International Programs:
Building a Better World Together
A Mandate to Change the Universe:
Honoring John and Virginia Atherton

Called to lead Claremont's new liberal arts college in 1963, founding President John W. Atherton wrote, "Pitzer was built of dreams. We were the wonder child who came to transform the world." During the next seven years, aided by his wife and partner, Virginia, President Atherton would recruit a faculty of more than 50 and grow the student body to more than 650. More fundamentally, he would create an academic environment where faculty and students were empowered—to question, to learn, to act. More than 40 years later, Pitzer is still very much the "wonder child," continually reinventing itself as it endeavors to transform students and, through them, the world around us.

In honor of their vision and tireless efforts, Pitzer College will dedicate one of the three new residence halls planned as part of the Residential Life Project to John and Virginia Atherton. This tribute is made possible through the generosity of Board of Trustees Chair Susan Pritzker, who has made an extraordinary gift of $3 million to support the Residential Life Project.

The residence hall naming was announced by President Laura Skandera Trombley at the College's December Holiday Celebration. At the event, President Trombley noted, "We are pleased that Board Chair Susan Pritzker decided to honor the College by naming a campus building in honor of our distinguished founding president. In so doing, she is manifesting the spirit of generosity for which members of the Pitzer community are known. In my experience every community is sustained and enhanced by those individuals who so unselfishly give for the benefit of others."

A special highlight of the event was a showing of a very special short video documentary of the Athertons' involvement with the College. The video, created especially for the event by video and events producer Dan Rose, captured the hearts of everyone in attendance as they shared the special moment with Virginia Atherton. After the video presentation, John and Virginia's grandson, John, spoke of his family's gratitude for the role that Pitzer played in his father's and mother's lives, and for the honor being bestowed upon them.

The John and Virginia Atherton Residence Hall is expected to break ground in October as part of Phase I of the Residential Life Project, and will be open for students in Fall 2007. The Residential Life Project will implement Pitzer's Housing Master Plan in three phases during the next 12 to 15 years, resulting in a transformation of the campus.
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"Travel is fatal to prejudice, bigotry and narrow-mindedness"

Europe was beyond his experience of the world. The thought of leaving college and traveling far from home was not immediately appealing to me. However, despite my best efforts to dissuade him from this subject, my father persisted. My junior year found me on a plane bound for Germany to study during the winter semester, and I would continue to South Africa to spend the summer.

Those months abroad changed my life and had an enormous impact on how I viewed myself and understood American influence abroad. I found the world to be a fascinating place. Mark Twain, a writer who knows a thing or two about travel, wrote: "Travel is fatal to prejudice, bigotry and narrow-mindedness—all foes to real understanding. Likewise, tolerance or broad, wholesome charitable views of men and things cannot be acquired by vegetating in our little corner of the earth all one's lifetime."

Pitzer College’s external studies programs and international exchanges promise that all of our students will be able to leave their corner of the earth for an experience that will positively affect the rest of their lives. To all our Pitzer College alumni and friends, enjoy your journeys within this special issue and please continue to share your travel stories and photographs with us.

Laura Skandera Trombley
President
“Teaching Children Diversity”
The Jakarta Post
Jan. 17, 2005
To reduce prejudiced behavior in society, children must be taught to embrace multiculturalism. Studies in multicultural development claim that bias is learned in childhood. An emerging democratic country, Indonesia has often experienced conflicts between ethnic and religious groups, such as in Aceh, Ambon, and Papua. This is inconsistent with Unity in Diversity (Bhinneka Tunggal Ika) as cited in the Pancasila.

The family, as a child's first environment, plays a significant role in developing multiculturalism. As Professor Lee Munroe of California's Pitzer College proposes, children who grow up valuing diverse cultures can cooperate easily. Childhood is arguably the most important component of the human life cycle, as that is when most physical and psychological development occurs. Reducing bias and stereotypical thinking during childhood may greatly contribute to a young adult's understanding of diversity.

“Dee Mosbacher, Nanette Gartrell”
The New York Times
Jan. 16, 2005
Dr. Diane Mosbacher ’72 and Dr. Nanette Kathryn Gartrell were married at the Delta Vitoria Ocean Pointe Resort, in Victoria, British Columbia. Sharon Russell, a marriage commissioner in the province of British Columbia, officiated.

Dr. Mosbacher is a documentary filmmaker and psychiatrist in San Francisco. Her film “Straight From the Heart,” about religious parents coming to terms with the homosexuality of their children, was nominated for an Academy Award in 1995. Dr. Mosbacher’s most recent film, “Radical Harmonies: The Story of the Women’s Music Cultural Movement,” was voted best documentary at the San Francisco International Lesbian and Gay Film Festival in 2002.

Dr. Mosbacher graduated from Pitzer College in Claremont, Calif., received a doctorate in social psychology from Union Graduate School and received a medical degree from Baylor College of Medicine.

“Pacesetters for College Athletes”
Boston Globe
Jan. 8, 2005
Some college students know how to run for their lives. Take cross-country athletes. They do not get the ink. They do not get the television time. They do not have governors, alumni, and 70,000 fans fawning all over them, telling them how critical they are to the mental health of an entire state.

But to borrow from the Wizard of Oz, they have one thing a whole lot of their big and bad brethren in football do not have—a diploma. As college football players and coaches breathe fire and roar, “I am the great and all-powerful,” the meek and mild pitter-patter of little munchkins in the woods reminds us that “student-athletes” need not be a fantasy.

According to recommendations by the Knight Commission on college sports, teams should not be allowed in post-season bowls, tournaments or meets if they do not have a graduation rate of 50 percent or more. That recommendation would knock out 27 of the 56 colleges—one short of half—from the current holiday bowl games for big Division I schools.

The schools graduating 80 percent or higher were Tufts, Bates, Williams, Haverford, Carleton, Chicago, Emory, and Pomona-Pitzer.

“Snuffing Radical Islam’s Fire”
Los Angeles Times
Dec. 12, 2004
Gregory Orfalea is director of the Center for Writing at Pitzer College. His updated edition of The Arab Americans: A Quest for Their History and Culture will appear next spring.

Just as Saddam Hussein was a handy punching bag for U.S. fury over Osama bin Laden, Yasser Arafat had, long before his death, become a convenient scapegoat for failures in Western diplomacy over the 50-year-old Palestinian tragedy. We just don’t get it, and we better soon.

The relationship between the Palestinians and the rise of Al Qaeda, between Arafat and the rise of Israeli Prime Minister Ariel Sharon, needs to be deconstructed. Our whole “war on terror” (and of terror) will continue to be quixotic, if not self-destructive, if we don’t take the opportunity of the Palestinian Authority president’s death to set a new course, not based on a personality but on history and the needs of the region. At least a pinch of the salt of our own ideals in the soup of the Mideast wouldn’t hurt either. And I don’t mean force-fed “democracy.”

“Occasionally people would ask me, ‘Are you doing this for a cause?’ or ‘Why are you doing the trip?’ So that kind of made me want to do it for a cause.”

Michael Jay Lissner ’04, who plans to hike from Mexico to Canada this spring and summer to raise money for AIDS research, in an article in the Inland Valley Daily Bulletin

“Our organization officially supports a two-state solution, however, we are open to new and creative ways for resolving the conflict as well, and encourage dialogue about these issues. We demand that the Israeli occupation end and that there be a creation of a Palestinian state.”

Raoumene Rahatzzad ’06, in an article in the Claremont Courier on a rally sponsored by the student organization, Justice for Israel and Palestine.

“Men tend to define their friendships in terms of things that they do together, women define their friendships more as sitting around talking about their feelings, their relationships, their emotions.”

Professor Peter Nordi in an article on gender roles in the Orlando Sentinel
Students in Paul Faulstich’s new course, “A Sense of Place,” work on a garden area dedicated to Professor Carl Hertel. The garden will be formally dedicated during Alumni Weekend.

PAUL FAULSTICH, professor of environmental studies, had an opinion piece, “Bush Administration: A War on Health,” printed in the Claremont Courier. He published a review of Piercing the Ground: Balgo Women’s Image Making and Relationship to Country, in the academic journal “Aboriginal History.” Faulstich also consulted on a book about ecological design for publisher John Wiley & Sons, and served on the academic committee for the “Rock Art Research: Changing Paradigms” congress in Agra, India. In the fall, Faulstich’s new course, “A Sense of Place,” engaged each student in individual social responsibility projects that had them working with the broader community. As a collective project, the class created a water wise garden on campus, which will be formally dedicated during Alumni Weekend to the memory of Carl Hertel.

CARMEN FOUGHT, associate professor of linguistics, was featured on the PBS program “Do You Speak American?” which aired Jan. 5 on KCET. Hour three explored Chicano, the thriving, distinct street talk of the Los Angeles Latino community. Fought is the author of Chicano English in Context. Her research focuses on the dialects of California, from those associated with Latinos and Latinas to the infamous “Valley Girl” way of speaking. She studies the representation of language in the media, including films, television and commercials.

DAVID FURMAN, Peter and Gloria Gold Professor of Art, had a recent narrative ceramic sculpture, “The Irresistible Force vs. the Immovable Object,” chosen for exhibition in the 3rd International Biennale of Ceramics to be held April through June in Incheon, South Korea. Of the 2,500 works reviewed, only 121 international works were selected from 37 countries. Furman’s artwork was one of 23 American sculptures chosen for the exhibition. His ceramic sculpture, “Hey Molly, Molly,” a whimsical porcelain teapot/homage to his dog, Molly, has recently been acquired by the San Francisco Museum of Modern Art. His trompe l’oeil ceramic sculpture, “A Pint of Art,” an ersatz object depicting a paint can with pencils and brushes, has been acquired by the Racine Art Museum, Racine, Wis. This is the third acquisition of Furman’s realist pieces is included in the exhibition, “Contemplating Realism,” on display March 3-April 2 at the Solomon Dubnick Gallery in Sacramento. “The Trouble Maker,” an erotic ceramic tea pot created by Furman, is featured in the new edition of Electric Kiln Ceramics, by R. Zakin, and published by Chilton Books.

JUDITH GRABINER, Flora Sanborn Pitzer Professor of Mathematics, presented the lecture, “It’s All for the Best: Searching for Perfection with Mathematical Models,” at the national joint meeting of the American Mathematical Society and the Mathematical Association of America in Atlanta on Jan. 8.

RONALD MACAULAY, professor emeritus of linguistics, published Extremely Common Eloquence, Amsterdam, 2005, and Talk That Counts: Age, Gender, and Social Class Differences in Discourse through Oxford University Press, New York, also this year.
PETER NARDI, professor of sociology, published Interpreting Data: A Guide to Understanding Research, Allyn & Bacon Publishers, 2006. The book will be available in April. Nardi's text teaches students to interpret tables of data, graphs, and statistics found in scholarly publications and to understand quantitative information from popular media and polls. Examples are provided throughout the text with exercises for students to test their knowledge and interpretations.

GREG ORFALA, director of Pitzer's Center for Writing, authored the editorial "Smurfing the Fire of Radical Islam" featured in The Los Angeles Times on Dec. 12. He also wrote a short essay, "We Were the People," published in the December issue of Mizzna, a literary magazine based in Minneapolis. Another piece, "Valley Boys," appears in the anthology Jewish in America, 2004. The three pieces are in submission for the PEN America West Award in Literary Journalism. Orfalea also participated with Robert Greenwald, producer of "Outfoxed" and Stephanie Thomas, producer of "The Charlie Rose Show" as a panelist at the national convention of the Muslim Public Affairs Council on Dec. 18 in a discussion titled "Combating Political and Religious Extremism in the Media." The convention was covered by C-SPAN.

Susan Phillips, director of Pitzer's Center for California Cultural and Social Issues (CCCSI), was awarded a $21,000 Harry Frank Guggenheim research grant. Phillips plans to study the effects of a 2003 drug raid, called Operation Fly Trap, on the families of 28 men incarcerated for drug trafficking in South Los Angeles.

SUSAN SEYMOUR, professor emerita of anthropology, served as guest editor in the December 2004 issue of Ethos: The Journal for Psychological Anthropology Vol. 32 (4). The volume is a special edition titled "Contributions for a Feminist Psychological Anthropology." She contributed the article "Multiple Caretaking of Infants and Young Children: An Area in Critical Need of a Feminist Psychological Anthropology," and authored the introduction. Seymour also presented a lecture on multiple child care at the UCLA Center on Everyday Lives of Families on Dec. 8.

TERESA VAZQUEZ, visiting professor of Chicano studies and sociology, presented the paper "Vulture City: In Search of a Safer City for Women in Ciudad Juarez," as part of the panel Urban Landscapes.

David Furman's ceramic sculpture, "Hey Molly, Molly," a porcelain teapot/homage to his dog, Molly, was recently acquired by the San Francisco Museum of Modern Art.

Reinvestment, and Inequality, XXV International Congress of the Latin American Studies Association, Las Vegas, Oct. 8, 2004; presented photographic work titled "Vulture City" along with Dr. Betsy Sweet, at the Poster Session of the 45th Annual Conference of the Association of Collegiate Schools of Planning, Portland, Ore., Oct. 22-23, 2004; and presented the paper "Is Empire a New Planning Regime?" as part of the panel Empire, Globalism and New Orientalisms in Planning, 45th Annual Conference of the Association of Collegiate Schools of Planning, Portland, Ore., Oct. 23, 2004.


