

atlantis

a magazine for alumni and friends of the college of liberal arts and sciences



PILSEN'S
CASA AZTLAN

UIC COLLEGE OF
LIBERAL ARTS & SCIENCES



a'l'l'AS



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UIC COLLEGE OF LIBERAL ARTS & SCIENCES



COVER: *Chicago's Pilsen Neighborhood.*
Read about Casa Aztlán and the Mexican civil rights struggle on page 28.

FIND OUT MORE ABOUT THE COLLEGE OF
LIBERAL ARTS AND SCIENCES AT UIC BY VISITING
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MESSAGE FROM THE DEAN

LAS: AN INTERNATIONAL PORTAL

During the past year, in a process that is still ongoing, the faculty of Liberal Arts and Sciences have been involved in producing a strategic plan. This exercise was carried out at the directive of University of Illinois President Joseph B. White, and all colleges and major administrative units were asked to develop one. It was fascinating to listen as a group of LAS faculty and administrators discussed explicitly something about which we all have ideas, but which we don't typically discuss systematically or in depth: What sort of college are we? To what do we aspire?

Many predictable academic adjectives and phrases found their way into the first draft of the plan. That's OK. Surely conducting research "at the frontier of knowledge" and inspiring our students to "remain part of an extended community as alumni" are worthwhile goals, even if many other colleges might have said something similar. However, the discussions revealed a unique aspect of our character when we tried to articulate the goal that became this statement: LAS should internationalize teaching, research, and education.

We spent some time discussing what the verb "internationalize" really meant. It means helping faculty and staff conduct work beyond the U.S. borders whenever possible. It also means working to increase substantially the number of LAS students who can participate in our wonderful and expanding Study Abroad programs. Yet, I believe the definition is far more expansive as it relates to UIC and LAS. Here also is what I believe it means.

Chicago is undeniably one of the major cosmopolitan capitals of the world. LAS, as the largest college at UIC, can be a portal for connections between the intellectual community at UIC and scholarship that is globally inspired. Look through this issue of atLAS and you will see that the College's research and teaching touches many corners of the planet. Professor Rasma Karklins (p. 6) has delved deeply into the politics of Eastern Europe and has produced the sort of engaged analysis that may influence that region. Professors Kevin Barnhurst and Eric Arnesen (p. 22) are serving as Fulbright "Distinguished Chairs" and are conducting research in Italy and Sweden, respectively. The Jewish Studies Program, in response to the political situation in the Middle East, is



building on the direct possibilities provided by our multi-ethnic campus to explore dialogues between the Muslim and Jewish worlds (p. 24). The community around UIC includes the vibrant neighborhood of Pilsen, and scholars in LAS are seeking not only to learn about that community, but to assist the people of Pilsen in recording their history and maintaining their rich cultural ties to Mexico (p. 28). Not surprisingly, our students are learning from these internationalizing forays and taking on challenges of their own. Sociology graduate student Sae-Rom Chae, for example, is currently using a Fulbright fellowship to study AIDS transmission in Malaysia (p. 40).

In short, LAS is already an "international portal" (IP) for the free exchange of vital knowledge. This is a role in which we currently excel but can and should expand. It is a role in which we are poised to achieve excellence.

International research and teaching are not activities reserved for the LAS faculty and just a few lucky students. They are opportunities for our entire college family. We must use all available resources—the LAS Board of Visitors, our alumni, and friends—to help us locate international contacts, build our global programs, and fund both existing and new international activities and exchanges.

I want to share one brief example with you. Arnold Bodmer has had a long and productive association with the LAS Department of Physics. Recently, Dr. Bodmer and his wife, Doris, established a fund that will support international travel by both undergraduate and graduate students in the natural sciences. Their generous contribution will enable these students not only to further their education but also to experience the world outside the classroom. This is a timely gift and an excellent example of how support from friends of LAS can translate into new knowledge, new routes of access, and opportunities for our students, faculty, and the college as a whole. The possibilities for our future as an international portal are exciting. Check back next year for an update.

MEDIA NEWSBITES

Notable quotes by LAS faculty on current and headline-making issues

[T]he anti-evolution assaults of the Intelligent Designers and the creationist Right could be viewed less as a threat than an opportunity....If the goal of education is to get students to think, then just telling students their doubts about Darwin are wrong is not going to be effective.

Gerald Graff, Professor of English and Education, "To Debate or Not Debate Intelligent Design?" *Inside Higher Education*, Sept. 28, 2005

When you attack a transit system, you paralyze a city, you hurt it economically, and you discourage tourism.

Matthew Lippman, Professor of Criminal Justice, on the London subway and bus attacks, "Protecting Soft Targets," *The Atlanta Journal-Constitution*, July 9, 2005



[T]here has never been a mayor in Chicago defeated on a corruption scandal alone. It's the political culture here, and we've had machine politics for so long that we rather expect patronage and corruption.

Dick Simpson, Professor of Political Science, "Chicago Scandal Takes Its Toll," *The Christian Science Monitor*, Aug. 12, 2005

The ultimate problem with the left and the right is that they encourage ever-narrowing educational possibilities. ...A lack of elitism impairs students from eventually becoming their own teachers in the broadest sense, and teaching students testable skills discourages the kind of creative thinking that is the necessary condition for success in the world.

Astrida Tantillo, Associate Professor of Germanic Studies, "Reforming College: What Professors Don't Tell You," *Slate*, Nov. 17, 2005

Good teachers know that they can't sacrifice one part of a child for another. Now they have the figures to prove it.

Timothy Shriver and Roger P. Weissberg, Professors of Psychology and Education, on the role of social and emotional learning in "No Emotion Left Behind," *The New York Times*, Aug. 16, 2005

I tell the students...some of you are going to put off this paper...you're going to go to Google and just look at the top five hits...so let's talk about how to evaluate sources.

Steve Jones, Professor of Communication, in "Test Seeks to Measure Students' Web IQ" (AP), *USA Today*, July 3, 2005

It is much easier to confront the racism of the 1960s than the racial and economic injustices of today....The lives of black Mississippians, 41 years after the civil-rights murders of 1964, are still mired in poverty and inequality.

Barbara Ransby, Professor of African-American Studies and History, "Killen Conviction Obscures Today's Racism," *The Miami Herald*, July 12, 2005



The function of the (very few) poor people at Harvard is to reassure the (very many) rich people at Harvard that you can't just buy your way into Harvard.

Walter Benn Michaels, Professor of English, "Class Fictions," *The Boston Globe*, Oct. 9, 2005

The political tussle around Gonzales vs. Oregon has made some strange bed-fellows for disability rights activists.... People with disabilities have fought for their own autonomy...so it's strange that they're opposed to people who don't want relentless medical treatment. And it's stranger still that disability organizations are making an alliance with right-to-life groups and the conservative right, as they did in the Terri Schiavo debacle.

Lennard Davis, Professor of English and Disabilities Studies, on the controversy surrounding the ending of the film *Million Dollar Baby*, *Chicago Tribune*, Feb. 2, 2005

Islands of Integrity:
AN INTERVIEW WITH
RASMA KARKLINS
 Conquering Corruption in Eastern Europe

By Lyn Ragsdale



Oscar-nominated film producer Lew Rywin, famous for his work on the movie *Schindler's List*, was arrested in Warsaw in 2002 after an investigation uncovered that he had asked a major Polish newspaper conglomerate for a \$17.4 million bribe to help the news group acquire television stations. The scandal soon became known throughout Poland as Rywin-gate. Rywin's conviction for the crime played out not only in Polish courts, but in Polish living rooms as live coverage of parliamentary hearings zeroed in on widespread influence peddling. Like the Watergate hearings decades ago in the United States, millions of Poles sat glued to their television screens to hear revelations about a tight group of rich and powerful leaders, including not only Rywin but also the Polish prime minister and the justice minister, and their corrupt control of the country. The hearings led to the electoral defeat of the prime minister and his party in 2005.

This story of intrigue, payoffs, arrests, and government defeat is only one of many similar stories of corruption across Eastern Europe in the days since the collapse of communism in the early 1990s. In late 2003, Eduard Shevardnadze was forced to resign as Georgia's president after mass protest against official corruption along with economic collapse during his 12-year rule. Corruption prompted the impeachment and ouster of Lithuanian President Rolandas Paksas in 2004. At lower levels, police in Romania have been accused of helping organized crime bosses rather than putting them behind bars, while doctors in Montenegro routinely require a bribe from patients in order to perform surgeries.

Official corruption—the misuse of public power for private good—is the subject of *The System Made Me Do It: Corruption in Post-Communist Societies*, the latest book by UIC Political Science Professor Rasma Karklins. Born and raised in Germany, and of Latvian descent, Karklins did her undergraduate work at the Free University of Berlin and then earned an M.A. in international relations and a Ph.D. in political science from the University of Chicago. Karklins's first book, *Ethnic Relations in the USSR*, was honored with the Ralph J. Bunche Award of the American Political Science Association. Karklins is also a frequent guest on *Chicago Tonight*, and her letters to the editor regularly appear in the *New York Times*.

In the following Q + A, Karklins shares her findings on corruption as well as her thoughts about how to prevent it.

How did you become interested in the topic of corruption?

I have been doing research on Eastern Europe since the transition from communism. In the course of my research, people would ask me about corruption and for solutions to the problem of corruption. I thought I should do some research on the subject.

How far abroad has your research taken you?

I wanted to examine all of the countries of Eastern Europe that were once under the control of the Soviet Union. These countries include Poland, Estonia, Lithuania, Latvia, the Czech Republic, Slovenia, Slovakia, Hungary, Romania, Russia, Georgia, and a dozen more. These countries have made considerable strides since the fall of communism and many of them have just been admitted or will be admitted shortly to the European Union. Still, the transition from communism to capitalism has been tough for many of them. During the transition toward private ownership and market systems there have been numerous temptations for politicians, civil servants, the police, business owners, healthcare providers and many others to line their own pockets with the public's money.

Which country is the worst?

Studies by the World Bank Institute and Transparency International show comparatively high levels of corruption in the entire region. But Romania tends to rank worst; Slovenia and Estonia best; Poland and Latvia somewhere in between.

