WHAT MAKES A SUCCESSFUL SPORTS PROGRAM?
A staccato of taps, clinks and thuds fills an airy studio in Spencer Studio Art. Fine limestone dust coats nearly every surface as students chip away at large stone blocks that will form pieces of a Gothic rose window. The students are spending three weeks as apprentices to Marcel Müller, a German stone mason who has worked on some of Europe’s most important Gothic churches—and who came to Williams in January to teach a Winter Study course. See the students at work at bit.ly/stonemsn; view other Winter Study courses at bit.ly/winterstudy14.
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At Homecoming in the fall, Athletics Director Lisa Melendy and I had the pleasure of accepting the 2013 Directors’ Cup, the college’s 16th in 18 years. It’s awarded to the school in each NCAA division that performs the best in post-season play. Last year we had 12 teams (eight women’s, four men’s) finish in the top 10 nationally, including three national champions (men’s and women’s tennis and women’s crew), an extraordinary showing of which I couldn’t be more proud.

But winning the cup, in and of itself, is never our purpose. Rather, we focus on living up to the key principles that underlie our athletics philosophy:

**Athletics are for students:** Like everything at Williams, our sports program exists to provide students with experiences that will develop their capacities and enrich their lives. Athletics teach teamwork, the value of hard training and delayed gratification and the responsibility inherent in wearing the Williams uniform. Most fundamentally, our program is successful if graduates apply these lessons throughout their lives.

**The human dimension:** When I talk with alumni of every generation about being athletes here, what they recall most warmly and vividly are their relationships with coaches and teammates. In athletics, as in academics, the human dimension is central. Our coaches are members of the faculty, and their teaching is assessed by the same standards we use for academic faculty. Great sports programs are led by great coaches, and I wouldn’t trade our staff for any other in the country.

**Broad participation:** We have 32 varsity teams, 16 each for women and men, and more than a third of our students play on one. We have no “major” and “minor” sports; all of our teams, and all of our athletes, are equally important.

In addition, we have more than a dozen club sports, a strong intramural program, a vigorous Outing Club and a four-course physical education requirement. The sweep of these offerings reflects our belief that the benefits of physical activity and competition accrue to participants at every level. As much growth can be had from scaling a mountain with a close-knit team as from winning a NESCAC championship in soccer or volleyball.

**The larger Williams experience:** Being even the most dedicated athlete is but one element of the Williams experience. As members of the NESCAC and NCAA Division III, we’re committed to running our sports program such that all students can take full advantage of everything the college offers. Conference rules on length of seasons, practice schedules and recruitment policies help ensure that varsity athletes can choose any major, study abroad, be engaged with campus life and even play a second sport in another season.

And then there’s the wonderful fun of cheering on our Ephs. I grew up in Chapel Hill, N.C., a crucible of college sports, but I’ve never seen a crowd more intense than in Chandler Gym when we’re locked in a close battle with Amherst. Sports play a vital role in sustaining our Williams community, and it isn’t only students, faculty and staff who get swept up in the excitement. The day I saw my sons shirtless and painted purple and yellow was when I knew that in coming to Williams my family had truly come home.

I hope and expect that we’ll continue to win a lot of contests, and even perhaps more Directors’ Cups. The real measure of our athletics program’s success, though, will always be how well we fulfill our deeper ideals. And that’s excellence we can truly promise to live up to.
MONUMENTAL ACHIEVEMENT
Reading “A Monumental Achievement” (fall 2013), my heart pumped out emotions: pride in the longstanding tradition of excellence and reach of Williams art faculty and gratitude that in 1957 I experienced Whitney Stoddard ’35, one of the art department’s “Holy Trinity.” My longing for a story of aesthetic intellectuals making major contributions in the messy “real world” was fulfilled deliciously. Yet a nagging, old question resurfaced: Why didn’t our country safeguard ancient art treasures of the Arab world in Iraq? Then a new one arose: What is happening now to art treasures in Afghanistan?
—Paul Frost ’59, Bass Harbor, Maine

Congratulations to Denise DiFulco for the article about the role played by Parkhurst and Faison in recovering the art treasures that were plundered by the Nazis. “A Monumental Achievement” was brilliant and riveting. The article made me want to enroll in a course that combined the disciplines of history, political science and art history. The Wiesbaden Manifesto struck me as an extremely brave stance in the midst of the Cold War hysteria.
—William Beres ’82, Westport, Conn.

I enjoyed learning more about Williams’ Monuments Men. The biography of Charles Parkhurst ’35, however, is missing an important chapter. He was chief curator and assistant director of the National Gallery from 1971 to 1983. Also missing is the influence that these men had on students in the Williams College Graduate Program in the History of Art. Lane Faison ’29 taught for it in the 1970s and served as director after Frank Robinson. Likewise, when Parkhurst returned to Williams in 1983, he taught in the MA program, directing it for a year in the mid-1980s. I was fortunate to work with and under both Parkhurst and Faison. The way I approach my work is deeply indebted to these two. They were serious about encouraging women—not just to work in museums but also to become leaders. I hope the future articles can include names—not just to work in museums but also to become leaders.
—Gwendolyn Owens ’79, Montreal, Canada

The fall magazine was superb from cover to cover. My late husband, Howard R. Simpson ’50, credited S. Lane Faison Jr. ’29 with opening his mind to art in his art history class. It was a course recommended to him by a classmate who assured Howard he would never regret it. Howard and I were fortunate enough to have an hour or so with Professor Faison in his home shortly before he moved to the Williamstown assisted living facility. I have never forgotten that wonderful face, which shone with such enthusiasm and cheer!
—Kitty Simpson, Baltimore, Md.

My father, Emerson H. Swift, Class of 1912, had Karl Weston as his professor and inspiration senior year. As a result my father went on to earn an MFA and Ph.D. from Princeton University in art history and archeology. He then enjoyed a very distinguished 35-year teaching career at Columbia University while writing six books on various aspects of art history. He was a close friend and association colleague of Lane Faison’s ’29, but the greatest disappointment of his life was that he was turned down from becoming a Monuments Man because of his age, although he was just in his late 50s! I, his only son, unfortunately was turned off by academia and didn’t follow in those revered footsteps (although I worked for Williams for seven years as director of planned giving and became good friends with Carol and Charlie Parkhurst ’35 during that time).
—E. Howland Swift ’52, Barton, Vt.

RECLAIMING WILLIAMS
In addition to the attractive new graphic layout, I’ve been delighted to encounter some edgier articles in Williams Magazine of late. Chief among these was Robert J. Seidman’s ’63 “Band of Brothers” (spring 2013), which recounts the student-led rebellion against fraternity control of the campus in the early 1960s (of which I’d heard only vaguely whitewashed accounts before). Painful as these events can sometimes seem in retrospect, recovering these lost bits of institutional lore remains a crucial part of the contemporary project of reclaiming Williams.
—Scott Lankford ’80, San Francisco, Calif.
BREAKING GROUND, CULTIVATING CHANGE

On Feb. 6, students, faculty and staff celebrated Claiming Williams Day, a series of discussions, performances and events aimed at building and sustaining a more inclusive community. This year’s theme was “Breaking Ground, Cultivating Change,” and the program included (clockwise, from top left) spoken-word poetry by Joshua Bennett, a workshop on class identity, a performance of Amal Kassir’s “The Lobster Speaks” by Rika Shabazz ’17 and dance and music by the student group Kusika. For more coverage visit http://bit.ly/ClaimWilliams2014.

Congratulations to Our
Newest Rhodes Scholar...

Brian McGrail ’14 has been named a Rhodes Scholar for 2014. He’s one of 32 U.S. students selected this year and the first from Williams since 2005. He plans to use the fellowship to pursue a Bachelor of Arts in philosophy, politics and economics at the University of Oxford.

A double major in history and political economy from Arlington, Va., McGrail is interested in applying tools from academia to public policy work, particularly in the area of tax reform to address economic inequality.

At Williams, McGrail has distinguished himself as a political activist through an internship with Elizabeth Warren's U.S. Senate campaign; as a volunteer helping low-income residents prepare their taxes; and as a campus leader serving on College Council and several campus-wide committees. Last year he was awarded a Harry S. Truman Scholarship, and over the summer he researched tax policy with Williams economics professor Jon Bakija as a Class of 1957 Scholar and Research Fellow. McGrail has interned or worked as a research assistant with the Brookings Institution, the Progressive Policy Institute and Hedrick Smith Productions.

...And to Our Recently Named Churchill Scholar

Jared Hallett ’14 is one of 14 students — and only the second in Williams history — selected to receive a Churchill Scholarship for study at the University of Cambridge in 2014-15.

The Sterling, Va., native plans to pursue a Master of Advanced Study in pure mathematics and focus on deepening his understanding of analysis.

