Janae Adolpho hated history in high school. “It was all memorizing facts and dates, and it always seemed to be the same five guys doing things,” she says. High school history, she explains, often focuses on larger-than-life figures like Winston Churchill and Franklin Roosevelt, and rarely discusses the everyday people and social movements.

Adolpho, an Honors College graduate who received her BA in History on December 16, and plans to become a history professor, obviously changed her mind.

Taking a history course from Alan Singer in the Honors College helped give her a different view of the subject. “High school history makes it seem like history is shaped by a small handful of people with lots of power, but in Alan Singer’s class we read the opposite — history from below. It was a small class, with 15 people, and we discussed and debated, and looked at different cultures.”

As her interest in looking at history from a wide variety of perspectives grew, she began to delve into the history of her own people. Although she grew up in Two Rivers, Wis., she is Native Hawaiian on her father’s side. “I was amazed at how much of my own history and culture I didn’t have access to,” Adolpho says. Hawaiian history, like the histories of many indigenous colonized peoples, was written from the perspective of the white men who took over the islands that eventually became a state. “As a Native Hawaiian, I wanted to be part of the movement to share the true history.”

She began to do research on her own, comparing written history with oral traditions. “I’ve read the history books’ accounts of Hawaii becoming a state, but I get a different perspective from my grandfather’s stories.” Not every history book gets it wrong, she adds, but even sympathetic portrayals of the plight of Native Hawaiians give the view that the move toward colonization and annexation was “for the best.”

One of her papers, for Associate Professor Jasmine Alinder, focused on changing depictions of Native Hawaiian women. Initially, says Adolpho, the white missionaries arriving during the early 19th century wanted to diminish what they perceived as the excessive sexuality of indigenous women. Later, white businessmen and the descendants of the missionaries regarded Native Hawaiian women as hula-skirted assets in attracting tourism to the islands.

Adolpho’s part-time job, working in Special Collections at the UWM Libraries, has reinforced her academic work and her plans for the future. “Students don’t realize what a treasure Special Collections is for doing original research, based on primary sources,” she says. By helping library patrons with their research, she’s learned more about how libraries are set up, and how information is organized. “That’s helping me get prepared for graduate school.”

The enthusiasm of her boss, Special Collections Librarian Max Yela, for academic research, learning and books also inspires her, she adds. “It’s like a graduate-level internship. I’ve learned a great deal about the collection, and he’s encouraged me to think critically about things.”

Yela is also open to ideas from students and staff members, says Adolpho. She’s talked to him about adding materials on Native Hawaiians to the area’s existing collections on indigenous peoples.

Adolpho has learned from the writings of Haunani Kay Trask, a Native Hawaiian who gives a different perspective on the state’s history, and wants to get her doctorate with a focus on Hawaiian history and teach at the college level.

“As a Native Hawaiian, I want to be part of the movement to set the record straight.”
Charles Hill Has Lived an Urban Life

by Paula Orth, Letters & Science

Charles M. Hill, Sr. didn’t study Urban Affairs with any grand plan in mind. Holding a BS in History from UWM and laboring as a steelworker, he made a decision to further his education with an M.S. in Urban Affairs. That was in 1963. As a member of the UWM Urban Affairs program’s first cohort, he went on to an impressive career in urban housing and urban justice. It was his decision to study for his master’s at UWM that set him on the path to a distinguished career improving the lives of thousands of Wisconsin and Illinois homeowners.

Soon to celebrate its 50th anniversary, the program is now known as the College of Letters & Science Urban Studies Programs, and it recently welcomed Mr. Hill back to campus to receive the Scott Greer Award for Postgraduate Contribution to Urban Affairs. Mr. Hill, 76, was recognized for his distinguished civic leadership and community service.

From his home in Chicago, Mr. Hill recently discussed his Milwaukee roots, UWM education, and 36-year career.

From an early age, Mr. Hill was an advocate for disadvantaged people and employed his conflict resolution skills to bring people with disparate views together. At Milwaukee’s Messmer High School he was voted student body president and later was elected lieutenant governor at Badger Boy’s State, a program designed to teach high school students leadership and the workings of government.

