

LABORING TOGETHER IN SCIENCE

Roger Hinrichs,
Professor, Physics

How do you build and maintain an excellent program in the physical sciences that prepares students for both graduate schools and jobs in industry? It takes innovation, flexibility, committed faculty, awareness of trends, and supportive administrators. It also helps to have committed alumni who know the value of an Oswego education and stand behind our efforts. Over the last four years, a great team has emerged in the sciences involving both the college and giving alumni. Thanks to a special fund, and especially the generosity of such people as Jim and Debbie Kaden (Oswego '78), state-of-the-art research equipment, multimedia equipment, and seed monies for numerous grant proposals have been purchased or set aside, especially in the departments of physics and chemistry.



Investigating trace metals in Zebra mussels
using Van de Graaff accelerator

In 1999, computers for our College Physics 111 course required upgrading. Their use for data analysis and acquisition needed to be enhanced, and additional computers were needed for some of the labs in Physics 212. The Kadens provided a gift that year that helped purchase eight more sta-

Dean's Column

The Shape of the Future

Sara B. Varhus, Dean



What does it take to build or renovate an academic building? Anyone who has built a new home knows that there are myriad decisions to be made—about everything from the size and shape of rooms and windows to paint and tile colors. Imagine the choices and decisions involved in the renovation of a 25,000 square foot building like Poucher Hall, or a 50,000 square foot building like Piez Hall, or even a 90,000-plus building like Snygg! Probably most of you have read about the systematic campus renovations taking place at SUNY at Oswego: the renovation of Hart Hall completed a few years ago, adding a floor and a new roof line to Johnson Hall (scheduled to reopen this fall), and groundbreaking this fall for a new campus center located between Swetman and Penfield. In September the School of Business held classes for the first time in the completely redesigned Rich Hall, and in October Penfield Library opened a cyber café in what you may remember as the all-night study area. The campus is taking on a new look, with the addition of architectural details that enhance the various building styles represented on this campus, including details reminiscent of the regional Arts and Crafts movement on the one hand and postmodern shapes and colors on the other.

However, as faculty and students have participated in the planning for these and future renovations, they have learned that the most important decisions to be made have to do, not with the shape of windows and paint colors, but with how we envision students and faculty learning and working in our academic buildings. For example, Rich Hall is designed to promote interaction among students and between students and faculty: the hallways are configured so that there are places where students can gather for impromptu discussions as they move from class to class, faculty offices are clustered around meeting areas, and all of the faculty offices have windows opening on the hallways, emphasizing that work in and out of the offices is shared work. Similar decisions have been made in preparation for upcoming renovations in the Swetman-Poucher complex. Swetman will house an academic commons intended as a gathering space for students taking classes in those buildings, and a cluster of academic programs including the Honors Program and the Interdisciplinary Programs and Activities Center. In Poucher, spaces for the departments of English and Modern Languages and Literatures will, like Rich Hall, be designed so that faculty and students can gather in small groups before and after classes.

Recently, faculty in the sciences and mathematics have begun to discuss anticipated renovations of the facilities in Piez and Snygg. Early in its work, the steering committee responsible for planning for these renovations recognized that the fundamental question facing them is, "In ten years, what will be the character and emphases of learning, teaching, and research in the sciences at

Journalism Students
Make Headlines

Linda Loomis, Assistant Professor,
English, Director of Journalism

The *Oswegonian* was named the best campus newspaper in the Northeast by the Society of Professional Journalists. In the society’s 2003 Mark of Excellence awards for college newspapers, the *Oswegonian* took top honors for best all-around newspaper in the non-daily category.

Heller took top honors in the Mark of Excellence awards, winning first place for general news reporting for an article on terrorism she wrote as an intern for Reuters in Israel in the summer of 2002. She was working as an intern for Associated Press in Israel in the summer of 2003.

The *Oswegonian* also took prizes in the New York Press Association’s Better Newspaper contest, college division, in the categories of Web site, column, and design.

