UCONN MAGAZINE

SEPT 2016

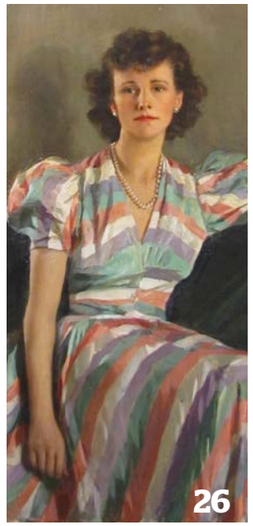
THE SMALL PRICE OF SURVIVAL

What Doug Casa Wants Every Parent to Know p.18

SNAP!

Living Large

UConn's newest residence hall opened its doors to more than 700 undergraduates last month. The eight-story Next Generation Connecticut Hall (NextGen Hall) is the first new on-campus housing in 13 years and is one of the tallest buildings in Storrs, with a commanding view on all sides. Innovation and creativity are built into the design of the 210,000-square-foot residence hall: On the first floor is an Idea Lab tailored for students to learn together and work in teams to solve problems and an Innovation Zone, or 'maker space,' complete with a mobile white board, a textile station, laser cutter, and 3-D printer. For more on NextGen Hall and to see a photo gallery of campus housing through the years, go to s.uconn.edu/dorms.



FEATURES

SECTIONS

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WEB EXCLUSIVES

magazine.uconn.edu

NAME THAT ARTIST!
Fifty years worth of paintings, sculpture, photos, and more from The William Benton Museum of Art. Click to reveal the artist. s.uconn.edu/benton.

DECADES OF DORMS
Take a look at campus housing through the years. s.uconn.edu/dorms.

A HYDRATION MONITOR THAT WORKS?
Everyone knows you need to stay hydrated when exercising, but hydration monitors are not always accurate. UConn's Korey Stringer Institute tests a new one that reveals hydration levels in real time. s.uconn.edu/casaksi.

UCONN IN RIO
Alums took to court and field at the 2016 Summer Olympics. s.uconn.edu/rio.

TOM'S TRIVIA
Find out how your UConn knowledge stacks up against Tom's. s.uconn.edu/septtrivia.

Cover and Snap! photographs by:
Peter Morenus

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FROM THE EDITOR

In the video, you see her, a 17-year-old girl playing one of the last games of her high school volleyball career, serve the ball, take a step back and then, inexplicably, drop to the floor. Out cold. People rush to her aid, try to revive her with CPR, to no avail. Her parents watch. Two long minutes pass. The people who rushed to her aid hook her up to a machine and follow its prompts. You hear those machine's prompts on the video, as the packed gym is utterly silent otherwise. After nearly three minutes with no breath and no pulse, the student's heart starts to beat again.

The girl, Claire Crawford, suffered sudden cardiac arrest. The team that saved her included an athletic trainer and an administrator from the school's Code Blue team, which had trained and practiced for such a scenario. The machine that shocked her heart back was, of course, an AED (automatic external defibrillator).

Does my daughter's school have an athletic trainer, I wondered watching the video. Does it have AEDs? Are they close enough to every field and gym and auditorium to make a difference? As a parent you can't help but wonder about every worst-case scenario. After all, as writer Elizabeth Stone said, having a child "is to decide forever to have your heart go walking around outside your body."

Professor of Kinesiology **Doug Casa '97 Ph.D.** wants parents to ask these questions and he wants us to challenge our kids' schools and athletic organizations to have the right answers. Director of the Korey Stringer Institute (KSI) at UConn, Casa works at all levels — the military, the NFL, NCAA, etc. — to prevent and treat sudden death in athletes. What's different at the high school level is that there is no national governing body that can make and enforce policy. So the fight to spread awareness happens state by state, school by school, parent by parent.

"Doug is out there knocking on doors across the country," writer **Colin Poitras '85 (CLAS)** told me when we first discussed the story that begins on page 18. "He's talking to people in backyards and at tiny PTA meetings. He's tireless."

"I'm driven by my own experience, the good fortune of surviving, and I want to pay it forward," says Casa (that story is on page 25). But, he says, the biggest thing that keeps him and his team motivated is this: "Nearly all the deaths that happen in sport are preventable. It's just unbearable to live with the fact that a death could have been prevented with just some simple policies. Our slogan is, Do whatever you can *before* they die."

Sadly, not every family is as fortunate as Claire's was. Not every school is as prepared. Whether you're a parent or not, I dare you to read Poitras's article "The Small Price of Survival: What Doug Casa Wants Every Parent to Know" and come away unaffected. As a parent, I want to say thank you to Casa and everyone at KSI for that tireless work they are doing. I'll do my part to spread the word.

Lisa T. Stiepock

Claire Crawford, with mom Lisa and dad Eric, at her graduation party this year. Early in the same school year, Claire collapsed in sudden cardiac arrest during a volleyball game.

Jackie Burns '02 (SFA) got her first big break as Elphaba in "Wicked" on Broadway (she says she's still finding traces of that green makeup!) Last fall she was on Broadway again, as Menzel's standby in "If/Then." That gig turned into a star role in the touring production. Find more of our interview at s.uconn.edu/jackie.

Joan Marcus (2)

CHECKING IN WITH...

JACKIE BURNS '02 (SFA), STAR OF THE NEW MUSICAL "IF/THEN"

UConn Magazine caught up with Burns mid-tour at the Smallpoint Café a few blocks from the Providence (R.I.) Performing Arts Center.

You started in this role on Broadway as Idina Menzel's standby. Were there any dramatic step-ins?
The very first time I went on I hadn't even rehearsed yet. After the first act I heard, 'Jackie Burns to wigs.' Literally my worst fear happened. I was petrified, but it's like hitting a switch, you go into I'm-a-bad-ass mode. You fool yourself and then it's finished. And you're like, 'That happened. I did it!'

You are the solo star of this show. What's it like to "see your name in lights?"
Oh my God, the most amazing thing ever! In Florida, driving down the highway there was the billboard. I said 'Oh my God, it's me!' I stopped and took a picture to send my mom. And in Toronto I was on all the busses. It is pretty epic.

In "If/Then" an old friend from grad school is instrumental in your decision along one of the life paths. Have any UConn friends been as influential in your real life?
My best friend Rachel! For sure. We got randomly put together freshman year and lived together from then until we were 28 years old. Until I moved in with my husband!

She's one of the most important people in my life. When I first moved to the city I went to an audition and it was like a cattle call. I had a panic attack, left, and gave up on auditions. Two years later Rachel made me go to an audition for "Broadway Revue" at Tokyo Disney Sea. I got it. That changed everything.

You have two minutes with UConn's current batch of drama students. What's your advice to them?
Always be a student. Never stop taking classes; there's always something you can learn. Even Meryl Streep must have something she can learn! And enjoy this time at UConn. People say they can't wait to graduate. I say, stay! Enjoy this time where your only responsibility is finding out who you are. I had a great time at UConn. Appreciate it. Enjoy it. That's what I'd say.

Do you still use what you learned at UConn?
I was kind of a jerk freshman year. I hated memorizing lines more than life itself. [Drama professor] Eric Hill told me how frustrating I was. He said, 'You're so naturally talented. Think about how much better you can be if you put some effort into it.' He gave me a bit of a wake-up call. I got serious. I still hate memorizing lines, though.

Most embarrassing UConn freshman moment?
I think it was the entire year. I have naturally really, really curly hair, but I had bangs that I straightened. Rachel saved me. She said, 'You have to pick one.' She was wearing a Grateful Dead T-shirt and I told her: you have to be a grown-up. So we saved each other.

I read that your alternate career would have something to do with animals.
Yes! Totally. I think I would be a pet groomer. I have a dog Tabitha and I'm always giving her baths and cutting her hair. She's a rescue, a full-on mutt. She looks like an old monkey. And she's not nice. **Does that make you like her more?** Yes! I'm always trying to win her over. My husband says John wants Jackie, Jackie wants Tabitha, and Tabitha wants no one.

Do you have any rituals before you go on stage?
Tons. I sing the same three songs right before I go on. I have to gargle with apple cider vinegar. I chew gum the whole time, but you'll never see it. I keep gum in one cheek and a pastille [lozenge] in the other. My dresser cuts them in half. So diva!

The three songs?
I sing soprano to warm up: "Green Finch," which I did in "Sweeney Todd" at UConn, the opener from "Wicked," and "What's the Use of Wond'rin" from "Carousel."

Share your highest, lowest, and weirdest Broadway moments.
The high was my Broadway debut with "Hair" — opening night, my parents being in the audience, my dream come true.

Low was in "Rock of Ages." The very first time I went on, I fell flat on my face. My foot came off my 4-inch heels. For the rest of the show, you're the girl who fell.

And the weirdest was once in "Wicked" when I got into the levitator, I put the broom down to fix my cape and the levitator went up. I did the whole flying song without the broom. The entire time I'm singing I'm thinking I'm gonna get fired and I'm doing all these crazy arm gestures to compensate. And no one noticed! I guess my arms were fierce. —*LISA STIEPOCK*

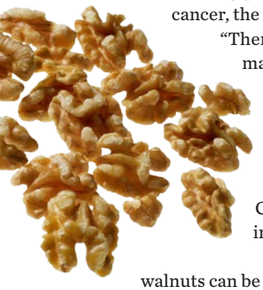
In "If/Then" Burns plays a woman whose life takes different paths in the form of two characters: Beth (above), with best friend played by Anthony Rapp of "Rent" fame, and Liz (facing page). On-stage Rapp gives off that best-ever best friend vibe. Offstage, says Brown, "He's the sweetest, sweetest, sweetest man. He's just a great guy and a workaholic. We're old school. You're sick, you're dying? So what? Show up!" The two have a bet to see who can go the longest without missing a performance; neither has missed one yet.

THIS JUST IN

EATING WALNUTS MAY HELP PREVENT COLON CANCER

Eating walnuts may change gut bacteria in a way that supresses colon cancer, say researchers from UConn Health and The Jackson Laboratory for Genomic Medicine. They found that mice that ate 7 to 10.5 percent of their total calories as walnuts developed fewer colon cancers. The effect was most pronounced in male mice, which had 2.3 times fewer tumors when fed walnuts as part of a diet similar to a typical American's. That's equivalent to a human eating about an ounce of walnuts a day.

Walnuts are packed with compounds known to be important nutritionally. They have the most polyunsaturated fatty acids of all the commonly eaten tree nuts, as well as the highest ratio of omega-3 to omega-6 fatty acids, and high levels of a form of Vitamin E with anti-cancer properties. But walnuts are not merely the sum of their chemical parts, and it may be as a whole food that they pack the most significant punch against colon cancer, the third most common cancer in the world.

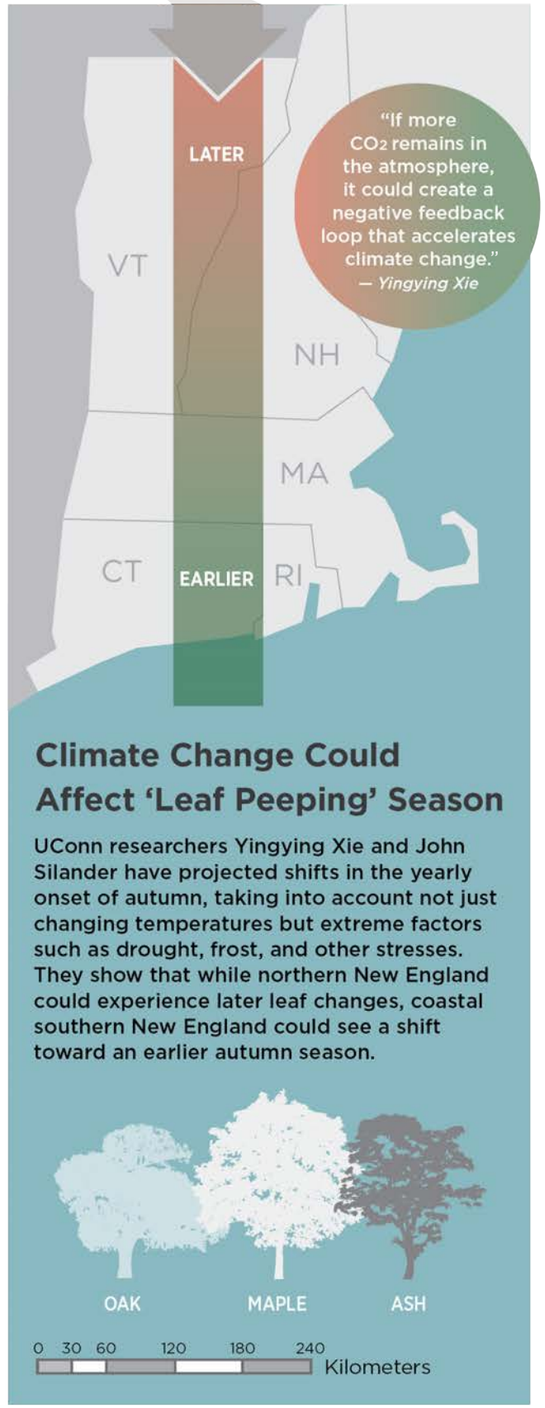


"There is accumulating evidence that eating walnuts may offer a variety of benefits related to health issues like cancer. This study shows that walnuts may also act as a probiotic to make the colon healthy, which in turn offers protection against colon tumors," says Daniel W. Rosenberg, professor of medicine at UConn Health's Center for Molecular Medicine and principal investigator on the study.

Testing needs to be done in humans before walnuts can be unequivocally recommended as a cancer-prevention agent. Rosenberg's group is working with a nutritionist and surveying human colonoscopy patients about their diets as part of a longer term study in humans. However, Rosenberg isn't waiting for the final word. "Even now," he says, "I try to eat walnuts every day." —*KIM KRIEGER*

This research was supported in part by the California Walnut Commission and the American Institute for Cancer Research.

The New England satellite study area (shaded band) covers the Connecticut River Valley and parts of Connecticut, Rhode Island, Vermont, and New Hampshire for the years 2001 to 2012.



IN GOOD HEALTH

TAKE AWAY MY PAIN

"Why do we tolerate a condition that affects millions of people — when it impacts not only their quality of life but their personal relationships, their ability to go to work or school, all the important things most of us take for granted. If pain was a named disease, there would be much more focus on it," says Angela Starkweather, professor of nursing and head of UConn's new Center for Advancement in Managing Pain (CAMP). The center will study pain prevention and management, says Starkweather, "from the cellular level to the systems level."

A research center based at the School of Nursing, CAMP also will do work in clinical settings at UConn John Dempsey Hospital and at Connecticut Children's Medical Center. —*SHEILA FORAN '83 (BGS) '96 PH.D*

For more on the center, go to s.uconn.edu/camp.

Peter Morenus

COLLECTIONS

BOTTLED UP

The lobby of UConn's Pharmacy/Biology building is lined with beautiful and mysterious bottles from the 1600s to mid-1900s. They held remedies in the form of liquids, salves, and powders.

The bottles shown above are from the early 1900s, excepting cannabis, which is likely from the 1880s-90s. The cannabis bottle (in center) would have held a mixture of alcohol, medicine, and cannabis to alleviate body pain, according to former pharmacy professor **Allan Viner '59 (PHARM)**.

Watch glass-blowing at Pharmacy and find out what's in each bottle at s.uconn.edu/bottles.

