



Learning Spanish through cultural events

Text by Clare Isabel Ee | Image by Raquel Peña-Gutiérrez

'La Feria de Abril' or 'the April fair' is known as a joyous, weeklong celebration of Easter in Seville, Spain.

For a week in April 2016, the April fair came to Yale-NUS College with music, food, dancing, and all things Spanish.

Spearheaded by Yale-NUS Lecturer of Spanish, Ms Raquel Peña-Gutiérrez, in collaboration with two Spanish lecturers from the National University of Singapore (NUS), La Feria de Abril at Yale-NUS was brought to the College to enhance students' learning of the language.

"You cannot separate language and culture. I think it's also more fun for them to learn by experiencing culture such as music, food and dance, instead of just focusing on grammar and so on," explained Ms Peña-Gutiérrez.

"It's important they learn that this language is alive – many people speak Spanish and they're living this language," she added.

"So it's their opportunity to get in contact and live this language, at least a little bit. It helps to keep them motivated."

In the past academic year, Yale-NUS' Spanish programme

has enrolled around 40 students, while NUS' programme has seen 140 students, with varying levels of classes on offer.

The events held during La Feria de Abril were open to all of Yale-NUS and NUS, and included Spanish film screenings, performances, photo exhibitions, a panel dialogue with Latin ambassadors, a flamenco workshop and even a karaoke

competition.

Cheryl Cosslett (Class of 2018), who assisted Ms Peña-Gutiérrez in organising some of the events, shared that she found doing leisurely things with her peers in Spanish did benefit her grasp of the language and culture.

"I loved the karaoke competition because regardless of our level of Spanish, we all could have fun together and be exposed to Latin/Spanish songs with our own friends," Cheryl said.

"Spanish songs themselves have become an effective method for me and for others in Ms Peña-Gutiérrez's class to learn the language, and just seeing how people come together in the event reminds me that Spanish is so relevant and widely spoken, even in Yale-NUS."

The College also marked the 400th death anniversary of literary figure Miguel de Cervantes with various

events held around campus, including an exhibition on his works in the Yale-NUS Library, a talk by Assistant Professor of Humanities Andrew Hui followed by a performance celebrating Cervantes' work, and a screening of the film *Lost in La Mancha*. Cervantes is widely accepted as the greatest writer in Spanish history and is perhaps most famously known as the author of *Don Quixote*.

Performing *The Curious Lives of Shakespeare and Cervantes* written by Ms. Asa Palomera.

Ms Nina Melero, one of the NUS lecturers who has been working with Ms Peña-Gutiérrez to organise these events, explains that while they hope to impart some knowledge and practise of the language through these events, the priority is on community-building.

"We hope that these activities can help create a small community of people interested in Spanish on campus, independently of the centre in which they have enrolled," Ms Melero said.

"We would like the students to know each other, and to make them aware of the fact that the lecturers from both [NUS and Yale-NUS] centres are there for them."

For Cheryl, a student passionate about learning Spanish, these events bring her closer than ever to the language and culture.

"Cultural events like these remind me why I'm studying Spanish in the first place; there is so much interesting contemporary culture in the Hispanic world that I otherwise would be missing!" she said.

"From food, to songs, movies, and dances, they all make me more excited to go to Spain this summer for my language scholarship."



In astronomy, research and teaching can collide

Text by Diyanah Kamarudin | Image by Weave

For Professor Bryan Penprase, the view of the Milky Way glimmering in the darkness of the night is one of the most beautiful marvels in the universe.

“That sight is something that can’t help but cause you to be stirred not only emotionally, but also intellectually,” said Professor Penprase, who is Professor of Science (Physics and Astrophysics) and Director of the Centre for Teaching and Learning at Yale-NUS College.

Aside from the visual spectacle, discovering how most fundamental questions of physics are tied to the origins of universe also contributed to his eventual falling in love with astrophysics.

Professor Penprase’s tendency to seek connections also led to his other current passion of exploring the interplays between research and teaching.

This summer, he will be leading an undergraduate summer programme at the California Institute of Technology (CalTech).

Called the Undergraduate Astronomy Institute, the programme will bring together a group of 20 undergraduate students from liberal arts colleges around the world such as Yale-NUS College, Pomona College, Williams College, and a few other universities in the US, to conduct research on astronomy.

At the Institute, students will work together for a week and undergo an intensive introduction to different kinds of astronomy, before beginning on individual mentored research projects.

They will also embark on field trips to visit the Mt. Wilson 60” telescope and Palomar Observatory 200” telescope as part of the experience. The programme is funded by an US\$8 million National Science Foundation grant for the Zwicky Transient Facility at CalTech. The Facility allows researchers to expand current capabilities of surveying the night sky on a regular basis using new cutting-edge technology.

Professor Penprase is the co-investigator and person-in-charge of undergraduate programmes at the Facility.

