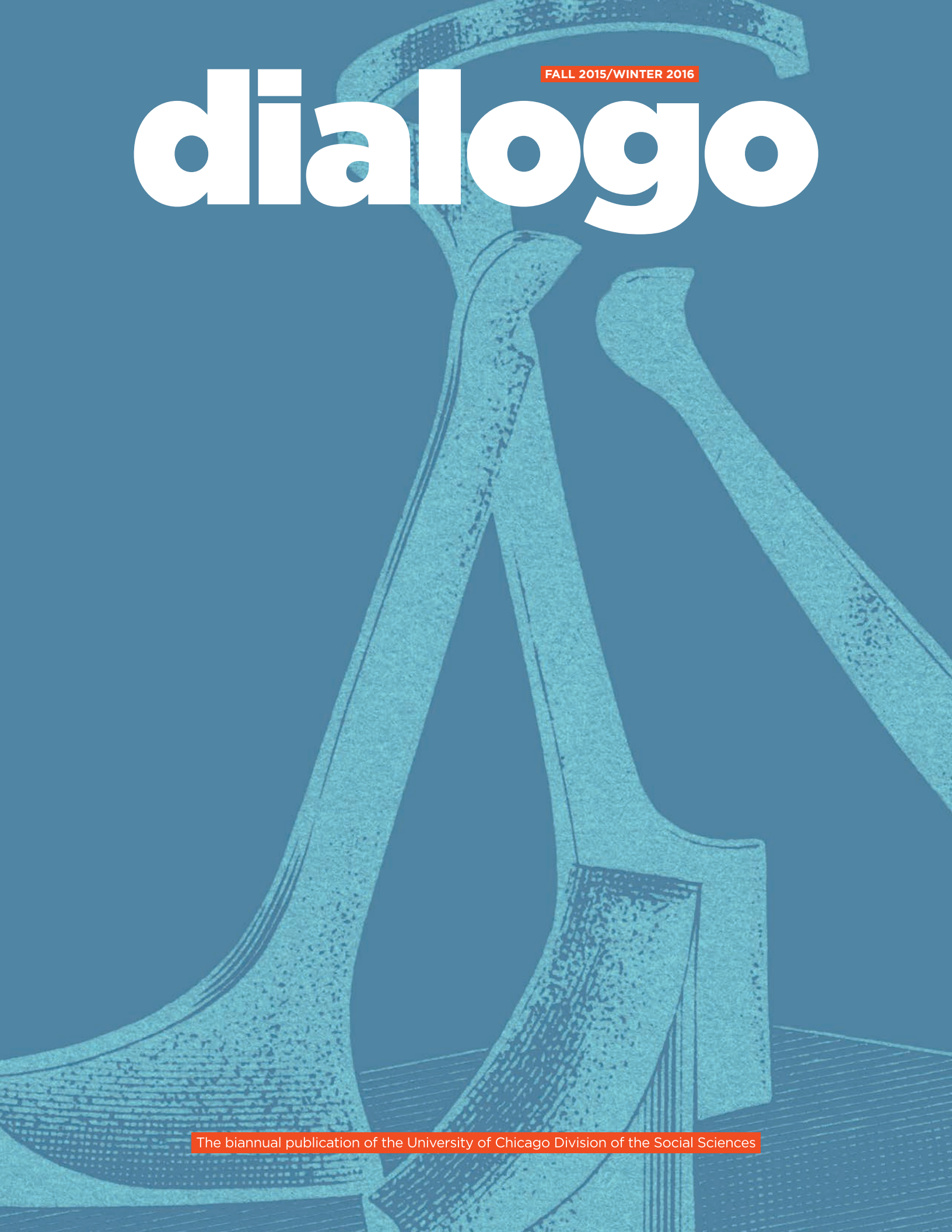
dialogo

FALL 2015/WINTER 2016



The biannual publication of the University of Chicago Division of the Social Sciences

DIVISION OF THE
SOCIAL SCIENCES
THE UNIVERSITY OF CHICAGO

dialogo is produced for alumni and friends of the Division of the Social Sciences. Additional divisional and alumni news appears at mag.uchicago.edu/dialogo.

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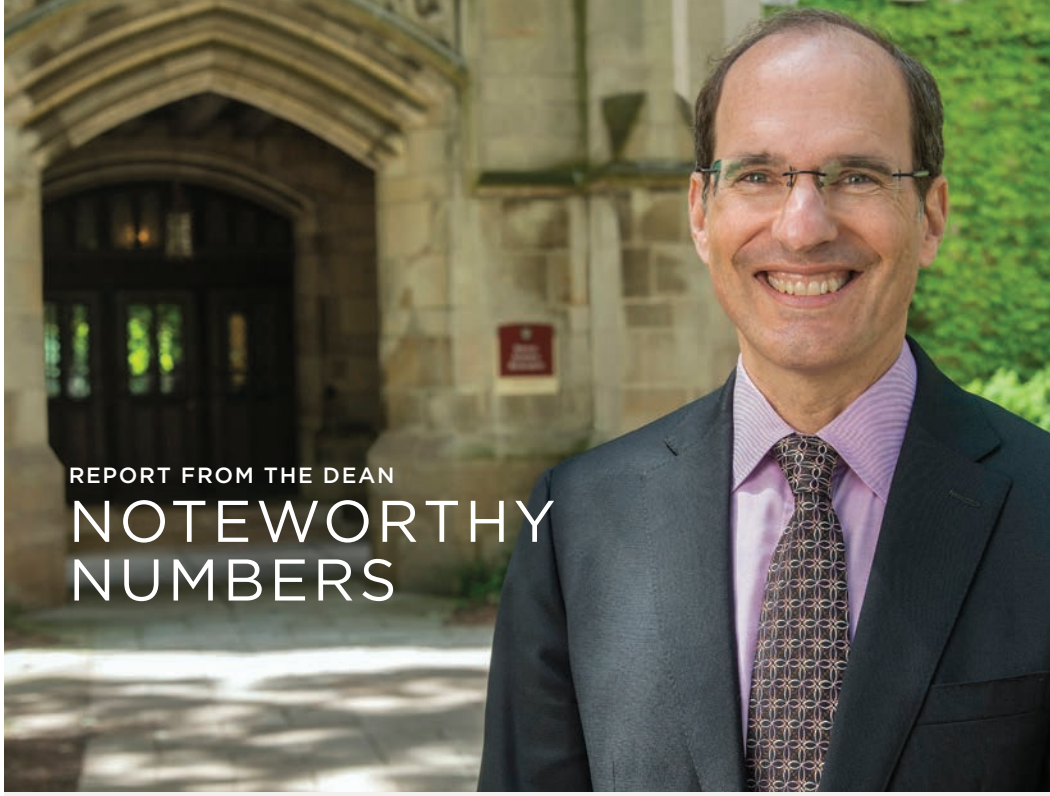

REPORT FROM THE DEAN

NOTEWORTHY NUMBERS

COVER

This rendering of Virginio Ferrari's *Dialogo*, the namesake of this publication, appeared in the *University of Chicago Magazine* in 1971, when Pick Hall was dedicated and the sculpture unveiled. Illustration by Sander Wood Engraving Company.

