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EXPANDING KNOWLEDGE OF LATIN AMERICA

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Thomas Schuman
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Expanding Knowledge of Latin America

The ties between Latin America and the University of Miami's College of Arts and Sciences are strong. From our home at the "gateway to Latin America" to the far reaches of the southern hemisphere, our scholars are exchanging ideas about science, politics, social science, and culture that enrich their lives, their classrooms and our greater community.

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IMAGE THIS PAGE
Kuna men canoe the waters off Niadup in the San Blas Islands of Panama, by Julie Hollenbeck, '10. Story page 18.

COVER IMAGE
Illustration of Aztec bird on corn mola background by Seth Sirbaugh.

Arts & Sciences is produced in the fall and spring by the College of Arts and Sciences at the University of Miami. Through the magazine, we seek to increase awareness of the College's activities by telling the stories of faculty, staff, students, and alumni. Send comments, requests for permission to reprint material, requests for extra copies, and change of address notification to: *Arts & Sciences*, College of Arts and Sciences, P.O. Box 248004, Coral Gables, FL 33124-4620. Telephone: (305) 284-3874. All contents © 2011, University of Miami. Reproduction in whole or in part without written permission is prohibited.

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arts&sciences
UNIVERSITY OF MIAMI

VOLUME**ELEVEN** | ISSUE**TWO**

DEAN'S MESSAGE

LEONIDAS G. BACHAS
DEAN OF THE UM COLLEGE OF ARTS AND SCIENCES

The world is becoming a smaller and closer-knit place, with countries growing more economically interdependent by the day. As a result, employers now expect graduates to be knowledgeable about international issues and to be skilled in working with diverse cultures.

At the College of Arts and Sciences, we have made it a priority to prepare our students to live and work in this interconnected world, particularly by training them to think about issues from a global perspective and by encouraging them to visit other countries. This issue of *Arts & Sciences* magazine highlights some of the Latin American opportunities that are available to our students, as well as some of the faculty research in this region.

For example, a feature story about Brazil describes how Assistant Professor of Anthropology Caleb Everett examines the languages of indigenous tribal groups in the Brazilian Amazon. And Professor of International Studies William Smith, cited in the magazine for his role as editor of the journal *Latin American Politics and Society*, leads study-abroad courses to Argentina, Brazil, Mexico, and Uruguay, where he gives his students a firsthand look at Latin American politics, his area of expertise.

Another feature story highlights an international studies course in which students travel to a remote village in the San Blas Islands of Panama, where they live and learn among the indigenous Kuna Indians. The course exposes students to the health, economic, political, social, cultural, and environmental issues that the Kuna face, and it teaches them that they can make a difference in the world. One student in particular instigated an effort to repair the Kunas' water-filtration system, which had been broken for over a month, leaving the village with a potentially dangerous drinking-water supply. This student's efforts will have a great positive effect on the general health and well being of the community.

Other courses offered by the College in which students travel to Latin America include "Guatemala: Its Land, Culture, and Religion" and "Conservation, Tourism, and Development in Bocas del Toro, Panama."

These examples are not to say that students have to travel to other countries to learn how to think from a global perspective. Many courses are taught on the Coral Gables campus, including "U.S.-Latin American Relations"; "Latin American Literary, Film, and Cultural Studies"; and "Latin American Political Thought." Also, Associate Professor of Modern Languages and Literatures Lillian Manzor gives students the opportunity to help with her Cuban Theater Digital Archive, an interactive bilingual web site that houses items, such as photographs, video recordings, and directors' notebooks, related to Cuban theater and other performing arts.

The American physician and author Oliver Wendell Holmes said that a mind, once stretched by a new idea, never regains its original dimensions, and we at the College wholeheartedly agree. This kind of "transformative learning" is at the core of everything we do for our students. Our goal is to provide an outstanding education not only through the delivery of eloquent lectures but also by giving students the opportunity to experience the world firsthand and to forge their own paths.









"Our goal is to provide an outstanding education not only through the delivery of eloquent lectures but also by giving students the opportunity to experience the world firsthand and to forge their own paths."

LEONIDAS G. BACHAS

NEWSBRIEFS

A NEW COLLABORATION

MIAMI-DADE'S ADRIENNE ARSHT CENTER FOR THE PERFORMING ARTS GIVES THE COLLEGE'S THEATER STUDENTS, FACULTY, AND STAFF A PROFESSIONAL STAGE.

BY SARA LAJEUNESSE

Performing in UM's Jerry Herman Ring Theatre is an exciting experience for the College's Department of Theatre Arts majors, yet that feeling will likely be trumped when they set foot on the stage of the Adrienne Arsht Center for Performing Arts of Miami-Dade County, a professional and state-of-the-art performing arts facility in downtown Miami. A new collaboration between UM and the Arsht Center will enable UM students, as well as faculty and staff, to design, direct, and perform in a major professional theatrical production.

"A true coproducing collaboration between a professional theater of the Arsht Center's reputation and an undergraduate conservatory is very rare," said Henry Fonte, chair of the UM Department of Theatre Arts. "The opportunity to work alongside professional actors and stage managers will help catapult our students' careers, and the relationship will benefit students indirectly as well because it will improve the profile of the department nationwide, thus making our undergraduate degrees more valuable."

This fall, the two institutions will coproduce Federico García Lorca's "The House of Bernarda Alba," which will begin its public run on October 12. "I chose this play because it has excellent name recognition and because it is a fantastic cracker-jack of a story," said Fonte, who will serve as director. He noted that eight UM students will be selected from among those who audition to perform in the play—which both organizations hope is just the first in what will become an annual event—and that UM faculty and staff members also will be involved.

Benefits to university participants are expected to transcend the play itself. "Working with these actors will give students a behind-the-scenes look at what it is like to be a professional actor," said Fonte. In addition, they and other UM members of the production will have the opportunity to work with state-of-the-art equipment, something that isn't possible at the Ring Theatre.

Moreover, the benefits cut both ways. While "this innovative partnership with the University of Miami's Department of Theatre Arts is a bridge for students into a professional theater career," said Scott Shiller, executive vice president of the Adrienne Arsht Center, "this program with UM is at the core of the Adrienne Arsht Center's mission to enlighten, educate, and entertain. It is an effort to reach younger theater audiences and to help develop the next generation of theater professionals right here in Miami."



Scott Shiller, executive vice president of the Adrienne Arsht Center (left), with Henry Fonte, chair of the UM Department of Theatre Arts, at the Adrienne Arsht Center.
PHOTO BY MEG PUKEL

White-ground kylix, ca 470 BCE, attributed to Euphronios. Delphi Archeological Museum 8140.
PHOTO BY THOMAS SCHUMAN, USED BY PERMISSION.



THE ANCIENT WORLD IN THE DIGITAL AGE

PONDERING THE PAST, PRESENT, AND FUTURE OF THE HUMANITIES AND THE CLASSICS IN HIGHER EDUCATION.

Two and a half millennia ago, Socrates taught that the essence of true civilization is the examined life, inviting each of us to ponder the question: "What does it mean to be human?" The area of study known as "the humanities" focuses on this overarching question, exploring the human condition through languages, philosophy, religion, literature, and the arts. Study in the humanities has long been considered a way to hone one's critical thinking; to gain personal knowledge for the sheer joy of it and for its value to others; and to probe, in the pursuit of justice and decency, the nature of ethical inquiry.

Nowhere are these endeavors more meaningful than in that area of the humanities known as "the classics," an academic discipline that usually refers to the literatures and cultures of ancient Greece and Rome.

"The civilizations of the West have traditionally traced their roots to the achievements of these two ancient Mediterranean cultures," notes John Kirby, chair of the Department of Classics at the University of Miami. "Their philosophies, their jurisprudence, their architectures and political structures, their notions of sport and entertainment, their monetary systems and scientific practices—all these cultural phenomena and many others have had a profound and lasting impact."

"The classics have historically represented the epitome of 'humanistic' academic endeavor," says UM Dean of Arts and Sciences Leonidas G. Bachas. "The study of the Greek and Roman classics was at the foundation of the university system in the Western world. Socrates, Plato, and Aristotle believed in a well-rounded education that included reading, writing, physical education, arts, and music. The Roman Cicero, considered the father of the liberal arts, emphasized studies that integrated nature, mathematics, and the humanities. These classical Greek and Roman principles were central to education at the first European universities and to the New England model of universities established in the United States."

Until a century and a half ago, study of the classics was the core of education and a gateway to success. But as new academic fields were born and students flocked to college to prepare for industries and specific careers rather than to acquire credentials for social mobility, the classics were pushed to the periphery.

Today, with ever-new areas of study and increased competition for a slice of the curricular pie, classics educators are challenged to show the relevancy of their field. "If we cannot communicate the basics of the Greco-Roman world to a broad audience—Greek culture, Roman history, Greek and Roman mythology—if we cannot link the past to the present and make a case for the value of the ancient world, we will suffer and fail," asserts Michael R. Halleran, a classics scholar and former dean of the College of Arts and Sciences at UM.

Recognizing the importance of teaching *humanitas*, a Latin word used by Cicero to capture the qualities of being a good human, UM established its own Department of Classics in 2007.

Four years later, the young department joined with the Center for the Humanities on February 25, 2011 to host a symposium, "Humanities through Classics: What Does the Future Hold?" The event showcased the work of UM faculty and hosted classical scholars of international renown, including Halleran (now provost of the College of William and Mary), Shadi Bartsch (Ann L. and Lawrence B. Buttenwieser Professor of Classics at the University of Chicago), Gregory Nagy (Francis Jones Professor of Classical Greek Literature and professor of comparative literature at Harvard University), and Patrice Rankine (associate professor of classics and assistant head of the Department of Foreign Languages and Literatures at Purdue University). These guest speakers, as well as numerous University of Miami speakers, addressed a question of significance for UM, the academy, and society: In the new millennium, what is the role of the classics and the humanities in higher education?

Reflecting a symposium consensus, Halleran notes that the study of the classics is true to the core of a liberal arts education. Its purpose is not to equip a student for *a* career but rather for *any* career by teaching the skills that sharpen thinking, expand the imagination, lead to greater understanding of our humanism, and nurture the ability to engage in the world.

"The central question—What does it mean to be human?—is an enduring one, and it's an exercise of profound and lasting value to test our own answer(s) against those that have been offered by the best and brightest thinkers of ancient times," says UM Classics chair Kirby. "The similarities—and the differences— have an incalculable impact, and they equip us not only to live our own lives more richly but also to enrich the lives of our friends and families."



UM President Donna E. Shalala (right) with Center for Latin American Studies Director Ariel Armony at the official launch of the Miami Consortium.
PHOTO BY JENNY ABREU

MIAMI CONSORTIUM RECEIVES $1 MILLION AWARD

FEDERAL GRANT DESIGNATES UM/FIU PARTNERSHIP A NATIONAL RESOURCE CENTER FOR STUDY OF LATIN AMERICA AND THE CARIBBEAN.

Only a year ago, the University of Miami and Florida International University joined forces to create the Miami Consortium for Latin American and Caribbean Studies. Now, the U.S. Department of Education has awarded the partnership a $1-million National Resource Center grant, which designates it as one of the nation's top institutions for the study of Latin America and the Caribbean.

