



# THE UNIVERSITY OF CHICAGO CHRONICLE



Artist renderings courtesy of Hoerr Schaudt

An artist's renderings provide a view looking west of the current and proposed changes to the streets and walkways on the Main Quadrangles.

## Summer project aimed at making Main Quadrangles more pedestrian-friendly

By William Harms  
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News Office

The heart of campus will be friendlier to pedestrians and more accessible to everyone next fall, after a three-month project on the University's Main Quadrangles.

Beginning shortly after the end of the Spring Quarter, workers will replace the current stone paths with more even walkways whose pavers capture the historic feel of the quads while improving access for people with disabilities. While construction is under way, users of the Main Quadrangles will have to use alternative routes to some buildings and passageways.

Trustees also reviewed a plan last week that would take

advantage of that construction window to transform the main drive within the quadrangle, from the circle to University Avenue, into a pedestrian walkway.

"The iconic image of the University of Chicago is its Collegiate Gothic Main Quadrangles and the Botanical Garden they enclose. Now we'll be able to create the kind of pedestrian environment for students, faculty, staff and visitors worthy of the heart of our campus," said Steve Wiesenthal, Associate Vice-President of Facilities Services.

Representatives of University Facilities Services are meeting with stakeholders in the buildings around the Main Quadrangles to find out how best to

accommodate their needs while eliminating most daytime vehicle access. Wiesenthal said that early in the fall, administrators will hold an open meeting to further explain possible policy changes and answer questions.

Work is scheduled to begin Monday, June 15, and the construction will necessitate changes in routines this summer for some people who use the quadrangles to enter buildings for work and classes.

"Essentially what will happen is that people who enter some buildings now on the quadrangles may need to enter from adjacent streets—Ellis and University avenues, and 57th and 59th streets," said Boyd Black, Assistant

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Farewell ... to print

## Chronicle's 28-year run ends today, as news delivery evolves

As the University prepares a new generation of electronic publications for faculty, staff, students and friends, the *University of Chicago Chronicle* is publishing its final issue.

The University News Office launched the *Chronicle* 28 years ago as a way to speak directly to the University community, at a time when newspapers were a firmly established habit and print provided one of the most economical ways to reach a large number of people.

But reading habits have changed dramatically in recent years. A survey of *Chronicle* readers this spring showed that 96 percent get some or most of their news from the Internet. Intended for an audience of more than 27,000 faculty and staff members, students and friends, fewer than 4,000 copies of the *Chronicle* were picked up from the free drop boxes around campus and the neighborhood during each of three different samplings this spring.

Over the last two years, the University also has created new avenues to report important developments and share news of the accomplishments of faculty, staff, students and alumni, including the electronic newsletter UChicago News and the redesigned Web pages at [uchicago.edu](http://uchicago.edu). The University has created a new online community for alumni and friends, and introduced a universal calendar of events.

A redesign of the news page on the University's Web site is

slated for fall 2009, and it will provide a platform for a family of new reports tailored to the interests of different segments of the University community, outside media and interested observers around the world. In a world increasingly accustomed to instant information, all these improvements offer timely news and updates.

"We are providing more information about the University, to more people, in more ways than ever before," said Julie Peterson, Vice President for Communications. "With that comes an unprecedented effort to reach out to our most important constituents, the University community. We know that our work on this is only beginning, and we welcome readers' thoughts as we use new media to build more effective communications tools."

Last fall the News Office introduced the weekly e-mail newsletter UChicago News, which links readers to news and features about the University, outside media coverage, upcoming events, multimedia offerings and important announcements. Steve Kloehn, Associate Vice President for News and Public Affairs, encourages *Chronicle* readers to subscribe by clicking on the link at <http://news.uchicago.edu>.

At the same time Kloehn said the News Office is re-examining the way it reports on everything from new research discoveries to life on campus, cultural events to

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## Olopade, Rajan to speak at Convocation

The University will confer about 3,000 degrees on students from the College, graduate divisions and professional schools at its 498th Convocation ceremonies.

Sessions will be held Friday, June 12, Saturday, June 13 and Sunday, June 14 in Harper Quadrangle, rain or shine.

Olufunmilayo Olopade, the Walter L. Palmer Distinguished Service Professor of Medicine and Associate Dean for Global Health, will deliver the Convocation address at Sessions I, II and III. Her talk is titled "Democratizing Education to Eradicate Poverty and Improve Global Health."

Raghuram Rajan, the Eric J. Gleacher Distinguished Service Professor of Finance at Chicago Booth, will deliver the Convocation address at Session IV, when degrees will be conferred on candidates in the Chicago Booth School of Business. Rajan's talk is titled "Politics, Finance and

the Crisis."

During Session I, degrees will be conferred on candidates in the Law School, the Irving B. Harris Graduate School of Public Policy Studies and the School of Social Service Administration. The ceremony will begin at 9:30 a.m.

Friday, June 12.

During Session II, degrees will be conferred upon candidates in the William B. and Catherine V. Graham School of General Studies, the Division of the

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Olufunmilayo Olopade



Raghuram Rajan

## Classical archaeologist to receive honorary degree

The University will confer an honorary degree on Anthony Snodgrass, in recognition of his significant contributions to the field of classical archaeology, at Session II of the University's Friday, June 12 Convocation.

Snodgrass, the Laurence professor emeritus of classical archaeology in the faculty of classics at the University of Cambridge, and fellow at Clare College, Cambridge, will receive a Doctor of Humane Letters degree.

Snodgrass has significantly transformed the field of classical archaeology over the past four decades. With his deep knowledge of ancient Greek and Roman

literature, he is the architect of a new, self-critical synthesis of between classical archaeology and ancient history that embraces theoretical developments in anthropological archaeology.

He has helped pioneer techniques in intensive archaeological field survey, which have revealed important issues concerning settlement patterns, land use and the rural landscape of Greece neglected by earlier generations of archaeologists.

Jonathan Hall, the Phyllis F. Horton Professor in Humanities, and Professor and Chair of Classics and Professor in History, will introduce Snodgrass at the Convocation.



Anthony Snodgrass



# Chicago in the News

The Chronicle’s biweekly column Chicago In the News offers a digest of commentary and quotations by a few of the University faculty members, students and alumni who have been headlining the news in recent weeks. Chicago faculty members are some of the most frequently quoted experts, so space allows publishing references to only selected examples. To read many of the full newspaper articles mentioned in this column, visit the University News Office Web site: <http://news.uchicago.edu>.

## Inventing a better language

Alumna and linguist Arika Okrent (Ph.D.,’04) discussed invented language and her book, *In the Land of Invented Languages: Esperanto Rock Stars, Klingon Poets, Loglan Lovers, and the Mad Dreamers Who Tried to Build a Perfect Language*, with **NPR Radio** on Monday, June 1. Okrent said that throughout history, language evolved naturally over time until eventually it became “a habit.” “No one ever sat down with a pen and paper to write Russian or the rules of French,” she said. Yet as languages formed, they created inconsistencies and ambiguities that people have tried to correct. The host stated that it is believed that 900 known invented languages have been created over the past 900 years. “We can fly to the moon or build submarines, why can’t we build a better language?” Okrent said. “This is what people have been trying to do for centuries.” Okrent has a joint Ph.D. in Linguistics and Psychology, but she has earned first-level certification in Klingon, a language made famous in the *Star Trek* series.

## Goldsby announces library gift

Jacqueline Goldsby, Associate Professor in English Languages &

Literature and the College, announced Wednesday, May 27 that a historical collection belonging to founders and publishers of the *Chicago Defender* would be housed in a Chicago Public Library branch on the city’s South Side. The Vivian G. Harsh Research Collection of Afro-American History and Literature will display the Abbott-Sengstacke Family Papers, which contain historical documents, photographs and home movies that provide a look at Black America in the early 20th century. “There were photos of Booker T. Washington playing with his grandchildren, there were letters from Harry Truman,” Goldsby said. “Every time I opened a box, I found something of historical significance.” *The New York Times*, the *Chicago Tribune* and the *Chicago Sun-Times* reported on the story.

## Is recession making us fatter?

A Gallup poll reported Monday, June 1 in *Newsweek* showed that in the past year, the number of Americans considered obese jumped by 1.7 percent (almost 5.5 million people). As part of their Well-Being Index, Gallup pollsters surveyed 1,000 Americans a day (more than 460,000 surveys) to create a comprehensive index of shifts in Americans’ lifestyles. One theory for the change is the increased stress caused by the recession, as well as the cost of healthy, fresh foods. Harold Pollack, Associate Professor in the School of Social Service Administration, saw the silver lining of the news: The possibility to reform healthcare policy in a meaningful way. He said the “recession does give us an opportunity. This is a good time to examine the ways we look at public health and say, how are we doing that, and can we do that better,” said Pollack, who is Faculty Chair of the Center for Health Administration Studies.

