



INTERIM PRESIDENT NAMED

LEADING THE 'Next Chapter'

Richard Feldman, a former dean of the College and a professor of philosophy, begins his tenure as interim president.

By Kathleen McGarvey

Even before he formally takes over as interim president in March, Richard Feldman has been on the job. A member of the University community for more than four decades, he's spent much of his career thinking about and working on how to make Rochester a better place for all.

Feldman succeeds Joel Seligman, who steps down as of February 28. Seligman announced his resignation to the University's Board of Trustees on January 11, before the board received the results of an independent investigation examining sexual harassment allegations against a faculty member.

Danny Wegman, chair of the Board of Trustees, lauded Feldman's record as a teacher and scholar as well as his commitment to diversity, inclusion, and the academic and cocurricular experience of students.

"As a scholar, an award-winning teacher, and a supremely capable and compassionate administrator, Rich Feldman is respected and admired by students, faculty, and staff alike," Wegman said in an email to the University community. "The University could not ask for a better leader for this next chapter in the institution's history."

Wegman noted that although Feldman's tenure formally begins March 1, the board asked him to begin work immediately on the response to the report. Commissioned by a special committee of the board and led by a former federal prosecutor, the investigation found that while Rochester had generally fol-

lowed its procedures and federal law in investigating a claim of sexual harassment, the University should make important changes to its policies and the procedures for following them (see page 8).

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"We know that there are challenges that we face as a University," Wegman said. "But there are also vast stores of talent, goodwill, and respect. With President Feldman leading us, I am confident that we can engage every part of the University community to move our great institution forward."

A member of the Rochester faculty since 1975, Feldman twice chaired the Department of Philosophy before becoming dean of the College in 2006, a position he left last spring to return to the classroom. Early in his career, he helped create and implement the popular

Rochester Curriculum, which allows undergraduates to take an active role in building a program of study based on their strengths and interests. As dean, he worked closely with faculty to develop new academic programs for undergraduates, especially those focused on interdisciplinary courses and degree options. He also oversaw increases in retention and graduation rates for a growing student body in the College, in part through the enhancement of student support services.

In 2016, Feldman and Paul Burgett '68E, '76E (PhD), vice president, University dean, and senior advisor to the president, together chaired the Presidential Commission on Race and Diversity, which involved students, faculty, and staff with assessing the state of the

campus climate and offering recommendations for improvement.


An influential scholar, Feldman is known for his work in epistemology, the study of the nature of knowledge. With Rochester colleague Earl Conee,

he contributed to the development of evidentialism, the idea that beliefs are worth only as much as the evidence supporting them.

Feldman's research has been supported by the Mellon Foundation, the National Endowment for the Humanities, the National Defense Education Act, and the American Council of Learned Societies. He received Rochester's William H. Riker University Award for Excellence in Graduate Teaching in 2016, and Phi Beta Kappa named him its Romanell-Phi Beta Kappa Professor in Philosophy for this academic year.

In his first address to the University community after his appointment, Feldman said he was hopeful that "our community can begin a period of healing and rebuilding."

Responding to the report would be his top priority, Feldman said, but he also expects University business to continue as usual.

"The teaching, learning, research, performance, and patient care that form the core of our University mission must continue unimpeded and with the same spirit and commitment our community has always demonstrated," he said. "I'm confident that with the collective spirit of all of you—students, faculty, staff, as well as alumni, parents, and other key constituent groups—the University will emerge from this difficult period even stronger." 

Richard Feldman Interim President

Faculty Member

- Joined the Department of Philosophy in 1975 as assistant professor. Named associate professor and chair in 1981. Named professor in 1991 and served a second term as chair until 1997.

Administrative Leader

- Dean of the College, 2006 to 2017. As dean, oversaw the academic and cocurricular experience of undergraduates on the River Campus.
- Cochair, Presidential Commission on Race and Diversity, 2015 to 2016. With Paul Burgett, vice president, University dean, and senior advisor to the president, led a 20-member commission charged with evaluating and making recommendations to improve the campus climate for members of all races.

Scholar

- An epistemologist, Feldman is the author, coauthor, or editor of five books and more than 70 papers.
- In addition to awards from the Mellon Foundation, the National Endowment for the Humanities, and other national organizations, he was selected as a Romanell-Phi Beta Kappa Professor for 2017-18, an annual award from the national academic honor society.
- In 2011, the University of Texas at San Antonio organized an academic conference, Feldmania, to recognize his contributions to the field of epistemology.

Recognition

- In 2016, Feldman received the William H. Riker Award from the University in recognition of his work as a teacher.
- Also in 2016, the Feldman Ballroom, the main multiuse meeting room in the refurbished Frederick Douglass Building, was named in recognition of his contributions to student life.

SETTING *a* High BAR

Rochester looks to set higher standards for itself as it moves forward from a sexual harassment investigation.

By Kathleen McGarvey

When philosopher and former dean of the College Richard Feldman was appointed interim president of the University in January, he sent a message to the campus community: it is time to better define and articulate Rochester's values. His words came in the wake of a report by independent investigators who examined allegations of sexual harassment against a member of the faculty.

The investigation found that the professor's actions early in his career were "inappropriate, unprofessional and offensive" and led some young women scientists to avoid working with him, but the report affirmed that he didn't violate University policies or federal laws.

The legalistic distinction left many frustrated, disappointed, and angry—reactions that Feldman acknowledged:

"Many different community members have shared their views that adherence to law and formal policy is not sufficient, and that our community needs to hold its members accountable to higher standards. I agree. To do so, we need to carefully define and articulate the community values that determine those standards."