CREDITS

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The beginning of the Division's 2015–16 academic year was marked by hopes and aspirations: for learning, contemplation, and discovery. I cannot predict which of these hopes will be realized in the months to come. But if the past is any guide (I am after all a historian), many will be. Just how many were realized during the past year was made clear to me over the summer as I read the annual reports submitted by each faculty member: a fascinating task that once more revealed the extraordinary depth and diversity of inquiry that constitutes the Division of the Social Sciences.

We are not quite the same Division that we were at this point last year. Over the past 12 months we found new ways to organize research and teaching, such as the Science of Learning Center and the new MA program in computational social science. We have also worked on existing programs. For example, our incoming class for the MA Program in the Social Sciences is among the strongest and most competitive in history. It is also the most international, thanks to efforts to spread the word of the virtues of the program.

Let me discuss a few more numbers. Your philanthropic support contributed to the best year for the Social Sciences in the past five. Also, despite an adverse environment for federal grants, the Division's faculty were so successful that federal grant revenues will increase by more than 20 percent this year, with an additional 20 percent increase expected the next.

These numbers are important, insofar as they support our research and teaching. But by far the most important achievements of this past year can be summed up in one prime: 31.

Thirty-one new faculty members were recruited to the Social Sciences in 2014–15, a year that also saw the retirement of five esteemed colleagues (who will remain, I hope and trust, engaged with the Division): Judith Farquhar, AM'75, AM'79, PhD'86; Michael Geyer; Robert Lucas, AB'59, PhD'64; Hugo Sonnenschein; and Christine Stansell. The result is a faculty 199 strong: nearly 20 percent larger than it has been in previous decades.

If you visit campus you will see symptoms of this change in laboratory build-outs, building renovations, and countless office moves. But the abiding consequences begin as we welcome these new colleagues into our conversations, classrooms, and collaborations. The results will be as precious as they are unpredictable.

SINCERELY,

DAVID NIRENBERG
DEBORAH R. AND EDGAR D. JANNOTTA PROFESSOR OF MEDIEVAL HISTORY AND SOCIAL THOUGHT
DEAN, DIVISION OF THE SOCIAL SCIENCES

MIND READERS

NEUROSCIENTISTS ED AWH AND ED VOGEL CAN READ THOUGHTS AND TELL THE FUTURE.

SORT OF.

BY STUDYING CONCENTRATION AND MEMORY, VOGEL (LEFT) AND AWH EXTEND THE SCIENTIFIC UNDERSTANDING OF HUMAN ATTENTION.

PHOTOGRAPHY BY JOEL WINTERMANTLE

In the Biopsychological Research Building basement, Ed Vogel swings open a metal door, revealing a metal-lined closet-sized compartment. Vogel and fellow neuroscientist Ed Awh, collaborators since 2001 who share a lab, will use these electromagnetically shielded booths that block external noise and electronic interference to measure neural activity, signals as small as a millionth of a volt.

The sparse room will be cozied up with carpet, a desk, and a chair before subjects are closed in. "Don't worry," assures Vogel, "there's a handle on the inside."

Vogel and Awh joined the Department of Psychology; the Grossman Institute for Neuroscience, Quantitative Biology, and Human Behavior; and the Institute for Mind and Biology in July, coming from the University of Oregon. At UChicago they continue to study how people visually take in information from the world and hold that information to make decisions and act. They also study our ability to focus attention and tendency to lapse into distraction.

Their teams investigate cognitive variance, which is what makes certain memory tasks difficult or easy and explains why some individuals are better at these tasks than others. "Working memory and attention are strongly predictive of IQ and scholastic achievement," says Awh. Memory and attention abilities are also involved in disorders such as schizophrenia, depression, and attention deficit hyperactivity disorder; better understanding these systems' normal operations could help diagnose and rehabilitate those disorders.

The neuroscientists measure cognitive ability through both behavioral performance and neural activity. To measure behavioral performance, they instruct subjects to look at a computer monitor showing small amounts of information—a certain color or shape in a certain position, for instance—as well as distractors. Subjects are asked to focus on and remember certain elements, which increase in complexity, and press buttons that record their reaction times and accuracy.

"People with excellent memory function tend also to have excellent attention function," says Awh. "Those two capacities are closely intertwined."

Behavioral performance research provides the foundation for Vogel and Awh's neural activity research, primarily conducted by electroencephalogram (EEG) inside the radio frequency–shielded booths. Subjects don a cap with embedded electrodes that poke through their hair and touch their scalps. While the subjects perform a memory or perceptual task, the electrodes pick up electrical activity emanating from the brain.

"We amplify those tiny signals so we can record them," says Vogel, "and then try to understand that activity." Science has made rapid advances in the ability to decode neural patterns, starting with functional MRI—which Awh and Vogel also use—and then with EEG.

"So if a subject is holding a particular color or position in memory," says Awh, then they will have a particular neural signature, and "we can decode what the content of that thought is." They can tell what elements subjects are paying attention to, even if they're not looking at them. Essentially, neuroscientists can read people's minds.

The EEG sessions can take three to four hours, which is why the new lab is such a boon. In addition to a data analysis and programming area and behavior performance rooms, Vogel and Awh have installed five of the shielded EEG booths. Their Oregon lab had three systems, and the added capacity will provide a significant boost in capacity for new programs of research.

So how can Awh and Vogel's work on attention improve our increasingly distracted lives? By studying microlapses—when our brains briefly and unexpectedly go out to lunch—the researchers have identified neural markers that can predict when a subject is about to lapse, which happens on average every four minutes. These markers could be developed into technology to help people self-correct, perhaps preventing mindless reading and missing an expressway exit as well as industrial accidents and plane crashes.

