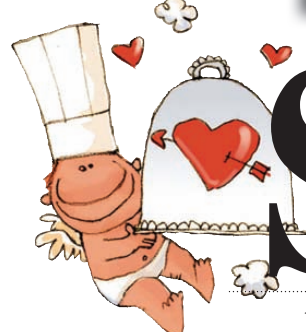


The Scene Romance column continues its legacy with an inquiry in the moment of departure...for love!

Katie Ammann in Forum wonders about a future with only one language...

Author Robert Spencer spoke on campus yesterday amid a flurry of controversy. See photos on the Internet.



STUDENT LIFE

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Wednesday, March 25, 2009

Black authors, poets to discuss literature in conference at WU

Preeminent scholars, Pulitzer Prize winners to attend

Ben Sales
Senior News Editor

Leading black poets, authors and critics will gather Wednesday at the 2009 Callaloo Conference, to be held at Washington University this year.

Callaloo Journal—the premiere black literary publication—hosts the annual conference, which aims to bring together black literary intellectuals and provoke discussion in the African-American community.

The conference will begin on Wednesday night with a keynote address by Georgetown University sociology professor Michael Eric Dyson, a noted critic of black literature and the author of a recent book examining the legacy of Martin Luther King, Jr. Readings, lectures and discussions will continue through Saturday.

Senior Sarah Johnson, president of the Association of Black Students (ABS), is excited to hear Dyson address the influence of King on later generations.

"He was talking [in a television appearance] about how people idolize Dr. King and how we don't look at what his death did to the country," said Johnson, whose group wanted to bring Dyson to speak earlier this year. "I would like to hear him talk about it face-to-face."

Other notable speakers at the conference will include Pulitzer Prize-winning poets Rita Dove and Yusef Komunyakaa, and critic Houston Baker.

Professor Vincent Sherry, chair of the English Department, is looking forward to seeing the intellectual productivity of such a confluence of speakers.

"Rita Dove and Yusef Komunyakaa are probably the two most important African American poets in contemporary letters," Sherry said. "This is the most extraordinary gathering of high-level academic and creative talent that can

almost be imagined."

Sherry hopes that the speakers will confront the issue of what it means to be a black intellectual today.

"There's a kind of theme underneath this which is the plight of the black intellectual in the current historical-cultural situation," he said. "It's an understandable problem or dilemma or even crisis of African-American intellectuals working in a university culture that is still obviously dominantly white. What is the relationship between that person and that institutional racial identity?"

Johnson said that members of ABS identify with the issue of being in the top tier of black students.

"Black kids present themselves as intellectuals, but sometimes it seems removed. It's going to be interesting to see a bunch of people who have been where we are," she said. "If you're a black kid in college and people think you're in the top 10th of black people, that you're supposed to help the rest of all the other black people."

Professor Gerald Early of the Center for the Humanities would like to see the conference focus on encouraging more production of black literature and more engagement from the community in that literature.

"I'd like to hear about getting more African American literature out there," he said. "What can be done with getting more forums for publishing African-American writing and to get serious African-American fiction and poetry and essays out to the public more?"

Early takes a "big-tent" approach to what constitutes African-American literature. He includes any literature addressing black issues, as well as any writing by African Americans, in the genre.

"I would say not only literature by African-Americans but also literature by non-African-Americans writing about the African-American experience [is African-American literature]," Early said. "All people who are seriously engaged in wanting to

See **CALLALOO**, page 2

COSA reorganizes under new name

Continues efforts to hire sexual violence coordinator

Sam Guzik and
Kat Zhao
Student Life Staff

Washington University's umbrella organization for sexual assault prevention and education has reorganized itself under new leadership after a semester-and-a-half hiatus and for the first time has set a budget to support its efforts.

The Advisory Committee on Sexual Violence and Prevention—which replaces the Committee on Sexual Assault (COSA)—compris-

es of students, faculty and administrators involved in efforts to support victims and promote education to reduce the incidence of rape on campus.

Appointed by Chancellor Mark Wrighton, the new committee chairs are Lecturer in Humanities Jami Ake and Associate Dean of Students Jill Stratton.

"Ake had chaired COSA in the past, and Stratton has significant expertise in the area and they both have a passion for the issue," said Alan Glass, director of Student Health Services (SHS). "They're also both the kinds of people who are very task-focused and tend to accomplish things in an efficient and well-thought-out manner."

In the past, members of COSA were appointed annually by former Assistant Vice Chancellor Karen Coburn. When Coburn retired last year, that responsibility fell to

Glass. This choice was made in an attempt to restructure the committee instead of reappointing members within the same framework.

Through meetings with 20 members of the sexual violence prevention movement on campus, Glass took several months to evaluate COSA's efforts and to secure funding for the new group's operations.

"I got the sense that COSA had done some great work but that this might be an opportunity to take that committee to the next level," Glass said.

Among other things, the reorganized committee hopes to draw upon its budget for programming and administrative support and to engage its own members as well as the rest of the University community.

"I really want to increase awareness about the problem of sexual assault because I feel like it is a

huge problem on this campus that students just don't know about," said junior Jimmy Cox, one of the students on the committee. "Students and faculty alike just don't know about the huge numbers that afflict the University."

In addition to Stratton and Ake, the committee contains 15 other members, including Glass, SHS psychologist Craig Woodsmall, Director of Judicial Programs Tamara King, Chief of Police Don Strom, three undergraduate student leaders, one graduate student, one law school student, three faculty members and others.

At some point, COSA became a group of close to 30 members, according to Stratton, which decentralized the work and process of the committee.

"I can't remember a time when

See **COSA**, page 2

A LEAKY SITUATION



Clayton firefighters work to stop a gas leak Tuesday afternoon on the Danforth Campus. Students could smell the gas from the leak in the air surrounding Brown and McDonnell halls, but the leak didn't affect the insides of the buildings and didn't force any evacuations. According to a University facilities worker, the leak was caused by a ballard puncturing a gas tank under the asphalt.

MATT MITGANG | STUDENT LIFE

SEE **STUDLIFE.COM**
FOR MORE DETAILS

Native American Awareness Week and Pow Wow to attract 5,000

Chloe Rosenberg
Staff Reporter

The Kathryn M. Buder Center for American Indian Studies is making a renewed effort to inform the Washington University campus about Native American culture through its 19th annual American Indian Awareness Week and Pow Wow this week.

Native American Awareness Week includes events that began on Monday and will end with the Pow Wow on Saturday. Events include a panel discussion that took place on Monday, a movie screening on Tuesday, guest speaker Albert White Hat—a professor at the Native American Sinte Gleska University—this Thursday and "Pow Wow 101," a panel on Native American issues, on Friday.

The Washington University Pow Wow is the second largest in the Midwest. It is expected to attract as many as 5,000 people to the Athletic Complex on Saturday.

"It has grown exponentially since its inception," said Matt Kull, a student in the George Warren Brown School of



The Kathryn M. Buder Center for American Indian Studies is hosting its 19th annual Pow Wow this March.

Social Work and Pow Wow co-chair, of the event.

The Pow Wow aims to increase awareness of Native American culture on and around campus. People from across the United States and Canada attend the event.

The Pow Wow's main objective is to provide the public with an authentic look into Native American culture in addition to promoting cultural preser-

vation and networking among attendees.

Partially funded by the Women's Society of Washington University, the Pow Wow will offer an array of activities for participants. Vendors will sell authentic Native American food and crafts.

Arena Director Tracy Tullie will lead the Pow Wow along with Host Drum Little Thunder and several others. This event is not specific to any one Native American culture but will synthesize the traditions of several different tribes.

There will be a dance competition broken into categories by age, dance type and gender. A total of more than \$10,000 will be given out to the winners of the individual competitions.

The Pow Wow is one example of the outreach that the Buder Center does within the University and St. Louis communities. More than 80 alumni, as well as current students, educate the American public through their own personal works.

The Buder Center was founded in 1990 and is part of the social work school. Each year, it offers scholar-

ships to up to 12 Brown students of Native American origin, who are then named Buder Scholars.

Buder scholars have added responsibilities beyond those of the everyday social work student. In addition to completing the full social work school curriculum in two years, the scholars are expected to spend 420 hours volunteering on reservations. Sixty-five percent of Buder Center graduates continue on to work with the communities where they volunteered.

"Native American communities need everyone's help," said Stephanie Ketter, the Buder Center's program manager. She added that she became involved in the center because "I wanted to give something back to my community."

Different career paths that graduates of the program follow include public work, clinical work and education.

Buder Scholars are expected to take one of several classes offered by the Buder Center each semester. These classes, which focus on Native American studies, are open to all Washington University students.

African Film Fest to begin Thursday

Chloe Rosenberg
Staff Reporter

Migration is the common theme of the films that the African Students Association will screen in its fourth annual African Film Festival this Thursday through Sunday.

The festival traditionally showcases films from around the African continent, and this year it will feature eight individual pieces. Each night of the festival will feature one short and one full-length film.

The festival is free of charge and attracts viewers from all around the St. Louis area. Although the Tivoli Theatre holds the international film festival annually, this is the only African film festival held locally.

