

**NORTHWESTERN UNIVERSITY
WEINBERG COLLEGE
OF ARTS AND SCIENCES**



CROSS CURRENTS

A VISIONARY'S LEGACY



**A RARE LOOK
INSIDE CHAMBERS**



IMMIGRANT VICTIMS' SAFE HARBOR

THE MAGAZINE OF ARTS AND SCIENCES

**SPRING/SUMMER 2005
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NORTHWESTERN UNIVERSITY WEINBERG COLLEGE OF ARTS AND SCIENCES

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CROSSCURRENTS IS
PUBLISHED TWICE
A YEAR FOR ALUMNI,
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FROM THE DEAN



A priority for Northwestern and Weinberg College is expanding opportunities for students to learn about, and to participate in, international studies.

This issue of *Crosscurrents* describes how initiatives in Turkish Studies and Israeli Studies strengthen the curriculum on the modern Middle East. Based on the vibrancy of our other international offerings, I expect that these new activities will find a ready audience.

Faculty recruitment permits the College to build a strong teaching and research core in international fields and helps us create international partnerships to expand opportunities for students and colleagues. Thanks to several generous gifts, we are also increasing the number of visiting positions that will bring experts on topical issues to speak and teach on campus. Among these new positions are the Roberta Buffett Visitorship in the Center for International and Comparative Studies created by Roberta Buffett Bialek '54; the Charles Moskos Visiting Professorship in the Social Sciences made possible by a gift from Robert Bishop '79; and a visitorship in 2005-06 in international women's rights funded by Terri Dial '71.

Let me mention just two examples that show how actively our students are engaging with the international dimensions of problems that concern them.

Students in our program in American Studies organized last year a remarkable conference on international human rights on the occasion of the tenth anniversary of the genocide in Rwanda. The students had no hesitation in thinking big, and successfully invited to speak at the conference former U.N. Ambassador Richard Holbrooke, General Romeo Delleire (the head of U.N. forces in Rwanda in 1994), and Ambassador Linda Tarr-Whelan (U.N. Commission on the Status of Women), among others. Students came to the conference from across the country and from overseas, and joined Northwestern students in a lively discussion.

This year the American Studies students put together another remarkably successful conference on

human rights—on United States policy on AIDS in the developing world. Again, an exceptional panel of speakers came to Northwestern. For expanded coverage of this event see pages 4 and 5 in this issue.

The second example illustrates how we have been able to integrate study-abroad experiences with academic fields. Through programs developed at Northwestern, our students can work during the summer on public-health problems in Mexico City, Beijing, or Johannesburg, or study public-health issues in the fall in Paris. These study-abroad projects now form part of the Global Health minor. Core courses have been developed on International Public Health; International Perspectives on Violence: Public Health and Law; Global Bioethics; and Gender and Global Health: Beyond Reproduction. This program also connects directly to a Rockefeller Foundation-funded program at Northwestern on "How the Poor Constitute Community" in Latin America, a program that brings visitors to campus to meet with faculty and students.

With these and other initiatives, our students are immersed in pressing international issues. Their experience at Northwestern will give them a broader understanding of the complexities of these problems, and the background and interest to deepen their engagement as they choose their work or post-baccalaureate studies upon graduation.

I am most interested to learn of your views and experiences on internationalizing the College. Please write to me at dean@wcas.northwestern.edu.

Daniel Linzer

DUDA GIFT OF CHAIR IN ROMAN CATHOLIC STUDIES

President Henry S. Bienen has announced the establishment of a new Chair in Roman Catholic Studies in the Department of Religion. The chair is made possible through the generous support of Mary Lee Nagle Duda and her husband, Fritz L. Duda, a real estate developer with offices in Dallas, Chicago, and Newport Beach. Two of the six Duda children graduated from Northwestern—Jim in 1989 from Medill, and Lindsey in 2005 from the School of Communication.

The gift was made in honor of Mrs. Duda's mother, Grace Craddock Nagle, who was born and raised in Chicago and remained a strong supporter of Roman Catholic

education until her death in 1999.

Fritz Duda explained to *Crosscurrents* that the idea for the chair began with President Bienen's observation to him that Northwestern's religion curriculum lacked a Catholic studies component. "Henry and I both felt that Northwestern would have the opportunity of being a leader in this field," said Duda. "I am delighted that the University has taken this initiative, and Mrs. Duda and I are pleased to establish a chair that will facilitate these efforts. Chicago is one of the great Catholic cities in the United States, and Northwestern's leadership in this field will be of great benefit to students and the broader community."

The search for the first faculty member to hold the Grace Craddock Nagle Chair in Roman Catholic Studies has begun, with the aim of filling the position by fall 2006.

LETTERS



It doesn't happen often or nearly enough. But from time to time I'll have the chance to sit down and read a magazine. I'm glad the fall/winter 2004-05 *Crosscurrents* was the magazine within reach when I had such a moment this past Saturday.

What exciting stuff! The partnership with the Chicago Botanic Garden. The English professor [Reginald Gibbons] who won that prestigious poetry/teaching award. Project Bolivia. I wish I had participated in the Business Institutions Program when I was at Northwestern.

Dean Linzer's article addressing interdisciplinary research and teaching was quite interesting. I hope Northwestern continues to aggressively develop these opportunities. Each one sounded cooler than the next.

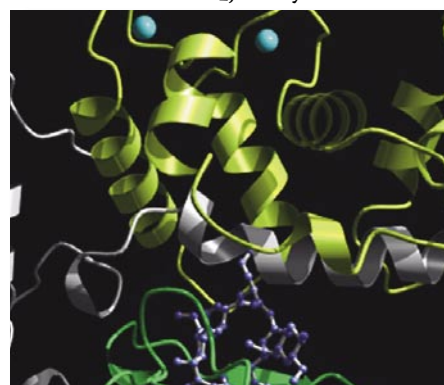
I'm also glad my wife is a Weinberg (well, CAS as we called it) grad. (American Studies '89.) Otherwise,

Crosscurrents wouldn't have made its way to our home!

Reading about Northwestern and all the exciting things happening there makes me very proud.

Jim Ross, Medill '89

We would like *Crosscurrents* readers and the general public to be aware that the new program leading to a master's degree in plant biology and conservation [jointly offered



by the Chicago Botanic Garden and Northwestern, as described in *Crosscurrents* fall/winter 2005] is based in Weinberg College's Program in Biological Sciences. Those interested can visit our website at <http://www.wcas.northwestern.edu/biosci/graduate/masters.html> to read about the curriculum and organization of the new degree program.

Jon Levine, Director
Program in Biological Sciences

Thanks for the magazine.

The article covering the recent NU graduate who worked in Bolivia and is now pursuing a master's degree at Georgetown [*Crosscurrents*, fall/winter, 2004-05] is quite informative and helpful for my own decision-making regarding grad school.

My mother forwarded your e-mail expressing interest about my experiences in Germany. I majored in German with a minor in History at NU and spent my junior year abroad in Tübingen. After graduation, a Fulbright Teaching Assistantship sent me to Osnabrück in northwest Germany. After realizing my calling was not in a public school, I moved back down south to Stuttgart and began working at the American Language Institute, a small private language school. Although I enjoy teaching in general, I don't expect to turn this phase of my life into a career. But I really enjoy living in Germany. Great beer, great soccer, and great books, to be concise. Living abroad for a lengthy time is eye-opening. On the one hand, seeing your country from the outside does not allow for passive thinking. It makes you defend yourself ideologically but also question your own opinions. On the other hand, living abroad makes you appreciate your home.

Carter Ames Saunders '03

IRVING KLOTZ

Photos: Northwestern University Archives

IN MEMORIAM

Irving M. Klotz, Charles E. and Emma H. Morrison emeritus professor of chemistry and biochemistry, molecular biology, and cell biology, died April 27 in Evanston, at the age of 89.

"Irv Klotz was one of the true international leaders in biochemistry, a world expert on thermodynamics, and an exemplar of the very best traditions of the chemical sciences," said Mark Ratner, Morrison professor of chemistry and longtime colleague of Klotz.

Klotz received both a bachelor of science degree and a PhD from the University of Chicago and joined the Northwestern faculty in 1940.

He was a pioneer in applying physical chemistry, particularly thermodynamics, to understanding the binding properties of protein molecules—the first step in virtually all processes governed by proteins. Klotz later used his insights into proteins to address problems of sickle cell anemia. His lab also investigated ligand-receptor interactions and the construction of polymers with enzyme-like catalytic properties. The principles and techniques he developed provided a foundation for rational molecular investigations of effector-receptor interactions throughout the basic life sciences.

Klotz was elected to the American Academy of Arts & Sciences in 1968 and to the National Academy of Sciences in 1970. He was named a Fellow of the Royal

Society of Medicine in 1971.

For a remarkable 50 years, his *Chemical Thermodynamics* has been one of the definitive textbooks on the subject. "Through a particularly lucid and logical style, he has had a major influence on the way generations of chemists teach and think," said Thomas O'Halloran, Morrison professor of chemistry and of biochemistry, molecular biology, and cell biology (BMBCB). "I suspect that few authors, if any, of advanced scientific textbooks can claim a 50-year legacy and still have their books in widespread use today. His is the most readable book in a subject that beginners find esoteric and difficult to grasp."

The general public's interest in science was also stimulated by his writings and public lectures—to a degree unusual for a scientist of his stature, according to O'Halloran. A book that Klotz wrote for the general public—*Diamond Dealers and Feather Merchants: Tales from the Sciences*—also found favor among colleagues. Nobel Laureate Linus Pauling wrote, "It is the first book I have read from cover to cover in a long time."

The effects of Klotz's teaching and mentoring will reach far into the future, at Northwestern and beyond. In appreciation of his guidance as graduate advisor, Joseph A. Walder, M.D., endowed the Irving M. Klotz Research Professorship in Chemistry. The current occupant of that chair is associate professor of BMBCB Amy Rosenzweig, who recently won a

MacArthur "genius" award.

"Irv was a major reason I came to Northwestern," said Dean Daniel Linzer. "He and the other 'founding fathers' of BMBCB—Lazlo Lorand, Bob Letsinger, David Shemin, Myron Bender, Emanuel Margoliash—provided very strong evidence from their own careers of what can be accomplished at Northwestern, and gave young scientists the confidence that extremely accomplished senior scholars would be present as mentors."