IN GOOD HEALTH

LIMITING ANTIBIOTICS IN FARM ANIMALS IS ESSENTIAL TO HUMAN HEALTH

A major position statement released in the journal *Pharmacotherapy* by the Society of Infectious Disease Pharmacists is calling for significant changes in the way in which antibiotics are given to agricultural animals and how antibiotics and antifungals are used on plants. The panel that crafted the statement was led by Michael Nailor, an associate clinical professor in the UConn School of Pharmacy and at Hartford Hospital Department of Pharmacy.

Antibiotics have been given to agricultural animals in the U. S. since the 1950s when the practice was thought to accelerate animal growth rates, which resulted in increased meat and milk production. It did then, says Nailor, "but there is no compelling data that it still has the same effects, given contemporary agricultural methods for breeding, feeding, and general care."

The practice, however, has absolute risks, says Nailor. "The FDA, USDA, and CDC all testified before Congress that the routine use of antibiotics in healthy agricultural animals was a major cause of antibiotic resistance in humans. Approximately 2 million illnesses and 23,000 human deaths annually are directly attributable to antibiotic resistance, and no matter how much effort is spent to decrease antibiotic overuse by primary care physicians and in hospitals, we cannot curtail this rising epidemic without controlling antibiotic use in agricultural animals."

Farm animals can infect people through bacteria on undercooked meats and by infecting farm workers, butchers, or grocers who then transmit the disease to others, warns Nailor, adding that insects, too, can act as carriers. —*COLIN POITRAS '85 (CLAS)*

For more, including purchasing recommendations, go to s.uconn.edu/anitbiotics.

STUDENT PERSPECTIVE

CAROLINA REYES '17 (CAHNR)

This Allied Health Sciences major gives back to UConn as a cultural host, a medical humanitarian, and a marathon dancer.

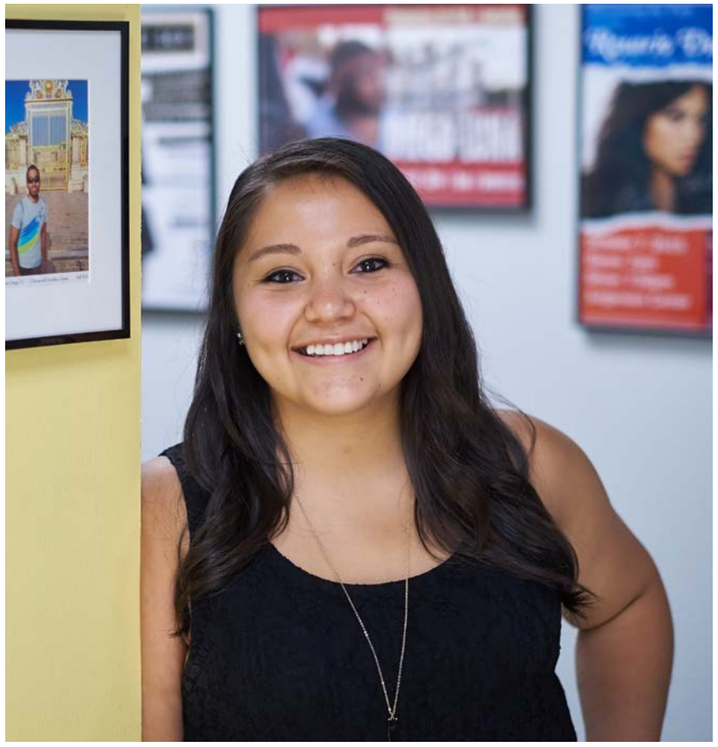
Your family is from Mexico and you are first-born in the U.S. Do you feel like UConn allows you to express both of your cultures?
Oh, yes! I think having PRLACC [Puerto Rican Latin American Cultural Center] here helped me find my place. Everyone there is just striving to do the same thing that I am — mesh two cultures to make one that's about being in the U.S. but keeping the traditions of my family back in Mexico. The director, she's like a mom to everyone there. She has open ears, time to let people spill out whatever's on their mind. That's why I wanted to work here. I felt comfortable just hanging out here or participating in events, like the Lip-Sync battles.

Do you have a go-to lip-sync tune?
My favorite was "Bailando" by Enrique Iglesias, which we used for our finale a few years ago. It was my first time participating in Lip-Sync that year and it was the one song everyone from Team PRLACC danced in. It was so full of energy and a really exciting way to end our performance.

You're in the Medical Humanitarianism Society. What do you do there?
We do community service and fundraising with a medical focus. There's a yearly outreach trip to a country typically in South America. So it's a combination of the medical aspect but also community service and giving back... it's a good blend of what I'm interested in.

So what *is* your career goal?
I would like to be a physician's assistant. I've always envisioned myself working in a hospital. Even in elementary school when asked, I would say I wanted to be an artist, a gymnast, or a doctor.

What's your favorite non-academic thing about UConn?
Football and basketball games. I always get the season tickets for basketball, I try to go to every game that I can. It's just such a great atmosphere.



Peter Morenus

Carolina, at the Puerto Rican Latin American Cultural Center, is from Wallingford, Conn. She decided to study Allied Health Sciences because it mixes "all the interesting sciences with the patient care aspect."

How did you decide to be a Morale Captain for Huskython, the 18-hour charity dance-a-thon?
I participated in Huskython sophomore year and I think I was one of the people helping keep everyone's energy up. Plus I just did not have a single bit of exhaustion the entire time, so I was like 'maybe the morale captain is for me.'

Have you gained anything from UConn you feel you wouldn't have gotten anywhere else?
I would say the large population here. You can twist it any way that you want, you can keep it large, or you can get involved and it can get as small as you want it to be. The things that I've been involved in, they've all been so great because of the ambitious and exciting and goal-driven people that I've met.

What's your most embarrassing freshman year memory?
I was locked out my first day of move in. Usually for people it's their first week or something, but within the first three hours I was locked out. My roommate and I were both there the minute you could move in. I went around the corner to see a friend I knew from home, but my roommate thought I'd left the building. I came back two seconds later... locked out! I was just sitting in the hallway for about an hour.
—*MEGAN KREMENTOWSKI '16 (CLAS)*

UCONN TALKS

"I THINK THE BATTLE HERE IS FOR AN INDIVIDUAL TO FIND WHAT MAKES THEM FEEL MOST CONFIDENT — SO THAT THE LISTENER CAN STOP PAYING ATTENTION TO WHAT GENDER IDENTITY THEY MIGHT HAVE, AND LISTEN TO THE CONTENT OF THEIR SPEECH."

Wendy Chase, director of the UConn Speech and Hearing Clinic, on working with people who want to make their voice sound more like their gender identity.

NPR's Weekend Edition
July 23, 2016

"Googling is like being in a room with a million shouting voices. It is only natural that we'll hear those voices that are most similar to our own, shouting what we already believe, and as a result Google can find you confirmation for almost anything, no matter how absurd."

Michael Lynch, director of the Humanities Institute at the University of Connecticut, about the power of contradiction and inherent bias.
The New York Times, May 8, 2016

"Fish eat the coral reefs. They chomp on it — parrotfish, for example. When you go scuba diving, you hear 'click, click, click, click, click,' and that is the parrotfish eating parts of the reef. Well, what goes in goes out again."

Lisa Park Boush, director of the Center for Integrative Geosciences and professor of geography, on one of the ways calcium carbonate builds up on reefs, like those in the Bahamas
"LiveScience," July 29, 2016

"BEING A BREADWINNER IS A DIFFERENT PSYCHOLOGICAL EXPERIENCE FOR MEN THAN FOR WOMEN!"

Christin Munsch, assistant professor of sociology, whose study showed that having more economic responsibility may improve women's well being.

CNN, August 22, 2016

"For two years I went to high school with Natalie Portman. That's my true claim to fame.... I'm the fourth most famous person to attend Syosset [New York] High School behind Natalie, Judd Apatow and Idina Menzel."

Sue Bird '02 (CLAS), answering the magazine's 25 Things You Don't Know About Me question *US Weekly Olympics 2016*, July 24, 2016

"There is a marked tendency among policy makers to deal with the economic and political crises of today as though they were unprecedented, leading them to repeat old mistakes. . . .

The first step should be to invest massively in research on how human cooperation at large social scales has been achieved in the past. We all have a huge stake in European peace, prosperity and collaboration — even those outside Europe. We shouldn't just leave it to the politicians."

Peter Turchin, professor of ecology and evolutionary biology, reflecting on Brexit

Nature, July 25, 2016

Kenneth Best

OFF CAMPUS

AT THE POPS

Legendary conductor "Arthur Fiedler," outside Symphony Hall in Boston, where he narrated a performance of "Peter and the Wolf," by UConn puppeteers. The Fiedler puppet was commissioned by the Boston Pops and created by Bart Roccoberton Jr., head of the Puppet Arts program, and **Sarah Nolen '15 MFA**. **Kalob Martinez '16 MFA** gave voice to Fiedler. More at s.uconn.edu/pops.

LEGACY

1 DAY, 1 UCONN FAMILY:

THE MACHAS

Laurie '87 (CAHNR), '91 MS met **Dave** while she was a graduate student and he was working at the Animal Barns, a job he still has. Their son, **Jared '18 (CLAS)**, is an environmental sciences student who recently transferred from the Avery Point campus to the Storrs campus. We spent a late-July day with the family, just hours after Laurie, curator of marine mammals and birds, at Mystic Aquarium, had flown in from Alaska with some precious cargo.

Jared Macha – New London, Conn.

8:18 A.M. One of first mate Jared's duties in readying the *Right Hook* for a charter is to stock the holds with ice. He'll also clean the fish, so clients go home with filets. Jared's been working for Captain Bob on the *Right Hook* for many years. "My friends were having summer. I was making the money," says Jared.

8:40 A.M. Casting off. The plan is to go out about seven miles and come home with a catch full of striper, aka striped bass.

Laurie Macha – Mystic, Conn.

11:03 A.M. As curator of marine mammals and birds at Mystic Aquarium, one of Laurie's favorite jobs is rescue and rehab. This morning she flew in from the Alaska SeaLife Center in Seward, Alaska, with a spotted seal that had stranded and was deemed non-releasable."For now she's in quarantine, but soon she'll live with harbor seals in our Arctic Coast exhibit. This is the first spotted seal I've ever seen. It's really exciting to bring her here," says Laurie.

11:37 A.M. Ziggy Star, a northern fur seal, has neurological issues that mean she needs more specialized care than most animals. Lots of training "lets us monitor her health really closely."

11:52 A.M. Training belugas with colleague Carey Richard.

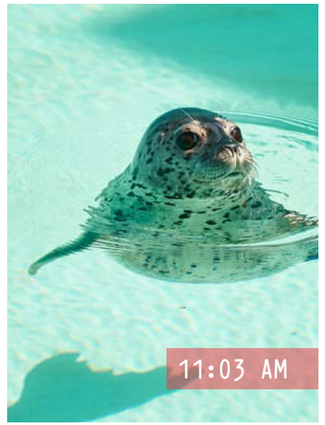
12:10 P.M. Doing "tacticle reinforcement" on penguins with **Eric Fox '13 (CAHNR)**. Through observation, Laurie discovered that penguins engage in a lot of tactile behavior with one another that can be successfully mimicked by trainers. It's now standard procedure throughout the aquarium community. Macha does job fairs at UConn to give students like Fox the opportunity she got 26 years ago. "I did an internship here and found my instant love." It was her first job out of grad school and she still loves it. "One day I have to grow up and get a real job. Can you really have this much fun working?"

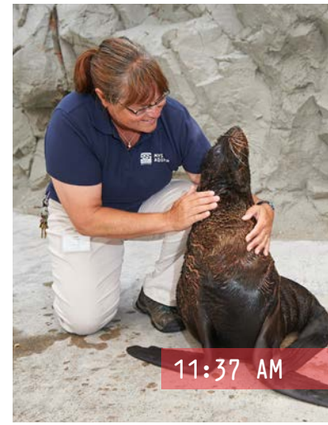
Dave Macha – Storrs, Conn.

2:30 P.M. Every afternoon Dave heads to Spring Manor Farm to count heads, accounting for each member of the Angus herd there.

3:25 P.M. Back at Horsebarn Hill, it's time to feed the juvenile lambs. Actually, because of our photo shoot, Dave's 25 minutes late and the sheep know it. He talks to them like old friends and offers what appear to a visitor as loving pats on the head, but insists, "They're food to me. Like carrots and spaghetti."

Find out more about the Machas at s.uconn.edu/macha.





Peter Morenus

Peter Morenus

Hip-hop reflects on our society "fearlessly and unapologetically," says Professor Jeffrey Ogbar, shown here at Heaven Skatepark in Hartford.

COVETED CLASS

HIST 3568: HIP-HOP, POLITICS AND YOUTH CULTURE IN AMERICA

The Instructor:
Jeffrey Ogbar was 10 years old when hip-hop first hit the Top 40 charts (Sugarhill Gang, "Rapper's Delight," 1979). He was captivated by the beats and rhythms and lifestyle. As a teen, he tried to learn to breakdance. He took up spray paint as a graffiti artist. Eventually, his passion turned to academia. "When I was 19, 20 years old," he says, "my dream was to pursue a Ph.D. and be a scholar."

The author of "Hip-Hop Revolution: The Culture and Politics of Rap" (2007, University Press of Kansas), Ogbar has been teaching at UConn since 1997. He is a professor of history and Director of the Center for the Study of Popular Music. Prior to founding that interdisciplinary institute in 2014, he served in a number of administrative positions — Vice Provost for Diversity, Associate Dean for the Humanities in the College of Liberal Arts and Sciences, and Director of the Institute for African-American Studies, now known as the Africana Studies Institute. "Working in administration was rewarding," says Ogbar, "but with teaching, well, I sometimes feel guilty that I enjoy myself so much. You might sense my enthusiasm when I talk about hip-hop." Indeed!

Class Description:
"Hip-Hop, Politics and Youth Culture in America" explores the history of rap music and its artistic antecedents, from minstrelsy to ragtime to jazz, and traces the popular genre's influences in addressing race, class, and gender. The landscape in the course, which Ogbar has taught since 1998, is constantly reshaping.

"I had no idea we would address gentrification in cities," says Ogbar. "We now have discussions on that as well as health care inadequacy. These are matters that rappers get into." The same cannot always be said for artists in other genres, even those favored in affected communities.

"Go through the Top 10 of soul and R&B in the 1980s, from Luther Vandross to Marvin Gaye, and you'll find love songs that are absolutely silent on important issues," says Ogbar. "But then hip-hop emerged, fearlessly and unapologetically reflecting on our society."

The class delves beneath the misogyny and homophobia on the surface of some rap to unearth literary gymnastics, deconstructing metaphors and subtexts, and analyzing the creation of rhymes.

One exercise Ogbar finds illuminating is showing video of, say, Robert Frost reading a poem at the Kennedy inaugural — "standing still at the podium, his papers blowing in the wind, trying to read his 80 words"—and asking students to compare it to a rap performance, Drake or Eminem "charismatic onstage, reciting hundreds of words from memory, riding in and out of the beat." This inspires the class to reimagine poetry and literary work in both oral and written form.

"Students tell me they had no idea this music was so cerebral," says Ogbar.

Ogbar's Teaching Style:
"What does Yoda have to do with hip-hop?" When Ogbar introduced the "Star Wars" character on the first day of class one recent semester, his students were baffled. Then he went on to explain how Luke Skywalker was in search of a Jedi knight when he encountered this small creature, feeble in appearance.

"You don't expect a fierce fighter to come in that package. You don't expect courage and bravery," says Ogbar. "Likewise, in the 1970s people didn't expect genius in the form of young black and brown dudes in the south Bronx. Yet out of that poor and violent community emerged a cultural juggernaut the likes of which the world has never seen."

Unexpectedly outside the box, the professor's example was.