As a graduate student at UWM, he was an active participant in the protest against segregated schools. He withdrew his children from these schools, marched, and served as the principal of the “Freedom School” during the boycott.

It was the Urban Affairs curriculum that put him onto the career path that blended his passion for justice with practical knowledge to take into the workforce. Although he had once yearned to study law, he became a member of the Urban Affairs cohort, his future was sealed.

“My urban affairs education prepared me to make a significant contribution; the curriculum was very valuable and I felt well-suited to this area of study and work. I didn’t have any grand plan. I didn’t choose it, it chose me.”

Mr. Hill points to a strong feeling of camaraderie and the faculty’s passion for urban affairs as catalysts to focus his life on urban challenges. A course project where he took the lead role in surveying inner city residents about their attitudes regarding race, safety, education and recreational facilities in the neighborhood also stands out as a memorable moment.

He also acknowledges his own experiences growing up in public housing and facing discrimination as a motivating force. He remembered being turned down for a factory job, “but I kept returning until they hired me – I was not going to be deterred.” He credits his father for his own attitude towards this unfairness. His dad, Vermont Hill, told him, “You can go around as an angry man or you can get something done.”

Charles Hill got something done – he spent his career focused on urban development and revitalization, enabling home ownership for thousands of families. “Housing was my core concern, because it is the linchpin for stability in our society,” he emphasized. “If you have good housing, you have the basis for a good environment.”

He has held positions with the Federal Housing & Home Finance Agency (later became the Department of Housing & Urban Development [HUD]), the Milwaukee Social Development Commission, and the City of Madison Redevelopment Authority, and then was appointed Deputy Secretary of the Wisconsin Department of Local Affairs and Development (DLAD). In 1970, Charles Hill became Wisconsin’s first African-American cabinet officer, when he was appointed Secretary of the DLAD.

During his tenure at DLAD, he was instrumental in securing passage of a bill that created the Wisconsin Housing and Economic Development Authority (WHEDA). Later, Governor Patrick Lucey asked Mr. Hill to become Executive Director of the Wisconsin Council on Criminal Justice, where he was a moving force behind the creation of a State Children’s Code (statutes regarding juvenile justice and welfare) as well as a statewide Public Defender Program.

Because of his knowledge and experience, he was asked to serve on President Richard Nixon’s Task Force on Model Cities and later was appointed by President Jimmy Carter to a task force charged with recommending efficiencies in federal government. From 1978 until his retirement in February 2000, he was Executive Vice President, Community Investment Officer and Chief Operating Officer of the Federal Home Loan Bank of Chicago, designing a number of innovative housing programs to serve low-income families and individuals.

Looking back at his long career, he says, “It was a lot of fun. I worked with people on both sides of issues.” Along with businessmen, he also dealt with tradespeople and
Children create ideas and perceptions about racial identity, not just their parents, according to Africology Professor Erin Winkler. In her new book, *Learning Race, Learning Place: Shaping Racial Identities and Ideas in African American Childhoods*, Winkler examines how African American children interpret and create ideas and beliefs about race, racial identities, and racism, and the influence of place in this process.

**Race and Place**

Winkler conducted interviews with African American middle school-aged children and their mothers in Detroit, Michigan. Although she was not looking for the influence of place in how children develop their ideas about race, it came up so frequently that it could not be ignored. Detroit has the highest percentage black population of any large American city, and African Americans hold virtually all positions of local civic and social power. However, the ring of suburbs surrounding the city is overwhelmingly populated by whites—making the Detroit metropolitan area the nation’s most segregated in the 2000 census—and whites hold most of the regional economic power. Through Winkler’s interviews, she inadvertently discovered how much place affected the way participants understood their racial identities. Children openly discussed their racialized experiences, especially through the lens of travel. They learned where they belonged and where they didn’t.