Since taking on a new leadership role, Feldman has been listening to and talking with faculty, staff, and student leadership groups. It's a first step in meeting a three-month deadline set by the report to strengthen Rochester's policies and procedures and improve the supportive bonds of its community.

"The University of Rochester," Feldman says, "has an opportunity to be a model for other institutions, not just in the letter of our policies and procedures but in the spirit of our actions, measured by our respect for each other and our differences in a campus community that is safe and inclusive for all."

What happened?

Former U.S. Attorney Mary Jo White, senior chair of the law firm Debevoise & Plimpton, was hired in September by a special committee of the Board of Trustees to investigate how the University had handled complaints about the conduct of T. Florian Jaeger, a faculty member in the Department of Brain and Cognitive Sciences (BCS). Those complaints alleged that—largely between 2007, the time of Jaeger's hiring, and 2013—Jaeger engaged in sexual harassment, had intimate relationships with students, and created a hostile environment for women graduate students in his department.

The University carried out its own investigations in 2016, concluding that Jaeger's conduct had not violated its policies then in place and that the University had not retaliated against those who had made allegations against him.

In August 2017, the complainants filed a formal complaint against the University with the Equal Employment Opportunity Commission (EEOC), a federal agency that enforces civil rights laws in the workplace.

The EEOC granted the complainants a "Right to Sue," and a lawsuit is pending.

White was commissioned to examine the issues raised in the EEOC complaint. Her 207-page report was released on January 11. In it, she called on the

University to “promptly take a number of bold steps, including but not limited to the Recommendations in this Report, to repair the resulting wounds and distrust that have occurred.”

What now?

The report makes several recommendations:

Create and begin using a brochure, written in plain language, that outlines the rights of sexual harassment claimants, witnesses, and those accused, and the procedures to be followed in making and investigating a claim.

White made this recommendation in response to what happened in the University’s initial investigation of the charges, in spring of 2016, when BCS faculty members Richard Aslin—a founding member of the department and at that time, a senior professor—and associate professor Jessica Cantlon reported to the University alleged sexual harassment of graduate students by Jaeger.

A lack of clarity, White found, contributed to how events surrounding the Jaeger case developed. She writes that the complainants—who eventually grew to a group of nine current and former BCS faculty members and students—“allege that complainants, the accused and witnesses are not informed of their rights, their entitlement to confidentiality or how the process will unfold.”

“By providing this information at the outset of an investigation in a straightforward, uniform way, the University could help avoid subsequent frustration with the process, as was experienced in this case,” White writes.

Develop a diverse pool of trained advisors—including academic deans, faculty members, and other officers—who can advise claimants, potential claimants, and faculty members accused of sexual harassment. Make readily known the availability of these advisors, the range and purpose of their services, and the confidentiality accorded to their consultations.

White says that these changes “would align the University with many other universities’ policies, including those of Harvard, Columbia, Case Western and Cornell, which allow both parties to have advisers during the investigative process,” as does Rochester’s Sexual Misconduct Policy for students.

“This change also will provide parties with additional guidance throughout the investigative process—guidance that to some extent was lacking in connection with the investigations that took place in this matter,” she writes.

Undertake and complete a review of

the University’s current mandatory training on sexual harassment for faculty, students, staff, and trainees, with the goal of providing the best possible training at least annually and when anyone joins the University community.

Throughout the history of this case, both faculty and students were uncertain of what the University’s policies allowed, prohibited, and required, says White. That uncertainty was especially acute before 2013, she says, when campuswide sexual harassment training for all employees was implemented, but such training did not solve the problem: “While the change in 2013 was a step in the right direction, the current training for employees does not deal at all with faculty-student relationships. The significance of this gap in training is underscored by Jaeger’s conduct and the University’s and the claimants’ responses to such conduct.”

White argues that discussing faculty-student relationships in future training will help prevent instances like the Jaeger case, and that including training initiatives as part of the evaluation process for department chairs will help ensure that training receives the attention and funding it requires.

“Annual training on key policies is increasingly a standard tenet of compliance programs at large institutions, not only in the business world, but also in other sectors,” White writes. “We believe the University should be at the forefront of this trend.”

For students, she recommends increased peer-training to augment the online training for students that is already mandatory.

Amend the University’s Policy 106—the policy on gender-based discrimination and sexual harassment—to specify examples, use clear language, and indicate the range of disciplinary and other remedial actions that may be taken. The University should also consider adding a statement to encourage University community members to report sexual harassment by anyone subject to the policy.

Policy 106 lies at the heart of much that unfolded in the Jaeger case. The White report explains: “The law and UR Policy 106 recognize two types of sexual harassment: (1) *quid pro quo* harassment, in which an adverse employment or academic action (e.g., termination, pay cut, bad grade) results from a refusal to submit to a supervisor’s or professor’s unwelcome sexual demand or where submission to such a demand is made a condition of receiving employment or academic benefits; or (2) hostile environment harassment, in which sexual harassment is so ‘severe or pervasive’ that it creates an abusive working or academic environment.”

The independent investigation found no evidence that Jaeger had engaged in unlawful sexual harassment, given the policies then in place, or that the University had retaliated against those who brought complaints against him.

NEXT STEPS

Cultivating a Culture of Respect

In an effort to share progress and plans for responding to the report, the Office of the President launched a website in February to keep the University community up-to-date.

With the theme of “Cultivating a Culture of Respect,” the site—Rochester.edu/respect—outlines the report’s recommendations and other issues related to the campus climate.

