



WAVES



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Access as the “Kiss of Death”: The New Exclusivity in Public Urban Research Universities

By Stuart Henry
Professor and Chair
Department of Interdisciplinary
Studies

While public urban research universities were founded with a mission to serve the citizens of their state, it appears that a confluence of trends is skewing whom they serve. In April, the University of Minnesota announced that it proposed closing its longstanding College of General Studies and shifting the resources to enhance, among other things, its honors program in a quest to become ranked among the top three public universities in the world. In May, Temple University in Philadelphia

announced that it has abandoned its urban working class students in a search for "better students" and a Renaissance in research. As well as building halls of residence at this former commuter school, the university boasts about having raised the average SAT by 111 points to 1099. President Adamany says Temple's mission should change: "Its sky-high dropout rates in the 1990s prove the folly of accepting marginal students, who would be better served by community colleges" (Kerkstra, 2005). Temple's Director of Admissions, Timm Rinehardt has stated that "once you become open enrollment, once you let everyone in. . . that's the kiss of death." Moreover, Temple's percentage of African American students has shrunk; African American students find it harder to get in, and graduates from the Philadelphia public schools have declined from 29% of the freshman class in 1996 to 10% in 2005.

Meanwhile, back at President Adamany's former institution, Wayne State University in

Detroit, we have seen a very similar pattern emerge under President Irvin Reid and current Provost Nancy Barrett. The university master plan designates this former commuter school to become 20% residential by 2015, and it has already built three new dorms to house traditional age students who will be

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WAYNE STATE
UNIVERSITY

COLLEGE OF URBAN, LABOR
AND METROPOLITAN AFFAIRS

The Semester that was the Semester



by Caroline Maun

Well, I'm writing this, so there is still a pulse. Those of you who have gone through this Winter/Spring semester in the Department of Interdisciplinary Studies know what I mean. We returned from the Winter break in January 2005 and knew that changes were in the air, but we could not have anticipated all the twists and turns that this semester that was the semester has taken.

This was the semester in which a plan to dismantle the College of Urban, Labor and Metropolitan Affairs was put forward by Provost Nancy Barrett. CULMA has been home to the Department of Interdisciplinary Studies for a brief two years, after the dissolution of the College of

Lifelong Learning in 2002.

The previous move of our department, from CLL to CULMA, was a well-negotiated and peaceful one, by all accounts. This time around, however, questions about the speed and details of the process of change, as well as the implications of the dissolution of CULMA have involved protests at the Department, College, and local and state government levels. For a full account of the proposal and the stages it has gone through, check the IS website (www.is.wayne.edu), where you will find "The Situation Room," a collection of documents relating to the move. The page also maintains a current listing of local press articles, national press articles, and proposals. The website is maintained by Assoc. Professor David Bowen.

This issue of *Waves* brings a new column from Linda Hulbert: "Look Out: You Might Be Learning," which will address issues of active and

adult learning and teaching. In addition, there are articles on the premiere of Ron Aronson's new documentary *Professional Revolutionary: The Life of Saul Wellman*, the Department's Black History Month Celebration, the 3rd Annual Talent Show, our Urban Woman Writer in Residence, Grace Lee Boggs, and much more. Many of our members were award winners this semester, from the faculty, staff, student and alumni ranks. The real challenge for this issue of *Waves* has been keeping it to a manageable length! I could easily have expanded this to twice the size, and more than once threatened to do so.

Congratulations to all of us for navigating change with good will and aplomb, without ever losing sight of our pedagogical or ethical principles, and for coming together to create effective change. The Department of Interdisciplinary Studies is populated with champions.

New Faculty, 2004-2005

Lina Beydoun, Lecturer

Lina Beydoun is a graduate of the American University of Beirut, and she earned the M.A. in Sociology from Wayne State University in 1998. She is currently pursuing her Ph.D. in Sociology and International Law at Wayne State University.

Her dissertation involves the study of postwar neighborhood re-organization in Beirut. She is also interested in researching ethnic boundaries and frontiers as well as the sexuality and identity of Arab American women. Her interests extend to immigrant entrepreneurs, ethnic minorities and multiculturalism, citizenship, Lebanese migration to West Africa and the USA, and Arab societies. She is a very active scholar who has consulted with the Arab

Community Center for Economic and Social Sciences (ACCESS), in Dearborn, Michigan. She is affiliated with the Center for Comparative Immigration Studies at University of California, San Diego.

Caroline Maun, Ph.D., Assistant Professor

Caroline Maun received the B.A. from Eckerd College, in St. Petersburg, Florida, the M.A. from North Carolina State University, and the Ph.D. in 1998 from the University of Tennessee, Knoxville. She was Assistant Professor of Rhetoric and

Composition and Writing Center Director at Morgan State University prior to coming to Wayne State. Her scholarly interests include editing, poetry, American women writers, African American literature, adult learning, and writing and technology. Her first book, *The Collected Poems of Evelyn Scott* will appear this summer with the National Poetry Foundation. Since arriving at Wayne State she has assumed the editorship of the Department newsletter, edited several issues of a new Department broadside on writing (*Writing Matters*), and has generally made herself right at home.





Awards, Achievements, Publications

Awards/Achievements

Ronald Aronson, Professor, has been selected by the University to receive one of the five 2005 Board of Governors Faculty Recognition Awards for his book *Camus and Sartre: The Story of a Friendship and the Quarrel that Ended It*.

Pynthia Caffee, Academic Adviser, has been selected as the 2004-2005 recipient of the Academic Staff Professional Development Committee's Outstanding Contributor Award.

Julie Thompson Klein, Professor, and Caroline Maun, Assistant Professor, each received a research assistant for Winter 05 from the library science program supervised by Dr. Hermina Anghelescu.

Richard Raspa, Professor, was awarded the President's Award for Excellence in Teaching for 2005.