The recognition is highly appropriate, according to Consortium codirector Ariel Armony. "Built on more than 25 years of UM and FIU faculty, student, and community collaboration, the Miami Consortium establishes South Florida as *the* hub for political, commercial, cultural, and scholarly exchange between the United States and its neighbors to the South," he says. "It strategically positions the Miami area at the center of a broader global dialogue that connects the rest of the world to Latin America and the Caribbean."

The University of Miami in particular is unique in its multidisciplinary approach to Latin America and the Caribbean. "Few other universities have our breadth of expertise, which spans the professions and disciplines—including marine science, medicine, engineering, architecture, communication, law, the humanities, and the social sciences," says Armony, who also serves as director of UM's Center for Latin American Studies. "This is our edge: We can be national and international leaders in terms of our comprehensive approach to the region."

The National Resource Centers [NRCs] for Foreign Language, Area, and International Studies are funded through Title VI grants, established in 1965 by the federal government to strengthen foreign language education at universities across the country. There are now 23 NRCs specializing in Latin America, including the Miami Consortium, which is comprised of the Center for Latin American Studies at UM and the Latin American and Caribbean Center at Florida International University.

With the Title VI funding, the Miami Consortium will expand its outreach to the community, from K-12 schools to community colleges. "This semester, as a direct result of our NRC grant, the Center for Latin American Studies helped facilitate a number of K-12 teacher training workshops about diversity in the Caribbean, the use of Rafael Soriano artwork in the classroom, and the instruction of business Spanish for elementary, middle-school, and high-school teachers," reports Armony.

The funding also supports travel opportunities for faculty, new-course development, and international conferences, and it brings leading scholars and professionals from Latin America and the Caribbean to campus. For example, Dr. Maria Hermínia Tavares de Almeida, president of the Latin American Studies Association and professor of political science at the University of São Paulo, Brazil, came to UM in March as the inaugural speaker of the Miami Consortium's Distinguished Speakers Series to discuss Brazil's evolving importance on the world stage.

"UM brings a wealth of contacts in the hemisphere and beyond to the partnership," says Armony, "as well as more than 200 affiliated faculty from all disciplines and professional schools, and the growing academic prestige of the University of Miami."



GETTING THEIR GRANTS' WORTH

FACULTY OF THE COLLEGE OF ARTS AND SCIENCES ARE SUCCESSFULLY SECURING GRANTS THAT HELP SUPPORT RESEARCH, TEACHING, AND COMMUNITY OUTREACH.

BY SARA LAJEUNESSE

Young faculty members of U.S. research universities know that they must "publish or perish"—produce important papers in their fields in order to succeed. Grants, from federal agencies such as the National Endowment for the Humanities (NEH), National Institutes of Health (NIH), and National Science Foundation (NSF), as well as from private foundations often provide the funding they need.

With more than $37 million in such funding, faculty of the College of Arts and Sciences have been increasingly effective at securing grants, thereby helping to ensure their own projects' vitality, the mission of the College, and the greater social good. "Research performed by our faculty and staff advances ideas, creates new information, and generates fundamental knowledge that benefits society and helps address local and global challenges," said Dean Leonidas G. Bachas.

Grant funding is not just a means for faculty and staff members to conduct their research. For example, "the funded programs allow our students to work with faculty in their research or scholarly activities," said Bachas. "This exposes them to a deeper level of learning, cultivates critical-thinking skills, and prepares them for the next steps in their career paths."

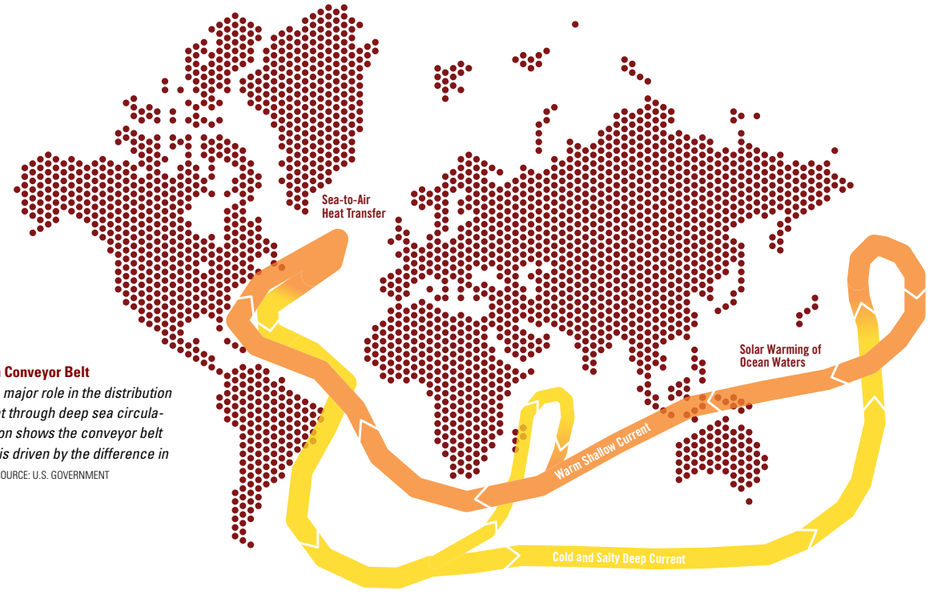
Faculty grants also can help students directly. For example, Associate Professor of Computer Science Geoff Sutcliffe holds an NSF grant that provides scholarships enabling undergraduate students to study computer science or mathematics as a second major. "The United States needs more people who are qualified to work in STEM [science, technology, engineering, and mathematics] disciplines," said Sutcliffe. "Sometimes it can take an extra semester or more to complete a second major, so a scholarship often is a great form of motivation." So far, Sutcliffe's grant has provided up to $10,000 per year to each of 27 students.

The community at-large also benefits from the grants that faculty members receive. For example, in 2010 Professor of Modern Languages and Literatures Anne J. Cruz received a grant to bring high-school Spanish teachers to Spain, where she taught them about one of the most popular forms of Spanish fiction—picaresque novels, which emphasize the adventures of a young rogue, or pícaro. "Throughout the course [the NEH Summer Seminar For School Teachers], they learned about Spanish history and culture, and because we spoke Spanish all the time, their language skills improved considerably," said Cruz.

Without such courses, "most high-school teachers rarely have the opportunity to refresh their knowledge, study other topics, or brush up on their language skills," she noted. "Most importantly, because their students will soon be ours, the seminar indirectly prepares future college students."

Similarly, UST Professor of Ethics Michael Slote also received funding from NEH to support a 2008 summer seminar that was aimed at teaching college professors about Confucianism and "virtue ethics"—an approach to ethics, based on one's character and moral behavior (rather than on rules or on the threat of adverse consequences)—that flourished in the ancient world and has recently undergone a strong revival.

"Bringing in grants is a virtuous circle," said Cruz. "Universities with high numbers of grant-winning faculty attract better students and better faculty, and garner more support from the community. As a result, these universities receive more recognition—and ultimately, more grants."



Ocean Circulation Conveyor Belt
The ocean plays a major role in the distribution of the planet's heat through deep sea circulation. This illustration shows the conveyor belt circulation which is driven by the difference in heat and salinity. SOURCE: U.S. GOVERNMENT

CIVIC ENGAGEMENT ON CLIMATE CHANGE

FACULTY MEMBER'S PROGRAM TRAINS COMMUNITY MEMBERS TO INFORM PUBLIC DEBATE THROUGH SOUND SCIENCE AND EFFECTIVE COMMUNICATION SKILLS.

BY HOLLY DAVIS

In a program that Dean Leonidas G. Bachas calls a demonstration of how College of Arts and Sciences faculty create innovative initiatives to engage the surrounding community, Harold R. Wanless and colleagues are informing public debate about climate change. Wanless, chair of the Department of Geology and an expert in marine environments both ancient and modern, was named last year as Cooper Fellow—a selective program, established with a bequest from Richard L. Cooper that provides Arts and Sciences faculty with a three-year award to support research and teaching. Wanless used the opportunity to establish a training series called "Empowering Capable Climate Communicators."

Concerned about misinformation tainting the public debate and seeking a way to get science back into the discussion, Wanless's idea was to train laypersons to talk about global warming in knowledgeable and persuasive terms. Toward that end he assembled panels of experts to share their scientific knowledge and judgments with community members and to provide them with communication, presentation, and policy skills.

The full-day training events, presented over four Saturdays beginning in January and concluding in March, attracted 48 participants this inaugural year. The topics included: (1) the cyclical drivers of climate change through geologic time; (2) the dynamics of glaciers and pack ice; (3) sea level through geologic time; and (4) rainfall and drought patterns for the coming century. Faculty were drawn from a number of departments in the College as well as from the School of Communications and Rosenstiel School of Marine and Atmospheric Science.

The program solicited "a diverse group of intelligent, educated lay people who are already capable of public speaking and will be dedicated to taking the time to properly inform others about the reality of global warming and the urgency of responding," according to its literature. The group participants included students from UM and elsewhere, teachers, retired university faculty, nongovernmental-organization staff, and other community members. The youngest delegate was a high-school sophomore from Mast Academy, a Miami public magnet school focused on math and science.

"We discussed the importance of policy in a changing climate and the major issues we'll have to deal with—for example, 'climate refugees' who will need to relocate due to inhospitable conditions. These shifts in population are sure to stress our already limited resources," said UM-student participant Sean Ahern,'11, a geological sciences major. "The series also emphasized that now is the time to put policies in place—both to reduce the anthropogenic causes of climate change and to prepare for the inevitable changes to come—and that we must communicate the seriousness of these issues that will affect humankind over the century."

Thus the series is worth repeating, and to a variety of audiences, according to Ahern. "It was reassuring to me that people [at UM] are taking these issues seriously," he said, "and I feel this lecture series should be presented on a much larger scale to the public and policymakers."

Wanless plans to repeat the program for the next two years, refining the concept with each presentation and developing it into a permanent training program for climate change education.

A MEETING OF THE MINDS

A NEW SYMPOSIUM COMPLEMENTS AN ALREADY SUCCESSFUL MATHEMATICS LECTURE SERIES.

BY SARA LAJEUNESSE

The McKnight-Zame Distinguished Lecture Series, held annually for the last three years by the Department of Mathematics, has been extended to include a two-day mathematics symposium.

"The McKnight-Zame lecture is a public lecture, intended for a general audience; the symposium, added to the event for the first time last year, focuses on more technical research developments," said department chair Greg J. Galloway. "It provides a forum for our researchers, as well as those who are invited from elsewhere, to brainstorm together on topics related to the lecture. Such an exercise can generate fresh ideas and lead to new collaborations."

Alan Zame, a professor and former chair of the department, added that the symposium, unlike so many other scientific conferences, is small and intimate. "Because people working on related problems benefit from personal interactions, the symposium provides opportunities for small groups to get together and really discuss their members' work," he said. "These connections also help in recruiting new students and faculty. For example, the two faculty members that the math department recently hired were students of symposium participants."

