Derrick Harriell (‘03 BA English, ‘12 PhD) has the resume of a poet, the memories of a Milwaukeean, and a new job that brings him back – a generation or two – to the very place where his craft first took deep root: Deep-Southern towns like Tuscaloosa and Fairhope.

“I’ve always asked a lot of questions about the South and the migration,” says the new professor of English and African American Studies at the University of Mississippi. “A lot of poems in my first book take place in the North, but are written in the voices of my uncles and aunts and grandparents: people who still have a Southern sensibility as they adjust to a faster Northern pace.”

That first collection, the critically acclaimed Cotton (2010, Willow-Algonquin Press), could have been his dissertation work for the poetry PhD program in UWM’s Department of English, but Harriell’s advisor had grander ambitions.

“Maurice Kilwein-Guevara, being the wonderful chairperson that he was, told me, “Nope, get back to work,” says Harriell. “And I’m a better writer and scholar because of it.”

Must be. During the final year of his PhD studies, he taught, wrote, landed that tenure-track position at Ole Miss, and got his second book under contract.

New Book, New Beginnings

Titled Ropes and written in epistolary form, Harriell’s second book of poetry – a historical piece that he says required nearly as much research time as writing time – is due out this fall. It strays quite far from his family tree. This time the voices are not his aunts and uncles, but the likes of Joe Lewis, Muhammad Ali, Joe Frazier, and Mike Tyson.

“It’s not an action book, not like ‘Now down goes Frasier!’, but is more about these athletes as human beings, black men, and black men who were portrayed as the baddest man on the planet,” says Harriell, who tosses out long, lyrical fluid sentences as easily as politicians spew one-liners. “It’s more about them as fathers and husbands and friends than about the sport.”

A new father himself, Harriell is settling into his new job in Mississippi, where some of his literary standbys – James Baldwin, Ai, Toni Morrison, August Wilson, and Octavia Butler – are required reading for his poetry and African American Studies courses.
He’s known since grade two, the year he penned his first love poem, that poetry would always be a part of his life. But first there were other careers to be considered, like high-school English teacher and sports journalist. Sports and school became two poles of his childhood in Milwaukee, where he grew up on the North Side but attended school in suburban South Milwaukee.

From Class President to Cotton

*Cotton*, written in four parts, verges into autobiographical terrain in several poems that reference a childhood lived between dualities that are not what you might think.

“Growing up on the North Side was a polar sort of experience,” says the South Milwaukee High School Class of ‘98 president. “Some of those poems capture the highs of neighborhood basketball games, barbecues, friends, and family – and the lows of violence in the city, losing childhood friends.”

He left Milwaukee to attend Chicago State University, where he attended a poetry workshop alongside an acclaimed poet he most admires, Gary Copeland Lilley.

“It was awesome to have an opportunity to work with him for a semester,” says Harriell, adding that the two have become friends. Copeland Lilley is also a fan. Of *Cotton*, he writes: “The personal family history of blues and redemptions are woven in the fabric, too. Both noble and wicket traditions are revealed in a rich credible vernacular, a musical voice, like a storyteller sitting in your kitchen or on the barstool beside you testifying to the significant particulars, situation of poetic truths, the edgy full dimensions deep within the culture.”

Which brings up another point. Fans and fellow poets alike consider Harriell a blues poet. It’s a title he’ll wear with pride, but it’s not one he sought. It was almost an accident, he says, of syntax and apartheid, dialect and vernacular.

“It wasn’t until people started hearing or proclaiming this was blues poetry and blues-informed that I started drawing my own connection between influences and what I was doing,” Harriell says, smiling. “You can hear it in different line breaks and meters, stuff I thought was cool as I was writing it. The further that I got into my studies, the more I understood this is what I’m doing now and I let my research head in that direction.”

Laurels and Accolades

Graduate student **Timothy J. Jarome (Psychology)** received the $3,000 Ruth G. and Joseph D. Matarazzo Scholarship for his proposal “The Role of PKA/CaMKII-protein degradation-GluR2 Pathway in Control of Memory Updating.” His 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 was one of only fifteen students nationwide chosen for a scholarship by the American Psychological Foundation.