Linda Lora Hulbert, Project Coordinator and Adjunct Faculty Member, was awarded the 2004-05 Teaching Excellence Award by the College of Urban, Labor and Metropolitan Affairs (Part-time).

Andre Furtado, Assistant Professor, was awarded the College of Urban, Labor, and Metropolitan affairs 2004-05 Teaching Excellence Award (Full-time).

Presentations

Ronald Aronson, Professor, and Judith Montell, *Professional Revolutionary*. Documentary on the life and times of Saul Wellman. WSU General Lectures, May 22, 2005.

Ronald Aronson, Professor, presented "Camus versus Sartre: The Unresolved Conflict." and "L'Impromptu des philosophes," Sartre Society of North America, University of San Francisco, February 16-17, 2005. Ron also participated in a panel discussion on his book and chaired another panel.

Laura Corrunker, Lecturer, presented "The Technological Barriers for Adult Students Returning to or Entering College" at the MAACE Conference Oakland Center, March 17.

Linda Lora Hulbert, Project Coordinator, presented "Motivating Adult Students Through Metacognitive and Active Learning Strategies" at the MAACE Conference, Oakland Center, March 17.

Linda Lora Hulbert presented "What One Sees Depends on How One Looks: Active Teaching," 2005 International Conference on Teaching and Leadership Excellence, Austin, TX, May 30.

Linda Lora Hulbert presented "The Active Learning Classroom: Enhancing Student Learning," at the

2005 National First-Year Experience Conference, Phoenix, AZ, February 5.

Julie Thompson Klein, Professor, delivered the keynote address: "Measurement of Quality in Interdisciplinary Research," at a meeting on Integrative Indicators of Science and Technology sponsored by the Academy of Finland, the Finnish Society for Science and Technology Studies, and the Helsinki Institute of Science and Technology Studies, February 17.

William T. Lynch, Associate Professor, presented "History in the Footnotes? Reconsidering the Philosophy of Lakatos and Feyerabend," at the STS (R)evolutions conference, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, March 19.

Lisa Maruca, Assistant Professor, presented "Plagiarism in a Culture of Copyright," at the Intellectual Property Caucus, College Composition and Communication Conference (CCCC), San Francisco, CA, March 16.

Daphne Ntiri, Associate Professor, presented "Promoting Functional Literacy Awareness in Framing Public Health Initiatives," at the 19th Annual Public Health Conference of Graduate Students of African Descent. University of Michigan, March 12.

FACULTY NEWS

Daphne Ntiri presented "The Growing Crisis of Illiterate America: Finding Tools To Manage This Crisis in Metro Detroit" at the Annual MAACE Conference, Oakland Center, March 17.

Fran Shor, Professor, presented "The Political Journey of a Pacific Rim Wobbly," at the Harry Bridges Center for Labor Studies, University of Washington, Seattle, February 18.

Publications

Ronald Aronson, Distinguished Professor, "Is Wayne State Abandoning the Urban Mission?" May 4 *Detroit Free Press*.

Ronald Aronson, "Sartre contre Camus: le conflit jamais résolu," in *Cities 22* (Paris).

Ronald Aronson, Professor, had an interview with Danny Postel about his recent book published in *Logos Journal* 4.1 (Winter, 2005) that is online at: http://www.logosjournal.com/issue_4.1/aronson_postel.htm, as well as a review in the *Claremont Review of Books* at: <http://www.claremont.org/writings/crb/winter2004/quinones.html>.

Ronald Aronson, "Outside View: Bush, Camus and Sartre" United Press International, March 3, 2005, <http://www.upi.com/view.cfm?StoryID=20050301-054358-9493r>

Ronald Aronson, "The Impermanent Revolution" *Arts & Letters Daily* (Chronicle of Higher Education). February 28, 2005 at <http://www.thenation.com/docprint.mhtml?i=20050314&s=aronson>.

Eric Bockstael, Professor, "Pablo Neruda: Poet of the Americas." and "An Encounter at Isla Negra, Chile." *Memorious* 4, March 30, 2005.

Stuart Henry, Professor and Chair: (with W. G. Hinkle) "Bridewell Prison and Workhouse" (pp. 82-84) and (with D. Milovanovic) "Constitutive Penology" (pp. 154-157) both in Mary Bosworth (ed). *Encyclopedia of Prisons and Correctional Facilities*. London: Sage, 2005.

Stuart Henry "Everyone Does It." pp. 486-487 and "Three-strikes Laws" (pp. 1485-1486) both in John K. Roth (ed.) *Ethics*. Pasedena, CA: Salem Press, 2005.

Stuart Henry, Professor and Chair, "Critical Criminology: An Overview." and (with D. Milovanovic) "Postmodern and Constitutive Criminology." In Richard Wright and J. Mitchell Miller (eds.), *Encyclopedia of Criminology*. (pp. 347-51 and pp. 1245-49). New York: Routledge, 2005.

Julie Thompson Klein, Professor, *Crossing Boundaries: Knowledge, Disciplinarity, and Interdisciplinarity*, (trans Jiang

Waves, formerly *IS News & Views*, is published twice yearly by the Department of Interdisciplinary Studies, Wayne State University.

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Waves

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Waves welcomes letters to the editor, reviews, stories, news updates, and feature-length submissions for publication.

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Founding Editor, *IS News & Views*,
Antonetta Johnson-Gardner

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Thanks to David Bowen for web-space for *Waves*. We can be found at:

<http://www2.is.wayne.edu/newsletter>



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Faculty News, Con't.

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Zhiqin) Nanjing Press, 2005. (translation of her 1996 book)

Julie Thompson Klein, "Guiding Questions for Integration." *Integration Symposium 2004 - Proceedings*. Canberra: Land and Water Australia, 2005. 5-8. CD-ROM key reference on integration in the Australian Government's national research and development corporation in natural resource management.

