SURF Program Enlightens SAS Undergraduates

Spring 2008
Volume 21

INSIDE

Dean’s Letter 2
Study Abroad 3
Demetz’s Career 5
Horwitz and Wakefield on Psychiatry and Sadness 6
Shors’ Brain Research 7
Physicists At Work 8
Giving Back 9
New Arrivals in English 10

This newsletter is published for alumni and friends by the School of Arts and Sciences at Rutgers, The State University of New Jersey, New Brunswick, NJ 08901-8793.

For questions or suggestions, please contact:
Joe Locandro
School of Arts and Sciences
Office of Development
Rutgers, The State University of New Jersey
64 College Avenue
New Brunswick, NJ
08901-8793

Phone: 732/932-8753, ext. 15
FAX: 732/932-2468
Email: locandro@sat.rutgers.edu

Newsletter Coordinators:
Amy Tiner and Joe Locandro
Writers/Editors: Renee Amelio and Suzanne Owens
Layout/Design: Lynne Delade

RUTGERS
THE STATE UNIVERSITY OF NEW JERSEY

SURF Program Enlightens SAS Undergraduates

Providing Rutgers students with intensive research opportunities is an important goal of the School of Arts and Sciences. The Division of Life Sciences’ (DLS) Summer Undergraduate Research Fellowship, also known as SURF, is a program which is successfully meeting this challenge. For the past eight years, a special group of undergraduates has been given the opportunity to spend an entire summer taking part in SURF, which brings together outstanding students interested in a rigorous research experience with talented faculty members.

SURF is funded by the three major departments within the DLS—Molecular Biology and Biochemistry, Cell Biology and Neuroscience, and Genetics—with additional support provided by the DLS’ Office of Undergraduate Instruction (OUGI). Recently, a major gift from the Duncan and Nancy MacMillan Family substantially increased the reward budget. In previous years, nine SURF fellowships were awarded per summer, but thanks to the MacMillans’ substantial generosity, that number has more than doubled.

A committee of three professors, along with the OUGI’s Director of Advising, Dr. Adrian Brining, chooses the most promising applications. Explains Associate Professor of Cell Biology and Neuroscience Bonnie Firestein, “We typically receive between 20 and 30 applications per year [and so we] must be as objective as possible. We look at the overall quality of the student—their GPA and coursework, as well as their stated goals.” Dr. Brining states, “This [admissions process] is not a trivial task. This is very competitive. The students are assessed against their peers.” Adds Molecular Biology and Biochemistry Professor Andrew Veshon, “We want to support those who have shown a commitment to the lab.”

Students hoping to take part in SURF must meet specific criteria for consideration. These requirements include: first, a declared major in the Division of Life Sciences; second, the willingness and availability to work full-time in the lab the entire summer; and finally, a commitment to pursue novel research under the supervision of a DLS faculty member.

SURF hopefuls often apply to the program already having partnered with faculty members. According to Professor Martha Haviland, past SURF Coordinator and current OUGI Director, “Some find faculty members through course contacts, some reach out and look for lab work via email or websites, and some get into labs through the Aresky Summer Science Research Program.” Taking place during the summer before sophomore year, the Aresky Program allows students the opportunity to begin the process of exploring the life of a researcher.

continued on page 11
Meaning of the “The”

By Acting Executive Dean Ziva Galili

Many of us at Rutgers joke about the length of the official title: “Rutgers, The State University of New Jersey.” Despite the wordiness, every part of it means something important. In fact, back in the 1950s when Rutgers University became Rutgers, The State University, they even chose to capitalize “The,” adding to its seeming importance. Why “The”?

The answer comes with a little bit of history. At the time, New Jersey had several state colleges but no other state universities offering advanced degrees, and the “The” signaled that Rutgers was the only state-supported institution in that category. Since then we have been joined by other state universities, and some of my colleagues have suggested in jest that we should change our name to “Rutgers, A State University of New Jersey.”