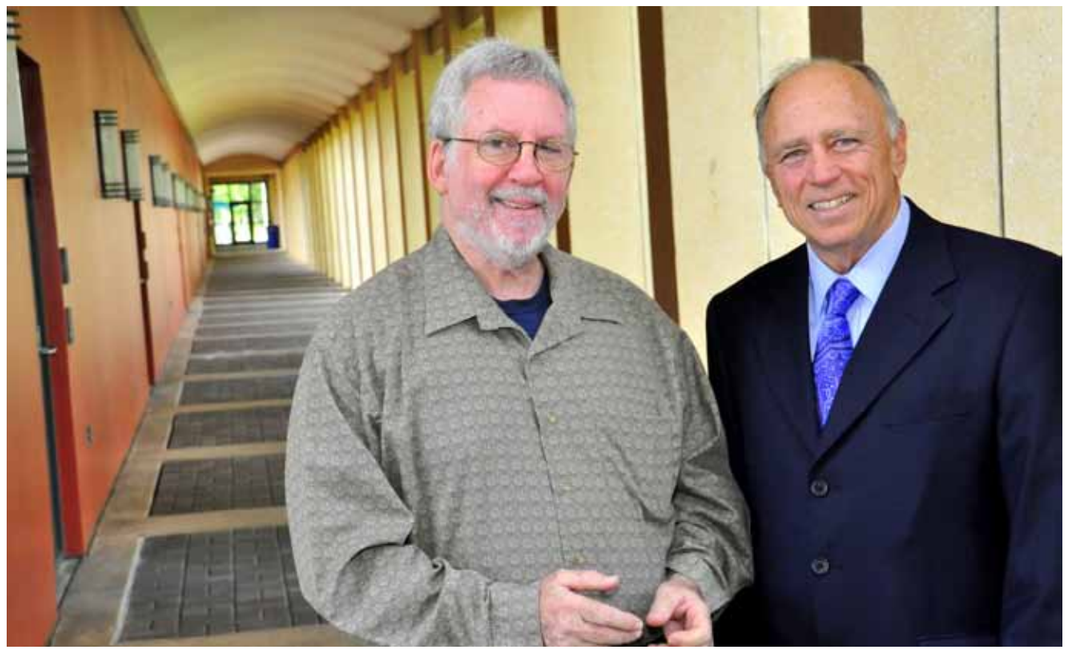
This year's symposium, held in March, focused on combinatorics, the science of counting, arranging, and analyzing concrete discrete configurations, which arise in various fields of mathematics, science, and engineering. Examples of discrete configurations include DNA sequences, phylogenetic trees, and communications networks. The symposium followed the McKnight-Zame lecture on plane tilings (countable families of polygons), delivered by MIT Professor of Applied Mathematics Richard Stanley.

Begun in the 1990s as the McKnight lecture (in honor of Professor James D. McKnight, Jr.), a generous gift from alumnus Jeffry B. Fuqua (A.B. '67, M.S. '70, Ph.D. '72) reestablished the lecture series in 2008. Fuqua renamed it to include Zame.

"The University of Miami in general and Drs. McKnight and Zame in particular were very kind to me and provided me with a wonderful experience while I was a student here," said Fuqua, who attended Stanley's lecture this year. "I wanted the opportunity to give something back."

Give back he did. "Without Jeff's support, we wouldn't have the lecture series and symposium," said Zame. "And without these events, our students and faculty would have fewer interactions with great mathematicians from other universities and institutes."

Fuqua recently agreed to provide funding for the McKnight-Zame lecture and symposium next year.



Alan Zame, professor of mathematics (left) and Jeffry B. Fuqua in the stoa of the Knight Physics Building.
PHOTO BY TOM STEPP

Inside the Bibliothèque haïtienne des Frères de l'Instruction Chrétienne, courtesy of the Digital Library of the Caribbean.

HAITI RESEARCH GROUP'S HUMANITARIAN AID

UM FORUM FOR INTERDISCIPLINARY AND INTERCAMPUS DIALOGUE ON HAITI PUTS ITS OWN IMPRINT ON POST-EARTHQUAKE RELIEF.

From its inception in 2006, UM's Haiti Research Group has been a forum for campus-based civic engagement and interuniversity collaboration. Typically, the group focuses on immigration policy, globalization, and history and gender issues.

But since the earthquake of January 12, 2010, the Haiti Research Group has focused on the present needs of the nation, examining the earthquake's impact on higher education and cultural heritage, civic engagement, and housing. Much of the group's work in this regard has been as part of the task force formed by UM's Center for Latin American Studies (CLAS) to coordinate the university's nonmedical response to the disaster.

The task force's mission was inspired by a report, "The Challenges of Higher Education," conducted by the Port-au-Prince-based Interuniversity Institute for Research and Development (INURED), which documented how Haiti's education system had been decimated. With an estimated 7,000 schools destroyed, including the three main universities in Port-au-Prince, and with many libraries damaged or in rubble, the task force determined its priorities: support the renewal and reconstruction of higher education and libraries in Haiti.

"In light of our positioning at a higher education institution, we felt a strong commitment to do what we could to support colleagues and students in Haiti, and to help strengthen the university system," says Kate Ramsey, assistant professor of history and co-convener (with Louis Herns Marcelin, assistant professor of anthropology) of the Haiti Research Group.



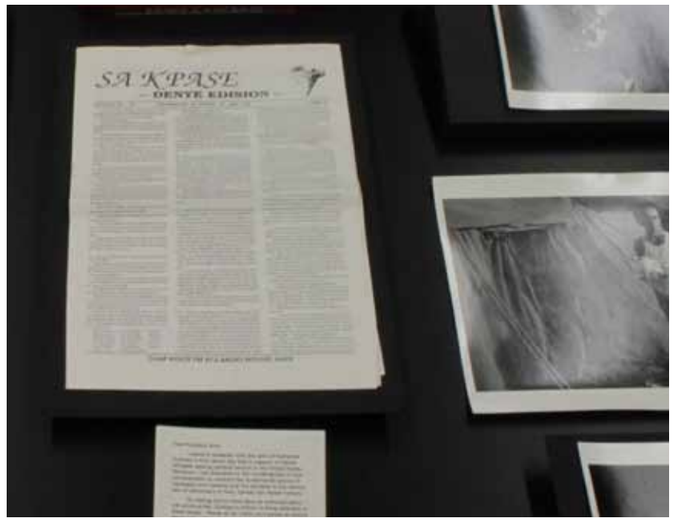
"One of the primary missions of the Haiti Research Group is to foster and encourage interdisciplinary dialogue on a range of topics concerning Haiti and to bring together faculty members, students, and administrators who might not otherwise be in touch with one another," says Ramsey. In that spirit, the group has collaborated closely with colleagues at Florida International University, INURED, and departments and schools across UM.

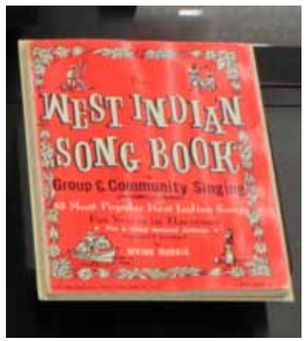
For example, the Haiti Research Group collaborated with faculty from the Center for Latin American Studies, anthropology, international studies, INURED-UM, Africana studies, and women's and gender studies to co-host a panel in March on "Haiti's Housing Crisis: Life in the Camps, Community Mobilization, and the Politics of Aid." With 250,000 Haitian residences destroyed and 1,500,000 people displaced, 1,500 camps were erected, some hosting more than 50,000 people. Two of these camps were built through official channels; the rest, consisting of improvised shelters of plastic sheets and tents, no longer resist the wind, rain, and sun, and they offer no security. More than a year after the earthquake, access to a safe house remains one of the biggest challenges in Haiti. Panelists shared a mutual concern about the lack of nongovernmental-organization regulation, the importance of respecting local customs, and the need for community participation instead of the top-down approach being imposed by some outside organizations.

Also, as part of the Haiti Research Group's focus on the protection of Haiti's cultural heritage, it has been working with the Protecting Haitian Patrimony Initiative—a program of the Digital Library of the Caribbean. This partnership led to a benefit screening in February of the PBS-produced documentary *Égalité for All: Toussaint Louverture and the Haitian Revolution* to raise funds in support of preservation and reconstruction efforts.

"Our commitments to supporting higher education, libraries and archives, and civic education in Haiti are ongoing," Ramsay notes. "We will also continue to function as a forum for interdisciplinary and intercampus dialogue on a wide range of topics concerning Haiti, in close partnership with INURED-UM."

Other College of Arts and Sciences faculty members participating in the Haiti Research Group's work, including as part of the CLAS post-earthquake task force, include Edmund Abaka, associate professor of history and director of the Africana Studies Program; Pierre-Michel Fontaine, lecturer, international studies and Africana studies; Edward LiPuma, professor of anthropology; Lillian Manzor, associate professor of Spanish and director of the Latin American Program; J. Bryan Page, professor of anthropology; Sherri Porcelain, lecturer in international studies; Steve Stein, professor of history; Ashli White, assistant professor of history; and Ariel Armony, professor of international studies and director of the Center for Latin American Studies. Faculty from other UM schools and the Otto-Richter Library are also participating.











Recent acquisitions in the Haitian-American Special Collections Archive.

BUILDING A HISTORICAL RECORD

LITERATURE ON HAITIAN-AMERICAN ACTIVISM IS THE NEWEST ADDITION TO REGIONAL SPECIAL COLLECTIONS IN THE UM LIBRARY.

The University of Miami's Otto G. Richter Library is recognized for several significant special collections focused on Florida and our Caribbean neighbors.

But when Beatrice Colastin Skokan arrived at UM in 2009 to become a special collections librarian, she noticed that although the Miami metropolitan area is home to the world's largest Haitian expatriate community, with an estimated 200,000 Haitians and Haitian-Americans, there was little documentation of the Haitian presence in Miami. So with the support of her colleagues at the library and the faculty who research in this area (including assistant professor of history Kate Ramsey and assistant professor of anthropology Louis Herns Marcelin), Skokan began a special collections archive to document the immigrant experience in Miami, focusing first on Haitian-American activism.

To build the collection, the library has sought materials from a variety of sources. In addition to traditional purchases from booksellers, the library is pursuing archival collections. Toward that end, it recently acquired the papers of Miami-based Haitian activist Max Rameau, whose materials have research value for students and faculty.

"What our researchers need are more contemporary materials such as brochures and pamphlets, which are what we call 'fugitive literature' because they're small and cheaply made—so people tend to not save them," says Christina Favretto, head of special collections. Examples of recent acquisitions in this genre include an "Equal Treatment for Haitians" bumper sticker, a "Camp Utopia" travel brochure, and a newsletter—*SA K'PASE*—written by Haitians in a detention center.

Ashley Mateiro, a Ph.D. candidate in history, notes that brochures and pamphlets that document her research about Haiti are indeed an invaluable source of information and that the availability of the library's special collections in this area will encourage more research and reflection about Haiti—and ultimately about other countries as well. "We're starting with Haiti but we will expand to other West Indian cultures here and to Latin American cultures in general," says Skokan. "We want to capture this environment of immigrant populations that is unique to Miami."