William T. Lynch, Associate Professor, "Surveying and the Cromwellian Reconquest of Ireland." In Steven A. Walton, ed., *Instrumental in War: Science, Research, and Instruments between Knowledge and the World* (pp. 47-84). Leiden: Brill, 2005

William T. Lynch, "The Ghost of Wittgenstein: Forms of Life, Scientific Method, and Cultural Critique" *Philosophy of the Social Sciences*, 35 (2): 135-74.

Lisa Maruca, Assistant Professor: "Plagiarism." In John. K. Roth ed. *Ethics*. (pp. 1126-1130). Pasadena, CA: Salem Press, 2005.

Fran Shor, Professor, "Left Labor Agitators in the Early Twentieth Century Pacific Rim," *International Labor and Working Class History* 67 (Spring 2005): 148-163.

Professional Honors/Service

Julie Thompson Klein, Professor, has been named an Associate Editor of the international publication *Science Studies: An Interdisciplinary Journal for Science and Technology Studies*.

Julie Thompson Klein participated in a Steering Committee meeting of *New Directions in Humanities, Science, and Policy* at the University of North Texas March 19-20.

Caroline Maun, Assistant Professor, was an invited speaker at the Executive Committee of the College Language Association in Athens, GA to provide a report on the organization's website, and a proposal for improving it, April 16, 2005.

Thomas Moeller received credit in the movie *Professional Revolutionary* for his work as computer consultant and webmaster for the film's website www.professionalrevolutionary.org.

Roslyn Abt Schindler, Associate Professor, served as Board liason to the 2005 AIS Conference Planning Team, New Century College, George Mason University, Fairfax, Virginia, May 16-17.

Grants

The following IS faculty received grants for developing interdisciplinary anchor courses that will lead to knowledge/issue tracks:

Lisa Maruca, Critical Literacie: \$2500

Caroline Maun, Critical Literacies: \$2500

James Michels, Critical Literacies: \$3000

Fran Shor, Humanities: \$3000

Dick Rapsa, Critical Literacies and Chair, Master's in Interdisciplinary Studies: \$3000

William Lynch, Science and Technology: \$3000

Lina Beydoun, Social Science: \$1000

Frank Koscielski, Social Science: \$1000

Daphne Ntiri, Social Science, Director of the Lifelong Learning Research, Coordinator of Nonprofit Sector Studies: \$1000

10th Annual MISP Graduate Colloquium

By Carole Keller

The Tenth Annual MISP Graduate Colloquium took place on April 30, 2005. The event, a "celebration of the academic achievement" of the program's graduates, honored the five students who received their Master's degrees in Interdisciplinary Studies at Wayne State's May commencement. Given the ongoing turmoil surrounding the proposed dissolution of CULMA, the colloquium was not only celebratory, but poignant, with both Graduate Chair Dick Raspa and IS Chair Stuart Henry addressing the situation in their remarks. "A crisis helps to measure who we are," said Raspa – "It creates an opportunity for our community to demonstrate who we are and what we do."

Katrina Anderson (Marsha Richmond, advisor), Allecia Gates (Julie Klein, advisor), Kathleen Greene (Richard Raspa, advisor), Dean Pfeffer (Bill Lynch, advisor), and Julia Sluchak-Carlsen (Marsha Richmond, advisor) completed the MISP between January and April. Katrina, Allecia, and Dean attended the colloquium and presented their thesis work to the guests, including other students, MISP alums, faculty and family.

Katrina's thesis, "White Coats and Black Folks: Exploring Cultural Distrust in Physician-Patient Relationships," explores issues of trust within the doctor-patient relationship, including the role of personal experiences of racism vs. prior knowledge about the impact of historical injustices on African American patients' health care. Individual in-depth interviews with a diverse group were the foundation of Katrina's study.

In "A Multiple Intelligence Approach to Teaching Music," Allecia Gates investigated the utility of Howard Gardner's multiple intelligence theory for increas-

ing students' learning capacity, specifically in music education, concluding that it is a "crucial interdisciplinary tool in the field of education." Her research included an experiment whereby she transformed her music classroom into multiple intelligence centers in order to explore students' retention levels and understanding of the concept of rhythm.

Kathleen Greene completed her degree work long-distance, following a move to Connecticut, where she is Technical Director of Vascular Lab and Ultrasound Services for a surgical group in Hartford. Her thesis, "Network Theory in Vascular Laboratories," addressed the medical community network and the roles and interactions of the individuals that comprise the network in the laboratory's function and output. Kathleen is a registered nurse who has long worked in the field of vascular laboratory testing; she also serves on the editorial board for the *Journal of Diagnostic Medical Sonography* and is a member of the Board of Directors for the Society for Vascular Ultrasound.

Dean Pfeffer's thesis, "Sensors in Society," evolved from his "fascination with how our society functions with sensors being so seamlessly integrated into our daily lives." A primary focus of his discussion is that, while the ubiquitous use of sensors has many advantages in contemporary lifestyle, the cost is loss of individual privacy – a trade-off, he argues, that is worthwhile, if due care and responsibility are taken in the use and application of sensors. Dean's

career in the process control industry has both familiarized him and piqued his interest in sensors and similar topics.

Julia Sluchak-Carlsen, a research assistant in the Thoracic Oncology Department of WSU's Karmanos Cancer Institute, wrote her thesis on "Lung Cancer Screening: Why It Is

Not Being Done." She investigated why, when lung cancer is the second most common, and the leading cause of cancer-related deaths, more isn't done to enable early-stage treatment that greatly improves survival rates. Problems

contributing to the controversy over screening are addressed, including the lack of validated screening tools, medical acceptance, and ethical and social concerns. Because of the difficult nature and challenges of lung cancer, new medical technology and carefully designed research trials may finally achieve progress in limiting the disease.