Graduate student **Angela Wendorf (Psychology)** has been awarded an American Psychological Association Student Travel Award for the 2013 convention.

An article by physicists **Hin Poon, Peter Schwander, Miraj Uddin, and Dilano Saldin** was selected for the cover page of *Physical Review Letters*, a high honor in one of the most prestigious physics journals. “Fiber Diffraction without Fibers,” *Physical Review Letters*, Vol. 110(26), June 2013. [http://doi.org/10.1103/PhysRevLett.110.265505](http://doi.org/10.1103/PhysRevLett.110.265505)

Congratulations to the recipients of the 2013-14 Catalyst Awards to support their research. These awards are supported by the Lynde and Harry Bradley Foundation and the Richard and Ethel Herzfeld Foundation.

- **David Frick, Chemistry**, $60,000 for “Dengue Virus Drugs that Target the Viral Helicase”
- **Han Joo Lee, Psychology**, $50,000 for “Developing Online Response Inhibition Training for Individuals with Trichotillomania”
- **Paul Roebber, Atmospheric Science**, $19,000 for “Development of a Client Demonstration Temperature Forecast System”

**U-Pace** instruction, led by Psychology faculty members Diane Reddy, Raymond Fleming, and Rodney Swain, won the Desire2EXCEL Impact Award for 2013. This award recognizes an initiative that reflects an extraordinary impact on teaching and learning that can be successfully replicated. U-Pace combines self-paced, mastery-based learning with instructor-initiated amplified assistance in an online learning environment.
The paint has faded and the surface is crumbling on many Mayan ruins, but these effects aren’t just the result of the passage of time. As groups of UWM students are learning first-hand, acid rain is accelerating the normal aging process and putting archaeological treasures at risk throughout Latin America.

Since 2010 and each year since, the College’s Atmospheric Science program has offered Mexico: Air Pollution and Ancient Cultures during the UWinteriM term between fall semester and spring semester. Led by a faculty member, students in the course hop a plane for sunny Mexico City shortly after the New Year’s holiday.

For two weeks, they travel throughout southern Mexico learning about not just the corrosive effects of acid deposition on the limestone surfaces of archaeological sites, but also aspects of Mesoamerican history and anthropology. This unique blend of the natural sciences and the social sciences is a model not often found in traditional study abroad courses, and having a study abroad class originate out of an atmospheric science program is unprecedented.

Jonathan Kahl, a professor in the atmospheric science program, remembers the day in 2008 when the director of the College’s Center for Latin American and Caribbean Studies (CLACS) asked him if he had considered teaching a study abroad course on acid rain and its effects on Mexican ruins. His reflexive answer – “We don’t do study abroad in atmospheric sciences” – was quickly challenged by CLACS director Kristin Ruggiero. “Why not?” she queried.

“I’m so thankful Dr. Ruggiero pushed me to think bigger. Why not indeed? I had no defensible argument. It certainly was possible, and I knew it could be tremendously beneficial to the students in our program as well as students in other majors. I began planning how to make this a reality, and, two years later, we were able to offer our first study abroad course,” says Kahl.

In the class, open to both atmospheric science majors and non-majors alike, as well as to students attending other colleges and universities, the academic content is delivered via lectures and labs, guided tours of museums and archaeological sites, visits to Mexican universities, and hands-on measurements and analysis. The diverse cultural delights of Mexico, including archaeological sites, cuisine and the arts, also are sampled as much as possible.

Students keep a journal with reflections on related social science issues such as:

- The buildings at Teotihuacan were once vibrantly colored with painted stucco. If their original appearance could be determined via historical accounts, do you think the buildings should be restored to their natural appearance? Why or why not?

- Like all expenditures of limited public funds, funding for archaeological restoration/preservation necessarily means that the expended funds will not be directed toward other public programs. Large projects, such as the excavation and restoration of the huge temples at Palenque, are extremely expensive. Do you feel such expenses of public funds are justified? Why or why not?

- At El Tajín, as at many other archaeological sites in Latin America, there are numerous unexcavated mounds. The natural turf covering of unexcavated mounds protects the artifacts within from the corrosive effects of air pollution and acid rain. New archaeological finds thus present an interesting dilemma. Should they be excavated to reveal their clues about past civilizations? If so, they will begin to deteriorate instantly as they become exposed to air pollutants and acid rain. Or, should they remain unexcavated and protected, at the expense of failing to reveal the secrets within? Can you suggest a solution to this dilemma?