My answer would be a resounding “no.” Recently, I was asked to give a presentation to the New Jersey Commission on Higher Education, introducing them to the new School of Arts and Sciences, and also to Rutgers. What I argued in that presentation is that Rutgers, and particularly Rutgers in New Brunswick, and particularly the School of Arts and Sciences, is without peer in New Jersey. We are in a category by ourselves, and can even prove it by the numbers.

The School of Arts and Sciences, with 20,000 students, is the largest undergraduate school in New Jersey. We accept about 1,500 transfer students each year, and educate 4,000 returning and nontraditional students. Our sheer size makes us stand out, but our variety of educational opportunities makes us extraordinary.

We use our size to offer both range and depth. Students can choose from more than 70 majors (the widest selection of any school in New Jersey, public or private). Moreover, we have a world-class faculty that works hard to offer not just a variety of introductory courses, but also an extensive roster of advanced undergraduate courses, along with graduate courses and research opportunities open to undergraduates.

In 2006-7, the School of Arts and Sciences administered more than 82 million dollars in grants, scholarships, and awards, all money that went directly to students. And in 2006 (the most recent year of published data), Rutgers overall received 297 million dollars in funding for sponsored research—federal, state, and corporate funding for pioneering research, much of which went to support the research of the scientists and scholars in the School of Arts and Sciences. That’s more funded research going on at Rutgers than any other university in New Jersey, public or private.

The Commission was suitably impressed, as are most people when they learn more about Rutgers and the SAS, but we clearly need to keep spreading the word. As the New Jersey legislature negotiates the details for another year of budget cuts, it might seem like our size would make it easy for Rutgers to absorb reductions. But because money for financial aid and research is money already spent, cuts in the state budget make it harder for us to accomplish our primary teaching mission: educating the next generation of leaders and thinkers, not just for New Jersey but also for the world. We need more people in New Jersey to recognize that supporting Rutgers is a crucial part of planning for our state’s successful future.

Rutgers is an impressive place even to those of us who have been here for many years, and is quite literally one of a kind in New Jersey. New Jersey should be proud of the Rutgers School of Arts and Sciences, just as the School of Arts and Sciences is proud of its place within “The” State University of New Jersey.

SAS Approves a New Core Curriculum

The SAS faculty approved a new Core Curriculum for SAS students that will challenge students to apply the knowledge they gain in the classroom to the world they will be confronting after college. More in our next newsletter.
Global reach took on a new meaning for two groups of Rutgers students last year, as these young men and women enjoyed a remarkable summer participating in study abroad programs in Ghana and Peru. Through this involvement, these students found that field-based learning can be an integral aspect of a rewarding study abroad experience.

The Department of Spanish and Portuguese, as well as the Department of Women’s Gender Studies and Center for African Studies, offer these summer opportunities. The programs’ objective is to develop cross-culturally competent and ethical students with a global perspective, affording them a summer of transformative, experiential learning focused on social and economic justice. The programs provide an academic framework to the fieldwork experience, and are carefully aligned with the students’ learning and career goals.

The Department of Spanish and Portuguese first offered its study abroad curriculum in Cusco, Peru, in 2004. The five-week itinerary integrates independent study, field work, and intensive language and cultural education at the Academia Latinoamericana de Español.

José Camacho, Department Chair, explains that “the language school has a communicative approach that corresponds with the Department’s methodology, integrating classroom experience with everyday life.” Students develop a working knowledge of Spanish while gaining a greater understanding of Peruvian traditions by attending classes on Andean literature, culture and history.

In addition, students in the program also complete an enriching community service project, formalized by Professor Karen Sánchez. When students are not in the classroom or on excursions to notable sites, they intern at the Hogar Clinica San Juan de Dios and the Juan Pablo II orphanage, working closely with children who have long-term disabilities. Through this effort, Rutgers students develop a deep appreciation for the challenges of these Peruvian children. In return, the students’ assistance makes a world of difference to a hospital and an orphanage faced with limited funding and resources.

As a part of their independent study, the students maintain a journal in which they record thoughts on their remarkable experiences. They also meet one-on-one and in group settings with several individuals, including Professor Jorge Marcone and Assistant Program Directors Damian Suarez and Cristóbal Cardemil Krause. This year, students will also document their experiences through various mediums from short stories to photo essays, which will be exhibited.