What types of corruption did you uncover?

All corruption is not the same. It ranges from grand schemes hatched by powerful politicians to everyday petty graft of lowly officials and average citizens. Some of the grand schemes occurred in the privatization of national property. For example, in Tallinn, the capital of Estonia, the city sold its central market for half its true value to individuals connected to the market's governing board. Other grand schemes involve elections, contracts, and banking practices. Many of these are surrounded by a code of mutual silence. Government officials have developed a habit of collecting compromising material on colleagues and rivals and threatening to reveal it to the media or law enforcement agencies if anyone dared to expose the secrets. Petty graft includes small bribes or favors to get paperwork processed or licenses filed.

What are the public consequences of the corruption?

The public responds to corruption in two ways. On the one hand, there is considerable public tolerance toward corruption—people shrug their shoulders and feel there is very little they can do to stop it. Indeed, many people use bribery as a survival skill in their daily lives. Surveys of households in Eastern Europe show how common bribery payments are—given to the police to waive traffic tickets, paid to hospitals for medical services, offered to teachers to get the right grades. On the other hand, there is also a high distrust

of public institutions across Eastern Europe, especially law enforcement agencies and courts. Public trust in the police and courts is only half of that found among countries in Western Europe.

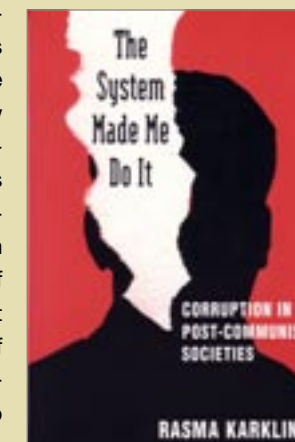
What can be done?

While all of the revelations about corruption sound distressing, it is actually good news because Eastern Europe has finally reached the stage at which corrupt elites have to face consequences. There have been a number of election upsets under anticorruption slogans, and the media have increased their efforts at political investigation. Concerned citizens groups have also highlighted corruption and the need for reform. The courts and special law enforcement agencies have been strengthened. In some countries where the courts are considered part of the problem, specialized units have been formed. The Czech attorney general established special teams of prosecutors and a separate department to probe serious financial crimes. One of the best approaches is the “big fish” strategy in which law enforcement reacts to mounting public anger over scandals at the highest levels. While this may do little to prevent corruption of lower-level officials in the short term, it provides a central example of what not to do and something that can be prosecuted.

Some of our readers may recall the high profile arrest in Moscow of a tax official who asked for a \$1 million dollar bribe. You were interviewed about that case and about Soviet corruption more generally in *The Economist*, where you remarked that one way of beginning to tackle such enormous levels of corruption would be to establish what you called “islands of integrity.” Are you looking into any areas in which that might be possible? Where will you be taking your research next?

These “islands of integrity” would differ from country to country. Policy makers would need to figure out what the most promising institutional focus might be for their country, perhaps the healthcare or university system, and then use that system as a model for others. I want to focus on how to contain corruption and improve accountability in the healthcare systems of Eastern Europe. I am trying to find out where the corruption is, then figure out how it might be alleviated and develop recommendations for policy makers. I work with civil society organizations such as Transparency International to put forth policy recommendations. Governments tend to listen to them. This is an issue that affects the public very concretely and where reforms could have significant impact.

Lyn Ragsdale is Professor and Head of Political Science at UIC. Her research focuses on the American Presidency, voting issues, and Congress. She currently has two book projects underway, one on presidential decision-making and another on the American nonvoter.





IS THERE A HISTORIAN IN THE HOUSE?

UIC'S ROBERT REMINI IS MAKING HISTORY IN THE U.S. HOUSE OF REPRESENTATIVES

By Fred W. Beuttler

1921	1943
Born in New York City	Earned B.S. from Fordham University



	Started as an Assistant Professor at Fordham	Associate Professor at Fordham	Professor and Chair of History at the University of Illinois at Chicago Circle		Started the Institute for the Humanities at UIC		Appointed Professor Emeritus at UIC
1947	1951	1959	1965-1971	1977	1981	1984	1991
Earned M.A. from Columbia University	Earned Ph.D. from Columbia University	Published <i>Martin van Buren and the Making of the Democratic Party</i>		Published <i>Andrew Jackson and the Course of American Empire, 1767-1821</i>	Published <i>Andrew Jackson and the Course of American Freedom, 1822-1832</i>	Published <i>Andrew Jackson and the Course of American Democracy, 1833-1845</i> and received the National Book Award	Published <i>Henry Clay: Statesman for the Union</i>

American history is often focused on presidents. Seldom is the focus on Congress, even though the Founders considered it the first branch of government. To preserve its institutional memory, the Senate created the Senate Historian's Office in 1975 and appointed Richard Baker as Senate Historian. The House followed somewhat tardily, hiring a historian in 1983, as part of the planning for the Bicentennial of Congress. In 1994, with the shift of House power to the Republican party, the new Speaker, Newt Gingrich, replaced the first House historian with one closer to his own ideology. But the new historian was quickly discovered to have published something embarrassing and resigned, after only two weeks, in January 1995. For more than 10 years there was no historian for the House of Representatives – that is, until May 2005, when Speaker Dennis Hastert of Illinois appointed UIC Professor Emeritus of History, Robert V. Remini, Historian of the House.

When Speaker Hastert approached Remini about the position, Remini was a little surprised but honored to be considered. First appointed by President Clinton to an advisory committee that was responsible, under the dispensation of the 1999 "History of the House Awareness and Preservation Act," for producing an illustrated, narrative history of the House of Representatives, Remini was eventually asked by Librarian of Congress James Billington to lead the project. With an appointment to the John W. Kluge Center of the Library and a small staff to help with the research, Remini started researching and interviewing members, former members and staff of the House in 2003. For three years, he traveled to Washington, D.C. about

once a month, doing most of his research and writing from his home in Wilmette. The culmination of this research, a 500-plus-page work called *The House: The History of the House*, was published in May 2006.

In addition to writing the first history of the House in over forty years, Remini has concentrated on reestablishing the Office of the House Historian, which has a continuing mandate to preserve and present the history of the House. Remini is planning a continuing program of oral histories of former members of Congress, historical orientation programs for freshmen members and staff, and a series of scholarly forums on the history of the House. While a self-described "New Deal, Fair Deal Democrat," Remini has pledged to

CONGRESSMAN PASCRELL SAID THAT REMINI'S LECTURES FIRST GOT HIM EXCITED ABOUT POLITICS AND SPARKED HIS POLITICAL CAREER.

maintain a non-partisan office. "We're there to serve everybody irrespective of party affiliation or anything else."

LIFE BEFORE THE HOUSE

One afternoon in the summer of 2005, not long after he had been appointed House historian, Remini was on the House floor, standing in the aisle on the Democratic side. He was talking to someone, when Congressman Bill Pascrell, Jr., a Democrat from New Jersey's Eighth District, came up to him and said, "Professor, you may not remember me, but you were my teacher when I was at Fordham." Pascrell said that Remini's lectures first got him excited about politics and sparked his political career. Remini didn't remember the student specifically, for he taught large lecture classes in those days, but that day on the House floor, Remini's career came full circle.

The child of an Italian father and an Irish mother, Remini was born on July 17, 1921, in New York City. He attended Fordham University, receiving his B.S. in 1943. He then enlisted in the Navy, serving as a lieutenant on the destroyer escort Alexander J. Luke in the North Atlantic.

Following his military service, Remini entered Columbia University on the G.I. Bill, where he studied under Dumas Malone, Richard Hofstadter, and Allen Nevins, receiving his M.A. in 1947 and his Ph.D. in 1951. He started as an instructor at Fordham in 1947, then was appointed assistant professor in 1951 and promoted to associate in 1959. His dissertation was published as his first book, *Martin Van Buren and the Making of the Democratic Party* (1959). Soon after, he decided that Martin Van Buren's political career was



Became UIC Historian; Started the UIC History Project

Appointed Historian of the House by House Speaker Dennis Hastert

1997	1998	1999	2001	2002	2005	2006
Published <i>Daniel Webster: The Man and His Time</i>	Published <i>The Battle of New Orleans: Andrew Jackson and America's First Military Victory</i>	Published <i>Andrew Jackson and His Indian Wars</i>	Published <i>John Quincy Adams and Joseph Smith</i>			Published <i>The House: The History of the House of Representatives</i>

AT AN AGE WHEN MOST PEOPLE HAVE LEFT THEIR CAREERS BEHIND, REMINI WAS WRITING & PUBLISHING SIX BOOKS IN A PERIOD OF JUST TEN YEARS.

too small a subject upon which to build a scholarly career, so he switched his focus to Andrew Jackson.

While at Fordham, Remini was recruited to come to the new University of Illinois at Chicago (then known as Chicago Circle). He served as chair of UIC's history department from 1965 to 1971, where he drastically expanded the department from around eight faculty to more than 40. Under his direction, history became one of the first four UIC departments, along with math, chemistry, and philosophy, to grant the Ph.D.

In the 1970s, after stepping down as chair, Remini turned his attentions back toward scholarship, completing his monumental three volume biography of Andrew Jackson, the third volume of which won the National Book Award in 1984. In 1981, he started UIC's Institute for the Humanities, serving as its director until 1987. And in 1991, at the age of 70, Remini became professor emeritus.

At an age when most people have left their careers behind, Remini continued what was perhaps the most active phase of his scholarly work, writing and publishing six books in a period of just ten years. Although he has retired from teaching and has taken on the job of House Historian, Remini has still kept up with his work as UIC Historian. Over the past year, he has given a number of talks on UIC history and spearheaded an effort acquire the papers of Richard J. Daley for the UIC Library. He was a featured speaker at the forum honoring the 50th anniversary of Richard J. Daley, held in April, 2005. He continues to give workshops on American history, and supervises the Office

of the UIC Historian, where he is researching and writing the history of UIC.