The site, which will be updated regularly to show progress on key steps and which includes a forum for feedback, is one of several steps under way in response to the report. Others include:

- A new Board of Trustees committee has been created to oversee implementation and compliance with deadlines.
- The Office of the President is working with the Faculty Senate and the newly created Commission on Women and Gender Equity in Academia as both groups develop their own recommendations.
- Work has begun to create a new role in the president’s cabinet to strengthen and coordinate University activities related to diversity, equity, and inclusion.
- A Student Task Force to Review Sexual Misconduct Policy is planning to publish its own set of recommendations.

“We credit, as the complaints allege, that during the earlier period of 2007–13 (and especially during the earlier years in that period), Jaeger engaged in behavior that was inappropriate, unprofessional, and offensive,” the report states. But “there is no evidence that Jaeger ever engaged in so-called *quid pro quo* sexual harassment, or ever had any non-consensual sexual contact with any person.”

White notes that, in response to the unfolding Jaeger case, BCS department chair Greg DeAngelis sought “to tighten the relevant policies for at least BCS.” She also writes that “[citing] inherent conflicts of interest, lack of sufficient support for claimants, confusion about the reporting and investigative process and lack of transparency in reporting investigative results and remedial actions, the claimants also urged changes and enhancements to the relevant policies, procedures and process used by the University to address claims of sexual misconduct by faculty members.”

Retain expert outside counsel to advise the president and general counsel on developing new procedures regarding the confidentiality of investigations of claims of sexual harassment or sexual misconduct by faculty members—with the aim of adopting, within six months, formal procedures that more carefully and flexibly balance needs for confidentiality and transparency.

Investigators found a tangle of expectations among those involved regarding confidentiality and transparency, ambiguities that fueled grievance and frustration on all sides.

“The current policy leaves uncertainty as to what will be kept confidential and in what circumstances,” White writes. “We found that there was confusion among the Complainants, witnesses and Jaeger about whether information they provided in connection with the investigation would remain confidential, whether information they knew about the investigation needed to remain confidential, and whether information collected by the [University’s Office of Counsel] during the investigation would remain confidential. Witnesses were not notified when the investigation had concluded unless they followed up actively. . . .”

White notes the “need for confidentiality surrounding an investigation” and the fact that “lack of communication created confusion and distrust toward the University’s administration.” She urges the University to take steps to “achieve an optimal balance between the important interests served by confidentiality and transparency.”

Publish annual data about complaints and their resolution.

The release of such data, White writes, “would serve to increase transparency and community awareness.”

Clarify IT policy, making clear the process for reviewing email.

When Aslin and Cantlon made allegations to the University about Jaeger’s conduct—allegations that involved Celeste Kidd ’13 (PhD), who is now an assistant professor in BCS—the University investigated the allegations.

Following that investigation, Kidd filed another claim in July 2016. Her allegations included retaliation against her for her part in the investigation. That claim led to a second investigation, during which the University’s Office of Counsel (OOC) requested access to BCS faculty members’ emails to trace issues of confidentiality.

“A new problem erupted in BCS in January [2017],” White writes, when the OOC shared some of those emails with BCS department chair DeAngelis. At a faculty meeting that month, he “announced that he had in front of him a stack of emails that showed ‘manipulation and deception of faculty members’ and the ‘smearing’ of Jaeger,” White says.

She writes that “the OOC’s decision to provide DeAngelis with the emails did not violate any University policy” and that it “was done in an effort to help DeAngelis effectively lead BCS.” But she adds that “the judgment to do so resulted in deepening the divide between the claimants and others in the department and was inconsistent with the emphasis that Policy 106 places on confidentiality.”

As a result, White recommends that the University “review its IT policy to make clearer the range of circumstances that justify review of emails and to specify criteria for sharing emails outside of OOC.”

Improve online access to policies and procedures, and provide easy-to-use contact information for the Title IX coordinator, the intercessor, and other relevant staff members.

The independent investigation report bases its findings on federal laws and University policies. Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and the New York State Human Rights Law prohibit sexual harassment, as does Policy 106.

Making such information easy to find and digest is key, White says, advising that Rochester's policies and procedures "should be streamlined and presented in an intuitive format, with separate sections based on the identity of the accused and the nature of the claim.

They should provide examples of conduct that would violate the policy. The revised policies should clearly lay out the full range of potential discipline and other remedial action that may be taken when there is a policy violation, and set forth a range of potential consequences for conduct that does not rise to the level of a policy violation, but is still problematic."

The benefit of such specificity, White says, is that "members of the University community will know exactly where to go to report a concern and what the process will entail should they choose to move forward with a complaint, as well as what to expect in terms of sanctions."

The Board of Trustees should direct the president and provost to initiate consideration by the Faculty Senate of proposed amendments to the Intimate Relationships Policy flatly prohibiting all intimate relationships between faculty and students in the same department.

This recommendation grows out of the investigation's findings concerning Jaeger's intimate relationships with multiple BCS students. "We found that these relationships contributed, at least in part, to making some female graduate students in BCS uncomfortable; in some cases, these women actively avoided pursuing academic opportunities with Jaeger," White writes.

At the time of those relationships, the University's policy strongly discouraged but did not prohibit intimate relationships between faculty and students. In 2014, the policy was revised to make it a violation for a faculty member to have an intimate relationship with an undergraduate or with any member of the University community over whom the faculty member has authority.

