More than 100 distinguished scholars of Latin America, Spain, and Portugal have helped build enduring connections to Chicago through the Tinker Visiting Professor program, which marked its 30th anniversary in 2011–12.

Having the chance to teach and pursue research at the University has proven valuable to participating scholars in different ways.

Alfredo Jocelyn-Holt has written many influential books on Chilean history, but he never taught a course that compared independence movements throughout Latin America until his stint as a Tinker professor. Spending time on campus this past winter quarter was intriguing for another reason, too.

“The University of Chicago sparks the imagination of any Chilean because of the Chicago Boys,” says Jocelyn-Holt. Economists trained by UChicago faculty beginning in the 1950s, the Chicago Boys had broad influence in Chile and “were highly revolutionary in terms of their economic mentality, so you are...
Perhaps the program’s most vital contribution is how it has exposed Chicago faculty and students to new ways of thinking.

Tenorio believes the program offers equal value to visiting professors and the University. Any senior scholar from Latin America, Spain, or Portugal “is aware of the debates in the United States and yet doesn’t have access to the libraries, dialogues, workshops, conferences, and data banks that we have here,” he says. “So it’s a win-win situation they come; they inevitably confront us with our parochialism, and at the same time they benefit enormously from the resources of the University.”

Joselyn-Folt worked on two books while at Chicago, including a memoir focusing on the 2011 student protests at the University of Chile, his home institution. Teaching courses and pursuing his research in politics was “incredibly valuable,” he says. “It allows you to think over things that you think are obvious—but they’re not so obvious if you’re presenting them in a different environment, to different people.”

Over three decades, the Tinker Foundation’s original $750,000 grant has grown into an endowment worth more than $7 million. Those resources have made it possible for CLAS to organize conferences and underwrite publications with former Tinker professors and their Chicago colleagues as collaborators.

A 2009 University conference on environmental policy, social movements, and science in the Brazilian Amazon followed residencies by three former Tinker professors from Brazil—Mary Helena Allegretti, Mauro Barbosa de Almeida, and Ricardo Paez de Barros. The three have created enduring relationships with Chicago faculty and opened their networks to students pursuing research in Brazil on related topics.

Scholars of Mexico have collaborated for three different Tinker-funded conferences, including a 2007 gathering on land, politics, and revolution tied to honored emeritus history professor Friedrich Katz. He died in 2010, but the project generated a book, Revolución y exilio en la historia de México (Ediciones Era, 2010), to which several former Tinker professors contributed.

By bringing eminent Latin American intellectuals to Chicago, the program adds a distinctive component to the training of Chicago graduate students. Tinker professors advise students’ theses and dissertations; they might even be called upon to write letters of recommendation. But most important, they offer perspectives and contacts that can point young researchers in valuable new directions.

Patrick Iber, PhD’11 (History), worked as a teaching assistant for Guillermoprieto while writing his dissertation. “She covered, as a journalist, events which I had only read about in texts and documents,” he says. Tapping her extensive professional network, he put him in touch with others who could talk to him about his work.

Iber also connected with the Chilean novelist and diplomat Jorge Edwards, who came as a Tinker professor twice—in 1990–91 and 2009. “Because I write about Latin American intellectuals during the Cold War, Jorge Edwards actually appears as a ‘character’ in my dissertation,” says Iber. “It was extraordinary to be able to talk to him.” Iber did an interview with Edwards that was published by the Chicago Review and the prestigious Mexican journal Letras Libres, and they remain in touch.

“With this wave of scholars coming every year, we have established channels and bridges that have benefited our students enormously,” says Tenorio. “They serve as ambassadors for our students, steering them toward archives, people, and approaches that guide students’ research. Perhaps the program’s most vital contribution is how it has exposed Chicago faculty and students to new ways of thinking. Many works by leading social scientists from Latin America, Portugal, and Spain are never translated into English. As a result, says Tenorio, academics who don’t read other languages may be unfamiliar with important theoretical scholarship from the region.

Those barriers break down when faculty and students can meet and discuss ideas in person, whether they’re analyzing race in contemporary Brazil, economic reforms in Chile, or legal thought in 19th-century Mexico.

“The Tinker professors are fundamental,” says Tenorio, “because it’s like bringing the books here to speak.”

