INSIDE THIS ISSUE:
LINDSAY GRAY ACES LIFE
LAUNCHING THE NEW GOVERNMENT
TOMB READERS
GMUNIT: HOW ONE STUDENT STARTED IT ALL
REFRAMING CLIMATE CHANGE AS A HEALTH ISSUE
PSYCHOLOGY STUDENT GOES ABOVE AND BEYOND
The College of Humanities and Social Sciences is a cornerstone of learning and research at George Mason University. The college is committed to providing a challenging education to undergraduate and graduate students, expanding the frontiers of knowledge through research, and contributing intellectual leadership to the community.

Visit chss.gmu.edu to learn more.

CORNERSTONE

Editor—Amy Noecker
Associate Editor—Rashad Mulla
Alumni Editor—Maria Seniw
Designer—Joan Dall’Acqua
Photographers—Evan Cantwell and Nicolas Tan

Cornerstone is published annually by the College of Humanities and Social Sciences at George Mason University. Cornerstone is intended to keep alumni, the Mason community, and the public informed about the activities, growth, and progress of the College of Humanities and Social Sciences. Articles reflect the opinions of the writers and not those of the magazine, the college, or the university.

We welcome your questions and comments. E-mail us at chssmag@gmu.edu, or mail a letter to Editor, Cornerstone, 4400 University Drive, MS 3A3, Fairfax, VA 22030.

Please send address changes to Alumni Affairs, College of Humanities and Social Sciences, George Mason University, 4400 University Drive, MS 3A3, Fairfax, VA 22030.

E-mail: chssalumni@gmu.edu

College of Humanities and Social Sciences Advisory Board

David Bartee, MPA ’06, parent ’13
Gail Bohan, BA ’70, MPA ’82
George Cabalu, BA ’92
Randolph Church
Ashok Deshmukh
Michael Hincewicz, parent ’09
Michael Hoover, MA ’81
Eric Johnson, MA ’05
Robert Lightburn, MA ’04, chair
Nicole Livas, BA ’90

Allen Lomax, MPA ’82
Samantha Madden, BS ’89
Matthew Plummer, BA ’00
Paul Reber, MA ’92
Jason Reis, BA ’93
Jennifer Shelton, BS ’94
Edward Staunton
Stanley Tetlow, BS ’84
Michael Whitlock, BA ’96
John Wilburn, MA ’76

chss.gmu.edu

George Mason University is an equal opportunity employer that encourages diversity.

Cornerstone is printed by Lynchburg, Virginia-based Progress Printing, a Forest Stewardship Council-certified printer, using environmentally friendly ink on Sappi Opus paper (certified by the Forest Stewardship Council, the Sustainable Forestry Initiative, and the Program for the Endorsement of Forest Certification).
Dear Alumni,

As part of a thriving humanities and social sciences college at an innovative public university, I do a great deal of critical thinking with regard to challenges. Just like you, I was trained to think critically as a student in the humanities.

Every day, I look at the college’s programs, students, faculty, funded research, new ideas, and new plans. I’m curious about where our students are going and what the world will present to them.

Sometimes I worry about the challenges that face academic disciplines in the form of funding. I worry but feel confident about our future, so I do not worry whether our students will be prepared; they are and they will be. They are getting the skills they need as English majors, criminology majors, sociologists, and linguists to make successful paths for themselves.

According to the Chronicle of Higher Education, the federal government funds the physical sciences 5 times as much as the social sciences and the biological sciences 20 times as much. The stated differences between these numbers are a referendum on the problems that social science has in keeping pace with its better-funded siblings. Of course, the gap is even greater for the humanities.

Thus, the challenge every day is to provide a competitive education in absolutely critical areas. Few would question the intellectual utility of knowing the history of one’s nation, critical foreign languages, the functioning of the economic system, or, as another salient example, political structures around the globe. Indeed, enrollments in these areas and allied fields are robust at Mason and other universities. Around one-third of all students at Mason, from bachelor’s to doctoral, specialize in these fields.

So, the challenge is to meet the funding differential. The college has strong support from the university, but as a public institution in these economic times, funding has slowed. Essentially, we use two approaches to remedy this problem. First and foremost, we seek additional sources of revenue by applying to foundations and governments (local and national) for assistance for research and educational programs. At this, we are very successful. Likewise, we make similar appeals for donations to our alumni and our friends. Altogether, funds from these sources account for around one-quarter of the college’s budget.

In addition, we try to use what we have efficiently. Among other approaches, we link our faculty across disciplines to provide new classes and meet the demand for new solutions. We find ways to create new opportunities for students in search of an efficient education that will supply the necessary citizenship and employment skills.

And I am proud to tell you that through a good deal of ingenuity, sweat equity by faculty and staff, and large amounts of loyalty to Mason, we are able to do more with limited resources. This year, we have seen more language instruction as Americans try to meet the global challenges created by an ever-tighter communications network. Next continued on page 23
Cornerstone magazine caught up with multitalented senior Lindsay Gray during the spring 2011 semester. Gray, an English major and communication minor, is in her fourth year on the Mason women’s tennis team, compiling a singles record of 46-51 and a doubles record of 42-30, playing at the first and second position on the team.

An aspiring producer, director, writer, and on-camera personality, Gray has interned the past two summers with Dick Clark Productions in Los Angeles. She dedicated time to learning the craft of video filming and editing, and now has her own program on the Mason Cable Network, The Lindsay Gray Show, which she created, cast, and now directs.

Last year, Gray was president of the Student Athletic Advisory Council. For her first-ever solo video, she interviewed Mason President Alan Merten about the NCAA certification process.

Gray spoke about her various goals and interests, including tennis, video, and career aspirations, and her busy schedule.

**ON HAVING A PACKED SCHEDULE...**
“I have always had a very busy schedule. I don’t know if it’s just the way I’m wired or if it’s just my personality, but I tend to not like too much downtime. If I can fit anything in, I try to squeeze it into my day. I have my phone calendar, and it’s filled with so many different things. I have a lot of to-do-lists. I make lists about making lists.”

**ON TENNIS...**
“I’ve played tennis since I was seven. Tennis has been my one love. So naturally, I wanted to play in college. In high school, I met Coach [Stephen] Curtis and the team and I loved George Mason, so I decided to come here. Tennis isn’t really a question. It has just been a part of my life. Tennis isn’t very demanding to me, because it’s something I really enjoy. It’s the one time I feel like I can escape from anything stressful. Outside distractions seem to shut off as soon as I step on the tennis court.”

**ON HER CAREER ASPIRATIONS...**
“I gave my class graduation speech in eighth grade, and after that, parents started coming up to me and telling me I should be a news anchor one day. They sort of put the idea in my head. Ever since then, that’s what I’ve wanted to do. I wanted to be in front of the camera.”

**ON MAJORING IN ENGLISH...**
“I chose to concentrate in non-fiction writing because I wanted to develop my writing skills the best way possible, and Mason’s English Department is outstanding. I don’t want to just be on the news; I want to write the news, too. I just felt that having the English foundation for writing would work well.”

Lindsay Gray Aces Life

By Rashad Mulla
ON HER IMMEDIATE PLANS…
“I’m just trying to take it a little easier. I have 6 a.m. tennis practice, afternoon practices, and matches on weekends. I’m really trying to focus hard on school and tennis, and I might be doing some video hosting for the Athletic Department, too.”

ON INTERNING WITH DICK CLARK PRODUCTIONS…
“Dick Clark Productions produces *So You Think You Can Dance* on Fox and *Shaq Vs.* on ABC. I was lucky enough to get my name in the credits when I worked as a production assistant on an episode of *Shaq Vs.* It was the episode when Shaq challenged volleyball professionals Misty May and Kerri Walsh. My job was to transport the players to and from the court to makeup, get them mic’d up, and so on. It was really nerve-wracking, but it was right at the heart of the Hollywood experience. Those long days in production kept me honest. I realized that I need to do all of this really hard work to get anywhere.

ON THE LINDSAY GRAY SHOW…
Professor David Miller thought of the concept and suggested a format, and I got the writers, camera operators, video editors, actors, and production assistants together. They’re funny people, and all so talented. I knew after [Miller’s] class that I was not a Final Cut person, and to try and edit a 30-minute show and make it look cool was not a strong point of mine. So now Steven Hascher and Zack Clegg of the Film and Video Studies Program edit the show. A couple of students help as production assistants. The actors all love sketch comedy. But the time when it is truly a relief and fun is when we watch the show afterward. We did a lot of writing before the first episode, which aired on October 19, 2010, and it took about a month to get everything ironed out. And all this took place while I was taking 16 credits.

