

Fall 2013

Burn Brightly

IN SEARCH OF THOSE WHO CARRY THE
TORCH AND THOSE WHO SHINE BRIGHTEST,
WE UNCOVER CAMPUS GEMS THAT COMPRISE
A SPARKLING SELECTION OF LSA BRILLIANCE.

This rare papercut from China's Cultural Revolution
was almost lost forever, but now is available as part
of a stunning collection for researchers worldwide.

Turn to p. 16 for more.



UPDATE

Lighting the Way

IT TAKES A LOT OF ENERGY to make something burn brightly. The same is true of an idea or a person. It's easier to go along as one of crowd. The status quo is comfortable.

It takes curiosity, stamina, and that all-important spark to kindle greatness, and it takes a Michigan Victor to keep the spark burning as a flame. Leaders and Victors shine brighter than their counterparts because they have figured out how to burn — even amid shadows. But how do they ignite and feed their individual sparks?

The Victors in this issue all exemplify one consistent theme: Their brilliance defies logical, run-of-the-mill thinking. Just as the massive secrets of the universe can be unlocked by the tiniest particles, Victors are brave enough to embrace the contradictory.

Victors who help others get ahead. Those who serve others become leaders. Victors who give get the most back. Those who strive for deeper understanding throw out much of what they think they know.

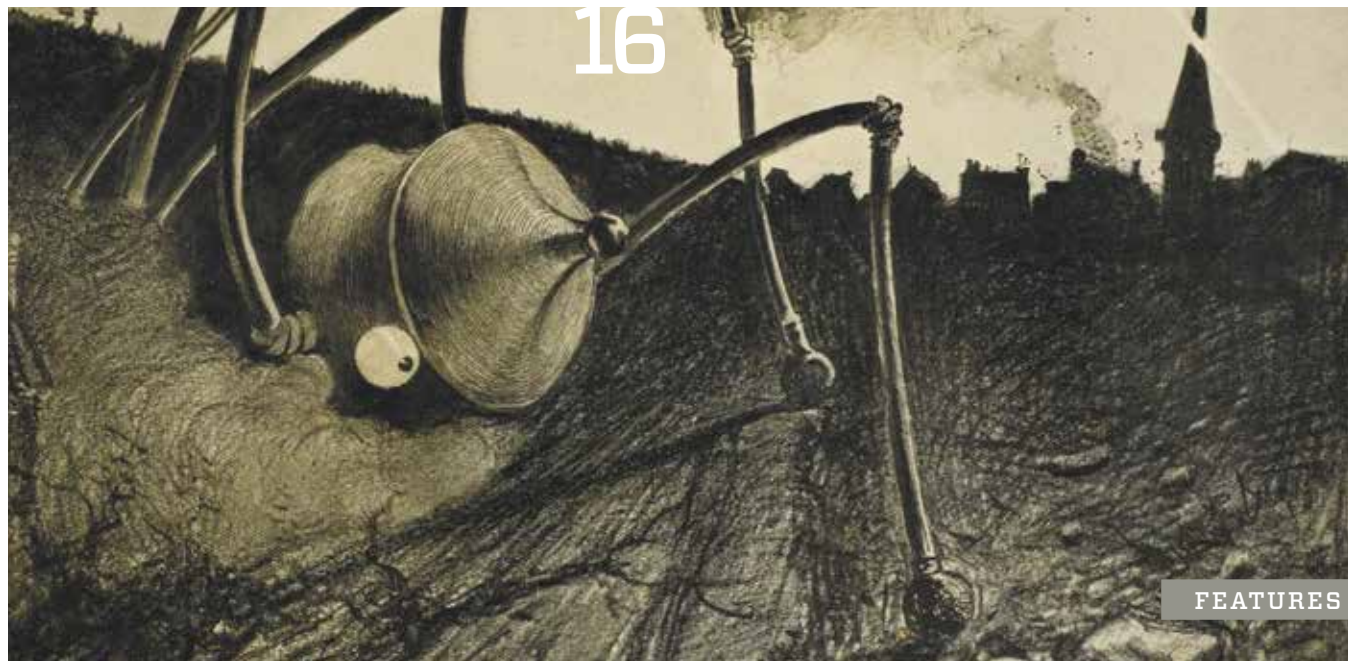
Leaders who have found a way to unleash their light didn't just pull it out from under the bushel. They used the bushel itself to light a thousand other fires.

Five Things True of the Victors in This Issue:

- They look at things differently than everyone else. Victors will tilt the lens and get curious about the details that others overlook.
- They stick with things. Their passion drives them for not just weeks or months, but years. They carry projects big and small through to completion.
- They make mistakes. Everyone does, after all, but instead of being beaten down by not succeeding the first time, Victors often embrace failure in order learn from it.
- They recognize and seize opportunities. Risk-taking is a part of this skill set, and Victors move outside of their comfort zones.
- They work for the greater good. It's not all about self-interest, but serving a larger purpose.



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Toilets, Ladies, and Exercise

The first Dean of Women, Eliza Mosher, thundered onto campus in 1897 denouncing corsets, teaching hygiene, and forever altering Michigan.

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Fostering Excellence

WHEN I MOVED TO ANN ARBOR as an assistant professor, I could hardly believe my good fortune. I had arrived at a campus that was rich with history, bursting with intellectual excitement, and filled with talented students and world-class leaders — in my field and many others.

I was proud to join this great University and, many years later, I am both humbled and honored to serve as Interim Dean of the College of Literature, Science, and the Arts.

LSA is the largest and most varied of the University's 19 schools and colleges, serving nearly 20,000 students. More than 40 of our academic programs are ranked among the top 10 in the nation, and five of our programs are the best in their fields. Our students exhibit impressive talents and initiative, and care deeply about the world beyond the classroom. Our faculty have been recognized with a wealth of prestigious awards. Our facilities are world-class. It's corny but true: I am truly inspired by leading this spectacular College.

As the College continues its search for a permanent Dean, my first goal is to maintain and nurture excellence. This involves continuous, ongoing attention to every aspect of LSA, from architectural blueprints and budgets to student credit hours. I will appoint outstanding faculty to academic leadership in departments and units. I will work closely with units to ensure that our students have the courses

they want and need, as well as access to exciting and valuable opportunities outside the classroom — including research, internships, and international experiences. I will work to support faculty and student research and innovation in all the divisions of the College. I will ensure that the College maintains its strong commitment to diversity. The College will move forward, even as it transitions.

A significant focus of this academic year is the next fundraising campaign, which is launching in November. The College's goal for the campaign is ambitious — necessarily so, because State support for higher education has been greatly eroded in years past: a decline of 32 percent since 2008. As such, private funding is now absolutely critical to ensure that educational access remains open to a variety of students. One key element to this success is student scholarship support. It is my goal that LSA will lead the University in raising support to enhance the student experience, generate new and innovative programs that meet students' ever-changing needs, and reward the research and teaching of exceptional faculty.

The campaign will also help us garner support in our work to preserve the liberal arts and sciences. In a challenging economy, many question the value of studying fields that do not provide technical or job training. A liberal arts education allows students to adapt to rapid changes, new fields, new technologies, and new challenges. In an increasingly complex world, liberal arts graduates continue to contribute in an astonishing variety of ways. That's what an LSA education is all about.

LSA has been my academic home for 30 years, and it is my pleasure and honor to "give back" this year, with my administrative service. I welcome your thoughts and comments, and invite you to email me at lsa-dean@umich.edu.

Susan A. Gelman

Heinz Werner Distinguished University Professor
Professor of Psychology
Interim Dean



INSIDE LSA

Susan A. Gelman

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www.lsa.umich.edu



Wherever this symbol appears in the magazine, you can find expanded content on the LSA Today website.



PORTRAIT OF THE ARTIST

Meet artist and alumnus **Jason Polan**, who is endeavoring to draw every person in New York City (p. 59), and see more of his work capturing the essence of everyday moments in our online slideshow.



THE CAPITAL STEPS

LSA's Michigan in Washington (MIW) Program helps students intern at places like the French Embassy and the U.S. Senate.



SOMETHING FISHY

John Kuwada's team studied zebrafish to find a link between a gene mutation and a devastating muscular disease.



TEACH FOR THE STARS

A U-M astronomy class at Kitt Peak National Observatory is the first of its kind in the country.



Plus!

Read past issues of *LSA Magazine*:

www.lsa.umich.edu/alumni/magazine



LSA MAGAZINE IS PUBLISHED TWICE EACH YEAR BY THE UNIVERSITY OF MICHIGAN COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS

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Lights Out

I enjoyed the article titled “Lights Out.” However, Ms. Babic states “plans for new colliders are underway internationally — but not domestically.” This is an absolutely false statement. The National Superconducting Laboratory (NSCL) at Michigan State University (MSU) was already home to the most powerful superconducting cyclotron in the country. In 2008, MSU won a competition to host the new Facility for Rare Isotope Beams (FRIB). Pre-construction work for FRIB is already complete. Project completion is expected in 2021, with potential for early completion in 2019.

David Kirkpatrick

Editor's note: Thanks for bringing this exciting science to our attention. We apologize for the error.

Left Behind

Lara Zelin's tract reviewing Professor De León's study of illegal immigrants' tragedy and detritus is fascinating and illuminating, but I must take exception to the “los desaparecidos” analogy. The latter are truly innocent victims of brutal, repressive dictatorships. The subjects of De León's study, however enveloped in tragedy and misfortune, are willfully committing a crime by entering a foreign country illegally. I would certainly not be welcomed to Mexico (or any other country) if I did the same. The large number of people involved does not change the essential nature of this act: It is a crime. The problems created in the host nation require proper, thoughtful, and just solutions.

Robert Kraff ('67, M.D. '71)

Radio Free Ann Arbor

How much fun to read about student-run WCBN radio, a far cry from the way it was when I was a staffer, mostly in 1958–1962. If I recall correctly, we got a United Press International news ticker in exchange for running cigarette ads. One to-do was over whether we could run beer ads — the answer was no.

Len Wiener ('62, M.A. '64)

The article mentions the station's 35,000 vinyl records, but the collection would have been larger had the station not culled and given away many albums, a few of which I have (although they were pretty beat when I got them). Also culled but yet to be disposed of were cardboard boxes filled with 45 rpm records called barfies (for the reaction one had when listening to them). I rescued two of them, and their obscurity rests with me.

Tony Moss ('71)

Most popular letter-generating article:
“Radio Free Ann Arbor”



You made me want to listen to WCBN when I'm in Ann Arbor but you forgot to include the number on the FM dial into which I should tune.

Tommy Zamplus ('70)

Editor's note: 88.3 FM. Sorry for the omission, and happy listening.

Registration Incarnations

The CRISP program was written in my father's (Professor Bernard Galler's) graduate computer science course. In 1972, this program was called “real-time programming” in that it was updating a database that was used by multiple people at the same time. In today's world, with “online every-

thing,” this is not very amazing. But the CRISP program was developed 10 years before the first relational database system and 10 years before the first IBM Personal Computer. The programming languages and available technology didn't exist at that time to easily create this type of program. It's easy to lose sight of just how far computer science has progressed in the last 40 years.

Glenn Galler ('82)

In the 1950s, we waited in interminable lines to complete registration. Long forms with perforated edges, which we jokingly called “Railroad Tickets,” were used. At each station, one portion would be torn off.

Lisa Kurcz Barclay ('53, M.A. '54)

CORRECTIONS

Amanda Krugliak (U-M '84), curator of exhibits for the Institute for the Humanities, should have been listed as an artistic collaborator with Richard Barnes and Jason De León regarding the “State of Exception” exhibit (p. 14). Our piece “Friendships, Fissures, and Fission” (p. 50) stated that Samuel Goudsmit left U-M in 1946 to run the Brookhaven National Laboratory. In reality, he was a senior scientist there, not a director.

TALK TO US

We invite your feedback on *LSA Magazine* content or on topics related to the College. Letters for publication may be edited for style, length, and clarity.

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Or write to:

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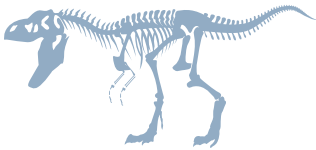
\$50 million

The amount of **Helen Zell's** recent gift that permanently funded LSA's Master of Fine Arts (M.F.A.) Creative Writing Program, which was named the Helen Zell Writers' Program in her honor.



Falcon, Freestyle, Statesman

Names of slip-resistant shoe styles invented by **Matthew K. Smith ('93)**, founder and CEO of Shoes for Crews.



Dinosaurs and Other Failures

What is an American?

Property and "Pwnership"

SAMPLE **COURSE TITLES** FOR THE FALL 2013 SEMESTER

Ancient Burger Vans

A news headline inspired by the work of **Richard Redding**, a research scientist at the Kelsey Museum of Archaeology, who is investigating the diet of the Egyptian pyramid builders.



A mashup between LSA's Museum of Zoology and a "Making Science Visible" class in U-M's Stamps School of Art and Design has resulted in a Tumblr that shows students' work through drawing, photography, radiology, and biology illustration: makiningsciencevisible.tumblr.com



@noahkaczor

I've never been this excited for school to start. It can't come soon enough!!
#michigandifference
#goblue

@kdemens25

I'm going to miss this place so much
#BlimpyBurger
#legendary

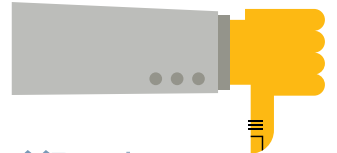


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H.R. 925

The bill number for The Securing Accountability in Foreign Embassies (SAFE) Act, introduced by Congresswoman **Grace Meng ('97)** (D-NY) and Scott Perry (R-PA) in the wake of the terrorist attack on the U.S. Consulate in Benghazi, Libya. The bill was passed by the House Foreign Affairs Committee in August.



“Rather than enhance well-being, we found that Facebook use predicts the opposite result—it undermines it.”

LSA ASSISTANT PROFESSOR OF PSYCHOLOGY **ETHAN KROSS**, LEAD AUTHOR OF A NEW STUDY EXAMINING FACEBOOK INFLUENCE ON HAPPINESS AND SATISFACTION.

Here it is, Washington in all its splendid, sordid glory: the pols, the pundits, the Porsches. Plus the hangers-on, the strivers, the image makers and the sellouts, all comprising what Mr. Leibovich calls “a political herd that never dies or gets older, only jowlier, richer and more heavily made-up.”

A PORTION OF THE *NEW YORK TIMES* BOOK REVIEW FOR *THIS TOWN*, A SKEWERING PORTRAIT OF WASHINGTON, D.C., WRITTEN BY **MARK LEBOVICH ('87)**



brilliant!

A lesson learned while working on the “Burn Brightly” issue:

Talbots is not only the name of a famous ladies’ clothing store, it’s a measurement of light: the energy transported by a light flux of one lumen in one second, to be precise.

Who knew?

1923

The year that architect Albert Kahn unveiled the building that houses the Clements Library. In February 2014, the Clements will undergo a \$16.8 million renovation that will add 3,000 square feet of space.

Soon I am no longer here.
I am dreaming.
I am with a pack of dogs.
They are my dear friends.
We are running fast.
Everywhere it is beautiful.



FROM *BITE THIS BOOK* (MIRROR PUBLISHING, 2012), A COLLECTION OF POETRY FOR DOGS BY **LONY RUHMANN ('77)**

\$6.00

The price, as of July 2013, for two students to play billiards after 6:00 P.M. in the Michigan Union’s Billiards Room.



“Don’t mind me, I’m just testing the limits of my waterproof mascara. **Yep, there it is.** Good to know for the future.”

THE CHARACTER ANNABETH ON THE TELEVISION SHOW *HART OF DIXIE*, IN AN EPISODE DIRECTED BY **DAVID PAYMER ('75)**.

IS IT A BLACK HOLE OR A NEUTRON STAR?

Presentation title for LSA senior and astronomy major **Victoria Myers**, who participated in the spring research symposium for the Undergraduate Research Opportunity Program (UROP). This year, UROP turned 25, with more than 1,300 students engaging in research projects annually with faculty.



LOCATION, LOCATION, LOCATION

The origins of several stories in this issue and online:

- | | |
|--------------|---------------|
| Japan | New York City |
| Pennsylvania | Egypt |
| Space! | Australia |
| Nashville | Seattle |
| Turkey | |



In Play.

YOU CAN HELP.

Brittany Lee is an LSA senior whose tight financial situation made her dream of attending Michigan seem remote. However, thanks to the support of generous LSA alumni, Brittany is finishing her final year at U-M and serves as co-captain of the Michigan volleyball team, all while working two jobs.

CONSIDER THE FUTURE.

Brittany's scholarship gives her the chance to receive a world-class education without having to abandon her passion for volleyball. Brittany hopes to use the knowledge and skills she's acquired at LSA to get a job with a professional sports team, and aspires to one day continue the cycle of giving back by creating her own scholarship for students.

TAKE ACTION.

Give a gift today to help Brittany and countless U-M students like her make the Michigan Difference.

Move forward. Give back.

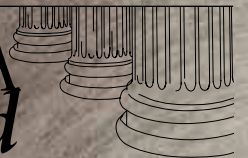
EVERY GIFT MAKES A DIFFERENCE.

LSA
Fund

Supporting Excellence

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Kindling

BRILLIANCE

brilliance

LIGHT IS EFFICIENT.

It travels in a straight line along the path of least resistance. But sometimes an event, such as an exploding star, will create a light echo in which a burst of brilliant light reflects off the surrounding particles, illuminating normally invisible gases and dust, and then arriving, instants later, into view.

LSA faculty, students, and alumni operate on much the same principle, following their flashes of insight and clarity, while also being aware of what else such lines of inquiry might illuminate—and then synthesizing and absorbing those insights, too.

Professor Adam Grant typifies this phenomenon. By highlighting the components of professional success, his research reveals that though some high achievers are driven largely by their own ambition, others are also fueled by a desire to see how their efforts have an impact on the world. The indomitable Eliza Mosher, the first Dean of Women, blazed a trail on campus that promoted the health and development of female students. And our random moments of brilliance across campus illuminate incredible genius: From the Middle English Compendium, which keeps the language supple for scholars around the world, to Professor Douglas Richstone, whose research has established a foundational understanding of black holes, these stories create a stained-glass window of information and inspiration.

LSA nurtures genius. It creates a place in the mind and in the world that cherishes innovation and kindles brilliance of all kinds.

Species Victorious

A new breed of professionals is working its way up the success ladder. According to research by alumnus Adam Grant, good guys really can finish first. He gives us a bird's-eye view of how to take flight in business and beyond.

by Mary Jean Babic



Passenger Pigeon.
 COLUMBA MIGRATORIA, Linn
 Male, 1. Female, 2.

Everyone knows that to achieve professional success you have to look out for yourself. Take on a low-visibility project? Mentor someone who can't elevate your status? Career suicide. And if your natural inclination is to help others and share credit, on the belief that everyone benefits when the group does well, have fun languishing on that dead-end rung of the corporate ladder.

Adam Grant (Ph.D. '06) is here to tell you that there's another way.

For more than 10 years, Grant, a hugely popular Wharton School professor who completed his master's and doctoral degrees in organizational psychology in LSA, has been exploring how people's reciprocity styles at work impact success. Are they *givers* who consistently contribute more than they get back in terms of time, energy, knowledge, and connections; *takers* who extract more than they put in, giving only when it benefits them; or *matchers* who strive for tit-for-tat? In study after study across occupations, Grant has found that, contrary to what many a Gordon Gekko acolyte may think, givers score higher than takers or matchers on many measures of success, such as income and productivity. Great news for givers, but it's not without peril: the people at the bottom of success scales are more likely to be givers, too. Good guys can indeed finish last, but they don't have to. And more often than we realize, they actually flourish.

This past April, Grant published *Give and Take: A Revolutionary Approach to Success* (Viking, 2013), and it's been a *New York Times* and *Wall Street Journal* bestseller ever since.

In it, Grant lays out his highly readable, exhaustively researched argument — even the footnotes reveal insights — that great professional gains await givers who come out of the shadows, and offers guidance on how givers can avoid becoming doormats. He

profiles successful givers from disparate fields — a young Abraham Lincoln, the founder of Freecycle, writer and producer George Meyer of *The Simpsons* — and also offers some surprising illustrations of takers. Jonas Salk? Michael Jordan? While both have gone down in history for their accomplishments, Grant believes that their taker behaviors — Salk's notorious failure to share credit for the polio vaccine; Jordan's inability to heed advice as an NBA executive — harmed them later in their careers.

