

Almanac

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Design for Perelman Center for Political Science and Economics

The Ronald O. Perelman Center for Political Science and Economics has received final design approval from the University of Pennsylvania Board of Trustees. The Center's design by Toronto-based KPMB Architects incorporates the rehabilitation of the existing West Philadelphia Title and Trust Company building at 133 South 36th Street with a significant addition to its north, along 36th and Sansom Street. The project is planned to begin construction in December 2015.

Two years ago (*Almanac* February 5, 2013) Penn received a \$25 million gift from alumnus Ronald O. Perelman for this center.

The 100,000-square-foot center will house the departments of political science and economics in Penn's School of Arts & Sciences, with courses critical to some of the School's most popular majors including economics, political science, international relations and the interdisciplinary philosophy, politics and economics program (PPE).

"The Perelman Center will help the School achieve a key priority reuniting the department of political science under one roof and putting both economics and political science faculty members in close proximity to their related research centers, graduate students and undergraduates," said Dean Steven J. Fluharty. "At a time when great issues that intertwine politics and economics are central to research and teaching in both disciplines, a wide range of productive synergies is likely to result."

Six academic and research centers will also be re-located to the new building. These include the: Center for Advanced Study of India; Chris-

topher H. Browne Center for International Politics; Center for the Study of Contemporary China; Penn Program on Democracy, Citizenship and Constitutionalism; Penn Institute for Economic Research; and Penn Program on Opinion Research and Election Studies.

The center's north addition will feature a new façade that resonates with the vertical style of the historic 1925 Art Deco building, originally built as the West Philadelphia Title and Trust Company. The main entrance will be on 36th Street at the intersection of old and new buildings. Inside, old and new will connect with the addition having a double height space for the ground floor, enhancing the impact of the heritage windows. The addition's exterior palette of silver metal, frosted and clear glass is also designed to complement the historic limestone façade.

"This project integrates careful retention and reuse of the existing building with a major new addition that is deeply responsive to it and yet frankly contemporary," said University Architect David Hollenberg. "This marriage of preservation, reuse and strong contemporary design within one project is exemplary of our broader approach to managing change across the entire campus."

Occupancy of the Perelman Center for Political Science and Economics is anticipated in early summer 2018.

Additional information about Penn Connects and the Perelman Center for Political Science and Economics is available at www.pennconnects.upenn.edu

2014 Global Think Tank Report

The Think Tanks and Civil Societies Program at the University of Pennsylvania released its *2014 Global Go To Think Tank Index Report*, the most comprehensive ranking of the world's top think tanks. Simultaneous launch events were held by 77 organizations in 59 cities in 49 countries worldwide. The report will be translated into more than 20 languages; see <http://gotothinktank.com/>

The Brookings Institution ranked first on the Global Think Tank list for the top think tank worldwide for the seventh consecutive year.

As the premier database and measure of world think tanks, the *Go To Index* aims to increase the profile, performance and impact of think tanks, and to create a transnational and interdisciplinary network of centers of public policy excellence.

"In a world filled with tweets and sound bites that are often superficial and politically charged," said James McGann, director of the program, "it is critical to know where to turn for sound policy proposals that address our complex policy issues. This independent Index is designed to help identify and recognize the leading centers of excellence in public policy research around the world."

The launch of the *Go To Index* in Washington, DC, was hosted by the Center for Strategic and International Studies. A discussion was held about the challenges and opportunities for defense policy think tanks in the coming year. A session in New York at the United Nations focused on the connections between inter-governmental organizations and think tanks. The *Go To Index* was also distributed through a network of global partners, giving institutions a chance to highlight the crucial role they play in building and maintaining civil society in their countries and regions.

The report, compiled with assistance from more than 1,500 peer institutions and experts from print and electronic media, academia, public and private donor institutions and governments around the world, ranks the top 150 global think tanks across four categories: World, Region, Area of Research, and Special Achievement.

This year's report also includes new Global Health and Domestic Health categories as well as a Global Trends feature, a detailed analysis of the biggest developments and challenges that think tanks have faced and will continue to face.

Penn's Think Tanks and Civil Societies Program at the International Relations Program—established in 1989—maintains a database and network of more than 6,600 think tanks in 152 countries.

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February AT PENN

OF RECORD: Student Disciplinary Procedures for Resolving Complaints of Sexual Assault, Sexual Violence, Relationship Violence and Stalking



View of the design for the Ronald O. Perelman Center for Political Science and Economics across 36th Street, facing northeast, with the north addition to the left and the historic building to the right, at the corner of 36th and Walnut streets, in this rendering courtesy of KPMB Architects. The main entrance will be on 36th Street at the intersection of the old and new sections.

SENATE From the Senate Office

The following is published in accordance with the Faculty Senate Rules. Among other purposes, the publication of SEC actions is intended to stimulate discussion among the constituencies and their representatives. Please communicate your comments to Vicki Hewitt, executive assistant to the Senate Office, either by telephone at (215) 898-6943 or by email at senate@pobox.upenn.edu

Faculty Senate Executive Committee Actions Wednesday, January 21, 2015

Chair's Report. Faculty Senate Chair Claire Finkelstein gave a brief update on the actions of the Faculty Senate committees. She announced that the report of the Economic Status of the Faculty will be presented to SEC at the March 18 meeting. She also reported that the new Student Disciplinary Protocol for Sexual Assault, Sexual Violence, Relationship Violence and Stalking will be published in *Almanac*. [Ed. Note: see Supplement in this issue]

Past Chair's Report. Faculty Senate Past Chair Dwight Jaggard noted that the Academic Planning and Budget committee and Capital Council have been meeting. He asked any faculty members with interest in or recommendations for the Vice Provost for Education position to contact him.

Vote on the 2015 Senate Committee on Committees Ballots. SEC members voted for members of the 2015 Senate Committee on Committees.

Update from the Provost. Provost Vincent Price gave updates on several areas under his purview. In advance of the report from the Task Force on Student Psychological Health and Welfare, the University has already implemented some of its preliminary recommendations. A new HELP line for students was launched, and Counseling and Psychological Services has added staff and moved to its new location at 3624 Market Street, First Floor. The Provost reported that the two dean searches in progress—the Law School and the School of Engineering & Applied Sciences—are going well and are proceeding on schedule. The searches for a Director of Student Health Services and a Sexual Violence Investigative Officer have now concluded and will be announced soon. The Penn Wharton China Center in Beijing will open on March 9-10, with a gala dedication ceremony in September, and Perry World House is scheduled to open in Spring 2016. The latest data on faculty diversity show that the number of underrepresented minority faculty continues to increase, and that the number of women faculty has also increased. Despite a decrease in federal funding, Penn's sponsored research portfolio increased by 9% last year, but the Provost believes it unlikely that growth on the same scale will continue. The most recent call for Open Learning proposals expanded the scope of projects to include digital content for use in on-campus courses.