## Bankruptcy should help GM

Law experts, including Randal Picker, weighed in on the Chapter 11 bankruptcy announcement of General Motors in a Monday, June 1 article on the **Gannett news wire**. The federal government announced it majority ownership stake in the auto giant, which was reportedly \$172.81 billion in debt. Airlines such as Delta, Northwest and United airlines once used bankruptcy organization to lower their operating costs and debt amid competition from Southwest Airlines; now GM and Chrysler are in a similar situation with competitors like Toyota. “What is distinctive about this situation is that the government is behind GM,” said Picker, the Paul & Theo Leffmann Professor in Commercial Law at the Law School.

## Students get to ‘The Point’

A Wednesday, June 3 blog post in the *Chicago Reader* highlighted three students in Social Thought who have launched a biannual publication that they hope will become a “journal of ideas.” *The Point* is the brainchild of Jon Baskin, Jonny Thakkar and Etay Zwick, students whose articles are unique in their length and content. “I’ve seen a little frustration with the way supposedly literary and intellectual magazines ... have a relationship toward ideas that is not quite serious,” Baskin said. “They don’t really engage with the way these ideas function. I think there’s a kind of intellectual tourism in a lot of it.” The blog describes one of Thakkar’s essays, which the author wrote manages to connect Facebook to Ovid and Montaigne without being pretentious. The \$10 publication is available at the Seminary Co-op, 57th Street Books or online at <http://thepointmag.com>.

## Finding life on Mars a snap

Patrick McGuire (A.B.,’89), Research Scientist in the Department of Geophysical Sciences, is leading a research team that is using camera phones in the Utah desert to test an algorithm that could identify life on Mars. A Tuesday, June 2 article in *New Scientist* highlighted the team’s imaging algorithm, which is designed to automatically identify geological areas of interest, such as rock formations or signs of organic matter. McGuire’s team is using phones to take a series of pictures that are sent to a nearby laptop, where the algorithm classifies images according to hue, intensity and brightness. Although the program currently operates on a “child-like” level of accuracy, McGuire hopes versions made for Mars will be “superhuman.” He said that a “big-finger” problem is causing snap-happy astronauts, but expects the cameras to one day instead be attached to a spacesuit or helmet.

## Sher now First Lady’s Chief of Staff

Susan Sher, who joined the Obama administration as associate counsel to the President in January, has been named Chief of Staff for First Lady Michelle Obama. Sher, the former Vice President for Legal and Governmental Affairs and General Counsel of the University Medical Center, worked with the First Lady when Obama was Vice President for Community and External Affairs at the Medical Center. “Susan Sher is a trusted advisor, longtime mentor and friend dating back to my work at the City of Chicago and later the University of Chicago,” Obama said in a statement. CNN, *The New York Times*, the *Washington Post* and the **Associated Press news wire** each reported the story.

## PSD graduate students honored for teaching skills

The winners of the 2009 Physical Sciences Teaching Prize are Justin Caram, Chemistry; Christopher Meyer, Physics; and Vipul Naik, Mathematics.

The prize, which is awarded annually to graduate students in recognition of exceptional teaching in undergraduate physical sciences classes, consists

of \$750 and a certificate of recognition.

“This year, the Physical Sciences Collegiate Division received enthusiastic and thoughtful letters nominating more than 20 candidates for the 2009 Physical Sciences Teaching Prize,” said John Frederick, Master

of the Physical Sciences Collegiate Division.

“The nominations received for this year’s award winners pointed to their reputations as excellent teachers, to their willingness to devote extra time and effort to interacting with students, and to the energy they brought to the classroom,” he said.

## 498th Convocation: Olopade, Rajan to speak

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Biological Sciences and the Pritzker School of Medicine, the Division of the Humanities, the Division of the Physical Sciences, the Division of Social Sciences and the Divinity School.

The honorary degree recipient, Anthony Snodgrass (see related story), will be presented, as will the recipients of the Faculty Awards for Excellence in Graduate Teaching (*see stories on Pages 3-6*). This year’s Faculty Awards for Excellence in Graduate Teaching will go to Jennifer Cole, Associate Professor in Comparative Human Development; Martha Feldman, Professor in Music and the College; Edward Laumann, the George Herbert Mead Distinguished Service Professor in Sociology; and Moishe Postone, Professor in History.

The ceremony will take place at 2:30 p.m. Friday, June 12.

Session III will be for students in the College and will begin at 10 a.m. Saturday, June 13.

The Llewellyn John and Harriet Manchester Quantrell Awards for Excellence in Undergraduate Teaching also will be conferred at this session. Awards will be given to Edwin Ferguson, Professor in Molecular Genetics & Cell Biology; Jonathan Hall, the Phyllis F. Horton Professor in Classics, History and the College; Stuart Kurtz, Professor in Computer Science and the College; Amy Dru Stanley, Associate Professor in History and the College; and Malynne Sternstein, Associate Professor in Slavic Languages & Literature and the College.

Student speakers at Session III are Aruj Chaudhry, Zain Gowani and Nicholas Nardini.

During Session IV, degrees will be conferred upon candidates of the Chicago Booth School of Business at 1 p.m. Sunday, June 14. Joseph Eazor (M.B.A.,’90), Senior Vice President and General Manager of Electronic Data Systems, will provide remarks at Session IV as well.

## Sugarman honor graduate students’ research

The 2009 Sugarman Awards for Excellence in Graduate Student Research in the physical sciences have been presented to physics students Jock McOrist and Ibrahim Sulai.

McOrist was cited “for his

studies of world-sheet quantum corrections in the heterotic string.”

Sulai was cited “for the study of exotic phenomena in the helium atoms and nuclei using laser trapping and spectroscopy.”

The awards are named for the late Nathan Sugarman, who died in 1990.

Sugarman (S.B.,’37, Ph.D.,’41) was a charter member of the Enrico Fermi Institute and a longtime Professor in Chemistry.

## Project will make Quadrangles more accessible with pathways

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Vice President of Capital Project Delivery in Facilities Services. Signs will help direct people to entrances and also point out ways to access interior buildings such as Swift Hall.

During the summer, parking will be restricted in the Main Quadrangles, and access by most vehicles also restricted. People also can expect noise and dust from the construction, which will take place from 6 a.m. to 8 p.m. on Monday through Saturday.

Black explained that undertaking both projects during the summer will reduce both the disruption and the total cost.

When the project is completed in September, the main entrance to the quadrangle and the circle drive will still be accessible to

emergency vehicles and some off-hours deliveries. Details of the policies surrounding vehicle use on the quads are still being worked out.

Improving access to the quadrangles for people with disabilities is an important part of the transformation. The University will replace about half of the paver and concrete pathways in the main quadrangle. The work is part of an ongoing effort to bring the University into compliance with the regulations of the Americans with Disabilities Act, for which funding was previously set aside.

In addition to the re-paving work, a number of other projects will be under way on or near the Main Quad this summer. Excavation for construction of the Mansueto Library will get under

way. The Math Stat building will soon undergo a complete interior and exterior renovation; there will be repair work on the Jones building façade; a new accessible ramp will be installed at the east entrance of Harper Library; and Gates-Blake halls will benefit from interior plumbing replacements.

The Joseph Regenstein Library chilled water loop will be connected to Pick Hall, and the Social Sciences research building portico will be restored.

More information on the quadrangle project as well as other projects may be found at <http://facilities.uchicago.edu/campusconstruction/index.html>. Quadrangle users with specific questions about access can direct them to [summer-quad-construction@lists.uchicago.edu](mailto:summer-quad-construction@lists.uchicago.edu).

(ISSN 1095-1237)

THE UNIVERSITY OF  
**CHICAGO CHRONICLE**

■ Published biweekly, January through May, October and November, monthly June, July, August, September and December, by the University News Office, 5801 S. Ellis Ave., Room 200. Chicago, IL 60637.  
■ Mail subscriptions available at \$20 per academic year (Sept. 1 through August 31); for midyear subscription rates, phone (773) 702-8315. Make checks payable to *The University of Chicago Chronicle*. Distributed free to faculty, students and staff.  
■ Periodical postage paid at Chicago, IL  
POSTMASTER: Send address changes to *The University of Chicago Chronicle*, 5801 S. Ellis Ave., Room 200, Chicago, IL 60637.  
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# 2009 Faculty Awards

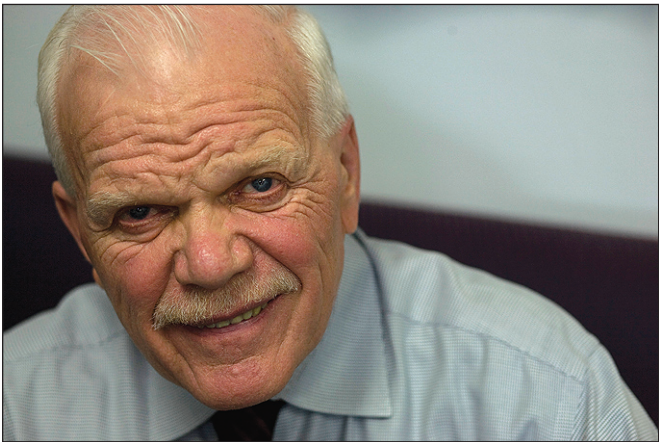
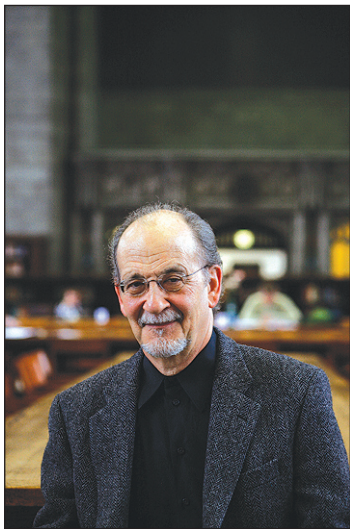
for excellence in graduate teaching



Harris School's Public Policy  
Student Association – core/non-core teaching



Law  
School's  
teacher  
of the  
year



Hillel J. Einhorn excellence  
in teaching award



Emory Williams  
award for teaching  
excellence

All photos by Beth Rooney, with the exception of  
the photos of Haresh Sapra and John Huizinga of  
Chicago Booth.



