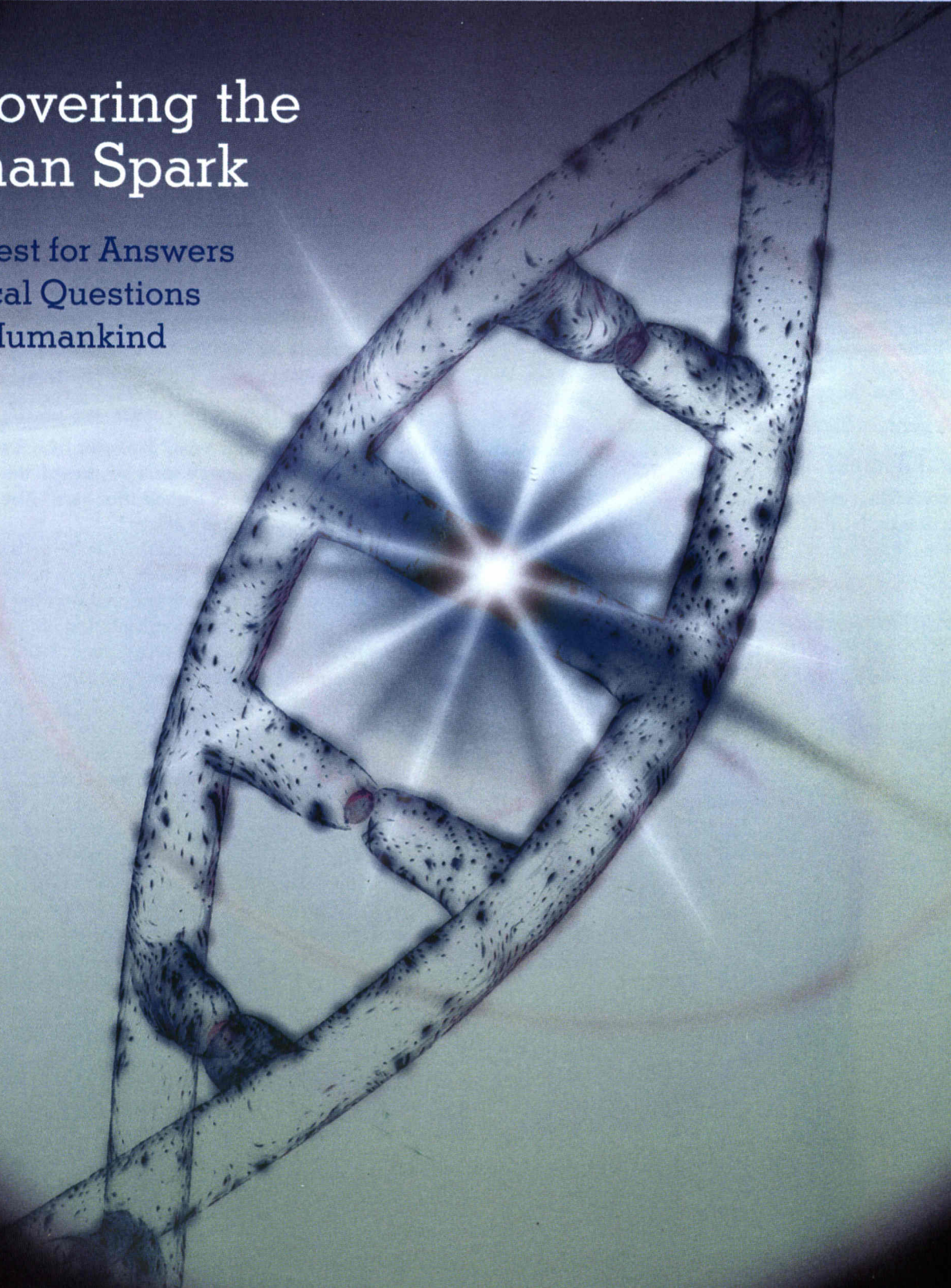


NEWS ABOUT STONY BROOK UNIVERSITY • WINTER 2010 • VOLUME 9, NO. 1

# THE BROOK

## Discovering the Human Spark

The Quest for Answers  
to Critical Questions  
About Humankind





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# What Makes Us Human?

By Robert F. Keeler

## The Quest for Answers to Critical Questions About Humankind

**On a sunny field at Stony Brook University, surrounded by academic modernity, the anthropologist and the actor-interviewer step back into the Stone Age and trade one-liners as they throw spears at a plastic Bambi.**

"Okay, you've annoyed it," Professor John Shea says offhandedly after his interviewer's spear bounces off the motionless deer.

"I see why you need a whole tribe here," Alan Alda says, after one errant toss. "It takes a village."

After four minutes of practice, Alda throws a spear that pierces Bambi's imaginary heart. Alda exults, directing the camera away from his beaming face and toward his pretend prey. But this moment, an early scene in a new PBS series, "The Human Spark," is not about Alda's aim. It's about what was going on in the minds of our ancestors when they invented spear throwing as a way to hunt—from a distance—far more dangerous flesh-and-bone animals.

The visit with Shea was just one stop in the global journey of Alda and the crew from Chedd-Angier-Lewis, the production company that created "The Human Spark" for New York City's public TV station Thirteen/WNET. Another subject of those interviews was Veronica Waweru, a postdoctoral fellow at Stony Brook and at the University's Turkana Basin Institute in Kenya. She's an expert on projectile technology, and her experiments are beginning to show that bow and arrow use in Africa goes back thousands of years further than scientists had previously demonstrated.

In the three-part series, scheduled to air in January (check local listings or *PBS.org* for dates and times), Alda asks smart questions and shares laughs with scientists across Europe, Africa, and the United States. He watches researchers compare the behavior of chimps and human children. He submits to brain analysis and revels in what it shows: that language and the making and use of tools seem to light up the same sectors of the brain. And he asks the haunting question: Why did our ancestors produce modern humans, while the Neanderthals fell into extinction?

# What Makes Us Human?

"I'm trying to find out what makes me unique," Alda says in New York's Central Park, at the start of the first program. "And when I say me, I don't mean just me. I mean you, too. We're pretty sure that something sets us apart from all the other living things on Earth. There's us, and then there are the other animals. Well, if that's true, what is it that makes us different? We're calling it the human spark."

That search led to the encounter of Alda and Shea, two men with a lifelong fascination with science. Shea never veered away from it. Alda returned to it after a long, successful acting career.

In the second of his two memoirs, *Things I Overheard While Talking to Myself*, Alda writes extensively about science, beginning with his boyhood experiments mixing toothpaste with powders from his mother's vanity table. But he had another fascination—show business. Watching his father, Robert Alda, in vaudeville and movies, Alphonso Joseph D'Abruzzo was drawn to acting long before he took the stage name of

Stony Brook University's John Shea, here with Alan Alda, demonstrates his skill as a world-renowned flintknapper, a maker of stone tools that our forebears created from flint.



**Why did our ancestors produce modern humans, while the Neanderthals fell into extinction? What sets us apart from all the other living things on Earth?**

Alan Alda. His father tried to nudge him toward medicine, urging him to take a summer chemistry course at Fordham University. But the young Alda wanted to make people laugh, not cut them open. Besides, the chemistry professor spoke a language alien to ears attuned to the ba-da-bum rhythm of vaudeville. So Alda decided to fail the course. And he did.

Ultimately, he returned to science. In his "M\*A\*S\*H" role as the wildly insubordinate, deeply caring, and skillful Korean War surgeon Hawkeye Pierce, Alda became a weekly guest in America's living



Alan Alda and John Shea are not only focused on aim but also what was going on in the minds of our ancestors when they invented spear throwing as a way to hunt.

PHOTOS: GRAHAM CHEDD



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**“We’re all interested in where we came from and how we got to be this way,” Alan Alda said. “We’re trying to figure out, for instance...the peculiarly human look in the eye of another primate when we look through the glass at the zoo.”**



*These points, from a 105,000-year-old site in the Kibish Formation (Lower Omo River Valley, Ethiopia) may be among the oldest known stone projectile points in the world.*

rooms. Then, to his astonishment, he began getting requests to speak before audiences of authentic doctors.

So it was natural for Alda's name to pop up as Graham Chedd and his partner, John Angier, thought of potential hosts for the “Scientific American Frontiers” series on PBS. “Our idea at the time was [to use a] traditional host of a series like this, where the host does a top and a tail and maybe narrates, and that’s that,” Chedd recalled. “But Alan said he wasn’t interested in doing that. He would only be interested in doing this if he was actually able to go out and meet the scientists himself.”

And that’s what he did. In the process, Alda and Chedd figured out that spontaneity—not study—was the best way to let Alda’s bottomless curiosity, sense of humor, and charm get scientists to explain their work in simple language.

Alda is a voracious reader. So, at first, that’s how he tried to prepare. But he soon realized that he couldn’t read enough in a short time to be ready for scientists who had decades-long head starts. “So I would go in not just poorly prepared, but prepared with often a point of view that boxed in the scientist,” he recalled. “When I found out that using the skills I learned in acting, of just listening, really listening, I know I’m going to get through an interview and have a lot of fun.”

Then, as the science series was about to run its course, Chedd had an idea for a new one, based on a question that he and Alda had often explored over dinner: What makes us human? “Suddenly, one morning at 4 o’clock, I remember, I woke up with this idea,” Chedd said. “The

phrase, ‘the human spark’ came into my head.” The next day, he called Alda, who embraced it. “I’ve always noticed that we’re all interested in where we came from, how we got to be this way,” Alda said. “We’re constantly trying to figure out, for instance, that look that the dog gives us when we talk to him, or the peculiarly human look in the eye of another primate when we look through the glass at the zoo... I think we all question that, and we really do want to know where we came from.”

Chedd then pitched the idea to Thirteen/WNET in New York. Its executive producer of science programs, Jared Lipworth, liked the central issue and loves Alda as an interviewer. “They’re very heartfelt questions, because he has this burning desire to understand,” Lipworth said. “So, when his goal is to get a scientist to explain it to him so that he can understand, in most cases that’s going to lead to the audience being able to understand as well. And then, on top of that, he’s just a very nice guy, a warm, friendly guy.”

To begin lining up scientists, Chedd called American Museum of Natural History anthropologist Ian Tattersall, who gave him some names. One of them was Stony Brook’s Shea, whose stone tool-making skills had brought him to Tattersall’s attention. When Chedd got the green light for the series, “I think almost the first person I went to see was John,” Chedd recalled. “John was very instrumental not only in obviously contributing directly to the film by being in it, but also he was the source of a lot of other suggestions and ideas.”

Like Alda, Shea heard the siren call of science as a boy. He grew up north of Boston. “I was always interested in the outdoors and in nature,” Shea said, recounting a childhood of rounding up, observing, then releasing bugs and turtles. “Like Christopher Robin, I had this thousand-acre woods behind my parents’ home,” Shea said. “We would just play in the woods and play Indian or play soldiers or what have you, making primitive weapons and bows and arrows.”

Fixation on bows and arrows is a common boyhood experience, but for Shea, it foreshadowed his future. “My mother says my career path was the least surprising of any,” he recalled. He went to Boston University, mainly because it had just started an archaeology program. He got a doctorate from Harvard in 1991, then joined the Stony Brook faculty. In Stony Brook’s anthropology program, one of the tops in the country (see “Anthropology’s Strength Has Many Origins,” page 6), Shea has flourished, becoming a first-rank flintknapper, a maker of stone tools like the hand axes our forebears created from flint. “John is renowned throughout the world in his field,” said Lawrence Martin, dean of the graduate school and director of the Turkana Basin Institute. “He has to be one of the pre-eminent stone tool makers living, quite an extraordinary talent.”

At one point, “The Human Spark” shows Shea’s hands flying in



fast motion to make a hand axe. The film sped up the action, but not by much. “The difference between myself and many other flintknappers is that, when I make stone tools, I do so at a natural pace,” Shea said, contrasting himself to educators who chip away ponderously. For Shea’s students, flintknapping is meant to elevate their awareness of stone tools, so they won’t fail to notice one at an archaeological dig. For “The Human Spark,” it provided an irresistible visual element and a hands-on opportunity for Alda.

The visit to Stony Brook was not Alda’s first experience with flintknapping. During the years on “Scientific American Frontiers,” Chedd liked to put Alda in visually striking situations that sometimes seemed risky. “The ones I turned down really stand out in my head,” Alda said. But he didn’t turn down the chance to do some flintknapping with a scientist in the desert Southwest. “I got a piece of flint in my eye,” Alda recalled, “and fortunately, he got it out for me.”

His visit with Shea was less perilous. In addition to figuring out how to throw a spear, Alda learned how to craft a stone axe. Shea also demonstrated the art of making a bead. As Shea explains in the series, beads were not just a craft but a symbol that our ancestors wore to show that they were part of a larger network. That helped them to increase the number of others who cooperated with them—a strategy crucial to the human spark.

But scientists believe the Neanderthals did not develop symbols or advance beyond handheld tools to projectile technology. In one of the totally ad-libbed moments that make “The Human Spark” so watchable, Alda stands next to a reconstruction of a Neanderthal head and tells Tattersall: “He really seems to be trying to figure something out, and unfortunately, we know he didn’t get the answer.”

The equally spontaneous conversations between Alda and Shea created a mutual respect. Shea liked the way Alda would not accept simple answers, but held out for fuller explanations. And Alda liked the way Shea gave them. “John is terrific,” Alda said. “He doesn’t speak from Olympus. He talks in a very genuine way, which I think is essential to communicating anything, but especially to communicating science, because it’s usually spoken in a language the rest of us don’t get.” (See “Communicating Science,” page 7.)



*Shea, here with Alda and his class, teaches his students flintknapping to elevate their awareness of stone tools, so they won’t fail to notice one at an archaeological dig.*

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**Shea believes the human spark did not arise from just one thing, but from an interaction among language, symbols, and projectile technology.**  
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Language was one of the things they discussed. Shea believes language and projectile technology unfolded together, and that the human spark did not arise from just one thing, but from an interaction among language, symbols, and projectile technology. Of the three, the language of prehistory is the most difficult to study because our early ancestors did not leave a record of the words they used. Still, scientists are making progress at understanding them by examining their weapons. And Shea’s colleague, Waweru, interviewed for the series both at Stony Brook and in the South Rift Valley in her native Kenya, is at the forefront.

She came to Stony Brook in 2007 with a doctorate from the University of Connecticut. Her thesis had examined the technology of stone points in Kenya.

“A lot of scientists believed we didn’t have that kind of weaponry system that early, and they thought they were used with a spear,” Waweru said. “So I excavated this site and also did experiments using replicas of the stone tools that I found.”

Waweru thought the points were so small and refined that our ancestors wouldn’t have invested all that time making them only to mount them on a spear. So she acquired simple bows and arrows from an African hunter-gatherer group, mounted the replica points on the arrows, and began firing at animal carcasses.