SEC members and the Provost then discussed: student life issues and student activism on campus; the Penn Police; retention of underrepresented minority faculty; international faculty; and funding available for faculty recruitment and retention.

Proposed Revisions to the Patent and Tangible Research Property Policies and Procedures. Vice Provost for Research Dawn Bonnell discussed two initiatives in her office: a single-portal initiative to reduce the regulatory burden on faculty conducting research, and the establishment of the Penn Center for Innovation. SEC members and Vice Provost Bonnell then discussed: goals for the Penn Center for Innovation; the Office of Research Services; post-award processing of grants; and the Institutional Review Board (IRB).

Vice Provost Bonnell then summarized the proposed revisions to the Patent and Tangible Research Property Policies and Procedures and explained that the proposed changes to the distribution would reduce the University's share in favor of faculty, as well as make distributions more consistent.

Discussion and Vote on the Revisions to the Patent and Tangible Research Property Policies and Procedures. The Senate Executive Committee discussed the proposed revisions and voted to approve them.

Discussion and Vote on the Academic Clinician Track Change Proposal. The Senate Executive Committee discussed the joint proposal from the Perelman School of Medicine, the School of Dental Medicine and the School of Veterinary Medicine to revise the Academic Clinician faculty track. The committee voted to approve the proposal.

Integrating Sustainability Across the Curriculum— Summer 2015 Call for Faculty Proposals: February 6

Penn's Climate Action Plan, the University's roadmap for sustainability, was produced in 2009 and recently updated in October 2014. Among the recommendations of the Climate Action Plan 2.0 is a particular focus on support for Penn faculty in this area.

One existing program now in its fourth year, is *Integrating Sustainability Across the Curriculum*—a means for faculty to integrate elements of sustainability into new or existing courses. Faculty participants work with a paid undergraduate summer research assistant to revise course content, adjust syllabi, change presentation materials and reading lists, modify exams and more. An introduction to the eight-week summer program and guidance will be provided at an early May faculty workshop. This is organized by Penn's Green Campus Partnership.

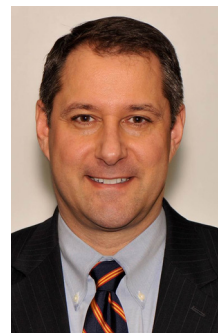
To apply, submit a one-page proposal to sefisher@upenn.edu that:

- describes the existing or proposed course;
- indicates the reason for integrating or enhancing sustainability in the course; and
- includes a brief work plan for a student research assistant.

View additional information on the ISAC program at <http://www.upenn.edu/sustainability/get-involved/integrating-sustainability-across-curriculum>

Sexual Violence Investigative Officer: Christopher Mallios

Christopher Mallios has been appointed the University's inaugural Sexual Violence Investigative Officer. Mr. Mallios has served as Attorney Advisor for AEquitas since 2010, where he earned a national reputation as an expert on sexual violence, domestic violence and stalking. He has traveled throughout the country training and presenting to lawyers, judges and others regarding best practices in responding to these complaints.



Christopher Mallios

Mr. Mallios is an affiliate of the Ortner Center on Family Violence. Previously, Mr. Mallios worked in the Philadelphia District Attorney's Office for nearly 16 years, in a series of progressively responsible positions culminating in his service for four years as Chief of the Office's Family Violence and Sexual Assault Unit. During that period, Mr. Mallios also served as an advisor for the Philadelphia Police Department's Special Victims Unit and Internal Affairs Divisions. He was also selected to serve as the District Attorney's liaison to Philadelphia's lesbian, gay, bisexual and transgender community.

He was responsible for ongoing training of more than 300 prosecutors as the director of Continuing Legal Education at the Philadelphia District Attorney's Office, and was a frequent presenter for the Pennsylvania District Attorneys Institute. He also has taught trial advocacy as an adjunct professor at the Beasley School of Law at Temple University. Mr. Mallios has worked as a criminal defense attorney, representing many indigent defendants as a court-appointed lawyer in criminal trials including death penalty cases.

In the newly-created role of Sexual Violence Investigative Officer, Mr. Mallios will serve as the principal investigator of all complaints of violations of the University's policy on Sexual Violence, Relationship Violence and Stalking made against students enrolled in any of Penn's 12 schools. He will work to support the University's aims of fairly, fully and promptly investigating all such complaints and support the implementation of the new Amendment to the Student Disciplinary Charter for complaints of Sexual Violence (see supplement). He will also work with colleagues to educate students, faculty and staff about the new process for responding to complaints and assist with efforts to prevent sexual violence.

"We are very fortunate to have someone with Mr. Mallios' depth of experience and expertise in investigating complaints of sexual violence and working with complainants and respondents," said Vice President for Institutional Affairs Joann Mitchell. "Mr. Mallios' former colleagues at AEquitas and those with whom he has worked on campus spoke highly of his integrity and unwavering commitment to fairness and due process." His honors and awards include the Philadelphia Commission on Human Relations Award for Human Rights in Law Enforcement, the Philadelphia Children's Alliance' Team Excellence Award and Women Organized Against Rape's Signature Award. Mr. Mallios said that he "looks forward to working with Penn's students, faculty and staff to develop exemplary investigative protocols that will ensure that all parties are treated with respect throughout the process."

Mr. Mallios received his BS in science from Pennsylvania State University and his JD from Temple University School of Law. He served as a law clerk on the Pennsylvania Supreme Court and the Commonwealth Court of Pennsylvania, and is member of the bars of the Supreme Court of Pennsylvania and the United States District Court for the Eastern District of Pennsylvania.

Penn's Way: Thanks A Million

Dear Friends and Colleagues:

Each year Penn's Way calls upon the unified strength of the Penn community to respond to the needs of those less fortunate. For this year's *Giving is Penn's Way* campaign you answered our call and then some! On behalf of the University and Health System leadership and our charitable partners from the Center for Responsible Funding, Penn Medicine and The United Way, we would like to say *Thanks A Million!* Thanks a million for your commitment to sending a message of hope and support to the vulnerable populations these agencies serve.

Because of your generosity and compassion, the Penn's Way 2015 Campaign met and exceeded its goal of \$1,500,000! Our final total was \$1,633,850.