The children in Winkler’s study understood that many resources were primarily controlled by the surrounding suburban white communities, despite seeing African Americans—people that looked like them—in social, professional, civic, and government leadership roles in the City of Detroit. The children realized the limitations of their power and differences in how they are perceived and treated in places outside Detroit. Children processed and perceived this contradiction to be a part of the reason why Detroit has had such a tough time economically. This insight from the interviewed children illustrates the importance of listening to children’s voices in research.

Winkler coined the concept of “comprehensive racial learning,” which she defines as, “the process through which children negotiate, interpret, and make meaning of the various and conflicting messages they receive about race, ultimately forming their own understandings of how race works in society and their lives.” Winkler argues, “This is important because it centers on the child and his or her active and ongoing role in making meaning of all of the different messages he or she receives about race. This doesn’t mean I ignore the role of others like family, media, peers, and schools in the process, but rather that I examine them at the children’s prompting and from their point of view, listening to the children’ interpretations of their experiences and allowing them to direct the inquiry.”

Children are active participants in their learning processes, absorbing information from multiple sources and forming their own interpretations. “Young kids will come up with ideas (about race) on their own because they are not passive sponges when understanding what race means and its impact,” Winkler says. Place and the perceptions of different spaces were clearly factors that influenced the children’s viewpoints on racial identity, stigmas and stereotypes.

Winkler’s interviews also reveal different viewpoints on the influence of place: while all of the interviewed mothers agree that place is their partner in socializing their children about race, some see it as freeing—Detroit provides a “racial safe space” in which their children do not have to live defensively—while others see it as oppressive, shielding their children from “the real world” and keeping them trapped. Segregation and discrimination are well-known challenges but Winkler identifies another less-known but equally challenging obstacle: society’s adoption of a color blind ideology where the prevailing “white” culture is the norm and
Facing Race Together
Continued from page 3

taking notice of racial issues brands the victims of racism as villains, instigators, or overly-sensitive. “Color blindness still leaves the playing ground unlevelled and then blames the victims if they try to fight it,” says Winkler.

The Gender Factor

Gender is another factor that came up in Winkler’s interviews, wherein black mothers debated how to socialize their sons because of the stigma that black men are insolent and dangerous. Some mothers believe they should teach their sons to dress, speak, and behave according to standards that appease the white majority in order to keep their sons safe, while other mothers reject this idea, saying it only reinforces racist stereotypes that black men who do not conform to white norms are dangerous. Winkler notes that all of the mothers are simply trying to do what is best for their children; society puts these mothers in a space in which it is difficult to both keep their sons safe and also teach them to reject racist ideas about black men.

These conversations in Detroit have taken on even more poignancy now after recent tragedies which highlight the fact that certain perceptions of race can be life-threatening.

In February 2012, Trayvon Martin, an African American teenager, was shot and killed in a predominantly white community in Florida by George Zimmerman, a self-appointed neighborhood watch captain. The court case, which is still pending, will question whether Martin was the victim of racial profiling because he was out alone at night wearing a hoodie.

In Milwaukee in May 2012, Darius Simmons, a black, 13-year-old boy living in a historically white neighborhood was fatally shot by a white, elderly neighbor who suspected Simmons had burglarized his house.

“Ultimately, the problem is not that parents let their sons wear hoodies, but the problem is society’s racial perceptions,” says Winkler, adding, “Unfortunately, I never need to use old examples of racism for class discussion.”

What’s Next for Erin Winkler?

Relocating to Milwaukee has given Winkler a new opportunity to research the effects of race and place. Milwaukee is a unique city in which to study parents’ perceptions and children’s comprehensive racial learning for several reasons. For example, while segregation exists in both cities, it is quite different. In Detroit, the segregation pattern is between an overwhelmingly black city and an overwhelmingly white suburban ring; Milwaukee is more diverse within its city limits, and therefore the segregation here occurs between neighborhoods within the city limits. This has different consequences for things like tax base, control of city government, cultural norms, school demographics, and more. Winkler looks forward to studying children’s comprehensive racial learning in Milwaukee and seeing again how place—this time Milwaukee’s unique cultural, historical and structural features—influence children’s racial identities and ideas.

