

Penn
Arts & Sciences

NEWS

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Measuring the Mountaintop

“We know there are religious organizations out there trying to combat serious social problems,” says Byron Johnson, director of the Center for Research on Religion and Urban Civil Society. Are these ministries really helping? Johnson is trying to find out.



Lisa Coffrey

SAS HAS FIRST CRIMINOLOGY DEPARTMENT IN IVIES • LOOTERS STEAL HISTORY IN IRAQ
ALUMNA GIVES HIGH SCHOOL STUDENTS A VOICE • SAS RESEARCH

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Celebrating Joullié

I was a chemistry major, and your article on Madeleine Joullié brought back many memories. I remember her as a young instructor in the laboratory section of my organic chemistry course, which was taught by Professor Allan Day. He was a wonderfully powerful lecturer who was always completely in control of his material. I was surprised that there was no comment about Day in the article. He must have had a close association with Joullié during her early days at the university and recognized her as a highly talented woman.

Joullié did not teach the laboratory section I was assigned to, but I recall that, even in those early days, she was a force to be reckoned with. She never lectured in the course, but she was always about in the laboratory and had a definite presence even though she was quite junior at the time.

Donald Harter, M.D., C'53

I enjoyed your article on Professor Joullié. I am one of the many pre-meds who remember her with great fondness. She and Professor Day made studying organic chemistry enjoyable and valuable. I am another physician who owes a debt to Professor Joullié and am grateful for this opportunity to thank her.

Michael Rutberg, M.D., C'62, M'66

Science for Nonscientists

I was pleased to see the article on science literacy. However, at least two major Penn connections were missed.

First, I was sorry to see no mention of the history and sociology of science department, which has many courses that help students "deal with scientific issues you might come across in daily life." No, graduates may not be able to draw the right molecular formula after taking an HSS course, but they will learn about why government funds are available for chemists and about the process for shaping how those funds are used. Moreover, they will understand the interaction among chemistry and medicine and politics and choosing what car to drive, which, after all, is what people actually need to know on a daily basis.

Second, the best definition of "science literacy" remains the one published in 1975 by then astrophysics professor Benjamin Shen (later an interim provost at Penn). It defines "practical" science literacy (knowing why to take the full prescription of an antibiotic), "civic" science literacy (knowing how to advise elected officials about genetically modified foods or environmental laws), and "cultural" science literacy (understanding the beauty of science or the aesthetic pleasure of an equation).

A vigorous international community is exploring these issues and their practical implications at all levels. The challenge is as great as any intellectual discipline at Penn.

Bruce Lewenstein, G'85, Gr'87

I was an assistant to the dean of women during the 1960s, and as an advisor to freshmen and sophomore women, I had the unenviable task of scheduling unfortunates who were repeating calculus for the second or third time in order to fulfill the science requirement. It was very frustrating for me and even worse for the students. Clearly, for those who couldn't pass calculus and would never have a use for the information in the future, it was a waste of time and financial resources. I would have given anything for a history of science course to offer them instead.

I am delighted to read about the science courses that are being offered now. I must admit, this was a special issue for me, as I had to pick a college for myself knowing that I would not make it through a college-level math course due to my own limitations in that area. However, I received a Ph.D. in English literature from Penn and went on to have a successful career, ultimately enjoying Daniel Boorstin's book, *The Discoverers*, and many other works that make applied science relevant to my life and concerns!

Patricia Livingston Herban, Gr'73

Penn Arts & Sciences welcomes letters and reserves the right to edit.

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Looters Sack Iraq's Relics

BY JON HURDLE

In the chaos of post-war Iraq, the country's priceless antiquities—and the world's cultural heritage—are up for grabs. Gangs of looters ransacked museums and ancient sites for objects that can fetch thousands or millions of dollars on the black market.

The outside world was first alerted to the plunder by reports of looting and vandalism at Iraq's National Museum in April. According to the early bulletins, about 170,000 artifacts were stolen, a number that was subsequently revised (as of July 1) to about 30 major items from the galleries and some 10,000 less important ones from museum storerooms.

Even though the scale of the looting turned out to be smaller than first reported, the sacking of the National Museum in Baghdad horrified archaeologists and historians. Some compared it to the destruction of the royal library at Alexandria in Egypt 2,000 years ago. The museum looting has ended, but the assault on the country's numerous and rich archaeological sites is continuing.

"There is a sense in which the heritage of Iraq is the heritage of all humankind, because this was a pivotal place in human history,"

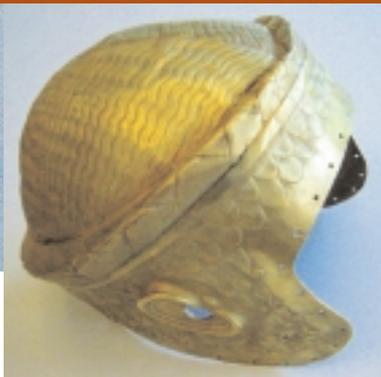
Archaeologist and Museum Curator
Richard Zettler.

Thieves of History

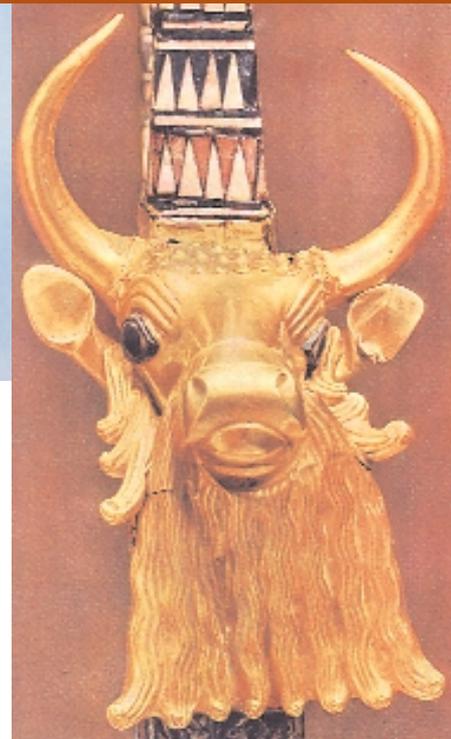
“The losses suffered by the [Baghdad] museum may pale by comparison to the damage the diggers are wreaking.”



Gold dagger with lapis handle and sheath from the Tomb of Meskalamdug, circa 2550 B.C.



Golden Helmet of Meskalamdug, circa 2550 B.C.



Golden Bull's Head from a lyre, circa 2500 B.C.

Images are electrotype replicas of artifacts excavated by the University of Pennsylvania Museum and the British Museum at the Royal Tombs of Ur in Mesopotamia (modern day Iraq) in the late 1920s and early 1930s. The originals are kept at the National Museum of Iraq in Baghdad.

said Richard Zettler of the anthropology department and curator-in-charge of the Near Eastern section at the University of Pennsylvania Museum of Archaeology and Anthropology (UPM). As a graduate student in archaeology, Zettler did research at the National Museum in Baghdad. He also took part in the University of Chicago's dig at Nippur in Iraq, but has directed UPM's excavations in Tell es-Sweyhat in Syria since 1989.

Penn's Museum of Anthropology and Archeology has played a leading role in the excavation and interpretation of Iraq's antiquities. The museum's first expedition went to Nippur in 1888, and its excavations in Iraq in the 1920s and '30s brought back a substantial collection of artifacts.

The objects housed in the Baghdad museum and concealed in ruin mounds and archaeological sites around the country tell the story of the "cradle of civilization" between the Tigris and Euphrates rivers some 5,500 years ago in Mesopotamia. "By looking at material remains [from the area], we can . . . watch human beings making the transition from hunters and gatherers to sedentary farmers

and herders. We can then watch . . . humans gradually developing larger population agglomerations and cities," Zettler said.