Jaeger's conduct, and the allegations made by the complainants, involved both the University's Intimate Relationships Policy and Policy 106, which concerns sexual harassment. They "thereby highlighted the potential tension between the two policies—and the acute challenges that can arise when intimate relationships between faculty and students are permitted," says White.

Her advice is to banish ambiguity as much as possible: "[W]e believe that in light of the University's experiences in this matter, a bright-line rule would be beneficial. Although the University has strengthened its policies recently, we believe that they can and should be further reinforced as described above." What she recommends, she notes, is "stringent" but in line with what peer universities have done.

Dedicate an office to investigating sexual harassment or misconduct involving faculty.

The complainants voiced concerns that there is at the least the appearance of conflict of interest in having the OOC handle Policy 106 claims.

"It is true that if a party disagrees with the outcome of a UR Policy 106 investigation and decides to sue the University in an administrative proceeding or in court, the OOC defends the University," White writes. "We therefore recommend that such investigations be handled by a separate office in order to avoid the perception of a conflict."

She notes that the University is an "outlier" in allowing the OOC to deal with sexual harassment claims. Most universities have a separate office designated to handle such claims.

The president should appoint a senior, cabinet-level official to oversee the implementation of the report's recommendations, including compliance with deadlines.

White makes this recommendation in response to the importance of the issues raised in the Jaeger case and "the challenges of taking into account the interests of all relevant groups and stakeholders."

Create a trustee-level committee to oversee implementation of the recommendations and deadline compliance, as well as other initiatives at the University to combat sexual harassment, misconduct, discrimination, and retaliation throughout the University.

White suggests this measure to further ensure comprehensiveness and accountability.

Setting the Bar

"In our view," White writes, "the University and all involved here now have a unique opportunity to make such amends as can be made, heal and work hard to become the thought and moral leader for the academic community in preventing and dealing fairly with allegations of sexual harassment and all forms of discrimination in the academic workplace. Set the bar and set it high. 'Ever Better' is what UR is about."

Responding to the report and creating a transparent campus dialogue are Feldman's top priorities as interim president. Progress, he stresses, will be rooted in careful deliberation and in the broad participation of faculty, students, alumni, and staff.

The conversation will involve not only formal groups, but all who care about the University.

"I am committed to making deliberations as open and inclusive as I possibly can," Feldman says.

He's confident that the voices he hears will lead Rochester in the right direction, setting a course to determine the kind of community that Rochester wants to be.

"The challenges before us are significant, but our strength and talent run deep." 

From Waiting Room to Welcome Room

An introductory painting course doubles as a community partnership.

Story by Jeanette Colby
Photographs by J. Adam Fenster



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STUDIO SPAN: At Sage Art Center, introductory painting students work to convey meaning through art. Among their creations is “Rochester, Welcome,” by N’Dea Tucker ’20 (top right), hung at the Anthony L. Jordan Health Center at Holland Street by maintenance employee Jordan Walker and on permanent loan to the center.





PAINTING PERSPECTIVES: Discussion, both inside the studio and with staff members at the Anthony L. Jordan Health Centers, is an integral part of Layton's introductory painting course, in which students create works to meet the needs of community members who visit the health facilities.

Inside the Anthony L. Jordan Health Centers at Brown Square and on Holland Street, in the heart of Rochester neighborhoods marked by high rates of poverty, live groups of polychromatic paintings created specifically for each space and the patients they serve.

The works, adorning waiting rooms, patient rooms, and hallways, were all created by Rochester undergraduates in an introductory painting course taught by Heather Layton, a senior lecturer in the Department of Art and Art History.

Most people who have taken a form of introductory painting, whether as part of a secondary school art class, a college class, or in their communities, can recall the still-life setups, the live models, and the lessons on technique playing out in the studio space, as an instructor circulates the room, offering praise and critique.

Layton's course—a collaboration between her and the Anthony Jordan Centers, funded with a grant from the Rochester Center for Community Leadership—is something else besides, stretching the potential of what an introductory art class can be.

Layton has made community engagement her course's centerpiece. "I want our students to learn how to be engaged in a community and to interact with people they may not interact with otherwise," she says.

In spring 2017, her class helped transform the Brown Square space. This past fall, a new group of students completed a similar project at the facility on Holland Street.

"I saw the art at Brown Square and it was really moving," says Halley Koehler, the practice manager for family medicine, behavioral health, and urgent care at the center on Holland Street.


At Holland Street, as at Brown Square before, the students began by conversing with center staff. They learned that the imagery would need to reflect the clients, residents of the surrounding neighborhood who are primarily Spanish-speaking. Koehler and others at the clinic also asked the students for art that contributed to the center's mission to offer a safe environment to the LGBTQ—lesbian, gay, bisexual, transgender, queer—community.

There was a third challenge: the students had to fill a floor on which patients receive a broad range of services, including basic care, mental health, HIV and hepatitis, and a suboxone treatment program.

Everyone would have to feel welcomed.

"There's a sense of belonging that we're hoping to get over here," Koehler told the students. "The colors are bland at Holland Street, and people comment that it's like walking through a jail."

Not surprisingly, some students thought metaphorically and brought their own experiences to bear. Wendy Zhou '20, a computer science and psychology double major from Beijing, was drawn to the idea of being in an unfamiliar environment—and thriving. Her painting, depicting animals, showed a shark lying on the grass, a chicken swimming in the sea, and a frog walking on a stream.

"You can shine wherever and whoever you are," she says. 



