GSU to Implement Energy and Cost Saving Measures

By Sarah Koehler
Editor

With 7,750 students and more than 1000 employees, GSU is committed to contributing positively to the society and environment of the region it serves. To meet this commitment, the university recently partnered with Energy Systems Group (ESG) for an energy audit and the implementation of energy conservation measures.

"The university is dedicated to reducing our carbon footprint," said Susan Rakstang, Associate Vice President for Facilities Development and Management at the GSU. "All of the energy conservation measures will also have financial payback."

ESG is implementing many of ESG's recommended projects. One major renovation is the replacement of two inefficient 750 horsepower boilers with 10 smaller modulating boilers.

"The new system will allow us to heat targeted areas of the university rather than wasting energy and money activating the whole system," said Rakstang.

The energy performance agreement with ESG guarantees that energy and operational savings over a 10-year period will cover the cost of building improvements. ESG projects that GSU's carbon footprint will be reduced by more than 3,000 metric tons of carbon dioxide annually. This is equivalent to one of the following annual environmental benefits including reduction of emissions equivalent to removing approximately 600 vehicles from the road, creating enough energy to power more than 400 homes, and planting about 700 acres of forest.

Grants from the Illinois Clean Energy and Department of Commerce and Economic Opportunity will also help GSU replace lamps and light fixtures throughout the university. While many fixtures were retrofitted 10 years ago, new technologies have vastly improved efficiency through extended lamp lives and reduced energy consumption.

"Energy Systems Group is committed to implementing a comprehensive energy efficiency and facility improvement program that will augment GSU's fulfillment of its goals, commitment to sustainability and environmental stewardship," said Jim Adams, ESG president.

"Our ultimate goal is to tread lightly on the Earth. Our hope is to use our resources wisely and continue to educate our students in a clean and healthy environment," added Rakstang.

These improvements maintain the university's ongoing commitment to environmental responsibility as affirmed by GSU President Dr. Elaine Maimon who signed the "American College & University Presidents Climate Commitment" in 2008. In doing so, Maimon joined nearly 500 other presidents nationwide in recognizing the unprecedented scale and speed of global warming and its potential for large-scale, adverse health, social, economic, and ecological effects.

Thanks to the GSU Public Relations Department for their contributions to this piece.

‘Teaching Naked’ Focuses on Participation Rather than PowerPoints

By Adam Ziegler
Courtesy of U-WIRE

The addition of computers to the classroom has led to some big changes in education, but some college administrators are asking professors to ease back on using this technology and try teaching naked.

In this case, teaching naked means relying less on traditional education technology like PowerPoint presentations and placing more focus on using class time more for interacting with students and course material.

The name and concept come from a paper written by Joel Bowen, dean of the Meadows School of the Arts at Southern Methodist University in Texas. In the paper, Bowen encourages professors to use new technology like podcasts and online videos to present students with course material outside of class and focus class time on explaining them.

The concept of teaching naked is more than just an idea, though, and the Meadows School has already begun implementing some of Bowen’s ideas. Last summer, most computers and equipment like DVD players were removed from classrooms and replaced with eBooks, where professors can hook up laptops to projectors and sound systems in the classroom to show material.

To help facilitate the switch to teaching naked, each professor at the Meadows school was given a laptop to create material for students to use outside class, said Martin Sweidel, associate dean of the Meadows School.

While the switch to a new style of classroom and teaching took some adjusting, Sweidel said, and could be gaining ground in the academic community. Teaching naked is ultimately about improving students' ability to learn, he said, so it makes sense educators are interested in pursuing the idea.
A New Year, A New Start

By Sarah Koehler
Editor

It's time for another new school year to begin, and you know what that means: new classes, new professors, new classrooms and a chance to begin ANEW! I hope everyone was able to enjoy a relaxing summer and refresh in a few months of stress-free living. I certainly had a great few months - I finished my coursework at GSU (with the exception of my student teaching) but more exciting for me was that I planned my wedding with the help of my fiancé, family and friends, and on Aug. 15, my husband Tony and I tied the knot! So if you were asking whether the Phoenix had a new editor, the answer is "nope!" It's the same editor, just with a new, updated name!

So as I return to GSU for my last term of undergraduate work, I want to share a few words of wisdom with you. First, if you are a new student to GSU, I'd like to WELCOME you to campus! You'll find that because GSU is a smaller school, it gives you a great opportunity to get to know other students and your professors on a one-to-one basis. I encourage ALL new students to get involved in a club or campus activity (the Phoenix is ALWAYS taking applications for writers!) and stick around after classes to chat with your professors. There are a TON of great teachers, staff and faculty members on campus who are willing to help you with whatever you may need!

Second, if you are a returning student, welcome back! I encourage you to try something more than you did last year. Join a club or activity you thought about joining but ultimately didn't. Spend more time on campus. Set a goal to get a 4.0 GPA during your fall term. In other words, take this opportunity to give yourself a clean slate. Maybe last year wasn't your best performance. But remember, whatever happened last year is now old news! Enter into this new school year with refreshed goals, a dedication to your schoolwork and the attitude that THIS is the year you will succeed!