Dean Wilmetta Toliver-Diallo, coordinator of the festival, chose the films by working with a larger film festival held in New York City annually to put together the year's lineup.

Toliver-Diallo also works with the African Students Association (ASA) to put the festival together.

Junior Amaka Onwuzurike, president of ASA, helped to organize and publicize the festival.

"It shows a voice from African filmmakers that is not often heard," Onwuzurike said. "I love getting to see the movies. I would never have a chance to see them otherwise."

This year, each of the eight films chosen for the festival on the Washington University campus were first shown at the film festival in New York. In other years, Toliver-Diallo chose pieces from other festivals, including FESPACO, a well-regarded African film festival in Ouagadougou, Burkina Faso.

Films that show at the New York African Film Festival are circulated around the country. The money for the performances is provided by the Andy

See **FILM FEST**, page 3



THE FLIPSIDE

eventcalendar

WEDNESDAY 25

iFest

DUC, Tisch Commons, 11 a.m. to 2 p.m.
Come to this annual festival of Israeli culture featuring food, a market, a raffle and a performance by Staam, Wash. U.'s premiere Jewish a cappella group.

Japanese Film Series: "Mishima"

Seigle Hall, Room 103, 6:30 p.m.
Watch this film by director Paul Schraeder as part of this cultural series.

Callaloo Conference keynote address

Whitaker Hall Auditorium, 8 p.m.
Michael Eric Dyson, Ph.D., a cultural critic who is a professor of sociology at Georgetown University, will speak at this conference, which features black writers. His most recent book is "April 4, 1968: Martin Luther King Jr.'s Death and How It Changed America."

THURSDAY 26

African Film Festival: "Waiting for Men"

Brown Hall, Room 100, 7 p.m.
The African Film Festival starts on Thursday, with this feature film by Katy Ndiaye. The film is about the lives of women in Mauritania. The festival will continue through Sunday.

quoteoftheday

"Black kids present themselves as intellectuals but sometimes it seems removed. It's going to be interesting to see a bunch of people who have been where we are."

Sarah Johnson, president of the Association of Black Students

newsbriefs

Campus

Gas leak opens next to Brown

Firefighters and police worked to close a gas leak on the Danforth Campus at 3 p.m. on Tuesday. Maintenance workers expected the leak, which opened on the walkway between McDonnell and Brown halls, to be fixed later in the afternoon. Soon after the leak opened, a fire truck and police officers cordoned off the area and began to penetrate the asphalt in order to access the leak. Although the smell of gas wafted to as far as Wilson Hall, workers said that the leak did not represent a threat to students' health and the few students standing near the site of the leak said that the smell did not enter McDonnell. According to a Washington University facilities worker, the leak was caused by a ballard puncturing a gas tank under the asphalt between the buildings. The malfunctioning ballard is part of the gas system's infrastructure. (Ben Sales)

National

Blagojevich back in the limelight

Former Illinois Gov. Rod Blagojevich, who was removed from office in late January by a unanimous vote of the Illinois Senate for attempting to sell President Obama's former Senate seat, will be making a public appearance on the radio waves Wednesday. He will host a talk show on Chicago's WLS 890 AM radio station. According to the director of the program, "Blagojevich will be taking calls from the audience, recounting stories and conversing with guests." Blagojevich was offered the spot nearly two months ago during the saga surrounding his impeachment. He refused at the time but later agreed to appear. He is filling in as host of the Don Wade and Roma Morning Show. During the scandal, Blagojevich developed a habit of using literary references: He referenced the short story "The Loneliness of the Long-Distance Runner" and Alfred Lord Tennyson's poetry in discussing his plight. Some bloggers are anticipating his use of additional literary references. The show will air on Chicago's WLS 890 AM and on www.wlsam.com from 7 a.m. until 9 a.m. (David Messenger)

International

YouTube blocked in China

Google said Tuesday that its video-sharing Web site YouTube was being blocked in China. Traffic rapidly decreased starting on Monday, then dropped to nearly zero by Tuesday. In China, the government censors and filters Internet content that is critical of its administration. This includes a select number of videos on YouTube, but never before on this scale. Talks between the government of China and YouTube are said to be ongoing. Earlier in March, YouTube received a significant spike in viewership with the release of a seven-minute video to commemorate the first anniversary of the protests by Tibetans against Chinese rule. The video purportedly shows Chinese police engaged in brutal violence against Tibetans following the riots in Lhasa last March, though the authenticity of the footage has not been confirmed. (Sophie Adelman)

weatherforecast

Wednesday 25

Partly cloudy
High **61**
Low **43**



Thursday 26

PM showers
High **59**
Low **46**



International (cont.)

Roof art sticks out

While his parents were away, one 18-year-old took things into his own hands and went onto his roof. Once there, he proceeded to leave his mark on the roof in white paint, drawing a large phallus measuring 60 feet in length. Prominently displayed for all birds and airplanes to see, his parents did not notice for a full year. The work sits atop a million-pound mansion in Berkshire, England. The mansion's roof is red except for the long gray flat part that shows the white remnants of the student's actions. The image will remain for now, as the student is currently traveling. His parents say he will have to scrub it off by hand when he returns. (Michelle Merlin)

policebeat

RECOVERED STOLEN PROPERTY— March 20, 2009, 12:14 p.m.
Location: HITZEMAN
Summary: Res. Life completed a room inspection and reported locating stolen equipment from Transportation Dept. Transportation and Facilities responded to retrieve property. Disposition: Referred to JA.

INVESTIGATION— March 20, 2009, 1:13 p.m.
Location: MYERS
Summary: ResLife initiated search of dorm room for policy violation. Disposition: Pending.

INVESTIGATION— March 20, 2009, 1:57 p.m.
Location: GREENWAY APTS
Summary: ResLife initiated search of apartment for policy violation. Disposition: Pending.

INVESTIGATION— March 20, 2009, 3:10 p.m.
Location: GREENWAY APTS

Summary: ResLife initiated search of apartment for policy violation. Disposition: Pending.

LOST PROPERTY— March 20, 2009, 5:58 p.m.
Location: ELIOT HALL
Summary: Complainant reports a missing package that had been delivered per FedEx. Time of occurrence: 9:20 a.m. to 3:30 p.m. Disposition: Pending.

LARCENY— March 21, 2009, 3:41 a.m.
Location: MALLINCKRODT CENTER
Summary: Mallinckrodt security reports his radio was taken between 2:30 and 3 a.m. Disposition: Pending.

LARCENY— March 23, 2009, 2:21 a.m.
Location: BROWN HALL
Summary: Student reported that at 2 p.m., she left her laptop computer in the balcony area in Brown Hall, and when she returned at 2:05 p.m., the laptop was missing. Disposition: Unfounded. Item had been found and taken to Found Property for safekeeping.

fortherecord

Monday's story "AOII: A firecracker of a sorority" misspelled the Greek word that serves as the sub-motto for the Alpha Omicron Pi chapter. It is kalokagathia, not kalagokathia. *Student Life* regrets the error.

COSA from page 1

COSA was all in the room," Stratton said. "We have a smaller group, and we hope to make a more focused and larger impact."

The new committee assembled for the first time last Tuesday to begin formulating its specific agenda.

"This wasn't inventing anything new. It was just to make sure that everyone who does this kind of work in the University is at the same table," Ake said.

In the past, COSA served primarily to guide the efforts of other groups involved with the sexual assault prevention and education movement. One of its most

significant achievements was the completion of a comprehensive survey about sexual violence at the University demonstrating that rates of sexual assault incidence at the University match those measured nationally and that more than 90 percent of cases go unreported.

COSA was also responsible for submitting an annual report on campus sexual violence to higher-level administration.

Going forward, a central focus of the new committee will be to continue working toward the creation of a unified office for sexual assault prevention and education efforts. The committee will also

advise Glass and others involved in the hiring process of the prevention director. Once the position is filled, the committee will serve as that person's advising board.

The effort to implement the position goes back many years through Coburn's work, but gained prominence after the Myers incident in 2007. In the spring of 2007, the Student Union Senate passed a resolution supporting the creation of the post and, because the resolution had not been sent to administrators, it was passed again in the fall of 2007.

Most recently, a job description for the new director-level position has been written and is pending approval before hiring can take place.

According to Glass, the Univer-

sity is looking to take a community health perspective toward sexual assault prevention and, consequently, two of the biggest requirements for candidates are a master's in public health and experience in the areas of sexual assault and relationship violence.

"This person needs to have enough expertise and experience that they're going to be able to address some of the issues that faculty might bring up, but the person has to have the ability to work with students," Glass said. "A piece of the responsibility is going to be working with student groups who will hopefully continue to be engaged with working with the issues."

No timeline has been set for filling the position, but Wrighton and Vice Chancellor for Students

James McLeod have spoken publicly about the position's importance and have suggested the hiring process will go forward in spite of the tight economy.

"We have only one chance to do this, so I'm very concerned that we do it the right way," Glass said.

Wrighton said that although the University is trying to hire a coordinator, the responsibility of preventing sexual assault lies with the members of the student body.