Jane Dutton, the Robert L. Kahn Distinguished University Professor of Business Administration and Psychology, was Grant's dissertation adviser and has collaborated with him on several projects. She says he's "changing the conversation in business schools, from greed to good. He's helping people reimagine on what basis they can succeed at work. Before, the dominant perspective was that you had to walk over people to succeed." She adds, "I don't think I'm exaggerating when I say that in my academic life I've never had a chance to work with someone like him."

While many of the book's ideas took root in Grant's upbringing and undergraduate days at Harvard, it was at U-M, he says, with apologies for "a bad garden metaphor," where "they very much were watered and grew."

Most people naturally practice generosity in their personal relationships, but, as Grant points out, we spend the majority of our waking hours at work. Confining giving to the personal sphere leaves a huge void in a significant part of our lives. While plenty of people have miserable jobs, Grant says, an overlooked problem is that people have perfectly fine jobs that don't impart the sense that they're contributing anything of consequence. "There are a lot of people who are really searching for meaning," he says.

That thought was the underpinning for Grant's signature work at U-M: motivating fundraising call-center employees. Though completed several years ago, that study continues to have an impact today.

Inspiration Calls

It isn't often that a mother's heart breaks when her son goes to Harvard, but that's what happened when Grant, who grew up in a family of rabid Wolverine fans, set off for Cambridge, not Ann Arbor, for college. He made up for it by returning to Michigan for grad school in organizational psychology.

While at Harvard, Grant had a job selling advertising for *Let's Go* travel guides. There, he observed that the most motivated editors were the ones who had themselves used the guides while globe-hopping; they internalized the belief that their work resulted in something of value. Grant arrived at U-M eager to test the idea of connecting people to the impact of their work. He and his research assistant, David Lapedis ('05), contacted about 500 organizations, seeking permission to conduct their study. They got a single response: Michigan Telefund.

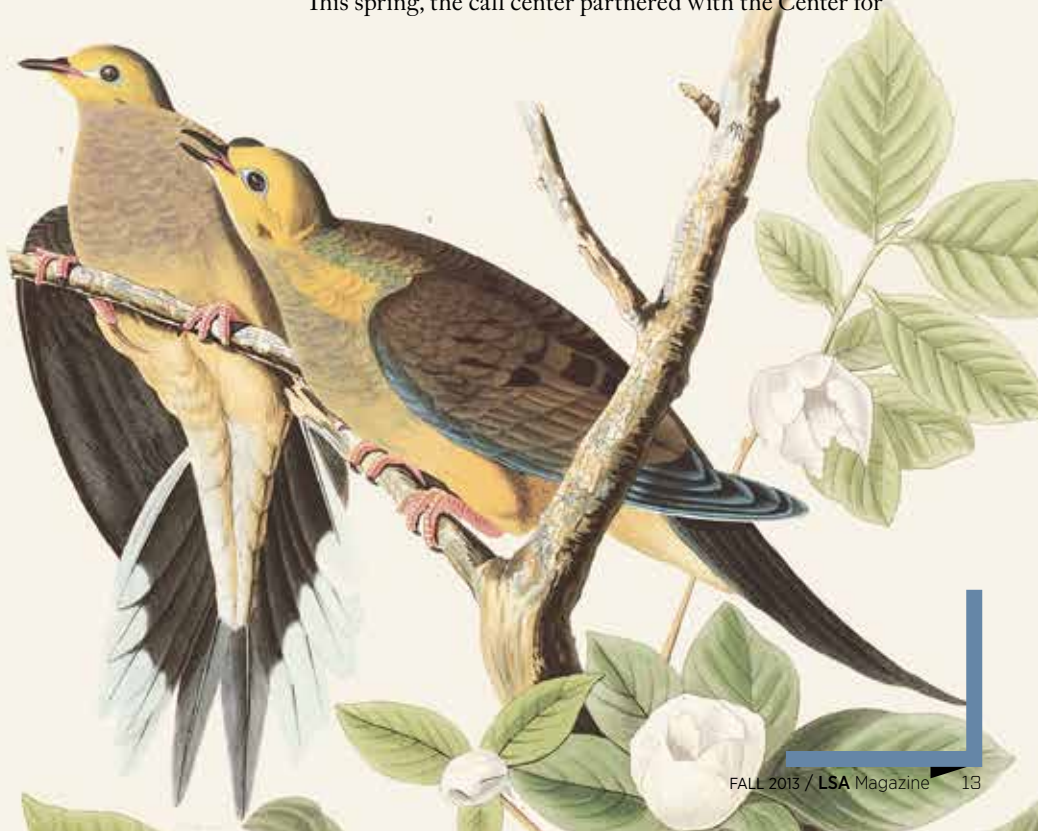
Michigan Telefund employs students who call alumni and ask for donations. Before that, Grant says, he hadn't even known the call center existed, but if he was looking for a workforce in need of motivation, he could hardly have found a better one. Callers often faced rejection and could be required to navigate difficult, and possibly heated, conversations. The entire staff could turn over in two or three months. After surveying workers to determine their reciprocity styles, Grant found that takers managed all right — they were motivated because the job was among the best-paying on campus. Givers, however, floundered. Grant saw a sign one day at the call center that gave him a clue why: "Doing a good job here is like wetting your pants in a dark suit — you get a warm feeling, but no one else notices." Givers, Grant says, need to be connected to the impact of their work.

The callers weren't aware that much of the money they raised went to scholarship support, to help kids who otherwise couldn't afford college. So, Grant designed a study in which he brought in a scholarship recipient who spent five minutes talking to the callers about how the financial support helped him achieve his dream of attending U-M. Grant then measured the results, which were jaw-dropping.

In the month after that single five-minute interaction, the average caller nearly doubled the number of calls made per week and brought in five times as much in donations. Grant himself didn't believe the data; he replicated the study six times before accepting the results as valid. While takers, matchers, and givers all improved, the gains were most dramatic among givers. Once they saw how their work mattered, they had the motivation they needed.

Grant's research is still felt at Michigan Telefund, and the call center is building on his work. Visits from scholarship recipients still happen, but now development officers also visit, to inform employees about their roles within the larger University philanthropy picture, says Kat Walsh, director of student engagement. Telefund plans to expand the visits to include others who benefit from alumni donations, such as researchers and internship holders. While employee turnover remains high, Walsh says Telefund is providing more resiliency training, to help employees learn that "no" is a part of the job and not a bad thing. It's all geared toward driving home that message that "the work that they're doing is really changing lives, and that's really empowering for our students," Walsh says. "That's what's so powerful about [Grant's] research and positive organizational psychology."

This spring, the call center partnered with the Center for



Positive Organizations in U-M's Ross School of Business for a competition in which student teams submitted ideas for improving employee morale; Grant served as a judge. Several of those ideas — from defining Telefund's core values to having students define their own work goals — are being implemented.

While others sometimes do, Grant does not place his work within the positive psychology movement. "Positive psychology has been an extremely useful way of making sure that we don't ignore the positive end of the continuum, but I wouldn't want to do just that," he says. In his book, he takes pains to point out the bad things that can happen to givers as well as the good — for example, the financial planner who helped a colleague, only to have the colleague turn around and steal his clients. "I want to study the whole continuum," he says.

The Opposite of Zero-Sum

Promoting the book this spring and summer has kept Grant even busier than usual and has garnered him a good amount of media appearances, such as on NBC's *The Today Show* and NPR's *The Diane Rehm Show*. In March, he was the subject of a lengthy cover story in *The New York Times Magazine*.

In much of the coverage, it is Grant himself, as often as his ideas, in the spotlight, and it's easy to see why. At 32, he's already mounted a remarkable career, both within and beyond academia. He was 28 when he came to Wharton, and is the school's youngest tenured professor. He's published more than 60 research papers and won prestigious academic awards, and also frequently writes for mainstream media, such as *The Huffington Post*, *The Washington Post*, and *Time* magazine. And he's consulted for a wide variety of organizations, such as Google, Facebook, Pixar, the NFL, and the U.S. military.

It's hard to believe he'd have any time left to teach, but that's the one thing he'd never stint on. "Teaching is by far my favorite part of the job," says Grant. "If I had to choose between teaching and everything else, I would quit everything tomorrow and just teach."

This stems in large part from his undergraduate experience at Harvard. While many of his peers complained about professors caring more about research than students, Grant found just the opposite. "More than anything else, college for me was a chance to learn from really great minds who took an interest in the people that wandered into their classes and office hours," he says.

"I became really excited to pay that forward."

It's not for nothing that he's Wharton's highest-rated professor. Each student gets his cell phone number and his promise to respond to their emails within 24 hours. In August 2012, *Bloomberg Businessweek* named him one of its "favorite professors."

This is no news to the first students Grant ever taught, at U-M. Almost a decade after working with Grant in his Impact Lab, many remain close with Grant and uphold the giving principles learned under his tutelage.

"I just would not be where I am today without Adam, as a friend and as a mentor," says Melissa Kamin Busillo ('07). She joined his lab in the summer of 2004. He gave research assistants a lot of autonomy, she says — scheduling subjects, running experiments, analyzing data. "I remember so many times just hanging around and, it sounds so dorky, but we would talk about psychology and we would be so inspired."

Grant once listed Kamin Busillo as a co-author on a published paper. It was not the only time he put undergraduates' names alongside his on papers even though, Grant says, some advisers explicitly urged him not to. He politely disagreed. "I don't believe credit is zero-sum," he says.

Kamin Busillo works as an academic adviser at George Mason University. At one point she wanted to pursue a Ph.D. in psychology, but it was Grant, in fact, who helped her realize that she wasn't cut out for hours of staring at a computer, analyzing research. Her advising work provides her with no end of ways to be a giver, employing "some of the stuff that we were talking about in the research lab in 2004," she says. "It's so crazy to see such a fleshed-out and complete picture of Adam's principles." Last year, Grant and his wife, Allison (née Sweet, B.S.N. '01, M.S. '06), attended her wedding.

Josh Berman ('06) joined the Impact Lab his junior year. When Grant led discussions, Berman recalls, instead of lecturing he asked questions, drawing people out. "He wanted our thoughts, our participation," Berman says. "He wanted it to be like, 'Okay, what can you guys share? Because you're smart people.' A lot of profs don't do that."

Kamin Busillo and Berman both abide by one of Grant's credos, the five-minute favor: If you can spend five minutes doing something for someone — say, introducing two people by email — you should. "Why not do it?" asks Kamin Busillo. "And don't you feel better about yourself at the end of the day?"

Berman agrees: "You see the good things that happen, and that kind of becomes contagious. It's a much better way to live life."

When Berman was in film school at the University of Southern California, guest speakers regularly lectured at his program. What he saw reinforced lessons learned from Grant: Even in an industry as competitive as film, he says, "the only really consistent thing among all the stories we heard was that everybody got to where they are because somebody was willing to help them."

“You see the good things that happen, and that kind of becomes contagious. It’s a much better way to live life.”

A Former Frankenstein

Someone who advocates giving can hardly be parsimonious with his time, and Grant certainly isn’t. He answers pretty much every email he receives, promptly. He writes dozens of letters of recommendation for students every year. If he can’t help someone, he’ll refer that person elsewhere. He’s always about 10 minutes late, says Kamin Busillo, because he wants to answer just one more question. He has an astounding command of all the research he’s read, says Dutton, and if colleagues ask for his input, he’s always ready with detailed notes. In *The New York Times Magazine* article, writer Susan Dominus, who spent upwards of a year observing Grant, likened him to “some kind of robo-rabbi.” Dutton, Grant’s former adviser, wouldn’t want people to conclude that Grant is “some kind of machine,” she says. “He is truly a lovely soul.”

Certainly, someone who as a teenager trained six hours a day for four years in springboard diving — after initially showing so little aptitude that his teammates called him Frankenstein for his lack of flexibility — to become a two-time state finalist, All American, and Junior Olympic qualifier has a capacity for determination that most of the rest of us can only envy. But it’s not just that.

Grant remembers the first time he really noticed a diver. He was in eighth grade, and one day his mom dragged him to a pool so that he wouldn’t spend a beautiful summer day playing video games. During a break, a lifeguard climbed onto the diving board and executed — Grant remembers this precisely — a front two and a half and a full twisting one and a half. “I was mesmerized,” he says. And he wanted to do it. Diving gave him not only “a really fun feeling of being out of control yet in control,” it also gave him a way to overcome his childhood shyness. “I guess I thought if I learned to dive, I would have something to talk about with people, and we would have a way to connect,” he says.

A future path was taking shape as well during all those hours on the board. In the four pages of acknowledgments at the end of his book, the first person Grant thanks, after his grandparents and his parents, is his former diving coach, Eric Best, for showing him “that psychology was a major force behind success.”

Gender Matters?

In her *Times Magazine* article, Dominus suggested that one reason Grant can be so professionally productive is that his wife, Allison — a nurse practitioner who completed three degrees at U-M, where she and Grant met — stays home to care for their two young daughters. (They welcomed their third child in October.) It was the one thing with which Grant took slight issue.

“I have entire days where I don’t do anything but family,” he says. “I work at home three or four days a week and usually that means I stop working by 3:00 P.M., and I’m with my family until our daughters go to bed, and that’s when I’m answering those emails.”

Does he ever say no? “Hundreds of times a day,” he answers. Since the book came out, he’s fielded thousands of requests for phone calls, meetings, and other engagements. “I’ve taken the tiniest fraction of them, where I feel that I can have a unique impact,” he says. His priorities are clear: “Family first, students second, colleagues third, everybody else fourth.”

In July, an essay of Grant’s in *The New York Times*, headlined “Why Men Need Women,” incited something of a gender dust-up. In the essay, Grant quotes studies (none his) showing that men who have sisters and daughters tend to be more generous than men who don’t. “It’s often said that behind every great man stands a great woman,” the essay concludes. “In light of the profound influence that women can have on men’s generosity, it might be more accurate to say that in front of every great man walks a great woman. If we’re wise, we’ll follow her lead.”

He expected the essay to provoke readers. “What I did not anticipate was being accused of being a sexist,” he says. He thinks the essay was obviously pro-woman, but many of the 300-plus comments on the article begged to differ, protesting that it really just recycled the notion that women were only good for improving men. Grant answered his critics in a *Huffington Post* follow-up. He staunchly supports women in leadership positions, he says, but he hasn’t emphasized that because current bestsellers such as *Lean In* (Knopf, 2013) by Sheryl Sandberg and *The Athena Doctrine* (Jossey-Bass, 2013) by John Gerzema and Michael D’Antonio make the case quite well. “I just took it for granted that everyone already thinks that,” Grant says.

In his own research, Grant has found that gender accounts for differences in giving styles far less than many may think. “I want it to be about people, not Mars and Venus,” he says. But data for the so-called “daughter effect” were too compelling not to explore. His argument, he says, is “both/and”: women can provide excellent leadership in their own right while also inspiring the men around them. It’s nothing less than he wishes for his own daughters. “Both/and” also can apply to Grant’s larger view of what work can become — both meaningful and profitable — if giving is given a chance.

Mary Jean Babic is a freelance writer in Brooklyn, New York.



burn

EVERYONE KNOWS THAT LSA IS CHOCK FULL OF GREAT MINDS, GREAT IDEAS, AND GREAT TREASURES — BUT CURATING A COLLECTION WAS NO MEAN FEAT.

JOIN US ON THIS TOUR OF UNEXPECTED STORIES, A-HA MOMENTS, ARTIFACTS, COLLECTIONS, AND FAMOUS ALUMNI THAT WILL LEAVE YOU TOASTY WARM.

brightly

by Evan Hansen



“I have always been more interested in experiment than in accomplishment.”

—ORSON WELLES

A. Brad Schwartz ('12) spent his youth listening to *The Shadow* and *War of the Worlds*, fascinated by Orson Welles and old radio broadcasts. So one can only imagine how he'll feel this fall when the PBS show *American Experience* airs its special on *War of the Worlds* — an episode he co-wrote.

That project, “The War of the Worlds Letters: Orson Welles, Fake News, and American Democracy in the Golden Age of Radio,” has brought new understanding to the public reaction to the legendary airing. “I was able to disprove one of the major myths in American cultural history — that *War of the Worlds* caused blind and unreasoning mass panic coast to coast,” Schwartz says.

How does a college senior go about dismantling decades of conventional wisdom? With some help from U-M's Special Collections Library.

Schwartz learned that then-U-M professor Catherine Benamou had helped the library acquire many of Welles' personal papers. While they contained *Citizen Kane* production documents and even a valentine Welles had made for Rita Hayworth, it was the 1,400 letters containing listener reactions to the radiocast that he needed.

“These letters gave me hard data, representative of the country as a whole, proving that the vast majority of Americans who heard the show didn't think it was true. It speaks to the quality of the U-M Library, and to LSA's Department of History, which gave me this opportunity.”

(Opposite) Two martians being fired upon, from a 1906 Belgian edition of *War of the Worlds* illustrated by Brazilian artist Henrique Alvim Corrêa.

The Curious Case of American Culture

ON THE EVE OF ITS 60th ANNIVERSARY, THE LSA DEPARTMENT GOT AN UNEXPECTED SURPRISE

1953 2012 2013

American Culture is Born

At least, that's what everyone thought. In 1952, Rackham Dean Ralph Sawyer expresses interest in creating an M.A. and Ph.D. track in American Culture. Plans fall through due to lack of resources, but when Undergraduate Program Director Joe Lee Davis is named one year later, in 1953, the LSA program gets its genesis.

Let's Plan a Party! Let's Plan a Party!

American Culture is elevated to a full academic department in LSA. Planning begins for its 60th anniversary in 2013, which includes a fact-finding mission for more information on the Department's history, because everyone knows history is the secret to an amazing party. Alexander Olson (Ph.D. '13) volunteers for research duty and, after wading through boxes of old letters and bulletins, discovers a hidden truth that puts the celebration in jeopardy.

You Look Good for Your Age

Mon dieu! Sacre bleu! The truth is revealed: LSA actually began offering American Culture courses in 1935. The mistake likely came from the years during World War II in which LSA reduced course offerings.

“It's a lesson in our collective ability to allow important parts of our past to simply disappear,” says American Culture Professor and Associate Dean for Undergraduate Education Philip J. Deloria, “It's also a powerful reminder of the continual need to retrieve our history and to make it meaningful.”

The revelation means more than a few extra candles on the cake: LSA can now claim it is home to the oldest such program in the entire country. In your face, Harvard! **(Just kidding.)**

????????????????

60?
78?

Heart of Darkness

Black holes are by their very definition invisible. But for nearly 30 years, LSA Professor Douglas Richstone has been spearheading the quest to see the unseen. In the process, he and his colleagues have lent unprecedented understanding to one of the 20th century's most compelling topics, leaving a wake of rewritten textbooks in their path.

In 1984, Richstone received data from friend and fellow astronomer Alan Dressler regarding the galaxies M31 and M32. In 1987, they published the results from studying the data set: Unobserved objects were holding surrounding stars near the two galaxies' centers. The idea of this mysterious gravitational pull wasn't new, but the quality of the data allowed Richstone to eliminate all explanations for the phenomenon but one — an enormous black hole.

Subsequently, Richstone and his colleagues would perfect their research methods, directly examining

the gravitational influence of black holes. Beyond simply detecting black holes, the scientists began to predict their masses and postulated that black holes were the power sources for quasars, the brightest objects in the universe.

In 2011, Richstone identified two new black holes, the largest ever recorded, each 10 billion times the mass of our sun. The discovery confirmed the behavior of quasars, shed new light on how black holes and their surrounding galaxies interact, and cemented Richstone's place in history for his fundamental insights into how the universe works.

**A BINARY SYSTEM ORBITING NEAR
A BLACK HOLE.**





Paper Dynasty

SOMETIMES TREASURE IS HIDDEN IN PLAIN SIGHT.

Such was the case with 15 papercut images from China's Cultural Revolution recently rediscovered in LSA's Center for Chinese Studies. Archived around 1991, these rarities sat untouched until 2011.