Sydney Harris once said, "The whole purpose of education is to turn mirrors into windows." Look at yourself at the beginning of this new school year and find a way to make those mirrors into windows. Look out rather than in. See what you can do to make yourself, GSU and the community around you a better place.

When we all contribute and we all participate, we're bound to have a fantastic 2009-2010 year! Welcome back!

Dr. Katz Appointed Examiner for National Award

Governors State University Professor Marsha Katz was appointed by Dr. Patrick Gallagher, Deputy Director of the Commerce Department's National Institute of Standards and Technology (NIST), to the 2009 Board of Examiners for the Malcolm Baldrige National Quality Award.

"The Purpose of the Baldrige Award is to recognize American organizations that have analyzed and improved their performance," said Katz. "In difficult economic times, it is even more important to honor businesses and institutions whose operating models produce continued success."

The Award, created by public law in 1987, is the highest level of national recognition for performance excellence that a U.S. organization can receive. As an examiner, Dr. Katz is responsible for reviewing and evaluating applications submitted for the award. The board is composed of approximately 500 leading experts selected from industry, professional and trade organizations, education and healthcare organizations, and government. All members of the examining board must take part in a preparation course based on the Baldrige Criteria for Performance Excellence and the scoring and evaluation processes for the Baldrige Award. Those selected by the board to receive the award meet the highest standards of qualification and peer recognition.

"Dr. Katz's expertise in business and management makes her an excellent choice for the examining board for the Baldrige National Quality Award. Her clear understanding of what factors create excellence in business management and labor relations," says Dr. Ellen Foster Curtis, Dean of the College of Business and Public Administration.

Dr. Katz has been a professor of management, marketing, and public administration in the College of Business and Public Administration since 1988. She earned her doctorate in management from Michigan State University. She also serves as Chair President of the faculty union. This is her second appointment as a Baldrige Examiner.
Upward Bound at GSU

By Homer Alexander Talbert III
Contributing Writer

“Change does not necessarily assure progress, but progress implacably requires change. Education is essential to change, for education creates both new wants and the ability to satisfy them.” — Henry Steele Commager, American historian

What an ideal! Upward!

This is the direction the Higher Education Act of 1965 required the government to move toward in an effort to help students from low-income families get a college education. And thus, the Upward Bound program began.

The criteria for these students in grades six to 12 are that their families be considered low-income earning no more than $33,000. Students may also be from rural areas and their parents cannot have attended college. With those qualifications in mind, Governors Spence, assistant director of Upward Bound.

They are selected from schools, or in some cases churches, either by direct interview or through postcards sent out to various families. Then there is a follow up Upward Bound packet containing the necessary papers needed for entry into the program. Spence said this year’s students came from Chicago Heights, Rich South, Rich East, Bloom, Bloom Trail, Richton Park, Park Forest, Crete and Monee.

You may have seen a charge of high school students entering section “A” after classes are over heading for the buses to head back to their schools. Upward Bound has summer programs where high school students across the state take college preparatory classes and earn work experience for six weeks.

At the end of those six weeks Viola Gray, the program’s executive director, spirited the students off to Washington, D.C., for a national conference and visits to the Smithsonian Museum and other attractions. In previous years they had visited New York City and hot spots such as Times Square and Harlem. Travel broadens the mind!

But the real success of the program is its long-term commitment to students and years of follow up with them to assure they stay on the road to college.

“Students in the Upward Bound program are four times more likely to earn and undergraduate degree than those students from similar back­grounds who did not participate, nearly 20 percent of all black and Hispanic freshmen who entered college in 1981 received assistance through the Trio Talent Search programs,” according to the Council for Opportunity in Education on its web site www.coenet.us.

Anyone seeking more information about Upward Bound, which also has a separate program for veterans, can contact Spence at (708) 235-2206 or s-spence@govst.edu or Al Haskins at (708) 334-6972 at a-haskins@govst.edu.

Guidance for students experiencing flu-like illnesses

• Those with flu-like illness should stay away from classes and limit interactions with other people.

• Review and revise absenteeism and sick leave policies for students, faculty and staff that make it difficult for them to stay home when they are ill.

• Residential students with flu-like illness who live relatively close to the campus should return to their home to keep from making others sick.

• Students with a private room should remain in their room and receive care and meals from a single person. Students can establish a “flu buddy scheme” in which students pair up to care for each other if one or the other becomes ill.

• If close contact with others cannot be avoided, the ill student should be asked to wear a surgical mask.

• For those who cannot leave campus, and who do not have a private room, IHEs may consider providing temporary, alternate housing for ill students.

• Instruct students with flu-like illness to promptly seek medical attention if they have a medical condition that puts them at increased risk of severe illness from flu, are concerned about their illness, or develop severe symptoms such as increased fever, shortness of breath, chest pain or pressure, or rapid breathing.