"Part of the responsibility, as I see it, still rests with the members of the community themselves. I'm referring to students," Wrighton said. "I think a lot of the challenges we face in the community stem from what seems to me to be a high and unfortunate level of incidents of alcohol abuse."

CALLALOO from page 1

write about and express and understand the African-American experience, all of this is part of African-American literature."

Johnson said that despite the genre-specific topic of the conference, she hopes people of all backgrounds attend.

"I expect to see a lot of people [who] are interested in literature and interested in diversity," she said. "It won't be all black, I don't think."

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African Film Festival

Washington University in St. Louis

For full descriptions of the films, visit our website:
wupa.wustl.edu/africanfilm

Sponsored by the Washington University's African and African American Studies Program, Program for Film and Media Studies, African Students Association, and the African Students in the School of Social Work. It was funded in part by a grant from the Women's Society of Washington University. The African Film Festival Traveling Series has been organized by the African Film Festival, Inc. with a grant from the Andy Warhol Foundation.

STUDENT LIFE

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COURTESY OF THE AFRICAN FILM FESTIVAL

The annual African Film Festival will be Thursday through Sunday and will feature films from around the African continent. "Shoot the Message," featured at the festival, is directed by Ngozi Ovwurah, a native of Nigeria who moved to Britain with her family at the age of nine after surviving the Nigerian Civil War. Her passion for cinema led her to St. Martin's School of Art, where she graduated with honors. She has been acknowledged as one of today's most talented directors in Britain.

FILM FEST from page 1

Warhol Foundation for the Visual Arts. The African Film Festival is getting its films through the program.

Unique from the festivals in previous years, the films chosen for 2009 all focus on the common theme of migration. The films show Africans migrating throughout the continent, and several tell the stories of native Africans emigrating from their home continent and moving to countries such as France and England.

One of the films, "This is My Africa," is a documentary featuring people who were born in Africa discussing their memories of the continent. Other films showcased include "Paris selon Moussa," a French-language film subtitled in English, and "Waiting for Men."

"All of these films have acclamation," Toliver-Diallo said. "The best thing about the festival is seeing people come together—the new communities it builds."

Toliver-Diallo said that she hopes the film festival provides the public

with a well-rounded view of Africa.

"Its purpose is to bring together some visual content to the African continent. It helps to bring a conversation about Africa that is a bit more complex than prior discussions," Toliver-Diallo said.

In previous years, there have been as many as 300 attendees for each of the features. The organizers hope that attendance will reach even higher numbers this year.

Students are excited to expose themselves to new cultural perspectives at the festival.

"I think it is good exposure. I think that in a lot of countries people see American movies, but in America we don't see many films that were made abroad. We are basically just exposed to Hollywood," freshman Elizabeth Riley said. "I feel like people only go to the really big cultural events on campus."

The films will be shown in Brown 100 at 7 p.m.



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Majors: All Majors
Apply end: 3/31

World Resources Institute, Washington, D.C.

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Majors: All Majors
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Majors: All Majors
Apply end: 4/6

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Washington University in St. Louis, MO

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Majors: All Majors
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EVENTS & WORKSHOPS

Nonprofit Careers: 3/25, 5-6:30 PM, Danforth University Center, Room 234

This program will feature nonprofit professionals discussing their work and dispelling any myths about the nonprofit industry. Guests include Big Brothers Big Sisters of Eastern Missouri, Food Outreach, National Conference on Community and Justice of Metropolitan St. Louis, and Voices for Children. Details available on CAREERlink.

Finding a Job Abroad Workshop: 3/26, 4-5 PM, Danforth University Center, Career Center

City Year Information Session: 3/27, 12-1 PM, Danforth University Center, Room 233

Writing Your First Resume Workshop: 3/30, 3-4 PM, Danforth University Center, Room 234

Finding a Job For the Year Off: 3/30, 4-5 PM, Danforth University Center, Room 232

Lunch with a Pro: Public Relations: 4/02, 12-1 PM, Danforth University Center, Room 233. This program will feature Ann Kittlaus from Fleishman-Hillard. Kittlaus will answer your questions regarding careers in the field of public relations. Details available on CAREERlink.

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FORUM

STAFF EDITORIAL

Simple changes could help SU budgeting

Last year, Student Union's budgeting process caused a significant stir when several executive committees were funded below the level that they felt necessary to continuing operating to their full potential. Student Union (SU) deemed those cuts necessary because its budget was constrained due to block funding approvals and other budgetary items that could not be changed. But while tight control of the budget is a virtue rather than a vice, SU did not apply the same level of skepticism and oversight to all areas of its budget.

Last year, while SU cut the budgets of student groups, it donated \$90,000 to the Office of Student Activities (OSA), \$3,000 to the OSA's Leadershape and \$8,000 to the OSA's Community Service Initiatives. These budgets—and other so-called campus donations like them—are not subject to the same intense scrutiny that student groups' budgets must undergo, even as OSA has been known to program

extravagant events that far exceed what student groups would be able to cull from the SU allocations process.

Though OSA certainly provides valuable programming for students, students should be asking whether SU has a responsibility to offer up student dollars without applying the same level of scrutiny and oversight that it applies to student groups. SU must act as a responsible custodian for the student activities fee and there is no inherent reason to assume OSA is more deserving of funding or that they will put the money to better use than student groups would.

This year SU needs to take a hard look at the money it gives to OSA and be able to justify the amount on the same line-by-line basis it uses to justify the budgets of student groups. And student group leaders who are unhappy with their budget allocations should challenge SU on its significant donations to OSA when they approach Treasury.

While SU needs to take a more

strict approach to the way it funds OSA, it needs to show a little more faith in student groups. Funding KWUR's desire to upgrade its wattage is a good example of a situation where SU should relax its standards a little bit. Though KWUR cannot definitively say it will receive permission for a wattage upgrade until after studies are done, and cannot absolutely demonstrate that funding the studies will benefit the University community, SU should allocate the money based on the very high probability that KWUR will be able to expand—a feat that will give significant and incalculable benefits to the student body over many years.

Finally, SU should remove the mandatory fund-raising percentage from groups' budgeting. While it would be nice to have groups raise a certain percent of the money they will use, the reality is that groups work to game the budgeting process in order to make sure they will have enough money to function as they wish and put on their desired

events. The groups with the most savvy treasurers who can make up the most items for SU to fund end up with enough money to function and the groups whose treasurers do not understand the politics of budgeting, and budget for what the group actually needs, end up without enough money. By removing the fund-raising percentage, SU could remove a lot of the gaming and lying currently present in the budgeting process and budget more efficiently and effectively.

There is no easy solution to the budgeting conflicts, but the controversy does not need to be as heated as it has been in the past. However, providing a tougher and more transparent standard for the relatively large block of money that goes to OSA, placing a little more faith in student group leaders and removing the fund-raising percentage, which is the primary catalyst of budget politicking, could easily make this year's budgeting process less painful than the most recent budgeting nightmares.

Writing 1

An overview of the fundamental problems, and some proposals for change

Randy Brachman
Staff Columnist

There are many things that this school gets right. The food is good, the quality of life is good, the professors are good. I could go on and on, but it wouldn't be very interesting. Despite all of the good, though, there are some things that Washington University in St. Louis gets horribly, horribly wrong. One of these is Writing 1. I'm sure you are all familiar with this course. It is, after all, required for everyone except engineers who pass a placement exam.

In theory, this class is a good idea. In theory, it makes sure that everyone who graduates from this fine university knows how to think and write effectively. In theory, it gives students Very Important Analytical Skills that will surely come in handy no matter what that student's future holds. Unless he is an engineer, of course, because writing and critical thinking have no place in math and science.

In practice, however, Writing 1 could not fail more at its objectives. It is a semester filled entirely with busy-work that cannot be applied elsewhere. This is because of a fundamental fatal flaw in the course's design: The entire semester is spent writing a single essay.

All of the skills that the Writing 1 textbook teaches are geared toward the student who has a near infinite amount of time and effort that he is both able and willing to commit to a single essay. The constant re-analysis of everything that is ever written only works under the framework of a one-essay-per-semester course. I doubt that I am the only one who has to write more than one essay each semester for my courses. Personally, I have to write at least one essay every two weeks or so, and I'd be incredibly surprised if I were that far above the median (again discounting engineers because the University does not think they need to be able to write).

I can't use anything I learn in Writing 1 in any of my other classes. When I get an assignment a week in advance, I don't have time to pre-write for two days and then freewrite for another and

then write three different drafts on different topics all of which are related but not exactly the one I was assigned, then write another draft that synthesizes all three other drafts while still introducing new ideas, then take a day off from that while I write another paper in which I don't use any of the same words that I used in the first one and prove a point that is different but not in any way opposing the point I already tried to prove, then revise the original essay to include every point I've ever made that could be even remotely relevant to my assignment in reverse alphabetical order by original time of conception of the idea. Obviously, there is some hyperbole there, but surprisingly (and depressingly) little.

