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SUMMER 2004

UNIVERSITY OF MINNESOTA

# CLA Today

College of Liberal Arts



ON THE INSIDE...  
CLA'S ENVIRONMENTAL  
CHANGE-MAKERS.

# Befriending the earth: CLA takes on the environment

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College of Liberal Arts

SUMMER 2004

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#### To our readers:

In celebration of CLA's 135th birthday, we're collecting memories and memorabilia from generations of our CLA families. If you have a significant memory that you would like to share, please send it to us at [claext@cla.umn.edu](mailto:claext@cla.umn.edu).

Watch your mailbox for announcements of special events! And to find out more about what's happening in CLA, visit our Web site at [www.cla.umn.edu](http://www.cla.umn.edu).

# Saving the environment, one researcher at a time

**"I truly believe that we in this generation must come to terms with nature, and I think we're challenged as ... never ... before to prove our maturity and our mastery, not of nature, but of ourselves."**

Rachel Carson, speaking on "The Silent Spring of Rachel Carson," CBS, April 3, 1963

**T**ens of thousands of books are published every year, but very few change the world.

One of those few was *Silent Spring*, written in 1962 by Rachel Carson, a science writer with a poetic gift and an undergraduate degree from a liberal arts college. With its eloquent prose and powerful imagery, Carson's meticulously researched book painted a vivid picture of what would happen to our planet if we continued indiscriminately to poison the environment with chemical pesticides.

*Silent Spring* aroused public concern and awareness about the environment; it set in motion a social movement that swept the world, transformed public opinion, and led to new laws and government agencies; it created new fields of research and teaching; it prompted healthy skepticism about uncritical faith in technological progress.

Four decades later, the urgent and fundamental truth of *Silent Spring* is still recognized: our natural resources are finite and our ecosystems are fragile.

The good news is that liberal arts graduates are still changing the world. And in Minnesota, one of the nation's richest field laboratories for environmental research, CLA's faculty scholars are leading conversations about how we might preserve and protect the natural environment that sustains us economically, culturally, and spiritually.

## Our fragile earth

Both within and beyond the University, there is lively debate about the causes and consequences of environmental degradation, the extent of the problem, and the respective roles that governments, corporations, and individuals should play in finding solutions. What is not debatable is that the problems are complex and profound.

Our nation is precariously dependent on (and a voracious user of) the world's diminishing and highly contested supplies of natural resources, many of which lie beyond our national boundaries. As world population growth and new technologies create greater and greater demand for the earth's precious resources, those resources are being stretched, and stressed, beyond their capacity to sustain this planet's diverse life forms.

The perils are well documented—from shrinking freshwater supplies to global warming, energy shortages, esca-

lating destruction of natural habitats, and vanishing species, not to mention the implications for world economic and political stability.

Public research universities such as the University of Minnesota have a responsibility to lead the free and impartial search for an understanding of these problems and their solutions. In the face of what many scientists and scholars believe is an impending global crisis, President Bruininks' Interdisciplinary Initiative on Environment and Renewable Energy is very timely. It harnesses the intellectual energies of our remarkable faculty across colleges and disciplines to advance understanding of and find innovative solutions to some of the world's most urgent problems.

## Research at the core of liberal education

Research on the environment has been a core project of CLA for a very long time—since long before the "environmental movement" began alerting the general public to the perils of pollution and prodigal consumption of natural resources.

If you think of environmental research, you may envision khaki-clad scientists slogging through wetlands in hip boots or white-coated lab technicians conducting microbial and chemical analyses. Look beyond that image, and you'll find CLA researchers wearing many different hats as they work with scientists and engineers to address critical environmental issues.

Recognizing that what's at stake is nothing less than the future of our planet, CLA faculty take their responsibility very seriously. If they're not measuring the ozone layer, conducting chemical analyses of lake water, or mapping the DNA strings of mutant frogs, they're studying attitudes and behavior, rethinking urban livability issues, interpreting data, communicating research findings, scrutinizing public policy and corporate practice, and evaluating accountability.

## CLA researchers in the field ... across fields

As you will see in this issue of *CLA Today*, CLA faculty researchers bring multiple perspectives and complex inter-



Photo by Terry Faust

Dean Steven J. Rosenstone

**“CLA researchers wear many different hats as they work with scientists and engineers to address critical environmental issues.”**

front cover: Moral philosopher Valerie Tiberius outside the Birchwood Cafe near the Mississippi River in Minneapolis's Seward neighborhood.

Photo by Leo Kim

inside front cover: A hand-lettered sign in the toolshed at St. Paul's West Side Youth Farm asks in both Spanish and English that visitors not disturb the pumpkins.

Photo by Bridget Brown

# CALL OF THE WILD



"Perhaps the most critical global challenge for the 21st century is maintaining a healthy, productive environment that will continue to support life in the face of increasing world population, energy shortages, shrinking freshwater supplies, destruction of natural habitats, and declining genetic diversity. Integrating all we know—from scientific, economic, social, and spiritual perspectives—is key to understanding and resolving these issues."

—University of Minnesota President's Initiative on the Environment and Renewable Energy

Every time I reach for a paper towel, click "print" on my computer, run water, flip a light switch, or eat a pork chop or a peach, I'm making a decision about my relationship to the natural world. Many of the decisions we make each day are so routine, even banal, that it barely occurs to us that such small, seemingly trivial local acts, taken collectively, have global environmental consequences.

In the urban ecosystem of my yard, I face life-and-death choices every day: What to do about those dandelions that march across my yard in the spring brandishing their bright yellow pompoms? Or those industrious slugs that munch their way through hosta beds, leaving behind lacy banners of wasted foliage? As the provisional sovereign of this parcel of land to which I hold the deed, I am legally entitled to arm myself with an arsenal of chemicals and repel or kill just about any living thing that I determine is a weed and not a flower, or a pest and not a pet. After all, I "own" this property and everything on it. It's mine to do with as I please.

Or is it? Like most of my neighbors, I try to be a responsible and humane steward of the land I inhabit. I recycle and use earth-friendly products. I dig dandelions and their weedy cousins out by their roots. I fertilize with organic nutrients. I grant clemency to all but the most pesky critters.

Alas, the weeds reproduce with abandon. Slugs, aphids, and their ilk chomp on, undaunted. This is the cost of my principles. And it's all part of the messy business of living in this world with other creatures—the human and the non-human, the icky and the beautiful, the friendly and the cranky, annoying, or hostile—and balancing our "rights" against theirs.

It's all part of what geographer Bruce Braun, who is profiled in this issue, calls the "ecology of everyday life."

## The big picture

In the end, what's at stake is the survival of the ecosystems that sustain untold millions of species throughout the planet. But for most of us, daily life at least sometimes eclipses the big picture. It's just easier to toss a plastic container than to clean it, to turn up the thermostat than to run upstairs and get a sweater, or to drive than to bicycle to campus each day.

For people struggling to get by, convenience is not the issue. In their world, financial concerns trump most everything else, and thinking big is perhaps a luxury only people far better off can afford. On the other hand, for businesses focused on the bottom

line, efficiency and profitability often are the big picture.

And so preservationists and conservationists often find themselves at odds with the economic interests of industries and of the people who depend on those industries for their livelihood, not to mention for satisfaction of their consumer needs and desires.

## Long time passing

Imagine Thoreau's shock if he stopped by the 21st century for a visit. He would find much of the natural world he treasured decimated by development, despoiled by chemical pollutants, clear-cut and strip-mined for human consumption.

He would find thriving, populous cities on industry-lined rivers whose waters are breeding grounds for invasive species and toxic to all but the hardiest of living creatures. He would find communities where roughly one-fourth of the children suffer from asthma and other respiratory diseases.

He would find rubble or towering steel-framed skyscrapers where historic Colonial and Beaux Arts buildings once stood; and strip malls, parking lots, gas stations, and sprawling housing developments where oaks, pines, and prairie grasses once dominated the landscape and ducks, pelicans, toads, bears, and muskrats once raised their young.

He would find mutant frogs inhabiting fetid swamps, deer impaled on hood ornaments, and turtles and salamanders squashed on highways that have come between them and their ancient feeding and breeding grounds.

He would find hundreds of species endangered or vanished—from the Bachman's warbler to the leafshell clam to the Delmarva Peninsula fox squirrel.

## Help is on the way

The CLA scholars and alumni featured in this issue are doing their part to save our beleaguered earth. Reaching across disciplines and geographic and cultural boundaries, they are finding ways to balance diverse interests—economic and environmental, self and community, local and global—to develop solutions that work.

Their research and teaching are advancing efforts to protect the earth's precious resources and to preserve and create habitable spaces—in cities and forests, in wetlands and deserts, on mountains and prairies—for all of us, including the multitude of non-human species that are our earthly companions.

Their efforts would make Thoreau glad.—Eugenia Smith, editor

"We need the tonic of wildness .... We can never have enough of nature."

—Henry David Thoreau

# A

# NATURAL

by Joel Hoekstra

# Question

**Geographer Bruce Braun asks, what exactly is nature, anyway?**

**T**hink about the last wildlife painting or photograph you saw. A deer in the woods, a buffalo amid tall grass prairie, or a pinecone frosted with snow. Most likely, it was an image of Mother Nature at her purest—carefully framed to exclude power lines, highways, fences, and human shadows. You probably didn't even consider humanity's—or the the artist's—clumsy but invisible intrusion on the scene.

## BRUCE BRAUN

Associate professor, geography

### Education

- B.A., University of Winnipeg; M.A., Ph.D., University of British Columbia

### Geographical dream destinations

- South Africa, or "my cabin in British Columbia, five hours from Vancouver."

### On teaching ...

- "I enjoy seeing students develop genuine curiosity about the way things work. They're developing the ability to think in a rigorous, critical fashion."

### What he likes best about Canada ...

- "The elements of social democracy—in particular, universal health care."

### And the United States ...

- "There's a sense of optimism. Anything is possible."

Bruce Braun finds this perspective curious. "North Americans love to think about nature as out there, over there, and separate from society," the U of M associate professor of geography says. "It's a dualism that's hard to break down."

The notion is reinforced in literature, music, philosophy, and even science: While "civilization" is tainted by pollution, poverty, greed, and lust, the "natural world" is paradise. Particularly in modern debates over development, Braun says, we tend to view natural environments as treasures untouched by human hands. That view, he notes, is often naïve.

A native of Canada, Braun grew up in Calgary and spent the summers of his childhood visiting Van-

"North Americans love to think about nature as out there, over there, and separate from society. It's a dualism that's hard to break down."

couver Island with his parents. Years later, in 1993, the undeveloped western side of the island would become the site of a dramatic clash between environmental activists and forestry industry advocates. The dispute over

logging the island's rainforest embroiled the entire nation: "The west coast of Vancouver Island has always held a privileged place in the imaginations of Canadians," Braun explains. "It's considered the most wild, the most rugged, the most pristine place in the country. It's nature's last stand. But this view assumes that nature is external and separate from humans."

Braun, who has written a book about the conflict, *The Intemperate Rainforest*, was intrigued by the nature of the debate. When environmentalists called for a campaign to

Photo by Leo Kim

continued page 4

Bruce Braun

Photo: The downtown Minneapolis skyline and (left) the Hennepin County garbage incinerator, which burns roughly 365,000 tons of garbage per year, converting waste to electricity—and releasing dioxins into the air.

save the forest, he realized, they were employing a definition of “forest” that dated back to Captain Cook’s discovery of the British Columbian coast. “Cook saw the forest as a place of fantasy and desire. It was dense and impenetrable,” Braun says. But both Cook and the 1993 protesters failed to see that the Vancouver Island forest was a human space, inhabited, logged, and shaped by Native Americans for hundreds of years.