ON PICKING UP VIDEO SKILLS…
“During my sophomore year, I did a video with Connect2Mason (C2M). I met Natalia Kossobokova (C2M’s multimedia director, who graduated in 2010), and I worked on a few projects with her. I helped her host a video for Mason Day. Then, we did a video about a story on the Mason shuttles. Also that year, I started taking broadcast journalism with communication professor Susan Tomasovic. That led me to David Miller’s class, where I worked a camera for the first time ever. It was difficult. I also spent a lot of hours in the Star Lab, staring at a computer screen. I actually became so interested in video editing software after that class that I bought my own copy of Final Cut Pro.”

WOMEN’S TENNIS COACH STEPHEN CURTIS, ON GRAY’S DRIVE AND WORK ETHIC…
“I have always been amazed by Lindsay, because she will only do things well. She has scheduled every second of her day to accomplish all of her goals. That’s who she is and why she’s so good at everything she does. Whether it’s on the court or in the classroom, Lindsay always gives 110 percent.”

MASON COMMUNICATION PROFESSOR DAVID MILLER ON GRAY’S EFFORT TO LEARN VIDEO…
“I found her to be very committed to her assignments. At the same time, she was always trying to push herself to do the best she could. Even though she is a very busy person, she still made time for this class, which is very labor intensive.”

“She doesn’t just talk about what she wants to do; she is actually using this experience as she begins to launch her professional career. Each episode of *The Lindsay Gray Show* involves a tremendous amount of work, and it shows that she has the ability, work ethic, and determination to get the job done.”
George Washington was not only the indispensable man in the winning of America’s independence from Great Britain, he was also the indispensable man in the invention of a new nation. And the difficulties he faced in achieving the second goal were every bit as challenging as those he faced in achieving the first.

It was only because of the nearly universal esteem and affection that his countrymen had for him for winning the war that he was successful in creating a new nation. Because he possessed such a great well-spring of trust and public confidence, Washington was able to convince most Americans that an energetic government was not incompatible with republican liberty. And, within the confines of the 18th-century debate on the issue, Washington came down squarely on the side of a stronger and more effective central government.

We must remember that Washington was a supreme nationalist and the greatest single commitment of his political life from the time he took command of the Continental Army in 1775 until his death in 1799 was to the American union that he fathered, presided over, and hoped would be “perpetual.” Virtually everything he did—or did not do—as president can best be understood by remembering that his guiding star was his determination to secure the union.

His view, on the surface somewhat paradoxical but in fact amazingly prescient, was that the individual liberty of the people would be best protected within the context of a strong national union. He feared an excessive spirit of states’ right and individualism would destroy the American union and eventually liberty itself. Consequently, a comparatively strong central government was essential. Time and again as president, Washington advocated measures that would promote both unity and central power: a potentially large and unifying capital city, a national university, a national military academy, a national bank, a strong chief executive, federal support for agriculture and manufacturing, federal sovereignty over the states, and vigorous national government.

Understandably, Washington was reluctant to give up the private life at Mount Vernon he so loved to face, in his words, “the 10,000 embarrassments, perplexities & trouble to which I must again be exposed in the evening of a life, already consumed in public cares.” Ultimately, the call of duty and, if truth be told, the desire for secular immortality, trumped his many heartfelt concerns, and Washington responded to the virtually universal call of his people. (He would not only be unanimously elected president, but unanimously re-elected, as well.)

The challenges he faced were as daunting as those faced by any future president, including Lincoln and Franklin Roosevelt, for if Washington had failed, there would have been no union for them to rescue. The public debt seemed insurmountable; the people were fractious and divided; tensions between northern and southern states were increasing; the British maintained armed forces in the western United States; clashes with Native Americans disrupted westward settlement; Spain limited the use of the Mississippi River; people bitterly opposed new taxes and in the case of the Whiskey Rebellion resorted to violent resistance; many distrusted the government and feared the country was moving toward monarchy or at least “consolidation,” which was almost as bad; France went down the road of revolution, and soon Europe was at war and America’s neutral rights were trampled on.

The American people were blessed to have George Washington as its leader during the country’s early critical years when the survival of the union was very much at question. I titled my most recent book about him Realistic Visionary (University of Virginia Press, 2008) for a reason. Fortunately, Washington was not only a man of many talents and sterling character, he also had a remarkably clear-eyed understanding of the way the world worked.
Over and over again, almost like an evangelical preacher, Washington argued that men and nations are driven by interests, and any form of government that failed to take into account the true character of human nature would be unsuccessful. In his words, “The motives which predominate most in human affairs [are] self-love and self-interest.” The following quote best summarizes his view: “We must make the best of mankind as they are, since we cannot have them as we wish them to be.”

Washington’s sensitivity to the difficulties he faced are indicated in an interesting and thoughtful letter he wrote to Catherine Macaulay Graham, the famous female historian of Great Britain. “The establishment of our new Government seemed to be the last great experiment for promoting human happiness by reasonable compact in civil Society. . . . Much was to be done by prudence, much by conciliation, much by firmness. Few who are not philosophical spectators can realize the difficult and delicate part which a man in my situation had to act.”

The president always weighed carefully what was politically feasible. He followed Aristotle’s credo for all working politicians: The best is often unattainable and therefore the true lawmaker or statesman ought to be acquainted not only with that which is best in the abstract, but also with that which is best considering the circumstances. As Washington put it, “In my judgment, some respect should not only be paid to prevailing opinions, but even some sacrifices might innocently be made to well-meant prejudices, in a popular government.” Or again: “If we cannot convince the people that their fears are ill-founded, we should (at least in a degree) yield to them and not suffer [allow] that which was intended for the best of purposes to produce a bad one which will be the consequence of divisions.”

If possible, Washington skirted unwanted controversies such as slavery. For example, one can read the Farewell Address and have no idea that slavery existed in the United States. If controversial issues could not be skirted, the president often had to choose the lesser of unattractive alternatives. The most serious threat to Washington’s vision of a stable and strong union originated overseas in the aftermath of the French Revolution. In briefest essence, the president feared that American sympathy for France might lead Congress to pass legislation that could eventually lead to armed conflict with Great Britain. In Washington’s view, such action would destroy the still very fragile union. To take the crisis out of the hands of Congress, Washington appointed John Jay, still chief justice of the Supreme Court at the time but the young nation’s most experienced diplomat, as his special envoy and sent him to England in the hopes of negotiating outstanding differences and avoiding war. In so doing, he seized the initiative and assumed responsibility for resolving the crisis, establishing a precedent that defined the president as the unrivaled leader of American foreign policy.

Jay’s treaty was hugely unpopular with much of America and greatly increased the partisan divide between the Republicans, led by Thomas Jefferson, and the Federalists, led by Alexander Hamilton. To Jefferson and many of his supporters, the treaty belonged more properly in the annals of treason than diplomacy. It was basically an acceptance of our dependence on Great Britain and the loss of genuine independence. The anger over the treaty led to severe criticism of the president. Some refused to drink to his health, and a few even drank to his speedy death. While stung and hurt by the criticism, Washington used his still immense popularity to win acceptance for the treaty. He did so for he was convinced America needed a time of peace to develop an American character and, that in another generation, it would by then be able to protect itself against any external threat to its independence.

In retrospect, most scholars see that Washington’s course was the correct one. That is almost always the case when studying George Washington. In retrospect, we see he had it right. One of the reasons that it is hard for us to appreciate the depth of Washington’s intellect is that what he said seems, in historical hindsight, obvious. But to identify, while deep in the trenches of conflict, what the future would consider obvious, is a towering intellectual achievement.

While problems naturally persisted, Washington’s accomplishments as president were many. Most important, the new government was now a going concern. President Washington bequeathed to future presidents a potentially powerful office, especially in the conduct of foreign affairs—and at the same time he set very high standards for the running of that office.

In thinking about meeting challenges in life, there are few better role models than George Washington. He demonstrated remarkable persistence in the face of severe adversity. In the words of another founder, Robert Morris, Washington “feeds and thrives on misfortune by finding resources to get the better of them” where lesser leaders “sink under their weight, thinking it impossible to succeed.”

As a result of George Washington’s untiring efforts to promote what he called the “glorious cause” of expanding liberty and republican values, he gave his beloved country a priceless gift. How we use it is up to us.

Peter Henries is professor of history, emeritus, at George Mason University. He frequently speaks about George Washington at Mt. Vernon and elsewhere. His most recent book is Realistic Visionary: A Portrait of George Washington.
Tomb Readers

History class uses old family cemeteries to teach historical methods—and contribute to the community.

By Colleen Kearney Rich

ight was coming on fast, so history professor T. Mills Kelly spoke quickly. His class needed to get some critical field work done in the fading midwinter light.

