Social Work program gains accreditation candidacy status

Accreditation of the new Bachelor of Social Work degree has moved to its final step with the announcement that the program has been approved for candidacy. The Council on Social Work Education (CSWE) officially awarded the program acceptance into candidacy on Feb. 12. Candidacy means that the CSWE Commission on Accreditation has found compliance with all the candidacy evaluative criteria. The program enters candidacy status, in which it remains—normally—for two years, continuing to fully develop its compliance with accreditation standards in concert with the commission.

The college, the Department of Sociology, Anthropology and Social Work and the social work faculty hosted a celebration gathering in Anspach 165 for approximately 50 guests in March. Guests included CMU administrators, Social Work Advisory Council members, field supervisors, Saginaw Chippewa Tribal College representatives, alumni, and current social work students.

The celebration also included a silent auction and a live auction to benefit the CMU Social Work Education Fund. The fund is used to support students’ participation in educational events and special activities that enhance and extend their classroom experience. The auctioneer for the live auction was Glen Raithgh, a CMU alumnus and retired social worker. The auction raised nearly $1,000 for the fund.

The accreditation candidacy status is the culmination of years of work and preparation by SAW department members. According to Suzanne Cross, “First we had to submit a feasibility study which looked at the community and agency needs, a survey of the current students, alumni, and potential students and the facilities. Second, an evaluative criteria study was submitted to CSWE, which included the curriculum, syllabi, field practicum agreements, faculty vitae and the library acquisitions. The social work program, with the support of the department and New Initiative funds was able to add a new faculty member and new courses to the curriculum and make new acquisitions for the library to bring its collection up to CSWE standards.”

Following acceptance of the studies, the program hosted an on-site visit with Dr. Emelicia Mizio, a commissioner from CSWE. Subsequently the CMU social work program was recommended to the CSWE accreditation commission for consideration for candidacy status.

The CSWE accreditation means students who graduate with the BSW degree will be eligible to join the National Association of Social Work as full voting members, and seek employment with Veterans Administration Programs, Hospice programs, and agencies that receive third party payment. Students can apply to universities that offer an advance standing master’s degree in social work program, given they meet all other criteria.

Seaton’s opera opens in DC

What would a diary written by Sally Hemings reveal about her role as slave and mistress to Thomas Jefferson? No such diary has been discovered. In From the Diary of Sally Hemings CMU professor and playwright Sandra Seaton has, however, written fictional diary entries that provide a view of the Jefferson-Hemings relationship from the point of view of Sally Hemings.

“Of course, historians have not discovered any diary entries by Sally Hemings. I created the diary entries from my imagination,” said Seaton, who teaches English at CMU.

From the Diary of Sally Hemings is a song cycle that premiered at the Library of Congress’s Coolidge Auditorium on March 16. The composer was William Bolcom; the song cycle was sung by mezzo-soprano Florence Quivar.

Seaton’s text presents a portrait of Hemings as a complex human being who refuses to be identified simply as the mistress of Thomas Jefferson.

From the Diary of Sally Hemings presents a story in a series of vignettes extending through 18 songs. Bolcom, a Pulitzer-Prize winning composer, set the music to Seaton’s text. Bolcom is the Ross See Song Cycle, Page 3

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E. Gary Shapiro, Dean

Central Michigan University

CHSBS
College of Humanities and Social & Behavioral Sciences

Volume 4, No. 2 Spring, 2001

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E. Gary Shapiro, Dean
CMU students will soon have an opportunity to study Chinese language, literature and culture on campus. Thanks to an agreement of understanding signed with Beijing Foreign Studies University (BFSU), faculty member at BFSU, will join the foreign languages, literatures and cultures department for one year as a Chinese language instructor starting in the fall.

Professor Miao Xiaofang, faculty member at BFSU, will join the foreign languages, literatures and cultures department for one year as a Chinese language instructor starting in the fall.

The agreement with BFSU, and memoranda of understanding with two other Chinese universities, came as a result of a trip to China by CHSBS Dean E. Gary Shapiro and Office of International Education Director Guilan Wang last November.