# 2009 Faculty Awards

## for excellence in graduate teaching

By William Harms  
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News Office

It can take years to develop an individual academic voice, but good writing is something graduate students can learn, maintains Jennifer Cole, Associate Professor in Comparative Human Development.

In a writing class for groups of eight to 10 students, Cole shows them how to take a first draft to something that becomes a true academic argument.

“I use Anne Lamott’s book, *Bird by Bird: Some Instructions on Writing and Life*, to show students how good writing develops,” said Cole, who is currently working with her second set of students at the dissertation writing stage.

Lamott’s book is inspired by an experience her brother had when he was challenged by a school assignment on birds. Lamott’s father advised her brother, saying, “Look, it’s just writing about one bird after another—take it *Bird*



### jennifer cole

by *Bird*.”

For graduate students, the theory of writing is much the same, but the challenge is learning how to write logically so an argument emerges out of the empirical material. Writing in a clear, academic style is something that can be taught and learned, Cole said.

“I basically try to work on the structure of what they write. They bring in a wide range of writing, some even just start with field notes,” she said. “There are common ways to structure an argument, and that’s what I show them.”

Developing better writing skills continues throughout students’ academic careers, as they learn to write stronger proposals and eventually better dissertations. The dissertation can become particularly challenging, as students realize they are writing a book for the first time.

“I try to show them that they are not writing separate chapters on the same theme, but a unified piece with an argument throughout,” said Cole.

Often students can get hung up on details, and Cole uses her outside perspective to direct them toward seeing smaller concepts build out into larger ideas.

The lessons in building ideas that she teaches in writing also apply to other areas of graduate education, such as when she helps students move from gathering empirical

evidence to using theory to better understand the material they have collected.

In her work, Cole, a cultural anthropologist, studies social and cultural reproduction and transformations as the processes play out in post-colonial, globalizing contexts. She has done extensive field work in Madagascar and plans to begin a study this summer of the Malagasy Diaspora in France.

Cole also teaches a theory course. “I tell them that theories are tools that illuminate some aspects of social life and obscure others. No one theory can explain everything,” she said.

Because Comparative Human Development is an interdisciplinary department, the discussions in her basic theory classes often look at issues from a variety of perspectives.

A discussion of Alzheimer’s disease led to an exploration of data from groups of individuals who discussed the impact of being married to someone with memory loss. The healthy spouses discussed how having a partner with Alzheimer’s had undermined their own sense of identity.

“That led us to discuss the contemporary literature on the theory of self. I’m an anthropologist, but I’m constantly learning from my students,” because they always bring their disciplinary backgrounds to the discussion, Cole said.

By Phil Rockrohr

Two key concepts guide Martha Feldman’s approach to teaching graduate students. The first is that everyone in the classroom, including Feldman, Acting Chair and Professor in Music and the College, is a student.



“The classroom does not work well if everyone is not learning,” Feldman said. “For me, that means there can’t be preordained answers to big questions. When the material as mysterious, unyielding, recalcitrant, even disconcerting to everyone,

### martha feldman

we start to get important insights.”

The second concept—order emerges by allowing a certain amount of chaos—is less common than the first. By chaos, Feldman means that simple snapshots of music history do not a priori exist.

“Although my specialization is music, I wrestle with history and culture,” she said, “and in those arenas, every time you press on an issue, you see that the terrain is very disorderly. It’s simply not the condition of history, culture, human society or even most musical events to be neat and tidy.

“Therefore, my style of teaching presumes that if you start with too much system, you can’t generate interesting ideas,” Feldman said. “The gauntlet I throw down to students is: ‘How are we going to make something cogent out of this mess of stuff?’”

That approach is challenging for many students, Feldman said. “I sympathize, but I do believe this approach is what keeps my classes fresh and dynamic. The students who rise out of the muck come out very strong-minded, independent and well-formed.”

For Feldman, the “fundamental challenge” of graduate-level work is accepting the disorder as a prerequisite. “Teaching students how to deal with that, how to accept it as a condition of moving forward, is essential to the project of scholarship,” she said. “So in teaching graduate students, I take that as a first order of business.”

Feldman, an acclaimed scholar who received a 2006 John Simon Guggenheim

Memorial Foundation fellowship and the 2001 Dent Medal from the Royal Musical Association (the highest honor bestowed upon a musicologist), and who gave the prestigious 2007 Ernest Bloch Lectures at the University of California, Berkeley, becomes “enormously absorbed” in the work of her graduate students, involving herself in everything from seminar papers and dissertations to grant proposals and article submissions.

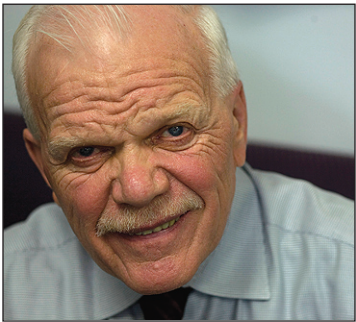
Nonetheless, Feldman was surprised to be selected for a Graduate Teaching Award because she feels so many of her Chicago colleagues share her level of involvement. “At Chicago, to be powerfully engaged with students is the norm. I am personally very, very honored, amazed and thrilled that my graduate students have singled me out for this distinction. But, in general, I think it’s also due to the Chicago ethic.”

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News Office

Edward Laumann says he always does what’s best for his students, even if it means sharing unpleasant observations, such as he did when a student was rehearsing a presentation in the hopes of securing a teaching job.

Although the student eventually received an important faculty appointment, Laumann considered the rehearsal too casual for the intended audience. Laumann, the George Herbert Mead Distinguished Service Professor in Sociology, told the student that the faculty



### edward laumann

audience would be disappointed, and advised the student to prepare and memorize a talk before the real presentation.

“They have to realize who is coming to the talk. It’s not necessarily people who are specialized in the field they have researched,” said Laumann. He tells students to make their job pitches touch on points that are important to people from a variety of perspectives and to present the talk in an organized, thoughtful way.

That well-placed reminder about what a candidate should expect at the job talk is the final stage in a three-step progression through graduate education in Sociology. Laumann noted that each step requires a different level of guidance from a professor.

He said he begins his contact with students by teaching an introductory graduate course, Sociology Inquiry.

“Many students come in not really understanding completely what the discipline of sociology is about,” Laumann said. The students have a tendency to become too self-critical as they begin

learning more about the field, and sometimes they become overwhelmed and begin to lose their confidence, he pointed out. That self-doubt can stand as an obstacle when they prepare their first major paper, the master’s thesis.

“When I work with them on their master’s papers, I help them overcome this, but explaining exactly what is expected so that they don’t let their self-criticism become paralyzing,” he said.

As students gain confidence and begin to grasp the tools of sociology, Laumann

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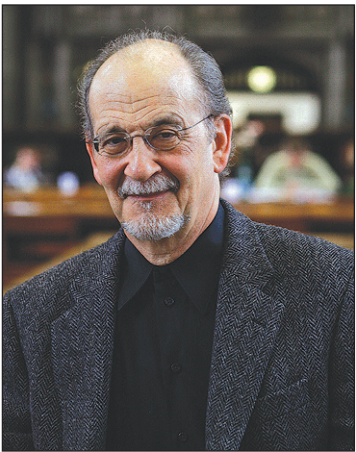
By William Harms  
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News Office

In order to help students articulate their own ideas and approaches that frequently are only implicit in what they say and write, Moishe Postone guides them through an exploration of various theorists’ assumptions and arguments.

“My goal is to increase their sensitivity to the ways understandings of the social world and empirical projects are theoretically framed,” said Postone, Professor in History and a specialist on social theory. Together he and his students discuss attempts to grapple with the nature of

modernity, such as the ideas that emerged from a group of German-Jewish thinkers known as the Frankfurt School.