—Elizabeth Station
In 2005, I received an invitation to attend a meeting sponsored by the National Science Foundation. The University of California campuses had just banded together to start the first Alliance for Graduate Education and the Professoriate (AGEP) in the social sciences, and the leaders of the Social, Behavioral, and Economic Sciences (SBES) Directorate at NSF wished to gauge the interest of other institutions in forming alliances. Within a few months, the Social Sciences Division joined with counterparts at six other universities to form the Great Lakes Alliance for the Social and Behavioral Sciences (GLASS).

Originally founded in 1998 to serve the sciences, technology, engineering, and mathematics (STEM) fields, today the AGEP program seeks to “increase the number of underrepresented minority students receiving doctorates in STEM and SBES disciplines” and “increase the number of underrepresented minorities in faculty positions in STEM and SBES departments at colleges and universities.” GLASS has pursued these objectives with joint events serving all seven schools—UC-Chicago plus Northwestern, Wisconsin, Illinois, Ohio State, Penn State, and Temple—and specific programs on each campus. In one of our first alliance events, the Social Sciences Division organized a one-day academic publishing workshop featuring the Temple University Press director, a University of Chicago Press editor, the American Journal of Sociology editor (from UChicago), the Personality and Social Psychology Review editor (from Northwestern), and faculty advisors. Our students and faculty also participated in annual GLASS conferences focused on research presentation and professional development.

On our campus, since 2005, an AGEP grant has supported multiple activities for underrepresented minority students (and others), including opportunities to pursue research collaborations with faculty, a preterm mathematics review course (which I teach), and an innovative seminar devised by the professional writing instructors, the Little Red Schoolhouse, to train students to revise papers for publication. Its heart and soul, however, has been our SBE Task Force, a dedicated group of a half dozen senior underrepresented minority students who peer mentor their junior colleagues, lead events to orient and socialize new doctoral students, and give valuable advice to me, dean of students Patrick Hall, and the leaders of the doctoral programs. With their help, we have learned a lot about how we can better support the efforts of underrepresented minority graduate students, whose numbers have increased steadily over the past ten years.

As I write, we and our GLASS partners are anxiously awaiting a new NSF call for proposals for the next iteration of the AGEP program. Anticipating its contents, we have also been in touch with the deputy provost for research and minority issues, William McDade, and his staff, and with our colleagues in the Biological Sciences and Physical Sciences Divisions. We hope that NSF will come forward with a strong commitment to the program, and we certainly plan to put forth an ambitious response. Regardless of the outcome, the Social Sciences Division will apply the lessons learned to prepare our underrepresented minority students even better to take their places as leading scholars and teachers in the social sciences in the 21st century, an objective that is important not only to them but also to the Division, to the University, and to our society.

Mark Hansen, Dean

Mario L. Small has been appointed dean of the Social Sciences Division for a five-year term, which takes effect on July 1.

Currently professor of sociology and chair of that department, Small, who joined the faculty in 2006, is recognized as a leading sociologist of his generation. His research focuses on the creation of community and social capital in urban spaces.

In a joint announcement, President Robert J. Zimmer and Provost Thomas F. Rosenbaum wrote that they were seeking a scholar and leader who would work with faculty to define the Division’s intellectual and educational direction, while building support for the Division. “This demanded a dean with outstanding scholarly credentials, who was a collaborative leader for the faculty, and who would work with other deans, the provost, and the president to help build and fulfill the highest aspirations of the University. In appointing Mario to this position, we are confident in his ability to be such a leader.”

An elected advisory committee of SSD faculty recommended Small for the post.

The president and provost also praised John Mark Hansen, the Charles L. Hutchinson Distinguished Service Professor of Political Science, who is stepping down after two five-year terms as dean, for his exceptional service. Mark has shaped the Division, appointing more than half of its current faculty, while teaching, conducting research, and helping transform the educational experience for graduate students and undergraduates alike,” they wrote. “As professor, chair, dean, and deputy provost, Mark has been an integral part of the values of the University of Chicago.”

“His topic of morality has long interested me,” says Allison DiBianca Fasoli, AM’08, a graduate student in comparative human development. “I am particularly interested in competing visions of the moral domain, especially those that oppose neoliberal notions.” For her dissertation, which she hopes to complete next year, she conducted a yearlong ethnographic study of children’s religious education classes at an evangelical Christian church in North Reading, Massachusetts.