Allecia calls her experience in the MISP "a challenging and powerful journey," while Katrina noted that, at the beginning, she "didn't know where she wanted to go, [but] just knew that I wanted to go on a trip." Congratulations to these five who have completed their MISP journey, with best wishes for wherever their future travels take them.

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BLACK HISTORY MONTH CELEBRATION

IS BLACK HISTORY MONTH PROGRAM ATTRACTS COMMUNITY AND MEDIA By Antonetta Johnson-Gardner

On February 25, 2005, the Department of Interdisciplinary Studies hosted its annual Black History Month Program titled, "A Celebration of Black Heritage in Detroit," at 91 Manoogian located on the University's main campus. It began with powerful "open mic" poetry readings, a memorable pictorial exhibit documenting the Alex and Adaline families from the early 1800's, and ended with a dramatic performance of a "sneak preview" of the play titled, *Hit 8-Mile: I Remember Coleman*, by Dorothy T. Redmond (WSU graduate) and Tyrone Staples,

featuring guest actor, Coleman A. Young, Jr. The event was one of the raves of the year for the Department. It was well attended by more than 100 students, faculty, and community guests who played an interactive role in the event. Feature articles about the event appeared in the *Michigan Chronicle* and the *Detroit Free Press*.

In a commentary to the *Detroit Free Press* (2/28/05) regarding the purpose for Coleman A. Young, Jr.'s presence on Wayne State's campus, I wrote that I was surprised that there was no mention of the cultural significance of his return to Detroit, in which he focused on paying tribute to the rich Black heritage

in Detroit which his father (Coleman A. Young), the first African-American mayor in the City of Detroit, made significant contributions toward.

Furthermore, his role in the play, *Hit 8-Mile*, was the epitome of African-American history revisited.

The event was coordinated by Antonetta Johnson-Gardner with the help of several IS faculty and staff: Sadie Asber, Shere Hartsfield-Davis, Annette Hawkins, Lois Hazell, Linda Nieman, and Professor Daphne Ntiri who served as an advisor. Our flyer and program were designed by staff member Terri Patton.



Coleman Young, Jr. standing beside a picture of his father.



Dorothy T. Redmond and the cast of *Hit 8-Mile*.

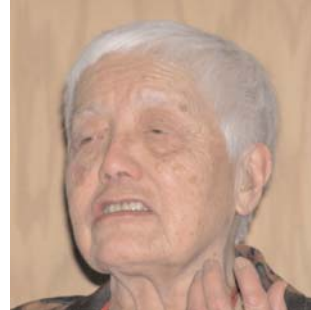
URBAN WOMAN WRITER IN RESIDENCE

The Events:

Changing Detroit: Past, Present, Future
Thursday, March 31, 2005

Thinking Outside the Box: Identities in Change
Thursday, April 28, 2005

Creating a New "We"
Thursday, May 26, 2005



Grace Lee Boggs

These events, which featured the activist Grace Lee Boggs, were co-sponsored by the Department of Interdisciplinary Studies at and the International Women's Writing Guild, Southeastern Michigan Region. Boggs, who designed and led the events, is the Urban Woman Writer in Residence of the Department of Interdisciplinary Studies, Wayne State University.

The article included here was an exceptional example of those written by students enrolled in a freshman-level writing course, ISP 1510, which I taught in the Spring semester of 2005, and inspired by sessions in the *Changing Detroit* series.

The students wrote in response to issues of community, change, activism, and identity that were explored in the sessions.

All of the events were well attended by students, members of the University community and the community at large.



When I Think about Detroit
By Stephen Ricks

When I think about Detroit , I think about my bedroom...not the one I sleep in now, but the one I slept in as a child. I think about Christmas

morning and presents in front of the fireplace. I think about my grandmother's cooking and about spending the night over at my friend's house or getting whippings for poor grades on my report card; see, I grew up in Detroit, have lived here most of my life, so when I think of Detroit I think of my life , the good and the bad, the fond memories and the not so fond.

I think about the events that helped to shape me into who and what I am; the trials, the temptations, the failures and successes.

All of it is Detroit for me. As of late, when I think about Detroit, I think about her problems, which seem too numerous to count. I worry about the high unemployment and what it means for the future of the city; I worry about block after block of abandoned, burned out buildings, the abandoned and burned out people who are usually lurking nearby those same buildings. I think about the plight of the Black man in this city, how the depressed economic situation has a special

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STUDENT AND ALUMNI PROFILES

by Ruthie Flowers

Aniema Udoroh is a transfer student who enrolled in the IS Program in the Fall of 2002. She took courses at several colleges and universities, but when she entered the IS Program, Aniema knew she had found the perfect curriculum and nurturing environment that would provide her with a good educational foundation to build upon. As her advisor, I found her to be very kind, yet strong willed, caring and unwavering, and very focused on her academic goals, in spite of many challenging life experiences.

Aniema will tell you that it was not easy. Sometimes, she took on more than she could handle, but it was all to the good. When school research papers were due, she tried to balance time between her foster children and work in order to meet the deadlines. Her final senior research project kept her busy in the library and on the computer, constantly writing and rewriting. But in the end, it all paid off.

On May 5, 2005, Aniema

Udoroh graduated, earning her Bachelor of Interdisciplinary Studies degree with the distinguished honor of receiving the Otto Feinstein Award for excellence in senior writing.

Currently, Aniema is working towards a second bachelor's degree in WSU's accelerated nursing program. Her ultimate goal is to become an Emergency Room nurse.

DeWayne R. Hayes, a graduate of the College of Urban, Labor and Metropolitan Affairs in the Department of Interdisciplinary Studies (CULMA - IS), has received many honors and awards for outstanding academic achievement and service to Wayne State University. He was a recipient of the distinguished Henry Donnelly Leadership Award for outstanding contributions in scholarship, student leadership, and student service in the graduating class of May 2005.