We especially applaud the hard work and enthusiasm of the many individual volunteers who served as Volunteer Coordinators and Captains.

Our deepest thanks to them and to you for making the Penn's Way 2015 Workplace Giving Campaign another remarkable success! Thank you.

—Maureen S. Rush, Vice President for Public Safety, University of Pennsylvania,
Penn's Way 2015 Co-Chair

—Susan E. Phillips, Senior Vice President for Public Affairs,
University of Pennsylvania Health System, Penn's Way 2015 Co-Chair

—Reed Pyeritz, Professor of Medicine and Genetics, Chair-elect Faculty Senate,
University of Pennsylvania, Penn's Way 2015 Faculty Advisor

—Peter D. Quinn, Vice Dean for Professional Services, Senior Vice President,
University of Pennsylvania Health System, Penn's Way 2015 Faculty Advisor



Call for Course Development Proposals: Structured, Active, In-class Learning (SAIL) Classes: February 20

The Vice Provost for Education and the Center for Teaching and Learning invite faculty to submit proposals for course development grants to support the creation of Structured, Active, In-class Learning (SAIL) classes.

SAIL classes emphasize the active engagement of students in class through structured work, guided by the instructor. They build upon the premise that students benefit from learning by doing and that class time should be used to help students learn to work with material. To that end, class time is built around highly structured activities, in which students work to solve problems, interpret data or evidence or otherwise engage in real practices in the discipline. This work is frequently done in groups, with instructors circulating and guiding the process. Although a SAIL class may include some mini-lectures or full-class discussion, the exercises that students engage with are at the heart of the class. In preparation for that in-class work, instructors usually provide out-of-class materials or assignments for students to process prior to class.

These grants provide support for faculty interested in transforming an existing course into a SAIL class or developing a new one. SAIL grants will provide faculty with a \$5,000 research fund for their preparation time or for assistance in the process of developing in-class exercises, any out-of-class materials or assignments and assessments. Since a purpose of the SAIL grants is to aid faculty who are interested in successfully replacing lectures with active learning and practice in the discipline, proposals to reimagine courses that are often taught as lecture classes are particularly welcome, as are proposals for introductory level classes.

Proposals must include: the proposed course's name, number and expected enrollment; faculty's CV; either a current syllabus annotated with proposed changes or (for new courses) a preliminary syllabus; and department chair's signature indicating approval. Successful proposals will explain how the course will make use of SAIL techniques and include the following:

- thoughts on why you want to teach this class as a SAIL class;
- explanation of the in-class exercises to be developed and used;
- discussion of how any other teaching methods—out-of-class materials or assignments, for instance—will contribute to the course aims;
- estimate of the amount of class time that will be spent on structured activities and how much time will be devoted to other techniques, such as mini-lectures;
- reflection on goals for what students should learn from this course;
- TA support for the course, both currently and in proposed version;
- where the course fits into the curriculum of the department.

Proposals should not exceed three pages (not including CV and syllabus) and will be reviewed by a faculty committee.

Faculty are encouraged to consult with the Center for Teaching and Learning in developing their courses. See http://www.upenn.edu/ctl/resources/general_guidance/teaching_a_sail_class for more information. Additionally, CTL can provide training for TAs supporting SAIL classes.

Proposals must be submitted by email to CTL at ctl-help@sas.upenn.edu by Friday February 20, 2015.

Grants Available for Individuals and Groups: February 13

The Trustees' Council of Penn Women (TCPW) is pleased to announce its 2015-2016 Grants Program and encourages members of the University community to apply.

Grants ranging between \$1,000-\$5,000 will be available to individuals or organizations which promote:

- women's issues
- the quality of undergraduate and graduate life for women
- the advancement of women
- the physical, emotional and psychological well-being of women

Favorable consideration will be given to projects that:

- affect a broad segment of the University population
- foster a greater awareness of women's issues
- provide seed money for pilot programs that have the potential to become ongoing self-supporting programs

To apply, visit the TCPW website at www.alumni.upenn.edu/tcpwgrants and download the application from the TCPW Grant web page. Applications must be submitted no later than February 13, 2015. Awards will be announced in the Spring of 2015 and funds will be distributed in July/August 2015 for projects in the 2015-2016 academic year.

CFAR Pilot Grant Program: March 30

Penn Center for AIDS Research (CFAR) invites applications in HIV/AIDS clinical care, pathogenesis, virology, immunology, structural biology, vaccine development, epidemiology or prevention research. Awards are up to \$40,000 for each grant, for a one-year period.

All HIV/AIDS topics are welcome, especially those that address our priority Scientific Working Group areas: HIV & Viral Hepatitis co-infection (with broad focus spanning basic, clinical, behavioral); HIV & Substance Use; Strategies targeting HIV Eradication, HIV Reservoirs and Residual Inflammation

Award Types:

Mentored Research Scholar awards: Young Investigators (Non-Faculty members)

- Instructor and Research Associate level
- One-page mentorship plan with a mentor at assistant professor level or above is required. Mentorship Plan Guidelines: http://www.med.upenn.edu/cfar/developmental_mentorprogram.shtml

General Pilot Awards: Faculty members

- Post-grad degree with an appointment equivalent to a staff scientist or assistant professor (or above) at the University of Pennsylvania, Children's Hospital of Philadelphia or The Wistar Institute.

- For junior faculty applicants, a one-page mentorship plan with a senior faculty member is strongly encouraged; for non-HIV/AIDS investigators of any level, a partnership plan with an established HIV/AIDS investigator is strongly encouraged.

Eligibility:

- Young investigators (Instructor/Research Associate) who have not received independent fund-

ing in HIV/AIDS and are poised to begin an independent project (Mentored Research Scholar award)

- New investigators who never have held extramural R01-level support from the NIH
- Investigators who have not previously been funded for work in HIV/AIDS
- Investigators who worked in HIV/AIDS to study an area that is a significant departure from their current work

- New interdisciplinary collaborations involving investigators from different disciplines who have not previously worked together

Application Deadline: Monday, March 30

Cover page instructions at http://www.med.upenn.edu/cfar/documents/Instructs_Coverpg-FY2016.pdf

Note: Application should address how this pilot will lead to future independent funding.

Pre-Submission Pilot Workshop: on Friday, January 30, 1-3 p.m.; 253 Biomedical Research Building, 421 Curie Blvd.; for (a) junior investigators to help craft a stronger research proposal and (b) all investigators to gain more info about research services provided through CFAR Resource Cores. For further info on the workshop or mentoring plans, contact Evelyn Olivieri.