A math and Chinese major, Hallett is a teaching assistant in both subject areas and has won numerous awards, including a Goldwater Scholarship, two Witte Problem Solving Prizes, a Class of 1956 Scholarship and Wilmers Fellowships for both travel and language. He plays Ultimate Frisbee and is a member of Phi Beta Kappa.
Tenured

Five Williams faculty members have been promoted to associate professor with tenure, effective July 1. They are:

Jessica Chapman, history. Chapman specializes in U.S. foreign relations with a focus on Vietnam, decolonization and the Cold War. She earned her Ph.D. from the University of California, Santa Barbara, and serves on the college’s Committee on Undergraduate Life.

Christopher Goh, chemistry. Goh’s research focuses on metal-based catalysis crucial to biochemical and chemical processes. He earned his Ph.D. from Harvard University and serves on Williams’ Committee on Educational Policy.

Rhon Manigault-Bryant, Africana studies. Manigault-Bryant specializes in the study of religion, gender, race, music and popular culture, with a focus on ethnographic methods. She earned her Ph.D. from Emory University and serves on the college’s Faculty Steering Committee and Women’s, Gender and Sexuality Studies Committee.

Neil Roberts, Africana studies. Roberts teaches courses on contemporary Africana social and political philosophy, modern political thought, hip-hop and political theory and Rastafarianism. He earned his Ph.D. at the University of Chicago and is a member of the college’s Faculty Lecture Series Committee.

Fred Strauch, physics. Strauch is a theoretical physicist specializing in the design and study of “artificial atoms” made of superconducting devices operating in the quantum limit at very low temperatures with very low electrical noise. He earned his Ph.D. from the University of Maryland and is a member of Williams’ Honor and Discipline Committee.

Williams Welcomes 237 to Class of ’18 Via Early Decision

The college has offered admission to 237 students under its early decision plan. The 124 women and 113 men comprise 43 percent of the incoming Class of 2018, which has a target size of 550.

Students from 33 states and Puerto Rico as well as 17 countries make up the early decision cohort. American students of color comprise nearly one third of the group and include 23 Asian Americans, 19 African Americans, 25 Latinos and two Native Americans. Thirteen students are from families in which neither parent has a four-year college degree.

Academically, the early decision contingent rivals any in the college’s past. Scores on standardized tests were higher than those of previous cohorts, with average SAT scores of 716 in critical reading, 713 in math and 724 in writing; and an average ACT score of 32. Sixty-nine students say they’re interested in eventually pursuing a Ph.D.

“With so many highly qualified applicants to choose from, the selection process was as keenly competitive as it’s ever been,” says Richard Nesbitt ’74, director of admission.
Roomful of Teeth Wins Grammy

“New classical music is well and alive,” Brad Wells said as he and his vocal ensemble Roomful of Teeth accepted a Grammy in January for Best Chamber Music/Small Ensemble Performance.

Wells, the Lyell B. Clay Artist in Residence in Vocal Studies and director of choral activities at Williams, founded Roomful of Teeth in 2009. The project is dedicated to mining the expressive potential of the human voice. Its eight members strive to expand their vocabulary of singing techniques, studying non-classical genres such as Tuvan throat singing, yodeling and Korean Pansori. The project will be in residence at Williams in spring 2015.

The group accepted the award after performing at the 56th Grammy awards pre-telecast ceremony. They were also nominated in two other categories. Watch video of Wells at the ceremony and backstage at http://bit.ly/wellsgrammy.

In Memoriam

Gordon E. Winston, the college’s Orrin Sage Professor of Political Economy, Emeritus, died on Dec. 3 at the age of 84.

Winston joined the economics faculty at Williams in 1963 and focused primarily on economic development. He was influential in the growth of Williams’ Center for Development Economics and served as head of the Yale University Pakistan Project in Karachi, Pakistan. Over time his intellectual interests grew to include capital and production theory, consumption theory and, ultimately, the economics of higher education—a field that he helped shape by developing tools focused on bringing greater justice to the higher education system. His many op-ed pieces and media appearances are known to have influenced policy debates in the U.S.

He also served Williams as chairman of the economics department, director of the Williams Project on the Economics of Higher Education and provost.
Low-Tech Printmaking

Mei Kazama ’16 bends over a large piece of linoleum that’s warming on a 2-by-2-foot hot plate. Gripping a sharp cutting tool, she slowly carves a design into the softened tile, called a “lino plate.”

She straightens up every few minutes to check her progress, alternately sketching with a pencil and then carving over the sketches, trying to develop an artistic direction for the piece. The Spencer art studio where she’s working is abuzz with activity as 11 students explore printing techniques in professor Barbara Takenaga’s fall-semester course, “Low-Tech Printmaking.”

Unlike the “high-tech” printing classes Takenaga teaches—including lithography, intaglio and photo processes and involving chemicals, specialized tools and complex steps—low-tech printing focuses on ideas. “I can throw some of the technical details out the window and say, ‘Yes, you can rip your print up and put it back together,’” Takenaga says. “Or you can paint on it; you can make it a 3D sculpture.”

The class meets for three hours each Tuesday morning, and Takenaga’s students can be found in the large, industrial studio most other days—sometimes working into the wee hours of the morning.

Kazama, who plans to double major in studio art and biology, has lost track of the number of late nights she’s spent working on her lino plate. But when the class meets again, the abstract prints she’s made from it decorate the drying racks. “It’s most exciting when you first roll ink onto the lino and cover up all your pencil marks,” she says.

Nearby, Rachel Lee ’16 mixes inks, adding colors and modifiers to give them the right consistency or “tack.” She glances periodically at her finished lino plate, which is cut into the shape of a woman’s torso.

After testing a roller to make sure the ink adheres properly, she runs it over the plate, covering it in green. She eases the plate carefully onto the bed of the printing press, ink-side up. Moving to the sink, she retrieves some paper that’s been soaking (many artists prefer to print on damp paper because of how well it absorbs the ink). She places the paper between two dry blotter sheets, pressing a roller back and forth to absorb the excess water.

Working quickly, she places the printing paper on top of the plate and lays thick wool blankets, called felts, on top of it. Then she cranks the large wheel a half-dozen times, moving the entire work through the heavy press.

As the layers come out the other side, she peels back the felts and then the paper, revealing a fresh, crisply inked print, beautiful in its graphic detail. Later she’ll add to the print, using a technique similar to collage, in order to give the impression of the woman’s torso wearing a dress.

“It’s always a surprise what comes out of the press,” says Lee, who plans to major in studio art. “But you learn to work with it.”

—Julia Munemo
What makes a successful sports program?

The goal in any athletic contest is to win, and Williams’ record in winning is well-known. But the purpose of an athletic program is to help educate students. It’s possible to pick the most valuable players, but it’s impossible to measure who’s learned the most from their athletic education and who’s applied those lessons most effectively in their later lives.

So instead of concocting a typical hall of fame, the college’s current and former coaches, led by Athletics Director Lisa Melendy, have marked the 40th anniversary of the creation of the NCAA Division III by identifying 40 of the countless athletes over the last four decades who exemplify the lessons of Williams athletics. You can add to the list at athletics.williams.edu/greatephs.

Profiles written by Peter May ’73
Julie Greenwood '96
Tennis, Squash
A tennis standout who first tried squash at Williams, Greenwood became a three-time All-American in both sports. She also won two NCAA championships in doubles tennis. She returned to Williams to coach for 10 years, leading the women’s tennis team to its first two NCAA titles. Inspired by fellow 40 at 40 honoree Greg Zaff ’84, she now runs Squash Haven, a nonprofit community squash program in New Haven, Conn.

Laura Spero ’02
Crew, Swimming, JV Soccer
As a senior, Spero was a member of the first Williams women’s crew to win the NCAA Division III Championship. She moved to Nepal after graduation and, despite not speaking the language or having any training, founded EVA Nepal, a rural dental care project that’s expanded to cover an area of more than 30,000 people. She continues to serve as EVA’s executive director and is a freelance journalist, writer and radio producer. When she feels overwhelmed, she says, she “always goes back to Williams rowing.”

Sam Flood ’83
Baseball, Ice Hockey
A defenseman and senior captain who’d been playing hockey since he was 6, Flood, now executive producer for NBC Sports and NBC Sports Network, is considered one of the most influential figures in U.S. hockey for broadcast innovations like the Winter Classic and “Inside the Glass” reporting. The winner of 15 Emmys and three Eclipse Awards, his production credits include Football Night in America and coverage of IndyCar, the Tour de France, the French Open and several Olympic Games.

Mari Omland ’89
Skiing, Soccer
Omland was an All-American skier, and as a senior she received a Watson Fellowship for independent study and travel outside the U.S. She represented the U.S. in World Cup alpine ski racing and was a junior national champion. She became director of conservation for the Appalachian Trail Conservancy and then spent a decade at Conservation International. Since 2007 she and her partner Laura Olsen have run Green Mountain Girls Farm, an ecotourism farm that this year welcomed a Williams Winter Study class on sustainability and farm life.