PHIL ZUCKERMAN, assistant professor of sociology, wrote a chapter, "Atheism: Rates and Patterns Worldwide," which will appear in the Cambridge Companion to Atheism, edited by Michael Martin, Cambridge University Press, in 2005. The chapter assembles and analyzes current data on rates and patterns of non-belief in God worldwide, country by country. It also correlates levels of non-belief in various countries with indicators of societal health, such as literacy rates, infant mortality rates, gender equality, life expectancy, homicide rates, and per capita income.
New Resources Marks 30th Anniversary

"We, New Resources students, are a unique group of individuals, and the founders of our program were very aware of our potential," said Yolanda Romanello, a Winter 2005 graduate of the program. "They paved the way for a better future for many students who otherwise would have been neglected by other institutions. We at Pitzer are unique, for we embraced 30 years ago an innovative idea: Why not include 'older students,' non-traditional students, with a great potential for success."

The New Resources program celebrated its 30th anniversary Jan. 29 with a dinner on the Pitzer campus. President Laura Skandera Trombley opened the evening with remarks on the importance of Pitzer's resource for non-traditional age students. "The first New Resources program orientation was held exactly 30 years ago-January 29, 1975," she said. "We currently enroll approximately 60 New Resources students and have since the program's founding graduated more than 500 students from our program. Our graduates have gone on to politics, such as California State Assembly Speaker Fabian Nunez '97; the business world, such as Bill Chetney '86, founder and president of 401K Advisors USA in Orange County, which represents more than 500 companies with an excess of $2.5 billion in plan assets; and community outreach organizers such as Michelle Jordan '94, who works for the City of Inglewood as a Teen Program Coordinator. And I am proud to report that more than 100 of our New Resources graduates are currently employed in the field of education as teachers and administrators within the field."

Trombley personally thanked Romanello for her work organizing the celebration, citing her "dedication to and enthusiasm for Pitzer and the New Resources program."

Romanello, a Spanish Studies in Latin American Culture major, plans to attend Claremont Graduate University to pursue a Ph.D. in education. She credits Pitzer with putting her on that path. "My journey, as a New Resources student, provided me with the opportunity for self discovery and the possibility for a new beginning," Romanello said. "New Resources and the generosity of our scholarship donors have given me guidance, economic support, and have opened doors to further develop my potential to become a successful graduate and a more productive human being."

"New Resources and the generosity of our scholarship donors have given me guidance, economic support, and have opened doors to further develop my potential to become a successful graduate and a more productive human being."

Yolanda Romanello '05

Jim Jamieson was honored at the celebration for the role he played in the creation of the New Resources program. Jamieson came to Pitzer in 1968 as an associate professor of political studies and held a number of positions while at Pitzer, including vice president for development and interim president. When he left Pitzer in 1983, he was the executive vice president of the College. Jamieson served a critical role in shaping Pitzer during its early years.

Members of the planning committee for the celebration included: Yolanda Romanello, Chris Freeberg, Shelly Holler, Melva Hernandez, Renato Hernandez, Juan Alvarez, Alex Montes, Graciela Vargas, and the Alumni Relations Staff. The advisory committee was made up of Jim Jamieson, Al Schwartz, Sandy Hamilton, Rochelle Brown, John Borba and Cynthia McCartney.

The following were on the programming committee that wrote the initial program description: Ron Macaulay, Inga Bell, Sharon Cohen, Lew Ellenhorn, Margo Fenn, Jim Jamieson, Ann Maberry, Di Malan, Ron McConnel, Al Schwartz, Alan Harris, Bob Shomer and Loud Humphreys.
In Memoriam: Lucian Marquis

Dear Friends,

It is with great sadness I inform you that a beloved member of the Pitzer community, Professor Emeritus of Political Studies Lucian Marquis, passed away Jan. 21, 2005, at his Claremont home after a long illness. He is survived by his wife, Jane, and their two children.

Lucian Marquis was born in Stuttgart, Germany, and earned his M.A. and Ph.D. from the University of California at Los Angeles. He was a member of the Pitzer College faculty from 1967 until 1991.

I was privileged to meet Lucian on one special occasion last year when he visited the Pitzer campus with Jane to see the redecoration of the Lucian Marquis Library and Reading Room in Mead Hall. Lucian exemplified the very finest of Pitzer College's values in that he remained dedicated to the personal educational experience between a faculty member and student. Alumni, faculty, staff, and friends of the College have shared with me again and again how deeply their lives were touched by Lucian's influence in their intellectual and personal development. His legacy was recognized by the community during the 1994 dedication ceremony renaming the Mead Hall Library in his name where it was said, "We are happy to have 'the purely material entity' of the true

Lucian Marquis Library, which is scattered far and wide in the minds of his former students."

My deepest sympathy is extended to his family and friends. The Pitzer College community has been privileged to have had such an extraordinary member of the faculty with such deep and passionate commitment to his students and to the College for more than 20 years.

Sincerely,
Laura Skandera Trombley

President

There was a brief memorial service, planned by Lucian Marquis, at Little Bridges auditorium on March 5. For more on the life of Professor Marquis, visit the Pitzer News Center at www.pitzer.edu/news_center

NIH Supports Faculty Research

Two grants from the National Institutes of Health (NIH) substantially advance Pitzer College's role in genetic research aimed at deciphering the mechanisms of cell life. Professors Gretchen Edwalds-Gilbert and Zhaohua Irene Tang, faculty members in Pitzer's Joint Science program with Claremont McKenna and Scripps colleges, received Academic Research Enhancement Award (AREA) grants from NIH.

Edwalds-Gilbert's project entails research on gene expression, which encompasses a series of processes by which the information in a gene is converted into proteins, the working machinery of the cell, she said. Edwalds-Gilbert is an assistant professor of biology.

Tang, an assistant professor of biology, researches the cell-cycle regulation of Dsk1, which regulates nuclear division of cells, and Kic1, which influences cell separation in fission yeast. Both are important enzymes in the regulation of cell growth, death, and the differentiation during development.

Deregulated cell growth, which is the defined feature of all neoplasm (tumor growth), occurs as a result of perturbed signal transductions that alter cellular function or behavior, Tang explained. Dsk1 and Kic1 are "important targets for deciphering the fundamental mechanisms of cell life and death," she said.

Edwalds-Gilbert and Tang's highly competitive three-year AREA grants total $150,000 each plus overhead expenses. The AREA program supports new and continuing health-related research projects proposed by faculty members of eligible schools and components of domestic institutions. The AREA grants benefit the principal investigator through the opportunity to conduct independent research; the host institution through a strengthened research environment; and students through exposure to and participation in research in the health sciences.

Grant to Help Fund Center for Global Community Studies

Pitzer College has been awarded a $45,000 grant from the Andrew W. Mellon Foundation to help fund the development of the Center for Critical Global Community Studies, which will integrate aspects of Pitzer's existing interdisciplinary, community-based, and international programs. These aspects will be brought together within a common administrative infrastructure with an academic emphasis on the broad comparative analysis of global urbanization.

The Center is expected to eventually be a national model for advancing understanding of (sub)urbanization issues globally. It will also seek to provide inventive solutions to the ongoing marginalization of international exchanges and community-based programs often seen in colleges and universities. By combining the global perspective with the analysis of the urbanization process, the Center will focus on uncovering the "foreign" in the domestic and help people to understand that the problems of other nations are actually their own.

In this project, the Center will face the challenge of how to approach difference in a way that builds bridges between cultures and nations. Pitzer plans to study the complex global issues by taking advantage of its various locations locally and abroad (Australia, Botswana, China, Ecuador, India, Italy and more) to develop a model that can be emulated by other colleges.

"This is an outgrowth of something we've been working on for years, starting with the Urban Studies program in Ontario," Dean of Faculty Alan Jones explained. "By starting out looking at the urban community in Southern California and expanding it to the world at large, the Center will connect our External Studies programs to academic programs here on campus, using the tools for analyzing community structures that were learned through our program in Ontario."

The Center for Critical Global Community Studies will offer a new major for students who want to add additional concentration on these topics. Thanks to the generosity of the Andrew W. Mellon Foundation, Pitzer College can continue to bridge the divides created by distance, cultural differences, and mistrust around the world.
Pitzer Reaches Out to Tsunami Victims

The Center for Asian Pacific American Students (CAPAS) teamed with World Vision to aid thousands of Asian families affected by the South Asian tsunamis that struck Dec. 26.

World Vision teams provided immediate relief in many of the worst affected areas of Asia, distributing survival packs of food, bottled water, medicine, sleeping mats, clothing, and household items to tens of thousands of people in the wake of massive tsunamis that swept the coasts of at least 10 countries. Indonesia, Sri Lanka, and India were among the countries hardest hit by the disaster, and local World Vision staff on the scene responded immediately. World Vision, which has offices in nine of the 10 countries affected, has been working in Asia since the 1950s.

To date, CAPAS has raised more than $1,500 for World Vision and more than $25,000 for the American Red Cross.

“As a Pitzer alum, I wanted to make my donation to the tsunami relief through your organization, and wanted to commend you and support you in your efforts to provide help to the victims of the tsunami disaster,” said Ron Paine ’74. “As you know, this will be a long-term effort to restore normalcy to the victims, and I hope CAPAS, Pitzer, and other Americans will make a long-term commitment to social responsibility, and I can’t think of a better means of doing so. Thank you for your efforts; you will receive back many times from what you give.”

“My hope is, through CAPAS, our efforts to aid victims of the tsunami disaster would not only be joined by the Pitzer community moved by an intrinsic sense of social responsibility, but by larger society moved by compassion,” said Stephanie Velasco, CAPAS director.

“This tragedy goes beyond me as an Asian American, to me as a global citizen. It’s heightened my awareness to be a global thinker.”

‘Great to Know the World Cares’

Kiattikun Tanapad, a Pitzer ’06 student from Thailand, sent the following message to Stephanie Velasco, head of the Center for Asian Pacific American Students at Pitzer, on Jan. 3.

Even though I have been confined within the city limits of Bangkok, far from Southern Thailand, I very distinctly felt the full impact of the tsunami — and so has everyone else in the country. I have never seen my country in such unison. Everybody is helping out as much as they can.

It is a touching sight. Volunteers worked tirelessly well over New Year’s Day, one of our most celebrated holidays (its only rival is Thai New Year’s Day) as donations, small and large, poured in. Even I (I hate camping and most forms of hardship, and certainly not walking through piles of dead bodies) have volunteered myself as a translator to go down to Phuket (the majority of victims in Phuket are foreigners) and I will go as soon as they can find me an available flight (flights are now devoted to doctors, supplies, and families of victims) and if translation is still needed. Meanwhile, my family donated as much as we could.

Thailand is a country devoid of major natural disasters (tornadoes, volcanoes, earthquakes, mudslides, avalanches, forest fire, etc.) so the tsunami came totally unexpected and was the major natural disaster ever experienced.

Please see CARES, Page 9

Kiattikun Tanapad ’06 talks about the tsunami damage at the American Red Cross fundraising dinner sponsored by the Claremont Chapter on Jan. 26.

The Human and Economic Toll of the Tsunami

By Pitak Intrawityanunt ’04

Tourism is an important industry for all countries, including developed countries such as France, the U.S., the United Kingdom, Italy and Spain. It is particularly crucial for developing countries, even China. The World Travel and Tourism Council (WTTC) has forecast that by the year 2020, between 180 million and 200 million people will visit China.

Tourism is the only industry in which every country can bring forth its own advantages, and where developing countries can compete with developed countries. Tourism creates revenue for the country, not to mention jobs at all levels. Tourism is Thailand’s largest foreign exchange earner.

The tsunami devastation on Dec. 26, 2004, not only crippled the tourism industry in South and
most devastating blow to our country in a very, very long time. I would say that it is a Thai equivalent of a 9/11. The death toll may be up to 4,000 in Thailand, with many more injured, and even more separated from loved ones, homeless, or financially ruined. Phuket, one of the provinces that was hit, has always been an important source of income for Thailand (Thailand is a tourist country) and it suffered a great loss of resources, which adversely affected our economy. Now, imagine a country like Sri Lanka, a much smaller country and, as far as I know, much more impoverished. I wonder how they are handling the disaster?

I was moved, also, by seeing international efforts to aid the victims of this tragedy. Although it is a regional incident, it is great to know that the world cares. There are also efforts to help by my fellow Pitzer students who couldn’t have been farther away from this region, yet their hearts and thoughts were always with those who suffer. What really touched me in a very direct way, however, was seeing e-mails and messages from friends in Claremont and all over the world asking me how I was and expressing their concerns even though I was in the safety of Bangkok. Some of these friends I have not spoken to in a long time, some I never considered particularly close, and some I was never even fond of—yet there they were.

There are the few who choose to take advantage of those in their darkest hours. Robbers pillaged through ruins, stealing anything they could get their hands on, and even looting corpses; and some merchants took the opportunity to raise the prices of necessities. However, despite the media’s special attention to the small heartless minority, I will not let them taint the beautiful image of human fellowship and global cooperation that is rarely seen today.

