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Center for World Languages and Culture Receives $1 Million Grant to Provide ESL Technology Training for Teachers

By Melissa Fassel

The U.S. Department of Education's Office of English Language Acquisition has awarded UMass Boston's Center for World Languages and Culture a $1,050,000 grant to implement an ESL Technology Training for Teachers grant to enhance the English as a Second Language (ESL) teacher-training program in collaboration with Cambridge public schools.

The project's primary goal is to provide opportunities for teachers to be certified in ESL and develop expertise in technology and teacher education. The project will begin by preparing 30 Cambridge public school teachers, with a five-year goal of training a total of 150 teachers. The grant also allows funds for 30 much-needed scholarships over a five-year period for linguistic minority students or their teachers.

Through this grant, the center and the graduate program in Applied Linguistics have the opportunity to develop what Donald Macedo, graduate program director and principal investigator of the grant, defines as cutting-edge technology in language education.

"This technology will address the many needs of non-English speakers while also addressing literacy development in general," Macedo explains. "Many bilingual and ESL students come to the United States as semiliterate or functionally illiterate not only in English, but also in their own languages." In addition, he predicts the interactive nature of the medium will invariably motivate students to practice their English skills, particularly written-language skills.

According to Macedo, empirical evidence has shown that ESL students who have access to technology do better in acquiring English than those who are taught with traditional teaching. "Not only will the grant enable teachers to develop technical skills in addressing the needs of non-English speakers, but the introduction of technology in the classroom will aid in narrowing the digital divide between immigrants and traditional teachers." Many bilingual and ESL students come to the United States as semiliterate or functionally illiterate not only in English, but also in their own languages.

By Jeffrey Mitchell

"Most of the stuff I've been writing is about a sense of place," says Kevin Bowen. His poems sprang from "the resonance of place and identity in memory," he says. They are a kind of "reclamation," a way of "naming places where I was, and recuperating them in memory and for posterity." Often those places are in Vietnam, where Bowen went first to fight in the American army, or the west of Ireland, where his grandmother came from, or the old West End of Boston, where Bowen grew up in the days before urban renewal caused his neighborhood to disappear.

Bowen, who heads UMass Boston's William Joiner Center for the Study of War and Social Consequences, has just been awarded a Creative Writing Fellowship in Poetry by the National Endowment for the Arts. It's a real distinction. More than 1,600 applicants competed this time for the fellowships, which are given every other year, and only 38 received them. The judging panel included former US poet laureate Robert Pinsky.

To be eligible, poets must have a strong record of publication (Bowen himself is the author of two books of poems—Playing Basketball with the Viet Cong and Poems of Prayer at the Hotel Edison, both published by Curbstone Press—and Dedalus Press will soon issue his New and Selected Poems). But the awards are based solely on the merits of submitted manuscripts.

Bowen's $20,000 fellowship will give him more time and space for poetry. In recent years, he has become a regular visitor to Ireland. Now he has begun a group of poems exploring the often painful history of his grandmother's native village of Carraroe, and the stories of family members who left or stayed behind. The fellowship will help to support this work.

Through Joiner Center-sponsored exchange programs, Bowen also returns to Vietnam, a source of many poems. Often these poems are about "going back to a

In This Issue

Page 2
Beacon women's ice hockey club becomes varsity team.

Page 5
Arts on the Point Sculpture Park debuts new masterpiece.

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Hockey Fans Take Note: UMass Boston Women Skate to Win

By Anne-Marie Kent

In a sports town like Boston, the chill of winter brings with it the thrill of ice hockey, and although Canada has its own claim to the game, some of hockey's best players are local Bruins legends. Men like Bobby Orr, Ray Bourque, and Terry O'Reilly have long inspired Boston-area boys to take to the ice.

Now, more than ever, their sisters are joining them.

Signaling the success of the girls' and women's hockey trend, UMass Boston this month has announced the elevation of its women's hockey club to a varsity team competing in the Eastern College Athletic Conference (ECAC) East. With an Olympic silver medal winner as their coach, the team is ready to follow in the tradition of great Boston hockey.