“We discuss the Frankfurt School of critical theory, for instance, and see how those scholars tried to conceptualize massive historical changes in Europe, such as the rise of Nazism, Stalinism and, later, the maturing of a consumer culture,” he said. With a grant from the National Endowment for the Humanities, Postone had studied this group of neo-Marxist thinkers that began to form in the early 1930s at the Institute of Social Research at the



University of Frankfurt.

In his advanced graduate colloquium on social and historical theory, Postone aims to deepen students’ understanding of how theory can shape the study of history and how history can shape theory. In analyzing the assumptions and theoretical frameworks with which various theorists attempted to explain

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# Law School Teacher of the Year

## thomas miles

By Sarah Galer  
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News Office

The Law School's graduating class of 2009 has named Thomas Miles, Assistant Professor in the Law School, its Teacher of the Year.

Miles credits his fellow professors as a source of inspiration. "This is a faculty of outstanding teachers," said Miles. "The high value the faculty places on teaching motivates each time I step into the classroom."

Having received his Ph.D. in economics from Chicago before heading to Harvard Law School, Miles was exposed early in his graduate career to the University's world-class teaching. It included taking a law class—one he now teaches—from William Landes, the Clifton R. Musser Professor of

Law and Economics, and being a teaching assistant to Steven Levitt, the William B. Ogden Distinguished Service Professor in Economics and the College.

"Taking Bill Landes' course in Economic Analysis of Law inspired me to make law and economics the focus of my career," Miles said. "In that class, I learned a tremendous amount from Bill, and when I teach, I aspire to communicate to my students as many ideas and as much knowledge as Bill conveyed to me. To now teach the very course I took from Bill is a great thrill."

In addition to teaching Economic Analysis of Law, Miles also teaches Torts, Federal Criminal Law, Empirical Law and Economics, and Securities Law.

"I also had the good fortune to serve as a teaching assistant in Steve Levitt's enormously popular undergraduate course,

the Economics of Crime. The unflagging intellectual curiosity and creativity that Steve brings to his course are an inspiration for me in teaching legal subjects."

Miles also said the Socratic Method has been valuable in his classroom. It involves a professor engaging students in a discussion by asking a series of questions that progressively explores a topic.

Miles said some law students are initially apprehensive about it, but that they quickly develop a taste for the method. "The Socratic Method makes teaching a type of joint production. It requires the inputs of both instructor and students. Its prevalence



at the Law School speaks highly of the diligence and acuity of our students."

Miles said the method is helpful in prompting students to think about the broader implications

of law. It also hones the skills they will use after law school.

"The ability to analyze cases and statutory texts is an essential lawyerly skill," Miles said. "Conducting that analysis through a classroom discussion has a spontaneity that makes law teaching so much fun."

Miles, whose research focuses on empirical studies of judicial behavior and of criminal justice, has been on the Law School faculty since 2005.

# SSA teaching awards

By William Harms  
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News Office

The graduate students who come to the School of Social Service Administration to pursue a Ph.D. come from a wide variety of backgrounds—something Susan Lambert takes into account when she teaches the foundational course in research methods.

"Many of the students have come from other professional backgrounds and have decided they want to become researchers. Some are lawyers, some have master's degrees in other disciplines, such as anthropology," said Lambert, Associate Professor in SSA.

The topics that interest students coming to the Ph.D. track at SSA also vary greatly. Some students are interested in learning more about how direct intervention can benefit social work clients. Others are interested in more global, social problems, such as the lives of people in refugee camps.

Lambert teaches students how to structure a research project so that the work meets high standards that other scholars will respect.

"I teach them methods, ways to go about inquiry that are basic to any problem, no matter what they might be interested in. They need to learn how to establish validity in their results so that they, and others, will have confidence in their conclusions," she said.

The students learn the principles of research design, empirical observation and theory to improve their research skills.

As Lambert works with students in the research methods classes and on individual projects as they advance through their program, she tries to help them "unpack the black box of developing knowledge," she said.

"When students read a distinguished, published paper, they have a tendency to think that the piece began as it appears in its published form." Helping students realize that articles often go through many drafts, and that scholars develop key insights during the writing process itself helps students realize that they too can transform their early work into polished publications, Lambert explained.

Learning how to conduct an effective study is one of the ways students learn to unpack that black box. They also must learn how to choose topics for their own work and for their dissertations, she said.

The topics they choose to pursue in graduate school are



## susan lambert

important because they are likely to define their careers as scholars.

"I advise them to choose an area of inquiry that will hold their interest for a long time," she said. The topic needs to provide a platform for future work.

Along the way the going may get a little daunting, particularly for students who have families and work obligations that get in the way of finishing a Ph.D. In the process, students often become overwhelmed with the prospect of the work ahead of them.

"I check in with them and ask them where they are. There's a difference between the process part of preparing a dissertation and the product stage," she said.

"Students sometimes get discouraged because they don't see the progress they've made in their research, and that's because they haven't started writing chapters yet," she said. Lambert points out students' progress, no matter what stage they have reached, including narrowing their focus or on framing their findings—progress that might not be immediately clear to them.

Seeing the finished project, as well as the work of her other students, including those in the master's sequence is a great satisfaction for Lambert, who studies employment.

"Many of my students have gone on to work in nonprofits and other organizations in Chicago that deal with employment," she said. "When I go to conferences and other events, they are there, and it's exciting to see the contributions they are making."

# SSA

By William Harms  
w-harms@uchicago.edu

News Office

For students on the clinical track for a master's degree in social work at the School of Social Service Administration, Stanley McCracken's Adult Psychopathology class is something of a rite of passage.

From agoraphobia and antisocial personality disorder to trichotillomania and voyeurism—students must learn to identify, from A to Z, the mental conditions and disorders published in the *Diagnostic and Statistical Manual of Mental Disorders*, a licensed clinical social worker's bible.

"When students take the class, they know they are really entering the profession," said McCracken, Senior Lecturer at SSA, because it introduces them to the medical terms they'll use to identify psychiatric problems and treat clients who might require medication.

"It's like teaching them a whole new language," said McCracken, who presents these foundational basics through lively stories, videos and occasionally, some humor.



## stanley mccracken

Grades are based on scores on the final exam, which McCracken models after the licensing examinations students will later take for certification in their careers.

"There is quite a bit of memorization involved as they learn the terms. I tell them to decide what system works best for them. Many students take flash cards that they use to go over the terms. Other students work in small groups.

"I also have copies of my old exams, which I tell them they can practice on. They can do an exam as an open-book test, and then take another exam" until they have mastered the material, he said.

By learning the language of the profession, students become comfortable with working as a team member trying to help individuals through serious problems in their lives. The students in the class, like others at SSA, come into the program extremely motivated, McCracken said.

The students at SSA all want to change the world. That means something different for each of them. Sometimes it means helping one person, and other times it means working to overcome society's problems," he said.

McCracken's class on alcohol and substance abuse teaches students to recognize the signs of abuse and the tools to help individuals overcome dependency. One

important invention is motivational interviewing, a technique McCracken teaches in a daylong workshop that provides opportunities for students to practice the approach.

Through motivational interviewing, professionals start a conversation in which a person with a problem is encouraged to open up, share information in a non-threatening way and eventually discover reasons why he or she needs help in overcoming a problem. The method is designed to build trust between a client and a social worker, and to help clients resolve ambivalence about change.

In addition to teaching students how to deal with the mental disorders they will encounter as social workers, McCracken also helps prepare them for dealing with the personal challenges of working in a high-stress profession.

Social workers enter what is typically a relatively low-paying profession and deal with people who have serious mental health problems. McCracken helps prepare students for some potential realities: discouragement and burnout.

"It's a hard job, and it can be overwhelming. I tell students they have to learn to become professionals, to learn to always seek supervision, to learn how to take care of themselves, and to develop strong relationships with the people who care about them, their friends and family," he said.

## martha feldman

CONTINUED FROM PAGE 4

Feldman especially values what Wayne Booth, the former George M. Pullman Distinguished Service Professor in English Language & Literature and the College, wrote about teaching. "He, more than anyone, gave me a sense of what defines a vibrant classroom," she said.

Booth wrote of promoting what Feldman calls "multi-directionality" in classroom discussion. "The idea is to get students talking not only to you, but to each other. In the process, they have to address the point at hand or to explain why they are diverging from it. Being pressed to account for where they sit in a discussion, they learn how

arguments develop," Feldman said. "That then gives them the freedom to initiate new directions so long as they can define legitimate grounds for doing so. Furthermore, as Student B reflects on the ideas put forth by Student A, a larger argument develops, with further possibilities for refinement."

Inspired by Booth, Feldman had to figure out how adapt such ground rules to the study of music, she said. "Music is always enticing us to draw on dimensions of inner response," Feldman said, "so arguments about music demand that you mediate between objective facts and subjective information."