The extent of looting in the south of Iraq is unprecedented, according to U.S. officials and archaeologists quoted in the June issue of *Science* magazine. University of Chicago archaeologist McGuire Gibson, who directed Zettler's dissertation research, watched a band of 200 or 300 looters digging trenches and tunnels at the important Sumerian city of Umma. At Isin, another ancient site, U.S. soldiers chased off a "huge number" of illicit diggers. In some places, the raiders have been seen using bulldozers.

If an artifact disappears from a museum, curators still retain records about its history and its original location, Zettler explained. Knowledge gained from the work of archaeologists is preserved. At the unopened sites in the Iraqi countryside, there are no such records because the archaeological treasures are being "discovered" there for the first time—by the looters. "What's coming out of the

looted sites is a total loss because . . . we don't know what it is and we don't know where it came from," Zettler said. "An awful lot of what we learn comes not just from the artifact or what's written on it or what's carved on it . . . but from where it comes from in the ground."

At an archaeological dig, field crews meticulously remove the trash and treasures of civilization, carefully documenting what comes from where at every level of the site. Knowing whether an object comes from a government building, a temple, or a private home is crucial to understanding its significance and interpreting the culture in which it had meaning. That contextual information is lost when ancient

The Birth of Civilization—in a Vase

One of the most important artifacts plundered from the collection of the Iraq National Museum is the Warka vase, a 5,000 year-old vessel of alabaster, carved with images that speak to scholars about the dawn of civilization. “It comes from a very early phase of ancient Mesopotamia,” Zettler explains, “when we begin to see cities in the archaeological record—when we can first document the existence of kings, complex economies, and administrative systems.” Before this time, people lived in small villages, working their own plots of land to provide for their own needs.

The sculpted vase, unearthed at Uruk (in southern Iraq) in the 1930s, pictures in art the state-sponsored religion and its hierarchy that made cities, hence civilization, possible. Three levels of images in carved relief show how the Sumerians arranged their world. Around the base of the vessel are images of water, crops, and livestock, the food and drink that gave life to complex urban societies. On the middle tier, naked tribute bearers carry baskets of fruits and vegetables, and stone jars of what is likely barley beer. “They mobilize the resources of the land and bring them to this major figure, who is probably the deity of the city.” The goddess, almost certainly Innana, reigns from the vase’s top register along with a king figure. “So it’s the temples that were mobilizing resources that would go to the deity and then to the community at large. . . . That is a kind and scale of resource mobilization we hadn’t yet seen up to that point in time.”

During a no-questions-asked amnesty in early June, the Warka vase was returned to the National Museum—unceremoniously and in pieces—in the trunk of a car.

relics are removed wholesale by people concerned chiefly with financial gain, even if they are only trying to feed their families. “The losses suffered by the [Baghdad] museum may pale by comparison to the damage the diggers are wreaking,” Zettler wrote in a June 17 editorial for the *Philadelphia Inquirer*.

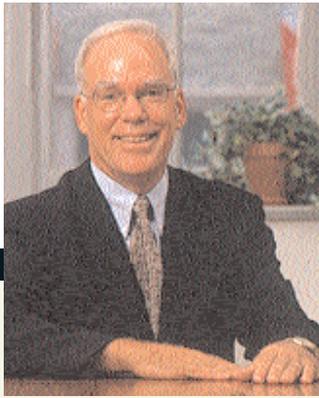
“As archaeologists, we deplore the destruction of context as much as we mourn the loss of the objects themselves,” wrote Jane C. Waldbaum, president of the Archaeological Institute of America, in a recent issue of the organization’s journal. “Stripped of all their associations . . . they have lost much of their cultural and historical meaning. This is the real tragedy of the looting.” ■

Jon Hurdle is a freelance writer based in Ambler, PA.



Iraq National Museum, Baghdad

Archaeologists have compared the looting to the destruction of the royal library at Alexandria in Egypt 2,000 years ago.



Science for the Betterment of Society

BY DEAN SAMUEL H. PRESTON

DEAN'S COLUMN

The School has a firm tradition and a well established foundation on which to build this academic enterprise, and we expect that the new department will become a leader in the discipline of criminology.

By one recent estimate, crime in the U.S. consumes about \$10 trillion each year—ten percent of the gross domestic product. The figure includes the cost of crime-related injuries, prison, insurance, law enforcement, prevention, adjudication, and much more. Altogether, there are more than 50 journals devoted to the scientific study of crime, which are cited in the scholarship of fields as varied as economics, neuroscience, genetics, political science, and psychology. National governments mine that vast body of knowledge to establish and evaluate policy, and cities from all over the world increasingly apply criminological research and data to guide their crime-prevention strategies. It is hard to imagine, in our founder's word, a more "useful" subject to study.

I am pleased to announce that the School of Arts and Sciences has established a Department of Criminology, the first new academic department in the School's quarter-century lifetime and the first criminology department in the Ivy League. The reasons we've decided to embark on this exciting academic venture are compelling.

The University of Pennsylvania has a long and distinguished tradition of criminology scholarship on issues that include

capital punishment, gun control, and juvenile delinquency. From 1929 through 1998, professors Thorsen Sellin and Marvin Wolfgang pioneered some of the most highly cited research in the field. Along the way, they trained generations of sought-after Ph.D.s, many of whom are still active and visible.

Britain's Blair government has consulted with our faculty on matters of crime, as have the U.S. Congress and the Clinton and Bush administrations. Philadelphia's Mayor John Street as well as the police department and some members of the city's judiciary have also sought the guidance of our scholars.

Three years ago, Larry Sherman, the Albert M. Greenfield Professor of Human Relations and director of the Fels Institute of Government, came to SAS from the University of Maryland, where he had built a top-ranked criminology department. An extraordinary and energetic academic entrepreneur, Larry secured major funding through the generosity of Jerry Lee, president of Philadelphia's B-101 radio, to establish the Jerry Lee Center of Criminology. The center has undertaken major research projects all over the globe, with grants and contract studies coming from Scotland Yard, the Canadian

government, the U.S. Department of Justice, the Commonwealth of Pennsylvania, the City of Philadelphia, and elsewhere. Larry, the most frequently cited criminologist in the world, will chair our new department.

The School has a firm tradition and a well established foundation on which to build this academic enterprise, and we expect that the new department will become a leader in the discipline of criminology and a resource that will continue bringing the world to our door.

In addition to a graduate program, which is already in place, the criminology department will offer a research-focused undergraduate major. The great advantage of an education at a research university such as Penn is that undergraduates can learn by working side by side with leading researchers as they open up new fields of knowledge. The department will also offer appealing general education courses that satisfy the School's quantitative reasoning requirement and sharpen students' analytic skills.

Creating a new Department of Criminology institutionalizes our commitment to research, teaching, and service in a discipline that promises far-reaching benefits for our students and for society. ■

How Does Your Garden Grow?

“You are going to have to stop me when I get too excited talking about the Greek verb,” Gilbert Rose told his class taking introductory Greek at Swarthmore College. It was 1970, and English professor Rebecca Bushnell was a freshman. “One side of my brain was saying, ‘What is this guy, a nut?’” she remembers thinking. “But the other part of me bought into it completely. . . . It was just Greek coming out your ears, but he made it so vital and so fun.” She would like to see that kind of intellectual ardor blossom in all undergraduates.

Bushnell, associate dean of arts and letters in SAS since 1998, stepped in as dean of the College of Arts and Sciences in July. An author of four books, she specializes in English Renaissance studies and has taught at Penn since 1982. Her most recent book, *Green Desire: Imagining Early Modern English Gardens* (2003), is a study of early English gardening manuals as works of fiction. It illustrates her scholar's sense of intellectual passion and pleasure. “Book thinking,” as she puts it, puzzling through a sequence of ideas to see how they fit together, “is hard. . . but I *did* have fun writing it.”