These lapses might also be the root cause of cognitive differences between individuals. Vogel estimates lapses account for 25 percent of cognitive ability variance. "The rest, I'm starting to believe, is genetic predisposition." Reducing lapse frequency won't increase people's innate memory and attention capacity, but it could help them optimize what they have. "The joking phrase I often say is, 'We're not trying to make anyone smarter—we're trying to make them dumb less often.'"

—MAUREEN SEARCY

THE PATH MORE AND MORE TRAVELED

THE DIVISION HELPS GRADUATE STUDENTS FIND THEIR PLACE—INSIDE AND OUTSIDE OF ACADEMIA.

PHOTOGRAPHY BY MICHAEL SCHMIDT / CHICAGO SUN-TIMES

Laurie Skelly, AM'09, PhD'12, had dreamed of a career in neuroscience since age 15. But when she reached the end of her graduate training in psychology at the University of Chicago, she faced what she calls "a crisis of motivation."

Skelly knew it was time to look for a job outside the academy, even if she wasn't quite sure how. "There's a sea of people doing cool stuff, and I should go find a place in it," she told herself.

After several months of networking events and what she jokingly describes as "basically stalking," Skelly found a position as a data scientist with the consulting firm Datascope Analytics—a job she saw as a perfect fit.

Skelly is one of an increasing number of alumni who follow a path from graduate school to a career outside the academy. To help such students develop the necessary skills, the Division has strengthened its arsenal of resources.

Through its Emerging Leaders Initiative, started in fall 2013, the Division provides professional development events and internships in a variety of industries. These offerings supplement programs in each department, such as a new Mellon Foundation–supported career program in the Department of History.

Emerging Leaders signals to graduate students that the Division supports students seeking a nonacademic career, says Kelly Pollock, associate dean of students in the Division. "It's in everybody's best interests that our students have great careers, whatever those careers are."

According to Pollock, a main goal of the program is to help students realize they already have skills prized by employers. With their teaching, writing, and research abilities—and being able to manage a major project like a dissertation—graduate students are often more prepared for the job market than they realize.

Alumni supported that message at an Emerging Leaders event, now in its third year, this past May. At Charting Your Own Path: Career Diversity for Social Scientists, Social Sciences alumni recalled their paths from graduate school to nonacademic careers.

When applying for jobs, John Balz, AM'07, PhD'10, found it helpful to "look at my dissertation through the lens of project management." It was proof to employers he could finish a major undertaking "on budget and on time." Today Balz is head of planning for the digital marketing firm VML.

John Kenny, PhD'00, studied political science before moving to advertising. As chief strategy officer at FCB Chicago, he has examined consumer trends from dieting to beer to frozen pizza. And while changes in beer consumption may not seem to have much in common with mobilizing diasporas in nationalist conflicts—the subject of his UChicago dissertation—he says the mindset is remarkably similar.

"One benefit of graduate training was being able to look at familiar phenomena and question traditional approaches to understanding them and finding a newer, maybe more interesting approach," he explains. "That definitely has been a huge overlap."

Similarly, Skelly's psychology background helped her as a data scientist. "The research arc of what I do is almost exactly the same," she says. In both fields, "we start out with a question that's on a human-relatable level." A team then works together to tackle the problem through "intensely technical middle ground."

Getting a foot in a company's door can take time. Skelly recommends developing a robust online presence and attending networking events for industries that seem intriguing.

Kavita Kapadia Matsko, AM'04, PhD'07, received her degree in sociology and now

PSYCHOLOGY ALUMNA TURNED DATA SCIENTIST LAURIE SKELLY SAYS SHE LEARNED HOW WORDS AND PICTURES CAN COMMUNICATE SOPHISTICATED IDEAS IN A DIGESTIBLE AND MEMORABLE WAY.

"HAVING TO GO THROUGH THE PROCESS OF EXPLAINING WHO YOU ARE, WHAT YOU CARE ABOUT, AND WHAT YOU SEE YOURSELF DOING NEXT OVER AND OVER AGAIN IS REALLY POWERFUL."

—KAVITA KAPADIA MATSKO

works at the Urban Education Institute. Today she's often on the other side of job searches and regularly meets doctoral students for informational interviews. She says these informal conversations are valuable—and not just because they can expand job seekers' professional networks.