From the beginning, his outstanding scholastic achievement as a transfer student

from Wayne County Community College with an Associate of Arts degree made him eligible to receive the WSU Presidential Scholarship Award upon admission. He was also awarded the David Adamany-Wayne State University Alumni Association Endowed Scholarship. This coveted award allowed him to meet one of his academic goals of graduating with dual majors in Interdisciplinary Studies (IS) and Peace and Conflict Studies (PCS).

His devotion and hard work have inspired other students to give of their strengths by getting involved in campus life and striving towards high scholastic achievement. While not all of his accomplishments have been mentioned, it is also important to underscore his spiritual commitment and service as Associate Pastor (without pay) to the members of the Historic Little Rock Missionary Baptist Church that demonstrates his unselfish devotion as a leader to the highest calling as a servant.

Access as the “Kiss of Death,” con’t.

Continued from page 1

coming from out of town and who, as in Philadelphia, are presumed to be “drawn like moths to the city lights.” Following the closing of its adult-oriented College of Lifelong Learning in 2002, in June 2005 the WSU Board of Governors considered a proposal by the Provost to close its only other college explicitly serving adult urban students, the College of Urban,

Labor and Metropolitan Affairs (CULMA) and, like Temple and Minnesota, it also announced that it will upgrade its honors program to college status! While the

university claims that all the CULMA programs will remain intact, albeit dispersed to different parts of the university, one cannot help but think that a shift in resources and priorities is occurring, and the lower income, adult, minority student is not the beneficiary.

Finally, while there is a goal of increasing the overall student numbers at WSU by 20%, there are also mutterings of raising the admission requirements to become, like Temple, more selective, which means more exclusive. These somewhat incompatible goals often mean going outside the local area to recruit students who spend big money on campus (in the form of

residence/housing, food, entertainment and tuition dollars), and who cost less to educate because of their preparedness for college. Ironically, in contrast to the wishes of Michigan Governor Granholm’s Cherry Commission on Higher Education, which wants to boost college graduation and state retention of its gradu-

... One cannot help but think that a shift in resources and priorities is occurring, and the lower income, adult, minority student is not the beneficiary.

ates, these high-end, opportunity-seeking alumni are the very students who, upon graduation, drain from the state to California, Arizona, Florida and New York, unlike their

apparently less desirable, and soon to be displaced, adult students with family ties, homes and careers rooted right here in Michigan.

What these reorganizations of public urban research universities have in common is a reduction of access to higher education for the urban, nontraditional adult student, and an increase in opportunity for the traditional-age student. Indeed, the new direction is intended to improve the prestige rankings of these universities relative to their

Partly, this is a matter of budgets, partly a shift in ideology and partly a roll-back of affirmative action and civil rights gains of the 1960s and 1970s.

competitors in the eyes of national ranking agencies and the mass media higher education monitors, such as the U.S. News and World Report’s annual assessment of America’s Best Colleges, that scrutinize a university’s student profiles, including: SAT, GPA, graduation rate/dropout rate, class size, proportion of full-time faculty teaching classes, and research dollars. In particular, the addition of an honors college is seen to boost all of these factors simultaneously, while providing a public relations marketing coup that will attract better qualified students, even though honors colleges typically only serve 3-5% of the student body (Sperber, 2000).

So why now? What has caused this shift toward elitism that is turning public urban research universities into Limited Access U? Partly, this is a matter of budgets, partly a shift in ideology and partly a roll-back of affirmative action and civil rights gains of the 1960s and 1970s.

In the post 9/11 world, as the national economy stagnated

and many state economies stalled, state legislators saw to it that the days of wine and roses were over for higher education. As they clawed back dollars, universities were faced with a fiscal crisis. One solution, to increase tuition, had been capped by some states, such as Michigan, that were indexing cuts in university budgets to increases in tuition. Another solution was to grow out of the crisis by increasing enrollment.

But if enrollment could be increased at the same time as increasing student quality, and if these students were also those more able to pay, and also those more able to afford college

It could be argued that a student who is based on campus full-time, spending substantial sums of money over an average 4-5 years, is more valuable to a university than a part-time student who spends only their tuition.

without working, then dropout rates would decline and graduation rates would rise. Time to graduation was also a factor here as it could be argued that a student who is based on campus full-time, spending substantial sums of money over an average 4-5 years, is more valuable to a university than a part-time student who spends only their tuition and spreads that over 6-10 years. All students are

clearly not equal to the prestige-driven, fiscally challenged, public urban research university. Unfortunately, the profile of the part-time student in an urban area is more likely to be a minority, adult, nontraditional working parent, whereas the profile of the traditional student is a single Caucasian, 18-21 year-old. Indeed, while WSU's undergraduate enrollment profile is 28% African American, and 47% part-time, the profile

of its adult oriented Department of Interdisciplinary Studies student is 70% African American and, importantly, 66% part-time. Similarly, Temple, during the last five

years, "has morphed from a commuter college known as 'Diversity University' into an institution far more academically selective - with a 34,000-member student body that is whiter, wealthier and more suburban than ever. . . To make it a truly great institution... means. . . looking for better students" says Howard Gittis, chairman of Temple's Board of Trustees (Kerkstra, 2005).

Beyond the shift away from a reliance on state funding, public urban research universities are moving toward increased pursuit of private funding. This is being accomplished through their foundations' solicitation of gifts and donations not least via faculty/staff campaigns that actually persuade the faculty and other employees to give part of their income (preferably their wealth) back to the university, to add to the funds garnered from the nurtured and economically targeted successful alumni. The University of Michigan at Ann Arbor has been hugely successful at engineering this funding shift, with some \$4.4 billion in its foundation, an amount so large that it can fund much of its own capital expansion from its annual interest on its investments. These gifts come from those who have been successful in their careers after graduation; higher quality students, graduating over shorter time frames, who rise up career ladders to become wealthy alumni, who can move State Dependent U more rapidly toward being Independent U for the mere cost of inscribing their name on a building or college.