International Applications: see specific requirements online.

For further info, please contact:

Pablo Tebas, (director, CFAR Developmental Core) pablo.tebas@uphs.upenn.edu
Luis J. Montaner, (co-director, CFAR Developmental Core) montaner@wistar.org
Evelyn Olivieri, oliviere@mail.med.upenn.edu

2015 Summer Camps and Programs at Penn

Penn offers children and teens an array of summer activities from academics, enrichment and recreation—including anthropology, business, law, veterinary medicine and music—to more a dozen athletic sports camps—from baseball to volleyball. For more information and applications see the specific contact information below. Additional camps and programs may be available on the Penn Athletics website, www.pennathletics.com under Sports.

ACADEMICS

Leadership, Education and Development (LEAD) Program at Wharton: *June 28-July 25.* The LEAD Program introduces youth of diverse backgrounds to key areas of business. First established at Wharton in 1980 and reflecting a long-standing commitment to developing business leaders through business education, the LEAD Program at Wharton features lectures by corporate executives and Wharton faculty, team-based assignments and visits to businesses in Philadelphia, Washington, DC and New York City. Cost: \$3,000 with financial assistance available. Deadline: *February 5.* Apply: www.wharton.upenn.edu/academics/LEAD.cfm

Leadership in the Business World (LBW): *July 5-August 1.* LBW is a program for talented and ambitious rising seniors in high school who want to learn about leadership in business. LBW features classes with Wharton professors, lectures from prominent business leaders, site visits to businesses in Philadelphia and New York City and team-based activities designed to enhance leadership skills. Cost: \$6,995, need-based financial aid is available. Deadline: *February 20.* Apply: www.wharton.upenn.edu/academics/lbw.cfm

Management & Technology Summer Institute (M&TSI): *July 12-August 1.* M&TSI is a three-week for-credit program for rising high school seniors and a select few rising high school juniors who want to learn how to bring together technological concepts and management principles. M&TSI features classes taught by leading Wharton and Engineering faculty and successful entrepreneurs, as well as laboratory experience, field trips to companies and research and development facilities, intensive team projects and activities designed to help students learn the principles and practice of technological innovation. Cost: \$6,500, includes tuition, housing, meals and weekend excursions. Deadline: *March 1.* Apply: www.upenn.edu/fisher/summer-mt

Wharton Sports Business Academy (WSBA): *July 5-August 1.* This residential institute provides an opportunity for talented rising high school juniors and seniors to study the global sports business at the Wharton School. WSBA teaches students about management, marketing, media, negotiations and various professions in the industry as they meet and learn from leaders in the sports business world. Cost: \$6,995, financial aid is available. Deadline: rolling admissions. Apply: <http://wsb.wharton.upenn.edu/businesseducation-wsba.html>

iD Tech Camps: Co-ed iD Tech Camps are held at the Penn campus for ages 7-17 in *June, July and August.* This is a day-only program. Learn code, game design, app development, web design, film, photography and more. These courses are designed to build critical 21st century science, technology, engineering and math (STEM) skills. For the course schedules and prices see <https://www.idtech.com/locations/pennsylvania-summer-camps/philadelphia>

delphia/id-tech-university-of-pennsylvania-upenn/#courses-dates

Julian Krinsky Summer Internship Program: *June 28-July 18 and July 19-August 8.* Depending on their chosen field, students will work in an office, lab, studio, museum, behind the microphone or on the stage where they learn about the field, get work experience and live away from home on Penn's campus. Transportation is provided to and from work. For rising high school juniors and seniors. Cost: \$5,625/session; space is limited; rolling admissions. Apply: www.jkcp.com/program/summer-internships/

International Affairs with Model UN: *July 5-August 1.* The residential program for students ages 15-18 features debate, public speaking and research workshops, realistic UN simulations and guest speakers. Enjoy field trips to the United Nations in New York City and Embassy Row in Washington, D.C. Plus, experience culture through cuisine in Philadelphia. The program is designed to accommodate both new and experienced students. Cost: \$6,595. Deadline: Rolling admissions. Apply: www.jkcp.com/modelun

Art and Architecture Summer Programs: PennDesign offers two four-week summer programs (part of Julian Krinsky Camps and Programs) for high school students, ages 14-18, one in architecture and one in art. These programs prepare students for college admissions as they experience college life and create their portfolio. *July 5-August 1/residential and July 6-31/day.* Cost: \$3,550/day and \$5,975/residential. Deadline: *June 1.* Info.: Leigh Anne Scarborough, lascarbo@design.upenn.edu Apply for the art program at www.jkcp.com/program/art-summer-at-penn/; apply for the architecture program at www.jkcp.com/program/architecture-summer-at-penn/

Penn Summer Academies: Open to rising sophomore, junior and senior residential and commuting students. *July 5-July 25.* Cost: \$7,499 (residential), \$6,399 (commuter). Additional lab fees may apply for science academies. Deadline: *June 1.* For additional details and to apply, see www.sas.upenn.edu/summer/programs/highschool

Biomedical Research Academy: Introduces students to the experimental basis of biology, including relevance to disease. Morning lectures cover the cellular, molecular and genetic aspects of biology, while afternoons will be spent in the laboratory with hands-on experiments that introduce students to the tools and techniques used in biomedical research labs.

Chemistry Research Academy: Provides students with hands-on experiences in cutting-edge research projects in the chemical sciences, including synthesis and characterization of new compounds and materials, chemistry of life processes, spectroscopy and environmental photochemistry, nanoscale materials and molecular devices.

Experimental Physics Research Academy: Focuses on modern physics with an emphasis on hands-on experience and laboratory work. Program topics include mechanics, electromagnetism, quantum dynamics and astrophysics.

Social Justice Research Academy: Students examine the historical importance and contemporary relevance of struggles to overcome inequality and injustice using past and present examples, such as peasant revolts, slave rebellions, anti-colonial and anti-apartheid independence movements, the Arab Spring, the Occupy movement and ongoing human rights campaigns across the globe.