Neither the environmental lobby nor the logging industry paid much attention to the view of Native Americans during the 1993 debates. “Often these voices are erased by the very way in which we talk about ecological spaces,” Braun says. Unlike urban spaces, where residents often have a say in development decisions, the environment on Vancouver Island was presumed to be without inhabitants or human history—and therefore, without a “voice.”

Braun studied Vancouver Island while living and teaching in British Columbia in the 1990s, but his primary interest is in urban geography. In recent years, he’s begun to look at how our definitions of nature limit our views of the human world. Because nature is “over there,” we tend to forget that our energy consumption in Minneapolis is directly related, for example, to hydroelectric dams in Manitoba that affect water flows and wildlife. We decry the development of Alaska’s Arctic coast, but we still drive SUVs that consume the world’s limited oil supplies rather than bike to work.

“If we think of nature as the absence of humans, then we stop thinking about our place in nature,” says Braun. “We don’t often think about the our impact on nature. We become blind to the ecology of everyday life.”

Understanding that few environments have been untouched by human history is

important, Braun adds, because that understanding affects how we see our world. Is the Amazon River basin, for example, a pristine wilderness, or a dynamic environment that has been touched and shaped by multiple civilizations? If preservation is the goal, perhaps we should think of it as we think of architectural preservation—sustaining, restoring, and enhancing what we can, but never forgetting that people have used and will continue to use the space.

Not surprisingly, response to Braun’s work has been mixed. To some, his critique only serves to muddy the waters of an already complex debate. But Braun says it’s inevitable that as we unravel the stories and the language of environmental discussions and debate, knots will appear.

“It’s interesting,” he says. “You pull that single thread and many other things come with it.” ■

# Living well:

by Eugenia Smith

In Valerie Tiberius’ philosophical world, you can’t live well without doing good. The trick is to find a healthy balance.

## ETHICS AND THE

Trace the elaborate and complex circuitry of Valerie Tiberius’s thinking, and you’ll arrive at some deceptively simple ideas: There are good actions and bad actions. It’s better for people to be happy than to suffer. And some things are “just flat-out wrong.”

“The good life” is very probably something most of us aspire to. Yet we may—and do—disagree, sometimes vehemently, about how we define and achieve it: In our fragmented and fractious postmodern world, one person’s truth is another’s travesty.

Tiberius believes that these individual differences in perspective matter. But she also believes that “there are real goods and evils in the world,” and certain moral principles that most “reasonable people” affirm and by which they measure their conduct.

In developing a moral philosophy for the 21st century, Tiberius intends to demonstrate that self-interest is “not ultimately at odds with a moral point of view”: We may (and often do) act both ethical-

**“If you feel like dumping toxic waste into the Mississippi, that doesn’t mean you just go ahead and do it.”**

ly and in our own self-interest. Indeed, she says, “Virtue isn’t really so rigid and old-fashioned. At its source, it is multi-textured and very democratic.”

### Philosophy for the good life

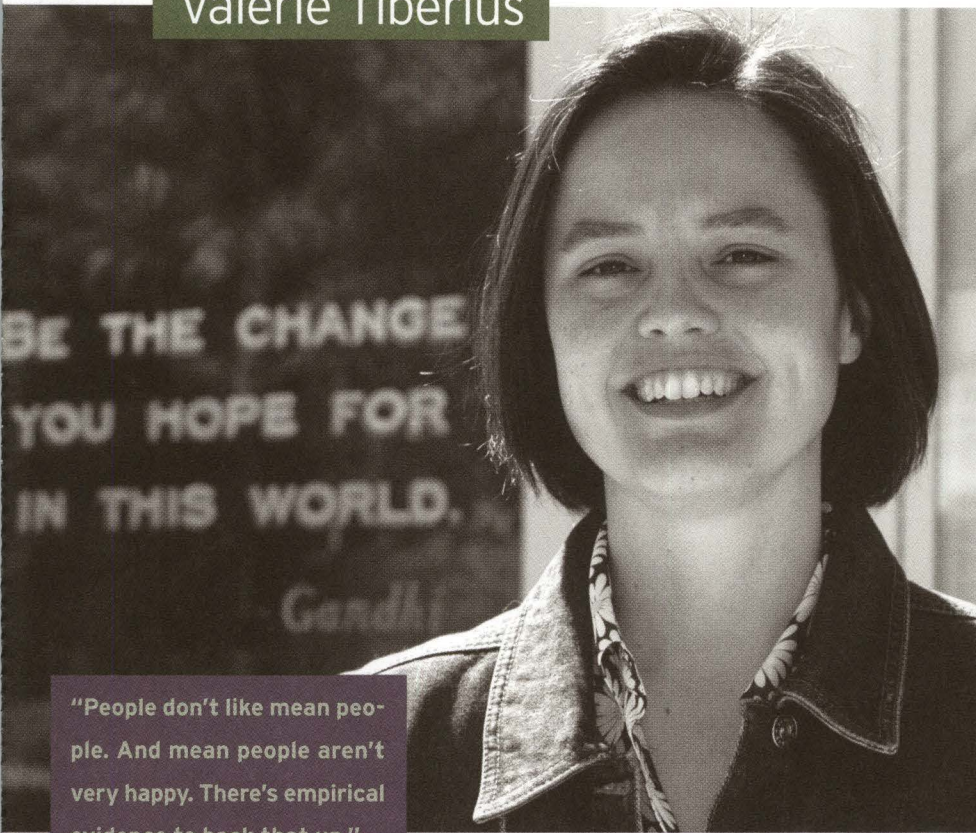
If the word *philosopher* conjures the rarefied air of metaphysics and symbolic logic, Tiberius, a McKnight Land-Grant associate professor of philosophy, breezes into the picture as a tonic burst of pure oxygen. Sure, she’s conversant with Hume, Kant, and Wittgenstein. Her nimble mind has traveled far and wide across philosophical traditions from Aristotle to Bertrand Russell. But what grabs her isn’t high theory. It’s the alchemy of mixing philosophical ideas, social science data, personal observations, and lived experience into a recipe for a kind of gourmet concoction she calls the “good life”—a life lived well and reflectively, with integrity, and with a healthy mix of self-interest and concern for others, including our non-human cousins.

The grail of Tiberius’s research is a moral philosophy that brings personal fulfillment and moral rec-

ognition into a harmonious balance. It is a philosophy that people will live by “not because it’s right in some abstract sense but because it’s consistent with their own sense of how they should live and what makes them happy,” says Tiberius. “Ethical behavior begins with an individual’s subjective sense of what kind of life is worth living.”

Lest we think subjectivity puts us on wobbly moral ground, Tiberius offers a pragmatic defense. “Living well” is important to people, she says, and so any moral system that ignores self-interest is, in the end, morally vacuous—no one will buy into it. Surely an ethic that takes into account people’s subjective experience of the world beats one that is logically flawless but insupportable in daily life.

But doesn’t such a moral system simply ratify selfishness? No, says Tiberius: “The good life for any given person is highly individualistic,” she grants. “It’s absolutely true that individual experiences matter. It’s better for individuals to be happy than to suffer. But that doesn’t mean there are no standards beyond an individual’s point of view. The big picture includes regard for others.”



"People don't like mean people. And mean people aren't very happy. There's empirical evidence to back that up."

## GOOD LIFE

Any notion that subjectivity is inherently selfish reflects "a very pessimistic view of human nature," she adds. Her view—based on her own personal observations as well as on hard research—is rosier.

"The kind of life that is personally fulfilling involves doing morally decent things," says Tiberius. "When we sacrifice our own pleasure for the sake of others, that makes us feel good—we're 'doing the right thing.'" Composting and recycling, for instance, may not be fun, but we can derive pleasure from our small contributions to a healthier planet.

Besides, says Tiberius, virtuous people—people who are giving and compassionate—have more friends and generally better lives. "People don't like mean people," she declares. "And mean people aren't very happy. There's empirical data to back that up."

### The reflective life

How we justify our values and our behavior is an important philosophical concern for Tiberius. As she defines it, the good life is a "reflective life," governed by a system of values that gives us not only reasons for behav-

ing a certain way but also solid but flexible standards for judging the morality of our actions.

"You don't get to pursue your own good willy-nilly," Tiberius says. "If you feel like abusing animals or dumping toxic waste into the Mississippi, that doesn't mean you just go ahead and do it." She holds individuals and industries to the same measure of conduct: For any action, they must weigh the perceived benefits to themselves against the potential for harm to others and to the environment.

In Tiberius's ideal moral universe, when we justify an action we perform a complex "balancing act." We begin with a big-picture view informed by social and cultural norms, learned moral and religious values, and "everything we know from empirical observation to be true about the world, about events and consequences and human motivation and behavior."

To that complex mix we also bring a broad interdisciplinary understanding of the sciences and humanities. And it's all refracted through our own individual moral and experiential lens.

### VALERIE TIBERIUS

Associate professor, philosophy

#### Education

- B.A., M.A., University of North Carolina, Chapel Hill; Ph.D, University of Toronto

#### Selected publications

- *Deliberation About the Good: Justifying What We Value*, 2000.
- "Cultural Differences and Philosophical Accounts of Well-Being," forthcoming, *The Journal of Happiness Studies*

#### Awards

- University of Minnesota McKnight Land-Grant Professorship, 2002
- Young Scholar, Cornell University

#### Loves teaching because ...

"I can open students' minds to thinking about things they've always taken for granted. The big question that we start with is 'Who counts, morally speaking? Or what counts?' The most common view is that it's people who matter, who have moral standing. Some think it's people and other animals, or that it's anything alive, or anything alive plus the ecosystems, natural environments. It's really a cool thing to get students to think about expanding their moral universe."

#### Working on ...

- a book manuscript, "The Reflective Life."

#### To relax, she ...

- Keeps moving: yoga, biking, hiking, kayaking, cross-country skiing—with her partner, Walker; and her dogs, Gryphon and Sammy.

#### Reflections on the good life:

"A moral life is a reflective life. But the reflective life involves a lot of unreflective moments. When you get completely absorbed in things, that's part of a good life, to be able to withdraw from reflection and just live. If you're always reflecting on what you're doing, or about how it fits into your life or contributes to living a good life, you're not really living any more. I learned this from my father, an educational psychologist, and my mother, an artist, who imbued in my sister and me that we should always follow our bliss."

**Her bliss is ...** Friendship, good works, nature, and "a little trash TV now and then."

**Her dream vacation:** A trip to New Zealand, with its "fjords and glaciers, snow-capped mountains, ocean, wildlife .... On a kayak trip in one of the sounds, we had about 30 dolphins swimming beside us and later saw about 50 blue penguins!"

#### Ethics and the environment

Tiberius developed the philosophy department's first environmental ethics course as a way of integrating two of her reigning passions—nature and philosophy. A vegetarian

*continued page 20*

Knowing what the weather was like in epochs past helps paleoclimatologist Bryan Shuman understand climate change over the long haul. In this photo, he's holding an instrument that allows him to collect sediment samples from lake and river bottoms.