Charles “Chas” Foehl ’87
Golf, JV Soccer
Foehl played in two NCAA golf tournaments and was captain his junior and senior years. He then hooked up with rookie Scott Verplank as a caddy on the PGA tour. He left just before Verplank won his first event but received a portion of the golfer’s winnings as a thank-you. Foehl joined the Long Creek Youth Development Center in Portland, Maine, tutoring and teaching college prep math classes. Now a stay-at-home dad, he says he may return to the youth center soon.
Siblings Ethan and Rebecca Brooks have a dozen All-American titles between them. Ethan, who passed up football scholarships to attend Williams, holds nine: three as a defensive lineman and, as a hammer thrower, three each for indoor and outdoor track and field. As a senior, he received the college’s Purple Key Award for male athlete of the year. One of a handful of Ephs to enter professional sports, he played offensive line for the Atlanta Falcons, St. Louis Rams, Arizona Cardinals, Baltimore Ravens and Dallas Cowboys during his nine-year NFL career. Rebecca, an All-American in three sports, was Williams' sixth female basketball player to reach 1,000 points, and her team reached the Elite Eight in 1999. She capped her college career by winning the shot put at the NCAA Tournament. In 2006 she was inducted into the New England Basketball Hall of Fame. She’s now associate director of admission and head coach of girls’ basketball at the Pomfret School in Connecticut.

Kristen (Harrington) Smith '95
Volleyball
Smith's team underwent significant development in the two years she was co-captain, with a 19–19 record in 1993 and a 26–9 record in 1994, the year the Ephs won the NESCAC Tournament and went to the NCAA Tournament. After completing an MBA at UNC-Chapel Hill, she joined Novartis Pharmaceuticals 14 years ago and is now executive director for multiple sclerosis business units. She was named a 2010 Rising Star by the Healthcare Businesswomen’s Association.

Gabrielle Woodson ’09
Soccer
A two-time All-American, Woodson was named NESCAC Player of the Year in 2007. She was a top scorer in her junior and senior years, helping the Ephs advance to the NCAA Tournament twice. As a senior, she also led the team to a 19-1-1 record, which set a program record for most wins in a season and made Williams the first NESCAC school to win back-to-back conference titles in women's soccer. Now based in Los Angeles, she is a music and adventure video blogger for audiblegold.com.

Adrienne Ellman ’03
Squash
Ellman played squash on the junior circuit, finishing second in the U16 girls draw at the U.S. Squash Junior Championship. College was her first experience on a team, which “totally revived the sport for me,” she says. In addition to playing number-one singles and being an All-American all four years, she was co-president of the Queer Student Union and of the junior advisors. She’s now a corporate attorney at Foley Hoag LLP in Boston.
Lindsay Brown ’86

Crew
In high school, Brown was a three-sport athlete (tennis, cross-country and skiing), but he found his niche when he joined the Williams crew. He later won three gold medals at U.S. rowing competitions and was a member of the 1988 U.S. Olympic team that won silver and bronze in Seoul, Korea. A history teacher at St. Andrew’s School in Delaware, he’s led four of the school’s crews to the Henley Regatta in England, finishing second in 2011.

Harry Sheehy III ’75

Basketball
A two-time All-American and team captain, Sheehy coached men’s basketball at Williams for nearly two decades, compiling the fourth-best winning percentage in Division III. He spent another 10 years as athletic director, leading the college to 17 NCAA titles, 13 Directors’ Cups and four Jostens Awards for excellence in athletics and academics. In 2002 he published Raising a Team Player and was one of the first people to be inducted into the New England Basketball Hall of Fame. The all-time leading scorer for Athletes in Action, he now works as athletic director at Dartmouth.

Kasia Sullivan Horner ’96

Lacrosse, Field Hockey, Squash
A three-time All-American in lacrosse and a two-timer in field hockey who broke multiple records at Williams, Sullivan was named Division III Athlete of the Year in 1996 by College Sports Magazine. That year, both field hockey and lacrosse were undefeated in the regular season, and she scored five winning overtime goals in field hockey. She then spent a year as an assistant lacrosse coach at Williams. Having received an MBA from Dartmouth, she now works in sports marketing for the Coca-Cola Co.

Tricia Hellman Gibbs ’82

Skiing, Cross-Country
A World Cup alpine racer in the late 1970s, Gibbs was a two-time All-American skier at Williams and national qualifier in cross-country running. She and her husband were in private medical practice for three years when they decided to start the San Francisco Free Clinic to provide care to the uninsured—work for which she received a Williams Bicentennial Medal in 2002. In 1998, she founded The Sugar Bowl Academy, a preparatory school for competitive skiers.

Derek Sasaki-Scanlon ’98

Track & Field
Sports Illustrated’s “Faces in the Crowd” highlighted Sasaki-Scanlon in 1997 after a meet against MIT in which he finished in the top three in seven of eight events and scored 49.25 points in a 244-243 victory. He set school records in the pole vault, pentathlon and decathlon and was a two-time All-American in the decathlon. He and wife Traci, whom he met at a track meet, now run mypetchicken.com, which last year sold more than 100,000 chicks to families who want to raise them.
Brian Gugliotta ’95
Football
An offensive star on an undefeated team his senior year, Gugliotta was the first Eph since 1969 to rush for 1,000 yards in one season. In his final game, the 5-foot-6, 165-pound tailback scored four touchdowns and amassed 241 yards in a 48-14 victory over Amherst. He became a member of an elite U.S. Military Special Operations team and served in multiple positions on the National Security staff during President Obama’s first term. He continues in active-duty service and was promoted to commander in 2011.

Greg Crowther ’95
Cross-Country, Track & Field
When he arrived at Williams, Crowther personified the term “slow boy,” with a 3,000-meter personal best time of 9:35. But his dedication, and the help of Coach Pete Farwell ’73, helped him shave his time to 8:43 by senior year, when he captained the first Eph cross-country team to win an NCAA title, and he earned All-NESCAC and All-New England honors. In 2007 USA Track & Field named him Ultra Runner of the Year. He’s now a research scientist at the University of Washington, and he still runs competitively.

Josh Lefkowitz ’02
Tennis
Lefkowitz was a four-time All-American and in 2002 became the only Eph to win an NCAA individual title. In four years playing number-one singles and in 16 NCAA team matches, he never lost, and his team won three of four NCAA Tournaments. A former intelligence analyst for the New York State Office of Homeland Security and senior analyst for the Nine Eleven Finding Answers Foundation, he’s now a co-founder and senior partner with Flashpoint Global Partners, a national security cyber-intelligence firm.

Mike Reed ’75
Basketball, Track & Field
Coming to Williams from a large, inner-city high school in Cleveland was a major adjustment for Reed. But he found strength and purpose on the track, in particular as an All-American hurdler and a relay racer. “I experienced confidence, success and peace of mind when I was running,” he says. Today, as VP for strategic planning and institutional diversity at Williams, he works to help all members of the campus community find ways to claim the college as their own. He received a Williams Bicentennial Medal in 1993.

Lindsay Payne ’06
Swimming
Diagnosed with leukemia at age 12, Payne fought cancer in middle and high school but still swam whenever she could. She went on to shatter record after record at Williams, winning seven individual NCAA titles and setting Division III records in the 100- and 200-yard breaststroke, among others. In 2006, she received the Honda Inspiration Award, which recognizes female athletes who overcome adversity to excel in their sports. She is now a digital product manager at Bank of America in Charlotte, N.C.

Jack Wadden ’11
Crew
Wadden represented Williams at the 2008 Henley Regatta, was a member of the 2008 and 2009 Head of the Charles Collegiate 8+ Championship crews and was team captain his senior year. In 2009, he co-founded “Anything But Str8” to provide LGBTQ athletes at Williams a safe environment in which to share their experiences. “It was a great space to talk about different issues, get support and not feel alone,” says the former junior advisor. “It’s still going strong.” Wadden is a graduate student at the University of Virginia, studying computer science.
Gretchen (Engster) Howard ’95
Ice Hockey, Lacrosse, JV Field Hockey
Women’s ice hockey was a club sport when Engster arrived on campus in 1991. The players had no trainer or locker room and drove college vans to games. But the Winter Study class “Inside College Athletics” inspired her to fight for change, and the next season ice hockey became varsity. The team went on to win three Little Three titles from 1993 to 1998 and made many trips to the NESCAC semifinals. Howard is now director of new advertising products for Google.

Jim Duquette ’88
Baseball, Basketball
A first team All-New England outfielder, Duquette joined the New York Mets organization in 1991 as an assistant. In 15 years (including one with the Houston Astros) he worked his way up to Mets general manager and senior VP of baseball operations. He became the Baltimore Orioles’ VP for baseball operations in 2005 and is now a broadcaster/analyst for Major League Baseball and SiriusXM satellite radio. He made headlines in 2012 for donating a kidney to his 10-year-old daughter, who suffers from a rare kidney disease.