Two staff leaders won individual awards from the Oswego County Press Club, where their stories were in competition with professional journalists. Heller took first place for a news story on the proposed tuition hike, for which she had an exclusive interview with Chancellor King. News Editor Dawn Lawrence won first place in business writing for a story on a high speed ferry between New York State and Toronto.

Lawrence, who will graduate in 2004 with a double major in Journalism and Anthropology, and Cortney McMahon, a junior Journalism major, each won a paid summer internship to work at a member newspaper of the New York Press Association (NYPA). Lawrence will work at the Rochester Business Journal, and McMahon will work at the Fayetteville Eagle Bulletin. They will each receive a \$2,000 stipend for the summer.

The NYPA, an association of more than 350 weekly newspapers, supports only six summer internships statewide. Among the other winners this year are students from Columbia University, Harvard University, and Boston College.

Rounding out a successful year, five Oswego Journalism students were inducted into Who’s Who Among Students in American Universities and Colleges. They are: Abby Curatolo, Corinne Heller, Jennifer O’Connor, Kelly Picunas, and Kimberly Trela.

HCI (Human–Computer Interaction) Program

Gary Klatsky, Associate Professor, Psychology

With the increasing infusion of complex computer technology in our everyday lives, the study of human-computer interaction (HCI) has emerged as the discipline that is concerned with the study and design of computer systems for human use. As defined by the Association of Computing Machinery Special Interest Group in Computer-Human Interaction (ACM SIGCHI), HCI is the “discipline concerned with the design, evaluation and implementation of interactive computing systems for human use and with the study of major phenomena surrounding them.”

HCI professionals require an understanding of both the computer systems that are being designed and the capability of the people using those systems. The study of HCI is inherently interdisciplinary, combining computer science and psychology along with other disciplines including anthropology, graphics design, and human factors. During the past few years, the departments of Computer Science, Psychology and Art have been working together to develop a Masters program in HCI at Oswego. This graduate program is in part an outgrowth of the already successful new undergraduate program in Cognitive Science. The proposed HCI program was highlighted in the Mission Review completed during the fall 2000 semester. As a result, SUNY has provided funding to support the further development of the program.

The HCI Masters program is expected to attract full-time, part-time, as well as non-degree students with undergraduate degrees in either computer science or psychology. It is expected that employees in local technology related business will also enroll in the program as part of their continuing education. Although the curriculum is still under development, it will accommodate the varied educational and experiential backgrounds the students are expected to have.

The interdisciplinary approach to this program will be reflected in the courses offered by the participating departments. The curriculum will be comprised of three basic components. The design component will include the basics of HCI design as well as courses in areas such as display design and system design. The courses in the evaluation component of the program will provide students with the skills required to perform assessments that contribute to the system design as well as evaluations of existing systems. Studio work is the final component of the program. Reflecting the team approach adopted in most development projects, students with different backgrounds and different specializations within the program will work on assigned projects throughout their tenure in the program. In addition to “hands-on” experience in designing and evaluation of human computer interfaces, these studio projects will provide students with experience working in the types of groups they will be involved in once they are employed.

The HCI Masters program is also being designed to have a close working relationship with local technology-related businesses. This association will have two major benefits to the program. First, it will be the source of an advisory board that will provide a corporate perspective on the curriculum, ensuring that the focus of the program will reflect current issues in HCI design. The advisory board will also serve as a source of projects for the studio classes. This corporate association will also facilitate the development of internship opportunities for the students in the program.

The Master’s in Human Computer Interaction began in the fall 2002 semester. Gary Perlman, an expert in HCI education, and a principle author of the ACM SIGCHI report *Curricula for Human-Computer Interaction*, was recently on campus to review the program. His final report enthusiastically supported the continued development. The final proposal for the HCI program has now been sent to SUNY for approval.