Meanwhile, the library boasts other special collections that focus on Latin America. The Cuban Heritage Collection (supported generously by the Goizueta Foundation) and the Pan American World Airways Archive are not only unique but also are available to undergraduates for writing course papers. For example, Brett Feldman '12 accessed the Pan American Archives for his report that examined the development, from the end of World War II until the rise of François Duvalier, of Haiti as an American tourist destination. Feldman, majoring in economics and international studies, found the collection crucial for his research.

The library also is home to the Caribbean collection, which includes rare books such as an 1805 edition in its original binding of Marcus Rainsford's *An Historical Account of the Black Empire of Hayti*—a classic text on the Haitian Revolution.



Scholars of Brazil

By Sherri Miles

"Home to nearly 200 million people, Brazil is the largest country in Latin America and the fifth-largest in the world in terms of population and land mass. Brazilian territory borders every country in South America except Ecuador and Chile, comprising 8.5 million square kilometers that are divided politically into 26 states (plus the Federal District of Brasília), and geographically into five major regions: north, northeast, south, southeast, and central-west. From the arid sertão of the northeast to the lush vineyards of the serra gaúcha, and from the favelas of the coastal megalopolises to the pantanal lowlands and the floresta amazônica, Brazilians inhabit a wide variety of climates and landscapes that have served—alongside a long, uneven history of colonialism and colonial legacies—to shape their popular traditions, stories, and cultural practices in radically diverging ways. Uniting the majority of Brazilians across this vast country—and abroad—is their shared mother tongue: while some 200 languages are used in Brazil (most of these by indigenous peoples), over 99 percent of Brazilians speak Portuguese."

***Tracy Devine Guzmán**, from her article "Brazil and its Importance to U.S. Latino Folklore," Encyclopedia of Latino Folklore, Maria Herrera-Sobek (ed.). Santa Barbara, CA: ABC-CLIO. Forthcoming in 2012.*



Scholars of Brazil

As one of the "Big Four" advancing economies in the world (the other three being Russia, India, and China), Brazil is capturing the attention of economists, politicians, scientists, and numerous other scholars worldwide—and at the University of Miami in particular. In this article we spotlight five College of Arts and Sciences professors—researchers in the fields of anthropology, geography, political science, and modern languages—who are engaged in intellectual quests throughout the country on projects spanning political and cultural studies, indigenous peoples, and disease control.

FIGHTING DENGUE

In a country with the national campaign slogan *Não esqueça: A dengue se combate todo dia!* (Don't forget: You have to keep fighting dengue every day!), Brazilians know too well the threat of dengue fever and the need for vigilance in fighting its cause—the *Aedes aegypti* mosquito. An epidemic hit Brazil in 2008, infecting half a million people with dengue; and in 2010 the nation reported nearly a million cases and hundreds of deaths involving the more serious dengue hemorrhagic fever and dengue shock syndrome.

Douglas O. Fuller, associate professor and chair of the Department of Geography and Regional Studies at UM, has received a Fulbright scholarship to conduct research in Brazil during 2011-2012. His study, "Climate-based Prediction of Dengue Fever Epidemics in Manaus, Brazil," will focus on the capital of Amazonas state, a city with two million people and the greatest numbers of dengue fever cases in the Brazilian Amazon.

Fuller's past research showed a link between dengue fever outbreaks and the occurrence of specific environmental conditions. Since there is indication that climate regulates how mosquitos reproduce and bite, his Fulbright project—designed to model climate dynamics and dengue fever epidemics in Manaus—will advance a new climate-based time series model that has demonstrated high accuracy in predicting dengue epidemics. He explains: "Tests of the model suggest it can predict major outbreaks approximately 40 weeks in advance, thus allowing sufficient time to mobilize resources for stepping up mosquito-control measures, alerting at-risk populations to elevated disease risk, and helping health-care professionals plan for increased case loads."

DECODING LANGUAGES

The world's largest tropical rainforest (the Amazon Rainforest, or Amazonia, the majority of which is in Brazil) has more than the greatest biological diversity on the planet—it also has the greatest language diversity. "Over 200 languages are spoken throughout Amazonia representing many distinct language families," says Caleb Everett, anthropological and cognitive linguist and an assistant professor of anthropology at UM. "Unlike the Indo-European languages of English, German, Italian, Portuguese, and Spanish, which can be traced back to the same source and have fundamental similarities, many of the languages of Amazonia are completely unrelated, resulting in some remarkable features," he notes.

"There are cases of number-less languages, languages with only two or three color terms, languages with unusual sound patterns, and languages with very uncommon word orders—for example, with the object of a sentence occurring first," says Everett. "So instead of saying 'Mike ate the mango' you'd say something like 'The mango ate Mike,' while meaning the same thing."

Everett, who researches these and other languages of indigenous tribes in the Brazilian Amazon, is specifically interested in how language influences thought. "Recently I conducted research among two tribes—the Pirahã and the Jarawara—in order to understand whether speakers of languages without number words could tell the difference between certain quantities."

The language of the Pirahã is anumeric—it has no number words and no distinction between singular and plural nouns. So "speakers of the language struggle with very basic quantity-recognition tasks for numbers greater than three," says Everett. "For instance, if you place a line of objects in front of them and ask them to match the line with another line of the same quantity, they have real difficulty doing so with precision. Because there are so few anumeric languages, these findings are potentially crucial to debates about how the mind thinks about quantities, particularly how important language is to numerical cognition."

The language of the Jarawara was believed to lack numbers as well, but Everett discovered otherwise: "They did quite well on tasks related to quantity recognition. Crucially, though, it turns out that the Jarawara language actually does have numbers despite previous claims. I've now documented this unusual number system, which is an interesting combination of binary and quinary [based on the number five]."

"Recently I conducted research among two tribes in order to understand whether speakers of languages without number words could tell the difference between certain quantities."





UM journal has advanced Latin American studies for half a century

Latin American Politics and Society, a peer-reviewed journal edited and published at the University of Miami, has presented for more than 50 years what many experts consider the highest-quality original social-science scholarship on Latin America.

Based at the University of Miami's Center for Latin American Studies, guided by an editorial board of 28 international scholars, and edited by professor of international studies William C. Smith, *Latin American Politics and Society* publishes research on the states, societies, economies, and international relations of the Americas in a globalizing world. Each quarterly issue offers traditional research articles, review essays on Latin American studies literature, and critiques of individual books.

"*Latin American Politics and Society* is the best English-language source for current research in the social sciences," says John C. Carey, professor of political science at Dartmouth College. "The articles are carefully researched and edited, and they address issues at the top of the region's political, social, and economic agendas."

Adds Susan Eva Eckstein, professor of sociology at Boston University and former president of the Latin American Studies Association: "*Latin American Politics and Society* is one of those rare journals that is interesting, engaging, topical, and interdisciplinary. It is among the main sources that anyone concerned about Latin America, including in a global context, should consult."

Topics recently addressed in the journal include civil society and social movements, democratic governance and political institutions, environmental politics and sustainable development, the relationship between domestic and global economies, and U.S.-Latin America relations.

Current issues are available online at Blackwell Publishing: www.blackwellpublishing.com/LAPS

Scholars of Brazil



Left: *Caleb Everett (white shirt) in a Madi village in the middle of Amazonia after a flight bringing in supplies; he later worked with the Jarawara, part of the Madi group.*

ESSENTIAL PORTUGUESE

Because attention to Brazil is growing at UM, as in the rest of the world, there is increasing interest in learning the language of the only Portuguese-speaking country in the Americas in order to travel, study, and work there.

Merike Blofield, associate professor of political science at UM and scholar of Spanish-speaking Latin America, recognizes the importance of including Brazil in her comparative research projects. Blofield is currently on research leave in São Paulo, where she is teaching a graduate-level course at the University of São Paulo; conducting a new research project on gender, class, and politics in Brazil and the Southern Cone (the southernmost countries of South America); and learning Portuguese.

"Too often, the study of Latin American politics gets artificially separated into two camps: those who study Brazil and those who study the rest of Latin America," says Blofield. "Much of this is driven by language skills, or the lack thereof. Latin Americanists who can do research in both Brazil and in Spanish Latin America are uniquely equipped to conduct insightful comparative research projects."

For example, Steven F. Butterman, an associate professor in the Department of Modern Languages and Literatures and director of the Portuguese Language Program, has been studying Brazil's cultural representations of sexual minorities (lesbian, gay, bisexual, and transgender communities) as well as Brazilian cinematic production under dictatorships. And Butterman's departmental colleague Tracy Devine Guzmán is an assistant professor who has studied the relationship between indigenous peoples and Brazilian society from the colonial period to the present.

But for the past four years, Butterman and Guzmán have collaborated on a Fulbright Foundation-funded initiative—the student-focused Foreign Language Teaching Assistant (FLTA) Program—that brings young Brazilian scholars to UM to teach their language and share their culture. "Our students and our Brazilian visitors benefit in countless ways from the program, both in and outside of the classroom," says Guzmán.

> "Too often, the study of Latin American politics gets artificially separated into two camps: those who study Brazil and those who study the rest of Latin America."

"Having a native speaker with whom students can practice the language seems to be very motivating," says Adriana Fontella Nunes, the current Fulbright FLTA for Portuguese at UM. "Students have demonstrated increasing interest in my culture; many intend to continue studying the language and some plan to study abroad in my country."

Maisa Zakir, a 2009-2010 Fulbright FLTA and a linguist who specializes in second-language acquisition, facilitated UM's participation in a program for online language-learning, called "Teletandem," that matches Brazilian university students who wish to learn a foreign language with students in other countries who are learning Portuguese. "With this tandem language learning [via Windows Live Messenger or Skype], each partner is a student for one hour, learning and practicing the language of the other partner," says Zakir. "Then they switch roles and switch languages."

"We see this program as a pilot experience with potential not only to facilitate language learning," says Guzmán, "but much more crucially to foster one-on-one contact between young people from across the Americas who have a unique opportunity to learn about each other's cultures, histories, and perspectives on the major issues that are shaping our times and our collective future."

The Fulbright FLTA program is one example of the growing interest in learning the sixth most spoken language in the world. "When I arrived at UM in 2000, there generally were three Portuguese language classes offered," says Butterman. "Today, we teach seven to eight classes, with 70-100 students enrolled each semester." Opportunities have also bloomed for students to use their enhanced language skills on site in Brazil. "Our students had no such opportunities in 2000. These days, they participate in summer or semester-long UM exchange programs in São Paulo, Rio de Janeiro, Salvador da Bahia, and Porto Alegre."

BUILDING THE FUTURE

In March, the Miami Consortium for Latin American and Caribbean Studies (a UM-Florida International University partnership) kicked off its Distinguished Speakers Series with the evocative question, "Brazil: A Global Player?" The event featured Maria Hermínia Tavares de Almeida, president of the Latin American Studies Association and professor of political science at the University of São Paulo.

With such Brazilian thought leaders invited to share their views at UM and numerous College of Arts and Sciences faculty engaged in research throughout Brazil— with young Brazilian scholars teaching and learning at UM and increasing numbers of UM students learning Portuguese to travel in Brazil—the University of Miami and the nation of Brazil are participating in a rich exchange of scholarship that builds new perspectives and opportunities every year.

