Spring 2012
Making the World More Just For All
THE MAGAZINE OF KALAMAZOO COLLEGE
Seven years ago during the presidential search process that brought me to Kalamazoo College, Board Chair Don Parfet gave me several volumes on the College’s history. I was immediately struck by the legacy of progressivism and educational innovation that is a hallmark of “K.”

James and Lucinda Stone determined that the College would educate young men and women who would study in the same classroom, a shocking concept at that time! During the Stones’ tenure, “K” was host to thought leaders such as Ralph Waldo Emerson, Frederick Douglass, and Sojourner Truth. Students and faculty forged close relationships and, working together, grappled with the social challenges of the day.

Continuing that legacy, President Allan Hoben envisioned a “Fellowship in Learning”—an academic village whose members collaborate in the project of education. Hoben was greatly affected by his experiences as a social worker in Chicago and a minister to troops in World War I, and he constantly encouraged students to go out into the world with the discipline and the spirit of a scholar committed to making the world better.

True to that legacy, fifty years ago Provost Larry Barrett, President Weimer Hicks, and Board Chair Richard Light launched the K-Plan. As students left “K” for what was then called “foreign study,” no one could have imagined the interconnected, interdependent world in which we live today. Kalamazoo College has always been ahead of its time.

When I came to “K” I recognized that our challenge was to reconnect with that spirit of progressivism and educational innovation and to answer the questions: How do we honor our inheritance? What should a residential liberal arts college be doing in 2015? What questions does the world call upon us to answer?

The Arcus Center for Social Justice Leadership (ACSJL) provides answers. Consistent with our mission to create enlightened leaders for a richly diverse, increasingly complex world, the ACSJL will support the pursuit of human rights and social justice by developing emerging leaders and sustaining existing leaders and by creating a pivotal role for liberal arts education in engendering a more just world. In January, Kalamazoo College announced the largest gift in its 179-year history, a $23 million dollar grant from the Arcus Foundation to endow the Center, provide scholarship support, and fund two endowed professorships.

What is social justice leadership? Our faculty has developed an answer: Social justice leadership imagines, inspires, organizes for, achieves, and sustains a world characterized by social justice and human dignity. The Center will encourage and support research and teaching related to social justice and social justice leadership and will provide multiple opportunities for the students, faculty, and staff to put theory into practice as they engage with social justice practitioners. The Center will offer programs that teach and promote social change processes, allowing students to become engaged citizens who have the abilities to imagine and create a world in which each person’s dignity is recognized.

We expect the ACSJL to become a critical component of the Kalamazoo College identity, and I am pleased to report that it has already provided wonderful opportunities for faculty and students. Consider a few examples: Professor John Dugas, the Arcus Social Justice Leadership Chair in Political Science, has for many years conducted scholarly work on human rights in Latin America. The endowed chair supported by the ACSJL provides funds that will allow him to continue that research and more widely share his findings.

With ACSJL support, Professor of Anthropology Kiran Cunningham and Professor of African Studies Joseph Bangura are developing a partnership with universities in Sierra Leone, creating opportunities for students and alumni to engage in collaborative projects with counterparts there. These examples represent a mere sliver of the potential of ACSJL.

The College community is very excited about the many opportunities the Center will provide and is eager to lend its collective intellect and passion to assist in the creation of a more humane and just world.

Yours sincerely,

Eileen B. Wilson-Oyelaran, President
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**PLUS**, Jeannie Hess, volleyball coach, physical education professor, associate chaplain, overall great human being, and only the second coach in “K” history to reach 500 wins; Homecoming 2011 festivities and awards; the way study abroad has never really ended for Paloma Clohossey ’11; plus class notes, and more.

**CORRECTIONS**: The November 2011 issue made a mistake in the photo credits for the article on Mara Cramer ’00 and Chris Wrobel ’00. Dave Curl took the wedding photo featured in that story. The other photos (with the exception of the Northern Lights picture taken by Ed Plumb) were the work of Chris, whom Dave Curl considers one of the “most talented photo students” he ever taught. We also misspelled the name of Roopa Chauhan ’95. And we misstated the facts in a class note on Joan Miller ’09. Joan is currently taking a break from her MFA program and living in Long Island, New York. There also were a few errors in the “Donor Honor Roll.” Barb DeRose ’79 is a member of the 1833 Society; William and Julie Carion are members of the Trowbridge Society; Melanie Perry is a member of the DeWaters Society; and Jane Schelberg is a member of the Trowbridge Society. William Hoffmann ’77 of Minnetoka, Minnesota, and Bonnie Wachter Swenby ’69 of Minneapolis, Minnesota, volunteer for the Center for Career and Professional Development’s student externship program.

**WHAT’S HAPPENING ON CAMPUS?**
Planning a visit to Kalamazoo College? Check the Kalamazoo College news web site for the latest information about campus events. Calendar listings are regularly updated at http://www.kzoo.edu/pr/calevent/index.html

The Arcus Center for Social Justice Leadership

An outtake from the photo session of the staff of the ACSJL shows a group of colleagues and friends sharing a laugh. Imagine a world where every person has the opportunity to thrive and be happy. That’s the first step. Asking questions, learning, leadership training, and action must follow. Growing directly from the history and tradition of Kalamazoo College is the mission and vision of the ACSJL. Together they will help “K” students make a better world for all. See page 18 for the story.
History or soccer? Both! They are the twin passions of Associate Professor of History and Director of African Studies Joseph Bangura, who also is the most recent Kalamazoo College professor to be granted tenure.

"I am a passionate soccer fan," he said emphatically. "I watch soccer every weekend, and I have all the soccer channels in the United States."

Soccer, the world’s game, can make the planet feel like a smaller, more connected place according to the diehard fan of Arsenal Football Club, based in north London. Bangura takes the game as seriously as he does history. And why not; soccer and history, he believes, share extraordinary connective power.

Bangura has directed Kalamazoo College’s African Studies Program since 2005. "He has been an important addition to the history department," states Jeffrey Haus, associate professor of history and religion and chair of the history department. "He is an excellent and challenging instructor."

Bangura was born in Freetown, the capital city of Sierra Leone. His father, a commercial director for British and Chinese companies, and his mother, a teacher, enthusiastically encouraged his education, which may partially explain why, from a very young age, their son seemed particularly adept with historical narratives. "As a child," he said, "I remember reciting poems, acting in plays, and singing songs, most of which seemed to share some tale from history." During his high school years, his classmates jokingly called him “historian” because of his excellent grades in history and government.

Bangura attended Fourah Bay College, the oldest British university in West Africa, where he continued to excel in history. During his undergraduate years he was accepted into the Honors School of History, and upon graduation he received second class honors, first division—the highest undergraduate degree classification possible at the time.

After college, his life path took him, like a David Beckham free kick, from Western Africa to Nova Scotia, Canada (for graduate school at Dalhousie University), and eventually to his teaching career in Kalamazoo, Michigan. This international trajectory has a trace of “K” happenstance. Here’s the back story.

The capital of Sierra Leone was founded partly by ex-slaves from Nova Scotia who named the city “Freetown” to affirm their absolute autonomy from servitude. These circumstances gave birth to a long historical relationship between Sierra Leone and Nova Scotia. And Dalhousie University has one of the strongest programs in African history in North America. Bangura applied there, was accepted, and received a scholarship that covered both his Master’s and Ph.D. degrees. He quickly made his mark at Dalhousie by becoming one of the first Africans to be elected president of the Graduate History Society.

While he was doing his graduate work in Canada, his family moved from Sierra Leone to Philadelphia, which became his second home. After taking his Ph.D. comprehensive exams, Bangura temporarily moved to Philadelphia to be with his family. There he came across an advertisement for an open faculty position at Kalamazoo College. He knew of “K”! He recognized the name of the small, Midwestern institution with the international reputation because of its former study abroad connection to Fourah Bay College, which had been the first African site for Kalamazoo College’s foreign study program in the early 1960s. It also happened that Bangura had sat in classes with “K” students during his years at Fourah Bay.

A small world, indeed.

Given his feeling of familiarity with “K,” Bangura decided to apply for the position. He then returned to Nova Scotia to complete the last portions of his doctorate. Soon afterwards he was offered a job with a school in Massachusetts. But then the chair of Kalamazoo College’s African Studies search committee invited him for an interview. Bangura decided to check it out, though at
the time he didn’t consider it likely he’d take the Kalamazoo position if it was offered. But he changed his mind after the interview and the rest is, well, history.

Bangura enjoys teaching at Kalamazoo College for many reasons, including the quality of students and the support from his colleagues for the African Studies program. And he loves the intimate setting. “It always holds the potential for great collegial relationships among students” and is conducive to “direct student access to professors.” This is especially true at Kalamazoo College, he added, because tenured professors teach all levels of classes, including introductory and/or survey courses.

In addition, the liberal arts is “one of the best experiences in education anyone can get, both in terms of breadth and depth,” he stated. “It helps students discover new disciplines, and teaching students with multi-disciplinary backgrounds and multi-disciplinary interests enriches every course.” To emphasize this important facet of liberal arts education, he cited the fact that, in his six years of teaching at “K,” some of his best students of history and African Studies have majored in biology, chemistry, and engineering.

Bangura believes that “the quality of education at Kalamazoo College matches the highest quality of education students can receive anywhere in the world.” One reason: the College’s study abroad program, “one of the best in the United States,” said Bangura.

A second reason: Kalamazoo College’s unwavering commitment to liberal arts learning gives students a better understanding of the world in which they live. The study of history has often stood at the core of a liberal arts education because it seeks an understanding of the world by integrating various disciplines. That’s what Bangura does. According to Haus, he has reinvigorated the African Studies program on campus through “innovative courses and extracurricular programming” that “introduce students to topics that they might not otherwise encounter.” His classes, which range from survey courses to “Islam in Africa” and “Gender Relations in Africa,” complement the diversity and international focus that characterize the history department’s curriculum.

Bangura’s versatility also shows in his ability to teach outside the history department. Since 2006 he has taught one course in the political science department.

Bangura’s diverse interests reflect his liberal arts convictions. In addition to being an accomplished and widely published scholar, he has served on various College faculty committees, is a member of a number of professional associations, and has received external and faculty development grants. In previous years in Sierra Leone he’s written political columns for newspapers and made frequent appearances on radio programs. More recently, he has been an expert consultant for the U.S. government on current issues on the African continent.

No wonder he considers soccer an apt symbol for Kalamazoo College’s particular practice of the liberal arts; both share international connections and great diversity around a common love.

After our interview, when we shook hands and parted, Bangura said with a smile, “Come to our house sometime so you and I can watch soccer together. And I won’t even make you pay!”
From Kazoo to Kigali and Back Again and Yet Again

by Kaye Bennett

Ali with Fabrice, Honore, and Gilbert, sons of one of her best friends in Rwanda
Take a Michigan teenager, half Honduran and half Dutch. Send her to Kalamazoo College for a year and a half. Then give her a leave of absence and a grant from the Arcus Center for Social Justice Leadership and send her to Rwanda, to hear first-hand stories from survivors of the 1994 genocide that occurred there. Bring her back to resume her “K” studies, and what do you get?

You get Alejandra Portillo-Taylor ’13.

Portillo-Taylor is working on a double major in psychology and anthropology/sociology, with a minor in business. She anticipates graduating in 2013.

But it was what she did during the winter break of her sophomore year that has most profoundly changed her young life, not to mention the lives of many women and children in the eastern African nation of Rwanda.