Not to be overlooked in this

reorientation of the urban public research university is the shift away from any serious attempt to redistribute wealth through public access higher education. The original purpose of the urban research university was to serve its constituent, city and state residents, recognizing that because of their educational background founded in often overcrowded, under-funded school districts (which in Detroit delivers only a 44% graduation rate), these students will have educational deficits and challenges to learning that are absent from the classical college town campus. Yet while the 1960s and 1970s saw an expansion of programs to assist these students to graduate with pride and quality educational achievement, by the 1990s and into the 21st century, they have been diminished, cut back and even abandoned, along with the means to fund them (Pell Grants). Again, no more illustrative example exists than at Temple, whose President Adamany contends should change its mission: "Its sky-high dropout rates in the 1990s . . . prove the folly of accepting marginal students, who would be better served by community colleges. Can you turn the better-qualified students away so you can take the least qualified?

That's not a policy anybody endorses" (Kerkstra, 2005).

So as we enter the lean world of the more privatized urban research university, we can expect increasing exclusivity, an admissions bar that rises to exclude the local urban minority population and

in a small corner of the urban landscape, an angry populist protest movement plotting to kick the gown out of the town and demanding

reparation be paid for the community's past support, which if nothing else, could go to improving the quality of the urban community colleges. Unfortunately, this political protest is likely to be less successful than the public urban research university becoming an elite institution, feeding the technological and scientific needs of the state, goaded by state politicians to graduate and credential increasing numbers of students for employment opportunities, themselves driven by the forces of corporate pressure. Co-opting its political critics and seducing its eager-to-climb,

career-oriented students, to become, to quote Pink Floyd, "another brick in the wall," the prospects for protest are limited. In the meantime, those who most need the intrinsic empowerment that a genuine liberal education can bring, those urban nontraditional students who could most benefit

We can expect increasing exclusivity, an admissions bar that rises to exclude the local urban minority population and in a small corner of the urban landscape, an angry populist protest movement plotting to kick the gown out of the town and demanding reparation be paid.

from a quality education in the great urban research universities located right in their neighborhood, and who could upon graduation make the most profound differ-

ence to the very problems presented by progress and urbanism are increasingly excluded from quality higher education. In embracing elitism the public urban research university has lost its soul; the princess of inclusivity and hope has become the frog of exclusivity and despair, and with it comes the "kiss of death" for its urban mission.

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TALENTS ON DISPLAY

IS Talent Show Displays Detroit Talent and Raises Funds for Student Scholarship

By Antonetta Johnson-Gardner

Talent is everywhere! The Department of Interdisciplinary Studies Annual Talent Show to benefit the IS Women's Scholarship Fund took place on Friday, April 1, 2005 from 6:00 p.m. to 10:00 p.m. WSU students, faculty, staff, and fellow Detroiters came out to display their talent for a good cause – to provide scholarships to adult women in IS who need financial assistance to complete their degrees.

Talent was displayed in poetry, dancing, comedy, singing, music; you name it, IS had it! Families performed together; Stuart Henry did his impression of Monty Python; Laura Miller graced the stage with a modern jazz performance; LaJoyce, Shere, and Annette (LSA) have become the "New Supremes." I must not leave out my granddaughter, Malaysia Cummings and Annette Hawkin's son, Andre, as they were LSA's back up dancers. Terri's daughter, Sydney, and her best friend, Denay, sang "America the Beautiful." Armand Banooni

sang his rendition of the Drifters, "Under the Boardwalk." Of course the evening would not be complete without Frank Koscielski and Jim Hart of the Big Shorty Band, who provided the "rock'n roll" we needed to put us in the groove. It was a wonderful and worthy event that raised more than \$2,000. You can purchase a videotape (VHS or DVD) of the talent show for \$10 by contacting Terri Patton, 313-577-4627.

The coordinator for this event, Terri Patton, who is also a WSU student and staff member of IS, has been behind organizing this tour de force for the third year. The coordinating committee assisted Terri with the many details from reserving a space to managing the lighting, sound and videotaping, ticket sales and other technical facets. They were Laura Corruner, Frank Koscielski, Thomas Moeller, and Denise Walker. Event sponsors were the Dianne Jerdo McLemore Foundation, Big Shorty Band, Thomas Moeller, Howard Finley, Ian and Laura Corruner, and Jan Klumpp.

The IS Women's Scholarship Fund Committee is very grateful to the sponsors and coordina-

tors of the talent show fundraiser which has been a huge benefit to many female students in the Department of Interdisciplinary Studies, College of Urban, Labor and Metropolitan Affairs.

So all of you folks who think you have talent, keep your tap shoes dusted off and vocal chords tuned up, the show will be back!

Professional Revolutionary: The Life of Saul Wellman Premiered May 22

Ronald Aronson, Professor, and Academy Award-nominated director Judith Montell held a reception and premiere screening of their film *Professional Revolutionary: The Life of Saul Wellman*. The documentary focused on the life and times of Wellman as an activist and chronicled his journey through various movements of the 20th century, including the Spanish Civil War, the Communist movement in the US and the Detroit labor movements. The film emphasized that one person with commitment and vision can influence many others to right action by his or her energy.

WHAT I THINK ABOUT WHEN I THINK ABOUT DETROIT

impact on him and in what ways he will adapt in order to survive, and in what ways the city as a whole will adapt to survive, grow and prosper.

When I think about Detroit, I think about how the city is perceived by others; how it is viewed by those who don't live here. I realize that the prevailing view of Detroit is not a flattering one. Detroit is viewed as a city of death and decay, as a

place to be avoided, to flee from. I

understand this perception... I have lived in Detroit all my life and know from personal, intimate experience that this city can be extremely dangerous, and in certain

places, at certain times, life is very cheap here. But, I also know something else about Detroit: giants keep coming here. I often wonder why so many things of significance began in Detroit. For instance, how did Detroit become the "motor city"? of all the cities that automakers could have chosen, why did they choose this one? And why do they continue to choose Detroit? How did Detroit, of all places, become "Motown"? The Shrine of The Black Madonna, The Nation of Islam: why did these national movements begin here, in this city, as opposed to other cities with their own large populations of African-Americans?