Commenting on students’ past experiences, Marcone says that “students...become aware about who they are simply by experiencing the very different material and emotional conditions that people live in.” Thus, the Peru program enables Rutgers students to observe firsthand the plight of others—while helping them to learn about themselves and how they can impact the world.

Fieldwork is also the focus of an international internship program co-sponsored by the Department of Women’s and Gender Studies and the Center for African Studies. The program first took students Jessica Akunna, Karina Martinez, and Marta Zuleta—from Nigeria, Peru and Chile, respectively—to Ghana in summer 2007 to experience Ghanaian life while completing internships with organizations focused on women’s economic empowerment, peace building, health and political participation.

Professor Abena Busia, then Acting Chair of the Center for African Studies, played a key role in launching the internship program, using her extensive network in Ghana to identify and arrange placements that matched each student’s intellectual inter-
School of Arts and Sciences

Last year’s students concurred that this intense immersion had enriched their lives, while also allowing them to give something back to the women of Ghana.”

Before heading to Ghana, Mankatah, Muhammed, and Ojini will engage in preparatory work under the supervision of Busia, who will tutor them on Ghanaian history, political economy, and contemporary culture to prepare them for immersion in Ghanaian society. “We believe that Africa needs to be experienced and not just seen. By immersing students into the community of Ghana, students can leverage their human assets and vast technical skills to effect improvements and, perhaps, change on some micro level,” Lee says of her incentive to cover the costs of transportation and living expenses for the students.

The experiences of the 2007 participants—Jessica Akunna, Karina Martinez, and Marta Zuleta—illustrate the weighty issues that these students take on. Passionately involved in HIV/AIDS activism in the United States, Akunna worked with two women’s organizations, including one devoted to the myriad health concerns (such as HIV/AIDS) that Ghanaian women face. Zuleta, who aspires to a medical degree and a career with Doctors Without Borders, helped a women’s counseling referral service, interviewing women at a refugee camp outside Accra for a research project on domestic violence. Finally, Martinez interned for a women’s law organization, where she developed training materials for cultural workers to run community workshops on the rights of domestic workers, many of whom are young girls.

The social problems found in Ghana may seem overwhelming, but the work completed by the Rutgers students makes a difference—both to the women of Ghana and to the participants themselves. As Busia states: “There is so much work being done by women’s organizations in every sector of society that Ghana can provide important groundwork for students to learn to develop the vital foundation they need to understand the basis for social change. The experience empowers them as they learn to empower women and children with the knowledge and tools needed to define themselves and play transformative roles in their societies.”

After returning from Ghana, the students will meet with their benefactor, Ms. Lee, to discuss their experiences. Lee recently noted that “last year’s students concurred that this intense immersion had enriched their lives, while also allowing them to give something back to the women of Ghana.”

Through such enlightening interdisciplinary experiences, Rutgers students transform themselves from students of the global community to full and active participants. If the true culture of a place lies below the surface, then the brave Rutgers undergraduates who challenge themselves by pursuing an internship abroad in places like Peru or Ghana have the unique opportunity to gain an in-depth perspective.
FACULTY PROFILE  Peter Demetz

The Department of Germanic, Russian, and East European Languages and Literatures at Rutgers has been fortunate to play host to one of the most prominent authorities in its field: Professor Peter Demetz, who is the Craig Distinguished Visiting Professor for the 2007–2008 school year. Demetz, Sterling Professor Emeritus of German and Comparative Literature at Yale University, is a literary scholar and critic who has been described as "an eloquent spokesman for the culture of Central Europe."

Demetz's personal history centers on themes of politics and culture. A native of Prague, he is an admirer of early Czech Republic leader Thomas Masaryk, "who conceived of the Republic as a state of many nations[]." As Czechoslovakia was a republic built on the contributions of Czechs, Slovaks, Germans, Jews, Hungarians, Poles, and Ukrainians, growing up in Prague laid the foundation for Demetz's appreciation of multicultural society.