Robert M. Rosenberg, now visiting professor of chemistry, was heading for a career in organic chemistry until he took a class from Klotz. "The order, clarity, and logic of his teaching changed the course of my career. I became a physical chemist and one of his research students." Rosenberg later co-authored a book with his mentor, "a father figure to many of his graduate students, postdoctoral researchers, and faculty colleagues," added Rosenberg. Former graduate student Melvin Okamura, now a physics professor at University of California, San Diego, says Klotz was "an inspiration to me, as a scientist and a gentleman."



WHEN STUDENTS DECIDE TO TACKLE GLOBAL AIDS

BY NANCY DENEEN

"Few aims are more praiseworthy than combating suffering, and the two speakers coming to campus have been both courageous and successful in their efforts..."

Weinberg junior Michael Chanin wrote these words in a letter to *The Daily Northwestern*, urging students to attend the late-April human rights conference on "United States Policy Toward AIDS in the Developing World." Chanin was referring to Dr. Bernard Kouchner, co-founder of Doctors Without Borders, and Ambassador Stephen Lewis, United Nations Special Envoy for HIV/AIDS in Africa.

What is unusual is not that these and other world authorities came to campus but that it was students who brought them. A group of seven undergraduates including Chanin, who found themselves passionately concerned about the worldwide AIDS epidemic, worked for one year on every detail of the conference, choosing its precise theme, speakers, program, and student delegates; making travel and housing arrangements; publicizing the event on campuses nationwide; and serving on panel discussions.

"Working with the students who put this conference together was one of the most enjoyable and fulfilling experiences of my more than 30 years in the College," said the conference's faculty adviser Carl Smith, professor of English and director of the American Studies program, which sponsored the event. "I

have never seen such an impressive combination of idealism and practical purpose on the part of students."

The conference dealt with the complexities of such issues as: What is the financial obligation of wealthy countries toward developing nations in providing AIDS assistance? Who should get access to healthcare? Do the patent rights of drug companies take precedence over developing nations' need for less expensive, generic drugs?

Dr. Mark Dybul, assistant U.S. Global AIDS coordinator and chief medical officer, spoke about President Bush's Emergency Plan for AIDS Relief, which stresses abstinence education in 15 targeted countries.

Dr. Kouchner, formerly France's minister of health, praised Bush's commitment of \$15 billion over five years to fight AIDS around the world, but expressed doubt about the effectiveness of promoting abstinence. He presented facts which were often startling:

although 90 percent of HIV cases are in developing countries, for example, only 7 percent of people in those countries who need anti-retroviral treatment get it. He stressed that rich countries must share their wealth in fighting AIDS.

Lack of equality for women in Africa causes AIDS to "ruthlessly move through the population," said Ambassador Lewis, because women do not have the status to demand safe sex. Lewis also criticized the international community for not helping more

children orphaned by AIDS. His rousing call to action stirred students. "His ability to articulate not just the importance of policy, but the personal and emotional

aspects of the AIDS pandemic made his speech as moving as any I have had the opportunity to hear," said Chanin.

Well before the conference got underway, the students realized they needed a stronger academic grounding. "We didn't want to look like idiots," said fellow organizer Ben Snyder, also a Weinberg junior, adding that some of the prospective delegates had formidable credentials, including one woman who had spent a year in Africa promoting AIDS prevention.

Twenty students, then, with the guidance of senior history lecturer Lane Fenrich, organized a demanding, for-credit seminar during winter quarter. After narrowing the topic to AIDS and poverty, they asked University faculty—in law, medicine, anthropology, African studies, and African-American studies—to suggest relevant readings, and called upon several to lead classes.

Then learn they did, about the relationship between AIDS, poverty, and gender; AIDS in the Caribbean; the prevention and treatment of the epidemic in Nigeria; and the connection between politics, behavior, and medication in the U.S., Haiti, and Africa, to name just a few topics.

In one class, they experienced how difficult compliance can be when taking a complicated cocktail of AIDS medications. "Everyone was given a pill box

and a card with a 'prescription' for Skittles, M&Ms, and jelly beans that you were supposed to take for a week," said Chanin. "I did it for a day," said Snyder.

Was the conference worth the work? It brought to campus 60 undergraduate delegates from 37 colleges and universities from California to Connecticut, as well as AIDS experts from all over the globe. The standing-room-only crowds at the talks and the vigorous debates at the four panel discussions were evidence of the event's success. "The true product of the weekend was increasing awareness on many campuses about the travesty of the AIDS pandemic," said Chanin. "I hope students took with them the momentum generated at the conference to actively participate in the treatment and preventative measures needed to conquer HIV/AIDS."



Photo: Carl Smith

AT LEFT, THE HUMAN RIGHTS CONFERENCE BROUGHT TO CAMPUS 60 STUDENT DELEGATES FROM ACROSS THE COUNTRY. BELOW, PRINCESS KASUNE ZULU, INTERNATIONAL AIDS EXPERT FROM ZAMBIA, WITH DR. BERNARD KOUCHNER



DR. BERNARD KOUCHNER (SECOND FROM LEFT) WITH CONFERENCE ORGANIZERS, FROM LEFT: JENNIFER MANNE, LINDSAY SHADRICK, KATHLEEN HO, MICHAEL CHANIN, AND BEN SNYDER (NOT PICTURED: TIM MULVEY AND LIZ COLECLOUGH)

AWARDS

LAST FALL NINE WEINBERG SENIORS RECEIVED MARCY, JAMES, OR BONBRIGHT AWARDS FOR OUTSTANDING ACADEMIC ACHIEVEMENT. FROM LEFT, MEGAN KILLINGSWORTH; TITUS LEE; RONALD BRAEUTIGAM, ASSOCIATE DEAN FOR UNDERGRADUATE STUDIES; SHERRI BERGER; KATHERINE HOEMANN; DEAN DANIEL LINZER; KAVITHA SIVASHANKER; NATHAN BROWN; STEPHANIE YOUNGYOON JO; RACHEL KOCH; TOM BEASLEY



Photo: Jim Ziv

AN UNPREDICTABLE MAGIC: ED PASCHKE ARTIST AND TEACHER 1939-2004 BY LISA STEIN

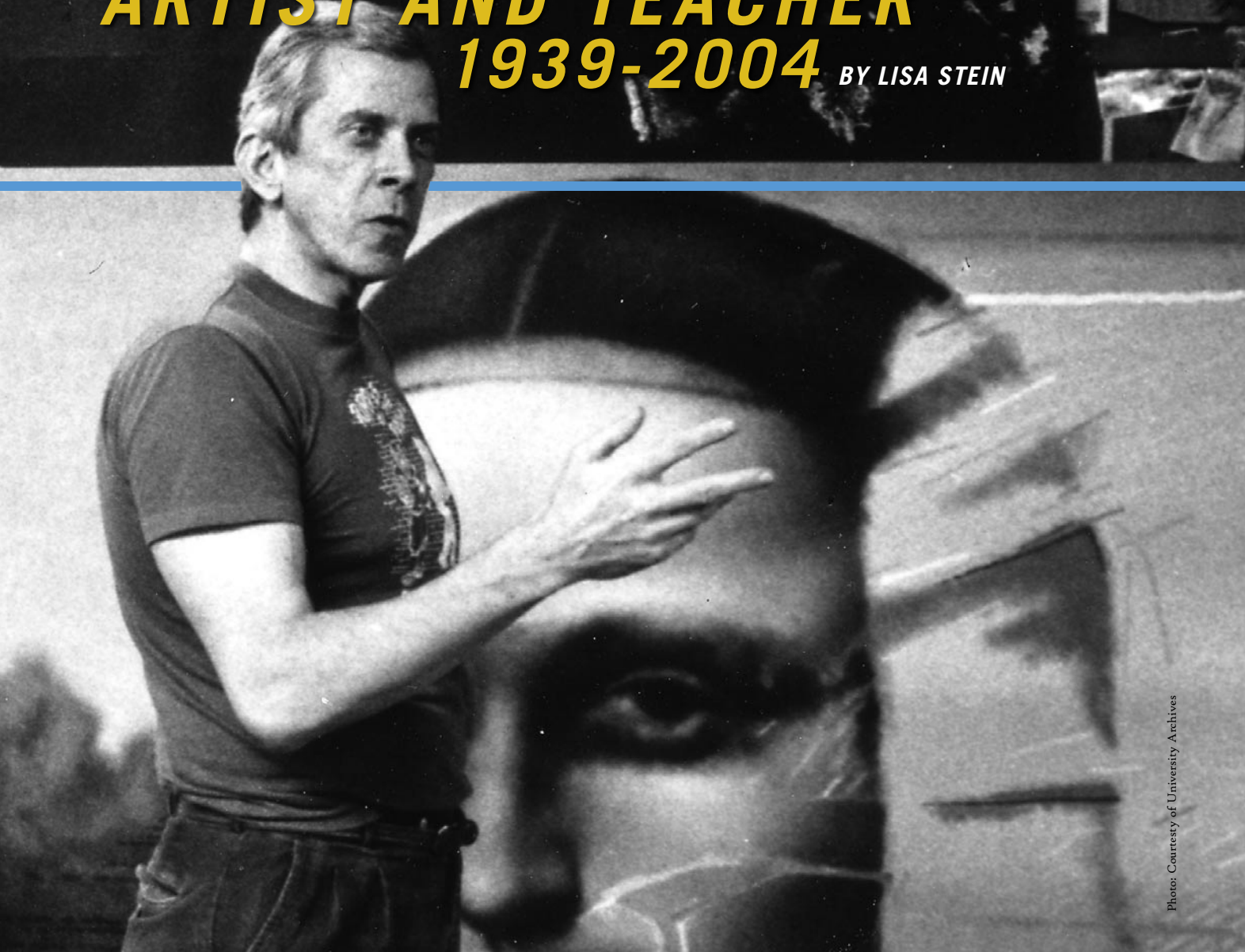


Photo: Courtesy of University Archives

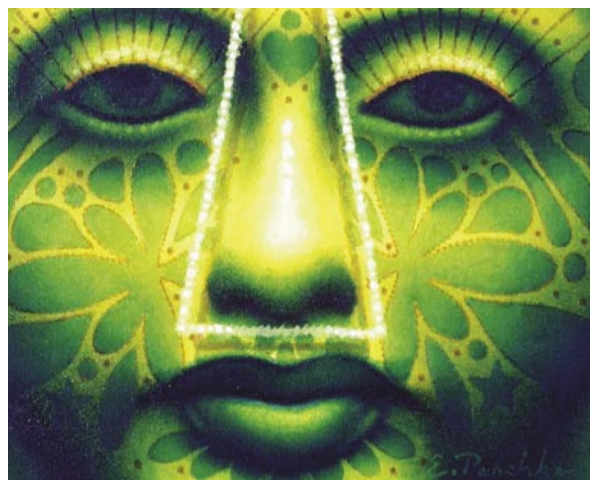
Of the myriad roles Ed Paschke played in his professional life—famous artist, university art department chair, public art personality, cultural spokesperson—he valued none more than that of teacher. When Paschke died last November at the age of 65, Northwestern lost one of its most committed professors.