Photo by Leo Kim

Bryan Shuman



by Joel Hoekstra  
*Yesterday's* **FORECAST**

**B**ryan Shuman spent six months after college hiking the Appalachian Trail. A few years later, after finishing graduate school, he traveled the path that runs along the Continental Divide from Montana to New Mexico. Although he embarked on both journeys to unwind and relax, the trips also proved educational.

The landscapes through which each trail passed were very different: Although the Appalachian Trail skirts some of the most populous and longest-settled regions of the United States, the woods and wilds that cloaked the path seemed relatively untouched by human encroachment. By contrast, Shuman recalls, the western trail, which runs through some of the youngest and most sparsely populated states in the country, often traversed heavily logged lands and sometimes followed the ruts made by off-roading vehicles.

To Shuman, a geologist and geographer, the scene was proof that enormous environmental change can happen in the span of a few short years, particularly when people are involved.

Today an assistant professor of geography, Shuman remains intensely interested in environmental change. But it's not just human development that affects the landscape; the earth's surface is constantly in flux—molded by forces as powerful as volcanoes and as gentle as moss. Since its inception, our planet has undergone innumerable makeovers.

"Landscapes are always changing in ways that we don't necessarily observe," Shuman says.

Shifts in climate, in particular, can dramatically reshape the environment. That's one reason why Shuman and other scientists are especially keen on understanding global warming. An incremental uptick in world temperatures could affect ocean levels, wind patterns, species migration, and desertification.

But while meteorologists have documented an overall shift in temperatures over the past century, they have only spotty data from past centuries with which to compare the current trend. What was the weather like in, say, the sixth century? What was the trend in temperatures prior to the Ice Age? What was the average rainfall in during the reign of the dinosaurs?

#### **Rocky past sheds light on the future**

As a paleoclimatologist, Shuman seeks to understand climate shifts of the distant past. The most reliable clues to bygone climates can be found in the earth's crust. In New Hampshire, for example, fossils tell us that pine trees dominated the landscape 10,000 years ago—probably a sign of dry times, Shuman says. Rock formed 8,000 years ago, however, shows that hemlock and beech trees dominated the landscape—likely evidence of rainy climes. "But we don't know for certain if that's because of climate, or something else," Shuman says. Some scientists have suggested that the spread

"If your climate changes, you can expect your forests to change ... and your lakes, too"



## BRYAN SHUMAN

Assistant professor, geography

### Education

■ B.A., Colorado College; Sc.M., Ph.D., Brown University

### The best thing about field work is ...

■ "The adventure of getting dirty, exploring new places, and seeing things that no one has seen before."

### If he could travel back in time ....

■ "I'd love to see a mammoth or a mastodon or a 'megabeaver.' I'd also like to witness the draining of the enormous Montana lake that carved the Columbia River gorge and coulees of eastern Washington."

### At home he ...

■ Changes diapers and plays with his newborn son.

### A tale from the trail in New Mexico

■ "I woke up in the middle of the night to a mountain lion growling at me as I slept out alone, without a tent, on a gorgeous starry night. The mountain lion was only about six feet away. I'll never forget the sight of its eyes reflecting in the light of my flashlight or the sounds of it screeching at me and me yelling at it!"

and domination of such plants may have more to do with the size of the seeds and their dispersal, for example. Without corroborating evidence, it's impossible to know whether plant fossils are an accurate measure of climates.

Shuman specializes in the study of lakes—specifically, of buried shorelines. As the surface of a lake rises and falls according to cycles of precipitation and drought, new layers of sediment are put down over time. By pulling sediment cores from ancient lakebeds, Shuman is able to determine when water levels rose and fell. So far, his studies of New Hampshire lakes have shown results that correspond with climate histories developed with plan models.

### Lessons for our climes

Studying past climates also offers some sobering lessons for today—particularly for Minnesota. "The

evidence is that forests change dramatically within 50 years," Shuman says. "And lakes can change even more rapidly than that.

"So if the climate changes as quickly over the next century as people have predicted, we can expect Minnesota's landscape to look quite a bit different [in 100 years] than it does today."

Having arrived in the Land of 10,000 Lakes just over a year ago, Shuman is eager to expand his research to Minnesota's famed waters and forests. Understanding the changes they've endured over time may help us understand the changes they're likely to undergo in the wake of global warming.

"We depend on forest resources and water supplies, so it's really important to know how, if climate changes, all these resources will change," Shuman says. "And one of the things I can tell you is this: If your climate changes, you can expect your forests to change. You can expect your lakes to change, too." And that's serious business for the state of Minnesota. ■

# Gust OF CONFIDENCE

by Joel Hoekstra

Is green power viable? The answer is blowing in the wind, says Katherine Klink.

**W**hen you live off the land, you depend on the skies. Among the many lessons Katherine Klink learned as a child growing up on a farm in southeastern Wisconsin was this: The weather changes everything. And the weather changes often.

"My job was to pick rocks out of the field so they didn't get thrown up when the plow went by," says Klink, now an associate professor of geography. "If it was raining, then we'd have to stay in the house and help Mom." Precipitation levels could also affect such essential activities as planting, plowing, and cutting hay. Strong winds could prevent the application of fertilizer.

Perhaps not surprisingly, Klink retained a strong interest in weather even after she left the farm for college and graduate school. Today she teaches courses in introductory meteorology, the geography of environmental systems, and climate models. "I try to make a point of

relating everything we do to things that people have experienced or heard about: snowstorms, tornadoes, meteor showers, global warming," Klink says.

In her "Introduction to Meteorology" course, Klink asks her students to track weather forecasts and the actual weather for 30 days. They measure cloud cover, wind

Photo by Leo Kim

Katherine Klink

## KATHERINE KLINK

Associate professor, geography

### Education

- B.S., University of Wisconsin-Milwaukee; M.S., Ph.D. University of Delaware

### Weekend recreation

- Museums, board games, reading, and playing Legos with her young son and daughter.

### Talk about the weather ...

- "I think forecasters are right more often than they are wrong. The weather has an inescapable element of unpredictability. There's simply no way to predict the next day's high or low temperature (or rainfall or snowfall or wind speed) with absolute certainty. The atmosphere is 'chaotic' in the mathematical sense of the word, meaning that atmospheric motions are semi-predictable but there are always uncertainties within the system. Chaos theory has some of its earliest roots in meteorology."

### Dream trip

- "I'd go to the Arctic. I've been to Greenland and Iceland, but I'd like to visit the Canadian or Russian Arctic. I'm fascinated by the weather in Arctic regions, as well as by the ways in which humans, animals, and plants have adapted to these environments. I'd love to do a circumpolar hike."

direction, temperature highs and lows, and precipitation and compare it to historical data and weather in other regions. Additionally, Klink says, "When the forecast is blown, we go back and say, 'What happened?'"

Klink encourages respect and empathy for hapless local weather forecasters. "Here in the Twin Cities, especially in the fall,

we're often very close to the 32-degree Fahrenheit line. So depending on where the edge of the cold temperature line lies, we're either going to get rain or snow. Forecasting is very difficult."

Klink's own research focuses on wind. Wind travels at different speeds at different heights. Winds sweeping across a prairie blow differently than those passing over tree-tops. And wind speeds naturally vary by region and by season. All these factors make it difficult to predict wind patterns from year to year, and over the course of several decades. "This problem has implications for wind power generators," Klink notes.

If a company or individual wants to set up a wind turbine, location is very important. The turbine will be an economical investment only if it's erected in a spot where the surface winds are fairly constant and strong. But while meteorologists know that upper- and mid-level winds are fairly predictable ("Up there, wind patterns are very smooth," Klink says), their ability to forecast surface-level patterns is less precise.

"There's a relationship between these mid-level winds and what's going on at the surface. But there hasn't been a lot of work done on what those relationships are," Klink says. "We know theoretically that there's a link. But we haven't really tested how we can evaluate spatial variability at the surface by looking at upper level winds." To that end, Klink has begun to analyze data on upper-, mid-, and surface-level winds collected from sites around the United States.

### Shifting winds

Proponents of wind energy also face another impediment. Wind is a variable commodity. A turbine's output, unlike a coal plant, depends on nature's whims. "You can't really count on having it when you want it," Klink points out. "But what if you spread turbines around in a wide range of places and connect them in a power grid? Then, if the wind is blowing in North Dakota today, but tomorrow it's stronger in Missouri, and yesterday it was windiest in Minnesota—well, then you create a network that almost always offers a reliable source of power.

"Even if you can't be sure that a particular turbine will produce a certain number of megawatts today, you can be reasonably assured that the collective network of turbines will produce a predictable level of power."

Klink's statistical tools and models might not bring about a mad rush to harness wind on a grand scale anytime soon. But they will give scientists a better immediate understanding of how the world works, and how we can tap nature's powers. And that understanding could very well spur construction of wind farms down the road.

"Most weather and climate studies have focused on temperature and precipitation variability," Klink says. "I hope that research on wind will help climatologists develop a broader understanding of how weather and climate change over time, regardless of whether that change is due to natural variability, or to human activities, or both." ■

**Civil wars have many causes. But environmental degradation, says Colin Kahl, often lies at the heart of conflicts.**

by Joel Hoekstra

Colin

# POLITICAL *Erosion*

Over the past century, scientists have increasingly looked to such measures as soil erosion and deforestation as indicators of the future health of the environment. But Colin Kahl believes that such factors might also contain clues to the future health of political systems.

Kahl, who joined the U of M's political science department three years ago, has spent much of the past few years examining the link between environmental change and political upheaval. Most of the world's

armed conflicts since World War II have been civil in nature, and control of natural resources is often a significant factor in the causes of these civil wars.

"There's no question that the scarcity of critical resources is related to some conflicts—both current and historical," Kahl says. As historians have noted, Hitler's decision to invade Austria and Czechoslovakia, for example, was

driven in part by a quest for *Lebensraum*—in other words, additional farmland and forests (for Aryans, that is).

But while others count the environment as just one among a constellation of conflict-related factors, Kahl sees natural-resource degradation as the underlying cause of numerous social, economic, and political problems. "Nations that are heav-

"If we're interested in the political stability of developing countries, we have to be conscious of natural resource and environmental issues."

ily reliant on their natural resources for their economies and their social stability can experience a lot of turmoil if that resource base is eroded too dramatically,” Kahl says. And he’s got research to prove it.

Take the Philippines, for example. Once covered in dense vegetation, the nation of southeast Asian islands had, by the early 1980s, lost four-fifths of its forests. Peasants hoping to make a living by cutting down trees or tilling farmland increasingly moved into the hilly interiors of the islands. The land, cleared of its timber and exposed to the elements, quickly eroded, forcing the peasants to relocate yet again.

Filipinos frustrated with their economic situation found little comfort in the policies of dictator Ferdinand Marcos. Communist insurgents saw their ranks swell as the situation worsened, Kahl notes. From the environment to economics to politics, everything was sliding downhill. Only the peaceful 1986 “people’s party” revolution, which resulted in Marcos’s ouster, alleviated the problem. The environmental problems remained, but the new government indicated concern for the peasants’ plight—giving vent to the accumulated political steam. Membership in the rebel groups withered.

In Kenya, too—another country that Kahl

has studied—squabbles over limited natural resources contributed to the demise of an autocratic government. But Kahl is careful to note that environmental pressures, while an important measure of political health, don’t always result in political change. “Certainly there are a lot more countries that are experiencing these environmental pressures than descend into civil war,” he says. “It also depends a lot on the type of political institutions that the country has.”