"Laura Schuler comes on board at UMass Boston with outstanding credentials," says Charlie Titos, director of Athletics. "She has been well known in international hockey circles for over a decade, having been selected in 1990 as Team Canada's youngest player, at age 19, to compete in the inaugural World Championships."

In her 11 years with Team Canada, Schuler earned seven gold medals and two silvers in international competition. The highlight of her playing career came in 1998 when she was named to play for Canada's Olympic entry in Nagano, Japan, where she helped the squad bring home a silver medal. She also holds Team Canada's single-game record for goals in World Championship competition.

"You don't get much better than having an Olympic coaching you," says team member Audrey Arnold. She started playing hockey in high school and recognizes a distinct challenge in playing at this new level, coached by Schuler. Teammate Katie Reardon, who grew up in a family full of hockey players, agrees. "It's really exciting to be on the team.

Katelyn Averill, the Beacons' captain, is a transfer student who has found benefits in her move to UMass Boston beyond the opportunity to play hockey. "I came here to play hockey and attend school, and I love it. The classes are different. The professors are great, and being involved in a sport means you get to know more people on campus."

These young women are enthusiastic about their team involvement, and they smile sweetly in their team photographs, but make no mistake—these women play real hockey. Says Schuler, "I encourage my girls to play roughly. That's the kind of player I was too, a very rough, physical player, and I like that part of the game—it's exciting for the fans too."

Hockey fans who'd like to see the Beacons in action can find a schedule of upcoming games via the athletics web site: www.athletics.umb.edu.

Top Civic Leader and Community Advocate Hubie Jones Retires from UMass Boston

Hubie Jones, special assistant to the chancellor for urban affairs, retired from UMass Boston on December 31. Jones came to the university in 1993 as a senior fellow at the MIT Urban Institute, and the university that year named him chancellor for urban affairs, replacing the retiring Robert Baroody.

"Hubie Jones's forty-six years in the Boston area constitute one of the significant careers in the civic and educational life of Boston," said Chancellor Gora. "He played a key role in the formation, rebuilding and leadership of at least thirty community organizations within the black community and across the city." In twenty of these organizations, he has served as board chairman or executive director. He served as acting president of Roxbury Community College during a time of organizational crisis, dean of the School of Social Work at Boston University, and director of the Community Fellows Program at the Massachusetts Institute of Technology, making landmark contributions in each position.

"One focus of Hubie Jones throughout his career has been to foster a culture of collaboration throughout the city, as well as in each of the organizations he has led. There are few who can match his achievement in this regard," said Chancellor Gora.

More recently, he began writing a book on the political and social history of Boston. He turns now to completing the book and continuing to work for a culture of collaboration.
Santa Wears a Hard Hat: Campus Center Workers Give Generously to Helping Hands

By Leigh DuPuy

The three-year-old boy excitingly opening his "Bob the Builder" presents was a crowd favorite at the third Helping Hands annual toy drive held on December 12 at the Wheatley Student Lounge. Fittingly, the event was made an unprecedented success with the help of builders themselves.

Members of the Campus Center construction crew reached out to the 32 homeless and foster children, ages 3 to 15, by donating $565 to the annual holiday fund. "We have never gotten anything like this before—it was completely unexpected," Alan Bacon, a member of Carpenters Local 67, had said about the Helping Hands project in the chancellor's message to the Campus, which was published in the Mass Media, explains Jain Ruvidich-Higgins, director of the Office of Service Learning and Community Outreach. "Bacon initiated the approach by procuring the idea with the idea to circulate a hard hat around the construction site."


"As we watch the new campus center rise as a result of all of your efforts, we will remember that this wonderful new structure that will mean so much to our university is not only made of steel and brick, but that it already has a heart," praised Chancellor Gora of the builders' efforts.

