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## EDITOR'S NOTES

# BEST IN CLASS

BY LAURA DEMANSKI, AM'94

When I was a junior in college, the late Claire Rosenfield, my professor and BA adviser, let me into her Henry James graduate seminar. The course had a certain unforgiving math to it: five students plus one fat book a week equaled zero places to hide if you hadn't done the reading.

But what forgave it all, and made you keep up, was our teacher's way of opening one of those tomes like a Fabergé egg to expose the intricate workings inside. Thirty-five years have not dimmed the sense I had then of gaining new powers.

In spring an editor's fancy lightly turns to thoughts of teachers past—this being the time of year when we fete, with various prizes, people who have taught at the University of Chicago memorably well.

At Alumni Weekend this May, two of those prizes will be handed to senior scholars nominated by their past students when **John J. MacAloon**, AM'74, PhD'80, and **Martha C. Nussbaum** receive the Norman Maclean Faculty Award (see representative words about each from their nominators on page 57). Shortly thereafter, the University will name the newest recipients of the Llewellyn John and Harriet Manchester Quantrell Awards for Excellence in Undergraduate Teaching and the Faculty Awards for Excellence in Graduate Teaching and Mentoring. The evidence suggests that for these teachers, there are few honors that mean more.

I spoke to MacAloon for this issue about his teaching and, with the Paris Summer Games approaching, his life's research on the Olympics. At the end of the Q&A he encapsulates what educating students means to him and how he did that important work day to day, student by student. (To find out what and how, read "Light Bearer," page 38.) For his and Nussbaum's nominators, nobody did it better.

What did your best teacher do like nobody else? Tell us at [uchicago-magazine@uchicago.edu](mailto:uchicago-magazine@uchicago.edu).

### Here comes the sun

As of April, **Susie Allen**, AB'09, is back at the *Magazine* as senior associate editor extraordinaire. You may remember Susie's byline gracing our pages often from 2015 to 2023, as well as the issues that she artfully guest edited. Starting with the Summer/24 issue, the light of Susie's writing will again shine down on all. ♦



Vol. 116 / No. 3

# SPRING 2024

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## This page

Artist Dan Peterman's (MFA'86) *Archive for 57 People* was featured in *The Chicago Cli-Fi Library*, a Neubauer Collegium exhibition exploring the climate crisis.

## On the cover

A detail from the coffin of Egyptian army commander and scribe Ipi-Ha-Ishetef. The eyes were believed to allow the deceased's soul to see the rising sun. Photo courtesy the Institute for the Study of Ancient Cultures. See "Color Unearthed," page 30.





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## Committed to the core *By Dylan Walsh, AB'05*

The College's new dean, **Melina Hale**, PhD'98, brings leadership experience and unlimited intellectual curiosity to a crucial role.

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## Color unearthed *By Chandler A. Calderon*

At the Institute for the Study of Ancient Cultures, a researcher and a conservator illuminate the role of color in the ancient world.

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## Light bearer *By Laura Demanski, AM'94*

**John J. MacAloon**, AM'74, PhD'80, cofounded Olympic studies, revitalized an 80-year-old master's program, and taught hundreds of students in the Soc Core.

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## Sacred scholarship *By Carrie Golus, AB'91, AM'93*

Two new courses illustrate how the Divinity School is broadening its scope to include more world religions.



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Research and news in brief



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### Peer Review

What alumni are thinking and doing

Photography by Robert Heistman, courtesy the Neubauer Collegium



# LETTERS



## Shared paths

First of all, thank you so much to John Mark Hansen for writing such a beautiful article illuminating the life of Cora Belle Jackson, AB 1896, the first Black graduate of the University of Chicago (“An Unseen Life,” Winter/24).

I have an interesting story to tell. I graduated from the University of Chicago with my BA in art history in 2020. I had finally come around to picking up your Winter/24 issue when I came across Cora’s story. I had heard of, and seen works of art inspired by, other trailblazing African American graduates. Being a Black woman attending UChicago, I was, of course, inspired by their stories, but I did not come across Cora Belle Jackson.

Recently I have been doing research for an article drawing connections between James Van Der Zee, whose photography is currently on view in the exhibition *The Harlem Renaissance and Transatlantic Modernism* at the Metropolitan Museum of Art, and my great-great-grandfather Harvey Cook

**The fact that I happened to choose, get into, and graduate from UChicago without any knowledge of this is amazing to me.**

The *University of Chicago Magazine* welcomes letters about its contents or about the life of the University. Letters for publication must be signed and may be edited for space, clarity, civility, and style. To provide a range of views and voices, we ask letter writers to limit themselves to 300 words or fewer. Write: **Editor, The University of Chicago Magazine, 5235 South Harper Court, Chicago, IL 60615.** Or email: [uchicago-magazine@uchicago.edu](mailto:uchicago-magazine@uchicago.edu).

Jackson Sr., the first African American to own a photo studio in Detroit. I felt connected to him through film photography, which I had shown an interest in before I ever knew of his story.

Now, in reading your article, I have discovered that I am actually related to Cora Belle Jackson as well. Though Jackson is a common name, when you mentioned her ancestry, including that she was born in Detroit (where most of my mother’s side is from), and finally her brother Harvey Cook Jackson, I knew it had to be the same Jacks- sons. Referencing a family tree put together by a family member would confirm this. Cora Belle Jackson is my great-great-great-aunt.

The fact that I happened to choose, get into, and graduate from UChicago without any knowledge of this is amazing to me, just as my interest in film photography after learning of Harvey Cook Jackson amazed me. I now live in Harlem and work at the Met and am certain I have walked some of the same paths, here or in Hyde Park. As I write in the article—which is now going to need some edits—it is incredible to think about how much history and memory is wrapped up in one’s ancestors and past generations. The question of chance and coincidence astounds me.

Thank you again to Hansen for writing such a well-researched piece. He was able to find more information than I or my family members had access to, such as the lives of James Harvey Jackson and Virginia Cook. I will be sharing all of this with my Jackson family relatives.

Thank you!

**Lela Jenkins, AB’20**

NEW YORK

## Hidden talent

I found John Mark Hansen’s article about the life of Cora Belle Jackson

incredibly enlightening. It provided interesting details about the struggles she faced after becoming the first Black student to enter and graduate from the University of Chicago. Despite the limited information available at the University, the detailed information Hansen provided about her life before she enrolled and after graduating spoke volumes.

As a transfer student from Howard University, Cora Jackson was the second recipient of a University scholarship awarded based on her score on the entrance examination; this raises the question of whether only limited information was available for the first recipient. Ordinarily, a student’s performance on an entrance examination would entitle the student to more recognition from the University, her classmates, her teachers, and potential employers. However, like so many women (as seen in the *New York Times*’s series *Overlooked No More*, which highlights people, including many women, who were left out of obituary pages and most history textbooks), Cora Jackson was forced to accept certain positions despite her clear capacity to perform in more challenging opportunities. This country, and indeed the world, would be better off if individuals like Cora Jackson, once identified, were allowed to participate in jobs and other activities worthy of their talent.

**Melvin Houston, MBA’79**

DETROIT

## Back to the five-year future

I am delighted to know that the University has reinstated the five-year master’s (“Five Years, Two Degrees,” For the Record, Winter/24). Yes, that’s reinstated. I and many others received a master’s degree in five years from the Social Sciences Division



in 1955. We were led by the remarkable duo of Earl S. Johnson, AM'32, PhD'41, and Kermit Eby, EX'31.

**Mike Palatnik, AM'55**  
DEERFIELD, ILLINOIS

### Cover dummy ...

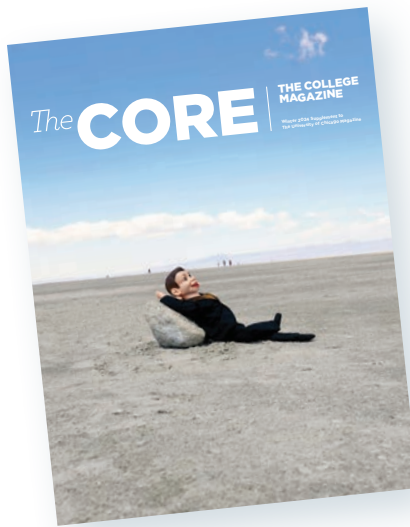
I do not know if there is a contest, but I think the Winter/24 *Core* won “The Creepiest Magazine Cover Picture Not Involving a Politician.” Unless of course that is Matt Gaetz leaning on that stone.

**Roberto Guadiana, AB'77**  
PFLUGERVILLE, TEXAS

### ... or cover genius?

As parents of two U of C graduates, we receive the *Core* College magazine supplement. I so enjoyed the Winter/24 cover and articles, and plan to make the collar greens and bacon recipe soon.

However, I was baffled by your “Art in the Middle of Nowhere” article featuring a photo of Michael Heizer’s *City* when your article clearly states, “Tak-



ing photographs of ... *City* is forbidden” because “it was the experience of being there that was important.”

**Joyce Smith**  
WASHINGTON, DC

*The photograph in question was taken and used in the Core with the artist’s permission. We thank the writer for pointing out the seeming contradiction.—Ed.*

### No ROTC, please

So! I read that the U of C will allow ROTC on campus (“What’s New in the College,” the *Core*, Winter/24). As a 1963 graduate who made his way through the Vietnam debacle, I feel nostalgia for Chicago’s (the school) antimilitarist tradition. They can do ROTC elsewhere!

**Daniel Levine, SB'63, SM'64**  
SANTA MONICA, CALIFORNIA

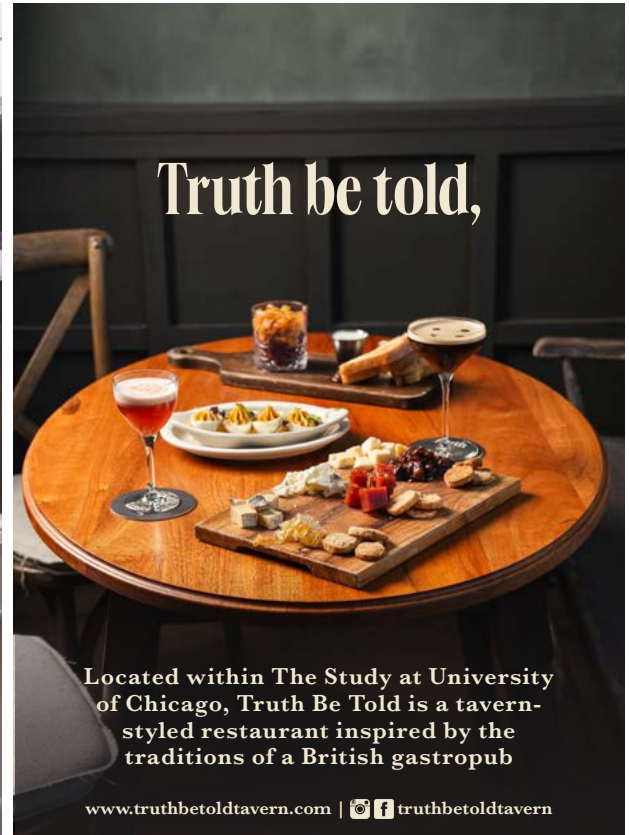
### Comparative loss

The lament of Arthur E. Wise, MBA'65, PhD'67, and the *Magazine*’s response in the Winter/24 issue’s Letters (“Booth Reflections”) stimulate me to suggest an addition. There is no doubt that the study of education has taken a significant hit by the closing of the Graduate School of Education. What is not often recognized is that the “hit” may have been hardest because of the closing of the school’s Comparative Education Center.

The center was staffed by four faculty members, two of whom held joint



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appointments in economics and sociology. Others covered regional policy issues in sub-Saharan Africa and Latin America. Though few, the faculty and graduates have made a striking impact. One faculty member played a key role in promoting comparisons of academic achievements across countries; today more than 120 countries administer and analyze surveys of academic achievement as a normal course of their operations. Another faculty member convinced the World Bank to broaden its methods for calculating the economic rationales for making educational investments; as a result, today the bank is a major investor in primary schools. A third faculty member played a key role in pushing preschool/early childhood programs across Latin America; today they are the norm.

Because of the center's graduates, North Africa and the Middle East are replete with exchange scholars with a clear understanding of local cultures. Latin America now produces advanced analyses of educational finance and efficiency from local policy think tanks. The 15 countries of the former Soviet Union now operate with the help of suggestions of what education needs to do when labor markets are liberated from the constraints of central planning. And the American finding that children from wealthy families outperform others in school has been challenged by including global evidence.

Not bad for the tiny Comparative Education Center. How many other pieces of the Graduate School of Education have had similar impact? What have we lost?

**Stephen Heyneman, AM'71, PhD'75**  
CAMBRIDGE, MARYLAND

### Revisiting urban renewal

Andrew Mine's (AB'81) letter ("Renewal's Costs") in the Winter/24 issue raises some questions about the 1950s urban renewal project in Hyde Park, Kenwood, and Woodlawn and

its impact, especially on African American residents. A good place to begin an exploration of these issues is the pathbreaking *Making the Second Ghetto: Race and Housing in Chicago, 1940–1960* by Arnold R. Hirsch. The relevant chapter is the fifth: "A Neighborhood on a Hill: Hyde Park and the University of Chicago."

The federal Housing Act of 1954 established a legal framework for national urban renewal efforts (often rechristened "Negro removal" by observers of its effects in the 1960s), and the 1959 Section 112 gave universities an explicit mandate to take the lead in redevelopment around their campuses. The U of C was at the forefront in getting Section 112 passed and making quick use of its provisions. Hyde Park became one of the first federally funded urban renewal projects.

Urban renewal was in fact the mechanism for the making of the "second ghetto," and consciously so. It was an effort in which the University was intimately involved, with the strong backing of Chicago mayor Richard J. Daley. Whole areas were cleared, displacing some poorer White people but mainly African Americans. The overall effort was to create a stable low-density middle-class neighborhood, integrated but majority White.

I would like to second Mine's suggestion that you devote a future issue to this topic—or at least a substantial article. The questions raised touch on politics, social justice, and the relative values of a world-class university, a historically oppressed people, a particular neighborhood in relation to the city overall, a denser urban versus a more suburban-like environment, and the obligations of the powerful in relation to the weak, and a number of other very basic issues.

**John Stevenson, AM'67, PhD'75**  
NILES, MICHIGAN

### Talking about a resolution

Many readers responded to "You Say You Want a Resolution" (*Editor's Notes, Winter/24*), *Laura Demanski's (AM'94) confessional column about her reduced reading and New Year's resolution to read a book a week in 2024. We share*

*here some representative tips, observations, and commiserations, with more responses published online.—Ed.*

I hear you! I made the same calculation about 10 years ago and felt equally scared about its finitude. So I amped up my book reading, and I added audiobooks to my day. I listen to audiobooks when doing household activities (dog walking, vegetable chopping, quilting, etc.), and get through a surprising number of "extra" books that way. Being retired helps, too, as does not watching TV. My goal each year is to read at least 120 books. I'm now 67. I'm optimistic enough to think I'll live another 30 years. You can do the math:

**I hear you!  
I made the same  
calculation about  
10 years ago and  
felt equally scared  
about its finitude.**

3,600 more books, barring dementia or blindness. When I did my initial calculation 10 years ago, the impact of doing so pushed me into more quality control over what I read. So I have a pretty long to-be-read list that I refer to when I add a new batch of books to my Kindle, and when I visit my Libby online library to check out audiobooks. In 2023 I read 231 books from various genres. I've read 32 books so far in 2024, and I look forward to reading many more.

Life is short. Read more books!

**Sheri Engelken, JD'83**  
SPOKANE, WASHINGTON

Some years ago I met a young man who told me he read an hour every day—mostly biography and inspirational books. I grabbed the "one hour" aspect of his openly self-improving notion and have pretty much stuck with it every morning. It's a joy. I only read and reread things I love (recent and present: *Anna Karenina*, *Tom Lake*, *A Raisin in the Sun*, *Walks in Venice*). To cheer you up a bit, someday you'll



have way, way more time to read and can cram in more than a few more.

By the way, *Ethan Frome* ... the pickle dish ... a dreaded high school read.

**Ruth O'Brien, AB'83, AM'91**

CHICAGO

Want to read a book a week? Listen to recorded books. I read at least three a month by listening to books while I do housework, exercise, walk to and from work, brush my teeth, fix my hair, get dressed. Yes, it's double tasking, but what a great reward.

After graduate school, raising twin babies, getting tenure and promotion to full professor, and turning 50, I decided I wasn't going to limit myself to my scholarly reading forever. I wanted and needed the other worlds and distant places and people that reading for pleasure brought into my life. How to do it without sitting for hours a day or turning pages well into the wee hours? "Read" while living otherwise.

**Sally Kitch, AM'68**

TEMPE, ARIZONA

A year after grad school at UChicago, I began a year-word ceremony every New Year's. Though not technically "literary" in the sense of referring to books, my undergrad English major allowed me to stretch (or deconstruct) the definition to a single word that would become a touchstone of focus for the following year.

I'll share some examples. After two years of U of C seriousness, I needed a few more to hone my improv skills and lighten up: 1980 (year word: maturity) resulted in the birth of our first child, with the following few years consumed with that and the birth of a second in 1985 (year word: patience) and the resultant complexities. The early 1990s (year words: perspective, buoyant, attend, respect, vision) involved beginning a high-level administrative position in a nonprofit organization. I retired in 2015 after major heart surgery (year word: grateful) and the rest is just fun and philosophy.

In a sense, the year words form their own story, which, for me, is literary and thematic.

**Mitch Bruski, AM'75**

EVANSTON, ILLINOIS

Upon completing the manuscript for the third edition of my *Administrative Law for Public Managers*, I resolved never to write another book.

**David H. Rosenbloom, AM'66, PhD'69**

BETHESDA, MARYLAND



### Snow-dazed

Boy, you kids! The real Chicago blizzard was January 26–27, 1967, and it sneaked up on us ("Snow Day," Alumni News, Winter/24). My fiancée, Leah Webb, AM'68, was in her poli-sci class and I was in my history class when the school (and the city) got buried and shut down. I tried to dig out my VW after it got buried by plows on 57th Street by the Medici, and short little Louisiana girl Leah tried to walk through the drifts to her apartment across the street from Muhammad Temple #2. Halfway home she had flashbacks of *Doctor Zhivago* and feared she would be buried, frozen solid, and wouldn't be found until the summer. We both made it to her apartment, and the next morning walked to Lake Shore Drive, which looked like a science fiction movie: abandoned cars, diesel buses with their engines still running, and even an (empty) armored car. At the Point we walked through the snow until we realized we were walking on the seats of park benches. I managed to shield Leah from a rogue wave off the lake, but the spray instantly froze solid from my head all down my back.

Stores ran out of food, but fortunately we never lost heat. After several days a food truck bogged down short of the store, and the driver just opened

the rear doors and passed out milk and bread to bystanders.

A great adventure.

**Richard Schroeder, AM'65, PhD'75**

WASHINGTON, DC

You may have seen this picture in the University archives [see photo at left]. It's of Richard Rubin, AB'69, leaping off the raised entry portal of Hitchcock Hall right after the great snow of 1967. We had at least 23 inches at that location on campus. I too jumped, before Richard did. As did others. The snow was deep enough to allow a safe landing of a prone person. No injuries, and a lot of fun.

**Bill Sterner, AB'69, MBA'82, PhD'18**

CHICAGO

### Archaeological archetype

I worked with Jane Buikstra, AM'69, PhD'72, for a month when I was 16. ("Can You Dig It?" Alumni News, Winter/24). That experience was pivotal to my decision to pursue a career in archaeology and in forming my view of who archaeologists are, what they do, and how they should do it.

In 1970 U-High's May Project got seniors to work or volunteer (I don't think the term "intern" was used) in community or University settings. I worked at the U of C's physical anthropology lab on the second floor of the Walker Museum. The lab was under Charles Merbs's overall direction, but it was Jane, then an advanced graduate student, who instructed me and oversaw my work. Jane showed me how to observe and record bioarchaeological data and taught me how to identify and interpret epigenetic dental traits. I also never forgot her lessons in making mass quantities of polyvinyl acetate to preserve skeletal elements.

Takeaways from my work in Jane's lab: the need for careful handling and close examination of specimens; the importance of meticulous recording of observations; the excitement and importance of anthropological research; and the significance of human skeletons and dentition. Perhaps most importantly, Jane personified for me the serious, committed anthropological scientist.

Jane also imparted an important life lesson to me in 1978 when I presented my first professional paper. I had carefully crafted what I thought was a significant presentation. Before I finished delivering it, Jane, who was the program chair, informed me that my time was up. She edged ever closer to me on the stage. I could not imagine depriving my colleagues of any of my deathless prose, so I pressed on faster. Panicking, I forgot what I had learned about adhering to time limits as a high school and college debater. Coolly and professionally, Jane let me know it was time to stop. From then on, I routinely timed my presentations, (almost) always stuck to the schedule, and implored my students to do the same.

**Bill Green, LAB'70**  
SANTA FE, NEW MEXICO



### Headline makers

The photo [above] in your Winter/24 issue shows *Maroon* staff members in 1956 (“Making Headlines,” *Alumni News*). I feel confident I can identify three of them. Joy Smith Burbach, AB’54, AB’55, AM’56, is second from left; editor Al Janger, AB’52, is at the head of the table; Robert Quinn, AB’55, AB’56, is seated on the right. The others I’m unsure about. If in a future issue you are able to publish the same photo with a complete caption, I’ll be grateful.

**Palmer “Spike” Pinney, AB’54**  
PALO ALTO, CALIFORNIA

### Mind-altering books

The practice of banning books is anathema to pursuing then receiving a UChicago education. Theaster Gates’s installation *Altar for the Unbanned* is a way of warning the public of the potential erasure of ideas, theories, opinions, and inventions that could save the planet (*Short List*, 02.06.2024).

Books are jewels for the mind, body, and spirit and belong in the hands of those who seek answers for all of life’s questions. The book titles on the banned list are the ones we ought to be reading and promoting to young and mature readers alike. Putting books in the hands of early readers is a holy mission in which we all can participate to produce lifelong readers and learners. Libraries are temples and repositories in our communities that need our support every day. My books are my treasures, displayed with other comparable works of art on shelves in multiple rooms.

Read, read, read.

**Geraldine L. Oberman, PhD’99**  
CHICAGO

### In this country too

The Fall/23 Editor’s Notes introduces the article on Scholars at Risk with the title “In Another Country.” Perhaps both the editor and the organization should also be considering domestic scholars (individuals and entire academic programs) who are increasingly threatened “for speaking, for writing, for thinking” and similarly need “fierce protection.”

**Bill Hoerger, JD’70**  
OAKLAND, CALIFORNIA

### Remarkable Schubert

As a child I thought women couldn’t be conductors, the same way one never saw women as starting quarterbacks (“Laser Focus,” *Alumni News*, Fall/23). Though I’d been set straight long before auditioning for Barbara Schubert, EX’79, in college, she remains, to this day, the only woman conductor I have worked with. I’ve played violin for 24 years, and in orchestras for more than 10.

I lead with this to emphasize how remarkable a career Schubert has had. However, that milestone might be the least interesting “first” of my too-brief

## As a child I thought women couldn’t be conductors, the same way one never saw women as starting quarterbacks.

time playing under her baton. With Schubert, I performed my first world premiere (Ricardo Lorenz’s *Catálogo Fantástico*, recognizing her 40th anniversary with the University Symphony); my first Beethoven 9; my first Mahler 5; my first Stravinsky. During campus commemorations of the 75th anniversary of the first controlled, self-sustaining nuclear chain reaction, Schubert and the University Symphony Orchestra programmed, in my opinion, the occasion’s most moving tribute, one which changed me as a musician: Penderecki’s *Threnody for the Victims of Hiroshima*. On a more lighthearted note, she also became the first conductor I ever saw roll onstage Charlie’s Angels-style, dressed as Catwoman, during one of our Halloween concerts. After that, my amazed mother never failed to ask about Schubert during our phone check-ins.