The kind of cerebral zest that Rose brought to Greek—and Bushnell brought to book thinking—is not “served up on a platter by teachers alone,” she says. “Students need to pick up that enthusiasm from each other.” The thrill of thinking is more than just coursework, she adds, it's carried out in communities like Kelly Writers House, the Vagelos Scholars program, and the college houses, where students hang out, exchange ideas and jokes, talk about movies, or come together for faculty talks and late-night study sessions. “That's what college is all about; that's what a liberal arts education is about.”

The city of Philadelphia, with its concert halls, museums, historical societies, jazz clubs, restaurants, and theaters, is a good place for students to indulge a sense of light-hearted, hard-headed fun. “Countless research projects are waiting to happen,” she points out, whether

“YOU ALWAYS HAVE THESE GREAT DREAMS IN THE SPRING OF WHAT YOUR GARDEN IS GOING TO LOOK LIKE.”

that means working with the local community in one of the many academically-based service courses, doing an internship in a city office, or burrowing into one of the city's dusty archives. She'll be searching for more ways to plant the College experience into the rich loam of city resources.

Finding ways to convey to students why academic integrity matters is probably the thing Bushnell is most serious about. She will also be inviting the campus community into a conversation about the shape of undergraduate education, particularly in the sciences. “The College is best built from the bottom up, with faculty and student enthusiasm and with their ideas.”

Her new book, *Green Desire*, is a book about dreaming, she notes. “You always have these great dreams in the spring of what your garden is going to look like, but it never turns out quite the way you want it to because nature always gets in the way.” As the new dean, Bushnell is dreaming her own dreams about the garden that is undergraduate education. ■



Less Sleep Means Less Learning

In the May/June issue of the *Journal of Learning*, SAS biologist **Ted Abel** explains that if a mouse sleeps after completing a task, it will remember the task much better than a mouse that doesn't sleep. "Memory consolidation happens over a period of hours after training for a task, and certain cellular processes have to occur at precise times," he said. "We set out to pinpoint the specific window of time and area of the brain that are sensitive to sleep deprivation after learning."

Sleep deprivation during a five-hour window immediately following learning impairs spatial orientation and recognition of physical surroundings, known as contextual memory. Recollection of facts or events, known as cued memory, was not affected. Because the hippocampus is key to contextual memory, the findings provide evidence that sleep helps regulate neuronal function in that part of the brain. Biology major **Elizabeth Heller, C'02**, was a co-author of the study.

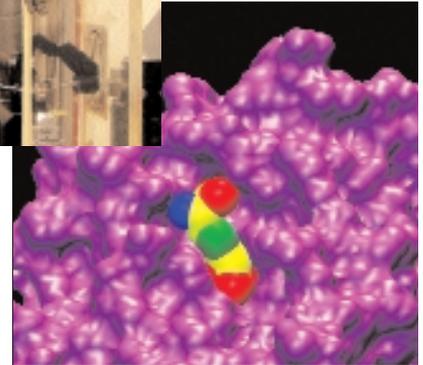


David Christianson (right) with chemistry grad student Evis Cama, the research paper's first author.

Enzyme Could Treat Sex Disorders

The enzyme arginase II, which can short circuit a biochemical pathway leading to sexual arousal in men, is also present in women. And it might be a promising target for new remedies to treat sexual dysfunction in women.

Scientists from Penn with colleagues from two other universities have mapped out arginase II's three dimensional structure, easing the job of creating drugs to disable it. The findings appeared in the July 22 issue of *Biochemistry*. "We identified the enzyme in the male genitalia six years ago," lead scientist **David Christianson** said. "Since then, we've wondered whether arginase might also be present in the female genitalia, and if so, whether it might similarly play a role in female sexual dysfunction." In studies with female rabbits, the researchers found the enzyme in their genitalia. Healthy sexual function relies on a biochemical cascade as carefully orchestrated as any courtship ritual. That complex chemistry is sometimes derailed by arginase. Unlike Viagra, which was developed for erectile dysfunction, remedies that put arginase out of commission may offer hope for both sexes. "We've wondered whether arginase inhibitors could enhance smooth muscle relaxation in the female genitalia, leading to sexual arousal," stated Christianson, the Roy and Diana Vagelos Professor in Chemistry and Chemical Biology. "It now appears that this might be the case."



Arginase inhibitor (in color) bound to the active site of human arginase II (purple).

Kids Not Meeting Expectations? Try Religion.

Recent studies have identified how religion can keep disadvantaged youths out of trouble, especially in the inner city. Now a study from Penn's Center for Research on Religion and Urban Civil Society (CRRUCS) shows that religion can benefit "advantaged" suburban youths too. **Mark Regnerus**, a visiting CRRUCS fellow, identified teens who failed to live up to expectations despite their privilege and compared the effect of religion in their lives with the effect of religious influences on young people who managed to stay out of trouble. His study, *Living Up to Expectations: How Religion Alters the Delinquent Behavior of Low-Risk Adolescents*, shows that joining a church helps kids steer clear of drinking, drugs, and other problems because they tap into the support systems of fellow churchgoers. "Both lower church attendance and lesser importance of religion in adolescents' lives proved to be effective identifiers of those youth who failed to meet expectations . . . in spite of being considered at low risk to do so," Regnerus said.





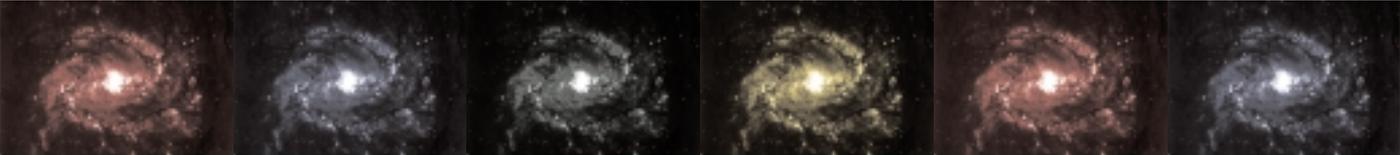
Big Babies: How Long Is Childhood?

Life may be going faster, but childhood seems to be slowing down. So says the University of Chicago's National Opinion Research Center in a study designed by Penn's Network on Transitions to Adulthood. "Adulthood is occurring much later than it did a few decades ago," when it was thought to happen at age 21, says network president

Frank Furstenberg, the Zellerbach Family Professor of Sociology.

The voting age has dropped from 21 to 18, puberty is coming earlier, and the age at which citizens can be tried as adults has been lowered in most states. But these numbers don't tell the whole story, says Furstenberg. "Not only do young people think these events should occur later, but everyone else has shifted their standards as well." The study's

criteria for adulthood—completed education, full-time employment, financial independence, marriage, children, and a few more—are all coming later in life, at around 26. "What's mainly driving this is that you cannot get a full-time job at 20 anymore," he points out, not to mention a discouraging rate of divorce. As childhood gets longer, "the burden on the family is growing tremendously. Childbearing and child raising are becoming more demanding. The family is assuming a heavy, heavy burden."



Parallel Universes

SAS Homecoming Lecture

Friday, November 7, 2003

Max Tegmark, Assistant Professor of Physics

4:30 p.m. • Logan Hall, Room 17

To RSVP and for further information contact Carrie Stavrakos at 215.898.5262 or cstavrak@sas.upenn.edu or go to www.sas.upenn.edu/home/news/homecoming.html

Straight from the cover of the May issue of *Scientific American*, Max Tegmark, Assistant Professor of Physics, gives serious consideration to the once controversial concept of parallel universes. As the borderline between science and science fiction gradually shifts, Dr. Tegmark talks about the latest theoretical and observational evidence for parallel universes. He explores what it would be like to inhabit these universes and what your chances would be of having an identical copy of yourself in that universe.