Professor’s Book Recognized
by International Society as
“Best Work of the Year”

Linda Loomis, Assistant Professor, English, Director of Journalism

For Craig Warkentin, assistant professor in the Political Science department, there is a symbiotic relationship between teaching and intellectual inquiry.

“The connections between my work with students and my intellectual pursuits are a sort of two-way street. Key to my intellectual pursuits is the notion that individual people—generally working together—can reshape world politics,” says Warkentin. “My conviction leads me to focus my interactions with students on helping them to develop their ‘political selves’ and become informed global citizens. I would like my students to become well-informed citizen activists, working toward ends that are grounded in their personal values and principles.”

Warkentin says he tries to communicate to students the important role they can play in affecting the world. “Watching students develop in this regard shapes my understanding of how ‘ordinary people’ might be able to affect world politics and, subsequently, my conceptualization of global and civil society—the subject of much of my scholarly work.”

With a Ph.D. in political science and a graduate certificate in Women’s Studies from the University of Kentucky, Warkentin was appointed at SUNY Oswego in 1999. In addition to teaching courses in International Relations, he is the advisement coordinator and Web master for his department and a faculty advisor in the First Year Advisement Program.

“Basing his argument on the contention that ‘people make politics,’ the author investigates . . .”

civil society, which by definition would be grounded firmly on the principles of tolerance and inclusiveness.”

Warkentin’s research, based on that vision, has resulted in the 2001 publication of *World Politics: NGOs, the Internet, and Global Civil Society* by Rowman and Littlefield. It won the prestigious Chadwick F. Alger Prize for the best work published in that subject field. The selection of the Alger Prize book is determined by an international committee of recognized scholars from the International Studies Association, which has approximately 3,000 members worldwide.

On the publisher’s Web site (rowmanlittlefield.com) the book is described for possible use in college classrooms in the following terms:

“This book examines the ways in which non-governmental organizations (NGOs) contribute to the development and maintenance of global civil society. Basing his argument on the contention that ‘people make politics,’ the author investigates eight NGOs and connects organizational activities to global civil society’s dynamics and processes.”

Warkentin invites alumni to visit his Web site (oswego.edu/policsci/warkentin/) for more information.



Warm Welcomes
AND
Fond Farewells

□ □ □

The deans, faculty and staff of the College of Arts and Sciences extend our warmest welcome and offers of assistance to our new fall ’03 appointments.

Biology	Richard Back Anthony Ouellette
Chemistry	Kestutis Bendinskas Casey Raymond
Communication Studies	Christine Hirsch Douglas Smart
Computer Science	Kyunghye Yoon
Earth Science	Paul Tomascak Scott Steiger
Economics	David Andrews
History	Karl Davis Joseph Finnan
Math	Lynn Carlson
Music	Richard Holland Robert Auler
Political Science	Sydney VanAtta
Psychology	Rebecca Burch Songmei Han
Sociology	Timothy Delaney
Theatre	Michael deAlmeida

The deans, faculty and staff of the College of Arts and Sciences also extend thanks for years of service and best wishes for a rewarding retirement to the Arts & Science faculty who retired from 2002 to September 3, 2003:

John Brunson, Biology; Anthony Crain, Music; Paul Dussere, Mathematics; Rochelle Ekhtiar, English; Ronald Engel, Biology; Virginia Fichera, Modern Languages & Literatures; Walter Freimanis, Music; Richard Funk, Political Science; Stanley Gosek, Music; Terrence Hammill, Biology; David Hertzer, Psychology; U Jin Jhun, Economics; Thomas Judd, History; Joseph Lipsig, Chemistry; Leland Marsh, Biology; George Maxwell, Biology; DeWight Middleton, Anthropology; Sewall Oertling, Art; Art Sabatini, Modern Languages & Literatures; Richard Swanson, Mathematics; Edward Thibault, Sociology; and Jon Vermilye, Theatre.