Volunteer positions are now full, even doctors whose time is money and get few days off a year have selflessly sacrificed their holidays and volunteered to fill every needed spot; all the needed blood supply was donated by thousands who went out to give blood; money, supplies, and prayers are coming in from all over the world. I will always take this as an example of what greatness world citizens can achieve together.

Southeast Asia for a number of years, if not for a long time, but also affected hundreds of thousands of human lives and countless amounts of property. Millions of people in the region are affected by the tsunami. Survivors lost their families, relatives, jobs, businesses, homes, etc. The lower income people are affected the most. Fishermen lost their boats and thus their income and means of livelihood. Nevertheless, we are convinced that with overwhelming support from all over the world, those affected by this unprecedented tragedy shall recover to a satisfactory degree provided their governments do not attempt a quick fix and then forget about the entire affair.

As in other affected countries, the tsunami survivors in Thailand are suffering from mental anguish. Many were stressed, insomniaic, confused and fearful of further tsunami devastation. Victims in Phangnga are more seriously stricken than those in other provinces. They are haunted by the terrifying experience and require immediate psychological help. Many injured foreigners have been able to return to the comfort of their home countries, but Thais who remain in the devastated areas face a shell of their previous lives, having lost loved ones, homes and livelihoods. Rehabilitation centers will have to be set up in all six affected provinces to offer local victims long-term counseling. It will take years for them to get back to their normal life. In many instances, life might not be the same again.

However, tourist destinations in other parts of the affected regions are doing a brisk business, absorbing tourists shying away from the tsunami-devastated Andaman coastal areas. The number of food stalls and souvenir shops at the historical sanctuaries of Phnom Rung and Muang Tum in Buri Ram has increased tenfold. We had not seen such large numbers of New Year’s tourists visiting Phnom Rung in many years. The island of Koh Samui off Surat Thani in the Gulf of Thailand has gained what the Andaman seaside provinces have lost. A large number of foreigners have flocked to the island.

Meanwhile Phuket Island, with much support, should be able to recover quickly and the tourism business will be back to normal or even better than before. Thailand and other affected countries could turn the crisis into opportunity. They could improve city planning and environmental awareness. They could preserve local architecture and ways of life so the entire community, not just the tour operators and the big business enterprises, will benefit from the tourism industry. In the end, these measures will make the tourism industry sustainable.

Piak Intrawityanunt is the parent of Polawat "Ken" Intrawityanunt, who graduated in 2004. He is the former Deputy Prime Minister of Thailand and former Minister to the Prime Minister’s Office in charge of tourism. He now directs the Piak Foundation, which supports community development projects in more than 80 neighborhoods in Bangkok. Much of the funding and support the foundation provides goes to setting up recycling banks, clean water systems for schools, and the production of community newspapers.
Where did you go?  What did you do?  What did you learn?
What do you remember? How did you change?

International programs at Pitzer are entering a profoundly important new chapter in the College's history—a time of new exploration and innovation. We are following the inaugural vision of President Trombley to make it possible for all Pitzer students who want to have an external studies experience to do so and to welcome a greater diversity of international students to join us in Claremont.
INTERTIONAL PROGRAMS

We are exploring pathways toward T.S. Eliot's "unknown, remembered gate" for students returning from study abroad, when they begin to see their own culture with new eyes and bring a heightened desire to contribute to social change in communities here: Global meets local. Intercultural understanding meets social responsibility—inextricably linked. We seek to challenge our students intellectually and personally to enter or create new spaces in which engaged, respectful and effective local citizenship can take place, whether in a small farming community in Botswana or an ESL classroom at the Day Labor Center in Pomona.

Through a grant from the Andrew W. Mellon Foundation, Pitzer is planning a new Center for Global Comparative Community Studies, around the notion of difference as the basis for studying connections between the local and the global. In the language of our faculty, "By conceptually moving beyond the assumption that difference divides rather than unites, and that community can only be built on sameness, we can begin to develop the vocabulary and methods to link differences at both the global and local levels. Central to these developments are powerful new conceptual tools and social visions for building communities. These models take differences of race, class, gender, sexuality, culture, mass media, citizenship status, colonization, and religion as the centerpiece of conceptions of community, rejecting the domination of any single group, nation, or ideology."

Through its longstanding curricular emphasis on fostering intercultural understanding, social responsibility, and interdisciplinary perspective, Pitzer has a natural advantage among liberal arts colleges in writing this new chapter and in forwarding this important paradigm shift in education nationally.

In the following, first-hand accounts provided by alumni, parents, faculty, and students, you will see examples of the vision, courage, determination, curiosity, and unrelenting sense of wanting to make a difference in this world that continues to inspire the College to explore new ways of educating an unprecedented number of Pitzer students toward greater understanding across differences globally and locally.

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Tradition of Innovation Continues in External Studies

Opportunities to learn and grow outside the Pitzer campus as well as return to give something back...

...a new Neuroscience Option for Students in Pitzer in China: After a trip to Beijing University by neuroscience faculty from Pitzer, Scripps, and Pomona Colleges this spring, students on the Pitzer in China program will have the opportunity to do independent research projects around the intersection of traditional Chinese medicine with neuroscience. These opportunities, along with new research options in tropical ecology in Costa Rica and HIV/AIDS in Botswana, are the results of efforts in External Studies to make study abroad more readily available to science students.

...new exchanges in Australia, Germany, and Spain: External Studies has added additional exchange opportunities for 2005-06. At the University of Erfurt in Germany, students will focus on relations between Eastern and Western Europe. Spanish language and culture are the features of the new exchange with the University of Sevilla in Spain. At the University of Adelaide in Australia, students benefit from the wide range of curricular offerings of one of Australia's largest and best institutions of higher education.

...the first International Undergraduate Research Symposium: Drawing on the rich, primary research Pitzer students are doing as part of their Independent Study Projects abroad, External Studies and the International/Intercultural Studies Colloquium held Pitzer's first International Undergraduate Research Symposium in November. Thirty top projects were featured as poster presentations. To see the wide range of research being done by Pitzer students and students from other colleges on Pitzer programs, check out the Web site: www.pitzer.edu/news_center/articles/2004_nov23_symposium.asp

...inspiring local high school students toward international experiences and a liberal arts education: 20 Pitzer students returning from External Studies experiences prepared multimedia presentations on their host countries for students at local high schools. They worked closely with the teachers at the schools and CISEP (Claremont International Studies and Education Project) to connect the content of their presentations to the California Standards for World History and Social Sciences.

And innovation continues on the other side of the international coin: PACE...

PACE: Pitzer's program in University and Professional English for international students who seek training in English Language and American Studies has designed four new curricular options. Available already this spring, these programs allow students to combine intensive English study with volunteer internships in the community, specialized preparation for admission to American colleges, certification in fields of academic interest, and training for MBA studies. One of the first English programs in the nation to be developed by a selective liberal arts college, PACE has distinguished itself as one of the most rigorous and effective language training programs in the country. PACE alumni, let us hear from you! You, too, are an important part of the Pitzer community. A copy of the newest PACE publication can be seen at www.pitzer.edu/academics/ilcenter/PACE_Brochure-2005.pdf


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12 Pitzer College Participant
You are a student registered for Pitzer's Community-Based Spanish Program. What can you expect? The course catalog tells you that the course, “integrates classroom instruction with practical learning experiences in the local Spanish-speaking community.” So you know that you will be engaged in learning beyond the classroom. But will you like it, learn something valuable, and one day qualify it as one of your transformative Pitzer experiences?

Ethel Jorge, assistant professor of Spanish at Pitzer, delivers her course introduction and informs you that this practicum will be a truly intercultural experience in which “what you reap is in direct proportion to what you put into it.”

You and your classmates are assigned to a family in small groups and are to visit weekly with the promotora and her family. Now before you run off to look up “promotora” in your Spanish-English dictionary, you should know that this term is not directly translatable. Promotoras are women in Hispanic families who promote their language and culture, although they are not professional teachers. The promotoras use their language and discuss their culture with the students visiting their home, family and immediate community.

Professor Jorge describes the practicum as a learning experience for you, the promotora and her family. You all have much to gain from the weekly visits. As you learn about the family’s customs and cultures, they can learn more about you and your culture and the real opportunities for their children and others in their neighborhood to go to college.

The course syllabus informs you that in addition to visiting the host families weekly, you will be exploring the community and participating in family activities. The activities may include playing with the children; assisting with their homework; shopping at the local market; and participating in the preparation of tamales, enchiladas or burritos.

You quickly acquire a respect for Professor Jorge, exhibit an obvious fondness for the promotoras and their families, and articulate a thoughtful understanding and appreciation for another culture. However, your weekly journals demonstrate the profoundly personal effect of your practicum experience.

Here is what some of your classmates have to say about your practicums:

Please see JORGE, page 23
From time to time, I sit in on a class as a function of my role at Pitzer. The benefits are multifold. I can, while gleaning a story for the Participant or another campus publication, once again experience the excitement of learning in a classroom. Such an encounter gives me a sense of satisfaction as to what I have learned, experienced, and an appreciation of the true value of my own education. More importantly though, I observe firsthand students engaging in critical service learning activities in the classroom and later turning their knowledge into constructive action in the community.

One such high-interest class is “Latinas in the Garment Industry,” a Gender and Feminist Studies course team taught by Professors Maria Soldatenko and Ethel Jorge. Soldatenko invited Jorge to co-teach the course as part of the pilot initiative to develop a Spanish-across-the-curriculum program. Students in the class complete their assignments in English and Spanish. The course is sprinkled with myriad activities, including classroom discussions, readings, guest lecturers, and field excursions to Los Angeles. During one classroom meeting, Lupe Hernandez, an organizer with the Los Angeles Garment Worker Center, guest-lectured with Almudena Carracedo, director of a film documentary on women garment workers of Los Angeles sweatshops.

Hernandez and Carracedo’s visit to the classroom brought alive to the students the strife of the women in the 5,000 Los Angeles garment sweatshops, which employ approximately 120,000-140,000 workers. The number of sweatshop factories in California is surpassed in the U.S. only by New York. Carracedo’s character-based documentary gives the women a face and a voice in a workplace where they feel they have neither. The women garment workers have a symbiotic relationship in which they share the same plight in exploitation by shop owners.

A group of students in this class journeyed to the Los Angeles Garment District to visit a sweatshop on a sunny Saturday morning in November. I joined the students as they entered a nondescript gray building with large imposing staircases. Students spoke...
"Bienvenidos a la maquila del sueño Americano."
- La Encargada
"Welcome to the American Dream Shop."
- Shop Manager

L.A. SWEATSHOPS CLASS PROJECT

Much emphasis is concentrated on the exploitation of third world garment workers. What many do not realize is that there are thousands of men and women right here in L.A. who slave under the same conditions. It is our hope that by sharing our newly gained knowledge, we can initiate an open and honest dialogue between garment workers and consumers that will create new avenues of understanding and respect. As students and consumers, it is our responsibility to support immigrant garment workers in L.A. and garment workers abroad in their struggle for safe working conditions and fair wages.

LaVelle, Cynthia Lujan, Kim Bautista, Tania Gomez, Betty Avila, Sara Hinojos Jeanette Diaz, Summer Wilson, and Professors Ethel Jorge and Maria Soldatenko.

This final class project reveals a solid understanding and an appreciation of the women workers' unified voice. The photos that accompany the poster board verbiage are worth more than a thousand words. The photographs by Pitzer students Chelsey Hauge and Cecilia Murillo are simply superb.

One of the most difficult questions to answer in higher education is how to place a value on a liberal arts education? It is no mystery at Pitzer.

— Susan Andrews, Associate Vice President for Marketing and Public Relations

"When I went into the building of sweatshops, I felt as if I was entering a maze with a heavy environment with stairs, walls, closed doors, and locks with quiet sounds coming out of the rooms." — Student
Pitzer Fulbrights

FIRST SPAIN, THEN ROMANIAN BRAIN DRAIN

Sarah Hersh '05 serves as Student Senate president at Pitzer College. Originally from Nevada City, Calif., she came to Pitzer as a sophomore after a year at UC Santa Cruz. She is one of 15 Pitzer nominees recommended by the Institute for International Education for 2005-06 Fulbright Fellowships.

As a current Fulbright applicant, Hersh shared her insight on the application process and the importance of external studies to the process.

I started college as a freshman at UC Santa Cruz but wanted to be at a small college to get to know my professors and have a sense of community. Pitzer offers all of those things to me, plus emphasizes social responsibility and study abroad.

I went to Grenada, Spain, for intensive language and culture classes at the Center for Modern Languages at the University of Grenada. I was there at the same time as Spain pulled out of Iraq and held elections after the bombing in Madrid. It was an emotional time to be in Spain. There were mass protests with people in the streets for hours.

I am applying to go to Romania to study the emigration of female Romanian university students to the European Union. I will look at the leaving side of the process—brain drain and the effect on the economy. I want to interview female university students to try to determine their level of commitment or interest in leaving the country. Romania has proposed joining the EU and when that happens, the Free Movement of Labor Policy will change and will be greater incentive for them to leave Romania.

Enrollment in the External Studies Colloquium at Pitzer, where you apply for the Fulbright, apply for the Watson, teach in a local high school.