DiBianca Fasoli studied first and second graders in six different Sunday school classes, and observed family interactions in six families that belonged to the church. Her research was grounded in her ethnographic observations of church interactions as a whole: church events, weekly sermons, Bible study groups, general outings, and her informal conversations with both adults and children.

DiBianca Fasoli’s work was supported by a 2010 Gianinno Dissertation Fellowship, sponsored by Lawrence Gianinno, AM’79, PhD’99, and Susan Gianinno, AM’09, who both received their degrees in human development. “Alison DiBianca Fasoli is one of the exemplary graduate students in comparative human development who has benefited from our fellowship fund,” said the Gianinos in a recent e-mail to Dialogo. “We are thrilled to provide this support.”

“What are the questions that guided your research?”

I was interested in the fact that the disciplines of psychology and anthropology have different, mutually exclusive notions of morality. Psychology defines morality in terms of harm and justice, and the focus is on a singular pathway of moral development. Other types of ideas that have to do with authority, in-group preference and loyalty, or parity and pollution, for example, are seen as outside the moral domain or as developmental prior—and hence, inferior—types of moral reasoning.

Anthropologists and cultural psychologists have critiqued this view as overly narrow. In anthropology, the idea that different cultures have different moral values is often a given. In my research, I was trying to combine the two approaches if there are diverse moral values, how would they be learned? In other words, how do you become oriented to, and internalize, local systems of morality?

Existing theories of moral development don’t really speak to that, because they don’t assume multiple moral frameworks or moral systems.

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EATING DINNER TOGETHER. DID YOU PARTICIPATE IN THE FAMILY DINNER?

No. I would set up the video camera, then leave. The family had their mealtime by themselves, and I looked at the video recording afterward. I felt that a camera by itself was less obtrusive.

WHAT SURPRISED YOU THE MOST?
The idea of service—that you help other people in order to develop a relationship with God—comes up again and again. That surprised me. I assumed that helping would be seen as an obligation or a duty—something God required them to do. But it wasn’t talked about in that language at all.

In the psychological literature, research has shown that helping is seen as a good thing to do, but you don’t have to help except in a life or death situation or special role relations (like parent-child). You can’t be punished for not helping. I thought my sample was going to say exactly the same.

WHAT WAS DIFFERENT WAS THE REASONING. IN THE PSYCHOLOGICAL LITERATURE, THERE’S A LOT OF TALK ABOUT INDIVIDUAL RIGHTS. OF ALL THE PEOPLE I STUDIED, ONLY ONE PERSON TALKED ABOUT RIGHTS. INSTEAD, THEY TALKED ABOUT CHARACTER. THEY WERE REALISTIC AND SAID THAT JOHNNY DIDN’T HELP, BUT HE DIDN’T WANT TO HELP. I THOUGHT THAT WAS INTERESTING; YOU HAVE TO SHAPE YOUR DESIRES SO THAT YOU WANT TO DO THOSE THINGS.

SO WHAT DID YOU CONCLUDE ABOUT HOW MORALITY DEVELOPS?

I’m still exploring that. Very preliminarily I’m finding that kids usually talk about things in terms of being “fair” or “even.” Their parents put that into a spiritual framework: something like, “Yes, it’s nice if things can be even, but sometimes we do things just to be helpful. Because God is giving you an opportunity to help.” During both the religious education classes and the vignette interactions, the idea of a deity was part of the discussions about helping. But during the family mealtimes, this was not the case. Jesus and God did come up, but not in the context of helping.

MY RESEARCH DOES NOT MAKE A DIRECT COMPARISON WITH THE DEVELOPMENT OF NONRELIGIOUS MORALITY, BECAUSE I ONLY STUDIED ONE GROUP, THOUGH IT HAS IMPLICATIONS. I’M LOOKING AT THE WAYS THAT THE ETHIC OF DIVINITY GETS PLACED ON TOP OF OR EMBEDDED INTO OTHER KINDS OF MORAL VALUES, LIKE EQUALITY AND FAIRNESS.

WHERE DO THE CHILDREN MORE MORALLY ADVANCED THAN CHILDREN NOT RAISED IN THIS ENVIRONMENT? WERE THEY NICER KIDS THAN AVERAGE?

I’m not sure you could say the kids were nicer or kinder. There were always kids who were more respectful and would get sent out of class. At this age, the kids don’t really understand the idea of helping people as an opportunity. Few would say that on their own with no prompting from their parents. One of the reasons I chose this age range—first to second grade—was because I felt that would be when the kids were just starting to learn, and that’s what I found.