In an agreement with Xiamen University in southern China, CMU students will have a chance to go to China in the summer of 2002. Students in the program will teach English for half a day and study Chinese language for the other half. Once in China, Xiamen University will provide room and board and arrange cultural travel on the weekends for the students. Dean Shapiro calls it “a wonderful opportunity for CMU students who want to teach speakers of other languages as well as those who want to experience learning about the language and culture of China.”

At Heilongjiang University in the city of Harbin in northern China, university administrators expressed a desire for faculty exchanges. They are especially interested in having CMU faculty members come to Harbin to teach English.

“These agreements of understanding are just the beginning of what we hope will be unique experiences for our students and faculty to learn more about a civilization that is over 5,000 years old, while at the same time sharing our culture and ideas with them,” Dean Shapiro said.

The Psychological Training and Consultation Center: another CMU success story

For over 30 years the Psychological Training and Consultation Center (PTCC) has been a place where community members in need can receive help for a range of psychological problems. The PTCC is also the place where CMU psychology graduate students put their years of study, research and experience to work under the guidance of psychology department faculty supervisors.

According to PTCC Director David Dush, “It’s a true win-win situation where everyone involved benefits. The students receive valuable hands-on experience in mental health practice; the community gets an excellent mental health resource; and the Department of Psychology faculty and graduate students have an outstanding training and research facility. It is a place where training, research and community service blend together.”

Dush is the first half-time director of the center, although he readily admits that there is plenty to do for a full-time director. Within a few years, the center will move into the new Health Science building scheduled for ground-breaking this summer. He hopes that the center will be able to expand its range of services, research, funding and training opportunities.

The new facility will provide the center with state of the art office space, equipment, training, billing and communications capabilities. There will be larger group rooms designed for specific age groups, along with better observation capabilities and technological advances. The move to the new building also will launch the center into a multidisciplinary arena. Close collaborations with other health professions will be commonplace and integrated into the services so that multiple needs of clients will be met.

Currently within the center there are a number of recognized specialty clinics. Active clinics in place address anger management, anxiety disorders, health psychology, child and family psychotherapy, infant/toddler assessment, neuropsychology and severe mental illness.

Since the Department of Psychology offers four graduate programs, there is no shortage of students using the center. The majority of the psychologists in training are doctoral students in clinical psychology or school psychology. However, the center is used by graduate students from all psychology disciplines. Currently there are 30 psychologists in training seeing clients. Each student is assigned a faculty supervisor. Almost all of the department’s faculty are involved in the program, from practicum supervisors from year to year. Last year 1,960 individual and group client contact hours of therapy were provided by psychologists in training at the center.

The current center is operating near capacity. It is open five days a week, including extended hours until 8 p.m. on Mondays through Thursdays. They are often completely booked during the “prime time” of 4 p.m. through 8 p.m., and new clients sometimes have to contend with waiting lists.

“We have seen the PTCC grow from a small clinic in Rowe Hall to its present facility in Sloan,” said Department of Psychology Chair Tim Hartshorne. “Every year we see increased demands for general referrals and utilization of the center’s specialty clinics. We look forward to our move to the new Health Science building where the center can continue to grow and be an even more valuable resource to the community, the university and our students.”

William P. Nolde Lecture Series

Col. James McDonald was this year’s speaker for the William P. Nolde Lecture Series on campus. His lecture was “U.S. Army Transition.”

McDonald discussed a range of subjects from utilizing technology and science to benefits for military personnel and their families.

McDonald serves in the Office of Deputy Chief of Staff for Operations and Planning Department of the Army. In his 21 years in the army, he has received the Joint Service Commendation Medal, the National Defense Service Medal, the Army Achievement Medal and the NATO medal.

In his presentation, McDonald emphasized the need for upgrading the army’s tanks and other armored vehicles by using the latest in science and technology to reduce their weight while maintaining their efficiency. He also spoke about reinstating some of the benefits that have been lost to military personnel and their families.

The Nolde Lecture series is named for Col. William P. Nolde, a former military science instructor at CMU who was the last military casualty in the Vietnam War.
Associate Dean Susan Conner leaving CMU

After 14 years of exemplary service to Central Michigan University, Dr. Susan Conner, professor of history and associate dean, will be leaving on June 30 to become Vice President for Academic Affairs and Dean of the Faculty of the University of Florida, Lakeland.

