Publication is the lifeblood of scholarly communication. Books, journals, collections of papers and essays, and other print publications have traditionally served as a critical avenue for researchers to share their work. However, as anyone who has recently tried to find a publisher for a paper or manuscript has learned, getting research results published is becoming increasingly difficult. The cost of publishing books and journals has risen steadily, forcing some university and other academic publishers to suspend operations or cut the number of new titles they produce each year. As a result, competition for publication opportunities for scholars has become increasingly fierce.

Over the past 18 months, staffs at Neilson Library and the Kahn Institute have developed a new publication opportunity for Faculty Fellows from Kahn projects. Working with the Dspace system that the College already uses to publish student theses, we have developed a new electronic publishing system that can be used for a variety of scholarly work. The group chose as its pilot project *Star Messengers*, a musical theatre work by Paul Zimet, Associate Professor Emeritus of Theatre. Zimet and Richard White, Professor Emeritus of Astronomy, were the Organizing Fellows of the 1998-1999 Kahn long-term project *Star Messenger: Galileo at the Millennium*. As a direct outcome of that project, Zimet wrote a script titled *Star Messengers* about the lives and work of Galileo Galilei and Johannes Kepler; Ellen Maddow wrote the music for the piece. It was produced and performed at Smith in April of 2000; it was subsequently produced at La MaMa Experimental Theatre Club in New York City in November 2001 by Talking Band.

*Star Messengers* contains a wealth of information inspired by the personalities and scientific theories of Galileo and Kepler. It also demonstrates instances where music and science intersect, making the plan an excellent interdisciplinary educational tool. Zimet approached the Kahn Institute about finding a way to share the work with a wider audience, particularly with educators who wanted to use it as a creative way to explore the scientific topics it presents.

After exploring a number of possible publication options, the Kahn turned to the Neilson Library Digital Services group to begin exploring and developing a Smith-based publication option for *Star Messengers* and others works developed by Kahn Fellows.

Kahn Institute staff worked with the authors to editorially prepare the manuscript for publication, to secure necessary permissions, to apply a copyright license through the Creative Commons organization, and to develop the metadata (e.g., abstract, keywords) that could be used to describe and search for the finished publication. Neilson Library staff created an electronic framework for publication, secured an ISBN for the new publication, and incorporated it into the library’s electronic holdings in a way that it can be searched for through their WorldCat electronic catalog, through Google Scholar, and through other search engines.
Star Messengers was e-published in August, 2011, and can be found online (click here to view it) as part of the Neilson Library collection. Work on a second ePublication has already begun. We are hopeful that the new system will become a vibrant and successful way to share the rich output of faculty research inspired by participation in Kahn Institute projects.
This fall, the Louise W. and Edmund J. Kahn Institute begins its thirteenth year as a center for faculty development at Smith. With my arrival as the Kahn’s new director, we (Chrissie Bell, Kara Noble and I) have used the past summer as a time to stand back and take stock of what has been accomplished in those years. In the numbers of faculty who have utilized the Kahn, in the variety and scope of projects, and in the range of work produced, the Kahn Institute has been an unquestionable success. Since 1998, some 186 individual faculty have participated in long-term projects and more than 300 have taken part in short-term projects. Though the Institute is founded on the principle of “inquiry for its own sake,” we received a tremendous volume of responses to our open-ended request for “outcomes that have emerged from work in Kahn projects.” Many of you submitted descriptions of books, articles, and creative works directly related to Kahn colloquia and Kahn financial support. Others described scholarly presentations, new courses, or new parts of courses all stemming from Kahn work. If there were ever any doubts that the Institute is a valuable center for faculty development, these lists and statistics should permanently silence them. (To see a list of the outcomes submitted, click here.)

While recent budget cuts have brought serious challenges for the Kahn, they have also forced us to think creatively about what we do. One change we have made in response is to move to more extensive online correspondence. The Kahn Chronicle, for example, will now be published only online and that will save us some money and some trees. Another modification concerns the format for long-term projects. While long-term projects remain the cornerstone of the Kahn Institute’s model of faculty development, we will be experimenting with new formats. Starting in 2012-2013, we will be launching a semester-long model for one of our two long-term colloquia. In most ways, this abbreviated structure will follow the traditional year-long format—with a weekly colloquium, meals and visitors. Only the scope of the project’s inquiry will be more circumscribed. We hope the variation serves to entice those faculty who have been reticent to commit to a full year seminar to join us at the Kahn. Finally, we are striving to collaborate more extensively with the new Centers at Smith. Sharing staff, space and expenses will allow us to extend the number of short-term projects we support and to broaden their scope and structure. Last year, collaborations with the Global Studies Center, for example, allowed us to bring a wider range of visitors to Kahn’s Why Educate Women? project. This fall, we will be collaborating with the Center for the Environment, Ecological Design and Sustainability (CEEDS) and a range of community partners on a short-term project involving the Mill River Greenway Initiative.