Why We Want To Take It Ourselves:
Unlike a survey of ancient China or Colonial America, this is living, breathing history. Ogbar cites the Tunisian rapper El Général, who as recently as the fall of 2010 released "Rais LeBled," which decried poverty, unemployment, and other social injustices in his country, laying the blame on the authoritarian leader Zine El-Abidine Ben Ali.

The unapologetic rapper was arrested, sparking protests in the streets that led to the downfall of the Ben Ali regime. This spirit of democratic revolution spread throughout North Africa and the Middle East as a movement known as the Arab Spring.

"This was history unfolding right in our midst," says Ogbar. "And it wasn't country music, it wasn't jazz that got those people out in the streets. In many popular art forms, when someone says or does something offensive, they'll pull back and apologize. There's none of that temerity in hip-hop. There's something about the politics of rap that enables an emcee to say what he says and not back down." —*JEFF WAGENHEIM*

KUDOS

SIERRA CLUB TOP 10

For the fifth consecutive year, UConn has ranked among the top 10 in the Sierra Club's Cool School rankings. More than 200 colleges and universities participated in this year's survey. Only UConn and one other school — University of California Irvine — have held onto a spot in the top 10 for five years. "Many metrics go into the campus sustainability assessment used for the Sierra Club rankings," said Rich Miller, UConn's Director of Environmental Policy. "UConn is pretty strong across the board, so this ranking represents a total team effort." —*LORETTA WALDMAN*

Jeff Gonci

TASTE OF STORRS

DINING HALL "NOT SO CRABBY" VEGAN CRAB CAKES

"Not So Crabby Vegan Crab Cakes with Remoulade Dressing" was named the 2016 Best Vegan Recipe by the National Association of College & University Food Services. Hearts of palm is used to emulate the texture and flavor of crab, while many of the other elements are locally sourced at Spring Manor Farm's student-run garden.

"Not so Crabby Crab Cakes" serves 3

For the Crab Cakes
- 1 pound hearts of palm, drained
- 1 ⅓ cup finely crushed vegan crackers, divided
- 3 scallions (green and white parts), finely chopped
- ½ cup red bell pepper, finely diced
- ¼ cup vegan mayonnaise
- 2 tablespoons wholegrain mustard
- 1 tablespoon flaxseed meal
- 1 tablespoon lemon juice
- ¼ teaspoon garlic powder
- 1 teaspoon salt
- Pinch cayenne pepper
- ½ cup olive oil

Shred hearts of palm into a large bowl. Add ⅓ cup of the crushed vegan crackers, scallions, red bell pepper, mayonnaise, mustard, flaxseed meal, lemon juice, garlic powder, salt and cayenne pepper. Mix until just combined. Using your hands or a 2-ounce ice-cream scoop, form a ball, then a patty. Dredge both sides of crab cake patty in the rest of the finely crushed vegan crackers and place on sheet pan lined with parchment paper. Refrigerate for 30 to 40 minutes. Meanwhile, heat oil in large skillet over medium heat, then add crab cakes in small batches, and cook until browned on both sides, 4 to 5 minutes.

For the Cucumber Salad
- 2 pounds cucumbers, peeled, deseeded, and julienned
- 1 tablespoons extra-virgin olive oil
- ½ teaspoon salt
- ¼ teaspoon ground black pepper

Combine all ingredients in a large bowl and toss until coated. Refrigerate until needed.

For the Herbed Remoulade Dressing
- ¾ cup vegan mayonnaise
- 1 tablespoon whole grain mustard
- 1 teaspoon red wine vinegar
- ¼ teaspoon hot sauce
- 2 tablespoons scallions, finely chopped
- 1 tablespoon parsley, finely chopped
- 2 teaspoons capers, finely chopped
- Kosher salt-to taste
- Freshly ground black pepper-to taste

Combine all ingredients in a large mixing bowl and whisk until thoroughly blended. Refrigerate until needed.

To serve
Place three plates on flat surface. Put a bed of the Cucumber Salad on bottom of each plate. Place three Crab Cakes on top of each cucumber salad, and dollop each cake with 1 teaspoon of the Herbed Remoulade Dressing.

MISSION TO MARS

Getting to the Red Planet is a lot more than just rocket science. Management professor John Mathieu '80 (CLAS) is working with NASA on the human mechanics.

By Pete Nelson Illustrations by Daniel Fishel

Most people understand, sometimes in the sixteenth hour of a drive home from a family summer vacation waiting in bumper-to-bumper traffic to get through the tollbooths and across the George Washington Bridge in a hot, crowded car with a malfunctioning air conditioner, that there are limits to human compatibility. It usually goes something like this:

"Why did we go this way? The other way would have been faster."

"Thank you so much for helping me drive! I have an idea: Why don't we just go back in time two hours and make a different decision about what road to take?"

"I have to go to the bathroom."

"I'm going to throw up."

So imagine, instead of an all-day family car trip with frequent rest stops, you'll be traveling for three years and 500 million miles with five strangers, no rest stops, and no chance to get away from one another — and just to keep you on your toes, you could die any minute. This is essentially the problem Management Professor John Mathieu has been given to solve, tasked by NASA to research how the six-man team they hope to send to Mars in 2036 (or so) can not only survive the journey, but thrive and excel.

"How do you help a team, in an LDSE (long-duration space exploration) environment," Mathieu says, "sustain its effectiveness in the long term? What's the right mix of people to put in, basically, a room for three years? Twelve months to get there, twelve months on the surface, and another twelve months back."

That three-part mission, getting ready, getting there to do the mission, and getting home, is compounded in the first phase by the probability that the team we send ("we" meaning "Earth") will comprise individuals chosen by the five or six different countries it's going to take to finance such a project, scientists with no proven prior compatibility and relatively little time to train or acclimate to one another before the launch.

"The most likely scenario," Mathieu says, "is that there will be a U.S. person, and someone from Russia — if we're getting along with Russia at the time, and probably a European, and a Japanese astronaut, and maybe one or two other people. We quickly realized, we can't control who the other countries are going to send, so we pivoted from how do you optimize the mix, to how do you index the quality of the mix you get? Where is it a good fit versus where might there be some rifts? Where might there be differences in orientation?"

Type A+

The Mars mission astronauts selected by their home countries will be the best of the best, technically skilled and equally gifted with the kind of ego required to have the self-confidence they need. At the same time, a team of all-stars is not as important as having colleagues who prioritize team cohesion over personal accomplishment.

"You have to have people who are very comfortable being by themselves and isolated, yet also comfortable working collaboratively on a team, because what they have to do is going to be a combination of both," says Mathieu. "There's going to be an awful lot of solo work. The combination of being good alone, versus working collaboratively — people tend to fall on one side or the

other of the spectrum. It's a unique population that can do both."

Mathieu is reluctant to take sports metaphors too far, but working from an office on the UConn campus in Storrs where the walls are filled with framed sports pages featuring the Boston Red Sox, Mathieu (himself a kind of Jason Varitek, savvy and solid like the retired all-star catcher) agrees that what you want might be someone like second baseman Dustin Pedroia.

"He has an awful lot of the attributes you'd be looking for," Mathieu says. "He tries to build other people around him. He grits things out. You get everything from him, every day. But if you watch him closely, you'll see him try to develop other people. You'll see him managing the dugout. He's the one who pulls his teammate away from the umpire when they're having a hot moment. He is the ultimate team guy."

"So imagine instead of an all-day family car trip with frequent road stops, you'll be traveling for three years and 500 miles with five strangers and no rest stops."

At the same time, you don't necessarily want six copies of the same person. Once the team members are known, Mathieu's research will help assess each individual to determine which role he or she is best suited for, and then train them for that role. Mathieu has identified the participants any team needs to be successful. You need an Organizer who pays attention to accomplishments and whether or not the team is progressing toward set goals on schedule; a Doer who rolls up his or her sleeves and turns to-do lists into done lists; a Challenger who questions assumptions, critiques ideas in a productive way, and proposes alternative solutions to problems; an Innovator who can think divergently and offer creative right-brain proposals when linear thinking leads to dead ends; a Team Builder who is supportive and positive and calm when others are stressed or down; and finally you need a Connector, attentive to the team's interpersonal relationships or frictions who also serves as a bridge to authorities outside the team.

"There's a lot of moderates in the right person," Mathieu says. "You want somebody who's conscientious, so you have planning and timeliness, but you don't want someone who's so rigid that they drive you crazy. You want them to be agreeable but not too agreeable. You want them to be stable, but you don't want them to be Mr. Spock from "Star Trek." You'll want to be able to see some emotion."

Detecting and interpreting those emotions gains importance in the second phase of the mission, when the training is over and the team leaves Earth's atmosphere, where the more challenging job of team maintenance begins. The team will need to be self-sustaining and self-correcting, but to do that, you need to be able to self-assess and self-monitor, which is more difficult. Mathieu and his research partners have developed tools to assist.

One is a device astronauts might wear called a Sociometric Solutions Badge, about the size of a cellphone, that can measure things like movement, proximity to others, and changes in vocal tone and inflection; it would detect when someone is stressed or upset, talking over a teammate, or spending too much time alone. In twenty years, the technology needed to measure such things will surely exceed what we have now.

"Certain kinds of signatures or patterns might signal that the team is starting to unravel a bit, so maybe it would be worthwhile to trigger an intervention or some remedial kind of action." The badges will monitor the team in a way that's unobtrusive. "You don't want to be Big Brother. These folks don't want to be monitored 24/7."

But how do you intervene when there are no therapists on board and you can't get outside help? Mathieu's other tool, to head off problems before they escalate, is a program called Debrief Now, a kind of psycho-emotional survey astronauts can take, using an iPad or touchscreen, that will help them identify what kinds of things need to be addressed. In the futures we often see in science fiction, our big-brained selves have evolved to transcend our frailties and petty annoyances; in reality, that's probably not going to happen.

"There will be a lot of roommate issues. Here on Earth," Mathieu says, "I could go to lunch with someone, and I might make some noise when I eat, and the other person might notice it and not like it, and think it was irritating, but it's no biggie because it's just lunch. If you have to live with me in a box for three years, those roommate issues are suddenly going to be consequential.

"I ask questions like 'Do I think we make decisions in a timely fashion? Do I have the proper amount of input in the decisions that we make? Are the joint meals enjoyable? Am I having trouble sleeping? Are the sleeping arrangements working well?' In real life, we tend not to talk about icky things. The things that

"If you have to live with me in a box for three years, those no-biggie roommate issues are suddenly going to be consequential."

may be troubling you, or may be troubling me, some difficulty dealing with one another on some joint task, we tend not to talk about it. And then when we do, it tends to unravel pretty quickly."

Suggestion Box

Astronauts will be able to use the tool anonymously. In a factory on Earth with a thousand employees, a disgruntled employee can drop a complaint in the suggestion box and remain anonymous, but on a space transport with a crew of six, it's not so easy. Previous research has shown that the degree to which a team member feels valued, with a sense of belonging and a belief that his contributions to the team are making a meaningful impact, depends on something called "voice climate," or the extent to which a team member feels free to speak, free to make suggestions or admit to mistakes without suffering judgments or repercussions, and that their words will be heard and fairly considered.

"It's a venting tool, in a sense, but we prefer to think of it as providing a safe environment to express your concerns," Mathieu says. "It's not just a bitch-form. That's not productive for anybody. But it's different if someone says, 'Look — we always make snap decisions and we never think through all the consequences.' The surface of it is, how do we make decisions? How do we make sure we don't prematurely close off options? We have discussion prompts that will get them talking about those kinds of things rather than letting it get to the point where someone says, 'Dammit — why do we always do what *you* want to do?'"

The other reason to debrief is to understand mistakes when they happen, before camps or sub-coalitions form to divide teams, which may then cause blame-shifting and scapegoating.

"Being willing to admit things is a sign that it's a safe environment," Mathieu says. "Nobody is going to take your head off. You want to do all you can to prevent mistakes, but if those things do happen, you want to be able to process it in a productive fashion. When you don't, people try even harder to not engage or to avoid problems, and it creates a negative spiral that can be very difficult to get out of."

So far, Mathieu and his research partners have been looking at Earth analogs to collect data, high-stress, real-life teams like submarine crews, Antarctic researchers, surgical teams, or the saturation divers working on deep sea oil rigs. There are also designated NASA research sites, an actual space capsule in a hangar in Houston where individuals can be confined and studied and an underwater training facility off the coast of Florida called NEMO where astronaut candidates in buoyancy suits can work for long periods in simulated zero gravity. At the same time, nothing can really simulate a mission to Mars, where evacuation is impossible and there aren't any referees.

"There's going to be some higher-level guy at NASA in a supervisory role, a director who you can defer to," Mathieu notes, "but usually it's a failure if you have to defer to them."

If it works, and team cohesion is optimized, the result is synergy and what some refer to as flow, a state of sublime grace when the team becomes a perfect fusion of talents, greater than the sum of its parts. When that happens, verbal communication is sometimes unnecessary.

"You can see it when surgical teams are operating at peak efficiency — there's almost an icy silence," Mathieu says.

The third phase of the journey, the trip home, may be most challenging of all, because after the excitement is over, the boredom sets in.

"There will probably be some just-in-time training, where you stagger the training so that the astronauts only get it two months before they need it. On the trip back, NASA may schedule other activities or experiments. The idea is to keep the astronauts engaged with something that's meaningful. And throughout the mission, there will be scheduled down time. A lot of what they do depends on the individual. Listening to music, watching movies, video games, leisure-time pursuits that are good for them. What makes you happy? What approximates normal life?"

Mad-Libs and the Alphabet Game? Could sociometric monitoring devices or Mathieu's Debrief Now tool prevent a family from fighting on the drive home from summer vacation? Hard to say. We can put people on Mars, but some things may simply be impossible.

“THE SMALL PRICE OF SURVIVAL”

Professor Douglas Casa ’97 Ph.D. and the staff of UConn’s Korey Stringer Institute are working to prevent high school athletes from dying. Here’s what they want every parent — and coach — to know.

By Colin Poitras ’85 (CLAS)
Photos by Peter Morenus

Will James on the Pulaski Academy football field in Little Rock, Ark., where he collapsed from exertional heat stroke during a football practice in August 2010. James is now in his first year at the William H. Bowen School of Law in Little Rock.

AUGUST 11, 2010
LAMAR HIGH SCHOOL
LAMAR, ARKANSAS

Today is hotter even than most August days in the Little Rock area, with a heat index above 110. Yet football practice goes on as scheduled at Lamar High School, where 16-year-old Tyler Davenport is grinding through conditioning drills in a helmet, shoulder pads, and shorts.

As practice draws to a close, the offensive lineman collapses. His eyes roll back in his head and he begins to moan. Staff cover Tyler's body with cold towels as he lays on the field in the scorching sun. Ten minutes pass before medics arrive. Tyler's core body temperature is 108 degrees. An exertional heat stroke is destroying his kidneys. His pancreas and liver are swelling and shutting down.

At Arkansas Children's Hospital, doctors place Tyler in a medically induced coma and tell his parents that he has a 10 percent chance of living through the night.

AUGUST 13, 2010
PULASKI ACADEMY
LITTLE ROCK, ARKANSAS

Two days later and 92 miles away Will James, a 16-year-old, 250-pound offensive lineman, collapses during football practice at Pulaski Academy in Little Rock. The heat index is 112 degrees. A certified athletic trainer on site quickly recognizes heat stroke and carts an unconscious Will off the field to the nearest locker room. The trainer packs ice around Will's body and sits him under a cold shower. Despite his efforts, Will's kidneys and liver are failing.

He is transported to Arkansas Children's Hospital and placed in a medically induced coma. Tyler Davenport is in the room directly across the hall.