Source: Centers for Disease Control
DO YOU LOVE TO WRITE?

ARE YOU LOOKING FOR SOMETHING TO ADD TO YOUR PORTFOLIO?
WANT TO GET INVOLVED ON CAMPUS?

IF SO, THE PHOENIX NEEDS YOU!!!

GSU's student newspaper, The Phoenix, is looking for writers for the 2008-2009 season! Story topics range from school and community events to student and faculty interest features to book, music and movie reviews. Suggestions and story ideas are always welcome! For more information, email Sarah Silhan, Editor, at SarahSilhan@aol.com or contact the Phoenix at Phoenix@govst.edu. Applications are available in the box outside the Phoenix office (E1500). Fill one out TODAY!!!

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Academic Resource Center
B-1215
The Perilous Road of Plagiarism and Academic Dishonesty

By James Muhammad
Contributing Writer

Would you walk into a store in broad daylight and steal a case of beer or a television set and think you won't get caught? You know that stealing something as little as a candy bar is dishonest. But students at colleges across the country are doing the literary equivalent of this kind of theft without giving their actions a second thought.

It's called plagiarism, and it is occurring with such frequency that some scholars are finding it harder to combat. Plagiarism is the act of lifting someone's words or ideas without crediting the source and passing them as your own. It can be something as innocent as using someone's words without quotation marks to cutting and pasting paragraphs from sources on the Internet to turning in someone else's work with your name on it. You can even plagiarize yourself.

"Being academically dishonest has become somewhat of a game today," said Dr. Donald McCabe, a professor at Rutgers University who has published studies on plagiarism and cheating. "Universities have been slow to catch up. Some universities have wonderful policies but they are definitely in the minority."

The Internet has taken some of the blame for the blatant violation of the rules, many argue, because of the ease of finding information and "cut and paste" technology. But technology is also responding with computer software that makes it easier to detect plagiarism in papers. Another factor is cultural changes in society, Dr. McCabe said, where "what students today consider cheating is different from what I considered cheating a decade ago."

So where does GSU stand? GSU's Regional Online Writing Center has a one-page explanation of what plagiarism is and how to avoid it. The Student Handbook spells out procedures for filing charges for academic dishonesty, handling grievances and the appeal process. A search for "plagiarism" on the GSU web page also turns up links to other sites that give guidelines to citing sources and references.

Steps to address instances of academic dishonesty range from a student/professor discussion and agreement on how it will be resolved, receiving an "F" for the paper or course, academic suspension or expulsion. In most cases, the university's various colleges design their own procedures. There is a seven-member Student Conduct Committee composed of faculty and students to handle contested complaints. The assumption is that students aren't told they need to blink and breathe," said Interim Provost Dr. David Curtis, explaining that students entering college need to blink and reorganize their plans and learn to restructure the way they think. Still, Dr. Curtis recognizes there is a problem at the university. Some professors have stopped giving term paper assignments because of it, he said.

Dr. David Rhea, assistant professor of Communications who joined the staff last year, said he was shocked that he has caught nearly 15 percent of the students he's taught at GSU in some form of plagiarism. In seven years across three other universities he's taught at, he said he considered cheating is different from what I considered cheating a decade ago."

Dr. Rhea said, "I cringe at the notion that advance level students didn't know what plagiarism was."

In a 2003 study of students and faculty at 23 colleges, Dr. M.C. said he found that nearly 40 percent of students surveyed admitted to some form of plagiarism. That level is up from 10 percent in 1999, he said. Stunningly, some 30 percent of the students did not view the practice as cheating or gave little thought to it. This is how plagiarism usually happens: You're in a crunch for information to include in your paper so you find an article and cut the text and paste it into your paper but give no indication where you got the information.

You find some information that sounds good and you rewrite the information. Still you do not cite where you got the information you just paraphrased. That's plagiarism.

You remember a research paper you wrote a few semesters earlier and you go back and lift information you wrote in your first paper and place it into your new paper. You do not cite the original paper. Guess what? You've just committed an act of plagiarism.

And perhaps most egregious of all, someone writes a paper for you and you put your name on it and turn it in. You guessed it. Plagiarism! Big time.

In most cases, when a student plagiarizes they're not really sure, said Amy Porter, a consultant with GSU's Writing Center. She said Writing Center personnel do not mention the issue of plagiarism in papers they review for students; they simply suggest areas of the writing that might need attention or refer students to APA or MLA style reference sources. Plagiarism is an issue between the student and the professor, Porter said, and it takes time to know a student's writing voice to be able to determine when the voice is someone else's, indicating a need for citation.

Like many faculty members, Dr. Elizabeth Johnson includes an explanation of plagiarism in class syllabi. To underscore the need to cite sources, she also sends her students a library "scavenger hunt" where they are charged with finding and citing items on a list. But her biggest concern is with her online students, with whom she has very little physical contact.