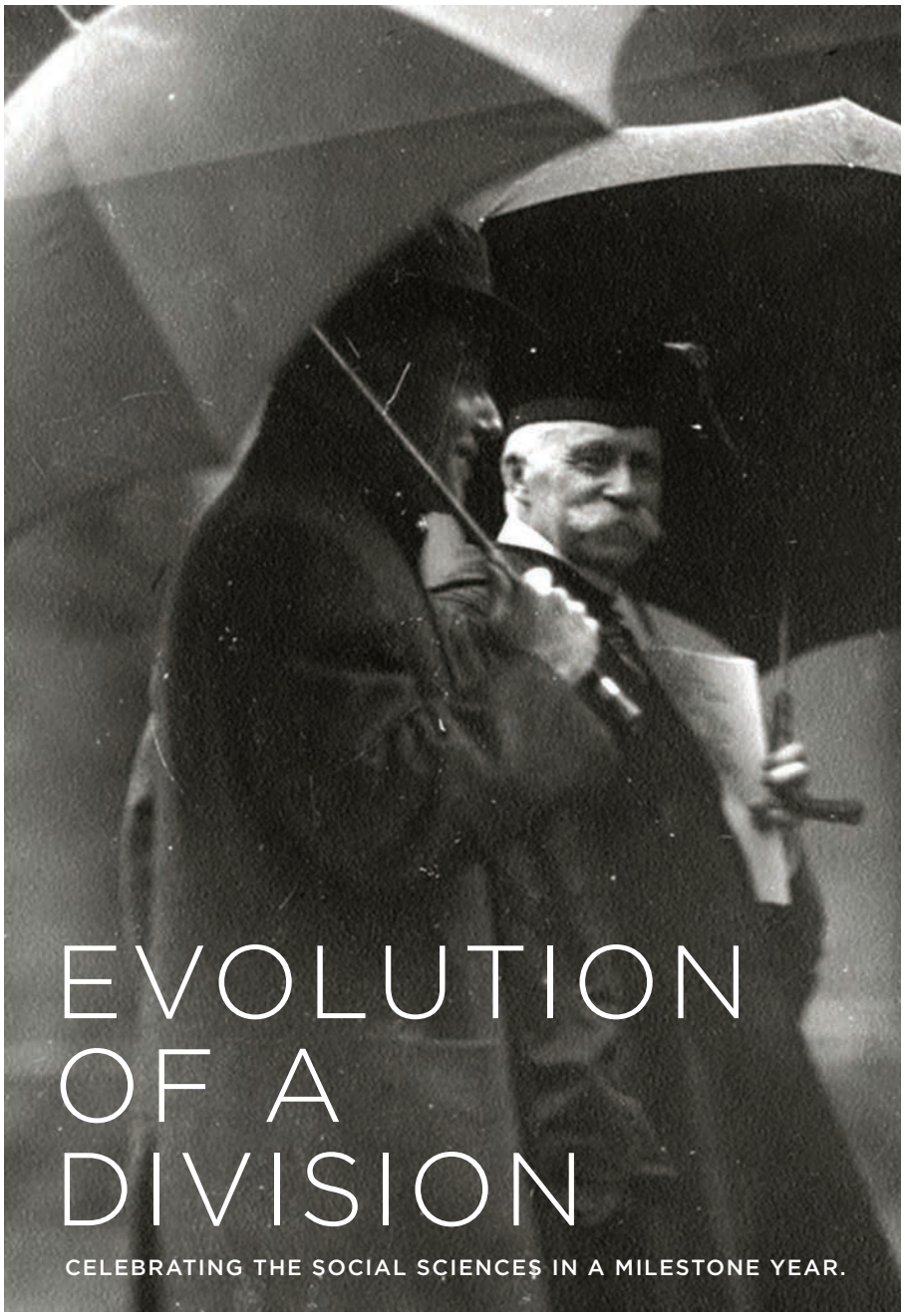
"Having to go through the process of explaining who you are, what you care about, and what you see yourself doing next over and over again is really powerful," she says. The process helps to "clarify for yourself what it is you're drawn to and what you want to do."

Looking back on her career path, Skelly wishes she had realized sooner how valuable her expertise was. She advises graduate students not to lose confidence: "You're so much more talented than you think you are."

For Kenny, "the biggest challenges in the business world—regardless of what area of the business world you go into—are ultimately intellectual challenges. The skills that you've developed for tackling the biggest intellectual challenges in academia serve you well for tackling any intellectual issue in the world of business."

—SUSIE ALLEN, AB'09

AS PART OF THE DIVISION'S EXPANDING INTERNSHIP PROGRAM, SOCIAL SCIENCES GRADUATE STUDENTS TALKED ABOUT THEIR EXPERIENCES AT AN EMERGING LEADERS PANEL, MODERATED BY A-J ARONSTEIN, AM'10, OF UCHICAGOGRAD (LEFT).



EVOLUTION OF A DIVISION

CELEBRATING THE SOCIAL SCIENCES IN A MILESTONE YEAR.

As the University of Chicago celebrates its 125th year, 2015 also marks the 85th anniversary of the Division of the Social Sciences. The Division emerged from a collection of autonomous departments to provide a single institutional structure for all social sciences education and research at the University, advancing the work of students and scholars across a broad range of specialties and approaches.

—INGRID GONÇALVES, AB'08

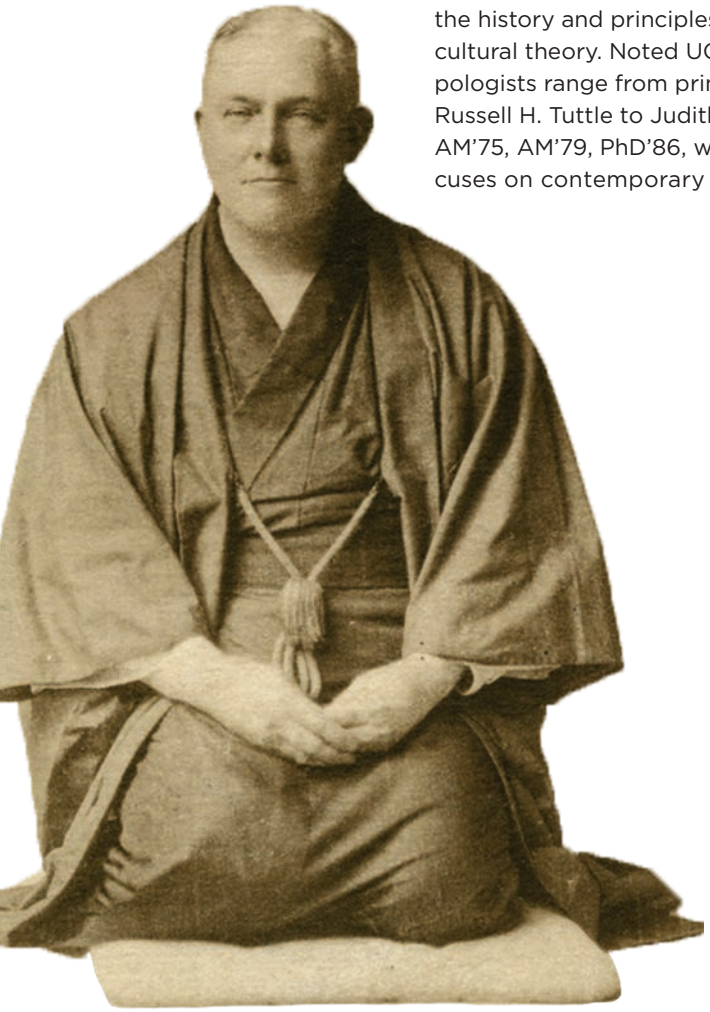
PHOTOS COURTESY SPECIAL COLLECTIONS RESEARCH CENTER, UNIVERSITY OF CHICAGO LIBRARY

1890 The University of Chicago is founded, with plans for faculty and students to be grouped into four undergraduate Colleges and eight schools. Early departments were designed to function independently, each accountable to a senate including faculty serving as department heads.

1892 The Department of Sociology is established with Albion Small (above) as head professor. Small plays a leading role in defining sociology as an academic discipline and is followed by generations of students and colleagues who pioneer new methodologies in sociology, including the study of urban life, demography, and social structures.