Living in Eastern Europe during the Nazi era was very difficult, as Demetz recounts in his 2008 book, Prague in Danger: The Years of German Occupation 1939–1945. Despite his expertise with German, he wrote the book in English for an American audience, "to gain distance from the events." Demetz combined scholarly history and personal reflections to create a powerful work of art.

After the conclusion of World War II, Demetz knew his future lay elsewhere. Having earned a Ph.D. from Prague's Charles University, he headed to the United States. There, he earned a second Ph.D. in 1956 from Yale, where he remained as a member of the departments of Germanic Literatures and Comparative Literature until his retirement. During these years his scholarly accomplishments earned him many commendations, including the Commander's Cross of the Order of Merit and the Golden Goethe Medal, Germany's two highest awards for cultural achievement. Demetz also received the Medal of Honor for Scholarly and Cultural Merit from Czech Republic President Vaclav Havel in 2000.

Upon his retirement, Demetz became a visiting scholar at many schools, eventually returning to Czechoslovakia. "The universities were just awakening from the long totalitarian period. I felt like I was contributing to the renaissance of the independent mind." Interactions with students inspired him to write 1997's Prague in Black and Gold. "The city has a long history—many wars, many peaceful years of creative writing and art—and I said that I was going to write a book for my American students to show them what Prague means in the course of 900 or 1,000 years."

Demetz's culturally diverse background prepared him well for his year at Rutgers. He enjoys "the cosmopolitan, international character of the state. This is very productive, intellectually." He speaks of "the presence of different cultures working together here. I just love it."

"It's been wonderful hosting him here at Rutgers," says Department Chair Martha Heller. "He's made a tremendous contribution to our program... and has been amazingly helpful to our students." The Craig Professorship is funded by fellow Czech native Dr. Charlotte Craig, a lecturer in the department and the first woman to earn a Ph.D. in German from Rutgers.

Currently, Demetz is at work on a study of Prague scholar Rabbi Loew. Although his professorship ends this spring, he will be staying in the area, as his wife is a member of Rutgers' Italian department. Asked what his Rutgers role will be next year, he laughs, "Husband!"
By the Book:  
Allan V. Horwitz and Jerome C. Wakefield  
The Loss of Sadness: How Psychiatry Transformed Normal Sorrow Into Depressive Disorder  
By Henry E. Sigerist Professor of the History of Medicine Emeritus Gerald N. Grob  

To classify is human. Without classes, human thought would border on chaos. In psychiatry, as in medicine and other disciplines, classification systems play a crucial role. They represent the prevailing consensus, facilitate communication, and play a critical part in the collection and analysis of data, which presumably leads to greater knowledge and understanding of diseases, therapies, the environment, and human behavioral patterns. Yet classification systems are neither inherently self-evident nor given. On the contrary, they emerge from the crucible of human experience; change and variability, not immutability, are characteristic. The history of the changing concept of depression is one such example. In The Loss of Sadness Allan Horwitz and Jerome Wakefield offer a provocative analysis of how the concepts of sadness and depression have changed in recent decades. In antiquity there was a sharp distinction between sadness with and without cause. The former stemmed from sorrow and grief, business reverses, illness, and personal conflicts, to mention only a few. Depression, in other words, was a normal response to adverse situations. Depressions that arose without cause (i.e., melancholy), by contrast, were abnormal and required some kind of intervention.  

In the late twentieth century the distinction between sadness with and without a cause began to disappear. The result was a seemingly phenomenal increase in the number of persons suffering from depressive disorders. Depending on the criteria, current estimates are that about 10 percent of the population report suffering from a Major Depressive Disorder each year and 20 percent at some point in their lives. What accounts for this increase? Horwitz and Wakefield provide a compelling answer to this important question. The "increase," they argue, is not due to increased social, economic, or environmental stresses. It is due rather to a fundamental change in psychiatric diagnoses.  

