

A NEWSLETTER FOR ALUMNI,

FRIENDS, STUDENTS,

FACULTY, AND STAFF

OF DEDMAN COLLEGE

summer/fall 2007



SMU

D e d m a n C o l l e g e

ABOUT THIS ISSUE

Dedman College faculty and students are effecting change in the North Texas community and beyond with their teaching, research and service, and this issue focuses on their efforts. Civic engagement is fundamental to the kind of liberal education to which Dedman College is committed as it prepares its students for a 21st-century global society.

Caroline B. Brettell
Interim dean of Dedman College

Beyond these doors: Dedman in the community

When 89-year-old Crystal Elliott marched into the social room at the Juliette Fowler Home, Katie Byers hoped the vibrant, outspoken woman would be her partner. Byers was waiting with other SMU students to be matched with a resident of the retirement center as part of a life story project for their first-year rhetoric class “Youth and Age.”

For the class, students tape interviews with the residents of Juliette Fowler and Walnut Place Nursing Home during four to five visits, then present them with tapes and books of their life stories.

Byers approached the project with trepidation. As a child, every Sunday she and her family visited her grandfather at a nursing home. She remembered the narrow hallways, the smells and the white walls.

“I was surprised at how pretty Juliette Fowler was, and I sighed with relief when I found out that Crystal was going to be our partner,” Byers says.

She and class partner Kristina Carbonneau soon became friends with Crystal Elliott, who shared her passions, faith, joys and disappointments. They told her their worries – Kristina’s father’s hospitalization and Katie’s questions about her faith.

The project turns students’ assumptions about the elderly topsy-turvy, says Mary Jackman, lecturer in the first-year writing program. “It is a big surprise to them that their youth, beauty and spirit rejuvenate the elderly. In turn, their elderly partners offer them wisdom and advice as friends.”

Jackman created the class in 2002 after her mother moved to a nursing home. “It opened my eyes to a community many of us never see,” she says. Grants from Vista Care and America’s Life Stories support the “Youth and Age” class.

Class members read memoirs such as *Am I Old Yet?* by Leah Komaiko and write papers about issues that affect the elderly, but the life story project is the highlight.

“They can read about loneliness among the elderly, but when they make a friend who is 50 years older, issues like loneliness are no longer abstractions, they become real to them,” Jackman says.

Read more about service-learning on page 2.



Crystal Elliott shared her stories with Kristina Carbonneau (center) and Katie Byers, students in the rhetoric class “Youth and Age.”

Hands-on education: Reflections on service-learning

From anthropology to religious studies, community service is part of the Dedman College curriculum. Here's what several faculty, students and Dallas agencies had to say about service-learning.

Places to call home

As part of History Professor James Hopkins' "Good Society" course, Caitlin Booker, a junior corporate communications and public affairs major, worked at Dallas' Interfaith Housing Coalition, which provides transitional housing for homeless families:

"I came into contact with political émigrés. I came into contact with hard-working families who worked minimum-wage jobs but were knocked out of the water by someone becoming ill. In a country where rugged individualism has prevailed and everyone is expected to pull themselves up by their bootstraps, this class helped me understand that not everyone can even afford shoes."

Testing limits

Jill DeTemple, assistant professor of religious studies, says her "Latino/Latina Religions" course has an emphasis on borders, identity and community. In addition to serving about 25 hours at area agencies, her students keep journals and write reflection papers:

"Almost all of the students mentioned their own experiences crossing borders into their service-learning sites and being aware of the borders the clients they served crossed every day. I was most proud when they tested the histories and theories presented in class, adding nuances or coming to new understandings."

Role models

Lara Gaither of Genesis Women's Shelter in Dallas says the agency values its long-time relationship with SMU:

"SMU students have helped with donation and cell phone drives; they've researched and written articles on domestic violence; they've tagged and hung clothes at our resale shop; they've rocked babies. Many of our women have been told they can't go to college; the students have told them they can."