Requiring less time and money than other art forms, papercuts have for centuries been the dominant form of folk art in China. Traditionally created for joyous occasions, they're almost always made using red paper applied to a white background. From that standpoint, this collection is no different.

However, Professor Wang Zheng notes, "What struck me as extremely valuable is that... these 15 papercuts actually present a historical narrative." The collection tells the history of the Cultural Revolution from the mid 1960s to 1971. Rather than propaganda commissioned by the Communist Party, these were crafted at a small art academy in Guangdong, a southern province far from the influence of Beijing.

Small historical pieces from the Cultural Revolution are very common, says Wang, but what is striking about this collection is that such a large art project in a fragile medium has been preserved so well. To share them with scholars and teachers, Chinese Studies had the pieces digitized and made available through U-M's library system.

BEAUTIFUL MINDS

RECIPIENTS OF THE MACARTHUR FELLOWSHIP—MORE COMMONLY KNOWN AS THE "GENIUS GRANT"—ABOUND IN LSA.

Susan Murphy (2013)

Statistics

Tiya Miles (2011)

Afroamerican
& African Studies

Melanie Sanford (2011)

Chemistry

Erik Mueggler (2002)

Anthropology

Vonnie McLoyd (1996)

Psychology

Thylas Moss (1996)

English Language
& Literature

Henry T. Wright (1993)

Anthropology

John Holland (1992)

Psychology

Alice Fulton (1991)

English Language
& Literature

Rebecca J. Scott (1990)

History

Ruth Behar (1988)

Anthropology and
Women's Studies

Robert Axelrod (1987)

Political Science

The

Daily

Beasts

Some Michigan Daily writers grow up to be journalists — and some become CEOs of major companies, or political analysts, or groundbreaking neurosurgeons. Here are a few alumni who got ink on their fingers when they were students.



DANIEL BIDDLE
Pulitzer Prize-winner and current editor at the *Philadelphia Inquirer*, co-author of *Tasting Freedom: Octavius Catto and the Battle for Equality in Civil War America*

REBECCA BLUMENSTEIN
Wall Street Journal deputy editor-in-chief

ALEXA CANADY
first African American woman to become a neurosurgeon, served as chief of neurosurgery at Children's Hospital of Michigan from 1987 to 2001.

LINDSAY CHANEY
senior news editor, *Variety*

THOMAS DEWEY
former governor of New York

RICH EISEN
NFL Network anchor

OWEN GLEIBERMAN
film critic for *Entertainment Weekly*

GAEL GREENE
food critic at *New York* magazine until 2008

AMY HARMON
Pulitzer Prize-winning journalist for *The New York Times*

TOM HAYDEN
former California state representative and senator

ANN MARIE LIPINSKI
Pulitzer Prize-winning journalist, current curator of the Nieman Foundation for Journalism at Harvard

DAVID MARGOLICK
contributing editor, *Vanity Fair*

ARTHUR MILLER
Pulitzer Prize-winning playwright, essayist

DANIEL OKRENT
first public editor of *The New York Times*, collaborated with filmmaker Ken Burns for several series on the topics of baseball, prohibition, and jazz

ALAN PAUL
former *Wall Street Journal* senior writer, author of *One Way Out: An Oral History of the Allman Brothers Band*

JEREMY W. PETERS
Pulitzer Prize-winning journalist for *The New York Times*

SHANNON PETTYPIECE
Bloomberg print and TV health correspondent

LISA POLLAK
producer, *This American Life*

EUGENE ROBINSON
Pulitzer Prize-winning journalist, political analyst on MSNBC

MICHAEL ROSENBERG
Sports Illustrated writer, author of *War as They Knew It: Woody Hayes, Bo Schembechler, and America in a Time of Unrest*

ADAM SCHEFTER
ESPN reporter

MIKE WALLACE (1918-2012)
American journalist, original correspondent for *60 Minutes*

BRUCE WASSERSTEIN
Chairman of Lazard Ltd., a global investment bank

ROBIN WRIGHT
award-winning foreign affairs reporter

AMER ZAHR
standup comic and Arab American blogger

M
E
D

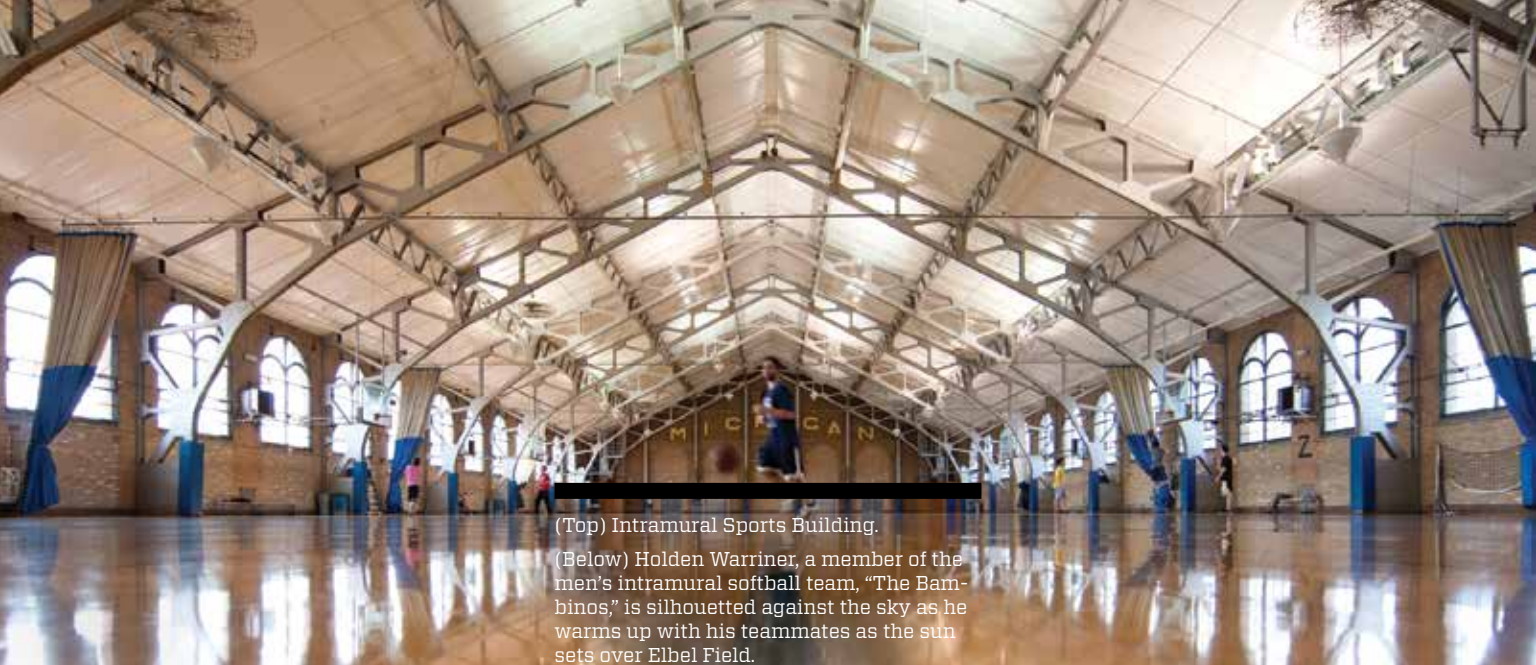
The Middle English Compendium is a searchable database that combines the **Middle English Dictionary** with texts and citations digitized by the U-M library throughout the early 2000s. Used by scholars throughout the world, it's particularly useful for those who want to know, say, that tharn means "viscera," and in what passages, poems, or prose tharn appears. The printed dictionary was developed at U-M from the 1930s to 2001, and at 15,000 pages, it occupies four feet of shelf space. Since the birth of the smart phone, the online version fits neatly in a pocket.

BOIDEKIN *n.* [also **boiteki macronn**, **bode-**, **bade-**, **boidkin**, **boit-**, **bod-**]
A dagger, stiletto; an awl or punch; a pestle; *as a name.*

VAUM-PEIINGE *ger.* [also **vampe(i)ng**, **vaunpeiinge**, **vaunpaiinge**, **vaunpinge**, (N)**vaumpeding**]

The repairing of boots, probably by providing either new insteps or entire uppers; also, attaching of leggings to shoes or boots.

MALSKREN *v.* [also **malscren**, **malstren**, and **maskeren**, **masken**]
To wander aimlessly; to bewilder; *ppl.* **malscrande**, **maskinge**, bewildering; *ppl.* **malskred**, bewildered, confused.



(Top) Intramural Sports Building.

(Below) Holden Warriner, a member of the men's intramural softball team, "The Bambinos," is silhouetted against the sky as he warms up with his teammates as the sun sets over Elbel Field.

Sports for All

In the late 1800s, students would organize sporadic on-campus athletic competitions, dorm vs. dorm or "the Laws" vs. "the Lits." In 1913, however, that all changed with the advent of the first formal intramural sports program in the country—a distinction U-M shares, coincidentally enough, with a certain scarlet-clad school to the south.

The program's first director, Elmer Mitchell, is credited with coining the very term "intramural sports" and for writing the first book on the subject titled, perhaps predictably, *Intramural Sports* (1928). Launching Michigan's program under the philosophy "sports for all," he and Fielding H. Yost oversaw the construction of the country's first dedicated intramural sports facility in 1928. The Intramural Sports Building, or IMSB, is the same building students use today. The IMSB is also where Program Director Earl Risky (1942–1968) invented paddleball, and, today, the National Paddleball Hall of Fame is housed there.

This year, on the program's 100th anniversary, 18,000 participants engage in everything from flag football to inner tube water polo, comprising more than 2,600 teams across two-dozen sports. Students play in and officiate up to 700 games in a given week. And while they might not hear "The Victors" after every big play, they're each part of Michigan's groundbreaking commitment to athletics.



Most popular intramural sports at U-M

FLAG FOOTBALL
304 teams

BASKETBALL
245 teams

INDOOR SOCCER
227 teams

SOCCER
223 teams

BROOMBALL
218 teams



In Support of the Speaker

DONATED BY THE CLASS OF 1913, THE ALBERT KAHN-DESIGNED LECTERN IN HILL AUDITORIUM HAS SERVED DOZENS OF DIGNITARIES AS THEY'VE ADDRESS THE MICHIGAN COMMUNITY.

Martin Luther King Jr. spoke twice on November 5, 1962—once on "Moral Issues in Discrimination" and, that evening, regarding "What Does the Negro Citizen Want."

Ross Barnett Slamming civil rights legislation and opposing the admission of African Americans to the University of Michigan, the Mississippi governor drew the ire of his Michigan audience in November 1963.

Vaclav Havel, Czech playwright, accepted an honorary degree in September 2000 encouraging students to "remain faithful to truth" to make the world a better place.

Archbishop Desmond Tutu, the 18th recipient of U-M's annual Raoul Wallenberg Medal, accepted the award as a "representative" of millions of humanitarians and called on students to remain hopeful.

ALSO AT THE STAND
Angela Davis
Stokely Carmichael
President Gerald Ford
Elie Wiesel
Ralph Nader

This text was repurposed with permission from the University of Michigan Heritage Project website, heritage.umich.edu, in a piece by Kim Clarke titled "The 1913 Lectern."



Birds in the Hand

When Abram Sager donated a small set of local bird skins to the University of Michigan as part of the Michigan Geological Survey in the 1830s, he could hardly know he was at the beginning of what would become a massive research resource. Today, the bird collections in the Museum of Zoology are among the largest in the world — approximately 210,000 specimens.

Thirty years after Sager's donation, 500 more study skins (an animal's preserved exterior) were acquired from the Smithsonian. The collection made a national name for itself between 1876 and 1894, when the curator, J.B. Steere, brought back more than 2,500 samples from his travels in South America and East Asia. An impressive 169 of 172 living families of birds are represented currently in the collections, encompassing 6,387 species.



(Clockwise from top) Gull bones, an ostrich skeleton, and a stuffed Great Gray Owl are part of the Museum of Zoology's impressive research collection.

The Ivory Billed Woodpecker is thought to be extinct, though possible sightings have been reported in recent years. The Carolina Parakeet, the only parrot species native to the eastern United States, went extinct in the early 1900s. Small tropical birds such as the Green Honeycreeper represent specimens collected from countries worldwide.

A MATHEMATICAL ANOMALY

ACTUARIAL SCIENCE: THE DISCIPLINE THAT APPLIES MATHEMATICAL AND STATISTICAL METHODS TO ASSESS RISK IN THE INSURANCE AND FINANCE INDUSTRIES.

When LSA Professor James W. Glover was looking to add instruction in his newly formed program in actuarial mathematics, then one of only two in the United States, he wanted someone with expertise in probability and statistics.

He found it in an alumnus named Harry Clyde Carver.

In 1915, at the age of 24, Carver received his bachelor's degree from LSA. The following year, Glover hired him to bolster his nascent actuarial offerings. By 1918, Carver was an assistant professor; in 1936, he was made a full professor of mathematics, eventually serving as an adviser to 10 Ph.D.s, though he hadn't acquired the degree himself. In a move well ahead of its time, Carver installed Hollerith tabulating machines — eventually the foundation of a company called IBM — for undergraduate use, and the program flourished.

Outside the classroom, Carver's interests were boundless: He founded the peer-reviewed journal *Annals of Mathematical Statistics*, routinely challenged his students to athletic contests, competed in Western Conference (Big Ten) billiards tournaments, and fostered an interest in aviation. During WWII, he studied and taught aerial navigation and served the Air Force in England by gauging the effectiveness of air raids. After the war, he remained on U-M's faculty until 1961, while also continuing to advise the Air Force on new methods of teaching navigation.

Carver passed away in 1976, but his influence is everlasting. *The Annals* split to form two publications on probability and statistics — each the most prestigious in its field. And LSA's actuarial program remains one of the finest in the country.

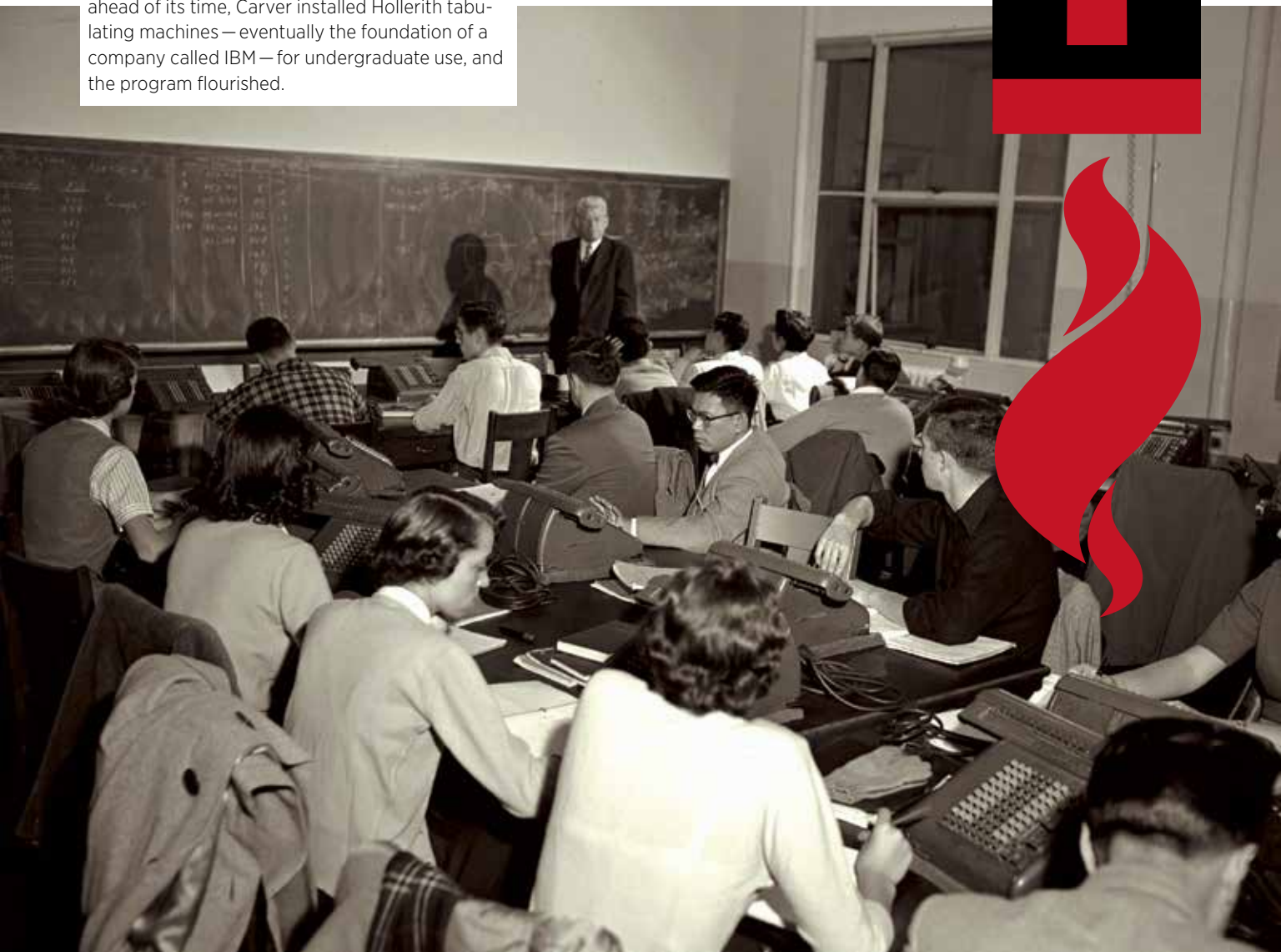




Photo by [unclear]



Toilets came to Ann Arbor with U-M President James B. Angell, who had one installed in the president's house in 1870. Improvements to sanitary conditions on campus would eventually extend to students' living quarters.

Toilets, Ladies, and Exercise

Also in 1870, the first female student, Madelon Stockwell, was admitted to U-M. By 1892, 531 women were enrolled at U-M. Eliza Mosher became the first Dean of Women in 1896, and worked to upgrade living conditions for both sexes.

by Fritz Swanson

Housing wasn't Mosher's only focus for campus health reformations. She made calisthenics a requirement for women (at a time when it could be improper just to say the word "leg") and designed female athletic apparel, eschewing the corset.

Dr. Eliza Mosher looked down at her womb. It was made of red silk. Directly above it was a coil of intestines, stitched together out of a fine yellow ribbon. A plump red heart hung amidst blue veins and red arteries made of string. ¶ The entire ensemble was draped across the bodice of her black dress. ¶ Before her was a class of young Victorian women with high collars, skirts that hid their shoes, and great leg-o-mutton sleeves puffed around them. These girls, all students at the University of Michigan in 1897, lived in a world where it was taboo to refer to their lower extremities—including the word “leg”—in mixed company because of the improper images it might conjure. But there they were, saying it and more in Mosher’s hygiene class, the first class of its kind in LSA.

As Mosher arranged her hand-made anatomical model, cupping the bottom of the silk uterus, all the ladies in the room drew in an uncomfortable breath.

It wasn’t the first time the controversial class had been taught, and it wouldn’t be the last. At least not with Mosher running things. Mosher was the first Dean of Women, the first professor of Hygiene and Public Health in LSA, and the first doctor to serve the students of the University of Michigan. She was unconventional for her time, and she was hardly beloved among students or her fellow faculty. But she was determined to fight for women’s health and equality on campus, creating a legacy that would result in safe, sanitary dorms, and comprehensive anatomy education for women — not to mention regular vaccinations.

In order to fully understand her impact, and how she came to U-M in the first place, we have to go back — way back — to the days when U-M had no campus housing and no women.

And there was also the small matter of a gymnasium.

A Loo, a Lady, and a Gym

Since the 1850s, and the time of U-M President Henry Philip Tappan, the University campus lacked personal accommodations for students. There were classrooms, a library, lab space, plenty of churches, and even an observatory built in 1868. But there were no dormitories. Tappan opposed them, preferring instead to convert the campus’s meager living spaces to scholarly use.

As a consequence, the all-male student body lived in boarding houses around the small town of Ann Arbor. The living accommodations were varied, and not always safe. There were no plumbed indoor bathrooms in the entire city, and there was poor sanitation, plus the typhoid and cholera that came with it.