In addition, nowhere in the Official Class Handbook is teaching students how to actually write a priority. Although basic spelling and grammar are statistically some of the most under-taught subjects in the American public school system, the textbook does not devote even one page to making communication legible. Nor is any time spent teaching students how to write with their own unique style. Style is what brings about ideas and makes them interesting, not "The Method." On an unrelated note, "The Method" is the most ominous-sounding writing assignment I've ever had.

There are two ways to fix the problems with Writing 1. The first is to change every other course in the University (outside of the engineering school) so that the skills learned in Writing 1 can be unilaterally applied without completely killing off any social or non-writing academic life of the students. The second is much more reasonable: Change Writing 1.

The best way to improve writing skills is to read. Make Writing 1 a class about reading well-written essays, short stories, novellas or even novels, and discussing them. Maybe have students try to emulate them. Instead of talking about the creative process and then telling students to create, show students what the process looks like so they can imitate it.

Right now, Writing 1 is like teaching someone how to swim by drawing a deep puddle on a chalkboard and writing out the physical equations that govern its interactions with the outside world. That may be good enough for engineers, but for everyone else, the best way to learn to swim is to hop in the water and watch someone who knows how.

Randy is a freshman in Arts & Sciences. He can be reached via e-mail at r.brachman@gmail.com.

Old things suck

Aj Sundar
Staff Columnist

What is it with people's obsession with flaunting the superiority of older things as better than newer equivalents? I've noticed that across the board, people tend to see vintage objects as somehow superior to their modern-day equivalents.

The old Dodge Challenger was considered superior to the modern-day muscle equivalents for quite some time, despite performing much worse on road tests. Across YouTube, comments abound about how much better classic rock tracks are than the "current stuff"—and while I certainly understand how taste differs in

music, the opinions seem so widespread and staunchly held that I

The most common rationalization is that the object, by virtue of it being old, holds some sort of priceless nostalgia.

can't help but feel that something else is at work. Even older novels, the so-called "classics," often receive much more criticism and work, not to mention praise, com-

pared to modern novels—and I'm not convinced that humankind is slowly becoming worse at writing.

My confusion, however, stems not from wondering why people value older things more but rather from the justifications that one can make for having this valuation of older items. I simply cannot see a rational reason why one would value clearly inferior objects solely because they're old.

The most common rationalization is that the object, by virtue of it being old, holds some sort of priceless nostalgia. However, irrationality aside, such a statement simply isn't true. If it were, we would see plenty of people using computers from the early '90s, incapable of even connecting to broadband Internet. We see many fewer people using old computers

(if any at all) than we see driving vintage cars despite lower fuel efficiency, lower horsepower, lower comfort and fewer safety features available. To be sure, some old things are truly superior to newer designs—for example, a Sega Genesis remains the only method short of piracy for accessing those old games, which newer games can't replace.

Still, it seems that even when a perfectly replaceable, and indeed superior, product exists, people still cling to the older ones despite all of their drawbacks. Perhaps this is something that I'll never get, but for now, I'm simply going to enjoy my better, newer products.

Aj is a freshman in Arts & Sciences. He can be reached via e-mail at asundar@wustl.edu.

Let's talk...in Bamanankan

Katie Ammann
Staff Columnist

This world is full of stuff that doesn't make sense, right?

Well, how about this: Most of us can't understand each other. Sure, it's great that we can communicate in all of the subtleties of verbal language with the speakers of our own languages, and it's pretty awesome that we can nonverbally interact with just about anyone, but what about the 6 billion people to whom I can't effectively write or talk?

I'd like to be able to better understand the musical ideas of Bamanankan-speaking Malians and the war stories of St. Louis' elderly Bosnian refugees. I want to do more than just smile or laugh or frown or point at something.

I want a universal language—one that can connect everyone in the world in ways we've hardly dreamed. Ignoring the logistical issues of selecting it and teaching it to the first generation of speakers, it just might work.

Here is where the dilemma arises: if a universal spoken and written language were to be used, it would likely mean the destruction of most other languages. Think about it: How many American families still speak the language of their ancestors? Some people, like I strangely enough, say

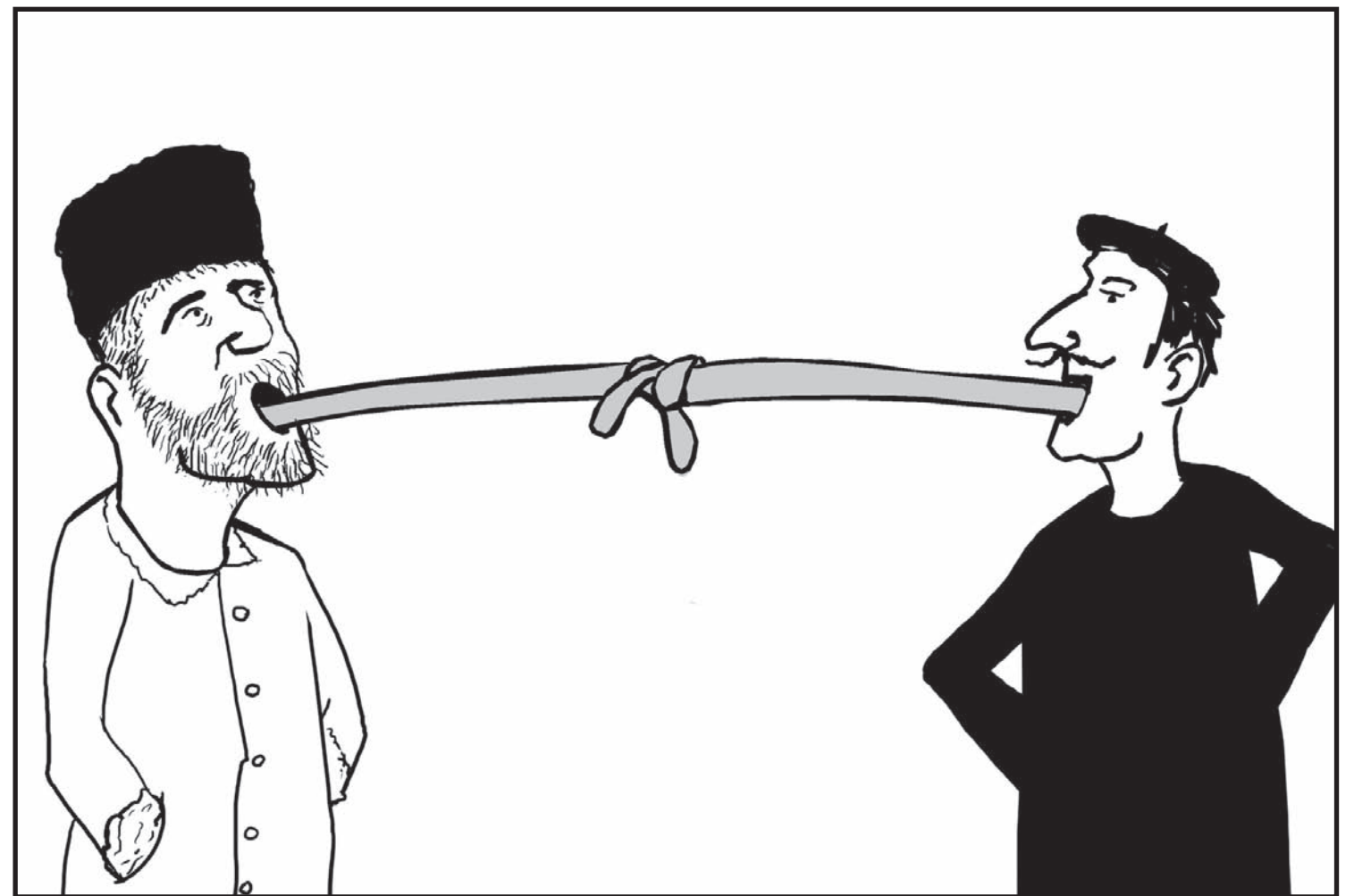
not enough of them do. I would love it if I had been raised bilingually with the languages of my present and of a relatively recent past. But where I'm from, and where most of us are from, it's not practical unless your parents are the ones speaking the other language.

So for practicality's sake, I took piano lessons and such instead of learning German as a child (not that we thought about it). And I don't know much about German lands except that lots of my fairy tales and Christmas traditions come from there.

Back to practicality. It probably would not be easy to gain universal communication while also keeping the rich linguistic diversity the world has. The integrity of a particular rhythm of speech, of stories and of poetry would all be compromised.

Perhaps one day this discussion will be obsolete, either because of a universal language or because we'll have more at-hand ways to interpret the languages we don't know. Since languages change and evolve based on group conflicts, migrations and even personal linguistic decisions, it's hard to tell. For now, though, I'll keep practicing my French and Spanish, and I'll try a little harder at Bamanankan. N taara!

Katie is a senior in Arts & Sciences. She can be reached via e-mail at kaammann@arts.wustl.edu.