During the last four years, she has served as associate dean of the College of Humanities and Social & Behavioral Sciences. As associate dean she has been instrumental in providing leadership to the largest college on campus. While she has been involved in all areas of the college, a major responsibility has been curricula issues. She was successful in helping college departments implement a number of new programs and make revisions to other programs. Conner also has led efforts to increase excellence in teaching and has championed assessment. She played a major role in creating the college’s newsletter and web pages. She also has been responsible for college space issues and supervised many renovations and improvements in the college’s facilities.

In addition to everything else, she has continued to teach one course a year in the history department and to serve on masters and doctoral committees for graduate students. She also has remained involved in her profession and produced high-quality scholarship leading to presentations at professional conferences. She is a recognized expert in her field, which is the history of the French Revolution.

Prior to her years as associate dean, she served as chair of the history department from 1994 through 1997, where she made important contributions to strengthening the department. She came to the university in 1987 as an assistant professor and was promoted to associate and then to full professor.

She served as chair of the Academic Senate in 1995-96 where she demonstrated prescriptive leadership. Through her years on campus she has served on innumerable committees and task forces. She is recognized on campus as perhaps the most knowledgeable person on curricular issues.

She has been an excellent role model for faculty and for students. Those who know her wish her well in her new position. She will leave behind many friends who have fond memories of her and who will remember her contributions, which have made this university a better place.

President Mike Rao publicly recognized her 14 years of "outstanding service to the university" at the CMU board of trustees meeting held March 16.

Florence Quivar, Sandra Seaton and William Bolcom shown during curtain call after the performance.

Song Cycle
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Lee Finney Distinguished Professor of Music at the University of Michigan,

Quivar, who has performed with the Metropolitan Opera and recently with the Philadelphia Philharmonic, approached Bolcom about composing a musical piece about Sally Hemings, and Bolcom in turn asked Seaton to write the text.

"Bill, knowing my background and having seen some of my plays, asked me to write the text," she said.

Seaton said she devoted a year to research on the Hemings-Jefferson relationship and on all aspects of life during the Jeffersonian era before beginning to write.

She and Bolcom collaborated on the project for 18 months. They presented the final work to Quivar last November.

The cycle was commissioned by Music Accord, Inc., a consortium of U.S. concert presenters that includes the Library of Congress, the Chamber Music Society of Lincoln Center, the Ravinia Festival, the Boston Symphony at Tanglewood, San Francisco Performances, and others.

Seaton was publicly recognized at the March 16 board of trustees meeting by President Mike Rao as "a CMU star whose creative work is being featured at the national level."

The awards were presented at CMU’s Faculty Creativity Day exhibition held March 28.

Each recipient receives $1,200 for professional development. In addition, each recipient’s name is listed on a permanent plaque that is mounted in the CMU library.

"These awards recognize the research and creative excellence of CMU faculty who have established national and international reputations in their fields," said James Hageman, dean of the College of Graduate Studies and assistant vice president for research. "It is important to recognize our outstanding researchers and their tremendous contributions."

A 12-person committee reviewed candidates for the awards. Faculty members who were nominated provided names of references from other universities; the references were asked to submit letters of support to the committee.

Johnson, a member of the history faculty since 1976, is considered "among the internationally leading scholars" on the history of crime and modern Germany. He is the author of three books, with three more in progress, and numerous academic journal articles and book chapters.

His books have attracted wide attention. *Urbanization and Crime: Germany 1871-1914*, published in 1995, is "the most advanced and thoroughly researched text on this subject," wrote one of his references. "In this book, Johnson demonstrates his tremendous skills in combining qualitative methods and painstaking historical analysis with sociological perspectives."

Achieving even greater acclaim is his most recent book, *Nazi Terror: The Gestapo, Jews and Ordinary Citizens*. Hailed throughout the world, the book was called "a rare work of history ... a benchmark in Holocaust studies" by Publishers Weekly. Another reference wrote that the book "has increased significantly our knowledge of how a totalitarian regime functions within society. It is a major contribution."