"I have never, ever, ever seen the blatant plagiarism than I have seen in my online classes," said Dr. Johnson, assistant professor of History. In one of her campus classes, she read so many bad papers that she told the class if they weren't serious about learning, then they should withdraw. Half of the class of 25 didn't show up the next session.

"The 12 that stayed were some of my best students. They were interested in learning," she said. Dr. McCabe and others admit that it is more difficult to implement broad policies on plagiarism on commuter campuses like GSU. Factors include a student population overwhelmed with additional responsibilities such as jobs and children to large numbers of part-time and adjunct faculty who may not feel to be an integral part of the college.

"Some professors may be teaching because it's fun or they may be teaching to supplement their income," Dr. McCabe said. Just as technology has made it somewhat easier to plagiarize, technology to detect such acts also exist. Professors are made aware that the web site Turnitin.com is available through the GSU library and training on using the program is offered to students and professors. Professors are not required to use the web site, but those who do can make it available to their students. A 2 p.m. workshop on how to use Turnitin.com will be offered in the GSU library on July 8, and workshops on APA style are regularly offered. Turnitin.com analyzes papers for instances of plagiarism.

Dr. Rhea is hopeful that his department's reorganization plan will include "the big talk" on plagiarism in a formal way with every student that enters the program.

"We are working on what are the most effective solutions for different departments in handling these cases," he said. "Sometimes, until a student gets caught, they do it because it's easy."
The Real Pirates exhibit is running at the Chicago Field Museum through Oct. 25.

By Michelle Hulett
Staff Writer

The Real Pirates exhibit at the Field Museum is said to offer an exciting look into the world of pirates. The reviews entice audiences with promises of an 8,400-square-foot exhibition offering the chance to experience pirate life first hand. As a huge fan of Treasure Island, The Tale of Captain Blackbeard, and the "Pirates of the Caribbean" movie series, I was excited to explore this new exhibit and learn about the truth behind the stories. And, I have to admit, I really wanted to see the treasure chest.

So I spent the thirty dollars, which included the general admission pass, and set off for what I hoped would be a great learning experience. In a word, the exhibit was anticlimactic at best. Perhaps I built it up too much in my imagination, but I left the museum feeling disappointed.

Don't get me wrong, the exhibit "Real Pirates: The Untold Story of the Whydah from Slave Ship to Pirate Ship" was informative; however, the artifacts were few and far between. Instead, most of the exhibit consisted of reading large signs on the wall detailing the history of the Whydah. It was like reading a book pasted across the exhibit walls with few artifacts to support the text.

There were also a couple videos along the way, in case you felt like watching TV. There was also a section on hoisting the Jolly Roger, three ropes with which you could tie knots, and learning how to fire a cannon but it was more of a kids section.

Sure, there were a couple of swords, some pistols, and a pair of shoes belonging to a 9-year-old pirate boy, but many of the artifacts were just pieces of metal. Halfway through the exhibit, we had to stop through the exhibit gift shop where you could buy various imitation toys for twenty or thirty dollars, certainly not a very authentic addition to the exhibit, but not surprising for a Chicago "event" in which the main goal—let's face it—is to make money.

But the exhibit wasn't a total loss. There were a couple of exhibit-goers dressed as pirates, who made for some comic relief and there was a treasure chest filled with coins found in the wreckage. All in all, I did learn a lot. Then again, I could have learned the same things for free on the Field Museum's website.

The exhibit runs through October 25, and while there are a few things worth seeing, I'm not convinced it's worth the cost of the ticket.

A new University of Florida study shows people who witness co-workers being rude to each other experience the same effect as the people toward whom the rude behavior is directed. Arnir Erez, an associate professor of management at UF, and Christine Porath, a professor from the University of Southern California, conducted three experiments that each showed the same result of observers becoming less able to think creatively and solve problems.

In the study, participants observed a fellow student being reprimanded for arriving late to class while participants in the control group only saw a tardy student be dismissed from class. Those who witnessed the rude behavior toward a student were less able to recall information and found less creative uses for a brick.

Professor Winn's World Tour

By Homer Alexander Talbert III
Contributing Writer

You don't often come to class and enjoy Swedish meatballs, traditional Chinese music or African dancing. But the students in Prof. Tammy Winn's Interdisciplinary Studies course this summer have come to expect such treats during vivid presentations on the history, food, music and customs of Nigeria, China, Iraq and Sweden.

Each student group presented specific aspects of those countries. For instance, Nigeria's population is 143 million with an average age of 14, according to Leslie Malam. Yolanda Jackson-Wilson explained that its religion is 45 percent and equally Muslim and that Nigeria's 43 universities are comparable to those in the United States.

Renee Goodsen explained the major languages spoken as Hausa, Igbo, Yoruba, Fulfulde, Kamer and Ibibio. She also noted that Nigeria's governmental laws are based on religious dogma. Lori Lambert prepared some of the food eaten in Nigeria while dressed in a colorful blue dress and matching head wrap often worn by West Africans.

