

# News from 29 Mellen

January 2013

LESLEY  
UNIVERSITY

## Study Abroad Scholarship Winners

by Claire Carroll, Study Abroad Director

Thirty-three students from LA&PS, AIB and LCAL will spend the Spring 2013 semester abroad, some in faraway places (India, Ghana, Uganda, South Africa, Thailand, Russia, Peru, and Costa Rica) and others at top universities in Europe. At least four students will complete internships while abroad, three will take courses to fill out a minor in Spanish, and one has received a prestigious Benjamin A. Gilman International Scholarship for Study Abroad. In addition to sending our students out into the world, we will host an exchange student from Germany.

This robust roster reflects Lesley's commitment to becoming a more global university by establishing a community of global scholars, a community without borders. In the following pages are excerpts from the essays of the five recipients of Lesley's first-ever Scholars without Borders scholarship competition. Stay tuned for news on their adventures. In the meantime, join us at Community of Scholars day on March 27, 2013, for a panel to engage students and faculty in discussion of the obligations, duties, and rights inherent in world citizenship.

### Erika Cain, Elementary Education and Creative Writing major, Class of 2015.

*Studying at Loreto College, Kolkata, India*

*In addition to being a Scholars without Borders award recipient, Erika also secured a generous federal grant from the prestigious Benjamin A. Gilman International Scholarship Program. Congratulations, Erika!*

I want to push myself during the months I'm in India. I don't want to live life within my comfort zone, because that isn't really living at all. I hope that being away from the normal routine of home will wake me up to differences within myself that I can embrace. I am going into this experience thinking of it as a way to grow and change into a more positive and confident person.

In India I'm going to take classes to learn more about its government, language, history and art. I have always been interested in the type of education one would receive in another country, and now I am actually going to get the chance to experience it. I know the basics about India that every high school student is taught in your standard history class, but actually studying in India with Indian professors, speaking with people who have not only studied the history, religion, and art, but actually lived it, will be so much more meaningful than studying it from home.

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### Special points of interest:

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- Roxanne Griffith Pursues African Literature
- Jen Stone — from Arts to Politics
- Manli Nouri—Language Immersion

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Once I come back my goal is to teach the students that I work with at my job at the Baldwin Afterschool program, as well as the students I have in following years, about life in India. (and what they can do to help people less fortunate than themselves.)

I have been really interested in researching India and reading anything and everything there is on the country since I found out that I was accepted into the program. I have made a list of Indian movies to watch before I go, and I've checked out a few books on India. I am starting to read other people's travel blogs and am going to soon make my own for my trip.

I started out my research on India to be very broad and simply about things I thought I might need to know about while living there. I found out that India has a federal republic. That New Delhi is the capital of India. That while I am there I am going to be 10 and half hours ahead of my friends and family in the United States on the East coast. I learned that India became independent from the UK on the 15th of August in 1947. I read that the Bengal tiger is the national symbol of India. Finally I read that India is the world's largest producer of licit opium for the pharmaceutical trade, but that quite a bit of it is diverted to the illicit international drug markets. These are all things that I know are a bit random, but I don't like going to new places without knowing at least a bit of random facts about that place.

I am going to be spending my time in, Kolkata, the third largest city in India. The population as of 2009 was 15.294 million people. In comparison, the population of Cambridge, Massachusetts, as of 2011 was 106,038 people. I also found out that Kolkata is locally known as the intellectual and cultural capital of the nation. A few of India's greatest 19th and 20th century poets, film directors and philosophers came from Kolkata. Ramakrishna was an important philosopher, Rabindranath Tagore was a Nobel Prize winning poet and Satyajit Ray a highly celebrated film director. The city of Kolkata is a center for Bengali dance, poetry, art, music, film and theater.