Some experiences transcend words. This Schubert also taught me, even when words and music both grappled for my attention as an undergraduate. I can only remember missing orchestra rehearsal for personal bereavement, study abroad, and my obligations to the *Chicago Maroon*. The first two she tolerated; the last didn’t pass snuff as a worthy absence. Schubert was—is—tough. I hoped some of it would rub off on me, but the jury’s still out on that.

After transitioning into life as a full-time music journalist, I wrote Schubert recently with a query. She responded most graciously, saying she’d read my work since graduating. I don’t think a fan letter from Riccardo Muti himself would have been half so warming. Maestra Schubert: Thank you.

**Hannah Edgar, AB’18**  
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# UCHICAGO JOURNAL

RESEARCH AND NEWS IN BRIEF

## CLOCK-WATCHING

On January 23 the Science and Security Board of the *Bulletin of the Atomic Scientists* announced that the hands of the Doomsday Clock will remain where they were set in 2023: at 90 seconds to midnight. The *Bulletin* was quick to note that this doesn't indicate stability; rather, it signals the urgent need for governments and communities worldwide to address serious risks, including those of nuclear escalation, climate-related disasters, and the misuse of disruptive technologies.

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College fourth-year Tara Makhija takes part in a drumming session with City Elementary students.

#### COMMUNITY OUTREACH

## Benefits that go beyond words

*UChicago students foster creativity at a South Side school for neurodiverse kids.*

BY BENJAMIN RANSOM, PHD'22

Volunteering at City Elementary, **Alli Marney-Bell** noticed how much music helped the neurodiverse students she worked with thrive and grow. She was particularly excited to see a minimally speaking student express himself through sharing favorite songs, improvising in musical groups, and composing with software.

“He was very hesitant to raise his

hand, answer questions, or share his work,” says Marney-Bell, a fourth-year student in the College. “It was amazing to see him come out of his shell—and to see the music work to get him excited about learning and collaborating. ... I feel like it led to a greater appreciation of music for me.”

This year 33 UChicago student volunteers, like Marney-Bell, are teaching at City Elementary, an independent school just north of Hyde Park that focuses on fostering a positive environment for children who are neurodiverse—with diagnoses including autism, ADHD (attention deficit hyperactivity disorder), and learning disabilities that make traditional classroom environments overwhelming or anxiety provoking.

UChicago’s nearly decade-long partnership with the school has generated programs that rethink and revitalize how City’s students experience the classroom. “I think it’s been a key for

UChicago students to have the opportunity to not only understand neurodiversity but also do something positive with it,” says Christopher Flint, head of school at City Elementary.

UChicago has eight partner programs with City. The Music Sociality program, led by **Jennifer Iverson**—an associate professor in the University’s Department of Music and board chair of City Elementary—gets students collaborating on songs and discussing musical tastes to improve their social skills in a fun and welcoming environment.

For Iverson these activities can be perfect ways for autistic children to practice reciprocal communication and listening: “What happens if you don’t like something that your friend does? And how can you express your own opinion, but in a way that still demonstrates kindness for your friend? How can you engage in some position taking and ask a curious question? These are

Photography by Jean Lachet



the complex negotiations that happen when we're in a musical scenario."

"Music as a practice is inherently very communal," adds **Alejandro Cueto**, a graduate student in the Department of Music and a teacher in Music Sociality. "There's so much nonverbal communication, so much collaboration involved throughout the practice."

Another UChicago partner program called Med-ucate makes navigating physical and mental health fun and engaging for neurodiverse children. "We wanted the kids to be able to know the basics about their bodies so that they can learn how to take care of themselves physically and mentally," says **Simi Golani**, a third-year College student who cofounded Med-ucate.

Exercises like practicing calming techniques in stressful situations or locating local health resources are designed to foster independence for neurodiverse children, who are more likely to face barriers to improving their health. "When we look at the data," says Flint, "it shows that [neurodiverse] individuals aren't going to the doctor as much, and have poorer health outcomes than neurotypical individuals, because of a lack of access." Through Med-ucate he's seen City students "take more ownership and advocacy over their own health, which is fantastic."

Other UChicago-led partnerships engage City students in activities in-

cluding dog clubs, philosophical discussions, and drawing maps of the human brain. The volunteers get to share their passions in ways that are concrete, hands-on, and adapted to the emotional needs and interests of neurodiverse kids.

They also get on-the-ground knowledge of neurodiversity. "We're training these UChicago students to become adults who are more sensitive to the kinds of access adjustments and environmental adjustments that will make the world a friendlier place for neurodiverse people," says Iverson.

City Elementary also works with third- and fourth-year UChicago Medicine students, who complete community rotations as part of their medical training. Through tutoring about nutrition and health, they develop knowledge to help navigate interactions with future patients. "They're going to be urologists and they're going to be general practitioners, and one day they're going to get a neurodivergent individual that comes to their practice and they're going to remember City," says Flint.

Knowledge and firsthand experience from the program led one UChicago student to change her entire career trajectory. **Cristina Gaudio**, SB'23, was studying finance when she volunteered with City during her fourth year in the College. "I'm now going to apply to law school to immerse myself in disability

law, special education law, and family law to see how this issue affects families and what resources can be provided," she says.

The distinctive focus of City and UChicago student volunteers on the individual social needs and interests of each student has been felt among City Elementary families, many of whom faced inaccessible environments and rejections before finding a school offering tailored programs, flexibility, and social support.

Sherley Chavarria, a City Elementary parent, noted the difference that the new environment made for her child. "He isn't nearly as anxious or resistant to go to school. ... As he enters the building, he does so confidently. At home, he shares stories about what he's learning," she says.

The opportunity to help kids in the community and foster meaningful and authentic interactions is also a key motivator for the student volunteers. "I can confidently say of all the extracurricular things I've done, and I've tried everything, this is my favorite because I like the people," says **Maxwell Kay**, a fourth-year involved in City's partnership with Students for Disability Justice. "So much of school is abstract, but when you get to go somewhere and see that some kid has benefited from the effort you put in that day, that's the most rewarding thing in the world." ♦

#### GEOPHYSICAL SCIENCES

#### QUICK STUDY

## Winds of change

Future flights may be faster, but the rides will be bumpier. In a November 2023 *Nature Climate Change* article, geophysical sciences professor **Tiff ny Shaw** and National Center for Atmospheric Research scientist **Osamu Miyawaki**, PhD'22, investigated the little-studied effect of climate change on the fastest upper-level jet streams. These narrow bands of near-stratospheric air currents influence Earth's winds, weather patterns, storms, and air temperature—and also affect flight speeds and clear-air turbulence. Using climate models that simulate jet stream activity under climate change, the researchers determined that fast upper-level jet stream winds will speed up 2.5 times faster than the average wind and will accelerate by about 2 percent for every degree Celsius the planet warms. More research and new detailed climate models are needed to provide a better picture of what effect the rising temperatures and faster winds will have on storms and severe weather events.—*R. L. S.* ♦

## Staging race

*Noémie Ndiaye explores the construction of race in the premodern world.*

BY CHANDLER A. CALDERON

To understand how the modern concept of race was invented, we must turn to the premodern era, says **Noémie Ndiaye**, associate professor of Renaissance and early modern English literature and in the Department of Romance Languages and Literatures. “Now of course I say that because I’m an early modernist. My medievalist colleagues might tell you, no, actually it starts much earlier, and my classics colleagues might tell you the same thing, which is quite exciting.” But Ndiaye sees the premodern era, which spans from 1300 to 1800, as a decisive point of origin: “It is the beginning of the colonial age and the capitalist age and the enmeshment of these two projects.” As the two systems coalesced, Blackness and Indigeneity began “to be thought of as racial categories.”

That era’s visual culture was the subject of *Seeing Race Before Race*, an exhibition Ndiaye cocurated at Chicago’s Newberry library in late 2023. Ndiaye and her cocurators—**Lia Markey**, AM’02, PhD’08; **Christopher Fletcher**, AM’07, PhD’15; Rebecca L. Fall; and Yasmine Hachimi—“wanted to unambiguously convey that race is made,” she says. “It is a structure of power falsely packaged as a structure of knowledge—one societies cultivate, both in the past and in the present, through a set of practices, including representational practices.”

The curators, who collaborated with the RaceB4Race research collective on the exhibition, assembled 40 objects from around the globe, including illuminated manuscripts, maps, playing cards, automata, and—closer to Ndiaye’s area of expertise—theatrical scripts, costume books, and illustra-



*Our Lady of Loreto*, from 17th- to 18th-century Peru, depicts the medieval Italian tradition of Black Madonna statuary.

tions of theatrical scenes. “We wanted that profusion,” Ndiaye says, “because we wanted to think about how race works as a system that operates on multiple fronts at the same time, with incipient Whiteness—Whiteness under construction as a racial category—always at the center of the matrix.”

An illuminated Christian manuscript from 15th-century Belgium, *Le miroir de humaine saluation* (The Mirror of Human Salvation), provided one example of how Whiteness was constructed in contrast with racialized others. A two-page spread features four illustrations of biblical stories. In the first, a de-

picture of the Adoration of the Magi, a magus is marked as foreign through his dark beard and turban, which contrast with the light skin and hair of Mary and Jesus. In two images on the facing page, figures are painted in grisaille, a technique used to give the appearance of white marble, to reflect events prefigured in the Old Testament.

As a result, two African characters—the Queen of Sheba (who declares in the Bible, “I am Black but beautiful”) and the Magus Balthazar—are shown with white skin. These choices align Whiteness with holiness, reflecting and furthering ideas of race-based



## Classroom management

Hyde Park campus  
classrooms the University  
Registrar is in charge  
of scheduling

190

Of which are computer labs

2

Capacity of the largest  
classroom, Kent 107

286

Capacity of the smallest  
(Language Center pods),  
theoretically

6

Maximum class size booked  
into a pod in practice

3

Most popular time for classes  
on Tuesdays/Thursdays

11 A.M.

Number of Registrar-  
controlled classrooms  
not in use at those times during  
Winter Quarter 2024

2

superiority, the curators note in an on-line companion to the exhibit.

Ndiaye and her fellow curators also wanted to show representations of race that were in tension with such neat divisions. A painting from 17th- to 18th-century Peru, *Our Lady of Loreto*, features Mary and Jesus with dark skin. The solid figures are meant to represent the medieval European artistic tradition of Black Madonna statuary.

Peru at the time was a Spanish colony, reliant on a labor force of both enslaved Black people and of Indigenous people, the latter subjugated to European rule in the *encomienda* system. The system required them to pay tribute, often through labor, to an *encomendero*, who in return taught them Christianity. Empowering as it may have been for Black and Indigenous colonial subjects in Peru to see themselves in this painting, Ndiaye points out that conversion to Catholicism was often a precondition of enslavement, “the first step toward the ultimate disempowerment.”

Religion was not the only way ideas about race were spread. Theater—which Ndiaye calls the mass media of the premodern period—also played an important role. Because all people, regardless of class, literacy, or gender, could access theater, she points out, it was a particularly efficient way to convey ideas, including those about race.

Trained as an actor, Ndiaye became interested in intersections of race and performance through her own experiences of racially fraught casting. Her scholarship focuses on how the strategies used to represent people of color onstage influenced how people understood race in everyday life. Her multi-award-winning first book, *Scripts of Blackness: Early Modern Performance Culture and the Making of Race* (University of Pennsylvania Press, 2022) explores how techniques of racial impersonation were employed in European performance culture to turn Blackness into a racial category.

In a second book project, Ndiaye is exploring how premodern European performances staged Black people in relation to non-Black people of color—

Jewish, Muslim, Romani, Indigenous, and South and East Asian people.

Some items in the Newberry exhibition reflected her interest in theater, such as the script of a French adaptation of *Othello*. Dating from 1792, at the height of the French and Haitian Revolutions and just months after men of color in the French colonies were granted civil and political rights, the adaptation challenges the racial politics of Shakespeare’s original.

This adaptation, Ndiaye writes in the exhibition catalog, is filled with language that aligns the Venetian state (and *Othello*) with the new French Republic, framing Desdemona’s father’s racist opposition to her marriage to the Moorish general as a serious crime against the state. Performed at a time when abolitionist plays were in vogue in Paris, the updated *Othello* reflects a new racial consciousness and a new conception of citizenship.

Plans for the exhibition began in early 2020. “It is always urgent to talk about race,” Ndiaye says, but that spring, the murder of George Floyd and ensuing civil rights protests “confirmed that it was urgent to have those conversations, to have them together, to open them to as many people as possible.” In the United States today, she says, we tend to think of race in terms of Blackness and Whiteness. As important as this framework is, “thinking about race exclusively in those terms allows us to not see other forms of racism,” like anti-Muslim racism, and “it also prevents us from seeing the connections between those various forms of racism.”

In the complex categorizations of the premodern world, race depended as much on class and religion as it did on physical characteristics. Learning how race was defined then, in Ndiaye’s view, can help us “loosen a little bit that over tight way of defining race that makes us blind to very important racist realities.” ♦



VIEW OBJECTS FROM THE  
EXHIBITION AND READ RELATED  
ESSAYS AT [ASU.PRESSBOOKS.PUB  
/SEEING-RACE-BEFORE-RACE.](https://asu.pressbooks.pub/seeing-race-before-race)



Through the Personalized Learning Initiative, the UChicago Education Lab and its partners are developing and testing “high-dosage” tutoring programs that seek to fill learning gaps left by the COVID-19 pandemic.

## EDUCATION

# A moonshot for student learning

*The UChicago Education Lab aims to reverse pandemic-induced learning loss.*

BY ELIZABETH STATION

Four years ago the COVID-19 pandemic closed schools around the United States, sending students and educators home for an unprecedented, monthslong experiment in remote learning. The disruption had a cost—student test scores in math fell by record levels between 2020 and 2022, and reading scores also declined. Most children lost half a year of learning, and losses were even

larger for low-income and minority students and in school districts that stayed remote longer.

“This is the biggest problem facing America that nobody’s talking about,” economist **Jens Ludwig**, faculty codirector of the University of Chicago Education Lab, told the audience at a Washington, DC, event in December 2023 convened by the Aspen Economic Strategy Group. If learning losses are not reversed, Ludwig said, it could mean an average of 2 to 9 percent less income for the nearly 50 million children enrolled in public K–12 schools—a collective \$900 billion loss in future earnings.

Ludwig and Education Lab codirector **Jonathan Guryan** argued the point further in a paper the Aspen Economic Strategy Group commissioned for a 2023 volume on building a more resilient US economy. “Because education is intrinsically cumulative, there is the real possibility that pandemic-induced school disruptions may set a whole gen-

eration of students off track for the rest of their lives,” they warned.

Yet the solution may be relatively straightforward. A decade ago, Ludwig and Guryan led a study showing how individualized, intensive, in-school tutoring improved students’ math test scores and class grades in Chicago Public Schools. More recently, the US Department of Education has encouraged school districts nationwide to prioritize their spending of federal pandemic relief funds on “high-dosage” tutoring, defined as individualized instruction that takes place three or more times per week, during school, for at least 30 minutes, with small groups of students and a consistent trained tutor.

Armed with this model, in 2021 the Education Lab and nonprofit MDRC launched the Personalized Learning Initiative, describing the effort as “a moonshot to overcome pandemic learning loss.” With its partners and supporters, the Personalized Learning Initiative

Photo courtesy: Saga Education



aims to develop and test high-dosage tutoring programs at sites around the country and expand the most effective approaches on a massive scale. The initiative currently involves approximately 18,000 high-need students in school districts in Illinois, Georgia, North Carolina, South Carolina, Florida, New Mexico, and California.

In its current phase, the Personalized Learning Initiative is focused on collaborating with districts to design, test, and scale high-dosage tutoring. To identify the types of tutoring that have the greatest impact on learning, project teams are tracking variables such as student-tutor ratios, the frequency and length of tutoring sessions, who receives tutoring, whether it is in-person or virtual, and the level of training and the source of the tutors themselves (i.e., a vendor or a local hiring process). The project is especially interested in tutoring models that link to improvements in third-grade literacy and middle and high school math skills—two crucial predictors of long-term student success.

The Personalized Learning Initiative shares detailed monthly reports with schools and districts so they can modify their programs to incorporate the approaches that work best. “We

don’t want this to just be a randomized controlled trial where in four years someone reads the research, puts it on their shelf, and sets it aside,” says **Sadie Stockdale Jefferson**, the Education Lab’s executive director.

Pressure exists to quickly identify budget-friendly tutoring models, since federal Elementary and Secondary School Emergency Relief aid, a key funding source, runs out in September 2024. Personalized tutoring can be expensive—the Education Lab’s past research calculated the average cost at \$3,000 per student per year—so the Personalized Learning Initiative is testing approaches that can lower the price. Two big questions are, Jefferson says, “Can we substitute technology for some in-person tutoring to bring the cost down, so that this can scale to more kids? How much can we substitute?”

To find answers, the Personalized Learning Initiative and its partners will continue to gather and analyze data on educational technology use as a key variable in the coming year. The goal is to create a “playbook” for school districts nationwide that details how tutoring can be scaled up in different settings, at the lowest possible cost per student, without sacrificing effective-

ness. Meanwhile, the project released initial findings this past March showing that in-school, high-dosage tutoring had already led to meaningful improvement in math learning for students in Chicago Public Schools and in Georgia’s Fulton County Schools.

Tutoring is not a panacea, and the pandemic exacerbated many longstanding challenges. The academic achievement gap—tied to students’ race, ethnicity, and socioeconomic status—widened in most states from 2019 to 2023. Students in both low-income and wealthy districts have been absent from school at record rates nationwide, with nearly one-third of students missing more than 10 percent of the school year over the past two academic years. Mental health difficulties persist, especially for teens, who have reported feeling sad or hopeless at high levels, according to Centers for Disease Control and Prevention studies.

Still, Education Lab leaders believe that a national scale-up of tutoring could not only reverse pandemic-era learning losses but also establish a system that helps schools intervene whenever any student falls behind grade level. In the long run, they say, it’s a moonshot worth taking. ♦

LINGUISTIC  
ANTHROPOLOGY

## Words and worldviews

Anyone who has used Google Translate realizes there is more to translation than substituting one word for the same word in a different language. To better understand the challenges of translation and cross-cultural communication, **James Evans**, Max Palevsky Professor in the Department of Sociology, led researchers in using large language models trained on Wikipedia articles in 35 languages and on English TOEFL essays by 38,500 speakers of those same languages. They found that meanings across languages vary less within the same semantic domain (categories of meaning within a language, such as color, kinship, and emotion) than across domains. In addition, concrete concepts (e.g., foods, body parts) vary less than abstract concepts (e.g., injustice, democracy). The closer languages are in terms of geography, environment, and culture, the more likely they are to have similar meanings. These results, published in December in the *Proceedings of the National Academy of Sciences*, provided strong evidence for relativism in meaning—the language a person speaks influences how they form ideas and think about things. Recognition of these differences has implications for language education, cross-cultural communication, and translation, particularly when it comes to metaphors, analogies, and figures of speech.—*R. L. S.* ♦

QUICK STUDY

## Building back

*University trustee John W. Rogers, Jr., LAB'76, spoke about increasing economic opportunity for Chicago's Black community.*

BY LAURA DEMANSKI, AM'94

When **John W. Rogers, Jr.**, was 12, his father stopped giving him toys as gifts. “Every birthday, every Christmas, I got the envelope,” he recounted one evening this spring. Inside the envelopes were certificates—shares of General Motors, Dodge, or other blue-chip stocks. “You know, it wasn’t a lot of fun,” he confided, “at first.”

His audience roared, not for the last time that evening. Rogers, LAB’76, a University of Chicago trustee, went on to describe how, as a teen, he came to relish the \$20 dividend checks that arrived in the mail. From his father’s friend Stacy Adams, one of the first Black stockbrokers in Chicago, he learned the ins and outs of investing while selling hot dogs and pizza at both of the city’s major league ballparks in the summers. Three years out of Princeton, he founded Ariel Investments, which today manages \$15 billion in assets.

The occasion for these tales of Rogers’s early life was the first Golub Capital Social Impact Lab Annual Lecture, titled “Elevating the Black Community in Chicago.” Chicago-based Golub Capital, the sponsor and namesake of the lab and the lectures, has established social impact labs at Northwestern, Stanford, and the University of Chicago Booth School of Business.

“The goal of this inaugural lecture,” says Golub Capital’s president, David Golub, “was to bring together Chicago’s civic, academic, and business leaders to share insights and explore how we can work together for the good of our community”—much like the lab itself and its



Karen Freeman-Wilson and John W. Rogers, Jr., LAB’76, at the first Golub Capital Social Impact Lab Annual Lecture, “Elevating the Black Community in Chicago.”

home within Booth, the Rustandy Center for Social Sector Innovation.

Among the lab’s signature offerings is IGNITE, a program for Chicago nonprofit leaders. In 2023–24, IGNITE’s first year, professionals from eight Chicago nonprofits took classes with Booth faculty, expanding their networks and learning from management and other experts to strengthen and scale their organizations’ impact.

At the lecture, IGNITE alumni, other nonprofit leaders, entrepreneurs, and community members in the lively audience snapped, clapped, and nodded throughout Rogers’s conversation with moderator Karen Freeman-Wilson, which sounded the urgency of reversing a widening wealth gap between Black and White Americans.

Freeman-Wilson, the president and CEO of the Chicago Urban League,

began by asking Rogers about his parents’ influence. His mother, Jewel C. Stradford Lafontant, JD’46, and his father, John W. Rogers, JD’48, met at the University of Chicago Law School, from which Lafontant was the first Black woman to receive a degree—just one in a string of firsts that included her appointment by Richard Nixon as the first Black person and first woman to serve as deputy solicitor general. Rogers’s father, one of the original World War II Tuskegee Airmen, had a distinguished career as an attorney and a judge.

With his father’s gifts of stock shares and otherwise, the two prepared Rogers well to succeed in what he called “the mecca for Black entrepreneurship” in the 1960s and ’70s. It wasn’t only Chicago’s Black business giants, such as John H. Johnson (founder of



## Of mice and primates

In neuroscience, brain development in shorter-lived animals such as mice has long been understood to happen faster than in longer-lived animals such as primates. But a study published in December in *Nature Communications* challenges that assumption by showing that the brains of primates and mice appear to develop their synapses at the same pace. Researchers from UChicago and Argonne National Laboratory, led by neurobiologist **Narayanan “Bobby” Kasthuri**, note that this finding will prompt rethinking about aging, development, and past research using comparison models that were not at developmentally similar ages. Further research is needed to determine if these findings hold true in humans, whose behavioral development is much slower than other species’. Understanding how different species’ brains develop could lead to better treatments for neurological disorders in humans.—*R. L. S.* ♦

the Johnson Publishing Company, which was behind iconic magazines like *Ebony* and *Jet*) and George Johnson (head of a cosmetics empire), who embodied that boom era.

Enterprises like theirs did ample business with Black law, accounting, and other firms, Rogers pointed out, “and that creates all kinds of opportunity for more entrepreneurs to be successful.” The resulting network, he said, was strong enough to be a key factor in Chicago mayor Harold Washington’s 1983 election. But in an “extraordinarily heartbreaking” turn of events over the past few decades, “we went from being a mecca to having all these businesses drift away.” Today, Rogers noted, no Black firms crack the *Crain’s Chicago Business* list of the top 150 privately held companies.