“You’re looking at distance,” Waweru said. “How far will this thing go, and does it have any advantage over the spear? And then, secondly, you’re looking at the penetration.” Our ancestors learned early the disadvantages of inflicting small wounds on large, angry animals. As it turned out, the replica points worked accurately on arrows—and from three times as far as a spear. Arrows “would have provided a whole bunch of advantages,” Waweru said. “The most important thing is you can kill this creature from a distance; you don’t have to alert the prey to your presence.”

But what does that mean? “Based on my research, it’s very possible that we had the bow and arrow in Africa at about 100,000 years ago,” Waweru said. That’s tens of thousands of years before they appeared in Europe or North America. It puts progress in Africa a lot further back than scientists had believed.

Until recently, Shea said, human origins documentaries started in Africa but quickly shifted to cave paintings in France. “It conveys the impression that, to become really human, you have to become



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**“What does it mean to be human? It may be the most critical question we’ve ever asked...” Alda said, “especially now—when our ability to destroy ourselves is so much greater than our ability to understand ourselves.”**



*According to Shea, beads were not just a craft but a symbol that our ancestors wore to show that they were part of a larger network.*

European. News flash: Evolution didn't stop in Africa half a million years ago," Shea said. "The reason people focus on Europe is because most paleoanthropologists are descendants of Europeans or Europeans themselves. Someday, if we have as many sub-Saharan African paleoanthropologists as we do, say, German and French ones, becoming European won't be the gold standard for human behavioral modernity."

As the study of Africa's prehistory continues, we have much to learn about the human spark. "Africa is huge," Waweru said. "It's huge compared to Western Europe, where a lot of the research has been done. And I suspect that we're going to find a lot more."

For now, "The Human Spark" offers a three-hour tour through the complexities of those issues, led by a companionable guide, Alan Alda. But long before production began, Alda gave an eloquent summary of its core question in a speech before the American Academy of Arts and Sciences. It came from the heart of an actor who hesitated to star in "M\*A\*S\*H" until he was satisfied that it wouldn't just be empty jokes, but a worthy exploration of the insanity of war, and who declined to do a science series unless he got to ask the serious questions himself.

"Together with our colleagues in the sciences, we search endlessly for an answer to that question: What does it mean to be human?" Alda said. "It may be the most critical question we've ever asked in the life of our species, especially now—when our ability to destroy ourselves is so much greater than our ability to understand ourselves." ■

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*Robert F. Keeler writes editorials for Newsday, where he has worked both as a reporter and an editor since 1971.*

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*By Robert F. Keeler*

## Anthropology's Strength Has Many Origins

**T**hough Stony Brook's John Shea and Veronica Waweru play roles in the PBS series "The Human Spark," they are not the only stars in an anthropology program with a strong and growing reputation.



*Because of its interdepartmental structure, Stony Brook University's anthropology program is recognized as one of the top programs in the country.*

Unlike many others, Stony Brook's program has a predominance not of social anthropologists examining today's humans, but rather of physical anthropologists and archaeologists probing human origins. World-famous scientists Richard and Meave Leakey and daughter Louise Leakey lend the program their family's star power. But the program's strength lies not only in faculty excellence and visibility, but in its interdisciplinary structure.

"Many years ago we created an interdepartmental doctoral program in anthropological sciences that spans the Department of Anatomy in the School of Medicine, the Department of Ecology and Evolution in what was then biological sciences, and the Anthropology Department in what was then social and behavioral sciences," said Lawrence Martin, dean of the Graduate

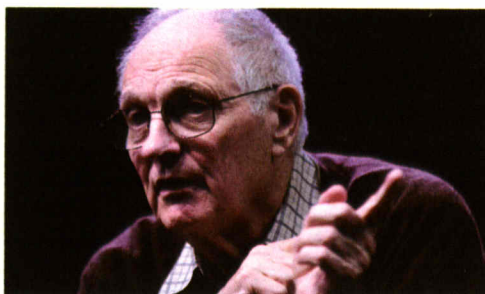
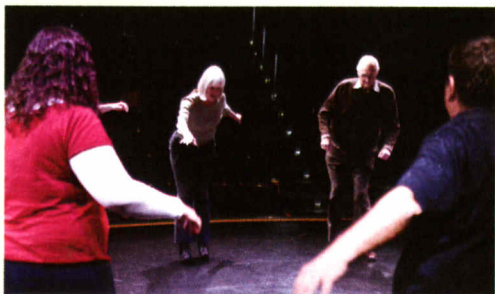
School. "And on that basis, Stony Brook's anthropology program, in terms of research and faculty quality, is invariably ranked in the top five or ten programs in the country in terms of its strength in primatology, primate evolution, and human evolution and archaeology."

This gem was not a surprise to Stony Brook's new president, Dr. Samuel L. Stanley, Jr. "Sam's dad actually created the Center for the Study of Man at the Smithsonian Institution many years ago," Martin said. "And Sam tells stories about when he was a small kid. You know, he used to love to go and visit his dad and pull open the drawers and look at skulls and bones and things. And I have to say, he was tickled pink to find that he had Richard Leakey on his faculty." ■



# Communicating Science

## A New Center at Stony Brook Explores Innovative Ways to Bring Science and the Humanities Together



Alan Alda puts Stony Brook University graduate students, joined by Theater Department faculty Deborah Mayo and Steve Marsh, through some improvisation exercises.

**I**n a now famous 1959 lecture at Cambridge, British scientist-novelist C.P. Snow spoke of the loss of communication between “the two cultures” of science and the humanities. Alan Alda, then 13, didn’t learn of the lecture until years later, but he soon began acting it out in his life.

“In high school I started to believe that if you loved art, you couldn’t love science,” he wrote in *Things I Overheard While Talking to Myself*. Like Snow, he saw science and the humanities as continents that had drifted apart. “Whenever I was asked to talk before a group of scientists, I would ask them to find ways to drag those continents back together somehow.”

At a Staller Center dinner involving the Stony Brook Film Festival and the creative writing program at Stony Brook Southampton, where Alda is on the faculty, Alda and then President Shirley Strum Kenny discussed it.

“I had been interested in this for a very long time,” Kenny recalled. “That seemed to me enormously important in a lot of ways—one of which, of course, is to get the kind of continuing funding for science projects, for pure research that doesn’t immediately have a product that sells to billions of people.”

So Kenny asked a small group to meet with Alda. “He was passionate, engaging,” said Howard Schneider, dean of the School of Journalism. “We brainstormed what we could do, tried to probe a little bit more what he was

**Teaching scientists to make their research interesting and engaging will help Stony Brook maintain its competitive edge.**

thinking. And we thought about everything from a C-SPAN for science to special courses.”

Then an ad hoc Stony Brook group explored the ideas, starting with a look at what others were doing. “And we could find nowhere in the country a university that had established a systematic program...to train all future scientists in how to communicate more effectively to the public, the press, and public officials,” Schneider recalled.

The result was a decision to start a center that would help scientists embrace their responsibility as public citizens to “communicate what they do and what it means,” Schneider said. Months later, Rep. Steve Israel (D-Huntington) secured \$214,000 in start-up funds for the center. And the University set up a steering committee, led by Schneider and David Conover, dean of the School of Marine and Atmospheric Sciences, who also has a burning interest in communicating science effectively.

The first fruit of this collaboration was workshops for young scientists—two at Stony Brook Southampton and one at Brookhaven National Laboratory (BNL). Each visiting scientist spoke.

Then Alda showed them an improv method called theater games—“It’s a little complex, and it’s a little mysterious”—that he learned four decades ago. Each got up again, using the techniques he had taught them. All three of the workshops were recorded.

“When you see the before and after, it’s surprising how much more communicative they are,” Alda said. “There’s something there, I think, and the more we’ll do it, the more we’ll find out what the most effective elements of it are.”

The full range of the Center’s programs will begin to unfold in the months ahead at Stony Brook, BNL, and Cold Spring Harbor Laboratory. Meanwhile, Alda is editing the workshop tapes for future use. The workshops have already made a strong impression.

After Alda’s instruction, the scientists spoke in a “much more audience-focused” way, said BNL’s manager of community relations, Jeanne D’Ascoli, who chose the participants. “You really felt after these exercises like they were talking to you, and it made a huge difference.”

“I hear the most extraordinary reviews of the impact on the scientists who participated,” said Lawrence Martin, dean of the Graduate School. “We need to make science interesting and engaging if we’re going to maintain our competitive edge in the world, and the way you do that is by communicating science effectively. So I think it’s a hugely important program.” ■



# On Compassion and Being Human

Stephen G. Post is a professor of preventive medicine and director of Stony Brook University's Center for Medical Humanities, Compassionate Care, and Bioethics. His studies of bioethics and the relationships between health and emotion have made him a frequent guest on radio and television talk shows and an oft-published writer in peer-reviewed science and medical journals. A trustee of the John Templeton Foundation, he is the author of nine books, including (with co-author Jill Neimark) *Why Good Things Happen to Good People: How to Live a Longer, Healthier, Happier Life by the Simple Act of Giving*.



**Q. What does it mean to be human?**

**You have said that altruism is one of humanity's essential and defining characteristics. Is that one of the things that separates us from other creatures?**

**A.** Not entirely. There are nonhuman primates who behave in remarkably altruistic and even empathic ways. So it does not distinguish us in a radical way from a number of species, but the capacity to extend our altruistic capacities beyond kin family to form friendships and ultimately to recognize the value of a shared humanity—that's unique. I don't define altruism as necessitating self-sacrifice, but rather as other-regarding motivation.

**Q. So it's human to have empathy? Or is it compassion?**

**A.** It is probably better to use the word compassion because some people are strongly empathic, that is to say they can feel into the feelings of another person—their joys, their sufferings—they can feel those experiences as their own, but then they use this gift for pernicious purposes. Empathy is morally neutral. It is said that Hitler was very empathic. He could be connected with other human beings at a very profound level, but he used that for manipulative and ultimately evil purposes. So compassion is essentially empathy

used for the purposes of good. But most people understand empathy to mean compassion, and I use the word as such.

**Q. And compassion is part of what makes us human?**

**A.** I do think that everybody would agree that we have it. It's looked at neurologically. There are certain parts of the brain that light up when we see the suffering of other people or when we witness other emotional states. There's a kind of a resonance that occurs, or an attunement, if you will. There are even brain cells called "mirror neurons." These are considered to be responsible in some degree, for our ability to experience the situation of others as if it were our own. But what we're really talking about is the extent to which we are wired in a way that connects us to one another. The connectivity is the empirical grounding of any moral, ethical life.

**Q. You mentioned a part of the brain that lights up when we do charitable acts. In your writings you note that this is the same primitive part of the brain that turns on when we have sex or are eating. What is it called?**

**A.** It is the mesolimbic pathway, the part of the brain associated with feelings of delight, joy, pleasure. And...it doles out dopamine,

which is considered to be a feel-good chemical. There are other elements to it, but it is the part of the brain associated with feelings of delight, and it is in fact shown in a laboratory to be activated when we even think about making a charitable donation, for example. Jorge Moll at the National Institutes of Health wrote a famous article three or four years ago. He gave subjects—who had MRI devices attached to their heads—menus where they could [choose the charities to which they might like to donate]. And when they got a kind of Eureka moment—"I'd like to give to this or that"—they would check the box next to the line item on the menu and the mesolimbic pathway would show activation.

**Q. Is there anything else that we do that lights up the mesolimbic pathway?**

**A.** Well, yes, there can be a lot of things, but I think that eating, sex, and altruistic actions are right up there at the top of the list.

**Q. As with sex and food, is it possible to go overboard with altruism?**

**A.** There are people who obviously feel almost addicted to giving. There are extreme altruists who...don't balance the care of the other with the care of the self. In extreme cases where someone might be a health care professional who is



under a great deal of routine professional pressure to be empathic with patients, or under circumstances where support for a family caregiver is lacking, people can suffer a kind of compassion fatigue. But for the most part in our everyday lives, when we engage pro-socially, when we contribute to the lives of others, when we think about the common good, we prosper, we gain social capital, and there are certain kinds of internal biological occurrences.

**Q. What are the biological occurrences?**

A. Oxytocin is considered to be the compassion hormone. It's very prominent in women, of course, especially around childbirth, and it is associated with the deep, solicitous care they feel for the newborn. But it also exists in males, although not at the same levels. There are a number of hormones, vasopressin and others, associated with compassionate behavior.

People who are oxytocin-deficient tend to be less altruistic. There are also impressive studies on the immune system, pointing out that people in more positive emotional states—[experiencing] generosity, compassion, gratitude, as well—tend to have less stress. Stress is bad for the cardiovascular system and bad for the immune system. People in positive emotional states tend to have a little higher level of gamma globulin A, for example, and when they [experience] a protracted negative emotion such as hostility, fear, and the like, they tend to have lower levels of immunoglobulin A. There's a biology of this that is capturing a lot of attention. In essence, this is the biology of ethics. And we have a lot more to learn.

**Q. What chemicals are associated with being mean-spirited and spiteful?**

A. There are a number of very good studies. One shows that a single abrupt, callous, dismissive interaction elevates cortisol levels for two days.

**Q. Is cortisol a bad thing?**

A. Cortisol is the stress hormone the adrenal glands kick out from the top of the kidney. Stress is good for fight/flight situations,

as they call it, when you're running away from an attacker or a snake in the grass. But when stress is experienced in an extended, protracted way, it is quite damaging.

**Q. I understand that stressed-out people tend as a group to die young.**

A. It's not the Type A personality that breeds the problem, it's hostility. That is absolutely validated. These are dramatic findings but they're very powerful and they've been replicated dozens of times. Protracted stress is like acid on metal. ...The basic point is: Emotions matter in the process of healing. Emotions associated with stress, fear, hostility, and the like are destructive in the long run.

**Q. When you talk about compassion and emotions as healing things, do people sometimes turn off because they think it's Sunday School stuff as opposed to science?**

A. First, there's no way to teach a medical school student to be empathic without modeling. They need role models. We need doctors who recognize that every single day, in every interaction with patients, they are serving as models of compassion. Second, there's exhortation. You ask the students what experiences they remember best in their lifetime and frequently they'll say, "He was great because he cared about me." You can give them a lecture about medical professionalism and let them reflect on compassion and benevolence.

And then the other thing you can do is bring some science to it. Just 15 or 20 years ago you could bring science to schizophrenia or bipolar [disease] and suddenly people could think of these things seriously, as something other than social constructs. And now you can do the same thing with compassion. You can show studies...about how these positive emotional states affect the brain.