They weren't the only ones who generously gave donations and their time to the children served by the Hyde Park Office of the Department of Social Services. The Graduate Student Assembly donated $100 to the drive and the Balbour Scholars at the College of Management were integral to the event's success by donating presents and coordinating party details. Also, the Parking and Transportation Offices provided free passes to the foster parents that came to the Helping Hands party and the Students Arts and Events Council donated movie passes for participants.

The annual drive includes gift donations and cash donations to help purchase gifts, wrapping paper, and party supplies. The drive is a student-conceived project supported by the Office of Service-Learning and Community Outreach and Campus Ministry.

"The project was a great success," says Ruvidich-Higgins. "Faculty, staff, and students donated enough presents so each child could receive two." The children made sure the campus center construction workers know how much they appreciated their help, making a huge sign thanking those who donated, which was hung on the catwalk facing the site.

Clayton-Matthews Is Named Co-Editor of UMass Economic Journal

Alan Clayton-Matthews, creator of the Massachusetts current and leading economic indexes, has been named co-editor of Massachusetts Benchmarks, the economic journal published by the UMass Donahue Institute in cooperation with the Federal Reserve Bank of Boston. "I am pleased and honored to assume the role of co-editor of Massachusetts Benchmarks," Clayton-Matthews said. "I will strive to maintain the quality, timeliness, and usefulness of Benchmarks to its audience, a task made easier by the excellent content provided by the staff who have guided the publication since its inception. This project has much to offer the public in these challenging times for the Commonwealth and the Massachusetts economy." Clayton-Matthews is an assistant professor and director of quantitative methods in the Public Policy Program. He joins co-editor Dr. Lynn Browne, executive vice president of the Federal Reserve Bank of Boston, and Executive Editor Robert Nakosteen, associate professor at UMass Amherst, in charting the editorial direction of the journal.

The University Reporter • 3
Teaching with Technology: Mary Brady Incorporates Universal Design Concepts

Mary Brady, director of professional development with the Center for Social Design and Education, Charlotte Corbett, Webmaster for the Association on Higher Education and Disability (AHEAD), and a student work with Promethean. (Photo by Harry Brott)

Mary Brady is a well-known advocate for teaching with technology and online learning for all. Brady, who works in the Center for Social Research and Development and teaches in the Graduate College of Education, believes meeting the learning needs of diverse students is something that should lead naturally from curriculum development. For Brady, she starts with what needs to be covered in class and from there weaves a universal design for learning throughout the course.

Universal design for learning is a concept based in architecture to meet the needs of people with and without disabilities. Curbs cut on every corner is one good example of the concept. It not only allows people in wheelchairs to navigate easily but it is also useful for others—people with strollers, carts, or heavy loads. When faculty incorporate universal design in their classrooms, it helps students with disabilities, as well as the entire classroom, learn. Brady believes it is important to incorporate universal design principles into the curriculum at the early stages of development, so as to immediately recognize the needs of learners from a variety of backgrounds and a variety of abilities.

Brady uses technology in a variety of ways to help students learn. She co-teaches a graduate level course called “Technology, Computers and Special Education” with Charlotte Corbett, web master for the Association on Higher Education and Disability (AHEAD). Brady and Corbett begin by giving their students an online skills assessment exercise, which helps them determine the classes’ technology skills levels. Students sign a contract with the professors stating they will learn the skills they need, either at their home institutions or in the Graduate Research Computing Lab on campus.

The course also has a web site in Prometheus, where all lectures, notes, assignments, tutorials, and links to other information are posted. The web site allows students multiple ways to interact with the course content. One aspect of technology the students learn early in the course is tracking changes in word documents. All assignments are sent electronically to Brady and Corbett, who make suggestions with track changes and return the assignment electronically within 48 hours. Students also use technology in responding to discussion questions posted on the course’s web site. Brady notes that posing questions in an online discussion forum allows students to respond to each other directly and build off each other’s insights. Furthermore, the discussions provide students with immediate feedback that they can apply in their own classrooms.