How, Freeman-Wilson asked, can the Black community get that back? Rogers’s ideas were many. He pointed to the University’s Office of Business Diversity as a model for equalizing economic opportunity. Unlike similar offices at other Chicago organizations, he said, UChicago seeks diversity in every kind of business it does—not only in catering and construction, which are the norm elsewhere, but also in hiring law firms, consultants, accountants, money managers, architects, and more. If the community—including the people in the room that evening—came together to “inspire other anchor institutions to follow the UChicago model,” it would make a real difference.

Rogers acknowledged that it can be uncomfortable for “all of us who are progressive leaders that are here in this room, who are sitting on the boards of universities, hospitals, and museums,” to ask “the tough questions” about which businesses are getting work from these organizations and why—but they must speak up, he said. “What we have to do is to make ‘good trouble,’” as John Lewis called it, “in the boardroom. ... It is up to us.”

To build community among Black professionals and galvanize them for that work, Rogers cofounded the Black Corporate Directors Conference in

2002. The Golub Capital Lab’s IGNITE similarly seeds the networks that will increase opportunity for all, Freeman-Wilson observed. “I just can’t overemphasize how important it is to build that nexus,” Rogers affirmed, as is “this idea that we’re always going to be looking out for each other.”

A third strategy to build back the prosperity Rogers remembers is one that his company has been acting on for more than 25 years: teaching financial literacy at a young age. In this post-pension era of defined contributions for retirement saving, he noted, “you have to be your own money manager, ... so being financially literate is more important in this country than ever before.”

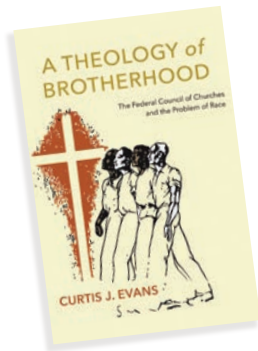
At Ariel Community Academy on 46th Street, a pre-K through eighth grade school sponsored by Ariel Investments, the firm has long donated a \$20,000 investment portfolio grant to each first-grade class (the amount was recently increased to \$40,000 in honor of the firm’s 40th anniversary). Until fifth grade, Ariel staff make the investment decisions while the students learn “the concepts and lingo” they need to understand the stock market.

By grade six, a junior board of students takes responsibility for investing, and by graduation the \$20,000 has usually grown to \$50,000 or \$60,000. “So the kids get to see the magic of compound interest and how money grows over time,” Rogers explained. Of that sum, \$20,000 goes to the incoming first-grade class, “to make it a self-perpetuating program” and keep the original investment growing. The eighth graders donate half of the remainder as a class gift to the school, using their boon to help others. The rest is divided among them to use as they wish—with one advisement. If they invest it in an Ariel 529 college savings plan, the company adds \$500, to demonstrate the power of matching.

“That’s something we’re really proud of” at Ariel, Rogers concluded. It was hard not to think of the young man he was, opening an envelope to start a virtuous circle of learning, building, and giving back. ♦

## Fresh ink

A selection of recent books by UChicago faculty members.



### A Theology of Brotherhood: The Federal Council of Churches and the Problem of Race

New York University Press

By **Curtis J. Evans**

Associate Professor of American Religions and the History of Christianity in the Divinity School and the College

In the early 20th century, the Federal Council of the Churches of Christ in America played an active role in disseminating progressive views on race. Emphasizing equality and the Christian notion of “universal brotherhood,” the predominantly White organization advocated for integration and led an antilynching campaign. Its civil rights work is often overlooked, however, as historical accounts tend to focus on the antiracism achievements of secular organizations like the NAACP. Drawing on extensive archival research, **Curtis J. Evans** sheds light on the FCC’s impact on race relations, especially among White Protestant churches.—C. C.

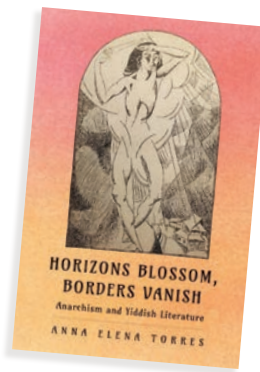


### Grow and Hide: The History of America’s Health Care State

Oxford University Press

By **Colleen M. Grogan**, Deborah R. and Edgar D. Jannotta Professor in the Crown Family School of Social Work, Policy, and Practice

The US government funds a large share of our health care system, and support of health care at the local, state, and federal levels steadily increased through both liberal and conservative governments during the 20th century. However, public and private actors have built a narrative to the contrary, a phenomenon that **Colleen M. Grogan** terms “grow and hide.” Public officials have an incentive to hide the extent of public health care spending: conservatives, to retain the support of their base, and liberals, to dissuade opposition to their efforts. Private actors, like hospitals, are also incentivized to hide the extent of government subsidies and to blame financial shortcomings on the government. As this cycle has repeated, the US health care system has become increasingly fragmented and unequal. But before we can improve this system, Grogan suggests, we must change how we talk about it.—C. C.



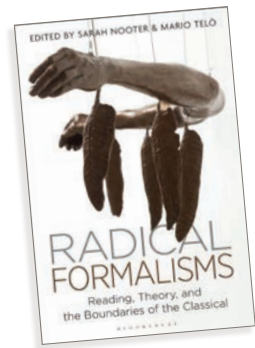
### Horizons Blossom, Borders Vanish: Anarchism and Yiddish Literature

Yale University Press

By **Anna Elena Torres**

Assistant Professor in the Department of Comparative Literature and the College

In the face of state-sponsored surveillance, censorship, and deportation, 20th-century Yiddish writers and editors developed a tradition of anarchist literature. **Anna Elena Torres** examines Yiddish poetry, translation, and journalism from the 1880s to the present to show how authors have used the diasporic language to develop new forms of literary expression and to explore ideas of transnationalism and statelessness. The book brings together late-19th-century Russian immigrants in the United States and England, modernists in New York and Chicago in the 1910s, expressionists and avant-garde poets in 1920s and ’30s Warsaw and Moscow, and radical editors in Tel Aviv in the ’70s and ’80s. A final reflection on contemporary American composer and ethnomusicologist Jewlia Eisenberg traces the continuing legacy of Yiddish anarchist thought and art. Torres’s recovery of Yiddish anarchism adds a new dimension to the study of Jewish literature.—C. C.



### Radical Formalisms: Reading, Theory, and the Boundaries of the Classical

Bloomsbury Academic

Coedited by **Sarah Nooter** Professor in the Department of Classics and the College

How does an ancient poem come alive when we focus intensely on a repeated sound? What archetypes from ancient literature are recycled in today’s literature? What can we learn by rereading classical Greek and Roman texts alongside visual art by contemporary Black artists? These are a few of the questions a new anthology on classical literature, coedited by **Sarah Nooter**, seeks to answer. Approaching well-trodden texts with an eye to form—structure, motifs, patterns—the scholars behind *Radical Formalisms* engage in bold, speculative, and often intimate readings that open up new interpretive possibilities. Amid an ongoing reassessment of the place of the humanities, and the field of classics in particular, this anthology makes a case for engaging with Greek and Roman literature in new ways.—C. C.



**November 4, 2023**

*College second-year Veronica Fong warms up before the D3 Shootout swimming and diving competition.*



# For the record

## NEW HARRIS DEAN

**Ethan Bueno de Mesquita**, AB'96, the Sydney Stein Professor at Harris Public Policy, will be the next dean of the school, effective July 1. He has served as Harris's interim dean since March 2023 and was previously deputy dean. As interim dean, Bueno de Mesquita led the launches of the Harris Policy Innovation Challenge



and the Democracy Innovation Fund and expanded the school's free expression and technology programs. Bueno de Mesquita's research uses game theory to analyze and understand national security, violent conflicts, and electoral politics.

## HEALTHY DEVELOPMENTS

In March the University of Chicago and UChicago Medicine teamed up with City Colleges of Chicago to announce a joint project that aims to create new jobs and establish health care career pathways for South Side residents. Two new facilities are slated to be built on currently underutilized land in the Washington Park community: a UChicago Medicine building that will consolidate and modernize its existing clinical labs, and a City Colleges learning center offering Chicago's first clinical lab technician program. Together, the two facilities are expected to support up to 600 jobs and 800 students.

## SCIENTIFIC PROMISE

Five UChicago faculty members have received Sloan Research Fellowships, which recognize early-career scholars' potential to make substantial contributions to their fields: **Wilma A. Bainbridge**, an assistant professor of psychology, studies the cognitive neuroscience of perception and memory; **Kilian Huber**, an associate professor of economics at Booth, explores the interaction between the financial sector and the real economy; **Yuehaw Khoo**, an assistant professor in statistics, works on developing computational and data-driven techniques for problems in physical and biological sciences; **Chong**

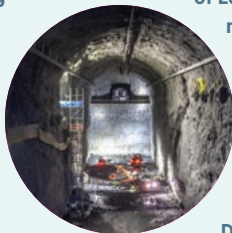
**Liu**, a Neubauer Family Assistant Professor of Molecular Engineering at the Pritzker School of Molecular Engineering, focuses on design and synthesis of materials and the development of electrochemical, sustainable methods for extracting minerals from seawater; and **Sunyoung Park**, an assistant professor of geophysical sciences, investigates earthquake processes and Earth's internal structure.

## GUGGENHEIM FELLOWS

Two UChicago scholars were awarded 2024 Guggenheim Fellowships: **Sianne Ngai**, the Andrew W. Mellon Professor in the Department of English Language and Literature, and **Robyn Schiff**, professor in the Department of English Language and Literature. Their fellowships include a monetary stipend to support projects under "the freest possible conditions," according to the John Simon Guggenheim Memorial Foundation. Ngai and Schiff are among 188 fellows selected this year.

## DUNE, TOO

Excavation workers have finished carving out the future home of the international Deep Underground Neutrino Experiment (DUNE). Located a mile below the surface of Lead, South Dakota, three newly excavated caverns span an underground area about the size of eight soccer fields. Final outfitting of the caverns will begin soon, making way for installation of the DUNE detectors to begin later this year. Hosted by the Fermi National Accelerator Laboratory, which is affiliated with UChicago, DUNE will study the behavior of mysterious particles known as neutrinos to answer some of the biggest questions about our universe.



## DIVERSITY CHAMPIONS

At the University's Martin Luther King Jr. Celebration on January 30, President **Paul Alivisatos**, AB'81, presented Diversity Leadership Awards to Pritzker School of Medicine third-year **Alvin Gordián-Arroyo**, an advocate for racial,

ethnic, and sexual minority students in medicine; **Vera Dragisich**, PhD'90, a senior instructional professor of chemistry, who has led outreach programs for students and teachers in Chicago Public Schools; College fourth-year **Zubin Kumar**, founder of a mentorship program for students in molecular engineering; **Dorian H. Nash**, CER'20, manager of public programs at the Smart Museum, who has worked to foster a diverse museum audience; **Selwyn O. Rogers Jr.**, James E. Bowman Jr. Professor of Surgery, executive vice president for community health engagement at UChicago Medicine, and founding director of UChicago's Trauma Center; and **Mary Smith**, JD'91, the first Native American woman president of the American Bar Association.

## CRIME LAB HONORED

At a February 9 White House ceremony, Vice President Kamala Harris honored the first graduates of the UChicago Crime Lab's Community Violence Intervention Leadership Academy (CVILA), a six-month program that trains leaders to prevent and reduce gun violence in their communities. In her remarks, Harris recognized CVILA's work and its 31 graduates. Community violence intervention programs are widely seen as an effective approach to preventing gun violence; the CVILA aims to strengthen such programs by providing training on topics including staff development and retention, data literacy, and evaluation. The ceremony was the culmination of a week of events focused on community violence awareness hosted by the White House Office of Gun Violence Prevention.



## CORE MEMORIES

The College has launched "It's in our core," a new storytelling series aimed at highlighting the UChicago undergraduate experience. Current College students and alumni are invited to share their stories, memories, and thoughts at [inourcore.college.uchicago.edu](http://inourcore.college.uchicago.edu).

From left: Photography by Jason Smith; photography by Matthew Kapusi, Sanford Underground Research Facility; photo courtesy the White House





INTERVIEW

## A whole new ball game

*Jon Greenberg, AM'07, has been with the Athletic since the online sports publication was “just an idea.”*

BY COLIN LAVERY, AM'23

**Jon Greenberg**, AM'07, is the founding editor of and a columnist for the *Athletic*, the online publication purchased by the *New York Times* in 2022 to provide the bulk of the paper's sports coverage. After finishing his degree in UChicago's Master of Arts Program in the Humanities (MAPH), Greenberg worked as a columnist for ESPN and as the executive editor for Team Marketing Report before joining the fledgling *Athletic* in 2016. His comments have been edited and condensed.

### **How did the Athletic decide on Chicago as one of its original markets?**

The cofounders, Adam Hansmann and Alex Mather, were looking for a market to launch in. Chicago was atop their list because of the Cubs. They (correctly) reasoned that they should start in a city that had a team with championship aspirations.

So they contacted me out of the blue on LinkedIn, and it came at a fortuitous time. I had recently found out that ESPN wasn't renewing my contract. It's crazy how much the company has grown, going from a real start-up (a few employees, no money) into the be-

hemoth you see today. I can say I was there when it was just an idea.

### **How did your time at UChicago influence the work you do now?**

Honestly, I wasn't sure I was going to stay in the program early on. Not because it wasn't interesting or useful, but I was still working full time. Then I stepped into **Dan Raeburn's** creative writing workshop and knew it would be worth my time (and money). It was Raeburn's first-ever class, and was a special group led by the best teacher I've ever had. He helped me grow as a writer and as a reader. I wrote a lot about my hometown and my preteen years, much of it having to do with sports and identity. I carry those themes into my work today.

About two years after I graduated, I got a job as a columnist with ESPN. I really believe the writing I did in his class allowed me to break out of my rut and find myself as a writer.

### **Why sportswriting instead of other genres?**

The kind of sportswriting I'm drawn to is stories about people: feature stories about legends, stories about loss, stories about those on the margins. I

love to write about people who have made careers in sports on their own. In a world of nepotism and elitism, I want to write about small-town kids making it in the big city. It's obviously because that's how I see myself, but I think those kinds of stories are universal.

I joke that some people in town got famous writing about Michael Jordan—and I write about the late great overnight radio host Les Grobstein and Chicago beer vendors. Those are the kinds of people who interest me. I'll read anything that has a good hook and helps me learn more about the human condition.

### **What about sports journalism today bothers you the most?**

My biggest complaint is how the owners and leaders of sports journalism publications were so unprepared for the future of the media. It's also partly why I was confident in the two founders of the *Athletic*, because they didn't come from the world of journalism.

Aside from that, it's mostly the lazy aggregation that passes for news these days. Then again, a lot of that dreck stems from bad leadership and the calamitous state of the media business. I have plenty of other concerns, from the nonstop news cycle to the dominance of team-affiliated media in the modern era, but it's all too complex to summarize. Maybe I should do a podcast?

### **Have you ever made a prediction or assessment in your writing that ended up being completely wrong?**

Oh yeah, a ton of them. I once went on ESPN radio's flagship show *Mike & Mike* before a Cubs home opener and declared that Mike Quade would be a good Cubs manager. I wrote it too. Man, was I off. He was a disaster. Occasionally, I get some things right.

### **What are your favorite venues to catch a game in Chicago?**

Really, it's just Wrigley Field. They've modernized it, but they haven't ruined it, thankfully. ♦





# COMMITTED TO THE CORE

*The College's new dean,  
Melina Hale, PhD'98, brings  
leadership experience and  
unlimited intellectual curiosity  
to a crucial role.*

BY DYLAN WALSH, AB'05

Photography by Jason Smith

**M**elina Hale wanted to study primates. The daughter of teachers turned travel agents, she had watched giant tortoises in the Galapagos Islands and gorillas in Rwanda. Throughout high school she had immersed herself in a volunteer position at the Museum of Science in Boston as a “junior curator” of live animals, including rescued or confiscated alligators, owls, kinkajous, and more that were part of the museum’s educational programs.

Dreaming of a career studying animal behavior, Hale, PhD’98, applied early to Duke University, with its famed lemur center. By the following fall, she was spending much of her time there, observing the animals, taking notes, looking for patterns.

In spring semester Hale enrolled in a small seminar taught by biologist Steven Vogel. He had recently published *Life’s Devices: The Physical World of Animals and Plants* (Princeton University Press, 1989), a lively meditation on the ways physical laws influence the mechanical design of plants and animals. “The questions of concern here are enormously diverse,” Vogel writes in the preface, “ranging from why trees so rarely fall over and the significance of the hull shape of baby sea turtles to the relative scarcity among organisms of right angles, metals, and wheels.” It goes on in this casually curious manner.

The seminar, which worked its way through *Life’s Devices*, met early mornings. Vogel brought muffins from home that he had baked. Hale quickly became entranced with the subject matter—and quickly had insights. An observation she, a first-year student, made in class about the possible function of lengthwise grooves on birds’ wing feathers turned up a decade later in Vogel’s book *Cats’ Paws and Catapults: Mechanical Worlds of Nature and People* (W. W. Norton, 1998).

**HALE QUICKLY  
BECAME  
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INSIGHTS.**

## BEING APPOINTED TO SUCCEED BOYER IS A RECOGNITION OF HALE'S COMMITMENT TO THE SCHOOL'S LEGACY AND FUTURE.

To her interest in animal behavior, Hale was adding biomechanics—the study of how the myriad life-forms around us walk, fly, swim, stand, and perform countless other interactions with their environ-

ments. She joined the lab of Stephen Wainwright, whose work, together with Vogel's, was foundational in the development of modern biomechanics. The two interests proved mutually illuminating as Hale embarked on her earliest fieldwork. She spent fall semester of her junior year in Madagascar's Ranomafana National Park, observing lemurs in their social groups as part of primatologist Patricia Wright's team of field assistants. The next summer she traveled to Washington's San Juan Islands for courses at Friday Harbor Laboratories, including one on taphonomy: the process by which living things, after death, become part of the fossil record.

Hale was one of only two undergraduate applicants to the course, but attached to her application was a letter of support from Vogel. "I was hesitant to admit her," says **Michael LaBarbera**, professor emeritus of organismal biology at the University of Chicago, who co-taught the course and later became Hale's doctoral adviser. "I worried about her inexperience. It turns out I had no reason to worry." To this day he vividly remembers her class project on the fossilization of shark skeletons for its originality and elegance.

Captivated by the widening horizon of biomechanics, Hale returned to Duke for her senior year and got going on her graduate school applications. With all she'd learned had come more interests and better questions—a cycle that was only beginning.

**A**t the University of Chicago the next year, Hale joined LaBarbera's lab. From there her world within the University steadily expanded: student, alumna, junior faculty member, tenured professor—to name some of her roles since arriving. Then, last June, she was named dean of the College.

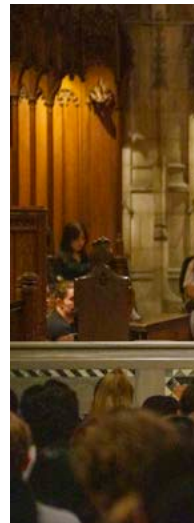
Introducing the 2023 Aims of Education address, delivered by Germanic studies professor Christopher Wild, Hale described how the O-Week tradition asks first-years "to consider the foundational purpose of your studies." She later discussed Wild's address with residents of May House in Max Palevsky Residential Commons.

Hale is no newcomer to academic leadership. Prior to becoming dean, she served for seven years as the University's vice provost for academic initiatives. She has held a seat on the Council of the University Senate, including as its spokesperson—the highest elected faculty position at the University—and was dean for faculty affairs in the Biological Sciences Division. She has been co-interim director, with **Neil Shubin**, of the Marine Biological Laboratory (MBL); president of the Society for Integrative and Comparative Biology; and a board member at the Laboratory Schools, attended by her three sons. (Hale is married to **Mark Westneat**, a professor of organismal biology and anatomy at UChicago whom she met in college.)

Hale's appointment as dean of the College puts her at the helm of an institution that carries special significance, not only within the University, but in US higher education writ large, where it has been recognized as distinctive at least since the Hutchins years. Her appointment is also the beginning of an era as she steps in after **John W. Boyer**, AM'69, PhD'75, who served in the role for 31 years and has, in no small way, come to represent the College over that time. Being appointed to succeed Boyer is a recognition of Hale's commitment to the school's legacy and future. It is also an emphatic endorsement of her capability.

Since assuming the role, in which she is broadly responsible for shaping the strategic vision for the College while supporting its fundamental values, Hale has been clear about her dedication to the College's most distinctive features, in particular the Core curriculum and freedom of expression. The two go hand in hand, twin pillars at the center of a College education, while the world around UChicago is changing. In both its fidelity to disciplinary breadth and its defense of scholarly freedom, the College might appear increasingly alone in the higher education landscape. That, in Hale's view, is all the more reason to "firmly double down" on these fundamental values.

During opening convocation, she underlined some of the well-established virtues of the Core: it teaches you how to think, not what to think; it offers new ways to approach questions. But then she suggested a more "devious logic" to its presence. "We want you," she said, "to be less certain about what kind of mind you think you have and





what you should do with it.” The Core is intended to push students beyond the world they know; it is an attack on intellectual rigidity and complacency. Last summer Hale had followed her own advice, borrowing a copy of St. Augustine’s *Confessions* from her son—he is a student in the College and had read it in his Hum Core sequence—and working her way through it for the first time.

Without a firm commitment to free expression, the College could not realize the Core’s most important aims—to challenge, to unsettle. “A good university, like Socrates, will be upsetting,” notes UChicago’s Kalven Report, published in 1967, about the University’s role in political and social action. It is through friction and disagreement, Hale says, that members of a university community hone their ideas, strengthen them, or perhaps abandon them altogether—and the ability to speak openly lies at the heart of this project. “A distinctive gift of liberal arts education,” she called it in a welcome message to the Class of 2027 last fall—and “something we can only develop in community, with mutual respect and tolerance.”

Her work as dean, however, is focused not only on upholding such long-standing principles but also on how the College needs to develop, what new philosophies or practices it ought to embrace. She is captain of a large ship, charting a course.

Hale’s early thinking about that course revolves around how students learn and grow both in and out of the classroom. The production of new intellectual work—scholarly analysis, research, or art—is for her a necessary aspect of academic life, whatever a student’s disciplinary interests. This thinking has ties to her own experiences, all the way back to her college days in the lemur center and

on the San Juan Islands, and all the way forward to her UChicago research projects, which routinely include undergraduates as part of the team. She is set on expanding the number and types of opportunities students have to engage in original research and other intellectual work—in the sciences and humanities alike—and is thinking through how they might be formalized and become a basic expectation of undergraduate education at UChicago.

Another keystone of Hale’s vision is ensuring that all admitted students can afford the College, whatever their families’ financial means. The Odyssey Scholarship Program, launched in 2007, established a baseline for financial aid by replacing loans with grants for College students from lower-income families or who are the first in their families to attend college. Odyssey and the support it offers have expanded steadily since then, thanks to the commitment of alumni, parents, and friends. Still, the existing resources don’t cover all of the existing need—and everything else on Hale’s agenda crucially relies on the richness of experiences and perspectives that broad access to the College brings.

Ambitions like these will not be realized overnight, but Hale, across her long career, has proven adept at the fragile process of leading organizations through change. “She’s the dream administrator, and I think most administrators are nightmares,” says Joe Fetcho, a professor at Cornell who served as Hale’s postdoctoral adviser.

He and others describe her as a careful listener who considers all sides of an issue and puts herself in others’ shoes. But “when it matters, she can be tough,” says **Victoria Prince**, one of Hale’s colleagues at UChicago. “She knows when to draw a line in the sand.”