Please see HERSH, 20

STUDY ABROAD PROVIDES GATEWAY TO EDUCATION

Jose Luis Calderón, 2003-04 Fulbright recipient

Living abroad on a second-year Fulbright Fellowship in South Korea, I still feel the passion for travel and global understanding that began at Pitzer College. As a recent Pitzer graduate, I would have never thought that I would be teaching in an all boys’ private middle school of more than 850 students. Teaching about 650 students a week in a socially conservative and traditional culture, I have become a leader and educator to my school and students. Every day I encounter new challenges, but I continue to learn and grow from a rare cultural exchange that I first experienced during my study abroad through the Pitzer in Venezuela Program.

Volunteer teaching at a boys’ orphanage in Coro, Venezuela, during my Pitzer study abroad, along with Pitzer media-based teaching internships to aid underprivileged teenagers and adults in Los Angeles, provided a gateway that would lead to my focus on education abroad. A liberal arts education that focused on community-based research has helped me live in Korea. I applied my cultural

Please see CALDERON, 23
PITZER-FULBRIGHT CONNECTION PAVES WAY

Ben Ball,
1998-99 Fulbright recipient

I guess you could say that I've come full circle. When I first trod on Turkish soil it was 1996, and I was a wide-eyed Pitzer sophomore. Soon, I found myself living in a mud brick house in the middle of the Turkish countryside. Between the countless hours of card games in the tea house, language lessons in the local school, and encounters with various sheepdogs, my perspective on just about everything changed.

When I left Turkey, I found myself planning ways to return. Eventually settled on the Fulbright as the best chance to discover more of what Turkey had to offer. Professionally, it was a chance for me to gain some valuable experience that would appeal to future employers and graduate schools. I crafted my research project with the valuable help of Pitzer professors Nigel Boyle and Mehmet Tutuncu. My project (which conveniently doubled as a master's thesis) dealt with the electoral failure of left-wing political parties in Turkey. I matched data from the State Statistics Institute with historical accounts of campaigns to form a picture of the strategies that constantly relegated the left to the opposition.

Beyond my academic pursuits, the Fulbright gave me the wonderful opportunity to discover Turkey on my own. I began to peel back the historical layers of the country one by one: the pre-historic, Greek, Roman, Byzantine, Crusader, Selcuk Turk, Ottoman Turk, and contemporary eras each began to compete for my attention. All of this felt like a natural complement to the curiosity that the Pitzer program inspired in me.

While I saw the Fulbright as a natural end to what I started at Pitzer, it turned out to be just the beginning. I was able to finagle another year in Turkey by winning the Rotary fellowship. Then I went to the Fletcher School of Law and Diplomacy at Tufts University for my second master's degree. Feeling the need to complete my triumvirate of fellowships, I spent a year in South Korea as a Luce fellow. The culmination of this entire journey was when I joined the Foreign Service in 2003. After my current tour in Jeddah, Saudi Arabia, ends, I will return to the U.S. Embassy in Ankara as a public affairs officer.

The Pitzer-Fulbright connection shepherded me to where I am today. Pitzer introduced me to a world outside any I experienced before. The Fulbright deepened that knowledge, and made me thirstily for more. Now here I am again, preparing to return to a place I enjoy and see it from yet another angle. Whether this next step will be the start or the end of a journey, it seems that only time will tell.

EXCELLENT MENTORSHIP SECURES FELLOWSHIP

Elise Carlson,
2003-04 Fulbright recipient

My participation in Pitzer College's External Studies program in Ankara, Turkey, was the reason I was able to earn a Fulbright Fellowship. It enriched my college experience and deepened my understanding of other cultures and living abroad. I spent a year and a half preparing to go to Turkey. During this time, I was in close contact with my advisor and was encouraged to brainstorm ideas for Fellowship projects while abroad. I consider my Fulbright application process to be a wonderful, supported two-year exploration process.

Pitzer helped secure the Fellowship for me by way of excellent mentorship. The first semester I returned from my study abroad experience in Turkey I enrolled into one of the best classes of my college career: External Studies Colloquium. Taught by Nigel Boyle and Carol Brandt, this class is designed for seniors returning from abroad. It became a forum for students to discuss our intense experiences in foreign cultures and intellectually process what we had learned. The first component of the class was to write a fellowship application. During this time we received guidance for the application from our professors and peers and also gained mentoring for our professional development and life after college.

It is difficult to qualify the greatest outcome of my Fulbright experience. Without a doubt it turned out, so far, to be the best year of my life. My fellowship project took place in Stockholm, Sweden, where I studied Kurdish women's political participation in Swedish society. I developed very close relationships with the women I worked with, fell in love with Sweden, gained countless professional contacts at Stockholm University and at the U.S. Embassy, and met my fiancé. It was such a rich experience. I am so grateful for the support I received at Pitzer College that enabled me to earn the Fulbright Fellowship.

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I have always believed that education is one of the most important tools for people to progress and countries to develop. This is the reason I have made education the center of my world. Not only did I choose the best education had to offer for me as a person by attending Pitzer, I also chose to devote my career to the analysis of how education can best contribute to improve social and economic development.

The time I spent at Pitzer was some of the most enlightening of my youth. From the people I met to the close relationships with amiable and challenging professors, my four years were a beautiful learning experience that helped me shape my future. It helped me clarify that I wanted to go into policy or international relations, so I majored in political science and went on a year abroad to Japan. Both choices contributed to shape my personal and professional life.

At the OECD (Organization for Economic Cooperation and Development), an international organization with 30 member countries that plays a leading role in analyzing public policy choices, I am concentrating my efforts on how education policies can improve the situation of groups who may be at a disadvantage in society, such as low educated adults, migrants, or school dropouts. Through international comparisons and individual country analyses, we try to provide governments with the best policy options to improve these groups’ participation in learning and thus more equity in education in general. This work requires traveling, doing in-depth country visits and interviewing most of the key players in each country, from education ministers to policy makers, civil servants, teachers, students or parent associations.

I spent two weeks in Norway in November with a team of experts, interviewing and meeting many different people, from the Minister of Education to representatives of migrant associations who complained about how learning Norwegian in separate classrooms from the rest of the students was stigmatizing for their kids. Yet learning Norwegian is imperative for better integration in the society in which they live. How can it be done?

In my search for an answer to the problem in Norway, I remembered my junior year abroad in Tokyo, in a time when there were still not many foreigners there, with a family with which I could hardly communicate, in a culture so far away from any I had ever experienced. And this experience was only for one year. Imagine moving for a lifetime. Moving to Norway for different groups may be difficult, and effective schooling can be one of the best ways to integrate children and also try to assist adults to understand their new environment. Immersion in regular classrooms with additional support is what these groups are asking for to improve their new lives.

Pitzer helped me to develop an analytical mind. Being able to analyze and...
Fusako Ishibashi:
Pitzer's First International Student

Transferring from a small college in Boston, I was the first foreign student and one of the first nine juniors at newly opened Pitzer College for women in 1964. Two years prior to that, I arrived in the U.S. from the then faraway country of Japan after spending 14 days traveling via boat.

That was still the time in Japan that a young woman going alone to the U.S. to study was rare and required courage almost the equivalent of going to space today. Women's happiness still resided only in marriage and children. The rate of women going to college in Japan at that time was still very low. Even if one did go, it was only another route to marriage, not for a career. As the youngest of seven children in my family, I had long dreamed of finding a new way of life for women. With amazing luck, I was able to come to the United States to study. Two years later, with the help of my advisor, I was able to continue my education at the promising new college in California.

When I first arrived at Sanborn Hall, one of the few structures on campus, I was very excited about studying at the completely new college, which differed remarkably from the traditional and protected small school I attended in Boston. Sanborn Hall symbolized unlimited potential for creativity.

California had a quite different culture. It took some time to adjust to the new environment. Everything was rather undefined. There was not a tradition or strict guidelines to follow, and the responsibility was left up to an individual. I was no longer a "foreign guest" from a faraway country, but was expected to be independent and a full-fledged Pitzie.

I gradually adjusted myself to the new situation with the help of the people around me. I was intrigued by the behavioral sciences, which offered a completely new and eye-opening area of studies to me. I still remember the exciting classes by Professor Al Schwartz in sociology and the psychology and anthropology classes by the Munroes. They gave me deep insight and widened my views of society and the world. Dr. Werner Warmbrunn was very supportive as a foreign student advisor. It was great that we were free to take courses at Pomona, Claremont Men's College and Scripps. Later, when I was working at the American Embassy in Tokyo, I enjoyed a small reunion with an American ambassador who studied at Pomona at the same time I took courses there.

After graduating from Pitzer College, and two more years in Boston, I came back to Japan. My country's change was rather slow. Japanese companies hired only newly graduated men who were supposed to stay in the same company until they retired at age 55. Chances for women to find a job were extremely limited. I luckily had a chance to work for the American Pavilion of the World Exposition in 1970 in Osaka and consequently for the American Embassy's Cultural Exchanges Office. At that time, Japanese knowledge of American culture was very limited. My last 30 years at the American Embassy in Tokyo were spent promoting mutual understanding of the U.S. and Japan, mainly through cultural and personal exchanges.

I managed to marry happily and have two children. Thanks to what I learned at Pitzer, I managed to work even while raising children, which was very unusual in Japan at that time. Currently, I work for Microsoft in Japan in the area of philanthropic activities, hoping to serve both of the countries that I love: the one where I was born, and the other that nourished me in many ways.

Pitzer gave me a chance to grow to be an independent woman and taught me the true sense of courage to challenge the life ahead. Pitzer also taught me the importance of understanding others of different backgrounds, and to believe in one's goodness, generosity and compassion. There always lie dreams in front of you.
Residents oppose plan for homeless shelter

What connects Pitzer's External Studies Program and the (temporary) abolition of the 800-year-old office of Lord Chancellor of the United Kingdom? Read on.

As a New Resources student and a working mom, going abroad would never have occurred to me. I will always remember standing in front of my Pitzer letterbox reading about the semester in London and realizing the immensity of the opportunity. It changed my life and has even had some impact on UK government.

In 1986, my late husband took early retirement and we moved to the UK, not knowing if we would be allowed to stay after his one-year permit to do research expired. It took 10 sometimes nerve-wracking years to get dual US-UK citizenship.

As an outsider (Martian, if you will), I was taken aback by things insiders found unremarkable: no checks on power, no secret ballot, government censorship by means of libel laws, an entrenched culture of fraud and coverup. (At the same time, Hersh continued from page 16)

school and take part in a research symposium, have helped immensely with the Fulbright process. I had the help of three professors and fellow students willing to read drafts and set deadlines. During my junior year I was watching others go through the process and that encouraged me to apply. Julie Terlinchamp, who was studying in Bulgaria, asked me to help her with her applications. And throughout this process she has returned the favor by giving me advice "long-distance." My time at Pitzer has given me a lot of the skills a Fulbrighter needs: being self-motivated, willing to take the initiative, and having a passion for what they do and what they are studying.

After the Fulbright, if I receive the fellowship, I would like to go to an EU studies program to focus on Eastern Europe, migration patterns and movement of labor.

I haven't always been this focused on politics and policy. I wanted to be a ballerina when I was a kid. Studying migration wasn't something I had ever imagined. I was a voice major at UC Santa Cruz. The tie to politics was there at the same time though. — Sarah Hersh '05
Science and the Mission of Pitzer

Pitzer has a strong commitment to providing opportunity for students to experience and learn from intercultural activities. We in the Joint Science Department also are committed to this goal. We are working toward increasing opportunities for students majoring in one of the sciences to learn and conduct science in other countries. Let me give you some examples.

Recently, Daemen College in New York, along with Pitzer and New College of Florida, received a significant grant from the federal agency Fund for the Improvement of Postsecondary Education (FIPSE) to provide exchange opportunities for students here in the United States with three universities in Europe. These European universities are Athlone Institute of Technology in Ireland, University of Trier at the Birkenfeld campus in Germany and Central Ostrobothnia Polytechnic in Finland. All three are science and engineering-based universities. Students majoring in one or more of the sciences are targeted for this exchange of students between the three U.S. colleges and the three European universities.

While Pitzer already has exchange agreements with universities throughout the world, what is unique about this exchange is the unifying course on the healthcare issue: chronic wounds and their treatment. During their semester abroad, not only will the exchange students from the U.S. and Europe enroll in courses at his or her exchange college, the students will participate in this unique Web-based course on the science and application of chronic wounds. Faculty from the six institutions have prepared material so students will learn the necessary science from the broadly defined disciplines such as molecular-biology, materials science and bio-chemistry and the necessary engineering techniques in pharmacology, the biotechnological and biomaterials. Since the students in the course will be spread throughout the world, they will need to develop techniques to solve problems when information is located in different time zones. And since each student will come into this course from a different set of experiences, each student will need to be both a source and receptor of knowledge. It makes for an exciting and unique exchange.