For much of the twentieth century, they note, psychiatry was not concerned with classification, largely because of the psychodynamic emphasis on individual psychological mechanisms. In the hope of making psychiatry more "scientific," a group of prominent psychiatrists at Washington University in St. Louis worked to develop a uniform system of classification that relied on symptomatic presentations as the basis for research and diagnostic decisions. Ultimately this led to the publication in 1980 of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (version three), more commonly known as DSM-III, which was followed by intermediate revisions and the DSM-IV fourteen years later. DSM-III explicitly embraced symptom-based diagnostic criteria. The result was the development of a clear system of rules, which facilitated a high degree of diagnostic agreement among psychiatrists. The new system, however, did not demonstrate the validity of these diagnoses; it merely demonstrated reliability. Symptoms became the basis of depressive disorders, and the DSM-III provided a checklist. If an individual had five out of nine symptoms, they had a depressive disorder. The only exclusion was bereavement lasting more than two months. In effect, DSM-III removed context and thus eliminated the traditional distinction of sadness with and without cause.  

In the last thirty years, psychiatrists and other mental health professionals have claimed that millions of Americans suffer from a depressive disorder. This gave the pharmaceutical industry an entrepreneurial opportunity to market a variety of drugs that brought billions of dollars into their coffers. Normal sadness—a human reaction to adverse events—became a disorder. In this sophisticated and incisive analysis, Horwitz and Wakefield have done a masterful job of delineating how this took place and the ensuing consequences. That depression can be serious and
**FACULTY PROFILE**

**Tracey Shors**

Memory tricks! Lateral thinking puzzles! Logic problems! Bookstores are brimming with volumes touting the benefits of exercising the brain. Parents worry that their children are “rotting their brains” in front of video screens, and senior citizens are warned, “Use it, or lose it.” Is there some hard science behind this craze? According to Rutgers psychology professor Tracey J. Shors, the answer is “Yes!”

Dr. Shors is a behavioral neuroscientist in the Department of Psychology and Center for Collaborative Neuroscience at Rutgers, meaning her studies center on the biological bases of behavior. She is specifically interested in how memories are formed and stored in the brain. In the last decade, she has focused much of her efforts on the function of new neurons in the adult brain—a process known as neurogenesis. Shors is working to uncover how learning affects these new cells in the brain. So far, she has found that these neural stem cells, which typically only live for a few weeks, can be “rescued from death” by learning.

The work is promising, but by no means simple. Shors’ research on the mammalian brain—specifically, rats—has revealed that there is an increase in the number of neurons that survive after the animals have spent time learning a new task, but the task must be challenging and preferably involve the hippocampus, where the new cells are found. Just using the brain for performing familiar tasks is not enough—actual learning must have taken place. She explains, “Our data in laboratory animals and other similar results provide tangible proof... that processes related to learning will enhance the number of neurons residing in the adult brain. Whether the cells can be used in the future to acquire new memories is a matter of some debate.” This line of research has caused great excitement, as “it indicates that we have a great capacity for change and renewal throughout our lifetimes.”

Dr. Shors also studies sex differences in learning and how these differences alter the anatomy of the brain. Her lab has found that males and females learn different tasks at different rates, which in turn alter the microanatomy of their brains. She has also determined that their learning can be affected in opposite ways by stressful experiences and the absence of control, which in combination with hormones, can also alter the anatomical structure of the brain. “Anatomical changes then set the stage,” she explains, “to alter the way we learn in the future and how we respond to new experiences.”

Shors’ studies have far-reaching applications for treatment of the aged, specifically Alzheimer’s patients, as well as for new understanding of depression and post-traumatic stress disorder, which are found disproportionately more often in women. “She’s carved out her own niche,” says Psychology Chair Dr. Gretchen Chapman, who proudly calls Shors “a pivotal part of our faculty” for her pioneering work.

As further evidence of Shors’ significant impact at Rutgers—and her accomplishments as a researcher—an annual undergraduate award for achievement in neuroscience is given in her name. Shors’ dedicated commitment to research will lead her back to the lab full-time in the fall of 2008, when she is scheduled to take a teaching sabbatical for a semester.

The bottom line appears to be that there is some truth to the saying, “Use it or lose it.” Dr. Shors’ version is: “Live well, be curious, and keep learning!”
Physicists Work to Unlock Nature's Secrets

The study of physics challenges our imaginations and often leads to discoveries that change our lives. Today's new generation of physics professors meets critical national and global needs that transcend traditional disciplinary boundaries and ways of thinking. Such progressive scientists—including Drs. Eric Gawiser, Emil Yuzbashyan, and Eva Halkiadakis—comprise the talented ranks of the Physics Department at Rutgers University.