Booth also stressed the importance of having students write short papers, a notion Feldman applies not just to undergraduate teaching, but to the lead-up to seminar papers and dissertation writing. "As students struggle to figure out where their arguments are going, short pieces force them to articulate strong, focused concepts," Feldman said. "This process goes back to the issue of discovering order from chaos. Short writings are the bones of a skeleton on which flesh, muscle and ligaments will eventually lie. The viability of one depends on the viability of the other."

"So to ask for a short paper is to ask for a lot—and for better or worse, I do ask for a lot."



# Hillel J. Einhorn, Emory Williams teaching awards

By Allan Friedman

Chicago Booth

John Huizinga, the Walter David “Bud” Fackler Distinguished Service Professor of Finance; Kevin Rock, Clinical Professor of Finance; and Haresh Sapra, Associate Professor of Accounting, have each won teaching awards for 2009 from Chicago Booth.

Huizinga received two awards for his course in the Executive M.B.A. Program. Graduating students at the Singapore and London campuses voted separately to give him the Hillel J. Einhorn Excellence in Teaching Award. Students in the Executive M.B.A. Program on the Chicago campus selected Rock as another Hillel J. Einhorn Award winner.

Sapra received the Emory Williams Award for Teaching Excellence from students in the full-time, evening and weekend M.B.A. programs. This is the fourth time he has received the award.

The Hillel J. Einhorn Award is given to a faculty member who selects interesting and important material, makes the class sessions interesting and engaging, and manages the class effectively and fairly.

The Emory Williams Award recognizes accessibility to students, and enthusiasm and innovation in teaching.

Huizinga teaches macroeconomics, a course that provides an overview of the interaction of economic



John Huizinga



Kevin Rock



Haresh Sapra

variables such as Gross Domestic Product, inflation, interest rates, budget deficits, the exchange rate and the money supply.

Huizinga was first drawn to macroeconomics after observing how the economy exerts a powerful influence on people’s lives. Prior to joining the Chicago Booth faculty in 1980, he taught at the Sloan School of Management at M.I.T. He also has taught at Stanford Business School. From 1993 to 2004, Huizinga served as the Deputy Dean for the Faculty at Chicago Booth.

A combination of the negotiation experience from the deputy dean position and being in the right place at the right time led him to become the agent of NBA star Yao Ming.

“Receiving the Einhorn award from the Executive M.B.A. Program students in London and Singapore is quite an honor,” Huizinga said. “The ability of these students to manage their career, their family life and the academic obligations our program demands is truly impressive. It is a pleasure to teach students who are so interested in macroeconomics and so committed to learning.”

Rock teaches courses in corporate finance and financial

john huizinga  
kevin rock  
haresh sapra

management. He is currently working on a paper about initial public offerings and alternative public offerings.

Before joining the Chicago Booth faculty, Rock taught at the Sloan School of Management at M.I.T., where he was named teacher of the year three times. Prior to that he worked in the Financial Institutions Group at Citibank, and taught corporate finance at Harvard Business School and Wharton.

Rock received his Ph.D. from Chicago Booth, where he was a student of Hillel Einhorn, after whom the award is named.

Sapra, who previously won the Emory Williams Award in 2003, 2004 and 2005, teaches an M.B.A. elective course on mergers and acquisitions and corporate restructuring issues. He also teaches a Ph.D. course on analytical accounting research.

In 2005, Sapra won the Ernest R. Wish Accounting Research Award for his paper, “Do Mandatory Hedge Disclosures Discourage or Encourage Excessive Speculation?”

“Receiving the Emory Williams Award is a great honor because it is based on student nominations, and students can choose from any of our outstanding faculty,” Sapra said.

“Over the years, I have made my M.B.A. course much more challenging and demanding, and my students have always risen to the occasion. This makes receiving the award this year even more gratifying,” Sapra said.

# Harris School’s Public Policy Student Association core/non-core teaching

By Sarah Galer  
sgaler@uchicago.edu

News Office

Each year, students at the Harris School of Public Policy Studies select two professors to honor with teaching awards. This year, the Harris School’s Public Policy Student Association has chosen Kerwin Charles, the Steans Family Professor, as Best Professor in a Core Class; and Paula Worthington, Senior Lecturer, as Best Professor in a Non-Core Class.

The son of a biologist and teacher, Charles grew up in Guyana, and always assumed he would be a scientist—until a friend convinced him to take a class on labor economics at the University of Miami.

“It was taught by Phil Robins, whom I have never forgotten,” Charles said. “He was talking about wages and unemployment and unions and the rest. It remains to this day one of my favorite classes ever. I remember toward the end of the class thinking, I don’t want to do anything else.”

Charles, who has been on the Harris School faculty since 2006, works on broad sets of questions in empirical microeconomics, including topics such as wage determination, discrimination, consumption behavior and the economics of marriage.

“[Our students] wish to cure AIDS in Africa or make sure that garbage is better delivered in the Midwest or root out corruption in Indianapolis,” he said. “So,

part of my challenge ... is to show them over our 10 weeks together, to convince them, of the universal applicability of certain constructs.”

He said he finds it particularly useful to ask students to repeat back, in their own words, something he has just taught them.

“I believe that people fundamentally learn anything only by teaching themselves,” said Charles.

He is also always on the lookout for “the nod,” which students often give when they are trying to mask that they do not understand something.

“Over time, if you develop a rapport with them over the duration of the course, you can tell if the nod is a fake nod, or an authentic nod of comprehension, in which case they can explain what you have taught them in their own language rather than quoting terms back to you.”

Learning is a two-way street for Charles, who says his interactions with students enrich his own research.

“Students ask really great questions. I noticed early on—I was a T.A. in graduate school—that the questions they would ask me would show me that what I had casually taken as axioms and had never engaged with seriously,” he said. “They would say why



should that be true? And I would say why indeed?”

“Nothing makes you as intimately familiar with the limits of your knowledge as does the effort to construct a teaching plan or a lesson.”

Worthington, an award recipient for the fourth time in five years, specializes in local and state public finance issues such as road construction, school finance and tax policies. She said that her enthusiasm for her job rubs off on her students.

“I am enthusiastic about the material. I care deeply about this material. I have thought about it in different ways for most of my adult life and they pick that up. I’m not bored by it and I think then, by extension, they are not going to be bored by it.

“No one, at age 10, says ‘I can’t wait to be a player and talk about property taxes,’ but my students are very smart and they are here because they are really interested



kerwin charles  
paula worthington

in policy, and they’ve ultimately come to agree that these things matter. And they really want guidance and input on how to think about these things in a careful way, a thoughtful way.”

After graduate school, Worthington spent more than a decade working at the Federal Reserve Banks in New York and Chicago, where she did policy work, writing, briefing memos and presentations. When she realized she wanted a change of pace, she turned to teaching and has never looked back.

Her current classes include Financing State and Local Governments, Cost-Benefit Analysis, and she supervises a practicum program on consulting work for a nonprofit agency or unit of government.

One aspect of the Harris School that Worthington enjoys is that its students end up in policy positions all around the world.

“The footprint potentially is very, very big, and it is exciting to be part of,” she said.

Worthington’s main focus when she prepares for class is to find a way to always engage the students in the material.

“I want them to think there are no bounds. They can understand everything. And they have to be aggressive intellectually and they have to be unafraid to challenge, to think critically. And that is what I try to convey to them through my teaching.”

## edward laumann

CONTINUED FROM PAGE 4

moves them to the second stage of the progression: finding a meaningful problem to study.

“They might come to me with a question they want to pursue, and I’ll ask them if it’s an important question, or if they want to look into it simply because they have the data,” he said.

Laumann develops solid relationships with students and comes to understand their strengths and interests. That

gives him ideas for how he can best help them succeed as sociologists. He considers himself somewhat of a “jazz pianist,” who learns to appreciate the talents of his students and brings out what’s best in each.

“As they work on specializing their interests, I try to connect them with others in the department who are doing related work,” he said.

Laumann’s former students have developed into professional colleagues, and he stays in touch with them in their professional careers. He finds satisfaction in their ability to continue an approach to sociological inquiry that

he has championed—network analysis.

Network analysis is a way of understanding how people relate to each other and form networks and partnerships for their mutual benefit. Laumann has used the approach for a variety of studies, including work on the way influence groups operate in Washington, D.C., to the way society is organized around sexual relationships.

“It is very gratifying to see the work I have done in network analysis being carried on across the country,” he said.

## moishe postone

CONTINUED FROM PAGE 4

the social and historical world, Postone’s students also can become more aware of their own assumptions and approaches.

“I draw students from across the Social Sciences, ranging from history, political science, anthropology and sociology, through the Committee on Social Thought and Comparative Human Development. Because of their disparate backgrounds, students have to learn to discuss issues in ways that are not restricted to the languages of their own disciplines,” Postone said. The resulting

conversations add to the richness of the class.