Governments that respond to the environmental concerns of their citizens are least likely to see conflict, of course. In Costa Rica, for example, citizens’ concerns about deforestation have led the government to delegate management of forestry resources to regional councils. “People who are dependent upon the resources of a region are more likely to manage them for the long term, to use sustainable forestry practices,” Kahl says.

But Kahl stops short of saying that a move toward democracy, a political system constituted to be responsive to citizen concerns, will necessarily result in environmental improvements. The more immediate result is often a period of relative stability: Believing that their views are being heard, people are less likely to agitate for

drastic change. The wait for real action, though, can test their patience. “Democratic societies may be better for order and justice,” Kahl observes, “but the justice part may take a while.”

For American politicians and foreign policy watchers, Kahl’s research has important implications. As a member of the U.S. Task Force on State Failure, Kahl is one of a handful of academics who meet regularly in Washington, D.C., to offer perspectives on potential political hot spots in the world. Although the task force doesn’t explicitly consider environmental factors as a measure of volatility, the group does look at environmental problems indirectly, Kahl says.

“If we’re interested in the development prospects and political stability of developing countries, we have to be conscious of not only the economic and political dimensions, but also the natural resource and environmental issues,” Kahl says. “That only makes sense: You don’t want countries to destroy the base upon which much of their society depends.” ■



Kahl

#### COLIN KAHL

Assistant professor, political science

#### Education

■ B.A., University of Michigan; Ph.D., Columbia University

#### He’ll be spending next year ...

■ In Washington, D.C., at the Department of Defense. Kahl will be a visiting academic fellow examining the application of international law within the military. “In particular, I’m interested in the degree to which the department complies with the prohibitions in the Geneva Conventions against targeting civilians during wartime.”

#### His not-so-secret passion is ...

■ “I love all types of music. I own about 2,500 CDs and 1,000 LPs, with styles ranging from indie rock and alternative music to pop, hip-hop, alt-country, and electronic music.”

#### He paid for grad school ...

■ Being a deejay for parties. And he’s still at it: “I play various types of underground house music at local nightclubs like Quest or Tabu, or at the lounges at Azia and Fujiya. I love vibing off the music and exposing people to new genres and artists.”

Photo by Leo Kim



Photo by Diana Watters

Training a big-city lens on her adopted big small town, urban studies professor and Chicago native Judith Martin takes in the big picture.

Judith Martin

HER

# kind of town

by Eugenia Smith

When she arrived in the Twin Cities for graduate school, Chicago native Judith Martin wondered where the tall buildings were. The IDS Tower was still in blueprint. Only the 32-story Foshay Tower broke through the otherwise modest, slightly rumpled skyline.

"I thought I had exiled myself to the smallest place in the world," recalls transplanted Chicagoan Martin, now professor of geography and director of the U's urban studies program.

Today, Martin allows, the grown-up city is "taller and wider," and so is her perspective. One of the country's foremost urbanists, Martin has spent the last 30 years taking the full measure of the many dimensions that make up a great city—most of them far less quantifiable than head counts, square footage, and building heights.

### Walking the scholarly talk

Since completing her interdisciplinary doctoral program in American (urban) studies, Martin has viewed her research as a kind of active citizenship. When this citizen scholar isn't greeting students and others in her office overlooking the river she loves, she's out and about, walking the cities' sidewalks,

trails, and policymaking corridors and talking to leaders and ordinary citizens alike.

On her scholarly peregrinations, Martin has explored probably every cranny of the Twin Cities metro area and trained her sharp and panoramic eye on many other cities as well. Like any good researcher, she misses nothing—taking in not only the history, politics, architecture, and landscapes of cities, but also their colors and cadences, the textures and rhythms of people's voices and lives. Translating what she has learned into award-winning teaching, she's also become a go-to person regionally and nationally on issues of urban planning and policy development.

Martin says she's still a big-city kid, shaped indelibly by her experiences growing up in Chicago. She is also a convert to the considerable charms of Minneapolis, which she nonetheless thinks of still as a "big small town" rather than a bona fide big city. The distinction, she says, is "fundamental in how people think about the place, how comfortable or uncomfortable we are with change."

Even the most nimble Twin Cities minds and imaginations have been challenged by the massive demographic and cultural changes unfolding in their midst over the past decade, says Martin. As their towns come more and more to mirror Chicago and other big cities, some long-time city dwellers have welcomed the changes; others have been more grudging; still others have moved away. And new residents are moving in.

### Taking the broad view

Martin's wide-angle view of cities embraces a broad geographic and cultural space. It takes in not only the city proper but also suburban and far-flung exurban communities—the entire region that has branched out from and surrounds, sustains, and is sustained by the urban taproot.

"Whatever the issue—housing, crime, transportation, or governance, it's going to very quickly link out to a much broader spatial location," Martin says. "And that's true for all cities."

U.S. cities are *not* declining, Martin insists. In fact, cities nationwide are booming—and she's got the data to prove it. Municipal governing bodies are reinvesting in cities; so are private developers and new immigrants. People are moving to urban centers from the suburbs. Urban commercial and entertainment districts are flourishing.

### Managing public perceptions

Contributing to "flight" from the cities to the not-so-wide-open spaces of the suburbs, Martin observes, is the notion that urban centers are where "the problems" lie: If we leave, we're safe; those "city issues" are someone else's problem. "Except the reality is, the problems do not stay in one place," Martin says. "I'm an advocate for truth. The media should stop pitching the bizarre notion that the city is dangerous. Whether it's people buying and selling drugs, or slumlords deciding not to invest in improvements of urban properties, people are mobile. So trouble is mobile, too. As long as people can move easily from one place to another, the 'problem' areas of the cities are everyone's problem."

In the worst-case scenario, misperceptions can contribute directly to the plunder and decline of neighborhoods. When, for example (in the 1960s), Interstate 94 sliced through Rondo, a predominantly African American St. Paul neighborhood, the demolitions and dislocations devastated the community.

"The view from the outside, shaped in part by the people who create and manage perceptions, was 'It's a marginal neighborhood, a bad neighborhood,'" Martin says. "Of course, that wasn't the view of the people who lived there."

### Stabilizing the tax base

Martin notes that the reshaping of cities by freeway construction and redevelopment almost invariably has been aimed at one overarching goal: "It's first and foremost about stabilizing and growing the property tax base. In the 1950s and '60s, if drawing red lines on the map and getting rid of the 'problem' people in an area was good for the property tax base—go for it."

Stabilizing the tax base is a worthy goal, says Martin—that's how we pay for public services and amenities like schools and crime prevention and park maintenance. And yet, she cautions, "There may be unintended consequences for people and neighborhoods."

Noting that urban renewal's failures are

now well documented, Martin says, "The whole thrust of urban renewal was about clearing out and starting new." Champions of urban renewal "weren't bad people with nefarious purposes. They were policy people grounded in 1930s, '40s, and '50s thinking that human behavior could be shaped by alterations in the physical landscape.

"They *deeply believed* that giving people new housing would improve their lives and improve their behavior and make them more likely to work. By the time the research evolved and took thinking in a whole new direction, the 'projects' were in serious trouble."

### The growth of a vision

Revitalization always "begins with public perception of a problem, advocacy for change, and then policy people saying at some point, 'We have to do something about this,'" says Martin. "It takes time for the funding to catch up to the research."

To illustrate, Martin points to the reclamation of Minneapolis's post-industrial Mississippi Riverfront, which today is crackling with life but for decades lay fallow, littered with the refuse of lost Minneapolis history—old railroad tracks, crumbling warehouses and mills, assorted rubble

and refuse, and rodents.

"In 1972, the city laid out a vision for the next 25 years," says Martin, noting that Minneapolis's first riverfront revitalization plan, drawn up in 1917, was never implemented. "The 1972 plan had the support of elected officials who believed that if you could clean up the area, find new uses for historic buildings, and get new businesses to come in, we could grow the tax base, build a healthier city.

"It took political will, imagination, and faith in the vision. And it took hundreds of millions of dollars of public money before anybody spent dime one of private money."

The rebirth of the riverfront spells a watershed in perceptions of the area. "People used to say, 'River? Why in the world would you want to live on the river?'" says Martin. "Now they're thinking, 'Why wouldn't you?' An urban condo near the river and near downtown is this generation's home on the lake."

## JUDITH MARTIN

Professor, geography; director, urban studies; affiliate faculty member, American studies

### Education:

■ Ph.D. American studies, U of Minnesota.

### When I was a kid I wanted to be ...

■ Mayor of Chicago.

### For cities to thrive ...

■ "First, you need an economy that provides job opportunities. Without that, you have nothing. You need a transportation system to get people to and from their jobs and other places. You need a reasonable stock of housing at diverse prices. You need a broadly defined cultural base. And you need parks and other public open spaces for people to use for recreation and community gatherings."

### Immigrants are revitalizing business and cultural communities by ...

■ "... investing in spaces that nobody who was here wanted to touch. It's really important for cities to have some buildings on a scale that allows people to get an economic foothold."

### The University is important because ...

■ "It contributes not only to economic development but also our quality of life—in the cities, the state, and the region."

### Leadership and memberships

- Board member: Urban Affairs Association
- Chair, Minneapolis Planning Commission
- University of Minnesota President's Academy of Distinguished Teachers
- University Council on Public Engagement
- Series editor: *Metropolitan Portraits*

### Awards

- University of Minnesota President's Outstanding Community Leadership Award
- Morse Alumni Award for Outstanding Contributions to Undergraduate Education

"I help people see. I view that as a very important part of my mission as a professor at a land grant university."

### Seeing is believing

Martin literally walks the public engagement talk that she has always championed. As a leader on urban issues she not only sits on boards, advises policymakers, and testifies before planning commissions, but also takes people on tours through the Twin Cities. The tours give both out-of-towners and longtime residents an opportunity to see city landmarks and landscapes in a whole new way.

"There are always people who say at the end of the tour, 'I've lived here my entire life and I've never seen that,'" she says. "Or 'I've never thought about that.'"

"I help people see. I view that as a very important part of my educational mission as a professor at a land grant university. I think it's important thing to help people to understand the environment they live in." ■

Background photo by Tim Rummelhoff

## Faculty

Photo by Diana Watters



Sara Evans

Sara Evans (history) has been appointed a **Regents Professor**, the highest faculty honor bestowed by the University of Minnesota. She was recognized for her superior and path-breaking scholarship in women's history, her exemplary teaching, and her leadership and contributions to the University and the broader community. Evans' recent book *Tidal Wave*, a history of the past 50 years of feminism, has been lauded as brilliant, eloquent, inspiring, and indispensable. Evans is also a Distinguished McKnight University Professor and has been a CLA Dean's Medalist.

**Jonathan Gewirtz** (psychology) received a **2004 Young Investigator Award** from the National Alliance for Research on Schizophrenia and Depression.

Photo by Leo Kim



Jonathan Gewirtz

**Allen Isaacman** (history) received the **University of Minnesota President's Award for Outstanding Service**.

**S. Douglas Olson** (classical & Near Eastern studies) received the 2004 **Distinguished McKnight University Professorship** from the Graduate School.

**Gail Peterson** (psychology) received the 2004 Minnesota Psychological Association **Walter D. Mink Outstanding Undergraduate Teacher Award**.

**Rose Brewer** (African American & African studies) received the **Josie R. Johnson Human Rights and Social Justice Award**.

**Douglas Hawkins** (statistics) received the 2004 **Statistics in Chemistry Award** from the American Statistical Association.