AUGUST 13, 2010
CROWLEY'S RIDGE ACADEMY
PARAGOULD, ARKANSAS

That same day, two and a half hours away in Paragould, Logan Johnson is excited to be at his first junior high school basketball practice. The 12-year-old has made sure to drink plenty of water before heading out to practice. There is no air conditioning in the school gym and the outside heat has exceeded 100 degrees.

Logan does okay during the first few sets of sprints, but he feels dizzy and falls while running up and down the bleachers as part of a conditioning drill. He falls again in a running drill around the basketball court. When he sits down to rest, his vision is so blurry he can't see the hoop at the other end of the court. A short time later, Logan, who loves basketball and really wants to join the team, tells his coaches he isn't feeling well and leaves the gym to get a drink of water. He collapses near the school's cafeteria, where his grandmother happens to be working. She and other lunchroom staff see that Logan is badly overheated and cover him in trash bags filled with ice.

Logan recovers enough to go home. But for the next few days, he battles the fierce repercussions of his exertional heat stroke and makes several trips to a local hospital. He is vomiting, dehydrated, and in pain. Doctors flush his body with five IV bags of fluid to keep him hydrated, but that causes problems with his breathing and puts stress on his kidneys, which are shutting down.

Two days after that first junior high basketball practice, Logan is airlifted to Arkansas Children's Hospital, where he joins Tyler and Will in the fight to stay alive. It takes one round of kidney dialysis and several days in the intensive care unit before he is stabilized and discharged. A full six months pass before he is able to resume normal exercise.

The first couple of weeks in the hospital are touch and go for both Tyler and Will. After that, however — because of the athletic trainer's quick action to cool Will's body before medical transport arrived — Will James begins to recover. Still weak and needing kidney dialysis, he leaves the hospital after three weeks.

Tyler is a different story. After three weeks, his brain is damaged. His nervous system is shutting down. He cannot speak. His muscle tissue is dying, and doctors fear he will soon lose his right hand and forearm. Tyler's struggles increase. The days wear on.

After two months, Tyler's parents ask him if he wants to let go. He squeezes their hands. Tyler Davenport dies on Oct. 12.

MARCH 29, 2012
HOME OF MATTHEW GANIO
FAYETTEVILLE, ARKANSAS

It has been 18 months since Tyler died and UConn Kinesiology Professor Douglas Casa is sitting in the backyard of a house in Fayetteville, Ark., surrounded by a gathering of reps from the Arkansas high school athletic association, high school coaches, physicians, athletic trainers, and others. The house belongs to University of Arkansas Professor of Kinesiology and UConn alum, **Matthew Ganio '09 Ph.D.** Will James' and Logan Johnson's parents are there, as are Tyler Davenport's. Casa is one of the nation's leading experts on heat stroke and is the head of the University's Korey Stringer Institute (KSI), created by Kelci Stringer, wife of Minnesota Vikings lineman Korey Stringer, who died from complications of exertional heat stroke in 2001.

Casa tells the group that with just a few changes in practice procedures and a small investment in appropriate supplies, heat stroke deaths can be avoided and the lives of young athletes like Tyler Davenport can be saved.

"People are surprised when we tell them exertional heat stroke is almost always preventable, and it is 100 percent survivable if appropriate treatment begins immediately," says Casa, a competitive runner who credits the quick actions of an athletic trainer and EMTs with helping him survive an exertional heat stroke during a 10k track race in 1985.

"It doesn't cost much to save lives," he says. "You can get all of the equipment you need — plastic cold water immersion tubs, ice, rectal thermometers, advanced outdoor weather meters, automatic external defibrillators — for under $2,000. That's a very small price to pay considering the amount of money that is spent annually on high school athletics in this country. And it's not like you need to purchase new equipment each year. These things all easily last 8 to 10 years."

Just the plastic tub and ice by themselves can make an extraordinary difference.

Additionally, he says, some of the most important life-saving measures are free. Adopting new practice and conditioning protocols — such as phasing in summer workouts to help athletes adjust to the heat, providing plenty of fluids and periodic breaks, and modifying practice when heat and humidity are high — come at no cost at all. And there's knowledge, training, and simply being aware of what to do when a student collapses.

Plastic immersion tub: $135
Ten bags of ice: $20

COOL FIRST. TRANSPORT SECOND.

If there is a single overriding mantra steeped into the minds of every staff member of the Korey Stringer Institute, it is "Cool first. Transport second."

At first glance the advice may seem counterintuitive, holding back transportation to a hospital in a medical emergency. But rapid cooling through immediate immersion in an ice-water bath is the most effective way of treating heat stroke, says Casa, who has successfully treated more than 200 heat stroke victims at races and other events over the years.

"How you respond in the first 10 minutes of a catastrophic incident is often the difference between life and death," Casa says.

The KSI recommends having large plastic immersion tubs filled with ice water at all high school practices and sporting events when it is hot. Using a rectal thermometer to get an accurate core body temperature and assessing the environmental strain by using the wet bulb globe temperature is also important. A wet bulb globe thermometer captures air temperature, humidity, sun angle, and wind speed, factors that can influence the body's ability to cool itself. Not wearing full game gear, allowing proper rest and hydration periods, and limiting aggressive

The Student-Athletes

Tyler Davenport
June 6, 1994-October 12, 2010

Joshua Warren
June 17, 1999 -July 1, 2015

Will James

Logan Johnson

Claire Crawford

Tommy Mallon

From left: Arkansas Democrat-Gazette; Courtesy of the Warren Family; Courtesy of Will James; Arkansas Democrat-Gazette/Steve Keesee; Magic Moments Photography; Beth Mallon.

A ROAD MAP FOR SAVING LIVES

For the past two years, the Korey Stringer Institute (KSI) at UConn and its peer organizations — the National Athletic Trainers' Association and the American Medical Society for Sports Medicine — have sponsored a national conference called Collaborative Solutions for Safety in Sport.

The meeting brings together officials from every state, including one representative from the state high school athletic association and one rep from the sports medicine advisory committee. At the meeting, school leaders are encouraged to adopt a comprehensive series of best-practice recommendations for secondary school athletics that were issued by a national task force in 2013. Those recommendations, which Doug Casa and KSI helped create, cover all forms of sudden death in sport.

The recommendations call for schools to have at least one certified athletic trainer on-site during all games and practices. Coaching staff should be trained in CPR, the use of automatic external defibrillators, concussion assessment, and how to recognize other life-threatening situations. Detailed emergency action plans must be developed, regularly updated, and practiced at least once annually. Well-supervised and climate-appropriate conditioning drills are a necessity.

"We're on a great trajectory with what we've been able to accomplish in states like Georgia, Texas, Arkansas, and Florida, among others," says Casa. "It's exciting, but also disheartening at times because some people won't do things that you know could help. A lot of times they just need assistance seeing the path forward, and that's where we come in. We've already helped so many states do this, we can help shape the path for them. They just need to walk it themselves."

Find the task force's recommendations for preventing and responding to the leading causes of death in high school sports as well as maps showing how your state is doing at s.uconn.edu/casaksi.

two-a-day and three-a-day practices during early summer to give athletes time to adjust is critical too. Despite resistance fueled by longstanding local traditions, Casa says there is mounting evidence that these heat acclimatization guidelines work.

In the two years after the incidents involving Will, Tyler, and Logan, Arkansas officials adopted new laws requiring all public high schools to have emergency action plans for serious athlete illness or injury, automatic external defibrillators on-site, and additional medical training for coaching staff. Arkansas was one of the first states, in 2012, to adopt KSI's recommended heat acclimatization guidelines, and is now considered a national leader in protecting high school athletes on the practice field.

Seventeen states currently follow all of KSI and the task force's recommended heat-acclimatization policies (see "Road Map" at left). New Jersey was the first to adopt those guidelines, in 2011, and since then, no high school football players have died of heat stroke during preseason practice in any of the 17 states that were properly following the guidelines. At least three high school students died of complications from exertional heat stroke last year — in states that are not following the guidelines.

"WHATEVER IT TAKES"

Casa and his team of colleagues at the Korey Stringer Institute have been spreading messages of survival across the country for the past six years. There are more than 7.5 million high school athletes competing in the U.S., and of that total 1.1 million play football. That's compared to about 100,000 college and professional athletes playing the game. It may not be surprising, then, that the secondary school population leads the nation in sports-related deaths. And yet, currently only about half of U.S. high schools have a full-time athletic trainer.

Early on in his career (Casa has been at UConn since 1999), he and UConn Kinesiology Professor Lawrence Armstrong, also an expert on hydration, guided the NCAA in making sweeping changes to its practice protocols to protect athletes. Before the new heat-acclimatization policies were put into place, on average one to two NCAA student athletes died each August from heat stroke. Since the changes were adopted, in 2003, there have been only two heat-related deaths in August in colleges that have properly followed the guidelines.

"One simple policy change has saved 15 to 20 lives," says Casa.

The NFL adopted similar changes in 2011.

But convincing high schools to accept the changes is an entirely different battle.

"The NFL and NCAA have the authority within their organizations to adopt sweeping changes," explains Casa. "But at the high school level, those changes can only be made by the individual high school athletic associations in each state. It's a grueling process."

One state at a time — through phone calls, conferences, board meetings, and, yes, even small gatherings in backyards — the KSI team is convincing state leaders to adopt new policies to better protect high school students from heat stroke, sudden cardiac arrest, exertional sickling in athletes with the sickle cell trait, and head and body trauma — the leading causes of sudden death in sport.

"KSI is a grassroots organization," Casa says of the national campaign. "We don't simply preach from a podium. We're doing whatever it takes to bring about change."

OCTOBER 13, 2015
LOGANVILLE CHRISTIAN ACADEMY
WALTON COUNTY, GEORGIA

Claire Crawford, a 17-year-old senior, drops to the floor in the middle of a volleyball game. A video camera that was set on a tripod by her parents to record this Senior Night game captures Claire serving the ball, grabbing her chest, then collapsing.

Luckily, the school has an automatic external defibrillator, or AED, stored a short distance away. On the video, you see staff, including the school's athletic trainer, call 911, grab the AED, and immediately turn on the monitor as all color drains from Claire's face. She has no pulse. A staff member starts CPR. It has been nearly two minutes and 11 seconds since Claire hit the floor when, following the AED's prompts, the team applies an electric shock. Claire's heart starts beating again. By the time paramedics arrive, she is sitting up and talking.

"Without the AED there is no way I would've made it, and the ambulance wouldn't have gotten there on time," Claire tells WSBTV, a local television news station, afterward. Doctors later determine Claire suffered a life-threatening ventricular fibrillation in her heart that requires triple bypass surgery to correct.

Loganville Christian Academy has four wall-mounted AEDs and two portable versions that travel with athletic teams. Doug Casa wishes more schools would follow suit.

"The data is overwhelming," says Casa. "Ninety percent of high school athletes will survive a sudden cardiac arrest in sport if an AED is available within a minute or two of when the event occurs."

Each minute that administration of an AED is delayed, an individual's chance of survival drops by 10 percent. If it takes five minutes to locate and activate an AED, an individual's survival rate has already decreased by half.

Nearly 70 percent of all cases of sudden cardiac arrest happen in three sports – football, basketball, and soccer. Nineteen states have adopted most of the recommended actions for sudden cardiac arrest. No state has adopted them all.

AED: $1,000

JUNE 30, 2015
PINE TREE HIGH SCHOOL
LONGVIEW, TEXAS

Joshua Warren's football teammates are baffled when the 16-year-old defensive end falls seriously ill after participating in strength and conditioning drills one afternoon in late June.

Joshua's condition worsens at home. He is admitted for observation at a local hospital, where he dies the following morning. Health officials later determine Joshua's death was caused by exertional sickling, a life-threatening condition that can occur in athletes who carry the sickle cell trait.

School officials and Joshua's family say they were unaware

"EXERTIONAL HEAT STROKE IS ALMOST ALWAYS PREVENTABLE, AND IT IS 100 PERCENT SURVIVABLE IF APPROPRIATE TREATMENT BEGINS IMMEDIATELY."

that Joshua possessed the sickle cell trait.

Sickle cell is a hereditary condition that causes a person's normally round red blood cells to stiffen and become crescent- or sickle-shaped. These sickle-shaped cells can stick to the walls of blood vessels causing a dangerous blockage that restricts blood flow and limits the amount of oxygen reaching nearby tissues.

Exertional sickling often occurs when athletes carrying the trait participate in high-intensity exercise with short recovery times between sessions. Athletes who get very dehydrated or who exercise when it is especially hot and humid increase their risk.

In response to an exertional sickling death, the NCAA enacted a policy in 2010 requiring all of its Division I institutions to document sickle cell trait testing for all of their athletes.

From 2000 to 2010, there were 10 exertional sickling deaths among NCAA schools. In the six years since the new policy was passed, there has been just one death due to exertional sickling.

KSI recommends that high schools across the country take similar steps to ensure that coaches and school officials are aware when one of their athletes has sickle cell trait and that those coaches and athletes are counseled about appropriate precautions. Unfortunately, many high schools across the country don't fully appreciate the dangers presented by exertional sickling until a serious crisis occurs, Casa says.

"Today, everyone is tested for sickle cell trait at birth, so it is mainly a matter of schools getting access to that information through an athlete's pediatrician during their pre-participation exam," says Casa. "It really just needs to be on the form."

Sickle Cell Trait Test and Communication of Results: $0

MAY 23, 2009 SANTA FE CHRISTIAN HIGH SCHOOL SOLANA BEACH, CALIFORNIA

There are two minutes left in a lacrosse playoff game when 18-year-old Santa Fe Christian defenseman Tommy Mallon, racing full-speed after a ground ball, collides with a Poway High School player. The hit doesn't look that bad from the sidelines, but Mallon falls to his knees and grabs his head.

His school's athletic trainer knows something is wrong when Mallon says he can't feel the back of his head. She stabilizes his head and neck and calls for an ambulance and backboard, insisting — despite Tommy's repeated requests that he is fine and can get up — that he stay down and not move.

On the way to Scripps Memorial Hospital in La Jolla, Mallon starts vomiting. Tests soon reveal that Mallon has not only suffered a serious concussion, but he has a broken his neck. The injury is critical — it's the C-1 vertebra, where skull and spine connect.

Doctors tell Mallon that if he had gotten up from the field that day he probably would have died or been paralyzed from the neck down. In response to the incident, Mallon and his mother, Beth, who witnessed the collision, created a national foundation, Advocates for Injured Athletes (A41A), that urges high schools to hire certified athletic trainers to keep athletes safe.

"There are so many things on that day that went right that could've gone wrong," Beth Mallon told ESPN in an interview in 2011. "All I kept thinking about was, what does somebody do who doesn't have all of these resources? I felt like I couldn't sit back and not try to change things."

Besides joining the call for more athletic trainers at high schools, KSI supports the policies of organizations like A41A and Heads Up Football, with its comprehensive program developed by USA Football to reduce head, neck, and body injuries and to enhance the overall safety of young athletes.

Research has shown that reducing incidents of head-to-head tackling during competition and in practice can significantly reduce incidents of concussion. KSI endorses Heads Up Football guidelines as the *minimum* recommended practices for protecting against concussion and body injuries. (For more on the guidelines recommended by KSI, visit s.uconn.edu/casaksi.)

Certified Athletic Trainer: $250/day

After three weeks Will James is getting ready to leave his room at Arkansas Children's Hospital. Before he goes, he wants to check in on Tyler, the other offensive lineman who collapsed and who has been going through so many of the same things. He walks across the hall and into Tyler's room for the first time. He is stunned and saddened to find Tyler looking shockingly weak and unable to communicate.