Brad Wells took the class in 2011 as an atmospheric science major. The combination of laboratory science topics and social and cultural discussion was what drew him to the opportunity. “One of the reasons this trip appealed to me so much is that it combined a scientific and cultural experience,” he said. Now studying atmospheric science at the graduate level at Colorado State University, he went on to add, “Through a class like this, the understanding that all these different fields of study influence one another becomes apparent. It became clear to me how the desire to understand history requires us to seriously study how air quality effects what is around us and how we can better preserve these ancient monuments. Without historical and cultural context, I feel that students wouldn’t be able to grasp the big picture or understand that history, culture and science are intertwined.”

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Mary Ghaly also was part of the 2011 class. Currently at GE Healthcare in their Operations Management Leadership Program but at the time a UWM industrial engineering student, Ghaly values the benefits of both the diverse subject matter and the diverse class make-up. “Being in engineering, it was nice to get science credit while also learning about the history and culture of a country. Not only was I able to learn a broader range of topics, but since people on the trip were all coming for different reasons and from different backgrounds, it made for better discussions within the group,” she said.

The course begins in a UWM classroom for two days of instruction on the Spanish language and basic science techniques that the students will use to conduct their field experiments. Lectures on the meteorological aspects of acid rain and the environmental corrosion of stone prepare students for what they can expect to see on site.

On the third day, the class travels to Mexico City and Teotihuacan – The City of the Gods – located just outside of the metropolis. Other archaeological sites, including Papantla, Oaxaca, and Palenque, are also part of the itinerary.

“These sites were selected in order to sample a range of different pre-Hispanic civilizations, as well as diverse climates, site architectures, and archaeological reconstruction and preservation methodologies,” explains Kahl. At each site, a tour by a licensed, English-speaking guide provides contextual insight into the history, life and culture of the civilization that once inhabited the site.

The program also includes stops at the National Autonomous University of Mexico in Mexico City and the Autonomous University of Carmen in Ciudad del Carmen, Campeche. Faculty members at these universities actively investigate air pollution and material degradation and graciously provide presentations, hands-on workshops, and campus tours to the UWM class.

On top of the academic value provided by the visits to the Mexican universities, students find the social interaction with Mexican students equally rewarding and beneficial. Students make long-lasting friendships that enable them to better understand their own cultural biases and develop more sophisticated ways of viewing the world.

Reflecting back on his experiences, Wells clearly sees the advantages of these interactions. “I really began to focus more on how both our culture and Mexican culture were related, rather than different,” he notes. “There were obviously stark contrasts between the two that caught my attention, but in our day-to-day routine I focused more on how similar we both are. As cliché as it sounds, none of us – U.S. students and Mexican students – were all that different. We all have similar dreams, interests, and worries.”

After returning to Milwaukee, the learning continues back on campus. Students apply the HYSPLIT atmospheric trajectory model to determine the possible sources of the contaminants in a rain sample they collect while in Mexico. This lab experiment forms part of the student's grade, along with the journal and a paper on limestone's formation, erosion, and role in pre-Hispanic civilizations.

In 2013, the course cost around $3,000, which included tuition, airfare, accommodations, in-country transportation, and some group meals. Students also receive assistance from UWM’s Center for International Education preparing their travel documentation and other logistical needs.

Overwhelmingly, participants found the course a true bargain and a phenomenal experience. Ghaly sums it up best. “I value the experiences I had and the lessons I learned on this trip much more than the cost of it. There’s no comparison. I’m not going to remember the dollars spent on this trip, but I’ll always cherish the memories I’ve made on it. Those are mine to keep long after the money is spent.”
**Video Stories**

- **Alumnus Carlos Castillo-Chavez** is a member of the President’s Committee on the National Medal of Science. He talks about his love of mathematics and how the National Medal of Science honors scientists with multi-dimensional achievements in this National Science Foundation video. [http://bcove.me/kmc1jnoz](http://bcove.me/kmc1jnoz)