But as the understanding of germ theory spread, and the need for better sanitation grew, the idea of cleanliness and bodily health came into fashion. In 1870, as James B. Angell was negotiating with the Regents to assume the presidency of the University of Michigan, one of his many conditions for taking the job was that a bathroom be installed in the president’s home. It was the first in Ann Arbor.

Also in 1870, the first female student was finally admitted to campus. Her name was Madelon Stockwell. And while the regents were debating toilets



for presidents, and the “dangerous experiment” of coeducation, they received their first request from students for a building of their own: a gymnasium.

Toilets, ladies, and calisthenics all arrived on campus together.

By 1891, the gymnasium was delayed, mostly due to funding issues. At least until Joshua Waterman, an alumnus from Detroit, donated \$20,000 to complete

it, as long as the University contributed \$20,000 of its own. Almost immediately, female students, now numbering in the hundreds on campus, worried they wouldn’t have the same access to the facility as men.

Though the off-campus housing had evolved into a benign detente between the sexes (where other universities were organized in dormitories with strict social codes, and operated *in loco parentis*, Ann Arbor had grown proud of its mixed rooming houses where men and women lived together), on campus anti-female sentiment remained strong. When directly asked about his own intentions in funding the gym, Waterman replied, “I have given the money to the women of the University as well as the men.”

Unfortunately, this sentiment did not sway the campus administration, and the new Waterman gymnasium was for men only.

Women protested by making an impassioned and well-respected plea to the Michigan legislature for money to build their own gym. They lost on the legislative front, but they gained an admirer: founder of the Michigan Women’s Club Movement, Lucinda Stone. She prevailed on two regents, Levi Barbour and Charles Hebard, for financial help. In 1895, Hebard and Barbour donated \$30,000 toward the project,

and stipulated that the remaining \$15,000 be raised through charitable giving. It was largely U-M women who answered this call, raising close to \$21,000. Architects at John Scott and Company were hired.

During this early design phase, in 1895, President Angell reached out to Mosher and offered her the position as the University’s first Dean of Women.

Offers and Negotiations

Mosher was tempted by Angell’s offer, but not easily swayed.

A graduate of U-M’s Medical School in 1874, she had been very happily running her Brooklyn, New York, practice for women and children. She had delivered hundreds of babies, and she had not lost any of them. She was the first physician at the Sherborn Reformatory Prison for Massachusetts Women, later becoming its matron, and she was ultimately succeeded by Clara Barton. Mosher taught at Wellesley as well as Adelphi University, was the women’s physician at Vassar College, and, as a consequence of her successful medical practice in Brooklyn, had been elected vice-president of the Brooklyn Pathological Society — the first woman to hold such a post.

When she was approached by Angell in 1895 to assume the role of Dean of Women, there were no female faculty at the University, despite years of lobbying from alumnae. She insisted that, if she came, she be appointed professor of gynecology in the Medical School.

Unfortunately, Dr. Victor Vaughan, Dean of the Medical School, who had been Mosher’s classmate, refused to allow it. As a counter offer, he proposed allowing her to assist him in instructing a hygiene class in the Literature Department. “There are many questions in hygiene,” he noted, “especially those concerning sex, which I cannot very well and do not discuss.”

Mosher declined Angell’s offer.

Undaunted, Angell took a different course. He accepted her refusal graciously and said the matter would rest there. But, he continued, since they were already corresponding, if it wasn’t an imposition, would she render her professional opinion on the proposed architectural design for the new women’s gym? She was, after all, well versed in anatomy and was a staunch advocate for physical education. She had long ago declared war on the corset, had designed several undergarments to replace the dreaded device, and even had designed a new bicycle seat specially suited to the female anatomy.

She replied with a list: a whole new plan for window placement, along with a fully developed, four-year curriculum for physiology, psychology, hygiene, and health. Angell answered by offering her the gymnasium: She would run it in every detail, be given the title Dean of Women, be the campus physician, and

When she was approached by Angell in 1895 to assume the role of Dean of Women, there were no female faculty at the University, despite years of lobbying from alumnae. She insisted that, if she came, she be appointed professor of gynecology in the Medical School.

would be granted the rank of full professor in the Literary College, where she would, alone, teach the hygiene course.

With her own building to rule, and with the rank of professor, Mosher accepted, arriving on campus in 1897 just as the gymnasium was being completed.

“I Learned How in Prison”

Mosher's new position was received with mixed feelings by women on campus and by University alumnae. Many of these women, Mosher among them, had braved Ann Arbor's boarding houses, and their grime, along with the men. Those women had stood in line by the old post office to buy their firewood, just as the men had. Those women had excelled in the classes, just as the men had. But the men had built their own gymnasium, and more and more of them were forming fraternities in order to privately build better living

spaces for themselves. Women had entered into the new sorority movement, but as the minority population on campus — and without the right to vote for legislators who could champion their causes — their resources could hardly be considered equal. Mosher, if questionable, was at the very least necessary.

With her white hair in a severe pompadour, and steel-rimmed glasses, this imposing woman who had kept female prisoners in line arrived on campus with her favorite horse, two maids, and no family. As Dorothy McGuigan notes in her history of women on U-M's campus, *A Dangerous Experiment* (Center for Continuing Education of Women, 1970), Mosher “instituted health examinations for entering students, marched them up and down, measured them from head to toe, criticized their posture, and denounced their corsets.” She made calisthenics a requirement, and designed a uniform for the gymnasium: “knee-length bloomers made of no less than 12 yards of black serge, worn over a white flannel under-blouse.”

McGuigan went on to quote a former student, Ellen





Bach: “She marched us around like a regiment of soldiers. It was useless to say one word against physical education. Mosher called anyone who didn’t like it ‘just plain lazy.’”

Once, when a student protested and questioned the origin of these procedures, Mosher exclaimed, “I learned how in prison!”

This stern attitude was accompanied by regular vaccinations administered by a professional, and of course a comprehensive education regarding the anatomy of the human body. It was vivid, practical, and, to most of the students, quite shocking. “Her lectures on anatomy and physiology,” one student opined, “were horrible to us. She’d try on her silk organs like a dress and talk about them freely. It made us shudder.”

Mosher was puzzled that so few female students confided in her. She held Friday night dinner parties for students, but mostly men would come and she got along with them famously. By her second year, as many men as women had signed up for her hygiene classes. But over time, the women softened.

Florence Hazzard, in her profile of Mosher, described the thaw: “Those few students who braved her lair found her ready and able to give their problems skilled attention. Difficulties between roommates were ironed out; careers were chosen; financial help was given. ‘She is jolly,’ a girl would report, or ‘She is kind.’”

Students took to calling her their “other mother.”

Independent Women

Mosher may have been too busy doing her job to think much about how she was being perceived.

Hazzard describes a typical day for Mosher: up by 7:00 A.M., breakfast and prayers, then office work and classes. Then she saw patients, ate lunch, worked through until 5:00 P.M. Her first break of the day was a carriage ride around town, or tea with guests. Then dinner, again with guests, and entertaining. “At nine, without apology,” Hazzard wrote, “she would dismiss any guests present and retire for further work.” She stayed current with medical journals, graded, read, and then went to bed at midnight.

Mosher was driven by the health and prosperity of people. She had lost two brothers and a niece to tuberculosis, and these losses pressed her to pursue medicine even when her own mother declared she would prefer to see Mosher “shut up in a lunatic asylum” than

see her go to medical school.

In 1898, U-M’s Dean of the Medical School returned to Ann Arbor from the Spanish-American War with a revolutionary understanding of typhoid fever that prompted him to run for city alderman and implement a city-wide campaign to clean up sewage in everyone’s backyards. Mosher was doing her part to incorporate his findings directly into her hygiene class, and to continue to raise money to improve the gymnasium (by then called The Barbour Gymnasium after Regent Levi Barbour), and she was working to develop the Women’s League in order to make life on campus for women safer and more productive.

While Mosher felt that the sororities were successfully taking care of their own, half of the female student body was “independent,” and Mosher intended to have the League help them. She divided the women in the League into teams of 10, and asked each team leader to report directly to her. They used the gymnasium as their meetinghouse, and from there they staged many charitable socials that raised money for their projects. One of the most important of these was a registry of boarding houses, which Mosher administered.

When she retired in 1902 due to poor health, Mosher had established a strong system for fostering the health and development of women, and had provided the Women’s League with an organizational structure and a fund-raising apparatus that would serve it for decades. She had built, over several years, close ties with the Women’s Clubs all around the state, and with alumnae all across the country.

She was replaced by Myra Jordan, wife of the University’s assistant librarian. Jordan lacked an advanced degree, but she had a deep store of organizational skills and, under her care, Mosher’s full plans for the University finally bore fruit. Jordan built upon Mosher’s work cultivating donors for women’s health and safety, and she continued to tirelessly advocate for clean and safe living conditions.

Almost immediately, Jordan expanded and deepened the registry of Ann Arbor’s rooming house registry. She had all the houses inspected and certified

The birth of the modern campus was complete. Women on campus had a gym, a social union, dormitories, and a dean. With this massive new dorm on the hill, soon to be followed by many others, the campus had been irretrievably changed.

as League Houses, which required that they were consistently cleaned and that the women lodged there had equal access to common spaces.

Coeducation and the Dorm on the Hill

The strength of the Women's League and of the Barbour Gymnasium attracted more donors to the cause of coeducation. People were still dying of typhoid fever in turn-of-the-century Ann Arbor, and several donors stepped in to finally build the first dormitories on campus since Tappan had closed the living quarters more than a half-century earlier.

William Cook built the first dormitory for women to honor his mother, Martha Walford Cook, which opened in 1915. That same year, the children of Helen H. Newberry (whose husband, John, had been a member of the class of 1847) had a residence hall built in her honor. Regent Barbour believed that the living conditions on campus could be improved. In addition to supporting the women's gym in its early phases, he also started a scholarship for women from Asia in 1914. He hoped that educating more Asian women in the West would diminish the likelihood of war in the Pacific. When one of the first two women he sponsored, Mutsu Kikuchi, contracted typhus in Ann Arbor and later died in Japan, he was determined to improve campus living conditions. By 1919 he had completed a residence hall named for his own

mother, Betsy Barbour. Another house was donated by Judge Noah Cheever as a women's residence in 1921. For several years, these four buildings constituted the entire dormitory stock on campus.

All of the dormitories were for women, and all of them had been financed through gifts to the University, largely driven by concern over the health and safety of women on campus. Dormitories for men, many financed by the legislature, would follow.

In 1929, the Women's League built the Michigan League, after raising more than a million dollars for that purpose.

In 1930, on land with a hill donated by Detroit alumnae, the University built the largest women's dormitory to date. With 450 rooms, the hall was so large that two thirds of the certified League Houses were forced to close. By 1934 the number of women housed on campus was more than 700. The number of women living independently in League Houses was as low as 100.

The birth of the modern campus was complete. Women on campus had a gym, a social union, dormitories, and a dean. With this first massive new dorm on the hill, soon to be followed by many others, the campus had been irretrievably changed.

The dorm was called Mosher-Jordan Hall.

Fritz Swanson teaches in LSA's Department of English Language and Literature and is the founder of Manchester Press.

Sources: Bordin, Ruth. *Women at Michigan* (University of Michigan Press, 1999). Hazzard, Florence W. "Eliza Mosher—Medical Student," *Michigan Alumnus Quarterly Review*, Spring 1946, and "Eliza Mosher—Dean of Women," *Michigan Alumnus Quarterly Review*, Summer 1946. McGuigan, Dorothy Gies. *A Dangerous Experiment: 100 Years of Women at the University of Michigan* (Center for Continuing Education of Women, 1970). Rufus, W. Carl. "Twenty-Five Years of the Barbour Scholarships," *Michigan Alumnus Quarterly Review*, Winter 1942.



42.22° N, 83.75° W

From the **Halfway Café** to **unlearning strong leadership**, our tour of campus starts here.



CAMPUS

The “Odd Quad” Goes Mod

A new East Quad renovation marries state-of-the-art facilities with the dorm’s unique charm and history that students have always loved.

by Mary Masson

EAST QUAD ALWAYS HAS BEEN A LITTLE, WELL, ODD.

The Unabomber lived here. Shower heads were installed notoriously low, more for Hobbit-sized creatures, it seemed. A séance in the middle of the courtyard wouldn't surprise anyone.

It was grungy. A basement student-run cafeteria officially known as the Halfway Café, but better known as the Half-Ass, served tuna specials and greasy snacks amid impromptu entertainment — band jams, juggling competitions, or even spelling bees.

It was quirky. The labyrinthine layout had stairways that seemingly led to nowhere, and space was chopped up in puzzling ways with faculty offices located down dark corridors. But great little hideaways could be found on the built-in benches under the old leaded windows.

And it was home. The students of East Quad, most of them enrolled in the Residential College (RC), have always embraced the weird, slightly scuzzy, true charm of the “Odd” Quad.

So when the University undertook an extensive \$116 million renovation of the beloved East Quad, the concerns were often unusual. Of course.

“People said, ‘don't make it too clean,’” says Angela Dillard, professor and director of the RC. “They wanted us to preserve the charm and not turn it into a strip mall.”



Today, East Quad does look different. There's a sparkling new dining facility with gleaming equipment and micro-restaurant stations. The showers are almost glamorous: newly tiled with little dressing areas and showerheads placed at comfortable, human-sized level. Light pours into the basement through new multi-story windows.

But the exterior of the building, the oldest section of which dates back to 1938, didn't change. The windows retain their character. It still has the on-site Keene Theater facilities, photo labs, music labs, art studios, and professors' and administrative offices that are characteristic of the Residential College and the Lloyd Hall Scholars Program.

The fireplace still stands, with its dedication to Charles Ezra Greene, first dean of the College of Engineering. The difference is, now it actually works.



(PREVIOUS PAGE) **Students in front of a mural in East Quad's renovated dining space.**

(THIS PAGE, CLOCKWISE FROM TOP LEFT) **The exterior of East Quad was left intact**, save for new windows that make the most of natural light and help reduce energy costs. These same windows help light new community spaces throughout the building. Giving students access to shared areas to study, eat, and socialize was a focus of the renovation.



And one RC student has made it her quest to ensure the history of the place doesn't get lost in the shiny new halls. Rosie Levine, a senior this fall, immersed herself in East Quad lore beginning in spring 2012, organizing the East Quad Memory Project. The idea grew out of an independent study project to record information and personal memories about the RC's traditional home before the extensive renovation occurred.

She's collected stories, memories, video clips, and even a cookbook from the Half-Ass Café with groovy recipes from the 1970s. And now she's got a truly modern way to incorporate those stories into the new East Quad: QR codes have been posted at strategic locations, allowing students and visitors to scan and upload photos and more right on their smartphones.

"I reached out to every alum I could find, and collected all this amazing stuff. Everything was posted on the Bentley Historical Library website and placed in the collection," says Levine, a history major and museum studies minor from Wellesley, Massachusetts.

"I'm really interested in public history, in getting it to people in an accessible way."

As she toured the newly renovated building, the difference was evident as Levine gaped at the new art gallery (with rotating walls), the natural light flooding into the basement, and especially the new community bathrooms.

"In a lot of ways, East Quad needed these improvements to carry on. The quality of life will be better for students living here," Levine acknowledged, recognizing that East Quad has to compete for students who now find these amenities standard at institutions nationwide.

"But my dad was an RC student here in the '70s. The only reason I applied to U-M was to become an RC student. It's important that the history and the culture be preserved.

"I want to make sure incoming students know the rich history here. I want to keep that community alive." ■



In the Kitchen with **Chef Buzz**

Did you know grape tomatoes in amazing shades of purple, red, and even pink grow in Howell, Michigan, and can really kick up a caprese salad?

Or that peppers from Monroe, Michigan, pop up in a rainbow of six different hues, adding an irresistible splash of color to a dish?

Or that the unusual Yellow Transparent apple variety, grown in nearby Dexter, bruises easily but makes a beautiful sauce and a refreshing juice?

Chef Buzz does.

Chef Buzz Cummings has been a fixture at East Quad's dining facility for about seven years, bringing his expertise in quirky, local organic flavors to the menu for the Residential College and other students.

He's been known to take a big blue busload of students out to a Dexter orchard to climb ladders and pick apples and then to serve the apples up in pies. The kitchen is just another opportunity for education, he says, allowing students to establish a lifelong understanding of the importance of local foods, cooking in season, and sustainability. And fresh food just tastes better.

"There's so much more attention paid to food these days than when I started cooking," says Cummings, 57, who worked in food service at U-M for about 15 years before coming to East Quad.

"It used to be that students would ask me what's in the recipe. But about five years ago, they started asking me, 'where does this come from?'"

This fall, Chef Buzz is in his element, working in a new dining facility that gleams like a jewelry store, complete with 95 pieces of new equipment. The facility replaces an old, hard-to-maintain kitchen, and Chef Buzz bubbles over with the possibilities of the multi-station dining area: a rotisserie with local meats, squeezed-to-order juices, local greens, noodle bowls, Vietnamese slaws, curries, fresh-baked cookies and bread, and local honey, along with numerous options for vegans and vegetarians.

He's especially excited about the deep-dish whole-wheat pizza with a crust sizzled crispy in a blanket of olive oil. Hungry yet?

The facility also feeds his passion for sustainability: Diners don't use disposable trays and a massive pulper in the basement will compost food waste.

"The University supports my efforts to connect with local family farms and cook for the season," he says. "And this is how I look at it: You have a fantastic medical research and academic reputation here. Why not have the best dining service reputation?"



FACULTY

Another Kind of Leader

Steve Jobs represents the epitome of a strong leader to many, but to Professor Jason Owen-Smith, Jobs is a mold that needs redefining. In his innovative leadership course, Owen-Smith challenges his students to become problem solvers on every level, and to spearhead change for the greater good.

A FEW YEARS BACK, some LSA alumni and supporters of the Organizational Studies Department were discussing what skills every Michigan student should possess upon graduation. The talk soon centered on what the alumni — Dave Barger ('81), Joe Kaplan ('84), Barry Blattman ('84), and Jamie Sprayregen ('82) — perceived as a lack of fundamental leadership education and skills.

“They had a sense that we could do a better job living up to the fight song,” says Jason Owen-Smith, the Barger Leadership Institute Professor of Organizational Studies and director of Barger Leadership Institute (BLI) in LSA.

So Owen-Smith decided to integrate leadership education into the core curriculum for LSA first-year students and sophomores. He created OS-201: Leadership and Collaboration, and a follow-up course, OS-202: The Practicum of Leadership and Collaboration.

OS-201 was offered for the first time last fall and attracted 170 students. This year, the class size grew, and 250 students — mostly first-year students and sophomores — enrolled and dozens more were put on a waiting list. The goal of the class, Owen-Smith says, is to teach “a very broad-gauged, blocking and tackling set of leadership skills.

“The message to students is that this is the kind of thinking, the kind of skill set, that will help you out whether talking about your church group or your fraternity or your first job.”

Students discuss case studies in class, debating the appropriate leadership style for a university president and whether the illegal Red Square concert by the all-girl band Pussy Riot is an example of good leadership. There are classes on negotiation and creative leadership along with team-building exercises. A class about activist leadership includes a reading by former Czech Republic President Vaclav Havel.

Most of the course is structured around

a set of “pitch and plan” projects based on the “small wins” philosophy of LSA psychologist Karl Weick. Tackling a big problem freezes people up, so Weick says people should instead look to have small wins — concrete, implementable solutions to particular problems that move the dial in a positive direction.

Students form teams, find a problem on campus or in the community, identify a concrete place where they can see that problem in action, then pitch and plan a small win.

“They learn not to steam ahead in a straight line dragging others with them regardless of the consequences,” Owen-Smith says. “Instead, it’s ‘Okay, what’s the situation here? How do we take advantage of what’s afforded by the situation? Who do we work with?’”

The class finishes with the student teams presenting a two-minute pitch to a panel of

“The students learn not to steam ahead in a straight line dragging others with them regardless of the consequences.”

alumni, which gives them feedback.

For most, the class ends there. Others, however, continue on to OS-202 to launch the projects discussed in OS-201. Generous gifts from BLI alumni provide seed money for the projects.

Owen-Smith says most of his OS-201 students have to “unlearn” whom they think of when they envision leaders. He says many will think of Apple co-founder Steve Jobs or a similar entrepreneur, a CEO, politician, or military figure. All are strong forms of leadership, “but what I’m trying to do is teach them how to think about an almost classically American

form of leadership,” he says. “The quietly pragmatic, pluralistic association or collaborative style.”