THAT’S ACTUALLY A REALLY BEAUTIFUL IDEA, THAT WHEN SOMEONE NEEDS HELP, IT’S AN OPPORTUNITY.

Yeah, I think so too.
Although it lacks a dedicated department of Native American studies, the University of Chicago has long been home to prominent scholars who work in the discipline, including linguist Edward Sapir (1884–1939), anthropologist Frederick Eggan (1906–91), and Raymond Fogo. Former professor of anthropology and author of The Cherokees: A Critical Bibliography (Indiana University Press, 1979) as well as Tribes of the Southern Woodlands (Time-Life Books, 1994). And the scholarship continues: this spring, Dialogo caught wind of three intriguing projects connected to America’s indigenous populations.

COLLABORATIVE THINKING

When faced with the destruction of their traditional way of life—and with it, all conception of what a good life would entail—how do people carry on? Jonathan Lear, the John U. Nef Distinguished Service Professor of Social Thought and Philosophy, explored that question in Radical Hope: A Vision for a Future (Harvard University Press, 2006). The book tells the story of Plenty Coups, chief of the Crow nation who witnessed the collapse of his tribe’s hunting and warrior culture in the late 1800s. Remembering a dream he had as a child, the leader did not resist the catastrophic onslaught of Western civilization, accepting it as inevitable, but predicted that new good forms of living would arise for the Crow. Lear argues that Plenty Coups’s acknowledgement of his culture’s destruction has given his descendants the freedom and power to reinvigorate the Crow tradition; how that will play out, he writes in the book’s conclusion, is “the task of Crow poets, of Crow leaders, and their followers.”

Soon after Radical Hope was published, Lear gave a talk at the University of Montana, where he met one of those Crow poets: Scott Bear Don’t Walk, who grew up in Billings, Montana, about 15 miles outside the Crow reservation. The two men began corresponding, and a year later Bear Don’t Walk arrived at the University, where he is currently a student in the John U. Nef Committee on Social Thought. His work at UChicago focuses on the relationship between Western and Native American cultures and the question of how creative writers grapple with social and political issues. Also after Radical Hope’s publication, Mark Paye, associate professor of classics and social thought, approached Lear to express interest in his work with the Crow. In researching his 2010 book The Animal Part: Human and Other Animals in the Poetic Imagination (University of Chicago Press), Paye became intrigued by 19th-century Native American attitudes toward animals and wanted to learn more.

The three men began a dialogue; then started meeting regularly on Thursday mornings when they learned about three unpublished manuscripts documenting Crow culture at the turn of the 20th century and received tribal permission to acquire them for study. The first, called Crow Field Notes, was found in the basement of the Field Museum and is an oral history as told to anthropologist Donald Collier in the late 1930s. Collier interviewed tribal elders about diverse topics including marriage, clans, wars, and laws; the narrative alternates between the informants’ point of view and Collier’s. The other manuscripts, written in the mid 1920s by William Wildschut, a Dutch trader who became close friends with many on the Crow reservation, were in storage at the Smithsonian’s National Museum of the American Indian. One Wildschut text is a biography of Plenty Coups, and the other documents Crow religious beliefs and practices, such as the creation of medicine bundles.

For the past two and a half years, the scholars have met to discuss the manuscripts line by line. Their work is part of a broader collaboration with five members of the Crow tribe, including Bear Don’t Walk’s father. The conversation is about the future of the Crow: how traditional Crow virtues and culture will develop alongside the tribe’s current challenges. The scholars stress that their work is not on the Crow; rather, says Lear, they hope to gain an understanding of these texts that they can share with their “friends and relatives in a community activity of thinking about how to be.”

To that end, the scholars are looking at different themes in the documents in terms of what they might reveal about the Crow—as well as the people who wrote about them. For example, in the Collier manuscript, which the trio has already worked their way through, the documenter includes a section on “wife stealing,” once practiced by members of Crow warrior societies. A male from one society, accompanied by several of his peers, would approach the home of a man with a belief, his step-granddaughter. (photo courtesy of the Denver Public Library)
As a justice pro tem of the Hopi appellate court, Professor Justin Richland (left) served alongside Associate Justice Patricia Sekaquaptewa and the late Emory Sekaquaptewa, who was the first Hopi to assume the post, an invitation that he eagerly to live up to the trust that I felt had been bestowed upon me. “The judge’s role, I’ve discovered, is to bring order to the chaos of the court. I feel that my time spent as a judge has been a valuable experience.”