- **Psychology major Tou Fong** used the UWM LGBT Resource Center to connect with people and get over a bit of Milwaukee “culture shock.” He now helps run the Center’s social media. [http://youtu.be/v375Oby-BT4](http://youtu.be/v375Oby-BT4)

- **Psychology major Tres Mansfield** is club president of Black Cat Ultimate Frisbee. [http://youtu.be/TW3btkxG2nE](http://youtu.be/TW3btkxG2nE)

- **Laura Stevens**, a double major in Anthropology and German, is active in promoting sustainability at UWM. She plays a huge role in cultivating the campus gardens. [http://youtu.be/46cS1nGjBvE](http://youtu.be/46cS1nGjBvE)

- **Political Science major Jose Rea** is excited to be one of the first students to live in an Inclusive Housing Suite in the UWM residence halls this fall. [http://youtu.be/C3GhJZCzuKU](http://youtu.be/C3GhJZCzuKU)

- **Will Drewry**, double major in Biology and Conservation and Environmental Science, started biking to campus when he rented a bike from UWM’s UBike program. He hasn’t looked back! [http://youtu.be/zlL3hBn_iTU](http://youtu.be/zlL3hBn_iTU)
A new wrinkle in smoking research

by Kathy Quirk, University Relations

If health concerns won’t get college students to quit smoking, maybe experiencing the future will.

That’s the finding of Hayeon Song, an assistant professor of Communication, who developed a video game that showed social smokers what they might look like after 20 years of smoking.

The smokers who viewed their own future face affected by the negative consequences of smoking in the video game had more negative attitudes toward social smoking and were more interested in quitting than those who didn’t see what the future would look like, according to Song’s study, recently published in “Computers in Human Behavior.”

The research grew out of Song’s ongoing interests in computers and human behavior, particularly health habits.

“My research area is using virtual reality to change real-life behaviors,” she says. “Everybody knows smoking is bad, but still they smoke.”

Changing attitudes among young people is particularly challenging, she says, because talking to them about future health problems doesn’t have an impact – even though national figures identify smoking as the leading cause of preventable health problems in the U.S. For every person who dies from a smoking-related disease, another 20 suffer at least one serious illness related to smoking, according to the Centers for Disease Control. Song believes, she says, that smokers still smoke because they don’t think they will be affected by these horrible health problems.

Humans tend to have inaccurate beliefs about their own future, and those beliefs are often unreasonably optimistic, she says.

Would their attitudes change, she wondered, if quit-smoking efforts focused on providing more specific information about the future, and they could see right now what they might look like after 20 years of smoking?

Smoke and mirrors

To test that hypothesis, she designed an anti-smoking educational video game that incorporated avatars, digital photos of participants, and a simple age-progression app.

She chose so-called “social smokers” for her research because this is the category about half of college-age smokers fall into. They don’t consider themselves habitual smokers, but smoke when they are stressed out or at a bar or party, for example, says Song. They don’t carry around a pack of cigarettes, but will take one when offered. “They are less addicted to smoking,” she says, “thus it would be easier for them to quit compared to daily smokers.”

Song chose a sample of 62 social smokers to take part in the study after screening more than 400 in an online survey about their smoking habits. The participants’ average age was just over 22.

Song then created a video game called “Super Smoky” that educates players about the risks of social smoking. The study participants were randomly assigned to one of four groups – those who played with an avatar representing their own future self, those who played with an avatar of their current selves, those who played with a generic present-time avatar and those who played with a generic future-time avatar.

The future faces were aged using a widely available age-progression software called “Aging Booth,” with the extra wrinkles common to long-time smokers added. Each level of the game offered rewards and consequences for various actions such as trying to avoid friends who offered them cigarettes.

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If the participants using their own faces on the avatar couldn’t successfully avoid smoking in Level 1, they progressed to their own future, smoking-aged avatar faces, in Level 2.

After playing the game, the participants were questioned about their attitudes toward social smoking and possible risks from continued smoking. Results showed that those who had played the game and viewed their own future, smoking-damaged faces were most likely to have negative attitudes toward smoking and be willing to try to quit.

Song concluded that providing concrete and realistic information about an individual’s potential future and using the aged face of a game avatar as a way to get the quit-smoking message across to college-age students could be very effective.