*Student artwork created at the pre-departure orientation.*

### **Christina Ogunti, Counseling & Holistic Psychology major, Class of 2015.**

*Studying at Stellenbosch University, Stellenbosch, South Africa*

Not only will I be studying abroad for five months, but I also will travel on a plane for the first time in my whole life, and it will be my first time outside of the United States. This is a chance for me to be truly independent and learn that I am stronger than I ever thought I was. There is a world outside of what I see every day; there is poverty and suffering, but there is also beauty and wonder. And, from culture shock to homesickness, I intend on seeing every positive and negative experience as a learning experience.

To prepare for my semester abroad, I researched several aspects of the country's past and present. I learned a lot about some of the specifics about the history of apartheid and governmental rule; in 1948, the National Party initiated apartheid and favored the white minority as opposed to the black majority. The African National Congress (ANC) representatives—Nelson Mandela one of them—opposed this movement and were imprisoned for decades; however, in 1994, apartheid ended and the ANC was in power.

I believe that knowing South Africa's history with apartheid will definitely prepare me for this upcoming semester. Although the separation of races is something that our own country has dealt with, I don't see its effects every single day. However, while abroad, I may see the effects of apartheid (since it has only been 18 years since it ended) and I need to be mentally prepared to see or hear things that may make me uncomfortable, but at the same time I need to be very sensi-

tive to the country's recent struggle.

I am very interested in the concept of 11 official languages, as well; I intend to take a course on Afrikaans, and although I may be familiar with some Afrikaans phrases, I need to be aware of the fact that some people may not speak that language and that there are several other languages that they could be speaking. Lastly, the AIDS facts are shocking but real. I am not personally afraid of "getting" AIDS, but I do plan on volunteering abroad in a township called Kayamandi, where there may be people who have the disease—again, something I need to be aware of and sensitive about.

**Roxanne Griffith, Secondary Education and Creative Writing major, Class of 2014**  
*Studying at the University of Legon, Legon, Ghana*

In Ghana, I plan to learn about African literature and education. I want to return from this trip having gained new perspective on the concept of educating children, and it is my goal to integrate these broadened perspectives into my overall teaching philosophy. Since I will also be participating in community service, I hope that I will begin to feel as though I can really make a difference, not just in a single individual's life, but make a difference in the community as a whole.

According to research I conducted in preparation for my semester abroad, I learned that malnutrition and stunted growth can delay many Ghanaian children's

enrollment in school, putting them behind their healthy peers both academically and socially. Absenteeism caused by poor health is also a major issue across all grade levels, with diseases such as malaria keeping many children out of school for extended periods of time.

While I knew that there were issues with health in Ghana before reading up, I did not realize the extent to which negative health could impact the educational experience of a Ghanaian student. I feel this information has prepared me, as it has shown me that my experiences in the Ghanaian schools are bound to be much different than my experiences with schools in the United States.

One thing I have always wanted to participate in at Lesley, but haven't done yet, is the Community of Scholars event. Over the years, I have attended many of the Community of Scholars presentations, and have been very impressed with those aimed at opening up the community's eyes to important global issues that often go unnoticed. I believe that the lack of access to education in Ghana is one of these underrepresented topics, and I think that presenting on the subject at the Community of Scholars day will help get the word out and demonstrate the importance of the issue. Since I am a very visual learner, and believe that images are often more effective than words, I want to take a lot of photographs while in Ghana, specifically relating to education and the students of Ghana to include in a slide show that would accompany my presentation.



*Christina Ogunti will be studying in South Africa.*



*Roxanne Griffith works on some study abroad related art.*

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I run a non-profit organization called Bracelets for Good that donates the proceeds of handmade bracelets to charity. I want to incorporate this into my presentation, designing a specific bracelet whose proceeds will directly benefit the students of Ghana. The presentation, coupled with the bracelets, will help raise awareness about this important educational issue in the Lesley community.

### Jen Stone, Expressive Arts Therapy and Drama major, Class of 2014

*Studying at University College London (UCL)*

UCL is one of the top-rated schools not only in England but in the world, and I found myself drawn to it for its challenging curriculum and desirable location. The Psychology program at UCL is well known for both its excellence and breadth and will expand the viewpoint I'm developing through my studies at Lesley.