Felonious Thoughts? Better Not! SAS Adds Criminology Department

Penn has become first among the Ivies to have a department of criminology, Dean Preston announced in June (see Dean's Column, p. 6). The new department will be affiliated with the Jerry Lee Center of Criminology, which currently offers master's and doctoral degrees in criminology. Pending approval of the SAS faculty, the new department will add an undergraduate major to the College's tally of 51. Several positions will be added to the faculty ranks, including the two assistant professorships already established through a \$2 million endowment from **Jerry Lee** (right), who has contributed more than \$7 million for criminology research. Lee is the president of Philadelphia's B-101 radio.



Criminologist **Larry Sherman** (left), the Albert M. Greenfield Professor of Human Relations and director of the Fels Institute of Government, will be the department chair. Sherman is president of the International Society in Criminology and known throughout the world—in universities and in governments—for his research on the scientific study of crime. “The School’s decision is a giant step for criminology,” he said. “Criminology at Penn will create a unique arts-and-sciences mix of social science, life science, and law. These tools should produce fundamental discoveries about the causes and prevention of crime, helping to create a safer and more democratic world.”



Education for All

History professor **Rick Beeman**, a scholar of early American history, saw the fruition of a long-held dream when the National Constitution Center (NCC) opened in Philadelphia on July 4. He was involved with the center from its beginning in 1987, working with a panel of scholars to design engaging programs and exhibits, and he was the NCC's first visiting fellow. “We have an opportunity through our influence on the NCC's programs to extend our reach as an institution,” Beeman explained, “influencing the way people think about citizenship well beyond our traditional clientele.”

Honorable Fellows

Biologist **Tony Cashmore**, the Robert I. Williams Term Professor, was elected to the National Academy of Sciences, one of the highest honors accorded U.S. scientists. Cashmore is director of the Plant Science Institute and studies the mechanisms by which plants respond to light. The Royal Society of London, the world's oldest scientific academy in continuous existence, named Nobel laureate **Alan MacDiarmid** and **Michael Klein** as members. Both are members of the chemistry department. MacDiarmid is the Blanchard Professor of Chemistry, and Klein is the Hepburn Professor of Physical Science. The society's fellowship includes such luminaries as Isaac Newton, Charles Darwin, Albert Einstein, and Stephen Hawking. **David Cass**, the Paul F. Miller, Jr., and E. Warren Shafer Miller Professor of Social Sciences, and **Michael Klein** were elected fellows of the American Academy of Arts and Sciences.

New Top Faculty

Thirty-eight professors have been recruited to the SAS faculty over the past year, among them some superb scholar-teachers. A well-known scholar and poet of 22 volumes, **Charles Bernstein** has come to our English department from SUNY Buffalo. Three senior recruits for history are the Roy F. and Jeannette P. Nichols Professor of American History, **Steven Hahn**, a scholar of the 19th century American South. **Stephanie McCurry**, who will hold a Merriam Term Chair, is a specialist in 19th century American women's and gender history. **Margo Todd**, an expert in early modern Britain, will be the Walter H. Annenberg Professor of History. **Diana Mutz**, a scholar of political behavior and the role of media in political science, has come to political science. Hers was a joint recruitment with the Annenberg School, where she will direct the Institute on Democratic Institutions. She will be the Annenberg Professor of Political Science and Communication.

Rebuilding Iraqi Marshes

For thousands of years the Iraqi marsh Arabs made their living by fishing, growing rice, and tending water buffalo in the fertile wetlands where the Tigris and Euphrates rivers meet. Their way of life ended when Saddam Hussein drained the marshes to create large agricultural tracts. Geologist **Bob Giegengack**, the Davidson Kennedy Professor in the College, and **Thomas Naff**, emeritus professor of Asian and Middle Eastern studies, believe the wetlands can be revived. “You can build a marshland from scratch, if you have the resources and the time,” said Giegengack, but it's less expensive to re-flood the land while the vegetation can still reseed. The two SAS professors and others have created the University of Pennsylvania Iraq Consortium, which has submitted a proposal to the U.S. Agency for International Development for funding to do the analysis and modeling needed to resuscitate the marsh.

Young “Doctor”

Undergrad Publishes Research in Clinical Oncology Journal

“One of the guys called me ‘Doctor Guinan,’” sophomore John Guinan remarks of the physician-written commentary that accompanied his research paper. His study, “Management of Health-Care-Associated Infections in the Oncology Patient,” was published in the March 2003 issue of *Oncology*. Guinan is lead author of the peer-reviewed article along with two scientists from Penn’s medical school: Maryanne McGuckin, GEd’79, GrEd’81, a senior research investigator, and Professor Peter Nowell, M’52.

The journal article started out as a term paper for an honors seminar on cancer taught by Nowell in 2001. A high-school senior at the time, Guinan took the course through the Young Scholars program, which gives exceptional high-school students the opportunity to take SAS courses for college credit. “He was obviously younger than the other students, but he was enthusiastic and interested and worked hard,” recalls Nowell, a leading cancer researcher who has taught courses on cancer to undergraduates for almost 25 years. “That class is what led me to a continued interest in healthcare management,” says

Guinan, now a Health and Societies major.

Every year, 2.4 million U.S. patients develop infections from the medical care they receive. About 30,000 of them die from the complications. The cost of treatment adds nearly \$4.5 billion to the nation’s medical bill. Cancer patients, whose immune systems have been ravaged by potent anti-cancer drugs, are particularly susceptible to urinary-tract and bloodstream infections, pneumonia, and surgical-site infections. Guinan’s paper reviews the risks and discusses preventative measures.

“It certainly is unusual for a college sophomore to publish a paper in a peer-reviewed journal like *Oncology*,” remarks Nowell. “I thought he had done good research, bringing together a fair amount of the important information. For clinicians, it’s interesting reading about a problem that’s not often discussed in the cancer journals.”

“You know what the punch line of that paper is?” summarizes Janet Tighe, a history-and-sociology-of-science professor and Guinan’s advisor. “Wash your hands! It’s a really elegant piece, putting common sense together



Lisa Coffrey

“IT’S A REALLY ELEGANT PIECE, PUTTING COMMON SENSE TOGETHER WITH SOPHISTICATED SCIENCE TO MAKE A VERY IMPORTANT CLINICAL POINT.”

with sophisticated science to make a very important clinical point.”

Guinan is now expanding his research on hospital-acquired infections, looking at the part they play in the malpractice crisis plaguing Pennsylvania’s—and the nation’s—healthcare system. To pay for that phase of his research, Guinan was awarded the Louis H. Castor, M.D. (C’48) Undergraduate Research Grant through Penn’s Center for Undergraduate Research and Fellowships. “Students need grant support for research just like faculty,” notes Tighe.

“All of the letters I get from the [oncology] journal now address me as ‘Dr. Guinan,’” the young researcher confides. “I don’t want to say anything or somebody’ll get real confused.” ■

Phyllis Kaniss, founding director of Student Voices.





Eyes on the Issues

Phyllis Kaniss Works to Energize Young Voters

BY JON HURDLE

By 1972, the Twenty-Sixth Amendment had lowered the voting age to 18, and half of the nation's 18-to-24 year-olds voted in that year's presidential election. By 1996, the proportion of that age group who voted had plunged to about one-third, the lowest participation rate of any age group in the election that gave President Clinton his second term.