In addition to the classroom experience, we in Joint Science continue to provide opportunities for students to conduct research over the summer that often leads to publications. While students have worked with us in the Keck Science Center, students also have worked at institutes where faculty members have contacts such as The City of Hope. Now we are hoping to create opportunities for students to conduct summer research outside of the U.S. The Joint Science program, teaming up with Occidental College and Harvey Mudd College, has been negotiating with the Middle East Technical University (METU) and Bilkent University in Ankara, Turkey, so our students can work with faculty at the English-speaking universities during the summer. METU is the MIT/Caltech of Turkey and Bilkent is a very wealthy, recently constructed private university producing internationally recognized scientists and engineers. Our goal is to establish an international-RUE, which is a Research in Undergraduate Education experience funded by the National Science Foundation (NSF). Currently we are trying to use internal funds to help students travel and live in Ankara for the 10 weeks during the summer.

We are continuing to look for opportunities for each Pitzer student to blend his or her interest in science with cross- and multicultural learning experiences. It is indeed an exciting time to be a science major at Pitzer.
As a PACE instructor, I have been privileged to assist students from around the world in developing their English language skills at Pitzer for almost 20 years. Ever since I started at Pitzer, I have wanted to engage Pitzer students in teaching ESL in our vibrant, local multilingual communities. A few years ago, I received an Ontario grant to develop a community engagement service learning course to support local citizens in the city of Ontario. The culmination of this grant was a trip to Cuba to share the vital contributions Pitzer students have made teaching English in the community.

I presented a paper, “Language and Community: Becoming Engaged Citizens Through Synthesizing Second Language Acquisition Theory and Experiential Learning,” at the Eleventh International Literacy and Education Research Network Conference on Learning in June in Havana. The paper analyzed Pitzer students’ experiences in Ontario, where they tutored ESL students in a middle school classroom and taught English to their students’ parents at home to foster family literacy. The paper highlighted the power of service learning to provide a context in which students can develop and practice critical pedagogy.

Pitzer students were exceptional ESL tutors/teachers. They became true agents for change by providing practical suggestions grounded in theory to enhance the middle school’s ESL programs. Since then we have expanded our venues for teaching ESL. Students now work with food service and maintenance personnel at Pitzer, day laborers at the Pomona Economic Opportunity Center, workers at the Christian Business Development Center in Ontario, and low-income and homeless people at the Foothill Unity Center, a food distribution center for low-income and homeless people in Monrovia. Next year my teaching will come full circle when students from Waseda University in Japan join PACE/Pitzer for a year abroad liberal arts experience, and can opt to become involved in our grass-roots ESL project.

Sponsored by an Australian group, educators from all over the world gathered at the Learning Conference in Havana to share insights into pedagogy and social justice. It was a powerful international/intercultural adventure, enriching, inspiring, and truly educational. Every aspect of my trip to Cuba was a learning experience and I thank PACE, Pitzer, the Ontario and Hewlett Grants, and my incredible students for providing the support to get me there.
Jorge
continued from page 13

"This semester was wonderful with Magdalena (promotora). After visiting with her and her family for three semesters now, I feel as if she has been my 'away-from-home' mother. She has shared so much about her culture and her life with me and I feel so grateful to have had her as a part of my college experience. I feel as if she has prepared me to live with my new host family that I will have while studying abroad in Costa Rica next semester."

"With respect to language practice, the Spanish practicum offers the students the freedom to explore certain themes. In the practicum environment, a rigid framework of discussion topics and fixed themes would shatter the intimacy of the bond between the promotoras and the students. With respect to language practice, the Spanish practicum is the best substitute for a study abroad environment that is possible here in Southern California."

"Though there are many aspects to a culture, food does represent it in many ways. The foods that you like and associate with all go back to your culture. When we left it was sad. Marta's (promotora) house had been such a big part of this semester. I can say I love the Hispanic culture. It is so warm and welcoming that I hope that I can still do things to be surrounded by it."

"Marta shared with us what her life is like in terms of cultural values and religious beliefs. As a Mexican immigrant to the United States from a different socioeconomic background, we experienced to a certain extent her life in general, and the ways in which it is similar and different from our own. I loved and was fascinated by the fact that her family was so large, dynamic and open, and by the suburban lifestyle of having kids play out on the street, neighbors dropping by, and the sense of neighborly community."

"My sincerest thanks to Ethel, Marta, Maria, Yolanda, and all involved for a genuinely important and essential experience—my college career has been affected by this course in a truly positive way."

As you review your journal entry, you most likely conclude that this is one of those extraordinary Pitzer experiences—transformative, life-influencing, and truly amazing.

—Susan Andrews

Calderón
continued from page 16

immersion in the past to living with a home-stay for my first year in Korea where I taught at a school of 540 students a week at a coed middle school on Jeju Island. Every day, I breathed Korea: from the food I ate, the Korean home-stay lifestyle, and the interactions between my students, teachers, and Korean community.

A second-year Fulbright has given me a new experience and sense of independence. I live alone in my own small studio apartment surrounded by green hills in a port city of about 400,000 people. I observe the elderly women with hunch backs carrying vegetables and fish in baskets on their head and back. The streets are lined with Korean food steaming in the outdoor markets. I smile at the children on the bus yelling "Hello wayguk saram" (hello foreigner). In the morning I sit with 60 other teachers all bowing to each other greeting me with "annyeonghashimnika" (hello-for-mal) as we sit at our desks preparing for the day. Before each class, the 35 students I will teach bow to me in their uniforms, dark green suits, and greet me with, "Hello Teacher" or "I love you Jose."

I would have never thought that I would be a middle school teacher in Korea after Pitzer. I learned about other countries through my travels on my first-year Fulbright to Cambodia, Vietnam, Thailand, Japan, Australia, Philippines and have traveled this winter to India and Indonesia. I continue to learn and struggle through various obstacles. I have become that teacher who educates students about global issues and American politics. I take my liberal and political education and teach my students the true meaning of Thanksgiving, explain my Latino culture, and encourage them to express their creativity. Finding their creativity is difficult in a very conservative educational system of intense study.

Most importantly, my presence makes my students realize that not all Americans are the white skinned, blonde hair, blue-eyed person they see on television. Getting across the idea that dark skin is beautiful can be difficult in Korea, which prides itself on white skin, bleaching creams, and plastic face shields against the sun. I am changing lives and providing an education to my students that will help build global understanding between our two countries. I am an alternative liberal teacher, who has learned to love my students and give them the same attention I was given by many professors at Pitzer.

Success
continued from page 18

evaluate the correct education policy alternatives, if any, on how public expenditure could be most effective: Should it focus on improving quality of education for some or on equity of opportunities for all? Is there a trade-off? Actually, when comparing the US and other Anglo Saxon countries to Nordic countries for example, most of the data available shows that the U.S. has some of the largest inequalities within most OECD countries. It has some of the best human capital, but it also has those with the lowest academic achievement and skills. Trying to respond to these questions through the analysis of actual country experiences and evidence is challenging. I only hope that by providing well-developed policy advice to governments, I can contribute to improve the opportunities and lives of those who have difficulties in education, even if indirectly.

Beatriz Pont ’88
Analyst, Directorate for Education, OECD, Paris
Bringing the Message Home: Studying Abroad in Italy and France

The students were noisy and restless as they came into the stuffy classroom on a beautiful Friday afternoon. Part of the Etiwanda High School Model United Nations Club in Etiwanda, Calif., they were there on their own time and are "the cream of the crop," according to Social Science teacher Joanne Macaleer.

However, as soon as Pitzer College seniors Maggie Levantovoskaya and Genevieve Winter began to speak about their respective study abroad experiences in France and Italy, the noise and commotion ceased.

"So," began Winter, "What do you all know about France and Italy?" Students shouted out things such as "They eat snails!" "Dinner takes hours and they sleep all afternoon!" and "The women don't shave their armpits!"

Winter and Levantovoskaya shared some basic facts about the countries, including the geography and their populations, and continued by describing what it was like living and studying in another country.

"In France, it was just as much about the education as it was about discovering the culture and Paris itself," Levantovoskaya explained. Unlike Winter, who stayed with a host family in Italy, Levantovoskaya lived on her own in an apartment in Paris.

"You have to learn how to do everything for yourself, and it is all very challenging. The things you do every day can be difficult. You have to learn how to ask for directions and what to say when you are buying something," she told the class. "I had a big surprise when I got my first energy and water bills. Resources are much more expensive in Europe."

Winter also faced interesting challenges studying in Parma, Italy.

"I'm from Los Angeles," she said. "I had never taken a bus before. In Parma, my host family had cars, but they didn't use them because gas is so expensive. They used public transportation. I had to figure out how to get where I needed to go not only in a way I had never done before, but in another language!"

Yet, wanting to encourage the students, they explained that there are support systems in place and the academic subjects, while important, are not the absolute center of the experience.

"It was not overwhelmingly academic," Levantovoskaya said. "The learning is greatly social learning: going to cities, learning public transportation, and finding things on your own."

Winter described one of her program's assignments that was just such an exercise.

"I had to buy a ticket and go to a new city. I had a list of things I needed to do in the field." She credits her studies at Pitzer with guiding her research.

"I think my studies at Pitzer prepared me extremely well to conduct my research. Being here at Pitzer has

Symposium Highlights Study Abroad Experiences

Dustin Tamashiro, a senior at Pitzer College and a double major in psychology and Queer Studies, was one of 24 students displaying poster presentations at Pitzer College's inaugural International Undergraduate Research Symposium on Nov. 19. Claremont Colleges students competed for first, second and third place. The posters embodied the students' study abroad experiences.

Students at Pitzer and the other Claremont Colleges are encouraged to develop their research question before they go abroad and apply what they have learned in college to their field study. Tamashiro chose Amsterdam to study attitudes toward biphobia.

"Amsterdam is supposed to be very accepting of all different minorities very liberal with a social democratic welfare system," Tamashiro said.

Tamashiro worked with Pitzer Professor Peter Nardi to create an independent study on bisexuality prior to leaving. He credits his studies at Pitzer with guiding his research.

"I think my studies at Pitzer prepared me extremely well to conduct my research. Being here at Pitzer has

Oceania Lamberto-Egan '06 explains her poster project on Costa Rica.
new food to try. That was the exercise and I learned so much," Winter said. "Being abroad makes you a more conscious human being and more sensitive to people's backgrounds and cultures," she told the class.

Levantovskaya and Winter spent time with the class as a requirement of the Pitzer course "International Intercultural Studies 100" (IIS 100) in which bringing their experiences from abroad to the high school community is one of their last projects.

IIS 100 students also participated in Pitzer's International Research Symposium in which students who studied abroad shared their research in a poster presentation session as well as applied for the Watson and Fulbright fellowships as grant writing experience.

"Pitzer prepared me very well academically for my time in France," Levantovskaya said. "I think I impressed a lot of my friends there with what I already knew."

Levantovskaya, a comparative literature major, said she hopes to receive the Fulbright and return to her native Russia to study contemporary Russian writers in Moscow.

As a double major in international and intercultural studies and art, Winter said, she would like to receive the Fulbright to study Jews who fled to Sweden from Nazi Germany during the Holocaust.

Levantovskaya and Winter enjoyed their time so much that they plan to return abroad after graduation, whether or not they receive the Fulbright.

"It made me much more open to traveling," Winter said. "I'm planning on traveling to Israel this winter and I would not have done that before. I want to go everywhere now!"

Winter is helping spread her exuberant attitude with her family. "My brother has had a much more traditional education and he hasn't been exposed to other cultures like I have been, so he's still scared to travel," Winter said. "I've convinced him to do a summer study abroad program."

At the end of the presentation, Winter and Levantovskaya answered the students' animated questions and offered advice about European universities and how to prepare for a two-month summer trip.

The message for the class was clear and immediate: "Just try to get abroad. Don't wait until you are in college—you can go now while you are in high school," Winter said.

An excited student stayed behind to ask Winter one more question.

"Did you throw a coin in the Trevi fountain in Rome?" she queried. "Of course I did!" Winter replied. "I plan to return!"

helped me expand my horizons. In addition to giving me the tools to be critical of the system, it has also made me aware of the plights of other groups."

When researching his question, "How does biphobia manifest itself in Dutch society?" Tamashiro did not get the results he expected. His results showed much less acceptance than he had anticipated.

"When I did my research project I got a sense that they weren't going to be very accepting," Tamashiro explained. "In our program we talked a lot about acceptance versus tolerance. They will tolerate differences but they won't accept you."

Amy Nelson, a senior at Claremont McKenna, found acceptance to be integral to her project. She performed a case study on prostitution while living in the small village of N'Goundere in Cameroon. Nelson discovered that the women have created a strong sisterhood—helping to raise each other's children and holding a weekly Tontine, a gathering in which they share their money and food. Nelson formed strong bonds with the women, saying that they "took me in as a daughter," and she "often forgot what their profession was." Nelson will be returning to Cameroon this year during her winter break to continue her thesis research.

The symposium's first prize went to Jennie Gubner '05, who won $150 for her poster on percussion music in Samoa.

"I think my studies at Pitzer prepared me extremely well to conduct my research. Being here at Pitzer has helped me expand my horizons."

—Dustin Tamashiro '05

Brazil. Second prize went to Tamashiro and third prize went to Kari Rosenberg '05 for her poster on criminal justice in Samoa.

— Catherine Okereke '00
Pitzer Plans for Future
Take Shape

The past year has been a busy one as Pitzer College moves forward with its new Housing Master Plan. Three lead gifts totaling $11 million have been committed, a project manager and a design-build team have been selected, and conceptual plans are being prepared for final trustee review and approval. By the end of the spring semester, final plans will be ready to submit for city review and approval in preparation for a groundbreaking in October. Beginning with this issue, the Participant will provide regular Residential Life Project updates on the rapid pace of the exciting changes on campus.