In June, I attended the annual meeting of the Consortium of Humanities Centers and Institutes at the University of Toronto. CHCI brings together the directors of institutes for faculty research from around the world. It’s an impressive group of people representing major international universities, as well as Tier 1 research institutions like Harvard, Berkeley, and Cornell. Time and again, in one conversation after another, I was struck by how favorably the Kahn Institute compares with others. In the breadth of its interdisciplinary scope; in its willingness to include students in faculty projects; in its commitment to open-ended outcomes; in its concern for the affective, not just the intellectual side of scholarly work—what we do here is impressive and unique.

We hope you will join us.
Faculty Fellowship applications are now being accepted for the Kahn Institute's Fall 2012 semester-long project titled Altering Bodies and Minds, which is being organized by Nicholas Horton, Mathematics & Statistics, and Barbara Brehm-Curtis, Exercise and Sport Studies. This project represents a new format for the Kahn Institute, but one that will share many attributes of the familiar yearlong projects. Although the project will run for only the fall semester, it will still have a weekly colloquium, meals, visiting scholars and a budget to support the research of the Fellows. This project will investigate efforts to alter minds and bodies and the spectrum of practices meant to improve mental and physical health. A detailed description of the Altering Bodies and Minds project appears below.

More information about this project will be available to interested faculty at an informational meeting that will take place on Monday, September 26, 2011 at 5:00 pm at the Kahn Liberal Arts Institute. The Organizing Fellows will be present to discuss the project and answer questions.

Faculty Fellows who participate in this semester-long project will receive research grants of $1,500. The deadline to apply for a Faculty Fellowship in the Altering Bodies and Minds project is Friday, October 14, 2011. If you wish to apply, please email the Kahn Institute's Director, Rosetta Marantz Cohen (rcohen@smith.edu) by that date. In your email, please include the title of the project, explain why you are interested in it, and provide a brief statement of what you hope to gain from it.

ALTERING BODIES AND MINDS PROJECT DESCRIPTION
2012-2013 Semester-Long Research Project

Throughout history and in virtually every culture, people have sought ways to alter their bodies and their minds to achieve improved performance. Innovative training regimens and nutritional methods to enhance athletic performance in sports competitions are constantly in development. New drugs and pedagogical methods are regularly introduced to refine concentration and improve educational outcomes. Novel psychotherapeutic techniques and pharmaceutical interventions are continuously researched, tested, and prescribed in an effort to enable individuals to function more effectively in their daily lives. The impulse to alter body or mind in pursuit of the improvement of some aspect of human life and functioning has existed for at least as long as history has been documented. Reports stretching back to antiquity describe treatments that could increase power and stamina for athletes and warriors. In the 1904 Olympics, marathon runners injected themselves with the poison strychnine in an effort to enhance their abilities. In more recent times, with record times continually being broken through improved performance, the press has been filled with reports of illicit doping to enhance athletes' performance in a wide range of sports. The quest for "artificial" performance enhancement has not been limited to athletics. Societal competition within the cognitive domain has also motivated people to seek ways to strengthen mental function. For example, medications developed to address attention deficit disorder are increasingly used to improve productivity among students and scholars, a practice that raises fundamental questions not only about the ethics and efficacy of popularized repurposing of such treatments, but also about the indicators and measures of intellectual achievement and performance in academic and scientific settings. How effective are such performance-enhancing drugs and does their use constitute cheating? Should some existing performance enhancers, such as coffee (the world's most widely used psychoactive substance) be more widely regulated?

The altering of bodies and minds raises many important questions regarding tradeoffs between risk and reward. For example, pharmaceuticals are now regularly used to alter mental disposition, but who should decide when such alterations are needed or required? The affected individual? Medical institutions? Families? Judicial systems? What are the legal, philosophical and ethical issues at stake here? Issues of weight loss are similarly complex: what is the balance between the pursuit of health and longevity on one hand, and capitulating to arbitrary and culturally constructed aesthetic ideals on the other? Who should decide and how should such decisions get legislated and enacted?
In this semester-long project, we hope to apply diverse disciplinary perspectives to the investigation of efforts to alter minds and bodies in our society. We will consider the spectrum of practices meant to improve mental and physical health. We will also consider the incentives encouraging such practices, and the role of various members of society (e.g., medical professionals, corporate interests, educators, lawmakers, the media) in promoting, discouraging, or regulating various types of modifications. While the specific questions and issues explored will be determined by the interests of the participants, the overall goal of the project will be to identify and analyze fundamental intellectual questions related to the types of alterations that are and have been widely practiced, examining whether distinctions should be made (legally, morally and culturally) among them, and considering the types and nature of limits that have been imposed on them.