COMMUNITY & CARAVAGGIO: Ryan Carbone '20, from Pipersville, Pennsylvania, depicted a dinner scene reflecting the demographics of the Holland Street neighborhood. A major in chemical engineering, he chose to work with ink and watercolor, referencing the painting "The Supper at Emmaus," a work that he came across during his research of Italian master Caravaggio. The baroque masterpiece guided his arrangement of the diners, but he substituted new figures, such as an infant in a high chair. "I wanted to create a visually interesting piece that's heartwarming for a time in people's lives when it may look bleak," he says.



LEADING WITH LANDSCAPES: Abigail Liebhart '21, from Freeport, New York, went large, creating a 36-by-36-inch landscape. She says she finds nature relaxing and was inspired by a place she visited in upstate New York. "I thought it would give the center a nice, calming feel," says Liebhart, who plans to major in studio art and minor in mechanical engineering.

SOCIAL SPACES: Take Five scholar Madison Carter '18 aimed to express the themes of unity and diversity through brightly colored hands reaching out to Earth. "I want people to feel loved and accepted in this space," says Carter, an environmental studies major whose Take Five program explores how public art influences social interactions in Rochester.



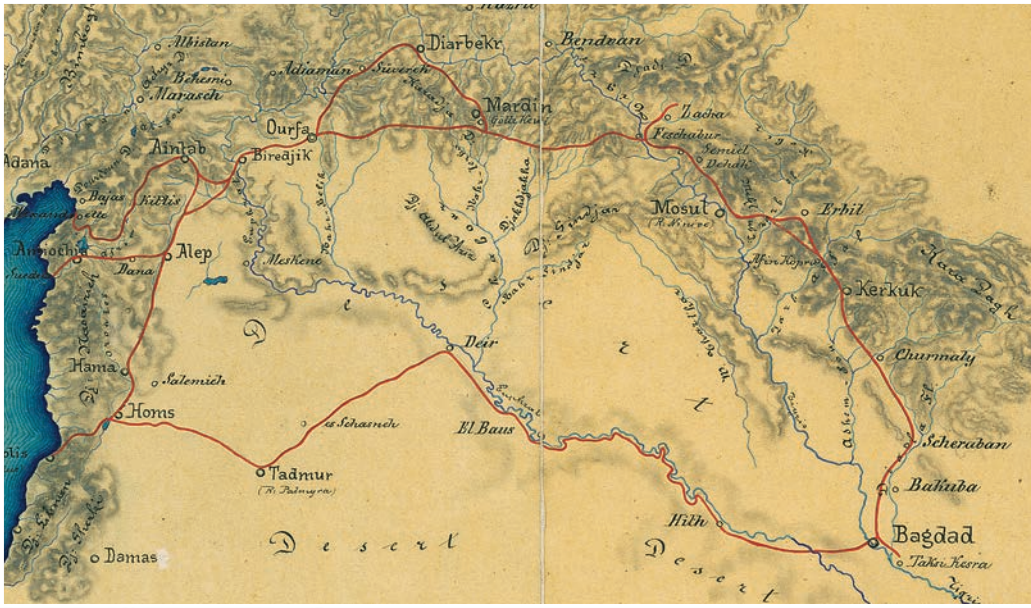
Art historian Peter Christensen harnesses technology to find the roots of globalization in the Ottoman Empire's railway.