**Q. Why is the public so cynical about it being good for you to be good?**

A. There's a lot of pseudoscience out there that gave us a very, very pessimistic view of human nature.

[Jean-Paul] Sartre thought that anytime anyone was looking kindly at you they were simply being manipulative, so watch out! Or Robert Ardrey in *The Territorial Imperative*, another big pseudoscientific distortion, said that any nonhuman primate is a bush-whacking criminal—and so are we. And then along comes Frans de Waal in *Our Inner Ape*, [who] shows us that nonhuman primates are capable of significant compassion and tenderness to the most imperiled among them. It's not uniform, but that side of their character is there to be observed.

Freud thought of human nature in terms of eros and thanatos, the erotic and the death wish. He didn't have anything to say about compassion or human nature—this is at least my interpretation of him, and I know others may disagree.

There was a lot of bad science out there in the 1950s—and '80s and '90s. But what we've seen in the past five to ten years is an effort to find a better balance. Not that there isn't a side of human nature that's greedy, nefarious, cruel, and potentially brutal. It's there. But equally significant is this very engrained capacity for compassionate love. Which side wins out depends on which side we nurture.

**Q. What would Charles Darwin say about humans being hard-wired for compassionate love?**

A. The most recent interpreters of Darwin argue that he believed there was a lot of this in human nature. He was misinterpreted by the social Darwinists—by [Herbert] Spencer and [Thomas] Huxley and people who inherited the kind of brutal image of individualism that came from [Thomas] Hobbes and other British philosophers. But if you really look at Darwin, he believed that it would be perfectly natural and selectively adaptive for human groups to have lots of altruistic, empathic, compassionate, benevolent tendencies. Because a group that evolved in that way would have a distinct advantage over other groups in the same sense that any organization that has a lot of internal care and compassion is going to fare better under stress. Darwin strongly believed that a fair amount of evolution occurred not between individuals



but between groups. As soon as you start talking about what's called group selection theory, then the idea we are wired to be good neighbors begins to make sense.

**Q. Is being evil an essential and defining characteristic of mankind?**

**A.** Human nature is capable of some very nefarious things. Part of it is because there are some individuals who are, quite frankly, born sociopaths in the sense they don't have the neurological equipment to feel compassion. They cannot feel into the experiences of other people, so the suffering of others means nothing to them. [This] probably [pertains to] 2 percent to 3 percent of people. They're not all serial killers, you know. Some of them are probably running Wall Street firms and have ruined a lot of lives. They just don't have

the sort of normal connectedness... There are people who are raised in such disturbing ways that... all the wrong buttons are pushed. They live very difficult, hostile lives. Hurt people hurt people.

Studies point out that... human evil [occurs] when our compassionate tendencies are overwhelmed by an equally important tendency, which is hierarchical virtue, hierarchical obedience. There is no question that human nature—*homo sapiens*—evolved in hierarchies. The primate world is full of hierarchies. If your hierarchy is telling you to kill Jews in Nazi Germany, a lot of otherwise reasonably good people will go out and do that. In fact, many of the defendants in the Nuremberg trials... said, "I was just doing as I was told." That's what they said in the Tuskegee syphilis experiments, [too].

There are lots of things that can inhibit this capacity for compassion, but my point is simply that it is very much a part of 99 percent of us, and we need to take it very seriously. We ought to have more confidence in our own good nature and... celebrate the fact, which I believe Darwin did, that evolutionarily there would be actual biological benefit to operationalizing these kinds of capacities because they would be to the advantage of our group and to the advantage of ourselves as parts of groups.

What's interesting is there's an epidemiology of it: A positive emotional life has lots of benefits, not just for other people but also for ourselves. ■

Learn more at [www.stonybrook.edu/bioethics](http://www.stonybrook.edu/bioethics)

*Carol L. Richards is a freelance writer and editor.*

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## Evolution Revolution

By Margaret Jaworski

**I**t's the question that Charles Darwin himself could not answer: **What makes human interaction so unique?** In their new book, *Death From a Distance and the Birth of a Humane Universe*,

*Stony Brook University colleagues, collaborators, and researchers Paul M. Bingham and Joanne Souza argue that humans are unique among all animals for a single, simple reason: our ability to manage conflicts of interest. This exclusive capacity is at the core of this far-reaching theory of everything human.*

Two million years ago, we were a stone's throw away from becoming human. Humans are the only animals on Earth that can throw with precision and purpose. As it happens, "the prosaic skills utilized today in baseball turn out to be the foundation of all things human," says Bingham. This skill may explain why A-Rod and Jeter make millions, but how does it explain human social evolution?

According to Bingham and Souza, this novel physical virtuosity—what they've dubbed "elite throwing"—probably evolved some two million years ago as part of a hunting or scavenging adaptation. Elite throwing was the fertilizer that nourished some "unexpected, revolutionary, unique advantages for these proto-humans," says Bingham. It allowed our hominid ancestors to develop the capacity to ostracize, coerce, punish, and even kill members of their own species from a distance, thereby reducing their individual exposure to harm. It also fostered cooperation. Clearly, a hail of rocks—and later arrows, bullets, etc.—is more effective and efficient than a lone stone thrower.

When you have multiple individuals teaming up to hunt for food, scare off predators, or coerce others to behave, you get what Bingham and Souza describe as "cheap law enforcement," which then opens the door to broader cooperation, along with more effective communal living.

Bingham and Souza's theory of human uniqueness springs from their belief that "conflicts of interest" dominate all human social interaction.

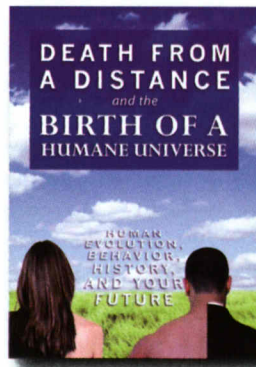
"Conflicts of interest are to social behavior what gravity is to astronomy," says Bingham. "What this means is that all organisms have an incentive to compete with one another for access to scarce, crucial resources and assets needed to survive and reproduce," says Souza. "Humans became different because we could 'inexpensively' control these conflicts of interest. And consequently we are the only animal species on Earth to show extensive kinship-independent (nonrelative) social cooperation," says Souza.

And because humans could cost-effectively control conflicts, for the first time natural selection could "reward individuals who actively suppressed conflicts of interest in others. Not putting up with liars, cheats, thieves, and other miscreants became biologically adaptive," says Bingham. All the evolutionary milestones that followed—larger brain size and language, for example—are the "result, not the antecedent, of cooperative nonkin

behavior." As cooperation thrived, information passed more freely, language evolved to spread the information, and brain size expanded to process and store that information.

Bingham and Souza admit that on the surface, their theory might be unsettling. "It can seem a little disturbing to think that humane behavior emerges from our mutual access to coercive threat," says Bingham. "But it is precisely this shared capacity for law enforcement that enables and empowers the better angels of our uniquely human nature."

"We can use our unprecedented evolved ability to project threat remotely (hence *Death From a Distance*), to insist on an entirely new scale of social cooperation (hence *Birth of a Humane Universe*). Everything human about us flows—powerfully and simply—from this evolved insistence on mutual collaboration."



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*Death From a Distance and the Birth of a Humane Universe is available at <http://deathfromadistance.com>.*





# Inaugural Address

Samuel L. Stanley, Jr., M.D., Stony Brook's Fifth President

FRIDAY, OCTOBER 23, 2009

.....

Fifty-two years ago on October 4, a new object began orbiting the Earth, the world changed, and the concept behind Stony Brook was born.

Sputnik became a symbol for scientific and technical supremacy and awakened the United States to the need for investment into science, technology, engineering, and mathematics education and research.

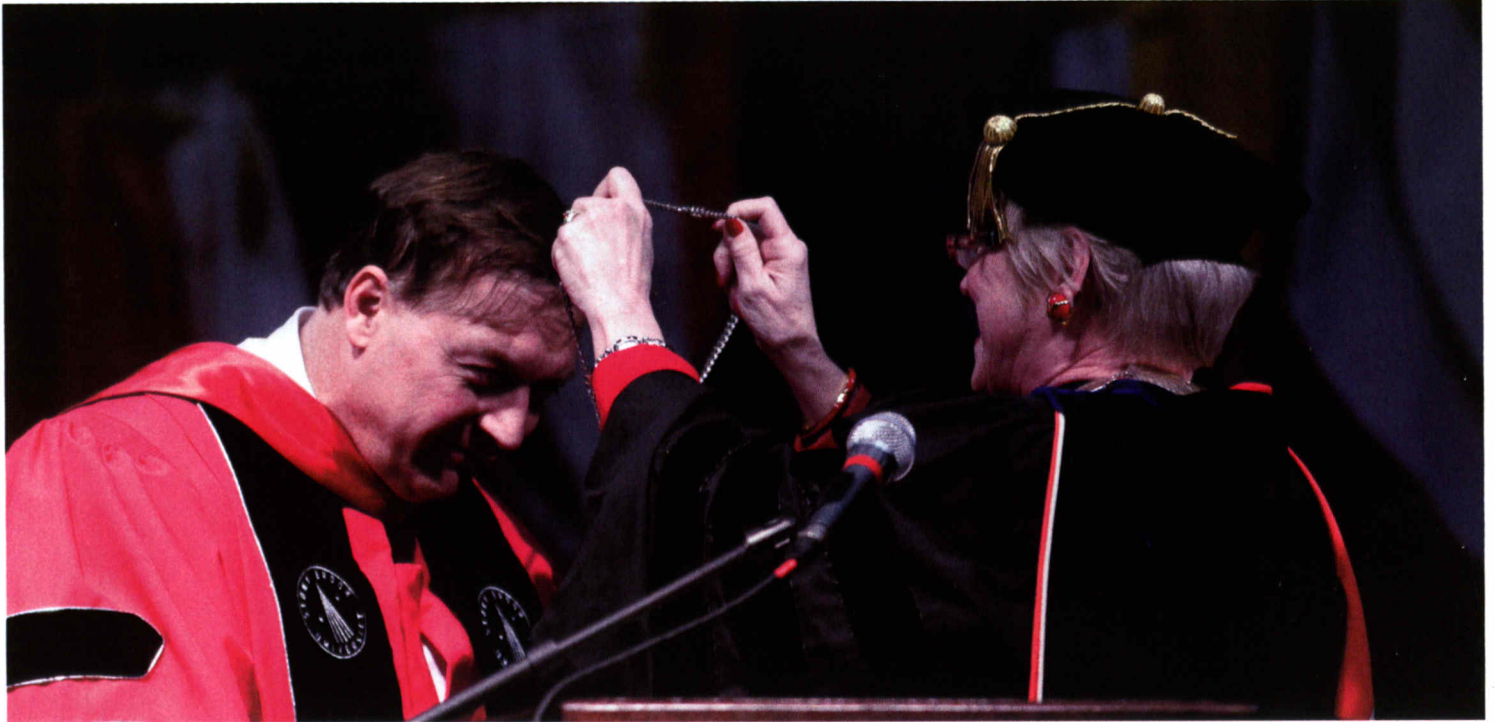
The State University of New York (SUNY) system under then Governor Nelson Rockefeller responded by transforming a teacher's college on Long Island into a university, one with a mission of excellence in science and technology, founded



**THE POWER OF STONY BROOK**  
RESEARCH \* EDUCATION \* DISCOVERY

to become a Berkeley for New York, to be a great public research university. Its first president, John Lee, was appointed on January 1, 1961—this was the birth of Stony Brook University. The original strategy for building Stony Brook was simple. It was not about the buildings, it was about the people, and from the beginning it was about attracting top faculty. Within years of its founding, Stony Brook had





*President Samuel L. Stanley, Jr., M.D. accepts the Presidential Medal from SUNY Chancellor Nancy Zimpher on Inauguration Day.*

attracted a Nobel laureate to its faculty. That was a statement. The caliber of the faculty defines the university, plain, simple, and as true today as it was then. I will return to this theme in a minute, but it bears repeating. Stony Brook's goal was to become a great public research university. It is the scholarly and research activity of the faculty, its ability to generate and transmit new knowledge, that creates the foundation for all of our endeavors.

And that investment in outstanding faculty proved to be a very strong foundation for building a university. Today we have the most honored and distinguished faculty in the SUNY system. Our faculty have been the recipients of the Nobel Prize in medicine, physics, and economics, and four shared the Nobel Peace Prize with Al Gore for their work on climate change. Their scholarly activity encompasses the most important questions of our time: How did the universe begin? Is it really constructed of strings? What are the origins of man? What does it mean to be human? How do we think? How do we achieve world peace? How do we deal with climate change and still meet our energy demands? How do we improve human health and quality of life?

### **The Road to Discovery**

Think about it. On any given day, Stony Brook faculty are searching for fossil clues to the origins of man and other primates in Kenya, interpreting data from an atomic collision at the Relativistic Heavy Ion Collider at Brookhaven National Laboratory, at sea collecting samples to use forensic DNA analyses to stop illegal trade in great white sharks, restoring movement to a stroke victim by reperfusing his or her brain at Stony Brook University Medical Center, developing new ways to transfer and store imaging data to help more rapidly diagnose

heart attacks, searching for ways to expand understanding among members of the major religions in the world, evaluating interventions to reduce infant mortality in socioeconomically disadvantaged populations, pursuing a new insight into James Joyce, and creating an original screenplay. This just scratches the surface. And, of course, the wonderful thing about a research university is that we do this in harmony with our educational mission. Our students benefit from the opportunity to learn from the leading scholars in the field, but they also get the chance to experience firsthand the excitement and satisfaction that comes from discovery. Stony Brook faculty and students have helped develop and test quantum field theory, discover the agent of Lyme disease, identify distant galaxies, find a new mammalian species, and develop the technology behind magnetic resonance imaging, to name a few from a very long list. And every day in humanities and social sciences classrooms our students make new discoveries about critical thinking, cultural and gender sensitivity, ethics, politics, economics, history, philosophy, human behavior—some of the tools necessary to be a good, productive, and effective citizen. But Stony Brook provides an education that will take you even beyond that. Our graduates become leaders that recognize obligations to others that go beyond the responsibilities of citizenship. They take seriously the value of human life and particular human lives, and exhibit both universal concern and respect for individual differences.

And we have not been stingy with the opportunity to receive a Stony Brook education. We've gone from 148 students enrolled in 1957 to nearly 25,000 today, with 16,000 undergraduates and 9,000 graduate students. Stony Brook now has 138,000 alumni, about 83,000 with a bachelor's degree, and about 55,000 with a graduate degree or certificate. Our students simply get better every year, and



our undergraduate class of 2013 is the best, in terms of SAT scores and GPA, that we have ever had. They take advantage of academic offerings at three colleges (Arts and Sciences, Business, Engineering and Applied Sciences) and eight schools (Dental Medicine, Health Technology and Management, Journalism, Marine and Atmospheric Sciences, Medicine, Nursing, Professional Development, and Social Welfare).