1890

1892 Frederick Starr (below) joins the faculty and the Department of Anthropology is founded. Its programs of study imbue students with a foundation in the history and principles of social and cultural theory. Noted UChicago anthropologists range from primatology expert Russell H. Tuttle to Judith B. Farquhar, AM'75, AM'79, PhD'86, whose work focuses on contemporary China.



1897 The Department of History is created, developing into a leader in cultural and intellectual history, interdisciplinary and comparative history, and international history. Its faculty includes Pulitzer Prize winners John Hope Franklin (above) for *George Washington Williams: A Biography* (University of Chicago Press, 1985) and Bernadotte E. Schmitt for *The Coming of the War, 1914* (C. Scribner's Sons, 1930).

1900 The Department of Political Science opens, setting the stage for its emergence as a leader in the study of government and politics. Former teachers in the department include Harry Pratt Judson (pictured far left) and authority on American social and political issues Charles E. Merriam (above).

1893 The Department of Psychology is founded (left), originally known as the Laboratory for Psychology. True to the Division's interdisciplinary nature, many faculty members serve on more than one of the department's programs in cognition, developmental psychology, integrative neuroscience, and social psychology.

1900

1925 The Department of Economics is established. Its faculty and students, including Margaret Reid, PhD'31 (above), a professor in the department from 1952 to 1961, have advanced our understanding of society, spearheading the study of ideas ranging from econometrics to human capital.

1929 The Social Science Research Building (shown above at a conference honoring the 10th anniversary of its dedication) opens. Although the building houses individual scholars and their research, it does not house their departments as administrative entities, foreshadowing a shift toward a new approach to academic governance that looks beyond traditional departments as scholarly units.

1930 The Board of Trustees votes to restructure the University into the four divisions, the College, and the professional schools. By grouping the previously semisovereign departments under the leadership of a division, Robert Maynard Hutchins hopes to encourage divisional cultures of interdisciplinary educational work.

1930 The Committee on Child Development is created. Ten years later its title is updated to the Committee on Human Development, reflecting the growth in research interest (the committee becomes the Department of Comparative Human Development in 2006). This academic year the department celebrates its 75th anniversary.

1931 President Hutchins appoints Beardsley Ruml, PhD'17 (above), as the first full-time dean of the Division of the Social Sciences. An educator, executive, and adviser to commerce, industry, and government, Ruml personifies the Division's new collaborative, interdisciplinary spirit. He leaves UChicago in 1934 to become the treasurer of Macy's Department Store in New York City.

1938 The Division establishes the Master of Arts Program in the Social Sciences (MAPSS). Today students select from courses throughout the social sciences to personalize their programs of study.

1910 1920 1930 1940 1950 1960

2012 The Neubauer Collegium for Culture and Society is established as a collaboration between the Divisions of the Social Sciences and the Humanities to advance student and faculty investigations of large-scale questions. In 2015 it moves into the former Meadville Theological Seminary.

1941 The Committee on Social Thought is founded by a group of faculty (including John U. Nef Jr., shown above with his father) to promote deeper understanding of the fundamental issues that govern the social sciences, where students research important classic and modern texts before concentrating on a specific dissertation topic.

1941 The National Opinion Research Center (NORC) is created as a wartime opinion polling organization. Since then, NORC's standard-setting data collection and analytical tools have enriched public policy debate and decision making by creating a knowledge base to generate effective solutions to social problems. Over its history, NORC's directors have included Social Sciences faculty, such as former dean Norman Bradburn, AB'52, now a senior fellow there.

1960s onward
The Division of the Social Sciences facilitates the development of interdisciplinary institutes and research centers, such as

- the Center for Middle Eastern Studies (**1965**);
- the Institute for Mind and Biology (**1988**);
- the Center for the Study of Race, Politics, and Culture (**1994**);
- the Center for the Study of Gender and Sexuality (**1996**);
- the Becker Friedman Institute for Research in Economics (**2011**).

2014 Saieh Hall for Economics is dedicated. The result of the adaptive reuse of the former Chicago Theological Seminary building, Saieh Hall provides state-of-the-art facilities housing the Department of Economics, the Becker Friedman Institute for Research in Economics, the Energy Policy Institute at Chicago, and the Center for the Economics of Human Development.

1970 1980 1990 2000 2010

PHOTOGRAPHY BY ALEX KINGSBURY

KNOWLEDGE THROUGH THE DECADES

ALUMNI FROM THE PAST 50 YEARS RECALL THEIR EXPERIENCES IN THE DIVISION.

WHY DID YOU STUDY AT UCHICAGO?

Judith Farquhar, AM'75, AM'79, PhD'86 (Anthropology), the Max Palevsky Professor Emerita of Anthropology and Social Sciences: I dropped out of college and worked as a research assistant at the National Institutes of Health. My supervisor there pushed me to go back to school, and he found out that Chicago would accept graduate students without a BA. I did the MA program while on leave from NIH. I realized I wanted a life devoted to reading, writing, and teaching, so after a break I returned to Chicago for the PhD program in anthropology.

Yuval Levin, AM'02, PhD'10 (Social Thought), policy analyst and editor of the journal *National Affairs*: Beneath the policy debates there is a set of differences about the nature of a free society and the purpose of politics that gives shape to distinct approaches to politics in our liberal democracy. I wanted to understand these differences better and concluded that there was no better place to study it than the Committee on Social Thought at Chicago.

WHAT DID YOUR RESEARCH FOCUS ON?

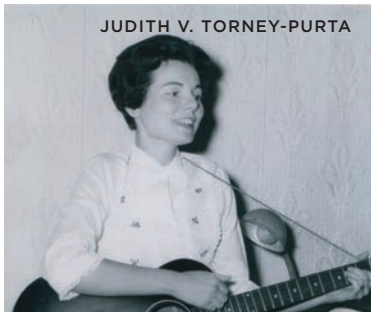
Judith V. Torney-Purta AM'62, PhD'65 (Human Development), professor emerita of human development, University of Maryland: In 1961 I was offered a position for $125 a month—enough to pay my rent!—as a research assistant on a project studying children's political socialization. To do my dissertation analysis I had to manage 12,000 cards using a card sorter before sending them with my programmer to the computer center; he carried them in his bicycle basket.