Hale and President Paul Alivisatos, AB'81, processed with the Class of 2027 to Rockefeller Chapel for opening convocation.

Upon first becoming co-interim director at MBL, Hale convened a series of open house discussions in which people from all parts of the organization—scientists and students, lab managers and janitors—met with each other and with her to discuss the state of MBL. “Her effectiveness was making people feel listened to and valued,” Shubin says. “People left those meetings understanding that she had heard them. That’s powerful. That’s the substrate of leadership.”

She’s also, importantly, quite cheerful. “If you’ve talked at all to Melina, you picked up on the fact that she’s awfully hard to dislike,” says LaBarbera. He described a recent University video showcasing this year’s arrival of first-years on campus, the first such event Hale attended as dean. Students parade to Rockefeller Chapel. Bagpipers in kilts follow. University president **Paul Alivisatos**, AB’81, strides forth in his regalia, and beside him, if you look carefully, is Hale. Her grin, LaBarbera says! The amount of unfettered *fun* she appears to be having traipsing through the sea of faces and the celebratory skirl—that, he says, is her attitude toward everything.

This combination of attributes is suffused, above all, with a warmth and humanity that draw people close, that has Hale’s students describing her lab as family. Prince, a fellow biologist, has experienced the balm of Hale’s personality, how, given the right context, solace settles in her presence like a private dome.

It was in character, then, that one of Hale’s first ideas after taking office was to set aside time for office hours, as she might when teaching a class. Beginning in August, the 15-minute Zoom meetings with the dean were first reserved for fourth-year students, who were on the verge

of a defining year and whose College experience had been upended by COVID-19. During Autumn Quarter, Hale extended the invitation to all students. The slots filled up like wildfire: 90 minutes after the invitation to sign up was emailed, Hale’s office hours were fully booked.

By the close of her second quarter leading the College, Hale had met with nearly 90 of its students in this particular forum, enjoying a patchwork quilt of 88 wholly unique conversations. Some wanted to get to know her, some to tell her what they love about the College, some to share “entrepreneurial ideas.” Across that wide range, one motif stood out to Hale, arising again and again, seeming to stitch together the whole. So many who spoke to her, she says, wanted to “advocate for their peers and for changes that might not directly benefit the students speaking to me, but would make a difference for peers and future students.” She headed into her second quarter a little more understanding of these young scholars, what motivates them—and with a redoubled enthusiasm for the work ahead.

**H**ale grew up in Boston. Her parents met as civilians teaching on US military bases around the world. When they returned to the States, they left education and opened a travel agency.

Travel with her father’s tour groups became a central pillar of Hale’s schooling. The destinations were often geographically and culturally distant—Thailand, India, Japan. She went on safari in Kenya and saw tortoises mope about the Galapagos Islands. She hiked through the dense forests of Rwanda to glimpse gorillas; Jane Goodall and Dian Fossey were names Hale knew and held in her mind.



Throughout the academic year, Hale was a warm presence at many College traditions, the chilliest—Kuvia—included.

“Watching animals in the wild and being in places like that, with either working scientists or field guides who knew the science, was inspirational,” Hale says. She thought about becoming a veterinarian and worked in a vet’s office during high school, in addition to spending time with animals at the Museum of Science. But Hale had questions. She reconsidered careers. “Maybe research was something I could do.”

All of this brought her to Duke, and from there to the University of Chicago for her PhD in organismal biology and anatomy. She arrived with a project on the grasping mechanics of seahorse tails. “It was a bang-up project,” LaBarbera says. “Most students would have continued on that path for their PhD, but not Melina. She said she had another idea that she was really excited about.”

She wanted to investigate a high-performance, high-stakes behavior: the startle response in fish, familiar to anyone who’s peered into an aquarium—the magical, almost teleportive quickness with which fish avoid being eaten. For her dissertation, Hale researched the development and mechanics of the movement.

Wholly invested in this work, Hale was lovingly referred to as “the ghost” among the other three members of her cohort, because of how much time she spent in the lab. But her bottomless interest was not exclusively in fish behavior. Rather, it was representative. In the spring of her first year, she drove with another grad student, **Jeffrey Wilson Mantilla**, SM’99, PhD’99, who was studying dinosaurs, to Big Bend, Texas, where they served as UChicago paleontologist **Paul Sereno**’s field assistants.

“We wandered around looking for fossils,” Wilson Mantilla says, noting how disciplinarily dis-

similar the hunt for bones in a southern desert is from watching fish flit away in surprise. “This was a sign of someone who is not just narrowly centered on one thing but interested in everything.”

Westneat was at the Field Museum then, and Hale, too, had an office there. On breaks they would descend to tour the preserved fish in the museum’s private collections, rows of gleaming jars tagged with a date and location, the breadth of biodiversity arrayed in front of them.

She and Westneat, who met while studying at Duke, married while Hale was in graduate school. At SUNY Stony Brook she did her postdoc with Fetcho, one of the foremost experts on the pair of neurons, known as Mauthner cells, responsible for startle behavior. The brain was a logical landing point for Hale. As she dove deeper into understanding the startle response, she moved up the chain of command, toward its origin, “to what’s controlling it and how it begins,” she says.

Larval zebrafish are three millimeters long and translucent, a distinctly useful trait that allowed Hale and her colleagues to study their brain activity in real time with the use of injected fluorescent markers that lit up as calcium flowed among firing neurons. Hale talks with awe about the small storms of neural activity that ensue when the fish are startled, about sitting in a lightless

**THIS WAS A SIGN OF SOMEONE WHO IS NOT JUST NARROWLY CENTERED ON ONE THING BUT INTERESTED IN EVERYTHING.**

## SHE NEVER LOCKED HERSELF IN HER LAB AND CONSIDERED THAT ITS OWN WORLD.

room and witnessing the magnified colors flicker like constellations, starry depths of the brain's primordial workings.

Her scientific focus has wavered little over the decades. How do organisms sense their environments and then use this sensory information to produce behavior? What does a fin feel as it slips through the water, and what does a fish do with what it feels?

To a nonscientist, even a nonbiologist, there is something mildly baffling about how the career of one person, let alone many people, can be devoted to this infinitesimally narrow sliver of our universe. How does a lab overflowing with graduate students revolve almost entirely around the twitchy actions of a tiny fish?

"It's hard for individuals who are not in the midst of basic research to understand the value," says MBL neuroscientist Steve Zottoli, another expert on startled fish who has mentored and collaborated with Hale. Science often gets equated with the applied work of engineering; research is conflated with patents.

Big inventions do, of course, arise from basic research. Fetcho points to jellyfish proteins that are

used in neural imaging and would not have been discovered had people not studied the basic biology. A quixotic inquiry into horseshoe crab blood in the 1970s yielded the limulus lysate test, now universally used to detect bacterial endotoxins. But these outcomes are not the point. The work, most simply, is a pilgrimage into mystery.

Reflecting on the somewhat enigmatic nature of basic research, Zottoli recalls a conversation he had years ago. "I told my grandmother about Mauthner cells, and she said, 'That's all very interesting, but I don't know how you can make a living on two cells.' I promised her that when the day came that I couldn't make a living, I'd move on to something else."

Zottoli is now retired, having never moved on to something else.

In time-honored UChicago fashion, Hale is forging ahead with her research while leading the College. It's only natural for a dean who wants students to question, to challenge, to push knowledge forward. "She never saw the work of her lab in a vacuum," says **Hilary Bierman**, PhD'07, one of Hale's first graduate students. Even when Hale was a new assistant professor, Bierman watched her hitch her energies to the wider orbits of the University. Hale seemed to view her efforts as part of a larger whole, some

Below: When the rugby team beat rival Northwestern in October, Hale was there to present them with the Hutchins-Scott Cup. Opposite: Many students in the College produce original research, art, or scholarly analysis; Hale would like to formalize such work as an expectation for all.



UChicago Rugby





more idealized end. “She never locked herself in her lab and considered that its own world.”

A few months before she became dean, Hale and two colleagues had what she considers one of the major breakthroughs of her career. For the last few years she has been studying octopuses—unusual creatures. They have a brain, of course, in their billowy ovoid heads. But their nervous systems are not centralized the way ours are. In each arm octopuses have a structure analogous to a spinal cord. And each arm also contains four very small nerve cords about which virtually nothing is known, not even, until recently, where they extend to. This was what Hale wanted to know. How do these nerves traverse the body and to what do they connect?

Together with researchers at MBL, Hale’s team has been delving deeper into the whys and hows of this complex nervous system and the way it controls octopuses’ movement. The work, which could potentially inform the design of autonomous undersea vessels or devices, received funding from the US Office of Naval Research. But apart from any particular applications, the question of why invertebrates like octopuses—and potentially squid and cuttlefish, which Hale’s lab is now investigating—have developed such anomalous nervous systems is a tantalizing one that could illuminate the design and engineering of life-forms more broadly.

Sitting in the dean’s office on the second floor of Harper Memorial Library, Hale begins outlining what she and her colleagues discovered when looking into the question. As she talks, she becomes increasingly animated, until she suddenly pauses in her description and reaches for an iPad and stylus. “Can I draw this? I need to draw this,” she says. Hale, it’s worth noting, is widely

admired for her teaching. As a graduate student she was awarded the Wayne C. Booth Graduate Student Prize for Excellence in Teaching. More recently, she won the Faculty Award for Excellence in Graduate Teaching and Mentoring.

She slides her chair over and begins to sketch the recently revealed nerve structure. There are two of these mysterious nerves on each side of an octopus’s arm. The nerves on the right side of any given arm exit into the body, skip past the neighboring two arms, and connect to the third arm around the octopus. This pattern repeats. The nerves on the left side of an arm follow the same path in the other direction. Seen from above, in Hale’s nice analogy, it’s reminiscent of an image from a spirograph.

“The arrangement works out perfectly for a system that is connecting arms to one another. It’s amazing, this architecture,” Hale says. “We don’t know the function, but it has an incredibly beautiful geometry to it. No other animal does anything like this.” She sets down her stylus. She radiates a contagious exuberance. It is easy to see the value of this temperament in her new role: a burning curiosity, an overpowering desire to ask and answer questions, to seek greater understanding, and to bring others along in the search for knowledge. She wants to understand how it all works—a fish brain, an octopus arm, a university educating the next generation and the generation after that.

She looks at the picture of the octopus. It’s a crude illustration. The arms are too fat and short and they are uneven. But Hale sees beauty behind the imperfection. If a sacred silence can settle within the office of a university dean, in that moment it does. ♦

**Dylan Walsh, AB’05, is a freelance writer based in Chicago.**



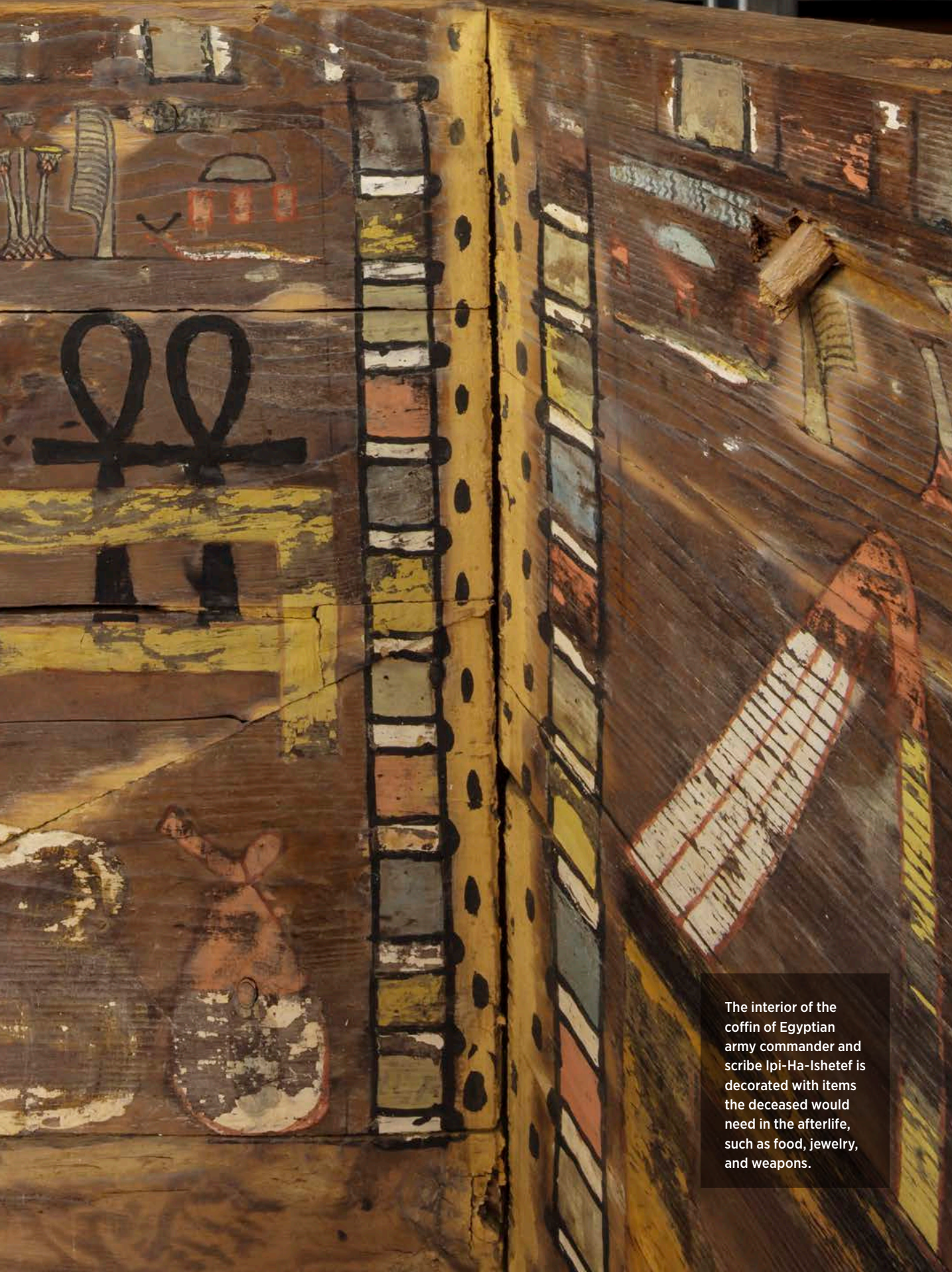
# COLOR UNEARTHED

*An ISAC researcher and conservator illuminate the role of color in the ancient world.*

BY CHANDLER A. CALDERON

**O**ver the past two decades, exhibits like *Gods in Color* and *Chroma* have popularized the idea that the ancient world was awash in color. But what do we really know about how ancient peoples understood and used color in their art, architecture, and clothing? In *Color in Ancient Art*, an adult education class offered by the Institute for the Study of Ancient Cultures in February, continuing education manager **Tasha Vorderstrasse**, PhD'04, and senior conservator **Alison Whyte** shared their knowledge over three evenings on Zoom. The *Magazine* was there to capture the spectrum of their insights.





The interior of the coffin of Egyptian army commander and scribe Ipi-Ha-Ishetef is decorated with items the deceased would need in the afterlife, such as food, jewelry, and weapons.





Left: Egyptian blue, the earliest known synthetic pigment, was used to mimic lapis lazuli, as in this lion's paw from Persepolis in what is now Iran. Below: True lapis lazuli (and carnelian) decorates a brooch from Bismaya in modern-day Iraq.

Did ancient people perceive color the same way we do today? Vorderstrasse posed this question in the first class. Her answer—perhaps surprising—was, in some fundamental ways, no. Since dyes and pigments came only from natural sources, the range of available colorants in the ancient world was limited. They also could be costly to produce and apply, so most people had limited access to colorful linens and decorations. Our current theory, in which color is seen as being on a spectrum, is also relatively recent, dating to Isaac Newton's work with prisms in the mid-17th century. And synthetic dyes, which made a wider range of colors more readily available, date only to the 19th century. All these differences influence our perception.

Vorderstrasse, who specializes in the material culture of Central and West Asia, North Africa, and the South Caucasus, went on to discuss color in ancient languages. Scholars' understanding of how ancient people in the Near East and North Africa described color, she said, has advanced in recent years, upending a previous belief that ancient cultures had few words for color—especially equivalents for abstract English terms such as “blue” and “green.”

Numerous studies over the past half century show that Egyptians in fact had a greatly varied vocabulary for color. But it was only in 2019 that Assyriologist Shiyanthi Thavapalan reassessed ancient Mesopotamian language and found that speakers of Akkadian also had many terms for

color; however, they tended to describe them in relation to qualities like brightness and luster rather than hue.

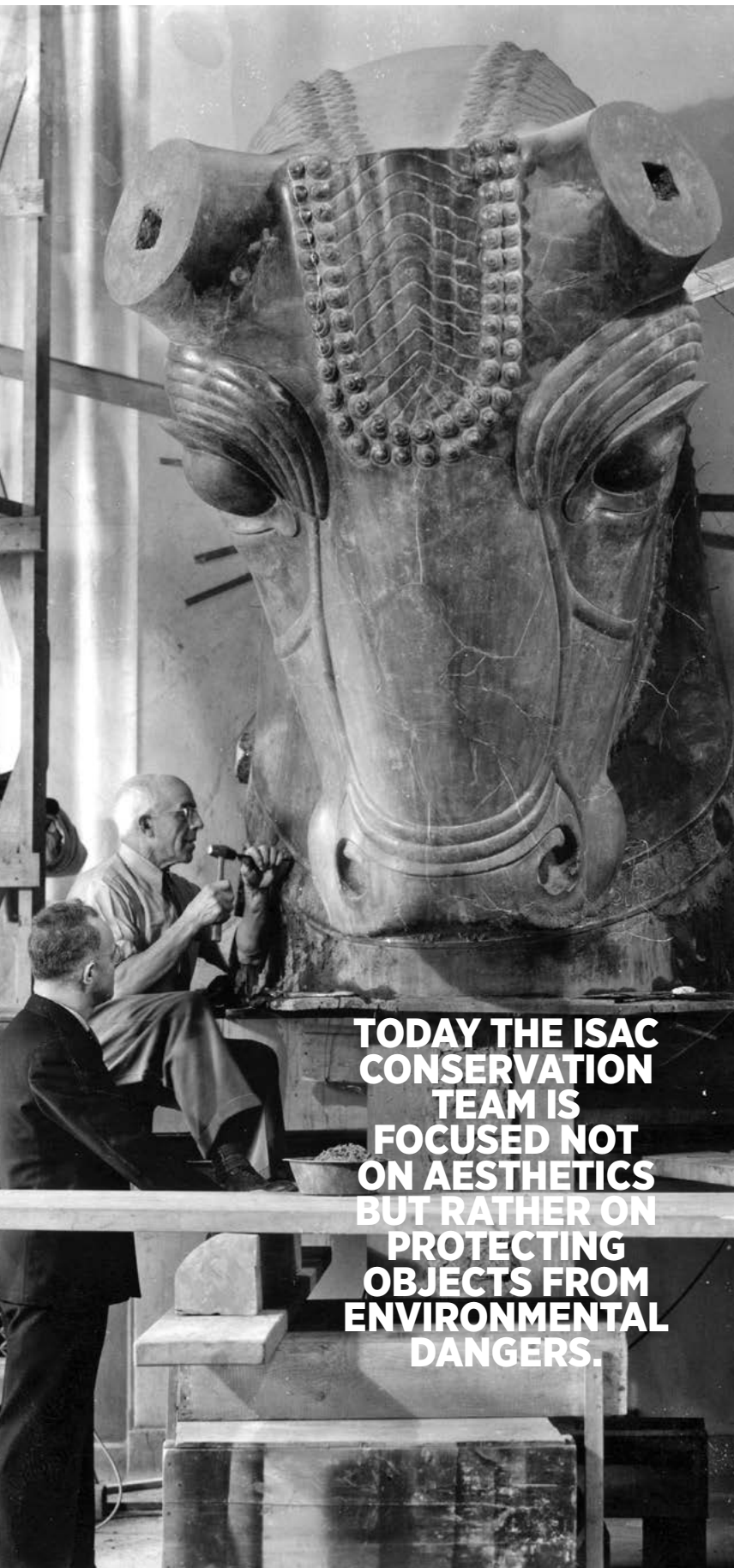
Certain Akkadian color terms derived from precious materials like gold and lapis lazuli, Vorderstrasse added, are challenging to understand. A term like lapis lazuli (*uqnâm*) might be used to say that an object has the stone's dark blue hue, or “how shiny it is, or how valuable it is.” She shared a puzzling description: “red-tinted lapis lazuli—colored glass.” The phrase may refer to a purple hue, to the veining that characterizes some lapis lazuli, or to some other quality.

To add to the uncertainty, “red-tinged lapis lazuli” also appears in descriptions of dyed wool from Mesopotamia. Were such textiles multicolored or purple? Or was the semiprecious stone meant to invoke the expensive dye?

Vorderstrasse's work on Coptic, a language spoken in Egypt in the first millennium CE, raises similar questions. Scholars disagree on the meaning of the word *djēke* or *djō(ō)ke*, translated variously as “purple” or as “embroidered” or “decorated.” The scarce and valuable Tyrian purple dye was derived from murex snail shells, each of which produced only a few drops of the discharge used for dye. Embroidery was a similarly laborious and costly process. “Is it because purple is so valuable that it starts to mean [embroidered]?” Vorderstrasse posited. Or “Is it that embroidery is expensive and it starts to also mean purple?” It's a question without, as yet, an answer.



All photos in this story courtesy the Institute for the Study of Ancient Cultures at the University of Chicago. Previous pages: Coffin of Ipi-Ha-shnefer, ISACM EI20722A; cedarwood, paint; Egypt, attributed to Saqqara, First Intermediate Period, Dynasty 9–10 (2165–2134 BCE). This page, from top: Synthetic Egyptian blue paw of a lion, A.35054, Egyptian blue, Persepolis, Achaemenid period (550–330 BCE); gold rosette brooch with lapis lazuli and carnelian inlays, A.5328, gold, lapis lazuli, and carnelian, Bismaya (ancient Adab), Akkadian or Ur III period (2334–2004 BCE). Opposite page: Donato Bastiani restores ISACM A.24065; Bull head, limestone (with modern restoration); Iran, Persepolis, Achaemenid period, remains of Xerxes and Artaxerxes I (486–424 BCE).



**TODAY THE ISAC  
CONSERVATION  
TEAM IS  
FOCUSED NOT  
ON AESTHETICS  
BUT RATHER ON  
PROTECTING  
OBJECTS FROM  
ENVIRONMENTAL  
DANGERS.**

**M**oving from mind to matter, the final two classes covered physical evidence of how ancient people applied color to artwork and decoration. From unfinished Egyptian tomb paintings, Vorderstrasse said in the second class, we can learn a lot about how painters worked with great care: first blocking out figures in red, then layering pigments to create different color effects, and finally outlining details in black. Yet questions remain about how colors would have appeared hundreds of years ago and even how realistic color application was meant to be—and such questions can prove a challenge in the study and conservation of ancient objects.

In the final class, senior conservator Alison Whyte used an arsenal of slides to show key strategies the ISAC conservation team uses when faced with an object that needs treatment. A number of different analytical techniques are at their disposal to determine how color was used, which helps them assess what interventions will be most effective to analyze and protect pigments on items in the museum's collections.

Conservation only became a formal field of study in the 1950s, explained Whyte. Before that, museums hired artisans to restore the appearance of objects. Sculptor Donato Bastiani, seen at left, held such a role at ISAC from the 1930s to the 1950s. Today the ISAC conservation team is focused not on aesthetics but rather on protecting objects from environmental dangers like pests, light, and humidity, and ensuring this cultural heritage can be studied and enjoyed for years to come.