Charles Hill’s Urban Life

neighborhood residents. As a former steelworker, he knew and understood the concerns of working class people. “I aim to be fair, to judge people on the value of their work, to help and inspire them. Being fair is a real tool to use as both an executive and as a human being.”

Commended by President Bill Clinton for his achievements, Charles Hill continues in his advocacy role for those who are less fortunate. Although retired from his job, Hill is serving his 33rd one-year term as a member of the Illinois Fair Plan Association, which provides property and casualty insurance to people who can’t obtain it through the standard market. Since 2000, he served on the board of Guaranty Bank, which has received awards for its community development efforts. An affordable Senior Housing development in Park Falls, Wisconsin, bears his name, and each year since 2000 the Wisconsin Housing Collaborative has presented the Charles M. Hill, Sr. Award for Housing Excellence “to a pioneering recipient whose work has touched the lives of people in need.”

The Urban Studies Programs will celebrate its 50th Anniversary in 2013. For more information or to be added to their mailing list, contact Jamie Harris at jmh@uwm.edu.
Standing Room Only for As Goes Janesville
by Jamie Harris, Urban Studies Programs

On Wednesday, November 28th, nearly 300 people turned out for an Urban Studies Programs’ reception, screening, and panel discussion for the new documentary film “As Goes Janesville.” The film focuses on the impact of the closing of the Janesville General Motors plant, following the lives of laid off workers, city and private sector business leaders trying to spur a recovery, and a state politician seeking to protect worker’s rights and find common ground with political opponents.

The panel discussion that followed the screening was moderated by filmmaker Brad Lichtenstein and included: John Drew, UW Regent and regional representative of the UAW; Dr. Eve Hall, President and CEO of the African American Chamber of Commerce of Greater Milwaukee; Dr. Marc Levine, Professor of History and Urban Studies, Senior Fellow and Founding Director of the Center for Economic Development at UWM; and Pat O’Brien, Executive Director of the M7 and President of the Milwaukee Development Corporation. Panelists addressed a number of the issues raised in the film such as Janeville’s Common Council $9 million financial package designed to lure Shine Medical Technologies to the city, and broader questions over what economic development strategies make the most sense for industrial rust belt cities in the absence of a national industrial policy or state and federal urban economic development initiatives.

Discussion also focused on questions over union jobs and recent political changes in the state such as the severe curtailing of collective bargaining for public sector workers and the Governor’s pro-business stance, and whether one or the other is likely to better promote jobs, living wages, and urban revitalization.

On Thursday, November 29th, students from several classes including Urban Studies 250: Exploring the Urban Environment, met with the filmmaker to discuss the issues raised in the film and the art of documentary filmmaking. Both the panel and student discussions are part of an effort, called “bizLab,” intended to help foster civil discourse around important issues such as economic development, the loss of manufacturing jobs, and urban revitalization, and as a way to bring together business, labor, civic, and community leaders to address declining wages, globalization, and the shrinking middle class.

The screening at UWM was sponsored by the Greater Milwaukee Foundation’s Mary L. Nohl Fund Fellowship for Individual Artists program, the UWM Union Theatre, the UWM College of Letters & Science, the UWM Urban Studies Programs, the Henry W. Maier Fund, the UWM Center for Economic Development, and the UWM Center for Urban Initiatives & Research.
Upcoming Events

Dec. 6 through Jan. 10

Jan. 4 through Jan. 25
Science Bag: Weird Weather or Climate Change? From Hurricane Sandy to the drought last summer, concerns are growing that climate change is altering weather events that impact our day-to-day lives. Learn about the science behind how climate change might impact our weather, the difficult nature of the randomness of weather, and what the weather of the future might look like. Every Friday in January at 8 p.m. and Sunday, January 13 at 2 p.m. http://bit.ly/VV4se8

Jan. 25 through March 1
Planetarium Show: Birth of the Universe. The show describes what we know about the beginning of the cosmos, including the evidence we have for the Big Bang theory, such as the cosmic microwave background radiation and the motion of galaxies. Fridays at 7 p.m. $2 admission. http://planetarium.uwm.edu

Laurels and Accolades

Aneesh Aneesh (Sociology) was selected as the JNIAS Fellow (Jawaharlal Nehru Institute for Advanced Studies) at Jawaharlal Nehru University in New Delhi, India for 2012-13.