Camille Henderson Davis, AM'99, PhD'05 (History), owner of the Santa Monica–based interior-design firm Design Adventures: The history of US race relations, race theory, and change management. As an interracial student, I wanted to understand the evolution of race in America and examine how we had come so far and how we could overcome obstacles to continued progress.

Aida Giachello, AM'71, PhD'88 (Sociology), professor of preventive medicine, Northwestern University Feinberg School of Medicine: While working toward my PhD, I started working full time as a medical social worker for the Chicago Department of Public Health. I was assigned to a neighborhood health center in the Pilsen community, where I discovered a passion for health-care issues. I became aware of the barriers faced by vulnerable populations in getting access to quality medical care.

WHO INFLUENCED YOU MOST WHILE YOU WERE AT THE UNIVERSITY?

Brent Staples, AM'76, PhD'82 (Behavioral Sciences), editorial writer, the *New York Times*: I experienced several distinguished teachers and thinkers, but I was particularly smitten by a class I took with the French philosopher Paul Ricœur. His monumental work *Freud and Philosophy* traces the roots of Freudian thought to principals derived from hydraulics and other components of the industrial revolution. He encouraged students to examine the underpinnings of ideas and to find out where they came from and what made them tick.



LEFT TO RIGHT: PHOTO COURTESY THE UNIVERSITY OF CHICAGO NEWS OFFICE. PHOTO COURTESY JUDITH V. TORNEY-PURTA, PHOTOGRAPHY BY DAVID HENDERSON. PHOTO COURTESY AIDA GIACHELLO. PHOTO COURTESY BRENT STAPLES.

Levin: Leon Kass, LAB'54, SB'58, MD'62, a legendary professor in the Committee on Social Thought, took a characteristically UChicago approach to the study of deep philosophical and social questions. He showed us how to take important texts seriously while also interrogating them with intensity. Studying with him was like learning how to read all over again and realizing I'd never quite known how to do it before.

Henderson Davis: Historian Tom Holt's seminar on race theory. His admonition that we examine "how race works" and "the work race does" in America continues to guide my thinking.

WHAT DID YOU DO TO BLOW OFF STEAM TO COUNTERACT THE INTELLECTUAL RIGOR OF UCHICAGO?

Torney-Purta: While I was living in Pilsen in the mid-1960s, I organized a children's choir that traveled around the city to give concerts and was among the first of its kind. I organized a second choir a few years later with Japanese American girls from the North Side.

Staples: I was a distance runner at the time. I ran for miles and miles—rain, snow, or shine—along the shore of Lake Michigan. I played basketball now and then with intramural teams.

Giachello: My late husband, Stelvio Giachello, helped me in balancing my school and family responsibilities. Ronald Andersen, director of the Center for Health Administration Studies, arranged barbecues and dinners every quarter at his house where faculty, staff, students, and their families celebrated special occasions. Those were wonderful opportunities for me to have fun and to forget about work.

Levin: I came to Chicago for the rigor, so I enjoyed it immensely and rarely found myself in much need of blowing off steam. When I did, it was mostly with fellow graduate students enjoying the city on our shoestring budgets.

WHAT MANTRA HAS STAYED WITH YOU SINCE GETTING YOUR DEGREE?

Henderson Davis: In my first year, my seminar professor, Kathy Conzen, constantly pushed us to dig deeper into the data, the discussion, and our own ideas. I still use that advice every day.

Farquhar: When I was about to leave my dissertation field site in Guangzhou, China, my adviser told his boss, "She is our bridge to the world." I was touched by his remark, uttered at a time when scholarly exchange between China and the US was troubled.

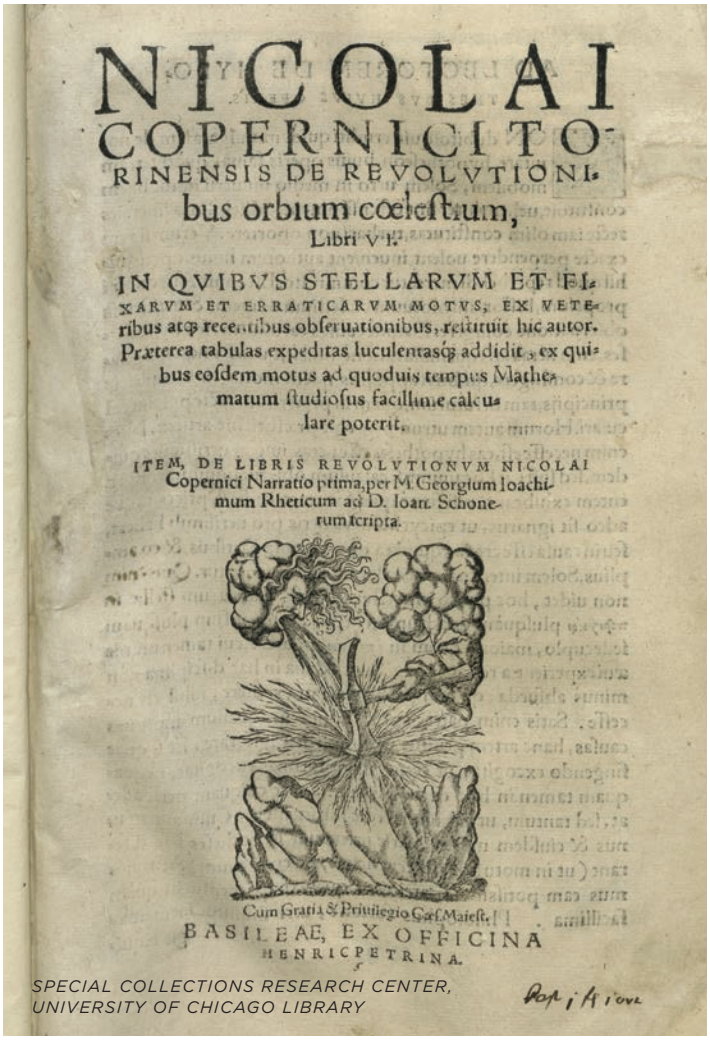
Torney-Purta: If you encounter someone with a University of Chicago degree, know that you are with an individual who is extraordinarily well educated and thoughtful.

—EDITED AND ADAPTED BY JEANIE CHUNG

UNIVERSAL APPEAL

THE AESTHETICS OF ASTRONOMY INSPIRES A COURSE AND EXHIBITION.

