $40,000, she says, while at Macalester her entire budget doesn't match that.

And yet she finds it "refreshing" that athletes at Macalester, while no less competitive, have a different focus. "Classes were arranged around practice [at the U]. The opposite is true here where practice is arranged around classes. I'm continually impressed by our kids' focus on education. They have a global focus. They are so aware of what's going on in the world. That makes for interesting conversations on road trips. To have students we have with academic prowess and who can be competitive, that's an amazing combination."

Schleuder believes in creating an atmosphere for her team and other teams where "you can be successful." Sometimes it's little things. During her first year at Macalester in 1998, she bought uniforms for the team because they just wore uniform T-shirts and their own shorts. "I always think that if you can't be good, you should at least look good," she jokes.

The new athletics and recreation center will help create that atmosphere by providing modern facilities for weight training and conditioning as well as practice and games. "It will be a premier facility in the country," she says.

"But it will be as big for students as it is for athletes. It will be for health and wellness, classes, workouts for students, staff and faculty. We would like to have more activities at the noon hour. I see it as a major asset for the whole community, a statement that we believe health and wellness are a significant component of our students' education."
The ‘Macalester Mindset’
Curiosity, intellect, compassion and activism still matter today, as they did 50 years ago

by Gabrielle Lawrence ’73, Alumni Director

I HAD A GREAT CONVERSATION the other day about life on campus in the 1950s with one of my favorite alums. I heard about the water-balloon fight that accidentally soaked President Turck, trips to Canada for the Canadian-American Conference where the possible recognition of Red China was debated, the mock political convention where socialist Norman Thomas was nominated for president, homecoming bonfires and winning football seasons. Then he looked at me and said sadly, “I, and people like me, would never get into Macalester today.”

I hear this often from Macalester alumni from all generations. And I wonder, now why would you all think that? Surely you’re not comparing your 50- or 25-year-old admission credentials with one of today’s entering class members? It’s not fair to do cross-generational statistical comparisons when so many of the contributing factors are different. The numerous opportunities and resources available to young people today are radically different from those of previous generations. Kids these days take school trips to Europe in seventh grade and explore the world through the Internet. Their science fairs include explorations of phenomena that weren’t even discovered when we were students.

Today’s first-year students don’t remember when “cut and paste” involved scissors. For them, Paul Newman has always made salad dressing, long-distance phone calls are common, the Cold War is history and popcorn has always been cooked in the microwave. (The above is adapted from the Beloit College Mindset List Class of 2009.)

If you were a high school student today, you’d be different than you were back in 1955 or 1968 or 1981. You’d probably be a lot more like the kids who are applying to Macalester now.

It’s true that Macalester students are very smart and score well on all those national tests. It’s also true that they are as diversely talented, curious and as young as you were when you were here. Today’s students come from Montevideo, Minn., and Mongolia, they do incomprehensible research on subjects like the problems of dark matter and they play Frisbee on the mall. They travel to Russia or Tunisia and return to share their experiences in a classroom in Old Main and solve the world’s problems over coffee at Dunn Brothers. They pull all-nighters and worry about finding a girlfriend/boyfriend and they love loud music.

This year’s student body president is Ben Johnson, from Fairmont, Minn., who is majoring in economics and math/computer science and also runs cross country. At the opening convocation he spoke about the “Macalester Mindset”—that unique concoction of curiosity, intellect, compassion and activism that is distinctively Macalester. He described that mindset as one which fosters involvement, is characterized by compassion and honesty, embraces the new and is free of prejudice and premature judgment. Ben referenced the continuum of shared commitment between Macalester alumni and current students when he said, “We need people with the Macalester mindset who are not afraid to attack problems in new ways, who embrace complexity and its challenges, and who care enough to get involved even when they don’t have to,” and he challenged this young audience to embrace the mindset that defines Macalester.

Your days on campus were probably characterized by the same kind of energy and curiosity that students exhibit today. And although the topical issues have changed, Macalester is still opening the world to young people and nurturing the kind of committed leaders that will indeed make a difference in our communities and the world.

I think my friend from the Class of 1953 would be comfortable on campus today, and you would be, too. The campus has changed, the professors are different, opportunities are expanded and the tools of technology have changed the way we learn and communicate, but not the learning and not the conversation. This is still your school and there will always be a place for you in that timeless promenade across campus.

Come on back and check it out. If you think the new students look impossibly young, you should see the new faculty.

Gabrielle Lawrence ’73 can be reached at lawrence@macalester.edu or 651-696-6315.

I think my friend from the Class of 1953 would be comfortable on campus today, and you would be, too.