Other groups presented equally well researched presentation on the other countries. China gave the world the practice of yoga, one student said, martial arts and some say spaghetti or noodles. The students also told the anecdotal story of how a dog brought rice to China via its "droppings."

The Chinese, according to the group, don't spark their children, but talk to them about how their behavior affects others. This familial behavioral steeped in China's culture.

China's citizens boost an allegiance to country as opposed to that of the individual. Perhaps that's why they will go to any extent to win the most gold medals in the Olympics.

The presentations on Sweden and Iraq also featured interesting facts as well as tantalizing Swedish meatballs and small plates with hummus, vegetables and pitas bread. "I don't teach a class, I teach life," Prof. Winn said.

Study Finds Rudeness Blocks Productivity

They suggested a brick could be used for violent purposes like beating someone up or throwing through a window, according to the study. It's an immediate reaction," Erez said. Because workers have to be more creative and helpful at their jobs, he said, it is important to keep hostile behavior from spreading.

"Managers need to pay attention to that," he said. The inspiration for the study was similar research indicating that exposure to rude behavior significantly decreased ability to focus, according to the study.

Because of this, he and Porath wondered how this same behavior affected workers who simply observed the negative behavior. After about a year and a half of studying and conducting the experiments, Erez and Porath published their findings.

Janitorial supervisor Katrina Johnson said that conflict between two employees usually escalates to involve more.

"That's why they should do it in private," Johnson said. "It's not professional."

By Charlotte Leland
U/WIRE

A new University of Florida study shows people who witness co-workers being rude to each other experience the same effect as the people toward whom the rude behavior is directed. Amir Erez, an associate professor of management at UF, and Christine Porath, a professor from the University of Southern California, conducted three experiments that each showed the same result of observers becoming less able to think creatively and solve problems.

In the study, participants observed a fellow student being reprimanded for arriving late to class while participants in the control group only saw a tardy student be dismissed from class. Those who witnessed the rude behavior toward a student were less able to recall information and found less creative uses for a brick.

"Managers need to pay attention to that," he said. Because of this, he and Porath wondered how this same behavior affected workers who simply observed the negative behavior. After about a year and a half of studying and conducting the experiments, Erez and Porath published their findings. Janitorial supervisor Katrina Johnson said that conflict between two employees usually escalates to involve more.

"That's why they should do it in private," Johnson said. Michael Lillie, Weimer Hall building supervisor, said the study is representative of his workplace.

"It's not a good thing," he said. "It's not professional."
Natural?...Man-Made? ...or One in the Same?

By Barbara Hogu
Contributing Writer

Those who love photography were given a special treat in the GSU art gallery recently with the photography exhibit of Michael E. Smith, a recent GSU graduate. The exhibit was comprised mostly of breath-taking images of natural environments.

Smith says his most recent project "explores the relationship between man and nature. The large-scale images depict how we impact nature and our own purpose and gain." In discussing his "Winter in the Canyon," Smith states, "This is another aspect of my work that I like to illustrate the use of man-made objects in state parks. This image directly speaks to how nature is managed and how "access to all" is the mantra of the state park system." In discussion of "Winter in the Canyon," "Structurally Sound" and "Structurally Sound II" reveal this clearly.

These images show the impact that humans have had on nature and how engineering informs us that nothing is forever," and in some of his images he shows how, "nature has fought back to reclaim what was once here." The images in "Structurally Sound" and "Structurally Sound II" reveal this clearly.

"These images show the impact that humans have had on nature and how nature has responded;" the artist explained. Smith further explained that he wants his photographs to "start a dialogue concerning our impact on nature and further how we view our planet as a whole."

In a recent interview, Smith was asked how his images comply with his concerns. In discussing his piece titled "Rebar," Smith said he "was drawn to this image because of the way in which we have chosen to control the natural flow of the lake water. By spreading construction debris along the lakeshore we are able to control erosion and get rid of the unwanted concrete and metal from reconstruction of streets and walk ways. It is a very interesting example of the layers in which I attempt to build upon my images. At first glance it is a beautiful landscape, but as you look deeper and unravel the layers, the images turn into a statement of adaption and modification of our lakeshore for our own purpose and gain."

In discussing his "Winter in the Canyon," Smith said, "This is another aspect of my work that I like to illustrate the use of man-made objects in state parks. This image directly speaks to how nature is managed and how "access to all" is the mantra of the state park system." Similar to "Winter in the Canyon," "Structurally Sound" and "Structurally Sound II" reveal this clearly.

These structures were "abandoned and have fallen into disrepair, nature has begun to reclaim them through the freeze thaw process, destroying the roofs and cracking the foundations," Smith explained.

The building in "Structurally Sound" is finally being demolished after sitting vacant for many years. In "Structurally Sound II," Smith found the image interesting because it shows the building with its outer shell removed, showing the inner working of the building.