Penn Summer Pre-College Program: This five-and-a-half-week residential program is designed for students who are interested in a college experience typical of an undergraduate freshman. Participants enroll in one or two undergraduate courses for academic credit and are fully integrated with undergraduate students. Academic advising, extra-curricular activities and weekend trips are included. Open to rising juniors and seniors. *June 30-August 8.* Deadline: *June 1.* For costs and to apply, see www.sas.upenn.edu/summer/programs/highschool/precollege

Penn Summer Young Scholars Program: This five-and-a-half-week commuter program is an opportunity for academically exceptional local high school students to take college courses with Penn students and earn full college credit. Young Scholars can pursue their favorite discipline beyond the level offered in secondary schools, get a head start on their college requirements or explore a brand new field that interests them. Open to rising juniors and seniors. *July 2-August 7.* Deadline: *June 1.* For costs and to apply, see www.sas.upenn.edu/summer/programs/highschool/youngscholars

Penn GEMS Camp (Girls in Engineering, Math and Science): The School of Engineering & Applied Science's Penn GEMS program is a week-long day camp targeted at girls finishing 6th, 7th and 8th grade who are interested in math, science and engineering. Students will spend *July 27-July 31* working with faculty and students in bioengineering, materials science, graphics and computing. A special robotics only track is also available. Applications will open February 11. Cost: \$650, financial assistance is available for those who demonstrate need. Apply at www.seas.upenn.edu/awe/gems Application Deadline: *April 3.* Contact: awe@seas.upenn.edu

Penn Medicine Summer Program: A residential medical program, *July 5-August 1,* for rising high school seniors. Students are guided and taught by Penn Medicine faculty and staff and are immersed into the world of medicine as they explore the career possibilities available to medical students. Cost: \$7,500. Deadline: *March 20.* Apply: www.jkcp.com/program/penn-medical-high-school-summer-program/

Teen Research and Education in Environmental Science (TREES) Summer Program: Hosted by the Center for Excellence in Environmental Toxicology, TREES offers students from local high schools (rising sophomores, juniors and seniors) a unique, hands-on research experience, lectures in environmental science, field trips and more. Students develop their own research projects. The tuition-free program lasts for eight weeks, *June 22-August 7.* The deadline to apply

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is March 1. Apply: <http://ceet.upenn.edu/training-career-development/summer-programs/>

Summer Academy in Applied Science and Technology (SAAST): Sponsored by Penn Engineering, SAAST offers an opportunity for rising sophomores through seniors to experience rigorous and challenging college-level coursework. The residential program—July 5-25—combines sophisticated theory with hands-on practical experience in cutting-edge technologies. Five programs are offered in the Academy: biotechnology, computer graphics, computer science, nanotechnology and robotics. The priority deadline is March 16 and the final deadline is May 18. Contact: Nadira Williams, (215) 898-0053. For cost and registration, see www.seas.upenn.edu/saast

Penn Summer Science Initiative for High School Students: A free, four-week summer program, July 6-July 31, for local juniors, but occasionally well-qualified sophomores, in materials science and engineering. The program consists of lectures on materials, a computer lab, experimental labs and field trips to both industrial and Penn facilities. Apply by April 15: www.lrsm.upenn.edu/outreach/pssi.html

Provost Summer Mentorship Program: July 7-31. Participants will gain knowledge in multiple fields of study, while also gaining exposure to the benefits of post-secondary education. This free program is for current freshmen and sophomore students who are currently enrolled in a public or charter school within the Philadelphia School District. Course programming is offered in the schools of Dental Medicine, Engineering & Applied Sciences, Law, Medicine and Nursing. Apply: www.vpul.upenn.edu/aap/smp/index.php by April 10. Applications will be available February 13.

Penn Law Pre-College Summer Academy: July 5-25. Whether they would like to better un-

derstand how the legal system works, what lawyers do, or think they might want to be a lawyer someday, this residential academy is designed to give motivated rising high school juniors and seniors as well as college freshman and sophomores, clear insight into US law and the legal profession. Cost: \$7,499. Apply: www.summer-discovery.com/penn-law

VETS (Veterinary Exploration Through Science): VETS is a program offered by Penn's School of Veterinary Medicine for college/post bac and high school students (juniors and seniors). The program will engage students who will take part in labs and lectures as well as rotations through clinics with the 4th year veterinary students at the Matthew J. Ryan Small Animal Hospital. This day program runs from 9 a.m. to 4 p.m., M-F each program week (4 weeks total). VETS is offered for college/post bac: June 8-12 & June 15-19; current high school juniors/seniors: July 6-10 & July 13-17. Cost: \$975. Deadline: April 3. For information, visit: <http://www.vet.upenn.edu/education/admissions/summer-vets-program>

ENRICHMENT AND RECREATION



Anthropologists in the Making:

June 29-August 21. Penn Museum invites campers ages 7-13 to join in a fascinating exploration of ancient and contemporary cultures. Each week highlights a different theme, offering campers the opportunity to enjoy one week or all eight. This year's themes are:

- June 29-July 2: Americas the Beautiful
- July 6-10: Animals of Ancient Egypt
- July 13-17: I Dig Anthropology
- July 20-24: A Sailor's Life for Me
- July 27-31: Mummy Mania



Twenty paper planes glide through the air as campers at Morris Arboretum's 2014 Summer Adventure Camp test air force during Science Week. Camp is back at Morris Arboretum for 2015 with even more exciting adventures for thrill-seeking nature lover's ages 6 to 10.



VETS participants in an Exotics rotation.

August 3-7: Celebrate Good Times

August 10-14: Classic Myths and Legends

August 17-21: Ancient Marvels

Register by May 1: \$290, \$270/members.

Register after May 1: \$310, \$290/members.

Penn Museum members at the household level and above are eligible for Camp discounts. Pre-

camp (8-9 a.m.) and after-camp (3-5 p.m.) care is

also available for additional fees. Call (215) 898-

4016, email summercamp@pennmuseum.org or

visit <http://penn.museum/camp>

Morris Arboretum Summer Adventure

Camp: Give your child the gift of a fantastically fun summer by registering them for Summer Camp at Morris Arboretum, 9 a.m.-3:30 p.m. with exciting adventures, experiments and crafts planned to engage thrill-seeking nature lovers, ages 6-10. The Arboretum's camp is facilitated by an experienced staff of enthusiastic educators, who teach in local area school districts throughout the year and are looking forward to celebrating summer with veteran and first-time campers.

June 22-26: Mini-Beast Week

June 29-July 1: Adventures in Arboretumland

July 6-10: Scientific Minds in Motion

July 13-17: Mythical Creature Week

July 20-24: Go with the Flow

July 27-31: Eco-Trekkers Week

August 3-7: Art Extravaganza

Register on or before March 1 to secure a guaranteed place for your child and to receive an early bird discount of 15% off camp tuition. Go to

<http://online.morrisarboretum.org/summercamp>

Arboretum members: \$265; non-members: \$285.