Research, Outreach, and Engagement in Latin America

Faculty of the College of Arts and Sciences are involved in research throughout Latin America, often playing a leading role in matters that directly affect public life. Here is a sampling of current projects:

In Peru, economist Richard Weisskoff, professor of international studies, works in the Ica Valley on the mitigation, prevention, and recovery of disasters; one focus, for example, is the building of earthquake-proof houses. He is also helping to develop drip irrigation for small farmers and train local populations in microfinance.

In Haiti, Louis Herns Marcelin, assistant professor of anthropology and chair of the Interuniversity Institute for Research and Development (INURED), has been working since the 2010 earthquake to restore Haiti's education system. He helps residents to rebuild by engaging the community in participatory research and town hall-style meetings.

Douglas O. Fuller, associate professor of geography, works in Costa Rica and Singapore on climate-based modeling of dengue fever outbreaks; he also works throughout Latin America on an NIH-funded study of environmental factors that control malaria transmission.

A number of faculty specialize in Argentina. Steve Stein, professor of history, is writing a comprehensive history of the Argentine wine industry; Eduardo Elena, assistant professor of history and specialist in the history of modern Latin America, has a forthcoming book titled *Dignifying Argentina: Peronism, Citizenship, and Mass Consumption* (University of Pittsburgh Press, 2011); and Ivan Petrella, associate professor of religious studies, is serving as the academic director of one of Argentina's major political parties in preparation for the next presidential election.

Bruce Bagley, professor and chair of international studies, researches drug-trafficking and security issues in Latin America; he is coeditor, with visiting assistant professor Elvira Restrepo, of the forthcoming *The Demobilization of the Colombian Paramilitaries, 2003-2010* (Editorial Planeta, Bogota).

Merike Blofield, associate professor of political science, researches Latin America politics. She has two forthcoming books: *Class, Gender, and the State: Domestic Workers' Struggle for Equal Rights in Latin America* (Penn State University Press, 2011); and an edited volume, *The Great Gap: Inequality and the Politics of Redistribution in Latin America* (Penn State, 2011).

Lillian Manzor, associate professor of modern languages and literatures, directs the Cuban Theater Digital Archive—an interactive, bilingual web site for research and publication on Cuban theater and other performing arts.

GOING NATIVE IN NIADUP

UM students travel to the San Blas Islands of Panama to live and work among the Kuna Indians.

By Sara LaJeunesse

MACKENZIE SHELDON ('14) AND CHELSEY DELGADO ('11) climbed into a dugout canoe and headed to the Island of Spirits for a funeral held by the Kuna Indians, an indigenous people of Panama's San Blas Islands. When the students landed, funeral attendees were bathing in a nearby river to purify themselves for the ceremony. The body arrived, and the Kunas wailed and chanted over the open casket. But no sooner had their tears dried than the congregation was sprinting back to the canoes. "It was reminiscent of an attempt to avoid the traffic following a concert or sporting event," said Sheldon. Such experiences broaden students' perspectives and demonstrate the similarities and differences of people around the world.



Rachel Libby '10 (left) in traditional mola dress receives an herbal washing from Kuna woman.



Kuna community and UM students show their CANE spirit.

SHERRI PORCELAIN, a lecturer in the Department of International Studies, takes students to the remote San Blas region each year during winter intersession. Their sojourn, part of Porcelain's course, "Global Health and Development: Harnessing the Theoretical with the Practical Experience," exposes students to the health, economic, political, social, cultural, and environmental issues that the Kuna Indians face on the island of Niadup, one of the 66 islands that the Kuna inhabit of a 366-island archipelago.

"Today there is a great demand for people who not only understand theory but also are skilled in practical ways to approach community development," said Porcelain. For that reason, "this course provides students with a combination of academic and personal enrichment that is possible only through field learning and civic engagement that takes place beyond our borders."

TAKING ACTION, MAKING A DIFFERENCE

A requirement of the course is that students select a topic of international interest associated with development—such as politics, the environment, or public health—and explore the topic as it relates to the Kuna Indians. Their goal is to conduct a small research project that helps the Kunas to maintain their unique culture and to improve their situation in some way. At the conclusion of the course, each student submits a paper on the topic that has been supported by scholarly resources, interviews, and observations acquired during the trip.

For example, Erin Coldsmith ('11), who took the course in January 2011, investigated the quality of the Kunas' drinking-water supply. Her project expanded on one begun by Kelly Withum, a 2010 participant in the course, who found that the water samples she had collected contained unsafe levels of bacteria. In her own investigation, Coldsmith found that the Kunas' water-supply system had been broken for over a month and, as Withum and Porcelain already had determined, it never had a filtration device in the first place.

After visiting the water source, assessing the damage, and conducting interviews with various knowledgeable local people, Porcelain arranged a meeting with the Ministry of Health in



Nuedi. Gracias. Thank you.

The Kuna language is not originally a written language. Spoken by 50,000-70,000 indigenous Kuna people in parts of Panama and Colombia, the language is rooted in symbolic and oral history, therefore many variations of spelling and articulation have transformed and developed over time. Once existing, harsh sounds such as "k," "t," and "p" have disappeared from the alphabet, which is only composed of 15–18 letters, and vanished from most spelling.

Kimberly Loscher ('12) studied the little-known language during the intersession travel course. Loscher created a Kuna-Spanish-English phrase book for her field project based on recorded interviews. The guide emphasizes pronunciation, gives background information, and provides a combination of basic, functional, useful lists of idioms and vocabularly, resulting in a starter guide for those interested in working with the language. The following greetings and pronunciations are excerpts from Loscher's phrase book.

Pronunciation

SOUNDS:

- The letter "g" is always a hard "g" sound, such as the English word "go," when only one "g"is followed by a vowel.

  Example: ga—ge—gi—go—gu all of which will have a hard "g" sound

- When two of the letter "g" are side by side, a "k" sound is produced.

  Example: gg = k sound; "nigga" the Kuna verb "to have" is pronounced "neeka"

- When two of the letter "s" are side by side, a "ch" sound is produced.

  Example: ss = ch sound; "issi" the Kuna word for "scabies" is pronounced like the English word "itchy"

- When two of the letter "b" are side by side, a "p" sound is produced.

  Example: bb = p sound; "sabby" the Kuna word for "tree" is pronounced "sap-ee"

- When the letter "u" is followed by the letter "e," a sound like the English word "weigh" is produced if it is positioned at the end of the word.

  Example: ue = weh; "nague" the Kuna verb "to go up" or "rise" is pronounced "nag-weh"

- When the letter "u" is followed by the letter "a," a "wa" sound is produced, similar to the English word "water" if it is positioned at the end of the word.

  Example: ua = wa; "issagua" the Kuna word for "dirty" is pronounced "itch-ah-gwa"

Greetings and Introductions

Kuna	Spanish (Español)	English	Pronunciation
Degide? ; Be nuengambi?	Como estás?	How are you?	Deh-gee-deh; beh nu-en-gahm-bee
Igi be nuga?	Como se llama?	What is your name?	Ig-gy beh nu-ga
Anuga…	Me llama…	My name is…	Ah-nu-gah
Igi be nigga? ; Igi birga be nigga?	Cuantos años tienes?	How old are you?	Ig-gy beh nee-ka ; ih-gee bur-gah beh nee-ka
Be ibu neggue burginedi?	De dónde eres?	What are you from? (place of living, nationality)	Beh ee-boo neck-weh
Iba bigua be megoe?	Cuantas días usted va estar aquí?	How many days are you going to stay here?	Ee-bah bee-gwa beh meh-go-eh
Bia be da nigi?	De dónde fuiste?	Where are you coming from?	Bee-ah beh dah nee-gy
Ibu be denonigi?	Qué haces?	What are you doing; why did you come here?	Ee-boo beh deh-no-nee-gy
Nuengambi	Muy bien, gracias.	Very good, thank you.	New-en-gahm-bee
Gusmarro.	Hasta luego.	See you later.	Goose-maro
Banemalo.	Hasta mañana.	See you tomorrow.	Pahn-eh-mah-lo
Degimalo.	Adiós.	Goodbye.	Deggy-mah-lo
Nuedi.	Gracias.	Thank you.	New-ed-ee
Sule.	No.	No.	Su-lee

Below: Andrene Reid (left) and Erin Coldsmith with traditional healer. *Right top: Rachel Libby with Kuna boy.* *Right bottom: Faculty member Sherri Porcelain with Sahila family.*

Panama City to see what Coldsmith could do to repair the system. "We were able to come to an agreement, and the ministry has promised to send the needed materials," said Coldsmith. "In addition, my follow-up calls and emails resulted in the ministry agreeing to construct a filtration system, which will have a great positive effect on the general health and well-being of the community."

Coldsmith said the trip was important to her because it was the first time she truly felt that work she conducted led to change and to the betterment of a community. "I learned that seemingly simple projects can have dramatic results," she said.

Julie Hollenbeck ('10), who took the course a year ago, created a documentary film that examined the ways in which the Kunas' religious, cultural, and social beliefs have had negative impacts on their marine resources and ecosystem. "To the Kunas, living simply and in harmony with nature is a way of life, a tradition that spans thousands of years," said Hollenbeck. "But that harmony is breaking down as the Kunas' own open-access fishing customs have damaged their marine resources, some believe, beyond repair."

Despite such environmental and other problems, the Kunas are generally happy. They farm plantains, bananas, and avocados, among other crops; hunt small game and fish; and sew intricate "molas"—colorful textiles native to Panama. "They do not see themselves as one of the poorest indigenous groups in Central America," said Hollenbeck. "In fact, they believe they are rich. They measure their wealth in a holistic way that includes natural resources, environmental surroundings, close family relationships, and little to no workplace stress. I've actually developed a sense of well-being that I didn't have before I visited the island."

NO PICNIC

Still, adjusting to the Kunas' simple lifestyle is a learning experience—and can be a challenge—for the students who take the course. For their stay on the island, each of the students lives with a family, in a thatched-roof hut that boasts neither electricity nor running water.



"I AM SO PROUD OF MYSELF AND EVERYONE ELSE WHO WENT ON THE TRIP FOR ACCOMPLISHING WHAT WE DID …"

"We collected bathing water from a nearby island and drank bottled water that we brought with us," said Kimberly Loscher ('12), who took the course in January 2011. "I was scared when I went to sleep the first night, but every night I got more and more comfortable in my hammock and bug net."

The primitive toilets also proved to be a new experience for the students. "They were basically a dock over the ocean with a few boards taken out and enclosed by a shack," said Hollenbeck. "It was so embarrassing at first to use the bathroom, but all of our shyness soon went out the window!"

But perhaps most difficult for some of the students was the inability to communicate with the islanders. "The main difficulty I had was the language barrier," said Andrene Reid ('11). "The primary language on the island is Kuna. Many of the Kunas speak Spanish as well. Unfortunately, I know neither Kuna nor Spanish, so I had to rely on my Spanish-speaking classmates to get by."