Now that this exhibit is finished, Smith has great plans for the future.

"I'd like to use my MFA degree in Digital Imaging from GSU to teach at the university level," he said. "I am continuing to freelance as a commercial photographer, but I am also seriously looking for outlets to show my fine art images. I have recently become more involved with the Chicago Artist Coalition, and will be involved in working on their 2009 Art Open." Smith also felt that his experiences as a GSU artist could help other GSU students working in the same field. "My advice to other students in the program is to be actively involved in the art making process, go to every opening and show that you can, and show (your work) if you possibly can," he suggested. "Seek criticism and feedback as much as possible; it will help you grow and be extremely critical of your own work. Pushing yourself is important, people will notice the difference."

For more information or to view more of Smith's works visit www.michaelsmithimages.com.
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To avert a critically low blood shortage this summer, the Chicago White Sox is offering all presenting donors the opportunity to enter a raffle for “Opening Pitch” for American Red Cross Blood Services Day @ US Cellular Field, Tuesday, September 22, 2009 vs. Minnesota Twins @ 7:11 p.m.
By Elizabeth Yhartn
U-WIRE

University of Richmond professor David Kitchen, along with earth scientists from six other American universities, are each creating a teaching module based on their specific specialties by using data NASA has collected on the earth's climate.

The modules will be combined next fall into a new climate change course.

"It's good science for students to go to original data," Kitchen said, "to work among themselves to understand some of the trickery that can be involved in presenting data for public use, particularly for political use."

Kitchen will focus his module on ancient climates, his area of expertise.

"If you can use your knowledge to predict what it should be like in the past and find that you're right, in the sense that we know what happened in the past, it gives you more confidence about predicting what's likely to happen in the future," he said.

While the other modules' exact topics have yet to be decided, Kitchen said they would likely involve analyzing ice cores, atmospheric circulation, oceanic circulation, temperature change through time and other aspects of climate change.

During the course, students will first be introduced to the basic idea, then they will analyze critical questions, and then learn what they need to know to go through basic science then answer what he calls the "So what?" questions.

"Now we know how it works," Kitchen said. "Now we know what's likely to happen. Now we know what the impacts of that are going to be. Then the 'So what' factor comes in, which is the political question: Do we want to do anything about it, or is it better to do nothing about it and to adapt?"

In the previous climate-change course he taught, Kitchen presented students with printouts of graphs showing the changes in climate during the last 400 to 800,000 years. But unlike the new curriculum, he did not have students go back to the original NASA data and make their own charts.

"I'm excited about this course because it's making me go and see how I could use that data," he said. "The data is just data. It's what you can get out of the data. It's the discussions that come out of that, the debate that comes out of that."

As a teacher, scientist and believer in the liberal arts approach, Kitchen explained that helping students understand all the facets of the climate-change debate is an important aspect of creating informed citizens.

"We need people who are informed about science, who understand science, [but] maybe they aren't scientists," Kitchen said. "That's what a liberal arts education's supposed to do, to give us that broad perspective, the political side, the scientific side, the social side, which is why I'm a convert to the liberal arts system."

The desire to help inform citizens and students led him to write a textbook for liberal arts students that will also take a broader look at climate change beyond the scientific implications.
Happenings
What's Going on at GSU!
Compiled by Sarah Koehler
Editor

Fall Classes Begin
Block 1 & 2
September 1
Welcome back to school!
Look for activities for GSU’s Welcome Days on Sept. 1 & 2 from 11 a.m.-7 p.m.

Orientation for Student Club Advisors
Friday, Sept. 11, 11 a.m.-1 p.m.
Cafeteria Annex

Free LSAT Training
Mondays, Sept. 21-May 24
7:30-10:20 p.m., Room A2202.
University tutor David Sparks of the Academic Resource Center will teach the preparation class for the Law School Admissions Test. Class work will focus on the three main areas of the test: reading comprehension, logic reasoning, and analytical reasoning. For more information or to register, call (708) 235-3963 or e-mail d-sparks@govst.edu.

Reading Tutoring Available
Tuesdays, Sept. 15-Dec. 1
GSU’s Graduate Program in Reading is sponsoring The Literacy Zone, a reading tutorial program for students in grades six through twelve. Students meet on campus with certified, experienced teachers enrolled in the Master of Arts Reading Program at GSU. Enrollment is limited. Transportation is not provided. There is a $100 registration fee. However, $30 will be refunded to the parents/guardians of those students who complete the program with good attendance and return all Literacy Zone materials. For more information, call (708) 534-4122 or e-mail m-hession@govst.edu.