This History 300 Historical Methods class was standing in a parking lot near Bull Run Marina as commuter traffic inched along Yates Ford Road in Clifton, readying themselves for a walk in the woods. Yes, a walk in the woods at dusk, but it gets creepier and more interesting. The reason for this excursion was the Dead in Virginia course; the students were on their way to visit the Woodyard family cemetery.

But before they ventured into the woods, Kelly was getting them oriented—literally. He handed out topographical maps of the area, showed the students how to interpret them, and explained how to find true north. Kelly had brought along a compass and urged the students to do the same.

“My phone is also a compass,” Kelly said, and then showed them how to use smartphones to find the longitude and latitude for the location.

Over the past few years, Kelly had been looking for a new way to teach historical methods to history majors, and Dead in Virginia is the result. HIST 300 is a requirement for the bachelor’s degree in history; therefore, Kelly’s 20 students were history majors, mostly juniors and seniors.

“[HIST 300] never clicked for me. It is generally not the students’ favorite course to take and not the faculty’s favorite course to teach,” said Kelly.

So he sought to tweak it. Inspiration came from his daily commute through Clifton where he says he passes four or five family cemeteries each day. He also is a Boy Scout leader and familiar with old cemetery renovations because they are popular eagle scout projects.

Kelly offered the course for the first time this spring. “I thought this would be a great way for students to experience what it is like to be a historian,” he said. “I also wanted to reconfigure this course so it is more about how the students live.” So the students would be using more technology.

It was cold and muddy. Kelly had warned the class it would be and urged them to dress for the weather. The students made their way up a hill and into the woods. The Woodyard family cemetery sits on Northern Virginia Park Authority land and was renovated recently by an eagle scout Kelly knows. There are more than eight headstones and a large tree in the plot. The wrought iron fence enclosing the space is weathered but mostly intact.

Kelly reminded students that they were there to record the cemetery in detail, and the students quickly got to work. They were expected to figure out the cemetery’s dimensions, record the information on the headstones, and even sketch the layout. This activity was a dry run for recording information about a small family plot somewhere in Northern Virginia that would be the basis for their research.

Junior Kate Herndon chose an old cemetery in Annandale for her project. She found that the class had an added bonus: shaking up her Facebook friends. “When you put up ‘heading to the cemetery’ as your status, you do freak out your friends,” she said.

“Why wouldn’t you take a weird class where you look for cemeteries?” junior Olivia Green joked. She chose a small cemetery in Gainesville that she believed belonged to the local Linton family.

After recording all their information about the Woodyard cemetery, the students entered their findings in a database Kelly set up, another practice run to prepare the students to input the data and findings about their cemeteries.

The database is on MyCemetery.org, a website Kelly created. The website uses Omeka, an open source web-publishing platform developed by Mason’s Center for History and New Media (CHNM), where Kelly is associate director. The software was created for displaying library, museum, archives, and scholarly collections and exhibitions. The Omeka platform is built around the Dublin Core
metadata element set, which is the industry standard for libraries and museums. Simply put, Kelly’s students were going to learn about archival standards and metadata. “The kinds of things archivists care about,” Kelly said.

New media was a component that Kelly had wanted to add to the historical methods course. “Since I work at the CHNM, I’m interested in having us do more at the undergraduate level with new media. We already do a lot at the graduate level.”

Back at the Woodyard cemetery, students used their smartphones to photograph information on the headstones, a small group worked together to nail down the graveyard’s dimensions, and all were sketching in small notebooks.

As they worked, Kelly directed their attention to the opening in the wrought iron gate and asked what they could speculate about the original layout of the property. He also told them that before there was a bridge, Yates Ford was an actual ford where people could cross the Occoquan River, so it is likely some kind of commerce was nearby.

These are the things he expects the students to think about and discover when researching their own cemeteries. After this field trip, the class took another to the Virginia Room at the City of Fairfax Regional Library where the group learned how to look up their people using property records and census data.

Members of the Fairfax County Cemetery Preservation Association, a nonprofit that helps preserve local history by restoring and maintaining county cemeteries, were on hand to help.

“I want them to find out everything they can about their dead people. Then they will have to find out what was happening in Fairfax County or that part of Virginia at that time,” Kelly said. “Was this person a Civil War veteran? Why did all the children die in the same month of the same year?”

After placing their cemetery’s deceased in their time and place in Virginia history, Kelly wanted the students to take their research one step further. He wanted them to delve into historiography, or the history of history: what do historians think about the time of the student’s cemetery or perhaps even one of the people in it.

To aid the students in their fact-finding journeys, Kelly also purchased memberships to genealogy websites. It wasn’t outside the realm of possibility that an amateur historian out there somewhere was working on their family tree and needed the data these students were collecting.

In addition to headstones and fallen leaves, the students found a few beer cans and a burned-out votive candle. The trash was gathered, so it could be taken away, but Kelly used the candle for another discussion point: Cemeteries are sacred places.

“Don’t disturb the sites. This is a place where the dead are memorialized,” Kelly said. “Imagine how you would feel if it were your family’s cemetery.”

Picking up trash and clearing fallen limbs was not a problem, but Kelly cautioned the students about moving objects like the candle that could have been placed there by a family member.

“And see this stone,” Kelly said, pointing out a granite slab. It looked like a headstone that had fallen forward. “I’m dying to know if there is writing on the other side of the stone, but I’m not going to touch it.”

The history majors were expected to record their adopted cemetery as it exists right now. If they become attached to it and want to renovate or repair something, Kelly offered to connect them with the appropriate historical society people who could help them with that.

At the end of the course, Kelly plans to open the MyCemetery.org website to the public and see what kind of information others might contribute. “Cemeteries are things that people care a lot about,” he said.

They are, as evident by the amount of support and interest Kelly has received since first putting the course on class schedule. Right now, it is only available to history majors, but in the future, he will consider cross-listing it with other majors and perhaps offering a general section that even members of the community could take in summer 2012.

“This was definitely the most interesting class listed [in the class schedule],” said student Dan Weber. “I know what the students in the other classes are doing. They are reading about stuff and then writing papers. You can take a hundred of those classes. It is far more interesting to apply methods than it is to read about them.”
In fall 2009, Luke Walker, a senior global affairs major at Mason, started GMUnit, a multitalented all-male a cappella group that has burst onto the scene during the past two years. Using only their voices to create the music and recite the lyrics of some of today’s most popular songs, the group has performed at various locations on Mason’s Fairfax Campus.

Walker, who had his sights set on joining a musical group from the outset of his collegiate career, watched as various a cappella groups performed at Alleghany (Virginia) High School, where he was a student. Then, his older brother gained admission into a prestigious a cappella group, Grains of Time, at North Carolina State University. Finally, Walker joined Tenorso, a vocal jazz group at Mason run under the supervision of Stanley Engebretson, a professor in the School of Music.

Walker then branched out on his own and founded GMUnit to widen his focus to multiple musical genres.

“I performed all throughout high school, being in band, choir, plays, and musicals,” Walker says. “Singing and performing is my favorite hobby, and a cappella became a passion because of it.”

The group took a little while to get off the ground. GMUnit needed members, and for its first two semesters, it did not have student organization funding. After holding auditions, GMUnit performed at one concert in fall 2009 and one in spring 2010. Walker drafted a constitution for the group and sketched the framework for how the group
was going to be run. He never doubted that the group would achieve success.

“I knew that if I found quality singers and popular music, the group would kind of sell itself,” Walker says. “Everyone I spoke with on and off campus thought it was a good idea to start the group.”

In fall 2010, GMUnit earned student organization status and began to take off. During that semester, the group performed at Alumni Weekend, an Office of Admissions event, and Akoma Circle’s HIV Awareness Concert.

Before the spring 2011 semester, Walker signed up for a direct exchange program in Chile to fulfill another long-held goal: to learn Spanish. At the time of the interview in February, Walker was in Bolivia with his fiancée, Diana Cordova Roca, a global affairs and communication double major. The two were in Bolivia, where Roca is from, to practice Spanish and prepare for Chile.

Walker’s planning has put the group in a position to continue its success. He now serves as advisor for the group and communicates with the new group manager, Jordan Hartman, regularly. On February 1, 2011, the group won the Homecoming talent show by performing a cover of Jason Mraz’s “I’m Yours.”

Hartman, a sophomore tourism and events management major in the School of Recreation, Health, and Tourism, continues to broaden the group’s goals. In addition to performing more on campus, the group will begin singing at Fairfax schools this semester. On March 4, 2011, GMUnit sang at SingStrong at South Lakes High School in Reston, Virginia. The last group that won the SingStrong competition, NOTA, went on to win NBC’s The Sing-Off last summer. This group, Hartman believes, is capable of eclipsing these lofty expectations.