As his son, Marc, poignantly observed at his memorial service in February, Paschke crushed the already-tired maxim, “Those who can’t

do, teach.” Paschke’s electrifying paintings brought him national and international renown, and his teaching earned him the respect and admiration of the entire Northwest-

ern community.

During his 27 years as professor in the department of art theory and practice (AT&P), Paschke guided hundreds of Northwestern undergraduates through the basics of drawing and painting, oversaw graduate critiques and thesis defenses, and served intermittently as department chair. At the same time he maintained a whirlwind schedule of painting and exhibiting, attending openings, curating exhibitions, serving on panels, talking



EGITTO V



BACIO 1



MONO DUE

regularly to journalists, and tending to his wife, Nancy, and their two children. Nancy, also an artist, was stricken with Parkinson’s disease at age 32. Ed died on November 25; Nancy died seven weeks later.

Paschke brought lively insight, humor, and integrity to everything he did at Northwestern. “What came in the door before him was the aura of his achievement,” says art professor William Conger, who knew Paschke for 30 years. “He could have gone into a classroom and just stood there and said a few words, and that would have been enough. He could have been a prima donna. But he wasn’t. He took it quite seriously. He was very conscientious about his classes and in a sense very demanding.”

Conger recalls seeing messages from Paschke’s undergraduate students along the lines of, “I’m here at Kresge every night trying to catch up.”

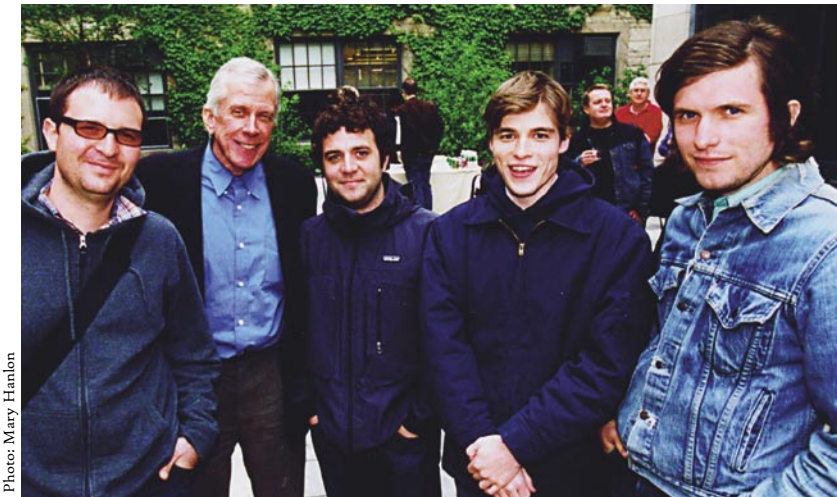
Paschke put them through their paces, stressing such skills as rendering three-dimensionality on a flat surface and figure-ground relationships.

In fact, Paschke liked teaching undergraduates who had no previous art training best

of all—students who were planning on being, say, engineers, but were taking art for the fun of it.

“He loved the idea of these bright, fresh kids who are eager, interested, open-minded and adventuresome,” says Conger. “He just really enjoyed being around them.” During Paschke’s tenure at Northwestern the number of art majors increased greatly, to its current level of about 70. He often stayed in touch with his students after graduation, and sev-

he approached his own work with, like, ‘Yeah, we can do this. Let’s do it right now.’ Not, ‘This is really hard, and you’ll have to study for ten years and acquire this skill.’ He had a wonderful way of eliminating



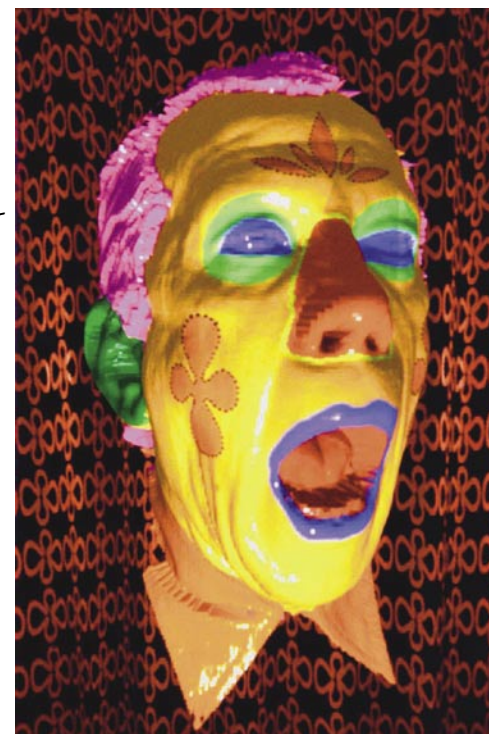
PASCHKE (SECOND FROM LEFT) WITH MFA STUDENTS ALEX HERZOG, ZACH BUCHNER, MICHAEL ELLIS AND JOSEPH PFLIEGER IN SPRING 2004

eral of them went on to become collectors of his work.

“I think what his students were really attracted to was his generosity of spirit. He approached everyone with the same kind of confidence that

people’s self-doubts and inhibitions about making art, and as a consequence they were able to do more than they thought they could,” Conger says.

While Paschke delighted in opening the world of art to undergrads, he practiced an unpredictable kind of magic with graduate students. At critiques, in which professors and an individual graduate student’s classmates evaluate his or her most recent work, he came up with suggestions that never ceased to surprise. For instance, he once told Anna Kunz (MA ’00), a painter who has become known for her beautiful, sensually colored



PHSCOLO

works, to try her hand at making ugly paintings.

“He would say these things that seemed to come out of left field,” says Mark Murphy (MA ’97), a former student of Paschke’s who now serves as a lecturer and studio technician in the department. “He would preface it with ‘What if’ and continue with something that could sound ridiculous, but if you looked at it, it would get you someplace with your work.”



Conger used to attend the graduate critiques just to hear what Paschke had to say because his comments were so unexpected. “That was his genius—a completely novel take on the world. It showed the substance of his humor, wit, and insight.”

Judy Ledgerwood, AT&P department chair, remembers an instance in which Paschke taught the same group of graduate students in a studio art course in back-to-back quarters, which was unusual. She asked the students afterward how it was to have the same faculty member for an extended period.

“They said it was great. In the fall they’d benefited from the rote criticism—‘Who’s your audience?’ ‘What are you trying to do?’—and in the spring he was tougher. They said he had a way of making them feel really relaxed and supported, and then he would ask a really tough question about a vulnerability he’d see in the work. It came as a big shock in a way.

“That’s a hard thing to do,” she continues, “to identify a problem in the work, to call a student on it, and get the student to talk through it in a competitive group situation. I think his success with students had a lot to do with his insight and intelligent reading of students’ work, but also with his manner. He was really gentle and really tough at the same time.”

Paschke’s brilliance in counseling students, as in everything he did, grew out of diligence and preparation. According to Murphy, Paschke showed up an hour early before every class to set up, and stayed afterward, and never failed to make use of the demonstration-fee budget to buy canvas for his students.

When Paschke joined Northwestern as a professor in 1977, the studio art department needed attention. Paschke, not yet

40, had already exhibited internationally and built a reputation as a member of the Chicago Imagists, whose irreverent high-spirited figurative works began appearing locally in 1969. Paschke’s brilliantly colored, theatrical grotesques were influenced to some degree by Pop Art, yet appeared mediated through TV, and later, computer screens.

Within a few years Paschke



DECISION

was asked to serve as department chair. He proved as adept with the demands of overseeing the department through transitions as he was with a paintbrush. At the University’s memorial service for Paschke, Rudolph Weingartner, former College of Arts and Sciences dean, observed, “If there are vicious circles, where things go from bad to worse, the coming of Ed Paschke

ferred to deal with matters directly and immediately. “I believe that motivating him in all this dependency was an urgency not to let things stack up on him. Because of his great fame and notoriety he was besieged by people. It would have been easy for him to be overwhelmed by all these obligations,” observes Conger.

Paschke spent countless hours in his studio, where he’d work on several paintings at once. At the end of each semester he invited his upper-level classes for a studio visit, and from all accounts he treated them like guests. He was also fond of taking students and friends on tours of various Chicago bars and crime scenes, which held a dark, persistent allure for him.

One of Paschke’s guests on a crime-scene tour was Leigh Bienen, senior lecturer at Northwestern’s School of Law and co-author of “Crimes of the Century.” The two vis-

ited the sites of several murders, including the St. Valentine’s Day massacre and Richard Speck’s 1966 murder of student nurses. When Bienen later saw Paschke’s art, she said it all made sense. “He made jokes about his interest in crime and violence, but his connection to the material was very profound and deep. How he portrayed violence was one of the most interesting things about his art.”