There is something about

Detroit, and when I think of this city, I wonder what that "something" truly is, and if this indefinable something is enough to save Detroit.

When I think about Detroit, I have more questions than anything else, but I also have a very tangible sense of hope, an anticipation that something marvelous and grand is due to happen any day; that just around the corner there is

that life-transforming event, or series of events, which will herald the beginning of a new age in this city. It is because of this expectation of greatness that I can see the bright spots, even if they are surrounded by shadow and gloom. I am able to

crack a smile about the city being put on display before the world, with the coming of the Superbowl in 2006, all the while knowing that the day after, very little will have changed in my city. I am able to celebrate that the roads are being repaired in spite of the fact that the construction all over the place makes my commute to work an early morning nightmare.

Lastly, but most importantly, when I think about Detroit and its possible futures, I think about the role that I will personally play. It is not enough for our elected leaders to have a vision for the city, every person who lives here, every citizen of this city, must have a vision of their own for the city of

When I think about Detroit, I think about how the city is perceived by others; how it is viewed by those who don't live here.

Detroit. Ask yourself, "what do I want to see happen in this city?" Then ask yourself, "what am I going to do to make this happen?" The answers to those two questions will determine how much each one of us is directly involved in shaping the Detroit of tomorrow. More often than not, our vision for the city of Detroit is a reflection of our vision for our individual selves, which brings me to a most basic truth about the future of this city: a city will only be as great as the people who inhabit it. This means that as the people strive and aspire for personal greatness, so goes the city. As the Bible's Book of Proverbs puts it, "where there is no vision, the people perish." As the people "perish," so does the city. This in turn illustrates another basic truth: the city is not these grand old buildings and illustrious monuments and newly paved streets; the city is simply the people. If we accept this basic truth, then it becomes clear that there is no "rebirth" in this city or any other until the people transform themselves, inside and out.

My name is Stephen Ricks, I am currently a student in Wayne State University's Interdisciplinary Program and have lived in Detroit all my life. I very much want to be a part of the "New Detroit."



LOOK OUT--YOU MIGHT BE LEARNING!

by Linda Lora Hulbert

Active Teaching and the Adult Learner: Part I

by Linda Lora Hulbert

Concepts can never be presented to me merely, they must be knitted into the structure of my being, and this can be done only through my own activity.

Mary Parker

Follett, *Creative Experience* (151)

Writing eighty-plus years ago (1924) about the nature and application of creativity, applied to society in general and to the social sciences in particular, Follett hit upon the concepts fundamental to defining active teaching and to explaining how the adult student learns. The quotation speaks against passive learning, which promotes “bits-and-pieces” of information, non-relevance, non-ownership, non-assimilation, non-involvement. It speaks to learning by doing: integration, purposefulness, ownership, weaving new information into the fabric of one’s life, participation. In other words, Follett addresses the key elements of an active teaching/learning environment. And, almost seventy years after Follett, Barbara Gross Davis, in *Tools for Teaching* (1993), seems to agree about the qualities of a true learning experience when she says:

Learning is an active, constructive process that is contextual: new knowledge is acquired in relation to previous knowledge; information becomes meaningful when it is presented in some type of framework. (177)

Both authors see involvement, engagement, and context as the keys to learning.

Mary Parker Follett also touches upon the qualities that distinguish the adult/“nontraditional” learner: the don’t-just-tell-me-about-it learner, the show-me-how-it’s-done learner, the let-me-digest-this learner, the let-me-see-how-and-why-it-works learner, the let-me-see-how-this-fits-into-my-scheme-of-things learner. In other words, Follett’s preferred manner of concept acquisition, through involvement that produces assimilation, would make her a welcome colleague in university courses geared toward the adult student. These programs foster an environment conducive to the way adults learn and function in everyday life, that is, by constantly questioning, reorganizing, and restructuring information. And, while still frequently termed the “nontraditional” student, this “adult” student—over 30, ensconced in a career, with family and community responsibilities, a “seasoned veteran” of life—is fast becoming the “traditional” stu-

dent on college and university campuses across the country. Further, the teaching methods that served the “original” traditional university student—“sage on the stage,” passing the knowledge from the expert to the novices, information for information’s sake, the “Here’s what you need to know about this . . .” attitude—don’t work when the classroom is populated with the “new traditional” students, adult learners.

Just what are active teaching, active learning, and the active teaching-learning environment? What are the characteristics of the adult learner? Why does active teaching provide the optimal environment for that learner?

Active teaching, quite simply put, is teaching that fosters learning by doing. It has several pseudonyms: collaborative teaching, reciprocal teaching, cooperative teaching, interactive teaching, metacognitive teaching, guided teaching, facilitated teaching, and experiential teaching, to name just a few. No matter the descriptor applied to it, this form of teaching is learner-centered, not teacher-centered. Its successful execution is dependent upon the involvement of students. The student participants enter into partnerships—with the instructor and with one another—as both faculty and pupils engage a topic.

What do I mean by “engage”?

Information is not simply presented for “consumption”; rather, it is “digested,” by connecting, examining, analyzing, synthesizing, applying, and critically thinking through the topic. Instructors who employ this format recognize that learning is mediated by the social environment in which learners interact with others, so, the monologue is gone and the play is born. Put another way, the active teaching environment is like a two-way street, or even a multi-lane highway with many entrances and exits. It is not the one-way lane so often traveled in the traditional classroom.