“One of the strengths of GMUnit is that our members learn music very quickly, and that’s what has helped us this semester and this past year,” Hartman says. “We took in six new members before the spring semester, and we’ve already learned two new songs. We’re about to start choreographing a few moves.”

For the spring semester, Hartman says the now 13-man group is learning Justin Timberlake’s “What Goes Around,” Seal’s “Kiss from a Rose,” and other hits. The group masters a song in about six one-and-a-half-hour rehearsals.

“Rehearsals are great and laid back,” Hartman says. “GMUnit is a great group of guys that loves to sing. We have [students] majoring in marketing, game and design, global affairs, and tourism, among others.”

Walker cherishes his time with the group.

“It has been a lot of fun, and I look forward to singing with them again,” he says. “There’s no feeling like being on stage sharing your talents with others. It’s especially gratifying knowing that it’s partly because of my efforts that the group exists.”

Catch up with GMUnit on its Facebook fan page, “GMUnit, George Mason’s Male A Cappella” to learn more about the group, its individual members, and upcoming performances.
The Health Community Should Reframe Climate Change as a Human Health Issue

By Edward Maibach, PhD MPH, Director, Mason Center for Climate Change Communication, and Matthew Nisbet, PhD, School of Communication, American University

Using communication to engage members of the public and policy makers in considering how best to respond to climate change is proving to be complicated. Public opinion research conducted by Mason’s Center for Climate Change Communication in collaboration with the Yale Project on Climate Change Communication has shown that that the climate is already changing in harmful ways. Yet, despite this rapidly mounting scientific evidence, a significant proportion of the American people are becoming less (not more) convinced of the evidence (1).

In the immortal words from the movie Cool Hand Luke, “What we’ve got here is failure to communicate.” We believe this failure is attributable, at least in part, to those who have—and have not—been communicating about climate change. Environmentalists, politicians, and, to a lesser extent, climate scientists have been communicating about climate science; health professionals, who are uniquely trusted in most American communities, have not.

The public health implications of climate change are already soberingly clear, at least to the small number of experts who have carefully studied the issue.(2, 3) Georges Benjamin, executive director of the American Public Health Association, has concluded, “Climate change is one of the most serious health threats facing our nation.” Margaret Chan, director-general of the World Health Organization, put it even more bluntly: “[H]umanity really is the most important species endangered by climate change.” The American Medical Association, American Academy of Pediatrics, American Public Health Association, American College of Preventive Medicine, Physicians for Social Responsibility, and other health associations have issued clear policy statements about the health risks associated with climate change.

Yet, the American people—and likely our elected and appointed representatives and many of our nation’s health professionals—are largely unaware of the health implications of climate change.(4) Most Americans view climate change as a distant threat: temporally (not now); geographically (not here); socially (not me and mine). With regard to the species they believe are likely to be seriously harmed, they name penguins, plants, and polar bears perhaps, but not people.(5)

Health professionals know that effective communication is one of the most powerful tools through which to protect and promote public health. Now is the time for members of the health community to use their collective voice to alert, inform, guide, and enable the American people to participate on the issue of climate change for three compelling reasons:

• Health professionals have a responsibility to inform communities about the health risks associated with climate change and how these harms can be averted.

• Climate change public engagement efforts to date have focused primarily on the environmental consequences of the threat. These efforts have mobilized an important but relatively narrow range of Americans. Health professionals have the opportunity to convey the human

Continued on page 24
Sabrina Speights is in the midst of her second research project. She, along with two coauthors, presented the first at an April conference in Chicago. She already knows that she wants to study industrial and organizational psychology in graduate school and complete both master’s and PhD programs.

Still an undergraduate psychology major with honors at Mason, Speights participates in the university-wide Undergraduate Apprenticeship Program for advanced research with faculty.

She first took over a project centering on discrimination after its conceptual stage and designed an experimental survey to find out when and how often people discriminate. In April, she traveled to the 26th annual Society for Industrial and Organizational Psychology conference in Chicago. She presented a poster of the project, “Is Beautiful Good for Everyone? A Comparison of Attractiveness Bias across Race and Gender in Selection Decisions,” with her two co-authors, both graduate students.

Speights then created her own topic for a follow-up research venture with a focus on discrimination victims’ perceptions.

“Many psychology majors get involved in research, but few take the opportunity to complete a thesis in their junior year,” says Eden King, assistant professor of psychology and Speights’s research mentor. “It is remarkable that Sabrina has already had the experience of conducting an entire study from the idea phase to data collection to presenting her findings.”

Speights’s new project, “Attribution to and Claims of Discrimination: Do Targets Blame Race, Gender, or Attractiveness?” aims to document the experiences of marginalized individuals and their own takes on the causes of mistreatment. Speights interviewed 94 participants for the study. While she is still analyzing the data, she has made a few early observations.

“There is some sort of specificity. Certain things do seem to carry more weight,” Speights says. “They generally go in the order of race, gender, and then attractiveness.”

Despite the academic ground she has already covered, Speights made quick decisions to unearth the original research. During her freshman year at the behest of psychology advisor Mike Hurley, she gathered her materials and applied to the Psychology Honors Program about a week-and-a-half before the deadline. Amazingly, she says, she was accepted into the program. She met King at the program’s welcome ceremony and then again in her introductory honors class.

“It just so happened that she came to do her honors class presentation,” Speights says. “By complete happenchance, I talked to her and told her I wanted to work for her. She does a lot of work with diversity and women’s studies, and while those weren’t fields I was familiar with, I was interested in them.”

The rest is history.

Now, Speights is looking to increase the sample size of her research study from 94 to 200 participants. She then hopes to publish her research findings in a scholarly journal. In summer 2011, she will attend a prestigious summer program at the University of North Carolina.

King believes Speights is well on her way to a successful career.

“Sabrina is a research superstar because she has worked conscientiously and enthusiastically to complete not just one, but two separate studies on a meaningful question that has both theoretical and practical implications,” King says. “I can’t wait to see everything she will accomplish in her career.”

Sabrina Speights, left, and Eden King
Carl Botan,
Communication
While communication is a natural function of all humans it is also a highly—and increasingly—technical field. As individual organizations and governments invest more in communication campaigns, they, quite naturally, want ways to evaluate the success of those campaigns that give the same kind of quantitative and qualitative data that other emerging professions are expected to provide. Thus, communication today must answer the sometimes difficult challenge of explaining that the common everyday communication we all do is not the same as the often multimillion dollar campaigns we are entrusted with running and how those campaigns can be compared with other multimillion dollar efforts of governments and corporations.

Alok Yadav,
English
English is a discipline committed to cultivating a deep and critical literacy, a capacity for responding to and taking pleasure in articulate language, and a fuller understanding of one’s world through engagement with the cultural texts of past and present. These are meaningful goals, but they are not typically viewed as utilitarian. As a result, they can be hard to sustain in a context of anxieties about future employment on the part of students, concern about measurable outcomes on the part of governments, and the need for academic programs to generate outside funding in order to thrive. The central challenge facing my field, in other words, is that of keeping faith with its vision of the good in a climate inhospitable to its measures of value.

Peter Stearns,
Provost, History and Art History faculty
The most pressing challenge for the history discipline involves expanding the audience for serious historical analysis. Serious does not have to mean unentertaining. Currently, historians spend most of their time writing for other historians or captive student audiences (it is hoped to the latter’s benefit). When a wider public encounters history, it usually seeks stories or identity reinforcement, and nonprofessionals often do best at providing these. What’s missing is a vital connection between history writing that helps explain how people tick or how present issues emerge from the past. Better school history would help prepare later audiences for this kind of contribution. But historians, in what they write about and how they write it, have a major role to play. This discipline can contribute more than it currently does in the United States.
Dedicated to Service

After two combat tours of duty, alumnus Lawton-Belous establishes endowed scholarship.

The attacks on September 11, 2001, left the United States changed forever and set Joshua Lawton-Belous, BA History ’10, on his future path. Lawton-Belous had ambitions to serve in the armed forces after completing the Reserve Officer Training Corp program while attending college. But, the events of that fateful day set his military plans in motion sooner, and, though he was only 17 years old, he enlisted in October 2001.

Lawton-Belous served in the U.S. Army in the 1st Battalion, 37th Armored Regiment of the 1st Armored Division and 6/9 Cavalry Squadron of the 1st Cavalry Division. Deployed to Baghdad, Sadr City, Karbala, and the Diyala Province. He served as an airborne medic with reconnaissance units. After seven years in the Army and two combat tours of duty, he was injured and returned to Northern Virginia.