Reid's classmate translators were particularly useful to her as she carried out her class project: an educational intervention to help teach the Kunas about proper nutrition. "There has been a recent influx of chips, sodas, and other unhealthy snacks onto the island," she said. "So, I went door to door in the village and asked people about their typical diets and whether or not they had access to foods such as chips and soda. If they did, I educated them about the future risks, such as obesity and hypertension, associated with consuming too much of these foods, and I made recommendations on how to improve their diets."

Reid also targeted mothers of infants with her nutritional education program. She met one teenage mother who wasn't aware that she could obtain free nutritional supplements for her baby until Reid told her.

CHERISHED CONNECTIONS

Porcelain's course appears to be a life-changing event for her students. "I am so proud of myself and everyone else who went on the trip for accomplishing what we did," said Loscher. "We ventured out to an indigenous community and opened our minds to the experience. What I learned most from the class was that even though my life in Miami may be worlds apart from that of the Kunas, we are connected in so many ways."

Other students found that the trip's end was more like a beginning. Hollenbeck, for one, has returned to the San Blas Islands twice since she first took the course, and she plans to conduct future research there as well. And the "family" of Sheldon, one of the students who attended the Kuna funeral, invited her to return. "On our last night on the island, our hostess told my 'hut-mate' Joann Liang and me that we would always be welcome in her home," said Sheldon, "even long after she had died and gone to the Island of the Spirits."





IN MEMORIAM

KENNETH J. SMITH, professor emeritus and former chair of sociology, passed away November 24, 2010. He was 73. A native of Dayton, Ohio, Smith earned his Ph.D. from Duke University and taught at the University of Miami from 1965 to 1998, focusing his research on the sociology of mental health. He served as master of Stanford Residential College (1993-98), associate master of Mahoney Residential College (1988-93), and member of the Faculty Senate. In recognition of his service to the University, Smith was inducted into Iron Arrow and Omicron Delta Kappa. He is survived by his sons Kevin and Sean. His youngest son, Conor, passed away in 2010.

30s

AUDREY ROTHENBERG FINKELSTEIN, A.B. '38, cum laude, English, passed away December 22, 2010. Finkelstein was active in the community and involved at UM, receiving UM's Order of Merit and honored with induction into Iron Arrow. She served on the board of the Girl Scouts of the USA as president for six of her 12 years, and was the first woman chair of the Dade County Community Relations Board. Finkelstein was a retired professional broadcaster. She hosted an interview show on public television and was the long-time host of the public radio interview show, *Straight Talk*. The ultimate UM alum, she was dedicated to her alma mater and served in many leadership capacities for the University and the UM Alumni Association. Finkelstein is survived by her children Evie Hirschhorn and Jay Finkelstein, and four grandchildren.

50s

HAROLD A. HUDSON, A.B. '50, B.Ed. '51, has pursued careers that included teaching, cancer research, and foreign service in locations worldwide, including Washington, D.C., Haiti, Dominican Republic, Afghanistan, Fort Sam Houston in San Antonio, Viet Nam, and Egypt. Now retired, Hudson spends long periods of time with relatives in Thailand, where he assists with the Thai school system. In January 2010, Hudson authored a book, *Stories of an Unusual Life*, published by AuthorHouse. Stateside, he resides in Melbourne, Florida.

LARRY SHORE, B.A. '69, philosophy, started Sensa Educational Systems in 1970 with an advanced reading course he developed while pursuing a master's degree in education in his birth city of Philadelphia. Sensa, based in Florida, continues to develop various instructional courses that are now available to more than five million students nationwide. Shore lives in Hillsboro Beach, Florida.

JOAN OSHEROFF HARRIS, B.S. '53, chemistry, passed away on January 7, 2011, after a battle with leukemia. She is survived by her husband, Dr. Joseph Harris, and children, Judy Goldman, Jamie Harris, Jonathan Harris, Dr. Joshua Harris, Dr. Barry Harris, and beloved grandchildren.

JERRY HERMAN, A.B. '53, drama, D.F.A. '80, was among the five recipients of the 2010 Kennedy Center Honors. Celebrated with a gala on December 5, 2010, the honorees were recognized in an extravaganza attended by President Barack Obama and First Lady Michelle Obama and televised nationwide on December 28, 2010. Herman, who has visited campus and conducted workshops for UM theatre students, created Tony-winning musicals that will live on for generations as students and professionals continue to showcase his work.

EUGENE A. SHINN, B.S. '57, biology, worked during his early years for Shell Oil and became a "bootstrap" geologist. After many moves with Shell, Shinn established the U.S. Geological Survey laboratory on Fisher Island in Miami Beach. He later moved to the USGS office in St. Petersburg, Florida, where he worked until his retirement in 2006. He was awarded an honorary Ph.D. in earth science in 1998 from the University of South Florida. Shinn recently completed his memoir, Bootstrap Geologist, and is looking for a publisher. He resides in St. Petersburg, Florida.

60s

JUDITH WEILAND COON, A.B. '60, English literature, daughter of early South Florida pioneers and a native of Coral Gables, passed away January 16, 2011, at her home Fort Lauderdale, Florida. She is survived by her husband, Thomas T. Coon, daughter Elizabeth McIntosh, son Thomas T. Coon, Jr., and five grandchildren.

WILLIAM F. VITULLI, A.B. '61, psychology, M.S. '63, psychology, Ph.D. '66, psychology, emeritus professor in the Department of Psychology at the University of South Alabama, continues his editorial work for *Journal of Sport Behavior* and *Journal of Genetic Psychology*. Vitulli lives in Mobile.

BENNETT H. BRUMMER, A.B. '62, English, J.D. '65, received the National Association of Criminal Defense Lawyers' (NACDL) Champion of Indigent Defense Award in February at the Association's 2011 Midwinter Meeting and Seminar in San Antonio, Texas. A former Miami-Dade County public defender, Brummer was honored for more than three decades of work and dedication to public service and providing quality and innovative legal services for the poor. He resides in Coral Gables.

MARK J. YACHT, A.B. '62, English, earned M.D. and M.P.H. degrees but has found a niche as an author. Yacht's book of short stories, *Doc's Leisure Reader - Commuter Tales and Bedtime Stories*, is available on Amazon.com and through other book sellers. Yacht retired after 20 years as the director of Florida's Pasco County Health Department and enjoys writing, playing tennis, and shooting pictures. His second volume of short stories, plays, and poetry is scheduled for publication. Yacht credits his love for writing to the late UM English professor, George K. Smart. Yacht lives in Hudson, Florida.

SANDRA KIRKPATRICK, A.B. '64, English, is executive director of Artists United for Social Justice. She traveled to Haiti after the earthquake and stayed at the Child Hope orphanage in Port au Prince, where she also stayed on her last mission, and handed out bears to orphans living there as part of the organization's work in Haiti. She resides in Newport Beach, California.

MARIVI PRADO, A.B. '68, French, is chief marketing officer at Saint Thomas University in Miami Gardens, Florida. She lives in Miami.



LARRY WILDE, A.B. '52, drama, loves the sound of laughter. In his line of work as a stand-up comedian, it's all part of the job. "I'm addicted to it. It makes me feel I'm really doing something for others."

Known during his UM years as the "campus comic," Wilde is a TV and film actor and the star of a recent one-man theater production, "Going On Ed Sullivan," based on his lifetime of making people laugh.

Wilde is also the author of 53 joke books. With millions of copies sold, *The New York Times* has called him America's best-selling humorist. Two of his books, *Great Comedians Talk About Comedy* and *How The Great Comedy Writers Create Laughter,* are recognized as the definitive works on the subject.

In 1978, Wilde founded April as National Humor Month. "It's now celebrated in the U.S. Canada, England and other English speaking countries," he notes. "I wanted to heighten public awareness of the positive power of laughter." Wilde resides in Carmel, California.

70s

BONITA BASKIN CORNDORF, B.S. '70, microbiology, Ph.D. '75, founder of AppTec Labs and Viromed, is featured in a book about how 45 of the most noteworthy company founders from the region created $41 billion in value, *How They Did It: Billion Dollar Insights from the Heart of America*, from RedFlash Press. Baskin started ViroMed Laboratories in 1982 and sold the company to Laboratory Corporation of America in 2000. She then created AppTec Laboratory Services and eventually sold the company to WuXi PharmaTech in 2008. She lives in Minneapolis, Minnesota.

GEORGIE A. ANGONES, A.B. '72, English, assistant dean for alumni and development, UM School of Law, was selected chair of the Finance Committee of the American Bar Association's Council for Racial and Ethnic Diversity in the Educational Pipeline. She also serves on the Executive Committee of the Miami Coalition of Christians and Jews and was appointed by Senator Bill Nelson to serve on the nominating committee for the District Court, Southern District of Florida. Angones resides in Coral Gables.

JUDE BAGATTI, ESQ., A.B. '71, magna cum laude, sociology, J.D. '75, has published a book, *FAUNA, FLORA & FANTASY: in Film & Phrase*. Featured in the book are her photographs of animal and plant life in Florida and around the world, peppered with her humorous, poetic, and anecdotal writings. Bagatti's essay, "Another Miami Moon," was published in the February 2011 issue of *Chicken Soup for the Soul: Grieving and Recovery*. She lives in Gulfport, Florida.

HOLLY FRIEDMAN HOUSMAN, M.S.W., A.B. '71, earned her master's in social work and, in addition to being a psychoanalyst, she has a full-time psychotherapy practice in Cambridge, Massachusetts, counseling individuals and couples. Housman presented a paper at The Boston Psychoanalytic Society and Institute in March 2011, and a paper at The Cambridge Hospital in April 2011 on Applying Psychoanalytic Concepts to Family Therapy. An instructor in psychiatry at The Harvard Medical School, she teaches and supervises at The Cambridge Hospital. Her son, a philosophy major and senior at Emory University, was invited to join Phi Beta Kappa. Her daughter graduated with Phi Beta Sigma Honors from Emory University in 2009. Housman lives in Newton, MA with her husband, an entrepreneur and developer of software for sports and recreation.

PAMELA B. BELOFF, A.B. '72, psychology, retired from the Miami-Dade County Department of Human Resources, Elderly Services, where she was grant coordinator. Beloff resides in Parkland, Florida.

PAUL EVANS, B.S. '72, cum laude, biology, was named founding dean of Marian University's College of Osteopathic Medicine in August 2010. Evans earned his doctor of osteopathic medicine degree in 1979 from the Philadelphia College of Osteopathic Medicine. A 26-year U.S. Army veteran and a medical educator, Evans was also founding dean of Georgia Campus - Philadelphia College of Osteopathic Medicine in Suwanee. Evans resides in Carmel, Indiana.

BETTY BENITEZ GONZALEZ, A.B. '73, psychology, was elected president of the REALTORS Commercial Alliance of Miami (RCA MIAMI) for 2011. The RCA MIAMI board is dedicated to leadership in the commercial industry, the real estate profession, and the communities they serve. Gonzalez, a Certified Commercial Investment Member (CCIM), is the assistant sales manager of the Keyes Commercial Sales Division and an active commercial leader committed to excellence in the commercial real estate industry. Gonzalez lives in Miami.

MAKING ART TO MAKE A POINT

ARTIST CHALLENGES US TO LIVE IN HARMONY WITH NATURE, AND EACH OTHER.