Six weeks later, Will attended Tyler's funeral.

Paul Horton

Professor of Kinesiology Doug Casa works with KSI staff and students at UConn's Greer Field House. Dozens of undergraduates do research with KSI every year.

DOUG CASA'S STORY...

The scholastic boys' 10,000-meter run started in the late morning of a hot and humid day. On the final lap, the third-place runner began staggering. He collapsed just as he was coming into the turn. He stood up, took a few more strides, and then collapsed again. He was lying unconscious not more than a hundred meters from the finish line. His coaches quickly warned the physician and athletic trainer not to touch this 16-year-old athlete because he would be disqualified and lose his chance at a medal.

Ignoring the coaches' request, they got the athlete to the nearby ambulance area, placed him in the shade, and put ice bags and wet towels on his neck, forehead, axilla, and groin areas while EMTs called the hospital.

"I have nearly no memory of approximately six hours of my life, while I was in a coma due to severe exertional heat stroke," says Doug Casa. But "after being released from intensive care to a regular hospital room, I watched the local news at 11 p.m. and watched them tell the story of my exertional heat stroke. It was powerful to lie alone (Buffalo was 10 hours from my house on Long Island) in a hospital room — utterly exhausted yet peacefully thankful — and watch a news account about myself.

"On August 8, 1985, somewhere between 11 and 11:10 p.m. EST, the path of my life unfurled in front of me. For all the years since then, I have been on a quest to try to prevent and treat exertional heat stroke. My story is not overly complicated. My survival penance has been to save as many lives as possible from heat stroke and to prepare others who can do the same."

Kent Scriber, professor of exercise and sport sciences at Ithaca College, was the athletic trainer who helped Casa that day. "I was impressed with Dr. Casa's research long before I realized our paths had crossed years earlier," says Scriber. "I still remain in awe of Dr. Casa's passion for the work he does, and I am proud to know that my actions many years ago have been a catalyst for the work that he has done since then."

Casa says his work with the Korey Stringer Institute is a way of "paying it forward." The current work of KSI related to heat stroke and sudden death is enhancing the safety, not only of athletes of all ages and levels, but also of our country's military, laborers, and anyone leading an active lifestyle.

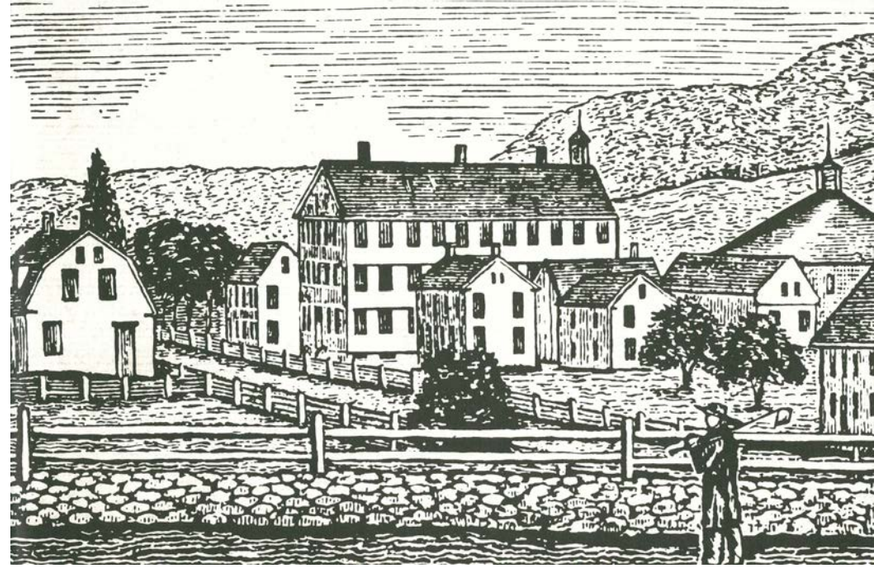
To watch a video about some of the recent work Casa & KSI are doing to prevent sudden death in athletes, go to s.uconn.edu/casaksi.

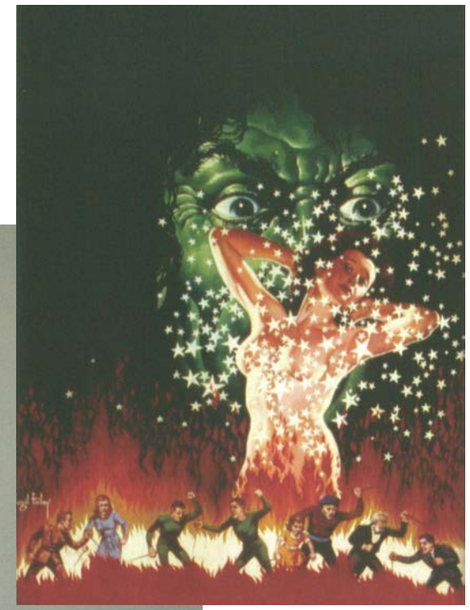
50 YEARS OF THE BENTON

For the past 50 years, The William Benton Museum of Art on the Storrs campus has been Connecticut's State Art Museum. In that time it has amassed a permanent collection of more than 6,500 paintings, drawings, watercolors, prints, photographs, and sculptures, while serving as host to curated and traveling exhibitions dating from the 15th through the 21st centuries.

Exhibitions at The Benton have included works by Ansel Adams, George Bellows, Mary Cassatt, Salvador Dali, Guerrilla Girls, Winslow Homer, Käthe Kollwitz, Robert Motherwell, Norman Rockwell, Auguste Rodin, Cynthia Reeves Snow and Frank Stella, among many others. The Museum's array of special events includes gallery talks, campus art walks, academic and nonacademic discussions, musical performances and family programs. *—KENNETH BEST*

In honor of the Benton's fiftieth anniversary, we present just a few highlights from visiting exhibitions (pages 27 to 29), along with five decades worth of favorites that have been added to the Museum's permanent collection since 1967 (pages 30 to 31). For more about each of these works, go to magazine.uconn.edu/benton.





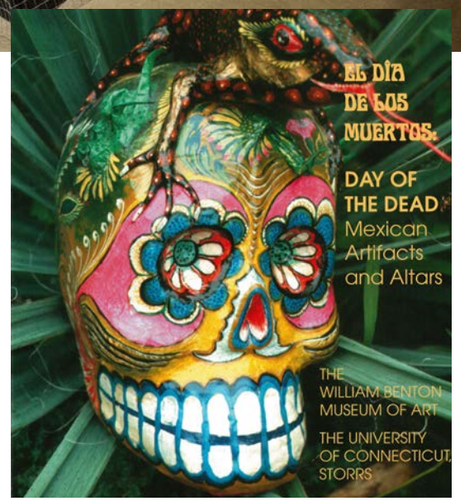
Exhibits, clockwise from top left:

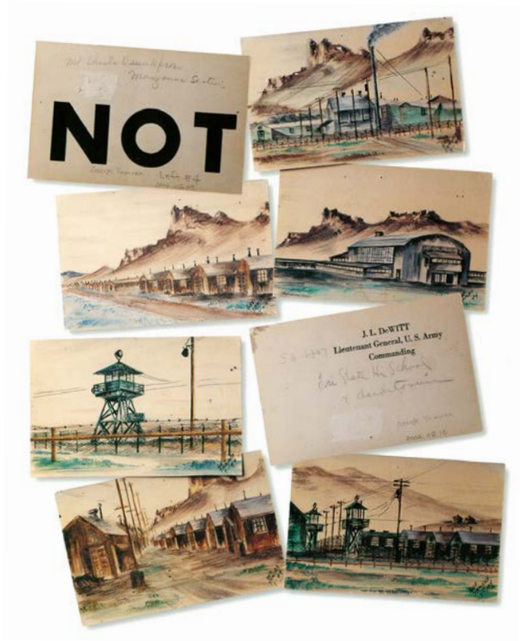
Simple Gifts – Hands to Work and Hearts to God, 1978;

Women's Work, Women's Dreams: A Century of Swedish Women's Arts, 2009;

From Amazing Stories to Weird Tales: Covering Pulp Fiction, 2010;

Wood: Installations and Drawings by Bryan Nash Gill, 1993.





Exhibits, clockwise from top:

**Speak Up! Speak Out!
Bread & Puppet Theater, 2015;**

**The Art of Gaman: Arts and Crafts
from the Japanese American
Internment Camps 1942–1946, 2008;**

**El Dia de Los Muertos: Day of the Dead/
Mexican Artifacts and Altars, 1998.**

Exhibits, clockwise from top:

**The Mystical Arts
of Tibet, 2002;**

**Barkley L. Hendricks:
Some Like It Hot, 2011;**

**Rodin: A Magnificent
Obsession — Sculpture from
the Iris and B. Gerald Cantor
Foundation, 2007 (2);**

**Women of New England:
Dress from the Industrial Age,
1850–1900, 2012.**

In chronological order starting top left, an example of pieces of art added to the Benton's permanent collection from its inaugural year, 1966-1967, to 2016. Try to guess the artist or simply look at the description of each on page 44 and at s.uconn.edu/benton. ⊛



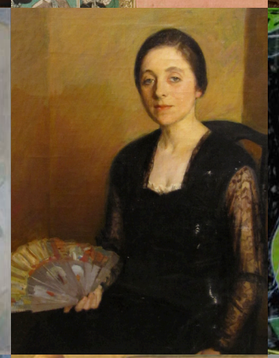






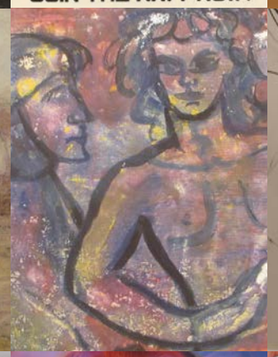




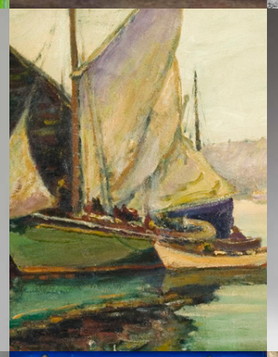





















THE CASE FOR BILINGUAL DEAF CHILDREN

By Christine Buckley
Photos by Peter Morenus

Marie Coppola and a number of other researchers at UConn want to understand the science behind how early access to language affects learning in deaf and hearing children. Deaf children are just as intellectually capable as hearing children — but if they do not have early access to language and communication, that intellectual capacity can quickly erode.

EIGHT-YEAR-OLD MARIE COPPOLA COULD HEAR THE DIAL TONE ON THE OTHER END OF THE PHONE. Second ring . . . third ring. She was a little clammy, but not as nervous as the first few times she'd picked up and dialed on this sunny Philadelphia afternoon.

A middle-aged woman's voice answered. "Hello?"

"Hello," Coppola said, affecting what she thought was a deep, confident tone. "I'm calling about your ad in the *Inquirer* for cleaning services."

The woman was not fooled. "Excuse me?" she began testily.

"It's for my mother," Coppola rushed on. "She's deaf, but she is highly qualified and can provide references. If you'd like to meet her, I can arrange it. She's available any afternoon this week. . ."

Amy Coppola, standing with a hand on her daughter's shoulder, looked on. Her daughter trailed off, eyebrows furrowed. She tried a few more cajoling words, but finally mumbled, "Okay, thank you," and hung up.

Her mother didn't need to ask. "Better luck next time?" she signed.

"Yes," signed Marie. She trudged across the room, disgruntled.

"I'm going to my room. I'll be back for dinner," she signed — in the Deaf custom of telling people where you're going when you leave, and when you'll be back — before disappearing down the hall.

Forty years later, Marie Coppola, now assistant professor of psychological sciences and linguistics in the College of Liberal Arts and Sciences, is still disgruntled. Even today, amid a surge of technology that promises to give deaf and hard-of-hearing people access to sound, Coppola says Deaf people, along with their language and their culture, are not being heard.

> "IT JUST MAKES SENSE: AROUND THE WORLD, CHILDREN GROW UP BILINGUAL AND TRILINGUAL, AND HAVE NO COGNITIVE ISSUES...SO WHY SHOULD SIGN LANGUAGE AND SPOKEN LANGUAGE BE DIFFERENT?"

Coppola was recently awarded a $1.2 million National Science Foundation (NSF) CAREER Award, one of the largest in the program's history, to study the impact of early language experiences — whether spoken or signed — on how children learn. She hopes her work will help people better understand that sign language is just as worthy as spoken language.

A CHILD OF DEAF ADULTS

Like the hundreds of thousands of Deaf people in the U.S. who use American Sign Language (ASL), Marie's parents, Amy and Richard Coppola, refer to themselves as Deaf, with a capital *D*. Amy was deaf from birth, while Richard lost his hearing as a baby after delivery complications and contracting scarlet fever. Although Richard attended a residential school that taught him sign language, his family never learned to sign.

Amy went to an oralist school in Philadelphia, which emphasized lip reading and producing speech and didn't teach sign language. The oralist tradition is based on the 1880 International Congress on Education of the Deaf, which declared speech communication superior to manual communication and banned the use of sign languages in deaf schools. Not until 1980 did the same Congress repudiate this resolution, saying that "all deaf children have the right to a flexible communication."

"People were told that if they learned to sign, it would be harmful to their development," says Marie. "People are still getting that message today."

Richard attended Gallaudet University, the only comprehensive university for the Deaf in the world, and studied library science. But in the 1970s, before the Americans with Disabilities Act, he was unable to find library work. He worked nights at the Philadelphia Post Office, sorting business reply mail. Amy found odd jobs, like cleaning houses, when she could.

Yet the Coppolas lived happily within the robust Philadelphia Deaf community. They attended Deaf sporting, poetry and storytelling events. Amy travelled to conferences as a delegate for the International Catholic Deaf Association. Richard, a lover of adventure, dragged a reluctant 16-year-old Marie and her two younger brothers on a 42-day road trip to Los Angeles for the Deaflympics in 1985 — complete with a stop in every state, including Texas to visit Southfork Ranch, where "Dallas," one of the first shows to be closed-captioned, was filmed.

"We loved the Deaf Olympics," remembers Coppola. "But 13,768 miles in a car with your dad would make any teenage girl go a little crazy."

Sign languages — there are around 130 worldwide — are fully developed languages, with their own lexicon and structure. But from an early age, Coppola detected subtle signs that people saw ASL, which has an estimated 500,000 speakers, as a sign of stupidity.

"People would say really insulting things about my mother, like at the grocery store," she remembers. "Of course, she knew people said horrible things. But I wanted to shield her. As a child, that's a hard position to be in."

As an undergraduate at MIT, Coppola used her ASL fluency to study language structure with renowned psychologist Steven Pinker. In graduate school, she traveled yearly to Nicaragua to study how Nicaraguan Sign Language, which materialized spontaneously in the late 1970s, had developed and evolved.

When Coppola arrived at UConn in 2010, she brought with her more than a decade of research experience studying how sign languages are created. Now she turned her attention to what she considers a more pressing public concern: how deaf children learn.

FORBIDDEN SIGNS

In the early 1980s, when Coppola was still in high school, cochlear implants (CIs) were approved for use in children ages two and older. The technology, a system of electrodes surgically implanted into the inner ear to artificially stimulate hearing cells, has become a go-to medical solution for children born deaf. The implants have been applied to an estimated 350,000 people worldwide, and can be implanted at one year old, in some cases

ONE FISH, TWO FISH

Assistant Professor of Psychological Services and Linguistics Marie Coppola asks children to count fish during the testing phase of a national study she will oversee this year. Funded by a $1.2 million National Science Foundation CAREER Award, the first phase of the study will compare the math skills of hearing children who get spoken English from birth with those of deaf children of signing parents who get American Sign Language from birth.

younger. They're considered so successful that access to some sound is an option for the majority of deaf people.