HOUSE HISTORIAN

The job of the Historian of the House isn't all research. Remini is often called on to instruct House members about the history of their institution. One night after votes this summer, Dr. Remini, dry martini in hand, told stories to a half dozen freshmen congressmen about the "Board of Education" room in the Capitol, which is just under the House chamber. That room, "downstairs," was where Speakers Nicholas Longworth and John Nance Garner would "strike a blow for liberty," sharing a drink while discussing the day's House business. It was also where Speaker Sam Rayburn would instruct young freshmen, and where Vice President Harry Truman received the call summoning him to the White House after Franklin Roosevelt had died.

At the beginning of the House History project, Remini spoke with Speaker Hastert, quoting Henry Clay, who said that you had to be there, to listen to these people in order to get a feel for the House. The Speaker immediately gave him floor privileges, and through sitting there, on both sides of the aisle, during debate and routine business, Remini has come to understand the "People's House."

In each of the twenty or so interviews he has done with House members and staff to date, Remini has asked if they love the House. He did not have any particular feelings about the institution before he started the project, but through the process of researching its history, he has come to love it. He wants his history of the House to be useful to its members, but also "to the American people in conveying something of that love." As he said, quoting a member in words that have become his own, "I love this House. I love the very fact that I come to work here."

"So, I'm trying to get that sense of the House," Remini explained. "Tip O'Neil once said, and others too, that if you come to Washington and you see that capitol dome and you are not in awe of the privilege that you have, then you don't belong here. Just quit. And I found . . . the last time I came to Washington, I did have a rush. I'm back at the center of the universe."

Fred Beuttler is Deputy Historian of the U.S. House of Representative. He collaborated with Dr. Remini as Associate Historian at UIC, working on the UIC History Project, from 1998 to 2005. He continues to consult on the project and give lectures on UIC history.



Robert Remini with Vice President Richard Cheney (L) and House Speaker Dennis Hastert (R)

The "Center of Freedom"

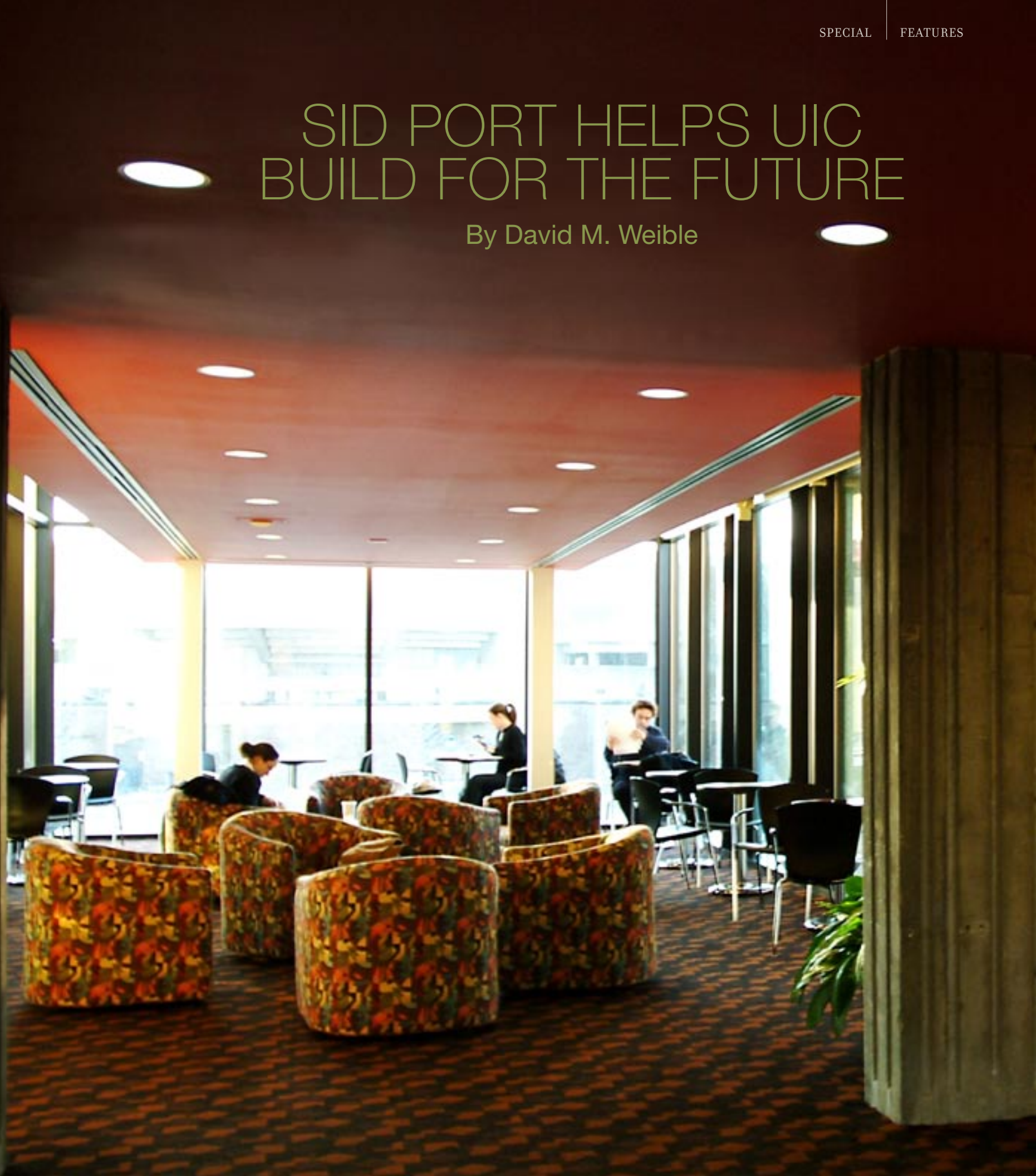
When it came time to choose a title for his history of the House of Representatives, Robert Remini was trying to avoid the obvious, such as "The People's House," a cliché that he didn't like. During an interview, former Speaker Newt Gingrich told him a story that really expressed to Remini the essence of the House. One day, in the late 1980s, several reporters came to visit then Minority Whip Gingrich from the Russian newspaper Pravda. Gingrich showed them around the Capitol and brought them to the floor of the House chamber, which was empty at the time. One reporter asked if he could go up to the rostrum and look around. He not only mounted the rostrum, but sat down in the Speaker's chair and looked around.

Finally, he came down and said to Gingrich, "I have sat at the center of freedom." On hearing that story, Robert Remini immediately thought, "That's my title." That expressed the meaning of the House for him, and he wanted his book to be called, The Center of Freedom: A History of the House of Representatives. Unfortunately, his publisher overruled him, and insisted it be called The House.

But for Robert Remini, the book really is about "the Center of Freedom."

SID PORT HELPS UIC BUILD FOR THE FUTURE

By David M. Weible





ATLAS 16

Instead of...dusty boxes, what you now find on the second floor of University Hall are students and professors talking about ideas.

As recently as four years ago, anyone approaching University Hall might look up toward the disused second story and see a very dispiriting sight: grimy windows through which stacks of empty containers of various sorts could be seen lying about in a jumble. With the 1993 removal of the campus walkway system, the second floor had lost its intended functionality as an entry point into the building. The elevator landings had become a de facto storage area where shipping materials could be tossed until time was found to dispose of them — practical, perhaps, but very damaging to the appearance of the most prominent and representative building on the east side of campus. When this situation caught the attention of Jane Tompkins, the former special assistant to the provost for campus environment and founder of the OASIS Project, she did not have much difficulty in imagining a far better use of the space. But with the increasingly tight campus budgets, how could such an extensive remodeling be undertaken?

The answer was provided by Sidney L. Port, a major Chicago philanthropist whose special interest is the support of Chicago

area cultural and educational needs. He had already demonstrated his interest in helping UIC with a million dollar gift in 1998 to fund the Sidney L. Port Hall of Excellence in the Flames Athletic Center, which honors student-athletes for their academic and athletic achievements, as well as the Port Academic Center, which provides our athletes with study resources and academic advising. Now, Port's generous gift of \$1 million enabled work to begin on the transformation of University Hall.

Today the Rebecca Port Faculty-Student Center, named after Port's late mother, is one of the most popular spots on campus. Instead of a clearing house for dusty boxes, what you now find on the second floor of University Hall are students and professors talking about ideas over coffee or sandwiches, reading or writing, or just relaxing in a beautifully designed 4,000-square-foot space enclosed by floor-to-ceiling glass windows allowing stunning views of the surrounding campus and the Chicago skyline.

Apparently Port has not lost his appetite for challenges or for helping UIC. He recently announced a new gift of \$2 million, an act



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(Above) Grant Hall as it stands today.
(Left) Architecture firm SmithGroup's proposed exterior treatment of Grant Hall.



Grant Hall is to be reconfigured to house a newly designed Language Laboratory, a revamped Writing Center, satellite media facilities and smart classrooms for the study of world cultures.

of generosity that promises to make further strides in improving the campus environment for students. Thanks to Port's generosity, all of Grant Hall is to be reconfigured to house a newly designed Language Laboratory, a revamped Writing Center (currently located in Douglas Hall), satellite media facilities and smart classrooms for the study of world cultures, all with the aim of creating an integrated space for students to master new languages as well as the ones they grew up speaking. The Center will include extensive multimedia classroom and lab spaces, along with support and office space for faculty engaged in developing new instructional materials and technologies.

Following the example set by the Rebecca Port Student-Faculty Center, the interior of the new language learning center will be made highly inviting, with numerous lounge areas where students can study, socialize, and, thanks to WiFi availability throughout the building, access the Internet-based learning materials that supplement their language classes. If this new center proves even half as popular as the Rebecca Port Center, it will bring an entirely new sense of community to the students in UIC's foreign language classes.

Such generosity inevitably leads one to ask, who is Sidney L. Port, and why is he so generous to UIC? Port is a lifelong Chicagoan who grew up poor in a hotel at Clark and Lake Streets operated by his parents, whom he credits with instilling in him an early sense of social responsibility. He graduated from Lane Technical High School and went on to play basketball for the University of Illinois at Urbana-Champaign where he obtained his undergraduate degree in 1933. He continued his academic studies at DePaul University Law School and graduated with a doctorate in law.