Arts & Sciences Faculty Awards 2002–2003

Numbers of the Arts & Sciences faculty have received a wide range of awards in 2002–2003.

Fulbright Awards: John Lalande, chair of Modern Languages and Literatures, for study in Germany in June 2002; Gerry Forbes, past chair of History, for work in India 2003–2004.

The State University of New York and The Research Foundation Board of Directors presented awards on December 16, 2002, at the State University Plaza in Albany to the following Oswego faculty in the College of Arts and Social Sciences: Richard Zakin, Professor of Art; Drs. Jacqueline Reihman and Edward Lonky, Professors of Psychology.

Ann Bunch, Anthropology, was named a “Fellow” by the *America Academy of Forensic Science*.

As witness to our being a learner-centered institution, Timothy Thurber, History, received the *Chancellor’s Award for Excellence in Teaching*, spring 2003. Laura Brown, Linda Loomis and Brad Korbesmeyer received the President’s Award for Advising.

Gift giving is one of the ways in which graduates remember their alma maters. If and when you are so inclined to donate to SUNY Oswego, you might consider designating your donations specifically to the College of Arts and Sciences to assist with the variety of ongoing developments in this area. For information about donating you can contact the Development Office, King Alumni Hall, SUNY Oswego, Oswego, NY 13126; phone: 315-312-3033 (Development) or 315-312-2258 (Alumni and Parent Relations). Or visit the web: oswegoalumni.Oswego.edu.

We thank you for your consideration.

SCIENCE

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tions of computers wired to different data collection devices. This approach was taken a step further two years later, with the equipping of the general chemistry labs with sensors and probes for real-time data taking. With the help of a computer interface unit and probes for pH, temperature, electro-voltage, dissolved oxygen, etc., students can get involved with experiments that monitor the real world. One of the desires of the Kadens is “to provide state of the art technology and equipment for enrichment of students.”

Furthering this desire, and realizing that the quality of what we wish to communicate to our students is many times a function of the vehicle, multimedia equipment for Snygg Hall room 127 was purchased a little over a year ago, and has become the centerpiece of a complete refurbishing of that room. New tables were purchased that allow students to work together in teams and a complete multimedia system for overheads, video, and internet access was assembled. Some of the ideas for this room came from another project the Kaden fund helped support—the refurbishing of Snygg Hall room 130 with tables replacing old desks. This approach allows students taking such courses as “Physics for Elementary Education Majors” to be involved in active learning during their classes—conducting experiments, testing hypotheses, etc.

All A&S graduates today must complete a capstone experience. It is an opportunity for self-reflection and synthesis, allowing students to demonstrate how they have integrated their learning experience into a successful and satisfying whole. In the sciences, this usually involves doing original research under the mentorship of a faculty member. This venue has allowed our students to be well prepared for grad schools or industry. It also gives faculty a chance to spend more time on their own research. In Physics, fast oscilloscopes for electronics labs have been added as a result of the Kaden fund, as well as hardware for doing experiments on our Van de Graaff accelerator—looking for trace metal pollution in environment samples (from the Oswego River) and biological samples (Zebra mussels from Lake Ontario).

Laboring together affects everyone. *Every* science major/education major with a science concentrate will have used the above equipment/facilities during her or his time at Oswego. Indeed, our program is better, and our enrichment deeper, thanks to caring alumni.

Top: Childhood Education students simulating nuclear scattering experiments in Physics 206.

Bottom: Measuring electrochemical voltages in Chemistry 111 with voltage sensor connected to computer.



BFA Exhibits and BFA Students

Helen Zakin, Professor and Chair, Art

The BFA exhibition showcases the work of graduating seniors who receive the BFA degree in the Art Department, and is always a popular event for the graduates, their families, and their friends. Historically this exhibition, which fills Tyler Art Gallery, has opened in the spring during graduation weekend. This past year we rearranged the schedule so that there will be two BFA exhibitions.