Eva Halkiadakis, Ph.D.
Assistant Professor of Physics and Experimental Particle Physicist

In the search for answers to fundamental questions, Eva Halkiadakis probes the basics of matter in an attempt to understand the origin of mass and to determine if it can be explained with the yet-to-be-detected Higgs boson or new physics beyond the Standard Model, such as Supersymmetry. And, does this "new physics" illuminate the origin of dark matter of astrophysics?

Accelerator Laboratory (Fermilab) near Chicago and the CERN laboratory in Geneva, Switzerland—where she uses the highest energy collider, the Large Hadron Collider (LHC).

The computationally intensive data analysis that she undertakes, however, is performed right here at Rutgers—with her graduate students. In fact, she is bringing several analyses to conclusion at Fermilab and adds, "I am also preparing the data analysis from the LHC which will turn on this year and, hopefully, solve some of these mysteries of nature."

After Halkiadakis completed post-doctorate work at Rochester University in 2006, she joined Rutgers' Physics Department for its strong presence in experiment and theory as well as its work in LHC physics. As she investigates new signatures of physics beyond the Standard Model that the LHC is likely to reveal, she has not yet experienced the joy of sheer discovery. Yet Halkiadakis states that "it is just around the corner. The prospects for new discoveries keep me going...and keep me up at night!"

Emil Yuzbashyan, Ph.D.
Assistant Professor and Theoretical Physicist

The work of theoretical physicists has captured the imagination of scientists and other thinkers for generations. Yet what interests Emil Yuzbashyan is finding viable theories that explain the novel superfluid states of matter. Yuzbashyan is among a group of physicists who recently developed a comprehensive theory that explained and predicted the far from equilibrium dynamics of superconductors and superfluids. "This breakthrough advance solved fundamental problems in physics that has eluded physicists for decades," he states.

As a physicist, Yuzbashyan is driven by the belief that "fundamental research and teaching by active researchers is crucial for a successful society and civilization." After receiving his Ph.D. in Physics from Princeton University, he joined Rutgers as an Assistant Professor—a major feat for any member of academia. During his tenure here, Yuzbashyan has received prestigious national awards and fellowships for his ground-breaking research.

In 2006, he was named a Sloan Foundation Research Fellow and received the CAREER Award from the National Science Foundation. Most recently, he was honored with the Packard Foundation Fellowship, a first for a Rutgers professor. These awards have generated more than $1.2 million in funding for Rutgers, which will help students and Yuzbashyan further their research of the modern theory of strongly interacting and disordered matter.

As to the joy of sheer discovery, Yuzbashyan says, "I'd compare it to a certain kind of enlightenment. The experience...changes you and how you see new problems...and can have a very long-term and far reaching effect."
**The Importance of Giving Back**

Alumnus helps current and future generations of Rutgers scholars

For some, it is difficult to imagine the long-term benefits of a college education. At an early age, however, Don Stone understood and appreciated the benefits of a college education. For him, it would serve as the gateway to better options and increased opportunities.

Since graduating from Rutgers in 1961, Stone has maintained a long-standing respect for the university. He stands steadfast in the belief that higher education is a stimulation of the mind that encourages students to think, ask questions and explore new ideas. Stone's wish to sustain the growth and development of future generations is the driving force behind his $300,000 donation of cash gifts and non-traditional real estate to Rutgers.

Private giving preserves the great tradition of academic inquiry at Rutgers. Amy Kirner, Associate Vice President of Development for the School of Arts and Sciences, recognizes Stone's commitment to this ideal. "Mr. Stone realizes that the continued recruitment and retention of high-quality young people provides the next generation of leaders, while simultaneously enhancing the value of the Rutgers name and degree."