### A Worthy Campus

An exceptional faculty and outstanding students deserve a great campus. Our main campus has transformed from the Mudville of the '60s to what is at once a spacious, serene, energetic, and truly lovely campus, capped by the solemn beauty of the Charles B. Wang Center. And we are no longer bounded by our original 1,100 acres. We have gone east to Southampton and west to Manhattan to create new centers for learning, and we remain determined to use any and all means necessary to further our academic mission and develop programs of education and scholarship—programs of excellence that benefit our students, faculty, and the public.

That's the quick view, the three-minute elevator speech, the executive summary. All of these things have been driven home to me during the first phase of my Inauguration Week marathon. I sat in the Staller Center, a true treasure of the campus and our community, joined by faculty, students, staff, and members of the community, and heard extraordinary performances from our music faculty and staff, including members of the Emerson String Quartet. In the same building I saw one example of the remarkable creativity and scholarship within our Art Department, and last night sat enthralled at our Southampton campus while Jules Feiffer and other contributors to our M.F.A. program in writing shared their new work with community, students, faculty, and staff. I toured a health fair at our medical campus, sponsored by all of our allied schools, and went to the Student Activities Center to learn about the many ways our students are giving their time, energy, and expertise to our community. I played basketball with the students, including some of our student-athletes, and this reminded me of the importance of our recreational facilities and the high quality—and I mean quality in terms of the students they attract—of our athletics program. Finally, in the presidential lecture series, I have had the privilege of hearing some of the leading scholars in their fields describe research that puts Stony Brook at the forefront of some vitally important areas.

Let me sum up this section of how far we have come. Because of the efforts of a superb and dedicated faculty, an energetic and enormously talented student body, an accomplished and loyal staff, farsighted and committed political leaders who have championed our cause, the citizens of New York who have funded so much of our efforts, and the outstanding stewardship of three great presidents who have collectively led Stony Brook University for more than 42 years—John Toll (who could not be here today), Jack Marburger, and Shirley Strum Kenny—Stony Brook has become one of the premier public research universities in the world. I salute you, and all you have accomplished.

### Why Stony Brook Matters

Now, take a deep breath and stretch for a second because I want to talk about Stony Brook University and why it matters so much. I believe that Stony Brook University and the State University of New York have never been more important in any time in the history of this state than they are right now. Let me say it bluntly. We are the best investment the state can make to address the economy and many of the critical issues that face us today—energy, climate change, health, social justice, and globalization.

Winston Churchill said a pessimist sees the difficulty in every opportunity, an optimist sees the opportunity in every difficulty. I am by nature an optimist, but we must face some very hard facts. We are in the midst of the most serious economic crisis our country has faced since the Great Depression. New York, which built much of its economy on the financial markets, is facing record deficits. Even before this crash, there were signs that the economic leadership of the United States was eroding. The world's richest man is a Mexican, the tallest building is in Dubai, Shanghai will be home to the world's

“ We are the best investment the state can make to address the economy and many of the critical issues that face us today.”



largest carbon capture project, and Bollywood is bigger than Hollywood. We cannot match China or India or many other countries for cost of production; rather, we must compete in the arenas of innovation and productivity. This is the cornerstone of the new economy, this is what drives our needs for a highly educated work force, and this is one of the things that make SUNY and Stony Brook so important for our future.

Great research universities are a home for innovation and innovators. Innovation is the creation of a new device or process resulting from study and experimentation. This is scholarship, this is research. This is what we do. And because we are universities, not just research institutes, we help create the next generation of innovators. We are not the only source, but increasingly as the private sector pulls out of the research arena (witness the disappearance of Bell Labs, the Skunk Works, and the slashing of pharma's budgets), research universities and higher education as a whole become more and more vital to our economic future. Who gets this? China, for one, Singapore for another. China has created 900 universities during the past 20 years and made significant investments in its flagship schools. Yet public universities in the United States find themselves with reduced budgets and a significantly declining proportion of state support.

Unfortunately, SUNY and Stony Brook are in that position. Stony Brook is currently dealing with \$13 million out of more than \$28 million in cuts to our state support component, and have yet to determine how much more we face from the recent \$90 million cut just announced by the governor.

Let me be blunt again. Cutting SUNY's budget is fundamentally the wrong strategy. SUNY and Stony Brook are solutions to the economic crisis. They are not a quick fix, they are very much a long-term solution, but they are an absolutely vital part of what needs to



happen if New York is to regain its economic strength and develop its quality of life. Why do I say this?

If Long Island and New York are going to recover, we need a highly educated workforce; we need sites of innovation as well as more innovators; we need to create new companies and attract existing business to our region and state; we need individuals who understand global markets and different cultures and who can be effective in this “flat” world; and we need new approaches to energy, climate change, health, and disease. We, and every other community, also want cultural and recreational activities that enrich people’s lives, health care that we can afford, and citizens who think critically and who can see beyond shouting and demagoguery.

Stony Brook and SUNY are ready, willing, and able to play a central role in creating the Long Island and New York of the future. We know that higher educational attainment correlates with increased worker productivity. At Stony Brook we are educating New Yorkers (85 percent of our students are in-state) to give them the skill sets for the jobs of the future. But what makes Stony Brook special is the kind of students we serve. More than 30 percent of our current students are Pell Grant-eligible (which means family income is less than \$60,000 annually), and we estimate that over Stony Brook’s life, nearly half of its graduates were Pell and/or TAP Grant-eligible, meaning that we are providing access to New York’s poorest students. At Stony Brook we are very proud to be a member of the Association of American Universities (AAU), the most prestigious organization of research universities in the world. But I am particularly proud to say that among all of the 62 members of the AAU, only one institution educates a higher proportion of Pell-eligible students than Stony Brook University. Many of our students are the first generation to go to college, many are the sons and daughters of immigrants, or new arrivals to the U.S. themselves. We all know the numbers: A B.A. degree adds between \$300,000 and \$1 million to lifetime earnings over a high school diploma, while an M.A. or doctoral degree adds significantly more. Stony Brook is fulfilling its mission as a public university, providing a world-class education for deserving students. And we do it very well. Our graduation rates for our Pell-eligible students are higher than they are for our other students. When it comes to our students, we are not about elitism but about excellence, we are not about privilege but about potential. We are helping these talented young people become important contributors to society. And that’s what Stony Brook should do.

But that’s not the whole story about what our students mean to this region. More than 70 percent of our graduates stay in the Long Island-New York City area. This is huge. Between 2000 and 2008, Long Island lost nearly 146,000 people between the ages of 25 to 44. Imagine what that number would look like without the influence of Stony Brook. At a time when brain drain and the loss of the future workforce are absolutely critical issues for Long Island and the State of New York, Stony Brook is a powerful anchor for our graduates and our region.

## Moving Forward to Excellence

If we are to further innovation truly and grow the regional and state economies, we must grow and expand our research efforts. This is one area where numbers speak for themselves and the coin of the realm is external funding support. Every time we get money from the federal government for a research project, it is like starting a small business; we hire skilled workers, we purchase supplies, we add administrative support, and as we grow we build new facilities. And, of course, the fruits of our basic and applied research are the foundation for new technologies, new processes, company formation, and, ultimately, economic growth.

Unfortunately, in recent years, Stony Brook’s external funding remained relatively flat, while that of our peers grew significantly. While some areas in our research portfolio have been extraordinarily successful, others have not kept pace, including our funding from the National Institutes of Health (NIH). The NIH is the largest provider of sponsored research support, and Stony Brook and its academic medical center must become more competitive in this critical realm. This will require invest-

ment in new faculty, new facilities, and maximization of our clinical revenue in difficult economic times. I say today that I am committed to making this happen, and will find the leaders and the resources necessary to move life sciences and medical research at Stony Brook University forward to excellence.

And we will not have to do this alone. One of the bright spots on the horizon is the SUNY REACH Program being developed by the four SUNY academic medical centers and the College of Optometry. This is a comprehensive program designed to really stimulate research at SUNY by leveraging our strengths in infectious diseases, neurosciences, cancer, and diabetes and cardiovascular disease. This is potentially a truly transformational initiative that focuses on new faculty recruitment and shared infrastructure. All of the five schools and the Chancellor have already committed seed money to get this off the ground, and it represents a new way of doing business for SUNY. I want to thank SUNY Trustee Michael Russell and SUNY Chancellor Nancy Zimpher for their leadership in developing and encouraging this program.

Stony Brook is well positioned to take a national and international leadership role in several research areas. Stony Brook University won the privilege of managing Brookhaven National Laboratory, the only Department of Energy laboratory in the Northeast. With an extraordinary infrastructure and superb faculty (including many with joint appointments), Brookhaven Laboratory is a terrific partner and resource. Pioneering research in imaging, nuclear physics, energy, nanotechnology, and the upcoming new second-generation National Synchrotron Light Source provide tremendous opportunities for Stony Brook and Brookhaven to grow together. Brookhaven Director Sam Aronson and I are actively developing new collaborations that will mutually benefit each of our institutions. But we are not alone in moving research on Long Island forward. We are working with Bruce Stillman, the president of Cold Spring Harbor Laboratory, one of the world’s

“Stony Brook is well positioned to take a national and international leadership role in several research areas.”







*"When it comes to our students, we are not about elitism but about excellence, we are not about privilege but about potential."*

pre-eminent private research institutes, to create a research alliance that will change the game for research on Long Island, in New York, and nationally. The talented faculty at Cold Spring Harbor Laboratory bring cutting-edge research in molecular biology, basic cancer research, genomics, and more to the table. Together the three institutions have more than \$750 million in annual external funding, and by collaborating, leveraging current programs and infrastructure, identifying economies of scale, developing strategic hiring practices, and creating joint proposals for funding agencies that build on the unique capabilities of each institution, we will create a powerhouse. Stay tuned for another announcement about the Alliance and what it could mean to the economies of Long Island and New York. This is another area that will need investment, but let me say now that the Alliance represents a tremendous opportunity to move Long Island—and New York—forward.

The state made an important investment in innovation at Stony Brook and in Long Island's economic development when it allocated the funds for two important buildings at our new Research and Development Park. Our Center of Excellence in Wireless and Information Technology (CEWIT) is a beautiful building and a remarkable interdisciplinary research hub, where engineers, physicians, mathematicians, physicists, and biologists come together to apply the latest technologies and algorithms to critical problems in medicine, energy, communications, data storage and analysis, imaging, and much, much more. CEWIT does not just house faculty and students; young entrepreneurs, including Stony Brook graduates, are getting the opportunity to develop their businesses in proximity to outstanding scientists and mentors. (I have to mention that my spouse, Ellen Li, a biochemist and gastroenterologist, found the atmosphere there so stimulating that she stole an office and is now squatting on

the premises. I want to make it clear that you can evict her if you want.) And next door, our Advanced Energy Research and Technology Center (AERTC) is pushing toward completion. We are striving for a LEED Platinum Certified building (the first on Long Island), which would house many of our efforts toward developing the next generation of batteries (funded by a large frontier grant from the Department of Energy), improving existing and identifying new renewable energy sources, and improving the efficiency and environmental impact of conventional sources. Both CEWIT and AERTC are at the heart of our Smart Grid Consortium. This is a remarkable partnership of public and private utilities; top corporations; the City and State of New York through several agencies; Brookhaven National Laboratory; and public and private universities, including SUNY Buffalo and Stony Brook, designed to drive research and generate innovative approaches to the critical problem of improving power delivery. The Smart Grid Consortium is an inspired concept, and provides a blueprint for how academia, industry, and the state need to collaborate to push our research agenda forward, and more effectively compete against other states for federal funding. Bob Catell, the chairman of the Consortium, is here today, and I thank him for his leadership.

Few institutions are better prepared to deal with issues surrounding climate change, the environment, and our oceans than Stony Brook. We are New York's Sea Grant institution, and whether it is global warming and the associated risk of sea level rise, shore erosion, alteration in the ocean's nutrients, or sustaining fish populations, scientists from our School of Marine and Atmospheric Sciences are leaders in this field. To state the obvious, Long Island is an island, and New York City a port, making research in this area absolutely key to future policy, planning, and interventions. It's hard for me to imagine a



more important area for inquiry in terms of this region's future. Environmental issues, public policy, natural resource management, ecological diversity, GIS, communications, as well as marine science are front and center at our Southampton campus. This is a truly unique place, where students live what they learn, with real-world projects in renewable energy, recycling, landscaping, and engagement in green design and programs. Under Mary Pearl's energetic leadership, the campus continues to grow and evolve, working to become a valued asset for Stony Brook, SUNY, and our Long Island community.

## A Global University

Globalization is not new but it is increasingly realized in all of our spheres of activity. Banks in Iceland failed because subprime loans in Arizona collapsed, SARS contracted in China was in Toronto within days, and radiologists in India read X-rays for patients in Palm Beach. Stony Brook has long been an international university. We were among the first to partner with Chinese universities, and we continue today to attract some of the best international students in the world to our campus. Students from 105 countries are here, and they add greatly to our academic and campus life. Because we are such a diverse student body, our international students have a chance to see firsthand the wonderful cultural and ethnic tapestry that is the United States, while educating us about their cultures and experiences. I am particularly excited at the potential to create a campus in Korea. It fits with our commitment to being a global university. We as a university and SUNY as a system must lead the way in this realm.

Stony Brook is doing amazing things, and we do matter in so many ways. Our physicians and hospital provide medical care for many Long Islanders, and we truly have become the home to the best ideas in medicine. I cannot tell you how many people have come up to me to tell me a story about the experience of a loved one, or even their own experience with Stony Brook University Medical Center, the Veterans Hospital [in Northport], or our Long Island State Veterans Home. These stories almost invariably end with profound thanks to someone who restored them to health, perhaps literally saving their life, or their mobility, their livelihood, or their independence. This undoubtedly reflects my bias as a physician, but to me nothing is more valuable than health, and I am proud to lead the dedicated physicians, nurses, and health sciences staff who deliver high quality and compassionate care to so many Long Islanders.

I want to conclude this section about why Stony Brook matters by talking in more detail about our economic impact. We are the largest single-site employer on Long Island, with more than 12,000 full-time employees. And these are generally high-paying jobs with mean salaries higher than \$76,000 annually, compared with the Long Island average of approximately \$48,000. Our annual operating budget is approximately \$1.9 billion, with about two-thirds of that allocated to the Medical Center (that figure is matched by the revenue generated from those operations). In a study done using 2007 numbers, our economic impact on Long Island was estimated at \$4.65 billion annually and nearly 60,000 jobs. Put another way, one out of every 12 jobs in Suffolk County is dependent upon Stony Brook University. But the really amazing figure comes when you look at return on investment. Stony Brook's state allocation is approximately (with the recent budget cuts) \$300 million. That translates into a return on investment of 1,600 percent, or put differently, for every dollar invested by the

state, it gains \$16 in economic output. My son is training to be a lawyer, and my favorite legal Latin term is *res ipsa loquitur*. The thing speaks for itself. For every dollar invested by the state, \$16 go back to the economy. *Res ipsa loquitur*.