Conservators found that this statuette of Venus with Cupid, from the second to third century CE, was originally decorated with multiple pigments.

One of Whyte's case studies was a marble statuette of Venus and Cupid. Originally from Lebanon, the piece dates to the second to third century CE. ISAC conservators could tell the statuette was decorated with red pigment—for example, on the cloth draped around Venus's legs and on Cupid's quiver. In 2022 they worked to analyze those pigments.

Examination of the statuette with a digital microscope showed the presence of gold, which in some places appeared to be layered over a dark-red pigment—a common practice, Whyte said, likely used to enhance the gold's appearance. The gilding appeared to mark an X shape on Venus's torso, suggesting this work may have been decorated similarly to a statuette of Venus discovered in 1954 in Pompeii and dubbed "Venus in a Bikini" by the Italian press for the extensive body jewelry painted on her nude figure.

Whyte then scanned the statuette with an X-ray fluorescence (XRF) spectrometer. Originally designed to be used in geological applications and for quality control of modern metals, the instrument shoots X-rays at an object and reads the patterns atoms produce in response. Since each element produces a unique pattern, XRF can identify certain elements present on the object's surface. Using XRF, conservators were able to confirm the statuette was decorated with gold without having to remove a sample—and that that the dark-red color contained a lot of mercury and sulfur. They theorized this pigment contained cinnabar, made from a mercury sulfide ore, a theory they were later able to confirm by testing a sample of the pigment.

Viewing the statuette under ultraviolet light—a test initially undertaken to see the extent of adhesives previously applied to the piece, which Whyte later carefully removed—allowed conservators to confirm that two different red pigments had been used on the statuette. In addition to the darker cinnabar-based pigment, a lighter, pinkish-red pigment fluoresced orange-red under UV light. Whyte believes this pigment likely contains madder root, a common colorant known to fluoresce in this way.







Statuette of Venus with Cupid; ISACM A30908; marble, pigment, gold; Provenience unknown; Roman period (2nd–3rd century CE)

Top: Senior conservator Alison Whyte scans a statuette of Venus and Cupid with a digital microscope. Bottom: A detail of the piece under visible light (left) and under UV light. The light green reveals adhesives from a previous restoration effort; the orange-red fluorescence is characteristic of madder root.



**Above:** Visible-induced luminescence imaging shows the presence of Egyptian blue pigment in hieroglyphics on the coffin's exterior. **Below:** On a necklace painted inside, the wearing away of blue pigment reveals the original, smaller beads outlined in red.

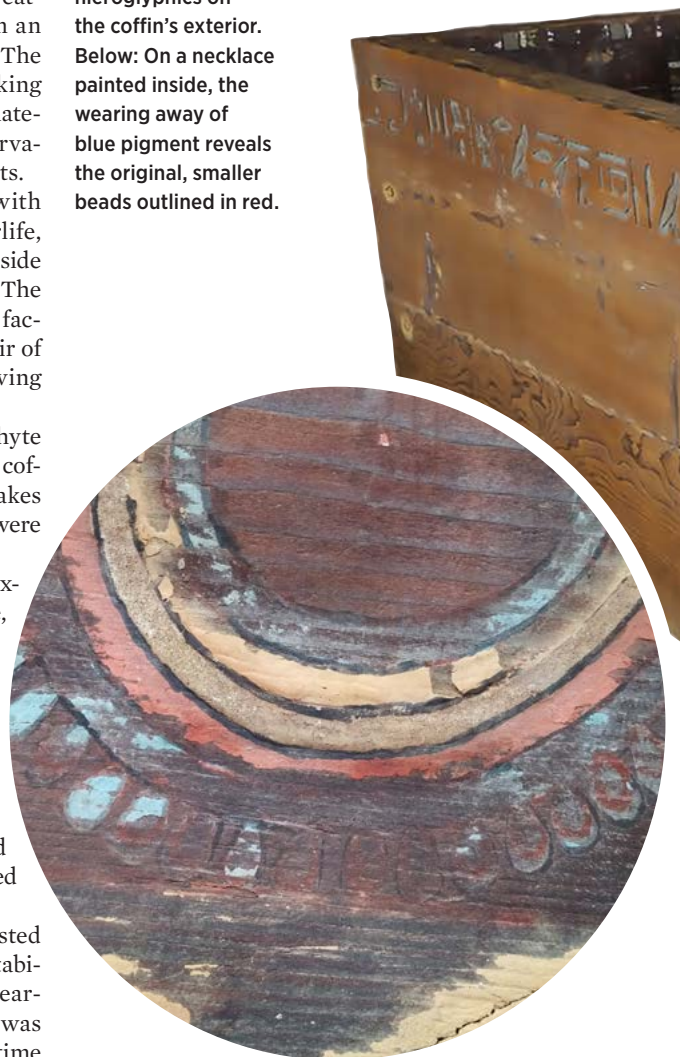
**A** second case study, the coffin of army commander and scribe Ipi-Ha-Ishetef, dates to about 2165–2134 BCE. The piece, from Saqqara, Egypt, underwent conservation treatment from 2014 to 2015 with support from an American Research Center in Egypt grant. The goal was to stabilize pigments that were flaking off the wood. To find the right consolidant (material to bind the pigments to the piece), conservators first analyzed the coffin and the pigments.

The interior of the coffin is decorated with items the deceased would need in the afterlife, like food, jewelry, and weapons. On one long side is a door through which the spirit could exit. The mummy would have been placed on its side, facing that door. On one of the short sides, a pair of painted sandals points toward the door, showing where the mummy's feet would have rested.

The deterioration of the ancient paint, Whyte noted, reveals how paint was layered onto the coffin. On a necklace, for instance, the wear makes clear that painters enlarged the beads, which were initially outlined in red.

Conservators also learned that the coffin exterior had been decorated with Egyptian blue, the oldest known synthetic pigment. Made from calcium, copper, and silica, it was used, most scholars agree, as a cheaper imitation of lapis lazuli. Because Egyptian blue fluoresces in the infrared region of the electromagnetic spectrum when exposed to visible light, conservators were able to confirm its presence here with a technique called visible-induced luminescence imaging, using a camera modified to record its characteristic luminescence.

Project conservator Simona Cristanetti tested many consolidants to find one that would stabilize the pigments without changing the appearance or finish of the piece. In 2015 the coffin was put on display in ISAC's galleries for the first time in 20 years—where you can view it today. ♦





Following treatment, the coffin of army commander and scribe Ipi-Ha-Ishetef is on view in the ISAC museum's Joseph and Mary Grimshaw Egyptian Gallery.



Coffin of Ipi-Ha-Ishetef; ISACM EI2072AB; cedarwood, paint; Egypt, attributed to Saqqara, First Intermediate Period, Dynasty 9-10 (2165-2134 BCE)



## LIGHT BEARER

*John J. MacAloon, AM'74, PhD'80,  
cofounded Olympic studies,  
revitalized an 80-year-old master's  
program, and taught hundreds of  
students in the Soc Core.*

**BY LAURA DEMANSKI, AM'94  
PHOTOGRAPHY BY JASON SMITH**

John J. MacAloon, AM'74, PhD'80, earned his UChicago degrees in the John U. Nef Committee on Social Thought, then taught in the College and the Social Sciences Division for 48 years.

In May **John J. MacAloon**, AM'74, PhD'80, will receive one of this year's Norman Maclean Faculty Awards honoring "extraordinary contributions to teaching and student life by emeritus or very senior faculty" (see "UChicago Alumni Awards," page 57). Nominated by his former students, MacAloon is recognized for 48 years of teaching in the Social Sciences College Core and in the Master of Arts Program in the Social Sciences (MAPSS), which he directed from 1990 to 2013.

Trained as an anthropologist, MacAloon was a pioneer of the multidisciplinary field of Olympic studies. He has attended 16 Olympic Games, first as an engaged observer and later with access to—and participation in—the behind-the-scenes work of the International Olympic Committee (IOC) and its local partners in the host cities. His books include *This Great Symbol: Pierre de Coubertin and the Origins of the Modern Olympic Games* (University of Chicago Press, 1981) and his edited volume *Bearing Light: Flame Relays and the Struggle for the Olympic Movement* (Routledge, 2013). This interview has been edited and condensed.

### **What makes the Olympics so valuable as an object of anthropological analysis?**

If you think about it, the Olympic Games are a kind of—not a laboratory, because they're so huge that you can't control variables—but a theater of the encounter of cultures on a world scale, and of global forms imposed from without on a succession of host cultures. These are core anthropology issues. As the great anthropologist Ruth Benedict liked to say, our goal is to make the world safer for differences. And it turns out, that's pretty much Olympic ideology.

### **What is the distinction between what your field calls the Olympic Movement and the Olympic sports industry?**

In the Olympic Movement, sport is only a means to the end of intercultural encounter, mutual education, human rights, and a sense of common humanity. For the Olympic sports industry, at least in the main, that's reversed. I write a lot about peace and detente and intercultural encounter and human rights. That's nice window dressing on the brand, as they like to say, for the Olympic sports industry. Sport is the end in itself.

### **What were the earliest origins of your scholarly interest in this event?**

Of course I've always been aware of the Olympics, but I was also a track and field athlete in college. In 1968 I joined in a

series of civil rights and antiwar protests by athletes. This movement culminated in the famous gestures of Tommie Smith and John Carlos on the victory stand at the 1968 Games in Mexico City, and in the Olympic Project for Human Rights.

That was central to my experience, but it led to this interesting question. You could have 100,000 people in the streets for an antiwar or a civil rights demonstration, and the system seemed to just shrug. But if a bunch of jocks got politics, all hell broke loose. Of course, we've seen this again recently with the take a knee and #MeToo movements in sports. So what is it about American culture, where sports and politics have this very strange relationship with one another—very different from in Europe, for example, which just assumes that athletes are like anybody else and have their political issues and causes? These kinds of questions take you right to the heart of an interesting cultural problem.

### **When did you start observing the Games firsthand?**

In 1976 I did my first extended fieldwork with an entire Olympic Games in Montreal. Being a poor graduate student at that time, with no funding and no credentials, I spent most of my time outside the stadiums in the public plazas. And it was a big aha! moment to see this whole popular festival that US television never covers. You wouldn't know it exists from watching the Olympics on NBC. It's there in the plazas, on the subways, and in the bars and restaurants and churches that this intercultural interaction is going on. So I came to ask, what's the relationship between the games, the rituals, this popular festival, and then the TV spectacle?

Many people, for example, don't really care about sport but wouldn't miss the Olympic opening ceremonies for the world. The ritual is central. For an anthropologist of my generation, the fascination is with rituals, and there is no other sporting phenomenon in the world that has developed rituals as important as those of the Olympic Games. Think of the opening ceremonies and the procession of nations. This became the main liturgy of the world system of nation-states. Today there are two requirements to be understood as a nation among nations. One is to be a member of the United Nations. The other is to walk in the Olympic opening ceremony. Governments have no choice, really, but to do what they need to do to have an Olympic delegation.

### **How did you go about getting your hands around this enormous phenomenon?**

Well, you're right. It's unknowable as an entirety. So the best you can do is model that. I mentioned before my model of

## We wanted you to know that we were talking to you, not to a generic student.



a complex performance system, ritual and game and spectacle and festival, and all the other genres that are there. But secondly, you have to create an understanding of it on a mosaic basis. So we move from Games to Games, to see what has altered, and how the local cultural reception and transformation differs from Seoul to Lillehammer to Albertville to Rio, for example. We can set up comparisons. But the main thing is, you can't do this alone.

So we pioneered team research: multinational teams of scholars, of both the Olympic Games and the international sports system; anthropologists specializing in cultural affairs; and local scholars of local culture, arts, and politics. We collaborate in making sense of it, or at least on a portrait of what this complexity is.

### *How does it feel to see the field flourish?*

Well, there are now over 50 university-related autonomous centers of Olympic studies. When I started—inconceivable. Both those that are highly critical of the official Olympic organizations, and those that are based in the official Olympic organizations, have a high degree of diversity, stretching across quite a number of disciplines. Again, we're building mosaics of a giant, complicated phenomenon. The view from Australia, and the view from Senegal, and the view from Beijing are going to be always different and interesting to compare, so all of that is very positive.

The unhappiness that I feel is that maybe research is getting away from fundamental, big historical and cultural and political questions and becoming, like any maturing research field, far narrower in the questions that are being asked. Secondly, there's always the danger of being co-opted, now that the Olympic system is a big sports industry with lots of money and new fields—like sport management, sport tourism, sport journalism—that collaborate with commercial organizations. There's a concern that the critical edge can be lost as the big picture is being lost.

One of the test cases was Beijing in 2022, in which the central authorities decided to publicly ignore the fact that at least an ethnocide, probably a genocide, was going on in the country that was hosting the Olympic Games. But the IOC and other sports authorities said, *Well, that's politics. We don't get involved in that.* Excuse me. Genocide is politics? So we had this horrifying contradiction of having the Games proceed very nicely, thank you, President Xi—and utter silence about the human rights situation in the host country. The organizing committee even threatened athletes that they would be certainly punished if they said anything about Chinese policy. The IOC was silent. This was a shocking contradiction.

Does the Olympic Movement even want to be real anymore if, in fact, the Olympic sports industry's requirement of Games at any cost is going to dominate?

### *Do you think those in power felt the contradiction?*

Some of course are quite torn. But in the end, they feel their duty to the athletes to have an Olympic Games, and they have a climate where the citizens in increasing numbers of cities don't want the Olympic Games anymore. The choices are narrower and narrower. In the case of Sochi, or in Beijing, they've had to deal with authoritarian regimes that are not going to brook public criticism. So while one sympathizes with their position, and empathizes with their concern for the athletes, and wants the Olympic Games to continue—if you believe that the world would be a more dangerous place without them—are we going to continue to violate all of the central principles of the Olympic Movement? That's the great tension going on at the moment.

### *Is there a particular event you're going to pay attention to in Paris this summer?*

For me it's always the rituals. I love sport, but it's pretty much the same everywhere. The rituals are so interesting for their common protocol, but also because of the ability for local culture and artists to vary it in terms of their own values and conceptions. There is going to be an experiment that I'll be keen to watch. Instead of the usual procession of the nations into the opening ceremony within the main stadium, the delegations are going to come down the Seine on barges, one after the other for several miles, disembark near the Eiffel Tower, and reassemble for the final aspects of the protocol.





You right away can see, wow, this is spectacle, with all the extra views of Paris and the athletes likely having fun on these barges. You can see the attraction for the designers. But the challenge for ritual is, are you going to turn a procession into a parade of floats? Something that is quasi-sacred with respect to national anthems, national flags, and national symbols, including the athletes themselves? Will that have the same moral and emotional impact, even while it's going to probably be prettier and more fun? That will be hugely interesting for somebody interested in the relations between festival and ritual.

***Turning to your work in MAPSS, what did you seek to change when you became the director and what did you want to preserve?***

The main features have been there since the late 1930s and through the 1940s: It's interdisciplinary; as a student you're in the Division of the Social Sciences, not a department; it's a one-year program; students take regular doctoral courses; it has a core course that all students must take, regardless of their research interests. And you have to produce a faculty-supervised research thesis. All of that has been there from the beginning.

When I came in, Don Levine, AB'50, AM'54, PhD'57, had provided Perspectives, a brilliant core course, by taking a model from the Social Sciences Core in the College but making it appropriate for graduate students by teaching the materials as research perspectives. [Professor emeritus of African history, African studies, and the College] **Ralph Austen** and I only had to fine-tune as we went along. To me, the most important innovation that we made was assembling a team over the years of brilliant Student Services people and doctoral graduate students who served as our preceptors, the students' main advisers. I was free to choose preceptors who were people with real teaching vocations and who had interesting lives outside the academy. Therefore we supported all students, regardless of whether they were heading toward doctoral work or into career positions outside the academy.

***What did you enjoy most about running MAPSS?***

The freedom to build on the basis of things that I stand for—that is to say, teaching that is adapted to the students' trajectory, history, and goals. It becomes harder to maintain if your program gets bigger and bigger. But the preceptor group model really helped. No matter how big the overall program was, you had an intimate group of 20 people you went through the whole program with who shared your general disciplinary research interests. I loved building the

staff and being effective together. And I liked fighting the battles for students to make sure nobody was discriminating against them because they were in the Social Sciences Division, not in any one department. I was independent enough to be able to take on anybody who was going to suggest that master's students didn't belong. I liked the fight.

***How do you feel about receiving the Norman Maclean Faculty Award from your former students?***

It's such an enormously prestigious award. It's so meaningful. I once talked about teaching with Norman Maclean, PhD'40, and among my own valued mentors are six other acclaimed winners. So there's a lineage effect here. I was just thrilled and really, really honored.

***You made such an impression on so many alumni that you're receiving this award, you also ran a degree program—all while attending 16 Olympics and producing field-defining research. How did you balance all of this?***

Balance would not be the right word. Just by being a passionate person, I suppose. I've always been passionately curious about individual lives, including the lives of my students, maybe especially so because of the responsibilities that come with being a faculty member. I've always been fascinated with what social matrices and chance occurrences have led students to be here, in this classroom or in my office hours. In some of my College courses, I've required office hours so I can have these conversations. In MAPSS, each instructor, all the preceptors, and all the staff had ready to hand what we called "the bible," which contained all the information we had about each student in the program. So if you had an appointment with a student, you could refresh your memory. We wanted you to know that we were talking to *you*, not to a generic student. I know that students grow to appreciate this, if they get that you're trying to relate to them as more than classroom performers.

But the main point for me was always to help them become more reflective about their lives and trajectories. I wanted them to really come into their own educations, to come to possess what I call an owned intellectual autobiography, not just a transcript. I took these courses, but how did I come to value this idea? What ideas made no sense to me that I rejected? And what does this have to do with where I come from, with who I am, with my educational capital, with my career? That's education to me. ♦



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RELIGION

# SACRED SCHOLARSHIP

*Two new courses illustrate how the Divinity School  
is broadening its scope to include more world religions.*

BY CARRIE GOLUS, AB'91, AM'93

Photography by Anthony Arciero



Near the heart of the main quads, the Swift Hall Cloister Garden sometimes provides a plein air classroom, sometimes a needed moment of Zen.







**T**he list of people who died in February begins in 1924.

Rev. Todd Tsuchiya of the Midwest Buddhist Temple slowly reads their names aloud. He's accompanied by somber, beautiful piano music—an improvised version of “Nadame,” a *gatha*, or hymn, used at funerals and memorial services—played by jazz pianist Bob Sutter. At the sound of each name, family members and friends of the deceased line up to add a pinch of incense to the burner.

It's the first Sunday of February, the temple's monthly memorial service. **Stephan Licha**, assis-

tant professor in the Divinity School and affiliated faculty with the Center for East Asian Studies, sits near the front of the room, surrounded by his students. The visit to the temple is the first of three field trips for his course *The Globalization of Japanese Religions*.

“*Oshoko*, or the offering of incense, represents the acceptance of transiency and fulfillment in life,” explains the “Buddhist etiquette” page on the temple's website. For those new to Shin Buddhism, the page gives explicit instructions: Stop two steps back from the table and bow. Beginning with your left foot, step up to the table. With your right hand, take a pinch of incense and drop it in. Then put your hands in *gassho*—prayer position—

Opposite: The figure of Amida Buddha occupies the central position of the Midwest Buddhist Temple's altar. Below: Stephan Licha (standing) introduces the UChicago group—which includes other Divinity School faculty as well as students—to the temple community.

and bow. As a visual example, there's a photo of an elderly man, incense in his right hand, a cane in his left.

In class the previous week, Divinity School student **Joe Troderman** gave a presentation on Shin Buddhism, which was brought to the United States by Japanese immigrants: "lots of farmers looking for new opportunities" who settled in California. Founded by Shinran Shonin (1173–1263), Shin Buddhism—unlike many forms of Buddhism—rejects monasticism. Priests can be married. Families worship together.

As Reverend Tsuchiya reads down the list of Japanese names, there's a noticeable change beginning with those who died in the mid-1950s: more and more American first names. Roy, Frank, Phyllis, Harry, Doris—names not common today but popular around World War II.

The story of the Midwest Buddhist Temple—which began in 1944 as the Midwest Buddhist Church—is inseparable from the history of World War II and Japanese internment. The Japanese community in Chicago dates from this era, when former detainees resettled here.

Under pressure to assimilate to American culture, Japanese Buddhists adopted a number of religious practices from Christianity: Sunday morning worship. Pews rather than floor cush-

ions or mats. A service—songs, readings, and a dharma talk (akin to a sermon) about halfway through—that borrows from Christian practices. There's also chanting in Japanese, but with each generation, fewer and fewer members of the community speak the language.

After the service, the UChicago group joins the community for an assemble-your-own soup bar in the temple's basement. (You can choose chicken, tofu, Spam, vegetables, pickled vegetables, noodles or rice, and miso or chicken broth.)

Chatting over soup, the temple's recently retired minister, Rev. Ron Miyamura, speaks ruefully of his own struggle with Japanese. When he went to Japan in 1970 for three years of religious training, he thought it would be easy to pick up the language, because he was "young and dumb," he says. By the third year, "I kind of understood." The younger generation, Licha explains later, can do all of their religious training and even their ordination in the United States.

"While the temple has roots in Japanese-American culture," the history page of its website states, "MBT enjoys a growing diversity." Just one example: a member named Cynthia who grew curious about Buddhism after reading Hermann Hesse's novel *Siddhartha* in the 1970s.



Photography by Jason Smith



**W**hen Licha was growing up in Innsbruck, Austria, he had a public school religion teacher—a lapsed Jesuit—who got him interested in Buddhism. So did the early 1970s TV show *Kung Fu* (which he watched dubbed in German), starring David Carradine as a Buddhist monk. At 18, Licha was ordained a Buddhist priest.

By his late 20s, he had suffered “in Christian terms, what you could call a crisis of faith,” he says. He turned instead to the academic study of Buddhism, earning a PhD at the University of London’s SOAS in 2012, followed by postdoctoral work at Waseda University and the University of Tokyo.

Licha came to UChicago in 2023. His course The Globalization of Japanese Religions—the Divinity School’s first-ever on this topic—covers Buddhism, Christianity, Shinto, and more.

On the Tuesday after the temple field trip, the readings include “The Beginning of Heaven and Earth.” The story seems unfamiliar at first ... then uncannily familiar and unfamiliar at the same time.

*In the beginning Deusu was worshiped as Lord of Heaven and Earth... Deusu has two hundred ranks and forty-two forms, and divided the light that was originally one, and made the Sun Heaven, and twelve other heavens. ... Deusu then created the sun, the moon, and the stars, and called into being tens of thousands of anjo just by thinking of them. ...*

*One day while Maruya was reading a book, words appeared mysteriously on the page to announce that the Lord was presently to descend from heaven. ... Kneeling before the Biruzen Santa Maruya, the anjo said, “The Lord of Heaven is due to descend to earth, so please let us use your young and fresh body for the purpose.”*

It’s one of the few texts from the Kakure Kirishitan tradition in Japan, “an indigenous form of Christianity,” as Licha calls it.

Christianity first came to Japan “by accident,” he tells the class, when a Portuguese trading ship on the way to China wrecked off the coast in 1543. Jesuit missionaries arrived soon afterward, and at first were welcomed: “The Japanese thought the Jesuits were just a really weird kind of Buddhists.”

The confusion originated partly from a translation mistake. It took some trial and error to find

the best Japanese word for “God” in the Christian sense. The Jesuits “were using all kinds of different terms, including ‘Dainichi,’ which is actually the name of a Buddha,” Licha says. Eventually they settled on a version of the Latin word “deus.”