DESIGN-BUILD TEAM NAMED

The Pitzer College Trustee Residential Life and Learning Committee selected Carrier Johnson architects and Bayley Construction as the design-build team for the Residential Life Project. In addition, the committee tapped Southern California’s top sustainability consulting firm, CCG Energetics, to help the College realize its earth-friendly building goals, and the College has engaged the firm of T.C. Collins and Associates for construction management services.

Three design-build teams participated as finalists in the design competition. The teams made presentations to the Pitzer community on Dec. 9, with input gathered from students, faculty, staff and the trustees. The clear choice was Carrier Johnson teamed with Bayley Construction. Carrier Johnson is currently working on the new Student Services Center for the Claremont University Consortium as well as a new graduate student housing project for Claremont Graduate University. Bayley Construction previously built three structures at Pitzer in the early 1990s: Broad Hall, Broad Center, and the Gold Student Center. In addition, the entire design team holds professional accreditation for work in sustainable design and construction by the U.S. Green Building Council’s LEED (Leadership in Energy and Environmental Design) program.

LEARNING COMMUNITIES

The new residence halls will offer much more than a place for students to sleep: Pitzer is building a living environment that nurtures social and intellectual life. Living and learning will be intertwined in the new residence halls by incorporating spaces for music, art, technology, library collections and quiet study. Current plans call for the development of affinity-based “learning communities” that will allow students to live together in a setting where they can bring greater focus to an area of particular interest. Pitzer will create a seamless integration of the academic and co-curricular aspects of the college experience so students will continue to learn as they move from the classroom to the dorm room.

As just one example, Pitzer is exploring the creation of an International Learning Community that will accommodate 30 to 40 students who share a common interest in international and intercultural studies, along with specially designed communal and study spaces. An International Community will support Pitzer’s programs in important ways, including: providing an intellectual focus for a group of inherently diverse disciplines (language, history, culture, and politics) and a “home” for people from a variety of backgrounds, languages, and cultures; offering a supportive environment to Pitzer students preparing to leave for a semester abroad or just returning; creating a supportive community for foreign students attending Pitzer; giving students a place to practice foreign languages in an everyday setting; and, creating an ideal setting for Pitzer students to live while applying for the prestigious Fulbright or Watson fellowships.

The International Learning Community will offer a place where diverse cultures, languages, and histories meld together creating a rich environment for learning and self-discovery.

FUNDRAISING PROGRESS:
GIFTS TAKE OFF

Due to the extraordinary support of three leading families—the Pitzers, the Golds and the Pritzkers—the College is well past the halfway mark for its fundraising goal to support the Residential Life Project. With a tentative goal of $18 million in fundraising, Pitzer already has commitments for more than $11.3 million.

In addition to the three lead gifts, Pitzer recently received a highly competitive $200,000 grant from The Arthur Vining Davis Foundations. Trustee Eugene Stein also has enthusiastically joined in supporting the Residential Life Project, pledging a generous gift of $120,000 toward the new residence halls. Pitzer College appreciates deeply these important lead gifts to the Project and the positive momentum that they give to the overall fundraising effort.

-- Richard Chute ’84

Pitzer College Residential Life Project

The Residential Life Project logo captures the essence of the Housing Master Plan, highlighting Pitzer’s commitment to living and building sustainably, promoting learning in the residential community, and leading liberal arts colleges into the 21st century.
The Perfect Next Step

External Studies Reflection by Sharon Kiichli P'06

Pitzer's External Studies Program is one of the most outstanding aspects of a Pitzer College education. Students are presented with amazing opportunities to immerse themselves in a number of exciting places around the world. Students continue their major coursework in another country while also studying a different culture. Parents find these opportunities both exciting and daunting. Below is an account from Sharon Kiichli P'06 on her daughter's external studies experience.

In 2004, my daughter, Rachel Kiichli '06, had the privilege of studying in Costa Rica through Pitzer's summer program there. Just a year before going to Costa Rica, Rachel had set a career goal for herself of becoming a Certified Nurse Midwife. She had already heard about the Costa Rica program from other students at Pitzer, and realized that this program, with its emphasis on Spanish language acquisition, the study of health care systems in third-world countries and its opportunity for cross-cultural learning, would be a perfect next step toward her goal.

As a somewhat protective single parent who raised Rachel in a small rural Northern California community, I had some trepidation about sending her off to Costa Rica. We had traveled together to Oaxaca the previous summer for a month of language school, but this would be her first trip out of the country without family. From the onset, my concerns were allayed by the staff of Pitzer's External Studies office. The staff was always readily available to Rachel and to me, walking us through the process of application, acceptance, financial arrangements, and the myriad other details involved in this new adventure. As Rachel's excitement about this opportunity grew, so did my confidence.

The program was led by Dr. Ann Stromberg, a wonderful teacher and cross-cultural guide, who has since become a mentor to Rachel and a very important influence in her life. As Rachel has described her experience to me, it is clear that Dr. Stromberg provided, in addition to a wide spectrum of information and education, just the right mix of support and opportunity for independence and individual experience. Rachel's internship in the obstetrics ward of a local hospital was everything she had hoped it would be, giving her a true feet-on-the-ground experience that she will never forget.

Rachel came back from Costa Rica a wiser and more mature young woman. She developed more confidence in her language and cross-cultural skills, a greater clarity about her professional goals, and a deeper awareness of the privileges we experience in this country.

As a parent, I see Pitzer's External Studies program as a wonderful resource for students as they journey forth toward greater wisdom, insight and the development of the skills we all need to prosper and live harmoniously on this planet.
Committee Addresses the Campus Climate

The Irvine Diversity Initiative is concluding its 3 ½ year support in the form of an $850,000 grant given to Pitzer College that began in January 2001.

A faculty fellows report prepared by Dipa Basu, Gretchen Edwalds-Gilbert, Alex Juhasz, and Joe Parker was completed based on conversations with several Pitzer field groups in relation to pedagogy, community work and diversity. The report stemmed from meetings with 18 of the 29 Pitzer field groups. The project was funded by the Irvine Foundation's Campus Diversity Initiative, to whom Pitzer had promised "a paradigm shift for the entire institution;" "a deeper, clearer, and more dynamic understanding of diversity;" "new and revised courses;" and "Field Groups better articulating how students develop sophisticated understandings of diversity as part of their academic concentrations."

DIVERSITY COMMITTEE UPDATE

Although the alleged hate-related crimes during the winter of 2003-04 did not occur on the Pitzer campus, members of the Pitzer faculty and staff conducted an investigation into the nature of the campus climate during the 2004 Spring semester. On November 11, 2004, the Diversity Committee presented a report to a packed College Council that centered on the perspectives of approximately 48 students and 10 faculty from groups that have been historically underrepresented in U.S. society.

The College Council meeting resolved that as a community we would identify new ways to encourage and sustain relations across differences on the seven Claremont College campuses that would create a synergy created by our differences and similarities. The diversity committee created a proposal containing aspirations for all members of the Pitzer community designed not as enforceable requirements, but as ideals that promote ethical practices built upon trust, which will be brought before the College Council this spring. The document was presented to several groups on campus and is to be revisited annually. Expressed in this document are values of community, dignity, diversity and dialogue.

Members of the Diversity Committee include Summer Espinoza, Christine Hogan, Alex Juhasz, Marlene Kirk, Jim Marchant and Arnaldo Rodriguez.

The Diversity Committee will be leading discussions of the problems and proposed solutions through the spring semester; for more information about this process, please contact Alex Juhasz, Associate Dean of Faculty for Diversity.
### 2005 SAGEHENS SPORTS

#### MEN & WOMEN'S TRACK & FIELD

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*SCIAC matches only. Please visit www.pitzer.edu/news_center/index.asp for full schedule information.

#### WOMEN'S WATER POLO

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#### WOMEN'S TENNIS

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#### MEN'S BASKETBALL

The Pomona-Pitzer Sagehens basketball team defeated the University of La Verne 72-69 on Feb. 24 to win its second straight Southern California Intercollegiate Athletic Conference (SCIAC) championship. Pomona's Chuck Turner led the scoring with 24 points and Pitzer's Dan Knowles added 13 points and seven rebounds to lead the Sagehens to victory on their home court at the Pomona College Rams Center.

Going into the game, the Sagehens were guaranteed a share of the SCIAC title with Claremont-Mudd-Scripps (CMS), which provided its own challenges for the team.

"It's easy to go into a game like this with the mind set of playing not to lose," said head coach Charles Katsalinas. "You have to play to win. They did a great job. I thought they played aggressively and stayed strong."

Knowles, a key player in the victory, had some concerns coming into the game.

"We really wanted this win because otherwise we would have to share the title with CMS," Knowles said. "But we tried to keep it strong and everyone's shots were sinking, so that helped a lot."

The championship is the seventh in the last ten years for the Sagehens. It is their ninth SCIAC championship since Katsalinas became head coach in 1986 and their ninth trip to the NCAA Division III National Tournament.

#### MEN'S TENNIS

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<td>7-0</td>
</tr>
<tr>
<td>4/2</td>
<td>Whittier</td>
<td>Away</td>
<td>9:30 a.m.</td>
</tr>
<tr>
<td>4/23-16</td>
<td>SCIAC Tournament</td>
<td>TBA</td>
<td>All Day</td>
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#### MEN'S BASEBALL

<table>
<thead>
<tr>
<th>Date</th>
<th>Opponent</th>
<th>Result/Place</th>
<th>Score/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21</td>
<td>Masters</td>
<td>Home</td>
<td>Rescheduled</td>
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<tr>
<td>1/23</td>
<td>Cal Baptist</td>
<td>Loss</td>
<td>6-2</td>
</tr>
<tr>
<td>2/2</td>
<td>Westmont</td>
<td>Win</td>
<td>16-8</td>
</tr>
<tr>
<td>2/4</td>
<td>Schreiner</td>
<td>Win</td>
<td>9-3</td>
</tr>
<tr>
<td>2/6</td>
<td>Chapman</td>
<td>Loss</td>
<td>19-6</td>
</tr>
<tr>
<td>2/10</td>
<td>Chapman</td>
<td>Loss</td>
<td>5-4</td>
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<tr>
<td>2/25</td>
<td>La Verne</td>
<td>Win</td>
<td>9-5</td>
</tr>
<tr>
<td>2/26</td>
<td>La Verne</td>
<td>Loss</td>
<td>4-3</td>
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<tr>
<td>2/27</td>
<td>Whittier</td>
<td>Win</td>
<td>16-3</td>
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<tr>
<td>3/5</td>
<td>Cal Lutheran</td>
<td>Home</td>
<td>11 a.m.</td>
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<td>3/12</td>
<td>California Classic</td>
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<tr>
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<td>Linfield</td>
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<td>California Invite</td>
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<td>SCIAC Tournament</td>
<td>CMS</td>
<td>All Day</td>
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<td>3/19</td>
<td>UW Lacrosse</td>
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</tr>
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</tr>
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<td>CMS</td>
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<tr>
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<td>1 p.m.</td>
</tr>
<tr>
<td>4/30</td>
<td>Occidental</td>
<td>Away</td>
<td>1 p.m.</td>
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Hunter Lovins ’72 Receives Distinguished Alumni Award

Pitzer College annually honors one of its graduates with the Distinguished Alumni Award. The award recognizes an alumna/us who has brought honor and distinction to the College through her or his outstanding achievements.

This year, the College celebrates the determined energy of an alumna who has committed herself to global sustainability issues and their human dimensions. Hunter Lovins, a 1972 graduate of Pitzer, embodies the College’s commitment to environmentally conscious practices and their integration into the education of our students.

Lovins earned her law degree at Loyola University School of Law and has managed international nonprofits, created several corporations and works around the world as a consultant. She is currently an advisor to the Ministry of Energy, Government of Afghanistan, and is consulting to agencies on the tsunami reconstruction.

She is the president and founder of Natural Capitalism and co-creator of the Natural Capitalism concept, which is a new business model that recognizes and responds to the decline in natural capital (natural resources and ecological systems). Her other interests include globalization, governance, land management, energy, water, green real-estate development, and community economic development.

She has taught at many universities, including an appointment as the Henry R. Luce Visiting Professor at Dartmouth College. She currently serves as a professor of sustainability at Presidio World College in the first accredited program in sustainable management.

Lovins frequently receives honors for her work. She shared a 1982 Mitchell Prize for an essay on reallocating utility capital; a 1983 Right Livelihood Award (called the “alternative Nobel Prize”); a 1993 Nissan Award for an article on hypercars; and the 1999 Lindbergh Award for Environment and Technology. Time Magazine named her a “Hero of the Planet” in 2000.

The 2004-05 selection committee extends its congratulations to Lovins as the recipient of Pitzer’s highest alumni honor. Lovins’ lifelong devotion to solving problems in ways that support people and the planet reflects the tremendous dedication imbued in our graduates by a curriculum that aims to change the world.

1970
Janet Caffardo Yoss
(Claremont, CA)
My son, Stephen Michael Yoss Jr., is a sophomore at Loyola Marymount University.