“I learn a great deal from my students,” he added. “They not only are very serious intellectually and thoughtful, but also bring to the table their own perspectives and ideas from the literatures they have read,” said Postone, who also shares his work as a theorist. “I want them to also be aware of my perspective and the assumptions that inform my work.”

The colloquium, like the preparation of a dissertation, requires students to focus serious attention and critical reasoning on selecting a topic to elaborate in a paper.

“I want them to make explicit to themselves the problem they are pursuing,” Postone said. Sometimes an original idea for a dissertation topic emerges as something of a hunch, a non-fully articulated notion of a problem that a student

wants to pursue. Through writing draft proposals and feedback from Postone, students often are able to clarify the problem that interests them, to find their own voice.

“I remind them that doing a dissertation will involve a serious commitment of time and energy and define them intellectually, as well as their careers for years. What they do has to be meaningful to them. They can’t just choose a random topic or surf an intellectual wave, but they have to learn to wrestle with the material, to work up a topic in ways that open up new, broader questions.

“Some of the students with whom I’ve worked have done remarkable, path-breaking work. When I see them take off like that, it is deeply satisfying,” he said.



# THE UNIVERSITY OF CHICAGO CHRONICLE CALENDAR

June-July 2009

Vol. 28, No. 18



## Oriental Institute Museum

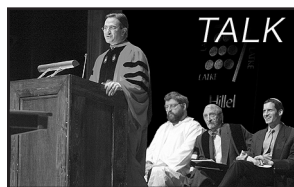
Breasted Hall, 1155 E. 58th St.  
(773) 702-9507  
<http://www.oi-uchicago.edu>  
Admission: Free

- 14 **Egypt's Golden Empire: Part II**  
Oriental Institute Museum  
**2 p.m. Sunday, June 14**  
The film explores ancient Egypt during its greatest age—the New Kingdom. Discover an era when art, learning and technology were propelled to new heights, and ancient Egypt became the center of one of the first great empires in history.

- 21 **The Dark Lords of Hattusha**  
Oriental Institute Museum  
**2 p.m. Sunday, June 21**  
The film introduces the Hittites, a civilization that arose in ancient Turkey more than 3,000 years and built an empire that rivaled Egypt and Babylon. Then, just as it was at the height of its powers, this great empire vanished. Now archaeologists have rediscovered Hattusha, the long-lost Hittite capital, unearthing one of the most astonishing and ingenious cities of the ancient world.

- 28 **The Bible's Buried Secrets**  
Oriental Institute Museum  
**2 p.m. Sunday, June 28**  
A powerful intersection of science, scholarship and scripture, the documentary presents the latest in archaeological scholarship and explores some of the biggest questions in biblical studies: Where did the ancient Israelites come from? Who wrote the Hebrew Bible, when and why? How did the worship of one God—the foundation of modern Judaism, Christianity and Islam—emerge?

- 12 **Land of the Pharaohs**  
Oriental Institute Museum  
**2 p.m. Sunday, July 12**  
Directed by Howard Hawks, with a script by William Faulkner and a musical score by the great Dimitri Tiomkin, this 1950s classic literally had a cast of thousands—9,787 in one scene alone! Experience the grandeur, vastness and spectacle of Land of the Pharaohs as it was meant to be seen on the big screen. Colorful court pageantry will linger in your mind, along with the marvelously campy performance by Joan Collins, whose greed leads to murder and a surprise ending that critics have said “will make your hair stand on end.”



## 19 International House

Global Voices Program: Author Night  
**6 p.m. Friday, June 19**

Carlos Ruiz Zafón will talk about his latest book, *The Angel's Game*, which is set in Barcelona during the 1920s and 1930s, follows a young writer who is approached by a mysterious figure to write a book. Zafón's first novel, *El príncipe de la niebla* (*The Prince of Mist*, 1993), earned the Edebé literary prize for young adult fiction. He is also the author of three more young adult novels, *El palacio de la medianoche* (1994), *Las luces de septiembre* (1995) and *Marina* (1999). Zafón's works have been published in 45 countries and have been translated into more than 30 languages. Free and open to the public.  
1414 E. 59th St.

## 27 Graham School of General Studies

“Woman's Voices in World Poetry”

**10 a.m. to 1:15 p.m. Saturday, June 27**  
Paul Friedrich, Professor Emeritus in Anthropology, Linguistics and the committee on Social Thought, will speak at the Masters of Liberal Arts open house. Attendees will have an opportunity to chat with current students, staff and alumni of the MLA program. RSVP by calling (773) 834-2964. Free.  
Gleacher Center, 450 N. Cityfront Plaza Drive



## 13 Center for Gender Studies

“*The Life of the Female Mind: Gender and Education at the University of Chicago*”

**Through Saturday, June 13**

An exhibition of student research on the history of women at the University highlights the research of Caitlyn Buchanan, Sarah Butler, Leanna Delhey, Doug Dishong, Erin Franzinger, Lauren Guerrieri, Emily Moss, Kati Proctor, Patricia Ross, Toby Schwartz, Sarah Sticha and Amy Unger. 5733 S. University Ave.

## 22 Special Collections Research Center

“*East-European Jews in the German-Jewish Imagination From the Ludwig Rosenberger Library of Judaica*”

**Through Monday, June 22**

The exhibition traces the role of East-

European Jewry in the imagination and experience of German Jews, from emancipation to the decline of Jewish life in Germany on the eve of World War II. Joseph Regenstein Library, 1100 E. 57th St.

## Special Collections Research Center

“*B. Heller & Co. Collection*”

**Through Friday, June 26**

The exhibition documents advances in food technology, as well as developments in product marketing and design in the late 19th and early 20th centuries. Joseph Regenstein Library, 1100 E. 57th St.

## Special Collections Research Center

“*Our Lincoln: Bicentennial Icons from the Barton Collection of Lincolniana*”

**Through Friday, June 26**

The exhibition presents a selection of documents and artifacts from the University Library's William E. Barton Collection of Lincolniana. Joseph Regenstein Library, 1100 E. 57th St.

## Special Collections Research Center

“*On Equal Terms: Educating Women at the University of Chicago*”

**Through Tuesday, July 14**

The exhibition draws from the rich University archives to detail the historical experience of women at the University of Chicago. Joseph Regenstein Library, 1100 E. 57th St.

## Smart Museum of Art

“*Malleable Likeness and the Photographic Portrait*”

**Through Sunday, Aug. 30**

The exhibition explores the role of likeness in portrait photography from the mid-19th century to the present. 5550 S. Greenwood Ave.

## Smart Museum of Art

“*Your Pal, Cliff: Selections from the H.C. Westermann Study Collection*”

**Through Sunday, Sept. 6**

The exhibition examines the artist's signature themes, craftsmanship and the convergence of his life and art. 5550 S. Greenwood Ave.

## Smart Museum of Art

“*The Scholar's Studio: Selections from the Edward A. and Inge Maser Collection*”

**Through Sunday, Oct. 18**

The exhibition examines the scholarly facet of collecting and offers an intimate view of Ed and Inge Maser's enduring relationship with the Smart Museum. 5550 S. Greenwood Ave.

## Oriental Institute Museum

“*The Life of Meresamun: A Temple Singer in Ancient Egypt*”

**Through Sunday, Dec. 6**

The exhibition focuses on the life of an ancient Egyptian priestess, displaying her coffin and mummy alongside a video reporting on the examination of the mummy using CT scans, a virtual unwrapping and three-dimensional reconstruction of her face and body. 1155 E. 58th St.



## 17 Rockefeller Memorial Chapel

Organ recital featuring Paul Jacobs

**7:30 p.m. Wednesday, June 17**

Part of a weeklong Pipe Organ Encounter with young organists. Tickets at the door or at [www.foxvalley.org](http://www.foxvalley.org); \$10, \$5 students and seniors. For more information, call (630) 655-2124. 1156 E. 59th St.

## 21 Rockefeller Memorial Chapel

Carillonathon!

**6 p.m. Sundays, June 21 through Aug. 18**

The series of free concerts will feature Wylie Crawford, University Carillonneur, as well as guests from across the United States and Europe, playing the newly restored Laura Spelman Rockefeller carillon. For more information, call (773) 702-7059. 1156 E. 59th St.



## 1 Smart Museum of Art

Art Afternoons

**Noon to 3 p.m. Wednesdays, July 1, 8, 15, 22 and 29**

Drop in and take part in a different family art activity each week in July, from mosaics and portraits to sculptures and prints. All ages are welcome, though activities are designed for children ages 4-12. An adult must accompany children at all times. 5550 S. Greenwood Ave.

## Calendar Submissions

A Web calendar of University events is searchable online at <http://event.uchicago.edu/maincampus>. To add a listing, click on “submit an event” in the gray bar at the top of the page.