## Fulfilling Our Destiny

Stony Brook matters. It is central to economic development and the quality of life of this region and the state. The wonderful thing, and the reason I came to Stony Brook, is that we can be even more. You have built the foundation to fulfill our destiny and become the great research university that our founders dreamed of 50 years ago. I know each of us—faculty, students, staff, alumni, and friends—all want us to reach that goal. I want to put out four things we will need to be successful, four for the future.

First, we must return to a strategic vision that has as its core the recruitment and retention of outstanding faculty. John Toll had it right—it all begins with great faculty. At Stony Brook we have a faculty deficit. Compared with the schools in the AAU, the group we proudly call our peers, we are at the bottom in faculty/student ratio. Our enrollment increases over the past years, designed both to improve our accessibility by giving more students the opportunity to have a Stony Brook education and to increase revenue, have not been matched by increases in faculty. We need to remedy this now. There is a tipping point, where large classes and recitation groups hinder the educational process. And where the inability to provide classes delays the ability of students to graduate. Our students deserve more. But equally important, I expect our faculty to engage in outstanding scholarly work that obtains external funding support—innovative work in the sciences, humanities, social sciences, and fine arts—that will help transform our economy and our quality of life. This is absolutely essential to our success and our commitment to the future of this region and state. But that requires protected time, time away from teaching and administrative responsibilities.

So let me be specific. My number one priority is to recruit more than 400 faculty over the next eight to ten years. This level of recruitment would bring us in to the middle of the AAU peers in terms of faculty/student ratio, and I know the existing Stony Brook faculty, who have done so much with so little over the history of the University, will outperform their peers. And over this period, we will strive to create 40 endowed professorships designed to help us recruit and retain outstanding faculty. This will be a focal point of fundraising activities.

But let me be very clear about one thing. This will not just be a process of simply filling vacancies. We will be strategic. We will identify those areas where Stony Brook can lead scholarship, where we can develop programs that differentiate us from other universities, those nascent or burgeoning areas that can transform a field. I think of our new Simons Center for Geometry and Physics, where we are bringing together leading faculty in mathematics and physics to look at the interface of geometry and theoretical physics. It's interdisciplinary, innovative, unique, and potentially transformative.

We will focus on building from existing strengths, taking good to great, but where necessary, where the story is compelling, we will develop new programs. I think of the example of our Turkana Basin Institute, a cornerstone of Stony Brook's efforts to be at the forefront of understanding the human story. It's interdisciplinary, innovative, unique, transformative, and global in its scope and benefits.



And as we recruit new faculty and develop new programs, we will work with our partner schools in SUNY and the Alliance members—Brookhaven National Laboratory and Cold Spring Harbor—to ensure that we are leveraging our tremendous resources and not duplicating programs. I think of a new program in biological imaging, one that would build on strong programs at Stony Brook, Brookhaven National Laboratory, Cold Spring Harbor, the New York Blue supercomputer, and the new National Synchrotron Light Source-2 (which, when complete, will be the world's brightest and most intense light source). New imaging approaches often lay new pathways to discovery and create or transform fields. The microscope made possible microbiology, the telescope transformed astronomy, the MRI changed neurology. Stony Brook and its partners could be at the forefront of new imaging approaches that will illuminate fundamental biologic processes, ranging from the role of individual atoms to watching the mind work.

So we will recruit, but this will not be business as usual, this will be cluster hiring, identifying outstanding faculty that will impact more than one department, whose work will bring together faculty and students across departments, schools, and campuses. This is not just about the sciences; innovative programs

in the humanities, social sciences, and fine arts will be subject to the same rigor and targeted investment. Not every department will grow, but every department, faculty member, and student will benefit. And SUNY, Long Island, and New York will be all the stronger.

Of course, many things follow from this course of action. We will need resources to provide the infrastructure necessary to allow our strengthened faculty to successfully pursue their scholarly work. And let me make one thing perfectly clear. While I have put faculty at the front, this is also absolutely about our students. Great faculty attract great students, great students attract great faculty. We will not have one without the other. So we will need to provide additional resources to help recruit and support the graduate students and postdoctoral students that are so vital to the research and educational mission of the University. Bringing to campus outstanding faculty and improving the quality of both our education and research will also help us continue to attract outstanding undergraduate students from New York and beyond. We will want to expand our undergraduate research programs, one of Stony Brook's great strengths, to take advantage of the amazing intellectual capacity, energy, and drive of our great students.

And I want to make it clear that part of attracting great students is maintaining the outstanding infrastructure of student support services, tutoring, mental health, career guidance, and programs like EOP that show students, parents, and the public that we truly care about each Stony Brook student, we want them to succeed, and we will do everything possible to help them reach their potential. And to every extent possible, we need to continue our efforts to make the quality of life on our campus a plus, and not a minus. It's hard not to be positive when you see thousands of cheering students at LaValle Stadium for Stony Brook football or lacrosse, or experience what I call enthusiasm personified, the Stony Brook University Marching Band. And Wolfie, well, there will always be a budget line for Wolfie. I also want to use this moment to acknowledge our great staff and their vital role as our partners

in supporting our students, faculty, and patients, and their critical role in fundraising, facilities, communication, and so much more.

Second, and it is an essential component of the first priority, we need to define Stony Brook's rules of engagement moving forward. What do I mean by that? Focus, focus, focus. Where do we invest, where do we put human and capital resources? To do that we must be able to articulate our definition of a successful program, a productive initiative, an outstanding school, and, ultimately, a great research university. We need to establish metrics for success and hold our leaders, including me, responsible for performance. Central to this process will be a strategic plan that begins with a careful review of all of our academic programs, our support services, our administrative structure, and all of our off-campus activities. The current budget

crunch makes this essential but it also will be extraordinarily valuable as we move forward. We are fortunate that we can do this planning in conjunction with the development of the SUNY Strategic Plan. I am pleased to be a member of the steering committee for the plan and thank Chancellor Zimpher for including me in this vital activity. One planning process will inform the other, and we anticipate that the

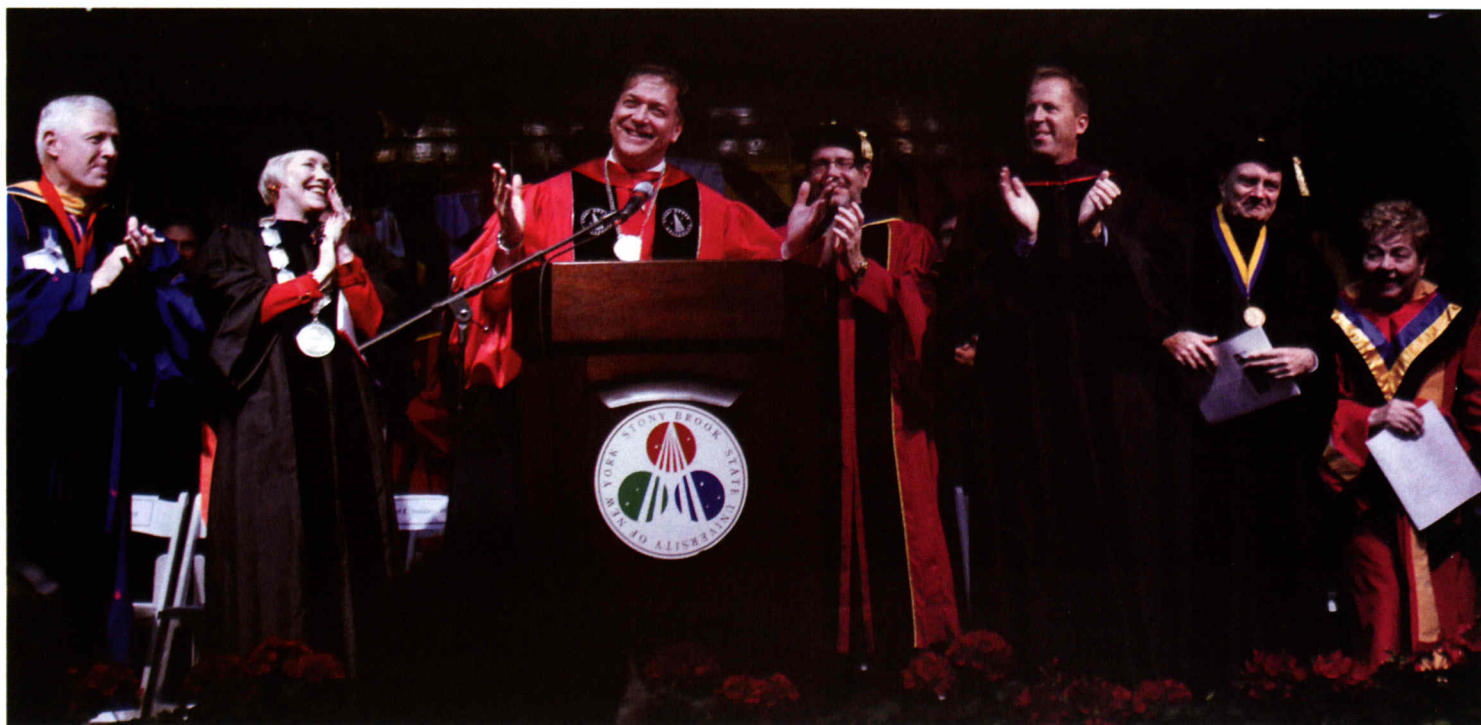
“ My number one priority is to recruit more than 400 faculty over the next eight to ten years.”



SUNY plan may help us identify Stony Brook programs that might be better sited elsewhere, and areas of need that Stony Brook, as a research university, should address. I used to say no university, except maybe Harvard, could be great in all areas; now, after the financial crisis, I say no university can afford to be great in all areas. We must be focused and strategic if we are to survive the present and build for the future.

Some of you are probably wondering how in the world I can propose fixing our faculty deficit and pushing forward to greatness in the midst of our current budget woes. I do believe the budget crisis will eventually resolve. But I am less certain about the ability of the state to maintain its support. Therefore, if we are to become a great research university, we need greater flexibility in all of our financial affairs. The current situation, where state support continues to erode yet we are unable to increase revenue through rational increases in tuition or easily engage in creative public-private partnerships, is not sustainable. If the state cannot maintain its level of support for SUNY, and it has fallen consistently over the past decade in constant dollars, then it must unshackle us from the rules and regulations that hinder our chance to be great. Without relief, we will become mediocre, and the lofty goal of our original founders, Stony Brook as a great research university, will be forever deferred. We need SUNY Innovation, the plan now proposed that would allow the SUNY Board of Trustees to set tuition increases within a defined range and would keep all of the increased tuition revenue at the campuses. Currently, our tuition is nearly the lowest of all of the schools within the AAU, and our out-of-state tuition is lower than the in-state tuition of many of our peers. But more importantly, our tuition is too low to allow us to provide the best education for our students. And a plunge to mediocrity will only decrease the value of a Stony Brook degree, both in terms of the job market and acceptance into post-baccalaureate programs. We cannot allow this to happen.





*President Stanley with, from left, SUNY Trustee Michael Russell, Chancellor Nancy Zimpher, Provost Eric Kaler, Stony Brook Council Chair Kevin Law, and former Stony Brook University presidents John H. Marburger III and Shirley Strum Kenny.*

There are two absolutely key components to how Stony Brook would implement SUNY Innovation. First we would ensure that our most economically disadvantaged students would be held harmless by any tuition increase. We would do this by placing a proportion of the increased tuition revenue into scholarship funds for our needy students. We estimate that somewhere around one-third to two-fifths of the money would be used in this way. Second, we would be completely transparent about the use of the increased revenue and pledge that it would be used for items that directly improve the education of our students. First on this list would be faculty recruitment, because this will lower class sizes and provide more research opportunities. SUNY Innovation would be transformative, for us and the other research institutions. This is an idea whose time has come, this is what Stony Brook and the other research centers need to move forward.

So I have talked about faculty (and students), focus, and flexibility. I want to close by talking about philanthropy. We have been very fortunate at Stony Brook to have a number of visionary friends whose generosity has transformed this institution. Their names can be found on some of our most important structures, they are linked to some of our most valuable faculty members through endowed professorships, they help make the dream of a Stony Brook education a reality

through scholarship programs, and they underwrite so many of our most important activities. I speak for all of us now when I say thank you for believing in Stony Brook, and I know in my heart that you will help make our vision for Stony Brook a reality.

In conclusion, I stand before you today, proud to be the fifth president of Stony Brook University. We are young and vibrant, and we stand for all that is best about public universities—we are a home for research and innovation, a center for learning and scholarship, a champion of the arts, a center for outstanding and compassionate health care, and an engine for economic development and the creator of a pathway for upward mobility for the best and brightest and most diverse students.

Our fundamentals are strong but we must now weather a perfect storm of reduced state support, a difficult climate for philanthropy, and very real restrictions on our ability to obtain new revenue. Yet never have Stony Brook and SUNY been more important to this region and this state than now. I ask all of you—our faculty, our students, our staff, parents, friends, supporters, legislative leaders, and informed members of the public—to unite together in common cause to renew the promise of our founding, to work to give us the tools to become the great research institution this region and state so desperately need. Together we can do this, together we *will* do this. My thanks to you all. ★

“ Never have Stony Brook and SUNY been more important to this region and this state than now.” ★



# What's New on Campus

## Awards, Accolades, and Appointments



President Barack Obama awards Brookhaven's Joanna Fowler the National Medal of Science at a White House East Room ceremony, October 7, 2009.

### Fowler Awarded National Medal of Science

Joanna Fowler, a senior chemist and director of the Radiotracer Chemistry, Instrumentation, and Biological Imaging Program at the U.S. Department of Energy's Brookhaven National Laboratory, and an adjunct faculty member in Stony Brook's Department of Chemistry, was awarded the National Medal of Science at a White House ceremony on October 7. She was one of nine researchers named by President Barack Obama to receive the nation's highest award for lifetime achievement in science.

Fowler has been a major contributor to brain research and the study of diseases such as addiction, which she has studied using an imaging technique called positron emission tomography (PET). In 1976, Fowler and her colleagues synthesized 18F-fluorodeoxyglucose (FDG), a radiotracer used in PET. Today, FDG is widely used in hospitals and research centers throughout the world to diagnose and study neurological and psychiatric diseases and to diagnose cancer.

In her recent research, Fowler has focused on changes in the brain circuits that are disrupted during drug addiction. Some of her studies included imaging the uptake and movement of cocaine and methamphetamine in the human brain, which shed light on why these drugs are so powerfully addictive. She is also involved in PET studies to understand the action of therapeutic drugs and facilitate the introduction of new drugs into the practice of medicine.