Lawton-Belous deferred enrollment to Mason while he was in Iraq and admits that he considered attending other schools. Originally from Vienna, Virginia, Lawton-Belous had concerns that Mason was still considered a commuter school and found the high cost of living and traffic deterrents.

Looking back now, he is proud he chose Mason and boasts about the quality of the education he received. As a young man who experienced more than a typical 23-year-old, Lawton-Belous was grateful that many of his professors recognized that their students were older and encouraged them to bring their real-world experiences into the classroom thus creating a richer education for all.

Originally, Lawton-Belous planned to apply his medic experience to study nursing, but scheduling difficulties delayed enrollment in nursing classes. In the meantime, he took many history courses. A natural interest in the field grew, and Lawton-Belous began studying about Africa. He eventually switched majors.

While a student, Lawton-Belous was active in programs designed to assist veterans returning to school and raising funds for the Veterans Scholarship Endowment. He recognized the need for a scholarship that would assist with the tuition gap many veterans face. The G.I. Bill provides veterans with funding comparable to in-state tuition at most state schools, but the dramatic increase in tuition at most universities means that funding from the bill may fall short.

Lawton-Belous realized in as few as five years, veterans might no longer have access to the same resources that he did. He began cultivating donors and directing gifts to the George Mason University Foundation to grow the endowment. Lawton-Belous was a recipient of private support scholarships, and his experience with the Student Financial Aid Office influenced his decision. His hope is that the award will help veterans transition to civilian life and get back to their lives as quickly as possible. “It was the right thing to do, it was the smart thing to do,” he says.

Today, Lawton-Belous works as a consultant at Booz Allen Hamilton, focusing on project management for research and development. He is also pursuing an MBA at Johns Hopkins University. He recently was married, and in his limited free time he enjoys travel, reading, and kayaking. In 10 years, he would like to own his own business or be a partner in a larger firm. He admits that an ambitious goal would be to apply both his degrees toward aid development work in Africa. He sees a need for individuals who understand how to pair a business model with the culture and history of the region in the hope of providing infrastructure where none existed before.

Lawton-Belous says, “Aim high, hope for the best.” If the previous 10 years are any indication of the future, it is safe to say that Lawton-Belous will find success.
Alumni Donors

JANUARY 1, 2010–JANUARY 1, 2011

CLASS OF 1968
T. B. McCord Jr.
Theodore C. Remington Sr.

CLASS OF 1969
Susan H. Godson
Keith A. Kenny
Mary K. Mase

CLASS OF 1970
Gail A. Bohan
Ramon E. Planas Jr.
Robert C. Sorgen
George D. Wiltshire III

CLASS OF 1971
Carole B. Bencich
Patrick H. Brown
Robert L. Cushing Jr.
Christine F. Hughes
Phyllis A. Maloy

CLASS OF 1972
Susan A. Blohr
Rosemary B. Goodwin
Gloria G. Pantazis
Thehma L. Spencer
Evelyn G. Webster

CLASS OF 1973
Donald H. Ford
John L. Hare
Kathy J. Homan
Rosario de Fatima Juliano
Bruce J. Reynolds
Catherine B. Switzer

CLASS OF 1974
Catherine M. Kelly
Beth A. McCarthy
Kathleen W. Posey
Sally A. Sieracki
Duane E. Snider
Sandra L. Whittington
William A. Williams

CLASS OF 1975
Stephen R. Currie
Faye N. Grubb
Bac Hoa Hoang
James D. Roberts
Elizabeth O. Shuff
Walter L. Vernon
Lillian D. Windsor
Karen F. Lee
John W. Lewis
Jane C. Maddox
Larey W. McCorkle
Gretchen B. McLellan
Lynne J. Minkel
David L. Pinhall
Norman J. Stanhope

CLASS OF 1976
James C. Black
Amy Lynn Breedlove
Anne T. Clarke
Ann Marie DeArment
Kathy M. Fleming
Cynthia J. Gordon
Anne G. Greenglass
Sheila J. Hartzell
Jean M. Maddox
Carol V. Rubin
James J. Shine
Judith E. Simonson
Maria Therese Steeg

CLASS OF 1977
Sherry F. Baer
Nancy M. Croft
Frances B. Currie
Betty J. Denton
Elizabeth P. Epps
Carol T. Fitzpatrick
Larry K. Forrest
Christine S. Graf
 Garcia M. Harris
Nadia J. Harris
Kerry D. Henderson
Mario F. Lopez-Gomez
Lynn M. Y. Owon
Jacqueline J. Rivas
Jane M. Seeberg
Christine C. Thompson

CLASS OF 1978
Susan K. Brennan
Robert L. Brown
Diane E. Dixon
Michael E. Gutierrez
Andrea L. Kelmacher

CLASS OF 1979
Georgene M. Assur
Joseph W. Bear III
Nancy F. Benedict
Robert R. Burklow
Christine M. Doner
John E. Frank
Robert P. Furey
Duaine T. George
Priscilla B. Glynn
Nancy Goodwin Griffin
Janis G. Harless
John E. Henneberger
Barbara A. Judge
E. Carol Niedzialak
Ralph M. Palmquist
Joan G. Patterson
Janet J. L. Quinn
Lisa C. Siegrist
Nancy C. Vernon
Stephen B. Walley
Joyce E. Yordy

CLASS OF 1980
Joyce E. Yordy
Stephen B. Walley
Nancy C. Vernon
Lisa C. Siegrist
Janet J. L. Quinn
Joan G. Patterson
Randolph M. Palmquist
Joan G. Patterson
Janet J. L. Quinn
Lisa C. Siegrist
Nancy C. Vernon
Stephen B. Walley
Joyce E. Yordy

Bold—Members of the President’s Circle

*Deceased

For a complete list of the George Mason University Honor Roll of Donors, please visit
supportingmason.gmu.edu/honor_roll/index.php

CLASS OF 1981
Dorothy M. Bollinger
Galeraye M. Collins
David Darmstadt
Marianne B. Duffy
Shere W. FitSimmons
Beverly C. Harris
Sandra Lee Hawes
Paula R. Lewis
Richard S. LoFagren
Nora C. Lutyk
Karole P. McKalip
Teresa A. Mullin
David R. Oates
Michael M. Reinemer
Elizabeth D. Scher
Margaretta S. Smith
Douglas E. Stanton
Carol E. Tsou
Paul R. Turner
Jeanne R. Vertefeuille
Elaine C. Wade
John E. Weston
Joe Anderson Wood Jr.

CLASS OF 1982
John F. Bishop
Ann L. Brun
Cynthia B. Kozakевич
Timothy J. Lawrie
Allen C. Lomax
Douglas A. Maireira
Mary L. McGillen
Mark G. Morse
Elisabeth H. Oldaker
David A. Pfeiffer
Steven A. Riley
Martha F. Rohr
Farideh Schonberger
Sharon C. Tushin
Ruth E. Urich

CLASS OF 1983
Marilyn B. Buchanan
Timothy W. Chandler
Michael G. Cheek
Betty Jane R. Davis
Audrey A. Fleming
E. Marion J. Jacknow
Tara L. Johnson
Zayda L. McCorkle
Christopher M. McCaffin
Susan S. Meyers
Sheila B. Prael
Donna H. Riddel
Derek C. Saldanha
Janet A. Watson
Deborah W. Weinberg
Monica J. Widoff
Charles J. Williams III

CLASS OF 1984
Toby L. Altman
Ruth S. Baker
Sheila M. Barrows
Joyce A. Carter-Bates
Cynthia E. Ehinger
Sandra K. Eichorn
Lisa history
Kyle E. Jones Jr.
Alasmine M. Kana
Nancy S. Kibour
Stephen P. Kirby
Alvin E. Kitchin
Rhonda F. Leavitt
Leila Pontzer Lucas
Mark E. Madigan
Brenda B. McDermott
Paul J. McDermott
Barbara R. Miller
Mark A. Miller
Robin J. Moscati
Liane P. Munnikhuysen
Rosemary J. Poole
Barbara M. Smith
Christine A. Strasser
Sylvia B. Voreas

CLASS OF 1985
Nancy W. Ambrosiano
Alicia H. Farrell
Sandra Fiest
Margaret H. Garguilo
Martin C. Garvey
Evan B. Gilman
Richard B. Hal
Geraldine K. Havran
Mary Biddle Jones
Robert E. Jesseen
Andrea Moore Kerr
Francoise C. Kieschnick
Wilfried K. Kulish
Patricia M. Marino
Emily A. Murphy
Steven J. Potock
Thomas C. Rustici
Irmgard B. Scherer
Gail Madden Shedd
Patricia L. Smith-Solan
Suzanne H. Taney