In the 17th century, the missionaries were expelled, and Christians persecuted. During this period, when Christianity was practiced in secret and orally transmitted, the beliefs of the Kakure Kirishitan, or Hidden Christians, took form.

By the mid-1800s, when Christianity was no longer outlawed, missionaries returned. Some of the underground Christians returned to the Catholic Church. But some clung to their unorthodox beliefs, for which they had suffered such persecution.

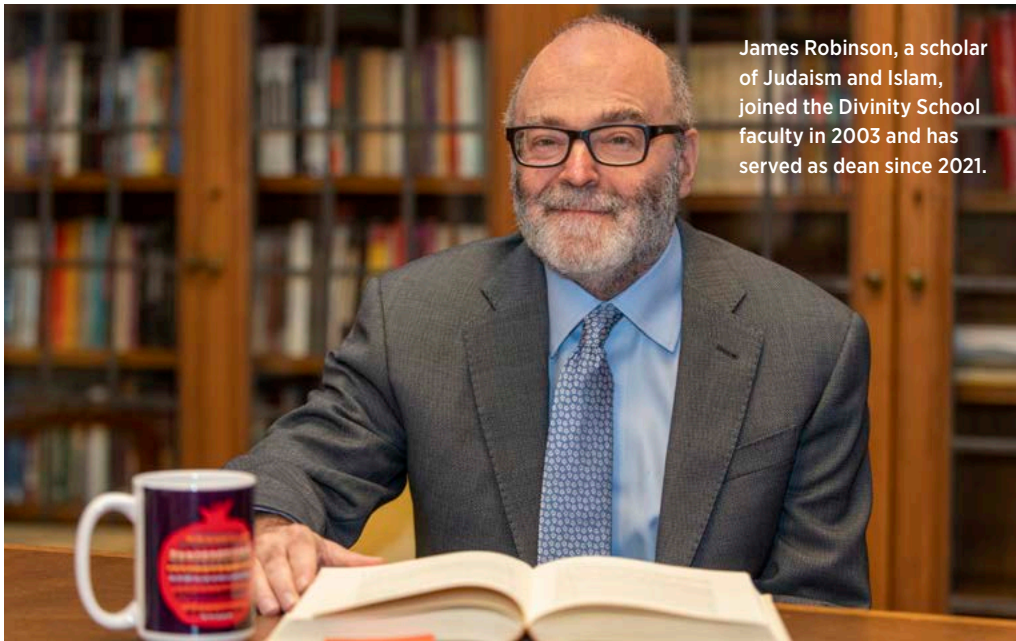
Small numbers of Kakure Kirishitan survive in Japan today, and “their traditions are still very much surrounded by secrecy,” Licha says.

**THE STORY SEEMS UNFAMILIAR AT FIRST ... THEN UNCANNILY FAMILIAR AND UNFAMILIAR AT THE SAME TIME.**

He shares an anecdote: Someone he knew in graduate school spent months gaining the trust of a Kakure Kirishitan community. One day an elderly man leaned over and whispered a “secret” prayer in her ear: the very famous, not at all secret, *Kyrie Eleison* (Lord, have mercy).

The second wave of Christian missionaries included not just Catholics, but also Protestants from all different denominations. In response to the contradictory teachings, some Japanese formed their own indigenous Christian groups: the Nonchurch Movement, Christ Heart Church, Living Christ One Ear of Wheat Church.

It’s like “the mirror image” of Buddhism in the United States, Licha says. A student at the front nods. Licha’s take: in Japan, Christianity has been transformed into a Japanese religion—just as in



James Robinson, a scholar of Judaism and Islam, joined the Divinity School faculty in 2003 and has served as dean since 2021.

America, Buddhism has become an American one.

American Buddhists and Japanese Christians face “a similar problem,” Licha explains in a later interview: “A nonmatching religious identity.” As a result, “just as the Buddhists in America start to evolve new forms of Buddhism, so the Christians in Japan start to evolve new forms of Christianity.”

**W**hen John D. Rockefeller gave the original endowment of \$1 million to found the University, he earmarked \$200,000 (\$6.8 million in 2024) for the Divinity School, says **James Robinson**, the Nathan Cummings Professor of Jewish Studies, who has served as dean since 2021. “Not a seminary but a divinity school,” he says, “focused on the critical study of religion.”

The Div School may be one of the oldest constituent parts of the University—and will mark the centenary of Swift Hall in 2026—but it’s nonetheless widely misunderstood. At meetings with University members whom he is too diplomatic to name, Robinson has been asked if he would like to open with a prayer. Over the years, he has developed stock answers to the questions and quips he hears again and again.

**Q.** “Are there atheists at the Divinity School?”

**A.** “That might be a requirement to begin the academic study of religion.”

**Q.** “What do you do over there—do you divine?”

**A.** “We live near a lake. So it’s really not that hard to find water.”

To be fair, the Div School is complicated. True, it offers coursework in the critical study of religion for students at all levels, undergraduate through PhD. At the doctoral level, students can choose among 11 tracks, including anthropology and sociology of religions, history of Christianity, history of Judaism, Islamic studies, and religions in the Americas. The critical study of religion is an inherently interdisciplinary field, encompassing history, art history, literary criticism, anthropology, and more. The Divinity School’s faculty, who often have joint appointments in other departments, reflect that.

But there is also a master of divinity program focused on practical training, which includes such courses as Arts of Religious Leadership and Practice: Spiritual Care and Counseling (read more at [mag.uchicago.edu/lindner](http://mag.uchicago.edu/lindner)). The Div School does not ordain; MDiv alumni who want to become ministers must pursue that elsewhere. The MDiv is not just for aspiring ministers or chaplains, either. One student, who has a background in community organizing, considers Marxism to be his tradition.

Rockefeller was a devout Baptist, as was UChicago’s first president, William Rainey Harper, a scholar of Hebrew. The school itself was never Baptist; “it just was a divinity school,” says Robinson, “and divinity schools were Protestant.”

That began to change under Jerald Brauer, PhD’48, who served as dean from 1955 to 1970. Brauer hired Mircea Eliade, a preeminent historian of religions as well as an author of novels and short stories. He also hired Jonathan Z. Smith, “who be-



came one of the most famous figures at the University,” Robinson says. “He took history of religions to a different level.” History of religions, which pre-dates Brauer, “was created as sort of a clearinghouse for everything that wasn’t Christianity.”

The trend continued under subsequent deans. Hindu scholar **Wendy Doniger** joined the faculty in 1978. Three scholars in Jewish studies followed, starting in the 1990s: **Michael Fishbane** (1991), Joel Kraemer (1993), and **Paul Mendes-Flohr** (2000). Robinson himself, a historian of Judaism and Islam, was hired in 2003 when Kraemer retired.

As of 2000, doctoral students could focus on Buddhism, Hinduism, Islam, Judaism, “the nature of religion itself as a category,” Robinson says, “and then, of course, a full range of things related to Christianity—Christian art, history of Christianity, ethics, theology, philosophy.” Scholars of Christianity remain the largest segment of the faculty: 19 out of 33. But that 19 includes faculty with interests in less-studied areas. **Angie Heo**, for example, works on Coptic Christianity in Egypt. **Karin Krause**, a scholar in Byzantine studies, focuses on material culture.

The wood-paneled dean’s office, “for what it’s worth,” says Robinson, “used to be very gray and brown.” Now it’s layered with colorful artwork chosen “to reflect the complicated nature of the school.” There’s a statue of Ganesha. A Hebrew amulet. An image of the cat-headed Egyptian goddess Bastet. A massive crucifix—a replica of a processional cross from the 14th century—discovered languishing in a third-floor closet at Swift Hall: “Isn’t it beautiful?”

**T**he course that Karin Krause is teaching during Winter Quarter, *Africa’s Byzantine Heritage*, includes a field trip too. But this field trip is turned up to eleven: a mandatory, fully funded weekend visit to New York City. She’s taking her students to see the groundbreaking exhibition *Africa & Byzantium* at the Metropolitan Museum of Art.

“Art history has long emphasized the glories of the Byzantine Empire (circa 330–1453),” reads the Met’s description of the show. “Less known are the profound artistic contributions of North Africa, Egypt, Nubia, Ethiopia, and other power-



ful African kingdoms whose pivotal interactions with Byzantium had a lasting impact on the Mediterranean world.”

When Krause, associate professor of Byzantine art and religious culture, heard about *Africa & Byzantium* a year ago, she applied for, and won, a Curricular Innovation and Undergraduate Research grant from the College. Because of that, only undergrads could enroll.

It’s the seventh week of Winter Quarter—the last week before the much-anticipated trip—and Krause is showing her students a slide of three coins they will see at the Met. The coins come from Aksum, capital city of the Kingdom of Aksum, which overlaps present-day Eritrea, northern Ethiopia, southern Yemen, eastern Sudan, and much of Djibouti.

It’s the earliest known example of a cross used on coinage—“much earlier than in the Byzantine Empire further north,” Krause points out. The Aksumite Kingdom was one of the first Christian nations, she explains; its leader converted in the fourth century. The coins feature Greek let-

A portrait of the evangelist Mark from the Garima Gospels, one of the oldest known Christian illuminated manuscripts.

tering, though Greek was not commonly spoken, indicating that the Aksumite Kingdom “looked for inspiration in Byzantine coins.”

Interesting as they are, the coins are not the most astonishing artifacts discussed in Krause’s lecture today. That distinction goes to the Garima Gospels, two illuminated manuscripts from the Monastery of Abuna Garima in Ethiopia. Dating to the sixth century, the books contain some of the earliest known portraits of Matthew, Mark, Luke, and John, authors of the four canonical gospel accounts of the life of Jesus.

The Garima Gospels were “discovered” by an English artist, Beatrice Playne, in 1948. Women are not allowed in the monastery, but the obliging monks brought the volumes outside for Playne to view. Jules Leroy, a renowned French scholar, published the first article on them in 1960.

Sadly (or happily, depending on your viewpoint), the students will not see the Garima Gospels in New York, because the books have never left the monastery. In 2006 the Ethiopian Heritage Fund sent an English bookbinder to Ethiopia

**SADLY (OR HAPPILY, DEPENDING ON YOUR VIEWPOINT), THE STUDENTS WILL NOT SEE THE GARIMA GOSPELS IN NEW YORK, BECAUSE THE BOOKS HAVE NEVER LEFT THE MONASTERY.**

to painstakingly repair them. The gospels, which are still in use by the monks, are now housed in a small museum on the monastery grounds.

The text is written in Geez, which is no longer spoken but is used as a liturgical language—parallel to Coptic, which was covered the week before. “I really like the writing. It’s very beautiful,” Krause says. “Very graphic.” Geez is a Semitic

language like Hebrew and Arabic, she points out, but unlike most Semitic languages, it’s written left to right.

Because the language is less commonly taught, the Garima Gospels are understudied. It wouldn’t be that hard to learn “at least the basics,” Krause says, if anyone in the class “would like to join that small group of scholars who are experts in Ethiopian manuscripts.”

She ends the class with an exhortation to her students: “At this university, for instance, there seems to be a certain canon of texts that are studied over and over again,” she says. Instead, students should consider giving “more attention” to texts that are “more remote.”

**A**fter seven weeks of intensive study and preparation, the field trip is finally here.

On Friday at 8 a.m., Krause, course assistant **Kate Goza**, AM’22, and their students depart for New York City. The schedule for the weekend: four hours in the museum on Friday, followed by an Ethiopian dinner. Eight hours in the museum on Saturday (“with two or three breaks,” Krause says, since they will be standing the entire time). Then another four hours on Sunday.

The exhibition space, they discover, is dark, with wallpaper chosen to “evoke a temple setting” (as a student describes it in his reflection paper), with “subtle, golden accent walls and two-dimensional evocations of columns.” The space conveys “the same sacredness as the original artists sought to imbue into the work.”

The atmosphere is “distinctly church-like,” another student agrees. She notices this especially “when others would raise their voices, which, to me, felt wrong in the space.”

Each student takes a turn delivering a talk—topics include mosaics, icons, manuscripts, spiritual objects, and more—similar to their oral presentations earlier in the quarter. Krause studies material culture, and her course attracted art history majors as well as religious studies majors. But there are also students who had no art history background. Others came in knowing nothing about Christianity.

Giving a talk in a crowded museum, the students quickly discover, is not as simple as in Swift Hall. Those who picked mosaics, displayed on the





Krause (at right in bottom photo) and her College students spent 16 hours in the *Africa & Byzantium* exhibition over a single weekend.

by its expert craftsmanship and beauty”), but also its damaged state. In person she could see how someone had “pried the chest open and destroyed much of the object.”

The group also discusses the ethics of what they’re looking at—and maybe should not be looking at. “Not much is known about healing scrolls because many owners did not want to give theirs away,” one student notes in their response paper. “Indeed, most people kept their scrolls on their person at all times. It is very unlikely that the owner

walls, have an easier time. The students whose artifacts are in the center of the room tend to create a logjam. They also draw eavesdroppers. One museumgoer could not resist participating: “While I cannot fault him for being interested,” the student presenter wrote in their response paper, “he was a little distracting.”

Seeing the artifacts in person is a revelation. The Ethiopian healing scrolls were intended to be worn, and that’s evident from their condition. Manuscripts have signs of wear and notes in the margins. Heartbreakingly, some artifacts show evidence, as one student observes, of “poor conservation practices and destructive treatment.”

Another student is surprised by a bridal chest from Nubia: its large size, its lock (“I was struck

of the scroll would approve of their healing scroll being presented at a museum.”

The schedule allows for two hours of free time before flying back to Chicago on Sunday: Krause wanted students to be able to explore the rest of the museum or see a bit of New York.

Sitting in the Met’s café, taking a break after an intense and exhausting weekend, Krause gets a text from a colleague who also studies Byzantine art.

She’s seeing the show herself, and has just encountered some of Krause’s students. (Why spend just 16 hours in an exhibition when they could spend 18?) She was so surprised to hear young people discussing the rare artifacts with such knowledge and authority, she could not resist asking them who they were. ♦

# PEER REVIEW

WHAT ALUMNI ARE THINKING AND DOING

## BAT MEN

J. Kyle Anderson, SB'28, namesake of today's varsity baseball field, was the team's head coach from 1935 to 1971. After playing baseball and football at UChicago, Anderson spent a year with the Pittsburgh Pirates—including six weeks in the majors—before returning to UChicago to coach.

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# CITY OF BIG SANDWICHES

*A whirlwind tour of Chicago street food—and why it matters.*

BY DAVID HAMMOND, AM'75

It's late winter, 2021, and I'm waiting for a Sweet Steak sandwich in the small, dimly lit Home of the Hoagy, packed with some two dozen hungry people standing quietly, sometimes sharing pleasantries. The predominant sound is the dull thumping of a meat cleaver in the kitchen. We wait 90 minutes (!) for a hoagie bun filled with hand-chopped beef, cheese, tomato slices, sweet and/or hot peppers, and relish. It's all drenched in mild sauce, the barbecue sauce/ketchup combo that's standard at places like Harold's Chicken on the West and South Sides but generally unknown on the North Side.

The Sweet Steak—or Sweet Steak Supreme—was first served by Ed Perkins at Taurus Flavors in 1971. According to Ed Perkins II, “My dad would go to Philly all the time. ... He tried hoagies and Philly cheesesteaks, ... but he had to come up with a version [of the Philly] that people here in Chicago would like.”

One way Perkins modified the sandwich to appeal to the local community was to add the mild sauce. The sandwich was a huge hit. At one point, according to the *Chicago Crusader*, there were 13 Taurus Flavors locations on the South Side. Now Taurus Flavors is no more, and those who crave the remembered taste of this unique sandwich must go to Home of the Hoagy or one of the other three places that still sell Sweet Steak.

It's a cliché to talk about Chicago as a food mecca, and such hackneyed praise is usually given in reference to

North Side restaurants with James Beard recognition and Michelin stars. But street food, served by mom-and-pop vendors throughout the city, can be just as satisfying and creative, and it's usually more reflective of the culture that gave birth to it than any food served on a white tablecloth.

Anthony Bourdain called the Mother-in-Law “perhaps the greatest, most uniquely Chicago food invention.” This strange sandwich is found at several locations, including Fat Johnnie's Famous Red Hots in Marquette Park. It's a poppy seed bun with a Chicago corn roll tamale inside, slathered in chili, dressed like a Chicago Hot Dog, with sport peppers, blue-green relish, and so on. It may have originated south of the border; I had a similar sandwich in Mexico City, where it's called the *guajolota*, and it's possible this sandwich concept, like the Chicago corn roll tamale, was inspired by Mexican immigrants.

Honestly, this is not, to my taste buds, an awesome bite, but Fat Johnnie's has been serving Mothers-in-Law

for 50 years; it has its fans. Alas, the counterman squished my last Mother-in-Law while wrapping it, making it a soggy mess. I posted a photo on Facebook and a former client of mine, who grew up in Marquette Park, pronounced it a “thing of beauty.” With some of these sandwiches, to know them is to love them. If you don't know them, they seem just weird.

If you're wondering about the name, well, the joke is that it, too, will give you indigestion (apologies to mothers-in-law everywhere).

The creation of the Mother-in-Law was probably driven by the urge to make something novel with the humble ingredients on hand at old-timey hot dog stands, pushcarts, and sandwich shops. Same goes for the Jim Shoe (also known as the Gym Shoe), available at places like Avalon Park's Stony Sub. Legend has it a stoner rolled up late one night and asked for a lot of meat, adding something like, “I'm so hungry, you can just throw the meat on a gym shoe, and I'd eat it.” So, the Jim Shoe was invented, a sandwich of corned beef, gyro meat, and roast beef, with giardiniera, lettuce, tomatoes, and a tzatziki-like sauce.

There's a certain joyful disregard for convention in these culinary creations, and the Jim Shoe is a good bite. You'll find it only on the South Side, and like the Sweet Steak Sandwich, it reflects the continuing racial divide in Chicago, with distinctly different food cultures on the South and North Sides—some original creations, others loosely inspired by

**Anthony Bourdain called the Mother-in-Law “perhaps the greatest, most uniquely Chicago food invention.”**



The Chicago Hot Dog, likely born at Maxwell Street Market, is a culinary journey through the city's rich immigrant history.

foods that immigrants remember from their homelands.

Abdul Wajid, owner of Southtown Sub, says he believes the Jim Shoe may have originated in Pakistan, perhaps by someone from his hometown of Karachi. The meat and peppers are chopped on the griddle in an onomatopoeically named Karachi street food style called *katakat*. “Katakat,” says Wajid, “is famous in my country.”

Many Chicago original foods are born of the immigrant experience, though what arrivals to this country created had little resemblance to any foods from their home countries. The Italian Beef sandwich, a powerful signifier of Chicago original food, is nowhere to be seen in Italy. Chris Pacelli Jr.’s family started Al’s #1 Italian Beef in Little Italy in 1938. He explained the beef sandwich was originally offered at “peanut weddings”—when there wasn’t much money (“peanuts”) for the wedding reception, beef, bread, and a lot of gravy could make many substantial sandwiches. According to Pacelli, his uncle Al Ferreri made the sandwiches as a front for a gambling operation, though he soon went legit and started his own place.

In the 1970s, Juan Figueroa was one of many Puerto Ricans to arrive in Humboldt Park, where he opened Borinquen. Figueroa served his own creation, the Jibarito, two fried plantain slices cradling griddled beef, lettuce, and tomato. “It’s about layers of flavors,” Figueroa once said, and his undeniably tasty sandwich can now be enjoyed at multiple locations.

The Chicago sandwich with the most renown is probably the Chicago Hot Dog, a juicy sausage with piquant condiments and dragged-through-the-garden color. The Chicago Hot Dog was likely born at Chicago’s Maxwell Street Market, which started up in the 1870s in a neighborhood that was home to many European immigrants. It’s still open every Sunday and Friday. Chicago food historian Bruce Kraig explains that the Chicago Hot Dog is a cross-cultural mash-up, with sausage from German immigrants and poppy seed buns and pickles from Jewish Eastern Europeans; the tomatoes and onions might have been a contribution of Maxwell Street’s Greek and Italian produce vendors, and peppers probably came north via the railroad from Mexico, built in the 1870s.

Here and abroad, many restaurants offer exceptionally high-quality versions of relatively uniform international cuisine: gorgeous and glistening sushi rolls and many variations on foie gras, none of which anyone in their right minds would complain about. But, alas, these high-end foods usually do not reflect local culture and history. For that, look to street-side vendors and eat the simply delicious foods enjoyed in those humble spots by thousands every day. There are times when I’ve tucked into a multicourse tasting menu and wished, instead, that I were getting ready to bite into a Chicago Hot Dog. Or two. ♦

**David Hammond, AM’75, is coauthor of *Made in Chicago: Stories Behind 30 Great Hometown Bites* (3 Fields Books/University of Illinois Press, 2023) and dining/drinking editor at *Newcity/Chicago* magazine. He has written about food for the *Chicago Tribune*, the *Chicago Sun-Times*, and *National Geographic*, as well as in books including *Street Food Around the World: An Encyclopedia of Food and Culture* (ABC-CLIO, 2013) and *The Chicago Food Encyclopedia* (University of Illinois Press, 2017).**



## NOTES

### A SELECTION OF ALUMNI WHOSE NAMES ARE IN THE NEWS

#### KNIGHT OF ILLUMINATIONS

**Sandra Hindman**, AB'66, has been named a Chevalière de l'Ordre des Arts et des Lettres (Knight of the Order of Arts and Letters) by the minister of culture of the French Republic. The award recognizes those who "have contributed significantly to furthering the arts and culture in France and throughout the world." Professor emerita of art history at Northwestern, Hindman is an expert in medieval and Renaissance manuscript illumination and has published numerous books and articles on early manuscripts and printing, the history of collecting, and historic jewelry. In 1991 she founded Les Enluminures, an antique manuscript and jewelry gallery with locations in Paris, Chicago, and New York.

#### IMMUNOLOGY FELLOW

In March **Michael Edidin**, SB'60, was recognized as a Distinguished Fellow of the American Association of Immunologists (AAI). The award recognizes active long-term AAI members for their contributions to research, teaching, and/or the professional immunology community. Professor emeritus of biology at Johns Hopkins University and an AAI member since 1977, Edidin has advanced the fields of biophysics and immunotherapy, specifically aiding our understanding of the structural function of cell membranes.

#### CROWNING HONOR

In January **Barry H. Rumack**, SB'64, received the Prince Mahidol Award. Presented annually by the Prince Mahidol Award Foundation, an organization with the patronage of the Thai royal family, the honor recognizes two individuals, one in medicine and one in public health, whose research advances medical treatment internationally. Rumack's contributions to public health research include developing tools now widely used to diagnose and treat paracetamol (acetaminophen) toxicity and founding the Poisindex digital database.



#### SLEEPING GIANTS

Journalist **Kenneth Miller's** *Mapping the Darkness: The Visionary Scientists Who Unlocked the Mysteries of Sleep* (Hachette), published in October, is a history of sleep research in the United States. It is also, in part, a history of the University of Chicago—where **Nathaniel Kleitman**, PhD 1923, established the world's first sleep laboratory in 1925. Kleitman made national headlines in 1938 after spending a month with a research assistant in Kentucky's Mammoth Cave to study sleep cycles in the absence of sunlight and other temporal cues (pictured). Two decades later, with his student **Eugene Aserinsky**, PhD'53, Kleitman discovered rapid eye movement (REM) sleep. Another Kleitman graduate student, **William C. Dement**, MD'55, PhD'58, went on to do foundational work on sleep cycles, dreams, and sleep disorders. Miller tells how these scientists and others made sleep research into the wide-ranging field it is today.