As a young man, Port admired the philanthropic example set by Victor Lawson, co-founder of the Associated Press and founder of the *Chicago Daily News*, Chicago's most progressive newspaper. Out of admiration, Port even named his company, Lawson Products, after his role model. An international corporation, Lawson Products specializes in fastening systems, cutting tools, chemicals and abrasives, hydraulics and automotive products for the automotive, appliance, aerospace, construction, and transportation industries. Once the success of this company put him in a position to emulate Lawson in a more material way, Port embarked on a course of civic

philanthropy, directing his attention chiefly toward arts organizations, universities, and medical research centers.

But why UIC? When interviewed this year by the *Chicago Tribune's* Charles Storch, Port confirmed he had given some money to the Urbana-Champaign campus over the years, but in what he referred to as "nominal amounts." He was then quoted as saying; "I have lived in Chicago for 90 years and in Champaign for four years. I have to side with Chicago." Port plans to name the new language facility after his daughter, who succumbed to a brain tumor last year at age 55. The center will be a fitting tribute to Sandi Port Errant, an energetic contributor in her own right to a range of local charities and cultural institutions. Before starting a restaurant chain together with her husband, Errant had taught elementary school and been active in charity work, including the inauguration of a scholarship fund for students at Mather, her old high school. Her love of education and learning will be splendidly memorialized in the Sandi Port Errant Language and Culture Center at Grant Hall.

David M. Weible, currently Interim Head of Germanic Studies, has been Director of the Language Lab since 1977. Aside from his research into the uses of instructional technology, he is in charge of the Business German program and regularly teaches a course on the history of opera in German-speaking countries.

FULBRIGHT CHAIRS HEAD FOR EUROPE

By James Sack

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In 1945, in a proposal to Congress that subsequently bore his name, the internationalist Democratic senator from Arkansas, J. William Fulbright (1905-1995), suggested a new program that would promote “mutual understanding between the people of the United States and the people of other countries of the world.” Signed into law by President Truman in 1946, the Fulbright Program made provisions for the exchange of scholars and teachers involved in university lecturing, advanced research, graduate study, and teaching in elementary and secondary schools. Since 1948, at least 40,100 U.S. faculty and professionals have engaged in these activities abroad.

Among the most prestigious appointments within the wider Fulbright scholarly apparatus is the Distinguished Chairs Program, where candidates must be senior scholars

and have a significant publication and teaching record. During the 2005-2006 academic year, the College of Liberal Arts and Sciences at UIC has been very fortunate to have produced two such noteworthy faculty: Kevin G. Barnhurst, Head of the Department of Communication, and Eric Arnesen, former Chair of the Department of History and a member of the African American Studies Department. Both scholars have successfully applied to spend their Fulbright period in Europe, though in quite different locations. Barnhurst will travel to Vercelli, Italy to the new University of Eastern Piedmont Amadeo Avogadro, established in 1998, on the Sesia River in the Po Valley. Arnesen, on the other hand, will spend his Fulbright period wintering 1,100 miles north of Vercelli, at the oldest university in Scandinavia, the University of Uppsala, in Sweden, established in 1477.

While in Italy, Barnhurst will occupy the Vercelli Chair in Twentieth-Century History of Communication. He will be introducing his Italian students to the history of the media in the United States and encouraging them to explore the similarities and differences between journalism in the U.S. and Italy. He also plans to share his ideas for a new book project about the history of ideology in modern journalism, which he hopes might disprove many popular assumptions about news presentation. For example, despite what some people believe, news is not getting briefer, not focusing more on people, and is not covering more events. Rather, it is illustrating a hegemonic shift of power away from politicians and towards journalists. Such a thesis might be of considerable interest to Italian students, since their former prime minister, Silvio Berlusconi, is the wealthiest man in Italy and the owner of



Kevin G. Barnhurst: heading for Vercelli, Italy



Eric Arnesen: off to Uppsala, Sweden

LINGUINE? or LINGONBERRIES?

A quick peek
at Vercelli
and Uppsala...



photo courtesy of Sverre Stølen

VERCELLI

- Landscape** rolling countryside
- Avg. F°** 70°F/34°F (summer/winter)
- Population** 45,800
- River** Sesia
- Celebs** Renaissance artists Antonio Bazzi, Bernardino Lanino & Giuseppe Giovenone
- Landmarks** Gothic Basilica of Sant'Andrea
- Delicacy** Gorgonzola
- Pastime** Bocce (lawn bowling)
- Vintage** Nebbiolo

UPPSALA

- flat plains**
- 62°F/24°F (summer/winter)**
- 180,000**
- Fyris**
- Childhood home of Ingmar Bergman**
- University of Uppsala**
- Reindeer**
- Bandy (similar to ice hockey)**
- Schnapps**

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a vast newspaper, radio, film, and television empire. “Berlusconi is an interesting case,” remarked Barnhurst. “He’s almost like a nineteenth-century American Publisher [in terms of media power] who has now ascended to the top public office. It will be a learning experience for me to see this up close.” Barnhurst will be particularly interested in whether his Italian and American students share the same perceptions about political media control. “Students will look at my research and compare it to their own situation,” he said, noting that it is easy for U.S. scholars to think of theirs as the only model. “This will open up another perspective. This will be like fresh air.”

Eric Arnesen, who is currently completing a book on the civil rights and labor activist A. Philip Randolph, will devote his inaugural Fulbright lecture and his teaching to the issues of race, inequality, and rights. This discussion will build on his past books and articles on political protest, racial identity, and labor in nineteenth- and twentieth-century American history. By the late twentieth-century, Arnesen contends that discussions of class and inequality have faded in U.S.

political discourse, while discussions of race, rights and inequality have grown louder and more contentious. He hopes to explore this paradigm in conversation with his new Swedish students and colleagues. As Arnesen explained, “European academic interest in American culture in general and American race relations in particular is high. I’m looking forward to on-going exchanges with my Swedish counterparts about issues of race, ethnicity, inequality, and politics in historical and comparative contexts.”

Fulbright opportunities for researching and teaching abroad also present challenges, especially where language is concerned. Barnhurst, who has an excellent command of Spanish and used it well on a Fulbright to Peru in 1989, would have described his reading and speaking knowledge of Italian as “fair” only a year ago. Determined to remedy this deficiency before leaving for Vercelli, he took Italian courses from UIC lecturer Alessandra Visconti and professor Cristina Gagnani, both of whom helped immerse him in the language and culture of Italy. At Visconti’s suggestion, he also took in the Chicago Lyric’s Italian operas,

the film series at the Italian Cultural Center on Michigan Avenue, and the Italian films at the Chicago International Film festival. By contrast to last year, when he had virtually no written or verbal command of the language, he is currently able to write a page a week in Italian and can now understand most of every broadcast on an Italian news station.

Arnesen’s Swedish experience will be a family affair. Due to the large proportion of fluent English speakers in Uppsala (and in Sweden more generally), Arnesen himself has no plans for learning the language. But real Swedish linguistic spadework has been done by his children: Rachel, age 12, and twins Will and Sam, age 7. The children, who will be attending a school in Uppsala where instruction is given in English and Swedish, discovered the Rosetta Stone language CD and the outcome, to date, has been impressive.

James J. Sack is Professor of History at UIC. His publications and research focus on Conservative political discourse in Britain between 1760 and 1895. He is currently serving as President of the Midwest Victorian Studies Association.



FIRST STEPS TOWARD A DIALOGUE: UIC'S JEWISH/MUSLIM INITIATIVE

Among the most serious cultural and religious rifts in the world today is the one between Jews and Muslims. The roots of frustration and misgiving are many. Conspiracy theories about Jewish power play a large role in the political discourse of many Muslim nations, for example, while many Jews see Islam as violent and hate-filled. Whatever one's political views, the need for Jews and Muslims to understand one another better, and to develop friendships and cooperative relationships, could not be more obvious.

by Sam Fleischacker



**IN AN EXPERIMENT
THAT IS
VIRTUALLY UNIQUE,
PROFESSORS OF ISLAM
WILL TEACH ABOUT
JUDAISM, AND
PROFESSORS IN JEWISH
STUDIES WILL TEACH
ABOUT ISLAM.**

To concerned faculty at UIC, the university seemed like an excellent place to carry out the task: higher education has always sought to foster both understanding and good personal relationships.

With this need in mind, professors in the Jewish Studies and Islamic Studies programs at UIC are developing a new program in Jewish-Muslim relations. UIC offers opportunities to improve the situation that do not exist at all universities. For one thing, UIC is the major public university in one of America's most ethnically diverse cities – a city, moreover, in which there are a number of important interfaith programs – and the campus is one of the most diverse in the nation. For another, UIC now has a core of more than half a dozen professors who are either in Jewish Studies but have a strong, sympathetic interest in Islam and Arab culture or in Islamic Studies but have a deep and sympathetic interest in Judaism. Finally, many of our students and faculty have strong family and community ties in Chicago and the surrounding area, and are thus more integrated into the cultural life of the city than people at more traditional residential campuses tend to be.

Students acknowledge that UIC is ideally situated to do pioneering work in Jewish-Muslim relations and have that work influence a far wider community. As Julie Geynisman, a sophomore in the College of Liberal Arts and Sciences and a member of the UIC Levine Hillel Student Board remarked, “there is no better campus than UIC – [having] our diverse community involved in such a project will surely stimulate the passionate, curious and concerned among us.” And the project clearly has stimulated the imagination of students like LAS sophomore Hana Koussa: “UIC is taking its first steps towards building dialogue between Muslim and Jewish students; to have an opportunity to be a part of that is remarkable.”

The first element of UIC's Jewish/Muslim Initiative is a dynamic new course that will bring scholars from Chicago and around the world together to cross the religious-cultural divide between Judaism and Islam. In an experiment that is virtually unique, professors of Islam will teach about Judaism, and professors in Jewish Studies will teach about Islam. Each visiting scholar will teach a course to both UIC undergraduates

and students at Kent Law School, which is co-sponsoring the project, as well as give a series of public lectures.