Coming to America

Nga Ho ('07), a finance major, tutored children from Somalia, Burma and Kenya through the International Rescue Committee as part of Associate History Professor Glenn Linden's course "U.S. History Since 1865":

"The children are beautiful and bright and deserve a chance to have a good life. It is a great feeling to know that I am helping them assimilate to America just by driving them to tennis lessons, reading to them and teaching them English. Like many refugees the IRC helps



resettle, my family also escaped from our home country. We came to America with very little, but now I am about to graduate from a great university. The American dream is still possible."

The human connection

Rick Halperin, director of the new Human Rights Education Program, has taught "America's Dilemma: The Struggle for Human Rights" since 1990. He says he's been most surprised by the many students who continue to serve at human rights agencies long after his course has ended:

"People don't usually interact with torture survivors or people seeking political asylum. The students learn that we're talking about real people with real issues. They tutor or take them to doctor's appointments or the zoo or a Mavs game – anything that reaffirms their humanity. For many students, it's a profound or transformative experience, and it should be."

WHEN CLASS WORK MEETS COMMUNITY WORK

Service-learning can be a win-win-win situation.

Research has shown that the teaching method, which supplements coursework with community service, benefits students and faculty in addition to the community served, says Stella Mulberry ('98), assistant director of SMU's Office of Leadership and Community Involvement.

"Service-learning boosts students' critical thinking skills by connecting class content with real-world issues, which in turn helps faculty achieve their course objectives," says Mulberry, whose office places students at hundreds of North Texas agencies and helps faculty develop syllabi, grading rubrics and reflection activities.

According to a recent SMU survey, more than 90 percent of incoming first-year students performed community service in the last year, and an increasing number, 37 percent, said chances were very good they would in the year ahead. "Students today are more aware of social issues, more service-minded and interested in making a change," Mulberry says.

Learn more at smu.edu/lci.

The Body Project: Saying no to thin at any cost

Modern culture's perfect woman is tall, large-breasted, narrow-hipped, toned and ultra-slender. For the vast majority of women, the "thin ideal" is unattainable; for some, it also can be destructive.

Katherine Presnell, assistant professor of psychology, is helping at-risk teens challenge this ideal with the "Body Project," an eating disorder prevention program developed with Eric Stice, her former graduate school mentor at the University of Texas. In their years of research, more than 1,000 young women have completed the program, and independent studies across the country have shown that the Body Project significantly out-

performs other interventions in promoting body acceptance, discouraging unhealthy dieting, decreasing negative mood, reducing the risk of obesity and preventing eating disorders.

Prevention is critical because fewer than a third of the millions of Americans who develop eating disorders ever receive treatment, says Presnell, the director of SMU's Weight and Eating Disorders Research Program.

While traditional interventions focus on education about anorexia, bulimia and binge eating, the Body Project is based on cognitive dissonance, or the theory that inconsistent beliefs and behaviors create psychological discomfort, which then motivates people to change their beliefs or behaviors.

During four small-group sessions with a trained leader, Body Project participants act and argue against the thin ideal. They write letters to hypothetical girls about its emotional and physical costs, for example, and challenge negative "fat talk" while affirming strong, healthy bodies.

"Many girls don't question the belief we get from the media, the fashion industry, our peers and

parents, that it's important to achieve the thin ideal at any cost," Presnell says. "We have the girls critically evaluate the ideal, and that creates dissonance they work to resolve."

The Body Project also includes an elective four-session healthy weight management intervention that helps participants make small lifestyle changes to improve their diet and increase physical activity.

The Body Project significantly outperforms other interventions in promoting body acceptance, discouraging unhealthy dieting, decreasing negative mood, reducing the risk of obesity and preventing eating disorders.

Presnell and Stice, who is now at the Oregon Research Institute, this year published a facilitator guidebook, *The Body Project: Promoting Body Acceptance and Preventing Eating Disorders* (Oxford University Press, 2007), and a companion workbook for participants is on the way.

Presnell and Stice are investigating how to best train school counselors, nurses and teachers as group leaders, with a goal of introducing the program to North Texas schools this year.

"Now that we have established this intervention works, the next step is to take it into the community and reach as many people as possible," Presnell says. "The Body Project could have a big impact on reducing the incidence of eating disorders, while empowering girls to break out of beliefs that have been holding them back."