After graduating from high school, Stone was faced with the daunting task of supporting himself financially. With his parents deceased, he had no other resources, and for several years, college was a dream deferred. (continued on next page)
He worked both a full-time and part-time job for four years until he saved enough to start college. Undeterred, Stone was determined to persevere. After completing his freshman year elsewhere, he entered Rutgers University. Stone attributes the opportunity to obtain a college education from Rutgers to the generous state scholarship that he received. "I may not have graduated from college without the scholarship," he comments.

Stone joined the ROTC program while at Rutgers, and following graduation, he entered the Army. Following his release, Stone joined Sandia National Laboratories, a Department of Energy Research and Development Laboratory managed by Lockheed Martin. He found a life-long career at Sandia in Administrative Systems and Human Resources, from which he retired after 35 years of service.

Stone modestly expresses that he hopes his recent gift will provide an avenue of financial assistance for students who want to continue their education, but do not have the financial resources to do so. "I hope my gifts will help the recipients...and allow them to devote more time to their studies without the hardship of working the number of hours I did," he says.

The need for such commitments is growing, according to Kim. "In an increasingly volatile financial market, more and more students are impacted by the necessary costs of higher education," Kim states. "A higher education can have a major impact on the course of one's personal life—it can be an unprecedented and profound transformation for many. Don is helping multiple students each year pursue their dream of a Rutgers University degree."

Stone's endowment will be distributed as three yearly scholarships—awarded in his name and the names of his deceased brothers, Burton and Raymond—to extend the financial aid program to students of the School of Arts and Sciences.

It has been written that the hallmark of a great university is predicated on the success of its alumni. Don Stone has enjoyed such success, and he actively shares it by enabling present and future Rutgers students to focus on their academic dreams through his extraordinary gifts.

---

New Arrivals Energize English Department

The English Department is proud to announce the arrival of Associate Professors Rebecca Walkowitz and Henry Turner. According to Department Chair Richard Miller, "Rutgers English is recognized for having a faculty committed to research across the full span of literary production...and is regularly ranked as one of the top twenty programs in the country." Despite this glowing review, the department wanted to grow in certain areas—and fortunately, the Mellon Foundation had interest in providing aid. Miller, with the aid of the Executive Dean of SAS, the President's Office, and department colleagues, proposed a grant to utilize Mellon funding to hire senior faculty specializing in Renaissance literature and modernism—exactly where Professors Walkowitz and Turner fit in.

Rebecca Walkowitz had not always wanted to pursue academia, like her historian parents, former Rutgers history department members Daniel and Judith Walkowitz. As a teenager, she was involved in a children's television news show, which sparked her interest in journalism. Graduate studies, however, led her to focus on academia.

Walkowitz's research interests include the twelfth and twenty-first century British, Irish, and Anglophone novel, modernism, and world literature. In addition to her course offerings, she is currently working on a new book, entitled After the National Paradigm: Translation, Comparison, and the New World Literature, which "considers the effects of globalization on the languages, geographies, and forms of Anglophone fiction."

An interest in modernism led Walkowitz to write Cosmopolitan Style: Modernism Beyond the Nation, which received an Honorable Mention for the 2008 George and Barbara Perkins Prize. Walkowitz explains, "Today we tend to think of cosmopolitanism as an ethical paradigm that involves an obligation to people who live beyond one's national community...[and also] a cultural paradigm that values contact with strangers and their way of life."

Relating this to modernist writers, she continues, "The thoroughly international context of national traditions is a central concern of..."
modernist writers, whose work often serves to display the relationship between everyday, local activities and exceptional, global ones."

Like his partner, Henry Turner appreciates the opportunity to combine varied interests in his pursuit of academics. With a literary critic and a historian, the study of Renaissance literature and culture seemed like destiny. "I found I could satisfy my different interests. I enjoyed that Renaissance scholars had become interested in the historical period of the works."

Turner's new book, *Shakespeare's Double Helix*, focuses on *A Midsummer Night's Dream*. He explores early interest in science and understanding about the natural world and historic events, and their representation in the literary elements of early modern texts. Turner's earlier tome, *The English Renaissance Stage: Geometry, Poetics, and the Practical Spatial Arts*, received an Honorable Mention for the 2007 Michelle Kendrick Memorial Book Prize for a work "that will change the ways in which we read the intersections of literature and mathematics in the late sixteenth and early seventeenth centuries."