“One of the cool things about health games is that individuals can learn from their own experiences,” she says, “while testimonials using other media are based on learning from other people’s experiences.” One of her other studies demonstrated that a game makes the quit-smoking message more effective than brochures, Hong says.

And, she adds, “If you’re viewing smoking with a stranger’s aged face, the message is not as effective as if you see the impact on your own aged face. That’s much more powerful.”

In the media and around the community

Noelle Chesley (Sociology) was the invited speaker for the Schmidt Family Annual Lecture on Technology & Society at the College of William and Mary. She spoke on technology use and the consequences of work intensification. Her lecture is available online at http://youtu.be/xRMouhUT6HE.

Erin Winkler (Africology) was featured on Iowa Public Radio’s “Talk of Iowa” program as an expert on how children learn about race. http://iowapublicradio.org/post/teaching-kids-about-race

The Optimist Theatre’s production of Shakespeare’s “As You Like It” received rave reviews. Bryce Lord, a staff member in our Helen Bader Institute for Nonprofit Management, was a member of the cast cited for his excellent performance. http://bit.ly/16blMSE

John Hernandez (’13 Biological Sciences) was featured in a cover page story by the Milwaukee Journal Sentinel on July 5. John’s inspiring story details his journey from the military through injury and back to UWM for his biology degree. He is now a PhD student in UWM’s Joseph J. Zilber School of Public Health and working in the lab of Professor Todd Miller on water quality monitoring. http://bit.ly/1dawsU5

Grants

Congratulations to Weon Shik Han (Geosciences) on his successful grant from the Korea Institute of Geoscience and Mineral Resources (KIGAM) for research on “Monitoring CO₂ leakage potentials using radiogenic 4He-Part II.” Weon received a one-year grant of just under $35,000.
Jim Chapson first enjoyed words used beautifully in his freshman year of high school when a teacher introduced him to translations of haiku, a Japanese poetry form not commonly studied in the 1950s. Chapson, who grew up in Hawaii, went on to study poetry at Oregon State and San Francisco State Universities, discovering Ferlinghetti, Ginsberg and other Beat poets in the rich literary life of 1960s San Francisco.

Over the years, he’s found his own poetic voice.

Chapson, who has taught creative writing at the University of Wisconsin-Milwaukee for 34 years, was named one of two Milwaukee poet laureates in April by the Milwaukee Public Library. He and fellow laureate Jeff Poniewaz will serve for two years.

“Jim Chapson and Jeff Poniewaz serve as shining examples of the thriving poetic culture we have and the local talent our community has fostered over the years,” said Library Director Paula Kiely in announcing the selection.

In the past few years, numerous UWM poets have served as laureates, including the first Milwaukee poet laureate, John Koethe. Other city poets laureate with UWM links include Brenda Cárdenas, Susan Firer, Marilyn Taylor and Antler. Poniewaz, Chapson’s fellow laureate, has taught courses at UWM. Another reflection of the university’s strong poetic presence – Rebecca Dunham, associate professor of English, was this year’s recipient of the Lindquist & Venuum Prize for Poetry.

Chapson is modest about the poet laureate honor itself, but welcomes the bit of publicity it gives to the small, but strong and diverse poetry community in Milwaukee. “In Milwaukee, you get a chance to hear all different kinds of poetry.”

His own writing ranges from lyrics to short narrative poems, inspired by classical writing or something he observes or reads about, often with a satiric tone. “Chapson’s satirical style is pointed and forthright,” said Kiely. “He values honesty in all of his works. His work is worldly yet humble.”

Here’s a sample, from the Library’s website:

*The piano opened its big mouth*  
*the cello spilled its guts*  
*and the violin shrieked*  
*as if its grief would never end.*

Chapson views creative expression in words as something fundamental. Writers are either poets or prose writers, he says. “Few can do both. It’s an innate thing in the way you use language.”

His own work grows out of daily experiences, he says; something he’s reading or observes inspires him or arouses his curiosity. “I want to investigate it on my own terms.”

His most recent books include “Daphinis & Ratboy,” “Scholia” and “Plotinus Blushed.”