FIGHTING OBESITY AS A FAMILY

An estimated 18 percent of adolescents in the U.S. are overweight or obese. Robert Hampson, associate professor of psychology, wants to know what role families can play in reducing that rate.

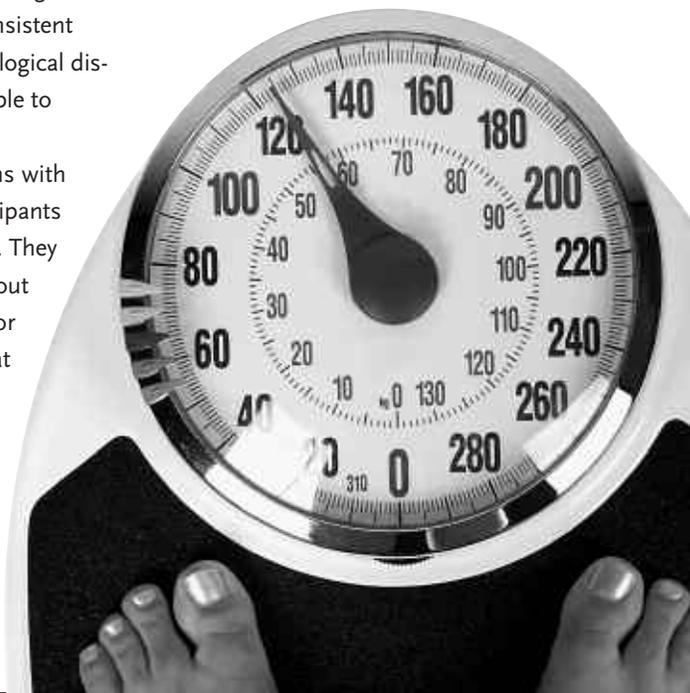
In collaboration with the Cooper Institute and the Family Studies Center at UT Southwestern Medical Center, and with funding from the Hogg Foundation for Mental Health, Hampson has been comparing two group interventions for obese girls and their families.

One intervention group received instruction about nutrition, physical activity and caloric intake through a weight-loss curriculum called PATHS, or Parents and Adolescents Toward a Healthy Start, which was developed by the Cooper Institute and former SMU Ph.D. student Heather Kitzman ('06). The second group received family counseling about communication, conflict resolution and relationships, in addition to PATHS.

After 16 weeks, neither group saw significant changes in body-mass index, but both reduced daily caloric intake. "We learned that education does help and that mothers in particular were glad to be involved in their daughters' treatment," says Hampson, who is also director of graduate studies. "Perhaps in the long run, the change in eating behavior will prove more important than short-term BMI loss."

The study showed, as hypothesized, that family competence – by such measures as healthy emotional interaction and teamwork – had some impact on BMI. There were, however, unexpected differences across racial groups: White girls in the highest-functioning families lost the most weight, while African-Americans gained, regardless.

"Going forward, we'll look at tailoring the intervention to the racial group, and some families will need more individualized help," Hampson says.



Learn more at smu.edu/psychology/faculty/bhampson.html.

NORTH TEXAS HUNGER BY THE NUMBERS

When demand for food aid in North Texas jumped to more than three times the national average between 2001 and 2005, the North Texas Food Bank called upon the data analysis expertise of SMU sociologist Sheri Kunovich to help make sense of the findings.

The *Hunger in America 2006* study – conducted before the arrival in North Texas of an estimated 15,000 Hurricane Katrina evacuees in late 2005 – showed that rising fuel costs and local cuts in federal supplemental food programs contributed to the increase.

The largest study of domestic hunger ever conducted, *Hunger in America 2006* was designed to chronicle “the nature and incidence of demand for emergency food assistance which, in turn, helps charitable feeding organizations better address the burgeoning need ... [and] better inform the public policy discourse so that federal nutrition programs can better serve those in need,” according to its national executive summary.

Kunovich, who teaches social research methods to sociology majors and minors, used the opportunity “to illustrate for students how what we learn in the classroom can be applied in the real world,” she says. “Many of my students have volunteered for organizations like this, so they could appreciate how my work benefited the organization in the same way their volunteer efforts do.”



Learn more at www.ntxfoodbank.org.