With accomplishments such as this, it's no wonder that Turner has been named "one of the twelve most brilliant Renaissance scholars in the world under forty"! His current projects include: "The Corporate Commonwealth", a study of the concept of the corporation; "Of Dramatology", a study of philosophies of action; and finally, an article devoted to "Mathematics and the Imagination".

At the end of the day, how much do Turner and Walkowitz's academic lives connect? Says Walkowitz about being a dual-career, same-department couple: "We can commit more to the university and enjoy the intellectual exchange in the department. We've thrived here." Turner remarks, "I love my job here. It's a good life. The Rutgers English department is well-organized, has a terrific staff, and excellent students. People work hard."

Miller couldn't be more pleased with the couple. Turner and Walkowitz's arrival has been "transformative" for the department. "They are models for professional success, intellectual inventiveness, and energy. The chemistry has been perfect from the moment they got here. They perform the function that the Mellon grant hoped would be served, that is, to bring in scholars of this caliber...to keep the study of humanities at Rutgers alive."

With all this workplace bliss, is the duo able to separate work and home life? Explains Turner, "We debrief the day on the train ride (back home to New York City). There's a moratorium on department business from 9 p.m. to 9 a.m." Laughs Walkowitz, "He never sticks to that!"

**SURF continued from page 1**

Students who participate in the Aresty Summer Science Program can later build on their experiences by continuing their research work for credit during the next academic year, and in many cases, during the following summer with help from such programs as SURF. Haviland describes how these students grow as researchers thusly: "With Aresty, students come up with a research question and learn to answer the question by learning laboratory methods, understanding controls, and setting up experiments. With SURF, they can pursue broader, deeper, and more self-directed work... and just get better at what they're doing."

A major reason why SURF is such a beneficial research program lies in its comprehensive, demanding nature. As Associate Professor of Genetics Kim McKim recently explained, "Normally, students perform research for credit during the school year. Since this is only part-time, the amount that can be achieved is limited. Working full-time in the summer gives the student the best opportunity to learn the techniques to design experiments and actually be 100% responsible for carrying them out."

Learning to understand and apply the scientific method is an integral part of the SURF experience. According to past SURF recipient Satin Kadaka, RC '09, "I gained vital skills within the research world, such as how to design experiments, manage time, and become independent in the work process. My research mentor, Professor Richard Padgett, taught me how to plan ahead, discuss problems, and be a leader[]. This experience prepares students for the end-of-season task, which is to compose a paper detailing the summer's work that..."
SURF  
continued from page 11

merits consideration for inclusion in a scientific journal.
Aside from learning lab techniques and conducting research, students are able to step into the shoes of their faculty mentor and experience the life of a professional scientist to help explore their future career interests. "It's a huge component of our program," explains Dr. Bruining, "as the students learn the answers to: 'Do I want to pursue an academic career? Do I have a natural flair for this? Do I want to lead a research group in the future?" Researchers discuss life skills, talk about careers, and develop friendships within their lab 'family'. "My research advisor, Dr. Lori Covey, has been a wealth of knowledge for someone like myself," says past recipient Christopher Redmond RC '09 regarding the career guidance provided by SURF faculty advisors.
These relationships, as well as the overall SURF experience, have had a significant impact on the lives of many students at Rutgers and following graduation. The guidance of their faculty mentors, coupled with the research experiences, often help students launch successful careers in scientific fields. In other cases, SURF participants go on to prominent medical and graduate programs, but SURF still helps many examine their plans before proceeding down that path. "The goal is to open their eyes," says Professor Verhoven.

As students, faculty mentors, and administrators can attest, the SURF Program is a shining example of the challenging educational opportunities that the School of Arts and Sciences is striving to provide its students. For as past SURF alumni have illustrated, the program clearly makes a difference in the lives of the students that choose to pursue its accelerated learning atmosphere. As Aresty Program Director Justine Hernandez-Levine states: "The proof is not just in the number of grants these students have won [after leaving the program], but also in the various national programs and awards that have recognized their work and their potential. We couldn't be prouder of these students' accomplishments."