His life was as complex and multilayered as his paintings, but he made it look easy. He came off like a regular, nice guy, never pretentious, never intimidating. He set the standard for what a famous artist should be, according to Ledgerwood. “He always did it graciously. What I most appreciated was that

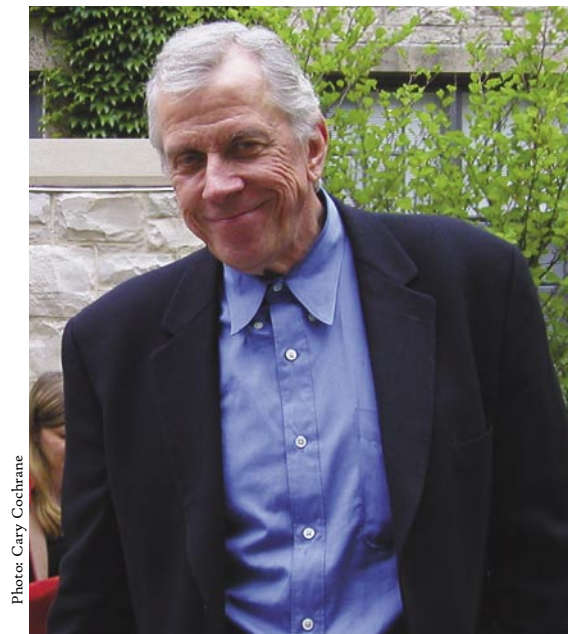


Photo: Cary Cochran

not only was he an important artist, he was a really decent human being.”

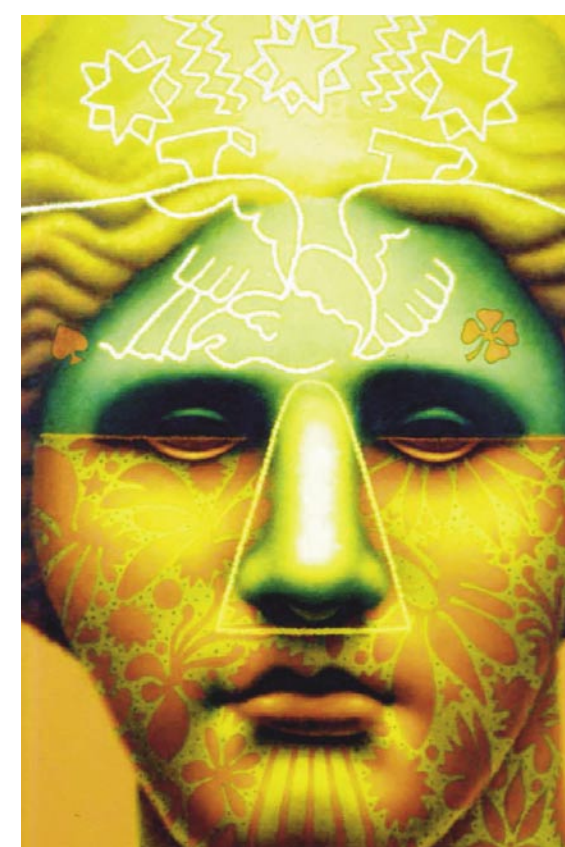
That, together with his iconic paintings, will resonate at Northwestern for generations to come. Says Conger, “Ed’s dedication to teaching and to being a responsible, committed, and humble person is his lasting legacy at Northwestern.”

Lisa Stein, MSJ Medill ’93, is an Evanston-based freelance writer and frequent contributor to Crosscurrents.



Photo: Andrew Campbell

PASCHKE (SECOND FROM LEFT) WITH COLLEAGUES FROM ART THEORY AND PRACTICE: WILLIAM CONGER IN FOREGROUND, AND, FROM LEFT, JEANNE DUNNING, JUDY LEDGERWOOD, AND JAMES VALERIO



WIDENING THE GLOBAL PATH TO AND FROM NORTHWESTERN

DEVELOPMENT



Photo: Steve Anzaldi

A GROWING INTERNATIONAL PRESENCE ON CAMPUS INCLUDES A NEW EMPHASIS ON THE MODERN MIDDLE EAST. THE KEYMAN GIFT FOR TURKISH STUDIES AND A NEW FELLOWSHIP IN ISRAELI STUDIES ANSWER A STRONG STUDENT DEMAND FOR COURSES ON THIS VITAL AREA.

Northwestern students live in an increasingly interdependent world. Wherever we look—trade, capital movements, movements of people, the spread of knowledge, the spread of religions, environmental change, terrorism—we see the United States ever more involved with and affected by the actions of non-U.S. citizens. It is thus ever more important for Northwestern students to engage the world around them and to do this with a knowledge of cultures, languages, and the political economy of nations and peoples.

Henry S. Bienen, President,
Northwestern University

Signs that Northwestern's students, faculty, and administration recognize the importance of a global perspective are as abundant this spring as the purple and white hyacinths which dot the campus. On a single day in April, for instance, one could see and hear:

- An address by Stephen Lewis, United Nations special envoy for HIV/AIDS in Africa, at a student-organized conference on human rights and the global AIDS epidemic
- "Fallen Curtain Films," a festival featuring movies of Eastern Europe with political themes
- A town hall meeting, with Israeli and Palestinian youth leaders discussing the OneVoice grassroots movement for peace in the Middle East
- A talk by a legal expert from



NOBEL LAUREATE SHIRIN EBADI (LEFT) CAME FROM IRAN TO SPEAK TO HUNDREDS ON HUMAN RIGHTS IN MAY. (WITH WEINBERG SENIOR SAHAR NADIMI)

the University of London on "Islamic Law and Gender Equality," part of a campus series on Women and Islam.

Dean Daniel Linzer says the fact that students take the lead in supporting events like these is evidence of their growing recognition that they are part of a world that is larger than the United States. "We are training the future leaders of this country, even as we are training international students who will lead their countries. Students who graduate from Northwestern will need a global perspective."

"We are constantly finding ways to expand our curriculum to support that goal," says Linzer. In the last five years, in the area of languages alone, the College has made available to students new opportunities to learn Bosnian, Croatian, Serbian, Hindi, Korean, Persian, Polish, and Turkish.

A growing number of Northwestern students are making study abroad a high priority, while a higher percentage of students from abroad choose to do their undergraduate work at the University.

According to Northwestern's director of Study

Abroad, William Anthony, the number of graduating seniors who have studied in other countries increased sevenfold in the last five years. The University now has a virtual "culture of study abroad," says Anthony. Newly affiliated programs include those in Hamburg and in Seoul.

The Office of Undergraduate Admission reports that applicants to Northwestern from other countries have more than doubled in the last ten years, from 407 to 1,090. In 2005, the largest number of applications have come from South Korea, then India, China, Canada, Singapore, Turkey, Hong Kong, Taiwan, Malaysia, Pakistan, Nigeria, United Kingdom, Japan, Mexico, Indonesia, and Thailand.

Dean Linzer says that future Northwestern graduates may find some of their best career opportunities outside the U.S. "And the question is: how do we prepare our students for that? If they've never been abroad and never experienced a different kind of culture, they will have an extremely difficult time both competing for those jobs and successfully doing those jobs once they get there."

One area of the curriculum that has been bolstered by student demand is modern Middle Eastern studies.

"There has been a jump in interest in the Middle East among students at Northwestern and at American universities in general since 9/11," says

Fariba Zarinebaf, lecturer in history. "Students want to learn about gender and Islam, modern Islamic thought and secularism, and the recent history of Iran," says

Zarinebaf, who grew up in Iran and teaches classes on the early modern and modern Middle East. "They also enjoy learning about the Ottoman empire, a topic that is seldom mentioned



AYA SOFIA MOSQUE IN ISTANBUL, NOW A MUSEUM

in Western Civilization classes." She added that the prospect of Turkish entry into the European Union is further prompting academic interest in that country.

One initiative to provide a deeper understanding of the Middle East is Weinberg College's new offering in Turkish Studies. The most recent figures show that students with Turkish citizenship compose the second highest number of enrolled first-year international students at Northwestern, with 19. (South Korea is first with 20 and Canada third with 16.) Sheppard Shanley, senior associate director of undergraduate admission, says students from Turkey started coming to Northwestern about ten years ago and favorable word of mouth from Istanbul has increased their numbers ever since. "We have a critical mass of Turkish students," says Shanley. "New students coming from Turkey don't feel alone. Their reasons for coming here are not unlike those of other students: Northwestern's academic reputation, proximity to a big city, and access to good graduate and professional programs."

According to Andrew Wachtel, dean of the Graduate School and director of the Center for International and Comparative Studies (CICS), Turkey's importance as a key United States ally in the Middle East makes it a



**PROGRAM
OF
AFRICAN
AND
ASIAN
LANGUAGES**

**ARABIC
CHINESE
HEBREW
HINDI
JAPANESE
KOREAN
PERSIAN
TURKISH
SWAHILI**



AT LEFT,
TEL AVIV
UNIVERSITY
CAMPUS.
BELOW, HEBREW
ALPHABET

HARRY GRAY'S COLORFUL CAREER: REWRITING THE RULES OF INORGANIC CHEMISTRY

BY ANDY NELSON

natural area of study, as does its proximity to Eastern Europe. "It is precisely the kind of Islamic, democratic, and secular state that the United States would like to see more of in the Middle East," he says. "How Turkey got to be the way it is and why it is the way it is are



SOUTH CAMPUS AT BOGAZICI UNIVERSITY

questions that are going to be of crucial importance for the next 10 to 15 years. We also have really strong faculty in Eastern European studies, and Turkey connects

directly with that area across the Black Sea."

The initiative in modern Turkish Studies—made possible with the generous support of Melih and Zeynep Keyman, friends of the University—will bring to campus each year for the next decade a professor from a Turkish institution, focusing on a different area of study each time. The first visiting professor, in spring 2006, will be Haldun Gulalp, professor of sociology at Bogazici University in Istanbul. The Keyman Program will also provide support to bring Turkish academic, cultural, and political experts to speak on campus.

"We want to increase the awareness of Turkey and its importance to the world economy and peace, along with its role as a bridge between the Muslim and the Christian worlds," says Zeynep Keyman. Wachtel hopes the Keyman grant will be the springboard for an endowed program in modern Turkish Studies that will include an expansion of Weinberg's Turkish language teaching (currently first- and second-year Turkish are taught) and faculty and graduate student research devoted to Turkey. A study-abroad program in Istanbul is also planned, with four or five students to attend

Bogazici University for a semester next year.

In addition, Northwestern and Tel Aviv University recently signed an agreement to establish a postdoctoral fellowship in Israeli Studies, with the support of the Jewish Federation of Metropolitan Chicago, funded through its Israel Studies Project. Tel Aviv's Moshe Dayan Center for Middle Eastern and African Studies will nominate scholars who have recently completed their doctoral work, one of whom will be selected by Weinberg College for a two-year position.