In November 2005, the project was inaugurated with a lecture series by Akbar Ahmed, the Ibn Khaldun Professor of Islamic Studies at American University, and a former Ambassador of Pakistan to Great Britain. Described by the BBC as “the world's leading authority on contemporary Islam,” Professor Ahmed is a distinguished anthropologist, writer, and filmmaker. Over the past several years, he has participated in a series of Muslim-Jewish dialogues with Judea Pearl, the father of the murdered journalist Daniel Pearl. At the inaugural lecture, Professor Ahmed praised the initiative highly, saying it is “rooted in vision.” He stressed the need for Muslim-Jewish dialogue as well as the need to move “beyond dialogue to understanding and then to friendship,” saying that friendship provides a level of trust that transforms dialogue itself, so that it can range much more widely, reaching topics that were initially too controversial to touch. Ahmed also called for a return to the values of “compassion” and “humility,”

which he identified as central tenets of “all Abrahamic faiths,” Jewish, Muslim, and Christian alike.

The curricular component of the initiative got underway in January, with a course on Jewish-Muslim relations jointly taught by Azim Nanji and Rachel Havrelock, Professor of Jewish Studies and English at UIC. A prominent scholar of religion, Professor Nanji is a leading authority on Islam and has been involved in Jewish-Muslim dialogue for many years. “The interaction and exchange between Jews and Muslims go back to the founding period of Islam in the seventh century,” noted Nanji. By bringing his experience to UIC and Chicago, he hopes to give students “an opportunity to explore what might be called the truly ‘synergistic’ moments of the exchange, particularly as they are reflected in the literature and shared

learning of both traditions throughout the medieval period.” Professor Havrelock received part of her training at a Palestinian university and is extremely sensitive to the needs of her Muslim as well as her Jewish students. Not only is she a rising young scholar of the Bible and Midrash, but her contributions to Jewish-Muslim dialogue go beyond the university with her work as a playwright. Her play, *From Tel Aviv to Ramallah* (see the sidebar to this story) has been produced across the US and widely praised by critics. The classroom collaboration between Professors Nanji and Havrelock should be an exciting one, and a means for UIC to take the lead in advancing cross-cultural understanding between Muslims and Jews.

Sam Fleischacker is Professor of Philosophy at UIC. His research focuses on moral and political philosophy, aesthetics, and the philosophy of religion. He has published five books, most recently A Short History of Distributive Justice (Harvard, 2004).

JEWISH/MUSLIM DIALOGUE ON THE HIP HOP STAGE

Professor Havrelock's extracurricular life engages in the same spirit of dialogue that drives the Jewish/Muslim Initiative at UIC. From Tel Aviv to Ramallah: A Beatbox Journey, is a collaborative work built around a script by Havrelock, performances by Yuri Lane, a “Jewish human beatbox” who happens to be her husband, and live “sets” by Muslim video artist Sharif Ezzat. Havrelock and Lane describe the play as an effort to “take audiences behind the clinical headlines and detached news reports,” creating instead a “vibrant portrait of everyday life in the Israeli-Palestinian conflict.”

The narrative drama revolves around a day in the life of Amir, a Tel Aviv dj and delivery boy, and Khalid, a Ramallah internet café owner. Through these two figures and their surrounding environments, Lane's one-man “beatbox” performances delve into the youth cultures of the Middle East and depict the parallel narratives and lives of Israelis and Palestinians.

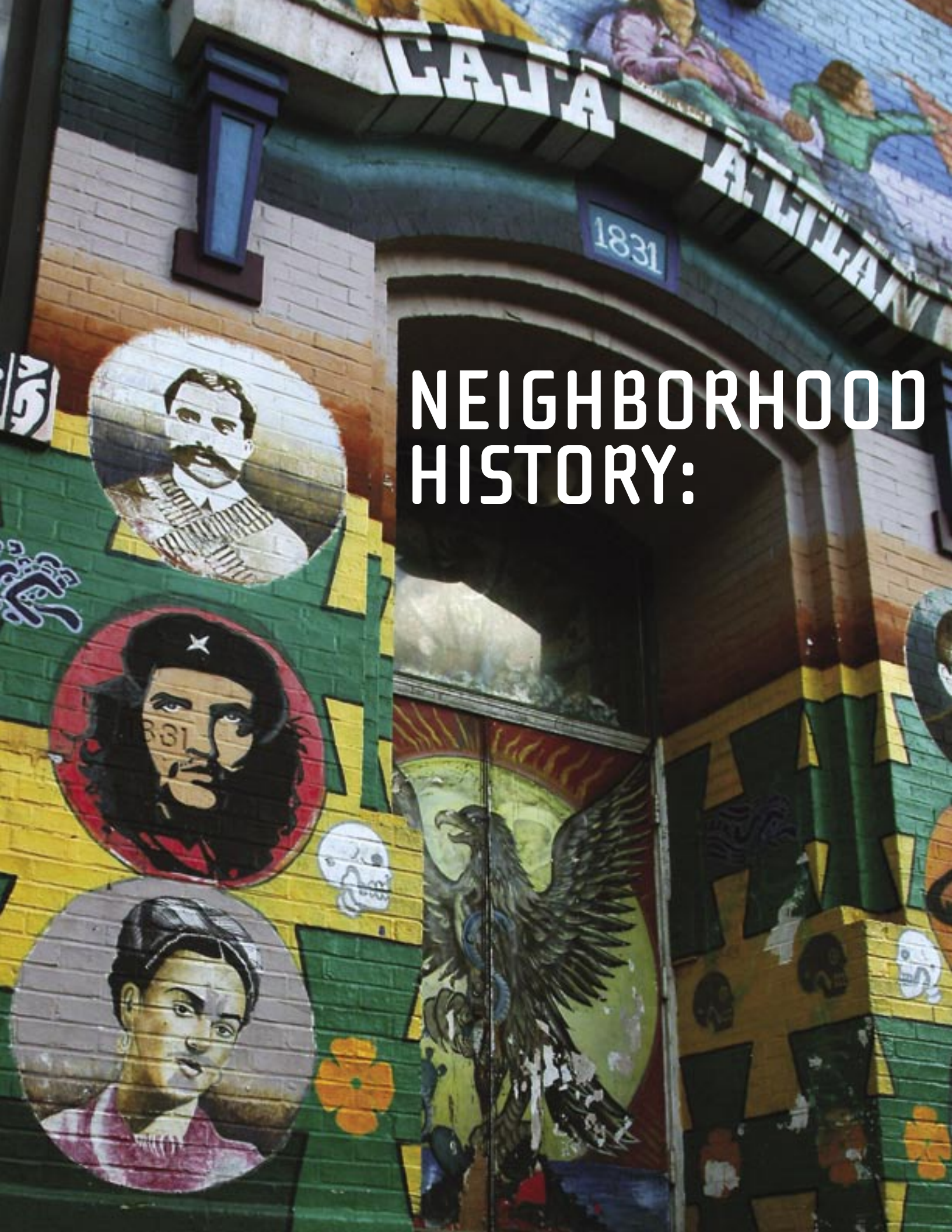
The play was born after Lane and Havrelock traveled through Israel and the West Bank together in 1999. Bypassing the

option of riding with settlers on smooth and restricted asphalt, Lane and Havrelock traveled by bus to East Jerusalem, where they picked up a shared taxi to Ramallah, stayed in the home of a multigenerational family and followed the lives of Palestinian youth from the streets to the dance floors.

Their play debuted as a short at the 2003 NYC Hip-Hop Theater Festival, was workshopped at Spanganga in San Francisco's Mission District, and had its world premiere at Theater J in Washington DC for which it earned a “Best New Play” nomination from the Helen Hayes Awards. Since then From Tel Aviv to Ramallah has toured in Los Angeles, North Carolina, Cleveland, San Francisco, Atlanta, New York, Chicago, and New Jersey.

The editors of atLAS wish to thank Professor Havrelock and Yuri Lane for granting permission to use press materials for the play as the basis for this article. For video excerpts from the play and more information about From Tel Aviv to Ramallah and other work by Rachel Havrelock and Yuri Lane visit www.yurilane.com.





NEIGHBORHOOD HISTORY:

CASA AZTLAN AND THE CIVIL RIGHTS STRUGGLE IN MEXICAN PILSEN

By Javier Villa-Flores



At the time, we wanted to be...outrageous... so that people would change their attitudes towards Mexicans. { ANTONIO ZAVALA }

With a rich tradition of labor and political activism, the Pilsen neighborhood, just south of UIC, has been home to a number of immigrant communities since it was first settled by Bohemian immigrants in the mid-nineteenth century. Mexican immigrants began settling in Pilsen in the 1950s, and the neighborhood is now one of the largest Mexican communities in the Midwest. Ever evolving, the neighborhood is showing signs of gentrification. Scholars in the Latin American and Latino Studies Program are working with community members to document the experiences of the Mexican community in Pilsen before it is lost.

As an entry point for Mexican immigrants in Chicago, Pilsen became a bastion of the Mexican struggle for civil rights in the 1970s. Initially inspired by the Chicano Movement, the Raza Unida Party, the Civil Rights Movement, and the Students for a Democratic Society of the 1960s, Mexican activists (some of whom were members of the Organization of Latin American Students at UIC) fought to improve the living and working conditions of the Mexican community in Chicago in general, and in Pilsen in particular. "In those years," explains activist Antonio Zavala, "[we] looked for self-determination...for Mexican-Americans, community control was part of that struggle...because all institutions were in the hands of people who were not members [of the Mexican community]."

In 1970 a young community organization called Casa Aztlán opened its doors in Pilsen, at Racine and 18th Street. Founded by a group of activists and the Brown Berets in the Near West Side of Chicago, the organization was destined to play a pivotal role in the emergence of Mexican civil rights activism in Chicago. "Acknowledging the strengths of Mexican families," reads its Mission Statement, "Casa Aztlán [has sought] to sustain the strong cultural identity of the Pilsen community by organizing and educating residents and providing supportive services in order to combat social violence, discrimination and poverty." Following these goals, Casa Aztlán has offered a comprehensive array of services since its inception, which include after-school activities for children and youth, adult education programs such as English as a Second Language (ESL) and citizenship classes, emergency and advocacy services, and an impressive variety of cultural and educational events. These programs are the work of a whole generation of Mexican activists who have found in Casa Aztlán a privileged venue for political discussion and social organizing for the past 30 years.

