New Interdisciplinary Food Studies Certificate Unveiled

by Paula Orth, College of Letters & Science

Food is woven into the fabric of a society. Just look at the outcry when production of Twinkies stopped or at the huge audiences for cooking shows and travel programs with a culinary twist. Recently, the CBS Sunday Morning news show presented stories on the histories of pasta, turkey and yogurt. And, there are countless stories about Michelle Obama’s focus on nutrition and the White House vegetable gardens.

In the past few years, many of us have become more aware of the importance and place of food in the world – in encouraging good health, in providing stable communities, and in sustaining our environment. We want to know how where our food comes from and the ingredients that go into food products. There is renewed interest in urban agriculture, the local food movement and organics. We care about global and local access to food, the security of our food systems, and the environmental impact of food production. This increased interest and demand for knowledge has led to the creation of a new undergraduate Food Studies certificate.

Students pursuing the Food Studies certificate not only learn about nutritious food and sustainable environments, but also how food brings people together and influences the development of local and national identities, and why food security is essential to world peace.

The undergraduate Certificate in Food Studies is an interdisciplinary offering from the College of Letters & Science and the School of Health Sciences. One of just a few UWM cross-college certificate programs, it is directed by Larry Kuiper, associate professor of French, and Lori Klos, assistant professor of Kinesiology and registered dietitian. The courses for the certificate come from many disciplines across campus, including history, anthropology, health sciences, and biomedical science, and is designed to complement many different academic majors.

The program explores the many facets of food, from the field and sea to the table, through the lenses of the arts, humanities, and natural and social sciences. Combining courses in the liberal arts and health sciences, it addresses the production and consumption of food and its symbolic and ideological meanings, across cultures and over time, from the beginning of agriculture to globalization. Through this integrated study, students explore contemporary issues, build practical skills, and refine their sense of personal and social responsibility.

There are only a handful of undergraduate food studies programs in the United States. “Food is inherently relatable,” says Professor Klos, and the certificate makes UWM an important new force in preparing a generation of leaders who can address the growing wellness and nutrition gap, especially in urban settings. “Looking to the future, there will be more careers in health promotion and wellness. I see openings for dietitians, in public health, nutrition communications and health promotion, corporate wellness and physical therapy as well as the need for educators to teach in graduate school and medical school.”

The introductory course for the Food Studies certificate (Food Studies 101) is structured into three modules meant to focus on three different ways of thinking about food, notes Professor Kuiper. One way we think about food is how it affects us personally – such things as our health and happiness.

continued on page 2
Food Studies Certificate Debuts

A second way is how it affects society as a whole – its distribution, the effects of industrialization, mass hunger or food insecurity, economics. And finally, food is considered as a cultural artifact – its role in history and the creation of culture. Students become proficient in:

- Broadening their perspective about the sociocultural forces that shape an individual’s food choices and eating behavior.
- Investigating and analyzing food systems and practices in a variety of cultural, social and geographical settings.
- Formulating plans for personally and socially responsible action regarding local and global food and health.

The Student Perspective

A senior majoring in psychology, Christina Paulson plans to become an eating disorder counselor, so food plays a central role in her future career. “I wanted to learn about the history of food through other cultures, and I discovered the Food 101 class,” she explained. I learned “a lot of interesting things I wasn’t previously aware of. It’s a really engaging class where you’re actually excited about the things you’re learning.”

Nursing student Andrea Rosenbecker, a junior, said she took the class because food is an interesting topic to her. She assumed it would focus on types of food and the food people should eat. It’s a lot more in depth than that, she said. “It really opened my eyes to what goes on in the food industry. We discuss topics no other food classes I know of bring up. It’s my favorite class this semester. I definitely recommend this class to other students, of ANY major.”

Taylor Hamm, a Conservation and Environmental Sciences sophomore, hopes to become a restauranteur in the future, building on his current job at a restaurant where he manages large, catered events. He took Food 101 because it goes hand-in-hand with his career in the food industry and his major.

Students who continue in the food studies track also have opportunities for study abroad and internships. One internship course was developed with Will Allen, founder of Growing Power, Milwaukee’s internationally-known urban farm and nonprofit community outreach organization.