**Robert Krueger** (psychology), **Kirt Wilson** (communication studies), **James Druckman** (political science), and **Erika Lee** (history) were named **McKnight Presidential Fellows**.



Rose Brewer

**Richard Leppert** (cultural studies and comparative literature) is the **Fesler-Lampert Chair in Humanities**, and **Andrea Berlin** (classical and Near Eastern studies) is the **Fesler-Lampert Professor in Humanities**.

**Magara Maeda** (Asian languages and literatures) received the 2003-2004 **Outstanding Teaching Assistant Award** from the CLA Student Board.

## Students

**Robert Frame** (Ph.D. candidate, history) received the **Josie R. Johnson Human Rights and Social Justice Award**.

**Fulbright Scholarships** for 2004-05 went to **Kristen M. Jones** (Ph.D. student, Germanic studies), **Lisa A. Peschel** (Ph.D. student, theatre arts), **Elizabeth (Libby) Lunstrum** (Ph.D. student, geography), **Laura Hammond**, (German and political science), and **Catherine (Catie) Almirall** (Spanish and economics, '04).

Honors student **Kai Carlson-Wee** won first place in this year's ARTWords competition for his piece "The Dull Shape."

**Teri Carter's** "Without the Tie that Binds" won the 2004 **Best Nonfiction Award** from *Columbia: A Journal of Literature and Art*.

The **Minnesota Daily**, whose editorial and production staff includes many CLA students, won nine **Society of Professional Journalism Mark of Excellence Awards** at the Midwest Journalism Conference, including best all-around daily college newspaper.

Journalism Ph.D. candidate **Giovanna Dell'Orto** won the American Culture Association's **best graduate student paper** award for her paper on renowned author and war correspondent Martha Gellhorn.

Photo by Leo Kim



Giovanna Dell'Orto

Journalism graduate student **Kate Edinborg Roberts** won a **Crystal Clarion Award** (from the Association for Women in Communications) and two Minnesota Society of Professional Journalist Page One Contest awards.

**Jennifer Mary Guglielmo** (history) and **Michele E. Tertilt** (economics) received the 2004 **Best Dissertation Award** from the Graduate School.

**Diana Fu** (honors student, global studies and political science) received a **Sullivan Scholarship** to study human rights in China for a year. Fu also received an **Honorable Mention** in The Stony Brook Short Fiction Prize competition for her story "Metro Transit 16."

Photo by Jayme Halbritter



Diana Fu

Awards, continued on page 13

## Alumni

**Kerry Danahy**, a recent speech, language, & hearing sciences graduate, won the **Research I Award** of the Council of Academic Programs in Communication Sciences and Disorders for her M.A. thesis research.

**Sheila O'Connor** (B.A. '82) won a 2004 **Minnesota Book Award** for her novel *Where No Gods Came* (University of Michigan Press). Minneapolis *Star Tribune* reviewer Annie Betz called the novel "a touching odyssey of a girl poised between the emotional abyss and the reader's heart."

Author Maureen Gibbon says, "Sheila O'Connor's beautifully readable novel about young girls living close to the precipice is truthful, tough, and filled with delicate hope. She shows how we all survive by inches, by grace."

The book also won the **Michigan Literary Fiction Award** for original novel in 2003.

**Caroline Evensen Lazo** (B.A. '78) was nominated for the 2004 Minnesota Book Award for *Leonard Bernstein: In Love*

*With Music*, a book for young adults, which was also placed on the New York Public Library's 2003 list of Best Books for Teenagers.

**Mark Wojahn** (art history, film studies) won the award for **Best Film** from *City Pages* for his film "What America Needs: From Sea to Shining Sea."

Fall 2002, Mark traveled by train from New York City to Los Angeles and asked more than 500 people from different communities, "What do you think America needs?" Collectively, their responses tell a story of hope ([www.whatamericaneeds.com](http://www.whatamericaneeds.com)).

**Obioma Nnaemeka** (Ph.D. '89 French and Francophone Studies) has received the **Distinguished Leadership Award for Internationals** from the University's Office of International Programs. Nnaemeka has also received the Nigerian Achiever of the Year Award for Leadership, President's Humanities Award, and Daughter of Africa Award.

## From the dean

continued from page 1

disciplinary understanding of human societies to their study of environmental issues. They are working hand in hand with researchers in fields from chemistry and biology to public health to reverse the accelerating pace of environmental degradation.

Social scientists and historians are studying human and wildlife habitats and interpreting climate, air and water quality, and population data to assess the long-term impacts of deforestation, industrial waste disposal, agricultural practices, transportation systems, and market forces. They are investigating ways to balance political and economic with environmental interests so that industries, people, and ecosystems alike will benefit.

Scholars in the arts and humanities are studying how language shapes our understanding of environmental issues, and they are articulating the role of the arts and literature in shaping public opinion and human behavior. Philosophers and psychologists are looking at human motivations and behavior and at the environmental consequences of the choices we make about everything from what we eat and what we wear to where and how we live, how we travel, and how we vote.

Whenever and wherever environmental issues are examined and aired—whether the subject is alternative energy sources, transportation systems, global climate change, species or habitat preservation, ethical business practices,

consumer behavior, urban design, or responsible stewardship of natural resources—CLA's extraordinary faculty are very much at the table.

And so are our students. CLA has built environmental studies broadly into the curriculum and has led in making environmental understanding a critical component (one of the "designated themes") of a University of Minnesota education. Students across CLA disciplines are actively engaged in discussions of global environmental issues and in the search for solutions.

### Investing in our future

Of course all of this research comes with a fairly hefty price tag. And not unlike competition for the world's resources, competition for support is fierce. More and more, we have been forced to look to tuition and private gifts for funding.

Many public officials and ordinary citizens recognize the long-term costs to our world of not investing now in the University. If these concerns catch on, as they must, perhaps a new movement will begin—a movement to save our planet that begins with increased public funding for our great public research university.

I hope that as we face another year of budget cuts, you will think about how you can help us continue our leadership role in research and teaching on the environment and other issues of surpassing global importance.

*Steven Rosenstone*

Background: Lake of the Isles, Minneapolis  
Photo by Tom Foley

# New, Nifty, &

by Eugenia Smith

## CHANGING THE WORLD, ONE LIFE AT TIME: Composer Yanni '76 takes center stage at U alumni celebration

At the U of M Alumni Association (UMAA) centennial celebration in May, a slight, famously dark-skinned composer-musician bowed before a cheering audience from the stage of Northrop Auditorium.

Yanni Chrysomallis ('76, psychology), robed and hooded in maroon and gold academic regalia, had not played a single note. He held in his hand an honorary doctorate of humane letters, just awarded by University President Bob Bruininks.

In his speech that evening, and in an interview earlier in the day, Yanni remembered "sitting in Northrop, not really speaking English, trying to understand what the professor was talking about. It was the first class I ever took at the University of Minnesota: psychology 1001, 8 o'clock in the morning, in January of '73."

The class was a revelation, he says. Indeed, he recalls that he learned English poring over his textbook, reading the same paragraphs over and over, translating in his head with the aid of a Greek-English dictionary that he kept always by his side.

Since those days, Yanni has returned to Northrop several times to perform with the Minnesota Orchestra and with his own band and orchestra. He has performed his signature brand of global-inflected music on stages worldwide, for millions of adoring fans. His recordings have gone platinum several times over. He's what is known in the entertainment world as a phenomenon.

Known as "John" to his classmates and professors of 30 years ago, Yanni says his world opened up when he arrived at Territorial Hall from his native Kalamata, Greece. In his Greek classrooms, just beyond the nurturing reach of his open-minded parents, "teachers [had been] autocratic and taught by decree." At the U, he says, "I loved the professors and how they approached learning."

One of those professors, Neal Viemeister (psychology), remembers Yanni as an accomplished student: "I tried to talk him into graduate school, but he had his heart set on music," he says.

### From the research lab to the international stage

Yanni had thought he might use his psychology degree to help people: "I was interested in understanding myself and understand-

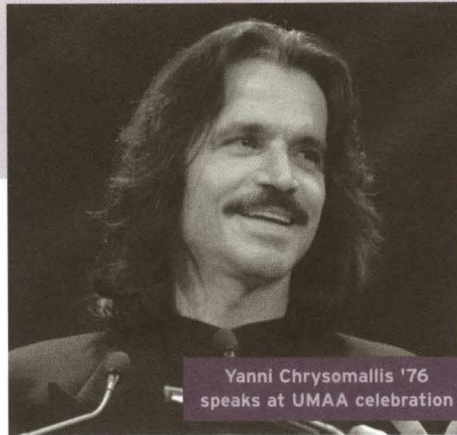


Photo by Tom Foley

ing people, what made us tick," he says. "But I don't think I was cut out to be a therapist. When the time came for me to imagine myself sitting and listening to people's problems, I realized that I wasn't going to do that very well."

Music offered him the creative freedom he craved. To this day, Yanni inhabits a world with few boundaries, straddling nations, genres, and musical idioms to create and perform his Grammy-award-winning compositions. He may have abandoned psychotherapy as a profession, but he is widely credited by fans for music that reaches across world cultures to heal and revitalize.

"I think if through your art you can change one person for the better, it's a big accomplishment," Yanni says.

As a freshman, Yanni ("John the Nobody," he muses) supported himself washing dishes at the Campus Club. "I was willing to do whatever it took to succeed. I think I am proof that anything is possible. It doesn't matter what you do, as long as you love it. If you love it, you have passion; passion is the fuel."

And that passion was ignited in, of all places, Viemeister's psychology research lab. "We were trying to create new ways of doing things," Yanni says. "I was learning that I am a creative human being, and that is what interests me: the new stuff, the challenges of not knowing some-

thing, going after it, learning it, devising new ways of understanding. I suddenly realized that music had all that."

### Creating outside the box

Yanni's idiosyncratic compositions—which he says often come to him late at night, after long periods of deep introspection—appear on the page as a private and inscrutable musical language, the hieroglyphics of a freewheeling creative sensibility that both abhors and transcends formal rules of composition.

A self-taught pianist and prolific composer, Yanni credits a music-filled childhood for his seemingly bred-in-the-gut musical voice. He never learned to read music, never even took a music class—but he did sneak into music practice rooms on campus to play piano. "The music voice inside me was getting pretty loud," he says, and could not be ignored. "So wherever there was a piano and it was late at night, I would sit and just play.

"I didn't want anyone telling me what to do. I just knew that I loved [music], and it called on me to go do it." And the call came from another continent, across oceans.

"It was my father's dream to come to America," said Yanni in his UMAA speech. "And it was my mother's dream to become a singer and entertainer. They say that some kids live out their parents' dreams. I got the first half right. I don't know about the singing part." ■

"If through your art you can change one person for the better, it's a big accomplishment."



# Noteworthy

Photo by Bridget Brown

## Mendoza new Chicano studies head

By Eugenia Smith

**B**ilingual menus, billboards, and street signs. Spanish scrawled across windows of colorful storefronts. Mexican mercados. Spanish-language graffiti, radio, cable TV. Street fairs and theatrical events where English is a distant second language.

This is the new Minneapolis-St. Paul, Minnesota. And it's where Texas-born writer, cultural critic, poet, literary scholar, and public citizen Louis Mendoza is making his home as the new chair of Chicano studies.