Cornelia Reynolds Gould
(Montara, CA)
I am living happily on the Northern California coast, enjoying sailing and our yellow lab, Riley. Both of our children are now college graduates – Columbia College 2001 and 2003 – and living in New York (the downside to sending them east for college).

1971
Dorie (Parsons) Giragosian
(Bakersfield, CA)
Katie (CMC ’02) is working at Macy’s Department Store in San Francisco. She and Ben are getting married at our house in April.

Kristin Gottschalk Olsen
(Wheaton, IL)
I am entering my twelfth year as a professional town director for Taude World Specializing in Scandinavia, Australia/New Zealand, and Texas. What a life! I spend my off-time fixing up my house.

Kristen Mendenhall Temple
(Jemez Springs, NM)
After 30 years as a psychologist, I’ve retired. Our two kids are off to college and we’ve moved to New Mexico to a beautiful red rock canyon.

1973
Cricket Handler
(San Luis Obispo, CA)
I am the assistant director of the SLO Vocal Arts Ensemble, a 50-voice adult community chorale in San Luis Obispo.

1976
Houston Putnam Lowry
(Avon, CT)
I was recently sworn in as a Freeman of the City of London and invited as a Leyreman of the Worshipful Company of Arbitrators.

1978
Judy Spiegel
(Los Angeles, CA)
After 10 years as senior vice president of programs at the California Community Foundation, I’ve decided to start 2005 with a fresh view. I am returning to consulting for nonprofit and philanthropic organizations. Everyone needs renewal, right?

1979
Regina Meister
(Glendale, CA)
No babies, no husbands, no awards. I am simply enjoying life – writing, working and meditating. I’d love to hear from my old friends. Oh and I have a wonderful dog!

1980
Frieda M. Patterson
(Pomona, CA)
I enjoyed the dedication of the Clinton Presidential Library in November. It was a good time in spite of rain that day. What a thrill it was to be one of 30,000 people witnessing the fulfillment of another great library.

1982
Matt Wallace
(San Diego, CA)
My wife, Gen, is expecting our first child in July. My fingers are crossed.

Kathryn A. Wheeler
(Reading, MA)
I’m enjoying my job as executive director of the Girls’ Coalition of Greater Boston. Even more, I love being a mom – to boy-girl twins Chris and Alex, and 17-month-old Jenni. They keep me hopping! Best to all, Katie
The Board of Trustees of Pitzer College sponsored the Fabian Núñez '97 Scholarship Benefit on Feb. 16. Univision's Los Angeles headquarters graciously hosted the event, which was attended by more than 170 members of the Pitzer community. The College established an annual scholarship in honor of Núñez, the current Speaker of the California State Assembly, in 2004 to benefit Chicano/a and Latino/a students. The scholarship is the first at Pitzer College designated specifically for a Chicano/a or Latino/a student. The inaugural recipient is Jason Rivera '06. Pitzer trustees, alumni, parents, faculty, staff and friends have raised more than $117,000 for the fund.

Top: (L-R) Jorge Delgado, president and general manager of KMEX Channel 34 and KFTR Channel 46; Fabian Núñez '97; President Laura Skandera Trombley; and Jason Rivera '06

Far left: (L-R) Luci Ibarra '00, Vicenta Arzizon '04, Brianne Davila '04, Hector Ramirez '01, Fabian Núñez, Ed Rubio '96, Joaquin Calderón '99 and José Calderón

Left: Núñez and Rivera

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**Pitzer College**

**Alumni Weekend 2005**

**April 29 & 30**

**5 Reasons to Attend:**

1. **Without A Box Reunion Show and Reception**
2. **Find out why we are replacing Sanborn, Holden and Mead**
3. **Lunch with L. Hunter Lovins ’72, our 2nd Annual Distinguished Alumni Awardee**
4. **Memorial Service to honor Carl Hertel, Lucian Marquis and other beloved members of our Pitzer family**
5. **Class with Professors Barry Sanders, Judy Grabiner, Rudi Volti and others at Alumni College**

**ALL ALUMNI are invited to come back for Alumni Weekend!**

visit: www.pitzer.edu/alumniweekend  email: alumniweekend@pitzer.edu  call toll free: 877-357-7479
1983
David Hover
(San Francisco, CA)
I teach strategic management at San Jose State.

1985
Suzie Haberland
(Seattle, WA)
My husband, Stasa, and I just purchased 2 horses and are looking forward to discovering the back-country near our cabin in the Methow Valley.

1987
Claudia C. Davis
(Sonora, CA)
I just moved into a new house and found some great memories—Pitzer yearbooks, letters from friends and final papers! Seems like ages ago—but what a great time! My best to all—the crowd on A-1, Sandy Corbett, Ellen Malarky and the list goes on.

Joe Futerman
(Altadena, CA)
I'm finishing my dissertation in clinical psychology at Pacifica Graduate Institute.

Dana Levin
(Santa Fe, NM)
I recently received an award for emerging women writers from the Rona Jaffe Foundation. My second poetry collection, "Wedding Day," will be published by Copper Canyon Press in May.

1988
David W. Blechinger
(Fanwood, NJ)
We just returned from a wonderful year in Paris where I was mister mom while my wife did graduate research. Our kids loved French schools, but we are all happy to be back in New Jersey. Hi to everyone.

Tess Jackson Albert
(Towson, MD)
We moved into our new house in October and love it. All is well! I spoke with Jeff Edwards '88 recently while he was in California visiting family with his wife and baby son. He still lives in Sydney, Australia. I would love to hear from other classmates!

Keep in Touch

To submit a Class Note, write us with your full name (including maiden name) and class year along with your updates, announcements, and/or photos at:

Pitzer College
Alumni Relations Office
1050 N. Mills Ave.
Claremont, CA 91711
or e-mail alumni@pitzer.edu

Please keep in mind that your Class Note should be written in first person and may be edited for content.

Photo policy: Photographs should be a JPEG file attached in 300 ppi/dpi resolution or mail us a hard copy of the photo. All original photos will be returned. Please include your name (maiden name if applicable), class year, and identify everyone in the photo. We welcome photos of alumni gatherings anywhere in the world but cannot guarantee every photo will be published due to space limitations.

All Class Notes submitted are subject to approval by Alumni Relations and Pitzer College reserves the right to refuse publication of Class Notes that we deem inappropriate. Next deadline: May 1
1990
Naomi Weiss Glasky
(Pasadena, CA)
Our son, Jacob, became a big brother Nov. 15, 2004, when we welcomed his baby sister, Hannah Rose, into the world.

Ben Goren
(Chicago, IL)
Nathan Wolf Goren joined us at 1:23 p.m. Sept. 20, 2004. Three weeks early but at 6 lbs 7 oz, he was plenty healthy. Now Eva has a little brother to boss around.

1991
Ted Damutz
(Chicago, IL)
My wife and I had a son in October and named him Henry. We moved to Chicago more than two years ago. I have quite a bit of interaction with the city through work. I eat a lot of Polish sausage here in town and occasionally go to Wisconsin to eat bratwurst. Professor Emeritus Allen Greenberger and I meet up from time to time.

1992
Jessica Hurley
(San Diego, CA)
In April, I took a sabbatical to San Diego from my beloved San Francisco because I couldn’t resist a job offer and taking a break from writing books for the publishing world. I am now a producer/writer/on-air talent for TV documentaries (Fox & UPN affiliates... No, I don’t work for the evil Fox empire) and no worries, I won’t sell-out. I’m involved with the media so I can create change from the inside out. I also have a thriving independent production company that primarily produces DVDs and documentaries for Music and Activist Festivals, as well as projects for non-profits such as We the Planet (w/ Julia Butterfly Hill); Earthdance; Democracy Matters (with NBA player Adonal Foyle), etc. I live in a unit in Kendra Brandstein’s ’93 house in a great neighborhood. I see Kara Henner ’93 Eastman and Scott and their beautiful little girl, Sabina, on occasion. I have recently been to a barbecue at the very pregnant Rachel Devine’s house. Still in close contact with Karina Alexanian ’92, who is getting her Ph.D. in communications at Columbia, and her wee daughter, Jett. Also still super tight with my Frosh roommate Sudie Smith ’92, who is a buyer in the Big Apple, and Katy Isa ’92, who is holding down our old pad in San Francisco. Congratulations to Khaleel Isa ’96 for his recent engagement! I spent time with Rachel Keller ’93 and Cesar Lopez ’92 on our trips to the Burning Man desert festival. My email is jessafire@yahoo.com.

Jennifer (Londe) Moffroid
(Warren, VT)
I thoroughly enjoyed the wedding of David Butler ’91 and Hillary Strain ’90 in Jackson Hole this past July. It was great to see Mark Kazmierowski ’91 and his lively wife, Aileen, who are expecting their second child.

Tara Patton Wieber
(Tucson, AZ)
My husband, Greg Wieber, and I welcomed the birth of our son, Alan, on Nov. 20, 2003. He has reminded us of the simple pleasures of living. We returned to Tucson after I completed my degree in epidemiology at University of North Carolina, Chapel Hill. Since our return I have continued working in women’s health. I wish the Pfizer Women Roar Group (Alison Firemark ’93, Rachel Leam Mayercek ’93, Susan Miles ’92, Shayna Reibman Morehead ’94, Sarah Shikes ’93 and company) the best in 2005. Let’s have another reunion soon. I would love to keep in touch with old friends. E-mail me at tjpatton@comcast.net. I hope to hear from Betsy Watts ’91.
in the years following his graduation from Pitzer with a degree in political studies, Jason Rush attended law school, obtained a law degree, and worked for a litigation firm.

"In 1997, in a desperate attempt to save what was left of my withered, black soul, I quit my job, and sold most of my earthly possessions, and spent the best part of a year traveling the globe." Rush recalled.

In 1998, Rush moved to Hanoi, Vietnam, where he began working for the United Nations Children's Fund (UNICEF). As a communication officer, he worked to educate and protect children living in mine/ordnance contaminated areas and to assist child landmine victims.

Rush, his wife, Pham Thin Phuong Thao, and their daughter, Kimberly, moved to Myanmar in 2004 to continue their work with UNICEF. In Myanmar, Rush trained a group of independent journalists in international-standard and child-focused reporting skills.

"My favorite moment was when this very brave group of reporters drafted Myanmar's very first Code of Ethics for journalists," Rush said. "Still gives me goose bumps."

Rush currently works on tsunami disaster relief in Myanmar, handling inquires from international media, and working to help disaster affected families receive information to protect their children from disease and illness. Rush's wife, Thao, works as a consultant for the Danish International Development Agency; she and Rush are considering relocating to Bhutan in the future.
A WORLD OF DIFFERENCE: 
LEILANI JOHNSON, CLASS OF 2002

Upon graduation from Pitzer, and with strong influence from Professor Emerita Ann Stromberg, Leilani Johnson began her post-baccalaureate education by enrolling in the School of Public Health at Boston University. During her time at BU, Johnson was active with the Rotaract Club, a Rotary-sponsored service club for young men and women ages 18 to 30, and the Feminist Women’s Caucus enabling her to stay connected and involved with her surrounding community.

In the week following her receipt of a master’s in public health and master’s in international relations in May 2004, Johnson joined the Peace Corps program. She began her training in Naivasha, Kenya, where the African Country Talks are held and is currently stationed in Port Reitz, a suburb of Mombasa. Johnson is establishing an internet capable computer lab at the Clinical Medical School. Additionally, Johnson is involved with the Public Health Office and speaks at local schools and churches on AIDS/HIV education, safe sex practices, planned parenthood and infectious disease prevention. In her spare time, Johnson visits the polio ward near her home and spends time in the pediatric unit.

“Most of these children have no ability to walk properly, or proper motor control, but all have a wonderful smile and an unbelievable love for life,” Johnson said. “Every week while I watch them sing and play, I’m amazed at their ever-present awe and wonderment in the simplest things, such as my long braided hair, which they love to touch.”

Johnson is planning a career in relief work or foreign service with the U.S. State Department upon completion of her Peace Corps service. “After the recent tsunamis, I really ached at not being able to help with the restoration of peace there.”

Tell Us Your Pitzer Story

Would you believe...

Call Susan or Jay
Office of Public Relations
(909) 621-8219; or email opr@pitzer.edu

Or if you have a News Tip to report, go to:
www.pitzer.edu/news_center
HEARD ACROSS THE MOUNDS

This section is dedicated to news of alumni that we hear from staff and faculty on campus. Send any information you might have to alumni@pitzer.edu.

GREG SAKS, DIRECTOR OF DEVELOPMENT

Peter Kulkin ’82 was elected Newburgh City Court Judge in November.

Michael Tomlinson ’90 is currently a prospect analyst for the Development Research and Prospect Tracking team at UC Davis.

Marc Hertzberg
(San Diego, CA)
Hi everybody. Anyone else out there look back upon our Pitzer days with the fondest of memories? I certainly do. It was a time of learning, freedom and making friends. I thank Pitzer and the entire faculty for their sincere efforts in providing me a platform from which to spring into "the real world." I'm now vice president of marketing at 20th Century Props. We supply pieces to film, TV, commercials, photo shoots and design entertainment award shows, weddings, etc. If anyone wants to take a tour of the place, it is located in North Hollywood. Give me a call at (818)759-1190. I've invited all the theater departments to come and so far they loved it. Until the next update, take care Pitzer alums. See you at the next reunion.