During the summer following her freshman year at “K,” Portillo-Taylor landed a job with the Grand Rapids-based Koinonia Foundation. Begun by Dale Williams, M.D., in 1973, Koinonia attempts to improve living conditions in Rwanda. Acknowledging the difficulties of doing this in a country where only six percent of its 11 million people have electricity, Williams and his son Andrew established the Beacon Program, which grants K-lights, solar-powered LED lanterns, to Rwandan women after they learn basic business skills.

That’s where Ali Portillo-Taylor enters the picture. Her job the summer of 2009 was to solder clips onto the circuit boards of K-lights. She used the opportunity to learn more about Koinonia and to get to know the Williams family.

Portillo-Taylor says that when she told the Williamses she would be having a month-long school break that winter, they offered her a chance to intern in Rwanda.

Portillo-Taylor’s roots made her eager to experience a broader world. The daughter of a Zeeland High School Spanish teacher and a Honduran mechanic, Ali had grown up with feet in two different worlds. It wasn’t until she came to Kalamazoo College, she says, that she realized how unique her upbringing had been. And now she was ready to experience Africa.

For her internship in Kigali, the capital city of Rwanda, Portillo-Taylor taught business management skills to impoverished Rwandan women, all at least 10 years older than she, all mothers, and all survivors of the 1994 genocide which had claimed nearly a million lives. Portillo-Taylor says, “Every single person I worked with had lived through the genocide.” She says she heard horrifying stories from her new friends, chilling personal tales of murders of family members and rapes.

Portillo-Taylor also learned about how current conditions prevent Rwandans from getting the education they know can help them recover from the dual ravages of war and poverty. She relates the story of Mary, a teacher in Rwanda’s northern province, Byumba. Each morning, Portillo-Taylor says, Mary walks two hours to the school where she teaches, starting out before dawn. She teaches the school day, then walks home, arriving with just an hour or two of daylight left. During that limited time, she needs to care for her two children, do the daily laundry, cook, clean, grade papers, and prepare her lessons for the next day. It was stories like Mary’s that convinced Ali Portillo-Taylor of the value of the K-Lights.

After her month-long internship ended,
the Williams family asked Portillo-Taylor to come back to Rwanda to work for six months, but she refused, wanting to get back to school. Once back in Michigan, however, her memories of Rwanda, its people and its needs, exercised a powerful pull. So Portillo-Taylor decided to take a leave of absence from school and return to Africa. A timely grant from the Arcus Center for Social Justice Leadership paid for her airline ticket, so once again, in March 2011, Portillo-Taylor was Rwanda-bound.

This time her goal was to work with some of her previous students, to help them open a coffee shop, teaching them business principles in a real-life, money-making situation. (Q: How can an undergrad business minor teach business? A: Most Rwandan women have such limited experience in the business world, Portillo-Taylor says, that she could help them by sharing the very basics—for example, not to spend money you don’t have, and what to do with money you make.)

But the realities of life in Africa intruded, and the coffee shop was not to be. During the five months Portillo-Taylor spent in Rwanda, the coffee-making equipment never arrived. Instead, one of Portillo-Taylor’s former students, Jacqueline Mundage, asked her for help. Mundage told Portillo-Taylor that she was a good seamstress and would like to open a tailor shop. That shop became the focus of Portillo-Taylor’s second Kigali experience. She helped Mundage find a store front, come up with a marketing plan, deal with inventory, and come to grips with the decidedly un-African concept of having a set price, and she made valuable connections for the shop in the city’s expatriate community. When Portillo-Taylor left Rwanda in July, the K-Tailor Shop was thriving.

These activities convinced Portillo-Taylor that she had found her passion, so, together with Andrew Williams’s wife Trayce, she has now started a foundation of her own, the Spark Foundation.

Spark, says Portillo-Taylor, aims to empower educators in developing nations through distribution of K-Lights.

Starting in January 2012, Portillo-Taylor began spreading Spark’s message to Michigan high school
teachers and students, asking them to help raise money to buy the lanterns, which cost $20 each, for Rwandan teachers. She soon plans to extend Spark’s message to the philanthropic community. Her plans for Spark include not only Rwanda but other African countries, starting with Ethiopia, and then Latin America. “I definitely want to go to Honduras someday,” she says.

The biggest thing that Portillo-Taylor has learned from her experiences, she says, is not how to teach or how to set up a business or a not-for-profit, but perspective. She’s realized, she says, that “I am so blessed and so lucky.”

“When I got back to ‘K,’ I was calmer,” she says. She observed when she came back in September 2011 that many of her fellow students were “type A’s, stressed most of the time.” But with the expansion of her world, Portillo-Taylor now believes, “If I don’t always get an A, it’s okay. In the end, your GPA doesn’t matter.”

What does matter to Alejandra Portillo-Taylor is pursuing her passion. “I’m getting a fantastic education here,” she says. And she’s already got her eye on the future.
Grape juice runs through the wine press.
Making Wine; Living Philosophy

by Cindy Schrauben
Photos by Jean Chevaldonné
Michel Joly, Will Miller
Paul Lewakowski

When Paul Lewakowski ’04 was growing up in Grand Rapids, Michigan, he dreamed of being a professional tennis player. When he was being “sensible,” he thought of becoming a lawyer or engineer. While studying for a dual degree in philosophy and English at Kalamazoo College, Lewakowski planned a career as an academic. “I envisioned being a professor in a philosophy department,” he says.

Today, Lewakowski finds himself a long way from the halls of academia in a vineyard in Burgundy, France. After a stint teaching English at a French high school and working towards his Ph.D. in philosophy, also in France, Lewakowski has found his life’s passion as a wine maker. While the profession may seem a leap from the ambition of teaching philosophy, for him philosophy and wine making kept intersecting in his life in such a way to eventually make it obvious that he should alter his career plans. Lewakowski credits what he learned studying philosophy with giving him the necessary outlook to make the change.

The field of philosophy is vast and opens up limitless possibilities,
Lewakowski says, “When you become confident with this vastness, you become more confident in embracing your passions.”

Lewakowski’s passion for wine and wine making, or vinification, grew from a series of fortunate coincidences. “Due to serendipity or chance, I was exposed to wine and wine making over the course of several years,” he says.

After graduating from ’K,’ Lewakowski sought a break from the rigors of academic life. “Immediately after graduation, I moved to Valence, France, to take an English teaching position in a French high school, and this marked the beginning of my life in wine. Incidentally, Valence is in the Rhône Valley, home of some of the finest Syrah vineyards in the world,” he says. “I started tasting wines—nearly always Syrah from the Northern Rhône, but sometimes Burgundy—and visiting vineyards and meeting wine makers.

“Though it took me a while to get around to wine making, I think these first experiences were key in moving me in that direction,” Lewakowski says.

When his teaching position concluded, Lewakowski returned to the U.S. with the intention of pursuing graduate work. “I applied to a few top philosophy and literature departments but wasn’t accepted to the departments where I was hoping to study, so I was forced to reconsider what I was to do next,” he says. “The moment when I decided to move back to France is very clear for me: I was in a bar in the East Village with my best friend and fellow ’K’ grad (and English major), Will Miller ’05. I thought that doing a European M.A. in philosophy might be a good way to work on language skills and to develop my curriculum vitae before reapplying for a Ph.D. in the U.S.”

During this discussion in the bar, it occurred to Lewakowski that Miller, who was working as a freelance writer and editor, should accompany him to France. “I easily convinced him that the south of France would be a good place to write. So I applied to the University of Aix-en-Provence in June, and Will and I flew to France in early September.”

It was also an opportunity for the two friends to move forward on a joint project. Miller explains, “When we decided to move to France, Paul and I were collaborating on an egregiously ambitious project designed to renovate philosophy and literary studies. Following largely from Chris Latiolais’ [associate professor of philosophy and chair of the philosophy department at Kalamazoo College] teaching, we were captivated by the formal links between lived experience and literature: speech as genre, lived time as narrative, identity formation as Bildungsroman [the growth of an individual]… in short—life as literary. So we would hash these ideas out, write separate projects, collaborate and read each other’s work—with the goal one day of producing a collaborative volume or series of volumes.”

The University of Aix-en-Provence was a good fit for Lewakowski. There he earned a Master of Arts degree with a thesis on the Austrian philosopher Ludwig Wittgenstein, the French philosopher Paul Ricoeur, and reception theory.

After nine months in France, Miller returned to the U.S. and Lewakowski turned his attentions to a Ph.D. program. It was during this time that his interest in wine deepened because he worked for a short time at a vineyard. “Though I lived in the Rhône Valley and tasted wines that first year in France, I developed my real interest in wine while working the 2007 vintage in Saint-Péray, a small town across the Rhône from Valence. I was staying in Valence for the summer, while I relocated from Aix-en-Provence to Paris in order to pursue my Ph.D. with the philosopher Vincent Descombes.

“This month-long experience—disinfecting the winery...
organizing the harvest, helping to manage the fermentations, and so on—gave me an insight into how wine is produced. I was thrilled with the physicality of the work, the conviviality of the harvest, and the energy and intensity of the winery,” he continues.

A contact he made at this first winery work experience ended up leading him further into the world of wine. “When I left for Paris, the wine maker I worked for wrote a phone number on a piece of paper,” Lewakowski says. The phone number was for Juan Sanchez, an American who owned a restaurant and wine store in Paris. Lewakowski eventually managed the restaurant and wine store.

“Juan helped me discover the world of wine, taking me to professional tastings in Paris and elsewhere, introducing me to wine makers and other wine professionals. I managed his restaurant, Fish, and his wine store, La Dernière Goutte, while I attended seminars at the Ecole des Hautes Etudes en Sciences Sociales (EHESS). After three years, I eventually left Paris, and the EHESS, in order to live in wine country and to seek training in oenology and viticulture.”

When Lewakowski left Paris for further study of wine, he left behind his formal studies and an unfinished Ph.D. “I left my graduate studies in Paris because I felt as though philosophy had brought me as far as it could,
as far as it was meant to. I also simply became more and more interested in wine, to a point where it became my main preoccupation, a true passion as it were,” he says.

While Lewakowski turned his attention away from formal academia, he did not stop learning. Several internships at French vineyards and a wine growing degree helped him further his knowledge of his new craft. “My wine growing degree was a one-year trade school diploma oriented towards adults,” he says. “Many of the students were, like me, going through a career change and the courses were appropriately geared to such students. It covered not only the science of wine growing—oenology and viticulture—but also business, accounting, and labor law.

“It was very practical in nature. We spent a few weeks in the classroom and then a few weeks interning. The weeks we spent at the winery or in the vineyard fell during critical moments of the year, like the actual harvest and then, later on, the winter pruning.”

Lewakowski considers the internship associated with his wine growing degree as his most important. “I interned with Dominique Lafon at Domaine des Comtes Lafon in Meursault. I now work with Dominique on his second label,” he says. “I’m most passionate about white wine making, and Dominique has hugely influenced me on that.”

Traveling around France and other European countries to experience different styles of wine making occupies much of Lewakowski’s free time. “I continue to learn and grow in the field by meeting more winemakers and continuing to taste in different estates,” he says. “I think tasting is fundamental: like perception, wine is a matter of our palette, our unique take. So tasting is a matter literally of developing one’s taste. You need to get to know, and feel your way through, your own wines and those of other people.”