SEEDS Peer Mentor Applications due Sept. 4
Latino Center for Excellence
708.235.7609

Enrichment Seminar
Criminal Justice
Wednesday, September 23
3:30 - 5 p.m.
Cafeteria Annex

Enrichment Seminar
Elementary/Early Childhood Education
Monday, September 28
5:30 to 7:30 p.m.
Hall of Honors

Student Involvement Fair
September 28
11 a.m. - 7 p.m.
Hall of Governors

The Nature of Photography
Presented by Mel Katz
September 30
6 - 7 p.m.
GSU Library

For more information on what's happening on campus, visit http://www.govst.edu/gsuview/.

Global Access Communications
Call (773) 538-5773 or
E-Mail globalaccesstld@yahoo.com

Enrichment Seminar
Criminal Justice
Wednesday, September 23
3:30 - 5 p.m.
Cafeteria Annex

Enrichment Seminar
Elementary/Early Childhood Education
Monday, September 28
5:30 to 7:30 p.m.
Hall of Honors

Student Involvement Fair
September 28
11 a.m. - 7 p.m.
Hall of Governors

The Nature of Photography
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Solutions for Crossword & Sodoku found on page 12.
Movie Review

Public Enemies Doesn't Reach Full Potential

By Brooke Lang
Contributing Writer

Gangsters have always had an aura of myth and legend surrounding around them. Particularly, movies have been important in glamorizing gangsters and cementing them into popular culture. The most famous of gangsters, John Dillinger, the brazen Depression-era bank robber, is further immortalized in Michael Mann's film Public Enemies.

The film is based on the true story of the 1934 hunt for outlaw John Dillinger. Enjoying his newly minted title, Dillinger bursts into banks and escapes out of jails while delivering the film's best one-liners. Desperate to capture Dillinger, the chief of the FBI, J. Edgar Hoover (Billy Crudup), assigns Melvin Purvis (Christian Bale) to head the search for Dillinger and his crew.

As an action-thriller, the film delivers. The robberies and the shootouts are suspenseful and feel authentic. Mann's direction of the jail break scenes are exciting, yet still artful and cinematic. Dillinger's second escape from jail is a choreographed dance acted so seamlessly and brilliantly, it makes breaking out of jail look easy. If this scene is an accurate duplication of Dillinger's escape, then Dillinger's legendary status is much deserved.

While the film's action sequences are notable, the character development is lacking. Specifically, Christian Bale's Melvin Purvis is underwritten. Because the audience knows very little about this rigid FBI agent it's difficult to sympathize with him or to dislike him. Does Purvis sacrifice family or loved ones for his career path with the FBI? What affect does the Dillinger hunt have on his personal life?

Because we don't know Purvis it's difficult to make an assessment of him and it creates a hole in the emotional weight of the film. However, Johnny Depp's interpretation of Dillinger is truly great. Likeable, clever, but arrogant, Depp's Dillinger lives for the excitement of the present without regard for the future. Effortlessly handsome even in a prison uniform, Depp makes the audience understand why Depression-era Americans made Dillinger into a hero.

Although the script is lacking character development, there are themes that do run throughout the movie that keep the momentum going. One theme examines the shift from the glamorous age of bank robbers and bootleggers to the modern age. Dillinger, who refuses to think about the future because he knows the good times will end, is at odds with Hoover's vision of a future which involves a powerful Bureau of Investigation who uses ethically flexible law enforcement procedures.

In the film, Hoover demands FBI agents to get information by any means necessary. Mann is intentionally making a connection between Hoover's ruthless tactics- of which prompts a FBI agent to beat a woman for information—and the current debate on torture; this is interesting but feels out of place.

Overall, the movie is good but had the potential to be great. Although I very much liked the movie, I left the theater quite emotionless. What is the moral to the story? What does Mann want his audience to feel about these characters? The film is without an emotional core, but I still liked Dillinger enough to root for him. Even though the film is far from perfect, it's exciting and at times thoughtful with a fantastic performance from Johnny Depp as John Dillinger.

Music Review

Kings of Leon, Aha Shake Heartbreak: Fine Summer Noise

By Amy Beth Porter
Contributing Writer

If you have been enjoying their two newest commercial releases, "Use Somebody" and "Sex on Fire", you may want to dig deeper into the fledgling efforts of Kings of Leon. Founded in the year 2000 by three brothers and a cousin in a basement, the band was not publicly recognized until 2003. Even sadder, however, is the fact that this Nashville-based group sold platinum three times in the UK before anyone in their homeland took heed.

Released in 2005 by RCA Records, Aha Shake Heartbreak, their sophomore effort, also slpped through the cracks of American pavement at first. Maybe the U.S. had no taste then for this welcome cross between The Strokes and The Black Crowes. Whatever the reason, touring the world with U2 the same year that this album was issued turned their fortune brightly around, spawning the overwhelming success of their two current aforementioned singles.

The opening track was probably not the one most suitable for making the album's first impression, especially if it is also your first impression of the band. While a reasonably decent song, "Slow Night, So Long" does not flaunt what the rest of the album so artfully details with clever songwriting, soulful delivery, and amazing guitar work.

Luckily, "King of the Road" quickly seizes control of the album and properly sets the pace of things to come: "take off your overcoat/you're stayin' for the weekend."