Penn Band High School Summer Music

Camp: July 12-18. This camp, for high school freshmen through seniors, includes fun activities, lectures, leadership and group building exercises and a diverse repertoire of band music. Audition not required, but evaluation form (completed by music director or private instructor) must be submitted. Fee: \$825 (overnight) or \$395 (commuter). Children of Penn faculty/staff are eligible for a 10% discount. Sponsored by the Penn Band. Deadline: July 1. Register: www.pennband.net/pebc/ or call (215) 898-8719.

(See page 6 for 2015 Athletic Camps at Penn)

2015 Summer Camps and Programs at Penn

(continued from page 5)

ATHLETICS

Penn Baseball Camps: Penn employees, call (215) 746-2325 for a discount.

Register: www.pennbaseballcamp.com

High School Summer Prospect Camp: June 15-16; camp for 9th-12th graders will consist of instruction and competitive games allowing the camper to have a true college baseball experience.

Youth Quaker Baseball Camp @ Meikeljohn Stadium: Session I: June 22-25; Session II: July 13-16, 9 a.m.-3 p.m. An organized and structured camp that focuses on preparing young players (ages 7-13) to refine their game. Competitive and challenging drills will be performed every day.

Basketball Camps: Cost and more information will be on pennbasketballcamp.com

Men's Elite Basketball Camp: For high school boys who seek a strong academic and athletic camp environment. Training sessions will also be held to inform campers of the college process. Dates to be announced; jgreger@upenn.edu

Women's Elite Basketball Camp: June 18-19, August 13-14. Designed for highly motivated female student-athletes who have the will and desire to play basketball at the collegiate level. It will be a rigorous program that will help campers reach their goals as a college athlete; bernl@upenn.edu

Quaker Basketball Day Camp: June 22-26. Provides each camper with a great opportunity for growth and success. The staff is comprised of collegiate and high school coaches as well as members of the Penn men's and women's team, who will work closely with the campers on the fundamentals and team concepts of the game; jgreger@upenn.edu

Junior Fencing Camp: Boarding Camp—July 19-July 25; July 26-August 1, for ages 14-18; \$1,095/week or \$1975 for both weeks. Day Camp—July 19-25; July 26-August 1, for ages 8-13; \$800 per week. Gain a better understanding of practice techniques, fundamental actions, bout structure, strategy, tactics and conditioning. The material of the camp program should enable the camper to be more effective in training and competing during the following season. Individual lessons are geared toward each fencer's particular needs. Registration begins in early February; www.fencingcampatpenn.com

Penn Elite Field Hockey Camp: July 5-7; Camp will challenge players to elevate their game to the next level with high intensity skills sessions and games reflective of collegiate play. Open to all high school age players. Cost: \$525/overnight, \$450/commuter. For more information, see <https://pennfieldhockeycamps.com/elite.php>

Al Bagnoli All Star Football Camps: One Day Clinics: Dates and times to be announced. Designed to benefit advanced football players who possess the skills necessary to compete at the collegiate level. The Penn coaching staff will provide personalized coaching and conduct drills. Clinics open to players entering grades 11-12, kickers, punters included. Register: www.pennfootballcamp.com

Penn Lacrosse Camps: July 14-16; residential and day camps; for boys entering grades 9-12 and July 17-19 for boys entering grades 5-8. Athletes will be grouped based on ability

and challenged accordingly. The staff is comprised of college coaches who will run each session like a college practice. \$505-631. Register: <https://pennlacrossecamps.com>

Girls' Elite Lacrosse Day Camps: June 30, July 1 and July 8, 8 a.m.-8 p.m. Details/registration: www.pennlacrossecamps.com

Quaker Rowing Camp: July 13-18, July 20-25 and July 27-August 1; \$1,175/overnight, \$675/commuter; for both the experienced and novice rower (ages 13-18) looking to significantly improve their rowing ability. Instruction and coaching will be geared to the experience level and talents of each camper. Includes two daily practices on the water as well as active seminars on erg training and body circuits. Register: www.quaker-rowingcamp.com

Rudy Fuller Soccer Camps: Session 1: June 22-26; Session 2: August 3-7; Cost: \$300,



with discounts available. For boys and girls in 1st-8th grade. It offers players of various skill levels the opportunity to improve their soccer skills. Development of individual skills taught through fun exercises, daily competitions and small games. Register: http://www.rudyfullersoccer.com/junior_quaker_camps.cfm

Penn Softball Camp: June 16, 22, 23. For the serious player looking to refine offensive and defensive techniques; ages 13-18, 10 a.m.-4 p.m. Cost TBA. Details/register: www.pennsoftball-camps.com

Quaker Swim Camp: Session 1: June 15-19, Session 2: June 22-26, Session 3: July 6-10. A beginner-to-intermediate swim camp that is focused on quality drill work and learning proper swimming technique for swimmers ages 5-15. Cost: \$400/competitive, \$450/learn to swim, \$375/two or more family members. Contact: Mike Schnur: mschnur@upenn.edu

Penn Tennis Camp: A day camp for players of all experience levels, ages 5-17. Camp will run for three one-week sessions, August 10-14, August 17-21 and August 24-28. Each of the one-week sessions will focus on stroke production and technical skills, while incorporating sportsmanship and teamwork. The camp runs Mondays through Fridays, 9 a.m.-3 p.m. Cost: \$385/one-week session or discounted rate of \$340/per week for all three sessions. After-camp care is available from 3:30-6 p.m. for a fee of \$20 per day. Register: www.penntenniscamp.com or call (215) 315-3130.

Penn Track & Field: see www.penntrackcamp.com

Penn Volleyball Camps: Players will be grouped by skill and age level to maximize their potential and improve to the next level of play. Campers benefit from extensive, top-notch training in the areas of individual skill progressions, team systems and competition drills. Register: www.pennvolleyballcamp.com

Penn Volleyball Clinic Series: August 3-6 (AM and PM sessions). Open to all girls, grades 3-12. Cost: \$60 per 3 hour session.

Penn Volleyball Summer Camp: August 6-9 (overnight & extended day). Open to all girls ages 12-18. \$650/overnight; \$550/extended day.

One Step Ahead

Security & Privacy
Made Simple

Another tip in a series provided by the Offices of Information Systems & Computing and Audit, Compliance & Privacy.

How Are You Celebrating Data Privacy Month?

Data Privacy Day is an annual international event that promotes awareness about the ways personal information is collected, stored, used and shared. It recognizes the dignity of the individual, as expressed in the concept of personal information and is aimed at empowering individuals to protect their privacy and data. Data Privacy Day is January 28, and kicks off Data Privacy Month—February.