As Lewakowski travels the country experiencing different wines, he is also keeping an eye open for wineries that may be available for purchase or rent. “I am planning on settling in France long term,” he says. “My hope is to take over an existing winery and vineyard and to start making wine under my name. For the time being, I hope to stay in Burgundy or one of its satellite regions, like the Mâconnais where I could concentrate on white wine. Plan B would be to make Syrah in the Northern Rhône.”

When asked why he chooses to settle in France rather than the U.S., his ready laugh escapes. “Yes, I know there are wineries in the U.S. and even Michigan,” he says. But, for him, ensconcing himself in a situation is vital.

“I think I’ve always tried to put myself in the most engaging and compelling situations possible, always hoping to be at the epicenter of whatever I was interested in,” Lewakowski continues. “When I was working on philosophy, being in Paris and walking the halls of the Sorbonne and Sciences-Po and the EHESS, studying with Vincent Descombes, attending conferences with the great international philosophers ... this for me is similar to why I might be compelled to seek my life’s work in wine here in Burgundy, one of the world’s oldest and greatest wine growing regions. It’s not necessary to say that the wines are simply better, it’s more a matter of how much this place evokes in me, how much it challenges me and pushes me into the next chapters of my life.”

Will Miller says that his best friend’s switch from academia to a life as a wine maker is not surprising. “Paul was never interested in treating philosophy as a discipline into which one might insert oneself but as a living discipline, a way of understanding and
clarifying for oneself one’s experience, friendships, frustrations, social context. He was always thinking about practice and practices,” Miller says. “The way wine making puts one into so many distinct but inextricable spheres at once—into the sphere of nature, the weather, the climate, and the terroir; into the cultural sphere of craft, as cultivated by people in a certain place over years and years; into the spheres of commerce and communication, the cities and the magazines—this is very much Paul.

“In France, there’s still the thought that a certain group of knowledgeable craftspeople grow a certain grape a certain way in a certain spot and that this is what you’re tasting when you drink wine: You’re tasting the result of mindful interconnectedness—as nature, as society,” Miller continues. “I think it’s safe to say that wine making, for Paul, is living philosophy.”

Lewakowski agrees and says that wine making and philosophy are similar. “Both are humble acts between people and places. To practice philosophy is to constantly reevaluate and explore ideas in different ways, and a wine maker must do the same,” he says.

“Now that I’ve left academics, I’m nevertheless preoccupied with philosophy, above all with the key concepts that defined my particular path through philosophical studies. Most recently, I’ve been trying to write my way around the language and the practice of wine growing by way of philosophy,” he says.

“I have an unfinished Ph.D. thesis on Wittgenstein, a project I began in Paris, so naturally his ideas on language and culture and human practice and action are important to me. I’d say that his conception of cultural practices most influences my outlook on life. There’s a great moment in his *Philosophical Investigations* where Wittgenstein describes builders calling to one another, requesting tools and materials and so on. I think of that often when I’m quietly rolling barrels or racking wines here in Burgundy. Something like: When I roll a barrel, I’m doing philosophy! I love that.”
Taking On Google
by Tom Nugent

When Scott Cleland’s exposé of high-flying Google was first published last May, it quickly triggered a firestorm of controversy. Within a few days of its release, Search & Destroy: Why You Can’t Trust Google Inc. was being praised as the first-ever in-depth investigation into the Internet search giant’s allegedly monopolistic business practices and other questionable acts.

At the same time, however, Cleland’s candid assessment of Google’s “privacy invasions” and “cynically deceptive marketing methods” was triggering a series of angry ad hominen attacks on the author by Google advocates. So far, however, those same critics have not refuted a single fact in the book, says Cleland—who’s convinced that they’re simply determined to “shoot the messenger” rather than refuting his carefully documented message.

Ask Cleland if it took courage to go eyeball to eyeball with one of the world’s most powerful business enterprises, and the veteran Internet analyst won’t try to soften his reply. “Scary? You’re darn right it was scary!” says the 52-year-old author and widely read Internet blogger. “When you go up against Google, you’re taking on one of the top brands in the world. “Google is arguably the most powerful company on earth—and charging them with dishonest business practices is something you don’t do lightly.”

Washington, D.C. -- On a morning back in the early fall of 2007, Scott Cleland ’82 was about to take a gigantic leap into the unknown. A highly regarded expert on the extraordinarily complicated world of Internet communications, he had been summoned to the nation’s capital to testify by the U.S. Senate Judiciary Subcommittee on Antitrust. Concerned that the increasingly dominant search provider was about to buy the dominant Internet ad-serving provider named DoubleClick, the subcommittee was investigating whether or not the acquisition could tip the world’s most famous Internet enterprise into monopoly.

On this mild fall morning—Sept. 27, 2007—the half-dozen senators on the Judiciary Antitrust Subcommittee were reviewing Google’s and DoubleClick’s market power to determine if the combination of the two dominant companies into one company would be anticompetitive.

With the help of Cleland, a former “K” College political science major, they were going to take a long, hard look.

Cleland had been studying Google for years. And in recent months, he had become increasingly troubled by the implications of the Google-DoubleClick merger for Internet competition. In particular, Cleland was concerned about
the fact that DoubleClick was the only other company (along with Google) that had business relationships with most of the world’s Internet users, advertisers, and websites. Because each company’s respective dominance of their advertising segments would allow the two combined providers to serve more than 90 percent of the online market, Cleland was convinced that if the purchase went forward, it would be “game over,” and Google would become a monopoly with the power to crush all Internet advertising competition over time—and effectively become the Internet’s lone information gatekeeper.

As he entered the crowded hearing room, where reporters and senators and television crews were mingling in typically noisy fashion only a few minutes before testimony would begin, Cleland paused to take a deep breath.

Having studied Google in depth, he was now only seconds away from a decisive moment in his long career as an analyst: the moment when he would take on a new role as a leading critic of the giant search engine and online advertising provider.

**Google: A “Tech-Topian” Enterprise Running on “Goo-bris”?**

After settling into place behind the witness table and handing out copies of his testimony, Cleland proceeded to warn the senators that the proposed merger between the California-based Internet search engine and the world’s dominant Internet ad server would inevitably tip Google into a search-advertising monopoly.

“This merger should be opposed and ultimately blocked,” Cleland told the Antitrust Subcommittee, “because it would create extreme market concentration horizontally and vertically, and also tip the online advertising market to a bottleneck. [This is] one of the most strategically fundamental markets for the new economy going forward—the only proven monetization engine of Internet content.”

After pointing out that the proposed “watershed merger” would destroy the competitive “checks and balances” designed to prevent monopolies, Cleland went on to warn that “if a business wants its content to succeed on the Internet, it would have no choice but to use the Google-DoubleClick-YouTube online advertising platform.”

In short, he continued, the merger would create an Internet juggernaut with the power to charge advertisers whatever it wanted. Said Cleland at the conclusion of his testimony: “The bottom line is that there would be no real competitive choice [for advertisers].”

Having delivered his Cassandra-like warning to the frowning senators, the Internet analyst settled back to await questions.

“That hearing was certainly a pivotal moment for those of us who believed that Google had monopolistic ambitions,” Cleland would later tell LuxEsto during an interview at the Washington-area office of Precursor LLC, the research consultancy he founded several years ago.

“As I predicted then,” he said, “the Google-DoubleClick merger [which was eventually approved by the Federal Trade Commission in spite of Cleland’s research and analysis] turned out to be the key step on the road to ‘Googleopoly.’

“It was that event that ultimately led to the decision to write a book about Google,” he says.

As Cleland argues strenuously in the new book, Google has been able to “pull the wool over people’s eyes from the very beginning—by being masterfully deceptive about its business agenda and methods.”

While relying on its corporate slogan (“Do No Evil”) to disarm customers and government regulators alike (“Give me a break!” says Cleland. “How low an ethical standard is that?”), Google regularly employs monopolistic tactics, invades the privacy of its users, and even violates criminal statutes, according to Cleland.

“Just last summer, for example, Google admitted to criminal felonies, in a $500 million settlement with the U.S. Department of Justice (DOJ).

“They admitted to using their Internet search engine to help market illegal prescription drugs from abroad in the U.S. They broke multiple Federal laws doing that, and although the DOJ didn’t prosecute them criminally, Google’s willingness to pay the Feds a near-record $500 million criminal forfeiture penalty, amounted to a tacit admission that they’d been engaged in widespread lawbreaking for several years.”

Google rejects Cleland’s characterization of the settlement with the DOJ and insists that it doesn’t engage in monopoly practices or...
privacy violations. Cleland contends that the payment of the near-record Federal fine “speaks for itself.”

He also contends that “there’s overwhelming evidence to show Google is untrustworthy. For example, when they describe their business purpose, they claim to be working for the users of their search engine,” he contends, “but they actually get virtually all of their revenues from advertisers.

“The simple fact that Google provides access to both online content and to online advertising shows how the entire enterprise is open to huge conflict-of-interest problems, from top to bottom.”

Cleland also argues that Google isn’t truthful about its “ideological mission,” which he says is to use its enormously effective and enormously popular search engine to build “a tech-topian world run from the top down.” Unless made accountable to the rule of law, Cleland believes, the Google machine will put at risk “many of the individual freedoms guaranteed by the U.S. Constitution.

“The real problem with Google is a problem of boundless ambition,” he adds. “The people who put this enterprise together are brilliant technologists, there’s no doubt about that. But they also seem strangely vulnerable to a really pernicious form of pride—a kind of high-tech pride and self-certainty so virulent that it goes beyond mere hubris.

“When I was writing the book, I struggled to find an appropriate name for Google’s exceptional arrogance—and I finally decided to call it Goo-bris!”

Cleland certainly has his share of critics (some have even charged him with launching a vendetta against Google at the bequest of his fee-paying consultancy clients, such as AT&T—a charge he vigorously denies). But more than a few Internet experts and IT analysts have also stepped forward to defend him in recent years.

“I follow Scott’s writings, including his recent book, and I’m impressed,” says Harvard University School of Business Administration Assistant Professor Benjamin G. Edelman, who has also published extensively on Internet issues in recent years. “He is diligent in his examination of Google’s controversial activities. Particularly notable is Scott’s ability to marshal Google’s own words—year-old quotes, e-mails obtained through litigation, and the like—to support his arguments.”

Is Google a Threat?

Born and raised in the Kalamazoo area, Cleland arrived on Kalamazoo College’s campus in 1977. He was the son of Sherrill Cleland, a professor in the economics department and later dean and vice president of academic affairs who eventually left “K” to become the longtime president of Marietta College in Ohio. “I learned many valuable lessons from my father, who was a terrific
teacher,” says the Google nemesis, recalling his early years in Kalamazoo. “Most important of all, I think, was the way he taught us [Scott’s sister, Anne Feldmeier ’72 earned her B.A. in psychology] to be curious about ideas and the world in which we live.

“I carried those lessons forward after graduation, and I think they were very helpful in making me the kind of thinker and researcher who always wants to challenge assumptions and look behind things, in order to see what’s really going on.”

A gung-ho political science student, Cleland says he was “especially fortunate to learn from an outstanding teacher”—history professor David Barclay, currently the Margaret and Roger Scholten Professor of International Studies. “The great thing about Professor Barclay was his gift for painting word-pictures,” recalls Cleland.

“He had a remarkable ability, as a lecturer, to take you back to Nazi Germany or the Napoleonic era. He could put you right in the middle of the action, and you felt like you were watching the history unfold right in front of your eyes.”