"Pistol of Fire" is also a heady dose of jaunty garage rock, but "Milk" is a plaintive departure from the other tracks; "stay for me" is its mantra and it's one of the album's best tracks.

The other best track, "The Bucket", follows directly. Like "Soft", it alternately drags and then speeds up unexpectedly: "I'll be in the lobby drinking for two."

"Soft" is different from the remainder of the album for its synthesized flavor, which rarely appears elsewhere here. "Razza" exemplifies the best of Kings of Leon’s ability to showcase the vintage grunge that evokes those Black Crowes allusions they are known for; "Day Old Blues" comes across just as its title suggests—it's both sad and difficult to digest.

"Velvet Snow" boasts a broader vocal range than the lead singer is apparently comfortable exercising, and the result is sometimes borderline whiny: "let no smoke get in your face." For some reason, this is not annoying, probably because it is a song that pulls no punches emotionally.

The sound that Kings of Leon is becoming known for is decidedly distinctive, in spite of all fumbling comparisons. It is conceivable that some may consider the tracks similar to one another, but this guy's voice begs to be heard beyond a cursory listen. Therefore, if you love what you've been hearing on the radio from Kings of Leon, you will uniformly love this album.
Crossword & Sudoku: solutions on page 7

Across
1. Ultimatum ender
5. Append
8. A chess piece
12. Not warm
13. Palm cockatoo
15. Reflected sound
16. Travelled on a horse
17. Critical
18. Corrosive
19. Inescapable
22. French for "Summer"
23. Est. time of arrival
24. Verbal
25. Makes amends
26. A chess piece
28. Decree
31. Summer refresher
gesture
32. Cyphers
34. Glacial ice formation
36. Greek sandwich
38. Stiff
40. Farewell
41. Assumed name
42. Encrypted
43. Golf ball support
44. Most recent
45. Actress Lupino
46. Greek sandwich
47. Glacial ice formation
48. Jubilant
49. Most recent
50. Not this
51. Actress Lupino
52. Not yours
53. Territory
54. Farm building
55. Dross
56. Greek sandwich
57. Goddess of discord (Greek mythology)
58. Cab
59. Farm building
60. Memos
61. Colored part of an eye

Down
1. Beige for seniors
2. Diving bird
3. Fizzy drink
4. Just short of a dozen
5. Dry
6. Information
7. Lackluster
8. Green
9. Increase speed
10. Lota
11. Connecting point
12. Pilot
14. Apportion
16. Reflected sound
17. Stiff
18. Corrosive
19. Inescapable
20. Auditor
22. Bucolic
27. Medical science for seniors
28. Decree
29. Comment to the audience
30. Rescued
31. Ottoman officer
32. Bigheadedness
33. Bigheadedness
34. Bigheadedness
35. C
36. Greek sandwich
37. Pledge
38. Greek sandwich
39. Pleasure
40. Farewell
41. Assumed name
42. Encrypted
43. Golf ball support
44. Most recent
45. Actress Lupino
46. Greek sandwich
47. Glacial ice formation
48. Jubilant
49. Most recent
50. Not this
51. Actress Lupino
52. Not yours
53. Territory
54. Farm building
55. Dross
56. Farm building
57. Jacobi's brother
58. Cab
59. Goddess of discord (Greek mythology)
60. Memos
61. Colored part of an eye

Great Tweets of Science

1. Newton chilin' in my garden, listening to- ow-ow-ow!!
2. Newton had apple for lunch.
3. Aristotle RT @Aristotle "be so you wish to beest" 0:55 AM 04/02/16 from AcrtiloTviw.
4. Watson @Watson: It's a double helix, sick it, @Pauling @Pauling!!!! 5:15 PM July 20th 2014 from WatsonLab.
5. Chris Columbus land ahead, anyone know a good Indian restaurant? 2:10 AM Oct 12th from ChrisColumbus.
6. Albert Einstein at the grocery store, "ever notice how the line to pay moves slower when you're in a hurry?" [mmmm...]
7. 8:02 PM Sep 27th 2013 from EinsteinLab.
8. NASA @NASA 10:41 PM St. 20th 2013 from NASAlab.
9. Darwin @Darwin I'm on a boat! I'm on a boat! check out the crazy turles, 4:09 PM Sep 15th 2013 from DarwinLab.
10. Phoenix @Phoenix: "Welcome!" 9:58 PM 14/01/13 from Phoenix

Is Your Research IMPROSSIBLE?
Take the Quiz!

Does it violate the Laws of Physics?

[ ] Yes
[ ] No

My research is to figure out the Laws of Physics

Why hasn't anyone done it before?

[ ] They were not as smart as me (I am the chosen one!)
[ ] No one's bothered to do it (Man, it's not that useful)
[ ] Someone has done it, I just don't know about it. (Do I really want to know?)

Results: Realistically, it can't be done. Academically, it can still be published!