And, what are the qualities of this environment? I’ve identified ten:

1. It is purposeful: creating context for the learner, for the instructor; establishing relevance/addressing the “why”; a “guided” foray.
2. It is engaging: stimulating interest for the learner, for the instructor; more than information dispensing/sponge “soaking”; capturing attention and sustaining involvement.
3. It is varied: providing perspectives for the learner, for the instructor taking into account different learning styles; employing sequenced and and flexi-

ble approaches and presentation methods.

4. It is creative: opening possibilities for the learner, for the instructor; less “systematic,” more “outside-the-box”; promoting higher order questioning, processing, thinking.
5. It is hands-on: offering the “testing ground” for the learner, for the instructor; “receivers” become “doers”; experience grounds information through involvement and immersion.
6. It is integrative: synthesizing aspects for the learner, for the instructor; heuristically connecting/bridging theory and practice, information and application, previous knowledge with new knowledge; the “why” and “how” join the “who,” “what,” “when,” and “where.”
7. It is investigative: seeking meaning for the learner, for the instructor; creating “aha moments”; exploring to understand and assess.
8. It is cognitive: rooting information for the learner, for the instructor; an immersion into approach, preparation, presentation, and evaluation; “deep” and “meaningful” learning replace “surface” and “for-the-test” learning.
9. It is reflexive: welcoming insight for the learner, for the instructor; encouraging free exchange/reciprocal

process; applying information through feedback and reaction.

10. It is motivating: sustaining interest for the learner, for the instructor; “have-to-learn” becomes “want-to-learn”; a climate of “exploration” replaces the climate of “prove it.”

As you can see, there’s a lot going on in an active teaching/learning environment, in contrast to the traditional classroom. Static teaching/learning tactics are replaced by instructor realization that teaching for true learning is a process shared by students and teacher.

REFERENCES

Davis, Barbara Gross. *Tools for Teaching*. San Francisco: Jossey-Bass, 1993.

Follett, Mary Parker. *Creative Experience*. New York: Longmans, Green and Co., 1924.

Student and Alumni News and Awards

Feinstein Award Winners, May 2005

Senior Capstone Essay/Project:

"Pharmaceutical Fraud" by
Aiema Udoroh

In 1990 our Department honored Dr. Otto Feinstein by creating the Otto Feinstein Excellence in Senior Writing Award. A devoted educator, scholar and political activist, he was Professor of political science at Wayne State University for 43 years. Feinstein's life at WSU began in 1960 when he joined the faculty at Monteith College. Over the years, he served as an educator, researcher and administrator. He developed and was central in the creation



of numerous centers, institutes and programs, including the Department of Interdisciplinary Studies. He died on December 30, 2003.

Senior Scholar's Award Winners, May 2005:

Summa Cum Laude, Karen
Marie Corey

Magna Cum Laude
DeWayne Hayes

Cum Laude
Betty Barrow
Keith Brown
Patricia Cormier
Michael Malik

Doris Pailen and DeWayne
Hayes were both inducted into
the prestigious David
MacKenzie Honors Society.

Deborah Herron, Ali Khadija,
Leah Kleinfeldt, Latitia McCree,
Euan Singleton, Cheryl
Styczynski, Marcia McDonald,
all IS students, participated in a

roundtable discussion entitled
"Literacy at the Workplace:
Graduate Student Perspectives,"
at the Annual MAACE
Conference, Oakland Center,
March 17-18.

The College of Urban, Labor,
and Metropolitan affairs 2004-
05 Alumni Awards for
Meritorious Service were given
to Dierdre West and Euan
Singleton.

Deirdre West, IS alum, graduate
student, and member of the
CULMA Student Senate,
received an excellence in gradu-
ate studies award .



Roslyn Abt Schindler, Associate Professor,
and DeWayne Hayes, '05, at the reception
preceding the May Commencement exer-
cises.

What IS Students Need to Know

by Denise Walker

For ease of registration and your campus-life experiences, please adhere to the following changes and announcements:

Paper schedules for the Fall 2005 semester have been mailed out to IS students. Extra copies are available in Student Services, 2nd floor of the Academic Administrative Building (AAB) or call 313-577-0832 to have a schedule mailed out.

Interdisciplinary Studies students can sign on to www.is.wayne.edu website to look at IS course descriptions and the most up-to-date course offerings for the Fall 2005 semester.

Students should use Pipeline to register EARLY for classes. Students should use the e-mail addresses assigned by WSU because this is how the University will communicate with students with important information such as, room changes, cancelled classes, etc.

Students planning to graduate must complete a graduation application and submit it to IS Student Services by the FIRST DAY OF CLASS of the semester in which they plan to complete their requirements.

ALERT: To receive honors from Wayne State University, a student must earn 60 credits at WSU. Transfer credits cannot be applied towards honors.

Students should review their Plan of Work with their Academic Advisor each semester. It's the student's responsibility to follow up on the Plan of Work.

Students who get approval for an Individual Directed Study must fill out a contract with the instructor who approved the agreement, and it must be put on file in IS Student Services PRIOR to registering for the directed study section.

The IS Women's Scholarship committee encourages eligi-

ble applicants to apply for scholarships for partial tuition for the Fall 2005 term as soon as possible. The deadline date for applying is the first day of class of each semester. Guidelines and criteria for the award can be picked up in the main office, or contact Derrick White at 313-577-0832.

Thanks for Putting *Wayne First*

I want to take this opportunity to thank the IS/CULMA Faculty and Staff members for your support of the Wayne First Campaign; the largest employee campaign in the university's history. This was especially important to me as one of the 2004 Wayne First Executive Committee members. Your pledges helped the campaign exceed its goal of \$5 million dollars which

includes my direct solicitations of an estimated \$200,000 from September through December 2004.

Through your support, funds were raised to support the growth of IS, as well as the university as a whole.

I especially want to thank Stuart Henry for his support and Annette Hawkins and Shere Hartsfield-Davis who

served as the department volunteers.

In team spirit,
Antonetta Johnson-Gardner

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WAYNE STATE UNIVERSITY

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