Andrea Olson
(Montclair, CA)
I married Nicholas Stefoni in April 2004. We're living in Claremont and I am working for President Trombley at Pitzer! – What a wonderful place! Andrea_Olson@pitzer.edu

Karen Sloan
(Los Altos, CA)
I graduated from Fuller Theological Seminary with a Masters of Divinity in June. I am currently seeking ordination in the Presbyterian Church (USA).

2001
Alma Garcia-Gutierrez
(Coachella, CA)
Hello everyone. I do hope you are all doing great. I just had my third and last daughter. We named her Carina. We are all doing fine.

Sacha Moustakas
(Berkeley, CA)
Tuan Mai '01 and I are living in Berkeley and love the Bay Area. I am finishing up a masters in elementary education at UC Berkeley and Tuan will receive his doctorate in physical therapy in 2007 from Samuel Merritt College in Oakland.

Jumane Redway-Upshur
(Los Angeles, CA)
I am loving life.

2002
Mary Jaramillo
(Fullerton, CA)
Hey y'all. I am living in "the O.C." with Danny Pittaway '01 and a nasty 16 lb cat, teaching at the elementary level, finishing a literature MA (5 more units!), and avoiding phone calls. I still want to know which one of you dirtbags has my Happy Gilmore tape ... '02 you better fess up. Shoutouts to '01 and '03. '04 plff. I recommend Napoleon Dynamite to all alumni. PS. I'm FURIOUS about the Goldmine being shutdown.

Lara Quatinelz
(Scarsdale, NY)
I am in my fourth year at Western University of Health Science Osteopathic School. I am from the first class at Pitzer participating in the BA/DO Linkage Program with Western University.

Samantha Sunshine
(Los Angeles, CA)
I have been working at the Los Angeles Free Clinic since September 2003. Mainly I have been coordinating our teen pregnancy prevention and alcohol and drug prevention programs, conducting health education presentations and HIV counseling and testing.

Andrea Olson
(Montclair, CA)
I married Nicholas Stefoni in April 2004. We're living in Claremont and I am working for President Trombley at Pitzer! – What a wonderful place! Andrea_Olson@pitzer.edu

Karen Sloan
(Los Altos, CA)
I graduated from Fuller Theological Seminary with a Masters of Divinity in June. I am currently seeking ordination in the Presbyterian Church (USA).
AFTER GRADUATING FROM PITZER WITH A DEGREE IN POLITICAL STUDIES, LANCE AUER WORKED FOR A BRIEF TIME AT THE PACIFIC STOCK EXCHANGE. SEEKING A CHANGE OF PACE, A UER OBTAINED HIS MASTER'S FROM THE KENNEDY SCHOOL IN PUBLIC POLICY WITH A CONCENTRATION IN INTERNATIONAL TRADE AND FINANCE. UPON GRADUATION, HE ACCEPTED A POSITION WITH THE FEDERAL RESERVE OF NEW YORK.

AUER'S WORK TOOK HIM ABROAD; HE SPENT A YEAR IN NEW ZEALAND WORKING WITH THE RESERVE BANK OF NEW ZEALAND. LAST SPRING, HE TRAVELED TO BAHRAIN, WHERE HE LED A THREE-WEEK JOINT WORKSHOP WITH THE INTERNATIONAL MONETARY FUND TO TRAIN 21 BANK SUPERVISORS FROM THE CENTRAL BANK OF IRAQ. AUER NOTED THAT THE IRAQI PEOPLE WERE WARM AND WELCOMING AND THAT THIS EXPERIENCE HAD A WONDERFUL AND POSITIVE EFFECT ON HIM. HE RECALLED A SPECIAL EVENING DINNER IN BAHRAIN WITH A GROUP OF IRAQI CENTRAL BANKERS. WHEN THE EVENING CAME TO AN END, THE IRAQIS DID NOT WANT TO GO HOME; THEY WANTED TO BE OUT TO ENJOY THE EVENING AS IT WAS THE FIRST TIME IN A LONG TIME THAT THEY HAD THE LIBERTY TO DO SO. AUER HAD THE OPPORTUNITY TO WITNESS SIMILAR EXPERIENCES, WATCHING AND LEARNING FROM IRAQI WOMEN WHO WOULD SING SONGS EVERY DAY AFTER LUNCH BECAUSE THEY HAD NOT BEEN ALLOWED TO SING IN PUBLIC BEFORE.

AUER RECALLED THE END OF THE WORKSHOP AS A TEARY EYED EVENT; IT HAD BEEN A VERY TOUCHING EXPERIENCE FOR EVERYONE INVOLVED. HE CURRENTLY LIVES AND WORKS IN NEW YORK WITH HIS WIFE.
A WORLD OF DIFFERENCE:
YOON PARK, CLASS OF 1986

Yoon Park graduated from Pitzer with a degree in sociology and women's studies in 1986. After working for a year in an evaluation and training consulting firm in Santa Monica, Park ventured out on her own to Latin America. She lived in Cuernavaca, Mexico, with a Mexican-Canadian family for one year. There, she studied intensive Spanish for six months, then taught fourth grade at a bilingual primary school.

Park returned to the U.S. to study at the Fletcher School of Law and Diplomacy, focusing on comparative politics and development studies in the U.S. and Latin America. After her time at Fletcher, she worked for Cultural Survival in Washington, D.C., and Costa Rica. During this period, the L.A. riots broke out and influenced Park to move into race relations and cultural diversity issues. In this field, she took a job with the Smithsonian Institution in Washington, D.C.

Park then married Roland Pearson and moved to Johannesburg, South Africa, where she took a job with the Nisaa Institute for Women's Development, a NGO focused on violence against women. She served as a book project coordinator and co-editor of Reclaiming Women's Spaces, New Perspectives of Violence Against Women and Sheltering in South Africa.

Park attended the University of Witwatersrand studying sociology and focusing her research on Chinese communities in South Africa in 1998. In 2000, she spent a brief time living in Nairobi with her husband, and gave birth to her daughter, Siana. Having explored many professions across many countries, Park has remained tied to the issues of gender, violence against women, race, culture and ethnicity.

FUTURE ALUMNI

Tara Patton Wieber '92 and husband, Greg Wieber, welcomed the birth of their son, Alan, on Nov. 20, 2003.

Scott Greer '91 and wife, Doneen Lombardi, welcomed the birth of their daughter, Rose Stella, on July 27, 2004. Here she is at 3 months old in her Halloween costume.

NEW ARRIVALS

Send us a photo and receive a special gift! We want to see the newest additions to the Pitzer community. To send us a photograph of your new baby, e-mail alumni@pitzer.edu or mail a hard copy of the photo to: Pitzer College, Alumni Relations Office, 1050 North Mills Avenue, Claremont, CA 91711
Fifty-five Pitzer students received financial support through Annual Fund scholarships this year. In the past four years, more than 320 Pitzer students have received annual fund support of $1.1 million.

Pitzer's Annual Fund creates outstanding educational opportunities that are part of each student's Pitzer College experience, while allowing the College to remain on the forefront of progressive liberal arts and science institutions. These annual budget-relieving funds provide scholarships, faculty development, student programming, research opportunities and much more.

Cheryl Yin '06

"Pitzer College is an amazing institution, with caring staff and faculty. I chose this school above others, such as Haverford College, UC Berkeley, and UCLA, because of its small, close-knit community. I am very interested in social sciences and humanities."

Sky Shanks '08

“I have been focusing my education toward human biology with a minor in anthropology. I am not sure of my exact career plans, but have decided to pursue medical school. My appreciation is great, for you have relieved some of the financial burden upon my parents who work hard to keep me in this prestigious school.”

Leticia Taylor '06

"Thank you kindly for your generous scholarship contribution to Pitzer College. Your support enables me to pursue invaluable academic opportunities such as study abroad in Brazil. I am truly grateful for your support."

James Page '06

"My goal upon graduating is to earn a teaching credential. I truly value the ethics and social responsibility that Pitzer has taught me and I wish to teach the same to succeeding generations. Pitzer has been a large part of my life and support from generous donors enables me to continue my stay here."

Rebecca Takahashi '06

"I am a double major in political studies and history, as well as an economics minor. My primary areas of interest in politics lie in international political economy, political participation and education, and migration politics. I see myself either working in the public sector, education, or for a nonprofit."

Dylan Knutson '08

“I am planning on designing my own major at Pitzer that combines science, environmental studies, philosophy and traditional Chinese medicine. My plans are to study abroad in Beijing in the fall of 2006. Thank you for assisting me in my collegiate career.”

To learn more about Pitzer College's Annual Fund or to give online, visit www.pitzer.edu/giving. Designate your gift for the Annual Fund scholarship.
IN MY OWN WORDS: Susan (Elliott) Jardin ’79

The Social Fabric of External Studies

After returning home from a recent Alumni Reunion Weekend, my 25th, I found myself thinking more and more about my education at Pitzer, and what it means to me. In addition to checking in with the alumni site for updates on my classmates, I started visiting other sites, including those for external studies programs. I had spent a semester in Rome in 1977 and wondered if a program there still existed.

At the time I went to study abroad, the Rome program was in its infancy. My group consisted of about 12 students from Pitzer, Pomona and Scripps. After a two-week Italian language intensive program in Perugia we were whisked off to Rome where we resided in a large, labyrinthine hotel named "Il Paradiso" and attended classes in a small apartment in the downtown area. We were doled out about $10 a week with which to purchase breakfast and lunch (amazingly enough, this was possible to do provided you were very careful) and ate our dinners at a Sardinian restaurant every night. We traveled by ferry to Greece and took side trips to Pompeii and various ancient sites of interest around Rome. We were privileged to meet the famous author Alberto Moravia, the film maker Lina Wertmuller, and a smorgasbord of Italian politicos, journalists, and writers from the Communist, Socialist, Neo-Fascist, and Radical parties.

We learned about ancient Rome and World War II-era Italy. We practiced our Italian, traveled, had adventures, and absorbed an incredible amount in a relatively short period of time. For many of us our External Studies experiences affected our academic choices back in Claremont. We ended up in advanced Italian language classes at Scripps, or took European History, or Political Studies, or International Government at the various campuses. And a few of us went on to spend more time abroad.

I am excited to read on the External Studies Web site that participants in the Pitzer in Italy Program now stay with families. The site states that "the heart of the Pitzer in Italy program is being a full member of an Italian family with all its privileges and responsibilities. Through your family, you have the best opportunity to be incorporated into the social fabric of the local community. You witness the real rather than the theoretical culture and, as a consequence, come closer to knowing what it means to be Italian." I heartily agree with this philosophy of learning! Today's students studying abroad have the incredible opportunity to experience the Italian culture and its nuances from the inside out. Living in a hotel in 1977, it wasn't as easy to make contact with people, to bridge the language barrier. A student could, theoretically, come home from the program having had little actual one-on-one contact with individuals from the host culture outside of the classroom. They would have learned about Italians socially and politically, but without the insights that evolve through living and communicating in the host community over a period of time. I'm thrilled that today's students get to have this experience.

Students living with host families can achieve what the Pitzer model strives for: effective cultural immersion and cross-cultural learning. It is especially important at this point in our geopolitical history for students to live outside of their own countries of origin, to experience the world from a different perspective. This type of learning can transform the way we look at the world and ourselves.

The Pitzer External Studies program has shaped my life in many profound ways. While in Rome I met a group of people who became my extended family for many years. My semester-long...
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experience of living in another culture ended up lasting almost 10 years, and the ties with that family have lasted for more than 25!

After graduation from Pitzer I moved to Rome and took a job at a United Nations agency called the International Fund for Agricultural Development. I had always wanted to work for the UN and was privileged to meet people from all corners of Africa, Asia, the Near East, Latin America and Europe. This was my “work” life. My personal life was entirely Italian as my boyfriend, and his family and friends were Romans. I went to weddings, funerals, parties, holidays, and on vacation as part of an extended and welcoming family. I spent the rest of my 20s seeing the world through eyes of Southern Europeans—I was living in Rome in the 1980s when the U.S. invaded Libya, and during the time of the political assassinations of the neo-fascist group, the Red Brigades. I also traveled to Bologna two weeks after a terrorist bombing destroyed much of that city’s train station in 1980.

Since moving back to the U.S., I have become a ceramic artist, following up on an interest I developed while living in Rome. My values regarding family, child-rearing, friendship, lifestyle, and health have all been influenced by my time spent with individuals from the Italian culture. One of my greatest joys in recent years has been taking my 13-year-old son, Elliott, to Rome to meet my old friends. We traveled there in the summer of 2002, 16 years after my return to the States. I called a member of the family I had known (in fact, the woman whom I had named my daughter) and we arranged to meet. As I climbed the stairs to her apartment with Elliott, she opened her arms in greeting and called out to me “Susanna, you look just the same. It’s as if no time has passed.” And indeed, that is how it seemed. We took up where we left off so many years ago, introducing our families to each other, eating, laughing, sharing experiences and perspectives as old friends, friends who met because I was a part of a Pitzer External Studies program.
For information regarding the Residential Life Project, see page 26

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