The practices and problems of various efforts to alter mind and body provide a rich store of intellectual questions to be addressed. These will be considered from a truly broad range of perspectives that includes the social, the historical, the economic, the cultural, and the psychological, as well as through the science of biochemistry, neuroscience and statistics. We heartily welcome to this project the participation of scholars from a wide range of fields and perspectives.
Faculty Fellowship applications are now being accepted for the Kahn Institute’s Fall 2012-2013 yearlong project titled **Mothers and Others: Reproduction, Representation, and the Body Politic**, which is being organized by Ginetta Candelario, Sociology, and Naomi Miller, Exercise and Sport Studies. By taking an interdisciplinary approach to maternity, this project will juxtapose representations of actual and mythic mothers in different mediums, in different societies, and in different historical periods to contextualize the cultural undercurrents that produce both commonalities and differences. It will investigate the spectrum of maternal roles and responsibilities, and the perceptions and outcomes of them. While it will encompass actual biological mothers, its explorations will also extend to a much wider range of mother figures and caregivers, and the complex issues associated with them.

More information about this project will be available to interested faculty at an informational meeting that will take place on Tuesday, September 27, 2011 at 5:00 pm at the Kahn Liberal Arts Institute. The Organizing Fellows will be present to discuss the project and answer questions.

Faculty Fellows who participate in this yearlong project will receive research grants of $3,000.

The deadline to apply for a Faculty Fellowship in the Mothers and Others project is Friday, October 14, 2011. If you wish to apply, please email the Kahn Institute’s Director, Rosetta Marantz Cohen (rcohen@smith.edu) by that date. In your email, please include the title of the project, explain why you are interested in it, and provide a brief statement of what you hope to gain from it.

**PROJECT DESCRIPTION:**
Mothers & Others: Reproduction, Representation, and the Body Politic
2012-2013 Yearlong Research Project

The biological exercise of motherhood relies on the female body and its ability and/or willingness to turn itself over to the tasks of gestation and birth, and to the post-partum sustenance of infants through lactation. It is a reproductive process that human societies have conferred with powerful meanings—even when the subjects are other mammals, such as rodents and primates that predominate in natural science studies of maternity. Motherhood includes the symbolic construction of maternity as a virtual archetype of natural beauty in its pure state. But the functions of motherhood in human societies are neither purely "natural" nor purely a thing of beauty. While motherhood can be deeply satisfying, it often comes at a high biological and personal cost, from the temporary stress upon the physiological system to permanent physical or psychological damage. Moreover, the labor of those we have come to call "mothers" extends well beyond biological caring for offspring. In the case of humans, this care can extend into adulthood and even encompass eldercare. Biological processes and costs are never purely or simply the product of "nature," but of history, society, and culture.

By taking an interdisciplinary approach to maternity, this project will juxtapose representations of actual and mythic mothers in different mediums, in different societies, and in different historical periods to contextualize the cultural undercurrents that produce both commonalities and differences. We expect to consider the symbolic meanings, as well as the practices and the institutions...
that have come to be associated with mothering, from the biological birth-giving process to the care of children, from infancy into adulthood. We might ask, for example what forms of signification have come to be inscribed in maternity, and to what extent are they based on relations of power and inequality? The word "parenting" implies gender-neutral caregiving. However, the biology of parenthood is inherently unequal. Does the language of gender neutrality serve to elide structures of inequality? If biological mothers give themselves over to the "making" of children in ways that the other parent has not, is gender neutrality a reasonable framework to employ in law and society? Should the physical and psychological costs of biological labor be somehow translated into social or economic value? If so, how might such values be assessed? To what extent does the labor of motherhood, along with the social imperatives and pressures to accept the role of mother, shape the trajectory of women’s lives, now and in the past, both here and elsewhere? In what ways have the dispositions, attitudes and work of various historical figures, writers, or artists been influenced by their role as mothers, or their refusal to accept such a role?

This project will investigate the spectrum of maternal roles and responsibilities, and the perceptions and outcomes of them. While it will encompass actual biological mothers, its explorations will also extend to a much wider range of mother figures and caregivers, and the complex issues associated with them. While the specific questions and issues explored will be determined by the interests of the participants, the project will identify and examine fundamental intellectual questions related to motherhood, its various forms, its functions in different societies, cultures, and times, and the functions it has served in various discourses, systems (e.g., biological, social, political, cultural), actions and interactions.

The wealth of questions raised by the issues of motherhood will be considered from a truly broad range of perspectives, thereby reflecting both positive and negative constructions of the caregiver. Bringing together different perspectives from a diverse cross-section of disciplines promises to provide a provocative series of discussions and a thorough and multifaceted investigation of this rich topic. We heartily welcome colleagues from a wide variety of disciplines and department to participate.
Excavating the Image

Pennsylvania Excavation by George Bellows

Excavating the Image is a new series of annual collaborations between the Kahn Liberal Arts Institute and the Smith College Museum of Art (SCMA). Each year, artwork in the Smith collection will become the centerpiece for a cross-disciplinary discussion involving faculty from a range of departments and experts across various fields. The series will open in January 2012 with a two-day colloquium focusing on an important recent acquisition by the SCMA, the 1907 painting Pennsylvania Excavation by American realist painter George Bellows. The project is open to Smith and Five College faculty, and it can accept up to 10 Fellows. A description of the project and its schedule appear below.

If you are considering applying, but have additional questions, please feel free to contact the Project Organizer, Ann Musser, via email at amusser@smith.edu.