MIKE-HIRSHON | STUDENT LIFE

YOUR VOICE: LETTERS AND GUEST COLUMNS

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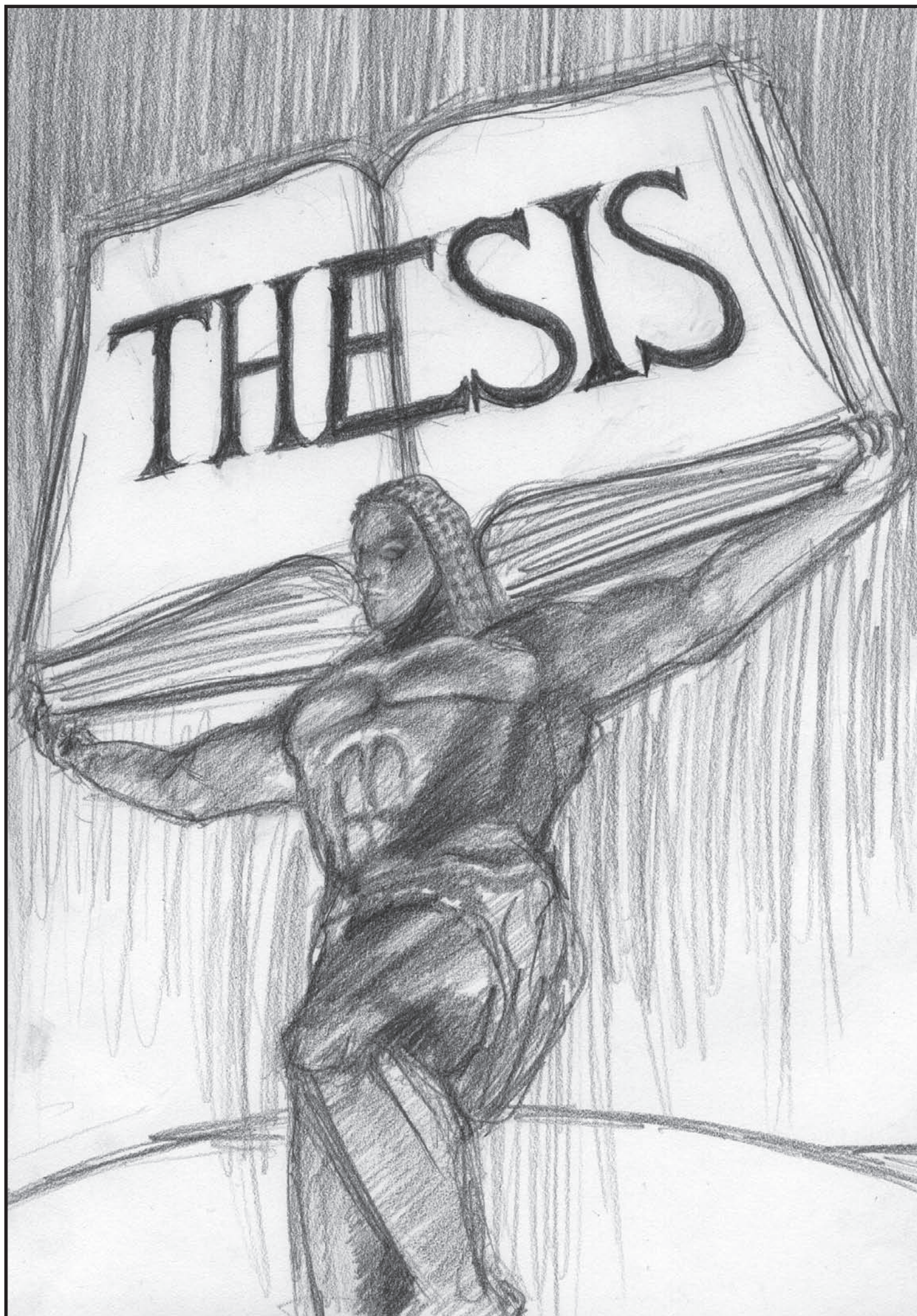
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GODIVA REISENBICHLER | STUDENT LIFE

(After) 'The Thesis'

Dave Shapiro
Staff Columnist

More than one month has gone by since I wrote "The Thesis." It has certainly been a journey I will never forget. I wrote then, and I reaffirm now, that writing a thesis ought to be an essential part of the Washington University undergraduate experience. I feel as though I have accomplished something new, bold, creative and altogether worthwhile. I also wrote then that I would not know what I had until it was all over. Now that it is over, I know what I have. That light at the end of the tunnel? It never came. I think the most appropriate metaphor would be walking through a dark tunnel and never seeing the end. Instead, a

helicopter comes out of nowhere to rescue you, à la James Bond at the conclusion of "GoldenEye."

The thesis was certainly worth it. The pain and lack of sleep rivaled all challenges I had ever encountered. At one point (over spring break), I did not shower for six days, did not shave for eight and wore the same jeans for 10. As they would say in England, I was "legend." Unfortunately, that's only in England. Americans don't take too kindly to strange smells emanating from the conference room of the Dorchester on South Skinker Boulevard.

Indeed, while you were off in Cancun, Puerto Rico or even skiing in Utah, I was stuck here, in the Gateway to Garbage—the Midwest. I kid. I love St. Louis. Sometimes. Anyway, I wasn't so much stuck in the city as I was stuck in my apartment building.

Luckily, I got out a couple days to go to the library. Funny thing, the library. It closes at 6 p.m. over spring break. Most of you don't know that. Essentially, when the library is most needed, it closes the earliest. Whispers, too. The Law School library is a godsend.

So on Monday, when everyone was enjoying the beautiful post-Spring Break weather, I could be found sunning myself in the Arts & Sciences Computing Lab, frantically editing the last of my footnotes for my thesis. Have you ever tried editing more than 25 pages of footnotes? 50? 100? 200? It isn't pleasant. When people bring cookies for you, however, it is far more pleasant. (Thanks, Lyuda!) I finished on time, dragged my (literally) stinking carcass over to the history department and handed in what felt like my life's work. Within an

hour, I was showering back at my apartment.

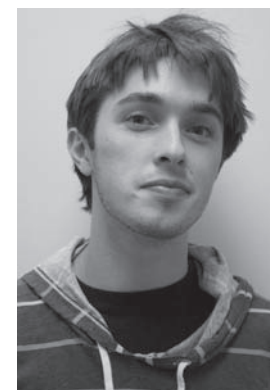
I am trying to stay occupied. I am getting the work done for my other classes, but something doesn't feel right. A part of me feels incomplete. I guess I just like torturing myself.

Some schools, including Reed College in Portland, Ore., mandate that all undergraduates write a thesis. I wonder if we should have the same policy. I don't think that would work on our campus for a myriad of reasons—namely, I cannot imagine what would happen if roughly 1,400 students simultaneously engaged in the most stressful endeavor of their lives. I think the Danforth Campus would explode.

David Shapiro is a senior in Arts & Sciences. He can be reached via e-mail at dshapiro@wustl.edu.

'These are my people, this is where I come from'

Why country music is actually good



Dennis Sweeney
Forum Editor

New Mexico is very far away, about 16 hours, and when you are going to New Mexico with friends who like country music, you're going to listen to a lot of country music on the way there whether you like it or not. So I, who like to hear bands like Hop Along, Queen Ansleis shouting out-of-tune choruses with all their friends and playing kazoo to finish off their CDs, had to find a way to like this stuff. Scarily enough, I was really successful at doing so. Here's how:

Driving through places like the rest of Missouri and Oklahoma and north Texas, passing the largest cross in the Western hemisphere

What country music does for me is reconcile the rural stereotype by being explicitly conscious of it—by, indeed, embracing it.

(or something) and playing the who-has-more-cows-on-their-side-of-the-road-but-if-there's-a-cemetery-it-cancels-them-all game, you are really tempted to buy into some societal stereotypes that you know are not good. You see, not infrequently, pickup trucks driving by with "Abortion kills" bumper stickers, gun racks and rosaries hanging from their rearview mirrors. Men and women drive by with sleeveless flannel shirts, smoking and wearing cowboy hats, etc. The point is that you see people who not only arouse the vision of cultural stereotypes in your mind but who in fact completely fulfill them on every level visible to a stranger like me. Riding through rural Missouri, it seems quite plausible that every person I see is a fundamentalist Christian who likes beer and fried chicken and votes who conservatively because America kicks ass.

We see just the same phenomenon here at Wash. U., I should note, but on the other end of the spectrum. Many of our students seem from a distance to exactly embody the stereotype of the liberal intellectual, with their dark

glasses, vests, coffee, books and clever shoes. We know at least from this end that the stereotypes people project have little to do with their actual personalities. But for the uninitiated, it is as if, in both of these scenarios, people have embraced purposefully the cultural stereotype of either the Bible-totin' rural fellow or the idealistic café-dwelling college student.

What country music does for me is reconcile the rural stereotype by being explicitly conscious of it—by, indeed, embracing it. Instead of letting us liberal college types continue to think, "God, these people are fitting almost totally into this really negative cultural stereotype, and they don't even know it," country music tends to enthusiastically proclaim adherence to that stereotype and, by way of self-awareness, forces us to consider it as a legitimate way of being and as, more importantly, a choice.

Some examples will be instructive. This article gets its title from a song by Rodney Atkins, the refrain of which goes like this: "These are my people/ This is where I come from/ We're givin' this life everything we got and then some/ It ain't always pretty/ But it's real/ It's the way we were made/ Wouldn't have it any other way." If you look at the verses to the song, it proclaims what we might think of as "rural stereotypes" with a sense of nostalgia and, as it claims later in the song, pride.