His research has been supported by major grants from the National Science Foundation, the National Endowment for the Humanities and the Alexander von Humboldt Foundation in Germany. He also has received a Fullbright Award and fellowships from Princeton’s Institute for Advanced Study and the Netherlands Institute for Advanced Study.

Perez, who joined the political science faculty in 1998, specializes in Latin American politics. His research focuses on the processes of democratization in Central America, the impact of U.S. intervention in Panama, military-civil relations and drug trafficking.

He is the editor of *Post-invasion Panama: The Challenges of Democratization in the New World Order* (Lexington Books, 2000). "His book fills an important void in recent research on Panama," wrote one of his references. "His future promise as a scholar and researcher is great."

He is described as "extraordinarily active as a scholar."

The topics of his research are equally diverse and are a true sign of his curiosity and energy.

CHSBS Faculty members Eric Johnson (HST) and Orlando Perez (PSC) are among the 2001 recipients of Central Michigan University’s most prestigious awards for outstanding research and creative activity.

Johnson was one of two faculty members to receive the President’s Award, which recognizes the career achievements of senior faculty members.

Perez received one of three Provost’s Awards, which honor the accomplishments of newer faculty members.

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Eight CHSBS Faculty Selected for Summer Funding

Eight faculty in the College of Humanities and Social & Behavioral Sciences were selected as CHSBS Summer Faculty Scholars for 2001. They include four tenure-track faculty: Anne Alton (ENG), Melinda Kreth (ENG), Hope May (Philosophy), and Katrina Rhymer (School Psychology). Veteran faculty members selected for the award include John Monahan (Psychology), Sandra Seaton (ENG), Lawrence Sych (Political Science) and Robert Stecker (Philosophy).

Projects include research on gender difference, strategies for success in mathematics, Harry Potter, curricular design in technical writing, politics, stereotyping, moral virtue, and the nature of interpretation.

Nationally known playwright Sandra Seaton (ENG) leads the college’s Summer Faculty Scholars recipients with her project to stage two readings of her play “The Will” in order to revise it and ready it for submission to producers. “The Will” is a play about African American family life in the south during Reconstruction. She examines the lives of two families, one white and the other African American, and in the process challenges many stereotypes.

Sandra Seaton intends to use her grant to support the costs of two readings of her play manuscript, for example, for hiring professional musicians, incidental costs of rehearsals, and research-related expenses. A recognition of her efforts for creating a final play manuscript, Seaton employed “developmen-tal readings in creating “The Bridge Party” and “From the Diary of Sally Hemings” which recently premiered at the Library of Congress.

John Monahan (Psychology) plans to explore the relationship of gender difference to the use of spatial skills. According to Monahan, the problem for his project is to discover when, in the course of childhood, time pressure begins to affect spatial performance in girls and how it changes with age. Most current tests of spatial ability show gender differences for adults, with women showing less speed and more inaccuracy than men when time pressure is applied.

Monahan’s project includes the use of the geometric portion of the Comprehensive Test of Nonverbal Intelligence by males and females from the 4th grade, 7th grade, and college age. Because the test has already been normed under conditions of no time pressure, he plans to test only that condition. He intends to publish his findings and apply for additional grants to continue the project using other spatial tasks for comparison.

While Republican Detroit reform mayor Hazen Pingree may not be a name on everyone’s political science syllabus, he is essentially modern-day philosopher. The project of Pingree employed to create candidate-centered Pingree clubs to be used against “the machine” of his opponent.

Lawrence Sych intends to use Pingree’s 1896 election as a test case in political organizing and the use of political clubs in statewide campaigns. While researching Pingree’s career for his course in urban politics, Sych discovered several letter-press books authored by Pingree’s secretary. The books, which are part of the Clarke Historical Library collection at CMU, define the methods that Pingree employed to create candidate-centered Pingree clubs to be used against “the machine” of his opponent.