Mendoza admits to being surprised by the "texture and color" of the community he discovered on his first visit here. "It was a lot more vibrant than I expected," he says. "I thought, 'Wow, it's exciting to be here.'"

It's especially exciting, he says, to be here at a time of such change and challenge for Minnesota. (According to the 2000 census, Minnesota's Hispanic/Latino population is the fastest growing minority group in the state. Between 1990 and 2000, the number of people self-identifying as Hispanic/Latino swelled from 53,884 to 143,382. The actual number is probably much higher.)

Chicano/Latino history and culture "are threads in the U.S. fabric that were not always recognized or appreciated," says Mendoza. "Today, communities everywhere have to acknowledge the presence. We are the nation's largest minority. What does it mean to relate to us? What contributions have we made? What is the strong emergence of the Latino community in Minnesota going to mean for us? How can we be fully appreciated as partners in this democracy?"

Helping students and communities grapple with such large questions will be a priority for Mendoza. He hopes to revitalize Chicano studies in part by broadening its appeal to "students from across campus—to show them that taking more Latino studies courses is in their own best interest as educated citizens. We have to build a curriculum that is inviting to everyone, and also meets the needs of people who are interested in giving back to or working with the Latino community."

Mendoza also is committed to active engagement with the com-



munity beyond the University: "We're here to think proactively, to create solutions, to create a pipeline to the University, so that you don't have a segment of the population that is out of the education loop. And that's going to mean being in partnership with people throughout the educational system, K-12 on.

"Meanwhile, I think it's important to do outreach to Latinos across the country, so that Minnesota isn't only serving the needs of the local Latino community, but is also seen as a beacon of hope for others to come here and go to school, to be perceived as a welcoming place."

Mendoza earned his Ph.D. in English at the University of Texas (UT), Austin, and comes to the University from UT, San Antonio, where he was an associate professor of English and associate dean of the College of Liberal and Fine Arts. He is the author of numerous articles and three books, the most recent titled *Crossing Into America: The New Literature of Immigration*. His forthcoming book, *The Jail Machine: Raúl Salinas and the Poetics of Pinto Transformation*, will be published next year. ■

## Hymn by U prof and alum performed at Reagan funeral

By Patty Mattern

A 90-voice chorus from all branches of the military performed a hymn by University of Minnesota professor and poet Michael Dennis Browne and internationally renowned composer and alumnus Stephen Paulus for a world audience on Friday, June 11, during the funeral for President Ronald Reagan.

An Army conductor called Paulus the week of the funeral and asked that he Fed-Ex 90 copies of the hymn to the military choir, Browne says.

Paulus composed "Pilgrim's Hymn" in 1997, and Browne wrote the text. The piece is the finale to Paulus' and Browne's one-act opera "The Three Hermits," which premiered that same year. The hymn has been described as a moving anthem that brings listeners to tears.

"Pilgrim's Hymn" is popular in its own right and has sold more than 60,000 copies worldwide, Browne says. The Mormon Tabernacle Choir is among two dozen choirs that have recorded it. Twin Cities audiences heard the hymn in October 2001 at "Elegy," a benefit concert at [Minneapolis'] Orchestra Hall for victims of the September 11 attacks.

Of the hymn's inclusion in Reagan's funeral, Browne says, "For a poet who writes books and sells a few copies, this is serious.

"It's honoring the passing of a fellow human being, a man who was once the most powerful in the world. To contribute any eloquence to such an occasion is a great privilege." ■

# Lucas SCALES

by Judy Woodward

## LOFTY HEIGHTS of Success

# W

hen Peggy Lucas ('63, history) thinks about the environment, she's apt to focus on preservation of urban spaces that others have given up for dead.

**Following her own North Star, developer and preservationist Peggy Lucas takes back the riverfront.**

"Preservation is a huge environmental issue," says Lucas, who is a founding partner of Brighton Development, a major Twin Cities developer in the areas of historical restoration and affordable housing. "You can either haul those [abandoned] buildings to the landfill or bring them back to life."

Under Lucas' direction, a whole section of Minneapolis might be said to have risen from the dead. Fifteen years ago, the historic West Side Milling District near downtown Minneapolis was a warren of abandoned buildings and rat-invested industrial ruins. Although the district has the Mississippi River as its natural front yard, until Lucas and her partners came along, there were few who appreciated the possibilities of some of the oldest and architecturally most interesting buildings of the Twin Cities.

The seven-story North Star Blanket Factory had sat unused for decades and was on the verge of being demolished when Lucas and her partners stepped in. "It had been dark for 50 years," Lucas recalls. "It was pretty far gone. The roof and walls had caved in. There was nothing but broken glass, pigeons, and graffiti."

Lucas and her colleagues were able to look beyond the surface decay to the mellow brickwork, the high ceilings, and the oversized windows that even years of neglect had not been able to obscure. And they saw the potential for upscale urban living.

Their first major project, North Star Lofts, touched off a wave of residential remodeling in the area in the mid-90s and became a model for historic preservation. Like other Brighton projects to follow, the project won a Minneapolis Heritage Preservation Award in 2000 for adaptive reuse. A later project, Humbolt Lofts, received

the award in 2003 for "best new construction in a historic district."

In 2002, Lucas was named one of "25 Most Influential Women" by *CityBusiness* (now the

*Minneapolis-St. Paul Business Journal*). In May 2004, she received the Steve Murray Award for distinguished achievement in historic preservation from the Minneapolis Chapter of the American Institute of Architects and the Minneapolis Heritage Preservation Commission.

Not bad for an ex-cheerleader who grew up in Mound, Minn., and whose initial ambition was to have "an adventure" while accompanying her doctor husband, David, to some of the more exotic parts of the world. In 1965,

the young couple joined the Peace Corps and spent two years in Iran. They returned to Minneapolis when he began his medical residency. Intending to become a social worker, she spent the next several years pursuing an M.S.W.—taking time out to raise two sons (Mark, now 37, and Brian, 35).

Lucas soon discovered that her interests lay in social policy issues, particularly affordable housing. She realized, she says, that "if people don't have a place to call home, you can do anything, but it doesn't help."

Brighton Development was founded in the early 1980s in response to a challenge laid down by a bureaucrat whose name Lucas can no longer recall. When Lucas and a friend wondered aloud why public housing was so often downright unattractive, the official told the

two women, "If you girls think it's so easy [to design aesthetically appealing low-income housing], why don't you give it a try?" And so they did.

Lucas's original partner eventually left, but by then the company was launched. Over the years, the focus has gradually shifted from affordable housing to historic preservation; the devotion to good design and quality workmanship have remained constant.

Today, Lucas is thinking about her next step. Her husband is happily retired from his radiology practice, and they have three granddaughters. She's a major supporter of Gopher women's athletics and the 2003 winner of the U's Athletic Director's Award. "It's such a healthy role model," she says, "for little girls to want to be Lindsay Whalen instead of Britney Spears."

As for her professional accomplishments, she feels the most pride in "just driving around town and seeing what we've done over the years. Even small projects have re-energized the neighborhood." ■



Photo by Diana Watters

# Sowing seeds of *by Katie Anderson*

## SOCIAL CHANGE

On an urban farm, philosophy grad Liden cultivates opportunities for kids and communities.

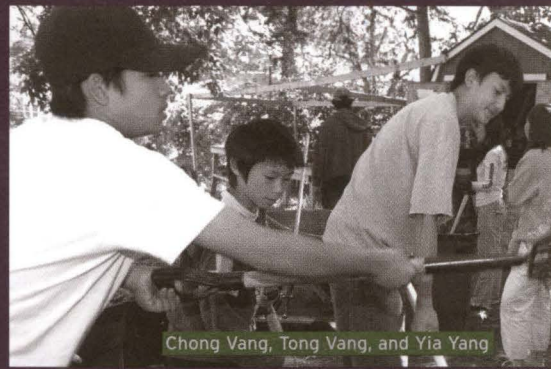
Photos by Bridget Brown



Juan Sebastian Orjuela Gomez



Erica Rehm Johnson



Chong Vang, Tong Vang, and Yia Yang

On one side of a garden, a Hmong boy and a fair-haired girl, both about nine, plant dahlias together. Nearby, a young Hispanic boy waters tomatoes. Across the way, several kids of various ages, sizes, and ethnicities emerge from a wooden shed lugging spades, trowels, and hoes, their pockets stuffed with seed packets.

All of these kids work diligently, side by side, seemingly ignoring, at least for the moment, their cultural differences.

This is the West Side Youth Farm and Market Project in St. Paul, Minn., where director Gunnar Liden ('99, philosophy) spends his days helping kids from St. Paul's very diverse West Side neighborhood learn about the day-to-day tasks of planting and caring for a garden and sharing its produce. But the Youth Farm is far more than a farm.

"The farming is the ground-floor work," says Liden: "Kids working the soil, tending plants, growing food for lower-income people in the neighborhood.

"There's also the cultural nutrition part, using culture to explore nutrition and then using nutrition to explore culture—you know, Hmong food isn't all egg rolls."

And there's civic engagement: "For the older kids, Youth Farm is a tool for learning that they have some power in this world if they want to take it," says Liden. "We try to give them space to take their interests and passions.

"We ask them, 'What makes you mad about your community? What really gets you fired up?' And if that's related to the farming, great. If it's not, it's fine."

It all started in 1995, with a community garden and founder David Branch driving 10 kids around Minneapolis in a beat-up VW van to sell their vegetables at small stands. Today, supported by a mix of public and private funding, the program has expanded to other locations (including St. Paul's West Side) and become a fixture in the neighborhoods it serves. Year-round programming includes the summer program, after-school programming, internships, and cultural education.

Liden, who first came to the West Side neighborhood as a service-learning student, began his full-time job at the Youth Farm two days after graduating in 1999. He was drawn by its goal of empowering kids to make a difference—in their neighborhood, in the world, in their lives. "It's a place where kids really get to take their interests and values and look at how they can have a real impact on their community," Liden says.

The kids come to the farm three days a week to grow vegetables and flowers and also create other projects for display or sale—taking underwater photographs at a local pool, for example, or cooking with home-grown ingredients. On Saturdays, they take turns selling their vegetables and displaying their projects at La Placita Marketplace.

"The idea of the market is to engage people around culture," Liden says. "A cultural experience isn't simply going up to a Somali or Hmong tailor or artist and buying merchandise. Sure, go buy it, but ask

how he made it, talk to her, learn something about her and her craft."

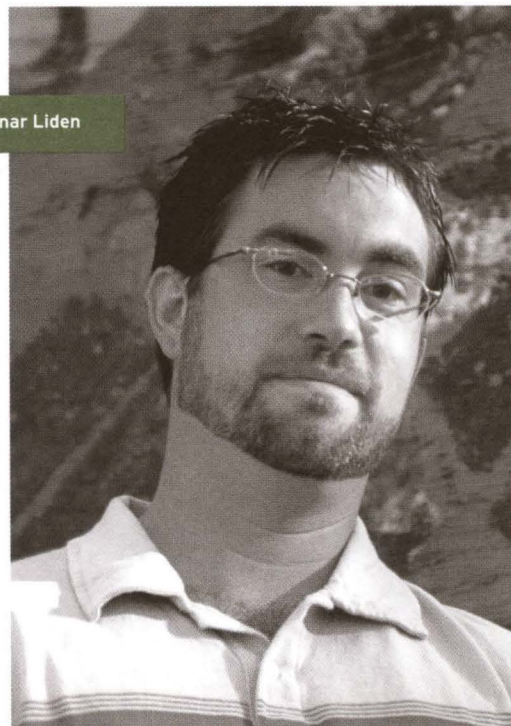
### Creating social change

As part of its outreach mission, the Youth Farm began donating vegetables this summer to low-income neighborhood families through a garden-share program. And the 14- to 18-year-olds presented a series of anti-racism dialogues around the community. Liden and his staff hope such experiences will prepare them for future leadership roles.