Students are required to take one class with Brady and Corbett online, which helps prepare them to feel more comfortable with online professional growth opportunities later in their career. The class also teaches technologies to accommodate students with disabilities in the K-12 sector. Students learn the latest technologies in text-to-speech, speech-to-text, graphic organizers, and other tools that allow for customization. The course presents a comprehensive view of using technology to teach, learn, communicate, and share ideas. By incorporating a universal design for learning into her own course, Brady illustrates its value to new teachers. For more information, please visit www.cast.org.

Hispanic Studies Professor Examines Role of the Intellectual in Society

By Peter Greenen

Most people think of Evita Perón as a revered public servant who lived life to the fullest, overcoming humble circumstances and rising to a position of influence in her nation’s government before championing the causes of women, the working class, and other oppressed groups. Why, then, is Professor Jason Cortés of the Hispanic Studies Department more intrigued by what that Argentine first lady has come to represent since her death?

Cortés, who did his undergraduate work in his native Puerto Rico, joined the UMass Boston faculty last September after completing doctoral studies in Spanish American literature at Pennsylvania State University. His chief interest as a scholar—and the topic of his dissertation—is the contempt by contemporary Latin American writers to achieve literary authority while breaking with the very tradition from which they emerge.

It’s a complex subject that of necessity takes into account life under dictatorial rule. In some Latin American countries, literature are not only feared by the politically powerful as potential rivals—writers commonly rise to positions of power themselves—but are objects of suspicion or scorn for their choice of profession. “The first question that has to be asked of a Latin American author is ‘How do you justify being an intellectual in a society that has so many problems?’” says Cortés. “In other words, why do writers pick up the pen instead of the sword?”

Many writers respond to the charge with works that examine societal problems. And to acquire the weight of authority that will gain his ideas wide acceptance, a writer may attempt to throw off or destroy the received literary tradition—which is called the ‘other’ in the allegory of philosophical ideas that underlies Cortés’s critique—much as a despotic regime consolidates its power by eliminating its procurers. “Writing itself becomes a weapon, a violent act—which is a way of viewing literature that goes back to Plato,” says Cortés.

Violence of this sort inevitably gives rise to an ethical dilemma—that of refusing responsibility for the debt owed to one’s intellectual forebears. And here, too, the literary concept has political correlates. After Perón’s death, for example, her corpse was passed among rival political groups, each seeking to avoid responsibility for this potent symbol of past authority. “In the process, the corpse became emblematic of the writer’s craft itself,” Cortés explains.

For Cortés, literary analysis not only helps to explain the forces that shape Spanish-American culture but provides a means of maintaining ethnic identity. “It’s a way of going back to my roots, my individuality,” he says. “Puerto Rico is a Spanish-speaking island that has been colonized by an Anglophonic society. We constantly try to define our culture in that context.”

Cortés looks forward to teaching courses in several areas within his range of expertise—among them ethics and aesthetics, civilization, and the history of ideas. In both his personal life and his professional pursuits, Cortés is preoccupied with the interests of people who share his cultural heritage. So he can’t help but hope that someday all of Latin America will enjoy a free exchange of ideas and be able to celebrate its full artistic tradition. Perhaps then public figures in that part of the world will be remembered more for their litework than for what they symbolized in death.

Reception for the Laboure Center’s Christmas House Tour Held at “New” Ryan Lounge

Chancellor Jo Ann Gora, Melissa Moynihan, and President William Bulger gather together at a reception for the Laboure Center’s Christmas House tour, which was held on December 7 at the newly renovated Ryan Lounge. For many, it was their first view of the Ryan Lounge after a month of extensive changes and enhancements. Moynihan, of the Design and Construction Department, oversaw the transformation, which included a repainting and recarpeting of the lounge in upbeat hues and the addition of new comfortable and contemporary furniture. The changes were made to create a welcoming ambiance for the many students who use it to study and meet fellow students and friends. With its beautiful view of the harbor, it also serves as an attractive location for events, lectures, and other campus activities. (Photo by Harry Brott)
Arts on the Point Features a New Masterpiece: De Kooning's "Reclining Figure"

By Paul Tucker and Wendy Baring-Gould

Willem de Kooning's "Reclining Figure" is a monumental bronze sculpture by one of the 20th century's most important artists. Born in 1904 in Rotterdam, Holland, where his mother worked as a bartender in a tough waterfront tavern, de Kooning studied in local schools and attended the Rotterdam Academy of Art. In 1926, at age 22, he migrated to the United States to pursue his career as an artist, working initially for $9.00 an hour as a housepainter in Hoboken, New Jersey, and then settled in New York the following year. He continued to paint, working odd jobs to support himself, including a stint with the Works Progress Administration (WPA), where he earned the standard $23.86 a week.