I am overjoyed, excited, nervous, and beyond all else curious about studying in a different country in which the society, culture, and everyday living are different than my own. I think one of the most interesting aspects of England and particularly London is the presence of the monarchy. I find the royal family extremely interesting because, as Americans, our leaders are elected and work their whole lives to gain fame while the Royal family achieves fame and honor through just being born. According to Marsdon and Marsdon, "The American Public became enamored of the Royal Family precisely because they were so foreign and yet so human."

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I feel I have a lot to learn and gain through my studies in London but not only in the classroom. I want to embrace the English culture full-force and integrate myself into an entirely new lifestyle in order to learn from experience. I want to have a better understanding of my own heritage as well as learn and absorb all the country has to offer. I plan on taking a British Politics course while I am abroad. I feel that knowing the political system of a country is a good way to prepare myself to live there because it helps in a basic understanding of cultural norms I can adapt to and learn to appreciate and respect.

### Manli Nouri, Education and Math major/ Spanish minor, Class of 2015

*Studying at Centro de Lenguas Modernas, University of Granada, Spain*

My goals for studying abroad vary. I certainly hope that participating in the Intensive Spanish Language Program at the University of Granada and being surrounded by Spanish-speaking residents will help to me speak Spanish more naturally and accurately. I intend to earn enough credits to complete a minor in Spanish. I will be living with a host family because I believe this is the best way to be exposed to the Spanish culture.

Of all the places in Spain, Granada was the one place I always wanted to travel to because of its culture, history, sights and religious history. Located in Granada is the Alhambra, a massive castle built centuries ago and considered by some as one of the ten wonders of the world. Granada is full of not only Islamic architecture



*Lesley study abroad students at their pre-departure orientation.*

in places such as the Albayzín and Palacio Nazarías, but also Christian cathedrals, such as the Monasterio de San Jerónimo.

Granada is home to one of Spain's largest universities. It is often described as a popular place to study abroad because of its large student population.

## Chemistry for Sustainable Development

by Professor Quamrul Hassan

An international conference on 'Chemistry for Sustainable Development' was held in the capital city of Bangladesh in December. The conference was organized by the Bangladesh Chemical Society, and scientists from around the world, including the United States, Japan, England, Germany and China gathered to present their cutting-edge research. Professor Quamrul Hassan of Natural Sciences and Mathematics attended the conference as an invited guest in the session of *Electrochemistry for Material Science*. Electron transfer has long been considered as occurring only in materials, which provided us with useful tools such as batteries. Professor Hassan presented a paper that argued that electron transfer is not only a phenomenon in materials, but also in biological systems. Many biological workers, known as proteins, carry out very unique electron transfer reactions not often observed in materials.

One such protein is ribonucleotide reductase which carries out a reduction of ribonucleotides into deoxyribonucleotides. This reductive electron transfer reaction generates a pool of deoxyribonucleotides which are used to make DNA during replication and repair. Since cancer cells rely on rapid DNA replication, the function of this protein has been implicated in the development of cancer, and therefore is a target for anti-cancer therapeutics. Dr. Hassan's research has shown that an electron has to travel 35 Å from the point of generation to the place where the reaction occurs. In the case of batteries, there are wires which make the transfer of electrons at a long distance possible. But for biological systems, such a distance (35 Å) is not trivial, especially when there is no wire to facilitate the transfer. The research provided an insight into how various amino acids and the process of 'tunneling' has made such electron transfer possible. Dr. Hassan carried out the research during his time as an Anna Fuller Fellow in the department of chemistry at MIT.



Dr. Hassan presents at the seminar for *Electrochemistry for Material Science*

## Students Presentations

Rachel Silva and Rebecca Hsieh, two Lesley Education majors, participated in a student panel at the October 27th Regional [SENCER](#) (Science Education for New Civic Engagements and Responsibilities) conference at Wheelock College.

Rachel reflected critically on her experience linking science and civic engagement through her work with villagers in Guyana as part of the 2012 GLASS (Guyana Lesley Abroad Service Semester) program, and Rebecca shared insights she has already gained from her ongoing science-based civic engagement work with Swiss and Bolivian colleagues and villagers in Cochabamba, Bolivia, as part of the [PEERS](#) program.