Rumack is professor emeritus of emergency medicine and pediatrics at the University of Colorado School of Medicine.

#### AMERICAN ART CHAIR

**Robert C. Davidson Jr.**, MBA'69, was appointed chair of the Smithsonian American Art Museum's board of commissioners for a four-year term. A member of the board since 2016 and past chair of its collection committee, he is the first African American chair of commissioners in the museum's history. Davidson is the founder as well as former chair and CEO of the manufacturing company Surface Protection Industries. A dedicated philanthropist and collector of African American art, Davidson is affiliated with several boards, including the Council on Chicago Booth.

#### COMMUNITY BANKER

In November **Alexander Ruder**, MPP'07, received the Federal Reserve System's Janet L. Yellen Award for Excellence in Community Development. A director and principal adviser in the Federal Reserve Bank of Atlanta's community and economic development department, Ruder was honored for his work on researching and mitigating "benefits cliffs." In these scenarios, low-income workers earn just enough to become ineligible for public benefits (e.g., Supplemental Nutrition Assistance Program, Medicaid), and thus become financially worse off than before. Ruder and colleagues have developed career planning tools that help workers avoid benefits cliffs and help businesses retain talent and support employees' advancement.—*Chandler A. Calderon*

# RELEASES

## ALUMNI BOOKS, FILMS, AND RECORDINGS



### **WORK FLOWS: STALINIST LIQUIDS IN RUSSIAN LABOR CULTURE**

**By Maya Vinokour, LAB'04, AB'08; Northern Illinois University Press, an imprint of Cornell University Press, 2024**

During the mass collectivization in the 1920s and '30s Soviet Union, references to bodily fluids and metaphorically flowing energy proliferated in Stalinist texts. Similar language was used before the Russian Revolution, **Maya Vinokour** says, but its ubiquity in Stalinist texts ushered in a new conception of labor as a channeling of the body's resources into production. Vinokour argues that this language of liquidity is part of a larger 20th- and 21st-century trend characterizing the post-Soviet "managed democracy" and the work culture of today's neoliberal West.

### **MICROAGGRESSIONS IN MEDICINE**

**By Lauren Freeman, AM'02, and Heather Stewart; Oxford University Press, 2024**

Microaggressions are subtle behaviors or environmental factors that, though often unintentional, reinforce biases and harm members of marginalized groups. In health care contexts, they can cause lasting harm to patients. **Lauren Freeman** and Heather Stewart introduce health care providers to the concept and offer strategies to prevent these incidents. They also help patients understand their experiences

of microaggressions. Reducing microaggressions, the authors argue, can increase health equity.

### **IN THE SHADOW OF LIBERTY: THE INVISIBLE HISTORY OF IMMIGRANT DETENTION IN THE UNITED STATES**

**By Ana Raquel Minian, AB'05; Viking, 2024**

The inhumane treatment of immigrant detainees came to the forefront of public attention under the Trump administration's zero-tolerance policy, but immigrant detention in the United States is far from new. **Ana Raquel Minian's** history of immigration begins in the 1800s. Structured around the stories of four people who entered the US during pivotal moments in immigration policymaking, the book traces shifting policy priorities as well as the intensified stripping of immigrants' rights since the 1980s. Minian shows how this system affects individual lives and makes the case for a more humane alternative, such as a parole-based system.

### **BETTER HEALTH ECONOMICS: AN INTRODUCTION FOR EVERYONE**

**By Tal Gross, AB'03, and Matthew J. Notowidigdo; University of Chicago Press, 2024**

The economic forces governing the US health care system are complex. **Tal Gross** and **Matthew J. Notowidigdo**,

the David McDaniel Keller Professor of Economics at Chicago Booth, provide a conversational introduction to health economics, covering topics including insurance and pharmaceutical development. The authors also show how health economics interacts with related fields like medicine and public health to address issues that markets alone can't explain, like the social determinants of health.

### **THE CONCEIVABLE FUTURE: PLANNING FAMILIES AND TAKING ACTION IN THE AGE OF CLIMATE CHANGE**

**By Meghan Elizabeth Kallman, AM'09, and Josephine Ferorelli, AB'05; Rowman & Littlefield, 2024**

Discussions of climate change and reproduction often center on the idea that having fewer children is necessary to reduce carbon emissions. **Meghan Elizabeth Kallman** and **Josephine Ferorelli** argue that this narrative frames the climate crisis as the result of individual actions and is often used to blame people of color, poor people, and those in developing countries. Drawing on public health research and diverse testimony, the authors outline the climate and policy threats to reproductive health and provide steps to approach them through collective action.—*Chandler A. Calderon*

For additional alumni book releases, use the link to the *Magazine's* Goodreads bookshelf at [mag.uchicago.edu/alumni-books](https://mag.uchicago.edu/alumni-books).



# UCHICAGO ALUMNI AWARDS



The *Magazine* is delighted to present the 2024 Alumni Award recipients. A celebration of their achievements is planned for Alumni Weekend, May 16–19, 2024.

## ALUMNI MEDAL

For achievement of an exceptional nature in any field, vocational or voluntary, covering an entire career



**ANDREA M. GHEZ, LAB'83**  
*Lauren B. Leightman and Arthur E. Levine Chair in Astrophysics at UCLA, 2020 Nobelist*  
“Her impact on astronomy, and on science in general, extends far beyond the confines of the research laboratory. Within our

profession, she has been an active contributor to advancing and planning the agenda for astronomy and astrophysics in the future. Beyond the profession, she is an inspired teacher and public lecturer, who has freely given her time to share her scientific insights, experiences, and advice with students and the public at large. I have witnessed firsthand the power that such a successful and approachable female scientist can carry for inspiring other, especially younger, women to follow in her footsteps.”



**CLAUDIA GOLDIN, AM'69, PHD'72**  
*Henry Lee Professor of Economics at Harvard University and codirector of the Gender in the Economy working group at the National Bureau of Economic Research, 2023 Nobelist*

“Claudia Goldin embodies the spirit of lifelong learning that defines Chicago, tirelessly and enthusiastically embracing efforts to dissect and shed light on puzzle pieces of our economic history and why they matter today. Her pioneering research has drawn attention to, and deepened society’s understanding of, important and wide-ranging topics like the economics of emancipation, the importance of education and human capital, the changing role of women in the US economy, and economic inequality. She has made an indelible impact that spans well beyond the field of economics.”

## PROFESSIONAL ACHIEVEMENT AWARD

For outstanding achievement in any professional field



**CLIFFORD Y. KO, AB'87, SM'89, MD'91**

*Vice chair of surgery, chief of colorectal surgery, and Robert and Kelly Day Professor of Surgery at the David Geffen School of Medicine at UCLA*  
“He has achieved more in his

career than most would hope to accomplish—as a researcher, educator, innovator, and leader. He has impactfully contributed to advancing the evaluation, research, improvement, and quality of care in the surgical community in this country and worldwide. He often credits attending the University of Chicago for his success, saying that his Hyde Park roots are what helped him learn how to think and to think critically and comprehensively.”



**LISA LUCAS, AB'01**

*Senior vice president and publisher of Pantheon and Schocken Books at Penguin Random House*

“One theme I’ve noticed through Lisa’s career and life: accessibility. She wants

everyone, no matter who they are, to access the arts, and she enjoys being a vehicle to doing so. Clearly the written word has helped Lisa enjoy a successful career, but it’s clear that it also feeds her soul, as she sees books as a way to build community.”



**TERESA A. SULLIVAN, AM'72, PHD'75**

*President emerita and George M. Kaufman Presidential Professor of Sociology at the University of Virginia*

“Her intellectualism is evident in her scholarly record, which

continued to grow even once she was in senior university administration. Her intensity is evident in her successful administrative career, both as provost at two of the country’s greatest universities, and then finally as president of the University of Virginia during a stormy time in its history. Her presidency showed her passionate dedication to maintaining the character of intellectual life.”

## EARLY CAREER ACHIEVEMENT AWARD

For professional achievement or creative leadership by alumni who have graduated within the last 20 years



### ARJUN KAPOOR, AB'19

*Partner of crossover fund Kinetic Partners*

"Despite his record of professional success, Arjun carries himself with humility and gratitude. He would attribute his success not to

the level of achievement he has netted throughout his life but rather to the hard work and values instilled by his family, as the son of first-generation small-business owners, and to the life of the mind instilled by the University."



### REBECCA SHI, AB'08

*Founding executive director of the American Business Immigration Coalition*

"Becca knows how to dream. She also knows how to budget. There are many bright young people

heading nongovernmental organizations, but few pass what is sometimes called the Velvetten Rabbit test. Becca is always real. Her work is real. Her results are real."

## ALUMNI SERVICE AWARD

For outstanding service to the University



### WENDY GONZALEZ, AB'08

*Class council and reunion chair and UChicago Magazine correspondent for the Class of 2008*

"Soon after graduating, Wendy moved to San Francisco and seemed to be behind the

scenes in every facet of [alumni] club life and University programming in her new hometown. Her commitment is dogged and apolitical: she's organized Harper Lectures, shared actively within the alumni community about her work, and opened the door for future UChicago graduates, delivering a hefty dose of Maroon pride in the communities she is part of."

## RECENT ALUMNI SERVICE AWARD

For service to the University by alumni who have graduated within the last 15 years



### HIND OMER HASSAN, MBA'19

*Chicago Booth Black Alumni Association board member, chair of CBAA's annual Reconnect brunch*

"I was impressed by Hind's ability as a bridge builder. As an active member and leader of the

Chicago Booth Black Alumni Association, she joined the Diversity and Inclusion Fundraising Committee. She seized on this fundraising initiative as a means to deepen our engagement within the Booth community and to demonstrate that diversity and inclusion is a cause that our alumni care a great deal about."

## NORMAN MACLEAN FACULTY AWARD

For extraordinary contributions to teaching and student life by emeritus or very senior faculty



### JOHN J. MACALOON, AM'74, PHD'80

*Professor emeritus in the Division of the Social Sciences and the College and director emeritus of the Master of Arts Program in the Social Sciences*

"The successes of MAPSS are

a direct result of John's vision, determination, and gumption. They grew out of John's conviction that work toward a master's degree is every bit as valuable—to students and to the University—as study for a bachelor's or doctorate. MAPSS students are not segregated from doctoral students in courses taught only to them but participate fully in the graduate curriculum. MAPSS's successes grew out of John's commitment to interdisciplinary study, a commitment he shares with the University."



### MARTHA C. NUSSBAUM

*Ernst Freund Distinguished Service Professor of Law and Ethics in the Law School and the Department of Philosophy*

"Nussbaum is that rarest type of academic whose work reaches both her scholarly

colleagues and the general public. Drawing on her knowledge of ancient thought and modern science, literature and history, jurisprudence and moral philosophy, she transforms our understanding of human life. Her advocacy for justice for the marginalized, her defense of the value of education, and her analyses of the place of emotion in political life make hers a crucial voice at this moment in history, and one that will be relevant for generations to come."

These excerpts from the awardees' nominations have been lightly edited. Find awardees' complete biographies and nominate someone for a future award at [mag.uchicago.edu/alumniawards](http://mag.uchicago.edu/alumniawards).



# ALUMNI NEWS

FROM THE CLASSES, SCHOOLS, AND DIVISIONS

To protect the privacy of our alumni, we have removed the class notes from this section. If you are an alumnus of the University and would like class notes from our archives, please email [uchicago-magazine@uchicago.edu](mailto:uchicago-magazine@uchicago.edu).

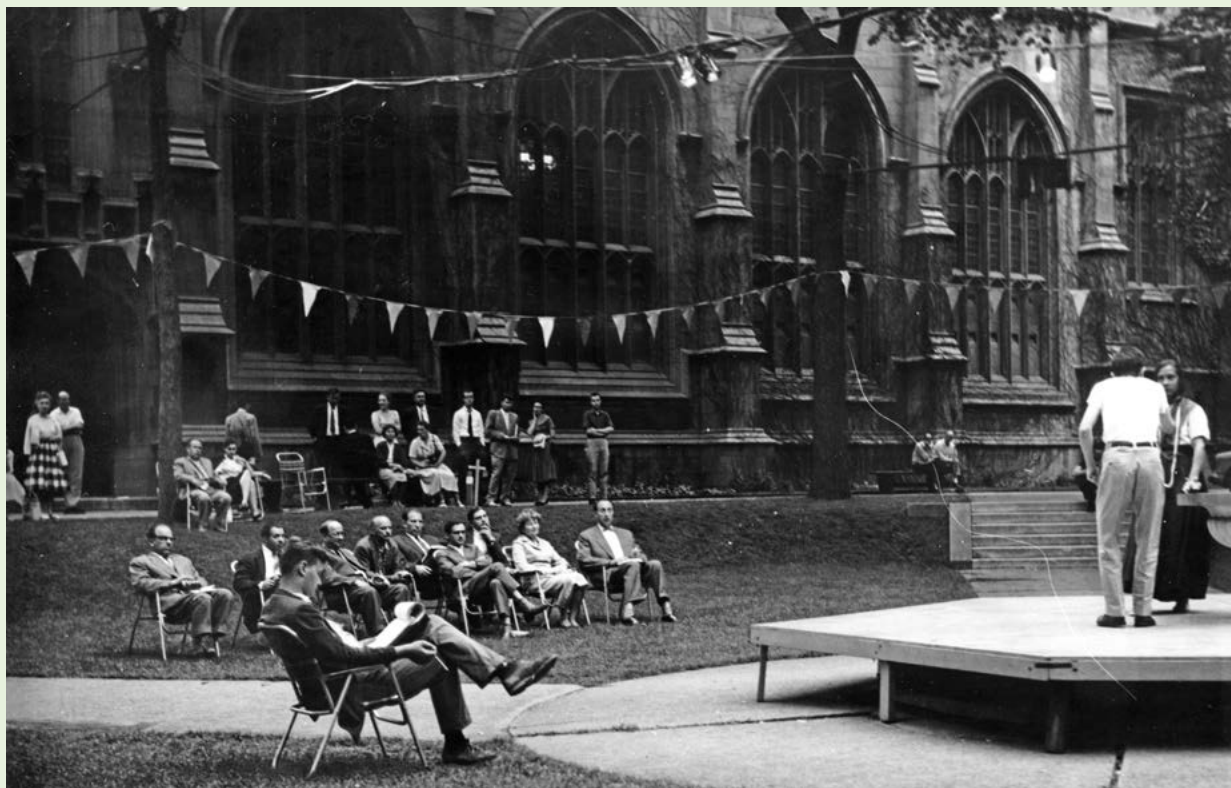


Pomp and parasols: At the University's quarter centennial in June 1916, alumnae processed through the quads following a luncheon at the brand-new women's gymnasium and social center, Ida Noyes Hall. Of the event, which was attended by more than 800 women, the *Magazine* reported, "No one has a right to call that luncheon disorderly, but it was distinctly enthusiastic." The women sported parasols, boas, and balloons provided for the occasion at Ida Noyes, while male alumni donned paper hats and rosettes at Bartlett gymnasium. (UChicago Photographic Archive, apf3-01869, Hanna Holborn Gray Special Collections Research Center, University of Chicago Library)

**What's new?** We are always eager to receive your news, care of the Alumni News Editor, *The University of Chicago Magazine*, 5235 South Harper Court, Chicago, IL 60615, or by email: [uchicago-magazine@uchicago.edu](mailto:uchicago-magazine@uchicago.edu). No engagements, please. Items may be edited for space, clarity, civility, and style. As news is published in the order in which it arrives, it may not appear immediately. We list news from all former undergraduates (including those with UChicago graduate degrees) by the year of their undergraduate affiliation. All former students who received only graduate degrees are listed in the advanced degrees section.

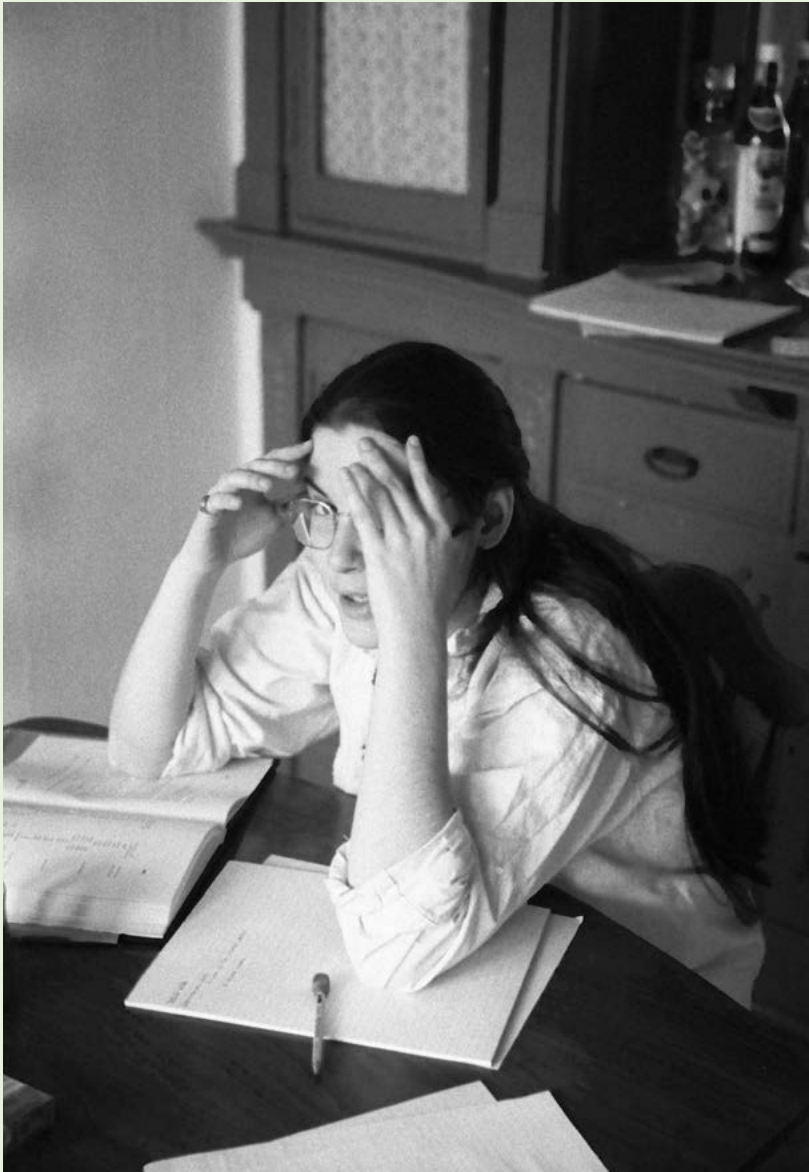


Chemists bonding: Students and faculty gather for a weekly chemistry department afternoon tea. Did you have favorite department events? Tell us about them at [uchicago-magazine@uchicago.edu](mailto:uchicago-magazine@uchicago.edu). (Photography by William M. Rittase, UChicago Photographic Archive, apf4-01844, Hanna Holborn Gray Special Collections Research Center, University of Chicago Library)



Soviet thaw meets summer theater: While on a tour of the University in 1960, a group of Russian filmmakers—directors, producers, screenwriters, and actors—sit in as Court Theatre rehearses Molière’s *Scapin* and Sophocles’s *Oedipus Rex* in Hutchinson Court. In its first season, in 1955, Court Theatre performed three of Molière’s comedies—*The Doctor in Spite of Himself*, *The Forced Marriage*, and *The Affected Young Ladies*. Court has performed his works 16 more times since. A different Sophocles play featured in Court’s repertoire this season, with lauded performances of *Antigone* directed by associate artistic director Gabrielle Randle-Bent. (Photography by Charles Decker; UChicago Photographic Archive, apf3-00580, Hanna Holborn Gray Special Collections Research Center, University of Chicago Library)





Been there? Felt that? Vivien Ravdin, AB'73, hits the books in this 1973 photo, one of over 850 by Frank Gruber, AB'74, recently added to the University's digital photographic archive. Learn more at [mag.uchicago.edu/gruberphotos](http://mag.uchicago.edu/gruberphotos). What UChicago class gave you the biggest headache? File a complaint at [uchicago-magazine@uchicago.edu](mailto:uchicago-magazine@uchicago.edu). (Photography by Frank Gruber, AB'74; UChicago Photographic Archive, apf4-04196, Hanna Holborn Gray Special Collections Research Center, University of Chicago Library)

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**What women wanted:** Women's Union members catch up in their Ida Noyes office in 1981. Officially founded in 1976, the Women's Union billed itself as a friendly space where women came together for discussions, organized campus events, and pursued women's rights reforms at the University and beyond. In 1979 they successfully advocated for improved student health services for women, in 1981 they founded a student-faculty committee that became the Forum on Feminist Scholarship, and in the 1983-84 academic year they wrote a section on policies and services for victims of sexual assault in the University's student handbook. The organization also boasted a women's studies library. Were you part of the Women's Union? Share your memories with us at [uchicago-magazine@uchicago.edu](mailto:uchicago-magazine@uchicago.edu). (Photography by Bill Mudge, AB'83; Copyright 2024, The Chicago Maroon. All rights reserved. Reprinted with permission.)





Dial up, dial in: Students settle in to work in an early UChicago computer lab. Did you have a favorite spot on campus to check your email? Power up your modem and send your memories to [uchicago-magazine@uchicago.edu](mailto:uchicago-magazine@uchicago.edu). (Copyright 2024, The Chicago Maroon. All rights reserved. Reprinted with permission.)

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**Suncatchers:** In 2004 students enjoy a sunny day in front of Max Palevsky Residential Commons, then only three years old. What was your favorite place to soak up the sun on campus? Step out of the shadows and tell us at [uchicago-magazine@uchicago.edu](mailto:uchicago-magazine@uchicago.edu). (Photography by Dan Dry)





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# DEATHS

## FACULTY AND STAFF

**Ursula B. Storb**, professor emerita of molecular genetics and cell biology, of Chicago, died December 15. She was 87. A prominent B-cell biologist and immunologist, Storb was best known for her work on regulating immunoglobulin gene rearrangement and somatic hypermutation—a process by which genes mutate in an immune system response to external threats, and which has been linked to cancers like B-cell lymphomas. Storb earned her medical degree at schools in Germany and Austria, coming to UChicago in 1986 after 18 years at the University of Washington in Seattle, where she was head of the Department of Microbiology and Immunology. A valued mentor to women and other underrepresented students in science, she was present at the founding of the Association for Women in Science. In her 29-plus years at UChicago, she taught courses on immunology, molecular biology, vertebrate developmental genetics, and cell biology until her retirement in 2015. Storb is survived by two sisters and a brother.

**Julie Saville**, associate professor emerita in the Department of History and the College, of Chicago, died December 16. She was 76. A historian of slavery, emancipation, and plantation societies, Saville joined the UChicago faculty in 1994 and was a founding scholar of the Center for the Study of Race, Politics, and Culture. Educated at Brandeis University and Yale, she held previous appointments at the University of Maryland and the University of California, San Diego. Her scholarship, including the 1994 book *The Work of Reconstruction: From Slave to Wage Laborer in South Carolina, 1860–1870*, demonstrated how everyday life, labor, and culture shaped large-scale processes of enslavement and freedom in the United States and across the Atlantic world. Survivors include her sister.

## 1930s

**Lois Wenk Cohodas**, LAB'35, SB'39, died May 18, 2023, in San Antonio. She was 105. Cohodas and her late husband married in 1939 and lived in small towns in Wisconsin and Michigan where she was a homemaker, volunteer, and supporter of the arts. They wintered in Sarasota, FL, for six decades before moving to San Antonio 10 years ago. She is survived by two daughters, four grandchildren, and nine great-grandchildren.