Studies show that large numbers of young people have become apathetic about politics. They feel little connection between government and their own lives; they believe they don't have the information that would allow them to vote or discuss political issues intelligently, and they feel ignored by politicians. What's gone wrong?

It's a question that has exercised Phyllis Kaniss, CW'72, national director of Student Voices, a Penn-based project dedicated to

increasing the civic awareness and involvement of high school students. In the four years of the program's existence, Kaniss has tried to reverse that trend.

Local newspapers, TV, and radio have played a key role in turning young people off to the news and alienating them from politics, Kaniss argues, citing negative political advertising and coverage that is more likely to focus on a candidate's financial wrongdoings than on proposals for public spending. When it comes to covering schools themselves, journalists are interested mostly in stories about guns or drugs, she says. "All too often young people see themselves reflected in the media as victims or perpetrators of crime. In Student Voices we work with the media to show them how important it is to cover students when they question candidates or when they come

up with an issues agenda, so that kids will see images of themselves as active, involved citizens."

For Kaniss, Student Voices is the latest phase of a career that has explored the intersection between urban development and the media. Despite an interest in journalism as an undergraduate—she was a reporter and editor for the *Daily Pennsylvanian*—she majored in regional science (an amalgam of geography, urban planning, and economics) before going on to Cornell to earn a Ph.D. in the field.

She returned to SAS in 1978 to teach regional science and urban studies, and later wrote *Making Local News* (1991), an examination of how the media covers the city. Moving to the Annenberg School, she decided to test her earlier observations on local news by following reporters covering the 1991 Philadelphia mayoral campaign. The book that emerged was *The Media and the*

Photos by Lisa Godfrey from a Philadelphia Student Voices civics fair in Houston Hall.



CAMPAIGN UP CLOSE

In the spring, Student Voices arranged visits to Philadelphia high schools from city-council and mayoral candidates, including the incumbent mayor John Street. On a rainy day in May, Republican mayoral candidate Sam Katz visited a civics class at Edison High, a largely Hispanic school.

Katz greeted the students in Spanish and said he was there to tell them about why he wanted to be mayor. He also wanted to hear what was on their minds. “I need to work,” said one young woman. “I had a great job tutoring kids that were younger than me, but the city cut the program. Now I don’t have a job, and the little kids don’t have tutors. That’s not right.” Another student told Katz how few after-school programs there were. “I love to dance,” she said, “but my parents could never afford to send me to ballet lessons or anything like that. If we had that at school, I could dance.”

When the issue of guns on the street was raised, the mayoral candidate asked the class what should be done about it. “Let people turn in their guns with nothing happening to them,” one student replied. “I agree with you,” Katz said. “If the kids agree to give up their guns, they should not suffer the consequences.”

Edison teacher Stan Markuszka, who has been conducting the Student Voices program with the class, said the students were indifferent about politics at first. That changed when they began going online and saw their opinions posted and when they had face-to-face meetings with candidates they had seen on television. “We feel that they are getting positive feedback by being good citizens,” the civics teacher explained.

That night, many of the Edison students saw themselves on television. Three local stations covered something that would have surprised Kaniss a few years ago: a candidate discussing issues with concerned citizens.

“THERE’S MORE CIVIC KNOWLEDGE AND MORE INTEREST TO REGISTER AND VOTE.”

Mayor’s Race: The Failure of Urban Political Reporting (1995). The research confirmed her sense that the city’s newspapers and broadcast outlets were not giving the electorate the news they needed.

Kaniss was convinced that any attempt to improve reporting on local politics would have to be made outside traditional channels. Her thoughts were also turning to raising the political awareness of young people, partly inspired by conversations with her own sons, now 14 and 17. “I wondered how my kids were going to learn about politics and current events.”

What if there were a website, she wondered, where students could read about issues, candidates, and the mechanics of voting as well as the reporting of the mainstream media? Would young people be more likely to think and talk about civic affairs if they knew what their peers were concerned about? Could you catch them in schools, just before they turned voting age, and turn them on to politics?

The brainchild of her musings is Student Voices. The project was pioneered in 33 public high schools in Philadelphia during the 1999 mayoral campaign and expanded

nationwide in 2000 with funding from the Annenberg Foundation and the Pew Charitable Trusts.

At the heart of the project is *student-voices.org*, a website customized for each of the 11 cities where Voices has worked. The sites are a resource for students to learn more about their cities and a platform for them to discuss the pros and cons of policy issues. A recent edition of the Denver site focused on the upcoming mayoral election and featured profiles of the two main candidates in the run-off election. The site led with a report on the



KANISS WAS CONVINCED THAT ANY ATTEMPT TO IMPROVE THE REPORTING OF LOCAL POLITICS WOULD HAVE TO BE MADE OUTSIDE TRADITIONAL CHANNELS.

city's Student Voices civics fair and carried political articles from local newspapers as well as information on the mayor's role in Denver, quick facts about the city, and a "youth issues agenda" with lists of concerns from local classrooms and online student discussions.

"Research shows, in city after city, that kids are paying more attention to the news," Kaniss

observed, adding that Voices also brings young people and candidates together for lively exchanges.

"There's more civic knowledge and more interest to register and vote. There's a big difference in attitudes before and after the project."

Kaniss is particularly gratified that Student Voices seems to be reaching so many youths whose lives are stricken by poverty and

violence. They are the least likely to get involved in the public arena, and it is their voices that most need to be heard. "It gives these kids hope," she said. "It makes them realize that if you speak up, something may change." ■

Jon Hurdle is a freelance writer based in Ambler, PA.

COULD YOU CATCH YOUNG PEOPLE IN SCHOOLS, JUST BEFORE THEY TURNED VOTING AGE, AND TURN THEM ON TO POLITICS?

Measuring the Mountaintop

Research at the Divide between Church and State

Byron Johnson went up to “God’s Mountain” over the summer. He didn’t see a burning bush there, but he did observe “an awful lot of hugging going on” amid a multitude of over 2,000 who sang hymns and listened to sermons. The occasion was a reunion of former drug abusers and their families at the Teen Challenge residential treatment center in Rehrersburg, PA—called “the mountain” by those who kicked their habit with the help of a program grounded in bible study and Christian faith.

Johnson, a criminologist and director of the Center for Research on Religion and Urban Civil Society (CRRUCS), attended the gathering as a social scientist to conduct focus groups and to interview the men whose lives had been turned around by what happened to them on the mountain. For over 40 years, Teen Challenge has taken on the most desperate and intractable cases of drug and alcohol addiction and claims to have won. It now has over 400

centers worldwide, suggesting there might be something to the claim.

In conversations with Johnson, the reformed addicts told of running up credit cards and running out of money, of going back to detox a dozen times only to find themselves shooting up on the way home from detox. Many of the addicts, after repeated offenses, ended up at Rehrersburg when judges gave them a choice between doing Teen Challenge’s tough religious program or doing hard time. After failing at every treatment program in the book, they said, only Teen Challenge was able to heal their rock-bottomed-out lives. The embrace of faith and prayer and bible study were decisive. “There’s a God-size hole in our hearts, and you can’t fill it with drugs,” one sermonized. Johnson watched every head in the group bobbing *Amen, brother*.

“We know there are religious organizations out there trying to combat serious social problems,” the social scientist maintains, “but we don’t know very much about them.” There are entire university departments dedicated to religious studies and theology, but there is only one doctoral dissertation on the work of Teen Challenge. “Unless you go out and spend some time with these organizations, you don’t really have an accurate understanding of what they do,” and you won’t have anything more than

your own personal bias to tell you whether people are being helped.