David Morimoto also gave a presentation at the conference about the GLASS program as a model for international, science-based civic engagement that integrates multiple disciplines and indigenous knowledge.

More information can be found [here](#):

## Accomplishments

■ **Ron Lamothe** presented "River War Wives: Camp Followers, Sudanese Soldiers, and the Scramble for Africa, 1884–1914" at the 55th Annual Meeting of the African Studies Association in Philadelphia on December 1, 2012.

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■ **Laura Douglass** has a chapter in the book *Eating Disorders and Mindfulness* published by Routledge and edited by Dr. Leah DeSole. The title of her chapter is "Thinking Through the Body: The Conceptualization of Yoga as Therapy for Individuals with Eating Disorders." Laura is an adjunct at Lesley who teaches "Yoga: Theory, Culture and Practice" and "The Psychology of Yoga." The book can be found [here](#).

■ **Michael Illuzzi** presented a paper entitled "Samuel 'Golden Rule' Jones and His Progressive Era Defense of Developmental Equality of Opportunity" at the Annual Meeting of the Association for Political Theory in Columbia South Carolina that took place from October 12-14, 2012.

■ **Brian Sirman** recently had an article published in the online art and culture journal *Big Red & Shiny*. The article can be found [here](#).

■ Faculty **David Goodman, Heather Macdonald, and Brian Becker** (Assistant Professors in Psychology and Applied Therapies), along with students and alumni, presented several papers at the *Massachusetts Psychological Association (MPA), New England Psychological Association (NEPA), and the Psychology for the Other Seminar*. The presentations included 1) "Levinas, Pornography, and Pixelated Relation," 2) "Fracturing the Symbolic Code in Psychotherapy: Kristeva, Bakhtin and the Constraints of CBT," 3) "Exposed to Exposure: The Ethical Sensibility of Emmanuel Levinas," and 4) "The Performance of Death's Avoidance: Ernest Becker on Hospital Care at the End of Life." Also, in October, David Goodman gave a plenary address titled "Science, Language, and Empirical Validation: Questions Regarding Social Class" at the Massachusetts Psychological Association Conference. Lastly, a "Psychology and the Other Special Issue" of the *Journal of Theoretical and Philosophical Psychology* was recently published consisting of scholarship from last year's Psychology and the Other Conference. Next year's conference is presently accepting proposals. See the website: [www.psychologyandtheother.com](http://www.psychologyandtheother.com). Submissions are welcome and the deadline is February 15th!

■ **Alison Angell** joined the board of the Career Counselors' Consortium - New England and co-coordinated a program entitled "Career Counseling LGBTQ Clients and Veterans" for the October 2012 meeting.

■ **Alice Diamond**, Associate Dean for Career and Community Service, had an article on "Treating Job Applicants Well Isn't Just Good Manners, It's Good Busi-

ness" published in *Career Convergence* (December 2012), the online web magazine of the National Career Development Association.

■ **Dr. Krystal Demaine**, Assistant professor of Expressive Arts Therapy, presented her research on Musical Echolalia and Non-Verbal Children with Autism at the North East Music Cognition Conference at Boston University in November and at the American Music Therapy Association National Conference in St Charles, Illinois in October.

Dr. Demaine was the invited keynote speaker for the Massachusetts Music Therapy Alliance Meeting in December 2012 in Westford, MA, where she talked about "Clinical Research Collaborations in Music Therapy: From Singing to Speaking, Music Therapy Clinical Research with Aphasia and Autism. "

■ **David Morimoto** has been invited to speak (on the education panel) at the inaugural international conference at Wheelock College in June 2013. The conference is titled [\*Global Challenges and Opportunities Facing Children, Youth and Families\*](#).