## 1940s

**Rachel (MacHatton) Carlton**, SB'44, of Bridlington, England, died January 18. She was 100. Carlton studied music and human physiology in the College; while in Chicago, she attended lectures by Igor Stravinsky and a concert by Sergei Rachmaninoff, and she performed in the premiere of John Cage's *Imaginary Landscape No. 3*. Moving to the UK, she worked in pharmaceutical research and development and, later, as a fashion buyer for her husband's family's department store. After her husband's death in 1968, Carlton worked for an accounting firm. In retirement she earned a fine arts degree and pursued painting, sculpture, and music. She is survived by five children, nine grandchildren, and three great-grandchildren.

**Dorothy (Berkowitz) Friedman**, AB'45, of Sacramento, CA, died January 10, 2023. She was 98. Friedman worked as a nursery-school teacher until age 72 and loved reading until the end of her life. She is survived by three daughters and two grandchildren, including **Daniele Caratelli**, AB'15.

**Lee Cheylen Kanner**, SB'46, PhD'63, of Palo Alto, CA, died January 10. She was 98. Following her UChicago biochemistry training, Kanner became a postdoctoral researcher at Stanford. With her husband, Herbert Kanner, SB'43, SM'49, PhD'51, who died in 2018, she spent seven years in the UK and then returned to California, where she taught mathematics at West Valley College for the rest of her career. In retirement she tutored math students at the local Boys and Girls Club and sang in both the California Bach and the Congregational Church Oratorio Societies.

## 1950s

**Alvin G. Burstein**, AB'50, AM'58, PhD'59, of Knoxville, TN, died June 27. He was 92. A psychologist with psychoanalytic training, Burstein helped establish the first psychology department at the University of Texas at San Antonio. He went on to lead the clinical psychology training program at the University of Tennessee, Knoxville, for nearly 20 years, while also seeing patients in private practice. From 2000 to 2006 he was head of the psychology department at Southeastern Louisiana University, and from 2006 to 2010 he was president of the Louisiana Conference of the American Association of University Professors. In retirement Burstein wrote fiction and a column, *A Shrink at the Flicks*, for the *Psychology*

*Times*. Survivors include a daughter, **Jessica Burstein**, AM'90, PhD'98; a son; and five grandchildren.

**Roger K. Graham**, PhD'53, of Moorestown, NJ, died December 20. He was 94. Graham earned his undergraduate degree from the Massachusetts Institute of Technology. With his doctorate in chemistry, he had a 43-year career at Rohm and Haas—now a Dow subsidiary—primarily in Bristol, PA. He held leadership positions at his community's YMCA and sang in the choir of the First Presbyterian Church of Moorestown. With his wife, **Polly (Anderson) Graham**, AM'52, he traveled widely, visiting six continents. He is survived by his wife and two children.

**Milagros Vélez-Martínez**, AM'53, died October 27 in Corpus Christi, TX. She was 95. While pursuing her UChicago degree in social work, Vélez-Martínez lived at International House and was active in La Peña Iberoamericana, a cultural organization. She went on to practice medical social work in her native Puerto Rico. She is survived by four children, including **Aixa Cintrón-Vélez**, AM'86, and three grandchildren.

**David Stoloff**, AM'54, died May 29, 2023, in Oakland, CA. He was 91. Stoloff studied urban planning at UChicago. After two years in the Army, he worked in city, regional, and state planning positions in Tennessee; New York; Connecticut; and Washington, DC. Moving to the San Francisco Bay Area in the 1980s, he focused on housing and neighborhood redevelopment and founded what is now Satellite Affordable Housing Associates, a Berkeley nonprofit, in 1993. He also served on the Berkeley Planning Commission and chaired the Bay Area Community Services board. He is survived by his wife, Susan Klee; three children; two stepchildren; eight grandchildren; four step-grandchildren; and 25 great-grandchildren.

**John Nelson "Jack" Dahle**, AM'55, JD'55, of Denver, died November 1. He was 98. As a marine during World War II, Dahle saw all 36 days of combat in the regiment that landed on Iwo Jima, receiving a Purple Heart. He did undergraduate and graduate work at Dartmouth and University College Oxford before his studies at UChicago. Dahle went on to practice law in Minnesota and Colorado, spending 46 years as a civil trial lawyer with a Denver law firm. In addition to doing pro bono and volunteer work, he was active with the Sons of Norway. He is survived by three sons and his grandchildren.

To request an obituary for a faculty member, staff member, or former student, please send a previously published obituary or a note that includes their accomplishments, surviving family members, and significant facts care of the Alumni News Editor, *The University of Chicago Magazine*, 5235 South Harper Court, Chicago, IL 60615, or by email: [uchicago-magazine@uchicago.edu](mailto:uchicago-magazine@uchicago.edu).



**Albert M. Fortier Jr.**, AB'55, of Brookline, MA, died March 5, 2022. He was 85. A first-generation college student, Fortier was president of student government at UChicago and later graduated from Harvard Law School. He argued several cases before the US Supreme Court and practiced as an estate planning lawyer for more than 50 years, mainly at the Boston firm Rackemann, Sawyer & Brewster. Active in local politics and community organizations, Fortier was a US Army reservist and mentor to young lawyers. He is survived by his wife, Bente; two sons; and two grandchildren, including **Clare R. Fortier**, Class of 2025.

**Jay Ronald Baker**, SB'59, SM'60, of Rockville, MD, died September 10, 2022. He was 84. Survivors include a son, two siblings, and two grandchildren.

## 1960s

**Dennis A. Calvanese**, MBA'60, CER'00, of Naples, FL, died January 19. He was 85. After attending DePaul University and Chicago Booth, Calvanese worked in the pharmaceutical information industry. As chief operating officer at IMS Health, he helped develop MIDAS, a widely used online pharmaceutical database. He is survived by his wife, Sandra; four children; one sibling; and five grandchildren.

**Eric Klinger**, PhD'60, died September 13 in Portland, OR. He was 90. Klinger taught psychology at the University of Minnesota Morris from 1962 to 2006 and spent two years teaching in Germany. An expert on personality and motivational theory, he authored or coauthored seven books and numerous articles, receiving a national award from the Society for Personality and Social Psychology in 2005 for his scholarly contributions. He is survived by his wife, **Karla (Michelke) Klinger**, AM'59; three children; and four grandchildren.

**William "Bill" Goodman**, AB'61, JD'64, died November 17 in Detroit. He was 83. In his long career as a human rights attorney, Goodman took on landmark cases. As legal director of the Center for Constitutional Rights, he sought justice for Guantánamo Bay prisoners after 9/11 and worked on behalf of the wrongfully convicted teens in the Central Park jogger case. In Detroit he served on the board of the Sugar Law Center for Economic and Social Justice; taught at Wayne State University Law School; and was a partner at the civil rights firm Goodman Hurwitz & James. Survivors include his partner, **Susan Gzesh**, AB'72; six children, including **Michael Goodman**, AB'91, and **Jacob Hurwitz-Goodman**, AB'09; a brother, **Richard Goodman**, JD'58; and four grandchildren.

**Martha Kight Hanen Smith**, AB'61, AM'62, PhD'73, of Wallingford, CT, died March 11, 2023. She was 82. At UChicago Smith sang in the Rockefeller Chapel Choir. A music historian, she researched Renaissance music in Spain and published the 1983

book *The Chansonnier El Escorial IV.a.24*. She taught music history and theory at the Hartt School of Music, Trinity College, and Yale University and performed with the American Music Theater Group, church choirs, and the Connecticut Opera Company. She is survived by one daughter; two sons, including **Jonathan M. Hanen**, SB'88; and a grandson.

**Elliot Lilien**, AB'61, of Carlisle, MA, died June 13. He was 84. After finishing law school at Columbia University, Lilien earned a master's degree in teaching at Harvard. From 1965 to 2000 he taught history and social studies at Concord-Carlisle High School in Concord, MA. Head coach of the school's fencing and tennis teams—and fencing coach for a few years at Brown and Harvard—Lilien also cofounded the high school's teachers' association and a state-champion academic bowl team. Survivors include his wife, Nancy, and a sister.

**T. Peter Townsend**, MBA'61, of Dallas, died January 23. He was 87. A Yale graduate, Townsend began his nearly 40-year career in 1962 at what is now known as Exxon-Mobil Corporation. He held executive leadership positions in the United States, Europe, and Asia, becoming vice president of investor relations and then secretary of the corporation before his retirement in 2002. Townsend served on the boards of the Dallas and Santa Fe Operas and of the Dallas Symphony Orchestra. He is survived by his wife, Joanna; a daughter; a son; and five grandchildren.

**Jerrold Granok**, SB'62, SM'63, died November 28 in Durango, CO. He was 83. Granok worked as an industrial chemist at Armour before moving to Albuquerque, NM, in 1969 and embarking on a career in information technology. He spent 20 years with the Public Service Company of New Mexico, retiring as a senior consulting programmer analyst in 1997. He relocated to Pagosa Springs, CO, where the landscape fueled two of his hobbies: photography and astronomy. Survivors include two sons; a sister, **Margaret Granok**, AB'73; and one grandchild.

**Dinah Stevenson**, AB'63 (Class of 1964), AM'66, died January 23 in Hoboken, NJ. She was 81. As an English literature student at UChicago, Stevenson worked part time on the Chicago Assyrian Dictionary project, editing faculty papers. She had several publishing jobs in New York City before becoming a children's book editor at Clarion Books, now an imprint of HarperCollins. At Clarion from 1990 to 2020, she was a keen spotter of talent who edited eight Caldecott, Newbery, and Sibert Medal-winning books and served as vice president, publisher, and editor at large. She is survived by her husband, Ben Mayo, and her sister.

**Charles V. Hamilton**, AM'57, PhD'64, died November 18 in Chicago. He was 94. Professor of government and political science at Columbia University from 1969 until

his retirement in 1998, Hamilton is known for work that formed the intellectual backbone of the Black Power movement. Born in Oklahoma, he moved to Chicago's South Side at age 6. As a young adult in the late 1940s, he served in the recently integrated US Army and then studied political science at Roosevelt University before his graduate studies at UChicago. With coauthor Stokely Carmichael (who changed his name later to Kwame Ture), he popularized the term "institutional racism" in *Black Power: The Politics of Liberation in America* (1967) and advocated for solidarity in Black communities and the development of independent Black institutions. Hamilton worked as a Democratic Party strategist and authored or coauthored over a dozen books on race and politics. Survivors include a stepdaughter.

**Nell (Ellen Lowenberg) Margolis Borgeson**, AB'66, AM'67, died July 28 in Boston. She was 78. Borgeson practiced law, journalism, and communications consulting while raising three daughters with her first husband, Harvey Margolis, SM'63, PhD'67, who died in 2000. Attending the Sundance Film Festival annually since 2007, she wrote and directed an award-winning short film, *GPS*, in her late 70s. Survivors include her husband, Gregg Borgeson; three children; three stepchildren; her mother; two brothers; and three grandchildren.

**David Child Dodge III**, AB'66, died January 1 in Denver. He was 79. A fourth-generation Coloradan, Dodge earned a medical degree at the University of Colorado School of Medicine and pursued a career in general medicine. He had a lifelong interest in antiquity and often spent his free time studying ancient Greek and Latin texts. He is survived by his wife, Madeleine; three sons; a brother; and four grandchildren.

**Fred E. Holubow**, MBA'66, of Chicago, died December 9. He was 84. A graduate of the Massachusetts Institute of Technology, Holubow studied finance at Chicago Booth. He became a managing partner at William Harris Investors, cofounded Pegasus Associates, held positions at Starbow Partners and Petard Risk Analysis, and served on the boards of various public companies. Passionate about photography, he also grew orchids and bonsai trees; several of his bonsai trees are in the permanent collection of the Chicago Botanic Garden. Survivors include his wife, Sandra; two children; and four grandchildren.

**Oscar L. "Roy" Dube Sr.**, MBA'67, died October 10 in Naperville, IL. He was 91. Dube was a US Army veteran and a graduate of Clark University. He served as a diplomat attaché with the US State Department at the American Embassy in Paris from 1979 to 1983. After retiring from the US Department of Commerce in 1998, he spent winters in Fort Myers Beach, FL. Survivors include his wife, Kathleen; four children; two stepchildren; a sibling; seven grand-

children; three step-grandchildren; and three great-grandchildren.

**Thomas A. Heberlein**, AB'67, died January 4 in Madison, WI. He was 78. Heberlein came to the College from his hometown of Portage, WI, by way of the College's Small School Talent Search. He became a scholar of the human dimension of environmental change, receiving his sociology doctorate from the University of Wisconsin–Madison and serving on its rural sociology faculty for over 30 years. His research focused on US hunting culture, carrying capacity, and valuation of environmental resources. His 2012 book, *Navigating Environmental Attitudes*, combined social psychology and environmental studies, showing how attitudes influence behavior and environmental policymaking. He is survived by his wife, Elizabeth “Betty” Thomson; a stepson; and three grandchildren.

**Nancy K. Kaufmann**, AM'68, died January 18 in Milwaukee. She was 82. Trained as a social worker, Kaufmann left the field in the 1970s and later started a vegetarian catering service, Small Planet Catering, on Chicago's North Side. Certified as a teacher of English as a Second Language, she taught adults in Germany for seven years before returning to Chicago, where she volunteered at the Field Museum and learned Hindi, among other pursuits. In 2021 Kaufmann moved to Milwaukee to live with family. She is survived by a daughter, a son, and grandchildren.

## 1970s

**Michael J. Chojnacki**, MD'70, died January 20 in Albany, NY. He was 79. A graduate of Fordham University, Chojnacki became a psychiatrist after medical school. In Albany he saw patients in private practice and worked at the Veterans Affairs Medical Center for many years. He also sang in the choir at Blessed Sacrament Church. Survivors include three children, a brother, four grandchildren, and two great-grandchildren.

**Chester Kisiel**, PhD'74, died October 6 in Poland. He was 91. Kisiel, a graduate of Brown and Harvard, studied education at UChicago. He taught at the College of Staten Island of the City University of New York and at international schools. A translator of Polish scholarly literature, Kisiel also authored multiple novels. He is survived by his wife and son.

**Eila M. Kokkinen**, AM'77, of Saugerties, NY, died June 29. She was 93. As a UChicago student, Kokkinen served as art editor for the *Chicago Review*. In New York City she was involved with abstract impressionist art and Beat writing and became an assistant curator at the Museum of Modern Art. She received a Guggenheim Fellowship, studied the modernist painter John Graham, and held positions with MIT's Hayden Gallery, Harvard's Fogg Museum, and the State of New York. Moving to Woodstock, NY, she was active with art

organizations. Survivors include a daughter and two grandchildren.

**Hiroshi Okano**, PhD'78, died January 20 in Evanston, IL. He was 85. Born and raised in Japan, Okano won a scholarship to study English and language education at a college in Missouri. With his master's degree from Teachers College, Columbia University, and a social sciences doctorate, he taught at Showa Women's University and Hitotsubashi University in Tokyo, Chicago Futabakai Japanese School (which he helped establish), Evanston Township High School, and the College of Lake County. He and his family hosted many Japanese students in the United States over the years. Survivors include his wife, Kitty; two daughters; and two grandchildren.

**Jacek K. Sulanowski**, PhD'78, died October 18 in Falmouth, MA. He was 80. Sulanowski attended Wayne State University and served in the US Army Corps of Engineers before his doctoral studies in geology. For 30 years he taught Bridgewater State University students and led them on geology field trips throughout New England and the Maritime Provinces, retiring in 2008. A folk musician and amateur musicologist, he was a founding member of the Rum-Soaked Crooks, a sea chantey singing group. Survivors include his wife, Margaret; a son; and three siblings.

**Roger Lee Hankin**, MBA'79, of Mount Pleasant, SC, died of cancer July 13, 2022. He was 66. During a career in health care, Hankin focused on safety engineering and proper medical waste management, helping promote the use of tamper-resistant sharps containers and safer needles, syringes, and medication delivery systems. Hankin worked with Tyco Healthcare, Kimberly-Clark, Trilog MedWaste, Smiths Medical, Motorola, Cardinal Health, and other companies. In retirement, he was an usher for the Charleston RiverDogs, a minor-league baseball team. Survivors include two daughters.

## 1980s

**Bryan N. Ison**, MBA'80, of Titusville, NJ, died December 16. He was 68. Raised in Saudi Arabia, the United States, and Switzerland, Ison earned his undergraduate degree at the Massachusetts Institute of Technology. At Chicago Booth he gained expertise in options pricing and began his investment management career at Travelers. Moving to Merrill Lynch Asset Management, he founded the company's Global Allocation Fund and remained at the firm until retiring as a managing director and as the senior portfolio manager of several funds. Survivors include his wife, JoEllen, and his brother.

**Miriam Frances Reitz**, AM'62, PhD'82, of Chicago, died December 19. She was 87. A graduate of Valparaiso University, Reitz pursued a social work career at Chicago-area agencies, including the Family Institute at Northwestern University. She

established a private practice in the 1980s, working with families and couples, and coauthored a 1992 book that focused on the treatment of those involved in the “adoption triangle”—children, adoptive parents, and birth parents. A four-decade Hyde Park resident, she was active in Montgomery Place's chapel and its race-relations group. Her husband, Klaus Baer, PhD'58, a UChicago professor of Egyptology, died in 1987. Survivors include extended family.

**Michael Chavez-Reilly**, AB'89, of New York City, died of amyotrophic lateral sclerosis November 27. He was 56. Chavez-Reilly earned a master's degree in Latin American studies at Stanford and taught high school for nearly a decade before pursuing his PhD in educational sociology at New York University. As a research analyst at the American Museum of Natural History, he studied the impact of science education programs in New York City schools. He is survived by his mother and sister.

## 1990s

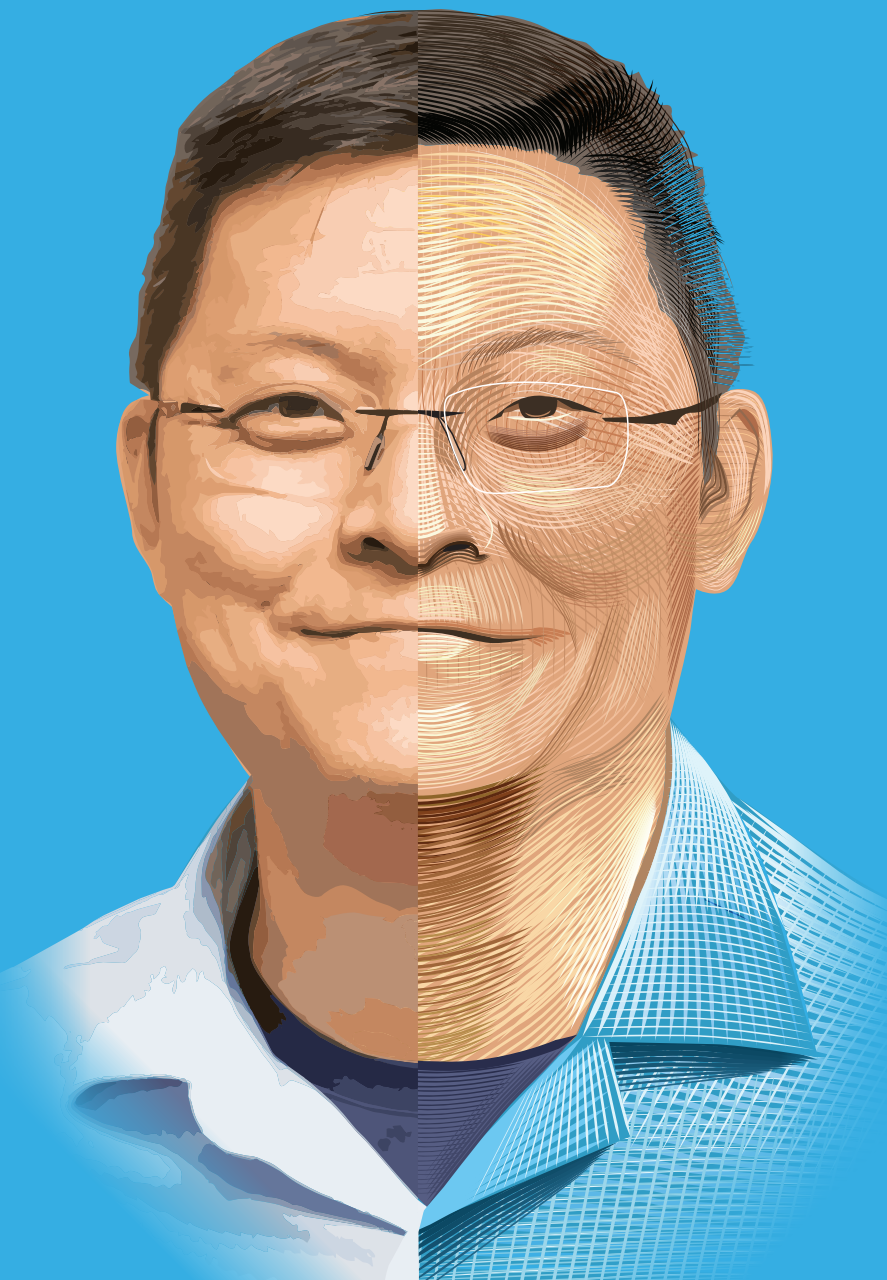
**Tiffany Elizabeth Thornton**, AB'95, AM'95, of Lansing, IL, died July 4. She was 49. Thornton was a lifelong writer who also studied classical piano in her youth. After completing both of her UChicago degrees in four years, she developed a program for latchkey children and students directly impacted by gun violence in Baltimore. Survivors include her father, her sister, and her brother.

**Selena S. Shilad**, AB'99 (Class of 2000), AM'03, died November 24 in Neptune Township, NJ, following a brief illness. She was 45. In addition to her UChicago degrees in political science and international relations, Shilad earned a master's degree in leadership at Georgetown University. In 2007, after working as a legislative aide and adviser for political campaigns, she joined the Alliance for Aviation Across America, a nonprofit advocacy group. She lived in Washington, DC, and Ocean Grove, NJ, and traveled the country for her work as the organization's executive director. Survivors include a daughter, her parents, and a brother.

## 2010s

**Haotian “Tian Tian” Cai**, AB'10, died December 5 in a bus accident while traveling in Egypt. She was 35. Born in China, Cai grew up in the United States; at UChicago she studied anthropology and volunteered for Peer Health Exchange. She worked for the math education nonprofit Reasoning Mind before earning a master's degree in public health at Yale. Trained in data analysis and epidemiology, Cai worked on public health projects throughout Africa in positions with the Centers for Disease Control and Prevention and Doctors Without Borders. She is survived by her parents.





THE UCHICAGOAN

**Ben Y. Zhao**

*Questions for  
the computer science  
professor who developed  
anti-AI piracy tools Glaze  
and Nightshade.*

**What would you want to be doing if not teaching?**

Honestly, probably still teaching in some form, perhaps at the high school or middle school levels.

**What was the last book you finished?**

*Ready Player Two* by Ernest Cline.

**What was the last book you put down before you finished it?**

*Ulysses* by James Joyce.

**What book changed your life?**

*V for Vendetta* by Alan Moore.

**What's your least useful talent?**

Double-jointed thumbs.

**What advice would you give to a brand-new Maroon?**

So much. Learn how to deal with people, because that is a universal skill that you will need wherever you go and whatever you do. And take some philosophy and ethics classes. So many leaders today are struggling with huge decisions that could affect millions. Understanding the basics of ethical philosophical frameworks gives you the tools to tease apart confusing trade-offs to really understand the choices you need to make.

**Who was your best teacher, and why?**

I have two. Dorothy Gregory, Newark High School, for sparking my love of classical literature, and Randy Katz, UC Berkeley, for teaching me the meaning of resilience in research.



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