Salvi Salamone ’93
Track & Field
When he wasn’t in the sculpture studio or designing costumes, Salamone was on the track. He excelled in the 400-meter intermediate hurdles, where he won meets (including in Division I competition) and set a college record. As his teammate and fellow 40 at 40 honoree Greg Crowther ’95 says, “Long-legged and lean, Sal sprang over those 36-inch barriers with the efficiency and grace of a halfback evading fallen tacklers.” He is now a Los Angeles-based special effects sculptor whose clients include Katy Perry and Lady Gaga.

Alison Swain ’01
Tennis, JV Squash
Swain is one of the only coaches in any division to win the NCAA Championship as both a player and a coach. She’s 30-0 in NCAA Tournament play, something no other coach in the NCAA has accomplished. She played both doubles and singles and in 2001 was co-captain of Williams’ first women’s tennis team to make the championships. She drew on that leadership experience when she became women’s tennis coach at Williams in 2007. She’s since led the team to six consecutive NCAA Division III championships. In 2003, she and her mother, Sue Swain, were ranked the number-one mother/daughter doubles team in the U.S.

Jane Lee ’97
Field Hockey, Lacrosse
Lee played field hockey in high school but hadn’t considered tending goal until the Ephs’ starting goalie had to miss a game. Her first outing was a 1-0 shutout over Trinity, and Williams ultimately made it to the NCAA Tournament all three years she started, including 1995, the team’s first perfect regular season. She went on to teach high school math and coach before joining the University of California’s Digital Laboratory as a senior user experience researcher.
Anne O’Leary ’10
Golf, JV Basketball
O’Leary was a four-time National Golf Coaches Association Scholar-Athlete and in 2007 played for the first women’s golf team to advance to the NCAA Tournament since the team became varsity in 2004. A 10th-place finish at that tournament was followed by eighth- and seventh-place finishes in 2008 and 2010, respectively, with O’Leary making the top 10 in individual play. She’s currently working on a Ph.D. in geosciences at Princeton.

Greg Zaff ’84
Squash, Tennis
A three-time All American, Zaff competed in the World Pro Squash Association tour for seven years, reaching a career high rank of No. 2 in North America. At Harvard’s Kennedy School of Government, he developed the blueprint for SquashBusters, the Boston-based nonprofit he launched in 1996 to bring squash to inner-city school children. SquashBusters is now the flagship of a 14-program urban squash movement. He received Williams’ Bicentennial Medal in 2001 and was named to the U.S. Squash Hall of Fame in 2009.

Rebecca (Mallory) Walker ’95
Basketball, Tennis
Bobby Walker ’95
Football, Track & Field
Rebecca Walker was a two-time tennis All-American and in 1994 teamed with fellow 40 at 40 honoree Julie Greenwood ’96 to win the NCAA Doubles Championship. Bobby Walker was a three-sport All-American and led the football team in tackles, playing nose guard, defensive end and linebacker. He also threw the hammer and shot put, setting a school record in the hammer throw and becoming national champion, but he withdrew from a national tournament to attend junior advisor training at Williams. Rebecca and Bobby wed in 1999 and went on to teach and coach in Connecticut. Rebecca is now middle school head at Greenwich Academy, and Bobby holds the same title at King Low Heywood Thomas School. In 2009 the couple formed the Middle School Leadership Workshop, which brings together eighth-grade student government leaders from area schools to talk about leadership.

James Moorhead ’01
Lacrosse
A defensive standout, Moorhead says competition—particularly with his brother John ’00, a lacrosse attackman—“goes to my core personality.” He was named to the NESCAC men’s All-Conference Team in 2001 and served on College Council and the Residential Life Committee. He joined Proctor & Gamble as an intern and, in 2010, was named Grand Marketer of the Year for the “Smell Like a Man” Old Spice campaign. He’s now chief marketing officer at DISH Network.

Kate Queeney ’92
Cross-Country, Track & Field
Queeney says jokingly of her running career at Williams: “I was a good alternate.” But her coach, Larry Bell, calls her “a super intense competitor on a highly competitive team, and she didn’t let that get in the way of being our biggest cheerleader.” A mentor to her teammates, she went on to a career as a chemistry professor and director of faculty advising at Smith. She still competes in triathlons, wearing Williams purple when she trains in the Amherst pool. She’s currently a Williams trustee.
John Young Jr. ’97
Swimming
Young is a four-time NCAA champion in the 100 and 200 freestyle, a 16-time All-American and a New England Athlete of the Year, among other accolades. After six years in market research, he returned to swimming as an assistant coach at Kenyon College. In 2006, he became head swim coach at Davidson College, leading the teams to their first Division I Championship qualifiers. He was voted Men’s Coach of the Year in 2013 by the Coastal Collegiate Swimming Association.

O. Andreas Halvorsen ’86
Nordic Skiing
Halvorsen was a Norwegian Navy SEAL officer for three years before coming to Williams at the age of 22 and joining the Nordic ski team. He went on to Wall Street and Stanford Business School and in 1998 co-founded Viking Global Investors, now one of the world’s largest equity hedge funds. Two of his and wife Diane’s ’84 three children ski for Williams. Halvorsen, a Williams trustee, continues to ski competitively.

Kris Karlson ’85
Crew, Swimming
Karlson was a crew walk-on, having never rowed before. She went on to win three world championships during medical school at the University of Connecticut and finished fifth with a four-woman boat in the 1992 Olympics in Barcelona. In 1993, she received Williams’ Bicentennial Medal and in 1998 won the Head of the Charles Regatta. She was the rowing team physician at the 2008 Olympics in Beijing and is now a professor of surgery at Dartmouth.

Jeff Ishizuka ’04
Wrestling
Ishizuka spent his junior year at the Williams-Exeter Programme at Oxford, where he played rugby, mentored asylum seekers from Kosovo and conducted research in chemistry. He returned to Oxford two years later as a Rhodes Scholar (his wrestling coach, Mike Whalen, wrote a letter to the Rhodes Committee on his behalf). After completing a Ph.D. in immunology, he continued his studies at the National Institutes of Health. He’s now a resident at Brigham & Women’s Hospital in Boston.

Healy Thompson ’03
Track & Field
Excelling in shot put and in weight and hammer throwing, Thompson earned All-American honors 12 times and captured five NCAA titles. “I sort of fell into it, being 6-foot-1 and strong,” she says. “I was a bit of a natural.” In 2000, she became the first Williams woman to win an individual NCAA indoor title, by throwing a shot put 43 feet, 8.5 inches. She is now pursuing a Ph.D. in gender, feminist and women’s studies at York University in Toronto, Ontario.

Laura Brenneman ’99
Softball, Basketball, Soccer
An astrophysics major, Brenneman earned Academic All-NESCAC honors as a softball shortstop, basketball guard and All-American soccer goalkeeper. She went on to play second base for the U.S. national baseball team, competing in the World Series of Women’s Baseball in 2002. In 2004 she was named the first and only International Woman Baseball Player of the Year. She’s now a postdoctoral fellow at the Harvard-Smithsonian Center for Astrophysics.

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One hundred members of the campus and local communities gathered at the ’62 Center for Theatre and Dance on Jan. 25 for TEDxWilliamsCollege. The first event of its kind to be held at the college, the half-day program featured six faculty members and two students who each spoke about topics inspired by ideas explored in tutorials. In these signature Williams courses, two students, guided by a professor in an in-depth examination of a subject, develop independent work as they sharpen their critical thinking skills. Watch videos of their talks at http://tedx.williams.edu/videos.

**EXPLODING STARS, COLLIDING GALAXIES AND YOU**

KAREN KWITTER
Ebenezer Fitch Professor of Astronomy, Department Chairwoman

We are children of the stars, born of seething cauldrons of plasma that convert helium into heavier elements and then explode, sending the elements out into space. These raw ingredients of which we are made require specific conditions to thrive, which the Milky Way currently provides. But research shows that in about 3 billion years, two neighboring galaxies may collide, and Earth will be caught in the crosshairs.

**MAGICAL THINKING**

WON-JUN KUK ’14
Chemistry Major

College students are expected to engage in rational, reasoned and critical thinking. But why not magical thinking as well? Performing certain rituals or acting on superstitions in the hope of achieving a specific outcome can be useful for gaining a sense of control and confidence in stressful situations or those we feel we have no control over.

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**SHAKESPEARE, MARLOWE AND THEIR JEWS**

JOHN KLEINER
Professor of English

William Shakespeare and Christopher Marlowe may never have met, but both writers understood the power of theater to not only delight audiences but also compel painful emotions and understanding in others. A side-by-side, close reading of passages from *The Merchant of Venice* and *The Jew of Malta* reveals the relationship between empathy and revenge, two sides of a very powerful coin.

TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. TEDTalks video and live speakers combine to spark deep discussion and connection in a small group.
Black women’s bodies and representations of them long have been under the control of others. Saartjie “Sarah” Baartman, and then her remains, were on view from the 18th century until 1974, and Marie-Guillemine Benoist’s Portrait of a Nègresse (1800) was adopted centuries later in a portrayal of Michelle Obama. Yet it’s possible to reshape understandings of black women’s bodies, evidenced by the science fiction of Octavia E. Butler and the potential of social media.

The perception of Asian cultures as exotic and “other” pervades Western representations of Asian music. Songs such as “Ching-A-Ling’s Jazz Bazaar” from the 1920s and David Bowie’s “China Girl,” released in 1983, contain rhythms and melodies that are accepted as Asian but in reality are Western creations. A more sophisticated homage to Orientalism can be seen in the music videos of pop superstar Leehom Wang ’98.

Cancer is generally caused by one of four things: heredity, environmental exposure, lifestyle/diet or viral infection. But an extremely rare cause has emerged in the wild population of Tasmanian devils. During fighting, devils bite each other’s faces and, in the process, pass along their cancerous cells. Molecular and conservation biologists are working together to find a vaccine and save the species from extinction.

The so-called mystery of our minds has to do with thinking we can’t understand other people. But cognitive science research shows that when we face another person, our nervous system tunes in with theirs. We feel in ourselves the machinery of their sensations and therefore experience their minds. So we can understand each other—and there is no mystery.
the south in
Professors Leslie Brown and Charles Dew ’58 weave history and memory to help students understand how lives lived on opposite sides of the color line come together in one place.

Interview by Peter Murphy
Portraits by Mark McCarty
“The history of the American South is a racial one, where blacks and whites lived their lives intertwined and disconnected.” So begins the course description for “The South in Black and White,” taught during Winter Study by historians Charles Dew ’58 and Leslie Brown. The statement is also an apt depiction of the two professors’ life experiences. Dew was a child of the Jim Crow South whose interest in Southern history, the Civil War and Reconstruction was awakened at Williams; he’s since published three books on those subjects. Brown grew up on the heels of the civil rights movement and has published extensively on African American history, gender and race relations, and oral and documentary history. In an interview with Dean of the Faculty Peter Murphy, the two discuss what it’s been like to team-teach for the first time, the intersection of their lives and work, and the relationship between memory and history.

Peter Murphy: What’s it been like teaching “The South in Black and White?”

Leslie Brown: It’s been very easy. We tend to flow together. Our energy flows together. The students are getting both of our interpretations. Charles is very easy to work with, and we have similar ideas about what we should read, similar ideas about how we should run the course. We just fell into place.

Charles Dew: It’s easy to have a conversation with the class—that’s basically what we’re doing. Occasionally we’ll talk to each other, and sometimes Leslie will ask a question and I’ll be hell-bent to answer it, but I’ll let the students go at it. If I have something at the end to add, I will. The question of guilt, for example, about whether white Southerners were guilty over the institution of Jim Crow—

Leslie: Whether they felt guilty. They were guilty.

Charles: Yes, whether they felt guilty over the institution of Jim Crow. Leslie thinks that guilt was there. I think it wasn't, and so we had an interesting exchange on that. I offered up the observation that what was driving so much of Jim Crow was this concern about interracial sex and the breach of the color line. That phenomenon, that fear, drove white Southerners throughout most of their history into a state of frenzy. The black/white sexual color line was at the core of so much that was going on. And my feeling is—Leslie disagrees—that concern was so potent, it justified just about anything that whites did to sustain it.

Peter: And that’s a fear of black men.

Leslie: Yes, a fear of black men attacking white women. While at the same time, the opposite was actually happening: white men persistently attacking black women.

Peter: In some ways being sponsored by the system.

Leslie: Yes. And the reason I disagree with Charles is because, as Ida B. Wells said, “Nobody believes that threadbare lie.” So if you don’t believe the lie to begin with, and the lie overlays this whole system, then one must feel guilty about the system, because the system is built on a lie that one doesn’t believe. But this is the wonderful thing about history. We don’t agree. We had a disagreement yesterday, when I asked the question, “What did black Southerners in the
deepest of the Deep South have to live for in the Jim Crow era?” Charles believes very strongly in a sense of survival, the will to live. And I believe the opposite among this group of people—that the situation, the horrible poverty, the misery they lived with, did not necessarily make them want to live. In fact, I think they were hopeless, and without hope the idea that life would be better didn’t exist among a couple of generations. They looked to heaven as the better place for them—We’ll get through this and then we’ll go on to heaven. And many of them didn’t really want to, or didn’t think they could, get much more—economically, politically, socially—out of the world they lived in. Charles has a very upbeat perspective on the world. [Laughter.] And I don’t.

Charles: My argument is that this instinct for survival is as basic as any human instinct, and we can’t make the assumptions Leslie’s making. But I’ve been thinking about it—she may have a case, particularly if you were profoundly convinced that the afterlife exists and there is a place for the humblest of us in that world. The tendency to give up might be more powerful than I suspected. I’ve been thinking about a lot of stuff this winter and talking about it, and rereading some books I haven’t read for a while.

Leslie: We’re introducing each other to new materials. I’m reading a book about an FBI informant in the middle of the civil rights movement, and Charles will come in and talk about another book he’s reading on the same subject.

Peter: You are from different generations, and the students are now generations removed, not only from your own experience but also from the material you’re using. How does that affect what you have to do for them?

Charles: I use my own autobiography—growing up on the white side of the color line in the Jim Crow South—because students need to know what those cultural forces were like. They need to know what it was like to grow up with people and have the relationship governed by a rather elaborate etiquette that in many ways limited what you could say, what you could do. The whole notion of being in a room with someone and knowing that there were barriers, that there were boundaries you shouldn’t breach, is alien to them. It should be alien to them. I talk about having arrived on campus and seeing a black classmate and realizing in that moment how different this environment was going to be from the one I grew up in. I use that sort of thing to get students to try and come back to the way things were as I was learning and as it relates to a lot of what I teach about when I teach southern history. Leslie can pick up and magnify what’s happening on the other side of that line. So it’s not only what we’re reading and discussing—it’s also that we have experiences we’re willing to talk about.

Leslie: Charles talks so eloquently about the white side of the color line in the South. I know about the black side of the color line in the South from my family—an elderly, old southern family. The balance I bring in is the transition through the civil rights movement. I raise the moral questions: Why would someone take their life in their hands to get involved in civil rights activities? Why would the Black Panthers carry guns? Why would women be willing to go to jail? Why would white students be willing to go south? Why so few people actually in the midst of the morass didn’t join the movement. So Charles and I talk about two different time periods and two different sides of the coin.

Peter: Is it the case that the civil rights period is now as distant to our students as the Civil War is, that you have to work fundamentally to re-energize and bring both of these periods into context?

Charles: The ’60s and ’70s are the distant past for them—it might as well be the Civil War or colonial America. And that’s a bit of a shock, because it was such a struggle, and it was so triumphant when it happened. I can remember ’64. I can remember ’65. I can remember Fair Housing in ’68. At every point along the way it took a blood sacrifice to get there, but then it got done. And now we’re seeing the pushback, and it’s hard.

Leslie: To start out saying the history of the United States is a racial history—it just shocks students, because that’s not necessarily what they’ve learned. But you’d be hard-pressed now to find a practicing Americanist historian who doesn’t agree with that statement and who doesn’t add in gender, class and region. Those are critical factors.

Peter: I’m interested in hearing both of you talk about the difference between memory and history and what it has meant for you to become practicing historians and, through professional practice, encounter material which is not just family story but pre-story, the stuff inside of
your experience. Are there tensions between those ways of telling the past?

Leslie: If we think about history as the academic work and memory as one of the primary sources for the analysis that informs academic work, then we push through the ways memory can be flawed. Memory opens the door for further analysis. I remember as a kid sitting on the floor under the table with the elders gathered around and listening to their stories, looking at their lives and drawing an analysis from a distance: Where did they come from? How did they get to our table? Who's from the South? Who's not? I know I'm on the right track in my research when it's beginning to resonate with the stuff I know deep down in my bones. Even in my present, I look back and understand things I didn't back then. I understand why my parents were so strict about my being around boys, white or black, what their fear was, particularly with white guys, their dislike of my white friends. I understand all those things from a distance. Back then they were things I resisted; now I see them as history informing their own perspectives.