In his 1942-52 Studio, he devoted himself exclusively to working and reworking figurative and abstract images, which were depicted with loose lines or layers of gestural brush strokes. Impassioned by the physical act of making art and the immediacy of the resulting forms, he never believed a work was finished. "There is no plot in painting," he once declared. "It is an occurrence by which I discover content."

He sold few paintings, however, and didn't have a solo exhibition until 1948, which received one positive review, written by former UMass Boston art historian Renee Arb. After nearly two decades of struggle, this show proved to be a turning point in his career. Soon thereafter, de Kooning emerged, with Jackson Pollock, as a leader of the group that became known as the Abstract Expressionists.

"Reclining Figure" was among the first sculptures he ever made. Conceived and executed in 1969 as a small, hand-size model, "Reclining Figure" was one of only three works that de Kooning enlarged and cast in his lifetime. Its mate, "Standing Figure," is displayed in front of the West wing of the Museum of Fine Arts Boston.

"Reclining Figure" weighs 4,000 pounds and is on loan to the University from the de Kooning estate. Like many of de Kooning's paintings, the piece vacillates between abstraction and figuration. From one point of view, it appears to be a tangle of lines and shapes, from another, a contorted figure, from yet another a lumbering, prehistoric beast. It sometimes seems to be more than one person or an animal and a human. With its multiple personae, "Reclining Figure" evokes comparisons with sculptures by modern masters, such as Rodin and Matisse, as well as with classical art, such as the famous "Dying Gaul" of the third century B.C.

The piece is located on the Plaza level behind the Quinn Administration Building. (Photo by Harry Brett)

The Institute for Community Inclusion Welcomes Open House Guests

By David Temelini

On December 4, the Institute for Community Inclusion (ICI) hosted an open house to highlight its many programs that create greater opportunities for people with disabilities. Speakers at the event included Chancellor Gora and ICI director William Kiernan, who spoke about ICI's growing relationship with UMass Boston and highlighted new projects and grants.

The event was sponsored by the ICI's many partners, including the National Science Foundation, the National Institute on Disability and Rehabilitation Research, and the National Institute on Disability, Independent Living, and Rehabilitation Research. The event also featured exhibits by local artists, who showcased their work with ICI staff and students.

For more information about ICI's programs and services, visit www.ici.umass.edu.

ESL Technology Training Grant (cont.)

Students will be used to explore many methods and approaches to both teaching and learning English as a second language. Through a variety of programs at UMass Boston and Cambridge public schools, as well as an expanded use of online teaching through UMass Online, the program will train people to become "master teachers," who will, in turn, teach others. The Internet, which offers opportunities for teachers and students to access cultural and linguistic resources normally not available in a traditional classroom, will also be used for language education.

In the classroom, non-English speakers are often segregated from native speakers due to incongruous cultures and languages. Technology will create a common bond between these different cultures and provide access to non-native speakers and a feeling of belonging that they are often denied. Such increased mainstream entry will enhance the rich linguistic input that is a prerequisite for language acquisition.

Given the graduate program in Applied Linguistics' track record of pedagogical innovation, the dedication of the Center for World Language and Culture, and their close relations with Cambridge public schools, this high-quality program is a guaranteed trendsetter in addressing the many needs encountered in the community by learners of English.
The Sciences' Jane Cloutterbuck and Lin Zhan, professor of nursing, authored the chapter "Toward Understanding of Dementia Caregiving in African American, Latino, and Puerto Rican families" at the 55th Annual Meeting of the Gerontological Society of America, held in Boston on November 14.