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**Military intervention; Jarrell and Auden; Antarctica**

**Selling Intervention and War:** The Presidency, the Media and the American Public  
*by Jon Western '85 (Johns Hopkins University Press, 2005. 320 pages, $48 hardcover, $18.95 paperback)*

*Selling Intervention and War* examines the competition among foreign policy elites in the executive branch and Congress in winning the hearts and minds of the American public for military intervention. The book studies how the president and his supporters organize campaigns for public support for military action. According to Jon Western, the outcome depends upon information and propaganda advantages, media support or opposition, the degree of cohesion within the executive branch and the duration of the crisis. Also important is whether the public believes that the military threat is credible and victory plausible.

Western uses several modern conflicts as case studies to illustrate the methods involved in selling intervention and war to the American public: the decision not to intervene in French Indochina in 1954, the choice to go into Lebanon in 1958, and the more recent military actions in Grenada, Somalia, Bosnia and Iraq.

Western is Five College assistant professor of international relations at Mount Holyoke College. He has also been on staff at the United States Institute of Peace.

**Night Wonders**  
*by Jane Ann Peddicord '76 (Charlesbridge Publishing, 2005. 32 pages, $16.95 hardcover, $6.95 paperback)*

Intended for ages 6-11, this book takes young readers on a journey through the solar system and galaxy to the edges of the known universe. Informative sidebars and NASA images reveal the scope and structure of the cosmos.

Jane Ann Peddicord grew up in Iowa where she and her sister used to lie in the backyard on summer nights and make up stones about the constellations. She now lives in the Texas hill country, near Austin, where stargazing with her children reawakened memories of magical summer nights and inspired the verses of *Night Wonders.*

**On the Ice: An Intimate Portrait of Life at McMurdo Station, Antarctica**  
*by Gretchen Legler '84 (Milkweed Editions, 2005. 256 pages, $15.95 paperback)*

Sent to Antarctica as an observer, Gretchen Legler tells the story of a season she spent at McMurdo Station, where temperatures fall to 70 below, winds reach 80 miles per hour and there are months of nearly total darkness. A lesbian recovering from a recent breakup, Legler travels to Antarctica to escape her own suppositions about the constellations. She now lives in the Texas hill country, near Austin, where stargazing with her children reawakened memories of magical summer nights and inspired the verses of *Night Wonders.*

**Faith or folly: Antarctica's explorers**

*The troubled,* passionate human past of Antarctica was so immediately and heartbreakingly present to me upon my arrival, with Robert Falcon Scott’s abandoned hut within a stone’s throw from the room where I would sleep. Scott, a British Navy man who tried twice to reach the South Pole, was just one of Antarctica’s early explorers, but the one with the most famously tragic story...

It was with both reverence and a certain amount of cynicism that I considered Scott and the other supposed heroes of his age. Their missions were so pumped up by myths of Victorian masculinity and national pride; they were so trapped by their arrogant notions of what constituted honor; so keen to worship science as the only worthy way of knowing. They dragged their shiploads full of England to this place where England didn’t matter, and tried to paint their version of the world onto this canopy of white. But at the same time, their efforts inspired awe. The stories of their hardship and deprivation, told in numerous explorers’ tales, are sorrowful and often dreadful. What compelled them to come here, to try over and over to get to the South Pole, to cross the continent, against such odds? What made them choose such a path, such a goal, and then to consciously pursue it? It was such labor, such effort; it was so cold! Was it faith that compelled them, or bullheadedness, or folly, or all three? Did they start out as fools and die that way, or were those who lived shaped and strengthened by Antarctica as steel under a hot hammer, coming out more alive and more wise? Did Antarctica teach them something that it could also teach me?

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—from On the Ice: An Intimate Portrait of Life at McMurdo Station, Antarctica (Milkweed Editions), ©2005 by Gretchen Legler
demons and tell "the story of this land... making some human sense of its vastness and its terrible beauty." She finds a community of people stripped of any excess by the necessities of existence in a harsh land.

Legler is the author of All the Powerful Invisible Things: A Sportswoman’s Notebook. The recipient of two Pushcart Prizes, she taught in the MFA Writing Program at the University of Alaska, Anchorage, and now teaches English and creative writing at the University of Maine at Farmington.

Randall Jarrell on W. H. Auden


Macalester Professor Stephen Burt has collected six lectures that Randall Jarrell delivered at Princeton in 1951–52 on the poetry and prose of W. H. Auden. The lectures reflect a passionate appreciation of Auden’s work, a witty attack from an informed opponent and an important document of a major poet’s reception. While an admiring and sympathetic reader, Jarrell offers occasionally blistering assessments of individual poems and laments Auden’s turn from a cryptic, feeling, impassioned poet to a rhetorical, self-conscious one. Burt’s introduction provides a backdrop to the lectures and their reception and importance for the history of modern poetry.