The work of Miami artist Xavier I. Cortada, A.B. '86, psychology, J.D. '92, M.P.A. '92, is designed to make a statement. Using the customary tools of canvas and paint, or unconventional materials such as flags, shoes, and melting Antarctic ice, Cortada tackles the big issues in his art—global climate change, the preservation of the natural world, even human evolution.

In an essay in the February 4, 2011, issue of *Science magazine,* titled "Painting the Genome for the Public," Cortada discussed his portraits of life's building blocks: the four DNA nucleotides. "Everything that lives, has ever lived, or will ever live on planet Earth has been created using adenine, cytosine, guanine, and thymine. It felt as if I were painting a relative, except that I was bringing molecular formulas, not ancestors, to life," he wrote.

To generate awareness about global climate change, Cortada created artworks at the Earth's poles in 2007 and 2008, sponsored by the National Science Foundation and the New York Foundation for the Arts. Through May 31, 2011, replicas and artifacts from his "90N/90S: North Pole & South Pole Installations" will be displayed at the Miami Science Museum.





Internationally, Cortada's work is on exhibit in Equatorial Guinea as part of the U.S. State Department's Art in Embassies program. On campus, three of Cortada's colorful mangrove paintings, donated by the artist, and two of his *Longitudinal Installation* prints of the North Pole and South Pole work can be viewed on the first floor of the Newman UM Alumni Center.



Above Left: **Seedlings**
Xavier Cortada, acrylic on canvas, 36 inches x 48 inches

Above Right: **Mangroves (at Sunset)**
Xavier Cortada, acrylic on canvas, 36 inches x 48 inches

IN MEMORIAM

GEORGE E. SCHAIBERGER, professor of microbiology and immunology and a member of the medical school faculty, passed away on February 19, 2011. He was 82. In 1969, Schaiberger created an introductory course in microbiology and immunology. In 1980, the College formally adopted microbiology and immunology as a major, owing to his leadership. Schaiberger obtained his M.S. at the University of Florida and his Ph.D. at the University of Texas. He retired in 2002 after 40 years of service at UM.

MIGUEL G. FARRA, A.B. '75, politics and public affairs, J.D. '79, was appointed to serve as co-chair on the United Way of Miami-Dade's Tocqueville Society cabinet. A CPA, Farra is the partner-in-charge of the tax and accounting department at the nationally recognized public accounting firm Morrison, Brown, Argiz & Farra, LLP (MBAF) in Miami. Farra resides in Miami.

GEORGE J. PRATSINAK, M.S. '76, psychology, Ph.D. '78, psychology, is director of psychology at SUTC (Sensor Networks, Ubiquitous, and Trustworthy Computing) and adjunct professor of psychology at Virginia State University in Petersburg. He lives in Petersburg.

CYNTHIA C. CIDRE, A.B. '78, magna cum laude, English, creator of the CBS series *Cane*, created a pilot for an updated version of the popular primetime television series *Dallas* that has been ordered by the TNT cable network. The new pilot will focus on the children of the feuding Southfork Ewing brothers, JR and Bobby. Cidre, a student of Professor Emeritus Paul Nagel, said he submitted a sample of her work to Columbia Pictures, where she was first hired. Cidre resides in Los Angeles, California.

DAVID M. HINKES, A.B. '79, politics and public affairs, is chair and associate professor of Management, Marketing and Professional Golf Management at Lincoln Memorial University in Harrogate, Tennessee. Hinkes is also a Sam Walton Fellow for Students in Free Enterprise (SIFE), a Teaching Excellence Award recipient from the Accreditation Council for Business Schools & Programs (ACBSP), and co-author of a book *Selling By Objectives* (SBO), to be released in summer 2011. Hinkes is CEO of Hink, Inc., a management/marketing/males/keynote speech consulting firm. He lives with his wife of 29 years, Deb, in Knoxville, Tennessee, with their three children, Jennifer, Melissa, and Steven.

80s

GREGG L. FRIEDMAN, M.D., B.S. 81, summa cum laude, chemistry, M.D. '95, moved his private practice of psychiatry to Hallandale Beach, Florida. He and wife Julie L. Friedman, M.D., have three children and live in Golden Beach, Florida.

NAN A. MARKOWITZ, A.B. '81, English, completed a special assignment as a Management Team Leader for Housing & Community Development at Miami-Dade County. Her new permanent position with the County is Assistant Director in the Office of Capital Improvements. Markowitz resides in Coral Gables.

LISA CONTI, B.S. '84, chemistry, earned her D.M.V . and M.P.H. degrees and is coeditor of a book, *Human-Animal Medicine: Clinical Approaches to Zoonoses, Toxicants and Other Shared Health Risks*, published by Elsevier Inc. A public health veterinarian at the Florida Department of Health, Conti received the American Veterinary Medical Association Public Health Service Award and was selected 2010 Public Health Woman of the Year. She lives in Tallahassee, Florida.

SCOTT B. SAUL, A.B. '84, sociology, J.D. '87, has become "of counsel" to the boutique law firm of Smith, Humphrey & Verbit in downtown Miami. He will be handling the criminal law and investigative ramifications that may arise from the firm's caseload. Saul resides in Hollywood, Florida.

JEFFREY KNAPP, M.A. '86, English literature, a Samuel Beckett scholar, died on February 17, 2011, at the age of 60 after a lengthy battle with cancer. He is survived by his wife, Dina Knapp.

ROY L. WEINFELD, A.B. '89, J.D. '95, is the principal at the law firm Roy L. Weinfeld, P.A., which celebrated its 10-year anniversary in November. The firm concentrates on creditors' rights and collections litigation and represents institutional clients and businesses in State and Bankruptcy Courts throughout Florida. A native Miamian, Weinfeld lives in Miami.



NANETTE LAMPL AVERY, B.F.A. '76, art, is a teacher and accomplished writer in Miami with articles in *Teaching K-8 Magazine* and other academic publications. A few months ago, on her first visit to the former Art Department on Campo Sano Drive in more than 30 years, she reflected on the earlier days of the vacant building, which is soon to be restored.

"Here we took our classes in painting, drawing, photography, silk screening, printmaking, graphics arts, weaving...all the 2-D courses including art history. It also housed a small gallery where student work was shown, allotting us a formal setting to display our work in a two- or three-person show. These were the pieces we had conceived from a metaphor of an idea, the same pieces that were critiqued by our peers and teachers. These were our first children that we now exposed to the world. I have many fond memories."



NORMA WATKINS, M.A. '69, English, has written her memoir, *The Last Resort: Taking the Mississippi Cure.* In her story about civil rights and women wronged, and coming of age in Mississippi at the crux of two big movements: equality for African Americans and freedom for women, Watkins shares the stories of a segregated society struggling with court-mandated integration, and her own life-changing compromises that follow.

"We are each unique and irreplaceable," she says. "No one else has our thoughts, our imaginations, or our dreams. If we do not tell our lives, they vanish. We are watersheds of memory and we owe the future a story."

Her tips for memoir writers: "Don't be overwhelmed by your entire life. Write one story at a time. Don't worry about what order to put the stories in. *Write.* You can figure out the meaning of it all after you've finished a first draft."

The Last Resort will be published in June 2011 by University Press of Mississippi. Watkins will be reading at Books and Books in Coral Gables on September 8, 2011. She resides in Miami.

90s

SHARI L. GERSON, Esq., A.B. '91, J.D. '94, recently joined the Fort Lauderdale office of Gray-Robinson, P.A., as a shareholder in the ERISA practice group. An AV-rated attorney, Gerson's responsibilities include involvement in litigation for issues including health, accidental death and disability benefits. She also represents insurance companies on non-ERISA cases involving employee benefits, health and life policies, and disability insurance. In 2009, Gerson was recognized as one of Florida's Legal Elite attorneys by *Florida Trend.* She resides in Pembroke Pines, Florida.

SUSAN LUTGENDORF, M.S. '91, psychology, Ph.D. '94, psychology, is a professor of psychology at the University of Iowa. She resides in Iowa City.

REBECCA HOFFMAN, A.B. '92, M.S.Ed. '94, and her husband, Dan Pikelny welcomed their second child, son Benjamin Wolf Pikelny, in April 2010. Benny is doing great, and his big sister Abby adores him. These two future 'Canes are running the household! Hoffman also has launched a consulting practice, Good Egg Concepts, which focuses on helping businesses refine their brand, improve their marketing approaches, and communicate well with their stakeholders. You can reach her at rebecca@goodeggconcepts.com. Hoffman and her family are planning a move from Chicago to Glencoe, Illinois.

MOJDEH NAGHASHPOUR, M.S. '83, physics, Ph.D. '92, physics, Ph.D. '97, physiology, biophysics, and molecular biology, M.D. '04, is assistant member in the Department of Hematopathology and Lab Medicine at the Moffitt Cancer Center and assistant professor in the Department of Oncologic Sciences at the University of South Florida, both in Tampa, Florida. Naghashpour resides in Tampa.

DENNIS KLEMM, B.S. '94, marine science biology, is the Sea Turtle Program Coordinator, Southeast Region, for the National Marine Fisheries. He resides in St. Petersburg, Florida.

BENJAMIN T. KURTEN, A.B. '94, an attorney with the national firm Quarles & Brady's Milwaukee office specializing in immigration law, was among those selected by their peers for inclusion in The Best Lawyers in America 2011. Kurten lives in Milwaukee, Wisconsin.

CHRISTOPHER T. JONES, B.G.S. '95, was inducted into the Palm Beach County Sports Hall of Fame in March 2011. Drafted in the third round in 1995 by the Philadelphia Eagles, Jones also played for the Oakland Raiders. He lives in West Palm Beach.

MIKE WOODWARD, Ph.D., A.B. '95, psychology, known as "Dr. Woody," appeared January 7, 2011, on *Live with Regis and Kelly* to discuss the dos and don'ts for finding a job in 2011. A clip of his appearance is at http://drwoody.com/blog/. Dr. Woody appears every Tuesday on *Fox News Live* and is a weekly columnist of "The Career Hot Seat" for FoxBusiness.com. Woodward also has a new book out, *The You Plan: A Five-Step Guide to Taking Charge of Your Career in the New Economy.* President of Human Capital Integrated, LLC, he resides in Miami.

HILLARY E. FEERICK-HILLENBRAND, M.A. '96, English, a former English department teaching assistant under Professor Ron Newman, taught at Monsignor Edward Pace High School and Saint Andrew's School in Boca Raton, Florida, is now a stay-at-home mom and is tutoring in English, French, Spanish, and history. Feerick-Hillenbrand and her husband have created a new children's series of books. Out now is the first book, *The Secret Life of Mitch Spinach.* More information can be found on their website: www.MitchSpinach.com. Feerick-Hillenbrand and her family live in Coral Springs, Florida.

JASON A. MOLINET, A.B. '96, history, received the Long Island Press Club's 2010 Media Awards Best News Blog for Jason Molinet's L.I. Sports Buzz Blog for *Long Island Pulse.* Molinet lives in Northport, New York.