The action's at the ICE House

The director of SMU's Center for Inter-Community Experience doesn't call his students' work “service learning.” He calls it “social action learning.”



“We're continually building relationships with the neighborhood,” says Natalie Smith, left, a junior accounting major who plans to return to the ICE House this fall.

“ICE isn't about giving back, but about taking part,” says Bruce Levy. “We live in a community, we're part of a community, and we have a responsibility to participate in the life of a community. That's what it means to live in a participatory democracy.”

Since the academic outreach program's founding in 1990, more than 2,500 students have taken courses through the center, combining class work with three hours weekly of community work in low-income, multi-ethnic neighborhoods in East Dallas.

“When students interact with people who are living the experiences they're learning about, they make the connection,” says Levy, whose courses include “Social Class and Democracy” and “Troubled Youth.”

A key component of the program is the ICE House, built by Habitat for Humanity and now owned by SMU, in Garrett Park East, three miles from campus. Four students live in the house, which donations and their rent help maintain, and provide mentoring, family programs and an unofficial neighborhood center.

“The ICE House has given me a different perspective about serving the community because we live in the community 24-7,” says house manager Natalie Smith, a junior accounting major. “We know the neighbors and neighborhood. We deal with the issues.”

Smith would agree with Levy that learning at the ICE House is all about action: At 3:10 every Monday and Wednesday afternoon, up to 15 students from Dallas' Robert E. Lee Elementary arrive for several hours of homework help, with breaks for basketball and talks. Friday, “activity day,” is reserved for fun – watergun fights, arts and crafts, and dodgeball.

“A lot of these kids don't see college in their future,” says Smith, who plans to live in the house again this fall. “We tell and show them it will be. It's just three days a week, but we're making a difference.”

Geneva and Fernando Del Rio have seen that difference. Their two children received after-school tutoring at the ICE House for five years. Today Fernando Jr. and Amanda are

“ICE isn't about giving back, but about taking part. We live in a community, we're part of a community, and we have a responsibility to participate in the life of a community.”

–ICE director Bruce Levy

juniors at Highland Park High School, where both are excellent students who have their sights set on SMU. According to their mom, they're also considering returning to the ICE House as mentors.

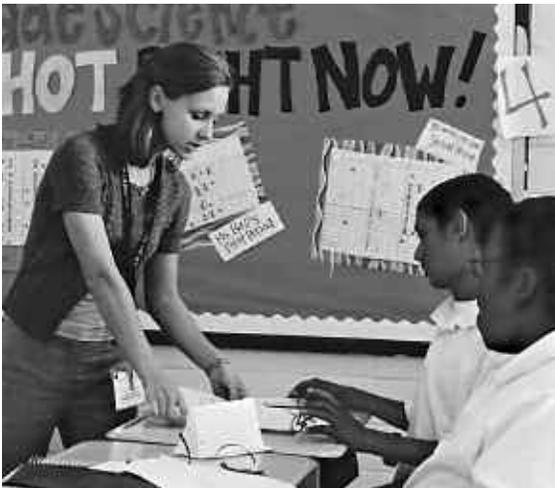
“The ICE House gave help that we, as working parents, couldn't,” says Mrs. Del Rio. “Those SMU students, many of whom still visit us, taught our kids right from wrong. They've been role models.”

Learn more at smu.edu/ice.

Teach for America: More SMU students answer the call

Mitchell London was a first-year SMU student from Mountain Brook, Alabama, when Teach for America changed his life. “We have what you might call a fairytale love story,” he says with a laugh.

The story began with London’s participation in the University’s 2004 alternative spring break program. He spent a week volunteering



Sara Cunningham ('06), an economics and financial accounting major, is in her second year of Teach for America in La Joya, Texas. Last year, almost 19,000 students nationwide applied.

in a New Orleans classroom staffed by Teach for America (TFA), which recruits and trains outstanding college graduates for two years of teaching in high-need school districts across the nation. There he saw firsthand the educational inequity that is a way of life for low-income American schoolchildren.

“It was mindblowing,” says London, who received his B.A. in political science from Dedman College in May. “I had grown up with a certain conception of what a high school education was like, and I found a completely different experience in New Orleans.”