Defining good leadership is the million-dollar question, Owen-Smith says.

“We try to get students talking about effective leadership and good leadership,” he says. “We raise more questions than we answer. Part of the answer, which is frustrating for students, is it’s situational. Depends on your goals; depends on the community you’re working with. Depends on the norms of the community. What works for a competitive environment may not work for a collaborative one. What works in church group might not work in a congressional campaign. But in principle there are going to be similarities.”

Owen-Smith says the course comes at the right time for a couple of reasons.

First, he says, the classic civic engagement associationism of American society is falling apart because of partisanship and the tendency for people to sort themselves by class and race. Few institutions span “lots and lots of parts of civil society” as does a large, public university like U-M.

“It’s that kind of place where people learn to be leaders,” Owen-Smith says.

He also says there is a big push on campus and around the world for entrepreneurs, community organizers, and civic-minded volunteers. There is a need, in short, for leaders.

“If a big, publicly oriented university like this one doesn’t teach people how to do that, it’s not clear who will,” Owen-Smith says. “And it seems to me that it is an important part of our social mission. If we do it well, students will leave here more engaged, more effective, and better able to go out in the world and do the great things we would hope for Michigan alumni.” ■



The World Needs **Victors**

From Peggy Burns, Assistant Dean for Advancement in the College of LSA

WHEN LSA ALUMNI SHARE with me their stories from campus, I'm struck by the similar threads running through them. The details vary — a lecture in Angell Hall or a lab in the chem building, getting lost in the stacks of the grad library or traveling to Spain, cheering in the Big House or playing Frisbee in the Arb — but the essence is consistent across generations, across geography, across gender: This is a place that fosters creativity, diversity, and connections.

It's that unique, ongoing heritage that's at the heart of *Victors for Michigan*, a multi-year fundraising effort that launches this November, with the goal of raising more than \$2 billion for the University. The College of LSA has committed to provide more than \$400 million of that \$2 billion total. This, our largest-ever fundraising campaign, is ambitious, visionary, purposeful — worthy of the name "Victors." The \$400 million goal is built upon the cornerstone of the liberal arts: The idea that a powerful, pragmatic, broad education can transform hearts and minds, can solve problems in an ever-changing

world, and can yield ideas and innovation across every discipline.

Our priorities are clear: We will strive to guarantee that powerful, engaged learning both inside and outside the classroom is accessible to the best and brightest minds. We will foster engagement that goes beyond the classroom and reaches into Michigan communities with a statewide impact. And we will create informed global citizens who solve the world's most pressing problems, stewarding and growing the planet's intellectual and physical resources.

Student support is the critical thread that we've woven through each of these priorities. As the vital undergraduate institution at U-M, the College of LSA has both the position and responsibility to improve students' lives and keep education affordable. Between shrinking State contributions to education and the rising costs of schooling, LSA will work hard to keep U-M accessible.

Over the past decade, our institution has been responsive to the students' burdens: Just this year, U-M kept its tuition increase to 1.1 percent, the lowest

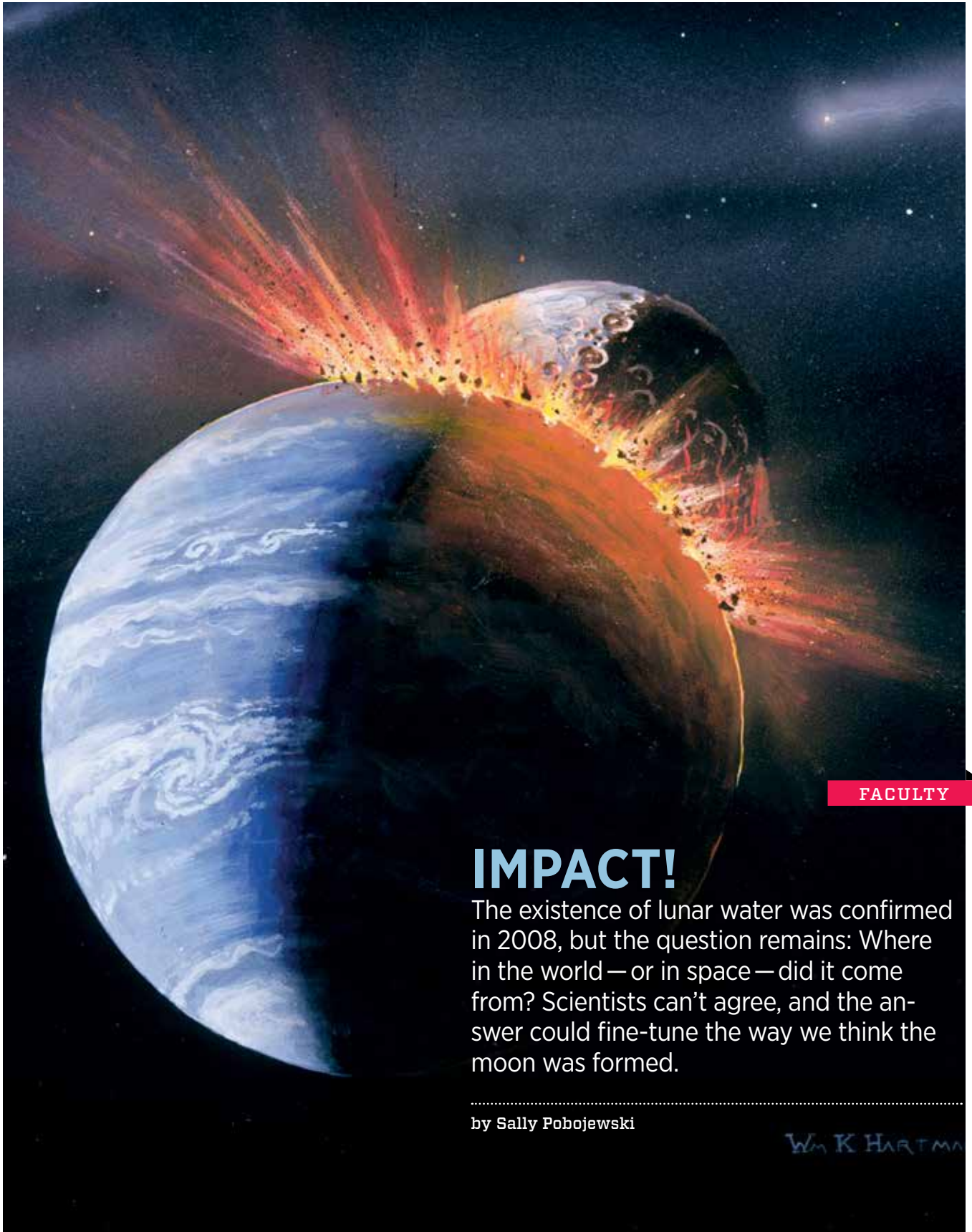
percentage since 1985, while simultaneously expanding financial aid programs.

During the previous Campaign, which ended in 2008, LSA alone was able to add nearly 20 endowed professorships, create eight world-class academic centers and institutes, and fund departmental discretionary accounts to support new initiatives, bolstering the College despite the recession. In addition, we also tripled the number of students on scholarships, retrofitted student performance spaces, and funded undergraduate research, among countless other enterprises.

This new Campaign reaffirms LSA's commitment to strengthening every aspect of education—including and hands-on learning experiences.

Our alumni and donors have all had their LSA moments: foundational experiences that foster a lifelong connection. It's our sincere hope to make this transformative impact available to as many students as possible through *Victors for Michigan*.

We'll be asking for your help along the way. Please consider making the LSA experience available to a new generation, tomorrow's leaders and best.



FACULTY

IMPACT!

The existence of lunar water was confirmed in 2008, but the question remains: Where in the world—or in space—did it come from? Scientists can't agree, and the answer could fine-tune the way we think the moon was formed.

by Sally Pobjewski

W. K. HARTMANN

THE PLANET WE CALL EARTH BEGAN TO FORM about 4.5 billion years ago in the cosmic demolition derby that was our solar system. It was fed by a continuous bombardment of dust particles, chunks of rock, asteroids, and comets. The more incoming material the little planet took in, the bigger and faster it grew.

However, in that process, Earth ran into more than it could handle. It collided with an object at least the size of Mars. The impact vaporized most of the incoming object and part of Earth itself — sending a massive plume of molten material out into space. Some material fell back to Earth, but much of it went into orbit and soon came together to form the moon.

At least, that's how scientists think it happened. They call it the giant impact hypothesis, and it has been accepted for decades as the most likely explanation for the origin of our moon.

The giant impact hypothesis makes a great story, but, as is always true in science, the devil is in the details. And lately, scientists are not so sure all the details are correct. One of the skeptics is Youxue Zhang, an LSA professor of Earth and environmental sciences.

(PREVIOUS PAGE) **A painting by William K. Hartmann**, lead author of the original 1974 paper that introduced the giant impact model, shows the moment of contact between the Earth and a Mars-sized object.

(THIS PAGE) **Details about the moon's formation** and surface have long been debated. Moon craters were once thought to be the result of ancient volcanic eruptions, though the work of scientists such as Ralph Baldwin ('34, Ph.D. '37) helped prove that they were the result of meteor impacts.

(OPPOSITE PAGE) **Astronaut David Scott** collected lunar surface material in 1971 during his mission on Apollo 15 (see sidebar, p. 43). In 2008, an analytical technique called secondary ion mass spectrometry revealed water in tiny moon pebbles.

"The impact theory is the current prevailing hypothesis," Zhang says. "However, it is becoming more difficult to accept because our data are not consistent with the theory."

ONE GIANT LEAP FOR DETAILS

The idea that the moon was originally part of Earth has been around since 1898 when George Darwin (son of Charles) first suggested it. Darwin believed the moon was spun off by the centrifugal force of the Earth's rotation.

A Harvard geologist named Reginald Daly was the first to propose in 1946 that the moon formed as a result of a collision between Earth and another large object. His idea was pretty much ignored until 1975, when scientists developed mathematical models to show that it was theoretically possible for the moon to have formed from material ejected after a violent impact between Earth and a planet-sized object.

Fast-forward to February 17, 2013, when Zhang and colleagues published a paper in *Nature Geoscience* describing their discovery that the moon's oldest rocks contain a form of water. According to the giant-impact hypothesis, this kind of water should not be there.

When geochemists like Zhang talk about water, they aren't necessarily talking about liquid water as in lakes or streams filled with H₂O.

"There is no liquid water on the moon," Zhang says. "There never has been liquid water on the moon. There is some water ice in permanently shadowed craters near the South Pole, but most of the moon's water is in the form of hydroxyl."

A hydroxyl group, or OH, is an atom of hydrogen bound to an atom of oxygen. Hydroxyl groups often are found inside the crystalline structure of rocks made from molten magma as it cools.



Hejiu Hui (Ph.D. '08), Zhang's former Ph.D. student and the lead author of the research team, used technology called Fourier-transform infrared spectroscopy to detect hydroxyl in crystals inside lunar rock samples used in the study.

Part of what makes these findings so intriguing is that these weren't just any old rocks (see sidebar, p. 44). One sample was from the so-called Genesis Rock collected by Apollo 15 astronauts David Scott and James Irwin (U-M '57) during their 1971 moon walk. Because the rock came from the lunar highlands — the oldest part of the moon's crust — the astronauts speculated that it must be extremely old, and they were right.

Some of these ancient moon rocks are between 4.29 and 4.47 billion years old. Called anorthosites, they are made from a mineral called plagioclase and formed in the moon's original magma ocean as it cooled and solidified. Plagioclase is lighter than magma, so anorthosites floated to the top of the magma ocean early in the moon's development to form a crust. If plagioclase crystals in anorthosites contain water, Zhang says, the magma from which they formed must have had water, too.

"It means that the moon actually formed wet," Zhang says. "Our data show that the early moon's magma ocean contained water. This is not consistent with the giant impact hypothesis."



PHOTO Keystone/Getty Images



IS THERE A U-M FLAG ON THE MOON?

by Elizabeth Wason

The lunar chapter of the University of Michigan Alumni Association is due for another meeting.

The last time Michigan alumni gathered at the moon was in 1971, with the launch of the Apollo 15 mission. Aboard the shuttle were astronauts James Irwin (M.S.E. '57), David Scott (U-M 1949–1950), and Alfred Worden (M.S.E. '63), all of whom attended U-M. A framed charter in the Alumni Center on campus commemorates their lunar mission, certifying that "The University of Michigan Club of the Moon is a duly constituted unit of the Alumni Association and entitled to all the rights and privileges under the Association's Constitution."

University of Michigan lore would have you believe that the astronauts left a copy of this charter on the lunar surface. "I'm highly skeptical that such a thing occurred; I would have known about that," says Robert G. Forman, who was executive director of the Alumni Association at the time of the mission. His signature can be found on the charter.

In fact, lunar rumors abound. Some claim that, if you train a telescope on the moon at just the right angle, you'll see that moon rocks have been rearranged to form a giant block M. More prevalent is the legend that the Apollo 15 astronauts planted a U-M flag on the moon. Alfred Worden dispels that legend outright. "We did carry a Michigan flag to the moon, but we didn't leave it there," he says. Instead, the astronauts gave the flag to U-M Professor Emeritus Harm Buning.

Worden confirms, though, that the crew deposited something else on the moon — a plaque with the names of Americans and Russians who had died in the pursuit of space. Along with this plaque, Irwin and Scott left a small aluminum statue created by a Belgian artist. The sculpture is known as "The Fallen Astronaut."

Although the most powerful telescopes will not reveal any U-M artifacts on the moon, what's certain is that the influence of the University of Michigan extends into outer space.



HOW TO OBTAIN THE MOON (OR AT LEAST A PIECE OF IT)

by Sally Pobjewski

It's easy to get samples of DNA or bacteria or bat guano to study. But if you need a piece of the moon, you have to go through NASA.

Between 1969 and 1972, astronauts in NASA's Apollo Program brought back 842 pounds of moon rocks and soil. NASA is responsible for the protection and preservation of these precious bits of the moon and it takes that responsibility very seriously. Samples are stored in a secured facility at the Johnson Space Center in Houston, Texas. NASA will loan small amounts to qualified scientists for research studies, but the application process is lengthy and complicated.

Youxue Zhang, an LSA professor of Earth and environmental sciences, says the first step is to submit a research proposal to NASA describing the goals, objectives, and methods of the proposed study. After peer review by a panel of experts, NASA funds some of the proposals it receives each year—generally 10 to 30 percent, according to Zhang—depending on funding availability. Once the proposal is accepted, researchers apply to a NASA standing committee called the Curation and Analysis Planning Team for Extraterrestrial Materials (CAPTEM) to request the samples they need for their study.

“CAPTEM decides whether your study is interesting, doable, or just a waste of material,” Zhang says. “If they approve, they will send you samples, but they are very stingy. If I ask for two to five grams, they send one to two grams.”

Scientists must agree to follow NASA's security protocol and rules to avoid contaminating the sample—including storing it in a separate safe that can be used only for lunar material.

“Once we are finished with the research, we are required to send back any material left over, even if it's just dust,” Zhang says. “NASA doesn't want anyone selling a piece of the moon on eBay.”

/ A WET MOON

Here's the problem: When superheated material blasted out into space after the violent impact between Earth and another large object, all the lightweight, volatile elements should have evaporated and dispersed into space. There shouldn't be any hydrogen remaining in the molten material that became the moon. No hydrogen, of course, means no water.

But Hui and Zhang know there was a lot of water. Based on the amount present in ancient lunar rock crystals, they estimate that the moon's original magma ocean must have contained water in concentrations up to 320 parts per million—about the same amount as in the Earth's rocky mantle.

There shouldn't be any hydrogen remaining in the molten material that became the moon.

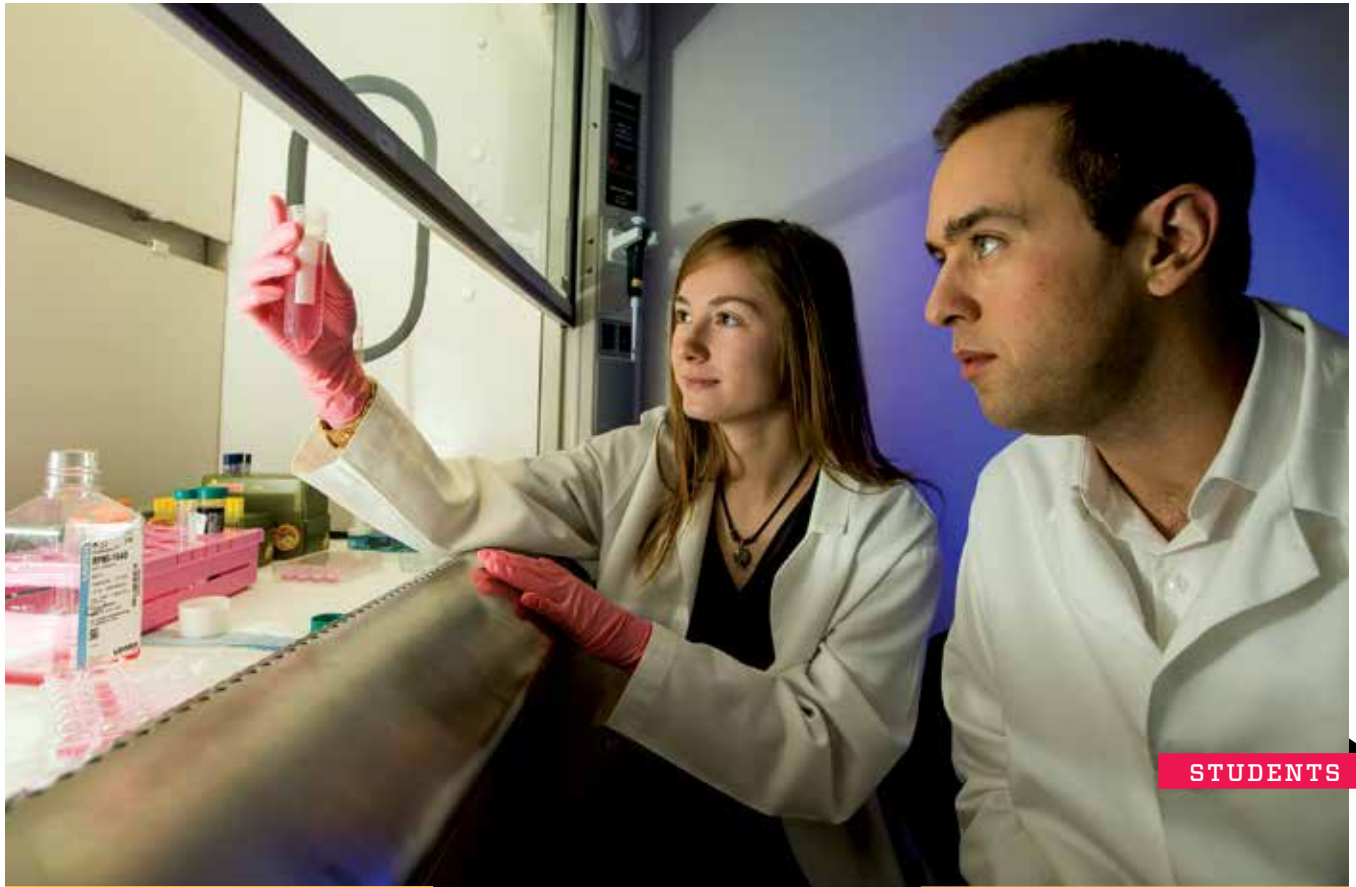
The fact that the moon contains water is not news; the question is, where did it come from? The existence of lunar water was confirmed in 2008 when researchers found hydroxyl in lunar rocks that were only 3.3 billion years old. Because these samples were so much younger, scientists thought the water was deposited by comets, meteorites, or the solar wind hitting the moon's surface after the magma ocean solidified.

However, it's harder to explain the presence of water in the ancient rocks analyzed in the paper published by Hui, Zhang, and their colleagues because these rocks formed from the magma ocean that covered the surface of the early moon. This means water must have been there from the very beginning.