Different from a Culinary Program

Although there are courses being developed that associate food preparation and food chemistry, this is not a technical or professional certificate, Professors Kuiper and Klos both emphasize. However, it would serve as a nice complement and provide additional knowledge for cooking and restaurant professionals, and the program is open to more than just current UWM students. Anyone interested in food as an academic subject and its connection to economics, the environment, politics, history, health, and culture can enroll in the certificate program. This includes individuals who have already graduated from college and those who do not hold a college degree but wish to take courses as a special student.

Looking Ahead

The program has begun enrolling its first students, and the first certificates are to be awarded in 2014. Growing demand for workers with this knowledge base and skill set could lead to a minor, or even a major, in years to come. More classes with relevant content will surely be added to the course list for the certificate.

For now, the program welcomes its first cohort of students from diverse academic backgrounds who will leverage the certificate for career opportunities in the private and public sector.
Alum’s Clinic on ‘Wright’ Track

By Nik Hawkins (reprinted courtesy of the University of Wisconsin School of Veterinary Medicine)

Very few veterinarians can lay claim to their own practice within a few years of graduation. But Ramard Wright, DVM, a 2008 graduate of the UW-Madison School of Veterinary Medicine, accomplished that very feat when he purchased Brown Deer Animal Hospital in November 2011, only two and half years after leaving veterinary school. Now redubbed Wright’s Brown Deer Animal Hospital, the clinic, located just outside of Milwaukee, is thriving under his direction.

Wright distinguished himself as an exceptional student both at UW-Milwaukee, where he majored in biological sciences before heading off to Madison, and at UW-Madison. Those who know him are quick to mention his charisma, keen intelligence, and unwavering work ethic, qualities he has carried with him into his practice. But a great deal led up to his eventual success as a veterinarian.

Wright’s fascination with animals began in the woods surrounding his grandparents’ cabin in Dodge County where he spent his youth tromping through streams, stalking deer, catching fish, and capturing frogs and snakes. He recalls vividly the long moments he spent studying the scales of a garter snake and peering inside its mouth in awe.

“It was a learning thing,” says Wright, a native Milwaukeean. “It was exciting for me. If I didn’t have that cottage, I would have been stuck in the city all summer and every weekend. I would have never been able to discover that interest.’’

The cottage sparked Wright’s curiosity, but his grandfather fanned the flames and encouraged him to carry that burn into higher education. After two years at Tuskegee University in Alabama, Wright transferred to UWM, becoming the first in his family to earn a post-secondary degree.

“I’m fortunate that he’s a patient, diligent, hard-working man who didn’t have a degree but pushed me to get one,’’ Wright says of his grandfather.

Before he even began college, Wright was already earning his clinical stripes. In high school, he landed a job at St. Paul Veterinary Clinic where he started cleaning cages and eventually worked his way up to more interesting responsibilities.

“When I interacted with the animals, I found that I have a skill that a lot of other people don’t have,’’ Wright says. It wasn’t long before the clinicians at St. Paul noticed his easy rapport with animals and sometimes relied on him to calm the feisty cases. Wright’s current clients have also taken stock of his natural ability.

“He seems to have a real connection with animals,” says Peter Gensler. He and his wife, Jane, recall how their shepherd mix, Bear, could not be coaxed out of the parking lot into the clinic. For a few visits, Wright examined Bear in the Gensler’s van, but Bear soon allowed Wright to lead him inside. Now he walks in on his own. “I watch Bear closely, and he never flinches for Dr. Wright,” says Jane Gensler.

Wright has not only instilled trust in Bear but also his owners. He helped see the Genslers through a trying time when they lost McKenzie, their lab-pit bull mix, and they have been impressed ever since. “If Dr. Wright left Brown Deer, we would take Bear wherever he is,” says Jane Gensler.

The dedication of Wright’s clients comes as no surprise to Jason Bleedorn, a clinical assistant professor at the UW-Madison School of Veterinary Medicine who as a resident worked with Wright. “Within five minutes of being in the exam room, he would always have a relationship with the clients,” he says.

Honing his skills with animals and clients, Wright racked up six years of experience in clinics before he even set foot in veterinary school. The familiarity he gained with many aspects of veterinary medicine gave him a leg up in school, he says, and helped him focus on one of his true passions – surgery.