Sych’s summer project is to continue his research into Pingree’s political strategies to test his hypothesis that the Detroit mayor “ran an essentially modern-day gubernatorial campaign focused on a message and mobilization of supporters.” Interestingly, no analyses of Pingree’s success mention his innovative use of the candidate-centered political club to win the nomination.

Philosopher Robert Stecker plans to spend his summer in thought. His project on the “Ontology of Interpretation” is to question the models of interpretation. As Stecker explained in his proposal: “Ontology is the study of what exists. It is one of the oldest branches of philosophy. Some questions about existence are obviously scientific rather than philosophical such as: do quarks exist? Scientists, however, don’t ask whether such things as properties or sets exist, if they do exist, what sort of things they are... Philosophers still ask this sort of question.”

Arguing against common views of interpretation, Stecker plans to frame an argument for an alternative view in which the object of interpretation is independent of interpreter and interpretation. Such a model avoids the problem of distinguishing between an object of interpretation and the conception of that object or event. Stecker plans to employ the utterance model in his project.

As Harry Potter comes to movie theaters in the United States, Anne Alton (ENG) will be working on a more scholarly view of young Englishman, his owl, and his prowess at quidditch. An expert in children’s and young adult literature, Alton will be analyzing the various literary genres represented in J. K. Rowling’s popular series. Her work this summer will be included in a volume titled Harry Potter’s World: Multidisciplinary Critical Perspectives, edited by Elizabeth Heilman of Purdue University.

Alton’s interest in Rowling’s series came from his immediate and sustained success. The first book remained on the New York Times Best Sellers List for forty-two weeks, and the character of Harry Potter looked out from the cover of Time Magazine in 1999. Subsequent books have been equally successful. Alton’s analysis of the Harry Potter “phenomenon” attributes that success to Rowling’s inventive fusion of a variety of genres including fantasy, the school story, mystery, bildungsroman, the sports story, series books, the detective story, fairy tales, mythology, and romance.

English colleague Melinda Kreth will turn her expertise in technical and professional writing toward a grant proposal to be submitted to the Society for Technical Communications. Kreth plans to submit her request to the agency for consideration under the “Special Opportunities Grants” program. The program funds undergraduate curricular development including research on degree programs in technical/professional communication, needs assessment, consultants, and professional development. If successful, Kreth hopes to move forward on the creation of a minor or certificate program in technical and professional writing at CMU.

Entering the debate on Aristotle’s account of the human good, Hope May (Philosophy) plans to spend her summer further developing her doctoral dissertation into several publishable articles. What May plans to analyze is Aristotle’s complex discussion of virtues. According to May, Aristotle discusses three different kinds of virtues in the Nicomachean Ethics: the virtues of character, practical wisdom and theoretical excellence. But Aristotle did not confirm which of the virtues he considered “best” or “complete/final/perfect.”

May hypothesizes that the defining characteristic of Aristotle’s account of the human good is his grounding in biological causation. Her research on the Nicomachean Ethics and her close reading of Aristotle’s works will allow her to explore the material conditions that affect moral virtues.

Katrina Rhymer (School Psychology) will explore a common educational problem: what type of mathematics review is the most effective in increasing mathematics fluency. Using CMU’s Psychological Training & Consultation Center, Rhymer intends to test twenty-five children between the ages of 8 and 16 who need remediation in basic mathematics skills. Her test will employ both of the more common interventions used in mathematics reviews: explicit timing and interspersal intervention. Rhymer will use a research design that alternates the type of mathematics review with an experimental design (addition, subtraction, multiplication, division). She will employ 1-minute review (explicit timing) as well as manipulating the mathematics assignment to increase the probability that the student will complete more correctly (interspersal intervention). After analyzing the results, she intends to publish her findings.

The Summer Faculty Scholars program of the College of Humanities and Social & Behavioral Sciences provides professional development monies or stipends annually to four tenured track and four tenured faculty in the college. Recipients are selected by a college committee composed of three faculty members.