Laura Grant (Economics) has been invited to join the Science of Philanthropy Initiative, a research institute by the University of Chicago and the University of Wisconsin Madison. Funded by the John Templeton Foundation, the project uses research methodology to explore the motivations behind charitable giving.

Timothy J. Jarome (Psychology) received the $3,000 Ruth G. and Joseph D. Matarazzo Scholarship from the American Psychological Foundation for his proposal “The Role of PKA/CaMKII-protein degradation-GluR2 Pathway in Control of Memory Updating.” The project is designed to test a specific molecular pathway that may be important for the modification of fear memories following short retrieval or reminder sessions. Timothy is a student of Dr. Fred Helmstetter.

Chris Larson (Psychology) accepted an invitation to serve a three-year appointment as Associate Editor of the journal Cognition & Emotion.

Krista Lisdahl (Psychology) was one of 84 young scientists to be named a 2012 Kavli Fellow by the National Academy of Sciences (NAS) and invited to attend the Japanese-American Kavli Frontiers of Science symposia, November 2012. The Kavli Frontiers of Science symposia bring together outstanding young scientists to discuss exciting advances and opportunities in a broad range of disciplines. The format encourages both one-on-one conversations and informal group discussions in which participants continue to communicate about insights gained from formal presentations and the excitement of learning about cutting-edge research in other fields. By doing so, Frontiers helps to remove communication barriers between fields and encourages collaborations.

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L&S Dean: Rodney Swain
In Focus Editor: Deanna Ding

December Newsletter 2012
In the media and around the community


Robin Pickering-Iazzi (French, Italian and Comparative Literature) presented the paper “Youth, digital media, and transnationalizing practices of legality and antimafia culture” at the international conference “Transnational Organized Crime: Italian Connections” held in Rome, Italy (Nov. 23-24, 2012), and sponsored by the American University of Rome.

R. John McCaw (Spanish and Portuguese) presented “Góngora, the Virgin Mary, and Spiritual Pilgrimage in Luis de Tejeda’s *El peregrino de Babilonia*” at the MidAmerica Conference on Hispanic Literatures in Lincoln, Nebraska, in October.

César Ferrera and Jeffrey Oxford (Spanish and Portuguese) presented at the 69th annual meeting of the South Central Modern Language Association in San Antonio in November. César’s topic was “Sobre La civilización del espectáculo, de Mario Vargas Llosa,” and Jeffrey presented “The Short Stories of Alicia Giménez Bartlett.”

In October, Ricardo Vasconcelos (Spanish and Portuguese) presented the essay “Fernando Pessoa, ou o Antologista Angustiado” at the 8th Congress of the American Portuguese Studies Association held in Iowa City.

Nancy Bird-Soto (Spanish and Portuguese) chaired the Latin American Permanent Section and presented a paper entitled “Lo bueno de todas las razas: De José Martí a Jesús Colón” at the Midwest Modern Language Association Convention in Cincinnati in November 2012, and presented “Whimsical Women/Upsetting Hierarchies: Gender and Labor in the Plays of Luisa Capetillo and Franca de Armiño” at the Recovery Project Conference in Houston in October.

Several conference posters were presented from the Department of Psychology Anxiety Disorders Lab, directed by Han Joo Lee, in November, at the annual meeting of the Association for Behavioral and Cognitive Therapies, in National Harbor, Maryland: (UWM-affiliated individuals are highlighted.)


Angela Victor, DeAnne Priddis, Keith Dilbeck, and Nancy Burrell (Communication) presented “Examining educators’ reflections on bullying: A shift in ideology” at the National Communication Association Convention, held in Orlando in November.