Since 95 percent of deaf people are born to hearing parents, the majority of families with deaf children would like their children to hear, says Board of Trustees Distinguished Professor of Linguistics Diane Lillo-Martin, who has been studying sign language for 30 years. As a result, fewer and fewer deaf children are learning sign language, she says. And in some cases, this leaves children with no access to language at all, since CIs have varying degrees of success. "It's not like glasses, where you put them on and you can see perfectly," says Lillo-Martin. "Electronic hearing is very different from acoustic hearing."

Harking back to the oralist tradition, audiologists and doctors who treat deaf children receiving CIs regularly tell parents that their child must not use sign language, because it will interfere with their ability to learn to speak. Further, parents are told that a lack of auditory input at a young age will prevent the brain from developing normally. These claims were backed up by research studies, most conducted by the implant's inventor, Graeme Clark.

> "IT'S NOT LIKE GLASSES, WHERE YOU PUT THEM ON AND YOU CAN SEE PERFECTLY. ELECTRONIC HEARING IS VERY DIFFERENT FROM ACOUSTIC HEARING."

But more recent research, including work by Lillo-Martin, shows the opposite: that learning ASL does not impair speech development. In July 2015, a panel of doctors and psychologists weighed in on the CI issue in the medical journal *Pediatrics*, and concluded: "The benefits of learning sign language clearly outweigh the risks. For parents and families who are willing and able, this approach seems clearly preferable to an approach that focuses solely on oral communication."

"It just makes sense: around the world, children grow up bilingual and trilingual, and have no cognitive issues," says Lillo-Martin. "So why should sign language and spoken language be different?"

MADE TO HEAR

That hearing parents of deaf children are still counseled not to teach their children sign language continues to baffle Laura Mauldin, assistant professor of human development and family studies.

"I'm an intensely social person," says Mauldin, explaining how she learned ASL from a handful of mainstreamed Deaf students at her public school outside Houston, Tex. "I followed the Deaf students around, and they were very patient with me," she says with a laugh. "It ended up shaping the trajectory of my life."

Mauldin attended Gallaudet as one of the first hearing people accepted to its ASL master's program, and did her Ph.D. at the CUNY Graduate Center in New York. Having watched the cochlear implant controversy unfold from the perspective of the Deaf community, she wanted to learn about the other side: the hearing families into which deaf children are born. As a medical sociologist, she studies the effects of medicine on contemporary life.

"I'm interested in care, and the pressures on parents, particularly mothers, to provide good care to their children," she says.

For six months, Mauldin observed clinicians working with the parents of deaf children who were candidates for CIs, from birth to age six, at an audiology clinic in the New York City area. The result was her February 2016 book, *Made to Hear*, which documents the long CI process. After months of screenings and approvals, a child has the surgery; weeks or months of adjustments follow, then years of auditory training to understand speech.

"You see those videos on YouTube of people having their implant turned on and hearing for the first time, and it's supposedly this beautiful thing," she says. "But the implant is not the treatment. The treatment is that it's the parents' job to retrain that child's brain, over years of work, to understand what's being sent to it."

Mauldin observed that most successful CI children were from white middle-to-upper-class families, often with a mother or father who could afford to stay home and devote themselves to their child's training. Further, the advice against sign language was couched in neuroscience: parents were told that if the children learned to sign, neural pathways for visual language would develop, and spoken language pathways wouldn't. Mauldin found this ironic.

"The message was: the brain is plastic enough that we can make your child hear and speak, if you put in the work on those synapses and create those pathways for spoken language," she says. "But it's not plastic enough to be able to learn both sign and speech at the same time, so definitely don't do that."

In the end, Mauldin felt herself sympathizing with the families she watched struggle to get the right information and make decisions surrounding the disability. She hopes that the Deaf community will read her book, and gain some sympathy toward the hearing parents of deaf children.

BILINGUAL AND BICULTURAL

In May, Nyle DiMarco, the recent winner of "America's Next Top Model," won "Dancing with the Stars." The Deaf math-major-turned-model-turned-dancer hails from a multigenerational Deaf family, and used his fame to bring issues of Deaf education to a national audience. His eponymous foundation advocates for bilingual education, meaning that Deaf children should learn both a signed language and a spoken language from birth.

The Deaf community is now working to convince people that bilingualism will not only cause no harm to their child, but will allow children to be bicultural — to be part of a community that can enrich their lives. It's a tough sell to families, but Coppola thinks it's a simple matter of access.

"Right now there's no political will to get these kids access to ASL, because people believe that cochlear implants simply make you hearing," says Coppola. "You can't get a cochlear implant the instant you're born, so right off the bat, there's a difference in exposure to language." Coppola's NSF award will support her research on cognitive development in deaf children. A new Deaf graduate student, Jessica Contreras, arrived on campus this month to work on the project.

The project will explore the idea that deaf children struggle to learn not because they're deaf, but because most of them, coming from hearing families who didn't teach them ASL, were deprived of early language input.

The first experiment will compare the ability to understand numbers in hearing children who get spoken English from birth, with that of deaf children of signing parents who get ASL from birth. She expects to see no differences between these groups.

Then, Coppola will compare deaf children who receive sign language from birth with those who receive sign or spoken language input later in life. She expects that later language access will emerge as the reason for cognitive delay. If it does, her study would be the first to show quantitatively that the ability to understand numbers is not driven by access to sound, but by access to language — whether it's spoken or signed.

"Everybody expects some degree of language deprivation, and some degree of cognitive delay," she says of deaf children. "I strongly resist that. It doesn't have to be that way."

But the resources available to help families who want to teach their deaf child to sign are pitifully low, says Coppola. As one parent in Mauldin's clinic put it: "Do you think I had my child and a sign language dictionary came out of my butt?"

In Connecticut, the state government, through the American School for the Deaf, offers about one hour of training per week for eight to twelve weeks, for families of deaf children under three. In other states, support is much lower.

Foundations like DiMarco's advocate that federal resources should fund ASL programs. For some deaf children, CI technology works only partially or not at all — and if those children haven't learned to sign, they end up with no quality language access. That's the worst tragedy, says Coppola.

But technology is also advancing for ASL access. Apps like Convo allow Deaf people to access interpreters from anywhere in the world through their smartphones, so they can make phone calls. Prototypes of wearable devices that translate ASL into English are being developed. And even old-fashioned email improves Deaf people's access to business and commerce.

Interest in ASL, which by some estimates is the third most frequently used language in the United States, has increased, with many high schools — eight across Connecticut at last count — offering ASL as a foreign language. UConn, too, offers ASL courses.

When Coppola visits her parents now, she senses they're proud of her and her research. But they don't talk about it directly. Instead, they mostly talk about Coppola's two children, who speak English and Dutch natively, and are learning ASL. For them, Coppola notes, bilingualism hasn't hindered development.

"Access to two languages is just better than access to one," she says. "I am all for something that increases kids' capacities, as long as they get language early. Getting language early is the most important thing."

Marie Coppola
Assistant professor of psychological sciences and of linguistics and director of UConn's Language Creation Lab, Coppola this year received the prestigious National Science Foundation CAREER Award. The $1.2 million award will provide five years of support for research on the impact of language experience on number development in deaf and hearing children, focusing on how early exposure to language fosters typical development in numerical cognition.

Diane Lillo-Martin
Board of Trustees Distinguished Professor of Linguistics, Lillo-Martin also is coordinator of the American Sign Language studies at UConn. The primary project of her fellowship involves the development of a digital archive through which video recordings of children using ASL in interactions with their Deaf parents and other signers and other legacy data will be shared with the signing and research communities.

Michael Ian

Laura Mauldin
Assistant professor of human development and family studies and of women's, gender, and sexuality studies, her book *Made To Hear* is based on an ethnography of a cochlear implant (CI) clinic and examines the use of CIs in deaf children, the role of neuroscience in the culture of intervention around deafness, and how parents are expected to adopt CIs for their deaf child.

First There Was Shirley Chisholm

By Evelyn Simien, associate professor of political science
Illustrations by Daniel Baxter

When the late Shirley Chisholm officially announced her candidacy for president of the United States in 1972, friends and colleagues immediately began to question her sanity.

Neither a woman nor an African-American had ever held the highest elected political office in the land. As CBS news anchor Walter Cronkite reported, "A new hat, rather a bonnet, was tossed into the Democratic presidential race today. That of Mrs. Shirley Chisholm, the first black woman to serve in Congress."

By the time she threw her "bonnet" into the ring, Chisholm had spent much of her legislative career addressing issues such as education, welfare, unemployment, and housing. She introduced and got legislation passed establishing publicly-supported day care centers, securing unemployment compensation for domestic workers, and allowing female college professors who interrupted their careers due to pregnancy to retain tenure rights.

Chisholm began the race with a level of name recognition that few female candidates achieve. And, by entering and running through several primaries, she accomplished something no other woman had. Suddenly women could see themselves as political actors in national campaigns and local elections. Full of a sense of pride and connection, previously uncounted women and African-American voters went to the polls. Rich with symbolic meaning and electoral consequence for future presidential hopefuls, her candidacy demonstrated the political progress that numerically underrepresented groups — particularly women and African-Americans — had made in electoral politics on the road to the White House.

A member of the U.S. House of Representatives for the 12th District of New York (Brooklyn), Chisholm called herself "a catalyst for change," and a voice for underrepresented groups throughout the nation. She was arguably less interested in winning the presidency than in leveraging her campaign in unprecedented ways — using the political process to further the platforms and hopes of these underrepresented groups.

Chisholm holds the record of having received the most votes of any woman who has run for president of the U.S. in the twentieth century and more than 50 have appeared on at least one ballot as a minor or major party candidate in primaries between 1964 and 2004. More than 400,000 people voted for Chisholm in 14 Democratic primaries, one of which — New Jersey — she won. And on the first ballot at the 1972 Democratic Convention, she received a total of 152 delegate votes.

"Unbought and Unbossed"

Chisholm placed a high value on ethics, compassion, and the ability to handle social programs. "I think the one issue that would make me stand out among the other candidates is my integrity and the principles on which I stand," she said. Her personal slogan was "unbought and unbossed."

New to Congress, she had initially balked at an assignment to the Agriculture Committee, saying, "apparently all they know here in Washington about Brooklyn is that a tree grows here."

"Shirley Chisholm does not play by the rules. . . . As a freshman member of the House of Representatives, Mrs. Chisholm defied tradition by refusing assignment in the Agriculture Committee, telling the powerful leaders of the House that the work of that committee was irrelevant to the needs of her constituency," wrote Martin Tolchin in *The New York Times*.

In the end, she took the assignment and used it to create a supplemental nutrition program for mothers and babies. The initial stand also earned her a reputation in Brooklyn for being fierce and loyal. "She did what people wanted done. And that was very important. Because her district was a poor district. And they needed a voice. And she was their voice," said her husband Conrad Chisholm.

Although her presidential campaign raised far less money than those of her male competitors, it also received support from previously underrepresented places. Impoverished African-American women, for instance, sent her campaign 50-cent pieces and pennies taped to cardboard.

Grin and Bear It

Certainly Chisholm's candidacy paved a path for women in future national campaigns and elections, but it also served as a cautionary tale for future would-be candidates. Her historic candidacy aroused

fears, resentments, and prejudices within the American electorate, pointing out an ongoing struggle to overcome deeply entrenched prejudices and to articulate the issues and positions of those historically disenfranchised in the United States.

The most frightening example was a potentially fatal episode on the campaign trail when the Secret Service stopped a man carrying a knife with a 10-inch blade from stabbing Chisholm in the back.

Other attacks were verbal. Few women and political scholars today would be surprised to hear that Chisholm was described as a "pain in the ass" in the mainstream press, or that she was asked whether she had "cleaned her house" and "cared for her husband" by hecklers on the campaign trail. She faced blatant sexism — *New York Times* reporters lauded her as "one of the best-dressed women on Capitol Hill" and, at the same time, declared that she was not "beautiful," that her face was "bony and angular," her nose "wide and flat," and her "protruding teeth" accountable for a "noticeable lisp." It was also reported by the mainstream press that she "verbally spanked" those who refused to take her seriously. Such sexist commentary, regarding her appearance and communication style, was treated as acceptable.

She stayed the course despite such an onslaught of ridicule and condemnation. "There are certain things in politics you cannot stop. You just can't stop. You just have to grin and bear it," was Chisholm's response.

"If they don't give you a seat at the table, bring a folding chair." – Shirley Chisholm

Losing and Winning

Chisholm used the electoral system differently from her competitors, invoking racial rhetoric and bold gestures to achieve a balance of power in the presidential selection process. Understanding that black votes could amount to the margin of victory for the eventual Democratic nominee, she established a kind of "brokerage politics" through unconventional, alternative means and exerted a pro-leverage strategy to participate in behind-the-scenes bargaining and to rise in the ranks of senior leadership at national party conventions.

She said that she intended to "keep the other candidates honest," by being one of the few forces pushing them to the left in terms of ideology and policy reforms. Her campaign gave prominence to issues, encouraged massive voter registration, and led to a cohesive delegate bloc at national party conventions, which established the need for eventual nominees to bargain with minority stakeholders.

Her candidacy may not have wholly succeeded in forging a solid alliance of politically marginalized groups working for social change including women, African-Americans, Native Americans, Hispanics/Latinos, the poor, veterans, and young people. But it did take a significant first step in this regard — well in advance of Jesse Jackson's Rainbow Coalition in 1984 and 1988.

"Shirley Chisholm running for president is a story that all women should be proud of and feel empowered by, and all African-Americans should feel proud of and empowered by," said U.S. Representative Barbara Lee of California, at the time.

As Chisholm said in 1973, the year after her unsuccessful presidential campaign: "I ran because someone had to do it first. In this country everybody is supposed to be able to run for president, but that's never been really true. I ran because most people think the country is not ready for a black candidate, nor ready for a woman candidate. Someday . . . The next time a woman runs, or a black, a Jew, or anyone from a group that the country is 'not ready' to elect to its highest office, I believe he or she will be taken seriously from the start. The door is not open yet, but it is ajar."

Evelyn M. Simien, associate professor of political science, jointly appointed with the Africana Studies Institute, is the author of Historic Firsts: How Symbolic Empowerment Changes U.S. Politics (Oxford University Press, 2015).

USA Basketball

UConn Nation Fuels Team USA!

Five former Huskies were on the 12-member Olympic roster that made it six golds in a row for Team USA women's basketball: **Breanna Stewart '16 (CLAS)**, **Maya Moore '11 (CLAS)**, **Tina Charles '10 (CLAS)**, **Sue Bird '02 (CLAS)**, and **Diana Taurasi '05 (CLAS).** Geno Auriemma coached the team, earning his second consecutive Olympic gold. It was the first for Stewart and the second for Moore and Charles, while Bird and Taurasi earned their fourth golds. Taurasi admitted feeling emotional going into these Games, telling *USA Today,* "This is going to be the last time I'm on the court with Sue Bird. It's going to be the last game I play for Coach Auriemma, who is my mentor and second father. He knows me better than anyone. When he says something, he makes me feel like a little kid again. And sometimes you need that."

UConn Nation represented in Rio well beyond the basketball court. Get Olympic reports from athlete and support-staff alums at s.uconn.edu/rio.

CLASS NOTES

1950s

Ed Satell '57 (BUS), a philanthropist, entrepreneur, and community leader, received an honorary doctorate from the Technion-Israel Institute of Technology in Haifa, Israel, in June. He is executive chairman of Progressive Business Publications.