As a result, London has made a commitment to the program. He attends TFA training in Houston this summer, after which he will travel to Mississippi for at least two years of teaching. He also spent his senior year as one of SMU’s three TFA student recruiters. Eighteen SMU students were selected, double the number as in previous years.

“Teach for America is not simply about education, it’s about developing leaders for the future,” says Dustin Odham ('04), who began his TFA career teaching math and coaching girls’ varsity basketball in St. Louis. Last August, the organization named him St. Louis region executive director.

Odham, who earned his B.B.A. degree in finance from the Cox School of Business, follows two other SMU alumni into similar leadership positions. History graduate Marion Hodges Biglan ('93), now TFA’s national director of special projects, is the former Chicago region executive director; Andrea Stouder ('02), who earned degrees in English and religious studies, is the current Phoenix region executive director.

“The battle we’re in is so important,” Odham says, citing statistics that students from low-income areas are three grades behind their contemporaries in academic achievement by the time they are 9. “That disparity between low- and high-income communities must be addressed.”

London believes this year’s pool of SMU candidates “represents a wide range of fields,” he says. “I don’t know if that’s a result of TFA’s focus on diversity in recruiting, or just because so many of our students are eager to do this kind of service. Either way, it’s working.”

TEACH FOR AMERICA FOUNDER TO SPEAK AT SMU

Wendy Kopp developed the idea for Teach for America for her senior thesis at Princeton. Now in its 18th year, the nonprofit sends 4,400 college graduates to teach each year in 26 of the nation’s poorest school districts.

The Dallas-area native will speak at SMU October 4 at the Louise B. Raggio Lecture. Visit smu.edu/raggio.

TARGETING THE SOURCE OF GULF WAR SYNDROME



How can statistical modeling aid in veterans’ health care? Wayne Woodward, William Schucany and Richard Gunst, who collaborate in SMU’s Center for Statistical Research, are working with medical imaging specialists at Dallas’ UT Southwestern Medical Center to find out.

Their analysis of brain scan data from Persian Gulf War veterans who are suffering from what is believed to be Gulf War Syndrome may help pinpoint the brain areas that have been affected. Standard statistical analysis has been unable to detect differences between the brain scans of syndrome groups and those of a control group.

Gunst helped solve the problem by applying spatial statistical modeling techniques to examine the “neighborhoods” surrounding a potentially affected brain area and look for contrasts. Using these techniques, the researchers were able to detect differences in the deep brain between a control group and veterans with symptoms of the three primary Gulf War syndromes: impaired cognition, confusion ataxia (disorientation and balance problems, among others) and central pain.

The researchers – including SMU Ph.D. graduates Patrick Carmack ('02) and Jeffrey Spence ('01) and renowned UT Southwestern expert Robert W. Haley ('67) – published their findings in the June 2007 *Journal of the American Statistical Association*.

This summer Gunst, Schucany and Woodward are beginning work on a new \$75 million, five-year research program funded by the U.S. Veterans Administration, which is bringing a nationwide sample of Gulf War vets to UT Southwestern for a week of testing.

Learn more at www.utsouthwestern.edu/home/research.

From group effort to Group Excellence

Growing up together in Garland as first-generation Americans, the Bhatti and Dorvil siblings helped one another navigate school. Their mentoring continued at Dedman College, where the Bhattis – Vincent ('99), Benjamin ('03) and Christopher ('04) – and Carl Dorvil ('05) all earned multiple degrees, and where Rachelle Dorvil is a senior.

“Each of us helped the next be his or her best,” says Carl, who worked as a tutor with Christopher at the Altshuler Learning Enhancement Center. “And then each had a responsibility to ‘pay it forward’ – to help someone else.”

That’s the model they also have applied to their work in North Texas. In 2004, Carl and Benjamin founded Group Excellence, a company that trains and pays “life coaches” – primarily SMU students – to tutor math at economically disadvantaged schools. Partnered with the Texas Instruments Foundation and Advanced Placement Strategies, Group Excellence has expanded to eight schools, serving more than 1,500 Dallas-area students and often dramatically raising their TAKS scores.

“We’re bridging the gap between worlds with resources and worlds

without,” says Benjamin, who also taught for two years in Atlanta with Teach for America.