CRRUCS looks at how churches, synagogues, mosques, and other religious institutions help solve big-city problems and how local faith communities and grass-roots ministries make a difference in the lives of disadvantaged, mostly urban people. It’s a “faith-friendly but fact-based” research enterprise, Johnson explains. “We’re looking to see if these organizations are effective or not.” Scrupulous empirical and statistical methods are applied to examine how religion helps—or does not help—people cope with social ills such as poverty, crime, prisoner recidivism, and drug abuse. If the evidence shows a ministry is achieving results, CRRUCS will spread the good news in their reports. If a religious program is shown to be ineffective or to cause harm, the center will tell that story too.

Johnson calls it “inexcusable” that such studies have not already been done and suspects that academics tend to look askance at social programs that use and are motivated by “high octane religion.” In some cases, the presumption seems to be that religion is forced down the throats of individuals already beaten down by circumstances and bad choices. “That in itself is an interesting empirical question worth examining,” he contends.

“WE KNOW THERE ARE RELIGIOUS ORGANIZATIONS OUT THERE TRYING TO COMBAT SERIOUS SOCIAL PROBLEMS, BUT WE DON’T KNOW VERY MUCH ABOUT THEM.”



“UNLESS YOU GO OUT AND SPEND SOME TIME WITH THESE ORGANIZATIONS, YOU DON’T REALLY HAVE AN ACCURATE UNDERSTANDING OF WHAT THEY DO,” AND YOU WON’T HAVE ANYTHING MORE THAN YOUR OWN PERSONAL BIAS TO TELL YOU WHETHER PEOPLE ARE BEING HELPED.

“We have a very limited understanding of these faith-based organizations, but at least [CRRUCS] has been out there investigating and trying to provide long-overdue empirical answers to some of these questions.”

In a recent study, Johnson found that religious commitment and church attendance offer “protective factors” to “high-risk” inner-city youths. Other CRRUCS studies have demonstrated, among other things, that religious youths are more healthy—they are less likely to fight, drink and drive, or carry weapons; and more likely to exercise and eat right. Another research project showed that privileged youths benefit from religion too, documenting that “low-risk” teenagers are less likely to experiment with drinking, drugs, and delinquency.

Johnson’s latest report is on a prison program in Houston, Texas. The study, *The InnerChange Freedom Initiative: A Preliminary Evaluation of a Faith-Based Prison Program*, found that inmates who complete a two-year rehabilitation program immersed in bible study and Christian worship have a better chance of staying out of jail, once released, than members of the general prison population.

The report, officially released at a White House roundtable discussion in June, found that

inmates who graduated from the InnerChange Freedom Initiative (IFI) were less than half as likely to be back in prison within two years as a comparable sample of convicts who were not in the program. In the correctional experiment, which was set up in 1997 when President George W. Bush was governor of Texas, inmates nearing the end of their sentence could volunteer for the faith-based prison. The IFI program emphasizes education, work, life skills, mentoring, and group accountability, all carried out in a prison environment permeated by religious instruction. Just 8 percent of IFI graduates went back to prison within the two-year study period, compared with 20.3 percent for a matched sample of prisoners who did not have the religious intervention.

“The results are positive but preliminary,” Johnson cautions.

The Texas program might be biased, he speculates, because recruits were selected for their suitability—they had to be able to read and couldn’t be sex offenders—rather than being a true random sample. And Johnson would be more comfortable with data that looked at recidivism rates over three years after release rather than just two. The IFI report also holds less flattering numbers. It notes, for instance, that if the data included inmates who started but did not finish the faith-based

program, then the proportion of IFI re-arrests (36.2 percent) would exceed the rate of arrests for the comparison group (35 percent).

Whatever the methodological reservations, the report suggests that religious faith—“inner change”—enhances rehabilitation. A key to the IFI program is “spiritual transformation,” the report notes. Prisoners repair their poor self-image by discovering or rediscovering a relationship with God. Of the 125 inmates interviewed, more than half said, “I am not who I used to be.” The data for re-arrests hints that they may be right, but Johnson is holding out for closer study and more definitive evidence.

Over the next ten years, about 650,000 convicts will be released from prison every year. “We know there are plenty of faith-based organizations partnering with authorities to help with this avalanche of offenders coming back into the community,” offers Johnson. “Is that a good thing? We don’t know, but we ought to find out.” With the right funding, CRRUCS researchers may one day come down from the mountaintop with some answers—and the data to back them up. ■

CRRUCS reports are available online at www.sas.upenn.edu/crrucs/8_research.html.

Jon Hurdle contributed to this story.



Be fruitful with this education and multiply its use among us.



MULTIPLY WHAT MATTERS

GRADUATION ADDRESS TO THE CLASS OF 2003 BY LORENE CARY

WRITER LORENE CARY, C'78, G'78, SPOKE TO THE CLASS OF 2003 AT THE COLLEGE OF ARTS AND SCIENCES GRADUATION CEREMONY IN MAY. A LECTURER IN THE ENGLISH DEPARTMENT, CARY IS THE AUTHOR OF THREE BOOKS: *BLACK ICE*, A MEMOIR, AND TWO NOVELS, *THE PRICE OF A CHILD* AND *PRIDE*. IN 1998, SHE FOUNDED ART SANCTUARY, A NONPROFIT LECTURE AND PERFORMANCE SERIES THAT BRINGS BLACK THINKERS AND ARTISTS TO THE COMMUNITY IN NORTH PHILADELPHIA. AN ADAPTATION OF CARY'S ADDRESS FOLLOWS.

It is so important that we create ritual to mark the time. These tents and dinners, these newly planted beds of bright pink and red annuals, these vanloads of family members rolling in—wondering what in God's name would make you pierce a perfectly good tongue; or why it would have been so hard for you to keep kosher, what with Hillel so available and convenient, very nice food, nice people, what's not to like?; uncles having a few too many at the hotel; diva aunties swishing in late to every ceremony; tired cousins begging for rest and attention; all sorts of family members so proud and so impressed with how you've grown that they just can't get a grip on talking about it. These interactions are no accident. We humans set them up on purpose in an amped-up swivet of swirling activities

punctuated by large group assemblies, solemn...slow...very slow—dare I say boring?—moments together. In this way we focus on what matters to us.

At Dartmouth College last year, Fred Rogers slowed the time brilliantly by having the students take a silent moment to think about the teachers and professors who had helped them get to this point. When I read his talk, I thought of my wonderful mentors here—critics Houston Baker and Phyllis Rackin, poet Sonia Sanchez, novelist Kristin Lattany. In honor of Mr. Rogers, who taught us all when we were young, I'd like to ask us to do it, too. These professors who went beyond instruction to connect—you are their legacy. Your work will give their teaching its greatest meaning. Their work and love adds richness to this

moment. Let's take a moment in silence to think of them with gratitude and celebration.

Our ritual today is secular, but we use every trick from every sacred tradition—we use silence, large group meetings, music, incantations, food, movement, art, pomp, standards and banners, colors—and a mace. Can you believe it? Have you ever seen a mace? We wear traditional robes and headgear from the European Middle Ages. We use everything we can steal from the human experience of worship to burrow the significance of this moment down past our conscious minds and into our resistant reptilian brain stem.

Like the teaching, this weekend and tomorrow's graduation attempt to connect. It's a wedding, really, and each of you is his or her own bride-and-groom. The rest of us

constitute a great wedding party. We delight in your youth and energy and strength and beauty, your inventiveness and wit. We need you to go forth, professionally, intellectually, emotionally, politically, to be fertile and multiply.

Bill Cosby put it succinctly at a commencement he and I shared once at Colby College. There, to the assembled graduates, gathered in the presence of family and friends, he said, with brilliant clarity: “Get a job! Your parents are tired. OK? They’re broke. Just give everybody a break, and please, go out and find yourself some work.”

Let’s acknowledge your families now, with grateful applause, and their work and love and investment to help you get to this moment.