1960s

Robert Bagg '61 MA, '65 PhD reports that he and his wife, Mary Bagg, have written a biography of Pulitzer Prize–winning poet Richard Wilbur, *Let Us Watch Richard Wilbur: A Critical Study*, to be published by University of Massachusetts Press in February 2017. Bagg taught in the UMass English department from 1965 to 1996, serving four years as graduate director and six as department chair. He has also published translations of nine plays by Sophocles (Harper Perennial) and Euripides (UMass Press) and six books of poetry.

Helen Brown '63 (NUR) has been nominated by VNA Community Healthcare to receive a 2016 Nightingale Award for Excellence in Nursing.

1970s

Edward Donovan '75 MS, an adjunct professor of biology and physical science at the University of South Carolina Upstate, participated in NASA's "Lunar Workshop for Educators" program in June at the

Goddard Space Flight Center in Greenbelt, MD. A retired science teacher from Spartanburg County School District Five, Donovan was trained as a NASA Educator Workshop educator and has been actively involved with NASA, the Mars Exploration Program, and now Earth's moon studies and research. **Kent P. Ljungquist '72 MA**, professor of literature in the Humanities and Arts Department, received the Board of Trustees' Award for Outstanding Teaching in April 2016 during the Honors Convocation at Worcester (Mass.) Polytechnic Institute. Ljungquist teaches the works of Edgar Allan Poe and other authors of supernatural fiction, surveys the broad spectrum of American literature, and introduces students to realism and regional authors. **Alan A. Taffel '72 (CLAS)** reports that his second novel, *Maxwell's Guide to Heaven and Hell*, has been published by Blairmont Publishing and is available at amazon.com. **Paul H. Glotzer '73 (BUS)**, of Newington, Conn., an instructor-in-residence at UConn, was recently named chair of the Accounting and Reporting Standards Interest Group of the Connecticut Society of Certified Public Accountants. **Frank Shor '74 (CLAS)** was elected to his fourth term as a trustee for the Carrollton-Farmers Branch Independent School District. The board of trustees also elected him to serve as president of the board. **Rose Jung-Gaggero '75 (SFA)**, of Fort Myers, Fla., was recently selected as an artist to participate in the 30th Annual All Florida Juried and Berne Davis Center Juried Exhibits. She completed her seven continents goal when she visited Antarctica this year. **Eva M. Ogens '75 (CLAS)** was promoted to associate professor of teacher education, math/science methods at Ramapo College of New Jersey. Her recent article on the next-generation science standards was featured in the New Jersey School Boards Association's journal *School Leader*. **Tom Ingrassia '75 MA** won a 2016 National Indie Excellence Award in the music category for his second book, *Reflections of a Love Supreme: Motown Through the Eyes of Fans* (MotivAct Publications). The book also is a finalist for the Forward Reviews' Book of the Year awards. *Reflections* presents 150 photographs — most taken by fans from around the world and many never before published — that tell the story of the people and places that made Motown the music that inspired a generation. **Lisa C. Taylor '79 (CLAS), '81 (ED)** has a debut collection of short fiction, *Growing a New Tail*, (Arlen House/Syracuse University Press, 2015), going into a second printing. Lisa has four published collections of poetry, and her fiction and poetry have been widely published in literary magazines and journals. She lives with her husband, **Russ Taylor '80 (CLAS),** in Mansfield, Conn., and she teaches at Nichols College in Dudley, Mass.

ON CAMPUS

Courtesy of Mark and Rosalind Shenkman

"Presidential Campaigning Over the Decades: The Mark and Rosalind Shenkman Collection of Early American Campaign Flags," an exhibit of more than 60 rare campaign pieces, is on view at The William Benton Museum of Art until Dec. 18. The flags and textiles from presidential election campaigns between 1815 and 1912 are from the private collection of **Mark Shenkman '65 (CLAS)**. Also on display is an official Massachusetts broadside of the Declaration of Independence, printed on July 20, 1776, showing New York still abstaining from the union. —*KENNETH BEST*

1980s

Marianne Barbino Dubuque '80 (CLAS), '83 JD, '11 MBA recently received the Waterbury Bar Association's 2016 Young Lawyers Award for outstanding service to the community and for perpetuating a positive image of the legal profession. **Scott Winslow '83 (BUS)** reports that his company, Winslow Technology Group LLC, was named one of the 50 fastest-growing, privately held companies in Massachusetts by the *Boston Business Journal*. **Lisa (D'Amadio) Cropper '85 (NEAG)** and her U.S. Masters Field Hockey team took home the bronze medal in Australia in April 2016, a first for any U.S. Masters team, male or female. She reports that being a part of UConn's first field hockey national championship team back in 1981 will always be her best memory as an athlete, but said the biennial tournament in Canberra was a unique experience that she wanted to share. Flutist **Suzanne Bona '85 (SFA)** and pianist Brenda Moore Miller performed a recital at Deerfield Academy in Deerfield, Mass. on April 10, 2016. The concert was co-hosted by New England Public Radio, which broadcasts Bona's nationally syndicated radio program, *Sunday Baroque*. **Corliss J. Montesi '86 (BUS)**, of Wallingford, Conn., a vice president and corporate controller at Stanley Black & Decker in New Britain, was recently named advisory council member of the Connecticut Society of Certified Public Accountants. **Lou Pellegrino '87 MA** has written a book about the Litchfield Hills Road Race, which celebrated its 40th running in June. The book, *A History of the Litchfield Hills Road Race: In Smallness, There Is Beauty,* tells the story of the race's origins during the running boom of the 1970s and its development through the years into one of the most beloved road races in New England.

1990s

Lynn Rapsilber '91 (NUR), '98 MSN graduated with a doctorate in nursing leadership from Quinnipiac University in May 2016 and received the Benjamin and Juliette Trewin Award for Professional Leadership in Nursing. She currently works as a GI nurse practitioner at Connecticut GI in Torrington, Conn. **Tom Carroll '92 (CLAS), '00 (LAW)** has been promoted to associate principal counsel in ESPN's legal department. **Leslie A. Zoll '93 (BUS)** of Newington, Conn., a principal with BlumShapiro in West Hartford, will chair the Governmental Accounting and Auditing Interest Group of the Connecticut Society of Certified Public Accountants. **Carlos J. Rodrigues '95 (BUS)**, co-founder, COO, and CFO of the hedge fund firm, Tourmalet Advisors, L.P., graduated from the MIT Sloan School of Management with an MBA. He also serves on the UConn Investment Advisory Board for the Student Managed Fund. **Chris J. de Pascale '96 (ENG)**, a senior civil engineer, was promoted to associate vice president of Dewberry, a privately held professional services firm headquartered in Fairfax, Va.

2000s

Hillary Lewis '00 (CLAS), '02 MA Audiology received her Doctorate in Audiology from Salus University in 2009. She has been practicing audiology at the Masonicare Health Center in Wallingford, Conn., since 2002. She and her husband, **Christopher Fryer '98 (CLAS)**, were married in Mystic, Conn., in August 2012 with many UConn alums in attendance. They live in Portland, Conn. **Elizabeth Roth '00 (CAHNR)** received the GSUSA appreciation pin from the Girl Scouts of America on April 24, 2016. The pin is awarded to an adult volunteer who has delivered outstanding service to the Girl Scouts. She resides in Cheshire, Conn., with her husband, **Ryan '99 (CLAS), '02 JD** and their children, Patrick, 8, and Samantha, 5.

Cedric Roux

JOB ENVY

What's an expat in Paris tired of *pains au chocolat* and craving a hearty American breakfast to do? If you're **Craig Carlson '86 (CLAS)**, you open an American-style diner and serve up two over easy with hash for yourself and anyone else craving the same. "With hindsight, I realize what a crazy idea it was," says Carlson. "I had never had my own business before — let alone a restaurant, with its notoriously high failure rate. And if that weren't crazy enough, I decided to open my diner in a foreign country — in the culinary capital of the world! But thirteen years later, we have three Breakfast in America locations in Paris. And all because I had one major hankering for pancakes!" Carlson's memoir, *Pancakes in Paris: Living the American Dream in France,* comes out this month.

For an excerpt and to find out how UConn played an integral role in Craig's story go to magazine.uconn.edu/paris.

SHARE YOUR NEWS WITH UCONN NATION!

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Submissions may be edited for clarity or length.

Michael P. Jordan '01 (BUS), '02 MS, of Glastonbury, Conn., with BlumShapiro in West Hartford, was named an advisory council member of the Connecticut Society of Certified Public Accountants. **Mary K. Wisenski '02 MSA**, of Manchester, Conn., a senior manager with Fiondella, Milone & LaSaracina LLP in Glastonbury, was selected to be the Board of Directors' Member-at-Large/Advisory Council Chair of the Connecticut Society of Certified Public Accountants. **Chris Lebonitte '02 (BUS)** and Alison Lebonitte of Southport, Conn., are proud to announce the birth of a baby boy in April 2016. He was welcomed home by his two-year-old brother. **Johanna Rincón Fernández '03 (CLAS)** graduated from the Connecticut Commission on Children's Parent Leadership Training Institute (PLTI) in June 2016. **Oliver Hays '04 (CLAS)** has been hired as the new communications and proposal manager at Phillips Lytle LLP, a regional law firm based in Buffalo, N.Y.

Michael G. Maksymiw Jr. '05 MS, of Plainville, Conn., a tax manager with Filomeno & Company, P.C., in West Hartford, was named advisory council member of the Connecticut Society of Certified Public Accountants. **Tim Murray '06 (CLAS)** married **Erica Pachlhofer '06 (BUS)** on April 29, 2016. Nearly 30 fellow alums attended the wedding. **Matthew Biron '06 (CAHNR)** and **Caitlyn Willox-Biron '06 (CLAS)** are celebrating five years of marriage. **Megan Gillespie '08 (CLAS)** graduated from Lake Erie College of Osteopathic Medicine with a doctor of osteopathic medicine degree in May 2016. She returned to Philadelphia in July to start training in the combined emergency medicine and family medicine residency program at Aria Health. **Glen Mourning '09 (CLAS)**, who played UConn football from 2005 to 2009, reports that he has self-published a book, *Dreams Interrupted: Fourth and Long*, about a young man who is the first in his family to go to college and struggles with success and life lessons as a college football player. **Heather L. Heenehan '09 (CLAS)** defended her doctorate in marine science and conservation on April 5, 2016. She studied the soundscape ecology of Hawaiian spinner dolphin resting bays at the Duke University Marine Laboratory in Beaufort, N.C. She also received the 2016 Dean's Award for Excellence in Teaching in March. After graduation, she moved back to the Northeast in June to work with the National Oceanic and Atmospheric Administration's Northeast Fisheries Science Center in Woods Hole, Mass. **Katherine A. Donovan '09 (BUS)**, of Bloomfield, Conn., a senior audit associate with Whittlesey & Hadley, P.C. in Hartford, was named an advisory council member of the Connecticut Society of Certified Public Accountants.

2010s

Leah K. Goldberg, RN, BSN '11 (NURS) earned her Certified Nurse Operating Room designation. She was elected vice president of the Association of periOperative Registered Nurses' Connecticut Chapter 1. **Irene Cheng '12 (CLAS)**, of Niantic, Conn., a fourth-year neuroscience graduate student, has received a "Double Hoo" research grant at the University of Virginia. These grants pair a graduate student and an undergraduate student together to collaborate on a common research project. Cheng and undergraduate Lucy Jin are investigating the role of destructive cues in the early development of sensory systems. **Katherine M. McNair '12 MS**, of Wethersfield, a manager with PKF O'Connor Davies, LLP in Wethersfield, will be chair of the New and Young Professionals Cabinet on the Advisory Council of the Connecticut Society of Certified Public Accountants. **Philip V. Guay '14 (CLAS)**, of Watertown, Conn., has become a media assistant for the Mintz + Hoke advertising agency of Avon, Conn.

The Benton's 50th Anniversary Collections Key (Pages 30-31)

Left to Right. Row 1: *Saint Sebastian*, 1630, Guido Reni; *Nie Wieder Krieg*, 1924, Käthe Kollwitz; *Mrs. John Potter*, 1940, Ellen Emmet Rand; *Venus Comforting Europa*, 1772, Benjamin West; *Minamoto Yoritomo (Shogun 1147-1199) Distributes Treasures To His Men*, 1852, Ichiyasai Kuniyoshi; *Blue Ridge Wilderness*, 1859-1860, William Louis Sonntag; *Irving Place Burlesque*, 1930, Reginald Marsh; *Calypso Mourning Over the Departure of Ulysses*, 1779, Angelica Kauffmann; *Cape Cod Landscape*, 1930, George Grosz.

Row 2: *Portrait of Käthe Kollwitz*, 1930, Lotte Jacobi; *Your Country Needs You!*, 1917-1918, Hazel Roberts; *Anemones*, Marsden Hartley; *A View No. 13*, 1958, Robert Motherwell; *Karl Gray*, 1919, Manierre Dawson; *Lady In Black*, Mary Foote; *Imola Five II*, 1983, Frank Stella; *Fall Scene*, 1954, Cynthia Reeves Snow; *Juniper/Tenaya Lake*, 1937, Edward Weston; *Forest Figures #2*, 1962, Emilio Cruz.

Row 3: *Landscape*, Henry Cook White; From *Dante's DIVINE COMEDY: Inferno XV40 Pero va oltre: i' ti verro a panni (Brunetto Latini)*, 1985-6, Roberto Panichi; *Don On One Leg*, 1961, Fritz Bultman; *Memento Mori*, 1982, Harold Spencer; *Untitled*, 1909, Henry Mosler; *Time Out*, 1938, James Watrous; *Dancer At Practice*, Isaac Soyer; *Boats At Dock*, George Albert Thompson; *Peacock Chair from the Imperial Hotel, Tokyo*, 1921, Frank Lloyd Wright; *Ace of Diamonds (from PLAYING CARD SUITE)*, 1970, Salvador Dali.

Row 4: *Expected and Unexpected*, Norman Rockwell; *Untitled (Self-Portrait)*, 1987, Ellen Carey; *Frida's Kitchen*, 1995, Tomie DePaola; *End of a Chapter - Poem of John Hollander, Music By Elliott Carter*, Cleve Gray; *For Tukio Ueyama/From the Mistaken Identities Suite*, Roger Shimomura; *Isabel Cortez y Cecilia Mendez interpretandoa Alicia Villareal y Selena en San Miguel de Allende, Guanajuato*, 1998, Livia Corona; *Rabbit Patch*, Benny Andrews; *Finding Home #64 Hagar*, 2003, Siona Benjamin; *The Dinner Horn, Harper's Weekly*, 1870, Winslow Homer; *Good Luck*, 1996, Bari Kumar.

Row 5: *A Sleeping Youth in an Italianate Landscape with Simone Moschino's Statue of the Apotheosis of Alessandro Farnese*, 1660, Jan Weenix; *Tromp l'oeil with Callot's Beggar*, 1792-1802, Pierre Alexandre Tardieu; *Trio Ripple – Yellow*, 1971, Harold Krisel; *R (Refugee)*, 1991, Alfredo Jaar; *Lines*, 1973, Paul Zelanski; *And One,* Hank Willis Thomas 2011; *The Dancer*, 1909, Everett Shinn; *Winter Sunrise, Sierra Nevada from Lone Pine California*, 1944, Ansel Adams; *Magnolia Blossoms*, 1925, Imogen Cunningham; *Dearest Art Collector*, Guerrilla Girls.