CLASS OF 1986
Lynn B. Abbot
Stephen F. Bamford
Maureen E. Blackwood
Kathie A. Campbell
John D. Cheeseman
Ana M. Darder
James N. Glakas
David J. Hinders
Rachel A. Kovel
Marlene J. Lass
Catherine Ann Lemmon
Melinda M. McAllister
Virginia M. Montecino
Martin J. Quinnan
Constance W. Randolph
Maria G. Sogegian
Philip M. Stinson
Dawn M. Ward
Laurel J. Ward
Kent W. C. Wayson

CLASS OF 1987
Michael L. Collins
Catherine P. DeLano
Amy M. Dent
Alice A. DeFrele
Mehmet A. Eker
John M. Hall
Yukiko M. Hennninger
Rebecca H. Johnston
Mabel B. Kyser
Marc N. McClade
William B. Miller
Franches J. Nelsen
Christopher F. O'Keefe
Carolyn A. Samaha
Gail M. Philippi
Patricia A. Jordan
Ellen E. Jones
Nancy Anne B. Graham
Maja I. Roberts
Rose E. Popeck
Brian H. Philips
Jeffrey R. Notz
Wendi M. Mays
Anh-Dao Light
Linda S. LaMarca
Donna L. Kidd
Catharina J. Jacknow
Barbara M. Hughes
Christina L. Greathouse
James C. Girard
Joy R. Fulton
James C. Girard
Christina L. Greathouse
Barbara M. Hughes
Catharina J. Jacknow
Karen A. Keagle
Donna L. Kidd
Linda S. LaMarca
Anh-Dao Light
Wendi M. Mays
Andrew S. McElwaine
Charles A. Mitchem
Jeffrey R. Notz
Vincent P. Tanigot
Brian H. Phillips
Christopher C. Polk
Rose E. Popeck
Maja J. Roberts
Cristian A. Sabo
Thomasetta C. Solak
Carrie B. McDonald
Betty Jo Middleton
John E. Mincer Jr.
Brian F. O'Neil
Anne W. Sandlund
Robyn H. Snyder
Suzanne E. Stegmaier
Marie B. Travesky

CLASS OF 1993
Hannelore Averna
Mary L. Bauer
Valerie Bryant
John G. Corso
Noel T. Dickover
Mary Sulesky Donovan
Daniel J. Gault
Kenneth J. Green
Nico Livis
Cynthia L. Martin
Karen E. Misencik
Allen J. Montecino Jr.
Karen Gill Rehm
Robin A. Rojas
Ingrid Sandole-Staroste
David M. Shaheen
Dorothy S. Shawhan
Patricia A. Stephens
Harry K. Stevenson
Lynda H. Vincent

CLASS OF 1991
Karen L. Amendola
Shannon L. Barrow
Gary J. Braswell
Tamy B. Butler
David P. Costanza
Mary Elizabeth DiVincenzo
John T. Erwin
Renay E. Galati
Wendy C. Geraci
Reid L. Graham
Robert E. Herr
Holly Kayes Hukill
Chris M. Kornis
Eric H. Lindenber
Ursula M. Moreau
Elizabeth D. Persell
Mark P. Phillips
Robert B. Pullar
Charles L. Stith
Randall C. Tidd
Robert K. Townsend

CLASS OF 1992
Cecilia P. Alchaar
Frances A. Bernhardt
Joyce D. Broton
George C. Cabalu
Lorene T. Christin
Jeffrey B. Coffman
Kari A. Falkenberg
A. Jean Frohlicher
Judith P. Genaile
K. Joy Grubmeyer
Alexandra S. Gutkeunst
David T. Hawkins
Patricia Hilton-Johnson
Sheri Wassenar James
Kelly M. Mattson

David A. Roe
Annette Kay Rubin
Joseph F. Skovira
Peter B. Snow
Shirley A. Springfloat
Cynthia C. Taylor
Edward M. Vander Hoeven
Peter B. Walker

CLASS OF 1990
Howard Baetjer Jr.
Margaret R. Blasinsky
Fred C. Bolton Jr.
Margaret F. Brinig
Lisa S. Carlson
Lisa V. Carroll
Brian D. Ehret
Teresa L. Fries
Linda C. Habenstein
Margaret B. Jackman
Nan G. Jones
Barbara K. Knauf
Lawrence R. Legge
William E. Linnend
Michelle A. Marks
Denise E. McKinley
Anne M. Menotti
Mary C. Mills
Francoise M. Monceaux
Michelie D. Moore
Kimberly B. Retzer
Dean J. Rogers
Laura E. Scott
Ernest L. Scribner
Lynn C. Selms
Sheryl H. Stein
Clare A. Torrans
Mary-Blair T. Valentine
Cynthia D. Warren
Don C. Woolverton

CLASS OF 1994
Mary R. Brescia
Mary W. Bonwich
Marion L. Borden
William S. Carnell
Abigail B. Chough
Jennifer Barton Crippen
Christopher L. Daub
Virginia Fissmer

CLASS OF 1995
Sarah M. Willard
Carolyn A. Van Newkirk
Jon D. Silverman
Elizabeth P. Roach
Mary J. Holiezer
Una L. Mahar
Albert J. Missilian
Erina M. Moriarty
Vicki L. Mitchell
Mary Frances Moriarty
Kenneth M. O'Malley
Amy E. Padgett Koch
Ana Christina Rojas
Elizabeth L. Schmitt
Ryan S. Young

CLASS OF 1998
Richard M. Sullivan III
JoAnne Rose
David A. Purdom
Tennille S. Parker
David A. Purdom
JoAnne Rose
Richard M. Sullivan III

Please donate online at
give.gmu.edu
BOLD—Members of the President’s Circle

*Deceased

For a complete list of the George Mason University Honor Roll of Donors, please visit supportg保姆.msu.edu/honor_roll/index.php

We make every effort to ensure the accuracy of the Honor Roll. Please e-mail chssalumni@gmu.edu should you discover an error.
Non-Alumni Donors

FRIENDS, FACULTY AND STAFF, PARENTS, CORPORATIONS, FOUNDATIONS, TRUSTS

JANUARY 1, 2010–JANUARY 1, 2011

Paul J. Abbondante
Alan J. Abramson
Lawrence A. Adiutori
Susan L. Adiutori
Arthur W. Adler
Esth Adler
James B. Adler
Laura J. Adler
Pamela J. Adlersmith
Aetna Foundation Inc.
Jean-Christophe Agnew
Vural Ak
Alan L. Wurtzel Revocable Trust
Alan R. Nelson Revocable Trust
Barry R. Berkey
Frederick T. Barrett
Rose A. Bannigan
John A. Bannigan
Vinko Bandelj
Harold D. Baker
Young Bae
Mark Badger
Katharine E. Bacon
Monica Arce
Taryn Arbeiter
Aramark Corporation
American Social History Productions Inc.
Ameriprise Financial Inc.
Arild B. Anda
Tracy Anderson Wayson
Gunnar Anderson Jr.
John T. Anderson
Anon E. Mouse Chacets
Alan Antrim
Apollo Security Inc
Aramark Corporation
Taryn Arbeiter
Monica Arce
Ascension Men's Breakfast
Katharine E. Bacon
Mark Badger
Young Bae
Harold D. Baker
Wende Baker
Vinko Bandelj
John A. Bannigan
Rose A. Bannigan
Barnes and Nobel College Booksellers Inc.
Frederick T. Barrett
Barry R. Berkey
Living Trust
Nils Barth
Susana Baston
Marjorie M. Battaglia
Paul Battaglia
Marek Battek
Jon D. Beasley
John Beatty
William A. Beck
Thomas Bender
Edward Benson
Johannes D. Bergmann
Barry R. Berkey
Velm A. Berkey
Richard L. Bernard
Rei Berroa
Clara A. Bertotto
Barbara M. Betts
John E. Betts
David S. Beves Jr.
Charlene N. Bickford
Harlow A. Bickford
Roland M. Binker
Elizabeth F. Bishop
Chad Black
Ellen M. Black
Reagan D. Black
Brett Blackman
Terence G. Blackwood
Karen C. Bloch
John Bodnar
Deborah A. Boehm-Davis
Dan Bogdewic
Jeremy K. Boggs
David Bohan
Stephen M. Bonwich
Thomas Booth
Eileen C. Boris
James M. Bors
Mark Bosler
Matthew Bosley
Donald J. Boudreaux
Karel C. Boudreaux
Donald C. Bowman
Henry Brackman
Katherine R. Brammer
Kenneth W. Brummer
Caroline E. Brasler
Kevin W. Brasler
Sara Jane Braza
David S. Brennan
Peter F. Brescia*
George Brett
Kevin Brantont
David Brose
Barbara Brown
Joe B. Brown
Michael J. Brown
Barbara C. Browne
James W. Browne
James Buchanan
Louis C. Buffardi
M. Jean Buffardi
Angela T. Burgess
A. Roy Burks
Carol Butler
Fred M. Butler
Karen Sue Butler
Landon V. Butler
Michael Bycroft
John D. Byrum Jr.
Sarah E. Cabalu
Karen Caldwell
Rebecca L. Callahan
Gene P. Calvert
Benjamin A. Campbell
Hai Cameron
Kathryn Canary
Robert Carleton
Susanne H. Carnell
William Carrivick
John Carson
Benedict Carton
Elizabeth Carton
Meredith Case
Cengage Learning Inc.
Jack R. Censer
Jane T. Censer
Joel R. Censer
Marjorie J. Censer
Wai Chan
Cengage Learning Inc.