If their discovery of ancient lunar water is confirmed by others, Zhang says it will help scientists figure out how the moon formed and evolved over time. He says it won't necessarily overturn the giant impact hypothesis, but it will definitely lead to some fine tuning of those pesky details on exactly how it happened.

The presence of water on the moon also raises the tantalizing possibility that water stored there could be released and used to support human colonies on the lunar surface. Zhang says it's possible to extract water from rock, but it requires an energy source capable of heating rock to very high temperatures.

“The discovery of water is very important for future moon missions or to colonize the moon,” says Hui, who is a post-doctoral research fellow at the University of Notre Dame. “Launching a rocket from the moon is much easier and cheaper than launching a rocket from Earth, so the moon can serve as a stepping stone to space exploration. That makes the moon one of the most important bodies to study in the solar system.” ■



STUDENTS

Battling Juvenile Arthritis

WHEN LSA JUNIOR MELISSA SCOLA was diagnosed with juvenile idiopathic arthritis (JIA) in sixth grade, doctors didn't know the cause or how long it would last. Characterized by fatigue and painful swelling in the joints, JIA occurs in one in 1,000 children and can leave an unlucky few wheelchair bound. Scola has not only managed to stay on her feet, she's parlayed her condition and her biology major into a research opportunity that could help others who have this difficult disease.

Last fall, Scola's roommate introduced her to the Undergraduate Research Opportunity Program (UROP), which pairs students with faculty on research projects that align with students' interests. Scola's adviser, pathology researcher Beau Carson, connected Scola's experiences with JIA to her current area of study.

"When Beau gave me the chance to learn about my own disease and to see how the research could affect others, I wanted to know more," Scola says.

Scola spends several days a week in the UROP lab studying an inflammatory feedback loop caused by a misfiring signaling

Melissa Scola in the lab with her UROP adviser, pathology researcher Beau Carson. Scola is studying a molecule that can lead to chronic inflammation, a condition from which Scola herself suffers.

molecule called interleukin 18 (IL-18). The rogue IL-18 can cause chronic inflammation that doesn't turn off when it should, and can lead to many of the symptoms JIA patients experience.

"Inflammation is not always a bad thing — but we know that IL-18 can stimulate its own production, causing inflammation to become worse in some people," Scola says.

Hoping to discover the cause of this malfunction, Scola cultures and stimulates immune cells with chemicals associated with IL-18. She then monitors the effect of the stimulus on the immune cell's use of its genes (DNA).

"If we figure out why this is happening, we may be able to stop the loop before it becomes damaging," Scola says, "and eventually find a more effective treatment for this disease."

With the dream to some day go to medical school and focus on rheumatology, Scola hopes to be part of the solution for JIA.

"When I was diagnosed, doctors didn't know much about it," says Scola. "Medications and information have progressed, but there is still a lot of research to be done." ■



ALUMNI

Bluegrass as a Cure for the Blues

Rising music star Rebecca Frazier on the source of her heartache and inspiration.

HOW LONG DOES IT TAKE TO KNOW SOMEONE? TO LOVE HIM?

For Rebecca Frazier, the answer is a precise one: 30 minutes. That is how long she held her son, Charlie, when he was born prematurely. She snuggled with the one-pound boy, sang to him, and loved him for his whole life, a half-hour flash in 2010.

You may want to stop reading now, fearing that this will be a story of heartache too great to bear. But it is about more than tragedy. It is the story of turning grief into beauty, of coming alive thanks to the power of music, of bluegrass that can cure the blues.

Frazier (née Hoggan, '98) gave birth to Charlie at just 22 weeks, then had to return home and figure out how to get herself through each day, every day, while also raising her 18-month-old son, Jack. "I thought, I'm crying every day, I can't get out of bed, I have to take care of this toddler. How am I going to move forward?" she says.

Before her children were born, Frazier had led the popular bluegrass band Hit & Run. She planned to take a break from the music business while she raised her kids, but realized music was one of the few things that could keep her moving after Charlie's death.

"I decided to get started on my musical career much earlier than I had planned," she says. "A lot of times as an artist you're out there trying to book shows at the same time you're trying to work on the art. I wasn't doing any music business at the time, or thinking what are people going to think of this one, or will this be on the charts. I was solely focused on music and motherhood."

The result of that focus is the album *When We Fall*, released earlier this year. The collection of bluegrass and Americana songs closes with a song called "Babe in Arms," which she sang at her son's memorial service. Many of the other songs began as part of her healing process but evolved into something that sounds less mournful. All of the tracks, though, are rooted in deep emotion.

"I was really raw," she says. "I feel like it makes my record more authentic than anything I've ever done."

Frazier's album is earning her a lot of attention in the bluegrass and Americana worlds, where she was already known for playing guitar in the flatpicking style (as opposed to fingerstyle guitar) and for becoming the first female artist to appear on the cover of *Flatpicking Guitar* magazine.

Frazier, a Virginia native who now makes her home in Nashville, sang and played banjo in bands while attending U-M (where she also won two Hopwood writing awards, including one for the first short story she'd ever written). She realized she wanted to get better at playing guitar, so she started taking lessons from Dan Marcus ('97), who was highly regarded within the local music scene. Marcus taught her to perform slowly at first, with a metronome — and to only speed up once she had perfected the slower pace. After a while, she began arranging her class schedule around her music, making room to practice six to eight hours each day.

As a young musician in Colorado, she formed Hit & Run, which won prominent contests for its performances. The wins helped launch the band as a national touring act. Then came Nashville, then Jack, then Charlie, then *When We Fall*.

Now she is touring around the country, though she is doing so without her kids ("touring is crazy enough without trying to take the kids with you," she says).

Wait, was that *kids*, plural? Ah, yes. In 2012, baby Cora was born, joining big brother Jack. She has perfect little round cheeks, sometimes wears a shirt that says "I (heart) California Bluegrass," and, best of all, she has given her mother many reasons to smile. ■

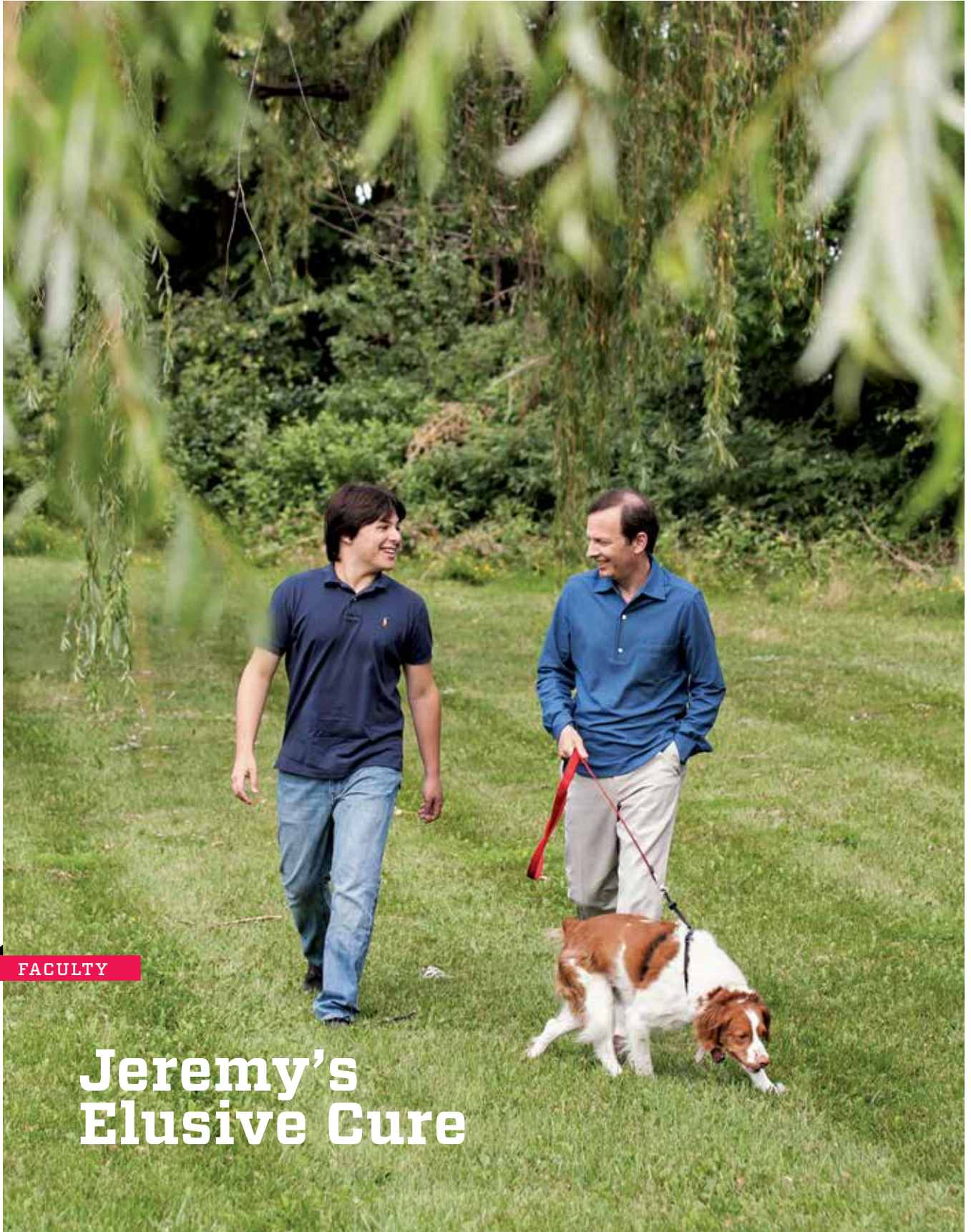


(OPPOSITE PAGE) **Bluegrass musician Rebecca Frazier** released her latest album, *When We Fall*, in 2013. It is a collection of bluegrass and Americana songs.

(THIS PAGE, TOP) **Frazier with her children, daughter Cora (LEFT) and son Jack (RIGHT).**

(THIS PAGE, BOTTOM) **Frazier was the first woman** to be featured on the cover of *Flatpicking Guitar* magazine.





FACULTY

Jeremy's Elusive Cure

Pharmaceutical researchers want to develop new drugs to help people — or sometimes, one very special person. Chemistry professor and biopharmaceutical entrepreneur Gary Glick combines medical research and parenthood in an unexpected way.

GARY GLICK WAS 14 when his father went blind from glaucoma.

Understandably, it was a traumatic experience for the family and it forever altered Glick's childhood. His father couldn't work, so money became more of an issue. Glick rarely spent another summer vacation or college break not working. And then there were the less tangible things. His father couldn't teach him how to drive or take him to a ballgame.

Glick says it wasn't until he became a parent that his father's blindness had a more profound effect on him. He drew his kids — 17-year-old twins Jeremy and Hannah — closer. He takes Jeremy, who is fluent in French, on business trips to France.

"One of my happiest moments is sitting in a French bistro and having him order in French," Glick says. "Those are experiences I never had."

The two share another bond.

Glick, 52, the Werner E. Bachmann Professor of Chemistry in LSA, founded the Ann Arbor-based biopharmaceutical company Lycera in 2006 to develop new oral therapies to treat autoimmune diseases such as rheumatoid arthritis, Crohn's disease, and lupus. Jeremy was diagnosed with Crohn's, a type of inflammatory bowel disease (IBD), when he was 13.

But Glick says before the "father of the year" talk starts or people imagine him spending sleepless nights in his lab searching for the perfect treatment for his son, he makes it clear that he began his research before Jeremy was diagnosed. Besides, he says, he has a fiduciary responsibility to the company and can't let his personal interests affect that. Also, he knows that

the road from his lab to the pharmacy at a local Walgreens is a long one filled with twists, turns, and potholes.

Still, after seeing his son go through exhaustive — and expensive — treatments for

(OPPOSITE PAGE) **Gary Glick**, an LSA chemistry professor and biopharmaceutical company founder, walks with his son, Jeremy, and dog, Cooper, at their family home in Ann Arbor. Glick is currently researching therapies that might eventually treat autoimmune disorders such as Crohn's, a disease from which Jeremy suffers.

Crohn's every eight weeks, for Glick there is a face to attach to the millions of patients afflicted with autoimmune diseases.

"I see the potential of the technology here for treating ultimately what my son has," he says. "It would be a very significant advance. I am excited by that."

Like his father, Jeremy — a senior at Skyline High School in Ann Arbor — takes a pragmatic view of things. He doesn't greet his father every evening at the front door asking how his day at the lab went. In fact, he's not that interested in science and is well versed in all that goes into creating a marketable drug.

"I don't actually think about it much," Jeremy says. "But I definitely think it'd be amazing to one day be treated with his drug."

/ BLOWING UP THE SEWERS

Growing up in central New Jersey, Glick knew from age 10 that he wanted to be a chemist.

"I was fascinated about how you can mix two things and get a third thing out in a predictable way," he says.

Like mixing gasoline and a match, or gasoline and fireworks. The result was indeed predictable.

"Many times I blew up the sewers," he says with a mischievous smile.

But despite knowing at a young age what he wanted to be, Glick did not exactly hit the books as a high school student.

"I did homework once a year," he says. "I did the osmosis trick — I touched a book and hoped it'd go through my arm to my brain. I would do very well on the first test to show I could do it. But I wasn't interested in work."

He did well in his science classes but that was it. In fact, his poor work habits prompted his frustrated Spanish teacher to predict his future.

"She told me if I was really lucky, I would be able to manage a Burger King or a McDonald's," Glick says with a laugh.

He says he knew "the party was over" when he got to Rutgers University as an undergrad.

"I was a totally different person," Glick says. "A lot of people say they worked harder in high school than in college. I worked harder in college than I ever have."

During college breaks and the summers, Glick drove an ice cream truck, delivered furniture, worked in warehouses, collected shopping carts, and was a summer camp counselor. By his junior and senior years in college, he ditched most of the odd jobs in favor of lab work at school.

After Rutgers, he went to Columbia University for his Ph.D. He did his postdoctoral work at Harvard. He had no plans to teach. But while at Harvard, one of Glick's professors told him to apply for some academic jobs because they were the "pearl of the profession." In any given academic year, there are only a limited number of schools looking for professors. As it turned out, Michigan was one of them when Glick was interviewing.

He joined the faculty in 1990, teaching and doing work in his lab. While he understood ahead of time that there could be a practical application to his research, he didn't start off with plans to make a drug.

"I don't even think there's a handful of academics that have made drugs in their labs," he says. "It requires so much expertise from so many different areas. It just can't be done."

But some promising research in his lab prompted him to form a biopharmaceutical company. He came up with the name

“That day when the patient comes back to the lab and says you've changed my life — those are the remarkable days.”

Lycera while driving home from the mall one day.

Glick credits U-M's Office of Technology Transfer for helping protect his technology early on. His research had shown promise, but there was much more to learn.

"They made a significant investment in a series of patents that kept evolving as we learned more and more, and that required quite a bit of money," he says. The funds were paid back when the patents were licensed to Lycera.

INSIDE LYCERA

The company, based at U-M's North Campus Research Complex, is currently exploring new approaches to treating autoimmune diseases by controlling the metabolism of immune cells that cause the diseases. Clinical trials for Lycera's treatments could start as early as next year.

In 2011, Lycera teamed up with Merck & Co. to advance the work leading up to these trials. "Both companies are working together to identify a compound that can go into the clinic," he says. "And once the clinical trials start, Lycera sort of steps away and Merck will take on all the responsibilities."

Lycera and Merck signed a second partnership agreement earlier this year to research and develop new potential drugs that the two prefer not to disclose. In both partnership agreements, Lycera can reap milestone payments as the drug develops.

Even with a successful clinical trial, Glick knows this is a marathon, not a sprint. It is likely another 10 years before a product comes out on the market. Five, "if you're super lucky," Glick says.

Even then, there are no guarantees. "You don't even know that you have a drug even after the FDA approves it because once you go into a larger population, you still could see some side effects," he says. "So you don't know what you have for many years and millions of patients."

Glick doesn't have day-to-day responsibilities at Lycera, which frees him up to continue teaching in LSA. He is a professor of

biological chemistry and program director of U-M's Department of Chemical Biology. He teaches the first-year seminar and mentors graduate students.

"I love working with graduate students and really trying to educate them, not in the classroom sense but how to think and become scientists," Glick says.

He gives first-year students his "tough-love style." He wants to know which students "really want it."

"Who's willing to spend the time to do it?" Glick says. "I tell them when you want help, the first thing to do is find a mirror, look in the mirror, and there's the answer to the question."

Not surprising from someone who as a college student said he never asked for help, and who, as a college professor, worked seven days a week for several years. Many of those early years didn't include vacations.

But Glick has recently backed off from his early, driven days after a Jet Ski incident in Mexico caused his carotid artery to dissect. Glick was jumping waves at a high rate of speed when it happened. "I tend to do things pretty aggressively," he says with wry understatement.

The injury wasn't discovered till he returned to Ann Arbor a few days later and his wife, Rachel — a physician and associate chair for clinical and administrative affairs at U-M's Department of Psychiatry — sent him to the ER. A doctor told him the injury often causes a fatal stroke.

As a result, he has slowed down, vacationing and spending more time with his kids. He travels to conferences to speak, to listen, and to mingle with colleagues in the field. Occasionally, his son accompanies him.

PERSONAL RESEARCH

Jeremy says his Crohn's symptoms are mild compared to others'. He has some pain, nausea, and fatigue. His treatments at Mott Children's Hospital, which take four to five hours, leave him tired for two days.

The natural course of Crohn's is unknown, so there is no real guidance about when to stop treatment. He might try to taper his treatments when he reaches his 20s to see if the disease will stay in remission.

If not, it is possible that one day Jeremy may use a therapy developed by his father. Glick is quick to joke that he'll make his son pay royalties. Turning serious again, he says the research will become more personal when it advances to the clinical phase.

"Once we start treating patients or start normal human testing next year, I think that will change dramatically," Glick says. "In talking to folks who have truly been instrumental in making a marketed drug particularly for serious diseases, that day when the patient comes back to the lab and says you've changed my life — those are the remarkable days."

What could make it more remarkable is if that patient is his son. ■



Grace Sims (INSET) studied abroad in Turkey, and is one of thousands of U-M students who go abroad every year in more than 50 countries.

STUDENTS

Worldly Determination

GRACE SIMS ANTICIPATED CULTURE SHOCK. She knew she'd miss her parents and 12 siblings. And she figured she'd experience a few "firsts," such as seeing the ocean and flying on a plane, as she headed to Turkey to participate in an international internship. For eight weeks, Sims would be teaching English in the capital city of Ankara along with seven other U-M students.

What she didn't expect is that she'd be the subject of intense scrutiny and attention for the color of her skin. She also didn't think that she'd uncover her passion and get a clearer idea of what she wanted to do after college.

For the first week, Sims helped students learn English by teaching about American culture, and she facilitated a "conversations club," leading discussions in English for Turkish students. It was during her second week — on a trip to Istanbul with the entire group — that small children started approaching her. Then came the teens. Sometimes, there were men. Many wanted pictures. Some wanted to give her gifts.

"There are very few black people in Turkey," Sims says. "I didn't realize this, and I didn't have a clear idea of what to expect."

Sims clarifies that people were, for the most part, "intrigued but not rude," yet she was still singled out for the rest of her trip, often with stares and pointing. The culture clash had her digging deep to try to get the most out of the experience.

"I became determined to enjoy myself," she says. "I had to keep getting what I needed out of Turkey."

So Sims worked to build relationships with her students, finding she enjoyed teaching. "I was surprised by that," she says. She kept her office door open, and kids stopped by readily. She turned their interest into teachable moments, sharing about her family, about her faith, and about aspects of black culture.

Today, at the start of her senior year, Sims is considering applying for Teach for America or another teaching position abroad — perhaps in Japan, since she speaks the language.

Sims looks back on her eight weeks with fondness, not frustration. "The experience helped me pick my career," she says. "I'm grateful." ■



ALUMNI

Global Downsizing

Alumnus Kishan Shah has lost more than 200 pounds. Now, his mission is to help others take off excess weight, especially abroad, where obesity rates are skyrocketing.

KISHAN SHAH ('08) LOPES INTO THE DINNER RUSH of a popular Brooklyn Thai restaurant, his dark eyes scanning the crowd. He's a rangy six-foot-two and moves like a basketball player after an easy practice. Eight years ago he weighed 400 pounds and almost lost a foot from diabetes.