Interested faculty should email the Kahn Institute’s Director, Rosetta Cohen (rcohen@smith.edu) to apply. In your email, please include the title of the project and explain why you are interested in it, what you would bring to it, and what you hope to gain from it.

PROJECT SCHEDULE:

- Tuesday, January 10, 2012, 9:00 am - 4:00 pm

EXCAVATING THE IMAGE: PENNSYLVANIA EXCAVATION BY GEORGE BELLOWS

PROJECT ORGANIZER:

Ann Musser, Associate Director, Smith College Museum of Art, Academic Programs and Public Education

Excavating the Image is a new series of annual collaborations between the Kahn Liberal Arts Institute and the Smith College Museum of Art (SCMA). Each year, artwork in the Smith collection will become the centerpiece for a cross-disciplinary discussion involving faculty from a range of departments and experts across various fields. The series will open in January 2012 with a two-day colloquium focusing on an important recent acquisition by the SCMA, the 1907 painting Pennsylvania Excavation by American realist painter George Bellows. (For more information about this new acquisition, visit http://www.smith.edu/news/2009-10/ashcanacquisition.php). The Mead Art Museum and the Amherst College Archives and Special Collections, which hold Bellows’s papers, will join the collaboration for this initial colloquium.

Pennsylvania Excavation, which depicts the creation of New York’s Penn Station, is an ideal work for interdisciplinary exploration. Suggested in this arresting work are issues of gender, class, and urbanism. The image opens the way for discussions about history and its depiction, engineering, social and political systems, geology, art history, the technical aspects of painting, and many other topics. What stories might emerge from the muck and snow depicted? What were the political and social forces that framed the construction of the station? What was the significance of the station’s original design, now only visible in remnants beneath newer renovations? How was this painting understood in a context of the Beaux Arts movement of the day? These are just a few of the questions that the project will strive to answer.

The project will combine open-ended, interdisciplinary discussions based on close observation of the painting (including a special opportunity to see the back of the canvas) with presentations of archival materials (including the artist’s private correspondence and critical reviews), as well as at least one formal lecture on turn-of- the-century New York City. The outstanding array of resources available in the region, including images from the SCMA, the Mead Art Museum and the George Wesley Bellows Papers housed at the Amherst College Archives, make this a remarkable opportunity for faculty across many fields.

Interested faculty should email Rosetta Cohen (rcohen@smith.edu), Director of the Kahn Liberal Arts Institute, on or before Friday, December 2, 2011 to apply. In your email, please include the title of the project and explain why you are interested in it, what you would bring to it, and what you hope to gain from it.
The short-term project *The Making and Meaning of Dress* is now accepting applications for Faculty fellowships. The project is open to Smith and Five College faculty, and it can accept up to 10 Fellows for the two-day project. A description of the project and its schedule appear below.

If you are considering applying, but have additional questions, please feel free to contact the Organizing Fellow, Kiki Smith, via email at ksmith@smith.edu.

Interested faculty should email the Kahn Institute's Director, Rosetta Cohen (rcohen@smith.edu) by **October 14, 2011** to apply. In your email, please include the title of the project and explain why you are interested in it, what you would bring to it, and what you hope to gain from it.

**THE MAKING AND MEANING OF DRESS PROJECT DESCRIPTION**

**ORGANIZING FELLOW:**
Kiki Smith, Theatre

**COORDINATING FELLOWS:**
Rosetta Marantz Cohen, *Education & Child Study*
Jessica Nicoli, *Director & Chief Curator, Smith College Museum of Art*

This past summer, visitors to the Metropolitan Museum of Art in New York City waited up to three hours for admission to the Alexander McQueen exhibition, a retrospective of the designer's dazzling gowns, outlandish costumes and feathered headgear. Certainly the remarkable popularity of the show derived, at least in part, from the sheer beauty of the garments and their exquisite craftsmanship. But the exhibition also drew its crowds for other reasons. The dresses of Alexander McQueen somehow served to capture the zeitgeist of their time, and the iconic power of clothing—freighted as it is with political, economic, and social significance. McQueen’s designs embody the loveliness and vulgarity, complexities and contradictions of a post-modern world. They remind us, in short, how potent a symbol “dress” can be.

This fall we are hoping to bring together faculty from across the College whose research addresses the subject of dress and costume from a variety of perspectives: artistic, historical, sociological, anthropological, philosophical, economic and political. Dress suggests questions across every field. How, for example, does dress change from one era to another and what does that change mean? What is the symbolic significance of certain forms of embellishment across time and culture? From a production perspective, how are new fibers created and what are the environmental and economic implications of that work? What are the legal and ethical issues that arise with the mass production of fashionable garments? How do conspicuous consumption and the proliferation of knock-offs impact the notion of “dress as art”? What does the history of clothing production reveal about women’s work and changing circumstances? Is there a history of women’s dress at Smith that reflects the College’s changing identity, aspirations and ideals?