“I could do surgeries all day,’’ Wright says. “I love that aspect of veterinary medicine. I do more surgeries than most vets who are five years out of school. I love that, unlike medical treatments sometimes, the outcome is literally in my hands.”

In addition to surgery, Wright devotes time to client education and the promotion of preventative medicine and vaccines, which he says require a little extra effort and the right communication style. The added attention he gives to his clients seems to have paid off because his case load has grown steadily in the last year. While mostly a good thing, even growth comes with problems.
Fortunately, surgery happens to be one of the more lucrative services a veterinary medical practice can offer, so Wright gives credit to the SVM for providing an experience that has helped his clinic succeed. He also continues to learn about surgery whenever he can by floating questions to SVM faculty and following up on cases he refers to the UW Veterinary Care Teaching Hospital. “He learns as much as he can from each case,” says Bleedorn.

“I only had one day off last year,” says Wright with a haggard smile. Even with six people on staff, he still spends a great deal of time on paperwork, personnel management, and supply ordering. But in December, he hired a former veterinary school classmate, Rebecca Banks, DVM, on a part-time basis to share some of the workload. Wright hopes to spend some newly freed time with his two young sons and his partner, Candice Bibbins, and perhaps make a few more visits to local schools to talk with students about the veterinary medical profession.

“He works so hard and so often, and I wanted to help out so the practice can flourish and he doesn’t burn out,” says Banks who feels they will work well together. “Both of us really love our jobs. We’re here because we love animals, and we want to help and be advocates for them”

“I always tell people to do what you’re good at and do what you love,” Wright says. For him, it is practicing veterinary medicine and helping the wonderful animals and people it brings through his doors.

Astrophysicist wins funding for research on early galaxies

Astrophysicist Dawn Erb has received an Early Career Development (CAREER) Award from the National Science Foundation (NSF), which will support her research on galaxy formation and evolution in the early universe.

CAREER grants are the NSF’s most prestigious grants for younger researchers. They support the career development of teacher-scholars who are most likely to become the academic leaders of this century.

In order to learn more about the early stages of galaxy formation, Erb will study small, low-mass galaxies from a time when the universe was only 20 percent of its current age but galaxies are still bright enough to examine in detail. These super-star forming machines may contain information about the earliest galaxies in the universe, which are too faint for detailed study.

She will use the nearly $800,000 grant, awarded over five years, to explore the composition of the galaxies and their interactions and exchanges of gas with their environment, called the “intergalactic medium.”

The galaxies she is targeting are about 10 billion light years away and much younger than our own Milky Way galaxy. One of the aims of the study is to characterize the early lives of these galaxies, using them as analogs for some of the most distant galaxies known. Erb expects the work will provide insights into the process of star formation in these very early galaxies.

Another component of the research will include examining “gravitationally lensed” galaxies, those that are far away but lie behind a cluster of galaxies. Because spacetime curves around massive objects, the gravity of the cluster magnifies galaxies behind it to appear distorted but also much brighter and easier to observe.

Erb received her Ph.D. in astrophysics in 2005 from the California Institute of Technology. Before joining UWM in 2010, she completed a postdoctoral fellowship at the Harvard-Smithsonian Center for Astrophysics and a Spitzer Postdoctoral Fellowship at the University of California.

Dawn Erb
Sounds are the building blocks of language, but they can be a stumbling block for those who are trying to learn a new language.

Two University of Wisconsin-Milwaukee linguistics researchers are trying to unlock some of fundamental challenges to second-language acquisition.

Fred Eckman and Gregory Iverson are involved in a study, funded by the National Institutes of Health (NIH), looking at how the sounds and principles of pronunciation in a person’s native language impact the way he or she learns English. Eckman is a UWM Distinguished Professor and Iverson a professor in the Department of Linguistics.

Their research has focused primarily on challenges faced by native speakers of Japanese, Korean and Spanish. For example, Japanese and Korean students learning English have difficulty differentiating the pronunciation of words that start with “s” and “sh,” like “sip” and “ship.” “English, Japanese and Korean all have these sounds [‘s’ and ‘sh’], but only in English can we use the sounds, particularly before ‘i’ at the beginning of words, to make different words,” explains Eckman.