While Carl, now a Cox PMBA student, and Benjamin, a Dedman Law student, focus on growing Group Excellence, Christopher is

“Each of us helped the next be his or her best. And then each had a responsibility to ‘pay it forward’ – to help someone else.”

– Carl Dorvil

adapting the model for high school student tutors. As a science teacher at The Hockaday School, he launched Science in the Community in 2006 and was awarded a Maguire Center for Ethics and Public Responsibility internship this summer to build the program.

“SMU has given us the education and skills to go out in the community,” says Christopher, who is also a Cox PMBA student. “Now we’re helping change kids’ and tutors’ lives – and the culture of the city.”

Learn more at groupexcellence.org.



“We know education is the foundation of possibility in America,” says Carl Dorvil (right), with Benjamin (left) and Christopher Bhatti.

When the Physics Circus comes to town

University Park Elementary School students were spellbound as physicist Fred Olness snatched a tablecloth from under a place setting to demonstrate inertia. They plugged their ears and watched in awe as the physics professor sped across a stage on a four-wheeled cart fueled by a fire extinguisher.

For more than 15 years, Olness and other physics faculty members have demonstrated complex scientific principles to schoolchildren through the Physics Circus.

“This is something we do often in science,” Olness says. “If we don’t understand something or can’t see it, we use a simple model to explain it.”

Physics Professor Fred Olness showcases the concepts of force and pressure on a bed of nails (top) and rides a cart fueled by a fire extinguisher to demonstrate Newton’s third law at University Park Elementary School.



Teaching parents the ABCs of Dallas schools

The graduation at Arcadia Park Elementary in Oak Cliff had the traditional pomp and circumstance – a proud procession, shy speeches, beaming teachers.

Except on this May evening, the children cheered from their seats as their parents walked across stage to receive certificates. Fifty-three of them had completed the Parent Institute for Quality Education, a program run by the nonprofit Dallas Concilio of Hispanic Service Organizations in conjunction with the Dallas Independent School District that aims to keep more kids in school and on the path to college.

Recent SMU graduate Elizabeth Rubalcava ('07), a Spanish and CCPA major, was among those cheering. As part of her spring internship with Dallas Concilio, she had

taught the parents' nine-week course, which included Spanish-language lessons on their role and responsibilities and on how the school system works, and a field trip with their children to the University of North Texas Dallas campus. "We give parents, many of whom are immigrants, what they need to get involved, and it spreads – they share what they've learned with other parents."

Rubalcava, who hopes to continue working with a community-focused nonprofit, also helped recruit Assistant Spanish Professor Alberto Pastor to volunteer with Concilio. Both say their experience teaching parents has reinforced their



Arcadia Park Elementary students show off their framed "Steps to College" at their parents' graduation celebration.

photo by Adam Dugley

belief that accessible education is key for a strong community.

"Educators give others the tools to succeed, and eventually, educators help build a better world," Pastor says.

LESSONS FROM MEDICAL ANTHROPOLOGY: WHEN IT COMES TO HEALTH CARE, CULTURE MATTERS

The Pima Indians on the Gila River Reservation have the highest rate of diabetes of any population in the world. But before WWII, diabetes was rarely seen among the 12,000 Indians who live on the northern Arizona reservation.

The decline of farming set the stage for the crisis, says Carolyn Smith-Morris, assistant professor of anthropology and author of *Diabetes Among the Pima* (University of Arizona Press, 2006). The dramatic change of diet and activity levels as well as a genetic predisposition to the disease led to the epidemic, which affects 50 percent of the adults on the reservation, she says.

"This epidemic is about a culture defining its path in an industrial world," she says.

Much of what doctors know about diabetes, a chronic disease in which the body does not produce or properly use insulin, is based on research on the Pimas, Smith-Morris says. The National Institutes of Health and other government and private agencies have studied the disease in the isolated population for more than 30 years. But diabetes care practices that work in other cultures have not been as successful with the Pimas.

As a medical anthropologist, Smith-Morris has spent the last 10 years studying the causes and conditions of the epidemic and developing preventive strategies appropriate for the Pimas.