Through research and discipline, he lost more than 200 pounds, an experience that helped make him an ideal candidate to run Downsize Fitness, a gym chain catering to heavier clients. As the new CEO, he's charged with national and international expansion during what he calls a global "diabetes crisis."

At age 12, Shah weighed 200 pounds, and by 18 he'd peaked around 400. The turning point came when he wanted to buy a suit for a job interview. The sales clerk couldn't measure Shah's waist. At 62 inches, the tape measure was two inches shy of his circumference. Humiliated, he resolved to get fit. "I knew I was smart, and if I could teach myself what to do, I knew I'd succeed," he says.

He educated himself online, learning about nutrition and exercise from the professionals: athletes and bodybuilders. He read up on body types, learning about his own: *endomorph*, a "round" body type that gains fat easily (not uncommon among Indians). Through proper eating and counting calories, he dropped almost 30 pounds in a month.

He started walking every day and built muscle with simple exercises and weight training. After eight months, he was down to 325 pounds and ready for the gym. Daunting as it was "in the presence of in-shape, good-looking people," he stuck with it, dropping another 85 pounds over the next several months. He now weighs about 195 pounds.

And Shah's not done. He's bringing his enthusiasm and experience to the world. Earlier this year he discussed obesity in America with First Lady Michelle Obama. In April, he left his role in private equity at Goldman Sachs to join Downsize Fitness and help people lose weight and get healthy. In particular, he wants to help people of Indian descent. His parents came to the United States from Bombay, so he understands firsthand the particular health problems many Indians face.

"I had one grandfather pass away at 59 due to heart disease," he says, "the other from diabetes. My father had a gastric bypass, and my mother has struggled with diabetes herself"

Indians, Shah says, place "tremendous importance on sedentary culture with education as the fastest way to move up in the economy." Add the endomorphic body type and India's increasingly rich, varied diet thanks to its rising GDP, and you have a national spike in obesity and an epidemic of type 2 diabetes.

(OPPOSITE PAGE) **Kishan Shah**, who has shed more than 200 pounds, wants to help stem the rising tide of obesity abroad. In Delhi, India, 76 percent of residents are either overweight or obese, and there is a notable increase in obesity among urban youth, according to *India Today*.

He knows what Indians are up against, but he also knows what can help them: group exercise, communal health, nutritional education, and a fellow Indian with a compelling personal testimony.

Shah wraps up his story and digs into his dinner of mango salad and grilled salmon with spicy vegetables. When he first sat down at the restaurant, he didn't even look at the menu. Instead he asked the waiter a few strategic questions and ordered from the daily specials list, substituting veggies for the refried noodles in his entrée.

Dinner arrived without the substitution, and Shah was quick to get up, plate in hand, and fix it. "Don't be shy to insist that your order is prepared right," he says. When he comes back to the table, he stresses the concept of "clean substitutes" and his adherence to loose-but-effective eating guidelines (see sidebar).

"That's the secret to what's gotten me to lose weight and keep it off." ■

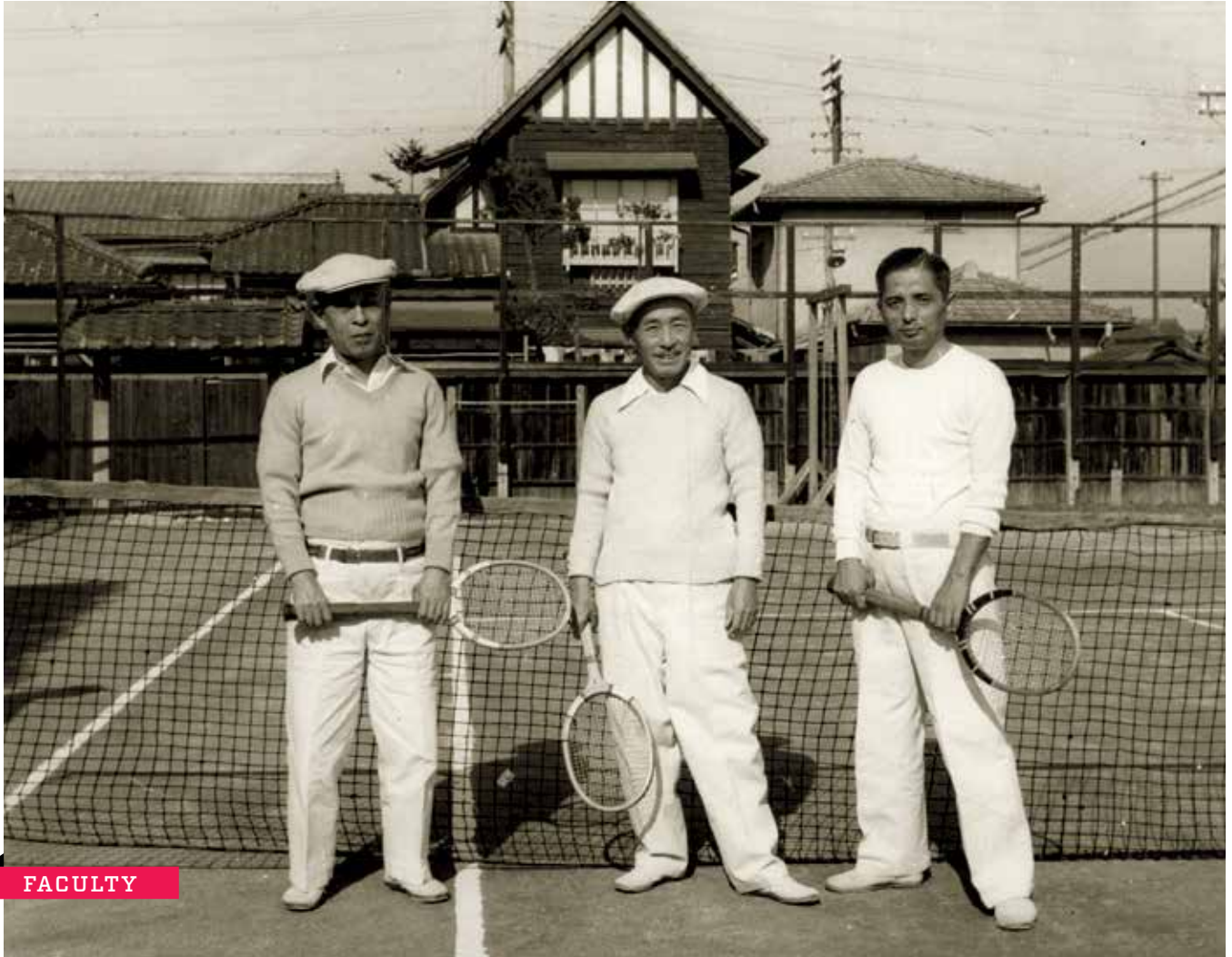
WEIGH DOWN

KISHAN SHAH OFFERS 10 TIPS FOR SUCCESS

1. Set a daily calorie goal. Take your body weight in pounds and multiply by 10. Use this number as your daily caloric target.
2. Avoid calorie-dense foods. Concentrate on lean proteins, fruits, and vegetables.
3. Adopt "clean substitutes," especially at restaurants (e.g., grilled chicken rather than fried; old-fashioned oatmeal instead of pancakes).
4. Don't drink coffee. Shah has noticed that most fit people avoid it.
5. Drink a lot of water: 3-5 liters daily.
6. Create an environment conducive to success. Keep unhealthy food out of the fridge and negative people out of your life.
7. Eat five to seven small meals a day. Without calorie-dense food, you'll need to boost your intake volume.
8. Keep healthy snacks in the car and at work: good protein bars (check the labels; some are better than others) and green apples (very filling).
9. Weigh yourself weekly, not daily. Short-term fluctuations are normal but distracting. Focus on the long-term.
10. Hot sauce. Put it on everything.

Editor's Note: Shah is not a registered dietitian. Please consult your doctor before starting a weight-loss program.

by Gregory Parker



FACULTY

Far-Flung Fieldwork

After World War II, one bold professor went straight to General MacArthur and asked for a research field station amid the rubble of Occupied Japan. The result was an outpost that gave LSA faculty an unprecedented look at Japanese life and tested their scholarly mettle.

THE SPRING RAINS HAD WASHED TRAILS OF GRAVEL onto the court, and Japanese tennis great Harada Takeichi fell, scraping himself. The former Olympian and ex-national champion turned to the Governor of Okayama Prefecture and told him it was a lousy court. If you can get a truck, Harada offered, I'll get the dirt, and we'll fix it.

The Americans, watching nearby in the stands, were embarrassed. They demurred. It was their court, after all, part of the Okayama Field Station of the U-M Center for Japanese Studies. Hopefully, Harada was merely joking.

Less than five years earlier, in 1945, the U.S. Army had burned nearly the entire city of Okayama with incendiary bombs. Just 100 miles away, the U.S. military had devastated Hiroshima with the first atomic bomb, killing 80,000 and irradiating countless others — including residents of Okayama.

Now, the field station was the place to be for the Okayama elite: A venue that afforded the chance to practice English, grab a game of tennis, or socialize with former enemies at the only American university outpost in Occupied Japan.

U-M's academic outpost in postwar Japan derived from the forward-thinking of geography professor Robert B. Hall ('23, A.M. '24, Ph.D. '27). An intelligence officer in both world wars and no stranger to bloodshed, Hall wondered if global understanding might preempt more wars in the future. "Were the wars more ghastly than they might have been had we known more of our enemies and our allies?" he wrote in a pamphlet for the Social Science Research Council.

A SOCIETY UNDER STUDY

In 1947, Hall founded U-M's Center for Japanese Studies (CJS) in Ann Arbor, the first of its kind in the United States. It was, in some ways, a logical next step for the campus since, during World War II, the U.S. Army had partnered with U-M to establish a Japanese language school, headquartered in East Quad, which instructed approximately 1,500 soldiers.

With a solid foundation of Japanese language training, CJS students and faculty from multiple disciplines could now construct a nuanced portrait of the society under study.

Hall envisioned fieldwork in Japan — on the ground — as part of CJS's work, even though the idea was a challenging one. Japan was essentially closed to outsiders and still occupied by an American-dominated Allied force. Approximately one-quarter of its total wealth had been destroyed in the war. Military and civilian deaths were estimated at 2.7 million. In major cities, an estimated 30 percent of the population was homeless. In the words of historian John W. Dower, "until 1949... most Japanese

were preoccupied with merely obtaining the bare essentials of daily subsistence."

While the Japanese government nominally remained in power, it took direction from the Supreme Commander for the Allied Powers (SCAP), General Douglas MacArthur. The corn-cob pipe-smoking five-star general exercised tsar-like power over the entire country. He had reimagined postwar Japan as a reformed democracy, advancing his personal vision — sometimes single-handedly — through an American-written constitution that renounced war, embraced women's suffrage, and guaranteed civil liberties (except when citizens criticized the occupiers).

If U-M was going to be the first and only university with a presence in Japan, MacArthur would have to approve it. And Hall would have to ask him.

In World War II, Hall had been promoted to colonel and had directed operations for the Office of Strategic Services (the precursor to the Central Intelligence Agency) in the China-India region. In 1947, he had spent three months as a SCAP staff consultant in Tokyo. Hall knew his way around the military.

More importantly, he knew his way around MacArthur.

Hall crafted his proposal in terms the General would appreciate: "All our students are Reserve Officers... the results of their work will, of course, be available to the Occupation and will be of value to it.... It seems certain that SCAP will want to play a major role in this development of the next generation of American scholars on 'things Japanese.'"

In 1949, Hall arranged to meet MacArthur in person in Japan, at his headquarters in the fortress-like Dai-ichi Insurance Building. The general agreed in principle to the field station — "boldly planned and soundly conceived," in MacArthur's words — but only if the University took responsibility for all logistical concerns, from food to fuel to paperclips.

Hall readily agreed and began looking for real estate in Japan.

MANDATORY COCKTAILS

In January 1950, the first group of researchers and their families, along with two CJS-issued Willys Jeep Station Wagons and a bevy of supplies, arrived in Yokohama. They stopped briefly in Tokyo for a visit with MacArthur, and then followed the Tokaido, the centuries-old national road, on their 400-mile overland journey to Okayama. None of the initial visitors, except for Hall, had ever been to Japan.

"It was winter. It was fascinating. And with postwar fuel shortages, both day and night, it was cold," recalled Grace Beardsley, who accompanied her husband, Anthropology Professor Richard Beardsley, to Okayama along with their two daughters.

From their Jeeps, the Americans witnessed a Japan still reeling from the war. Major cities like Tokyo were pocked with blocks of rubble, and Japanese army veterans, disgraced and forgotten, begged for alms on the streets. Black markets flourished, hunger was common, and starvation was a reality.



(OPPOSITE PAGE) **Three players pose for a picture** on the tennis court at Okayama, where residents and U-M researchers met and mingled at the only American university outpost in Occupied Japan.

(THIS PAGE) **In rural Niike**, one of the villages studied by the field station team, farmers tend to rice plants.

Hall had arranged to rent the former Okayama officers club, a sizable compound that would serve as headquarters for a dozen faculty, students, guests, and their families. It was staffed by cooks, housemaids, nursemaids, typists, receptionists, and others hired locally.

The station was organized with economy, collaboration, and production in mind. In cold weather, fuel for use in bedrooms was strictly regulated. Food was costly and often had to be shipped in. At times, to keep costs down, desserts were prohibited at lunch, seconds on meat were forbidden at dinner, and mayonnaise was substituted for butter — minor inconveniences compared to the diet of the average Japanese.

Despite this relative austerity, there was one unwritten rule: a mandatory evening cocktail hour.

The entire affair was managed locally by a series of faculty research directors, many of whom relied on their wives to manage accounts and write reports back to CJS in Ann Arbor.

“Frankly, I don’t like the job,” wrote Political Science Professor Robert Ward to Robert Hall. It’s easy to understand why, with a constant stream of social engagements, concerns over the Korean War, local press inquiries, and logistical details including the whereabouts of a stove that took more than five months to reach Okayama.

Despite the logistical challenges, faculty and students did make it into the field.

DOCUMENTING EVERYDAY LIFE

Okayama is located in the Inland Sea Region of Japan, close to rural communities that researchers wanted to study. The choice baffled Japanese scholars, but the Americans were looking for areas that “were more representative of the nation’s cultural traditions and foundations than are cities.”

A rotating cadre of U-M faculty and students scattered among different villages, amassing the greatest body of research on Niike, a 130-person, rice-growing community, which they observed — and probed — continually for more than four years.

Each morning, researchers drove the CJS Jeep to Niike, and each evening they returned to write up their findings and share them with colleagues. They also consulted with Japanese scholars and coordinated with local university students who had been hired as research assistants.

Every aspect of daily life was studied in detail, from outhouse fixtures to household bathing order. Observing a cremation, the U-M contingent witnessed relatives of the deceased “using special chopsticks that picked out the [fragments of bone], beginning with the foot bones and ending at the skull, under the cremator’s direction.”

They documented a day’s work schedule of a nine-person family, broken down by half-hour increments, for each family member. For the grandmother, the 2:00 P.M. entry reads, “gossips

while baby naps,” while 4:00 P.M. notes, “takes wakened baby on back, resumes strolling on hill.”

Niike was portrayed to the researchers as a unified village of 24 households that placed neighborly virtues above all else. As outsiders in a close-knit community, the researchers had little hope of testing whether this was truly the case — until a rare, if not unprecedented, crime rocked its residents.

On a spring evening in 1950, one of the villagers, while sleeping in his home, was assaulted with a cultivating fork that split his cranium in two places. The victim was discovered, bloodied and unconscious, the next morning, and the researchers drove the victim to Okayama City for emergency treatment.

Back in Niike, investigators turned up a startling lack of clues or motive. The finger pointing soon began.

Some of the residents purchased watchdogs. Long-held grudges resurfaced and led to hints and then to outright allegations. The researchers could finally test whether neighborly virtues truly held sway over kinship ties. They did not.

Village life did return to normal, and the factionalism died down, but the crime was never solved.

Eventually, the Niike study was written up by Beardsley, Ward, and History Professor John W. Hall and published as *Village Japan* in 1959. It ranks among the leading English-language studies of Japanese rural society.

SORROW AND GRATITUDE MINGLED

In 1955, news leaked to the Okayama press that the field station would soon close because it lacked funding. Politicians, business leaders, and citizens flooded CJS with pleas to reconsider.

“The Okayama Field Center is...the window of Okayama, through which Okayama has been introduced not only to the United States but all over the world,” read one plea, signed by more than a dozen officials, including bankers, a judge, the hospital director, and chief priests.

Geography Professor Curtis A. Manchester, the field station’s research director at the time, wrote to Robert Hall of a meeting with another group of Okayama notables opposing the closing. “They consider that the Center has compensated for the burning of their city during the war. They added to this that 85 percent of their city was destroyed, which may give you some idea as to just how much it does mean.”

Despite this support, the field station officially closed on June 28, 1955.

By that time, MacArthur had been sacked, the Occupation had ended, and the Japanese economic recovery had hit full stride. The country surpassed the standard of living it enjoyed before the war.

Before they left Okayama, outgoing researchers signed off with a final cable to CJS: *WELL DONE SORROW AND GRATITUDE MINGLED.* ■



ALUMNI

The Wedding Beat

Alumnus Devan Sipher describes the subjects of his *New York Times* wedding column as “profiles of romantic courage.” Sipher spends more than a hundred hours with couples to get the scoop on where and why people say “I do.”

A FEW YEARS AGO, THE STORY WAS ABOUT THE WEDDING of Ariana Rockefeller, of the famed family, to Matthew Bucklin. The nuptials took place on Mount Desert Island, off Maine's coast, in a beautiful garden created by Rockefeller's grandmother — who also happens to be the founder of The Museum of Modern Art.

Another story featured a far lesser known but equally lucky couple who got married in a candy store, walking down an aisle of giant lollipops.

One older couple found each other after the bride's discovery of a box of love letters the groom had written her every day for years — three decades earlier.

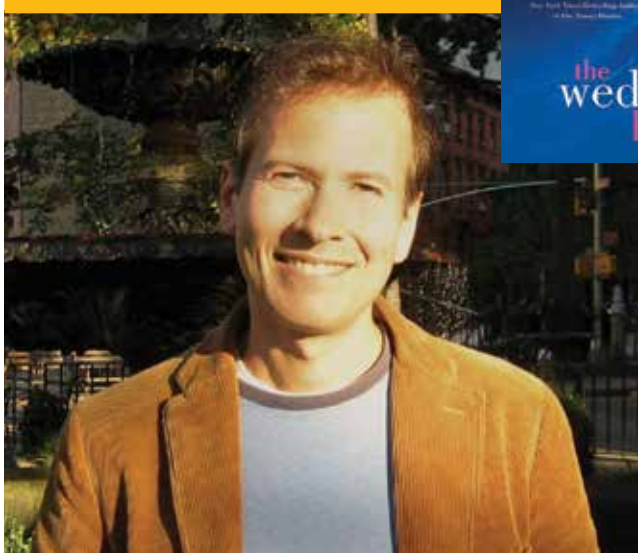
Welcome to the wedding beat world of Devan Sipher ('87), who has what most people would assume is one of the world's most joyful jobs: he writes about weddings for *The New York Times*' "Vows" column.

"This is a powerful subject," he says. "It goes to the cultural cornerstone of our society. To capture a wedding is to capture a special part of our society."

Sipher, who lives in New York, has been writing for the "Vows" column since 2006 and for the *Times* since 2004. In 2009, his column work became a freelance gig so he could make time to write *The Wedding Beat* (NAL, 2012), a well-received semi-autobiographical novel about a journalist who covers weddings while remaining forlornly single.

Sipher recently finished his second book, *The Scenic Route*, which is due out in 2014 and is about how "life... happens on the way to where you're going," Sipher says.

(THIS PAGE) **Approximately 10,000 couples** vie for the scant 2,000 spots available each year in the coveted "Weddings and Celebrations" section of *The New York Times*. Devan Sipher has written for the "Vows" column since 2006 and is the author of the semi-autobiographical novel *The Wedding Beat*.



Both books, much like his wedding columns, reflect a stubbornly optimistic worldview spiced with humor. The message of *The Wedding Beat*, Sipher says, is that "everything in life is a choice, including happiness. That is what I've learned from weddings, in a nutshell."