Documenting these types of specific linguistic challenges is important on several levels, says Iverson. “NIH is interested because of the difficulties immigrants have in assimilating and becoming part of the U.S., and language development is part of that,” he says. In addition, studies of how learners acquire second languages “can help us better understand the learning process itself. It’s one small aspect of how learning goes on.”

While Eckman and Iverson have focused on Korean, Japanese and English, they and doctoral students working with them have also done some work with Russian, Thai and Arabic. They’ve published a number of papers on the results, most recently in *Studies in Second Language Acquisition*.

Pronunciation challenges can be similar among dissimilar languages, says Iverson. For example, both Spanish – an Indo-European language – and Korean and Japanese – Asian languages – have pronunciation rules that make learning English pronunciation more difficult.

“It’s interesting from a second-language acquisition point of view that the same kind of patterning with respect to ‘s’ and ‘z’ in Spanish parallels what happens with the ‘s’ and ‘sh’ in Japanese and Korean,” says Iverson.

Native Spanish speakers don’t distinguish between “s” and “z” sounds, he explains, making it difficult for them to learn the difference between English words like “sip” and “zip.”

Another phenomenon they found for Spanish speakers in the Western Hemisphere was difficulty making the distinction between ‘d’ and ‘t’,” adds Iverson. “Both of those sounds also exist in Spanish, but as variants of the same sound…. For a Spanish speaker learning English, this is a crucial distinction they are going to have to learn to make if they’re going to distinguish between words like ‘they’ and ‘day.”

At the same time, Eckman and Iverson have found that even languages that have similar sounds and rules provide challenges for English-language learners. While both Japanese and Korean native speakers have trouble distinguishing the “s” and “sh” sounds in English words, they make different types of mistakes, based on pronunciation rules in their native languages.

**First-language acquisition**

Eckman and Iverson are now exploring first-language acquisition with Jae Yang Song, assistant professor in Communication Sciences and Disorders, who studies how infants and children learn language. As a phonetician – a specialist in phonics – she has also enabled the group to do analysis of its findings at UWM, rather than sending data elsewhere for transcribing and coding.

In earlier stages of the second-language acquisition study, the students pronounced English words based on pictures they reviewed. The recordings of their pronunciations were then sent to Ohio State University, where they were coded based on if and how words were mispronounced.

Fred Eckman and Gregory Iverson have expanded their research into a collaboration with Jae Yang Song, who studies how infants and children learn language, to explore first-language acquisition.
Language acquisition

continued from page 5

For example, Eckman explains, in Korean, when the “sh” sound is used, it’s only before the “i” vowel sound, except in words borrowed from foreign languages – like “syaweo” for “shower.” The Japanese language, however, uses “sh” before other vowels, such as in the word “shogun.”

So a Korean learning English might feel the need to put in that “i” sound required in his or her native language, explains Eckman. A native Korean speaker might pronounce the former president’s name as George “Busi,” while a native Japanese speaker might say “Busshu.”

“The freedom of occurrence of the ‘sh’ sound is limited, but even more so in Korean than in Japanese,” says Eckman. “To relax these limitations; to undo and remove what you’ve learned to do in your native language for 20 years or more – to remove that speech habit – is difficult.”

And some learners get to the point where they think they’ve learned the distinction so well that they hypercorrect – “even to the point where they’re using the ‘sh’ sound in more positions than they should be doing.”

Their research isn’t designed to provide recommendations on how to teach English as a second language, notes Eckman. However, the findings can help teachers identify how the sounds and pronunciation rules of the native language result in different consequences and patterns of errors in learning English.

“We’ve found that learning proceeds in stages. It’s not all one fell swoop. People learn progressively and even go beyond what native speakers do. All of this is part of the developmental process that is the core of what we’ve been trying to investigate.”

The 2010 Accreditation of English Language Training Programs Act, amended immigration laws to require that nonimmigrant students intending to pursue an English-language course of study must enroll in an accredited English-language training program. The Student and Exchange Visitor Program (SEVP) is responsible for reviewing SEVP-certified English-language programs for compliance with the law’s accreditation requirements.

ESL program receives national accreditation

The University of Wisconsin-Milwaukee’s English as a Second Language (ESL) program has received national accreditation. A new federal law, signed by President Barack Obama in 2010, requires that all English-language training programs must be accredited by a regional or national accrediting agency recognized by the Department of Education.