JOHN PASCARELLA, Ph.D. '96, biology, was named associate dean of academic and research programs at Kansas State University-Olathe, a new graduate campus located in Kansas City that will focus on Animal Health and Food Safety. He also is a Professor of Biology at the K-State Manhattan campus. Pascarella resides in Overland Park, Kansas.

ANTONIO AMADEO, B.F.A. '97, theater-performance, actor and co-founder of The Naked Stage and 24-Hour Theatre Project, was featured in *The Miami Herald*'s Season of the Arts 20 Under 40 upcoming artists and performers.

MELANIE S. HARRIS, M.S. '97, psychology, Ph.D. '00, psychology, is assistant dean and assistant professor of psychology at Lander College for Women in New York City. She opened a small out-patient psychotherapy practice more than a year ago. Harris lives in the Bronx, New York.

STEPHEN TANTAMA, B.S. '98, biology, M.D. '01, a U.S. Navy doctor in Afghanistan, saved the life of a newborn Afghan baby. In addition to the U.S. military troops treated there, his medical base serves Afghan civilians as an unofficial emergency unit. The baby, thought to be dead when brought in, was saved when Tantama tried something he had used on adults—a narcotic antidote that saved the baby.

00s

ANDREA DOPICO, B.S. '00, microbiology, met Charles Castillo ('00 B.B.A.) while they were students at UM. The two were married on August 28, 2010, in an intimate destination wedding in Cancun, Mexico. Dopico is the surveillance program manager at the Pinellas County Health Department. Castillo is a senior research associate at Raymond James. The couple lives in St. Petersburg, Florida, with their two adopted greyhounds.

AMY KIZER CUELLAR, M.S. '02, psychology, Ph.D. '05, psychology, is a psychologist at the Michael E. DeBakey VA Medical Center with an academic appointment of assistant professor at Baylor College of Medicine. Her work focuses on providing services to veterans with severe mental illness through the Psychosocial Rehabilitation and Recovery Center. The program includes individual coaching sessions and is designed to help veterans with a severe mental illness diagnosis recover, improve their functioning, and reintegrate into their communities. Cuellar lives in Pearland, Texas, and enjoys traveling and spending time playing with her toddler, Lucas.

JASON JEFFERY, A.B. '02, psychology, earned his master's degree in education, with a specialty in counseling psychology, from Howard University in 2004. Jeffery began his career as a service coordinator/therapist at Vesta, Inc., a Maryland nonprofit organization, where he provided counseling to adults diagnosed with severe and persistent mental illness. He followed his passion of working with children when the opportunity arose in 2006 to begin a child and adolescent psychiatric rehabilitation program at the company. Jeffery has obtained his LCPC in Maryland and lives in Washington, D.C.

CLAUDIA R. ANDONIE, M.S. '04, Latin American history, is proud to announce the arrival of a baby 'Cane. She and alumnus husband Shawn D. Alexander, M.B.A. '05, welcomed Benjamin David Alexander to the family this fall. They reside in Miami.

DANIELA F. BOGORIN, M.S. '04, physics, Ph.D. '09, physics, is a postdoctoral researcher at the Oak Ridge National Laboratory, where she works on developing a buffer stack for thin film silicon solar cells on Cu substrate. She is co-author of a paper presented at the American Physical Society (APS) meeting in March 2010. Bogorin resides in Knoxville, Tennessee.

ALEXANDRA "LEXI" MEROLLA, A.B. '06, psychology, graduated in March 2010 from Palmer Chiropractic College Florida with a doctor of chiropractic degree. Merolla will establish her practice in northeast Florida. She resides in Port Orange, Florida.

ARTHUR L. SARCIONE, A.B. '06, English-creative writing, of AJ Sarcione Music, conceptualized and wrote the video for Rochambeau. The video features a song about the game "rock paper scissors" and has gained quite a bit of attention and garnered support from celebrity tweets. Sarcione resides in Los Angeles, California.

JENNIFER STEEB, B.S. '06, chemistry, is a postdoctoral researcher at Argonne National Laboratory, where she is working on advances in analytical techniques for National Security. In her free time she enjoys traveling and keeping up with Miami sports and the Atlanta Braves. Steeb resides in Romeoville, Illinois.

TERRY WAYNE SIMMONS, Ph.D. '08, international studies, published two books, *The Visionary, The Custodian and the Russian Siloviki: A Russian Renaissance* (2009) and (2) *Glasnost, Perestroika and the New Thinking: Gorbachev's Reforms* (2010), which are being sold world-wide by Amazon.com and Barnes and Noble. His current research is on the PAA Approach to American-NATO ABM missile cooperation with the Russian Federation, and he is working on a book on the Russian-Georgian War of 2008. Simmons resides in Indianapolis, Indiana, and says, "As always, I am proud to be a CANE!"

SUMAN S. DHAYAL, M.S. '09, physics, is a graduate student at the University of North Texas, Denton, where she is working toward her doctorate degree. Dhayal is doing computations and simulations for gaseous systems using density functional theory. She plans to continue in research work after graduation.

JILL FARRAGHER, A.B. '09, French/B.S. '09 biology, magna cum laude, is fulfilling her second year as a Teach for America corps member. She is teaching high school chemistry and physics in the Aldine Independent School District in Houston, where she lives.



LARA YAEL POLANSKY, B.S. '07, summa cum laude, ecosystem science & policy/biology, is nearing the completion of a two-year Presidential Management Fellowship with the United States Forest Service (USFS) in the Region 5 Regional Office in Vallejo, California.

The Presidential Management Fellowship Program is the premier program for leadership development in the Federal civil service and a natural extension of Polansky's professional experience as a National Oceanic and Atmospheric Administration Ernest F. Hollings Scholar between her junior and senior years at UM, and later as a Fellow with the Environmental Protection Agency.

In August 2011, Polansky's fellowship will convert to a permanent, full-time position with the USFS as a regional sustainable operations/climate change coordinator overseeing internal sustainability at the 18 National Forests in California and serving as a liaison to the agency's Washington Office. Polansky lives in Berkeley, California.

SARA GARAMSZEGI, B.S. '09, biology, is a graduate student in the bioinformatics program at Boston University, analyzing gene expression data associated with non-human primate immune response to Ebola virus infection. She lives in Boston, Massachusetts.

WILFREDO GONZALEZ, B.A. '09, neuroscience / psychobiology, is attending medical school at the University of Miami Miller School of Medicine. Gonzalez resides in Coral Gables.

MEGAN E. HUDSON, B.S. '09, neuroscience/psychobiology, is working in Vienna, Austria, as a research intern in the Medical University's Department of Pediatric and Adolescent Medicine as a member of the Neurooncology Station and the Autism Outpatient Clinic. She is studying the impact of organizational and visual perception skills on learning and memory abilities of children with brain tumors and is assisting an internationally-known expert in the testing and diagnosis of autism spectrum disorders and Asperger's Syndrome. Currently enrolled in the master's program in behavior, neurobiology, and cognition at the University of Vienna, Hudson is looking forward to returning to the U.S. soon to pursue her Ph.D. degree in europsychology--hopefully back at UM.

MILES KENNEY-LAZAR, A.B. '09, summa cum laude, geography, completed a Fulbright Research Scholarship to Laos. He is working toward his Ph.D. in geography at Clark University in Worcester, Massachusetts.

CHRISTOPHER KUMETZ, B.S. '09, magna cum laude, chemistry and classics, is at Tufts University in Boston working toward his master's degree in biomedical sciences. He hopes to go to medical school in the fall. He resides in Dorchester, Massachusetts.

JENNA SPACKEEN, B.S.M.A.S. '09, marine science/biology, is a graduate student at Virginia Institute of Marine Science (VIMS) through the College of William and Mary. She is studying nitrogen uptake and release in the marine environment. Spackeen lives in Gloucester Point, Virginia.

10s

DEREK MATTHEW FREITAS, B.S. '10, cum laude, microbiology and immunology/applied mathematics, is working toward a master of science in public health, with a focus on infectious disease prevention programs and transmission modeling, in the Department of Epidemiology and Public Health at UM's Miller School of Medicine.

MARIA DEL CARMEN LICHTENBERGER, M.A.L.S. '10, is a Clinical Research Coordinator in the Department of Neurology at the University of Miami Miller School of Medicine. Lichtenberger lives in Miami.

SONIA BEATRIZ RICHARDS, A.B. '10, psychology, is an academic advisor in the Department of Psychology at the University of Miami. Richards resides in Coral Gables.



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Ambassadors
OF THE COLLEGE

Meet the 2010-2011 Student Ambassadors of the College of Arts & Sciences, a talented and diverse group of students selected from nominations by the College's department chairs and program directors.

Fabiana Barnabe
CLASS OF 2011

The Student Ambassadors can be instrumental in integrating the arts and sciences curricu-lums so that students from different fields communicate and share ideas while at UM and grow in many diverse ways. Integrating the social sciences, natural sciences, and the arts is essential because that is how the real world works: everything is interconnected.

Jennifer Beaudry
CLASS OF 2010

By being part of this group I am able to better myself and enhance my abilities to come up with unique solutions to problems throughout campus; this is a talent I expect will be useful in whatever future employment I find myself in.

Timothy Bishop
CLASS OF 2011

It has been a great honor, but also very humbling, to be a part of such a diverse group. Everyone has so many varied talents and interests. It really speaks for the College of Arts and Sciences' goal of providing excellent broad-based education to foster a lifelong love of learning.

Larry Cederberg
CLASS OF 2011

Through its members, advisors, and events, the program allows for the exposure of some of the University's lesser-known depart-ments. My goal during my tenure is to inspire students to delve into less familiar subjects such as Classics.

Mia Esposito
CLASS OF 2011

Being a Dean's Student Ambassador combines two very important aspects of my life: educa-tion and leadership. As an Ambassador, I am not only able to aid in the education process but also serve as a leader within the College of Arts and Sciences, seeking to answer any questions or concerns that students may have.

Rafael Jaciel Hernandez
CLASS OF 2011

With our every effort as Student Ambassa-dors, we slowly build a better-informed and potentially better-guided student body. It is our business to communicate to others the details and hidden benefits of the College, and as we educate those around us, they themselves may pass the information on to their peers, amplifying our efforts for years to come.

Megan Moran
CLASS OF 2012

The Student Ambassadors help to create a more unified CAS population. We represent students from many departments in CAS, and we help in giving the smaller departments, like theatre arts, a greater voice.

Chris Sterwald
CLASS OF 2013

As Student Ambassadors, we are responsible for being a "face" of the College of Arts and Sciences. The students at UM are diverse and industrious, and we Student Ambassadors function as a cross-section of the student body in general. I think that's an important image to present.

Sagette Van Embden
CLASS OF 2012

The most fulfilling aspect of being a Student Ambassador was assisting incoming fresh-men at the College of Arts and Sciences Open House. Being able to answer questions and help ease some anxiety for graduating high-school seniors was truly rewarding.



Clockwise from center top: *Megan Moran, Timothy Bishop, Jennifer Beaudry, Rafael Hernandez, Fabiana Barnabe, Sagette Van Embden, Larry Cederberg, Amanda Gomez, Remy Bordas, Mia Esposito, and Christopher Sterwald. Absent: Juliet Wong, Jenessy Rodriguez.*

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