PROFILES OF ROMANTIC COURAGE

Sipher grew up in Southfield, Michigan, where he helped out in his father's wedding videotaping business. At one point, he says, he swore he would never attend another wedding.

Sipher planned to attend college out East. But his father had been saving since Sipher's birth for the University of Michigan, where Sipher was accepted to Inteflex, which was a seven-year combined undergraduate and medical school program. He dutifully matriculated — and "thank God I did," he says.

"I've been to Columbia, NYU, and other schools. I've yet to find another school that offers what U-M offers. From day one, I had great experiences. Because it's not in, say, New York, it's all about the institution itself," Sipher says. "There are so many worlds within U-M's world. It's a university of solar systems and individual planets. It offers so much."

Sipher took full advantage of extracurricular life as an R.A. at Mosher-Jordan Hall, as pledge master at his fraternity, and as an actor in theater productions. He was enjoying his experience so much that he ended up taking a year leave of absence from medical school. A year became two. "You leave a door open long enough," he says, "and you start to feel a draft."

Sipher resigned from Inteflex and earned his B.A. in 1987, graduating with high honors. He went on to earn a Master of Fine Arts from New York University in 1989.

After that, it was a safari through several careers — IT consultant, entertainment news show producer, advertising copywriter, and playwright. His resume, Sipher admits, looked unfocused, but it also showed a breadth of experience that appealed to the *Times*.

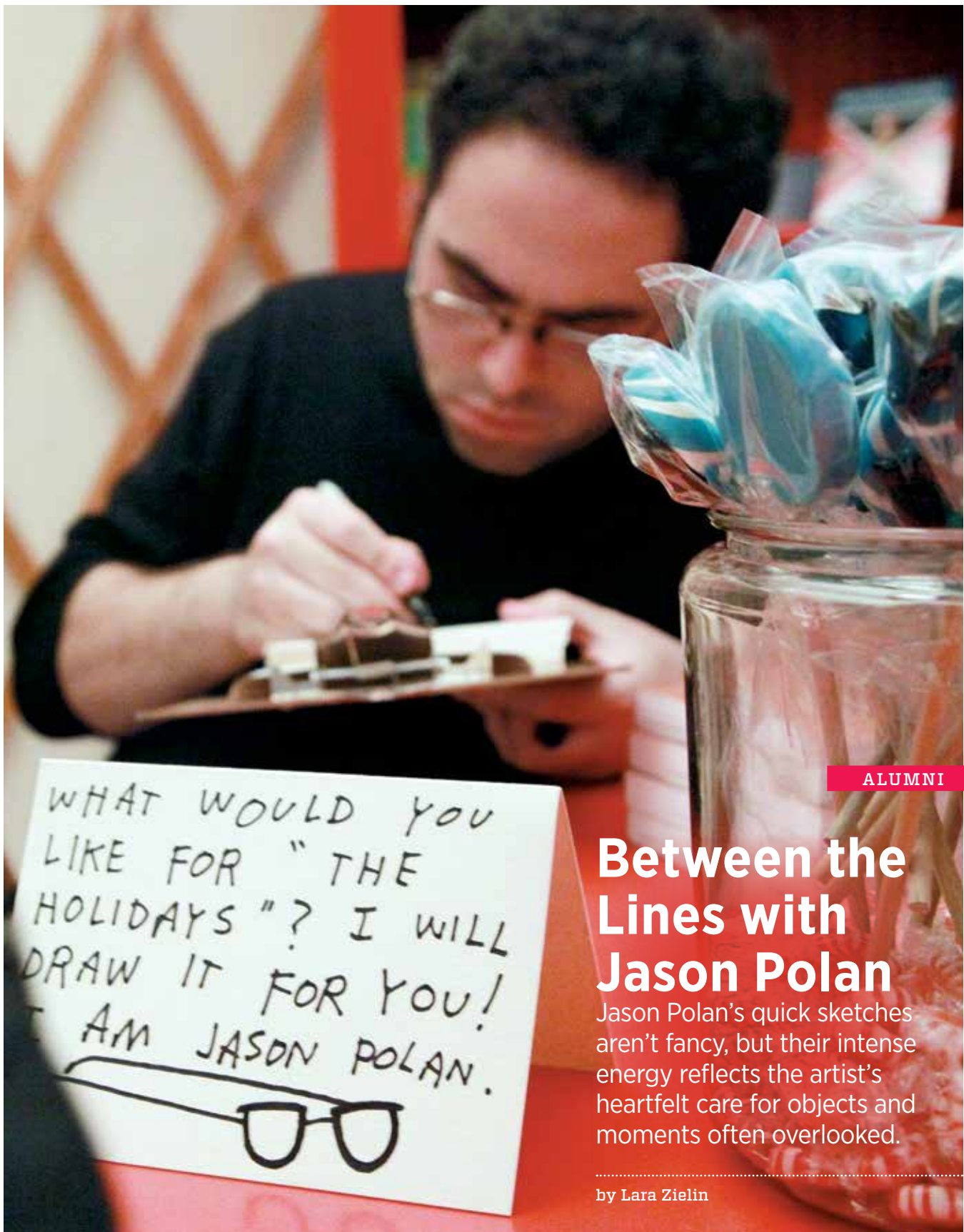
Writing the actual wedding columns requires a serious, well, commitment. Sipher spends up to 100 hours reporting and writing each column. He interviews the bride and groom separately, as well as family and bridal party members, and then attends the wedding.

Sipher has covered hundreds of weddings, and he still loves writing about them.

"I call them profiles of romantic courage. You want to go really deep and find something in the story that communicates something greater, that takes the reader someplace they didn't expect.

"Let's be honest: we all know what the ending is. So the point has to be what you illuminate about these people — and, ideally, about all of us." ■

From drawing the MOMA to Hopwood heavyweights, our interactive ride accelerates this second.



ALUMNI

Between the Lines with Jason Polan

Jason Polan's quick sketches aren't fancy, but their intense energy reflects the artist's heartfelt care for objects and moments often overlooked.

by Lara Zielin

JASON POLAN ('04) has, among his many published works of art, a book of drawings in New York's Museum of Modern Art titled, appropriately, *The Every Piece of Art in The Museum of Modern Art Book*. On his website you can get the *MOMA* book for \$20, or you can get the deluxe version for \$100, which has enough add-ons to hint at what kind of guy Polan is. In the deluxe version, you get:

- *The Every Piece of Art in The Museum of Modern Art Book*
- Complimentary admission and guided tour, by Jason Polan, of The Museum of Modern Art
- A hotdog or pretzel right after your tour
- Your favorite piece of art at The Museum of Modern Art hand-drawn for you

Polan could be a snob about his artistic successes. After all, he's designed a storefront for Warby Parker and has been published in *The New Yorker*. He's had his drawings printed among the pages of *The Mermaid in Chelsea Creek*, a critically acclaimed young-adult book published by McSweeney's. But, no, he's the kind of guy who's going to give you a personal tour of the MOMA and feed you a hot dog when you're done. He's willing to create experiences with the people and objects around him. He'll draw a purple

cauliflower in a grocery store on 14th Street, or a dad reaching down to hold his daughter's hand.

"Certain things catch my eye," Polan says. He describes the way a woman's foot rested in her sandal just so, as he was traveling to the interview on the subway. "I don't know what it is beforehand. I don't set out and say, 'I'll draw people in trench coats now.' Sometimes it's someone doing something nice, or it's what someone is wearing, or it's how their arm is folded."

Polan has undertaken the ambitious effort of drawing every person in New York City. He does the portraits quickly, his pen hardly ever leaving the paper. He doesn't often look down, but keeps his eyes fixed on his subjects. The result is a frenzy of overlapping lines that give viewers the spirit of the moment—a man eating a pizza, or a little girl waving to bikers in Hudson River Park — but not great detail. It's charming, without trying too hard.

Hand-written captions explain exactly what's happening in each portrait, and where it was drawn. "If you saw every person without the writing, it would mean a lot less," Polan says. "They're like little stories."

Polan is more confident in his drawing than he is in his writing, though he feels

like he got a jump-start on his creative prose in LSA. An anthropology and art major, he took a handful of writing classes that he says helped him "develop a certain tone."

After graduation, the Franklin, Michigan, native toured the country as a fellow with Art Train, an organization that brings art to different parts of the country by rail. "I was able to interact with people I normally wouldn't interact with," Polan says of going into classrooms and educating students about the pieces they were seeing. "It's a skill set I still try to use today."

After Art Train wrapped up, Polan moved to New York. His first project was his self-mandated mission to draw every piece of art in The Museum of Modern Art. Originally, he wanted to use the art as a way to get a job. So he submitted his collection of sketches to MOMA in hopes of landing employment. "I thought it would show them how much I loved the museum."

When weeks went by and he didn't get a response, Polan bound the drawings into a book. He had a book release party in front of the museum. A MOMA representative caught sight of the project and told Polan, "We should sell this."

They did — and still do.

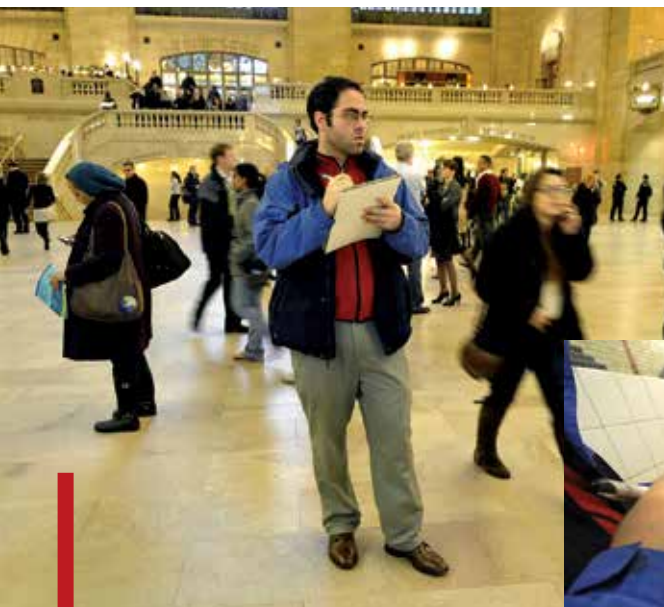
In spite of his success, Polan keeps it simple. He runs through a list of his art supplies and there's nothing pretentious there. A Uniball pen. A standard issue pad of paper. "Most of my supplies I can get at a gas station," he says.

He draws while we talk. It seems to help him think. "I continue to see things I get excited about," he says. A pile of boxes. A shoe. More people. He finds a way to connect to it.

"I want to experience moments and share them."

He flips to a fresh sheet of paper and draws anew. ■

Jason Polan has drawn every piece in The Museum of Modern Art. Now, he wants to draw portraits of every person in New York City. His art captures the spirit of the moment and his hand-written captions explain the scene. "They are like little stories," he says.



SEE MORE OF POLAN'S ARTWORK.
www.lsa.umich.edu



ALUMNI

Fresh-Food Guru

Fiona Ruddy ('10) is working to revamp the Motor City's food culture and get healthy meal options into the hands of people who need them most.

FIONA RUDDY'S OFFICIAL TITLE at Detroit's Eastern Market is "Alternative Food Program Coordinator," but in her view, there should be nothing "alternative" about increasing people's access to healthy food.

In her position, Ruddy coordinates the Eastern Market Farm Stand Program, which serves 18 locations around Detroit and its suburbs. The stands bring fresh produce directly to local hospitals, office buildings, nonprofit organizations, and neighborhood farmers markets, giving members of the community a convenient way to buy good food.

Ruddy is also the driving force behind the launch of Eastern Market Tuesdays, a midweek market designed to offer another option for fresh-food shoppers.

"Everyone should have access to high-quality, nutritious food," Ruddy says.

"Detroit has one of the highest national rates of heart disease and type 2 diabetes. How can we talk about making Detroit a vibrant place to live if the population can't sustain itself in a healthy way? This isn't simply about food justice, it's a human rights issue."

Ruddy credits her experience at LSA as a reason for her success. A political science major and peace and social justice minor, she also earned a certificate in Arab American studies in American culture, and says her time on campus was transformative.

"My undergraduate experience prepared me to critically analyze situations and quickly solve problems," Ruddy says. "It gave me strong writing skills, which really help with my job. In the nonprofit sphere, it's important to accurately convey the meaning and impact of your work."

Her main goal is to get the word out about all of Detroit's fresh food markets. In addition to fresh and delicious food, the recipes and nutritional information customers receive should keep them coming back for more, she predicts. To Ruddy, repeat customers are healthier customers. ■



WATCH AMERICAN CULTURE GRADUATES LIKE FIONA RUDDY, AS WELL AS CURRENT STUDENTS, TALK ABOUT IMPACTING THE WORLD
www.lsa.umich.edu

Hopwood Heavyweights

Every year, the Hopwood Awards are given to U-M students whose work exhibits outstanding talent and literary merit. The program has awarded over \$3 million to more than 3,200 writers. But beyond dollar amounts, the awards often recognize writers on their way to greatness. Here are six award winners whose work has enriched our minds and culture.

See if you can connect the short biography to the writer.
Answers below.

A

The former *Michigan Daily* night editor's first play was titled *No Villain*. A suspected Communist sympathizer, the 1936 Hopwood winner was forced to testify before the House Un-American Activities Committee, which was thought to be the inspiration for one of his most famous plays.

B

Born in Lexington, Kentucky, this writer won a Guggenheim Fellowship in 2002 and is most famous for her frank discussions of taboo subjects. She won a Hopwood in 1981, and her first story collection was published in 1988. The movie *Secretary* starring Maggie Gyllenhaal was based on a story from that debut collection.

C

Born in Detroit, this poet's most famous work includes "Frederick Douglass," "Middle Passage," and "Runagate Runagate." By far his most widely anthologized poem, "Those Winter Sundays," documents a haunting reminiscence of a man remembering the sacrifices his father made.

D

This literary switch-hitter has found success with careers in poetry and fiction. Her book of poems *Space, In Chains* received a National Book Critics Circle Award. Her novels — which include *The Raising* and *In a Perfect World* — are also incredibly popular, including *The Life Before Her Eyes*, which was made into a feature film in 2007.

E

This multiple Hopwood winner is the creator of *Found magazine*, which collects found items from around the country. The magazine's incredible success spawned multiple best-of collections and a series of cross-country tours. His most recent documentary tells the writer's personal story and touches on themes of love, vulnerability, and the lies we tell each other and ourselves.

F

This writer's 2005 bestselling debut, *The Historian*, drew comparisons to Anne Rice's sprawling, epic vampire novels. The book scored a movie deal with Sony (the movie, sadly, is yet to be made). She completed her undergraduate degree at Yale and received her M.F.A. in creative writing from LSA, where an excerpted version of her future debut won a Hopwood Award in 2003.

ANSWERS: A:5, B:1, C:3, D:6, E:4, F:2

1. Mary Gaitskill

Mary Gaitskill ('81) has penned novels that include *Veronica* and *Two Girls, Fat and Thin*. Her most recent book, *Don't Cry*, includes a story, "College Town, 1980," which takes place in Ann Arbor.



2. Elizabeth Kostova

Elizabeth Kostova's (M.F.A. '04) foundation supports creative writing projects and exchanges between the United States and Bulgaria. Her second novel, *The Swan Thieves*, was published in 2009.



3. Robert Hayden

Robert Hayden (M.A. '44), won Hopwoods in 1938 and 1942 and was a member of the Federal Writers' Project in the 1930s. Hayden was also the first African American to be appointed as the Consultant in Poetry to the Library of Congress, where he served from 1976-1978.



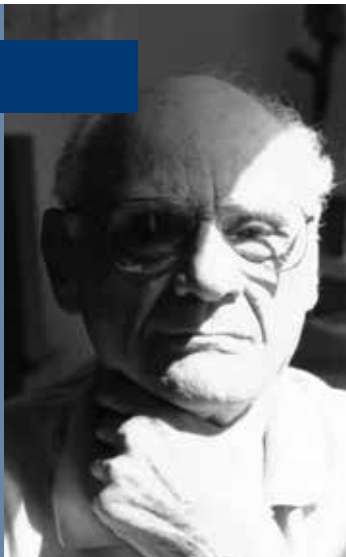
4. Davy Rothbart

Writer-raconteur-film-maker Davy Rothbart ('96) is the author of the short story collection *The Lone Surfer of Montana, Kansas* and the essay collection *My Heart Is an Idiot*. He is also the founder of Washington II Washington, a charity that takes inner city kids from Washington, D.C., to wilderness locations including Mt. Washington in New Hampshire.



5. Arthur Miller

Arthur Miller ('38) is the author of the award-winning plays *Death of a Salesman* and *The Crucible*. There were two film adaptations of the latter, Miller's most well-known play: a 1996 movie starring Miller's son-in-law, Daniel Day-Lewis, and a 1958 version adapted for the screen by Jean-Paul Sartre.



6. Laura Kasischke

Laura Kasischke (B.A. '84, M.F.A. '87), whose work has received multiple prizes and awards and two fellowships from the National Endowment for the Arts, teaches in the Helen Zell Writers' Program and the Residential College in LSA.



After the Bombs

By Tim Rohan (U-M '12)



THE ELITE RUNNERS HAD FINISHED the Boston Marathon hours before, and most of the media was working in a ballroom in the Fairmont Copley Plaza hotel, about two blocks from the finish line, when from outside there came a loud boom, like nearby thunder. I remember looking up, thinking nothing of it, and going back to work.

About five minutes later, an official-looking man rushed into the room, shouting, "There's been a bomb in the area; this building's on lockdown!"

The room instantly hummed. The event organizers sprinted off somewhere. Some people chattered. Others paced. I called my mother; she did not pick up. My heart sank. Tension had spread and lingered like smog, this fear that danger was near and impending, and that any wrong step, any wrong move, would bring it sooner.

We were told to stay put. But the story was unfolding outside. I would be expected to have it. So I squeezed past the security guard blocking the door and waded through the crowd being directed away from Boylston Street. One woman was sobbing loudly. A father consoled his son. Sirens blared up and down the street.

Someone called out for a missing person: "Lisa! Lisa!"

What could I ask these people, I thought. Who would stop and recount for me, a stranger, the horror they just saw? What would I want to hear? What should I say?

One man, a runner, was wandering listlessly. He was Roupen Bastajian, a former Marine and current Rhode Island state trooper. He had been on Boylston, about to receive his medal for finishing the marathon, when the boom went off behind him. He had run toward the smoke to help whomever he could. He said he had seen a lot of blood and bones. He had tied at least five, maybe six tourniquets. He said several times he did not want any attention: people had lost their legs, their lives.

Later that night, a swarm of media waited on the sidewalk outside Brigham and Women's Hospital, hoping to talk to a victim, or a family member, or really anyone coming or going. Armed officers guarded the hospital entrance. Every 20 minutes or so, someone emerged, was approached to be interviewed, and declined to talk.

Who wouldn't?

It went on like this for about three hours, until the hospital held a press conference and suggested we leave. I hailed a cab, and on the way to my hotel, on a

whim, decided instead to stop at Boston Medical. It was about 11:00 P.M. then, and the ER lobby was dark and empty, except for two young people. They said their brother, Jeff Bauman, had lost his lower legs in the blast. They were on their way to see him.

The next day, I went back and met Jeff's father, and at the end of the week, he brought me up to meet his son. Jeff was sitting in bed, the sheets pulled up over his legs. His face looked sullen. Lost. I told him I wanted to write his story, to chronicle his next steps. He told me to speak up. His eardrums had been blown, too.

I don't think it mattered much what I said. I tried to be empathetic: that seemed most important. After a few minutes, we shook hands, and I left him alone to rest. ■

Tim Rohan was interning for *The New York Times*, reporting his first marathon, when this story broke. His *Times* coverage on bombing victim Jeff Bauman (pictured bottom right) is titled "Beyond the Finish Line." He now works at the paper full time.



PHOTO Kelvin Ma/Bloomberg/Getty Images

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A new weight-loss plan for the entire world. **P.52**

The “Odd Quad” goes mod. East Quad’s new state-of-the-art charm. **P.35**



WHERE IN THE WORLD — OR SPACE — DID THE MOON’S WATER COME FROM? **P.41**

Walking down an aisle of giant lollipops. **P.57**



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