Now is an excellent opportunity to recognize Data Privacy Month in ways that are practical and impactful. Some ways you can do this are to:

Protect your social media privacy:

Facebook allows anyone and everyone to connect to each other in an instant. Review the "Top 10 Tips" on the Privacy website to learn about how to control what people post on your timeline, who can send you friend requests and more. See <http://www.upenn.edu/oacp/privacy/assets/pdf/top10fb.pdf>

Take steps to protect yourself from Identity Theft:

The Privacy Office also offers tips on how to avoid becoming a victim of identity theft, including advice for traveler. Visit the Privacy website for more details at <http://www.upenn.edu/oacp/privacy/yourdata/identity-theft.html>

Practice safe computing: Information Systems and Computing has "Top 10 Tips for Faculty" and "Top 10 Tips for Staff," as well as "Top 10 Tips for Smartphones and Tablets." These guides are designed to get you quickly through many critical topics, such as firewalls, passwords, wireless, phishing and more. Help protect your Penn data and your personal information at <http://www.upenn.edu/computing/security/checklists/Top10/>

Don't keep unnecessary data: To destroy sensitive physical files, use a shredder to ensure the information cannot be accessed by others. Use software such as Identity Finder to properly dispose of electronic files containing sensitive information. The University Archives can also destroy hard drives securely. See more at <http://www.archives.upenn.edu/urc/recredet/guide2.html> and http://www.upenn.edu/computing/security/privacy/data_clear.php

For additional tips, see the One Step Ahead link on the Information Security website: www.upenn.edu/computing/security/

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Paul Strand—The Mexican Portfolio at Arthur Ross Gallery: January 31



(left) Paul Strand, *Church gateway, Hildago*, 1933.

(above) Paul Strand, *Women of Santa Anna*, Lake Pátzcuaro, Michoacán, 1933.

All images ©Aperture Foundation Inc., Paul Strand Archive Organized and lent by the Syracuse University Art Galleries.

Paul Strand—The Mexican Portfolio will be on display at Penn's Arthur Ross Gallery from *January 31 through March 29* with a reception on *January 30* from 5-7:30 p.m., including remarks at 6 p.m. and a gallery tour at 6:30 p.m.

In 1932, Paul Strand was invited by Carlos Chavez, director of the fine arts department of the Secretariat of Public Education, to document the changing landscape and people of Mexico.

During the two years Strand spent in Mexico, he traveled the countryside with his Korona and Graflex large format cameras. He explored small towns, churches, religious icons and the people who inhabited the land. Strand, like many of the artists who were making art at the *Taller de Gráfica Popular* print studio, worked on this project during the period when the post-revolution government sought to establish a modern national culture that would capture Mexico's unique character.

Twenty images were selected by Strand and published as a portfolio in 1940, titled *Photographs of Mexico*. In 1967, the portfolio was re-released as the *Mexican Portfolio*, featuring photogravure impressions.

The exhibition at the Arthur Ross Gallery will also include a portfolio of prints by Mexican artists from the *Taller de Gráfica Popular*.

This exhibition is organized by the Syracuse University Art Collection.

Relax with a Morning of Meditation & Yoga: January 31

On *Saturday January 31*, Penn's Campus Health, Penn Athletics, the UA and Penn Recreation invite all students, faculty and University staff with an active PennCard to relax with a morning of meditation and yoga at the Palestra.

The event is free and will feature three sessions, beginning with two yoga sessions at 9 a.m. and another at 10 a.m., then the event will wrap up with meditation at 11 a.m. Register for a morning of meditation and yoga at www.upenn.edu/recreation/

**The University of Pennsylvania Police Department
Community Crime Report**

About the Crime Report: Below are all Crimes Against Persons and Crimes Against Society from the campus report for **January 12-18, 2015**. Also reported were 18 Crimes Against Property (7 thefts, 4 other offenses, 3 frauds, 2 DUIs, 1 burglary and 1 disorderly conduct). Full reports are available at: www.upenn.edu/almanac/volumes/v61/n20/creport.html Prior weeks' reports are also online. —Eds.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of **January 12-18, 2015**. The University Police actively patrol from Market Street to Baltimore Avenue and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at (215) 898-4482.

01/13/15	5:26 PM	33 S 42nd St	Complainant robbed by unknown males
01/18/15	2:52 AM	3900 Sansom St	Confidential sex offense

18th District Report

Below are the Crimes Against Persons from the 18th District: 5 incidents with 3 arrests (3 robberies, 1 aggravated assault and 1 rape) were reported between **January 12-18, 2015** by the 18th District covering the Schuylkill River to 49th Street & Market Street to Woodland Avenue.

01/13/15	3:20 PM	3300 Ludlow St	Aggravated Assault/Arrest
01/13/15	5:24 PM	33 S 42nd St	Robbery
01/14/15	9:59 AM	4314 Locust St	Robbery/Arrest
01/18/15	6:02 AM	3900 Sansom St	Rape
01/18/15	10:28 AM	4314 Locust St	Robbery/Arrest

Refund for 2014 Transit Benefits

On December 16, 2014, the US Congress approved an increase of the maximum monthly excludable amount for employer-provided commuter highway vehicle transportation and transit pass benefits. This action amends the 2014 allowable monthly transit benefit from \$130 to \$250, an amount equal to the maximum parking pre-tax limit. The legislation is effective retroactively, from January 1–December 31, 2014.

Pursuant to the change made, any transit benefits that have been provided by an employer to an employee over \$130 up to \$250 qualifies for exemption from Federal, Social Security and Medicare Taxes.

To account for this tax law change, Penn's transit pass commuters who were impacted by this legislation were issued a refund for the associated previously withheld Social Security and Medicare taxes. Communications were deployed to those commuters who received the refund. They may also visit www.upenn.edu/upenn and select "My Pay," Issue Date 2014-12-31, to view their refund. Federal taxes were reconciled in time to be reflected in employees' 2014 W2 statements. Information is also available at www.upenn.edu/parking

The maximum monthly excludable amount for employer-provided commuter highway vehicle transportation and transit pass benefits remains at \$130 in 2015.

Questions may be directed to the Payroll Office at payroll@exchange.upenn.edu

—Payroll / Tax Office
—Transportation and Parking Office

AT PENN Deadlines

The February AT PENN calendar is online at www.upenn.edu/almanac

The deadline for the March AT PENN calendar is *Tuesday, February 10*.