### Rosenblatt Finalist for Nation's Best Teacher

Roger Rosenblatt, Distinguished Professor of English at Stony Brook, is one of three nominees for the Robert Foster Cherry Award for Great Teachers, sponsored by Baylor University in Texas. The winner of the Cherry Award will receive a prize of \$200,000 and will teach in residence at Baylor University during the Fall 2010 or Spring 2011 semester; travel expenses and a furnished apartment will be provided. To further Baylor University's commitment to great teaching, the winner's home department will receive \$25,000.

The other two nominees are Elliott West, Alumni Distinguished Professor of History, University of Arkansas, and Edward B. Burger, Distinguished Professor of Mathematics and Gaudino Scholar, Williams College.

After being the youngest house master in the history of Harvard, Rosenblatt served a term as director of education at the National Endowment for the Humanities. He then became literary editor of *The New Republic* and a columnist and essayist for *The Washington Post*, *Time* magazine, and the "PBS News Hour." He has been an editor at *U.S. News & World Report*, *Life* magazine, and other major national publications, and editor-at-large at Time Inc.

Rosenblatt has published more than 300 essays and articles, as well as 11 books. His play, "The Oldsmobiles," is being performed at the Flea Theater in Manhattan, and a screenplay that he wrote is the basis of a forthcoming film.

The winner of the Cherry Award will be announced in early spring.



See Rosenblatt's Cherry Award nominee lecture, "You Can't Teach Writing? Nonsense!" at [www.youtube.com/sbcomm](http://www.youtube.com/sbcomm)



Kevin Law, right, newly appointed chair of the Stony Brook Council, is eager to work with President Stanley and give back to his alma mater.

### Law New Chair of the Stony Brook Council

Kevin Law, president and CEO of the Long Island Power Authority (IIPA), has stayed close to his Long Island roots and his alma mater. When the Smithtown, New York, native and Stony Brook alum was asked by Governor David A. Paterson to serve as chairman of the Stony Brook Council, he didn't hesitate to say yes. Law succeeds Richard T. Nasti, who served as Council Chair from 1995 through June 2009.

The Stony Brook Council comprises ten members: nine who are appointed to seven-year terms by the governor of the State of New York, and one student member elected in alternating years from among the campus' undergraduate and graduate students.

"This is a great way to give back to a place that helped get me where I am today," said the 49-year-old Law, who majored in political science and counts renowned faculty members Lee Koppelman, Mark Schneider, and Helmut Norpoth among his mentors.

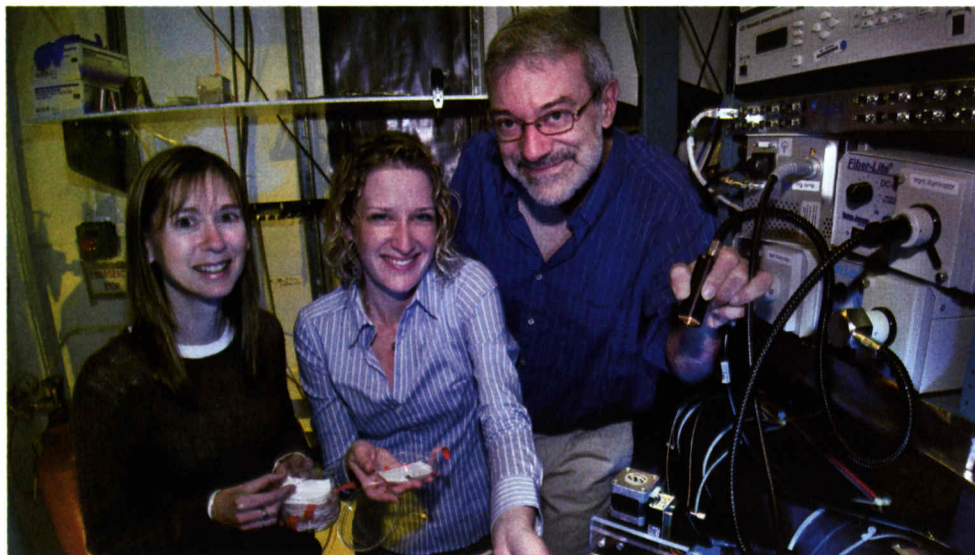
"[Kevin's] passion for his alma mater is evident and contagious and the respect and admiration he has in the community is well-earned," said President Stanley. "I'm confident that his leadership of the Council will result in significant achievement for the University."

Law and his wife, Elizabeth, reside in St. James and have two boys, Gregory, 8, and Matthew, 11. ■



# Research Roundup

*Cutting-edge research culled from Stony Brook's best and brightest minds*



*To investigate the possibility that metals might be the cause of one of Alzheimer's most debilitating symptoms, Andreeana Leskovjan (center) and her research advisor, Lisa Miller (left), worked with University of Chicago scientist Tony Lanzirotti to examine the metal content of mouse plaques at Brookhaven National Laboratory.*

## **Metal: The Cause of Alzheimer's Disease?**

High levels of metal may be the cause of neurodegeneration in the brains of those suffering from Alzheimer's disease, according to research by Ph.D. Biomedical Engineering student Andreeana Leskovjan. Her study revealed that plaques in the brains of mice with Alzheimer's disease (AD) contain much less metal than the brains of affected humans. This finding could help scientists pinpoint the effect of metal in the human disease, and perhaps lead to drug development or prevention methods.

One of the hallmarks of Alzheimer's is the accumulation of amyloid plaques in the brain. In a healthy brain, these fragments are eliminated. In Alzheimer's disease, the fragments accumulate to form hard, insoluble plaques.

Using the National Synchrotron Light Source at Brookhaven National Laboratory (BNL), Leskovjan examined the zinc, iron, and copper distribution in a transgenic mouse model representing end-stage AD and compared them to plaques in human AD. She found that the mouse plaques contained only a 29 percent increase in zinc and there was actually less copper and iron in the plaque compared with the surrounding tissue. These findings were in stark contrast to the high metal content observed in the human AD

plaques, which showed a 339 percent increase in zinc, a 466 percent increase in copper, and a 177 percent increase in iron.

"Although the mice are designed to develop the features of Alzheimer's, they don't show severe neurodegeneration, memory deficits, or any of the other terrible things that are associated with human Alzheimer's disease," Leskovjan explained. "That difference might be attributed to a lower concentration of metal in mouse plaques. The metal deficit in mice could help us narrow down what's happening in the brains of human patients. For instance, maybe the abundance of copper and iron, which aren't present in mice, could be causing the neurodegeneration that's seen in humans."

Leskovjan results were published in the October edition of the journal *NeuroImage*.

## **(Not) Cutting the Cord**

For sufferers of Dupuytren's Contracture, a disorder in which excess collagen accumulation in the palm and fingers causes thick, inflexible cords that deform fingers and limit motion, the standard care has been surgery to cut the cords. Lawrence C. Hurst, M.D., professor and chair of the Department of Orthopaedics, and Marie A. Badalamente, professor of Orthopaedics, have developed an injectable

form of the enzyme collagenase that significantly improves outcomes of Dupuytren's sufferers. Late in 2009, an expert advisory panel to the U.S. Food and Drug Administration (FDA) voted unanimously to recommend the drug as a treatment to combat the hand disorder, a significant step toward FDA approval.

The September issue of the *New England Journal of Medicine* highlighted Stony Brook's study, which involved treatment of 308 patients with Dupuytren's disease. The collagenase injection therapy used is under review at the FDA for approval as a nonsurgical treatment of Dupuytren's disease.

"Our study revealed that injections of the collagenase into the cords causing the finger contractures weaken them significantly," said Hurst. "The next day we found that we could manipulate the patients' fingers. The result is frequently a normally functioning hand."

The Department of Orthopaedics is planning to open the Dupuytren's Institute at Stony Brook to support patient care, research, and educational aspects of this disease.

## **History Professor Unearths Emmy Nomination**

Jennifer L. Anderson, assistant professor, Department of History, received a 2009 Emmy nomination in the category of "Outstanding Individual Achievement in a Craft: Research" as part of the research team for "Traces of the Trade: A Story from the Deep North" that aired on the PBS series "Point of View." (The winner was the HBO documentary "Taxi to the Dark Side.")

"Traces of the Trade," a feature-length documentary, tells the true story of filmmaker Katrina Browne's unexpected discovery that her illustrious New England forefathers, the DeWolfs, were infamous as the largest slave traders in American history. "As a historian, I contributed to the project by helping track down archival evidence of the DeWolfs' slaving activities," Anderson explained. "Our team delved into all the family's surviving records, including hundreds of letters, account books, and receipts. We were looking literally for the 'traces' of the trade. We found an extensive paper trail both of the DeWolfs' involvement in the slave trade and of the widespread network of New Englanders who contributed to their business," she said.



“I was particularly interested in helping tell this story because so many people today are still surprised to learn how pervasive slavery and the slave trade were in the North and how vital they were to the region’s economic success,” Anderson added. “Also, the film speaks eloquently to how important it is to remember this dark chapter in our nation’s history and how it contributed to an unfortunate legacy of racial discrimination that we are still seeking to reconcile.”

Anderson specializes in Early American and Caribbean History. She is now completing a book—*Furnishing the Empire: Mahogany in the British Atlantic, 1720-1850*—slated for publication by Harvard University Press. For more on the film, visit [tracesofthetrade.org](http://tracesofthetrade.org)

### Sleep, Perchance to Achieve

Consistent bedtime routines are more than just enjoyable for preschoolers; they may be essential to their mental and physical growth.

A study led by Stony Brook University Medical Center finds that preschool age children from socioeconomically disadvantaged families are less likely to have consistent bedtime routines than their more advantaged counterparts. The researchers say this pattern may contribute to later disparities in sleep quality and may be linked to various mental



Anderson traces documentarian’s slave-trading forebears.

and physical outcomes, such as the capacity to learn and childhood obesity. The study, *Social and Demographic Predictors of Preschoolers’ Bedtime Routines*, was recently published in the *Journal of Developmental Behavioral Pediatrics*.

The study investigated race/ethnic differences in addition to the relative roles of a number of sociodemographic factors and their associations with children’s bedtime routines.

“Our most important finding is that caregiver and household characteristics predict bedtime routines, whereas child variables, such as age and sex, do not,” said Lauren Hale, assistant professor of Preventive Medicine. “More socioeconomically disadvantaged families and racial minorities have later bedtimes and fewer bedtime routines.”



Bedtime routines are vital to a child’s future success.

The researchers used data on 3,217 children followed from birth to three years of age in the Fragile Families and Child Wellbeing Study. Using this data, the researchers examined whether child and family characteristics are associated with the presence, time, and consistency of bedtime routines. They found that low maternal education, increased household size, and poverty are directly associated with decreased use of parent-child interactive and hygiene-related bedtime routines.

Hale noted that future studies on the understanding of parent and family characteristics associated with bedtime routines will help identify target populations for the development of culturally sensitive interventions to promote sleep and child well-being. ■

## On the Horizon

**T**he Center for Infectious Diseases (CID) received a \$7.4 million grant from the National Institute of Allergy and Infectious Diseases of the National Institutes of Health (NIH) to continue a research program focused on investigating emerging organisms causing bacterial and viral infections in humans. Members of the CID program include professors from various departments, namely Principal Investigator, Distinguished Professor and Chair, Molecular Genetics and Microbiology, and Director of the CID Jorge Benach; Professors James Bliska and Erich Mackow, Associate Professor David Thanassi, and Assistant Professor Adrianus van der Velden, Molecular Genetics and Microbiology; Professor Martha Furie, Pathology; and Associate Professor Wali Karzai, Biochemistry and Cell Biology.



Jorge Benach

**R**ichard Clark, professor in the Department of Biomedical Engineering, in collaboration with Adam J. Singer, M.D., professor and vice chair for research in the Department of Emergency Medicine at Stony Brook University Medical Center, are the recipients of an NIH stimulus grant for \$1.65 million over the next two years titled “Novel Peptide to Inhibit Burn Injury Progression.” Clark’s Wound Healing laboratory has been at the forefront of studies related to extracellular matrix derived components for accelerated healing of wounds and burn-related injuries. Specifically, his lab has discovered bioactive peptides within the fibronectin structure that enhance the activity of growth factors and are applying that knowledge to the development of systemic and topical treatments to prevent burn injury progression and to promote healing.



Richard Clark

**T**he National Science Foundation (NSF) has awarded \$1.86 million to three SB professors to develop computational techniques for analyzing disease-related biological systems and the control systems found embedded in automobiles and aircraft. The researchers will seek to combine Model Checking and Abstract Interpretation, two methods that have been successful in finding errors in computer circuitry and software, and extend them so they can provide insights into models of complex systems, whether they are biological or electronic. Scott Smolka, professor, Department of Computer Science, is the principal investigator at SB. He is joined by co-investigators James Glimm, Distinguished Professor and chair, Department of Applied Mathematics and Statistics; and Radu Grosu, associate professor, Department of Computer Science.



Scott Smolka



Written by Howard Gimple

# Basketball. A Way In... And a Way Out.

Though she never made a layup, never took a foul shot, never got a rebound, basketball saved Mary Swift's life.

Mary is the mother of Dallis Joyner, Stony Brook Seawolves sophomore forward. Prior to them both discovering basketball, Mary was on welfare and had a drug problem, and she, Dallis, and her ever-increasing extended family kept one step ahead of bill collectors by shuttling constantly from home to home in one of the roughest areas of Norfolk, Virginia. "We moved ten or 11 times. I lost count," Dallis said. "One time a guy got shot right in front of my house."

Dallis' escape from his home life wasn't much of an improvement. He hung out on the streets and fell in with a group of older boys. Although he got into some minor scrapes, Dallis entered high school without getting into any real trouble. Whether he would stay in school was another matter. Many of Dallis' older friends had already dropped out. "I was on the fence when I first entered high school," Dallis remembered. His mother was incapable of providing any direction.

Enter Tiran Matthews, Granby High School basketball coach. Coach Matthews spotted Dallis walking down the hall, and upon learning that the tall, husky kid was only 15 years old, he told Dallis to show up at the gym the next day after school.

Dallis was never interested in sports and had never played basketball. He was afraid he'd be embarrassed and that the other players would make fun of him. But he went to the gym the next day anyway...and the day after that. The pull of the court (and Coach Matthews) proved to be stronger than the pull of the street. His street friends resented his basketball life and badgered him to quit.



*"It's my job to do whatever it takes to win...diving for loose balls, taking a charge, whatever," says Joyner.*

Dallis even got into a couple of fights defending his right to play basketball. Impressed with his work ethic and dedication, his coaches and teachers spent extra time helping him. Coach Matthews, especially, took Dallis under his wing. The coach worked with him on weekends, during the summer, whenever he could. And all that hard work paid off. Before long, Dallis was an all-star player and an honor student.

Dallis' success was contagious. Inspired by her son, Dallis' mother became involved with a community church, enrolled in a rehab program, and kicked her drug problem.