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Geosciences Field Trip Gives Students Field Experience

by Scott Maury, Department of Geosciences

Students of the Geosciences 301 Mineralogy course recently took a two-day field trip to several geological locations in northern Wisconsin and upper Michigan. Led by Ad Hoc Lecturer Tina Hill, students examined the unique type of rock formations that have formed at different times of the geological scale.

The purpose of the trip was to simulate field work while introducing students to field note taking through a fun and informative experience in the field. The mineralogy field trip is typically one of the first trips for Geosciences students and is a way for students to get their feet wet, experiencing what it takes to be a geologist, while getting a chance to collect and bring back rocks to conduct further research in the lab.

The Geosciences major offers a considerable amount of field trip opportunities that range from a few hours to a few weeks, giving students a hands-on experience that can’t be replicated in the classroom.

Those Who Can…Teach

by Sandra Brusin, Department of English

On December 3rd, UWM hosted the 19th annual UWM-Marquette University First-Year English Graduate Student Conference: Those Who Can, Teach: Theory and Practice in Composition. The conference creates a space for collaborating, recognizing, and sharing research into the theory and practice of teaching first-year composition.

Graduate students who are new TAs in UWM’s Composition Program, directed by Dennis Lynch, and the MU First-Year English Program, directed by Virginia Chapell, participate in the conference. This semester, participants have been studying rhetorical theory and composition with Dennis Lynch (at UWM) and Jenn Fishman (at MU).

The presenters from UWM, and their topics, included:

- Kimberly S. Baker – Audience in the Classroom
- Matt Bougie – Product and Process in Assignment Sequences
- Amanda L. Easton – What About Aging? The Lack of Andragogical Discourse in Composition Studies and its Impact on the First-Year Writing Course?
- Ashley Sue Evans – Defining the Field, Defining Our Practices: The Place of New Media and Digital Composing in Rhetoric and Composition
- Brian Keilen – Everything I needed to know about writing I learned from World of Warcraft: Using video game principles in the composition classroom
- Ernest Loesser – Crisis in the Classroom: A Themed Composition Course
- Loretta McCormick – Re-Imagining Reasonable Accommodations: Universal Design and the Writing Process in First-Year Composition
- Elizabeth Ann Modder – Traversing the Theme Park Gate: Immersion, Liminality and the Composition Classroom
- Justin Schumaker – Reflection and “Epistemic Connections”: A Method of Multi-Modal Assessment in the UWM First-Year Writing Program
- Leslie Singel – The Composition Classroom and “Academic Opportunity”
- Ali Sperling – Intimately Bound: First-Year Writing and Sexuality in the Classroom
- Reed Stratton – The Effect of Nonverbal Cues on Class Participation in English Composition
- Molly Ubbesen – Why Teach Queer Composition?
- Chris Williams – Glorious Wrecks: Repositioning Failure in the Composition Classroom
- Amy Zandler – Why Write Essays? Writing Assignments and Genre in the Composition Classroom
L&S People in Print


Jonathan Kahl (Mathematical Sciences) and Rolando Olivas Saunders, “Meteorological Analysis of Acid Deposits,” in Advances and Perspectives of Acid Deposits in Mexico, Rosa Maria Ceron Breton, Julia Griselda Ceron Breton and Jesus Jaime Guerra Santos, eds., Unacar, 2012.


In the media and around the community

The Milwaukee Journal Sentinel ran a feature story with video on Mike Westendorf (Innovative Weather). In addition to his day job as Operations Director for Innovative Weather, UWM’s meteorology service, Mike is a Christian singer-songwriter. Mike’s latest album is a Christmas album entitled “Emmanuel Has Come.” http://bit.ly/Tc9rd8

Karyn Frick (Psychology) gave an invited talk entitled “Building a better hormone therapy? How understanding rapid effects of estrogens could lead to new therapies for age-related memory decline” to the Mt. Sinai School of Medicine Friedman Brain Institute on Nov. 15.