Weddings, as we know, are about love *and* money, about jobs and kids and building a family legacy. It may seem rather a vulgar note to sound in the sudden shiny blue of tonight’s twilight, but we do sit in Franklin Field, and Ben Franklin—I’m afraid you’re going to hear yet more about him—was a practical guy. Mostly, in fact, we know him from those pesky little aphorisms that are so right and so righteous, so over-used that we can barely hear the wisdom of them.

He tells us not to squander time, because “time’s the stuff life’s made of” and lost time is never found again. He tells us: “Drive thy business, let not that drive thee,” and “early to bed, early to rise,” and yadda-yadda, you know the rest.

But Franklin wasn’t just aphorisms, not just a waistcoated-round-bellied-round-spectacled-greasy-haired-park-bench-statue-photo-op-cliché old guy. He really

was real. He was ingenious, cocky, methodical, creative, irreverent, relentlessly self-improving, and endlessly opinionated—the perfect Penn profile. And he’s an ancestor member of this wedding who has helped form our great trail-train of ritual.

Franklin was a self-taught man, a printer with a grammar school education and a bad record in arithmetic. I *feel him* in that, and also in his self-taught early opinion columns written under the pen name Silence Dogood, which always sounded to me like an ebonics drag name, but I guess probably wasn’t. Benjamin Franklin put together a philosophical sort of book club, the Junto, in which men who read books together prepared little essays on them to read to each other every few weeks. From that experience came a circulating library that allowed each man access to a costlier collection than any of them could have amassed on his own. From their discussions, Franklin began to get opinions about the education of youth. He and other trustees established an academy that became the University of Philadelphia and then, of Pennsylvania.

I love to think of this beginning, because it is at once radical and inventive. A secular university education subverted conventions of the former Christian colleges and aimed to put out a different graduate: they/we/you were to become “serviceable in public stations, and ornaments to their country.”

That’s what you have been educated to become: “serviceable in public stations, and ornaments to [your] country.” Not just rich or

more competitive. The brilliance of Franklin’s legacy is the efficiency of common wealth: instead of one fire company letting other fire companies’ houses burn, as was the custom, Franklin, as the head of the Philadelphia Contributionship, proposed that they fight fires together, and by catching fires earlier, keep all fires easier to put out, thus saving insurance pay-outs for property damage—and saving property. It also saved lives. The legacy of this commonwealth is that Philadelphia has never had a major city-wide fire, and our housing, lots of it, is more affordable than in comparable cities.

(That’s one of the things that Philadelphians hope will lure you to stay past the honeymoon, by the way: to live here among us as grown folk, to build legacies of your own. President Rodin has joined with other college heads and public leaders to make our city a professional destination. Think about it. Stay a while. Have kids. Like we said: Get a job.)

In our current political life, filled with real fears and a public discourse that encourages paranoia and isolation, we continue to need that radical vision of the common good and the practical, do-able solutions in my lifetime. Martin King and Malcolm X gave us prophetic vision. Education does not teach us prophecy, but it can school us in compassion and skill. Franklin gave practical fixes.

Franklin, who saved enough to retire at 42, partly by owning enslaved black people, repented of the odious practice and became an abolitionist later in life. He would urge us never to stop learning—about human relations and about

-improving, and endlessly opinionated—the perfect Penn profile.

the social structures we create to insure and protect our own wealth, including and especially the wealth of resources that make up our Earth.

This education, if it's worth anything like the \$100,000 invested in you, has got to make you question the social structures we've been born into *and change them when they fail to promote justice.*

No justice, no peace.

We deny it, our American comfort making us logy like after a rich meal. And yet, it's still true: No justice, no peace.

We need alternatives to a public education system that leaves 40 million people unable to comprehend a newspaper. We need alternatives to a so-called justice system that imprisons one out of 32 Americans and controls more young black men than we have enrolled in higher education institutions. Franklin, who helped negotiate the Treaty of Paris to end the French Revolution, would tell us that if we are to sustain civilization and survive as a race, we need alternatives to war.

Historically, that work begins way before graduation. Student involvement has done everything here at Penn from helping to start the Korean language and literature program to convincing trustees to divest holdings in apartheid-era South Africa.

Just this term, I personally have benefited from the precocious professional help of two of you who are here today. As a requirement for his course but also as a service to Art Sanctuary, our not-for-profit arts organization in North Philadelphia, George Scheer wrote an excellent marketing plan that we will implement this

summer. Now he's off to North Carolina to turn an old store into a retreat center for young artists. Mirenda Watkins, who's worked at Art Sanctuary as an intern, has recently made innovations in our bookkeeping system that allow us more efficiently to deliver fine arts programming in the inner city.

More justice means more peace and a legacy of common wealth.

Maazel tov and big ups to Mirenda and George and to you all; and congratulations and blessings to your families and friends and everyone who shares this day. Be fruitful with this education and multiply its use among us. The world is created new each day, and we are called to assist in its recreation. Please take the weekend to kiss someone who has helped you get here, and vow with the rest of us to make this wedding feast possible for someone else. ■

THIS EDUCATION, IF IT'S WORTH ANYTHING LIKE THE \$100,000 INVESTED IN YOU, HAS GOT TO MAKE YOU QUESTION THE SOCIAL STRUCTURES WE'VE BEEN BORN INTO AND CHANGE THEM WHEN THEY FAIL TO PROMOTE JUSTICE.

MODERN MISUSE OF "CRUSADE"

BY PROFESSOR EDWARD PETERS

A FABRICATED
HISTORICAL
IDENTIFICATION OF
TWELFTH- AND
TWENTIETH-CENTURY
EVENTS DOES NOTHING
TO CLARIFY TODAY'S
IMPORTANT AND
URGENT ISSUES.

Many political figures and the media in the Muslim/Arab world, and a few in Europe, now refer to the American and European presence in the Middle East as a "Crusade."

The usage derives neither from an ages-old polarity between East and West nor from a continuous memory of the Crusades in either culture. Instead, it is the product of events dating from the nineteenth century.

By the end of the eighteenth century in Europe, the Crusades had long since been fought, lost, and largely forgotten. The one Enlightenment view that survived was that they had been launched for financial and territorial gain rather than religious motives. In the early nineteenth century, a new set of historians began to argue for a return to original sources and an understanding that took account of the values and standards of those who waged the Crusades. At the same moment (1830) France launched its invasion of Algeria, and politicians and historians proudly identified the new colonizing movement with the old Crusades. Here is the beginning of the French mission *civilisatrice*. The increased French and English military, diplomatic, and economic presence in the Middle East generated resistance from the Ottoman Empire and much of the Turkish and Arab intelligentsia. By the end of the nineteenth century, virtually every component of late twentieth-century conceptions of the Crusades—both honorific and pejorative—was in place in Western Europe.

The Ottoman Empire and the Arab world had much to complain about in this respect, including a long history of European contempt for the Middle East, Arabs, and Islam. But neither Arab nor Turkish historiography retained much memory of the Crusades, nor did either language have a word for them. They soon acquired one. The work of French Crusade historians had begun to be translated into Arabic and Turkish around the middle of the nineteenth century. In these translations there appeared for the first time the Arabic word, *al-hurub al-salibiyya*, "the Wars of the Cross," which added a religious dimension to Ottoman and Arab perceptions

of modern European incursions. Turkish response to European histories in precisely this context launched the career of Saladin (1163?-1193), first as a Turkish but later as a universal Arab/Muslim hero.