Silvia Lara (Class of 2018), was the sole student chosen from a long list of hopeful Yale-NUS applicants to embark on the research programme. “I would like to learn new mathematical techniques, understand how astrophysicists interact with each other, [and find] new and interesting answers,” said Silvia.

She hoped that she will be able to determine whether she should pursue astrophysics research in the future through the programme.

Professor Penprase highlighted that the

programme is an “exciting way for students to gain international experience and do meaningful research at the same time.”

He added that while the science curriculum at the

astronomy. This year, he is also supervising internships on global astronomy as part of this project.

His efforts in the field of higher education have been rewarded: Professor Penprase

“I see research as a necessary and vital supplement to the Yale-NUS curriculum, which adds meaning and authenticity to education.”

College is important as it prepares students to engage with meaningful research questions, conducting scientific research remains an essential component to truly understanding science.

“There is no such substitution for the experience of actually being in an environment where people are making discoveries and [are] really at the forefront of the field,” he said.

“I see research as a necessary and vital supplement to the [Yale-NUS] curriculum, which adds meaning and authenticity to education.”

Professor Penprase’s passion for education has also extended to developing an observational astronomy course under the Global Relay of Watching Things Happen (GROWTH), a US\$4.5 million project that seeks to create a global network of research and education in

is the first faculty member from the College to be inducted into the National University of Singapore (NUS) Teaching Academy.

The Academy seeks to foster research on teaching and learning by creating more pathways for innovative teaching. This year, he was one out of only seven faculty members from NUS to be inducted.

Professor Penprase strongly believes that research and teaching can complement each other. He cited the example of how the College’s focus on undergraduate students means that learning is always a two-way process.

“At a large university, you run off and do your research,” he explained. “At Yale-NUS, the feedback from student goes right back to the classes because you are already working with undergraduates.”

Students reinterpret stories of Sook Ching massacre

Text by Daryl Yang | Image by Aleithia Low

While other students were busy preparing for their finals in mid-April, Anisha Charan (Class of 2018) was working on transcribing over 5,000 names onto rice paper as an installation for 清Qīng, while Annette Wu (Class of 2017) rehearsed scenes after classes with her fellow actor, Gabriel Lim (Class of 2019).

These students were preparing for the second

is such a fast-moving place. The landscape changes really quickly,” elaborated David Chia (Class of 2017), the founder of Artslab.

“The 清Qīng project was meant to reconcile all of that from our generation’s perspectives on the Sook Ching massacre.”

For Annette, who hails from Taiwan, it was the opportunity

survivors of the Japanese Occupation from the National Archives’ Oral History Project, the team’s writers attempted to bridge research curation, writing and theatre. Annette shared that it was the marriage between myth and reality and the grey areas in between that truly set 清Qīng apart.

“It was the process of conceptualising these vignettes and writing them, that greatly inspired and led to the works that were presented,” she shared.

One of the audience members, Cheryl Cosslett (Class of 2018) found the performance deeply intriguing.

“清Qīng is one of those works of art that required me to constantly think and ask myself what everything meant and referenced to — I didn’t understand everything even until the end, but I think that was the point,” Cheryl shared.

“Language barriers, medium barriers, these things shape history in ways that prevent us from immediately bridging the emotional gap we have with the lived experiences of victims.”

The performance was also an enriching experience for the students involved in the production.

“The experience working with the school’s carpenters in developing the set exposed me to the intricacies of creating functional, practical

work—for a purpose,” Anisha noted.

Similarly, Annette enjoyed the entire process of research, writing and performing with her teammates.

“My greatest takeaway is understanding the importance of trust in a collaboration, and being open to learning and growing from it, intellectually, artistically and emotionally,” she reflected.

清Qīng was conceptualised by Artslab, a student organisation dedicated to creating experimental, interdisciplinary and intercultural work. According to David, Artslab focuses on theatre pieces that reflect the social environment.

“Artslab tries to use the arts as a medium for talking about current issues, social and political environments, and to bring about cultural diplomacy,” David explained.

“I was inspired to set up Artslab when I was studying abroad in London for a semester, particularly because there’s so much theatre there that’s very sensitive to its social environment and its context.”

清Qīng received support from Yale-NUS Arts department, the Arts & Media team, Dean of Students’ Office, the Rectors and Vice Rectors, and the Tolani Performing Arts Fund.

Find out more about 清Qīng and Artslab at www.artslab.club



staging of 清Qīng, which sought to reimagine stories from the Sook Ching massacre during the Japanese Occupation of Singapore.

The first installation of 清Qīng held in November 2015 showcased the research that the team had amassed, and focused primarily on their experiences grappling with collective amnesia.

“There’s so much history in Singapore that we don’t really talk about, because Singapore

to reimagine Singapore’s history as an international student through a more nuanced lens that excited her.