Barclay remembers Cleland as “an independent thinker who always wanted to look behind institutions to learn for himself what made them tick. I wasn’t at all surprised to learn that he’s taken on Google in his new book, or that he’s asking some very tough questions about it.

“I’m a fan of Scott’s, and it’s gratifying to see that he’s still thinking for himself, because that’s what we try to teach at Kalamazoo College!”

After collecting his political science degree in 1982, and a M.A. from the LBJ School at the University of Texas at Austin in 1984, Cleland spent several years working at the U.S Office of Management and Budget (OMB) and the U.S Department of Treasury. Later, at the U.S. State Department, he served for more than three years as a Senior Policy Advisor for Legislative Affairs and then as the Deputy United States Coordinator for Communications and Information Policy. He also worked for several years as an aide to former Secretary of State James A. Baker, III. Along the way, he received the State Department’s Superior Honor Award for his role as the lead congressional briefer to Secretary Baker on all foreign policy matters during the first Gulf War and the dissolution of the former Soviet Union.

“I loved government,” he says, while remembering his lengthy career in Washington, “but I also love the intellectual challenge of analysis.”

By the mid-1990s, having decided to test his analytical skills in the private sector, Cleland became an investment analyst specializing in the communications sector, and twice was named the top independent telecom analyst in the nation by Institutional Investor magazine.

Cleland’s national reputation as an Internet prognosticator derives from his uncanny knack for predicting key important future developments and then analyzing their potential impact on business and government.

Cleland won national plaudits for being the first analyst to predict the demise of WorldCom, a leading communications company at the time that went bankrupt during the bursting of the dot-com bubble, after defrauding investors.

Having demonstrated his bona fides as a “prophet” in the WorldCom scandal, Scott Cleland has now emerged with a crystal-ball warning about Google and the many serious trespasses he says have been committed by “the world’s No. 1 brand” in recent years.

“I know that there are some powerful people who disagree with me,” he says, “but few would deny that I’ve got a proven knack for predicting important future events related to the Internet.

“I’m an optimist by nature, and I certainly don’t think it’s too late to begin turning this Google problem around. But I’m not going to soft-peddle my message, either. We need to take a long, hard look at how Google has built a monopoly and invaded our privacy, everybody’s privacy, by tracking almost everything we do online and then making that information available to advertisers, marketers, and perhaps even government agencies and law enforcement, who knows?”

Describing the potential impact of such abuses, Cleland is careful to note: “The last chapter of my book was about the tyranny of central planning. I think the reason why Google is so problematic is that it is now centralizing more private information about more people than at any time in history.” A key takeaway from the book, he says, is Lord Acton’s famous adage: “Power corrupts and absolute power corrupts absolutely.”

“We need to be very cautious about Google’s exponen-
tially growing power,” says Cleland, “before we start losing the Constitutional guarantees of freedom and liberty that have made this country great.”
“Be the change you want to see in the world.”
Mahatma Gandhi, 1913

“Kalamazoo College [will send] succeeding generations of students out into the ‘wide, wide world’ possessing something of the likeness and life of their alma mater—the scholar’s spirit dedicated to human welfare. … I am placing Kalamazoo College first—above health or leisure, or personal ambition in scholarly or literary fields, or calls to positions of honor and prestige. … If I could get a dozen people to share in this species of dementia there would be something here in 10 years and the paths leading to it would be filled. …”
President Allan Hoben, 1922

The Arcus Center for Social Justice Leadership (ACSJL) is a new iteration of Kalamazoo College’s long history of innovation and progressivism in education.

“ACSJL supports the College’s mission to prepare enlightened leaders with the ability to envision and create a socially just world,” said President Eileen B. Wilson Oyelaran—students with a scholar’s spirit and shoe leather dedicated to social justice.

The work and the spirit of ACSJL is rooted in a question, one posed by ACSJL Executive Director Jaime Grant: “How can Kalamazoo College—with its 178-year history of rigorous scholarship, global engagement, experiential learning and service—embody and promote cutting edge social justice scholarship and action within a nation, and a globe, deeply riven by inequities and injustice?”

The question has a long “K” ancestry. In one form or another it has been asked by President James Stone and his wife Lucinda Hinsdale Stone (both ardent abolitionists) in the mid-19th century and by Presidents Allan Hoben and Weimar Hicks in the early- and mid-20th century, respectively.

Hicks helped Kalamazoo College launch the K-Plan. During the subsequent 60 years, because so many other colleges adopted some or all of its components, the K-Plan changed higher education. Wilson-Oyelaran will help Kalamazoo College launch the ACSJL. It, too, could change higher education. It could change the world.

ACSJL promotes social justice and the advancement of human rights by educating leaders at all stages of learning and practice. Its vision is a world where power and resources are distributed equitably, where all persons have the right and the opportunity to thrive.

In 2009, President Eileen B. Wilson-Oyelaran addressed the board of the Arcus Foundation, the principal funder of the ACSJL...
on January 17, 2011, Kalamazoo College announced a $23 million grant from the Arcus Foundation to endow the ACSJL, the largest gift in the College’s history and one of the largest grants to a U.S. undergraduate institution for social justice work. Wilson-Oyelaran shared the ACSJL vision created by a group of faculty and staff who had worked for more than a year on the center’s design. The work of the Center “can be grouped into two primary functions,” she said, “the academic function and the function of leadership development and action, which includes collaboration, connection, dissemination, and, sometimes, resistance.”

Both functions will develop the questioning spirit that must become a lifelong reflex in social justice leaders.

“The old saying goes: give a man a fish and he eats for a day; teach a man to fish and he eats for a lifetime,” said Grant. “Social justice leaders push on this proverb with a whole different line of questions. We wonder: Who owns these fish? Why don’t we all have access to them? Is eating fish sustainable? Who is this hungry man and what does he have to say about his situation? And where are the women?”

Questions that push.

In his new book, Ill Fares the Land, historian and philosopher Tony Judt writes, “We no longer ask of a judicial ruling or a legislative act: Is it good? Is it fair? Is it just? Is it right? Will it help bring about a better society or a better world? Those used to be the political questions, even if they invited no easy answers. We must learn once again to pose them.”

Social justice starts with learning or relearning to ask social justice questions, and the ACSJL, through coursework, leadership development, and training in activism, will help Kalamazoo College students develop a “second nature” that seeks a just world.

The Academic Function

Lisa Brock is an associate professor of history and the academic director of the Arcus Center for Social Justice Leadership. Her primary goal is to work with interested faculty “to infuse, inject, and integrate social justice leadership theory and practice into course content and pedagogy,” she said.

That work began in earnest with a U.S. faculty colloquium that featured, among others, renowned geneticist and Harvard Medical School professor John Beckwith. Beckwith shared the ways he puts social justice questions at the heart of the content of genetics classes he teaches. Kalamazoo College Associate Professor of Chemistry Regina Stevens-Truss well remembers that presentation. “Jen [Furchak, assistant professor of chemistry] and I left the Olmsted Room excited, but a little disappointed,” she explained. “The genetic informational component of his courses seemed particularly inviting of social justice content. But how do we incorporate social justice questions and theory organically in all the classes we teach, including our basic chemistry courses?”

To help answer that question, Stevens-Truss has teamed up with Beckwith, one of his graduate students, and several “K” students on a project that will gather information available from all science professors incorporating social justice content and pedagogy in their science classes. This information will be used to develop a database of social justice topics.

“Such collaboration and inventory building are vital parts of weaving social justice questions into course content,” said Brock, “fundamental questions that are not often considered reflexively: What are the implications of a particular experiment on all groups of people? Who is doing the research? Who framed the research question? Is it the right question?”

In the meantime, Stevens-Truss has begun to infuse social
justice in her “Antibiotics and Global Health” class, which, among other topics, explores social justice issues in the Tuskegee clinical studies; the political, social, and research responses to the beginning of the AIDS epidemic; and the use (without consent from the family) of Henrietta Lacks’ immortalized cervical cancer cells in research.

“These situations pose fundamental questions about full disclosure, informed consent, the advent and continuation of a deep distrust of medicine among certain groups, and the responsibility of all of us to ask difficult questions,” said Stevens-Truss. “For example, when, if ever, does the advancement of science justify unethical behavior? Is the lack of healthcare coverage for millions of fellow citizens unethical? What is each scientist’s responsibility to address the disparity in health care throughout the world—and in this country?”

“Failure to ask—and then grapple with—such questions can also have implications on who decides to engage with science—or not. This is a matter of social justice as well,” said Brock. “Who is underrepresented in science? And why?”

Social justice can be incorporated into the academics of other subjects as well. Associate Professor of Art Sarah Lindley used an ACSJL Faculty Fellowship to explore ways to infuse social justice learning in her studio art classes.

Lindley’s understanding of social justice as it relates to art has been significantly informed by her interactions with the Mary Jane Underwood Stryker Institute for Service-Learning. Those interactions led her to introduce the Art Department’s first service-learning studio course in 2006. That course and subsequent courses featured community workshops (in which participants made ceramic bowls to be sold on behalf of a local food bank) for hundreds of people—including public school K-12 students; Kalamazoo College students; adults from Ministry with Community, a drop-in shelter for homeless and mentally-ill people; and students from the Michigan Commission for the Blind. “Discussion and reflection on community workshops proved extremely beneficial to my students’ development and understanding of the value of art,” said Lindley. Among other discoveries was the importance of art-making to members of Ministry with Community and students at the Michigan Commission for the Blind and the power they derived from a focus on their contribution to others as opposed to being the recipients of volunteerism.

Lindley added: “I found that the service-learning programs helped develop the ability of ‘K’ students and community members to ask important social justice questions about disparities, as opposed to simply identifying need.”

The ACSJL has allowed her to continue and to deepen her research on contemporary approaches to social justice in the visual arts. “The creation and appreciation of art forces us to ask more questions than we can answer and to recognize complexity in the world around us,” she said. “But the dialogue surrounding the significance of art to all individuals—regardless of age, socio-economic status, or cultural background—needs to deepen.”

She created a class called “Socially Engaged Practices in Art, Collaboration, and Experience (SPACE)” that explores the relationship between art and activism, social justice, and civic engagement. Students worked together in small groups and with community partners (including, among others, Loaves and Fishes and the Center for Health Equity) to imagine interdisciplinary art works or art events that, if implemented, would be both intellectually significant and relevant to members of the Kalamazoo community.

The class met and worked in studio space in downtown Kalamazoo, a location that students cited as vital to the class’ success. They investigated questions collaboratively with their community partners: How can art facilitate our experiences in public and private spaces? Who has access to a space? How can we share space and interact within it? And based on those discussions they shaped substantive art projects in collaboration with those who would benefit from them.

The work of Lindley and Stevens-Truss are two examples of Brock’s efforts to infuse social justice throughout the curriculum. Many more will follow.

“Our hope is that every artwork installed or performance undertaken in the ACSJL’s proposed new building will engage a social justice theme in some way,” said Brock. The idea is based on the South African Constitutional Court Building, erected after the end of apartheid. “All of its high art and design relate—in unique, beautiful, and complex ways—to the struggle against and eventual defeat of apartheid and the broader struggle for human rights and dignity,” she added. “Like that building, ours can become a
destination site, perhaps for children to see art that reflects social justice. Perhaps 'K' students can serve as docents, and thus gain an opportunity to deepen their understanding of the many ways art might engage social justice.”