Summer Faculty Scholars selected in 2000 included Brititte Bechtold, (SASSW), Joel Fetzer (PSC), Dawn Herd-Clark (HST), Won Paik (PSC), David Rutherford (HST), and John Wright (PHL).
Recent publications

Leonard Lieberman (SASSW) has several articles appearing this spring: “How Caucasoids Got Such Big Heads and Why They Shrank: From Morton to Rushton,” in Current Anthropology; and “A History of ‘Scientific’ Racism” as Chapter 3 of Race and Ethnicity: An Anthropological Focus on the U.S. and the World, edited by Ray Scupin.

Mary Ann Crawford (ENG) was co-editor of Bibliograph Shaw: The Annual of Bernard Shaw Studies.

Terry Libkuman and Hajime Otani (PSY) co-wrote “Training in Training and Agility in Golf” in Research News.

Robert Root (ENG), has his essay, “Place” on line at Brevity 8 (http://www.creativenonfiction.org/brevity/brevity.htm) also “CfD and Time” in Language Arts Journal of Michigan.

Melinda Kreth (ENG) has her review of Charles Minyard (FLLC) had his article, “Perils and Promise” published in the European Economy at Century’s End. “School-related social skills in Japanese high school students” at the Mid-western Psychological Association in Chicago.

Gisela Moffit (FLLC) had her article, “Sterotyping in Darma war es Friedrich and Barandstifting” in Die Untersuchung Intermediate.


Gary Dunbar (PSY) was awarded grants of $3,000 and $25,000 from the National Institute of Mental Health, $5,000 grant for student internship from Krenitsky Pharmaceuticals, Inc. for his article “Research News” in thesingable English translation of Old French and Old Spanish” published in the Journal of Linguistic Anthropology.

Gisela Moffit (FLLC) had her article, “Theoretical Aspects” and “The Valency as a Discipline: Historical and Contemporary Drama in English” had her article in Old French and Old Spanish had her article in the book: “The Death of the Cartesian Theory of the Soul in Descartes’s Philosophy of Science.

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Getting a college education is a challenging experience for most students, but it can be even more of a challenge for CMU students whose native language is not English. Fortunately, for those foreign students who need help improving their oral and written English skills, there is CMU’s English Language Institute (ELI).

Since its beginning in the fall semester of 1993, the ELI has helped hundreds of international students achieve the level of English language competency necessary to successfully pursue university studies at CMU or other universities. According to ELI director Beth Berriman, the ELI is currently 63 students from 22 different countries spanning the globe enrolled in ELI classes. These students are divided between undergraduate and graduate students.

International graduate and undergraduate applicants for admission must achieve a score of 550 on the Test of English as a Foreign Language (TOEFL). Applicants whose score falls below 550 (173 on computer-based TOEFL) can enroll in the ELI to receive assistance in raising their English skills level.

The ELI has two programs of study. The Intensive Program is for students with TOEFL scores below 550 (173 on computer-based TOEFL), and the Dual Program for students with TOEFL scores ranging from 500 to 550. “Students in the Intensive program receive 20 hours of English as a Second Language (ESL) classes per week. Classes are limited to a maximum of 15 students,” says Berriman.

Each new student’s program of study is based on the results of the ELI Placement Test which is given at the beginning of every semester. In the Intensive English Program there is an eight-hour core of Integrated Skills courses, and three hours in each of the following: grammar, composition, college skills, and pronunciation. The scores on the ELI Placement Test determine whether the student’s score at the beginning, intermediate or advanced level in each area of study.

The dual program allows admitted students to take some classes in their field of study while concurrently completing their English proficiency requirements. “These students take English for Academic Purposes (EAP) classes that focus on the language skills necessary for study in an American university,” says Berriman. “There are eight different courses designed for specific needs, including classes in writing and oral proficiency designed especially for graduate students.”

All students admitted to the ELI take a series of placement tests designed by the institute to determine the specific areas of English skills they need to study. Tests are also administered at the end of the students’ studies to determine whether more English is required.

Based on the test scores and the recommendation of ELI instructors, students can be recommended for admission into regular university programs subject to completing admission requirements other than English proficiency. As is the key to any successful education program, at the heart of the ELI’s success are its teachers. “The credentials and experience of the institute’s faculty are excellent,” says Berriman. “Our teachers all have a very strong background in teaching English as a second language, and are consistently given exceptionally high SOS scores.”