In spite of Casa Aztlán's importance as a community organization, many in Pilsen and the city of Chicago more generally still know little about this institution or about the history of Mexican activism in Pilsen. People generally associate the struggle for the civil rights of people of Mexican origin in the United States with border regions in the Southwest, but a significant number of Mexican-Americans and Mexican



These oral histories will contribute to put Chicago on the map of the larger history of the Mexican experience in the U.S. { MARIA DE LA TORRE }



immigrants have also been politically active in the Midwest, particularly in Chicago, since the early twentieth century.

The College of Liberal Arts and Sciences has a new and vital role to play in helping to document the history of these civil rights battles. Collected in collaboration with Maria Eugenia de la Torre, lecturer in the Latin American and Latino Studies Program, and Casa Aztlán, a comprehensive oral history will help construct a more complete picture of the rich social and political history of Mexican activism and the role Casa Aztlán has played in fostering it. Much of this history is found in the memory of old community members and activists. The scholars in LAS who are collaborating in this project see enormous cultural and historical value in offering to the general public and especially to local residents a retelling of the struggles of the past that helped shape the community of today. As Pilsen undergoes a gentrification process that may force some small businesses and local inhabitants to move out of the neighborhood, the complex story of collective actions that brought transformations to the neighborhood may be a backdrop to envisioning the Pilsen of the future.

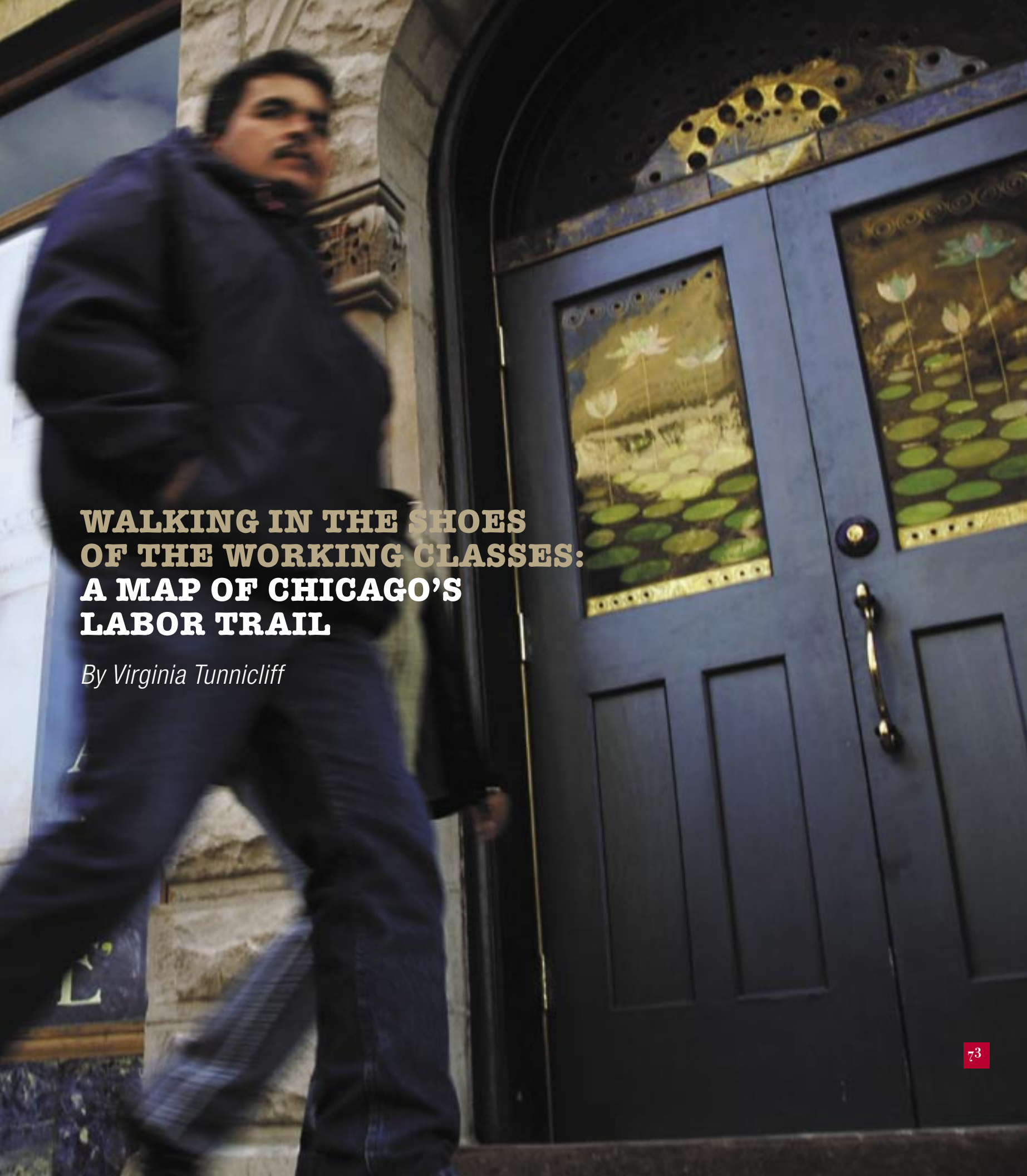
Funded by the Illinois Humanities Council and directed by Casa Aztlán, this project also builds upon the continuing effort of both the Great Cities Commitment at UIC and the Latin American and Latino Studies Program to bridge the gap between academic research and the Latino community in Chicago. For example, this collaboration has produced a new "Lecture in the Community" series. Between November

and March, Casa Aztlán has held four presentations of the oral history project in coordination with Latin American and Latino Studies at UIC. Any effort to revisit the past might bring to mind the famous remark by the British novelist L.P. Hartley: "The past is a foreign country; they do things differently there." But from the animated discussions that ensued, the past is no such foreign country to Mexican activists; instead it's a highly contested ground upon which people of diverse origins legitimate their social and political goals.

Pilsen is a very unique community... in the sense that it is the organization of people, the fact that they were united, that made possible the emergence of many leaders and the creation of new organizations. { TERESA FRAGA }

An oral history of the Mexican struggle for civil rights in Pilsen will offer an opportunity to hear the voices and lived experiences of the people who fought those battles for the rights of an ethnic community, before such stories are forever lost.

Javier Villa-Flores is Assistant Professor in the Latin American and Latino Studies Program and the Department of History at UIC. His research focuses on religious beliefs in seventeenth-century New Spain.



WALKING IN THE SHOES OF THE WORKING CLASSES: A MAP OF CHICAGO'S LABOR TRAIL

By Virginia Tunnickliff

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When most people think about the labor history of Chicago, the Haymarket Riot and Pullman Strike come to mind. But Chicago's labor history beyond these famous events is rich and complex. UIC professor of history Leon Fink and his colleagues on the steering committee of the Chicago Center for Working-Class Studies were looking for a way to link well-known sites and events with the more subtle social history of working people when the concept emerged for a Labor Trail map of Chicago. The idea, Fink said, was to "note the larger contributions of working people alongside the classic sites of conflict and contestation."

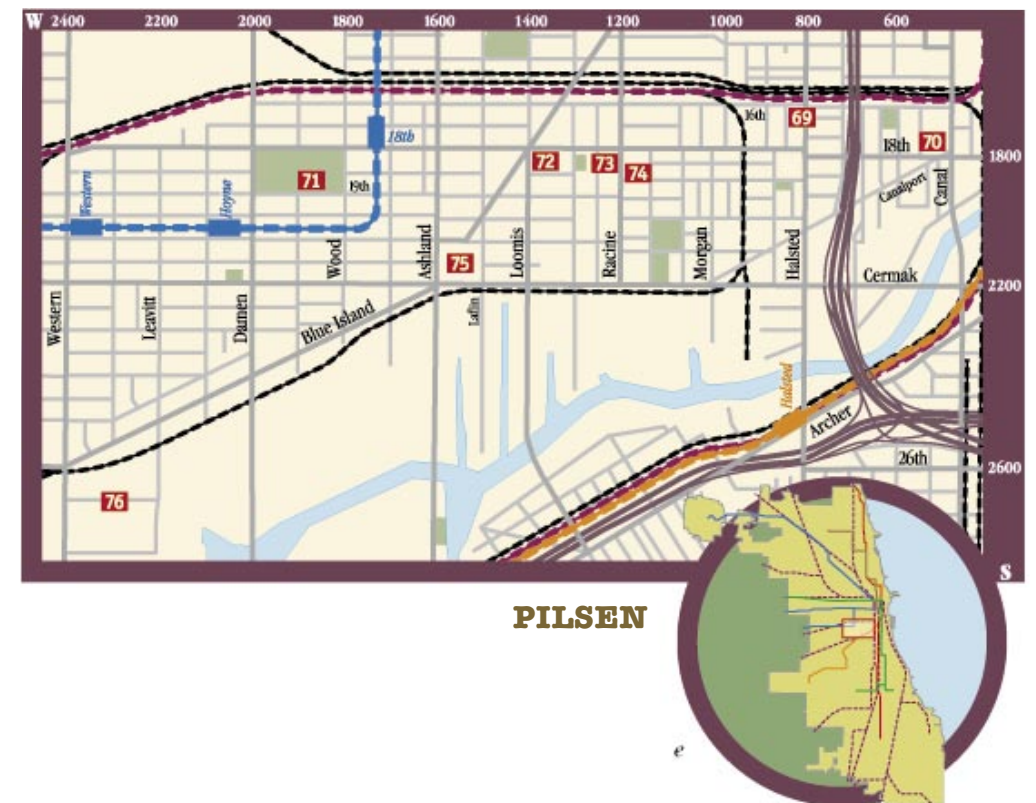
In 2003, funded by a grant from the Illinois Humanities Council, Fink pulled together a group of scholars and activists from multiple organizations to record milestones in Chicago's

labor history. Each member researched a specific period of time in newspapers and other historical records then plotted the events spatially. So far, their work has produced maps of eleven Chicago neighborhoods, including two adjoining UIC: the Near West Side and Pilsen (shown here).