Charles: What I experienced as a boy growing up in the South is not dissimilar—except that the myths I was raised on were profoundly different. There was a rite of passage in the South that when you were 14 years old you got a .22 caliber rifle. When I was 14, I got my .22, and I was given a copy of Douglas Southall Freeman's Lee's Lieutenants, a three-volume classic history of the Army of Northern Virginia. I read it, and I absorbed this reverence for the South and the Confederacy and the sacrifices that had been made—never thinking about, never even hearing the word "slavery" mentioned in my household. Then I arrived at Williams, and all of a sudden I was taking one class with Professor Fred Rudolph '42 and another with Professor Bob Scott. And here was this history that I had no awareness of. Suddenly things began to look different to me, and that's when I decided I wanted to be a historian. I wanted to know about my part of the world in ways that I had no inkling of before I got to Williams. Bob Scott really is why I'm a historian, because he lit a fire in me to come to grips with this world. I have my father to thank for my coming here, but I don't think he ever imagined that the cultural values I grew up with in Florida would be transformed by my experience.

Peter: You both have personal experiences that are closely related to the material you ended up studying as historians, and that has to be a powerful thing. How do you practice history in order to encourage the world to evolve in a positive or better way? Is it just about telling the truth?

Leslie: There are two things that go on in my classroom—and probably in Charles' also. One is that I try to demonstrate how change has occurred in the past, who the change agents are and that they're usually not leaders but instead people being pushed from behind by young people to become leaders—the disempowered. I bring stories of change forward to students so they can see themselves as change agents. Students look to the past that I teach and say to themselves, “Oh, God, I could never be a Martin Luther King.” But if I tell them about some young person who did something that was really interesting, then I can get students to see themselves as a piece of a larger change process. Take the Student Nonviolent Coordinating Committee: Not everybody could go to the march, but the people who couldn't go did other things that were just as important for the march to occur. Students begin to see that they don't necessarily have to put themselves on the line and be shot in order for change to happen. The second thing I do—and this is to push back against what they've learned in U.S. history before they got to college—is talk about how there is no truth in history. Everything is a partial truth. This is what Jacquelyn Hall, a great Southern historian—a great women's historian—writes. We can't get to the truth, because we weren't there. And even the people who were there, the people who leave their sources for us, saw things from their own perspectives. As a historian, you try to find as many perspectives as you can in order to be able to write the story. That helps students see that there's not necessarily a right way. They don't have to wait for the march to occur, because maybe marching isn't what we do anymore. I ask them, “What else can we do besides just do what a group did in the past? Is there something new?” I like to break down their barriers and shine the light in dark places in their lives.

Charles: My hope is that students will be informed citizens—that they will know the tangled history of this country and they will see the roads we've gone down that have been so destructive and, in some cases, dangerous. So much of what I deal with is race. Bringing to the
forefront how powerful that force has been and hoping they can somehow understand and come to grips with that—those are the things that motivate me. Leslie and I share a passion for history. That’s really what engages me with this material. We’ll never get to the truth, but I do hope students will come away from my classes knowing more about how complex this country’s history has been and knowing there are ways in which they can make a difference. If it’s only by being informed, if it’s only by being an intelligent voter, if it’s only by understanding that some of the things that have been happening contemporaneously have their roots in the past—then if I’m a missionary, that’s my mission. I’m not self-consciously trying to elevate students or make them better. That’s not my purpose. But I think in trying to teach history it’s probably a secondary by-product.

Leslie: Really, it’s all about trying to move students. And even though they’re young, they don’t want to be moved yet. This is one of the things that’s different between first-year and second-year students, and third-year and senior students. Third-years begin to drink this up; seniors can really begin to talk about it.

Charles: But you see the value of a liberal arts education over the course of that experience. Exposing them to unpleasant truths is beneficial. It gets them to think, and they start to think of the world in more complex ways. History is something that lends itself to that.

Peter: In “The South in Black and White” you’re encountering material where, because of your different perspectives, the same facts might generate different stories. Can the students understand Leslie and Charles together as one story? Do you want them to understand it that way? Or do you want them to process it as two stories you can tell that are similar but also very different?

Charles: I think we want to give them two stories that merge into a single story. We want them to understand life on opposite sides of the color line, but we then want to bring them together in that place we call the South, because that’s where the stories both lived. Since much of what I have to deal with is man’s inhumanity to man, I am constantly reminding myself to also tell students that everyday life wasn’t always lived that way and that there are real values in southern culture that transcend race. The tragedy is that those values so often were compromised by a racist sense of honor, a sense of devotion to place. There is an amiability about the South. Good manners is their pride. There’s nothing wrong with that. It helps to grease the wheels of civilization. But at the same time there is this racial component that is so awful, so toxic and occasionally so explosive. So it’s constantly this struggle to try and fold the black story and the white story into one and realize that what you’re trying to get the students to do is probably almost impossible. Yet I want to make an effort to get them to the point where they can understand this. It’s a hard thing to put into words because we do it every day and don’t think about the philosophic umbrella under which we’re operating.

Leslie: I couldn’t agree more that there are two stories, and we want students to be able to see how they link together and how they link together across time—both our individual stories and the stories we’re reading about. Whenever I think about the story of the South and the black and white story, I’m reminded of the DNA molecule, these two separate strands that wind around each other with pieces along the way that connect them. Part of what we do is introduce students to the pieces that come off the strands. It’s a really good metaphor, and it’s really good history. But as that black and white transformation has occurred over the last 20 years, we’ve also become more aware of Asians in the South, and Jewish life in the South and now the browning of the South with immigration from Latino nations. I think our students are opening us up to seeing the South even more broadly than we’ve been teaching it. So the story has gotten much more complex. It’s a really good thing that both of us stop at about 1968, 1970, where we can point to these anomalies and not say any more. [Laughter.]

Charles: But we’re learning. I think we’re doing our best work when we’re storytelling.

Leslie: Jacquelyn Hall writes that historians—we—are the keepers of the stories. We keep the stories alive. We hold the official histories, not the family ones. These are the official histories.
“Libraries can’t stand still,” says Michael Lewis, the Faison-Pierson-Stoddard Professor of Art History. “And now is a wonderful moment to reflect on how we got here and where we’re going.” In this adaptation of his architecture lecture “Chalices of Words and Light,” Lewis takes us on a visual tour of the four freestanding libraries on campus—including a new one set to open in the fall—that span two centuries of evolution at the college.

STETSON HALL

Stetson, built in 1919, evoked the “corporate boardroom rather than a gentleman scholar’s study,” Lewis says, instilling “a homogeneous set of values.” Books and readers were “brought close together, eyeball to eyeball.” Students studied in jackets and ties—“at attention.”
In the ‘60s, Williams, like many other colleges and universities, built a new library in the center of campus “as a point of pride,” Lewis says. Sawyer was a “flowing, fluid, continuous space”—a new model of the productive work environment pioneered by Bell Labs in the late ’50s.

Reading and storage of books “blended into a living topography of different shapes.” And “womblike” furniture was designed for nearly round-the-clock use.
There’s a “grand axis of motion” and “forward movement into light and space” from historic Stetson into the new building, Lewis says, and a return to the separation of reading space from book storage. With more room for individual and group study and for growth in the collection, it’s “the best hypothesis I can imagine for how students might be reading in years to come.”

Bohlin Cywinski Jackson’s modernist addition to the renovated Stetson Hall features a staircase made of reclaimed marble from Stetson (center), a fully restored reading room (right) and (bottom row, from left) balconies with sweeping views and a reconstructed, paneled Preston Room.
Assistant Professor of Africana Studies Rashida Braggs has a new tool in her teaching kit. Someday soon, she plans to ask her students a single question—and she knows it has to be a doozy—and structure an entire class discussion around it.

It’s an idea inspired by a visit last semester to an introductory level comparative literature class, “The Nature of Narrative,” taught by Professor of German Gail Newman. Though the two professors’ pedagogical paths wouldn’t normally cross, Braggs was one of the first faculty members to take advantage of the Open Classroom Initiative, an opportunity for colleagues to observe each others’ labs, lectures, seminars, team-taught courses and tutorials in action. So far, 25 professors have volunteered their classrooms.

Braggs chose “The Nature of Narrative” because, for most of her two-and-a-half years at Williams, she has taught higher-level courses. She plans to teach an intro class soon and was curious to see how her colleagues approached such courses. Newman, meanwhile, was pleased to share her experience. “As a department and program chair, I’ve observed a lot of classes,” she says, “and I always learn so much.”

Newman’s students read The Marquise of O by Heinrich von Kleist, and for homework they were asked to consider the question, “Where in the story does the Marquise get pregnant?” (It’s not as obvious as one might think.) Newman wanted students to ponder the question in advance of class, with the aim of an insightful discussion about a complicated story.

At first Braggs was skeptical that exploring one seemingly simple question would fill an entire class. “But the way Gail facilitated the discussion,” she says, “it flowed, and everyone participated.” Partway through the session, Newman wrote on the board an important sentence from von Kleist’s text in its original German. She explained that the English translation of one word in the sentence departed from its layered meaning in German. Braggs—whose scholarship focuses on the migration of African American jazz musicians in France—has experience working and teaching in translation. “Because much of my work is in French, I really responded to this approach,” she says. “Gail complicated a simple question by asking, ‘Considering the original meaning of the text, what do we think now?’ ”

“I appreciated how pared down and yet complex the discussion was,” adds Braggs, who plans to visit another professor’s tutorial course this semester. Since the program’s inception in the fall, about 20 professors have signed up to observe their colleagues’ classrooms.