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"The postdoctoral fellow will teach at Northwestern, develop as a scholar, and participate in the intellectual life of the campus," says Dean Linzer, adding that the first fellow may begin at Northwestern as early as fall 2005.

Linzer says both the Keyman gift and the fellowship in Israeli Studies will provide courses on the modern Middle East for "students want to understand that very complex region and participate in thinking about the issues and solutions for that region."

IF YOU ARE INTERESTED IN HELPING WEINBERG COLLEGE CONTINUE TO EXPAND ITS PROGRAMS ON THE MIDDLE EAST OR OTHER REGIONS OF THE WORLD, PLEASE CONTACT KRISTEN WILLIAMS, WEINBERG DIRECTOR OF DEVELOPMENT, AT 847-491-4585 OR K-WILLIAMS3@NORTHWESTERN.EDU.

For Harry Gray (PhD '60), it all began with colors. As a teenager growing up in small-town Kentucky, he sought to create his favorite hues—cobalt blue, ruby red—in the small lab he set up in his basement.

Now, many years and a few degrees later, Gray has worked in some of the best facilities in the world. The impact of his pioneering chemistry research extends from biology to physics. Over the course of his career, he has rewritten fundamental rules of chemistry. Then he applied those findings to better understand the chemistry of our bodies.

He has become one of the best-known names in his field, and the importance of his work has been acknowledged outside the academic world as well. Last year, he won the prestigious Wolf Prize in chemistry, a \$100,000 award funded by Israel's Wolf Foundation and presented by Israel's president in the nation's assembly, the Knesset. He has been nominated for the Nobel Prize and is generally acknowledged as one of the most influential inorganic chemists in the world.

Gray says he wanted to be a scientist for as long as he can remember. Even before he entered high school he was ordering bottles of

sulfuric acid from a company in Chicago, using it in his basement experiments.

"My mother was a little nervous," he says with a chuckle.

Gray's uncles, who were farmers, inspired him.

"They had ham radios and all kinds of stuff," he says. "They were self-made scientists. I probably got my curiosity from them."

Though he more or less taught his high school chemistry class,

career. It wasn't until he came to Northwestern for his PhD that his colleagues urged him to consider something more.

"I slowly but surely learned that there's a big world out there," he says. "My professors at Northwestern couldn't have been more supportive. They said 'You're good at research; go for it.'"

Of course, that doesn't mean that they didn't get in a few jokes at his expense. Fred Basolo, one of the professors under whom Gray completed his doctorate, says they didn't let Gray forget his country-boy roots.

"We told him he'd have to wear shoes at Northwestern," says Basolo. But he took Gray seriously from the start. He saw that the young man was enthusiastic—not just about his own projects, but about other people and their interests. He was a person who liked to win at tennis, at bridge.

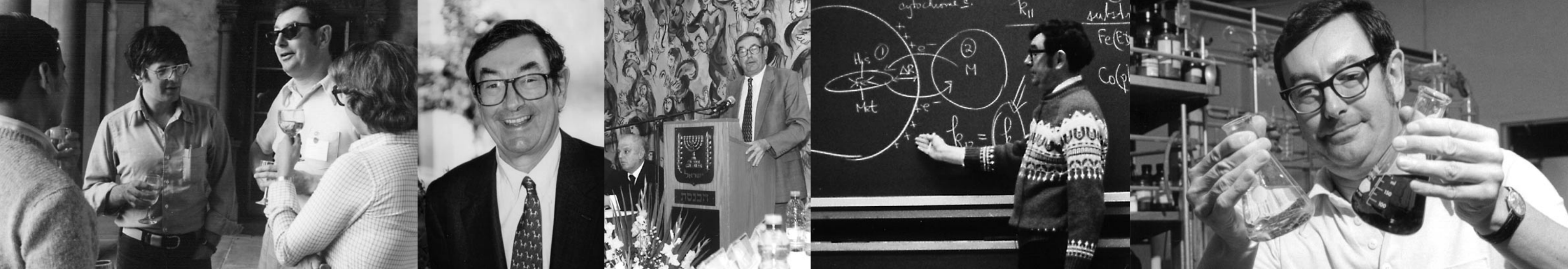
He was also willing to take risks. Basolo recalls a time when Gray and another grad student wanted to work with a potentially toxic substance in the lab. The lab hoods of those days weren't very reliable, so instead of using them, Gray and his colleague bought a canary. If the canary died, they would know to get out.



ART BY MARC CHAGALL GRACES THE WALL OF THE KNESSET, WHERE GRAY RECEIVED A WOLF PRIZE

Gray says he didn't feel limited in high school. In fact his small school had a disproportionate impact on his work: "We got an enormous amount of attention. This played a great role in my life."

Perhaps high school treated him too well—for many years he thought that teaching high school chemistry was his only possible



"They called it Linus," Basolo says. Linus survived.

For several years, Basolo has nominated Gray for the Nobel Prize. He contends it's just a matter of time before the committee recognizes Gray's findings in chemistry and biology.

Gray's scientific home is inorganic chemistry. One of his earliest discoveries that changed the field concerned the group of elements known as transition metals—the same elements that he had used to create colors in his childhood lab.

Transition metals are the basis of many of the alloys encountered in everyday life. Yet they also behave differently from many other elements in the periodic table, forming molecules that are sometimes difficult to understand. The mystery lies in the way they transfer electrons—the problem that has intrigued Gray during his entire career. When Gray was at Northwestern, the predominant way of understanding these molecules was called crystal field theory. But he and others found the theory inadequate, because it only took into account the metal at the molecule's center.

During his later years at Northwestern and his postdoctoral studies at the University of Copenhagen, Gray revised the theory so that it accounted for the other parts of the molecule, called ligands. Now students of inorganic chemistry

across the country learn ligand field theory in their textbooks. The new theory helps scientists make more accurate predictions about the transfer of electrons and behavior of transition metals.

Gray still speaks reverently about his Northwestern advisers, particularly Basolo.

"I found at Northwestern that the professors in chemistry were just extraordinary human beings who couldn't wait to share everything with their students," Gray says. "The department has a certain tradition of caring about students and interacting with students that makes Northwestern very special."

Gray has sought out the same spirit in other places where he has worked, from Copenhagen to Columbia and now Caltech.

"I've tried to carry the spirit of Northwestern to the places I've been," he says.

Along the way, Gray was also picking up another principle he now considers essential: the importance of interdisciplinary work. At Columbia, he was asked to work with a Rockefeller University student who was writing a thesis on platinum. Rockefeller's chemistry faculty was oriented toward the

study of biological systems, and Gray began to talk with people there about how his ideas from inorganic chemistry might work in the human body.

It turned out there was a lot to do. Gray found intriguing colors in animals too—the blue blood of a lobster, the purple blood of worms. He also became interested in the production of hemoglobin, photosynthesis, respiration, all processes



GRAY WITH NORTHWESTERN MENTOR FRED BASOLO, CHEMISTRY PROFESSOR EMERITUS

that could be better understood using ligand field theory. Our bodies need to transfer electrons all the time—that's how cells are provided with energy. But they do it with remarkable efficiency, more than many machines human beings have devised. And they also seem to transfer electrons with near perfect accuracy. Gray compares the reactions that transfer electrons in res-

piration to cutting-edge technology.

"Biology has figured out these nanomachines that control electron flow," he said. "The importance of this control is that it allows the reactions to be very specific so we don't burn up—and we don't." What no one understood was the actual process by which the electrons were transferred—an ideal challenge for Gray, who had studied such problems all his life. Most inorganic chemists, Gray included, thought that electrons would only be transferred over short distances, from one atom to another. But in a crucial 1982 experiment, Gray and his colleagues showed that electrons in biological systems were actually jumping from atom to atom over great distances, in chemical terms at least.

"Quite frankly, I wasn't expecting to see it that way," he says. "We checked it over and over again asking, 'Can this be true?'"

What this meant was that essential biological processes could now be studied using ligand field theory and other ideas from inorganic chemistry. The resulting inquiries now form a field known as bioinorganic chemistry. Gray's work changed not just the way we view colors and metals, but our own bodies.

Gray says he admires his many colleagues around the world, including some at Northwestern, who have found applications for the

research. Northwestern chemistry professor Thomas Meade, one of Gray's former postdoctoral fellows, has started three companies, two of which use concepts his teacher pioneered. These companies, Clinical MicroSensors and Ohmx, make hand-held biosensors for the electronic detection of DNA and proteins.

Gray also said that a better understanding of inorganic chemistry in plants could help scientists reengineer them to work as solar cells or do other work.

Chemistry professor Thomas O'Halloran, director of Northwestern's Chemistry of Life Processes Institute, says Gray's work has inspired hundreds of other scientific questions. These include the one O'Halloran's group pursues: how might the transfer of electrons between the metal ions of proteins be involved in ailments like Lou Gehrig's Disease, also known as amyotrophic lateral sclerosis or ALS.

"[Gray] is the teacher of the teachers," O'Halloran says. "What he's discovered is so basic that it goes on millions or billions of times in the lifetime of any one cell in our body."

Gray is also interested in supporting his fellow scientists. In 1989, with colleagues at Caltech, he helped found the Beckman Institute, a space for researchers in various fields to share facilities like the latest lasers and computational

centers. The Institute has served as a model for similar programs around the country, including one at Northwestern. O'Halloran says that when the Chemistry of Life Processes Institute was being planned, he and his colleagues "took pages out of Gray's notebook whenever possible."

"We hope to take his advances to new heights and accomplish spectacular things," O'Halloran said. Meade says he has also modeled his research group on Gray's.

Jay Labinger, another of the Beckman Institute's founders and its current administrator, said Gray's open mind and friendly nature are reflected in the institute's interdisciplinary structure.

"He really cares and takes interest in other people," Labinger says. "When you walk into his office, it's clear he's glad to see you, no matter what."

But Gray suggests that being a great scientist and being a nice guy might not be unrelated.

"If you really like people and socialize together, you do better work together," he says. "That's a style I learned from Fred Basolo."