"Things like racism—you deal with that in school and say, 'OK, how are we going to

*continued page 20*

Gunnar Liden



# Rewriting

## THE *Mississippi*

by Karin Winegar

“Mark Twain locked the history of the Mississippi into its adolescence,” says historian John Anfinson. “Thanks to him, books about [the river] were limited to colloquial folklore, humor, satire, folk history, and travel, as if history quit when the steamboat era went away. But a lot of important history of the Mississippi can influence the current debate about where the river is going.”

As National Park Service Historian for the Mississippi National River and Recreation Area (MNRRA), Anfinson amply fills that historical gap in his new book, *The River We Have Wrought: A History of the Upper Mississippi* (U of Minnesota Press). The river winding through the narrative is a Mississippi of proliferating locks and dams that interrupt the natural pulse that once sustained wetlands and nourished fish, wildlife, and people.

Anfinson (B.A. '77, anthropology; M.A. '81, Ph.D. '87, history) was raised in Benson, Minn., with five siblings, all of whom attended the U. He wanted to be an ecologist, but math, chemistry, and biology didn't come naturally to him. History, anthropology, and Native American culture did.

“At the U, I tried to take everything you are supposed to take—‘practical things’—but I didn't have a quantitative mind,” he admits. He began to find his footing when he took Russ Menard's American history survey class.

“Russ took a big-picture view,” says Anfinson. “He said you need to begin with an argument, and marshal dates, places, and people to serve your argument. It drove students nuts: when he gave an essay exam he'd say there are no right answers. You have to present an argument and support it. He made history click—it made sense to me.”

Stephen Gudeman's anthropology course “flipped another switch,” says Anfinson. “He influenced me to think about other cultures in relation to Western culture. He showed that individuals and communities have unique mental maps of the world and behave according to those maps.”

For the boy from Benson, the U was a world that would forever alter his own world map.

“My first roommates were both African American, and both from suburban Detroit,” Anfinson recalls. “The next guy was from Korea, a student in architecture. My family gave me an understanding of their world, but at the U I got a quick introduction to the broader world.”

The times shaped his life as well: Anfinson entered the U as the Vietnam war was ending. A new global political and social consciousness had taken root on campus. “The engagement of students and the faculty in world issues and environmental issues got me thinking socially and politically,” he says. “I wanted to do something with social significance.”

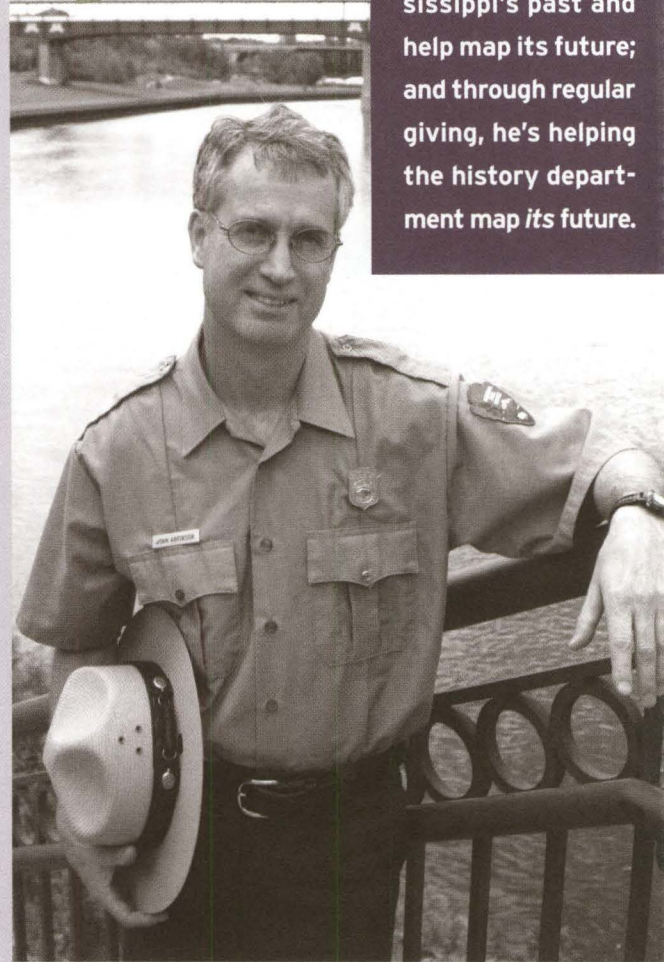
Applying his broad and multifaceted understanding of history to environmental preservation efforts, he has found a way to do just that.

“When we look at the Mississippi River, who had the greatest influence on what we think of it? Writers, painters, and the humanities,” says Anfinson. “Why would that be any different today than it is historically? So historians and writers have to take control of the image of the river and not just leave it to those from the past.”

Now when he speaks to U agriculture, meteorology, or fish and wildlife classes, Anfinson teaches the big picture of the big river. “What have we done to the Mississippi in the name of agriculture?” he asks. “Can you have sustainable agriculture if it degrades the river? It may seem sustainable on land, but we need to look beyond the land, to the river and the tributaries it impacts as well.”

Bringing his historical perspective to public policy, Anfinson can help literally to shape the course of cities: In his job as historian for the National Park Service, he constantly

Photo by Diana Watters



John Anfinson navigates river history to reclaim the Mississippi's past and help map its future; and through regular giving, he's helping the history department map its future.

reviews development projects proposed for the 72-mile Mississippi corridor constituting the MNRRA. “For example, there's a magical cove downstream off the main channel and behind an island with ancient rock bluffs and a little prairie,” he says. “There's a proposal for a 2,200 unit housing development around it. My job is to address the cultural and historical impact of development.”

Thanks to his understanding of Native American history, Anfinson has made his own mark on that history as well. In a previous job with the St. Paul District Corps of Engineers, he negotiated with 24 Native groups the return of land in the Kickapoo River Valley.

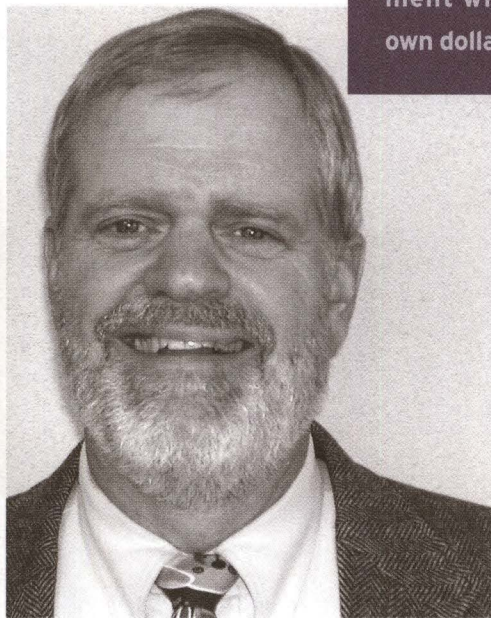
“When I look back now, I realize I could have been an environmental historian from the start, if there had been such a thing,” he says. Reflecting on the course of his career, he adds, “What's important is that I got where I wanted to be.” ■

DELIVERING *by Joel Hoekstra*

SCIENTIFIC Progress

When the National Science Foundation (NSF) in Arlington, Va., denies a request for research funding, the disappointed petitioner occasionally unleashes tirades of frustration in the direction of senior science advisor Thomas Baerwald (M.A. '75, Ph.D. '78, geography). "Long ago, I realized it was my job to

Thomas Baerwald helps seed cutting-edge projects with NSF grants and supports CLA's renowned geography department with his own dollars.



Climate change and biodiversity are just two of the hot research areas into which Baerwald has channeled dollars. But he doesn't just control purse strings, he says. His job is to encourage researchers to push the frontiers of science. "They deserve all the credit" for scientific achievements, he says. "But in the end, I have often played a very positive role in improving what was already a really good project."

A Fellow of the American Academy for the Advancement of Science and recipient of a Distinguished Service Honors from the Association of American Geographers, Baerwald encourages researchers to work collaboratively in interdisciplinary teams. Environmental science has benefited immensely from such multifaceted approaches, he says. Global climate change, for example, cannot just be measured with a thermometer. It takes coordinated work by climatologists, geologists, biologists, chemists, and many other kinds of researchers to put global warming and its impact in appropriate context and to devise remedies.

Increasingly, Baerwald says, social scientists are being added to this list of experts. Citing the "human dimensions of climate change," he notes that human societies not only often cause environmental problems but also must deal with the consequences. An annual NSF competition on the "Dynamics of Coupled Natural and Human Systems" (which he directs) awards grants for projects that look beyond basic physical and biological science research to assess these human dimensions.

**Mapping life's geography**

Baerwald's interest in landscape dates to a childhood trip to the Grand Canyon. "My par-

ents had to literally pick me up and force me back into the car so we could leave," the Indiana native says. "I was fascinated by the forces that had created this amazing thing"—and, he adds, by the impact of human-made forces and events.

Later, at Valparaiso University, he double-majored in history and geography. "Geographers can study anything," he says. "It's the questions that we ask that give us a distinctive identity as geographers. And the initial question is always, 'Where?' Where does that happen, what's its geographic distribution on the map? If you can map it, it's geography."

In the 1970s, Baerwald and his wife migrated to Minnesota—she to enter the U of M Law School, he to enroll in what he calls "the best geography department in the country." He has continued to support the work and continuing preeminence of the department, giving generously to the Ralph H. Brown Fund for geography research.

**Research for a better world**

Baerwald initially planned to remain in the academy. But when his wife took a job in the Twin Cities, he declined an offer from Ohio State and eventually signed on with the Science Museum of Minnesota in St. Paul, founding its geography department and overseeing the development of an exhibit on Minnesota's natural history. "The Mississippi River exhibit that's on display today is roughly the third or fourth generation of 'what we built,'" he notes with pride.

After a while, Baerwald was itching to return to the world of full-time research. So when a position at the National Science Foundation opened up, a friend urged, "What better place to put your finger on the pulse of active geographical research?"

Indeed, working at NSF gives Baerwald a bird's-eye view across a spectrum of fields—and the opportunity to advance the most important projects. "It's extremely fulfilling to see not only the advancement of knowledge, but also practical application of science," he says.

"Geographers can study anything. It's the questions we ask that give us a distinctive identity as geographers."

stand and take it," says an unperturbed Baerwald. Once the dust settles, he often helps the researcher find ways to make the project a stronger candidate for funding.

A self-described "midwife" for scientific research, Baerwald is a director of the NSF's Geography and Regional Science Program, the coordinator of its Environmental Social and Behavioral Science activities, and overseer of several other projects. He is charged with stewarding taxpayer dollars, helping direct the flow of government-funded grants to projects he views as vital to advancing science. He keeps tabs on critical research endeavors in an array of fields, seeding new projects and redirecting established ones.

*continued page 20*

**Liden, from p. 17**

get rid of it?” he says. “That doesn’t just go away in a year. It’s a lifelong thing. I think what we do now will have a big impact if it prepares these kids to go ahead and create social change.”