Railways and Empires

By Kathleen McGarvey

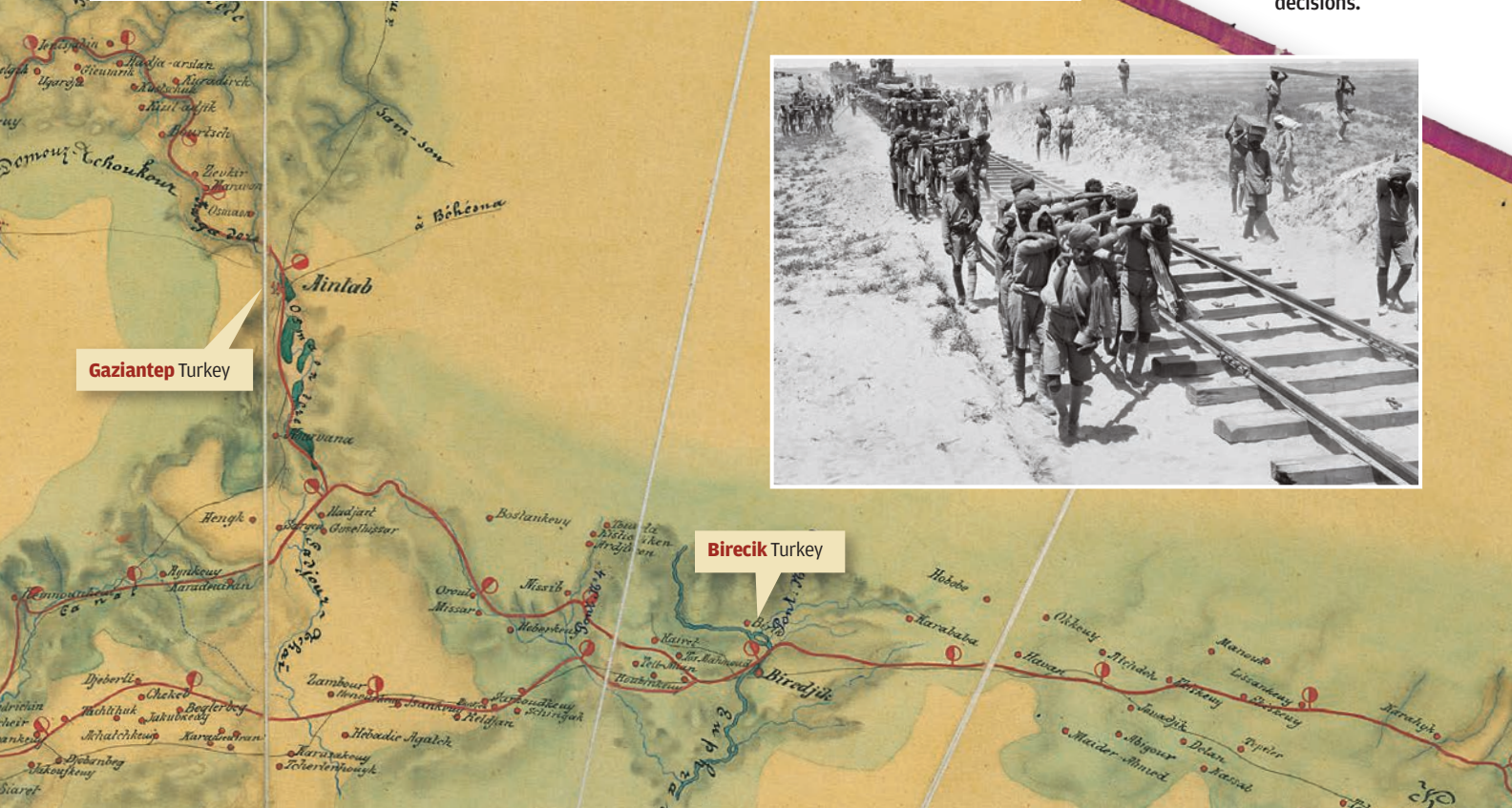


MOVING FORWARD: The railway was the Ottoman Empire's most significant modernization project, and came near the empire's end.

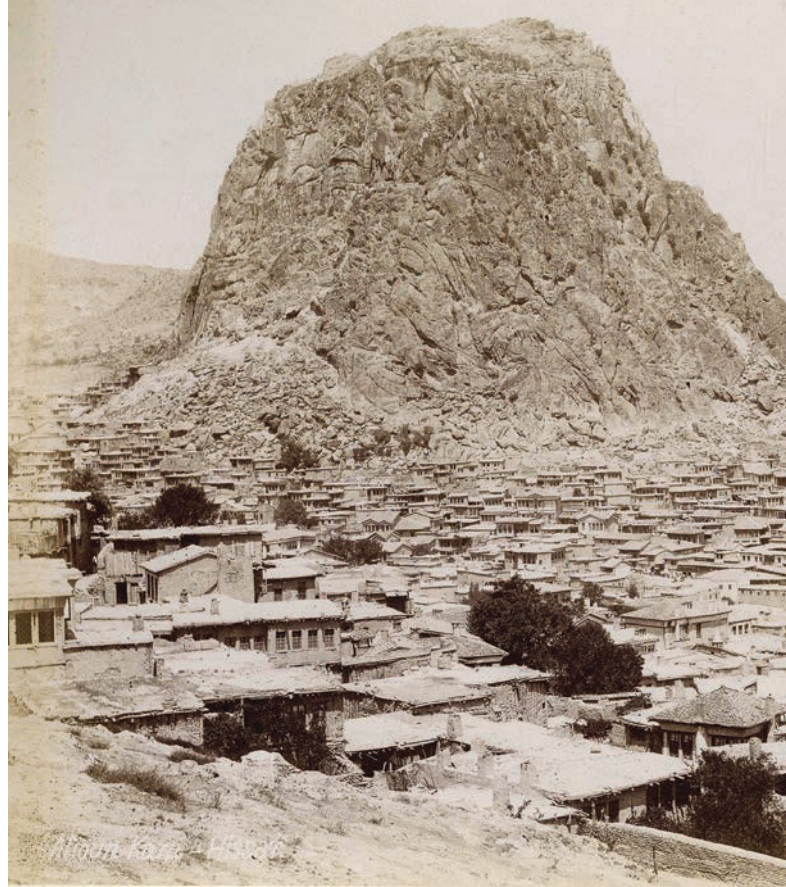


TRACKING BOUNDARIES: The Ottoman Railway traversed lands that are now in Syria, Lebanon, Turkey, Iraq, Israel, and Greece. “As recently as 100 years ago, the borders of these now geopolitical hot spots were completely different—and this railway was meant to connect these disparate lands,” says Christensen, who argues that structures of the immense 19th-century civil works project show a melding of East and West.

LABORING: Indian prisoners of war working on the Baghdad Railway, 1916 (below). Station designs, like the Adana station (bottom, left) and the Medina terminus for the Hejaz Railway (bottom, right), reflect laborers’ decisions.



ADANA STATION, VIEW FROM SOUTH (BOTTOM LEFT); MEDINA STATION AND ENVIRONS (BOTTOM RIGHT)



LANDSCAPE VIEW: Site-scouting photos “also comprised loose panoramas, offering vivid views of the cities as ‘as found’ landscapes,” like this image (above) of Afyonkarahisar, in western Turkey, Christensen writes.

ook at a map of roads or railroad tracks—the winding lines suffuse the terrain like veins in a body.

That’s no accident, because “they are the stuff of life,” writes Peter Christensen, an assistant professor of art history.

Trained as an architect as well as a scholar, Christensen is the author of a new book—*Germany and the Ottoman Railways: Art, Empire, and Infrastructure* (Yale, 2017)—that considers globalization through the lens of an immense civil works project that spanned cultures and borders in the late 19th and early 20th centuries.