Preparation for each BFA exhibition typically begins about six weeks before the opening. Since this is not a juried exhibition, students meet with their advisers to determine which of their pieces would be most appropriate. Students are required to mat and frame their two-dimensional imagery, based on the thesis that the BFA exhibition represents work of professional caliber and should be presented in a professional format.

More and more of our students earn BFA degrees in Graphic Design. This development has led to changes in the content of the BFA exhibition. In the exhibition that took place in November and December 2002, we saw many examples of Graphic Design. Some of these resulted in paper-based imagery; others were in an electronic format and were presented on computer monitors. There were a number of three-dimensional graphic pieces, an area we see as quite promising. We shall continue to exhibit these three-dimensional graphic pieces if space permits.

We see an enhanced sense of energy and purpose commensurate with the increase in numbers of students in the BFA programs. Many transfer to Oswego from community colleges, or from schools that do not offer the BFA. At SUNY Oswego, students in the BFA programs must complete between seventy-two and eighty-one semester hours in Art. Students who have earned the BFA here have gone on to a variety of careers: for example, as photographers, teachers, and graphic artists.

The BA programs are also flourishing, just as are the BFA programs. We see the BA as a degree that offers students flexibility, and the opportunity to major in another area in addition to Art. Psychology, Theatre, and Journalism represent only three of the many possible subjects, which our BA students pursue, in combination with their Studio and Art History course work. Both the BA and BFA Art majors, as well as all other undergraduates enrolled at SUNY Oswego, are eligible to submit work for the annual student exhibition, which is competitive. The 40th Annual Juried Student Exhibition last spring has received rave reviews from visitors.



BFA students' creations in Tyler Art Gallery

Rebirth in Philosophy

David Vampola, Visiting Assistant Professor, Computer Science

The Greek philosopher Heraclitus emphasized the role of change in the world. Here at SUNY Oswego, everyone has noticed that we too are subject to change—for example, there are many new faces among the faculty on this campus. But perhaps no department has experienced such radical change as the philosophy department. In one year, three positions, out of an existing five, became vacant.

The recruitment of new faculty in this department proved to be a considerable challenge for current senior members, Professor (and Chair) Charles Echelbarger and Associate Professor Jean Chambers. What made this task especially daunting is that not only does the philosophy department serve its own majors (and the Philosophy-Psychology program), but it also has considerable support responsibilities to general education and other programs, such as cognitive science, linguistics, women's studies, pre-law and business ethics. Given these commitments, Echelbarger and Chambers (in consultation with Dean Varhus) decided to hire in areas similar to those taught by the previous holders of these faculty positions: philosophy of mind/philosophy of language; philosophy of science (especially philosophy of the social sciences) and ethics (in particular, applied ethics). The searches for these positions were extensive, with three outstanding new faculty members coming to campus in the fall of 2002.

The new philosopher of science, K. Brad Wray, received his Ph.D. from the University of Western Ontario. He previously taught at the Universities of British Columbia, Calgary and Alberta. The results of his research (which have largely focused on the philosophy of social science and the socio-cognitive dimensions of science) have appeared in leading journals, such as *Philosophy of Science* and *Synthese*. Also, he is the author of a textbook, *Knowledge and Inquiry: Readings in Epistemology*. Like all three new faculty, Dr. Wray is a regular participant at both national and international academic conferences. In



Top: Dr. Colleen O'Leary and
Dr. Augustine Silveira, Jr.
Bottom: Dr. Thomas Weil and
Mrs. Barbara Weil

Published annually for SUNY Oswego College of Arts & Sciences alumni, faculty and staff, emeriti and friends.