Apart from sharing our work with one another, a second goal of this short-term project is to begin to think together about the contours and possibilities for a Center for the Study of Dress at Smith College. Smith has recently been offered the extensive costume collection at Historic Northampton, which is composed of garments and textiles dating from the early eighteenth century.
to the mid-twentieth century. These materials, combined with the College’s permanent collection of costumes, would make the basis for a first-class research center—one that would house, conserve, and display a great range of clothing, textiles, and accessories. How could such a center serve to support existing courses and new curricular initiatives? What would it look like and where should it be located? We hope to brainstorm some answers to these questions.

Finally, to facilitate that discussion, we will visit selected sites with collections that serve to support the study of dress, such as the Smith College Museum of Art, with collections that offer a visual record of the history of dress; the Smith College Archives and Mortimer Rare Book Room, with their volumes and periodicals on early dress; the Theatre department’s costume collection, a resource that many on campus have never seen; and Historic Northampton.

Interested faculty should email the Kahn Institute’s Director, Rosetta Cohen (rcohen@smith.edu) by **October 14, 2011** to apply. In your email, please include the title of the project and explain why you are interested in it, what you would bring to it, and what you hope to gain from it.

**PROJECT SCHEDULE:**

- Friday, November 18, 2011, 4:30-7:00 pm
- Saturday, November 19, 2011, 9:00 am-4:00 pm

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The short-term, collaborative project titled **The Mill River Greenway Initiative Project** is now accepting applications for Faculty Fellows. The project is open to Smith and Five College faculty, and it can accept up to 12 Fellows for the two-day project. A description of the project and its schedule appear below.

If you are considering applying, but have additional questions, please feel free to contact the Organizing Fellow, Reid Bertone-Johnson, via email at rbertone@smith.edu.

Interested faculty should email the Kahn Institute’s Director, Rosetta Cohen (rcohen@smith.edu) by **October 7, 2011** to apply. In your email, please include the title of the project and explain why you are interested in it, what you would bring to it, and what you hope to gain from it.

**MILL RIVER GREENWAY INITIATIVE PROJECT DESCRIPTION**

**2011 Short-Term Project in Collaboration with CEEDS**

**ORGANIZING FELLOW:**  
Reid Bertone-Johnson, Landscape Studies, Manager Ada & Archibald MacLeisch Field Station

**COORDINATING FELLOW:**  
Andrew Guswa, Engineering

The Center for the Environment, Ecological Design, and Sustainability (CEEDS) and the Louise W. and Edmund J. Kahn Liberal Arts Institute invite faculty to participate in a new format, collaborative short-term project to explore the opportunities presented by the Mill River Greenway Initiative. The Mill River Greenway is a working group of local citizens who aim to protect the Mill River watershed, preserve its cultural artifacts, enhance its biological health, encourage recreational activity and create a greenway along the river. This environmental design project in our backyard would benefit from the knowledge and creativity of faculty in multiple disciplines and departments, including ecology, hydrology, and ethics, Exercise and Sport Studies, Government, Art, Landscape Studies, and Economics: What are the ethical and political issues that arise from such a joint effort? How does the preservation or transformation of this space impact the environment and eco-system? How does this project compare to other similar efforts around the country or the world? What are the potential gains for community health and wellness? What is the design potential in transforming such a space? What are the costs and benefits? Supported by CEEDS, the Landscape Studies Program, the Mill River Greenway, the Connecticut River Watershed Council, Grow Food Northampton, the Northampton Department of Public Works (DPW), and the Office of Planning and Development for Northampton, this effort to develop the greenway is truly collaborative in its reach, and has the potential to link the College and the community in new ways.

A short-term project, supported jointly by CEEDS and the Kahn Institute, serves as the starting point for this interdisciplinary collaboration. Over a day and a half, faculty will explore the Mill River site and discuss ways the Initiative could enhance their own teaching and scholarship. Anticipated outcomes from the short-term project (for individuals or groups) might include curricular initiatives and research possibilities. CEEDS also anticipates offering budgetary support for integrative environmental projects in which students, faculty, and staff work together toward solutions to environmental challenges, and ideas for these could be generated by this short-term project.

The project will include a dinner on Thursday, a field trip to the Mill River on Friday morning, and breakfast and lunch on Friday.

**PROJECT SCHEDULE:**

- Thursday, November 3, 2011, 4:30-8:30 pm
- Friday, November 4, 2011, 8:45 am-4:00 pm
Reflections on a Year of Collaboration & Research

Why Educate Women? Year-End Report

Our Kahn project, *Why Educate Women?: Global Perspectives on Equal Opportunity*, was designed as a forum for both teaching and learning. Because our individual research projects were so varied—in time and geography—we began by assigning one another a series of summer readings. We used these, at the start of the year, to initiate early discussion, and to build a familiarity with the vocabulary of our individual disciplines and the broad boundaries of our various interests. The work of the rest of the year was then roughly divided into three areas of focus: First, we considered women's access to education from an historical perspective, with a consideration of historical issues in the United States, Mexico, France and the Middle East. Second, we turned our attention to contemporary issues in women's education in the United States, including the continuing discrepancies in educational access and achievement by race and class, the impact of Title IX on women's educational and athletic opportunities, disparities in women's access, and achievements in the (Science, Technology, Engineering and Mathematics) STEM disciplines. Finally, we considered contemporary challenges to women's access and achievement in the developing world, including countries in Africa, South and East Asia, the Middle East, and Latin America.