LAW AND LANGUAGE

Eleven years ago, Antonie Dvorakova left her native Czech Republic to study at the University of Kansas in a Fulbright Scholarship. With a background in clinical psychology, she was interested in educational opportunities for disadvantaged populations, such as the Romany in her home country, and thought that inspiration and solutions could be found in a relatively diverse nation like the United States.

Working toward a master’s in KU’s Indig enous Nations Studies program, Dvorakova researched well-being and educational attain ment among Native American college students, and soon realized that “ethnic problems are not quite resolved in the United States either—no easy solutions exist.” In 2005 Dvorakova ar rived as a doctoral student in the Department of Comparative Human Development, a re search idea in hand: to gain insight into educa tional opportunities for disadvantaged popula tions, she would speak to minority academics who had managed a high degree of success in the most challenging environments. Her dis sertation, which studies the academic achievements of non-Hopi professors at a university on the Hopi reservation, did not get the expected results. “I wasn’t getting into the substance of this tradition and this isn’t,” he says. “I never found myself in that position and would have left it to others if I had.”

His work on the Hopi, ongoing. Richland has given presentations to communities in Cal ifornia that is seeking federal recognition. He is helping the tribe organize, catalog, and archive the tens of thousands of documents related to their history. “Currently,” says Richland, “they are held in cardboard boxes and filing cabinets stacked to the rafters of an old fire station’s boiler room where they thought they would have left it to others if I had.”

To conduct her research, Dvorakova traveled the country via car, interviewing 42 scholars, 21 men and 21 women. Affiliated with 23 different disciplines, she is generating a range of fields: humanities, biology, health sciences, education, social sciences, law, and engineering. Four inter viewees had left academia for other work, and two were retired academics. The scholars had varied backgrounds, but almost all came from families with low levels of education.

Many said that they had experienced insti tutional discrimination, racial stereotyping, and personal adversity, challenges that had marked their academic and professional lives. “I wasn’t getting into the substance of this tradition and this isn’t,” he says. “I never found myself in that position and would have left it to others if I had.”

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My research questions the assumption in existing literature that minority persons necessarily experience serious identity conflicts caused by the pressures of living in these two worlds. From a theoretical standpoint, Dvorakova hopes her work will contribute an original pers pective on how conceptualizations of tribal identities can shape the daily lives and experi ences of indigenous persons. On a practical level, she says, her research has the potential to inform policies on recruiting and maintaining stu dents in Native American higher education, and to empower these same individuals: “The knowledge generated by this study may encourage members of underrepresented minority groups to pursue ca reers in higher education, and even more im portantly, to do so with realistic expectations that aid their persistence.”—K.E.M.
**Gray Reflects on the Nature of the University**


**Farquhar Describes Cultural Practice in Contemporary Beijing**

Judith Farquhar, AM’75, AM’79, PhD’86, the Max Palevsky Professor of Anthropology, published Ten Thousand Years: Nurturing Life in Contemporary Beijing (Zone Books, 2012). Coauthored with Chinese philosopher Qiang Zhang, the book examines what life is and is becoming in modern Beijing. The authors describe how the city’s residents understand and nurture the good life, practicing activities that promote well-being.

**Sparrow Explores the Expansion of American Government**


**Tenorio Offers a Kaleidoscopic Vision of Mexico City**

History professor Mauricio Tenorio debated I Speak of the City: Mexico City at the Turn of the Twentieth Century (University of Chicago Press, 2012), a multi-disciplinary exploration of Mexico City from 1880 to 1940. Looking through the varied lenses of literature, art, music, architecture, popular language, and public health, Tenorio challenges conventional wisdom about Mexico City and the turn-of-the-century world to which it belonged.

**Winter Examines Scientific and Cultural Conceptions of Memory**

Alison Winter, AB’87, associate professor of history, authored Memory: Fragments of a Modern History (University of Chicago Press, 2012). Winter traces the cultural and scientific history of the understanding of memory, from the early metaphor that likened memory to a filing cabinet to the current model of an extremely complicated, brain-wide web of cells and systems.