One of Liden’s greatest challenges is to navigate cultural barriers—not only between himself and the children but also between the children and their parents. “Many of the parents are first-generation immigrants, and I still struggle to get them involved in a way that isn’t just token. It’s hard for the kids because they’re Hmong or Chicano when they’re at home, but they’re American when they’re certain other places, and then there are certain places, like here, where they are sort of both. The parents don’t always understand that.”

To help families deal with these issues and to build trust with parents, Liden attends



Mai Chou Vang

Photo by Bridget Brown

community meetings and spends time with the families at their homes, often at meal-times. “It’s just getting to know them,” he says. “I sit down with them, eat their food, talk, and listen.”

Liden is eager to get University students involved as he was as a student. So he was thrilled when service-learning students in English instructor Eric Daigre’s Literacy Lab came to the farm. Daigre himself volunteers at the farm as a chef, teaching the kids to cook foods from different cultures, and learning some things in the process.

But building relationships takes time. “We’ve tried to push beyond the standard two-hour-a-week service learning commitment,” Liden says. “What we do is based on the relationships with the kids, and you can’t do that in only 20 hours a semester.”

**A labor of love**

After a spirited game of dodgeball, an exhausted Liden asks the kids about their plans for the week and listens intently to their cacophony of answers while cheerfully assigning farm tasks. “It’s the connection to the kids that gives me joy,” he says. “It’s so amazing to think I can make a difference in their lives.”

Whether the kids are cooking at his house or he is eating at theirs, whether they are working at the farm or presenting anti-racism dialogues in the community, Liden pushes the kids to push themselves—to grow into themselves.

“This isn’t just about cute kids gardening,” he says. “In the end, it’s all about social change. I tell the kids, ‘You can have an impact on your community. This is why you’re here. These vegetables are going to families—no one would be doing that if you guys weren’t. This is your farm. You get to take ownership.’” ■

**Tiberius, from p. 5**

and animal welfare advocate whose father was a “serious environmentalist,” Tiberius says, “I grew up going on long hikes, learning about the natural world, and having great philosophical conversations with my dad.

“I learned at an early age that people can be brought to value the welfare of other species if they understand enough about the natural world. Our own good is related to the good of the environment and of other creatures in many ways.”

In her classes, she encourages her students to see those connections. “We talk about what is actually done to animals, for example, from the stockyards to our dinner tables,” she explains.

“For me, not eating meat is a moral commitment. But I am very against preaching to my students. It’s not my job to convince them of anything. I want to give them the tools to be reflective and deliberative.

“I want them to think about what their views are about things, why they take the



Tiberius walks Gryphon and Sam by the river.

Photo by Leo Kim

positions they take, and how their choices affect biosystems and other species.”

It’s an article of faith with Tiberius that spending time in the natural world and with other species improves both our character and the quality of our lives. So, too, does taking steps to protect the environment

“Our interactions with a natural environment are the kinds of authentic experiences that make us whole,” she says. “Nature is particu-

larly good at putting us in touch with something that has value beyond its material worth and market value.

“Economic models and cost-benefit analyses of environmental practices are short-sighted. If you look to the next generation and the next, the costs of our current practices far outweigh the benefits. At least that’s the environmental side of the story.

“On an individual and subjective level, empirical data indicate that money, status, and power do not contribute to happiness. A walk in the park beats shopping any day.” ■

**Baerwald, from p. 19**

Baerwald is quick to point out that the basic research the NSF supports may yield applications only down the road. But when environmentalists, public policy experts, and industry harvest NSF data to devise solutions for a better world, Baerwald knows that he has played a part.

“Our research is done in a way that allows people to go back and review it—see what assumptions you’ve made, how you’ve gathered and interpreted the data,” says Baerwald. Public officials and others may then use the basic research data “as they see fit” for solving problems and advancing causes.

“If the research that we’re funding gets into controversial areas, we like to think that it can be used as a baseline by both sides,” he notes. “Hopefully, it may even become a basis for coming together and figuring out strategies that allow all parties to achieve their goals in a rational manner.” ■

From the  
development  
director

MARY HICKS

# Celebrating 135 years

## Creating bright futures for our students



It seems we're finally enjoying a real Minnesota summer, with temperatures in the 80s and dew points to match. Unbelievably, I'm already looking forward to fall 2004! That's partly because the new semester always brings a sense of renewal and great expectations. And this year, we're celebrating something even more exciting: the 135th anniversary of the College of Liberal Arts.

The 135th may be an uncommon anniversary to celebrate, but that's as it should be: CLA is an uncommon college! Over the past 135 years we've educated and graduated all manner of accomplished people: publishers, diplomats, journalists, economists, teachers, scholars, public servants, scientists, performing artists, professional athletes, software developers, and more than our share of distinguished political and business leaders. And that's just the tip of the flourishing, prolific, vital organism that is CLA.

### A time to reflect, to dream, to give

As we mark 135 years of CLA history, we are taking this opportunity to reflect upon where we've been, to celebrate what's been accomplished, and, especially, to dream about how each of us can make a difference for students for the next 135 years.

One way to make a powerful difference is to create a scholarship fund. You may have heard that President Bob Bruininks has launched a scholarship campaign, "**The Promise of Tomorrow.**" The goal of the campaign is to raise \$150 million for undergraduate students.

As you know, CLA is the home for the vast majority of incoming freshmen—and so you can bet your sweet freshman beanie that we are committed to funding as many new scholarships as possible. There are many ways to make a gift for scholarship purposes—including cash, pledge, stocks, or property.

### Making a gift of real estate

You may be surprised to discover how valuable real estate—homes, farms, lake cabins, commercial buildings, undeveloped land, what-have-you—can be in helping you accomplish your philanthropic goals. Perhaps you've inherited property you can't use; or you're moving to a retirement home from a home with a paid-off mortgage; or you simply lack the liquid assets to make an outright gift of cash or stock. In such cases, a gift of property can be a great way to support CLA.

You may also receive a lifetime income from your gift, either for yourself or for loved ones. When you make a real estate gift outright (not to a trust), the University will either retain title to the property or sell the property and place the proceeds into the fund or program that you have designated. If the property is deeded to a charitable remainder trust, the trustee usually sells the property right away to create investment assets that will produce income for you or for others.

One of the easiest and most effective ways to support CLA is to donate real estate with the intent that, once it has been deeded, the University will sell the property and apply the proceeds to your designated fund. In this way, you bypass any capital gains taxes that may be due, and receive a charitable income tax deduction for the full fair market value of the property.

### A farm grows a scholarship: how a real estate gift can work

Bill and Ruth Ekblad live in Minneapolis, but own 40 acres of farmland in Isanti County. They purchased the property as an investment 30 years ago for \$40,000. It has recently been appraised at \$100,000. A neighboring farmer who has rented the land for several years has offered to purchase the property.

The donors wish to establish a scholarship in their name in CLA. After the University agrees to accept the gift, Bill and Ruth deed the property to the U. They receive a charitable income tax deduction for the full fair market value of \$100,000 and bypass the tax on the \$60,000 worth of capital gain. The University then sells the property to the renter (although there is no legal obligation to do so) and applies the proceeds to the newly created Bill and Ruth Ekblad Scholarship Fund in CLA. As a non-profit organization, the University is not liable for any tax on the sale.

If Bill and Ruth decided that the income from the rental property was important to them, they could create a charitable remainder unitrust and deed the property to the trust; the trust sells the property to the renter, and the proceeds are used by the trustee to fund an investment portfolio that will pay an income to the Ekblads for their joint lifetimes. In such a case, the donors do not receive a tax deduction for the full fair market value, only for the gift portion as calculated using the IRS tables. After both have died, the funds remaining in their trust are applied to the scholarship that they wished to create.

### To make a gift

If you would like to fund a scholarship with a gift of property, or to discuss other ways to give, I'd be happy to help. You may contact me at (612) 625-5031 or hicks002@umn.edu.

### Meanwhile ...

### Please mark your calendar for FRIDAY, OCTOBER 22.

We'll be hosting a wonderful evening of CLA memories and celebrating all that this college has meant to tens of thousands of alumni around the world!

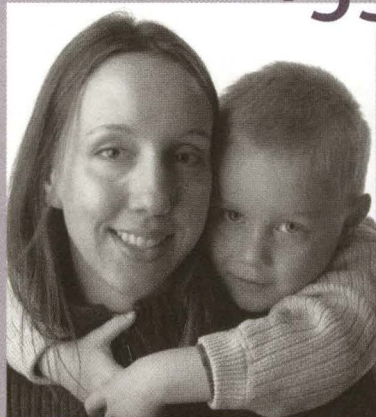
Photos (above), l-r: Becky Rea, Chris Ruzkowski, Patricia Little, Gladys Mambo, Rhea Davidson. Photos by Leo Kim and Bridget Brown

"You can bet your sweet freshman beanie that we are committed to funding as many new scholarships as possible."

Mark your calendar for **CLA'S 135TH ANNIVERSARY CELEBRATION** the evening of  
Friday, October 22, 2004!



## The promise of tomorrow: 135 years and counting ...



**A**s this issue of the magazine goes to press, CLA is embarking on its 135th anniversary year. That's 135 years of educating students, reaching out into communities, and creating knowledge for a better world. It's 135 years of helping students and communities to fulfill their promise.

At this moment, roughly 105,000 CLA alumni have taken or are taking their place in the world—teaching, solving problems, writing books, creating art, building industries, improving lives, and otherwise contributing to their communities and making the world a better place.

Some of tomorrow's leaders and scholars are members of the Class of 2004, with diplomas fresh in hand; or the Class of 2008, just arriving on campus this fall. Others are now in cribs and car seats, in preschool, and in K-12 schools across the nation. The CLA Class of 2025 is still in diapers.

We want all of these people to have a chance to fulfill their potential, to one day fill the shoes of those who are leading today's communities and finding creative ways to live, work, solve problems, and build our state's, our nation's, and the world's future.

### **The Promise of Tomorrow**

As we launch our year of celebration, the University of Minnesota is launching a system-wide multi-year scholarship drive, "The Promise of Tomorrow." The goal is to increase by

50 percent the number of talented students who will receive private scholarship support for a University of Minnesota education. The **President's Scholarship Match** will double the impact of gifts for new endowed scholarships (gifts of \$25,000 or more)!

The new scholarships will open the University's doors to students who are destined to be tomorrow's leaders. They will bring students of promise to the U to be educated not only *in* Minnesota but *for* Minnesota.

### **135 for 135**

For CLA's anniversary year, the College of Liberal Arts has set a first-year start-up goal of 135 endowed scholarships and fellowships for 135 years of growth. At year's end, we hope to be able to open CLA's doors to 135 more students!

And that's just one of the ways we will deliver on our promise of education for a lifetime of leadership and a strong future for Minnesota.

Fall semester, we will be hosting a series of high-powered "critical conversations" on some of today's hot topics. The conversations will feature accomplished alumni, people who have made their mark in the worlds of business, government and public policy, public service, media, the arts and entertainment, health care, education, technology ....

Watch your mailbox for details, and for announcements of other programs over the coming year that will celebrate CLA's 135 years ... and counting!

Meanwhile, if you are considering making a scholarship gift, please contact Mary Hicks at (612) 625-5031, or [hicks002@umn.edu](mailto:hicks002@umn.edu).

PHOTO: Student Maggie Sventak ('05) and son (CLA Class of '24?).  
(Photographer: Leo Kim)