UWM’s program had already begun the accreditation process at that point, and received initial accreditation in December 2011 from the Commission on English as a Second Language Accreditation Program. The goal of accreditation, according to the commission, is to help institutions gauge their effectiveness against standards developed by professionals in the field and benchmarks set by the profession.

The UWM program received its four-year accreditation from the commission in December 2012.

Manuel Ossandón Lira of Chile and Jung Seon (Lily) Lee of Korea are students in UWM’s English as a Second Language Program. Photo by Alan Magayne-Roshak.
UWM Journalism Students Earn SPJ Honors
By Jane Hampden, Department of Journalism, Advertising, and Media Studies

Eight students from the Department of Journalism, Advertising, and Media Studies won 10 regional Society of Professional Journalists (SPJ) Mark of Excellence awards for multimedia news and feature stories produced in 2012 – a record number of SPJ honors for the department.

Coverage ranged from an emotional memorial to victims of the Sikh temple shootings, to a comparison of resources at inner-city Milwaukee and suburban football programs, to a profile of a program bringing fresh produce and cooking classes to Milwaukee Public Schools. The stories originated in journalism classes taught by Lecturer Jane Hampden and Senior Lecturer Jessica McBride, and appeared on the news site Media Milwaukee.

UWM students dominated online reporting categories with four first-place and two second-place awards for stories using audio, photo slideshows and video. The work of UWM journalists beat out entries from Marquette University, UW-Madison and the University of Minnesota-Twin Cities.

Six students represented UWM and accepted the awards at SPJ’s Midwest Journalism Conference in Bloomington, Minnesota. All first-place winners advance to the national competition.

In addition, JAMS graduate student Caitlin Penzey Moog and Peck School of the Arts film major Zach Erdmann of the UWM Post won a first-place award for General News Reporting. The UWM Post also won Best All-Around Non-Daily Student Newspaper.

Media Milwaukee SPJ Mark of Excellence winners are:

- Online In-Depth Reporting: Marit Harm, “Turnips, Quinoa and Carrots: Battling Obesity in Milwaukee Classrooms”
- Online In-Depth Reporting: Kaitlyn Lucier, “Child Left Behind: Losing a Parent to Prison”
- Online Feature Reporting and In-Depth Reporting: Jordan Johansen, “The Gift of Gab: Wisconsin Man Becomes Advocate for ALS Research”
- Online Feature Reporting: Emily Bea, “Ride a Legend: Wisconsin Horse Lovers Tame Wild Mustangs”
- Online Sports Reporting: Kaitlin Sharkey, “Fields Apart: City, Suburban Football Programs are a Study in Contrasts”
- Feature Writing: Jessica Hock, “The Rise of the Ukelele”

Video Stories

Billion-year-old rocks? Yes, please! Dylan Wilmeth’s undergrad research began the second he was accepted to UWM. http://bit.ly/15s6KLC

A common complaint among school kids who don’t want to learn their math is that it’s not important in the real world. While there is a lot of theory in math, a growing body of researchers are proving this notion wrong by applying math in some surprisingly relevant ways.

Take for example Dr. Carlos Castillo-Chavez, a leading mathematical biologist. His work involves using math to predict the spread of diseases like influenza and HIV.

Castillo-Chavez, who has degrees from UWM, UW-Madison, and UW-Stevens Point, and is now a professor at Arizona State University, is also at the forefront of efforts to diversify the pool of students going into math and science fields.

He hopes that students will be inspired to pursue mathematics because of his groundbreaking work - and his unusual journey into the field.

Just $400

Castillo-Chavez once worked at a cheese factory in Merrill, Wis., but he soon found himself disenchanted with the cheese business and was determined to go to college. He gained admittance to UW-Stevens Point, and years later, he found he needed just $400 to complete his studies. But Financial Aid kept rejecting his requests.

In a math version of the Cinderella story, Castillo-Chavez happened to bump into the school’s Chancellor, Lee Dreyfus, who would later become governor of Wisconsin. Dreyfus was impressed by Castillo-Chavez, though appalled when he learned of the student’s situation. A call from the chancellor to Financial Aid secured the funding Castillo-Chavez needed and helped him get to where he is today.