"My mom told me I saved her life, that I was her inspiration to get herself clean," Dallis said. "She said if I could straighten myself out, so could she."

By his senior year, Dallis was being recruited by several of Virginia's prominent Division I programs. He was playing in an AAU tournament when Stony Brook's associate head basketball coach, Jay Young, who was there to recruit another player, first saw him and was impressed by his strength, tenacity, hustle, and toughness. Dallis, now 6' 7", 250 lbs., rose to the top of Stony

Brook's recruiting list. When it came time to decide which college to attend, it was his mother who now became *his* inspiration. When she met Coach Steve Pikiell, she was impressed that he was interested in Dallis as a student and as a person as well as a ball player. She also knew that a great education was the surest route out of the ghetto. "She thought Stony Brook would be the best place for me," Dallis said. "Every time I went to look at another school, she would say, 'Don't forget Stony Brook.'"

His mother was right. Dallis has flourished at SB, athletically and academically. As a freshman, he started every game and helped the Seawolves attain their best-ever Division I record. He also made the Dean's List.

"I'm so proud of what Dallis has accomplished in just a year and a half," Coach Pikiell said. "Even though he's only a sophomore, he's already a team leader. The other players just naturally follow him."

Inspired by Dallis' toughness and leadership, the Seawolves are off to their best Division I start ever. And his mother couldn't be prouder. ■



# Class Notes

## 1970s

**Victoria Metaxas '76 (B.A.)** has joined the firm Halloran & Sage LLP as counsel.

**Patricia Muster '76 (B.S.)** is the director of medical quality assurance of ARC of Rockland.

**Lawrence Schulman '76 (B.A.)** produced a box set of two compact discs titled *Judy Garland: Classiques et Inédits 1929-1956 [Judy Garland: Classic and Previously Unreleased Recordings 1929-1956]*.

**Arturo Villamarin '76 (B.S.)** has been associate director, International Regulatory Affairs, with Chattem Inc., an OTC drug company in Tennessee. After graduation, he worked for 14 years in consumer products R&D at American Cyanamid in New Jersey, obtaining four U.S. patents. Later, he shifted his career into Product Health Regulations with Amway Corp. in the Midwest, supporting the company's business entry in Latin America and managing Regulatory Affairs for 10 years.

**Jeffrey Rosenfeld '77 (Ph.D.)** recently published a book titled *Home Design in an Aging World*. Rosenfeld is also the director of the Gerontology Program at Hofstra University.

**Stephanie Seremetis '78 (M.D.)** is the vice president for Medical and Science Haemostasis in Denmark.

## 1980s

**Christopher Corbett '82 (B.S.)** received the Lorraine Urbiet Communicator of the Year Award from the U.S. Environmental Protection Agency as part of its annual Employee Recognition Ceremony last year.

**Clark Jablon '82 (B.E.)** is a founding partner of Panitch Schwarze Belisario & Nadel LLP, an intellectual property boutique law firm in Philadelphia. Jablon focuses his practice on patent prosecution in the electrical/computer/business process.

**Laura Anker '83 (Ph.D.)** is a professor of American studies at SUNY Old Westbury and was promoted to the rank of Distinguished Service. The title honors and recognizes substantial extraordinary service not only at

the campus and within SUNY, but also at the community, regional, and state levels.

**Gerard Buffo '83 (M.D.)** recently completed his Master SCUBA dive and open water SCUBA instructor programs and began teaching SCUBA up to the Dive Master level at Patagon Dive Center, St. Thomas, U.S. Virgin Islands.

**Phyllis Geller '83 (M.S.W.)** is the publisher of the *Meridian Anthology of Contemporary Poetry*, which features reprinted work of talented poets from the United States and abroad.

**Lee Rosenberg '83 (B.A.)** is a partner at Saltzman Chetkof & Rosenberg LLP in Garden City, New York. He is a fellow of the American Academy of Matrimonial Attorneys and a vice chair of the Nassau County Bar Association Matrimonial Committee.

**Kurt Fox '85 (B.E.)** serves as senior electrical designer at O'Brien/Atkins Associates, in Pennsylvania, where he is responsible for power distribution, lighting, grounding, fire alarm, and telecommunications systems.

## 1990s

**Barbara A. Smith '91 (M.S.)** has been working as a nurse practitioner in the Department of Surgery at SB for the past 15 years and in surgical oncology for the last five years. She has three grandchildren and is active in sports and fitness, including participating in triathalons.

**Sidney Chen '92 (M.S.)** received the Best Staff Award from the Australian Embassy in Taipei and the Globale Austrade Award from the Marine Industry Network. In his new role, Chen is helping Austrade, the Australian export agency, develop a strategy for the clean energy industry in Australia.

**Cynthia Gebhart '92 (B.S.)** graduated in 2005 from Barry University with a M.S. in anesthesiology and is employed as a Certified Registered Nurse Anesthetist at Harris Methodist Hospital in Fort Worth, Texas.

**Mary Bartlett '94 (B.S.)** moved back to Long Island in 2001. In 2003, she became the coordinator of the Winthrop Hospital Pulmonary Hypertension Center and works in the Pulmonary Department.

**Zenovia Qualliotine '94 (Certificate)** relocated to a rural area in Virginia where she taught in a nurse practitioner program and ran her own clinic. Subsequently, she worked in a Level 1 Trauma Center. In 2006, she relocated back to New York where she's employed in cardiology at St. Vincent's Hospital in New York City.

**Donna Lauro-Baranek '97 (M.S.)** has been a full-time nurse practitioner in a tertiary care setting at Stony Brook University Medical Center (SBUMC) for 10 years. She has done

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## A Message From Our Alumni Association President



This is both a challenging and exciting time for Stony Brook. It is challenging because the State has drastically reduced our school's budget, as it has throughout SUNY. Needless to say, resources are being stretched thin. On the other hand, it is exciting because our new President, Samuel L. Stanley, Jr., is committed to building upon the standards of excellence established by his predecessor, Shirley Strum Kenny. And, Dr. Stanley believes that alumni involvement is key to those efforts. Perhaps now more than ever, Stony Brook needs us.

Alumni are going to play an increasingly important role in this endeavor. As always, our financial support is welcome. But there is more we can do. For example, there is advocacy. Dr. Stanley is determined to change the way Albany treats Stony Brook and to find innovative ways to strengthen our school's economic vitality and independence. Alumni can take an active role on an individual level in reaching out to our political, business, and community leaders throughout the State to help effectuate the changes necessary for SB to continue to thrive. In the coming months, you will hear more about how Stony Brook is going to call on us to do this, and I hope you will join in that effort.

Finally, on a personal level, becoming an active alumnus has been a uniquely rewarding experience for me. It has reinforced my gratitude for what Stony Brook provided me as an undergrad and has blessed me with friendships I cherish. If you haven't become an active alumnus or alumna yet, I urge you to do so.

James M. Keneally, Esq. '79



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## Student Spotlight: Deborah Aller in Tanzania



*Aller's research project in Tanzania last summer focused on testing water samples for E. coli and other harmful bacteria.*

Clean drinking water is something SB junior and Seawolves Soccer midfielder Deborah Aller will never take for granted again after spending last summer in Tanzania. The Anthropology and Environmental Studies major teamed up with fellow student Michelle Pizer to do fieldwork for an ongoing research project on Availability and Quality of Drinking Water in

Tanzania—with support from Undergraduate Research and Creative Activities (URECA). Their mentor, Professor Kamazima Lwiza of the School of Marine and Atmospheric Sciences, is training undergraduates through exposure to real environmental problems in an international arena. Deborah decided to do an independent research project in Tanzania after her study abroad experience there in 2008.

"I think it's the best way to learn...if you have the chance to do something like this, do it... I definitely changed from it." Deborah's portion of the research focused on testing water samples. "Eighteen of the 20 samples I collected were positive for *E. coli*. So basically we could see evidence that these people are getting sick because of *E. coli*. That's not a problem we think about much here in the U.S., but it's something that most of the villages there have to deal with."

Despite harsh conditions and a brush with a bacterial infection, Deborah "absolutely loved Tanzania. The people are so nice. That's why I decided to go back after being there with Study Abroad in 2008. This time, I brought a full suitcase of soccer balls and cleats that were not very worn. Every village we went to, we gave a soccer ball. The children usually will make balls out of string or just trash, and will kick that around. So when I gave them a real soccer ball, they didn't stop smiling."

research on decreasing noise and stress levels in the NICU and has had her research presented at The Society of Pediatrics and The National Institute for Children's Health Care Conference. She is also the co-chair for the March of Dimes, representing Stony Brook University Hospital, as well as the co-chair for the developmental committee at SBUMC.

**Raven Devincenzo '98 (M.D.)** is a diagnostic radiologist with subspecialty in abdominal imaging working in an academic university hospital setting in New York City.

**Joanne Fiermonte '98 (B.A.)** received her M.S. in School Counseling from Long Island University in May 2008 and works full time as the Youth and Family Services coordinator at the Helen B. Duffield Elementary School in the Connetquot School District. In addition, she works part-time as a psychotherapist serving children, adolescents, and families in Patchogue.

**Dennis Finkielstein '98 (M.D.)** is the medical director of cardiology at Beth Israel Medical Center in New York, director of the Cardiovascular Diseases Fellowship Program, and assistant professor of medicine at Albert Einstein College of Medicine.

**Virginia Templeton '98 (M.D.)** is living in Asheville, North Carolina, with her husband and their two children, Joseph, 11, and Louise, 7. She is the associate director of a nonprofit memory disorders clinic, Memory Care.

**Thomas Samuel '98 (M.D.)** is assistant professor of medicine at the Medical College of Georgia in the Department of Medicine, Division of Hematology/Oncology, and also director of the Clinical Breast Cancer Program.

**Diana (Pedagno) Voss '98 (B.S.)** and James Voss are proud to announce the birth of their baby boy, Peter James. Big brother Thomas (three years old) is very excited about his brother.

**Melissa Messick '99 (M.S.)** married in 2007 and is now Melissa Allen. She has been a traveling nurse practitioner for four years and started her own company, Neo-Productions, providing continuing education lectures in areas of obstetrics and neonatal nursing including NCC review courses. She is a faculty member at Vanderbilt School of Nursing and a neonatal nurse practitioner.

### 2000s

**Desiree Roberts '01 (B.A.)** is working as the programming and club coordinator at the New York City College of Technology while pursuing her master's degree.

**Eileen Ehudin-Beard '03 (M.S.)** works as a family nurse practitioner in a private practice, as a preceptor of nurse practitioner

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## Distinguished Alums Honored at Awards Dinner



*The 2009 DAA Recipients with President Samuel L. Stanley, Jr. Left to right: Margaret M. McGovern, M.D. (B.S. '78), Chair, Department of Pediatrics, Stony Brook University Medical Center; Dr. Stanley; Robert J. Frey (Ph.D. '87), President, Harbor Financial Management LLC; Rear Admiral Steven K. Galson, M.D. (B.S. '78), Acting Surgeon General of the United States; and Sally A. Lynch (Ph.D. '88), Vice President of General American Investors Co. Inc.*



students at the University of Maryland, and teaches online nursing courses for the University of Phoenix.

**Jasmine Gibbs '03 (B.S.), '05 (B.S.)** works in Maternal/Child Health at North Shore University Hospital, Manhasset, New York, and has started an organization called *Just Incredible*, which collects baby and maternity clothing and donates them to homeless shelters.

**Marc Quinlan '03 (B.A.)** was named head coach of the Boy's Varsity Lacrosse Team at West Hempstead High School, New York.

**Deepti Thomas-Paulose '03 (M.D.)** finished emergency medicine residency at St. Luke's Roosevelt Hospital and then did a fellowship in international emergency medicine, completing a master's in public health degree at Columbia University. She has also worked on public health development projects in India, Kenya, Malawi, and Nicaragua. Thomas-Paulose recently became associate director of Global Health at St. Luke's Roosevelt Hospital. She is married to Matthew Paulose Jr. and they have a daughter, Sydney Grace, born on April 16, 2007.

**Lori Triolo '03 (B.A.)** is a teacher at Kings Park High School in Kings Park, New York, where she teaches A.P. European History, Global History and Geography, and U.S. Government.

**Stephanie English '05 (Certificate)** is practicing as a psychiatric nurse practitioner at Elmhurst Hospital Center of NNH Ambulatory Care Services. She is a doctoral candidate at New York University in counseling psychology.

**Doreen Zelenka '05 (M.S.W.)** and Tom Zelenka, along with six-year-old daughter Allysa, are proud to announce the birth of Mia Kate, born on October 5, 2007, in Port Jefferson, New York.

**Jean Brutus '06 (B.E.)** is a Ph.D. student in mechanical engineering at SB.

**Antony Lin '06 (B.A.)** is working at the Stony Brook University Career Center as a communications assistant.

**Charlotte Moore-Abraham '06 (B.S.)** works as a registered nurse in labor and delivery at Stony Brook University Medical Center.

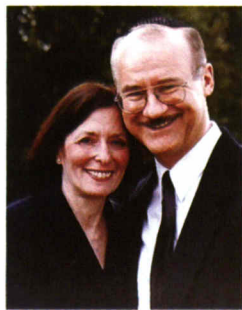
**Brian Kachejian '08 (B.A.)** performed original songs from his CDs *American Experience*, *Alive*, and *Mood Piano* at Stony Brook's Homecoming and Reunion 2009.

#### Got News?

Let us and your fellow classmates know what's new in your life. Send your Class Notes to [alumni@stonybrook.edu](mailto:alumni@stonybrook.edu) or visit [www.stonybrook.edu/alumni](http://www.stonybrook.edu/alumni) to submit your notes online.

## In Memoriam: Remembering Four Dedicated Teachers

### Edward (Ted) Carr



Edward (Ted) Carr, Ph.D., 61, leading professor of Psychology, and his wife, Ilene Wasserman, Ph.D., 58, both died as a result of an automobile accident in Wading River, N.Y.,

on Saturday, June 20, 2009, when they were returning from a nature drive.

Revered by students and colleagues, and beloved by the children and families he worked with, Carr was an internationally recognized pioneer in autism treatment research and director of the Research and Training Center on Positive Behavior Support for Autism and Developmental Disabilities at Stony Brook University. During his 35 years as a researcher and professor, he published more than 100 papers on issues related to applied behavior analysis and positive behavior support in the home, classroom, workplace, and community.

In honor of Carr, many students and former students expressed their thoughts through a memorial service and writings. Former graduate students Jane I. Carlson and Len Levin wrote a tribute, of which a few quotes appear below:

*"We are among the fortunate few who were able to spend years working so closely with this warm, witty, wonderful, brilliant man. He was our mentor in the truest sense of the word. Always approachable, Ted was incredibly generous and open with us as students and as people."*

*Through his incredible empathy toward others, we learned the importance of service, of the quality of a person's life, and the persistence that it takes to address problems that really matter.*

*Ted's death leaves a huge hole in our lives...His teachings have become part of our DNA—who we are as professionals and as people. For this we are forever in his debt."*

The full text of Carlson and Levin's tribute is on the Department of Psychology's Web site. Visit [www.psychology.sunysb.edu](http://www.psychology.sunysb.edu) and click on "News and Events."