Another song by the Zac Brown Band whose chorus goes, "You know I like my chicken fried/ Cold beer on a Friday night/ A pair of jeans that fit just right/ And the radio up," continues into a chorus about "home": "Well I was raised up beneath the shade of a Georgia pine/ And that's home you know/ Sweet tea pecan pie and homemade wine/ Where the peaches grow/ And my house it's not much to talk about/ But it's filled with love that's grown in Southern ground." A later verse has some rather clichéd lines about the stars and stripes and letting freedom ring. But in my view, the song preempts criticism of that stereotypical "America, f--- yeah!" mind-set by asserting pride in that very worldview.

A last example: Kenny Chesney has a song that goes, "Well, I'm what I am and I'm what I'm not/ and I'm sure happy with what I've got/ I live to love and laugh a lot/ and that's all I need." He talks in a late verse about having "found the Lord" one day as his preacher preached at church. But again, we can't stereotype him because he's claiming things often seen by outsiders as negative as his own.

Country music, then, by this implicit understanding of the possibility of viewing the "country" lifestyle as inferior and an acceding claim of pride for that lifestyle, saves us from the negative effects of the "Christian, pro-war, anti-abortion, conservative, animal-killing" stereotype. Even if people superficially almost totally embody that cultural stereotype, people like me are forced to step back and listen to Kenny Chesney and say, "Well, they know that, and they're proud of it. So I guess it's okay."

Dennis is a junior in Arts & Sciences and a Forum Editor. He can be reached via e-mail at djswee@gmail.com.

Foreign aid and drowning children

Bill Hoffman
Forum Editor

During last year's vice presidential debate here at Washington University, moderator Gwen Ifill asked the candidates what they would cut from their proposed budgets in the face of exploding deficits and a looming financial crisis. I don't remember what Sarah Palin said—probably something about "Joe Sixpacks" and "mavericks." But I do remember quite clearly what the first thing Joe Biden said that he would cut from the budget was, and that was foreign aid.

To many, this made perfect sense. How can we afford to send money abroad when we are drowning in debt and many live in

poverty here in America? To me, however, the suggestion was rather disturbing, because the United States and its citizens devote so little to foreign aid already.

Most people have no idea of just how small this amount is. When researchers at the University of Maryland's Program on International Policy Attitudes conducted a survey in 1995 in which they asked Americans how much of the federal budget they believed was devoted to foreign aid, the median response was a whopping 15 percent. But in fact, foreign aid constitutes less than 1 percent of the federal budget.

Still, some might say we can't afford to increase this amount and spend more than a fraction of a percent of our budget on foreign aid in the current economic climate. After all, we've got to

stimulate the economy, develop alternative energy and expand health care coverage at the same time that we also must begin to reduce the ludicrous size of our deficits. How can foreign aid be a priority when there is so much else to be done?

Well, I'll tell you why. Regardless of how much the global economic crisis will hurt Americans, their plight pales in comparison by many orders of magnitude to the situation of the global poor, even before the current crisis arose. According to the World Bank, in 2004 nearly 40 percent of the world's population, or 2.5 billion people, had a yearly per capita consumption that was less than what \$785 would have purchased in the United States in 1993. Another billion live on less than half of this amount. Of these severely impoverished human beings, 18

million die prematurely every year from poverty-related causes.

This poverty is so extreme that alleviating it merely to the point where millions of children would no longer die from easily-preventable causes like malaria and diarrhea, to say nothing of receiving adequate shelter and nutrition, would not constitute any great sacrifice on the part of wealthy developed countries. And we should all be giving more, not less, at a time when this poverty will only be further exacerbated by the global economic crisis.

Some will resist this conclusion, however, arguing that however awful this poverty might be, they do not have any personal responsibility for alleviating it.

In a well-known essay, the controversial philosopher Peter Singer developed an analogy to

rebut those who offer this kind of rationalization. He invited us to consider a situation in which a young child is drowning in a nearby shallow pond. You are able to save this child by wading into the pond and lifting her from the water, but doing so will ruin the expensive outfit you are wearing. Do you save the child?

Of course you do, even if it means ruining your expensive outfit. Now consider the situation in which we all find ourselves every day. By donating a relatively small amount of money to a charity like Oxfam—perhaps the amount it might cost you to buy an expensive outfit—you could save the life of a child suffering from malaria or diarrhea. Certainly the actual situation is more complicated than Singer's simple thought experiment. But are there any mor-

ally relevant differences between the two?

It doesn't matter that these children are strangers to us, or that they live thousands of miles away or that they live in poverty because of a corrupt government. If we can make a trivial monetary sacrifice in order to save a life, morality demands that we do so.

The pain and struggles that many Americans will face in this recession are very real and must be recognized. But this should only make us more, not less, aware of our privilege and the horrifying tragedy that global poverty unleashes daily on billions of our fellow human beings.

Bill is a senior in Arts & Sciences. He can be reached via e-mail at forum@studlife.com.

SPORTS

MEN'S TENNIS

Bears breeze past Emporia, out hit Graceland

Josh Goldman
Senior Sports Editor

After sweeping its annual road trip in California, the No. 2 Washington University men's tennis team returned home last week and handily defeated Emporia State University and Graceland University to improve to 8-2 on the season.

"We're playing really well right now, but we're always looking toward the end of the season, making sure to get a solid rhythm and experience so we can be confident when we meet up with Emory in a few weeks," said senior Charlie Cutler, one of the team's co-captains.

In their first home match of the season, the Bears took every set last Thursday to beat Emporia State 9-0.

The third-ranked doubles tandem of seniors Cutler and Chris Hoeland took first doubles 8-3 while the No. 8 team of sophomores Isaac Stein and Max Woods won second doubles 8-3. Woods and senior Nirmal Choradia then swept third doubles 8-0.

Singles proved no more difficult. Junior John Watts, the No. 3 singles player in Division III, swept first singles 6-0, 6-0, No. 12 Cutler won at second singles 6-0, 6-1 and Woods, junior Danny Levy, Hoeland and junior Slavi Fildish won third through sixth singles in straight sets.

Friday's match proved more difficult as the Yellowjackets, the No. 10

school in the NAIA, won three matches and played close in most of the others.

Cutler and Hoeland took first doubles over Remy Caffardo and Thomas Brodbeck, the fourth-ranked doubles team in the NAIA last season, 9-8 (7-2), and Watts and Choradia took third doubles 8-2. The Yellowjackets did win second doubles 8-2, as last season's No. 19 team of Carlos Cardova and Brett Waite defeated Stein and Woods.

Watts then outlasted last year's No. 4 player Caffardo, 1-6, 6-2, 6-2, at first singles, but No. 37 Waite defeated Cutler, 6-4, 5-7, 10-7, and Cordova beat Woods, 7-6 (7-4), 6-4.

Stein and Levy breezed through fourth and fifth singles, winning 6-2, 6-1 and 6-3, 6-2, respectively. Hoeland needed to rebound after losing the first set 6-2 to freshman Matthew Waite, but the senior rebounded with a 6-3, 6-4 finish to take sixth singles.

"We play Graceland every year, and it's always a very tough match. We were actually looking forward to it for a while. We know that they've been wanting to beat us for a few years, and I think this is probably the strongest team they had, so we were pretty happy with how we played and how it went," Cutler said.

With the win at first doubles, Hoeland tied the all-time Wash. U. record for doubles victories at 90 and will have ample opportunity to distance himself at the top of the record book.

"I think it's a very good career accomplishment for him. I think we were

all proud of him. We all appreciate it. He always comes out there and does his best," Watts said.

"It lets us know that we're playing well. It lets us know that we can beat anyone out there," said Hoeland, who added that giving the team a 2-1 advantage after doubles was more important to him than the record.

The Bears play just one match this weekend, as they will face the 8-6 Grinnell College Pioneers Sunday at 1 p.m. at the Tao Tennis Center. The team then ends its home stand Wednesday against Westminster College before facing No. 18 DePauw University and then either No. 7 Gustavus Adolphus College or No. 9 Kenyon College next weekend in Greencastle, Ind. The matches in Indiana will prove a good test in the road toward a second national championship.

"Our main goal is repeat. There's maybe a little more pressure on us now that basketball won again, but it shows that you can win two championships in a row. [But] you have to work really hard at it... We're going to try to improve our conditioning, our focus. Our goal is still improving from last year, and hopefully we will see it pay off down the road," Watts said.

While the team won the national championship last season, defeating Emory to take the UAA title is still on everyone's minds.

"No one has won conference besides them in like 20 years or so... We're always looking to take them down," Hoeland said.