To enrich our work, the seminar periodically invited outside experts in each of our general areas of research: historical, contemporary domestic, and international issues. We began with an overview of women's higher education in the United States offered by Linda Eisenmann, Provost at Wheaton College (Norton, MA), and an historian of American education. Eisenmann's presentation compared the impact of Betty Friedan's *The Feminine Mystique* with the Report of the first Presidential Commission on the Status of Women, published as *American Women*. Both *The Feminine Mystique* and *American Women* appeared during the early 1960s, but as Professor Eisenmann argued, the policy recommendations of the Report were largely ignored and, as a consequence, policies recommended in the Report, such as federal support for childcare for working women, have remained unaddressed. Visitors also spoke about the history of education in other countries. Janie Vanpée brought to the seminar University of New Hampshire professor Nadine Bérenguier who introduced us to the culture of women's conduct books in 18th century France, spurring lively discussion about morals and cultural imperatives across time and place.

To initiate our consideration of contemporary issues of girls' education, we brought to the seminar Jeannie Norris and Sally Mixsell, Heads of School at two all-girls private high schools, Miss Hall's School and Stoneleigh-Burnham School, respectively. Both women spoke passionately about the importance of developing what they called "resilience" in their students, that quality which protects young girls against the cultural assaults that often silence them during the critical years of early puberty.
Our focus on international issues in women’s education served as a central comparative focus for the seminar. Professor Hoon Eng Kho, former Acting Vice-Chancellor and Provost of the Asian University for Women and currently an Associate Professor of Biochemistry in the School of Medicine and the deputy director of International Relations at the National University of Singapore, spoke about the challenges of creating a women’s university in the developing world. Professor Elizabeth Bressan from Stellenbosch University in South Africa spoke to the seminar on “Project Hope”—a university wide effort to reach out to underserved girls in South Africa’s townships. Future collaborations between Smith and the University of Stellenbosch are in the planning stages. Irshad Manji, the founder of the Moral Courage Project and producer of the Emmy-nominated documentary With Out Fear, discussed how the tenets of Islam can be applied to support the education of girls and women in the Middle East. A highlight of the year was a visit from Jill Ker Conway, President Emerita of Smith, a noted historian of women’s history and a leader in developing programs supporting the education of girls and women in Vietnam and China. Conway led the seminar in a lively discussion of the ethnography in the book Factory Girls: From Village to City in a Changing China, as well as reporting on the Nike corporation’s global efforts to improve conditions for girls through its program, “The Girl Effect.”

Our own faculty was also mined for their expertise. This year’s faculty Fulbright Scholar from Saudia Arabia, Mohammed al-Shagawi, lectured on the challenges of teaching women in a sex-segregated environment. Suleiman Mourad, Professor of Religion and a scholar of Islam, helped us understand the complexity of utilizing either the Quran or the Hadith as sources for expanding women’s educational opportunities in the Middle East. Christine Shelton, Professor of Exercise and Sports Studies, continued our discussion of international education with a presentation on efforts to expand women’s opportunities in the world of sport. She emphasized Islamic women’s use of sport as an example of the range of actors in this effort and the progress that has been made in identifying health, well-being and physical activity as human rights.

Nick Horton, Professor of Mathematics, and Susannah Howe, Senior Lecturer in Engineering, brought to all our conversations critical interpretations of statistical analyses found in the literature. Such expertise was important in discerning the variety of claims that have been made regarding women’s ability in math and science, as well as claims regarding the optimum environments for girls’ educational achievements. Comparable expertise was also found in the perspective of Tina Wildhagen, Assistant Professor of Sociology, whose work focuses on the gender gap between social classes and racial/ethnic groups; and in Rosetta Cohen’s work on the impact of social class on Ada Comstock scholars’ lives and career choices. Literary perspectives were represented in the work of Patricia Gonzalez, Senior Lecturer in Spanish, whose research focused on Sor Juana Ines de la Cruz, the 17th-century Mexican poet and author; and Patricia Skarda, Professor of English Language and Literature, who examined 19th-century British literary depictions of women’s education.

During the spring of 2011, we focused on efforts to expand our understanding of the educational efforts for women in two geographic areas, the Middle East and Latin America. We invited experts working in the field of girls’ and women’s education in each region to join us for two mini-conferences focused on the significant changes underway in each region. These mini-conferences (each a-day-and-a-half-long) included scholars such as Isobel Coleman, author of Paradise Beneath Her Feet: How Women Are Transforming the Middle East, and Stacey Philbrick Yadav, an expert on politics in Yemen; political leaders such as Cecilia Blondet, former Minister of Women and Development in Peru; and program directors from the regional office of CARE in Egypt, Areeg Hegazi, and Central America, Karen Mejia Burgos, as well as CARE USA’s Director of Basic and Girls’ Education, Sarah Bouchie. The participation of the CARE representatives offered an important practical dimension to our considerations because CARE has made the education of girls central to its international efforts. These conferences were open to the entire Smith and Five College community and attracted a broad audience of students and faculty and widened the impact of our Kahn project.