Human beings have probably been stargazers from the beginning. How did they try to account for what they saw? First by way of religion and mythology, then through natural philosophy. It was only in the early modern period that science began to branch off from philosophy, says Daniele Macuglia, AM'10, a doctoral candidate in the Committee on Conceptual and Historical Studies of Science.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COPERNICI TO-
RINENSIS DE REVOLVTIONI-
bus orbium cœlestium,
Libri VI.
IN QVIBVS STELLARVM ET EI-
XARVM ET ERRATICARVM MOTVS, EX VETE-
ribus atq; recentibus obseruationibus, restituit hic autor.
Præterea tabulas expeditas luculentasq; addidit, ex qui-
bus eosdem motus ad quoduis tempus Mathe-
matum studiosus facillime calcu-
lare poterit.
ITEM, DE LIBRIS REVOLVTIONVM NICOLAI
Copernici Narratio prima, per M. Georgium Ioachi-
mum Rheticum ad D. Ioan. Schone-
rum scripta.
Cum Gratia & Priuilegio Cæs. Maiest.
BASILEAE, EX OFFICINA
HENRICPETRINA.

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COPERNICUS PROPOSED HIS HELIOCENTRIC THEORY IN *ON THE REVOLUTIONS OF THE HEAVENLY SPHERES* (1543). THIS COPY, OWNED BY SPECIAL COLLECTIONS, WAS PUBLISHED IN 1566.

Distinct as these approaches are, they are linked, Macuglia believes, by beauty. "No matter the particular religious view, philosophical assumption, or scientific theory under consideration," he says, there is something "extraordinary and intrinsically beautiful in all the ideas used to explain the mysteries of the universe."

With the 27 College and graduate students in his Spring Quarter seminar Beauty in the History of Astronomy, Macuglia explored the aesthetic appeal of Renaissance models of the solar system, ancient creation myths, drawings by Leonardo da Vinci and Galileo Galilei, and more. Students came from fields as varied as physics, history, medicine, economics, and public policy. Though the course was not for credit, they threw themselves into the work.

In small study groups they researched how thinkers from antiquity through the present have tackled basic questions about the universe: What is the sun? What is the moon? Are we alone in the universe? How and when did the universe begin?

Some of these questions are deceptively simple, says Macuglia. In other cases the answers are still largely unknown. Yet they've all held a firm grip on human imagination, and the search for answers has a long, rich story.

Some of that story unfolded in a June exhibition that Macuglia and his students mounted in the Special Collections Research Center and then moved to International House and Ida Noyes Hall for a command performance. The student groups displayed posters summarizing their research, and Special Collections loaned early or first editions of primary source documents. These included publications of Nicolaus Copernicus, Tycho Brahe, and Dante; manuscript copies of St. Thomas Aquinas's works; a 16th-century Bible; and several works by Galileo. A copy of *The Assayer* (*Il Saggiatore*, 1623) owned by Special Collections contains a small handwritten note by the Italian astronomer. "I for one," says College fourth-year Alison McManus, "had never been so close to Renaissance astronomy."

Originally from Venice, Macuglia is writing his dissertation on the spread of Newtonianism in the Italian peninsula in the 18th century and travels back to Italy often to delve into archives. He completed graduate work in physics before coming to UChicago to work on the cultural dimension of the evolution of scientific ideas. History, he says, is "an extremely important aspect of our life. You can't imagine what it would mean to live without knowing where we came from."

—LAURA DEMANSKI, AM'94

ALUMNI NEWS

SEE MORE ALUMNI AND DIVISIONAL NEWS AT MAG.UCHICAGO.EDU/DIALOGO AND ON THE DIVISION'S WEBSITE: SOCIALSCIENCES.UCHICAGO.EDU

JUANITA LOTT, AM'73 (SOCIOLOGY), a retired senior demographer for the US Census Bureau and board member of the University's Bay Area alumni club, writes: I really enjoyed Claire Zulkey's article "Go Out There and Meet People" (Spring/Summer 2015), featuring Harvey Choldin, AB'60, AM'63, PhD'65 (Sociology). He's right about how relevant the pioneering fieldwork of the Chicago school is for today's changing American neighborhoods and cities, including my hometown, San Francisco. In preparing for the 1990 and 2000 Censuses, it was always a delight to hear Harvey's thoughtful and insightful advice to the US Census Bureau and its advisory committees.

SARAH L. H. GRONNINGSATER, AM'08, PHD'14 (HISTORY), received the manuscript prize for her dissertation, "Delivering Freedom: Gradual Emancipation, Black Legal Culture, and the Origins of Sectional Crisis in New York, 1759–1870" at the Society for Historians of the Early American Republic annual conference in July. The prize was awarded to an exceptional dissertation defended in calendar years 2013 and 2014 pertaining to the history of North America from 1776 to 1861. The manuscript will be published as a volume in the Early American Studies book series, cosponsored by the McNeil Center for Early American Studies and the University of Pennsylvania Press.

AJAY K. MEHROTRA, PHD'03 (HISTORY), became director of the American Bar Foundation in September. The foundation's mission is to serve the legal profession, the public, and the academy through empirical research, publications, and programs that advance justice and the understanding of law and its impact on society. Mehrotra is the associate dean for research, a professor of law, a faculty fellow, and an adjunct professor of history at Indiana University.

DARRYL HELLER, PHD'12 (HISTORY), has been named Indiana University South Bend's director for student and community engagement. A visiting history lecturer at the University of Illinois at Chicago for three years, his duties will include directing IU South Bend's Civil Rights Heritage Center. Previously Heller cofounded the Amistad Institute, a New York–based nonprofit organization that provided educational programs for inner-city communities.

KIM BABON, PHD'07 (SOCIOLOGY), took over as Occidental College's Director of National Awards in April, helping students and alumni pursue scholarships and fellowships. She has taught sociology at numerous liberal arts institutions, including Harvey Mudd College. Babon previously served as the assistant director of fellowships and national awards at Claremont McKenna College.

ROBERT NELSEN, PHD'89 (SOCIAL THOUGHT), is the new president of California State University, Sacramento. Nelsen was formerly president of the University of Texas–Pan American, where he oversaw the creation of the new University of Texas Rio Grande Valley, a bicultural university with its own medical school. He's also served as associate vice president for academic affairs for Texas A&M University–Corpus Christi.