A new series of programs and projects called “Without Borders” will help faculty explore and test the crossing of traditional disciplinary boundaries as well as conventional ways of thinking about faculty work. “The series,” explained Brock, “will prompt questions. Can one be a great teacher and scholar/artist and social justice activist? What would that look like? Can one area of work inform the others? If so, how?” The program launched with a faculty dialogue with Bernice Johnson Reagon, Ph.D., and Michael Honey, Ph.D. Each is a musician, an award-winning scholar, a teacher, and an activist.

Theory Into Practice

Learning (or relearning) in liberal arts classes to pose “questions that push” must ultimately lead to action. Otherwise, a world “where each and all our lives are valued, and each and all of us have both the right and the opportunity to thrive in our communities,” said Jaime Grant, will remain an ideal rather than reality.

According to Grant, social justice leaders “resist” the daily terrible things—”be it massive foreclosures, imperialist wars abroad, violence against women, exploitation of workers, and widespread unemployment”—to which good people can become accustomed. “Social justice leaders uncover truths,” added Grant, “and fuel movements for change.”

ACSJL offers programs that develop skill sets for action and leadership that complement academic learning. The Center provides grants and then works with students to design projects that address structural inequities in the distribution of power and resources. The design of these projects must involve the people affected by the inequity. And the projects must support solidarity work across different issues and communities.

In addition, each year the Center brings to campus Social Justice Fellows—leaders taking action to address issues of equity. These individuals have included Sandra Barnhill (Forever Family, Atlanta, Georgia) whose work resists the massive incarceration of Black men and women in her community and supports their families; Bob Fulkerson (Progressive Leadership Alliance of Nevada) whose work has helped build a coalition of more than 30 organizations that, despite differences, share a commitment to deepening democracy and achieving social justice in Nevada; and Michelle Johnson (Fire Historical and Cultural Arts Collaborative) whose efforts in Kalamazoo’s Edison neighborhood empower marginalized individuals through education and participation in arts and culture.

“K” students have the opportunity to question and work with these practitioners and apply the skills of these practitioners to what they, the students, have learned about social justice in their academic classes. Such application transforms social justice learning into action and leadership, and it helps to have a “tool box.” The Center and its visiting fellows have developed one—what Grant calls the “most valuable skills for social justice leaders.”

One is self-reckoning. “We encourage students, faculty, and staff to engage first with their own stories—our personal, familial, and community histories—and think critically about why we are passionate about particular social and economic inequalities,” explained Grant. “Interrogating our personal locations in social justice work is ground zero in any leadership development process. It moves the leader beyond a ‘savior’ or ‘altruism’ perspective into a reckoning with our personal and collective responsibility for creating a more just world.”

Another skill is just listening. According to Grant, listening is just when it is active, curious, spirited, and generous. “And what I’m listening for is power,” she added. “How is it operating in the room? How is it suppressing some voices and privileging others? Has an inequitable distribution of power prevented some people from being in the room at all?”

Rigorous learning is another key skill. “Social justice leaders question, research, uncover and discover, and then uncover some more,” said Grant. “They always cast a wary eye on conventional wisdom.”

Cultivating leaders is another indispensable tool in the box. According to Grant, social justice leaders reject the leadership myth that restricts leadership to a talented few (gifted at birth) and that suggests that most of us are sheep of some sort. “Social justice leaders understand that there is a leader in all of us,” Grant explained. “Our movements will be led by exhausted people, by
single mothers, by people who have been counted out, locked up, and ignored. Social justice leaders understand that those who have been most affected by injustice hold the seeds inside them for the change we all need,” she added.

“Our work, as folks working side by side in solidarity, is to have worked long and hard enough on ourselves so that we are capable of meeting that leader in the person beside us, capable of seeing and nurturing them and finding ways to free up that brilliance, that spark that is the thing we need to lead us to somewhere new.”

Other critical tools include coalition and relationship building, seeking and finding support in other people committed to social justice, and working with young people.

Some of that work occurred recently when ACSJL collaborated with the Center for Career and Professional Development to adjust stipends for summer internships on a sliding scale based on financial need. The sliding scale opened up internship possibilities for students who otherwise couldn’t afford to take advantage of this important K-Plan opportunity, and it is a powerful example of ways the ACSJL can help make the Kalamazoo College experience more equitable.

**“K” Tradition**

Students flocked to Kalamazoo College in the decades after the K-Plan because they sensed that an undergraduate education indispensable for a good future should include rigorous academic work in the liberal arts, foreign study, and experiential learning through opportunities like career service and the senior individualized project.

“In similar fashion,” said Wilson-Oyelaran, “we expect in the coming decades that thousands will seek a ‘K’ education because it offers something indispensably tied to a student’s future: the realization that any person’s future is inextricably tied to everyone’s future. Social justice learning and practice will play a critical role in that discovery.”

This new indispensable education, continued Wilson-Oyelaran, “is rooted deeply in Kalamazoo College’s tradition, beginning with the Stones and their vision for a future more just (and so different) from the present they inhabited, continuing through Allan Hoben’s vision of a college where every student developed his or her charter of service to humankind, and advancing to Weimer Hicks and the creation of the K-Plan.

“Kalamazoo College has long stood for the relationship between liberal arts, innovation, and enlightened leadership,” Wilson-Oyelaran added. “Social justice leadership is enlightened leadership for the 21st century.”
Reaccreditation, the once-in-a-decade formal evaluation required for Kalamazoo College to continue in the business (and art) of undergraduate liberal arts education, is really much more than a report card.

With apologies to Plato (quoting Socrates)—the unexamined institution is not worth attending, and reaccreditation, (quoting Associate Professor of Mathematics Eric Nordmoe) is an opportunity for deep examination and subsequent improvement, which helps make the "K" experience an educational life worth living.

Kalamazoo College is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Secondary Schools. Accreditation assures people that the College is effectively fulfilling its educational mission, and without accreditation from a federally recognized agency such as HLC, "K" would not be eligible for many kinds of federal support, including federal student aid programs.

“Our last evaluation occurred in April 2003,” says Nordmoe. “Three years later the College submitted a progress report to update the commission on governance issues, assessment, faculty workload, strategic planning, student diversity, and faculty participation in study abroad. That report received a very positive response from the Commission.”

Nordmoe chairs the College’s current Reaccreditation Steering Committee (RSC), which has been hard at work for more than a year. Some 40 faculty, administrators, staff, and students—including members of the steering committee and five working groups, each based on one of the criteria for evaluation—have been engaged in the self-study step of the accreditation process.

“They have been collecting, compiling, and analyzing data from a wide-ranging array of source documents,” says Nordmoe. The self-study step culminates in a written Self-Study Report (SSR), a concise narrative document written by Assistant Professor of Journalism Marin Heinritz. (This year, for the first time, the SSR may not exceed 200 pages, a significant challenge, according to French mathematician and philosopher Blaise Pascal, who wrote, “I would have written a shorter letter, but I did not have the time.”)

To facilitate broad participation in the review and revision of the SSR, the steering committee gathered the campus for a series of discussions based on preliminary drafts of the SSR’s chapters. RSC member Angela Pettit (project coordinator for faculty grants and institutional research) "was critical to that process,” says Nordmoe, who also cited the dedication of student RSC members Natalie Cherne ’15 and Andrew Schelberg ’13. “Alumni no doubt appreciate how time consuming the academic load at ‘K’ can be, even unencumbered with the responsibilities of reaccreditation work. Natalie and Andrew took on
a lot of extra responsibility.”

The Self-Study Report will be finalized and sent to HLC by the end of August. In early October, a team of consultant evaluators from HLC will conduct a comprehensive campus visit and prepare a report of its recommendations. A Readers Panel from the Commission reviews all documents relating to the visit and makes a recommendation…or, more accurately, one of three possible recommendations:

- Reaccreditation without contingencies;
- Reaccreditation with commission monitoring expressed in one or more of the following ways—a progress report (the College’s outcome in 2003), a monitoring report, a contingency report, or a focused visit;
- Denial of reaccreditation.

The Institutional Actions Council (IAC) of the HLC takes action on the Readers Panel recommendation, and the HLC Board of Trustees validates the work of the IAC, finalizing the decision.

It’s a complex process with a simple intent: to examine the College’s ability to fulfill its mission, to provide better understanding of its strengths, and to identify opportunities for improvement. The evaluation considers five criteria:

- **Mission and Integrity**—The organization operates with integrity to ensure fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

- **Preparing for the Future**—The allocation of resources and processes for evaluation and planning demonstrate the organization’s capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

- **Student Learning and Effective Teaching**—The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

- **Acquisition, Discovery, and Application of Knowledge**—The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

- **Engagement and Service**—The organization identifies its constituencies and serves them in ways they and the College value.

Nordmoe said that several themes and opportunities have emerged from the work completed to this point, and he cites the significant progress that has occurred on those matters identified for improvement in the College’s last reaccreditation, including governance concerns, planning and decision making, educational investments, and building a culture of assessment.

As part of the reaccreditation process the College will seek third-party comments from students, parents, alumni, taxpayers, donors, community members and groups, and local businesses. Notice of that comment period will occur in July 2012, through the Summer Lux newsletter and other avenues, according to Nordmoe.

“Reaccreditation is an important process for the College’s future,” he adds. “We’ve got a great team ‘on the job’ and the result will be an even better educational experience at ‘K.’”
BELIEVE.

It’s a simple, yet powerful, word which sits on a shelf in the office of Kalamazoo College women’s volleyball coach Jeanne Hess.

The only thing is, Hess never believed after she graduated from the University of Michigan that she would be a coach at all. After 28 seasons and more than 500 victories at Kalamazoo College, after helping countless student-athletes believe that they could be successful, maybe now Hess believes.

“When I was at Michigan, I told myself that I would never teach or coach, I didn’t have the patience,” Hess said. “I was going to be an athletic trainer, so I was set to go into my master’s work.”

Hess is living proof that life tends to take people down strange paths, and the end of an unexpected path can be very rewarding.

After graduation from Michigan, she was the student trainer for the Wolverine volleyball team, “but instead of working with the team, I went over and played volleyball with the guys and tore my ACL,” she said. “I moved home and was in a full leg cast for six weeks.”

A friend called shortly thereafter and said that she had just got the varsity volleyball job at Ann Arbor Gabriel Richard High School and wondered if Hess would be her junior varsity coach. That led to Hess meeting her husband, Jim, who was the very successful girls’ basketball coach there.

That also led to Hess getting the varsity coaching job at nearby Dexter High School, and then, when Jim Hess was named the women’s basketball coach at Western Michigan University, the varsity volleyball job at Kalamazoo Central High School.

Which also led her to Rolla Anderson, the former athletic director at Kalamazoo College.

“I sat in Rolla’s office and he said, ‘Do you want to coach here?’ and my question was, ‘What is here?’” Hess said. “‘Here’ turned out to be people, not just bricks and mortar. ‘Here’ is the specialness of ‘K’.”

Hess’ first introduction to Kalamazoo College occurred during her playing days at Michigan. After the Wolverines had played Western Michigan University, the bus pulled out of the field house and past the huge wrought iron fence and gate, atop which stood the words, ‘Kalamazoo College.’

“I asked my coach, ‘What is Kalamazoo College?’ and he said it’s for smart people,” Hess said. “I thought, ‘Hey! I’m smart.’ I certainly could have gotten into Kalamazoo, but as a first generation college student, whose high school counselors had advised to the big state schools, I didn’t know that at the time.