In 1899 the first Crusade history written by a Muslim, the Egyptian historian Sayyid 'Ali al-Hariri, praised Sultan Abdulhamid II (1876-1909) for denouncing a European Crusade against the Ottoman world. In the same year, the Muslim scholar Syed Ameer Ali, whose sources were largely the Enlightenment critics, published his widely-read *Short History of the Saracens*, in which the Crusades were depicted as the product of European greed and savagery. Here is the Arabic/Muslim origin of such uses of the term in circles as different as Tariq Aziz and Osama bin Laden.

The fall of the Ottoman Empire in 1924 brought a greater European presence and degree of control to the region. The U.S. was first included among the Crusaders in the polemic of the Muslim Brotherhood during the 1950s because of American support for Israel.

The odd legacy of nineteenth-century historiography and popular imagery as well as colonialism and the consequences of World War I have been taken up by political leaders, historians, and polemicists, creating in many minds a convenient label. That designation is widespread in print media and has made its way down to the Arab street and even into textbooks for primary and secondary schools.

A fabricated historical identification of twelfth- and twentieth-century events does nothing to clarify today's important and urgent issues. We would do far better without anyone calling for—or perceiving—a Crusade where none has been intended or launched. ■

Edward Peters is the Henry Charles Lea Professor of History. This essay is based on a lecture given on May 3, 2003, at the History Institute for Teachers, sponsored by the Foreign Policy Research Institute at American College, Bryn Mawr, PA.

s(how) and tell



“I HAD MY DOUBTS WHETHER THEY COULD PULL OFF SOMETHING AS CHALLENGING AS THIS.”

Art history majors spend a great deal of time in darkened classrooms viewing slides of art. But not the ten students who took Jennie Hirsh's, C'93, seminar on *Contemporary Art and the Art of Curating*. “I wanted them to think a lot about installation, lighting, and educational stuff,” explained Hirsh, a visiting lecturer now at Oberlin College.

The two-semester course was partly an overview of themes and trends embraced by today's artists and included some 15 weekend van trips to galleries in Washington, Philadelphia, and New York. “Contemporary art is interesting but more daunting than the rest of art history,” offered Lucy Gallun, C'04, one of the students. “There's so much going on, and it's so hard to be aware of everything.”

There was even more going on during the second semester. The class was given a modest budget by the Institute of Contemporary Art (ICA), along with plenty of expert guidance, to dream up their own show and then do *everything* to make it happen. The outcome of that investment was *s(how)*, a taut and self-conscious exhibit on display last summer at the ICA.

“They learned not just about art and the culture that produced it,” Hirsh noted, “but about the culture that produces the way in which we consume it.” That “culture,” which sets up the art for museum visitors to “consume,” is the nitty-gritty, behind-the-scenes world of the curator.

Consumption was one of the main topics of *s(how)* along with ephemerality. The two simultaneous ways of understanding the same nine artworks yielded a third interpretation, according to the class: an art *s(how)* that

“shows how” curators make meaning in the exhibits they shape. Once the students decided on the art and its themes, and the exhibit's layout, they put together a professional-grade PowerPoint presentation for the ICA curatorial board, which had to approve *s(how)*. “It was difficult to work together,” recalled Gallun. “Even the name—it took forever to come up with the name.”

Working within a tight budget and time constraints, the students had to secure permission to use the art they wanted, plan how to install it in the ICA's Project Space, write a brochure and wall tags, produce an audio guide, carry out rudimentary market studies and PR, and put up the art on the wall. Johanna Plummer, C'88, the ICA's curator of education, worked closely with the class, helping students think through how to reach different kinds of visitors. “It's a free-choice learning environment,” she told the novice curators, who were accustomed to the long and close scrutiny that scholars give to art. “Visitors are free to choose to look at whatever they find interesting.” Many times that “look” amounts to little more than a drive-through glance.

“I had my doubts whether they could pull off something as challenging as this,” Plummer remarked. “You have two interpretations, but then you're also trying to put forth that the curator is the person who's pulling the strings to interpret the works of art for you. [The students] had to wrap their own minds around that and then convey it to visitors.”

“What surprised me the most,” said Hirsh, “is that these ten people really learned how to get the job done. . . . They matured a lot because they had real-world responsibilities.” ■

Johanna Plummer (left), ICA curator for education, with college senior Lucy Gallun.

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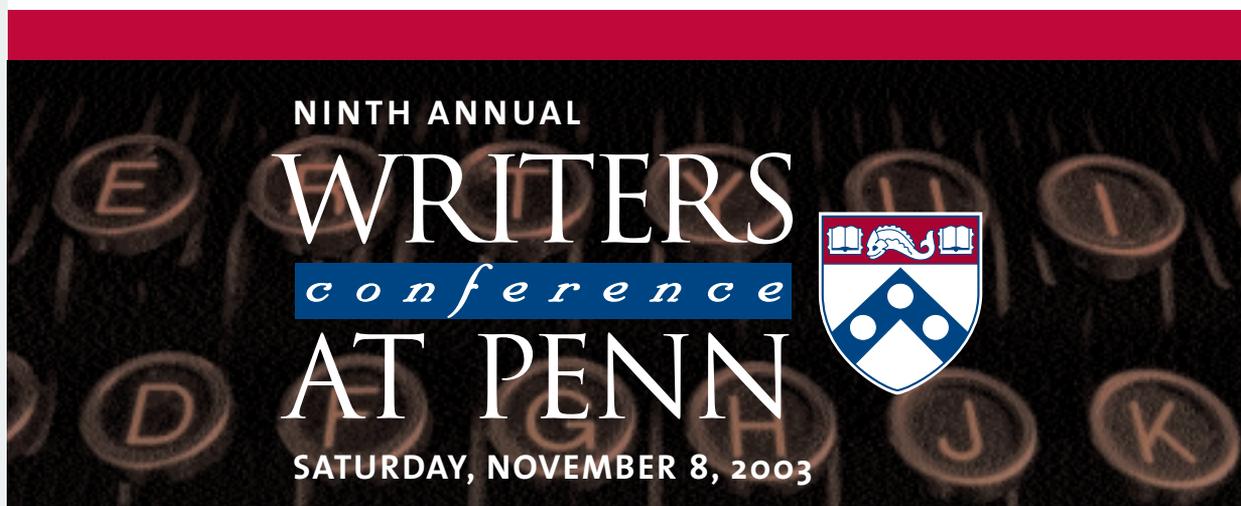
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We are honored to have **Jennifer Egan** as our keynote speaker. The *New Yorker* called Egan's novel *Look at Me* "comic, richly imagined, and stunningly written... an energetic, unorthodox, quintessentially American vision of America." National Public Radio's "Fresh Air" equated *Look at Me* with Ralph Ellison's *Invisible Man*, "another novel that charts the modernist riddle of human identity." Ms. Egan has also written *The Invisible Circus*, *The Emerald City*, and *Other Stories*. Her fiction has appeared in the *New Yorker*, *Harper's* and *GQ*, and her journalism has appeared in the *New York Times Magazine*.

Schedule

8:00-8:45am Coffee and Registration
9:00-11:30am Morning Workshop
12:00-1:30pm Lunch & Panel/
Roundtable Discussions
2:00-4:30pm Afternoon Workshop
5:00-6:00pm Keynote Speaker, Jennifer Egan
6:15-7:30pm Reception & Poetry Slam

Panels & Roundtable Sessions at Kelly Writers House

Panel: *The Agent Relationship*, local & NYC agents
Panel: *Bringing Books to Print*, local & NYC editors & publishers
Roundtable: *The Perfect Reader*, Mark Moskowitz
Roundtable: *Networking for Writers*, Joanna Smith Rakoff
Roundtable: *Creating a Writing Community*, R. Foster Winans

**The conference fee is \$165. For detailed course descriptions and registration,
check www.upenn.edu/writconf, email writconf@sas.upenn.edu, or call 215.898.6479.**