Andy Nelson is a Weinberg junior majoring in history and in the Science in Human Culture program. He will serve as an intern at the American Medical Association this summer, and hopes to pursue an academic career in the history of medicine.

INSIDE TODAY'S SUPREME COURT WITH MIKE GOTTlieb FORMER NORTHWESTERN DEBATE CHAMP BY NANCY DENEEN

The 35 clerks for the United States Supreme Court wield considerable power. For starters, they have the ear of their bosses, the nine most powerful jurists in the nation. Each week these young lawyers screen scores of “cert” (certiorari) petitions—requests for the Court to review a lower court’s decision—helping the nine Justices decide which cases deserve further review and which cases should go no further. Before a case is heard, clerks often confer with their justice, although during actual deliberation, no one is present except the nine justices. Once a decision is reached, if their justice is assigned to write the majority opinion, the clerks may help write what will be the law of the land. When they leave the year-long position, usually still in their twenties, they can command astronomical salaries in law firms or obtain coveted positions in government.

Getting there feels as rare and as lucky as winning the lottery, says Michael Gottlieb ’99, because so many superior candidates are weeded out at each step of the process. Gottlieb was the country’s top debater while at Northwestern, greatly encouraged, he says, by professors both here and subsequently at Harvard Law School. He then spent the required year clerking for a lower court, in this case the United States Court of Appeals for the Ninth Circuit in Los Angeles. Last July he began clerking for Justice John Paul Stevens, the second-longest-serving jurist on the court, who is often described as the most liberal. Crosscurrents recently asked Gottlieb for his take on his lofty position, his path to the clerkship, and his plans for the future.

SUPREME COURT LAW CLERKS HAVE BEEN CALLED “THE MOST POWERFUL YOUNG LAWYERS IN THE COUNTRY.” IS THAT TRUTH OR MEDIA HYPE?

There is a lot of power [in the job] in the sense that you have access to the ear and insights of a Supreme Court justice. But the idea that clerks can somehow pull the wool over a justice’s eyes is inaccurate. The least-experienced justice on the court has been doing

this for 10 years; my boss for almost 30. They’re really good at it and are firmly in control of what’s going on. Another thing that counteracts [one clerk’s power] is that there are clerks of all different legal philosophies.

WHAT’S IT LIKE WORKING FOR JUSTICE STEVENS?

If you watch him speak or see him on C-Span he seems like a wise, warm, and nice man, and that would be an understatement. He’s a wonderful, wonderful boss, the best I could ask for. He is extraordinarily nice; he’s unbelievably competent; he’s brilliant and has a tremendous memory. It’s a real pleasure to work for him.

He has tons of stories. When we’re not super-busy he’ll recall incidents that happened 20 or 30 years ago with a great deal of clarity—which is frightening to me because I can’t seem to remember what I did last week [laughter]. It is not infrequent that if we start talking about a case from 1979 he’ll say, “Well, I remember the discussions we had in conference about that. Justice X wanted to do this but Justice Y wanted to do that.” He’s pretty stunning sometimes.

He’s also a very fast and talented writer. It’s fun to work with him on writing because he’ll send us a draft, we’ll work on it and send it back to him, and he’ll digest what we’ve done almost immediately. It then becomes a back-and-forth process that’s very rewarding.

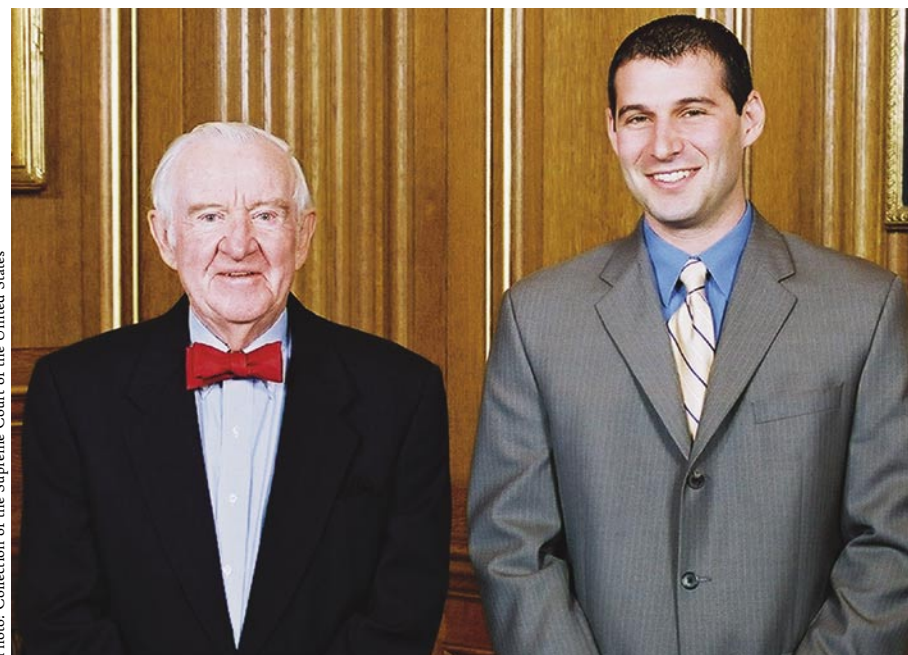


Photo: Collection of the Supreme Court of the United States

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article I

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and including Indian

DO YOU FIND YOU’RE FASTER THAN WHEN YOU STARTED LAST JULY?

You have to get faster. The Court is really well structured. When you start, you don’t have any briefs to read or argued cases to prepare for because the first arguments aren’t until October. So in July and August most of what you’re doing is reading cert petitions and writing memos on those. You also have [criminal] executions which you have to monitor every once in a while.

The executions are really hard. We receive a barrage of filings in the hours leading up to a scheduled execution. Occasionally, the execution will be scheduled for 1 or 2 a.m., so you receive filings even after midnight. You have to act quickly, read all the relevant papers and cases, and make recommendations to your justice. The defendant generally seeks to stay the execution, and the state is almost always seeking to go forward with it. The issues are usually very, very narrow by the time the case gets to us, and sometimes the claims are frivolous, but other times they aren’t. The cases can be heart-wrenching from both sides. On one side, the crimes that many of these people have committed are absolutely horrifying, the worst of the worst; on the other side, there are cases where you have significant doubts as to whether the individual was convicted or sentenced in accord with the Constitution. So you

GOTTlieb WITH JUSTICE JOHN PAUL STEVENS

feel a heavy responsibility to do everything you can to find the right answer, and to do it fast. It’s not a very fun part of the job.

WHAT BALANCES THE PRESSURE? IS THERE A SENSE OF COMMUNITY AMONG CLERKS?

Yes, both within Justice Stevens’ chambers and among ours and the other chambers. We work very closely on everything from argued cases to emergency motions and do a lot of non-work activities together. We have happy hour once a week on Thursday, which is apparently a long tradition at the Court. We eat lunch together a lot. We play basketball on the court that’s on the top floor of the Court (sometimes called the “highest court in the land”) a couple of times a week. (The 14 women clerks generally don’t play in our basketball games, although women clerks in years past have done so with regularity.)

DO JUSTICES TEND TO HIRE CLERKS WHO SHARE THEIR WORLD VIEWS?

I wouldn’t think of it as a political issue; rather, [a justice might ask] “Is this a clerk who can analyze problems in a way that’s consistent with my legal philosophy?”

A justice associated with the “liberal wing” might be hesitant to hire a clerk who is an outspokenly rigid originalist or textualist—someone who believes that the Constitution’s meaning is confined to what it meant at the time it was written. In the same way, a conservative justice might think twice about hiring someone who steadfastly believes in Justice Brennan’s view of a living Constitution that evolves over time. That said, sometimes justices like to have a diversity of viewpoints in their chambers so they can argue with and bounce ideas off people with differing beliefs.

ARE THERE DIFFERENCES AMONG THE FOUR



Photo: Suzanne Tempero

“IT’S A SCARY THING WHEN YOU’RE WRITING SOMETHING AND THINKING THAT THIS WILL BE IN THE SUPREME COURT REPORTER.”

STEVENS CLERKS EVEN THOUGH YOU MAY BE ON THE SAME SIDE OF THE POLITICAL FENCE?

We never have knock-down arguments because we get along really well, but we certainly disagree about cases from time to time even though our resumes might suggest that we share similar perspectives on most issues. Most of the justices encourage debate among their clerks because it tends to produce a more thoughtful answer to whatever the particular question is, and that’s certainly true in our chambers.

IS IT EASY TO PREDICT OUTCOMES OF CASES?

The way the media covers the Court, you’d think that it’s always split 5-4 with one moderate justice switching from side to side. In fact, the lineups are often quite surprising to those who observe the Court. For instance, a couple of criminal cases decided last term before I got here involved Justices Scalia and Thomas siding with the “liberals” and “moderates” in favor of the Sixth Amendment rights of criminal defendants.

WHAT HAVE YOU FOUND THAT SURPRISED YOU ABOUT THE INNER WORKINGS OF THE COURT?

Well, there are certainly a few things that have surprised me about the inner workings of the Court, but most of them I cannot talk about because to do so would betray my confidentiality agreement, which all of the clerks agree to at the beginning of each term.

One thing that I can talk about that I’ve found interesting is how complete an operation the Court runs. It is its own little community—not just the clerks and

the justices but the entire building. It’s functionally an entire organ of government contained within a fairly small space. Everything from the justices to the librarians and editors to the printing service to the security guards—all of that is contained underneath one roof. Everything you need is there. It’s interesting, the interaction between the clerks who are transients and the lifetime employees who are really good at what they do and laugh at us, kindly, when we make basic errors.

HOW DOES CLERKING AT THE SUPREME COURT DIFFER FROM THAT JOB AT THE APPEALS COURT?

The experience here is for the most part more concentrated on a smaller number of cases. We have lots of work reviewing petitions for certiorari, but we don’t hear nearly as many argued cases over the course of a year as the Ninth Circuit does. While things move fast here, at times it doesn’t seem as much of a whirlwind experience as clerking on the Ninth Circuit did, when it was really difficult to keep track of all of the cases without elaborate tracking systems.

When you’re a clerk on the Court of Appeals you have on the one hand a stronger sense of being more on your own, of needing to double- and triple-check everything you do, from the writing to the citations, because you’re not going to receive the kind of institutional support that you get here. On the other hand, though, at the Court of Appeals nothing you do is necessarily “final,” because there is always a chance that the Supreme Court will review the case.