Among the many insights that emerged from our yearlong considerations, several were especially notable and surprising: With respect to the historical studies, the nonlinear nature of women’s access and experience in education was reinforced in several research projects. What became clear to us was that the gains of one era did not necessarily carry over to the next; movement forward could be extinguished by changes in the economy, demography, or cultural norms, or by shifting political forces. Another insight that emerged from our cross-disciplinary and comparative historical study concerned the apparent similarities in the evolution of attitudes about women’s access across many different countries. Fears about women’s education in contemporary emerging democracies bear interesting resemblance to historical attitudes that served to thwart or slow the emergence of women’s access in the U.S. Concerns about religion and culture, about economics and family hierarchies assert themselves in familiar ways, whether in 18th-century France, 19th-century America, early 20th-century Mexico or 21st-century Saudi Arabia.

As a group, we compared contemporary rationales for expanding women’s access to education and found that similarities across countries were often striking. Proponents of expanded educational opportunity for girls and women stressed the positive impact education would have on the families of women: smaller family size, decreased infant mortality, increased probability that children would be educated, especially female children. While women’s increased agency in the family is noted in recent efforts to argue for expanded opportunities for women, we were particularly struck by the tendency to stress the impact of women’s education on others—be it their families or the community at large (as opposed to the women themselves). The contrast to a lack of such justifications for educating men led to a number of discussions about the “politics” (both historically and in the contemporary world) of developing public policies supporting expanded educational opportunities for women. Our exploration of such questions was enhanced by the insights of Judith Helzner, Director of the International Program on Population & Reproductive Health at the MacArthur Foundation, and Marysa Navarro, Professor of History at Dartmouth College, both of whom visited the seminar over the course of the year.
Our students produced a number of fascinating studies with regard to women’s access to education in the contemporary developing world. Chi Gao’s project on the one child policy in China, for example, showed an unforeseen benefit for girls: When girls were the “single” child within a family, greater educational opportunities were made available to them than might have been the case without that policy. Other surprising research findings emerged from Samra Nadeem’s project on Pakistani soap operas: contemporary soap operas that convey images of enlightened gender roles have had a measurable impact on viewer attitudes. This work seemed to suggest new avenues for delivering educational messages and material to women and men in developing countries.

Our ongoing consideration of the impact of education in the developing world led to further discussion of the impact of literacy, formal and informal education and the very positive impact of school attendance for girls. Most notable in this regard was the research by Faculty Fellow Cristine Smith, an Associate Professor of Education from the University of Massachusetts, Amherst, and her colleague, Marla Solomon, a Professor at SIT Graduate Institute, whose findings from a broad international sample, indicate that regardless of the quality of the education delivered or the quality of the school attended, the singular act of attending school elicits positive results for girls. Clearly, much remains to be learned about the mechanism within schools that elicit these positive outcomes, as well as the ways in which those results can be enhanced and extended to more women. While it is clear that making schools safe for girls and protecting them from sexual violence are critical components for girls’ attendance and persistence in schools, there are significant unanswered questions about what additional factors might further enhance this process.

The year ended with the participants committing to a series of group projects intended to keep our cross-disciplinary work alive over the next few years. First, we intend to tap into the group’s rich intellectual resources by offering to newly appointed faculty members an informal lecture series on “what it means to teach at a woman’s college”—sharing insights about the history of Smith itself, as well as neurological, psychological and pedagogical understandings about how girls and women learn. We lamented that such information has not been immediately accessible to newly hired colleagues, and that each of us had to find our own way of learning, over time, about the rich history of our institution. Second, we intend to develop a new curriculum "concentration" at Smith, focusing on this broad and complex issue of women’s education. Again, pooling our intellectual resources and drawing on courses that already exist across the Smith and Five College curriculum, we will build a sequenced cluster of required and elective courses, independent study opportunities and internships and a capstone course or project that will allow interested students to pursue women’s education as a coherent field of study. Finally, several participants in the seminar were involved in planning and hosting "Teaching Globally," the first faculty conference of the international network of women’s colleges, Women’s Education Worldwide ®. One outcome of the conference will be sharing curricular and pedagogical materials across this network of institutions on women’s education. Further information on the WEW network and on the outcomes of the “Teaching Globally” faculty conference can be found at www.smith.edu/wsc/wewconference.php.