That kind of interest and mentoring is exactly what professors Janneke van de Stadt, David Richardson and James Manigault-Bryant envisioned as coordinators of the Open Classroom Initiative, or “the OC,” as they like to call it. The OC is part of a broader set of programs, including syllabus design workshops, teacher roundtables and lunch discussion groups developed with the Dean of the Faculty’s Office with the expectation of fostering a vibrant intellectual community, effective undergraduate teaching and career-long professional development.

“We are all curious about what’s happening in other classrooms, we all need inspiration, and we can all get stuck,” says van de Stadt, associate professor of Russian and chairwoman of German and Russian. “The OC allows us to never stop asking questions and talking about our craft.”

—Julia Munemo
Professor of Art Liza Johnson ’92 has spent the last several years directing, writing and producing films while teaching courses in moving image production. Her latest work, *Hateship Loveship*, was picked up by IFC films after premiering at the Toronto International Film Festival in September. It will be released in the U.S. on April 11.

Based on Alice Munro’s short story “Hateship Friendship Courtship Loveship Marriage,” the movie focuses on the painfully shy Johanna (Kristen Wiig), who is hired by Mr. McCauley (Nick Nolte) to take care of his teenage granddaughter Sabitha (Hailee Steinfeld). Sabitha cruelly pens love notes to Johanna in the name of her estranged father (Guy Pearce), causing a change in Johanna. “For the first time she lights on fire with desire and has to have him,” Johnson told *Vanity Fair* last fall.

“Someone told me once that it’s smart to film adaptations of mediocre literature so that your movie is better than the source material,” Johnson said. “I obviously blew it on that advice, because Alice Munro’s short story is basically perfect! I love how Munro elevates the emotional lives of people in the Midwest without being sentimental, and I hope the film honors that spirit.”

Johnson’s first full-length film, 2011’s *Return*, chronicled the struggles of a female soldier (played by Linda Cardellini) after a tour of duty. In 2010, Johnson received a $25,000 Rappaport Prize from the deCordova Museum in Lincoln, Mass. Her work has been featured at the Museum of Modern Art, the Wexner Center for the Arts and the Cannes, New York, Berlin and Rotterdam film festivals. She is currently chairwoman of Williams’ American Studies program.

**Visual Activism**

Zanele Muholi’s work confronts discrimination and broadens the representation of black queer life in South Africa. And for Williams Associate Professor of History Gretchen Long, the artist’s photos, now on display at the Williams College Museum of Art (WCMA), complement the issues she’s exploring with students in her course “Black Women in the U.S.”

Long and her students toured the exhibition, *Zanele Muholi*, with the artist herself in early February, when Muholi was on campus to install it. Muholi’s work, Long says, “grapples with a lot of the issues I talk about in class—the way racial hierarchies operate, the high stakes of an ‘out’ person in some contexts and the ways people find to assert their dignity and soulfulness in the midst of horrific circumstances.”


Muholi—who calls herself a visual activist—wrote her artist’s statement in chalk on one of the gallery walls. She dedicated the show “to the victims of hate crimes whose lives were claimed early, before they featured here to celebrate the remarkable 20 years of democracy [in South Africa].”

WCMA’s Maurita Poole, who curated the exhibition, describes it as “an archive that documents people who have previously been ignored and rendered invisible. It makes sure that their history is given the richest and deepest contextualization.”

Muholi was happy to elaborate on that contextualization for Long’s students, who were filled with questions after reading the violent histories of some of the project participants. “Her answers,” Long says, “were down to earth and focused on the very real circumstances that lesbian, gay, bisexual, transgendered and intersexed people of color in South Africa encounter daily.”


—Julia Munemo
The Pursuit of Dao

George T. (Sam) Crane is an empirical social scientist. But when his son Aidan was born profoundly disabled, Crane found that empiricist rationality fell short of helping him to understand the meaning of Aidan’s life. Crane’s scholarship and teaching focused on contemporary East Asian politics, so ancient Chinese philosophy “had long been on the edges of my consciousness, especially Daoism,” he says. “Quite simply, Daoism provided solace in a difficult time.” And it became the basis of his 2002 book Aidan’s Way.

After the book’s publication, Crane says he read more in classical Chinese thought and “noticed how the old books speak to modern issues.” This led him to research and write his latest book, Life, Liberty, and the Pursuit of Dao: Ancient Chinese Thought in Modern American Life, published in 2013. Each chapter is based on a phase of the life cycle—from birth through death—and prefaced by Crane’s personal stories. He then delves into contentious contemporary American ethical issues such as abortion, same-sex marriage and euthanasia from the perspectives of Confucianism and Daoism.

Living in what he considers to be “a golden age of sorts when it comes to Chinese studies generally,” Crane says his purpose in writing the book is two-fold: “To expand the repertoire of arguments in familiar ethical debates, and to introduce Daoist and Confucian texts to a wider audience.” He’s now exploring two new book ideas—one a look at contemporary China through the lens of ancient Chinese philosophy and the other a philosophical memoir about fatherhood.

What does it mean, however, to cultivate Way in the family? It could suggest just letting relationships develop on their own, without imposing any preconceived notions of parental or juvenile roles. Just let daily practices emerge as they will. If a man likes to cook, let him cook. If a woman likes to mow the lawn, let her mow. If no one is especially interested in vacuuming, don’t worry about it. Certain things will happen one way or another. . . . There may be unspoken Daoist assumptions that parents will naturally care for their children, and children will naturally follow, for a time at least, their parents, assumptions rooted in enduring patterns of human emotion and attachment. Such is suggested in this excerpt from Daodejing passage 80, which looks toward a simplified and harmonious utopia:

Let people knot ropes for notation again and never need anything more, let them find pleasure in their food and beauty in their clothes, peace in their homes and joy in their ancestral ways.

(Hinton)

No computers for calculation and word processing in this idealized village. Only simple pleasures: modest food, adequate clothing, and peaceful family life. The text implies that, when left to their own devices, people will find solace in supporting one another in small-scale family contexts. These sorts of loose expectations, however, should not, from a Daoist perspective, crystallize into hard and fast social codes. If family members truly love one another and stay together, that’s fine; and if a family grows apart and disintegrates, that would not be seen as a tragedy by Daoists, just the natural divergence of individual integrities in Way. Should family relationships become insincere or forced or abusive, it might be in keeping with Way to let them go.

—From Life, Liberty, and the Pursuit of Dao: Ancient Chinese Thought in Modern American Life (Wiley, 2013), by Sam Crane

Other books


Visit ephbooks.williams.edu to see more works by members of the Williams community and to learn how to submit new publications.
Gigapans are panoramic photos made up of billions of pixels. The technology, developed by scientists at Carnegie Mellon and NASA's Ames Research Center for use in Mars Rover expeditions, involves a robotic camera mounted on a tripod. As the mount slowly swivels, hundreds or even thousands of individual images are captured. Software stitches the images into enormous files hosted on the Gigapan website.

A few years ago Paul Karabinos, the Charles L. MacMillan Professor of Natural Sciences at Williams, started using Gigapan technology with his students to photograph inaccessible cliff faces and make measurements on high-resolution images. He wondered what the technology might reveal if applied to slices of rock called "thin sections" that are cut thin enough for light to pass through. At 30 microns thick, 40 millimeters long and 25 millimeters wide, thin sections are used to identify minerals and study their textures to understand how rocks form.

Karabinos collaborated with Bronfman Science Center design engineer Michael Taylor to create an automated microscope stage that moves a thin section by precise increments to capture 225 to 400 individual high-magnification photos. The images are then pieced together using Gigapan software.

Since Karabinos began to share thin-section images, including lunar ones, on gigapan.com, he’s received requests from geoscientists around the world who want to emulate the process. He’s even been approached by an architectural firm about enlarging a thin-slice image to decorate building interiors.

Meanwhile, the technology he and Taylor have developed offers a new and valuable way to study rocks and share the excitement with students.


Researching Rocks (at the billion-pixel level)

On Being a Third Culture Kid

What is it like to grow up as a “third culture kid” in a foreign land, far away from both your cultural roots and the country of your birth? Professor of Romance Languages Gene Bell-Villada knows firsthand.

The son of a Chinese-Polynesian mother from Hawaii and a white father from Kansas, Bell-Villada grew up in Puerto Rico, Venezuela and Cuba before coming to the U.S., where he studied at the University of Arizona and Harvard University. He joined the Williams faculty in 1975.

Bell-Villada shared his experiences—and his research about third culture children—with the Williams community in February as part of the college’s annual Faculty Lecture Series. A spring-semester tradition now more than a century old, the series is an opportunity for faculty members to present their scholarship to the campus and wider community.