OFF CAMPUS

SHAKESPEARE'S FOLIO: WHAT THESE EIGHT ALUMS' DREAMS ARE MADE ON

Think sports tournaments are grueling? Try performing in three different shows playing three different roles on three different stages in one day! That's what **U. Jonathan Toppo '84 (SFA)** does at Oregon Shakespeare Festival, where he is resident fight director and actor. On his wedding day, he auditioned in the morning, married in the afternoon, performed in "Julius Caesar" at night, and was up the next morning to act in "Our Town" and "The Taming of the Shrew." Toppo's one of a number of alums schooled in Shakespeare at UConn and for whom the Bard remains an ever-fixed mark, if you will. At UConn, says **Colby Lewis '14 MFA,** "we were never not around Shakepeare. ... If you can do Shakespeare as an actor, you can do anything." *—MARY ANNE CHUTE LYNCH '76 (CAHNR)*

From left: Courtesy of Capital Classics, Courtesy of Hillary Parker; Gerry Goodstein

Geoffrey Sheehan '84 (SFA) and Laura Sheehan '85 (SFA)

Geoff Sheehan leapt, ran, and shouted wildly as a Lost Boy in "Peter Pan" at age 11. Cyclops was Laura Sheehan's debut role at age 13. Unrelated, but with the same last name, they met in an acting class at UConn. Geoff courted Laura in the snow with a ride home on his bicycle. They went on to pursue acting in L.A., before coming home to marry in 1988.

Finding a void of Shakespeare in Connecticut's capital, they erected a stage in Hartford's Bushnell Park and created Capital Classics Theatre Company in 1991. The company focuses on training actors, says Laura, noting that **Juliana Brease '16 (SFA)** joined the company as Desdemona in "Othello" this summer. During that show, Geoff killed Laura every night in their respective roles as Iago and Emilia, after which they drove home to their four kids. Geoff is director of theater arts at Housatonic Community College in Bridgeport, Conn. Laura runs Calculate, a digital marketing company.

Geoff's dream role — King Lear
Laura has performed hers, Lady Macbeth, but if she could turn back time, she'd be Katherina in "The Taming of the Shrew."

Hillary Parker '08 MFA

"You need Dale Rose, the guy who's going to make you dance a monologue," Parker was told while auditioning for graduate school. Indeed, "Ferret out! Ferret out!" Rose cried, demanding she eke out all the ways to present a character, including dancing a monologue and more.

"We have a ton of tools in our actor toolbox" thanks to Rose, says Parker.

She was on stage at age 10 with local youth theater in Lake George, N.Y., and had been in a number of musicals in New York City before coming to graduate school at UConn to work with Rose, drama professor and Director of Performance. The MFA program admits only 10 students every three years. Graduates are as loyal to Rose as sons and daughters, and many appropriate his love of the bard.

"Whenever I can be in a Shakespeare piece, I will," says Parker, who now lives in Philadelphia. "It is fascinating how he examines human nature. . . . I audition whenever I can." Parker has performed both male and female Shakespeare roles.

Dream roles — Rosalind in "As You Like It" and Mercutio in a "gender-bending 'Romeo and Juliet.'"

Richard Ruiz, '98 MFA

"When I was a kid I wanted to be in toy commercials. The goal was to get toys, not...acting," says Richard Ruiz. The goal became acting of course, and then directing — "Spamalot" at Connecticut Repertory Theatre (CRT) this past spring.

"Oh, I actually have to call the shots," Ruiz realized when Broadway stars Richard Kline ("Sunshine Boys") and Marianne Torres("Wicked") showed up with a cast of 25 UConn students and an orchestra. "I was so nervous. I felt like I was starting school again."

Acting with professionals was "invaluable" when Ruiz was at UConn, he says, but Suzuki training for actors, in which students stood on the balls of their feet delivering Hamlet's "To-be-or-not-to-be" monologue, was "torture." Ruiz has travelled with European and national tours of "Jesus Christ Superstar," "Man of LaMancha," "Sweet Charity," and "Urinetown," and performed Shakespeare at the Folger, Yale Rep, and CRT.

"There are still times when I think I'm going to walk away from this. It may be total insanity," he says. "At the same time, the successes and joys are so great."

Dream role — Titus Andronicus.

Thomas Brazzle '14 MFA
When Thomas Brazzle was a freshman in high school, a student in the school was killed in a car accident. Crying, the boy's mother came up to Brazzle after his performance as Jesus in "Godspell," and said, "Thank you for restoring my faith. I can finally let go."

"This is why I do theater," says Brazzle. "You never know how it's going to affect people." Fast forward to his audition for UConn graduate school. "Tell me about your father," requested Director of Performance Dale Rose.

"I haven't seen him since I was eleven," Brazzle answered. Brazzle says Rose ordered him to perform his monologue again as if he were speaking to his father, "telling him how much he screwed up my life. I did it totally different."

With his MFA he has filled lead roles in world premieres in New York, off-Broadway and in Shakespeare theaters in Manhattan, Arkansas, and the Berkshires. Brazzle also writes plays and teaches playwriting. "Shakespeare is very rewarding, it's very challenging . . . the language is so rich . . . I could live happily, if I could do Shakespeare forever."
Dream role — Hamlet.

Nick Dillenburg '08 MFA
"I was an athlete. That's how I defined myself," says Nick Dillenburg. Then he walked onstage to help a friend audition for a high school show, was cast despite his protests, and was hooked. When he auditioned for UConn's Master of Fine Arts program with Director of Performance Dale Rose, "It was the best 15 minutes. I can't stress how important he was, he is, to me. Dale wasn't afraid to push us hard. Was it easy? It never was. There were a lot of sleepless nights. I definitely thought of leaving."

After graduating, talent agent and UConn lecturer Pat McCorkle asked him to audition for "The Tempest." He has performed Shakespeare in New York, Washington, D.C., Chicago, Boston, and Bermuda and now is in "Sleep No More," an innovative "Macbeth," in which the audience follows actors through five Manhattan warehouse floors transformed into forests, bedrooms, and more. "The audience is in my face every night."

Dillenburg made his cable television debut in Netflix's "Orange Is the New Black" this summer and is now shooting season five of the show.
Dream role—Hamlet.

Colby Lewis '14 MFA
"I used to be big, big into basketball," says Colby Lewis, but he declined sports scholarships to pursue a business degree at the University of North Carolina in Wilmington. A production assistant for the WB network's "One Tree Hill" saw Lewis in the gym there and recruited him to play basketball on the show.

That led him to UConn. "Grad school changed my life as a professional actor," says Lewis. "UConn prepares us for anything we will see," he adds, in large part because of its Shakespeare focus. "We were never not around Shakespeare. Shakespeare is your best teacher. It makes you honest. If you can do Shakespeare as an actor, you can do anything. . . . HBO's 'Game of Thrones' is a reincarnation of 'Titus Andronicus.'"

Lewis's first television pilot, "Drew," is on CBS this fall. He has performed in "One Night" in Miami, Gotta Dance, Utah Shakespeare Festival, and Shakespeare & Company. In Shakespearean roles, says Lewis, "I'm fascinated by the guys who have to use their smarts [and] rely on their resources rather than their lineage."*Dream roles — Benedick in "Much Ado About Nothing" and Othello.*

U. Jonathan Toppo '84 (SFA)
"Neighbors were throwing eggs at us," says Toppo of performing Shakespeare in New York City parks in the 1980s. At the time he was living the struggling-actor cliche, sharing a 600-square-foot apartment with two (later, five) UConn classmates, all juggling auditions and pay-the-rent jobs.

"The theater's a cruel mistress. It's hard. It's hard, but you come back," says Toppo, who has had to sweat out auditions at the Oregon Shakespeare Festival, 25 years running. "I'm a hopeless romantic. I love the theater. When I walk backstage, it's just home." He performed three roles in "Pericles" last year at the Folger. *Dream roles — Richard III and Macbeth*

Through September UConn's Benton Museum hosts "Shakepeare's First Folio." Dale Rose directs Broadway actors and UConn students in "King Lear" at CRT October 6-16. For info about both go to s.uconn.edu/bard.

Clockwise from top left: Gerry Goodstein; Jared Flood Photography; Jennifer M. Koskinen; Jenny Graham; Oregon Shakespeare Festival

ALUMNI SPOTLIGHT

Courtesy of CDC

Ijeoma works with the Center for Disease Control (CDC) as a Epidemic Intelligence Service Officer, aka disease detective. "My position is global. I've gone everywhere," says Ijeoma, pictured in front of the World Health Organization in Geneva, Switzerland.

UGONNA IJEOMA '12 MD

In the past year alone, **Ugonna Ijeoma '12 MD** has travelled to Kenya, Ghana, Nigeria, Cambodia, and Thailand – "but I barely have any photos from my time in those countries," she says.
An elite Epidemic Intelligence Service Officer or "disease detective" with the Centers for Disease Control (CDC), Ijeoma works with the Key Population Team, on preventing and curbing the spread of HIV among high-risk or high-stigma populations, including sex workers, homosexuals, and drug users.

"My position is global," she says. "I've gone everywhere." That includes Nigeria, whose capital city, Lagos, was her home from the time she was four years old.

"One of the workers came up to me, said she'd been in health care for five years, and that a lot of people who leave Nigeria never come back. I came back," says Ijeoma.

In Nigeria, Ijeoma worked to reduce or eliminate discrimination in health care services, where sex workers and prostitutes are both plentiful and stigmatized to the point of being shunned from society and sometimes refused treatment for diseases. In Ghana, she held focus groups and in-depth discussions with both sick populations and health care providers to determine how best to improve accessibility to treatment. In Cambodia, where an unlicensed doctor caused an HIV outbreak in 2014–15, she coordinated with the minister of health there to look into improving the safety of injection practices.

"Once you're a nurse or pharmacist, you should provide care to the people who need care," says Ijeoma. "It's not about what you choose to believe." She contrasts the practices with those in America, where patients are supposed to receive emergency health care regardless of social status or immediate ability to pay.

Ijeoma attended Sacred Heart University in Connecticut, where she discovered UConn through the medical school's Health Career Opportunity Program. The day after her interview, she was called with an acceptance offer. Despite acceptances at four other medical schools, she didn't hesitate.

"They had wanted to find out about me as an individual, not just my test scores," Ijeoma says. "It was about me and what I wanted."

Between her first and second years, she spearheaded a project through the school's international research program to study risky behavior among youth in western Africa, especially concerning HIV infection. Her report, which relied heavily on on-the-ground surveys and data analysis, won an award and landed her a speaking slot at a conference in Mexico. That in turn helped secure her a spot in the six-week epidemiology program at the CDC in Atlanta, which turned into a job there after her residency in internal medicine at UConn School of Medicine.

Most Americans know the CDC less for its behind-the-scenes efforts such as those to which Ijeoma contributes, and more for its responses to headline-grabbing emergencies, such as Ebola in 2014 or the current Zika virus scare.

"The Ebola crisis was a good example of how fast false information can be spread. Be very careful about where you're getting your information from," Ijeoma warns. "Very simple stuff like handwashing transcends most diseases. It's one of the universal precautions you can take."

Her own career has already proved more far-reaching and dramatic than she dared hope.

"I'm living my dream right now. It combines all my interests: medicine, public health, policy, travel, meeting new people," says Ijeoma.

"This is exactly what I wanted to do with my life."
—*JESSE RIFKIN '14 (CLAS)*

IN MEMORIAM

Please visit **s.uconn.edu/septobits** to find obituaries for alumni and faculty. And please share news of alumni deaths and obituaries with *UConn Magazine* by sending an email to alumni-news@uconnalumni.com or writing to Alumni News & Notes, UConn Foundation, 2384 Alumni Drive Unit 3053, Storrs, CT 06269.

FOUR QUESTIONS FOR...

DAVID BENEDICT

UConn's new Athletic Director has worked in athletic departments around the country, including Arizona State, Minnesota, Long Beach State, and most recently Auburn University. He sat down with *UConn Magazine* in June to shed some light on himself and his vision for the Huskies' future.

You've been here almost three months. Has there been anything really challenging that you've faced so far?
I think that the challenging thing right now for UConn is that there is strong desire on all fronts for us to be able to compete at the highest level in college athletics. And there is a perception that that means we need to change conferences.

Certainly that's something we need to be aware of; it's certainly something that we need to be thinking about. But at the same time, we also need to be present and thinking about how to be successful in our current conference, continuing to build our programs, invest in our facilities, and build the conference that we're in. Because right now the American is our conference, and we need to make sure that it's as strong as it possibly can be.

You were born and raised on the field, with your dad being a football coach and AD at Mesa Community College in Arizona. You left athletics briefly to work in health care. What brought you back?
I know exactly what brought me back. After seven or eight months, I found myself in the office at the end of the day looking at the clock. And I had never experienced that before in my professional career. I had never looked at the clock and thought, 'When's it going to be time to go home?' And that was a personal struggle for me, because the work that was being done, whether it was research or taking care of people, was unbelievable. We were raising money to support and fight cancer. It's an unbelievable privilege to be a part of something like that.

But everybody is driven by different things. My passion and my love is college athletics and higher education. And it became very clear to me that I needed to find a path back to work on a college campus.Because I see [athletics] more as a lifestyle than a profession.

Now the only reason I find myself looking at the clock is to make sure I'm on time to get from one place to another.

You played football and your wife is an accomplished gymnast. Do your twin boys play sports?
They do. I like to say that the boys will compete in anything — if there's a ball involved, they're all in.

Where do you see UConn Athletics five, ten years down the road?
I would like to think we will have a continuation of the level of success that we've had previously, but there would be a continued enhancement and investment, so that all of our programs have facilities like football and basketball do right now.

I think it's going to be a fun decade to see how things unfold in college athletics, but the most important thing for us is to focus on the competitive excellence piece, continuing to invest in our athletics programs and facilities, and creating a game day experience — at all our venues — that's second to none.

—JULIE BARTUCCA '10 (BUS, CLAS)

For more of our interview with David Benedict, go to s.uconn.edu/benedict.

Peter Morenus

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TOM'S TRIVIA

CHALLENGE YOURSELF TO TOM'S TRIVIA!

Go to s.uconn.edu/septtrivia to see if you know as much as King of UConn Trivia and University Deputy Spokesperson Tom Breen '00 (CLAS).

1. Where on the Storrs campus do three owls keep continuous watch?

A: The Orford Aviary Building behind Horsebarn Hill
B: On the pillars outside the Wilbur Cross Building
C: In granite above the side entrance to Homer Babbidge Library
D: On the weathervane above Whitney Hall

2. Gardner Dow Field served as the main practice and competition venue for athletic teams from 1920 into the 1970s. Who was Gardner Dow?

A: A student who died while serving in World War I
B: The first full-time coach hired at the University, who coached both baseball and football
C: A student who died while playing football against UNH.
D: The first UConn student to play professional football, who died of Spanish influenza in 1919

3. According to University rules, how long must one wait to add a new coat of paint to "The Rock"?

A: 24 hours after the last painting
B: As soon as it is painted and dry
C: One full day of classes
D: One hour after a coat dries

4. UConn was the first university in New England to be designated a Milestones in Microbiology site. The plaque marking the laboratory site is in a spot few people associate with microbiology. Where is it?

A: Near the drinking fountains in the Dairy Bar
B: Adjacent to Jacobson Barn on Horsebarn Hill
C: Inside the pedestrian concourse at Gampel Pavilion
D: On a wall inside the planetarium on North Eagleville Road

5. This fall, UConn welcomed about 5,100 freshmen across all of its campuses, but enrollment has not always been so robust. What was the first year *total* UConn enrollment exceeded 1,000 students?

A: 1915
B: 1926
C: 1938
D: 1947