There are four full-time faculty members in the ELI. These teachers are Steven Couture, Lisa Rumisek, Karol Walchak and Dorothy Zemach. Lisa van Rees is the ELI’s Graduate assistant, and graduate assistant Jerry Kurjian also teach in the ELI. Kurjian is in his second year in the TESOL (Teaching English to Speakers of Other Languages) masters program at CMU.

The link between the TESOL graduate studies program and the ELI is essential to both programs. This relationship provides not only a continuing class observation and practicum opportunities for graduate students; continuing contributions to a corpus of “learner English,” which has been used for faculty and student research; and the opportunity for non-native and native speakers of English to interact, thus enhancing both students’ education.

With the ELI the university has originally created to assist non-native speakers of English with language proficiency so they could be admitted unconditionally to the university, the ELI now welcomes any students ready to improve their English as a second language skill.

With almost 500 students from other countries already on campus, and the university’s continuing commitment to expanding its international and diverse atmosphere, the English Language Institute provides an essential service that enhances the entire university community.

ELI students benefit from personal assistance and technology.

Research chosen for state funding

The center for brain research and the treatment of psychological disorders is CHSIBS projects among five CMU projects selected to receive funds totaling $600,000 from the State of Michigan’s Research Excellence Fund. Elizabeth Avery, of the Psychology Department, was recommended for grant awards. The REF program has provided support since 1985 for projects that lead to the development of applications of scientific or technological discoveries that spur economic development in Michigan, according to Gail Scucka, associate dean of graduate studies. Meadows will use REF funding to expand the Center for Anxiety Disorders and Health Psychology housed in CMU’s Psychological and Behavioral Sciences, the English department, the college of religion and the College of Communication and Fine Arts, and the M.A. program in the humanities, the all-day event included faculty panel discussions, a key-note address by Maria Damon, and a poetry reading.

The conference co-organizers, Joseph Lease (ENG) and Gray Kochchar-Lindgren (ENG), wanted to create a forum for a discussion across departments and colleges that focused on language, an issue of essential importance to the intellectual work done by professors in all of these divisions. The Festival of Language began with a welcome from the organizers followed by presentations by Mindy Frank (ENG) and Gary Kochchar-Lindgren (ENG), who presented “You’re going to reap what you sow” and Jill Taft-Kaufman (SCDA) discussed “Singing About you sow.” The afternoon concluded with a round-table discussion on the languages of poetry, theory, and criticism, moderated by Robin Hough (REL). The key-note speaker for the event was Maria Damon, of the English Department at the University of Minnesota. Damon, the author of The Dark End of the Street, gave an address on “Poetry as Ethnography: The Case of the Bees.” The evening concluded with a reception and a poetry reading. Eric Foor (ENG), Donna de la Street (ENG), and Leanne and Kochchar-Lindgren were both extremely pleased with the event and hope that there will be a Second Annual CMU Festival of Language, organized along different lines by other departments in the college.

First annual Griffin Policy Forum

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1st Annual CMU Festival of Language

The First Annual CMU Festi- val of Language, Poetry and Poetics, occurred on March 29. Supported by the College of Humanities and Social & Behavioral Sciences, the English department, the college of religion and the College of Communication and Fine Arts, and the M.A. program in the humanities, the all-day event included faculty panel discussions, a key-note address by Maria Damon, and a poetry reading.

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At this moment in history, the stock market’s erratic behavior is causing conversation about investment in every newspaper I’ve read, every newscast I’ve watched, and every television program I’ve seen. The recent market turmoil, business and social function I have attended for the past couple of weeks. Then, in my professional reading, an interesting and thought-provoking article about John D. Rockefeller Sr. Like him or not, Rockefeller was both the most successful businessman of his age and, perhaps, the greatest American philanthropist of all time. In 1896 he spoke at an event celebrating the five anniversary of his founding of $600,000,000 gift to the University of Chicago. In front of faculty, students and community leaders, he called his gift “the best investment I ever made in my life.” His investment, over a century later, is still helping the University of Chicago become one of the world’s greatest research universities.