“Kalamazoo College found me.”

And so Hess came aboard 28 years ago. She said she doesn’t really remember her first coaching victory for the Hornets, but, like getting her 500th, “I felt relief about both victories,” she said with a laugh.

Hess has won five MIAA championships and has been to the NCAA Division III postseason tournament five times in her career. She could have gone to a larger college or university after some of those championships, but those special characteristics of “K” have kept her here.

“It’s the people, the relationships you develop, the fellow coaches, the office staff, admissions, the faculty, the custodial staff,” Hess said, easily clicking off reasons for staying. “I don’t want to be anywhere else.”

Convincing student-athletes to come to Kalamazoo can be tough, but Hess enjoys finding that athlete who can fit into both the academic and athletic life.
“I can’t go to all the big club tournaments, see exceptional talent, and think that I want that one to play for me; I have to know her academic profile first.” Hess said. “My first question to a prospective student-athlete is who do you want to be, and what kind of education do you want?

“If we match, then we go from there. They have to want us as much as I want them.

“What we have now is a wonderful collection of student-athletes who love ‘K’, who can articulate why they are at ‘K’ and what we do within the program.”

They also accomplish a great deal after they graduate from the program. Many of Hess’ athletes have earned advanced degrees. She had a chance to talk to many of them when Jim Hess surprised his wife with a gathering after her 500th victory.

Not only is Hess a successful coach, she has written her first book, Sportuality: Finding Joy in the Games, which, in true liberal arts fashion, crosses disciplines of sport and spirituality to help readers—athletes, coaches, parents, and fans—evolve a higher consciousness within sport and competition. The book examines words traditionally used within sport and helps the reader think critically about competition, community, communication, spirit, humor, enthusiasm, education, religion, holiness, sanctuary, sacrifice, and victory.

For example, she said, “the word ‘competition’ comes from Latin which means ‘to work with.’ In traditional sport, we tend to work against.”

Hess has been working with student-athletes for decades, and for a person who never wanted to get into coaching, she’s done just fine.

“I have no regrets,” the coach said. “Sport demands that you live your life so there are no regrets. I can’t imagine being anywhere but ‘K’.”
Kalamazoo College and the Peace Corps are like old friends. Both institutions are committed to experiential education and cross-cultural learning. Like an old friend, Kalamazoo College decided to do something special for the Peace Corps’ 50th anniversary year. So, at Homecoming 2011, the College reunited many of its alumni who had served as Peace Corps Volunteers at a special banquet that also featured Jody Olsen, former Deputy Director of the Peace Corps. Attendees shared fond reminiscences of two complementary institutions. And no matter who spoke, all agreed on this key matter: Kalamazoo College and the Peace Corps impart similar skills, and those skills can shape lives.

That’s why Olsen feels so at home on campus, comfortable enough that she is now a member of the College’s Board of Trustees. “When I thought of Michigan, I thought of the big schools, but I kept on hearing about Kalamazoo College, about its study abroad program, its service learning, its philosophy,” she says. “I finally checked it out, and now I’m so excited to tell the ‘K’ story in the context of the Peace Corps, because it is one of the best schools to prepare for the Peace Corps and for life, one of the best schools for preparation of successful problem solvers.”

One such problem solver is Jeff Crowley ’88, who was recognized at the special banquet with the President’s Global Service Award (Crowley is the first recipient of this new award). He was a Peace Corps Volunteer in Swaziland, a country in southern Africa, where he taught high school science from 1989-1991. A distinguished career in public health and health policy followed. He was the deputy executive director for programs at the National Association of People with AIDS, a senior research scholar at Georgetown University’s Health Policy Institute, and a senior scholar at the O’Neill Institute for National and Global Health.

His primary areas of focus involved Medicaid and Medicare policy issues and their impact on people with disabilities and chronic conditions, including people living with HIV/AIDS. In 2009, President Barack Obama tapped Crowley to direct the Office of National AIDS Policy and become senior advisor on disability policy. At the time of the October banquet Crowley was serving in this position (he has since resigned the post). Crowley credits his “K” education’s “huge impact on my life. There was an expectation that you were to be involved in your community, wherever that community might be after graduation.”
McIntyre made several missionary trips to India, where he provided free dental services.

McIntyre visits with young men that he described as “the leaders in India’s future.”

*virtuous circle* \wɜːrˈ choo əs sɜːrˈ kəl\ n a positive event or incident inspires a positive result, generating even more positive results in a continuing cycle

For more information on Planned Giving, contact Heather.Jach@kzoo.edu or 269.337.7281
WHY I GIVE

by John Hach ’99
I give to “K” because of the experiences and opportunities that I had here. Both inside and outside of the classroom, “K” prepared me to be able to creatively and analytically solve problems. Even though I spent most of my time studying chemistry, my career has taken me in different directions. Thanks to the liberal arts experiences and preparation “K” provided, I have been able to take advantage of many opportunities professionally.

Some of my best experiences at “K”—experiences supported in part by Kalamazoo College Fund (KCF)—occurred while I was on foreign study in Caceres, Spain. It was a tremendous opportunity to discover who I was and to learn another culture. I still maintain contact with my host family in Caceres.

I also remember being surrounded on campus by really incredible professors—like Tom Smith and Greg Slough in the chemistry department, and many others in different disciplines—who pushed me every day. “K” offered me a challenging and enlightened environment to prepare for my career.

I take great pride in my connection to Kalamazoo College. Without contributions to KCF from donors like me, there would be excellent students that couldn’t afford to come to “K” and have the opportunities that were so important to me. When I give to KCF I feel like I have a hand in sharing those opportunities with others. My 1833 Society gift is small compared to the value of my “K” experience.

Having a family, including a child under the age of two, means there are many priorities competing for the money I give annually to “K,” but when I think about where I would be without my experience at “K,” the sacrifice seems pretty small. And, fortunately, I can increase my philanthropy’s impact on “K” through my employer’s matching gift program. So, for us, balancing our philanthropy to “K” with the needs of our family is pretty easy.
Save the Date!

Homecoming and Reunion Weekend 2012 is October 19-21, 2012! Please mark your calendars now and plan to return to campus for an exciting weekend filled with many opportunities to connect with classmates, faculty, and friends.
Setting the Stage for Enhanced Alumni Engagement

Dear Alumni:

It’s time to re-connect and re-engage with “K”. I say this so boldly because since last summer, the College’s Alumni Association Executive Board (AAEB), the group that represents your interests on campus, has taken striking strategic steps to strengthen the engagement of graduates with the College.

Case in point: In July, the AAEB held a two-day retreat focused in two key areas: AAEB’s structure, organizational strategy, and priorities for making alumni engagement a hallmark at the College over the next three years; and development of an ongoing long-term vision for alumni engagement and measurable endpoints for success.

During the retreat, facilitated by Phil Carra ’69, a past member of the College’s Board of Trustees, we addressed best practices that reflected achievement and presented opportunities for advancement. Our discussions were open, honest, robust, and respectful, tackling critical issues head-on with a focus on transforming the alumni experience.

The AAEB has formed four working groups: Professional Networking, chaired by Dafina Lazarus Stewart ’95; Alumni Engagement, chaired by Erin Mazzoni ’07; Alumni Giving, chaired by Alexandra Altman ’97; and Reputation Enhancement, chaired by West Nelson ’81.

Each of these groups has begun its work in identifying an area where it can more effectively support the College’s strategic priorities with a focus on increasing alumni interest in the College and engagement in the full range of alumni and other College activities.

I encourage you to e-mail me (alumniassociation@kzoo.edu) with your thoughts, recommendations, and areas you believe need to be addressed. What role can AAEB play to help strengthen your connection with the College? Our efforts are focused on you, as alumni, and we want to ensure that we’re representing your interests and needs. “K” does more in four years so students (and graduates) can do more in a lifetime. It’s time to re-connect and re-engage.

Looking forward to hearing from you,

Gail A. Raiman ’73
President, Alumni Association Executive Board
Member, Kalamazoo College Board of Trustees
A beautiful fall weekend was the scene for Homecoming and Reunion Weekend 2011. It was a weekend to remember! A record number of alumni and guests returned to campus to meet old friends, reminisce about the “K” days gone by, catch up with former professors, and enjoy the spectacular campus Quadrangle. Highlights included reunions for the classes of 1946-2006, the seventh annual Homecoming 5K Run/Walk, an Emeritus Club breakfast, alumni awards, and a special celebration of the 50th anniversary of the Peace Corps.


Alumni Awards

Emeritus Club Citation of Merit Award winners join Alumni Association Executive Board Past President Chris Bussert ’78 (second from right). Award winners are (l-r): Professor Emerita of Physical Education Tish Loveless, Rosemary (Luther) DeHoog ’60, and Paul S. Hiyama ’49.

The President’s Global Service Award

Members of the campus community gathered to honor the recipient of the newest College award, the President’s Global Service Award, presented to alumni who have made exceptional contributions, personally or professionally, to the international community. The 2011 recipient is Jeff Crowley ’88, flanked in this photo by Trustee (and former Deputy Director of the Peace Corps) Jody Olsen (left) and President Eileen B. Wilson-Oyelaran.

Athletic Hall of Fame Awards

Special Alumni Association awards went to three individuals, flanked in this photo by President Eileen B. Wilson-Oyelaran (left) and Alumni Association Executive Board President Gail Raiman ’73. Honored were (l-r): F. Conrad Fischer, Distinguished Service Award; Susana M. Cabeza de Vaca ’67, Distinguished Achievement Award; and Thomas M. Ponto, Weimer K. Hicks Award.

The 2011 individual inductees into the Kalamazoo College Athletic Hall of Fame include three athletes and a coach—each outstanding. Pictured are (l-r): William H. Japinga ’60, tennis; Megan E. Faurot ’00, soccer; Marilyn “Lyn” Maurer, women’s swimming and diving coach; and Tom Walters, accepting the award on behalf of his father, Frank “Bucky” Walters ’50, basketball and tennis.
Two basketball teams were elevated to hall-of-fame status. The 1938 basketball Hornets won the first half of back-to-back MIAA championships, completing the prelude season with an 11-2 conference record. The 1939 Men’s Basketball Team sealed “the repeat” and contributed to the best two-year conference record in Kalamazoo College history. The two teams combined for 23 conference wins against only 4 league losses. The ’39 team won a unique three-way playoff for that year’s MIAA league championship title. Pictured with Wilson-Oyelaran and Raiman are Harry Rapley ’38 (left) and Dick Walker ’41. Walker played on both MIAA championship teams.

Two men’s tennis teams were inducted into the Athletic Hall of Fame. The 1986 team enjoyed one of the finest seasons in the storied history of men’s tennis at Kalamazoo College, going undefeated in the conference and capturing the NCAA Division III national championship for the third time in that tournament’s 11-year history. The 1987 team notched the College’s 49th MIAA championship, won the Great Lakes Colleges Association tournament, and then took home top honors in the national championships—the College’s fourth! Members of those teams included (l-r): Timon Corwin ’86, Jack Hosner ’88, Robert “Butch” Gebhardt ’86, Nancy “Mrs. Coach” Acker, Dave Siegel ’86, Rick Verheul ’87, and Dave Borski ’89.
Robert John Malnight ’40 died November 16, 2011, at age 93. Malnight served in the U.S. Army during World War II. He was an avid golfer and was proprietor of Malnight’s Bakery in Kalamazoo until his retirement at age 83. Survivors include his son, Richard Malnight ’88.