David and **Mike Schindlinger** have had a paper accepted for publication in *Actualidades Ornitológicas*, a peer-reviewed, Brazil-based journal of ornithology. The publication is of an interview conducted with the great evolutionary biologist Ernst Mayr just two weeks before his 100th birthday. It may have been the last recorded interview of his life. The interview was intended for a Brazilian ornithology audience and focuses on Brazilian ornithology. "A conversation with Ernst Mayr: reflections on the past, present, and future," an interview presented at the *XII Congresso Brasileiro de Ornitologia* in Blumenau, Santa Catarina, Brazil, November 2004.

David also co-wrote an article titled "The Importance of Data Verification: Unchecked Errors in Basic Natural History Sampling May Greatly Impair Conservation Research," with Marcelo Alejandro Villegas Vallejos for the international journal *Biological Conservation*.

■ Donna Halper was interviewed and was a guest on the CTV Morning Show recently. As you may or may not know, Donna discovered the rock group Rush, who dedicated two albums to her. They were recently inducted into the Rock and Roll Hall of Fame and Donna was invited on to the show to talk about them.

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The interview can be found [here](#).

She was also featured in the [Boston Globe](#).

Donna also wrote the article "How to Be a Skeptical News Consumer" in the new edition of *Skeptic Magazine*, vol. 17 #4.

## Dean's Message



During every admissions cycle I have wondered about how we intentionally welcome and nurture the writers, painters, sculptors, teachers, therapists, scientists, lawyers, businessmen and women of the future. Put more starkly, I have wondered how we identify talent in the application pool and how we build a reputation that will

draw more future readers, writers, scientists, social scientists, teachers and artists to want to study here. A passion for reading history, writing verse and imagining can compete with the passion for wealth and lucrative careers. So the following question poses itself: how do we engage our students in the further development of their passions at the same time as they build careers and chart meaningful lives as citizens of the world?

Can higher education be taught to affirm opportunity, not just affirm demonstrated performance in high school or a successful gap year in the Himalayas? For thirty years I have taught kids whose parents were homemakers, cooks, custodians, teachers, yardsmen, seamstresses and maids. Many were underprepared for college but many were open to learning what they did not know, to working hard and asking questions, to improving their reasoning, active listening and writing skills. Some, like Cornell Brooks, a Yale law graduate who made law review; others, like Thomas Fox, a Harvard law graduate and the son of a cook, a single mom, also fared well, making law review and landing lucrative jobs. Like my son, both of these students possessed the soul of a poet, the language and analytical skills of an Oxford Scholar, and the bravery and gentleness of Yann Martel's Pi.

Those who follow their passions as writers/artists are often under-valued in the academic professions and

the marketplace; too often they spend their lives proving their worth to others instead of reveling in the exercise and beauty of their craft and teaching it well to others whose passions burn similarly bright. Some spend their lives seeking a recognition that is perhaps easier to come by instead of trusting that someday their work, like De Tocqueville's, will (re)define a country, or like Faulkner's, a region.

Other than by exclusion of those who cannot afford college, how do we decide who is worthy of a college education? And, however we decide, do we care about whether our decisions will usher in the next Hurston, Whitman, Charles Taylor, William Wilson or Gwendolyn Magee? How should we think about whom we welcome to the university? As a vibrant university with a liberal arts college containing impressive professional and pre-professional undergraduate and graduate programs and an art school, we can certainly nurture an artist, musician, scientist, teacher, lawyer or a therapist, in the way that a conservatory, clinic or stand-alone education program cannot.

The Lesley University faculty who stand before them in the classroom and who nudge them to excel represent an equally rich range of academic expertise and experience: the poet-scientist, the multilingual faculty member who has taught in Paris, or Palestine and Israel, Zambia and Romania; those who love music and art, and understand their power to heal; and those who know politics and mathematics. They all model the passion and knowledge that contribute to the community and world as much as those who have chosen other, more lucrative careers. I think that Lesley University is a place where students follow their intellectual passions and curiosity, all the while fully planning to bring that knowledge to bear in creating a larger community that is better informed, artistically richer and more just. I hope that promise is one that will inspire a new generation of students to join us. To the extent that our students know how their passions inform our professions, they will be inspired and encouraged to study here with us rather than elsewhere.