SAM GUZIK | STUDENT LIFE

Senior Chris Hoeland won his record-tying 90th career doubles victory against Graceland University on March 20.

sportsbriefs

Japan repeats at WBC

Team Japan successfully defended the World Baseball Classic title with a 5-3 win in extra innings over archrival South Korea on Monday night. With runners at second and third in the top of the 10th inning, Ichiro Suzuki hit a two run single to give Japan the lead after pitcher Yu Darvish blew the save in the ninth inning. After a poor start to the WBC, Suzuki went 4-6 in the final game. While starter Hisashi Iwakuma went 7.2 innings and allowed just two runs, Boston Red Sox starter Daisuke Matsuzaka was named MVP of the tournament after finishing with a 3-0 record and a 2.45 ERA. Japan has won the first two Classics and will look to repeat in 2012. (Josh Goldman)

Favorites survive opening rounds

Despite a few early upsets to begin the 2009 Division I NCAA Basketball Tournament, all four of the one, two and three seeds have reached the Final 16 of the tournament, which resumes Thursday. The Big East leads all conferences with five teams left in the tournament, followed by the Big 12 (3) and the ACC and Big 10 (2). Should the University of Connecticut, the University of Louisville, the University of Pittsburgh and the University of North Carolina win their next two games, it will mark the second straight season in which all top seeds won their regions. (Josh Goldman)

NFL made safer

In an unprecedented move Tuesday, NFL owners passed four safety proposals on Tuesday to increase the safety of football. Beginning next season, the "wedge" will be made illegal if more than two players bunch together to block on a kickoff return, the spacing of players on outside kicks will be increased, blindsides blocks to the side will now become a personal foul and forearm and shoulder hits against receivers will become personal fouls if the receiver is deemed "defenseless." (Josh Goldman)

WU SOFTBALL

Softball streak snapped

Johann Qua Hiansen
Sports Reporter

Fresh off of its sixth consecutive UAA championship, the No. 10 Washington University softball team returned to Missouri with more on-field success. A five-game winning streak that began with a shutout pitched by sophomore Claire Voris against No. 7 Emory University on March 14 ended on a sour note thought, as Cornell College defeated Wash. U. 4-2 on Sunday.

In their first game back in the state of Missouri, the Bears defeated Westminster College 2-0. Two errors and a walk prevented Voris from tossing her second perfect game of the season, but she improved to 7-2 on the season with the no-hitter.

Junior Megan Fieser scored the winning run while anchoring the offense with a 3-3 performance. Voris' performance earned her Division III Midwest Region Player of the Week honors.

The Red and Green then took to the Wash. U. softball field for the first time this season and added to their successes with a sweep of Saturday's games. Voris recorded the 4-1 win against Coe College, as the Bears scored three runs in the second inning. Junior Ashton Hitchcock started the hit fest with a double, followed by an RBI single by senior Lindsay Cavarra to make the score 1-0. Freshmen Corissa Santos then reached on a fielder's choice, and after advancing from first to third on a wild pitch and passing the ball, she scored on a RBI single by Voris. A double by junior Caitlyn Hoffman scored Voris and staked the Bears out to a 3-1 lead.

Freshman Olivia Cook picked up her third collegiate win later in the day against the University of Dubuque. With Dubuque threatening with two runners on base in the top of the fifth and the Bears up two, Cook got herself out of a jam by getting the final ground out. Her

teammates sealed the win with solid defensive play despite a Dubuque homer in the top of the sixth.

"The most important thing is the team is staying relaxed and comfortable...creating a fluid atmosphere that's allowing us to excel and shut other teams down," Fieser said.

On Sunday, Wash. U. capitalized on two errors to beat Simpson College 3-2. Down by one with two runners on and with two outs in the top of the sixth inning, Fieser stepped to the plate. She singled to right field, scoring Hoffman and Santos for the win. Voris recorded the win and improved to 9-2 on the season.

Cook had a rough time in the team's second game on Sunday, surrendering four hits and three runs in just 1.2 innings of work

pitch in the third inning. Another homer in the sixth off Voris assured Cornell's victory as the Bears were held to four hits the entire game.

After the UAA tournament, the Bears saw six players receive UAA honors.

Tournament Most Valuable Player Voris was joined by Cavarra, Fieser, Hitchcock, junior Carter Malouf and Santos on the All-UAA Tournament team. Each of the Red and Green on the All-Tournament Team hit .400 or better during UAA play, highlighted by Fieser's .500 batting average.

"Claire is very mature for her age," Pineda-Boutté said. "She has definitely progressed rapidly and is a dominant pitcher. That's not the last you'll hear from her in terms of no-hitters or perfect games."

Wash. U. hosts a tough tourna-



SAM GUZIK | STUDENT LIFE

Sophomore Claire Voris records the 3-2 victory over Simpson College on March 28. Voris is 9-2 on the season.

against Cornell College. All three runs came via a long fly by sophomore Simone Wright.

"They go through growing pains," Head Coach Leticia Pineda-Boutté said. "[Catcher] Lindsay Cavarra will be instrumental in grooming these young pitchers along."

The Red and Green were unable to erase the deficit but were not shut out, as Fieser scored off a wild

ment this weekend, facing No. 5 University of Wisconsin-Eau Claire at 10 a.m. and No. 21 Illinois Wesleyan University at noon on Saturday. The Red and Green conclude against No. 14 Ohio Northern University at noon and a rematch with Eau Claire at 4 p.m. on Sunday.

"Rankings don't mean much," Pineda-Boutté said. "We just need to play our game. We can control our attitude and effort."

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Wash. U. students tackle nuclear weapons at home and overseas

Hana Schuster
Scene Reporter

In recent years, nuclear weapons have become a hot political topic, spurring discussions of worldwide disarmament. In light of these conversations, Washington University professor James Wertsch began a student exchange program focused on nuclear disarmament with Fudan University in Shanghai, China. As of now, five Washington University students have participated.

The idea for this program grew out of a class Wertsch began teaching following Sept. 11, alongside former Washington University professor Jack Knight. In the fall of 2007, Wertsch focused on nuclear issues and disarmament for the first time in his class. From this course, entitled The Meaning of National Security in the 21st Century, Wertsch recruited students who were interested in participating in the exchange program.

As a visiting professor at Fudan University in China, Wertsch developed a relationship with professor Ding Li Shen, director of the Center of American Studies. Together, they decided to pilot the exchange.

According to Wertsch, the goal of the program is to foster relationships of trust, rather than to simply talk about nuclear weapons issues.

"We want young students to form bonds that they can use in the long run to deal with a variety of issues," he said. He believes the first exchange last year was a

"spectacular success."

Wertsch selected students who he felt would fare well in tense situations, as the program involves discussions of serious, controversial issues among students who hold different beliefs and values.

Senior Neehar Garg, a former participant, said, "The most important thing we did was hearing other people's perspectives."

Despite a few contentious topics, such as tensions between Taiwan and China and the question of which nation should be the first to decrease its quantity of nuclear weapons, Garg said that some of the biggest disagreements arose within groups rather than between them. "We had so many opportunities to bond with each other that when it came down to discussing real issues, we were pretty comfortable."

Before their arrival, Wertsch met with his students frequently to prepare for the exchange and assigned them several articles and books on nuclear security and nuclear weapons policies. In May 2008, the Fudan University students came to Washington University to meet their American counterparts. The two groups watched a Cardinals game, went out for dinner and of course attended several lectures on global security and nuclear warfare, organized by Wertsch.

"The first week was kind of just to build relationships and get to know each other. We kept in touch over the summer and then we went to Shanghai in September for the last week of the exchange," Garg said.

At the end of the first week, the

group split into pairs consisting of one Chinese and one American student and were assigned a country to study. Over the summer, each group discussed the policies of their respective countries and prepared formal presentations that they would give during the last week of the exchange in September. The groups presented at a small conference in Shanghai consisting of the students, Wertsch, Shen, several partners from the World Security Institute who were helping fund the program and General Pan, a former general of the People's Liberation Army of China.

Junior Christine Orchard, who will be participating in the program this year, said that she is nervous "just because it is such a big topic [they'll] be talking about." However, she added, "Professor Wertsch really knows what he's doing, so I have confidence in how the program will go."

This year the program is structured differently: The trip to China is now included in Wertsch's class; therefore, before students can register for the course, Wertsch will interview them to determine whether they will be able to handle its demands. The coursework directly relates to what Wertsch hopes the students will accomplish through the exchange.

"So far, we are mostly dealing with theoretical readings," Orchard said. "In the end, I hope to come away with a better understanding of how other people think about these issues."

"There is no other class like this in the United States today, with coursework and on-site diplo-



COURTESY OF MEGHAN LUECKE

Washington University and Fudan University participants tour Shanghai in their spare time during the conference.

macy," Wertsch said.

He hopes to expand the program so that more students may benefit from this important opportunity. "Ideally, we are creating a network of students at Fudan and Washington University who could stay in touch with each other and really do something about these issues, or other issues, 20 years down the line," Wertsch said.

The United States and Russia currently hold 96 percent of the world's nuclear weapons. The U.S.

owns somewhere between 2,000 and 10,000 while China holds a mere 200. Wertsch argued that as long as the United States has such a huge supply, other nations will not listen to America's requests to disarm. "I think people are starting to realize that [disarmament] is in our own best interest," Wertsch said. "For that reason, it is more realistic now than we've ever seen before."