W.C. “Bud” Hunter ’41 died July 5, 2011, at age 92. Bud worked for many years in the paper industry, rising to the level of general plant manager. He followed older sister Klair (Hunter) Bates ’39 to Kalamazoo College and was followed by younger sister Jane (Hunter) Parker ’48. Bud was a member of the 1940 Hornet tennis team that was inducted into the “K” Athletic Hall of Fame. He enjoyed tennis and played until he was 90.

Rosemary (Allen) Mueller ’43 died September 21, 2011. She was 89 years old. Formerly of Lakewood, Michigan, she lived in Charlevoix and was active in Lakewood Congregational Church, Lakewood Schools booster organizations, Lakewood Hospital Auxiliary, the Lighthouse Preservation Committee, and the Charlevoix Area Hospital Foundation.

Betty (Shayman) Johnson-Geyer ’45 died August 8, 2011, in Sun City Center, Florida, after a long illness. She was 87. Elected May Queen her senior year, Betty married fellow “K” student Robert A. Johnson ’47, who died in 1998. She was president of the Kalamazoo chapter of the American Association of University Women and, after moving to Pleasantville, New York, in 1961, she became active in the Presbyterian Church. She was also a stringer for the Mount Kisco Patent Trader.

Janet (MacKenzie) Cantwell ’47 died on May 15, 2011. She was 84. Born and raised in Michigan, Janet earned her B.A. degree in biology and chemistry at “K” and a certificate of medical technology from Women’s Hospital in Detroit. She and her family moved to Albuquerque, New Mexico, in 1955. In 1968 she moved to Roswell, where she became a supervisor of the Income Support Division for the State of New Mexico Human Services Department.

June Carol (Weaver) Kauffman ’49 died on August 15, 2011. She was 84. She was a longtime resident of Sturgis, Michigan, where she was active in the First Presbyterian Church, Junior Women’s League, and Sturgis Women’s Club. She taught elementary school in nearby White Pigeon for 25 years. June enjoyed reading, knitting, traveling to lighthouses throughout the United States, and gathering with family members.

William H. “Bill” Cox ’51 died September 14, 2011, in Kalamazoo, near his home in Oshtemo. Cox served in the U.S. Army during World War II. He loved music, singing, dancing, traveling, wood working, bird watching, tennis, golf, a good glass of wine, Civic Readers Theater, and Western Michigan University sports.

Leslie (Vermeulen) Eichelberg ’52 died July 21, 2011, in Kalamazoo, at age 81. She was a free spirit, world traveler, and cancer survivor who spent much of her time volunteering for organizations such as the Weavers Guild, Junior League, John Dunning Guild, Kalamazoo Art League, First Presbyterian Church Health Clinic, and South Ridge Reformed Church. She made jewelry, wove baskets, dabbled in photography, and created award-winning macramé.

Ronald L. Wightman ’53 died October 13, 2011. He was 80. Wightman was retired and had been co-owner of Insurance Market Place. He served his country in the U.S. Air Force.

James Allison Cameron, III ’54 died July 31, 2011, at age 79. He owned and operated his own small business in Syracuse, New York, retiring in 1995 to move to Albany. In Albany, he administered the FOCUS Food Pantry before moving to West Virginia in 2001. Jim served as the coordinator/director of Lake Christian Ministries and as a member of the advisory committee of Feeding America-Southwest Virginia. He was a Rotarian for 26 years and was also an avid woodturner.

David S. Koeze ’58 died June 29, 2011, at age 75. After he graduated from Kalamazoo, Dave attended Western Michigan University and Michigan State University, receiving a master’s degree in education. A Wyoming Public Schools retiree, he began his career as a biology teacher and was soon promoted to assistant principal at Newhall Junior High School. Later he accepted the position of assistant director of Wyoming Community Education. He also served many summers with the National Park Service in the Pacific Northwest, spending most of his time fighting fires and giving evening nature walks to campers. He also managed the family horse farm until it was sold to become Rivertown Crossings.

David R. White ’58 died September 19, 2011. David was a lifetime resident of Southwest Michigan who owned and operated White Sales Corporation until his retirement. Among his survivors is his sister, Joan M. White ’58.

Robert Harold Yuell ’58 died October 30, 2011, after a lengthy illness. He was a resident of West Windsor, New Jersey, and spent virtually his entire life in central New Jersey, except for his years at Kalamazoo, where he played on the 1956 Hornet tennis team that was inducted into the “K” Athletic Hall of Fame. He retired in 1994 after 34 years as a computer professional with Johnson & Johnson. He was also an avid sports car rally enthusiast, a serious postcard and coin collector, and very active in the Plainsboro Historical Society and Museum, serving as its executive director for seven years.

Marta Gulbis ’59 died October 10, 2011, in Kalamazoo. She was 90. Born in Jumurda, Latvia, Marta moved to the United States as a young woman. She earned a pharmacy degree from University of Michigan and worked as a pharmacist for Warner Lambert for 27 years before retiring.
Thomas Harding ’59 died September 26, 2011. He played football at “K,” and transferred and later graduated from North Texas State University. After college he served six months in the Army and seven years in the reserves. He went to work for his father at Harding’s Friendly Markets in 1961 and remained with the company until his death, working in positions from bagger and stocker to owner. He was an avid golfer, car collector, devoted family man, and friend to all.

Linda (Brenneman) Schneider ’61 died August 17, 2011, after a brief illness. Linda earned her master of library science degree from Indiana University and worked as a librarian for many years before she retired from the Louisiana State University Hill Memorial Library Special Collections in Baton Rouge. She was an active member of Baton Rouge Area Volunteers for Opera, LSU Patrons of the Opera, and the Baton Rouge chapter of Ikebana International. She was predeceased by her husband, Don W. Schneider ’61, whom she met during “K” study abroad in Spain.

David C. Heath ’64 died August 11, 2011. David received M.A. and Ph.D. degrees in mathematics at the University of Illinois in Urbana. A noted professor of applied mathematics, David co-authored a seminal model for the term structure of interest rates known as the Heath-Jarrow-Morton (HJM) framework, which placed him in continuous demand for speaking and teaching engagements worldwide. He taught at the University of Minnesota, Cornell University, University of California at Berkeley, University of Strasbourg (France), and Carnegie Mellon University. He consulted on a wide range of projects for public and private entities: U.S. Army Corps of Engineers (on the risk of dam failure), Department of Energy (on the risk of nuclear waste disposal), IBM, Credit Suisse, and others. David also served on the board of directors for Lehman Brothers Financial Products.

G. Eugene “Gene” Martin ’64 died November 9, 2011. After graduate work at Syracuse University, Gene entered the Foreign Service. During 34 years as a diplomat, he served in Hong Kong, Burma, Taiwan, the Philippines, China, and Washington, D.C. He retired in 2000 as Deputy Chief of Mission in Beijing. Following retirement, Gene taught China and Northeast Asia area studies at the Foreign Service Institute. He subsequently joined the United States Institute of Peace as executive director of the Philippine Facilitation Project, which sought to promote peace talks between the Philippine government and the Moro Islamic Liberation Front in Mindanao. He was the director of the Washington Office of the Johns Hopkins-Nanjing University Center for Chinese and American Studies in China (2008 to 2009), and visiting scholar in Southeast Asian studies at the School of Advanced International Studies of Johns Hopkins University, as well as a frequent lecturer on East and Southeast Asian issues.

Trond Bjornard ’71 died unexpectedly of a heart attack on October 31, 2011, in Idaho Falls, Idaho, at age 63. He served in the U.S. Army, earned master’s and Ph.D. degrees in nuclear physics from MIT, and worked as a nuclear physicist, licensed merchant marine captain, music composer, and recording artist. He was also a paraglider, sailplane pilot, a deep-sea fishing guide in the Pacific Ocean, and an instructor in the Sea of Abacos, Bahamas, for the Boy Scouts of America. In 2004, Bjornard accepted a position with Idaho National Laboratory, where he engaged in research and technical counsel for the U.S. Department of Energy and International Atomic Energy Agency, applying his international nuclear energy expertise to nonproliferation challenges.

William Charles Smith ’89 died July 23, 2011. Bill worked briefly as a gift officer at “K” before beginning a nearly 20-year career in the automotive industry, almost entirely for the Burke E. Porter Machinery Company based in Grand Rapids. While at “K” he met Kathleen Reus ’88, and they were married June 22, 1992. They began their lives together in Kalamazoo, then Grand Rapids, and later moved to the Ann Arbor area. On March 18, 2010, he suffered a significant brain injury as a result of a fall and cardiac event. He was in hospitals, skilled nursing rehabilitation, and adult foster care afterwards. Since May 2010, his most important job was therapy, and he gave it his all, learning to walk, read, and think again. He never gave up, and was making progress to the end.

David A. Collins, Sr., professor emeritus of Romance languages and literature, died on October 7, 2011. He was 80 years old. He was born January 9, 1931 in Caribou, Maine. He graduated from Caribou High School and followed family tradition by attending the University of Maine where he earned a B.A. in French. While there he met his first wife, Vera Eleanor Ediors, because of a mutual love of music. They married on June 23, 1953. She preceded him in death on April 16, 2006. The couple moved to New Haven, Connecticut, where David earned a M.A. from Yale University. After a three-year stint teaching at the Denver Country Day School in Denver, Colorado, David completed his Ph.D. at Brown University in Providence, Rhode Island. He joined the faculty of Kalamazoo College in 1963 and served as a professor of French and French literature for 33 years, until his retirement in 1996. He was an active member of the Alliance Française. David touched the lives of many students and was recognized for his excellence in teaching with the Florence J. Lucasse Award in 1993. How seriously he took the art of teaching—and his penetrating insights into pedagogy, learning, and literature—were evident in the fine lecture he wrote and delivered on the occasion of that award, a masterful work both humorous and cogent. In it he said:

“I propose as one of my pet puritan principles of pedagogy that at least a small degree of tension and resistance between student and teacher will have a more salutary effect on the learning process than a concordance of views. As I look back on undergraduate and graduate school days, the moments that I now recognize as most edifying and instructive were at the time the most unpleasant and ego-shattering. It is the easiest and most natural thing in the world to be enamored of one’s own work and
ideas. Criticism of them can be taken as an affront to our integrity. Wisdom suggests, however, that we could do well to assume with Montaigne, Malraux and many other wise people that our revenge over mortality may well reside in our capacity to change and become. …

“I have quoted very little, for me, in these remarks and have done relatively little name-dropping. When I do mention some favorite authors, the intention is not to impress but to acknowledge indebtedness and respectful homage to individuals who have taught me something. Whatever other values may be derived from the study of literature, surely one of the most important is that of self-discovery and definition. … I ask of literature that it give me a real experience, that it extend my faculties to apprehend situations which in everyday life will probably not occur. When I read Zola’s *Germinale*, I want to feel, as vividly as imagination and empathy will permit, the plight and the rage of Etienne Lantier. From *Madame Bovary* I want to understand what it’s like to be Emma Bovary. I want to be the upright Alceste and also the indulgent Philinte in reading or watching *The Misanthrope*, and I want to measure my reactions and attitudes against theirs. In short, I want fulfillment in literature. I don’t think this is ivory towerism or Walter Mitty-ism, but rather a moral education.…”

In 1970, David took a sabbatical from Kalamazoo College to live for a year in Strasbourg, France, in what was to be a formative experience for the entire family. David expressed his passion for music by performing with Vera with the Madrigal singers, the Bach Chorale, the Kalamazoo Singers, and an abundance of singing at the Collins family home, often accompanied by Vera on the piano. David also maintained a lifelong passion for tennis. No matter his health, he played doubles, even if needing a cane or a wheelchair. David was a lifelong member of the Unitarian Universalist Church where he met his second wife, Diane Downing. They were married November 28, 2008, on Thanksgiving Day. In addition to his wife, David is survived by his five children, nine grandchildren, two great-grandchildren, and two brothers.