But the greatest impact of our colloquium was on our own individual work. For many of us, the colloquium created a new sense of urgency for finding solutions to real and entrenched problems. Educating women across the world—whether it be by bringing equality to girls in Afghanistan, literacy training to women in rural Kenya, or effective high-level math instruction to female students in American cities—starts with scholarship in women’s colleges. We need to be able to gather the data and share more accurate information with the widest possible audience about the most effective means to broaden access, retain girls and women in schools, assist in the connection between the informal and formal systems of education, and identify the additional tools that will be necessary to expand equity. Such an ambitious agenda must be grounded in the highest quality research, and it is to that end that the ongoing work of the Kahn Fellows from the "Why Educate Women" project will be directed.
New Book by Kahn Institute Senior Fellow

A Portrait of Pacifists: Le Chambon, the Holocaust, and the Lives of André and Magda Trocmé by Richard P. Unsworth (with a forward by Peter I. Rose)

Richard P. Unsworth, a Senior Fellow at the Kahn Liberal Arts Institute, Professor Emeritus of Religion, and the College Chaplin, retired, has published a biography of Magda and André Trocmé, two leaders of a World War II rescue mission in France that saved the lives of 5,000 refugees.

The biography, titled A Portrait of Pacifists: Le Chambon, the Holocaust, and the Lives of André and Magda Trocmé and published by Syracuse University Press, tells the story of two remarkable individuals who made nonviolence a way of life. During World War II, the southern French town of Le Chambon-sur-Lignon and its surrounding villages became a center where Jews and others fleeing Nazi roundups could be hidden or led abroad, and where children with parents in concentration camps could be nurtured and educated. The courage of the Trocmés during World War II has been well documented in books and films, but the full arc of their lives, the impulse that led them to devote themselves to nonviolence and their extensive work in the decades following the war, has never been compiled into a full-length biography before.

Based on the Trocmés’ unpublished memoirs, interviews, and the author’s research, the book details the couple’s role in the history of pacifism before, during, and after the war. Unsworth traces their mission of building peace by nonviolence throughout Europe to Morocco, Algeria, Japan, Vietnam, and the United States. Analyzing the political and religious complexities of the pacifist movement, the author underscores the Trocmés’ deeply personal commitment. Regardless of which nation was condoning violence, shaping international relations, or pressing for peace, and regardless of whose theology dominated the pulpits, both André and Magda remained driven by conscience to make nonviolence the hallmark of their life’s work.

Kahn Faculty Fellows Share Descriptions of Their Work

Since its founding in 1998, one fundamental principle of the Kahn Institute is that it supports faculty development without the requirement of a concrete “product.” In the true spirit of liberal arts inquiry, faculty in Kahn seminars are invited to read, talk and think without the pressure to show a tangible outcome. This open-endedness sets the Kahn apart from other forms of research support available to faculty.

We all know, however, that Kahn projects have inspired and/or nurtured a range of work: books, articles, performances, art projects, new courses, and new curriculum units within courses. It seems appropriate to celebrate that work when participants themselves share it with us. In the summer of 2011, incoming Kahn Institute Director Rosetta Marantz Cohen invited Faculty Fellows from long-term projects that have taken place at the Institute over the past 13 years to share some of the work they have produced.

The descriptions they submitted touch on every aspect of faculty work, from writing and publishing scholarly books and articles, to obtaining grants, to presenting papers at conferences. Faculty also submitted descriptions of new courses they developed or augmented, as well as new programs to serve and support local communities and their members. It is a rich and varied list that clearly demonstrates the talent and commitment of the faculty to their research, to their students, and to contributing to and serving the community.

Click here to see the complete list of descriptions provided by Faculty Fellows.
Kahn Institute Student Fellowships Awarded for 2011-2012

The following Smith College students have been awarded fellowships in connection with the Kahn Institute’s two yearlong projects for the 2011-2012 academic year. Fellows in the project Renaissances: A Multiplicity of Rebirths will consider the concept of "renaissance" as a process of change that involves broad social, scientific, economic, cultural, and philosophical transformations of a society and its traditions in confrontation with modernity. Student Fellows in the project Evil will join a diverse group of faculty scholars to explore the concept of evil and the practices of its invocation and reception.

Margaret Dodge '12, Comparative Literature
Dylan Farrell '12, Sociology, Study of Women & Gender
Janelle Gatchalian '12, Art History
Anna Hallman '13, Education & Child Study
Rachel Johnson '12, History

Emily Atkinson '12, Anthropology
Kristen Connor '12, Anthropology
Samantha Noble '12, English Language & Literature
Emily Rider-Longmaid '12, Chemistry
Hannah Shadrick '12, Philosophy
Alexandra Zaleski '12, History, Medieval Studies
Madeline Zehnder '13, Music, English Language & Literature

Kahn Institute on Facebook

Kahn Fellows past and present and all of the Kahn’s fans now have another way to keep in touch with what is happening at the Institute—we’re on Facebook. Visitors to the popular social networking site can now find a page devoted to the Kahn Liberal Arts Institute, its Fellows, and its activities. If you are a Kahn fan, be sure to visit the page and "Like" it so we can start taking advantage of some of the features Facebook offers for linking Facebook pages with our Web site. You can find us at https://www.facebook.com/pages/Kahn-Liberal-Arts-Institute/128879463871032.