After taking the class and preparing for the meeting with

Fudan students, Orchard agrees that the United States and Russia need to take the lead. "I'm still in the process of figuring out what I think about all of this," she said, "but this is definitely something that we, the people in this class, are going to have to deal with in the future."

Orchard believes that, especially with the recent change in administration, disarmament is a realistic goal: "I have hope for the future."

Discovering campus, one hidden object at a time

Agnes Trenche
Scene Reporter

Most Washington University students grew up watching Indiana Jones in his treasure-seeking adventures, and they keep this childhood fascination deep in their minds. Living in a place full of large, castle-like buildings and an excess of nooks and crannies, is it unnatural, then, that some people have taken up the task of giving our campus an Indiana Jones-esque treasure hunting twist?

For the past year, the Wash. U. Treasure Hunt has been a phenomenon that has turned the University into a playground—a very large, old and populated playground—for those wanting a dose of riddles, exploration and healthy competition.

The premise is simple. An object is hidden somewhere on campus, and those who wish to participate join the hunt's Facebook group and are messaged the first clue to finding it. One clue leads to another and the person—or more often, the team—that finds the object first is declared the winner. Winners are then entitled to design the clues and locations for the next hunt, and the process begins anew.

"One of the really cool things about our treasure hunt in particular is that it is self-perpetuating," senior Laura Castanon said. "People like making their own hunt almost as much as they enjoy hunting."

Started as a Geocache challenge among friends, founders Rick Andrews, Laura Castanon and Jesse Markowitz eventually did away with the GPS use but kept some of the rules of the predecessor: Clues and objects cannot be hidden in dangerous or illegal locations, nor can they be hidden in private property. These limits seem not to deter people's interest, as the almost 170 members of Wash. U.'s Treasure Hunt Facebook group can verify. "I was surprised when I saw how many people were joining the Facebook group, but I guess it makes sense," Castanon said. "Treasure hunting is fun, and not just because of 'National Treasure.'" Sometimes we forget to make time for ourselves to play, and this is a way of getting back to that," she concluded.

Wash U Treasure Hunting
Washington University in St. Louis

Basic Info
Type: Common Interest + Philosophy
Description: We've started a continual treasure hunt on campus. Here's how it works.

I am in possession of an object [a large rubber goldfish]. I've hidden this object somewhere on campus and provided clues as to where to find it.

When you find the object, you hide it, and create your own clues. Your hide can have as few or many clues as you want, but try to keep it around five. Too many clues, or clues that are too difficult, and people will get tired of your hunt and drop out. Message the first clue to everyone else playing, and let the searching begin.

Rules for hiding: Nowhere dangerous, no where illegal. For example, please don't hide stuff on top of brookings, or in someone else's room. But try and make your spots and hides creative, and push the envelope a little bit. Maybe it's someplace someone might feel awkward getting in broad daylight—but nothing that's going to get anybody in trouble.

Also: Once you have found the object, please message everyone in the group to let them know that you have it, so they don't keep searching. Then message again with your first clue.

If this sounds like something you'd like to play, then play away—just join the facebook group here, and you'll be in on the game—as soon as the next set of clues is solved, you'll get a message with the first clue.

If you know other people who you'd think might be interested, please invite them to the group.

Happy hunting!

Recent News
THE HUNT HAS BEGUN AS OF RIGHT NOW. MARCH 23RD. 9:42 PM.
"Blue 16 + Red 48 + Yellow 36
Top back left corner."

Please feel free to contact either:
Cory Williams @ williamscory@wustl.edu
or
Becca Dieffenbach @ rddieffe@wustl.edu
or
Steph Spence @ saspenca@artsci.wustl.edu

ONE HINT!
1. Everything is ON CAMPUS.
HAPPY HUNTING!

Join this Group
Share +

Group Type
This is an open group on the Washington University in St. Louis network. Anyone from Washington University in St. Louis can join and invite others from Washington University in St. Louis to join.

Admins

- Rick Andrews (creator)
- Stephanie Spence
- Cory Williams
- John Jeffrey Delaney (Winchester High School)
- Michael Ingber
- Jed Jackoway
- Randy Brachman (Plainview-Old Bethpage/JFK High School)
- Jonathan Baudé
- Dan Tobin
- Cristina Bonner
- Jesse Markowitz
- Laura Castanon

Related Groups

- WashU '12 Student Groups - Social Groups
- WashU '11 Student Groups - Social Groups
- Ruby College Council 2008-2009 Student Groups - Student Government
- Washington University - The Entire Campus Organizations - Academic Organizations

Students are sent clues for the treasure hunt through the Facebook group.

For senior Rick Andrews, the appeal of the treasure hunt seems to lie in how it dares participants to be as original as possible, and those who design the hunts have certainly risen to the challenge.

"We wanted to make the first part of [our hunt] easy so people wouldn't leave," said freshman and recent hunt designer Jed Jackoway. "After the first couple of clues we gave a poem with verses that ended in symbols," he said. The cryptographic clue led either to the treasure or a dead end, depending on whether players followed the symbols of verses that rhymed or did not rhyme.

The hunts have certainly taken puzzle solving to a variety of levels, some of them even requiring research into St. Louis and Wash.

U. history. Riddles, posters for fake campus activities, MySpace pages and Gmail accounts all have been used by hunters as they jump from clue to clue, trying to find the coveted rubber goldfish, plastic mice or other random objects that entitle them to try their hands at creating their own hunts.

Not lacking are instances in which participants must put a little pride on the line for the sake of treasure. In one of the hunts, players had to ask a specific Bear Mart employee for lobster, while another memorable clue read "tea Sathya" and required participants to track down senior Sathya Sridharan and give him a cup of hot tea in order to advance. "The clue could also unscramble to 'eat Sathya,'" commented Castanon, "so there were

interesting interpretations."

Castanon is confident that the hunt's format will keep it going even after its founders are gone. As she explained, "Rick and I are graduating at the end of this year, but it appears that Wash. U. treasure hunting has taken on a life of its own. We're unnecessary, except as participants, and that's awesome."

Recalling the lofty places where Lara Croft, Indy and other famed adventurers performed their most intriguing research and unraveled deep dark secrets, it seems natural that Wash. U. students should look away from their textbooks every once in a while and look around: The campus can be an explorer's dream, if viewed through the proper lens.

Romance 101

'Hey, I'm interested'

Sara Remedios
Romance Columnist



It was suggested to me recently that many students on campus, particularly those who are young, innocent and single, might benefit from a focused list of signs to look for when feeling out a potential relationship—basically, a Wash. U. version of "He's Just Not That Into You." I've thought a lot about it and what I've come up with is this: no.

If I were to write that list, it would inevitably be completely and utterly useless 90 percent of the time. Why? Because only you can constantly analyze what's going on and read the signs someone is (or is not) sending you. Dating, like life, is not black-and-white, and cannot be reduced to a list.

It's all well and good for me to say that "only making vague plans is the same as making no plans" and "not calling when he says he will be bad," but some people are vague about their plans. Some people wait for you to push things past vague to concrete. Some people lose their phones.

More importantly, I can say, "He's just not that into you, move on," but honestly, sometimes the signals you're getting are completely reactionary. Sometimes when someone seems like he or she's just not that into you, it's because you seem like you are just not that into him or her.

So, instead of a list of signs to look for, what I'm going to give you, and what I think is far more useful, is a list of signs you can send to show your interest. I cannot analyze your life for you, but I can help you control the impression you make.

First and above all else, smile. I know, it's simple, it's obvious, but it also works. Seeming like you're really happy to see someone or interested in what he or she has to say says a whole lot more than "Hi, how are you?" A genuine smile sets the tone of your interaction, and even if it just says, "I'm a happy, friendly person," being seen as a happy, friendly person by someone you're interested in is never a bad thing.

Second, make eye contact. Confidence is attractive, and the ability to make eye contact also reinforces the "I'm a happy, friendly person" and "I'm really interested

in what you're saying" vibes that the smile initiates.

Third, proximity is a good thing, but don't overdo it. If you're at the same party, drop in now and then, but don't be a stalker. Talk to your friends and catch him at the bar; dance with someone else and then go back to her. If you are friends looking to be something more, make your appearances more frequent and work out some more alone time in which to feel out the situation to see if the possibility of more exists.

Fourth, don't talk about other possibilities while around that person. You might want her to see you as someone other people find attractive, but she might end up thinking, "Oh, he's interested in other people. I probably don't have a chance."

Fifth, focus. One of the clearest signs you can send that you're interested in someone is making them a priority. Again, creepy stalker priority is a no-go, so don't cancel weeks' worth of plans or show up everywhere the person is going to be, but be clear that you're interested in making one-on-one plans. Invite her to a bar. Invite him to a movie. When you're in a group, beyond just keeping in proximity, keep interested. Engage with others, but engage him/her with you, so you stay primarily in the same conversation.

Last but not least: Say so! Sending signs is great, but ultimately, the only way to really make your intentions known is to say so. Don't be overly aggressive, give them a graceful out if they want it and don't hold it against them if they don't reciprocate. But still, you should go for it. The worst anyone can say is "no," and while "yes" would be better, at least then you know not to waste your time.