More than 95 percent of the population is obese, a risk factor of diabetes, but promoting jogging hasn't worked well in a desert with few paved roads,

Smith-Morris says. And a health care system based at one hospital is not always effective on a 372,000-acre reservation where many residents don't have cars. In addition, diet change is expensive for a population where most live in poverty.

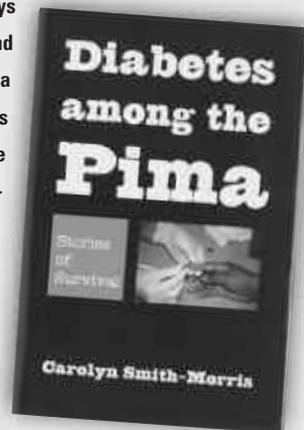
The best way to curb the epidemic begins on the front line with prenatal care, Smith-Morris says. Nine to 12 percent of pregnant women on the Gila River Reservation are diagnosed with gestational diabetes, compared to the U.S. average of 4 percent.

Women with gestational diabetes and their babies are more likely to develop Type 2 diabetes and its complications of kidney failure, blindness and amputations later in life.

"Success in dealing with the Pima diabetes epidemic can be achieved through a community-based local approach beginning with pregnant women," Smith-Morris says. "They don't need to be part of a nationwide public health effort."

She sees positive signs of change as tribal officials are taking more control of their health care system and health education. The hospital has hired more field nurses who travel to patients' homes. Pima women are encouraged to try their traditional bread in oil instead of lard.

Non-Indian health care workers also have a new opportunity to better understand their patients' culture. Bill Knowler, head of the NIH diabetes, digestive and kidney disorders research office in Phoenix now requires all Gila River Reservation NIH workers to read Smith-Morris' new book.



High honors at Dedman College

David O. Siegmund, Stanford University's John D. and Sigrid Banks Professor of Statistics, was honored as the 2007 Dedman College Distinguished Graduate in May. A pioneer in gene-mapping and in the design of medical clinical trials, Siegmund received his B.S. degree in mathematics from SMU in 1963 and was a member of the Mustang basketball team.

David J. Weber, the Robert and Nancy Dedman Professor of History and director of the Clements Center for Southwest Studies, has been elected to the 2007 Class of Fellows of the American Academy of Arts and Sciences. Weber, who specializes in the American Southwest and Mexico, will be inducted this fall.

Nathan Balke, who has taught economics at SMU since 1986, was named the 2007 Dedman Family Distinguished Professor in May. A specialist in macroeconomics and

time series analysis, Balke's research focuses on asset price movements and sectoral prices and output.

Four innovative teachers and researchers have been chosen to receive the University's 2007 Ford Research Fellowships – all of them from Dedman College: **David Haynes**, English and Creative Writing; **Rick Jones**, Biological Sciences; **Santanu Roy**, Economics; and **Kathleen Wellman**, History.

Three of the four outstanding educators who were named 2007-09 Altshuler Distinguished Teaching Professors are from Dedman College: **Christine Buchanan**, Biological Sciences; **Mark Chancey**, Religious Studies; and **Bonnie Wheeler**, English and Medieval Studies. **John Holbert**, Theology, was also named an Altshuler Professor. The honors are presented by SMU's Center for Teaching Excellence.

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CALENDAR

OCT. 4 Raggio Lecture Series

Teach for America founder Wendy Kopp will speak October 4 at the 10th Louise B. Raggio Lecture at the Hughes-Trigg Theater. Teach for America is a corps of 4,400 recent graduates who commit two years to teach in urban and rural school districts. Visit smu.edu/raggio.

FALL Godbey Lecture Series

Tour the Meadows Museum with Luis Martin, understand Hamlet's soliloquies and study the great generals of the ancient world during the fall season of the Godbey Lecture Series. Visit smu.edu/godbey

NOV. 9-10 Homecoming

Strike up the band for the Homecoming parade and Mustang football game against Rice. Class reunions are planned for the classes of 1962, 1967, 1972, 1977, 1982, 1987, 1992, 1997 and 2002. Visit smu.edu/alumni.

Inside "Dedman in the Community"

- Service-learning: Class work meets community work
- A new way to reduce the risk of eating disorders
- Students answer Teach for America's call