So that adds a bit of drama to what we do at the Supreme Court. It’s a scary thing when you’re writing something and thinking to yourself that this will be in the Supreme Court Reporter. If you are working on a majority opinion, it is going to be the law of the land that people are going to be reading for many years. It’s nice to know that there are a few people making sure



Photo: Collection of the Supreme Court of the United States

JUSTICE STEVENS’ CLERKS: MELISSA ARBUS, GOTTLIEB, ROBERTO GONZALES, AND DANIEL POWELL

that you’re not messing something up terribly.

YOU CAN POINT THAT OUT TO YOUR KIDS SOME DAY AND SAY YOU WROTE THAT.

The amount you can really say you wrote is less than what you might think. First, you’re not supposed to [divulge that], so you can say it to yourself but not really to your family. Second, a lot depends on the justice you’re clerking for and how much help you got from your co-clerks. Some take a heavier hand in the editing process and some take a lighter hand.

HOW DID YOUR WEINBERG COLLEGE EDUCATION HELP YOU IN WHAT YOU’RE DOING NOW?

It gave me the basic tools I need. I learned how to write in college and I would never be able to do this job if I hadn’t.

I took a couple of great freshman seminars that helped me develop my writing, one of which was a class that compared the fall of Rome to the environmental crisis in the West from classics professor James Packer. I wrote a senior thesis, working with Jeffrey Winters [associate professor of political science], about a regional security group, the Association of Southeast Asian Nations, sometimes referred to as “the NATO of Southeast Asia.” It was a really helpful exercise in putting a huge research project together—it’s similar to what you do in writing an opinion. You put hundreds of cases, briefs, and law review articles into one coherent explanation as to how a case should be decided.

WHAT ABOUT YOUR DEBATE EXPERIENCE?

It was invaluable. I wouldn’t have gotten into Harvard Law School without debate. [Debate coach] Scott Deatherage has been instrumental in everything I have achieved since the moment I walked onto the Northwestern campus.

IT DIDN’T HURT THAT YOU WERE THE TOP DEBATER IN THE COUNTRY.

It didn’t hurt that I went to Northwestern to become the top debater in the country, because I certainly was not a top debater when I first went there. It was only because of the coaching and the support staff that I ever won anything. Learning how to debate is perfect preparation for learning to take exams in law school: you’ve got a couple of hours to take all these principles you’ve learned during the semester and apply them to a brand new case. That’s exactly what policy debate asks you to do—adapt arguments on the fly to each new set of facts or issues you confront in an eight-round tournament. Debate remains invaluable to me today as well because it teaches you how to boil an argument down to its most essential components and test it against the strongest counter-arguments.

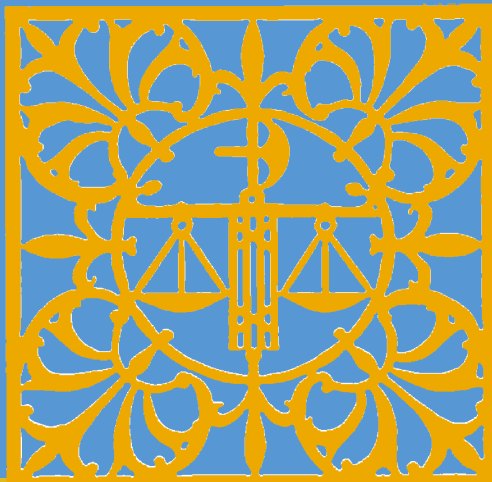
WHAT ARE YOUR GOALS AFTER THIS YEAR?

Vacation (laughter). In the long run, I see myself eventually being involved in government, not in running for office but in being a government lawyer, whether in the Department of Justice, as a U.S. attorney, working for a government agency, or on Capitol Hill. Over the next few years, I’ll probably do what most Supreme Court clerks do—go to a law firm.

DO CLERKS REALLY MAKE UP TO \$300,000 IN THEIR FIRST YEAR AFTER THE SUPREME COURT?

Yes. This sometimes includes signing bonuses that apparently can range from \$100,000 to \$175,000.

I suppose the large bonuses and salaries can be considered as compensation for salary that you’ve “given up” while you were clerking because clerks make much less than law-firm lawyers do, but I think really it’s marketing. Supreme Court clerkships are seen as the highest accolade you can get coming out of law school,



CAMERON FINDLAY RECALLS HIS OWN SUPREME COURT EXPERIENCE



FINDLAY WITH JUSTICE
ANTONIN SCALIA IN 1989

so this is a way for a law firm to advertise to potential clients, “We’ve got all these really smart people working here.” I think that’s what started this escalation of bonuses, competition to collect the most *perceived* talent even if not actual talent—like George Steinbrenner with the Yankees.

WHEN IT’S ALL OVER WHAT DO YOU HOPE TO HAVE GOTTEN FROM THE EXPERIENCE?

I have already gotten so much, had so many amazing experiences that I don’t know what more I could hope for. The experience of walking into the Court, watching oral arguments, and knowing that you not only know how things are likely to shake out but that you also had a role in it, that’s something I never thought was even remotely in my reach when I was younger.

WHAT WOULD YOU TELL A CURRENT WEINBERG STUDENT WITH ASPIRATIONS TO BECOME A SUPREME COURT LAW CLERK?

Build skill sets that will allow you to succeed in law school. Take on big writing projects that will teach you how to reason through complex problems with clarity and efficiency. Become as strong a writer and as efficient a reader as you can. You don’t need to build up a large pre-law resume. In law school, study your tail off, get good grades, write on a law review or journal to continue to develop your writing and editing skills, and develop strong relationships with law school faculty if possible. All of that will help you get a quality state or federal clerkship, which is a requisite stepping stone to a Supreme Court clerkship. Then you have to have things fall the right way. And I know that’s not very satisfying advice, but that’s how it happened for me. You can’t plan to become a Supreme Court clerk, because the chances of it happening are so slim. Don’t get me wrong, you have to work really, really hard, but you also have to get really lucky. And I happened to get really lucky.

One of Cameron Findlay’s indelible memories of clerking at the Supreme Court is of the night a last-minute appeal came through for an infamous serial killer’s stay of execution. It was late in the evening on January 24, 1989. Findlay was in Justice Antonin Scalia’s chambers, taking his turn in the rotation among Scalia’s clerks to handle such emergency appeals. The same scene was being played out in each of the nine justices’ chambers.

“Ted Bundy was to be executed around midnight. The Justice was at home. In the days before e-mail, with last-minute appeals, it was often difficult to deliver to the justices’ homes all of the appeal papers in the short time required for emergency motions. You’d have 15, 30 minutes, maybe an hour at most to present to them over the phone the arguments on both sides as fairly as possible. In this case, there was no doubt Bundy was guilty—he had confessed to dozens of murders on television a few days before. But a prominent Washington law firm representing him *pro bono* had come up with an intriguing argument in favor of staying his execution: Since some of a witness’s testimony at his trial had originally been hypnotically induced, did this violate due process? No matter what your opinion on the death penalty, everyone involved took these cases very, very seriously.

“I remember going through the arguments and thinking at the time, ‘This is one of those times I will always remember.’ I don’t remember the vote, but the Court ultimately did not grant a stay and Bundy was executed that night.”

During a phone interview with *Crosscurrents*, Findlay, now Executive Vice President and General Counsel of Aon Corporation and a Northwestern trustee, shared some lasting impressions of his year, 1988-89, at the highest court in the land. His former boss, Justice Scalia, is considered the Court’s most conservative jurist, the philosophical opposite of Mike Gottlieb’s current boss, Justice Stevens. But the former clerk and current clerk see eye-to-eye on many of the issues and relationships that shape what happens behind the Court’s closed doors:

- The limits of a clerk’s power. Findlay says jus-

tices differed in the extent of their editing of a clerk’s writing—from the light hand of Thurgood Marshall, in his last years on the court in the late ’80s, to Scalia and Stevens who, in those days, heavily edited clerks’ drafts. But regardless of working style, the two clerks agreed that, given every justice’s depth of experience and knowledge, it would be virtually impossible for a clerk to influence a case in a way inconsistent with the judge’s fundamental views. A clerk’s chief influence, rather, lies in the discussion in chambers before every oral argument, according to Findlay. “The Justice and four clerks would convene in the Justice’s office and talk through the cases. I’m convinced that some of the things my co-clerks and I said influenced the Justice’s reasoning and perhaps, in some cases, his vote.”

- Their extremely high opinions of their justices. In Scalia’s case this doesn’t always mesh with his public image. A segment of the press often portrays Scalia as a “glowering, dark force on the Court,” says Findlay, and this couldn’t be less accurate. “He’s a very gregarious, funny, sociable person....His best friend on the Court is Justice Ruth Bader Ginsberg, his ideological opposite. What the press doesn’t get is that as a former professor he delights in intellectual combat and loves writing vivid opinions, sometimes with barbs, but nobody should take it personally.” Not surprisingly, Findlay believes that Scalia has always been an intellectual leader on the Court and would make a very successful Chief Justice.

- Their bosses’ openness to differing points of view. Findlay says Justice Scalia often hires liberal clerks to challenge him, while Justices Brennan and Marshall hired exclusively liberal clerks. “Justice Scalia thinks debate helps crystallize his own views. And he didn’t want his clerks involved in ‘group think.’”

- Their delight in socializing with clerks from all the other chambers, especially, says Findlay, during Thursday-night happy hour in one of the Supreme Court’s beautiful courtyards. Clerks took turns providing beer and wine. “It was a very exclusive group and everyone realized how special it was to be there.” This, despite the fact that Findlay’s year was a very contentious one with the arrival of Justice Anthony Kennedy.

Conservatives gained an extra, and often deciding, fifth vote, and liberals may have felt their influence slipping away.