James H. Ingersoll died November 14, 2011. He was 93. James was an emeritus trustee of the College, serving 1981 to 1990. He worked for Borg Warner Corporation of Chicago for many years, taking a three-year leave of absence to serve with the U.S. government in the Philippines. He was a World War II Navy veteran and collected antique automobiles as a hobby.

Colleen Thor died on Tuesday, October 11, 2011. She was 85 years old and lived in Plainwell, Michigan. Colleen graduated from Wittenberg College in Springfield, Ohio, in 1948 with a B.A. degree in art. She served as an administrative assistant in the College’s fine arts programs for 12 years, retiring in 1987. After that, she owned a second-hand store for 15 years. In her spare time she enjoyed painting, drawing, sewing, crafting, and playing bridge. In her later years, Colleen compiled her memoirs into a book-length document, based on a journal she maintained her entire life.

Albert John Todd, Jr., a longtime friend of Kalamazoo College, died peacefully at his Vero Beach, Florida, home on October 23, 2011, at age 99. Todd was an important early supporter of efforts to make the USTA Boys Nationals Tennis Tournament an annual summer event at Kalamazoo College. Known for his integrity and for being warm and gregarious, he sat on the boards of several Kalamazoo area banks and served with many civic groups in Kalamazoo and Indian River Shores, Florida. He moved to Florida permanently from Kalamazoo upon his retirement in 1977 as president of the A.M. Todd Company, the global mint essential oils business established by his grandfather in 1869.
"I have been deeply affected by the people I have encountered in Kenya..."
Beyond Study Abroad:
How Six Kenyan Children Helped Me Find My Way

by Paloma Clohossey '11

The photo above shows Paloma with one of her children, Timo. The other pictures in the article—taken by Paloma—show the land and people of Kenya, particularly the children and staff members of the Early Bird Academy.
I have been deeply affected by the people I have encountered in Kenya –

The Maasai guards at my home: proud, thin men with whom I listened and laughed, who were gentle and kind to me but would not consider marrying a woman who had not been circumcised. “No, Paloma,” they told me, “that is not a woman, that is a girl.”

My peers at the University of Nairobi who showed me new places. Always they were ready to lend me a hand, often before I had even thought to ask for one.

The people on a mission—Nairobi residents of different nationalities and ancestries who have started their own organizations, initiatives, or outreach programs and who work tirelessly for their causes.

But it is my relationship with six children that calls me back again and again: Mary, Mutuku, David, John, Timo, and Maureen. I first met them in September 2009, during my long-term study abroad program. I had chosen to complete the ICRP (Integrative Cultural Research Project) with a small grassroots organization that provided assistance to orphans from a variety of tribal backgrounds. The organization hoped to strengthen the children’s self-identification as fellow Kenyans so that they might one day better address tribal-driven divisiveness on issues such as political and economic corruption and the lack of educational and health services.

As soon as I arrived in Nairobi, I began spending time with these six, all classified as “at-risk.” Most were orphans, all were abandoned, and many had suffered abuse. I bought them their first toothbrushes, slowly gained their trust, and taught them to sing “You Are My Sunshine,” an appropriate song, looking back, for it did seem that during our first four months together all of our lives (mine especially) had been flooded with a kind of light, a newfound wherewithal to grow and make progress. So I could not bear to learn that the organization supporting these six children would soon disband for lack of funds. I began making calls to my community in the United States. Within a week my family had agreed to serve as temporary sponsors for the six children, and I had reached an agreement with a local boarding school, Early Bird Academy, that would take all six as students.

A few weeks before my return home to the U.S. we all squeezed into an old car: the six children, a school official, and me. We were headed to the nearest clinic so the children could be examined and issued medical records for their boarding school enrollment files. Each child had lived his or her early years in harrowing circumstances; Mary conceived by rape, Mutuku exposed to drugs. None had been supervised in the slums where they were born, a situation that can significantly increase a child’s exposure to illnesses ranging from water-borne diseases to HIV/AIDS. No one knew the health status of these children, so the routine procedure of drawing their blood at the clinic that day made us all anxious. Because I was the only adult female, the doctor left me alone with the two girls and two empty plastic cups to be filled for urine tests. We made our way to the outhouse, a hole in the ground with an eight-inch zone of human excrement splattered around the perimeter, and I began to explain in my best (but inadequate) conversational Swahili that the girls should take off their pants and underwear and pee into the cup. I was missing many of the essential Swahili words needed to somehow legitimize this bizarre experience for the girls. But even had a more fluent command of the language provided me those essential words, I would have struggled to explain to Mary and Maureen, who had never seen a doctor in their lives, why I was asking them to urinate into a cup.

It became clear I was going to have to assist them, and as I held the cups up under them one by one, their urine splashing my hand, I made eye contact and tried to communicate the purpose of what was going on. I repeated the Swahili words for ‘health’ and ‘doctor’ over and over. My greatest fear at that moment was the very probable chance that they had experienced sexual abuse of some form and were perhaps connecting that violation to our current interaction. I
prayed the trust I had built with them over the previous five months would endure this challenge. We returned to the group waiting on cement benches behind the clinic and slurped sugary orange soda out of glass bottles until someone came out to tell me that everyone’s tests were negative and that we could leave.

I left them in February when my program ended but returned that summer with the help of the Collins and Beeler Fellowship grants from Kalamazoo College to see them and to complete my Senior Individualized Project on the pedagogical techniques and transference of cultural values through education. I did my SIP work at Early Bird Academy, where the children remained as students. By this time, it had become clear to my parents what had long been clear to me: I had formed an unbreakable bond with the six and would do what was necessary to continue supporting them.

When I returned home in September to begin my final year at Kalamazoo College I knew one thing: I had to get back to Kenya. To do that, I needed a job. And not any job; I needed one that would allow me to continue sponsoring the kids, to buy periodic plane tickets home to San Francisco to see my parents, and to do work I believed in. After some research, I decided to complete a master’s degree so I would be qualified for the type of job I was hoping to get in Nairobi. During my senior year I studied for the GRE, applied to a number of graduate programs, and wrote a proposal for a grant from the Kathryn Davis Projects for Peace.

The Davis program was first brought to my attention by a friend and fellow Kalamazoo College alumna Anne Baldwin ’10. Like me, she had studied abroad in Kenya and developed a deep connection with an ICRP organization with which she had worked during her internship. A year older than me, Anne was completing her Davis project in Kenya the summer that I was there completing my SIP. With support from Diane Kiino, director of the College’s health studies program, and other Kalamazoo College staff, I was awarded the grant and able to complete my project, *Sauti ya Amani* (Swahili for “The Voice of Peace”) the summer after my graduation from “K”. The project built a computer lab (six computers were donated by The Help Kenya Project) at Early Bird Academy, fostered the development of computer skills, and facilitated a structured dialogue about peace and nonviolence through music workshops. The culmination was a concert for peace featuring original student pieces that addressed issues of peace and violence facing Kenyans today.

As I write this article, I am halfway through my first semester at
Johns Hopkins University Institute for Policy Studies. I am working on a Master in Public Policy degree with an international development policy focus. My parents and I continue to sponsor the six children. And once a week at least, I sing “You Are My Sunshine” to them over a poor crackling phone connection. When the school assignments feel overwhelming or the space between the present and when I will finally return to Kenya seems too long, I glance at the photos I’ve placed around my apartment: John grinning in his school uniform and maroon tie, Maureen drinking uji (porridge) during recess, Mutuku reaching out to pet one of the huge white rabbits the eighth grade science class raised (rabbits that eventually provided stew for the entire school).

Next to the photos, two quotes are pinned. One is by Deogratias Niyizonkiza, a Burundi native and the founder of Village Health Works, who spoke at Kalamazoo College in my senior spring. It reads: “Challenges are inevitable and can be very isolating, but to give up is unforgivable.” Alongside is a second quote, by George Eliot (the nom de plume of Mary Ann Evans), “What do we live for, if it is not to make life less difficult for each other?” I hope to use my education to do policy-related work that will not only ease the suffering of people but also allow them a fighting chance at preventing reoccurrence of suffering for the next generation.

I go to Kenya not just to help but also to be helped. The experiences I have had in Kenya have been a gift. Suffering does not define the remarkable people I have met. I could write pages about the unique beauty, resilient strength, and rare honesty that I learned by example there. Every day I feel grateful for the world that opened for me because of study abroad. I feel hopeful about making a positive impact. I feel encouraged by the support from incredible friends and family in the United States and from incredible friends and family in Nairobi.

Paloma Clohossey is a fine young poet. In fact, LuxEsto’s first encounter with her was through a poem she published in Passage, the student magazine that shares images and reflections on study abroad. That poem is “Celebration in the Morning,” republished here along with three other poems of hers. In addition to her parents, Laurel and Daniel Clohossey, Paloma would like to thank Kalamazoo College professors Bruce Mills and Diane Seuss for their abundant encouragement, guidance and patience.

Njoki

Because she is a Kikuyu
he cannot bring her home
to the dry red deserts,
to the dusty cows with big horns,
slow as they are in the afternoons by the river,
to the naked babies who play safe
at their hooves, to the mothers washing
knee deep with their skirts tied up,
and to their breasts,
loose, long, solemn
milk makers skimming the soaking clothes,
their dark round moons kissing the water
when they bend low
enough. Because she is a Kikuyu
she won’t sit there with a big baby belly soaking
up sun, smoothing dung on
a house, cooking, cleaning
for her lover and his brothers
with their solid shoulders and
dead goats for roasting. She’ll sit somewhere
else, alone, straining like a bag of beans,
hers sides sewn together with
thin yellow thread.
Celebration in the Morning

Say good morning to the milk on the stove.
Angry at being boiled too long, it grows a silky skin.
Good morning to the orange papaya,
meat sliced in long slick strips,
dark seeds scooped out,
now sitting by the sink like caviar.
Pineapple rounds lie imperfect with light brown
belly buttons at their edges. Thin shavings of melon,
translucent and tasteless, good morning.
To the mango as she is cut, diamond of these fruits,
cubed in her green skin with yellow splayed open,
raw and ready for your good morning lips,
good morning tongue, good morning tea bag steaming,
limp and used up in the cradle of a spoon.

Pearl

He could be my man, if I let them cut my precious bit
off, he could be my man. We would be on the floor, backs
scraping tan woven mats, making love with meat
roasting in the corner.

The grandmothers will cut it off
with the nip of a blade between my knees, slice the fleshy pearl off
and slip it in a box like a precious jewel, all the women in the place
singing high in their throats.

Conversations in the Afternoon

And have you ever
killed someone?

Many,
many Paloma.
Mingi, nimepata watu wingi.
I have to have a gun.
Unajua, in our home, a gun is a must.
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