Please donate online at give.gmu.edu.
Make it a habit, make it for Mason!

Your donation goes to work immediately to

- Strengthen academic programs in the College of Humanities and Social Sciences.
- Make Mason affordable for all students.
- Attract top faculty members in world-renown disciplines.
- Build and maintain curricula that prepare students for rewarding and dynamic careers.

We make every effort to ensure the accuracy of the Honor Roll. Please e-mail chssalumni@gmu.edu should you discover an error.
1974
Sandy Whittington received a kidney transplant in May 2010 and is now back at work as chair of the Douglas County (Georgia) Cemetery Preservation Commission, which maintains 60 19th-century abandoned family cemeteries. Whittington encourages all Mason Patriots to carry an organ donor card and make family members aware of their life-saving organ donor plans.

1978
Raimon W. Lehman Jr. recently returned to the Northern Virginia region to care for his mother.

1981
Edward (Joe) Willmore’s fourth book, No Magic Bullet was recently published by ASTD Press. Information about all of Willmore’s books can be found on www.willmoreconsultinggroup.com.

1983
Tyler Cowen is a professor of economics and general director of the Center for the Study of Public Choice at Mason.

1984
Alusine M. Kanu, a three-time graduate of Mason (Classes of ’84, ’87, and ’00), is pursuing a second doctorate in pastoral community counseling at Argosy University. He is a professor in communication studies and theater at Mason and Northern Virginia Community College. Kanu is the author of Reflections in Communication, Connecting Intercultural Communication, and Experiencing Interactive Interpersonal Communications. Kanu has been married for 27 years to his wife, Geraldine, and has two children and three grandchildren.

1985
Christine Strasser, the grandmother of seven, is a pediatric nurse and a lactation consultant for Northern Virginia Pediatrics.

1986
Daniel Klein is a professor of economics at Mason. He has published research on policy issues, including toll roads, urban transit, auto emissions, credit reporting, and the Food and Drug Administration.

1987
Jo Ann Lynn Poe is an information technology consultant. Her daughters, Whitney and Lauren, are following in the family tradition, currently attending Mason.

1988
Eileen P. Mazzone is a specialist in the Counseling and Psychological Services Office at Mason.

1989
Bruce Bevans is an Episcopal priest at Saint John’s Episcopal Church in Petersburg, Virginia, and a patrol officer and chaplain with the Hopewell (Virginia) Police Department.

1991
Elisabeth A. Murawski has more than 200 pieces of work appearing in such journals as Yale Review, New Republic, Virginia Quarterly Review, Field Ontario Review, Dubliner, and Poetry Northwest. Her poem “Emma Hardy Speaks from the Grave” has been awarded Shenandoah’s Graybeal-Gowen Prize. For information about her work, visit www.usu.edu/usupress/books/index.cfm?isbn=7957.

1992
Brian P. Burns was appointed deputy director, Warfighter Systems Integration Office of Information Domination, and chief information officer, Office of the Secretary of the Air Force.

1993
Rose Costas celebrated her marriage to Giddings Dietrich on January 1, 2011. They live in Austin, Texas. Costas works at the Department of Treasury.

1994
Fred Holder works for Verizon Business in Ashburn, Virginia, as a systems specialist and database analyst.

2004
Sandy Whittington received a kidney transplant in May 2010 and is now back at work as chair of the Douglas County (Georgia) Cemetery Preservation Commission, which maintains 60 19th-century abandoned family cemeteries. Whittington encourages all Mason Patriots to carry an organ donor card and make family members aware of their life-saving organ donor plans.

2008
Mark Kane retired in February 2010 after almost 34 years with Fairfax County Fire and Rescue Department. He and his wife celebrated his retirement with a trip to Buenos Aires and Iguazu Falls.

2009
Richard White retired after more than 30 years of service as a government attorney.

2010
Karen, and their son, Peter, and daughter, Deanna, attend James Madison University.

2011
Brian P. Burns was appointed deputy director, Warfighter Systems Integration Office of Information Domination, and chief information officer, Office of the Secretary of the Air Force.

2012
Sandy Whittington received a kidney transplant in May 2010 and is now back at work as chair of the Douglas County (Georgia) Cemetery Preservation Commission, which maintains 60 19th-century abandoned family cemeteries. Whittington encourages all Mason Patriots to carry an organ donor card and make family members aware of their life-saving organ donor plans.
Musa L. Eubanks started his own law practice, Eubanks Law Group, LLC.

Cynthia Warner retired from the federal government in 2001 and currently teaches in the Politics and Geography Department, College of Humanities and Fine Arts, at Coastal Carolina University in Conway, South Carolina.

Nancy A. Woolever is director of academic initiatives at the Society of Human Resources Management (SHRM). She recently led a development team in partnership between SHRM and the American Institutes for Research to create a new national Assurance of Learning Assessment for graduating human resources students.

1994

Blas G. Flaconer is an associate professor of English at Austin Peay State University and received a National Endowment for the Arts 2011 Fellowship in Literature. He is one of 42 poets selected from around the country.

Michael Jefferson and his wife, Josefine, have a daughter, Piper, and two sons, Carter and Mason. Jefferson is a systems security architect at the FBI in Washington, D.C.

Jeff Notz has five children and is an assistant county attorney for Prince William County.

Jen Shelton is founder and chair of the Mason alumni club in Richmond.

1995

Jennyylynn Pickett Balmer, who also received an MPA from Mason in 2008, is deputy chief occupational health nurse with the Army National Guard Readiness Center.

Merton Bland was an elementary school teacher in California for almost six years. Then, for a quarter century, he was an officer in the Foreign Service. He trained English teachers abroad for the next two decades. He currently lives in Arlington and volunteers as an English as a second language teacher.

Laura DeLisi has been teaching in the Fairfax County Public Schools for 15 years.

1996

Ahmad Aziz, who also graduated with an MS in 2007 from the Volgenau School of Engineering at Mason, recently joined a startup firm called Agilex Technologies.

Costa Canavos has worked for the Virginia Development Authority for five years, underwriting multifamily mixed-use projects. He is married to Melissa Canavos, ’97, owner of Safe Harbor Title Company. They have two children, Athena-Kate, six, and Jack, four.

Lewis Forrest, who also earned an MEd from Mason in 2005, is the executive director of the Early Identification Program. He previously spent three years as a professional school counselor in the Prince William County Public School system.

Mark O’Malley has held three U.S. Coast Guard command positions, moving four times since 1996. His son, Conor, is a sophomore history major at Mason.

1998

Donna Abruzzese, who also earned an MA in history from Mason in 2003, retired in June 2009 from the State Department. She is now a docent at the National Archives in Washington, D.C.

2000

Lex Berthelsen has worked in the field of defense contracting since graduation and at CACI for the past eight years. In 2010, he received an MS in accounting and financial management from the University of Maryland, University College.

He and his wife of seven years welcomed their first son to the family in September 2009.

Ruth Molyne is pursuing a second bachelor’s degree in psychology, with a minor in international and comparative studies. She plans to continue her graduate work at Mason.

Nicole M. (Emard) Ratner is a CAE, CMP, and executive director of a small nonprofit association, the American Association of Attorney-CPAs, located in Fairfax City, Virginia. She married her husband, Dan, in March 2010 and lives in Springfield, Virginia.

Adam K. Thiel is the City of Alexandria fire chief. He writes the “Generation Next” column for Fire Chief magazine and teaches in Mason’s MPA program.

2001


W. Preston McLaughlin spent the past year in Afghanistan as the chief of staff for the Marine Expeditionary Brigade before retiring after 27 years of service in the United States Marine Corp. He received a third Legion of Merit Award for his meritorious service in Afghanistan. He begins a new position as program manager at the Krause Center for Leadership and Ethics at the Citadel.