While buildings may be the glamorous figures in architecture, “infrastructure is what modernizes us,” Christensen says. And he argues that it deserves a place in architectural history not just as technology, but also as art.

“Infrastructures make empires,” he declares on the book’s first page. “The economic, social, and cultural systems of empires are guided by and given form and purpose through canals, bridges, tunnels, ports, and, perhaps most importantly, railways.”

And the construction of infrastructure is, at many levels, a collaborative one, crossing boundaries to take advantage of expertise and finances, and reliant on the vision not just of architects and engineers, but of local laborers, too. “There are multiple layers of authorship involved in the creation of buildings and all the other objects that go into engineering a railway network,” says Christensen, who has also studied a similar effort in western Canada.

Conceived of by the Ottoman sultan, the railways of the Ottoman Empire—which encompassed the lands of what are now Syria, Lebanon, Turkey, Iraq, Israel, and Greece—were largely a German project in engineering, materials, and finances. But the relationship between the two empires was always an ambiguous one. While the German Empire was a rising power during the Ottoman Empire’s decline, and

SCENE-SETTING: Deutsche Bank commissioned German military artist Theodor Rocholl to create an album of 28 watercolors commemorating the Anatolian railway, a project affected by tension between “heroic Ottoman impulses” and “more romantic German” expectations for the endeavor.

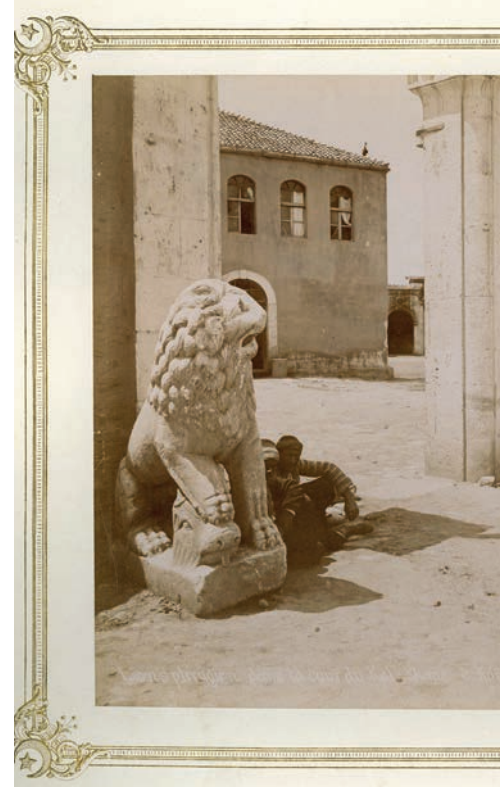


Bahnwärter an der Anatolischen Eisenbahn



Meerschaum-Händler

RAIL ART: Rocholl also depicted the people who worked around the railways, including an Anatolian railway attendant (left) and a dealer of Meerschaum pipes (above), who found his market expanded by the railroad.




the railway project was characterized by the international press as a colonial one, with Germany at the helm, the connection was more dynamic than antagonistic, Christensen argues.

He finds testament to the cross-cultural nature of the effort in material artifacts of the Ottoman railway, including train stations, maps, bridges, and monuments. German architects created standard designs for the railway stations based on the size of the towns' populations. But he didn't see such replication when he studied the stations that were actually built. Instead, he found that key elements of design—the form of the windows, for instance, or the stone carving—were the handiwork of workers across the multicultural Ottoman Empire, laboring in different environmental conditions and drawing on their own cultural aesthetics.

"This is a moment that crystallizes globalization in architecture," Christensen says, "because styles are conflating freely, ideas and models of architecture are traveling and being changed."

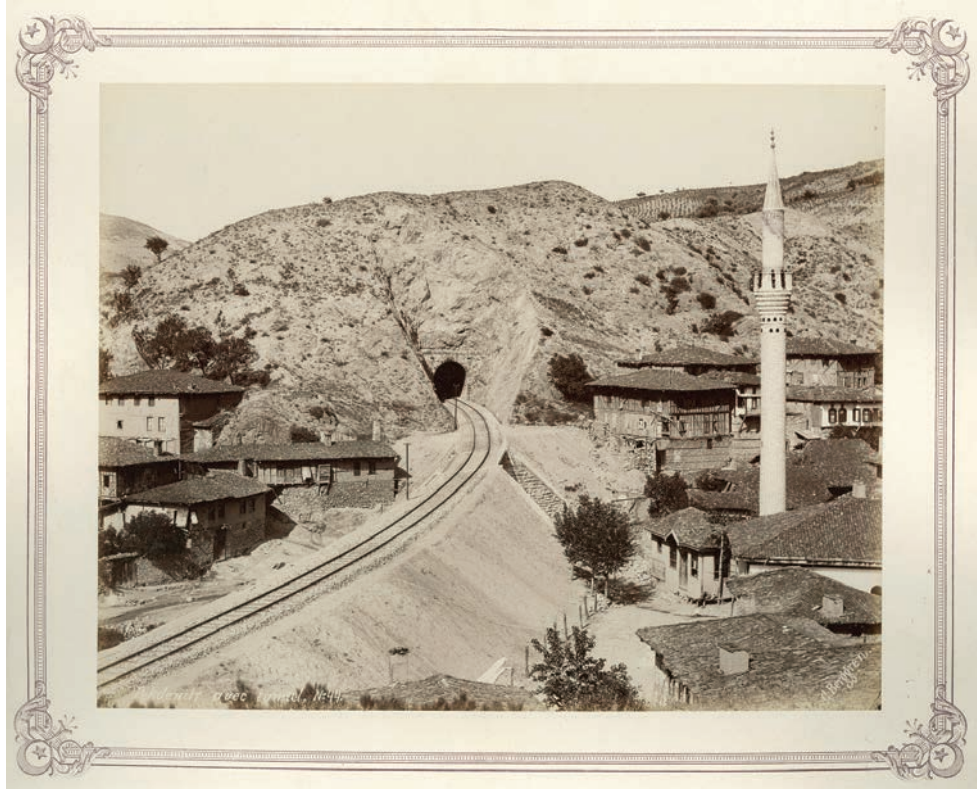
His book is part of a larger project that also involves three-dimensional imaging using face-recognition software. He and his research team have used 3-D scanning to map precisely where the various Ottoman railway stations differ, zeroing in on the contributions of on-the-ground laborers, who typically figure little in architectural history. It's a technology that he's continuing to develop—with current collaborations at the Rochester Museum and Science Center and the Museum of Modern Art—to yield a tool he hopes will be broadly useful to architectural and art historians.