*Special funds have been set up in honor of Carr, Kalish, and Slobodkin. If you would like to learn more or contribute, please call the Office of Advancement at (631) 632-4887.*

### Frank McCourt

Frank McCourt, Pulitzer-Prize winning author of *Angela's Ashes*, passed away this past July in Manhattan at the age of 78. McCourt had been on the faculty of the Southampton Writers Conference for more than a decade. McCourt also wrote *'Tis: A Memoir*, a 1999 sequel to *Angela's Ashes*, covering his life in the U.S.; and *Teacher Man*, a 2005 memoir about his years as a schoolteacher.

### Harry Kalish

Harry Kalish, professor emeritus of Psychology and the founder of Stony Brook's Department of Psychology, died in his home in Cupertino, California, on September 11, 2009, at the age of 88.

Kalish founded the Department of Psychology in 1961. Thanks to Kalish's vision and recruitment efforts, by 1978 the Department of Psychology was ranked 18th in the U.S. in research and scholarly productivity. The clinical program that Kalish, a clinical psychologist himself, and Director of Clinical Training Professor Leonard Krasner built became very well known across the U.S. for training graduate students and postdoctoral fellows interested in behavior therapy, and is now ranked ninth nationally by *U.S. News & World Report*.

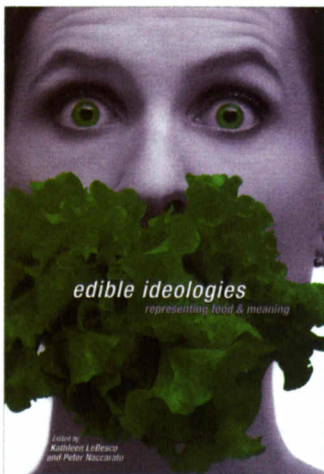
### Lawrence B. Slobodkin

Lawrence B. Slobodkin, professor emeritus and founding chair of Stony Brook's Department of Ecology and Evolution, died at his home in Old Field, New York, on September 13, 2009, at the age of 81. The Department of Ecology and Evolution, which began with Slobodkin's arrival at Stony Brook in 1968, was one of the first of its kind in the country, and it has long been recognized as a leader for its research and training top scientists who are advancing the field.

In 2005 Slobodkin received The Eminent Ecologist Award from the Ecological Society of America in recognition of "an outstanding body of ecological work or of sustained contributions of extraordinary merit." Slobodkin, a key figure in the development of ecology as a modern science, was also a co-author of one of its most inspiring inquiries, a paper known informally as "The World Is Green," originally published in 1960 and still widely discussed and cited today.



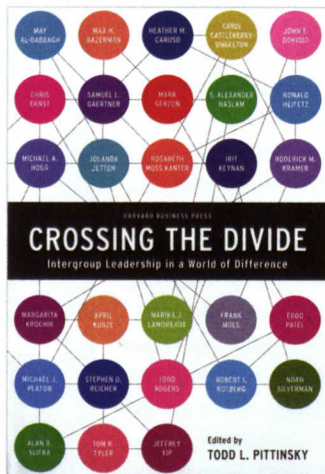
# Brookmarks



## Edible Ideologies: Representing Food & Meaning

Kathleen LeBesco and Peter Naccarato, Ph.D., 1997, editors 2008, State University of New York Press

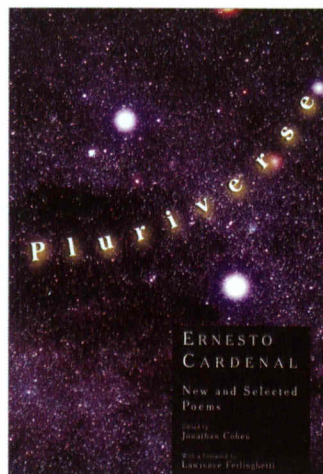
A collection of essays explore how cultural representations of food not only reflect prevailing attitudes about food, but also serve to spread and sometimes resist dominant cultural ideologies. A case in point, according to Peter Naccarato, is “the contradictory ideologies that seem to dominate our culture...[such as] the conflicting messages of health/diet/self-control/restraint, on the one hand, and excess/indulgence/pleasure, on the other hand.” This book is of interest to people working in the field of food studies, and includes chapters of interest to those in media, cultural, gender, and class studies.



## Crossing the Divide: Intergroup Leadership in a World of Difference

Edited by Todd Pittinsky, Ph.D., Associate Professor, Department of Technology and Society 2009, Harvard Business Press

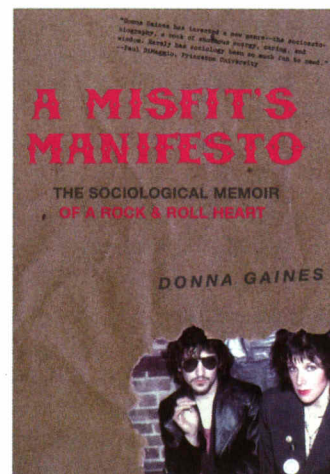
This multidisciplinary volume of essays integrates two powerful disciplines: intergroup relations and leadership. Bringing groups together is a central task of leadership, and these essays, written by business scholars, social psychologists, policy experts, and interfaith activists, reveal new research and insights into the field. The book offers theory, practical tools, and specific case studies using examples from around the world and from corporate, political, and social spheres.



## Pluriverse: New and Selected Poems/Ernesto Cardenal

Edited and translated by Jonathan Cohen, Ph.D., Class of 1982; Writer-in-residence, Department of Surgery 2009, New Directions Publishing

This volume is the most extensive compilation of poems in English by Ernesto Cardenal, which chronicles his poetic development through six decades. Cardenal was a revolutionary activist, a disciple of Thomas Merton and a Roman Catholic priest, ambassador for the Sandinistas, and Minister of Culture in post-Somoza Nicaragua. Follow his poetry from the early poems and romantic epigrams of the early 1950s, to the spiritually and politically engaged verse he wrote as priest and activist, to his later cosmic-mystical-scientific work.



## A Misfit's Manifesto: The Sociological Memoir of a Rock & Roll Heart

by Donna Gaines, Ph.D., Class of 1990 2007, Rutgers University Press

Following her own theory that social memoir illuminates problems such as alienation, marginality, addiction, and suicide, while making sociology more accessible and public, Gaines has written a memoir of her wild youth and early adulthood in Rockaway Beach, Queens. She includes a scholarly introduction that considers memoir as a sociological as well as literary genre. Of special interest to SB alumni is a chapter titled ‘Science as a Vacation,’ which, she writes, “is a humorous albeit reverent salute to my graduate student experience at SB, aka ‘Big Science University,’ and an homage to the glory of sociological thought.”

## New & Noteworthy

### Refuse to Regain! 12 Tough Rules to Maintain the Body You've Earned!

by Barbara Berkeley, M.D., Class of 1980

### Medieval Bedazzle (novel)

by Tecoa T. Washington, Class of 1997

### The Magnet Method of Investing: Find, Trade, and Profit from Exceptional Stocks

by Jordan Kimmel, Class of 1981

### Sharing the Wealth: Member Contributions and the Exchange Theory of Party Influence in the U.S. House of Representatives

by Damon M. Cann, Ph.D., Class of 2004

### Career Development in Bioengineering and Biotechnology

co-edited by Guruprasad Madhavan, Class of 2002; Barbara Oakley; and Luis Kun

**Seeking the Write Stuff** The Brook welcomes submissions of books recently written by alumni, faculty, and staff. Send a review copy and relevant press materials to: Susan Scheck, Editor, “Brookmarks,” Office of University Communications, Administration Building, Room 144, Stony Brook University, Stony Brook, NY 11794-0605. Please note: To purchase a copy of any of these featured titles, contact the University Bookstore at (631) 632-9747. Visit [www.stonybrook.edu/bookstore](http://www.stonybrook.edu/bookstore) for a calendar of events, including a series of faculty author readings sponsored by the Friends of the Library and the University Bookstore.



# Events Calendar

## JANUARY 2010

**Saturday, January 16 • 1:00 pm**

**Metropolitan Opera: Live in HD: Carmen**  
**Staller Center for the Arts Main Stage**

The Met: Live in HD Series will present nine live transmissions this season. Tickets: \$22 general admission. For the full schedule, visit [www.stallercenter.com](http://www.stallercenter.com)

**Saturday, January 30 • 4:00 pm**

**Men's and Women's Basketball Alumni Day**  
**Pritchard Gym**

Women's Basketball vs. Hartford kicks off at 4:00 pm, followed by an Alumni Reception at 5:30 pm, and capped off with Men's Basketball vs. Boston University at 7:00 pm. Visit [goseawolves.org](http://goseawolves.org) for details.

## FEBRUARY

**Thursday, February 4 • 8:30 am**

**Town Hall Conversation with SUNY Officials**  
**Student Activities Center**

SUNY Chancellor Nancy L. Zimpher, 200 SUNY delegates, and keynote speaker Dr. Steven E. Koonin, Under Secretary for Science, the U.S. Department of Energy, will discuss the topic of energy and sustainability related to the future of SUNY. For details, visit [www.stonybrook.edu](http://www.stonybrook.edu)

**Thursday, February 4 • 8:00 pm**

**Emerson String Quartet**  
**Staller Center Recital Hall**

Stony Brook's artists-in-residence will present an "All Czech" program, including the *Dvorak Quartet No. 14 in A flat Major, op. 105*. Tickets: \$42. For tickets, visit [www.stallercenter.com](http://www.stallercenter.com)

**Friday, February 14**

**Confucius Institute Chinese New Year Celebration in Charles B. Wang Center**

Join us for the first event to be held by the Confucius Institute, a new program on campus. Details will be announced on [www.stonybrook.edu](http://www.stonybrook.edu) in February.

## MARCH

**Saturday, March 6 • 8:00 pm**

**Staller Center GALA 2010**

**John Pizzarelli and Christine Ebersole:**

**An Evening of Swing, Big Band, and Broadway**  
**Staller Center Main Stage**

Two powerhouse vocalists revive the swing and big band eras and take you for a trip down the Great White Way. Tickets: \$70. Proceeds benefit Staller's educational outreach activities. For tickets, visit [www.stallercenter.com](http://www.stallercenter.com)

**Monday, March 15 • 4:30 pm**

**14th Annual Mind/Brain Lecture**  
**Staller Center for the Arts**

Join us as Nicholas D. Schiff, M.D., director, Laboratory of Cognitive Neuromodulation, Weill Cornell Medical Center, examines the mysteries of the mind. For details, visit [www.stonybrook.edu/sb/mind](http://www.stonybrook.edu/sb/mind)

## SAVE THE DATE

**Thursday, April 22 • Pier Sixty, Manhattan**

**The Stars of Stony Brook Gala**

Visit [www.stonybrook.edu/alumni](http://www.stonybrook.edu/alumni) for details.

**Monday, June 21 • Hamlet at Willow Creek**

**The Annual Stony Brook Alumni Association Golf Outing**

Visit [www.stonybrook.edu/alumni](http://www.stonybrook.edu/alumni) for details.

## HOMECOMING & REUNION WEEKEND

### WOLFSTOCK2010

**Friday and Saturday, October 8 and 9**

**Homecoming Weekend**

**Seawolves Football vs. Virginia Military Institute**

**Stony Brook University Campus and LaValle Stadium**

Visit [www.stonybrook.edu/alumni](http://www.stonybrook.edu/alumni) for details.

## Seawolves Basketball Games



Home games are held in Pritchard Gym in the Sports Complex. Check the Web site, [goseawolves.org](http://goseawolves.org), for updates.

**Thursday, January 7**

Men's: Hartford, 7:00 pm

**Wednesday, January 13**

Women's: Boston University, 7:00 pm

**Monday, January 18**

Men's: UMBC, 5:00 pm  
*(game televised on MSG Plus)*

**Tuesday, January 19**

Women's: Albany, 7:00 pm

**Sunday, January 24**

Men's: Albany, 12:00 pm  
*(game televised on MSG Plus)*

**Saturday, January 30**

Women's: Hartford, 4:00 pm  
 Men's: Boston University, 7:00 pm

**Saturday, February 6**

Women's: Binghamton, 2:00 pm

**Wednesday, February 10**

Men's: Maine, 7:00 pm

**Saturday, February 13**

Women's: Maine, 4:00 pm  
 Men's: Binghamton, 7:00 pm

**Tuesday, February 23**

Women's: Vermont, 7:00 pm

**Wednesday, February 24**

Men's: Vermont, 7:00 pm  
*(game televised on MSG Plus and NESN)*

**Saturday, February 27**

Women's: UMBC, 2:00 pm

For more information or to purchase tickets, please visit [goseawolves.org](http://goseawolves.org) or call (631) 632-WOLF.

## A Tale of Two Champion Teams



Men's soccer wins America East Championship, holding playoff opponents scoreless.



Gridgers grab share of Big South Championship with last-minute victory.



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Cover: Image enhancement by Aiyl Liao  
Back cover photos: Christine Johnson (inset); Sam Levitan

## Flashback: Where Great Writers Still Mill

**S**tony Brook Southampton and its recently restored historic windmill have been home to great writers—past, present, and future. Playwright Tennessee Williams rented out the windmill for a summer season in the early 1950s, reportedly setting up his desk in front of one of the picture windows overlooking Shinnecock Bay. Today, the windmill is often the site of informal gatherings of participants of the annual Southampton Summer Writers Conference, where fledgling essayists, authors, playwrights, and poets work closely with Southampton Writing program M.F.A. directors Robert Reeves and Roger Rosenblatt and a host of faculty lecturers and teachers including Jules Feiffer, Ursula Hegi, Billy Collins, Kaylie Jones, Matthew Klam, and Melissa Bank. This year the Stony Brook \$1,000 Short Fiction Prize winner, Ryan Brown of Duke University, was awarded free tuition to the Summer Writers Conference plus the opportunity to have her short story considered for publication in *The Southampton Review*, the literary journal of Stony Brook Southampton's M.F.A. program. And, who knows? Perhaps she'll be the next great writer to take up residence in our windmill. For information about the Southampton Writing programs, visit: [www.stonybrook.edu/writers](http://www.stonybrook.edu/writers). To read this year's winning story, "To Be Certain," or past winning stories, or for submission guidelines, visit [www.stonybrook.edu/fictionprize](http://www.stonybrook.edu/fictionprize). Submission deadline: March 1, 2010.



*The "College Windmill" (inset) prior to its most recent restoration, which was made possible in part due to the very generous donation by Bob and Pam Martin.*