Burt, chair of the English Department at Macalester, is the author of Randall Jarrell and His Age and Popular Music, a collection of poems. His reviews and essays on poetry have appeared in several journals, including the Boston Review, London Review of Books and the Times Literary Supplement.

Hello America: An International Debate on the Events Leading to the War in Iraq by Jim Burho ’70 (Dorrance Publishing Co. Inc., 2005. 262 pages, $18 paperback)

Responding to anti-war, anti-American comments he reads by a Norwegian television journalist, Jim Burho was drawn into an extensive Internet debate over the then-imminent U.S. invasion of Iraq. His book chronicles that debate, providing views from ordinary people in Norway, Britain, Germany, Russia and the United States. The American participants range from a college student at Berkeley to a veteran of World War II.

Burho, who served 21 years as a fighter pilot in the U.S. Air Force, currently flies for a major commercial airline. He has a B.A. in economics from Macalester and an M.B.A. from Texas Tech University and describes himself as having "a keen interest in both politics and history." He lives in Florida.

La isla de oro: una relacion californiana (Relacion de la Alta y Baja California de Rodrigo Motezuma) [The Island of Gold: A Californian Brief Account (Brief Account and Exploration of Upper and Lower California by Rodrigo Motezuma)], edited by Galo F. Gonzalez (Universitas Castellae, 2005)

This work is the first Spanish edition ever printed of a manuscript authored by Rodrigo Motezuma, a mestizo descendent of the mythical Aztec emperor Montezuma. Written in 1598 in Monterey, Calif., the manuscript is part of an unpublished collection of documents at the National Library of Madrid. It offers the first mestizo perspective of the history of exploration of Upper and Lower California and predates other known narratives. This edition reveals Motezuma’s short but detailed account of the geography, natural resources, fauna and flora, and ethnography of the inhabitants of "the Island of California." Motezuma’s account informs the Spanish crown of the existence of gold mines in Upper California and also requests the appointment of a governor to oversee the exploration and exploitation of gold.

Galo González, professor of Hispanic and Latin American studies at Macalester, teaches and researches primarily 20th-century Latin American literatures and cultures.

The Promise of Partnerships: Tapping into the College as a Community Asset

by Jim Scheibel, Erin M. Bowley ’93 and Steven Jones (Campus Compact/Brown University, 2005. 110 pages, $23)

Designed specifically for community-based organizations, this book offers straightforward guidance on how to tap into the resources and expertise of local colleges and universities. It tells organizations how they can make contact with the right people on campus, refine the planning process to ensure that they are true partners in any enterprise, work with students and faculty, and build long-term success. Examples from the field cover a range of partnership activities, from recruiting and training effective volunteers to establishing multimillion-dollar alliances.

Erin Bowley is manager of a community-based environmental education program, outside evaluator for several community and campus programs, and a nationally regarded expert on campus-community partnerships and service-learning. She lives in Minneapolis.
THROUGH HER VOLUNTEER WORK on the Alumni Board and Board of Trustees, as well as helping to start a Recent Grads group and co-chairing her 20th reunion, Ann Samuelson Smith ’85 of Minneapolis has met alumni from every generation. “In fact, one of my first meetings on campus was with my high school principal, Dr. Rollie DeLapp, Class of ’43. I was thrilled to be able to talk with him about our Macalester connection. I’ve always enjoyed meeting Macalester alumni because we all have things in common, even though we can be from very different eras.”

A double major in history and economics, Ann attended Macalester “on scholarship and work-study and family sacrifice.” She enjoyed a career in advertising before deciding to stay home with daughters Ellie and Maggie.

She continues to give back to Mac through the Annual Fund and as a volunteer “because Macalester has really developed me so I can understand other people’s cultures and look at the world from a broader perspective. It’s lifelong learning. I think of giving back to Mac, monetarily and as a volunteer, as a commitment to that level of education.

“If you’re privileged enough to go to a small, private liberal arts college, you need to give that opportunity back to other people.”
Behind the scenes

Aspiring journalists Martha Truax '07 (Hugo, Minn.), left, and Rebecca DeJarlais '06 (Champlin, Minn.) spent six months as interns for "Almanac." The weekly Twin Cities Public Television show is a 20-year-old Minnesota institution. The two did research for upcoming programs, collected comments from viewers, met well-known authors, politicians and musicians, and got a behind-the-scenes look at news production. "Both of us concluded that our career aspirations hadn't swayed from print journalism," they wrote, "but the TPT experience was a great chance to learn." Nearly 200 students each year receive academic credit for supervised internships with local, national and international businesses and organizations.