"The goal," said Fink, "is to challenge a larger public to think more deeply about the complexity of the city's past, particularly the role of ordinary people in shaping its dynamic contours."

For more information about the project – including an online version of the Labor Trail Map, visit the Labor Trail website at <http://www.labortrail.org/>.

Virginia Tunnickliff is an assistant to the Dean of Liberal Arts and Sciences. She works with LAS departments and the Educational Policy Committee on curricular issues.



73 Thalia Hall (1215-25 West 18th Street): Originally a Bohemian community center that included a theater and the offices of several community organizations. After the First World War, several groups from Thalia Hall pressured Woodrow Wilson for the creation of an independent Czechoslovakian nation.

59



60

NEAR WEST SIDE



62



64



66



63

61



- 59. Montgomery Ward's Headquarters (618 West Chicago Avenue): Hub of the mail order catalog that made Chicago a distribution center for affordable consumer goods. On April 26, 1944, President Franklin Delano Roosevelt sent federal troops to take possession of Ward's offices in response to the company's failure to adhere to National War Labor Board's orders to recognize a CIO union.
- 60. Chicago Commons Building (955 West Grand Avenue): Graham Taylor settlement house included one of the first kindergartens in the U.S.
- 61. Haymarket Incident Site (151-199 North Desplaines Street): Near site of demonstrations and protests at the McCormick Reaper Plant – mainly centered on the movement to establish an 8-hour work day. Conflict led to the Haymarket Massacre on May 4, 1886. The 8-hour day did not become the national standard until 1935 under the Fair Labor Standards act.
- 62. Union Health Center (1634 West Polk Street): Built in 1965 by the Service Employees International Union, this center provides union members affordable medical care.
- 63. Jane Addams Homes (are bounded by Taylor, Lytle, Ada and Cabrini Streets): One of the first federally funded public housing projects. Built between 1935 and 1937, and now being demolished.
- 64. Jane Addams's Hull House (800 South Halsted Street): Jane Addams and Ellen Gates Starr founded this center of Progressive Era reform that provided housing, meals, education and work to the local immigrant community. Also a center for movements against child labor and government corruption, and for women's rights.
- 66. St. Francis of Assisi Church (812 West Roosevelt Road): Built in 1853, this was the first German Catholic parish on the West Side. Membership changed with the surrounding neighborhood to become predominantly Italian in the 1910s, and later a center of the Mexican community.

LAS IN THE FIELD



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A BREATH OF FRESH AIR

A Study of Aerosols

Neil Sturchio, head of UIC's earth and environmental sciences department, is currently engaged in a study aimed at providing a better understanding of the origins of aerosols. While much has been reported about the adverse effects aerosols have on air quality and human health, very little research exists about their origin and behavior in the atmosphere.

Through recent studies in Cairo and an upcoming sampling campaign in Mexico City, Sturchio and the students in his lab hope to provide clarity about the uncertainties relating to the origins, lifetimes and transport properties of aerosols. For example, in Cairo, they determined that the high concentration of lead in the city's aerosols came from its secondary lead smelters rather than the use of leaded gasoline. As a result, the lead smelters were relocated to a remote area. In Mexico City, UIC's role will be to perform measurements of natural radioactivity and stable isotope ratios of carbon in aerosols. These measurements will provide insight into the lifetimes of aerosols, their source materials and the elevation at which they are formed.

Sturchio believes the insights gained from these studies of aerosols in megacities may be helpful for developing strategies to reduce aerosol formation, improve air quality, and in turn, improve human health.

SEEDS OF CHANGE

An Experiment in Reforestation

Henry Howe, UIC professor of biological sciences, is leading a team of faculty, students and fellow scientists in a groundbreaking ecological experiment in Mexico. Starting this year, the team will embark on a 20-year project to test the elements of crisis of isolation in conjunction with reforestation.

Sixteen stands of trees containing twelve species of Mexican trees grown from wind-dispersed seeds and eight stands of trees grown from seeds dropped by birds or bats will be planted 100 to 1,000 yards from extensive forest. The team will carefully monitor and record the activity at each set of stands.

The team expects the wind-dispersed stands to regenerate their own species over time, while the stands attracting birds and bats will produce increasingly diverse and complex species. Through this approach, the team hopes to discover a way to rescue species and genetic diversity by providing connections and refuges among forest fragments.

LAS STUDENTS EXCEL NATIONALLY, INTERNATIONALLY

By Bruce Pecho

Students in the College of Liberal Arts and Sciences continue to honor UIC by receiving major scholarships and fellowships that are highly respected and national in scope.

BRANDI MORA



FULBRIGHT FELLOWSHIP

The Fulbright Grant Program, funded through the U. S. Department of State, is recognized as a prestigious form of public diplomacy, fostering mutual understanding among nations through educational and cultural exchanges. The program provides students with full funding for a year of study in one of more than 140 countries worldwide.

BRANDI MORA

Brandi Mora, an English secondary education graduate, will use her Fulbright Fellowship in a teaching assistantship in Indonesia. She also plans to study the teaching methods used in the Indonesian Functional Literacy Program and the overall literacy rates in communities that use it. At UIC, Mora was a managing editor of the Journal for Pre-Health Affiliated Students and a human rights educator for Amnesty International's ACTIVATE! program. She is also earning a private pilot's license.

SAE-ROM CHAE

Sae-Rom Chae, an Honors College student and a 2005 graduate student in sociology, will use her Fulbright Fellowship to explore how the ethnic and religious backgrounds of Malaysian women affect their attitudes and behavior concerning HIV prevention. Based in Kuala Lumpur, Chae plans to collect data through university focus group discussions and staff interviews at local healthcare centers. At UIC, she was a leader with the Student Activities Funding Committee, the Asian American Coalition Committee, and Servants Christian Fellowship.

SAE-ROM CHAE



J.W. SAXE MEMORIAL PRIZE FOR PUBLIC SERVICE

The J.W. Saxe Memorial Prize for Public Service is a prestigious \$1,500 Award given annually to a select number of undergraduate or graduate students proposing various public service projects around the world. Traditionally, it is won exclusively by students at Ivy League schools as well as students from universities such as Stanford, Duke and Rice.

SAE-ROM CHAE

In addition to winning a Fulbright Fellowship this year, Sae-Rom Chae also was awarded the J.W. Saxe Memorial Prize for Public Service. Chae used the prize for a four-week project based in Chiang Rai, Thailand. Working in an orphanage of about 100 children, she taught English, organized crafts programs, lead games, provided computer instruction, and facilitated health workshops. Her goal was to understand the situations that children in Southeast Asia face as the HIV/AIDS epidemic advances. As part of her church, Chae has participated in mission trips to poor communities in Ethiopia and Mexico. Living and working with people in those communities gave Chae the experience and inspiration for her project in Thailand.

BARRY M. GOLDWATER SCHOLARSHIP

The Barry M. Goldwater Scholarship is regarded as the premier undergraduate award of its type. It provides annual awards of \$7,500 to up to 300 outstanding college students pursuing careers in mathematics, the natural sciences or engineering.

STEPHEN SHING FAN YIP

Stephen Shing Fan Yip, a junior majoring in physics, studies theoretical physics and is involved in a U.S. Department of Energy-funded project called Computational Nanophotonics under the direction of Serdar Ogut, UIC assistant professor of physics. Yip has received the Seymour Margulies Scholarship and the Ogden Livermore Scholarship, both awarded to UIC physics students. He is active in the Society of Physics Students, president of his church fellowship group, and has served as a tutor for UIC's African-American Academic Network. Yip plans to earn a Ph.D. in physics and go on to become a research and teaching professor.

NATIONAL SECURITY EDUCATION PROGRAM DAVID L. BOREN GRADUATE FELLOWSHIP

The National Security Education Program David L. Boren Graduate Fellowship enables U.S. graduate students to pursue the study of languages, cultures and world regions that are critical to U.S. national security but are less frequently studied.

MOHAMMED ERRIHANI

Mohammed Errihani is one of two LAS recipients of the NSEP David L. Boren Graduate Fellowship. Errihani, a doctoral candidate in English, plans to use his \$12,000 grant to research the status of Berber language implementation into Moroccan language policy. Ultimately, he hopes to elevate the Berber language from the status of dialect to the level of Arabic and French. Errihani earned a bachelor's degree and graduate degree in English language and literature from Mohamed Ben Abdellah University in Fez, Morocco. He received a Master of Arts degree in applied linguistics from UIC, where he currently teaches ESL classes in the Intensive English Program.

WILLIAM MALONE

William Malone, a doctoral candidate in history, will use his \$23,700 NSEP Boren Graduate Fellowship to continue researching Rural Catholic Action in Guatemala. Malone

is already in Guatemala under a Fulbright Fellowship he was awarded last academic year. He is currently researching the Guatemalan Rural Catholic Action group, a Catholic group that performed missionary work in Guatemala in the late 1800s and early 1900s. He is comparing events prior to the 1954 coup, the ensuing repression of peasant organizing, and the reestablishment of peasant organizations in the late 1900s. Malone earned a bachelor's degree in Spanish language and literature from Loyola University, Chicago, and holds a master of divinity degree from Mundelein Seminary of the University of St. Mary of the Lake. He earned a Master of Arts degree in Latin American Studies from the University of Chicago, and a Master of Education degree in secondary education from DePaul University.

NATIONAL SECURITY EDUCATION PROGRAM DAVID L. BOREN UNDERGRADUATE SCHOLARSHIP

The National Security Education Program David L. Boren Undergraduate Scholarship awards scholarships to U.S. undergraduates to study abroad and acquire skills and experience in areas of the world critical to future national security.