Access to education

Castillo-Chavez’s story explains why he is so passionate about educational access for all students. Castillo-Chavez says a lot of progress has been made for minorities and women students, but there are still hurdles for them. Castillo-Chavez, who immigrated to America from Mexico, has firsthand experience and wants those hurdles to be torn down.

He taught at Cornell University for 18 years, but now teaches at Arizona State University. He tries to give the same level of educational quality at Arizona State that he did while at Cornell.

“[Ivy league universities] educate a very small percentage/group of the population,” Castillo-Chavez says. “The majority of Americans do not go to these institutions and they need to have access to these institutions where the kinds of intellectual opportunities and challenges are identical.”

In addition to providing quality education, Castillo-Chavez says universities should also provide students the opportunity to be involved in state of the art research that will make an impact on society.

“The faculty of these institutions should be engaged also in research that improves the states, improves the country, and has much more impact than some others that other institutions should engage in,” says Castillo-Chavez.

continued on page 9
Math and Disease  
continued from page 8

In his research, Castillo-Chavez has found a mathematical correlation that explains how diseases spread. He says math could actually be used to decrease the numbers of those sickened by spreading disease.

“You use mathematics to try to extrapolate to a high level of complexity,” Castillo-Chavez says. “If we understand this interaction between individuals, how would these relate at the level of the city, state, or country?”

Interdisciplinary research is key to this study. By working at the university level, he is able to collaborate with other departments to bring together many different perspectives and a variety of expertise.

That’s why Castillo-Chavez says more minds must have access to university-level education. One day, they might contribute to such out-of-the-box research.

Upcoming Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
<th>Ticket Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 3-10 (Fridays)</td>
<td>Planetarium Show: Planets Near and Far.</td>
<td>7:00 pm</td>
<td>Planetarium</td>
<td><a href="http://bit.ly/WJ7tUO">http://bit.ly/WJ7tUO</a></td>
</tr>
<tr>
<td>May 8</td>
<td>Furrow Magazine Relaunch.</td>
<td>7:00 pm</td>
<td>UWM’s literary magazine</td>
<td><a href="http://www.furrowmag.org">www.furrowmag.org</a></td>
</tr>
</tbody>
</table>
“Most Entertaining Economist” visits UWM

On April 18, Dr. Austan Goolsbee gave a presentation on the U.S. and global economic recovery to a full house of nearly 300 students, faculty, and community members.

Dr. Goolsbee is the Robert P. Gwinn Professor of Economics at The University of Chicago's Booth School of Business and former Chairman of the Council of Economic Advisers and Chief Economist for President Obama. He was the youngest member of President Obama’s cabinet and had worked with the President as early as his 2004 U.S. Senate race. He left the administration in the summer of 2011 to return to his teaching position at the University of Chicago.

A frequent guest of The Daily Show with Jon Stewart, Real Time with Bill Maher, and Sunday morning news shows, he is known as one of the most entertaining economists of modern times.

Post-event buzz was highly positive, praising not only Dr. Goolsbee's good humor but also his depth and breadth covering a complex topic.

Two student groups, the Society for Advanced Economic Studies and the UWM Student Association, along with the Department of Economics, brought Dr. Goolsbee to campus.

L&S People in Print


In the media and around the community

Jeffrey Sommers (Africology) presented at the first Moscow Economic Forum, a new meeting attended by 1,800 former heads of state, finance ministers, industrialists, and other global leaders. His spoke as part of the economic freedom and social justice panel along with Poland's former Prime Minister and former Finance Minister, Grzegorz Kołodko. While in Moscow, Sommers also was interviewed by global-network RT’s international business program, “Market Outlook,” regarding the banking crisis in Cyprus.

Scott Adams (Economics) and one of his graduate students, Rahi Abouk, appeared in the Atlantic Monthly for their work on texting bans. http://bit.ly/15TFSUQ

Cary Costello (Sociology) appeared on WTMJ 620 radio on the birthday of the cell phone to discuss the pros and cons of the technology. http://bit.ly/ZA8pUg

Former Writing Center tutor, Kate Price, presented “Video archiving ‘what they take with them’: Sharing tutors own words,” at the Milwaukee Writing Center Consortium that was focused on tutors research.


Kiranjeet Dhillon (Communication) presented at the Gender Matters Conference held at DePaul University in Chicago.