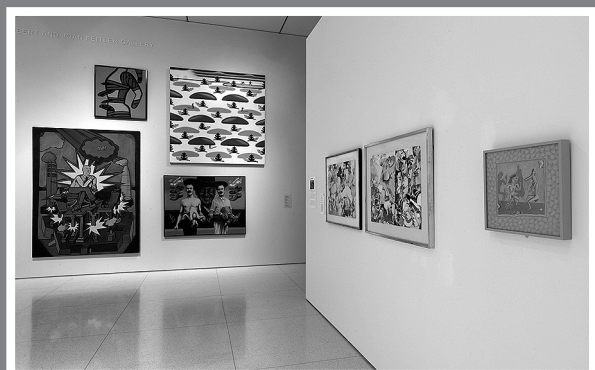
# JUNE-JULY HIGHLIGHTS

## Smart Museum of Art

Gallery Talk: “Cliff's Connections”

**2 p.m. Sunday, June 14**

While H.C. “Cliff” Westermann spent much of his mature period in rural Connecticut, he maintained correspondence with artists in California and



Installation view of the Smart Museum of Art, featuring works by the Chicago Imagists

influenced the careers of a younger generation of artists known as the Chicago Imagists. Artists Jim Nutt and Gladys Nilsson will offer a person perspective on Westermann and his connection to the Chicago Imagists, while art historian and critic Dennis Adrian (A.B., '57), a friend of Westermann's, will moderate an in-gallery conversation. The discussion will likely touch on letter-drawings to Westermann by artists William Wiley, Ed Ruscha, Ken Price and a young Bruce Nauman. Free and open to the public. 5550 S. Greenwood Ave.

## Chicago Studies

Bike to Work Rally

**7:30 a.m. to 7 p.m. Friday, June 19**

Riding a bike can help displace more than 238 million gallons of gasoline annually and reduce the amount of carbon monoxide released by vehicle emissions. The event challenges commuters to put down keys, step off the bus and bike their way to work. Fellow cyclists, local media celebrities and live bands will gather at Daley Plaza (Washington and



Photo by Dan Dry

A Bike to Work Rally on Friday, June 19 is part of a five-month celebration called Bike Chicago 2009.

Dearborn streets) in downtown Chicago for a full day of activities beginning at 7:30 a.m. The event is part of Bike Chicago 2009, a five-month celebration of Chicago's commitment to become more bicycle-friendly and environmentally conscious. For more information, visit <http://explorechicago.org>.



A letter from the editor

# Chronicling newsprint’s finale — and a new beginning

In the 28-year history of the *University of Chicago Chronicle*, an editorial has never graced these pages, but it seems fitting to say farewell in ink on paper. This issue of the *Chronicle* is the last print edition of the University newspaper.

The *Chronicle* was born Oct. 1, 1981, introducing itself with a subtle “Hello” and two short paragraphs on Page 1. That announcement appeared next to the front-page news about a new technology that would change how members of the University would communicate: “Coming Soon ... It’s Superphone!”

The Superphone offered cutting-edge features such as conference calling, redial at the press of only one digit, caller ID, call waiting and call forwarding.

Now, fast-forward to 2009.

I’m writing this on my iMac at home, from which I can send this document via my University Web-mail account to my editors’ “superphones” — a Blackberry, an iPhone or any other handheld device. I might later post a link to this piece on my Facebook page, where I can share it with my network of friends, including Meresamun, a 2,800-year-old mummy who resides at the University’s Oriental Institute.

The *Chronicle* has featured Meresamun and the CT scans that University Medical Center radiologists have performed on her, but there’s another tale worth sharing about this ancient Egyptian temple singer. She is perhaps one of the University News Office’s best examples of history preserved and shared through “social media.”

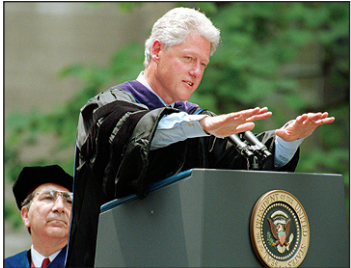
The brainchild of two University communicators who wanted to get the word out about a new mummy exhibition at the Oriental Institute, Meresamun’s Facebook page was launched as an experiment by my colleague William Harms and Oriental Institute Research Associate Emily Teeter. Within weeks of posting her page, Meresamun was a hit, with more than 900 people becoming her Facebook friends. Since then, she has posted pictures and video, hosted songwriting and drawing contests, and spawned mummy imitators at institutions across the nation.

As technology leaps through the 21st century, the News Office staff will continue to step forward with new ideas and methods for communicating University news to its extended community. For 28 years, the *Chronicle* has been one means of delivery for spreading news of the good work of the faculty, students, alumni, staff, friends and administrators of this great institution.

There’s no stopping technology’s momentum; but even as we leave behind the printing press for the many new processes we are beginning to embrace, our essential mission in the News Office continues—to tell the stories about the people and

ideas that live and grow at this unique place on the South Side of Chicago.

I’ve had the privilege of being one of the storytellers since Oct. 1, 1998, my first issue as editor of the *Chronicle*. I’ve edited and designed much of the content of 11 volumes of the *Chronicle*, the



1999—the 456th Convocation with speaker Bill Clinton.

equivalent of about 200 issues. Multiply that by 12, and you get an average number of stories produced during that time. Did we make mistakes? Of course we did. Did our readers point them out? Of course they did. And when you have an e-mail in your inbox from Hannah Gray, you also know you are going to learn from your mistake.

In a sense, the *Chronicle* has been my personal textbook. Through its stories I’ve learned about more fields of study than I can mention here. I’ve had lessons in the tangible and the abstract, tested theories, entertained hypotheses and posed questions for curiosity’s sake.

Since 1998, when I came to the University, I have been involved in communicating much good news. I’ve been the editor during three University administrations; have worked on news coverage involving three U.S. Presidents; have witnessed 14 students win Rhodes scholarships and 13 faculty members, alumni or researchers receive a Nobel Prize. There have been some memorable Nobel moments, and I’ve tucked away a few that I can share here.

The News Office staff is on alert every October as the Alfred Nobel Foundation approaches its announcement of Nobel Prize recipients. I remember the year 2000, when James Heckman won the Nobel Memorial Prize in Economic Sciences.

Professor Heckman was out of the country presenting at a conference when the news came. Without the guest of honor present, we contacted Professor Heckman via telephone and placed him on speakerphone in the McCormick Tribune Lounge in the Reynolds Club.

There, only in voice and spirit, James Heckman greeted members of the media who focused their cameras and microphones on a telephone projecting his voice. This made for some interesting news coverage in pictures. In 2009, Heckman might have Skyped from South America.

This past year, Yoichiro Nambu received the Nobel Prize

in Physics, and his presentation ceremony, an unprecedented event held on campus, was Webcast live on the University’s homepage.

I knew early on that being the Editor of the *Chronicle* and part of the University’s News Office would expose me to ideas and people I couldn’t have imagined covering before.



2008 Nobel laureate Yoichiro Nambu

In the summer of 1999, President Bill Clinton spoke at the University’s 456th Convocation. I was about six months into my new job when the surprise announcement of Clinton’s visit was made, and the News Office began a months-long plan to host the 42nd U.S. President in June.

Our staff was deployed across the Main Quad on June 12, 1999, charged with keeping reporters in check and relatively happy with their assigned seating. Even with a walkie-talkie in hand and standing among a large number of Secret Service staff during the ceremony, I wasn’t prepared for the task of keeping one very persistent TV reporter from hounding students and their family members after the ceremony.

I discovered then I wasn’t a media bouncer, as some of my colleagues have been, and I couldn’t wait to get back to the office to write, edit and prepare our coverage of the day’s events. I



2008—Students celebrate alumnus David Booth’s record gift to the business school.

ended that 12-hour day, proud to have been a part of University of Chicago history.

When you are the editor of the University of Chicago’s newspaper, you have to get used to covering the same news that often appears locally, nationally and even internationally.

Hyde Park’s man of the year and former Senior Lecturer in the Law School Barack Obama became America’s 44th President in November 2008, creating an electricity here on campus and in the neighborhood that had never before been experienced.

Obama’s presidential campaign, his election victory and rally in Grant Park on Tuesday,

Nov. 4, 2008, followed by his inauguration on Jan. 20, 2009, made the *Chronicle* pages, just as they had landed on the pages of the *Chicago Tribune*, *The New York Times* and the *Times of London*.

The *Chronicle* has been a paper of record, a place where readers could get information about the University and its community of people. As my colleagues and I move toward the future, we will

deliver University news and tell our Chicago stories with the same intention to inform, just without the ink and paper. It’s been a good run, and now it’s time for the *Chronicle* to say, “Goodbye.”

Laurie Davis is Editor of the *University of Chicago Chronicle*, *UChicago News* and *Web features*. Please visit us in the fall at <http://news.uchicago.edu> for the debut of our new Web pages.