Info. is on the sponsoring department's website; sponsors are in parentheses. For locations, call (215) 898-5000 or see www.facilities.upenn.edu

Almanac

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Teaching the Familiar as Unfamiliar

Timothy Corrigan

As a professor of cinema studies, I have an obvious and perhaps not unique problem in the classroom: virtually every student there knows about the movies, and many probably arrive knowing more about the movies than the many other subjects in their academic portfolio. It might not be surprising that film studies attracts students who often assume they know the field being taught, but my guess is that many other disciplines—from literary studies, physics and history to psychology, communications and sociology—face similar issues regarding how to take advantage of that presumed familiarity and confidence and to make that familiar material and experiences unfamiliar in critical ways.

One advantage is that familiarity can generate ready and willing conversations and debates in class. Granted all my students are not born cinephiles but they more often than not come to class with considerable experience of the movies and confidence about their opinions as to what is good or bad and how to evaluate movies. The result is that on most days I can quickly make a large lecture class become a dynamic conversation about recent films, contemporary movie genres, new technologies and even thornier issues about gender and race representations or about the different constructions of cinematic soundscapes. Even quieter students who may be less prone to enter the debates seem visibly if quietly engaged because they have seen and know about the latest adaptation of *The Great Gatsby* or have talked with friends about *Boyhood* or practically any film by Wes Anderson. The movies and the media are the lingua franca for many students today, and whether they like certain films or not, they usually are confident about their perspectives and are eager to voice their different opinions. And, for me, that confidence—even when it might be misplaced—is a critical starting point for a good class. I don't teach film history and analysis primarily for filmmakers or even for seasoned cinema studies majors. I teach it for every student, those from Wharton to the School of Nursing, who will be inundated by images the rest of their lives and who better begin to take charge of those experiences or else those images will take charge of them. That same advantage and potential is, I believe, available to other classes and disciplines that begin in familiar worlds.

That rich starting point on the grounds of familiarity is, though, only an advantageous starting point. The French film historian and theoretician Christian Metz once noted that all of us understand the movie but the challenge is how do we explain them. For me, the answer to that question and the crucial next pedagogical step is forcing students through that door of familiarity, ideally to the point of transforming the movie experience into something quite unfamiliar. Early on, for instance, I make it clear to my class that it will be absolutely unacceptable to say simply that they like or don't like a film or to refer to a movie as, say, a "good story" or having "cool special effects." I want detailed explanations and precise points. I want, as Jean Cocteau urged, to break the habit of students seeing movies "out of the corner of their eyes." No one should leave my class feeling two thumbs up or down is a way to respond to any film.

Besides just challenging students to expand and develop their perceptions and thoughts about familiar experiences, I also have a spectrum of other tactics meant to defamiliarize that experience. For all their immersion in the movie world, the typical student knows and recognizes largely films made in the last 15 years. It's, consequently, no surprise that for the most part students have a very limited sense of history, and to a certain extent that's understandable. I am no longer shocked or chagrined that the majority of students haven't seen Orson Welles's *Citizen Kane* or Francis Coppola's *The Godfather*, let alone Buster Keaton's *The General*, or Fritz Lang's *M*. Often that lack of a history becomes an

important way to not only teach some history (about filmmakers in fascist Germany, for instance) but also to rattle assumptions about contemporary favorites. The popular bromance films of Judd Apatow, for example, look significantly less clever next to Preston Sturges's 1942 *Palm Beach Story*, and many will suddenly see the recent *Pearl Harbor* with fresh eyes after they have watched the 1930 *All Quiet on the Western Front*.

Equally unsettling and eye-opening for most students is how films are able to culturally and aesthetically dislocate them from their comfortable home in Hollywood. Many, of course, resist foreign films with their annoying subtitles, but when forced to take a cinematic trip to Iran or China, new worlds frequently bring new ideas and new appreciations. Watching a Wong Kar-wai film or the latest from Turkish-German director Fatih Akin almost invariably introduces spaces and places rarely experienced by most viewers. In the process these films also raise key questions about how stories can be told in ways that even a very good Hollywood film with its formulaic narrative structures could not.

These organizational strategies work, I believe, to promote different ways of watching movies, ways that complicate the common notion that going to the movies is primarily about the transparent enjoyment of a distraction. Whether it's a familiar Hollywood film or a seemingly strange movie from abroad, I ask my students to critically engage it in an unfamiliar way, to alternately engage and distance themselves from the mesmerizing glow of the movie image. I do this through a number of more specific exercises: I insist that they take notes on two or three specific sequences for every film they see in the course, filling in those notes with more details later; I randomly ask individual students to cue up what they consider the most important sequence from the movie we have just seen and then explain why they chose that one, and I frame each film with critical and sometimes theoretical readings.

Then there is writing. In Jean-Luc Godard's 1983 *First Name: Carmen*, Godard himself plays a dysfunctional filmmaker who clumsily types in hospital room the line "badly seen, badly said." With every class I teach I invert Godard's cryptic message as "badly said, badly seen," which is my way of insisting on the importance of writing about film as a way of understanding and seeing the familiar in unfamiliar ways. To articulate an experience that is normally a rather muted experience allows a person to see more precisely and insightfully. Simply describing an image or a sequence alters profoundly our relationship with it, and that is a kind of awareness I want all my students to develop and refine.

Needless to say, there is more than a little grumbling about these demands, but by the sixth week of the semester more than a few are on board, recognizing that the unfamiliar place of analysis and thinking can often be the doorway to a richer path into what they thought they knew. The British filmmaker Sally Potty put it succinctly when she said that, while the pleasure of simply watching a movie is undeniable, there's also a "pleasure in analysis, in unraveling, in thinking."

If my apparent problem can be, in the end, a very productive one, it is likely one that other classrooms share as they work to rattle students from ingrained assumptions and experiences. My first day in my introductory course on film history and analysis I often offer this tongue-in-cheek advice to students: a sometimes problematic consequence of taking my course is that, if we're successful, you'll begin to see the movies you enjoy in quite unfamiliar ways and that you'll begin to talk about films in ways that might irritate your family, friends and partners who really don't want that much information. You might then, I advise them, start looking right now around this classroom for new friends and partners. For me, that's the beginning of a scholarly community.

Timothy Corrigan is a professor of cinema studies, English and history of art in the School of Arts & Sciences and founding director of Cinema Studies Program. He is the 2014 winner of the Ira H. Abrams Memorial Award for Distinguished Teaching in SAS.

This essay continues the series that began in the fall of 1994 as the joint creation of the College of Arts and Sciences and the Lindback Society for Distinguished Teaching.

See www.upenn.edu/almanac/teach/teachall.html for the previous essays.