2002

Dafran Ware, who also holds an MA in interdisciplinary studies, works as an academic advisor in the A. James Clark School of Engineering at the University of Maryland.

2003

Nadia Chambers, who works in the government contractor industry as a financial analyst, has a 10-year-old daughter.

2004

Christopher James DeSimone successfully completed the examination administered by the Virginia Board of Bar Examiners and is now licensed to practice law in the commonwealth. He completed a JD at the Catholic University of America’s Columbus School of Law in 2009.

J. Artel Smith does public relations work in Washington, D.C., and teaches as an adjunct professor at Mason.

2005

Lori Petterson completed an MA in arts management at Mason and works in the dean’s office of the College of Humanities and Social Sciences, where she helped compile the class notes for this issue of the magazine. Petterson and her husband, Dennis, live in Manassas Park with their sons, George and Sam.

2006

Francisco Rodriguez has been teaching English for speakers of other languages in the Washington, D.C., public school system since 2008. He welcomed his second child, Maya, into the world in December 2009.

Matthew Whatley works at the U.S. Department of State in the Office of Innovative Engagement, supporting embassies all over the world with new technologies and social media. His training of information officers has taken him from Cairo, Egypt, to Cape Town, South Africa, to Vienna, Austria.
2007
Tina Montgomery joined Booz Allen Hamilton in June 2010 as a consultant.
Matthew Petersen works with Regulatory Economics Group, LLC, providing litigation support, including expert testimony, for oil pipelines in rate proceedings. He lives in Northern Virginia with his wife, Julie, and their children.

2008
Afra Saeed Ahmad traveled to the United Arab Emirates as a Fulbright recipient. Ahmad is currently in the PhD program for industrial organizational psychology at Mason.
Barbara Moody is a senior marketing manager at the National School Boards Association.
Marisol Pine is an account executive for Computer Consultants Corporation in Washington, D.C.
Danielle Turner works at the Transportation Security Administration and was recently accepted to Trinity College in Dublin, Ireland, for the master of philosophy program in international peace studies.

2009
Michelle Carr works at Mason as the program specialist for the Cultural Studies Program and gave two lectures at the 2011 session of Osher Life-Long Learning Institute. She earned an MA in history in 2009. In her spare time, she and her husband are renovating a cottage on Frye Island on Sebago Lake, Maine. She also plays flute in a community orchestra.
Lynn Godino is a researcher for Ixmati Research under contract with the Smithsonian Institution.
Ashley Jackson will receive a master’s degree in social work from the School of Social Service Administration, University of Chicago, in June 2011. Jackson conducts research for the Illinois Department of Corrections and interns with the Safer Foundation.
Marc T. Moore works for the Department of Juvenile Justice in Virginia Beach, Virginia.
Eric Olson will complete an MA in communications at Virginia Tech in May 2011.

2010
Docia M. Casillas left her position as a supervisor in the Labor Relations Office of the Federal Bureau of Prisons and is now employed with the Labor Relations Program of the National Science Foundation, where she is involved in agency litigation, negotiations, and the establishment of a new program.
Valerie Estep works at Voices for America’s Children, teaching English as a second language.

Stay Connected
The MASONLine Alumni Directory allows you to search for classmates and update your contact information with the click of a mouse. Receive all the latest news, events, and happenings at your alma mater, including the Mason Spirit magazine and the monthly e-newsletter, MasonWire.

www.gmu.edu/alumni
www.gmu.edu/alumni/alumnidir.html
Climate Control, continued from page 10

consequences and implications of climate change and connect the issue to Americans’ deeply held health values. In doing so, research suggests they will engage a broader range of Americans on the issue, thereby enhancing climate change understanding and decision-making capacity among members of the public, the business community, and government officials.(6)

• Many of the actions that help limit climate change and promote effective adaptation and can be taken by individuals, communities, states, regions, and nations also improve human health in important ways completely unrelated to climate change. These cobenefits include increased physical activity, decreased obesity, reduced motor vehicle-related injuries and death, reduced air and water pollution and reduced morbidity and mortality associated with it, increased social capital in and connections across communities, and reduced levels of depression. Therefore, actions taken to address climate change are a win-win in that they help us progress toward other high-priority public health goals. A broad cross-section of the American public (including many people who don’t believe climate change is real) find this to be a compelling reason to embrace a range of policy changes that can help address climate change.(6)

• Research over the past several decades has shown that how people mentally organize and discuss with others an issue’s central ideas greatly influences how they understand the nature of the problem, who or what they see as being responsible for the problem, and what they feel should be done to address the problem.(6) Health professionals can communicate in ways that reframe climate change as a human health problem, rather than as an environmental problem. By responsibly communicating the potential of global climate change to harm human health and conveying the potential to improve human health through actions that limit climate change, health professionals can enhance public understanding of the full scope of the problem, link that understanding to deeply held health values, and help enable appropriate responses by individuals and communities.

Moreover, by framing climate change as a public health issue, health professionals can:

• Reveal local angles of a global problem, moving the location of impacts close to home, and thereby making the problem more concrete.

• Engage important new partners in the issue (such as community-based organizations, risk managers, the faith community) who, in turn, can help explain the issue to the public and decision-makers and can help develop and implement response plans.

Successfully reframing the climate debate in the United States from one based on environmental values to one based on health values, which are more widely held and cut across ideology and partisanship holds great promise to help American society better understand and appreciate the risks of climate change and draw upon science when weighing climate and energy policy choices.(7, 8)

REFERENCES


THE HAMSTER

Louie the hamster escaped from his fish tank cage two days ago, and I can hear him scratching behind the walls in the kitchen after everyone else has gone up to bed. It is a desperate grasping, tiny rodent paws against drywall, and I believe there are only a few more days before we will be unable to tell the kids he’s going to turn up.

Earlier tonight after dinner my husband pushed back the stove from the wall, hoping to find the hole where Louie crawled through, but eventually felt that was enough effort and went up to fall asleep to the Orioles game, leaving me to this guilt. Unlike him, I am afraid if I nod off I will have horrible dreams about the poor little guy meeting spiders and beetles and other lurking insects that built their own cities inside the walls and don’t want unexpected tourists.

I pull out all of the cleaning bottles we’ve accumulated under the sink in the past 13 years—three bottles of Windex, Drano, leather conditioner for an old chair from my husband’s bachelor days, Clorox, plant food, dried and twisted sponges, silver polish for a tray my mother bought us when we were married (a tray we never use), baby wipes, crusted Super Glue, inexplicably one of Samantha’s tiny pink flip flops—and sweep a flashlight to the back panel where the sink pipe disappears through the wall, leaving enough space for a hamster to squeeze in, fall to the floor, and realize too late that he can’t clamber back up.

Now I find Samantha’s school ruler and Damien’s twine and popsicle stick building set, and I jury-rig a ramp worthy of Evel Knievel, all the while popping slivers of carrot down that hole as in the news story I read a few months ago where a little girl trapped in a mine survived for days eating scraps of food they were able to send down to her in a sawed-off plastic soda bottle. Louie scratches in rhythm to my breathing, reminding me he is there.

There are several moments after I maneuver the ramp down behind the sink that I believe I have failed; the hamster is chewing on his own escape route and I realize I am counting on the logic of an animal with a brain the size of a pea, and in these moments I think not of the hamster’s limitations but of my own, and that I must’ve failed as a parent, that this shoddy ramp would get a “C” at best in Mrs. Thomas’s arts and crafts, that I shouldn’t have let Louie escape, and that I should never, ever be the cause of such a crestfallen look on Damien’s face. Because Damien especially is a fragile kid—Samantha is more headstrong, confident, parading on stage at the fourth grade winter play like a Broadway star with a paper crown—but Damien is more internal, more sensitive and thoughtful (more like me, I think with its own kind of guilt) and one day the both of them will grow up to be their own people, and I will have to let them scurry in their own dark spaces. And just about that time, the hamster stops eating his safety net and perches just at the bottom; I can feel his weight as he tests the ramp, imagine his pink nose quivering upward, and I hold my breath as we both wait, wondering if we can trust it.

This story first appeared in SmokeLong Quarterly in March 2009.

Tara Laskowski (MFA Creative Writing ’05) has published numerous stories online and in print. She was the 2009 writer-in-residence at SmokeLong Quarterly and is now a senior editor there. Her short story collection Black Diamond City won the 2010 Literary Awards Series from the Santa Fe Writers Project. Her work will also be featured in an upcoming anthology of Washington, D.C., area women’s fiction published by Paycock Press. She is a senior public relations manager at George Mason University.