CHICAGO

FOR THE FACULTY, STAFF AND STUDENTS OF THE UNIVERSITY OF CHICAGO

VOL. 1 NO.1

OCTOBER 1, 1981

Coming Soon . . .

“It’s Superphone!”

A new era in internal communications at the University opens today with the start of conversion to a \$10.7 million telephone system for use by virtually everyone on campus.

The system, called IBS (integrated business exchange), was designed and manufactured by IntelCom, Inc., a division of Exxon Corporation. Chicago is the first university in the nation to use it.

In addition to push-button phones like those in widespread use, it includes larger, electronic phones that can transmit both voice and data communication simultaneously by a link with terminals connected to the campus computer system.

The simpler push-button phones will provide a number of new features, such as call forwarding, call waiting, a “do-not-disturb” function, and transfers and conference calls of up to seven persons without operator assistance.

“The ‘It’s Superphone’ can do even more. Equipped with a 12-button display of letters and numbers, it can:

- dial a remembered number when you press only one digit;
- display messages left by callers;
- identify the number from which a call is being transferred;
- identify the caller from a campus phone; and
- indicate whether a call is from on or off campus.

Most phones on campus will be exchanged for the new ones. Off-campus phones will determine which features are available on each new phone.

“No doubt they will conclude that some features, while nice, are luxuries that can’t be afforded,” said Gerald Johnson, Manager of Telecommunications.

By wiring and operating the new system instead of existing phone and cables from Illinois Bell, the University expects savings that will eventually offset the cost of purchase and installation.

Conversion to the new system begins today in Rosenwald, Stuart, and Walker Halls and the Center for Health Administration. Studies (all part of the Graduate School of Business Building Center, the Telecommunications Office, and the Security Office in the Young Building.

During October, phones will be converted in the Administration, Ryerson, Hindi, and Searle Buildings. Through the end of the year, the conversion will continue on the main quadrangle and in Regenstein Library.

The new phones are to be installed in most of the Medical Center buildings in April-June of 1982 and in hospital patient rooms and South Campus buildings by late next year.

“We’ve been able to keep on schedule so far, but early experience indicates that the schedule will be tight,” Johnson said.

The new system will not handle incoming calls for about a month after installation, he said. Old phones will remain in place as a backup system.

To help ease the transition, orientation sessions will be scheduled in advance on the third floor of the Bookstore. In addition, someone from the Telecommunications Office will be stationed for a few days in buildings where the conversion has been made.

A hotline to Telecommunications has been established to deal with any problems that arise. Call 733-2777 on the old system or 5-3300 on the new one.

Pick Lectureship Committee Formed

A faculty committee has been named to nominate persons for an Albert I. Pick, Jr. Lectureship in 1982, which replaces a controversial award that triggered campus demonstrations in 1979.

Norton Ginsburg, Chairman of the Geography Department, is chairman. Other members are Professors John Boyer, Arcadius Kahane, Evelyn Kitagawa, and Aristotle Zolberg.

The Committee on University Awards and Prizes described the lectureship as “a forum for individuals of international reputation to speak within the University community on matters of world concern.”

The lecturer, it said, should be a politician or scholar with international credentials, an expert on a critical global issue, or a leader of a movement or organization of international significance.

In a letter to committee members, President Gray said:

“The lecturer may use this opportunity to articulate concerns and reflect upon experience in a series of two or more public lectures conceived for the occasion.”

She said the committee should solicit recommendations from the University at large. She will share the nominees with the Committee of the Council. Dates for the lectures have not been scheduled.

The first—and only—Pick Award was given in 1979 to Robert S. McNamara, president of the World Bank.

Angered by the selection because of McNamara’s role in the Viet Nam war as Secretary of Defense, several hundred protesters gathered outside the award dinner in Hutchinson Commons following a day of teaching.

Twenty-five were arrested during the demonstration after refusing police orders to disperse. The University posted bond for them and did not press charges.

The lectureship was established as a fund in the memory of Albert I. Pick, Jr., a hotel executive who was an alumnus and trustee of the University before his death in 1977.

Hello!

The Chicago *Chronicle* is an official publication of the Office of University News and Information. It will appear next Thursday, Oct. 8, and then every other Thursday through the Spring Quarter, with certain exceptions dictated by the University calendar.

The Chicago *Chronicle* does not accept paid advertising but invites all campus organizations to provide information on upcoming events for listing in its biweekly calendar.

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Retirement Age at 70

A change in the University’s statutes, raising the retirement age for tenured professors from 65 to 70, has been approved by the Board of Trustees. Faculty members will retire at the end of the academic quarter in which they turn 70.

The recommendation was made by a Trustee-Faculty Retirement Committee chaired by the late Robert W. Biewer, Chairman of the Board, and D. Gale Johnson, the Blakely Hastings Moore Distinguished Service Professor.

The committee’s report, which will appear in the next issue of the *Chronicle*, was approved by the Council of the University.

Reform I was first considered and approved by the Council of the Board. Along with the change in retirement age, it recommended provisions for early retirement and a half-time option.

Design of the half-time option is under study by the Provost’s office, the Legal Counsel, and a faculty committee appointed by President Gray and chaired by Johnson. That work is expected to be finished during Autumn Quarter.

The retirement age for the rest of the University’s staff was raised to 70 at the beginning of 1979.

Supperphone flanked by its predecessors—data transmission (left) and voice-only units.

This brass and oak “trading post,” which sat for over 50 years on the floor of the New York Stock Exchange, now graces the main lobby in Rosenwald Hall. Its 90 stocks were traded at a time by brokers who perched on the fold-down seats along the sides of the booth. The trading post is a gift of the NYSE; its installation was made possible by a gift from Donald Rosenberg, retired chairman of Stulken-Worthington, Inc.

## Still living UChicago’s history

By Colleen Newquist  
Director of Publications and Creative Services

Despite living in the Chicago area my whole life, I knew next to nothing about the University of Chicago before I started working here. As editor of the *Chronicle*, that quickly changed as I gained an in-depth education about the University and its research by editing stories about it. It also gave me a sense of being very close to some of the school’s historic moments, including the excitement surrounding the Nobel Prize.

During my tenure as editor (1991-98), four faculty members won the Nobel Memorial Prize in Economic Sciences—Ronald Coase (1991), Gary Becker (1992), Robert Fogel (1993), and Robert Lucas (1995). It was a thrill to be a part of the News Office during that time, which operated like a well-oiled machine when it came to handling the media hubbub. It was especially wonderful to witness the news conferences that took place, to see the beaming faces of students and fellow faculty members—even the journalists and cameramen were smiling.

It’s not often that you get to witness such a spectacle—unless, of course, you’re at the University of Chicago. Some time later, when I was on staff at the business school, I had the good fortune of being seated next to Robert Lucas at an event, and we chatted pleasantly through dinner, discussing our differences in politics, as I recall. What an interesting way to spend an evening. Not many people have the opportunity for casual conversation with a Nobel Prize winner. Unless, of course, you’re at the University of Chicago.

I came to the University with the idea that I’d work here two to five years—enough to look good on a resumé. More than 18 years later, I’m still here, still working in communications for the University, and still learning something new every day.

Electronic archives of the *Chronicle* will be maintained at <http://news.uchicago.edu>. “Even as we push forward, we want to thank Laurie and Mike and all the people who have devoted their time and effort to telling the University’s story through the *Chronicle*,” Peterson said. “We also want to thank *Chronicle* readers, who have been smart, passionate companions and critics through this journey. We look forward to continuing that conversation in a new forum.”

## Chronicle’s exit ushers in possibilities for more robust, dynamic news

CONTINUED FROM PAGE 1

institutional milestones. The project is also exploring new options for delivery, from breaking news updates to print-on-demand products.

“After 21 years in newspapers, I don’t relish the thought of ending the *Chronicle*,” Kloeckner said. “But as we look to make the best use of our finite resources, it becomes clear that we have better tools available. This is a chance for us to build around what people want and need now, and use the best

ideas and technology to get it to them.”

He said that the new generation of Internet, e-mail and print-on-demand publications will continue to highlight news that *Chronicle* readers identified as important in this spring’s survey, including faculty and student accolades, highlights of outside media coverage and obituaries for members of the University community.

Laurie Davis, who has been editor of the *Chronicle* for the past 11 years, and assistant

editor Michael Drapa already have taken on a number of new tasks, including editing the feature packages that appear on the University’s home page and producing UChicago News. As the *Chronicle* concludes its run, they will move to editing and developing a range of communications for the News Office.

“It’s been a privilege to edit the *Chronicle* over the past 11 years, reporting on our faculty and students’ research and achievements,” Davis said. “We

will continue to tell those stories in many of the new publications, which are quickly becoming the norm.”

People’s fast-changing habits in how they get their news and information have dictated changes in newspaper publishing that reach from the nation’s biggest dailies to weekly and biweekly college and university newspapers, said Davis. “We hope to establish more effective and more economical methods to deliver the news that *Chronicle* readers have come to value.”