In his talk, “Growing up Internationally, and How it Shapes a Child,” Bell-Villada explained that millions of American children have been raised overseas, yet third culture kids have only recently become a topic of study. Some are children of missionaries or soldiers. Others, like him, follow parents who work internationally. While such upbringings help children gain unique perspectives and fluency in multiple languages, he says they can also result in identity confusion and a lack of stable roots or steady relationships.


OTHER FACULTY LECTURES THIS SPRING

Jeannie Albrecht, associate professor of computer science: “Detecting and Predicting Occupancy in a Smart Home”


Ngonidzashe Munemo, associate professor of political science and chairman of the international studies program: “Elite Games, Institutional Choice and Stability in Post-Reform Africa”
“I wanted to use Legos as a way to introduce students to some great mathematics. It’s not enough to be able to solve a problem. We have to do it quickly in the real world.”

Steven Miller, associate professor of mathematics

The Mathematics of Legos

Associate Professor of Mathematics Steven Miller wants his students to see math in action, outside of textbooks and outside of the classroom. So he organized a Winter Study course with the ultimate aim of building a Lego Super Star Destroyer—a 50-inch vessel made up of 3,152 pieces that’s part of the “Star Wars” Imperial fleet—in 10 minutes or less.

Miller’s course, “The Mathematics of Legos,” delved deeply into applied mathematical concepts related to planning and organization. His 30 students, about half of them math majors, were tasked with writing a computer program determining how many different structures can be made with a given set of bricks. They also learned about efficient algorithms like Babylonian multiplication, which uses tables of multiples in order to make calculations quickly.

“I wanted to use Legos as a way to introduce students to some great mathematics,” Miller says. “It’s not enough to be able to solve a problem. We have to do it quickly in the real world.”

Quickly being the operative word. On Jan. 24, the students, aided by 20 volunteers and cheered on by more than 100 onlookers, gathered in the Paresky Center and divided into seven teams of sorters and builders led by “bag captains.” Using the concepts they studied and practiced, the students built
the Super Star Destroyer in 10 minutes, 21 seconds, potentially a record-breaking speed. A video of the proceedings was sent to the Guinness World Records team for consideration.

The Winter Study class “is a chance to reach a different audience and teach students something they might not have thought of earlier,” says Miller, who runs a popular math riddle website (mathriddles.williams.edu) and works with the SMALL Undergraduate Research Project, a nine-week summer program at Williams that brings together undergraduates from around the globe to investigate open research problems in mathematics. “I want students to be exposed to some types of thinking that are not on their radar screens. Some things, in the real world, nobody would do the way they’re taught in books.”

For Ricky Faillace ’16, who says he’s “by no stretch of the imagination a math person,” building the Star Destroyer brought to life concepts he’d only read about. “Something like recurrence relationships, like the Fibonacci numbers, were to me previously just a formula that will crank out numbers,” he says. “But using Legos, it becomes a matter of building on top of what you already have, where the sequence is vital to the structure. Otherwise the entire thing falls apart.”

Maximizing efficiency in fields such as business, finance and technology is an enormous priority, Miller says. Designing a cellphone app, for example, requires massive calculations that can be done in multiples, saving time and simplifying programming so that a powerful tool can fit inside a phone.

Building the behemoth Lego ship, Miller says, demonstrated to his students “the importance of efficiency, the importance of optimizing. … They’re seeing math in a new light.”

“And with that, I’ll turn things over to Conor,” Professor of History Magnus Bernhardsson said as all the eyes in the classroom shifted to me. I paused for what seemed like an eternity, nervously scanning the faces in the room, and looked directly into the large video screen in front of me.

“Williams College is a small liberal arts school in northwestern Massachusetts,” I stammered, quickly launching into the script I’d memorized in tour guide training for the Admission Office. I’d delivered the same lines countless times with prospective students and their families. This time, I was describing my school for a group of Egyptian students halfway around the world.

I watched the Arab Spring of 2011 unfold like most Americans did: on a television. I was familiar with Cairo’s pyramids and ancient pharaohs; I knew substantially less about Egypt’s aging autocrat, Hosni Mubarak, and the Muslim Brotherhood. Yet the footage of people parading through Tahrir Square struck me as universal. Their courage, passion and commitment were laudable. Their spirit, unity and togetherness were moving. Their thirst for freedom was inspiring. I set out to educate myself about the nature of the movement that captured the world’s attention.

In the fall of my sophomore year, just months after the resignation of President Mubarak in Egypt, I enrolled in Professor Bernhardsson’s “History of the Modern Middle East.” Undecided in my major, I had very little expectation that the course would change my academic future, but that’s exactly what it did.

Professor Bernhardsson organized his course around experiential learning. Sure, we talked as a class about pressing issues, read assigned books and sat through several lectures. But the most memorable moments allowed us to connect with the material on a personal level and relate to it in a new way. We followed current events through media outlets based in the region. We simulated peace negotiations between Israel and Palestine. And—perhaps most importantly—we conducted three videoconferences with Egyptian college students at the American University in Cairo (AUC).

As I finished my tour guide spiel for the AUC class at the other end of our videoconference, one of the Egyptian students stepped forward to follow suit. The college is an English language school in Egypt’s capital, and the 15-person group speaking with us was composed largely of Egyptians, with a few internationals from the region as well. Several of them had joined the throngs of people in Tahrir Square just months earlier. A number of them were there when news of Mubarak’s resignation broke. All of them were excited about the dawning of a new age in their country.

The conversation began slowly, as both classes battled a combination of shyness and nerves. After a short while, however, the dialogue picked up steam. We discussed the word “revolution” and its applicability to the Arab Spring in Egypt. We debated the veil, its implications for gender equality and its cultural significance. We covered Egypt’s upcoming round of parliamentary elections and the students’ hopes for their budding democracy.

These were kids my age, and yet they were helping to overthrow a dictator and putting their own well-being on the line for the cause of freedom. Their conviction and enthusiasm emanated from the screen. Several of them became quite emotional as they spoke, rising to their feet and pounding the desks in front of them. Others responded to shared thoughts and opinions with approving applause or dismayed groans. They cared about their country and the future of their homeland in a way that even a red-blooded American like myself simply could not fathom. I felt almost sheepish as I watched them talk about liberty, equality and individual freedoms. Here I was, a citizen of the country that laid claim to all those principles, and I didn’t appreciate them the way the Egyptian...
students did. They conveyed to us the true meaning of democracy in a way that no textbook or American election ever could.

Egypt’s revolution has not gone exactly as the students from the AUC might have hoped back in the fall of 2011. Regrettably, hope has yielded to frustration, excitement to anger and a new beginning to a familiar outcome. Even with a new round of elections on the horizon in 2014, there are no guarantees that the country’s second try at democracy will go more smoothly than the first. Yet the emotions I observed during that videoconference two years ago ran deep, and sentiments like that do not disappear overnight.

The example set by the students during our videoconference continues to inspire me today. It led me to embrace my country’s own political system with energy and appreciation, culminating in the swell of pride I felt upon casting my first vote in a presidential election in 2012. It inspired me to become a history major with a focus on the modern Middle East. It gave me a newfound appreciation for my own freedoms that I much too often take for granted. If those feelings still resonate within me, then I am certain they still stir the hearts of the Egyptians.

Conor Mercadante ’14 is a history major with a concentration in justice and law studies. After graduation he’ll be starting a job with the NBCUniversal Page Program in New York.

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**Nation-building**

A collection of 26 Soviet propaganda posters from the 1920s at the Williams College Museum of Art (WCMA) is now an important part of several courses, thanks to a Russian and international studies major who researched and translated them last year.

The posters reflect “how the government emphasized things such as industry, literacy, agriculture, women’s education and the country’s military,” Nicolas Tomczyk ’13, then a senior, wrote in a blog post for the museum. “It’s amazing that the posters, made to last only a short time, are still around today for students to study and gain a small taste of what life was like in a country that was, essentially, a giant social experiment.”

Tomczyk’s favorite piece (above) was *Communism is Soviet power plus the electrification of the entire country*. “Everything about this poster is in the viewer’s face,” he wrote of graphic designer Nikolay Sokolov’s piece. In 1958, Sokolov was one of three people in the artistic collective Kukryniksy to be named People’s Artist of the USSR.

The posters were a gift to WCMA from Telford Taylor ’28, who earned a master’s in political science at Williams in 1932. Taylor served on the Counsel for the Prosecution at the Nuremberg Trials.

Tomczyk’s research is now part of the museum’s curatorial files, making the posters more accessible to many art, history and Russian classes, including “Art of the Russian Avant-garde,” taught by Darra Goldstein, the Willcox B. and Harriet M. Adsit Professor of Russian. “It was extraordinary to have these posters as a resource,” Goldstein says. “We devoted an entire class to studying them in person.”

*Check out the posters and browse WCMA’s collection at http://bit.ly/emuseum.*