MICHAEL SLOAN, AM'73 (MAPSS), has embarked upon an "encore career" as a lecturer at San Diego State University, primarily teaching social entrepreneurship and directing the social entrepreneurship programs at the Lavin Entrepreneurship Center. In addition to teaching at SDSU, he provides entrepreneurial training and mentoring for small businesses in low-income communities throughout the country.

PHILIP KOTLER, AM'53 (ECONOMICS), published *Confronting Capitalism: Real Solutions for a Troubled Economic System* (Amacom) this past spring. In the book, Kotler, the S. C. Johnson Distinguished Professor of International Marketing at Northwestern's Kellogg School of Management, examines 14 major problems undermining capitalism, including poverty, job creation in the face of automation, high debt burdens, and steep environmental costs.

PHOTOGRAPHY BY ADRIAN CASTILLO/UNIVERSITY OF TEXAS–PAN AMERICAN/FLICKR (TOP); PHOTOGRAPHY BY GABRIEL CHMIELEWSKI/MAYS COMMUNICATIONS/FLICKR

HAROLD W. SCHEFFLER, AM'57, PHD'63 (ANTHROPOLOGY), who studied fundamental patterns of kinship, died July 24 in New Haven, Connecticut. He was 83. Scheffler taught at the University of Connecticut and Bryn Mawr College before joining Yale in 1963. He stayed for 45 years as professor of anthropology before retiring in 2008 as a professor emeritus. A longtime fellow of Berkeley College, Scheffler was also a visiting professor or research fellow at institutions such as the University of Brisbane and the Free University of Berlin.

PHILIP W. JACKSON, the David Lee Shillinglaw Distinguished Service Professor Emeritus in Education, Psychology, and the College, died July 21 in Chicago. He was 86. An expert on education pioneer John Dewey, Jackson joined the UChicago faculty in 1955. He served in administrative roles at the University of Chicago Laboratory Schools as well as dean of the Graduate School of Education and chair of the Department of Education. Jackson was involved in a number of critical research studies and influential books, such as 1962's *Creativity and Intelligence* (Wiley), which concluded that a high IQ, as measured by tests, was not a mark of giftedness. He served as president of the American Educational Research Association, was a member of the National Academy of Education, and for several years edited the American Journal of Education. Jackson retired from the University in 1998.

THOMAS BENTLEY DUNCAN, AM'61, PHD'67 (HISTORY), associate professor emeritus in history, died February 24. He was 85. A native of Brazil, Duncan was an influential scholar of Latin American and African history, known for his work on colonial Portugal and the role of Latin American nations in global economic development. He became the first director of the University's Center for Latin American Studies in 1968, directing the master's program for many years. He retired from the University in 1996 and remained generous to the department by including a gift in his estate to benefit the Department of History.

SERENITY OUT OF STRIFE

THE REAL STORY BEHIND *DIALOGO*, THE SCULPTURE AND THE NEWSLETTER.

When Virginio Ferrari was commissioned to create a sculpture to go outside the new Albert Pick Hall for International Studies, he had no idea that decades of controversy would ensue.

Ferrari, who served as artist in residence and assistant professor of art at the University from 1966 to 1976, wanted his sculpture to express the idea of "international understanding," he says. The separate elements of the sculpture were intended to "have a dialogue with each other, the negative and the positive, the male and female."

Dialogo was cast in bronze in Ferrari's Italian hometown, Verona, Italy, after being created in Chicago. When he unveiled the model for it at Midway Studios, Ferrari recalls, "everyone clapped their hands and said, 'We love it.'" The sculpture stands 15 feet high and weighs more than two tons. The title was "naturally, in Italian, *Dialogo*," he says (pronouncing it with the emphasis on the second syllable, Dee-AH-lo-go).

The abstract sculpture was intended to symbolize "serenity out of strife," Ferrari told the *University of Chicago Magazine* in 1971. His own description of *Dialogo*: "Three of the four forms emerge from strong, geometric elements, representing the diversity, pain, and depression in the life on any continent. They rise up slowly and become soft and delicate. Two of the forms almost touch in the center in a caressing manner. The third, almost a circle, hovers over the two, to suggest protection and security for the life of tomorrow. The fourth form represents a big wave, symbolic of the water that surrounds and unites all the continents."

In the spring of 1971, Ferrari and his students began installing *Dialogo*. They noticed that it cast a shadow on the east wall of Pick Hall, "but we didn't pay much attention," he said in a recent interview.

Then came a *Chicago Maroon* article claiming the sculpture had been

VIRGINIO FERRARI'S *DIALOGO* WAS CREATED IN CHICAGO, CAST IN BRONZE IN ITALY, AND HAS RESIDED IN FRONT OF PICK HALL SINCE 1971.

PHOTO COURTESY VIRGINIO FERRARI

deliberately designed to cast the shadow of a hammer and sickle on May 1, International Workers' Day. "It was not my intention to have something like that." He says that for the past 40 years, he's been asked about it whenever the calendar rolls around to May 1. "It bothered me at the time, because in those days, the United States and Russia didn't get along together," says Ferrari. "I wanted to have an international dialogue."

The Berlin Wall came down, the Cold War ended, and still the legend persists. (According to one fabricated version, the Economics Department even refused to move in to the building because of the shadow.) John Mark Hansen remembers hearing it soon after he joined the University faculty. "I've had an office in Pick since I came here in 1986," says Hansen, the Charles L. Hutchinson Distinguished Service Professor in Political Science and the College. "I've been here on many May firsts. As an empiricist, I will say that it is not within my empirical observation."

When Hansen was appointed dean of the Division of the Social Sciences in 2002, he wanted to forge a closer relationship with alumni. As part of that effort, the alumni newsletter, "formerly published under the prosaic name of *Social Sciences News,*" as Hansen puts it, was redesigned and renamed *Dialogo*, intended to "signal the kinds of conversations that happen among the faculty and among students, across disciplinary boundaries, across different approaches."

At the same time, it describes a certain kind of conversation. "There are two parties to a dialogue. And there's the implication that you're entering into the conversation as an equal, another hallmark of this place," Hansen says. "*Dialogo* reflects the key values of the University, as well as the Division."

More than 40 years later, Ferrari has similar ideas about his sculpture. "The idea is not a monument, but a dialogue," he says. "You can be part of that. I've seen children skate over it, young people sit on it. *Dialogo* has become part of the building itself. I'm still very proud of it. It's one of the most important pieces I've ever done."

—CARRIE GOLUS, AB'91, AM'93

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