Editorial Board, 2002–2003

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Speak Out

If there are issues that you would like to see addressed in the *Arts & Sciences Newsletter* or articles to which you would like to react, please feel free to address comments to: Dr. M. F. Stuck, Assistant Dean, Arts & Sciences, 601 Culkin Hall, SUNY Oswego, Oswego, NY 13126, or e-mail to: stuck@oswego.edu

College of Arts & Sciences Website
<http://www.oswego.edu/cas>

Augustine Silveira, Jr. Distinguished Lecture Series

Kenneth Hyde, Distinguished Teaching Professor, Chemistry

The first Augustine Silveira, Jr. Distinguished Lecture Series took place on Friday, May 9, 2003, at 3:00 P.M. in the newly refurbished room 127 Snygg Hall. Dr. Silveira, emeritus distinguished teaching professor and former chair of the Chemistry Department, returned to Oswego from Fairhaven, Massachusetts to introduce the inaugural speaker, Dr. Thomas Weil. Dr. Weil was the initiator of the fund that sponsored the lecture and Dr. Silveira in his introductory remarks indicated "Of the many awards I was fortunate to receive over the years, none is more meaningful to me than that of my former and present students, faculty and staff setting up a fund to help future students." Dr. Weil received his bachelor's degree in 1966 at SUNY Oswego and was one of Gus's first students. He earned his doctorate from the University of Cincinnati and held postdoctoral fellowships with the Department of Energy, the University of Chicago, and, as a National Institute of Health fellow, at the Institute of Organo-Element Chemistry in Moscow. Presently he is Business Technology Manager, Olefin Specialties and Derivatives Division of BP Amoco. He has published in a wide variety of chemistry journals, holds five U. S. patents, and has received a number of national environmental awards. He is presently serving as a chairperson of the Naperville Health Investigation Task Force.

Dr. Weil's presentation was entitled *Petrochemicals and Polymers: From the Chemistry Lab to the Shopping Cart*. It described the process of taking raw materials to a finished manufactured product. The starting materials were simple chemicals and the products were various types of "plastic" bottles. The properties of the containers (e.g. rigidity, stability, clarity, etc.) are determined from the nature of the starting monomers, the polymerization process and the manufacturing techniques. Dr. Weil's presented the material in a nontechnical manner appropriate for the general audience. The overflow crowd included current Oswego students and faculty, members of the local American Chemical Society Syracuse section and a number of Dr. Silveira's former students.

A King Hall reception for the general audience followed the lecture and provided an opportunity for current and former Oswego students to mix as well as to meet Dr. Weil and his wife Barbara. Therese Susino, a 1973 Oswego graduate, was a surprise visitor and enjoyed meeting with Dr. Silveira and the chemistry faculty that she had not seen for years. A dinner in Sheldon Hall ended the evening, with alumni Dr. Colleen O'Leary (1974), Associate Professor of Anesthesiology and Medical Director of Periop Services, SUNY Upstate Medical Center, and Dr. Douglas Halliday (1972), plastic surgeon and otolaryngologist in private practice in Syracuse, joining Dr. and Mrs. Weil, and Dr. and Mrs. Silveira. Also in attendance were undergraduate students Danielle Gilbert, graduate student Adiranne Blocklin, chemistry faculty, Dr. Sara Varhus of the college administration, Betsy Oberst of the Alumni Foundation. At the dinner, Mary Canale of the Oswego College Foundation announced that Dr. Colleen O'Leary and her husband Dr. Michael O'Leary made a generous commitment to the Silveira Fund.

Prior to the Friday afternoon lecture, Dr. and Mrs. Weil toured the chemistry department facilities including the 300 MHz Varian Unity Ionva NMR that Dr. Silveira obtained for Oswego students via an NSF matching funds grant. Events were arranged and coordinated by Betsy Oberst and the Alumni-in-Residence Program. The lectures in the series are supported through an endowment that honors Dr. Silveira's many contributions to the field of chemistry. The fund also supports an undergraduate scholarship and a summer research assistantship.