For more than a century, our own Central Michigan University has been appreciated by its students. They have had the opportunity to build strong relationships with each other and with faculty. CMU is also appreciated by its alumni men and women singularly prepared to succeed and to make a difference in the world; by its faculty and administrators, talented educators who value CMU as an exceptional teaching and learning environment; and by its friends, those who know what an investment in CMU can mean for them and society.

Our College of Humanities and Social & Behavioral Sciences is wrapping up our own portion of the annual Phonathon. In looking over the last report I received, it is very evident we have hundreds of alumni and friends that feel good about making an “investment” in Central Michigan University, CHSBS and their favorite department or program. The response was overwhelming, raising well over $50,000.

To our loyal investors, advocates and ambassadors who made a gift to us again this year, we thank you for your continued interest and support. To those of you who gave to our college for the first time, we are thrilled by your vote of confidence. Your gift, whether new or re-newed, is your philanthropic stamp of approval. We will continue to earn your confidence as we invest your dollars in ways that will broaden and enhance the education of our students, producing returns that will strengthen and further the mission of CHSBS and CMU.

Investing In Our Future

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Anspach renovations and upgrades

It's another summer for renovations and upgrades in the College of Humanities and Social & Behavioral Sciences. The Department of English Language and Literature will undergo a much needed face-lift and expansion, and one of the English Composition Laboratories will be upgraded. As part of the Provost’s commitment to academic space, funds were set aside to renovate the English department’s main office suite. The department office will be reconfigured and expanded to provide additional space for copy machines and student assistance in support of faculty. During every semester, the Department of English Language and Literature is home to more than 80 regular and temporary faculty members and over a dozen graduate assistants. Over three thousand students pass through its classroom doors each year.

The reception area will also be redesigned for more efficiency and to present a better “front door” to the department. Additionally, the college and department will be working together to purchase appropriate furniture for the space.

Help us learn more about our alumni and what they are doing. If you have any current alumni news, or if you know of people who would like to receive this newsletter, please let us know.

Name__________________________________________________________________________________________
                    Last                     First                              Middle                           Maiden
Address ____________________________________________________________________________________________________
Telephone __________________________________________________________________________________________________

Please Return Form to: CHSBS, Central Michigan University, 106 Anspach Hall, Mt. Pleasant, MI 48859

Religious students visit prison

For four years Robin Hough (REL) has been taking some of his students to the Saginaw Correctional Facility for an extraordinary learning experience.

Three or four times each year, selected religion students are part of a forum about religion in the life of prison inmates moderated by Hough. Inmates select eight of their peers as spokesmen for the eight most prevalent religions in the prison. There is an active audience of some 80 inmates listening and responding to the presentation.

Essentially the program works like this: each of the eight inmates makes his presentation and Hough solicits questions and comments from the students and the audience. While the format is structured, where the questions and comments take the group is not. There is often some lively debate and soul searching insight. Normally Hough holds two forums on each visit, one for each for higher and lower risk inmates.

While the experience for the students is something they will always remember, Hough emphasizes that the main purpose of the project is to benefit the inmates. During the most recent visit to the prison, 10 inmates made presentations on what Black History Month means to them, and students and the inmate audience were brought into the discussion.

Hough points out that while there is only a 40 percent African American population in the prison, 80 to 90 percent who elect to come to the forums are African American.

The last eight minutes of the program is a time when inmates and students can have one-on-one discussions in a less structured situation where students and inmates mingle together.

The program is truly unique. According to Hough, there is no other prison program like it.

From the Dean

Continued from page 1

Diary of Sally Hemings for which Sandra Seaton of the English department wrote the lyrics. It was a special treat to see the creative work of one of our faculty members performed in such a grand setting as the Library of Congress. The performance was excellent.

This year, alumni and friends of the college have again made generous donations to the college and its departments. For those who have made such contributions I again want to express my thanks. Your gifts support programs that enrich the educational environment for CMU students. Your gifts also help support scholarship of faculty and students. For those who have not yet contributed, I would ask you to consider such a gift in the future.

I hope you enjoy reading this newsletter and learning about all the fine things that are happening in the College of Humanities and Social & Behavioral Sciences.

E. Larry Shapira