Christensen's book is also the product of a low-tech but time-honored skill for art historians: scouring the archives. Few of the images that fill his book have been published before, but Christensen says the importance of the Ottoman railway continues to reverberate in contemporary life. "As recently as 100 years ago, the borders of these now geopolitical hot spots were completely different—and this railway was meant to connect these disparate lands," he says. "After World War I, the border between Syria and Turkey was made by the railway line—it was an arbitrary line in the proverbial sand.

"We live with the aftereffects of the creation of these networks to this day." 



GUILLAUME GUSTAVE BERGGREN, VIEW OF SULTAN HAN, AKSARAY, CA. 1893 (TOP LEFT), PHYRIGIAN LIONS IN THE COURTYARD OF THE KAL-HAN[*E*] IN KONYA, CA. 1893 (TOP CENTER). NIEDERSÄCHSISCHES LANDESARCHIV, WOLFENBÜTTEL



PHOTOGRAPHIC RECORD: Swedish-born, Istanbul-based photographer Guillaume Gustave Berggren was hired by Deutsche Bank to document the Anatolian and Baghdad railways and their environs.

OFFICIAL VISIT: Kaiser Wilhelm visiting the Dome of the Rock, 1898. Located in Jerusalem, the shrine is a cultural landmark of Islamic architecture.



Grand Prize: Study Abroad

INDIA

Shivaratri Festival in Varanasi

Raina Langevin '18, a Take Five Scholar from South Burlington, Vermont. *Spring 2016*

Global Experience: Winner

NEW ZEALAND

A solo trip to Queenstown

Jenna Duerr '18, a linguistics and American Sign Language major from Wilmette, Illinois. *Spring 2017*

Depths of Field

Rochester students used their cameras—and mobile phones—to capture their experiences around the world in this year’s Education Abroad Photo Contest.

Now in its 21st edition, the contest is administered by the Center for Education Abroad with support from the Office of Global Engagement, *Rochester Review*, and University Communications.

This year’s contest, which covered the period from January 2016 through the 2016–17 academic year, received a total of 245 entries from 53 students who

submitted their photos in the categories of Physical World, Local Culture, the Student Experience, the Global Experience (sponsored by Global Engagement), and Most Epic Selfie.

The contest also included a Community Vote category, selected by visitors to the social media outlets of the Center for Education Abroad. Each year, more than 275 students study abroad through more than 100 academic programs offered by the Center for Education Abroad in more than 50 countries.





▲ **Global Experience: Honorable Mention**

MOROCCO
Camel riding in Tangier
Gina Bolanos '18, a mechanical engineering major from Dallas. Spring 2017

◀ **Community Vote**

ITALY
Corricella port, the island of Procida
Jeremy Lopez '20E, an applied music (voice) major from Hicksville, New York. Summer 2017



▲
**Student Experience:
Honorable Mention**

HONG KONG

*Pavilion of Harmony,
the Chinese University
of Hong Kong*

Azmayeen Fayeque Rhythm '19,
a computer science major from
Rochester. *Summer 2016*

Local Culture: Winner ▶

MOROCCO

*Fresh orange juice in Kasbah
des Oudayas*

Danielle Douglas '17, an
international relations and
anthropology major from Croton-
on-Hudson, New York. *Spring 2016*





◀ **Local Culture:
Honorable
Mention**

FRANCE

*Karneval in
Strasbourg*
Elizabeth Stanitz '18,
a mechanical
engineering major
from Cleveland.
Spring 2017



◀ **Student
Experience:
Winner**

ITALY

*Learning to bake
pizza on the island
of Procida*
John Cole '19, an
international relations
major from Oberlin,
Ohio. *Summer 2017*



◀ **Physical World:
Honorable
Mention**

MALAWI

*Mua Mission:
Kungoni Centre of
Culture and Art*
Marysa Corona '20,
an environmental
health major from
Skaneateles, New
York. *Summer 2017*



Most Epic Selfie: Honorable Mention

AUSTRALIA

Meeting a quokka, Rottneest Island

Selena Lilley '17, a neuroscience and psychology major from Erie, Pennsylvania. *Spring 2016*



Most Epic Selfie: Winner

SPAIN

Sagrada Familia

Steph Warsh '17, a Japanese major from Lafayette, New Jersey. *Spring 2016*

Physical World: Winner

ICELAND

Gullfoss Waterfall

Joshua Hill '18, a political science and English major from Penfield, New York. *Spring 2017*