On January 4, Jon Mitchell of the Music Department participated in a New Music Project panel at the Conductors Guild convention in New York City, discussing Jerry Jacob's "The Memorium." Kevin B. Murphy, research analyst at the Office of Institutional Research and Policy Studies, presented the paper "An Analysis of the Retention of First Time Full Time Freshmen at a Public Urban American State," at the American Studies Association Conference, held in Annapolis, Maryland.

On December 16, Jennifer Radden of the Philosophy Department gave the 2002 R.G. Myers Memorial Lecture "Choosing to Refuse: Paternalism, Prophylactic Medication." The lecture was sponsored by the Australian and New Zealand Association of Psychiatry, Psychology, and Law.

In December, Professor Dan Simovic of the Computer Science Department presented a paper at the International Conference on Data Mining, held in Maribas, Japan, and gave an invited talk at Tokubu University.

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GRANTS AND RESEARCH

Meng Zhou, associate professor in the Department of Environmental, Coastal, and Ocean Sciences, received $206,000 from the National Science Foundation to study topographically induced mesoscale eddies and iron enrichment in the Southern Ocean. She also was awarded $75,000 to study the variability of the ecosystem structure in northern Norwegian coastal regions for the Norwegian Research Council.

The Environmental, Coastal, and Ocean Sciences Department’s Meng Zhou and Robert F. Chen received $413,000 from the National Science Foundation to study the dispersion processes and biochemical responses within the Hudson River freshwater plume.

DISSECTRATIONS

Tatjana Meschede, Ph.D. candidate in the Public Policy Program, defended her dissertation, “Bridges and Barriers to Housing for Homeless Street Dwellers: The Effects of Health and Substance Abuse Services on Housing Attainment,” on December 18.

MISCELLANEOUS

Professor John Conlon of the Theatre and Arts Department recently served as a Kennedy Center American College Theatre Festival (KCACTF) respondent to Rhode Island College’s production of Hamlet.

Askold Melnyczuk, director of the Creative Writing Program, taught at the Bennington Writing Seminars in January.

IN THE NEWS

Donna Hajj Friedman, director of the Center for Social Policy, was quoted in a Boston Globe article on December 10 on the growing number of children impacted by the increase in homelessness in Massachusetts.

John McGah, senior research associate at the Center for Social Policy, was referenced in the Belmont Citizen-Herald for his role as facilitator at a forum on homelessness at the Beth El Temple in Belmont. The panel included a clip from the documentary film “Give Us Your Poor.”

A Poet Is Honored (cont.)

place and rediscovering it,” sometimes through what he learns about its role in Vietnamese history and legend. They become “a sort of archeology” that can “connect you to the past in a different way, place you in the present in a different way.”

Bowen speaks of “the love of poetry and music” in Ireland and Vietnam, “where I can sit up all night and listen to people tell stories and recite poems by heart”—and “the sense that the power of the king ends at the city gate. Out in the west of Ireland or the countryside of Vietnam, no one can really tell people what to do,” he says. “There’s this incredible free- dom, and there’s this incredible sense of the individual and the community, and the individuality of the community. Being in those places, I can feel the blood coming up from the soles of my shoes.”

Struggles to maintain a culture against overwhelming forces, from colonialism to modernization, are also common to both Ireland and Vietnam, as are histories filled with violence. Like his travels, Bowen’s Joiner Center work constantly reminds him of “the effects of war and displacement,” which he often encounters in personal testimony of Vietnamese and American writing brought to him through the center’s translation and publication programs. Yet “that witness act is part of an affirmation of experience,” says Bowen. It is also undertaken “to make sure that the experience isn’t erased as history gets rewritten—rewritten from the top.”

Here is one of the poems Bowen submitted for the fellowship:

White Horse at the Ho Ferry: Co Loa Revisited

White horse at the Ho ferry

across the tin barrier,

the long pipes hanging from your cart,

almost slipping

in that moment just before you stop,

to mizzle in quietly behind the green truck.