Members of the Department of Communication presented at the Central States Communication Association Convention held in Kansas City in April:

- Katherine Becker: “Medical school blogs and the expressive writing paradigm” and “Medical student blogs and support solicitation strategies: An examination of Indiana school of medicine Tour the Life blogging website.”
- Bruchler Moore, J., Aldridge Sandford, A., Cherovsky, N., Copeland, K., Daggs, J., Johnson, M., Nesemeier, H., & Priddis, D.: “You don’t have to own a Prius to teach hybrid courses”
- Emily Cramer, Kelly Tenzek, and Mike Allen: “Spirituality, social support, and the communicative role of the chaplain in veteran populations.” (Top Three Paper Award Winner)
- Emily Cramer and Amanda Ruiz: “Topic avoidance in close friendships: An exploratory study.” (Top Student Paper)
- Rachel Davidson: “The rhetoric of family obligation: Elder care, identity politics, and community provision” (Top Paper) and “Remembering 9/11 through private acts of citizenship: Autonomy, perseverance, and the intimate sphere in the Children of 9/11.” (Top Student Paper)
- R. Davidson and E Deering: “Pass the mic. Panel, Teaching feminist concepts in the classroom part II”
- Kim Omachinski: “Cultural adjustment barriers: How social support can reduce stress for international students in the U.S.”
- Kim Omachinski and Kimberly Smith: “Cross cultural sensitivity training to prevent and resolve conflict in the workplace.” (Top Panel)
- Kikuko Omori and Mike Allen: “Why do persons share socially negative images on Facebook? Popularity and problematic self-disclosure on Facebook.”
- DeAnne Priddis: “Helping but supporting alcoholism: Persuading family members for resources” and “Adding personality to the college online classroom: A comparative study between students and educators regarding the issue of emoticons.” (Top Student Paper)
- Lara Stache: “The wedding dress as visual ideograph” and “Internet education as a panoptic rhetoric: An analysis of the think before you post campaign.”
- Weismann, K., Herakova, L., Omachinski, K., and Nesemeier, H.: “Diverse (im)possibilities, teaching ideas, and activities for seemingly homogenous groups of students: Applying intercultural communication concepts in any classroom.”
- Jansen Werner: “‘The supremacy of human rights everywhere’: Ralph Ellison's counterpublic witnessing during World War Two.” (Top Student Paper)
Laurels and Accolades

Congratulations to the Letters & Science faculty members who were named UWM Distinguished Professors and honored at a ceremony on April 22, 2013.

Carolyn Aita, Chemistry
Margo Anderson, History and Urban Studies
Margaret Atherton, Philosophy
Mohsen Bahmani-Oskooee, Economics
James Cook, Chemistry
Fred Eckman, Linguistics
Jane Gallop, English
John Heywood, Economics
J. David Hoeverler, History
Stephen Leeds, Philosophy

Abbas Ourmazd, Physics
David Petering, Chemistry
Paul Roebber, Mathematical Sciences
Mark D. Schwartz, Geography
Robert Schwartz, Philosophy
J. Rudi Strickler, Biological Sciences
Anastasios Tsonis, Mathematical Sciences
Wilfred Tysoe, Chemistry
Michael Weinert, Physics
Merry Wiesner-Hanks, History

Alumnus Joe Rath received the 2012 Wisconsin Stream Monitoring Employee of the Year Award given by the UW-Extension and the Wisconsin Department of Natural Resources. Joe is a water quality specialist with Milwaukee Riverkeeper where he oversees the volunteer stream monitoring program. He also manages the human bacteria monitoring program and ensures that the data gets into state databases which are used to manage water resources. Joe completed a second major at UWM in conservation and environmental science as well as an M.A. in geography.

Congratulations to the Letters & Science faculty members who received Graduate School/UWM Foundation Research Awards in the amount of $1,500. They will be recognized at a ceremony in the fall.

- Luca Ferrero, Philosophy
- Benjamin Johnson, History
- Krista Lisdahl, Psychology

Luca Ferrero, Benjamin Johnson, and Krista Lisdahl

Robin Pickering-Iazzi, Department of French, Italian and Comparative Literature; James Peoples, Department of Economics; and Fred Helmstetter, Department of Psychology received UWM Research Foundation Senior Faculty Research Awards in the amount of $1,500. Congratulations!