Findlay’s love of the law began at Northwestern, with political science professor Jerry Goldman’s class on American constitutional law. In addition, legendary professor of diplomatic history Richard Leopold has long been a valued teacher and friend. Findlay graduated *summa cum laude* from Northwestern, then, as a Marshall scholar, took first class honors at Oxford University, and graduated *magna cum laude* from Harvard Law School. He has held prominent positions in both private practice and government service. In the George H.W. Bush administration he served at the White House as Deputy Assistant to the President and Counselor to the Chief of Staff, and at the Department of Transportation as Counselor to the Secretary; in the current Bush administration he was Deputy Secretary of Labor from 2001-2003. Now Chair of Weinberg’s Board of Visitors, he says his liberal arts education prepared him well for both law school and his multi-faceted career by teaching him to apply a mode of critical thinking to a wide variety of complex legal issues.

Despite his enormous respect for judges, their job holds no appeal for Findlay: he sees it as lonely. A Supreme Court chambers is like a one-partner law firm, he says, with four associates (the clerks) who change every year, which makes it difficult for judges to form lasting relationships. “And there are architectural and traditional barriers to justices interacting with one another: each justice is in his or her own chambers, and you just don’t often see them walking down the hall to discuss cases with their colleagues.”

But Findlay’s clerking experience gave him an understanding that’s been invaluable for success as an attorney. As a clerk he learned how judges decide cases. “Being on the inside of decisions really helps you understand what sorts of arguments are persuasive, what sorts are not, and how to best present things in briefs. You can’t really understand this until you been in the belly of the beast.”

GEORGINA ANTON'S STORY: CHICAGO FIELD STUDIES IGNITES A PASSION FOR HUMAN RIGHTS LAW

BY MIKI JOHNSON



LOWER LEFT, ANTON AND SHERIZAAN MINWALLA AT CHICAGO'S HEARTLAND ALLIANCE HEADQUARTERS. THEY STAND IN FRONT OF A TAPESTRY CREATED BY THE HMONG REFUGEE COMMUNITY.

Photos: Cary Cochrane

Meeting Weinberg senior Georgina Anton now, you might think she had had her whole college career mapped out from the beginning. A double major in history and Spanish, she is finishing an honors thesis on the discourse of domestic abuse in early 20th-century Mexico; she interned last quarter at the Chicago Council of Lawyers on a project defending due process in immigration and deportation hearings; and she has won a coveted honors paralegal internship at the Department of Justice.

But to hear Anton describe it, she's reached this point in her life by a series of almost unplanned (albeit serendipitous) events, beginning with a life-altering student internship through Weinberg College's Chicago Field Studies program. CFS began in the late '70s to encourage students to learn how the workplace really functions, whether in the corporate or non-profit setting, before taking that first step beyond college. The program's assistant director, Lucy Millman, says student interns learn invaluable lessons about what they like and don't like along different career paths. Once she heard about Anton's interest in human rights, she found for her an internship the student hadn't known existed.

"Field Studies completely influenced who I am now, and what I want to do," Anton says. "It's given

my whole Northwestern academic experience a very clear sense of organization and purpose."

During the quarter-long program, students spend Monday through Thursday taking detailed field notes on how their organization functions and then compile, analyze, and discuss their notes in a Friday class on campus. While most other students in the winter 2004 Field Studies class interned with financial and corporate institutions, Anton traveled downtown four days a week to

The Midwest Immigrant and Human Rights Center, part of the Heartland Alliance for Human Needs and Human Rights, is a non-profit agency that provides legal assistance to low-income immigrants, refugees, and asylum seekers. The Center's New Futures program, where Anton interned, helps victims of domestic abuse to legalize their immigration status under the Violence Against Women Act, by allowing them to file petitions independent of their abusers. New

MIHRC's clients are from all over the world—Asia, Africa, Europe, and South America—and most face significant language and

others involved more emotional, economic, or verbal abuse. One thing all clients shared was that their abuser used the woman's lack of legal immigration status as a tool of power and control.

These experiences were understandably difficult for Anton, especially when thrown into relief by her "other" life back at school. On Fridays she attended the Field Studies seminar with students who were interning at J. P. Morgan or Goldman Sachs.

"It was tough to hear all the economics majors talking about what they were noticing about dress styles and office hierarchy," Anton admits, taking care not to disparage the importance of their experiences but contrasting the emotions which hers provoked: "I was....I was in turmoil inside."

Formerly vice president of her sorority, Anton also found winter quarter's rush activities an unsettling contrast to her time at the Center. She often felt she was "leading two lives," and failing to fit in perfectly at either the office or on campus. But Anton says one important emotional release came from Field Studies itself.

"The actual note-taking process was wonderful for me," she says. "I've never been big on journals, but [putting these experiences on paper] was a great way for me to get out these intense emotions I was feeling."

Her prolific notes eventually came together to serve a less personal but more tangible purpose—the course's 35-page final paper. Anton focused on the somewhat split personality a legal advocate must foster, one that her advisor admirably demonstrated: Minwalla had to establish an intimate rapport with each woman, while remaining dispassionate enough to ask probing questions and to shape a detailed legal document from each woman's story.

"She was at once very engaging, trying to soothe this sobbing woman, but at the same time furiously writing," Anton says. "You could see the advocate in her as well as the lawyer."

Inspired by her CFS experience, Anton enrolled the next quarter in a professional linkage seminar on immigration law taught by Chicago lawyer William Schiller. Though she describes it as the hardest class she's taken at Northwestern—its concluding mock trial required extensive research and preparation—Anton excelled in the seminar and found the mock trial exhilarating. Throughout this time she was pondering how to allocate her academic time so that her education would support her interests and goals. And more and more that thinking led her toward law, especially as it relates to immigration and human rights issues.



learn firsthand about the struggles and rights of people immigrating to the United States.

Futures staff assist their clients in preparing affidavits and gathering additional documentation in support of these petitions.



Subsequently, Anton's mentors in history, professor Frank Safford and associate professor Josef Barton, convinced her, against her natural modesty, to apply for the history honors program. She was accepted and then awarded an undergraduate research grant to travel to Mexico City to study court transcripts as part of her thesis research. Staying with her parents in San Francisco for the

records. Her thesis compares legal discourse with popular discourse on the taboo topic of domestic abuse in post-revolutionary Mexico, linking her consuming interest in law and human rights with a long-standing involvement in Hispanic culture and language.

Anton emphasizes the support she received from Safford and Barton as well as from her Weinberg advisor, history lecturer Jeffrey Rice, who first suggested Chicago Field Studies to Anton.

"Chicago Field Studies is perfectly made for people who want something to complement the purely academic experience," Rice says, adding that the Friday class component also helps students to relate their internship experiences back to the academic world. It is this combination, he says, that can make a Field Studies internship a transforming event in a student's life.

"I know that for the rest of my life I will remember my experience [with CFS]," Anton reflects. "It educated me about myself, about what I really believe."

Miki Johnson (Medill '05) recently wrote and produced a documentary on protesters at the Republican National Convention.



IN SAN MIGUEL DE ALLENDE, MEXICO

first part of the summer, Anton started her investigation by sifting through Mexican newspapers at the University of California's Bancroft Library for articles on cases of Mexican domestic abuse from the '20s and '30s. She then spent two weeks by herself in Mexico City, combing through crumbling court

FROM GEORGINA'S FIELD NOTES

The 24-year-old Internet bride's Russian accent becomes stronger the closer she gets to tears. Her words come slowly. She sits hunched over with a grim expression on her face and she keeps glancing nervously at the small toddler in the stroller next to her. Her thin, darkly-lined lips tremble as she recounts the story of how she met her American husband in an Internet chat room in 1999, entered the United States two months later, and endured physical, emotional, verbal, and sexual abuse from him for five years. Now, her husband does not allow her to leave the house for anything except to buy groceries. She touches her gaunt cheek with a pale hand as she whispers that she lives in constant fear that her husband will prevent her from obtaining U.S. lawful permanent residency and send her back to Russia.

The little girl by her side blinks as she stirs in her sleep. Her eyes and nose closely resemble those of her young mother.

[The attorney] sits in a chair adjacent to [the client]. Their chairs are turned halfway toward each other in an intimate half-moon shape. The conference room is quiet and almost empty. They occupy a small space at the long table. [The attorney] keeps one hand on the armrest of the other woman's chair. [The client] starts to open up about the reality and pain of her situation the longer she talks. [The attorney] encourages her with prodding questions and verbal affirmations. Her voice is now high, soft, and coaxing, but her free hand writes hard and fast on her white legal pad.

DEBATE TOPICS WAY BACK WHEN

There's no debating Northwestern's number one rank in intercollegiate debate. In March NU triumphed over the University of California, Berkeley, to capture their seventh win in the National Debate Tournament in a dozen years, strengthening their position as the "winningest" team in conference history.

Weinberg graduate Mike Gottlieb, featured in this issue as a Supreme Court clerk, was the nation's top debater while at the University. Writing about Mike reminded us that debate has long held a place of honor at Northwestern. Extracurricular debating societies like the Hinman and the Adelphi were a major focus of student life from earliest days. Concern that these teams were losing too many matches led to the program's incorporation into the curriculum of the (then) School of Speech in the early 1900s.

This year the topic of Northwestern's final winning debate was "The U.S. government should adopt a policy of reduction in fossil fuel consumption." We thought you, too, might be fascinated by some of the topics debated by University teams in earlier days.*

1872-1886 (INTRAMURAL)

- "Which would be more beneficial to the country, enforcing a law prohibiting the sale of intoxicating liquors, or enforcing compulsory education?"
- "Commerce and invention have been greater civilizers than Christianity."

1874-1894 (INTERCOLLEGIATE)

- "Is the massing of wealth in the hands of individual capitalists essential to the highest civilization?"
- "The only way to insure continuous good feeling between the United States and Canada is by annexation."

1902-1906 (LEAGUE)

- "The importation of Chinese labor into our insular possessions should be prohibited."
- "The policy of substantially enlarging the American navy is preferable to the policy of maintaining it at its present strength and efficiency."

1909-1924

- "The Monroe doctrine, as developed and applied, should be abandoned by the United States as a foreign policy."
- "The French should evacuate the Ruhr immediately."

1925-1927 (INTERNATIONAL, AGAINST CAMBRIDGE)

- "The future of the human race depends more upon the sciences than upon the arts and humanities."
- "The 18th amendment [Prohibition] should be repealed immediately."

*Research by Stephanie Boese focused on work by Otto Bauer; Harold F. Williamson and Payson Wild; and David Zarefsky.



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