**Cacioppo Coauthors Undergraduate Textbook**

John Cacioppo, the Tiffany and Margaret Blake Distinguished Service Professor of Psychology, published Discovering Psychology: The Science of Mind (Wadsworth Publishing, 2012) with coauthor Laura Freberg. Intended to complement undergraduate introduc- tion to psychology courses, the textbook presents psychology as an integrative, multidisciplinary, and cohesive field.

**Conzen Honored Upon Retirement**

Kathleen Neils Conzen, the Eugene Ascher Award was established in 1986 to recognize outstanding teaching and advocacy for history teaching at two-year, four-year, and graduate colleges and universities. The accolade recognizes inspiring teachers whose techniques and mastery of subject matter have made a lasting impression and substantial dif- ference to students of history. Conzen’s award was conferred in Chicago at a January meeting of the American His- torical Association. On February 29, Conzen retired from teaching and as- sumed emerita status.

Conzen received her PhD from the University of Wisconsin-Madison and taught at Wellesley College before join- ing the UChicago faculty in 1976. A Janu- ary 5 conference at the Newberry Library called “Kathleen Neils Conzen: Historical Legacies” paid tribute to Conzen’s “40 years of service to the historical profes- sion, her contributions to the fields of immigration history, urban history, and Western history, and her mentoring of scores of doctoral students.”

**Holt Selected as 2012 Ryerson Lecturer**

Thomas Holt, the James Westfall Thompson Disting- uished Service Professor of History, served as the 2012 Ryerson Lecturer. The lecture was held on Tuesday, May 8, in the Noyes Hall. Holt reflected on “40 years of teaching about race.” Ryerson lecturers are selected by a committee of their faculty peers.

The Ryerson Lectures grew out of a 1972 bequest to the University by Nora and Edward L. Ryerson, a former chair of UChicago’s Board of Trustees. The event has become a “hallmark of the University,” said Hugo Sonnenschein, president emeritus and the Adam Smith Distinguished Service Professor of Eco- nomics, because of its “rich tradition in celebrating the work of our faculty.”

**Bidwell to Receive the Maclean Award**

Charles Bidwell, U-High’46, AB’S0, AM’S3, PhD’56, will receive a 2012 Norman Maclean Award during Alumni Weekend, May 31 to June 3. Bidwell is the Wil- liam Claude Reavis Professor Emeritus of Sociology. The Maclean Award was given for the first time in June 1999 and honors emerits or very senior fac- ulty for extraordinary contributions to teaching and to the student experience of life within the University community.

A former UChicago graduate student who served as one of Bidwell’s nomina- tors wrote, “As I look back on my own career I have growing appreciation for what Charles did for me. He demonstrat- ed that a disposition that was at once professional as well as indicative of an outright love and belief in what he was doing. His approach urges the student to con- stantly engage, and rethink, just for the sake of getting it absolutely right. This spirit means that work will be novel, but also endure.”

**POMERANZ APPOINTED UNIVERSITY PROFESSOR**

Kenneth Pomeranz, one of the nation’s leading scholars of modern China, will join the Social Sciences Division on July 1 as a University Professor of History.

Pomeranz received his BA in history from Cornell and his PhD from Yale, where he studied under one of the world’s foremost experts of Chinese history, Jonathan Spence. Currently distin- guished professor of history at the Univer- sity of California, Irvine, Pomeranz will help strengthen UChicago’s highly regarded body of scholarship on China and broaden the impact of that work across disciplines, said Dean John Mark Hansen. “Although a historian by training, Ken- neth Pomeranz conducts research that addresses key questions for all of the social sciences,” Hansen continued. “He is a scholar of the first rank, and his re- cruitment makes an outstanding faculty even stronger.

“His influence will be felt well beyond the Department of History. He will make an impact in the rest of the Social Sci- ences Division, in the Humanities Divi- sion, the Harris School, Chicago Booth, and the Law School,” Hansen said.

Pomeranz said he was attracted to the University of Chicago because of its historically strong commitment to China and East Asia, the flexibility of its intel- lectual organization, and the interdisci- plinary nature of its faculty membership. He noted that the scholarship of both undergraduate and graduate students at the University also played a role.

“Tm impressed that students at the undergraduate level are attracted to the University to become seriously engaged in the material they study, and that there is a robust graduate program in all fields,” said Pomeranz. “Additionally, as a China scholar, it is exciting that there are people doing serious work across disciplines, in political science and in East Asian studies, including Japan and Korea.”