At the open skied poolroom

on the opposite shore,

young men lift their cigarettes to heaven, pray so patiently for your arrival.

How many of them to carry

you victorious across the fields?

White horse at the Ho ferry

you are the only faithful one.

More than 75 university faculty, staff, and students filled seats, sat on the floor, and spilled out of the Wheeler Lobby into the hallways to hear Ha Jin and Xi Chuan give readings of their work on December 4. Chuan, a contemporary poet from China, read several of his pieces, many of which have been translated into more than ten languages. Considered a leading poet from China, Chuan is the 2001 recipient of the prestigious Lu Xun Prize for literature. Jin also read from his poetry and an excerpt from his latest work, The Crazed. Jin is the winner of the National Book Award for the international bestseller Waiting and has also won the PEN/Faulkner Award. Born in China in 1956, Jin now writes in English, a language he learned 12 years ago. He has taught at Emory University and is now teaching creative writing at Boston University. The popular reading was sponsored by the Creative Writing Department, the Asian American Studies program, Hanging Loose Press, the Joiner Center, and The Watermark, with introductions given by Askold Melnyczuk, director of the Creative Writing Program, and Kevin Bowen, director of the Joiner Center.
SATURDAY 11
Open House at the Plymouth Continuation Education Center 9:00 a.m. - 12:00 p.m., Corporate and Continuing Education Center, Cordage Park, 36 Cordage Park Circle, Ste #201, Plymouth, MA. Contact: 7-7390 or continuing.education@umb.edu.
Beacons Athletics Women's Basketball vs. Eastern Connecticut State University 1:00 p.m., Clark Athletic Center. Contact UMass Boston Athletics: 7-7801.
ITC Workshop: How to Create a Web Quest for Your Course 1:00 - 3:00 p.m. Healey Library, lower level. Learn how to create a web quest to help students. Workshop code: OCW-07. Contact: 7-2990 or www.itc.umb.edu.
Beacons Athletics Men's Basketball vs. Western Connecticut State University 9:00 a.m. - 12:00 p.m., Healey Library, lower level. Topics include developing strategies for reducing cheating and plagiarism, project-based learning, creating rubrics, student portfolios, journal essays, peer evaluation, tracking student participation, and evaluation techniques. Workshop code: OCW-11. Contact: 7-2990 or www.itc.umb.edu.
SATURDAY 18
Beacons Athletics Men's Basketball vs. University of Southern Maine 7:30 p.m., Clark Athletic Center. Contact UMass Boston Athletics: 7-7801.
MONDAY 20
Martin Luther King Day University closed.
TUESDAY 21
College of Public and Community Service Orientation 9:00 - 10:00 a.m. and 6:00 - 7:00 p.m., Whealey Hall, 4-151. CPSC is taking applications until January 16. Contact: 7-7390 or charlotte.lumpkins@umb.edu.
MISCELLANEOUS
Beacon Fitness Center Weight Training for Women Tuesdays and Thursdays, 11:30 a.m. - 12:30 p.m., McCormack Hall, 1st floor. Contact: 7-6789.
Beacon Fitness Center Beginner Step Wednesdays, 5:30 p.m. - 6:30 p.m., McCormack Hall, 1st floor. Contact: 7-6789.
College of Career Networking Program for Women Promotes the career development of women college students with disabilities and their successful transition to careers upon graduation. Based at the Institute for Community Inclusion. Demonstration site at UMass Boston. Contact: Melanie Jordan, 7-4327, (TTY) 617-287-6550, or melanie.jordan@umb.edu.
Intramural Activities for Faculty and Staff Tuesdays and Thursdays, 5:30-6:30 p.m., Pilk. Feel free to bring a fellow co-worker. We also offer open time in table tennis, racquetball and badminton. Contact Rick in the Intramural/Recreation Office at 7-7830.
Golden Key at UMass Boston High School Essay Contest Prize of $1,000 and campus tour. Contact: 7-6789.
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