Congratulations to the L&S students who were awarded 2013-14 Distinguished Dissertation Fellowship Awards:

Aviva Cristy, English: Creative Writing
Justin Ellis, Physics
Elizabeth Kierepka, Biological Sciences
Vyara Matson, Biological Sciences
Jessica Nastal, English: Rhetoric and Composition
James Otis, Experimental Psychology
Isaac Park, Geography

Caitlin Peplinski, Experimental Psychology
Kristin Prins, English: Rhetoric and Composition
Ajeng Puspitasari, Clinical Psychology
Rachael Sullivan, English
John Terry, History
Kara Van de Graaf, English

continued on page 13
Laurels and Accolades  

Congratulations to the L&S students who were awarded 2013-14 Distinguished Graduate Student Fellowship Awards:

Michael Bednarczuk, Political Science  
Adam Pacton, English: Rhetoric and Composition

Andrew Cole, Communication  
Heidi Pfeiffer, Experimental Psychology

Amy Goetz, Clinical Psychology  
Matthew Prigge, History

Yui Hashimoto, Geography  
Alexis Smith, History

Mark Heimermann, English: Modern Studies  
Ivar Snorrason, Clinical Psychology

Carina Farrero, English: Creative Writing  
Huabing Sun, Chemistry and Biochemistry

Amy Goetz, Clinical Psychology  
Matthew Prigge, History

Kathleen Dolan (Political Science) received the 2013 Marian Irish Award presented by the Southern Political Science Association. The award recognized the best paper given at the organization’s annual conference.

RePEc (Research Papers in Economics) ranked the UWM Department of Economics 18th in the world for international finance, and ranked Professor Mohsen Bahmani-Oskooee 9th amongst authors in international finance.

Passings

Sami Hawi, Emeritus Associate Professor of Philosophy, passed away on April 5, 2013, at the age of 79. Sami was born in Dhour Shweir, Lebanon. He was a member of the UWM community for 35 years and was known for his work in Islamic philosophy, existentialism, and phenomenology. Sami earned a Ph.D. in philosophy from the State University of New York at Buffalo. Survivors include his wife, Katy, his son, Mark, brother, Hind (Afeef) Abu Jaoudeh, and many nieces, nephews, great nieces and great nephews.

Scott Walter, a lecturer in the Department of English, passed away unexpectedly on March 29, 2013. Through the classes he taught such as Multicultural America, Scott influenced the lives of many colleagues and students. He was focused on sharing his passion for social justice through classes focused on cross-cultural understanding and community engagement. Surviving family members include his father, Kenneth; partner, Natalie; siblings, Steven, Susan (Larry), and Sandra (John); and nieces, Amanda (Brian), Brittany, Christina, and Rebekah.

Justin Replogle, Emeritus Professor of English, passed away on March 25, 2013, in Hawaii, after a long battle with Parkinson’s disease. He was the author of a well-received book on Auden and a past chair of the Department of English. Despite his illness, he maintained his love and passion for reading throughout his lifetime. He is survived by his wife Barbara Urich, two children, a granddaughter, and many other friends and family members.

We also mourn the passing of Robert Siegel, Emeritus Professor of English. He died at the age of 73 on December 20, 2012. Bob held a bachelor’s degree in English from Wheaton College, a master’s degree in writing from Johns Hopkins, and a Ph.D. in English literature from Harvard University. He was a prolific poet with dozens of publications in journals and anthologies, eventually leading to published books and works of fiction. His work received many awards, honors and recognition including the Pushcart Prize for poetry, and from organizations such as the Illinois Council for the Arts, the National Endowment for the Arts, and Chicago Poetry. Professionally, he taught at Dartmouth, Princeton, Wheaton, Goethe University in Frankfurt, Germany, the University of London, and finally at UWM where he directed the graduate program in creative writing. He retired from UWM in 1992 after which he moved to Maine where he continued to write, lead workshops, and participate in poetry readings. The Robert Siegel Collection, comprising of manuscripts, schoolwork, and extensive correspondence, will be housed at Wheaton College Special Collections in Wheaton, Illinois. A memorial was held on April 6, 2013, in New Hampshire.