University Professors are selected for internationally recognized eminence in their fields as well as potential for high impact across the University. Pomeranz is the 18th person ever to hold a University Professorship, and the sixth active faculty member with that title. —William Hamrs
The Chicago School of Economics in Argentina

Last summer, a group of Argentine economists who graduated from the University of Chicago met at the Universidad del CEMA in Buenos Aires. The group was assembled by Julio Elías, AM’01, PhD’05, a former chief economist at the International Monetary Fund, and by his colleague, Robert A. Levine, AM’85, PhD’81 (Anthropology), who has conducted research on four continents, coordinated the fieldwork of the Project on Maternal Schooling, and directed the project on maternal schooling. The University of Buenos Aires Press will publish the results of the project in a forthcoming book.

Before discussion began, said participant Leonard Ritt, AB’76, PhD’79 (Political Science), who published an article, “The Curious-Looking Curio: American Indian Beaded Watch Pouches with Pobs,” in the winter 2011 issue of American Indian Art Magazine, Ritt was a political science professor at Northern Arizona University for 31 years, but in retirement has focused on research projects in native art. The article discusses beaded watch pouches, an artifact that has no counterpart in Native American culture, detailing their history, use, materials, and design.

Judy Yin Fu, PhD’86 (Economics), chief economist and senior vice president of the World Bank, debuted Demystifying the Chinese Economy (Cambridge University Press, 2011). Lin draws on economic analysis and personal reflection on policy debates to investigate Chinese economic development. He provides a historical context and theoretical framework for understanding the dramatic economic transitions China continues to undergo.


In Memoriam

Michael Mussa, AM’70, PhD’74 (Economics), a former chief economist at the International Monetary Fund, died of heart failure January 15 in Washington, DC. He was 67. After reaching the University of Chicago Booth School of Business for 15 years and spending two years as a member of the US Council of Economic Advisers under President Ronald Reagan, Mussa joined the IMF, serving as chief economist from 1999 to 2001. He then became a senior fellow at the Peterson Institute for International Economics, where he remained until his death.

Describing Mussa’s contributions as a faculty member, Booth emeritus professor Robert Aliber told Laura M. Browning, AM’06, “Mike was brilliant—and fearless, always ready to challenge his older colleagues and to provide guidance to MBA and PhD students. His technical competence was superb, but he was one of the few with these skills who had a strong sense of relevance. Mike had a keen sense of policy, and how ambitious one might be in advancing policy reforms. He was remarkable in his understanding of public finance, monetary theory and policy, international trade and international money. Few matched his breadth as a one-person department.”

Fred C. Ikle, AM’48, PhD’50 (Sociology), died November 10 in Bethesda, MD. He was 87. Ikle held federal appointments, including director of the US Arms Control and Disarmament Agency under Presidents Nixon and Ford and undersecretary of defense for policy during both Reagan administrations. He received the 1987 Distin- guished Public Service Medal from the Depart- ment of Defense. In 1988 Ikle joined the Center for Strategic and International Studies as a distin- guished scholar. He also held positions with Harvard’s Center for International Affairs and the RAND Corporation, wrote several books, most recently about the Cold War and America for the better.

Michael Mussa

In the online version of Dialogo, available at latintrade.com, economist and senior vice president of the World Bank, debuted Demystifying the Chinese Economy (Cambridge University Press, 2011). Lin draws on economic analysis and personal reflection on policy debates to investigate Chinese economic development. He provides a historical context and theoretical framework for understanding the dramatic economic transitions China continues to undergo.
SSD EVENTS DURING ALUMNI WEEKEND 2012

FRIDAY, JUNE 1
1:30–2:45 p.m. 
UnCommon Core Session I
Brazil and the Southern Cone Economies in the 21st Century

3:00–4:15 p.m. 
UnCommon Core Session II
Chicago: Origins and Vistas of a Mexican City

4:30–6:00 p.m. 
Latin American Studies Reception
Social Sciences Quad

SATURDAY, JUNE 2
10:30–11:45 a.m. 
Awards Ceremony
Rockefeller Chapel
Social sciences alumni award winners: Charles E. Bidwell, U-High’46, AB’50, AM’53, PhD’56; Patrick F. Conway, AM’78; and Muriel D. Lezak, PhD’47, AM’49.

4:15–5:30 p.m. 
UnCommon Core Session IV
Coming Together or Coming Apart? America and the 2012 Election
John Mark Hansen

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