EUGENE CHOE

Eugene Choe, a junior majoring in political science, was awarded an NSEP David L. Boren Undergraduate Scholarship for the second year in a row. Last year, Choe, a former U.S. Marine, used his NSEP Scholarship to work in Iraq as a security contractor for the U.S. State Department. This year, inspired by his time in Iraq, Choe will use his scholarship to study at Al Akhawayn University in Morocco, where he hopes to improve his Arabic language skills and understanding of Middle Eastern cultures. Before attending UIC, Choe guarded the United States' largest nuclear weapons arsenal as a member of the Marine Corps. His final two years were spent in the infantry in California, Japan and Korea. After graduating from UIC, he plans on applying to the CIA, and aspires to make a positive impact in U.S.-Middle East relations.

EUGENE CHOE



LAS STUDENTS EXCEL

CONTINUED

REBECCA TAYLOR



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CARL J. COUCH AWARD FOR INTERNET RESEARCH

The Carl J. Couch Award for Internet Research honors student papers from all disciplines researching various aspects of the Internet's influence on society. The award honors the legacy of Carl J. Couch, founder of the so-called "New Iowa School" of social research.

ERICKA MENCHEN

Ericka Menchen, a graduate student in communication, was awarded first-place in the 2005 Couch Award international competition for her paper, "Blogger Motivations: Power, Pull and Positive Feedback." The paper examines the motivations of college students who write online. Menchen is the third UIC student to earn the Couch Award. She was invited to present her paper at the annual international conference of the Association of Internet Researchers held in the fall in Chicago. Menchen earned a bachelor's degree in anthropology with minors in photography and English from Loyola University, Chicago. Her research interests include social bookmarks, social history of new media and the 'read/write' Web.

ERICKA MENCHEN



NADITA GATLA



JACOB K. JAVITS FELLOWSHIP

The Jacob K. Javits Fellowship established by the U.S. Department of Education, provides financial assistance to students of superior ability, achievement and exceptional promise so that they may undertake study at the doctoral or master's degree level in selected fields of the arts, humanities and social sciences.

REBECCA TAYLOR

Rebecca Taylor, a doctoral student in psychology, is one of two psychology students nationwide, and the first UIC student, to receive the prestigious Jacob K. Javits Fellowship. She will use her grant to cover tuition and living expenses while continuing her studies in the community and prevention research division of the UIC Department of Psychology. At UIC, Taylor has worked with the Collaborative for Academic, Social and

Emotional Learning, also known as CASEL, which promotes the use of coordinated, evidence-based programs in schools to address students' social, emotional and academic well-being. Taylor is a Phi Beta Kappa graduate of Pomona College in Claremont, California, where she earned a Bachelor of Arts degree in psychology. In 2004, she was awarded UIC's University Fellowship, which is given to a select number of students displaying high levels of academic promise and scholarly achievement.

PHI KAPPA PHI GRADUATE FELLOWSHIP

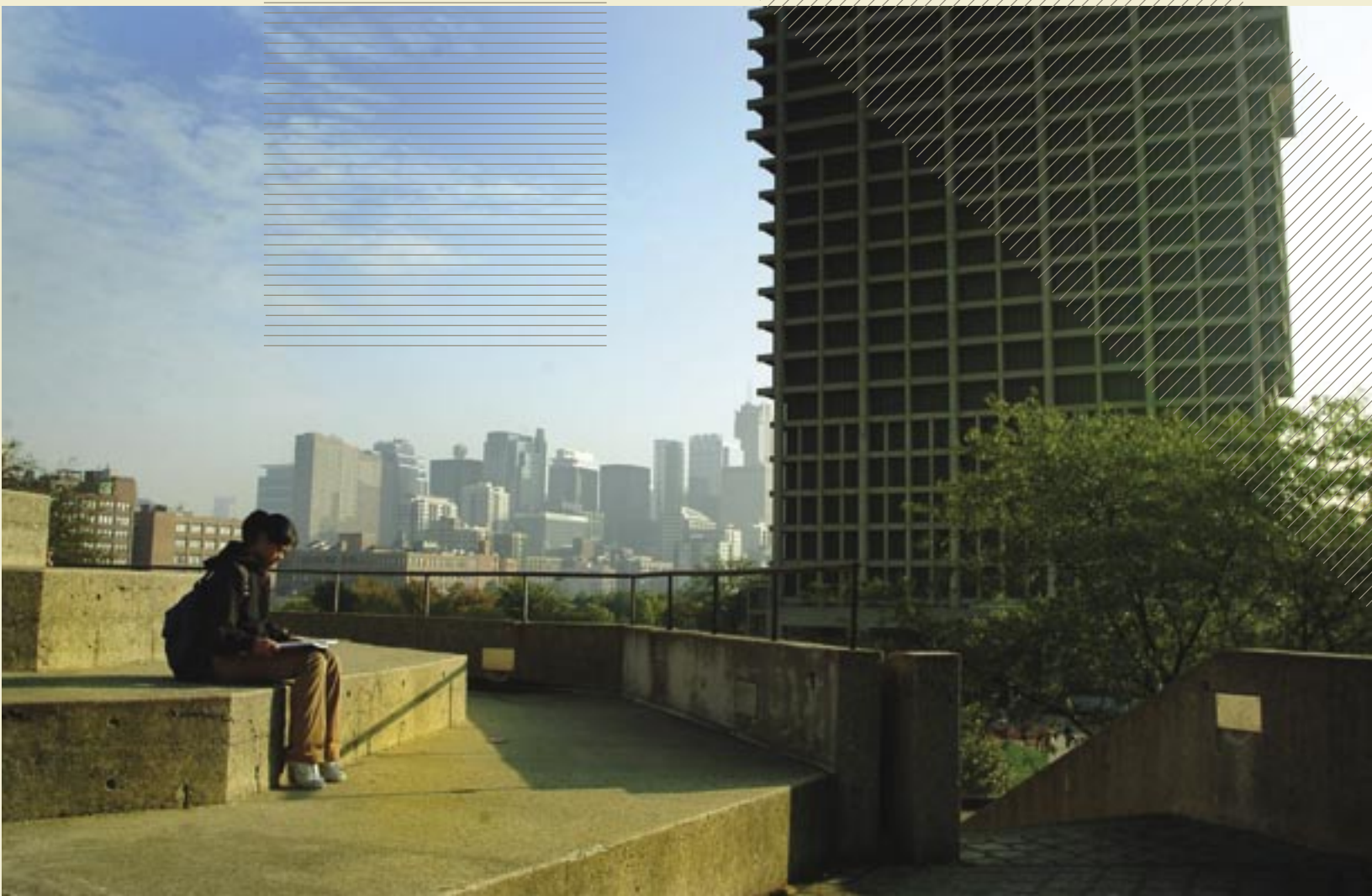
The nationally competitive \$5,000 Phi Kappa Phi Graduate Fellowship is given annually by the Phi Kappa Phi Honor Society to 60 outstanding graduating college seniors based on scholastic achievement, community service and leadership, and potential for success in graduate or professional school.

NANDITA GATLA

Nandita Gatla, a May 2005 graduate earning a bachelor's degree in biological sciences, was awarded a prestigious Phi Kappa Phi Graduate Fellowship. Gatla used her \$5,000 prize during the summer to return to her native India as a volunteer with the group Vivekandanda Kendra, teaching grade school in two communities badly hit by the December 2004 tsunami. Her goal was to help reduce the trauma faced by children in the disaster. Gatla, a member of the UIC Honors College, served as president of the UIC chapter of Phi Eta Sigma, and also served as president of UIC's chapter of Beta Beta Beta, or "Tri-Beta," an honor society for biology majors. Gatla's volunteer work includes serving as a coordinator for a literacy campaign for girls, and while still in India, participating in a fundraising campaign to raise money for flood and earthquake victims in India. While attending UIC, she served as a volunteer at Rush Hospital in Chicago and was an Honors College tutor and a peer mentor for incoming freshmen. Gatla's career ambition is to become a physician.

2006

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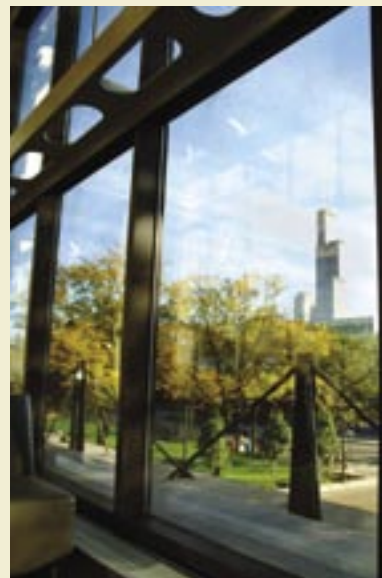
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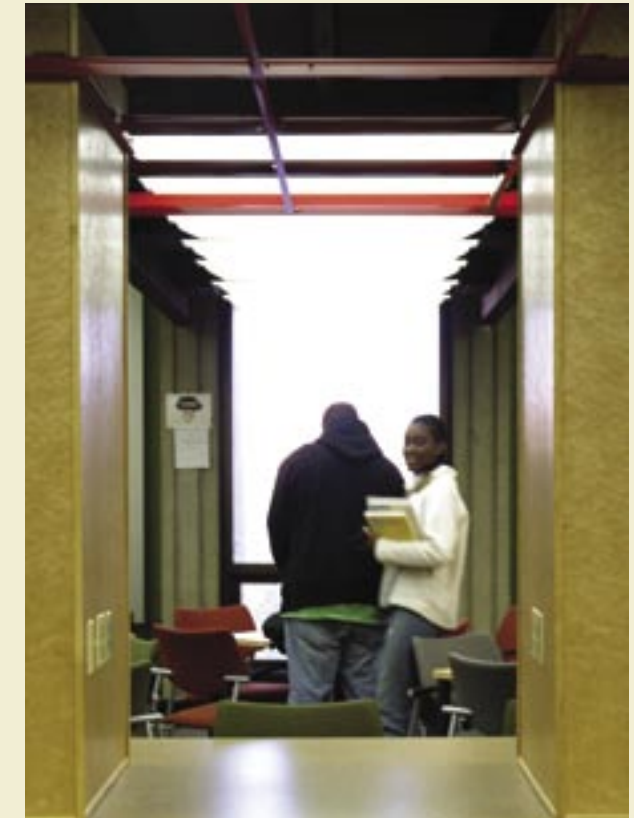
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