THE SHAPE OF THE FUTURE
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Oswego?" In other words, before they redesign their buildings, they must forge a vision of what sciences and mathematics at Oswego will do and be in the future. Ron Bleed, the author of a recent article entitled *A Hybrid Campus for the New Millennium* quoted Winston Churchill, "We shape our buildings and afterwards our buildings shape us." I think this quotation nicely captures the dynamic relationship between academic buildings and academic ideals. Our scientists want to be sure that the buildings that we build will accommodate new directions in the natural and computational sciences. They also recognize how profoundly spaces will continue to shape our teaching and research.

Oswego's scientists are not alone. Across the nation, campuses are renovating or replacing science facilities constructed in the post-Sputnik era (also the period in which the SUNY system expanded dramatically). The limitations of Piez and Snygg as they are currently configured are typical: in Piez, a lack of good space for student and faculty research; in Snygg, blank corridors with almost no gathering space outside of individual offices, labs, and classrooms; and so forth. Recently, a team of our faculty and administrators attended a workshop on planning for science facilities, where they learned how other campuses have reimagined the sciences and their science buildings. To promote interaction among the sciences, many have limited the amount of discipline-specific "territory," so that faculty and students in various fields are encouraged to do interdisciplinary work—where much of the exciting contemporary science is done! Similarly, some have "opened up" laboratory spaces with glass walls and windows, and they have created gathering/studying spaces for students and faculty. Others advocate, in an effort to overcome the "mystique" of science, that science buildings should be inviting to students and faculty in other disciplines—one college holds recitals in the science building! At many institutions wonderful new technology—like movable fume hoods and laboratory benches—makes it possible for both classroom and laboratory spaces to respond to the changing needs of students and faculty.

The opportunity to improve our facilities campus wide has given us the opportunity to think about what is important and fundamental for our students. In part, we can take satisfaction in the many programs and initiatives that make this a great school. But we are also thinking about how we will build on these strengths or even strike out in some new directions in the future. In the sciences, where space and equipment are critically important, this is a particularly complex but exciting venture. We hope, in three to five years, to have completed a formal program study that will define concretely the space needs for the sciences in the coming decades. And we hope to be able to match state funding with funding from the college foundation and other sources to create state-of-the-art facilities in Piez and Snygg. We will, periodically, provide progress reports on this project—a project that will require decisions about "bricks and mortar," and the best of our thinking about education in the sciences and mathematics at Oswego.

"Our scientists want to be sure that the buildings that we build will accommodate new directions in the natural and computational sciences. They also recognize how profoundly spaces will continue to shape our teaching and research."

REBIRTH
Continued from page 3

August he gave a paper in Oviedo, Spain, at the Congress for Philosophy, Logic and Methodology of Science.

A native of upstate New York, Craig Delancey teaches philosophy of mind and philosophy of language. He received his graduate training at Indiana University, where he studied Philosophy and Cognitive Science. His book, *Passionate Engines*, which was published by Oxford University Press in 2001, is a pathbreaking study of the role of emotions in cognition and thinking. His other publications have appeared in journals such as *Behavior and Brain Sciences*, and *Philosophical Psychology*. Among other forthcoming research projects, Dr. Delancey has a forthcoming article in the international journal, *Nous*.

Robert Card teaches in the area of ethics, especially in its applications to law, medicine and business. He received his Ph.D. from the University of Wisconsin (Madison) and has taught at McGill University, University of Vermont and Ferris State University. His publications have also appeared in leading journals, such as *Bioethics*, *Public Affairs Quarterly* and *Pacific Philosophical Quarterly*. In addition, he has a textbook published by Prentice Hall: *Critically Thinking about Medical Ethics: A Continuing Dialogue*. In the summer of 2003, he was a participant at an NIH funded conference at Dartmouth College on the ethical implications of genomic research.

Philosophy, as a discipline, has been at the core of university instruction since the Middle Ages in Europe. In fact, the Arts and Sciences faculty in the nineteenth century German university system was known as the "Philosophical Faculty." The appointment of three new members in the Philosophy Department at Oswego ensures that this key element of our intellectual life will continue to be represented here.