Chapson says he enjoys teaching, particularly the Introduction to Creative Writing class, and says the class is valuable for students, whatever their major. “I really like the class. I think what it does is integrate all aspects of the student’s life; the whole person is involved.”

Visit [www.mpl.org/File/poetlaureate_index.html](http://www.mpl.org/File/poetlaureate_index.html) for more information on the poets laureate, including complete biographies, a sample of published works, recommendations from the Library’s collection, upcoming appearances and photos.

The Milwaukee poets laureate project will also be featured on the Milwaukee Public Library Facebook page and on Twitter @MilwaukeePubLib.
University of Wisconsin-Milwaukee students will have the opportunity to learn more about building sustainable peace with a new master’s degree program approved at the Board of Regents June meeting.

The Master in Sustainable Peacebuilding (MSP) is an interdisciplinary program designed to prepare students for careers in fields such as international development, post-conflict reconstruction, poverty reduction, sustainable resource development and similar areas.

The MSP will launch in 2014, though select courses will be available to current UWM students in fall 2013.

Two faculty members – Rob Ricigliano and Tim Ehlinger – who have considerable field experience in developing areas of the world, worked together over the past several years to develop the MSP degree, in response to a growing need for professionals who are trained to tackle complex, global problems.

Ricigliano, director of the university’s Institute of World Affairs, has consulted with governments, international NGOs (nongovernmental organizations) and the Department of Defense on ways to attain sustainable peace in Afghanistan, Iraq, Democratic Republic of the Congo, and other troubled areas of the world. He is the author of *Making Peace Last*, a toolbox for sustainable peacebuilding.

Ehlinger is an associate professor of Biological Sciences who focuses on aquatic ecology, stream restoration and sustainable development. He has worked closely with collaborators in countries such as Romania and Costa Rica to use ecology as a foundation for planning sustainable development.

Ricigliano and Ehlinger share a passion for working across sectors and organizations to address societal problems. They developed the MSP to bridge academic disciplines, with course content drawing on expertise from across the UWM campus. The current advisory committee members, many of whom will be teaching MSP courses, represent five of UWM’s schools and colleges.

“What makes this degree really innovative is that it combines natural sciences, social sciences and humanities – an integration of the environment with social, political and economic dimensions of human activity,” says Ricigliano. “Even in Washington, D.C., a town that has a lot of academic programs and professional activity devoted to peace and conflict,” he adds, “this program turns heads when I talk to people about it.”

Local philanthropist and civic leader Julilly Kohler is providing funding to help start the program.

“I was so impressed with the capacity and capability of the co-directors and their on-the-ground experience as negotiators and peacebuilders,” she says.

She’s also a big supporter of UWM, she says, and believes that the program will add to the university’s appeal to out-of-state and international students. “I think it’s a wonderful and growing university. It has the potential of being one of the country’s great urban universities.”

The goal of the program is to produce graduates who can work with many specialists – such as military leaders, agriculture
Sustainable peace  continued from page 9

experts, environmental scientists, economists and others – to address challenges that societies around the world face.
“Peace is not simply the absence of conflict,” Ricigliano told the Board of Regents when the proposal was reviewed.
Along with interdisciplinary coursework, students will complete local and international internships. They will emerge from the program ready to immediately and successfully enter the workforce in a wide variety of careers. The program has a strong international focus, as well, which makes it attractive to students looking to work for organizations located in other countries or involved in projects abroad, according to the program’s planners.
“Organizations everywhere need people who can connect the dots and see the bigger picture,” said Bridget Brown, a program coordinator for MSP. “What I love about this program is that it prepares students to work in Africa, for example, and, at the same time, it’s completely relevant right here in Milwaukee.”
“Potential employers are not just government agencies or NGOS,” said Ehlinger, but international businesses. “Corporations realize that peace is good for business. They can only be stable and profitable when they’re dealing with healthy governments and societies.”
The application period for the MSP will open in September. To learn more about the program or to apply, visit msp.uwm.edu or contact Brown at brownbn@uwm.edu.

Almost fall -
Scenes from New Student Orientation

Incoming freshman Ryan Hayden intends to major in Chemistry and is seen here registering for his first semester classes.

New freshmen and transfer students listen to a presentation by Letters & Science advisors.