“There was so much about Singapore I had never even thought about,” she said. “I took the opportunity to use my imagination to think about the different experiences of women whose stories were not recorded or remembered in the mainstream media.”

Based on interviews with

Student tops international NYT writing competition

Text by Diyanah Kamarudin | Image by International New York Times

While most of her peers were moving on to study in American universities, Angela Ferguson (Class of 2018) decided to take a leap of faith and pursue higher education at Yale-NUS College in Singapore.

Her essay on her experience, titled 'The death of comfortable education', recently clinched first place in the university category of the International New York Times (INYT) Writing Competition.

Angela's essay was published in the INYT Asia-Pacific print edition, and she received a glass plaque and an Amazon gift card for her win.

The annual contest, which began in 2009 in Hong Kong, encourages students to engage in global affairs issues by reading the newspaper daily. This year's topic was on "Global Education".

Angela, who is currently doing an internship locally at a communications firm, sat down with us to tell us more about her experience winning the competition.

What inspired you to write about your experience moving from suburban Ohio to the bustling city-state of Singapore?

I think that coming here was definitely the best thing to ever happen to me. My personal journey since coming to Singapore to pursue higher education just so happened to fit that topic of 'Global

Education', and [coming here] has opened my eyes in more ways than I can say.

I decided I wanted to share that experience because a lot of people who have moved around a lot or have been exposed to many different cultures would have had similar experiences.

The process of learning more about the world and my place in it is something that is not unique to me and many people have experienced that, and I think that I just wanted to voice it out.

feedback from readers about your essay?

No, I've not. (laughs) But I guess I will say that it's been really incredible to see the school's community response—everyone has been incredibly supportive and I am really grateful for that.

You have been living in Singapore for close to two years now. What is your favourite part about studying here?

The fact that I can learn even more outside the classroom

no life-altering revelation, but these experiences just opened my eyes to how different people live and I think that is very valuable in itself.

What do you hope to do after graduation?

I will be working in Singapore because I am under the government tuition bond, so I will be here for three years after graduation. As for my career path, I am not too sure, but becoming a journalist has been a dream of mine for a while.



What was your initial reaction when you found out that you had won?

Honestly, I was very, very surprised. I feel very lucky because I know that there were many entries from Asia-Pacific in the university category. I also feel thankful to INYT for establishing such platforms for students to express themselves about these kinds of topics.

Have you received any

than I can in it. For example, I recently completed a photography project about the Burmese community in Singapore. I spent every Sunday hanging out at places where Burmese people usually hang out in, talking to them. Just through those experiences— from hanging out at Peninsula Plaza... at the Burmese temple, to going to the Burmese New Year Water Festival—I mean, there was

'The death of comfortable education' was also republished in the Singapore newspaper TODAY.



Yale-NUS students win Tata Crucible Campus Quiz

Text by Clare Isabel Ee | Image provided by Team Tata Crucible

At the tender age of nine, Rohan Naidu (Class of 2017) was selected by his schoolteacher to compete in a trivia competition.

He gamely participated, but was only able to answer one out of the 20 questions correctly.

Regardless of the result, the impact was made – he had fallen in love with quizzing.

“I found it really cool,” he shared. “All those people being cheered on for what— for knowing more? I said,

Most recently, Rohan and his quiz partner, postdoctoral student Shivam Bharadwaj from the National University of Singapore (NUS), competed in the international finals held in Mumbai, India, and emerged the international champions.

“This platform is getting people like us together, putting us on one stage and keeping the competitive spirit up, and rewarding us for our knowledge,” Rohan said in an interview with the Tata Group after their win.

game,” said the guest-of-honour, Dr Nirmalya Kumar, member of Tata Sons’ Group Executive Council, in a short speech.

Dr Kumar, who fêted the winning teams, added that these qualities were highly valued in the business world, and that participants “have shown the desire to learn which is necessary to remain continuously relevant in the world.”

Organised by the Tata Group, the Crucible competitions began in 2004 in India with a team-based format of two participants per team.

It has since grown incrementally over the past 12 years, with the latest edition featuring close to 5,000 groups from 36 cities in India alone, not to mention the international teams.

Crucible came to Singapore’s shores in 2007, and has seen strong participation from NUS, Singapore Management University (SMU), Nanyang Technological University (NTU), the Singapore Institute of Management (SIM), among others.

“It’s an annual quiz competition similar to what you see on a television show,” Rohan explained.

“What usually happens is every team takes a preliminary written exam, and you’ll be invited on stage if you’re one of the top few. After that, it’s like a game

show – you press a buzzer and answer a question.”

Although questions asked are typically related to business, Rohan was pleased to find that some of the questions asked in the 2015 Singapore finals were about Singapore.

One memorable question for him was the last question of the finals in Singapore last year, which asked for the identity of a businessman in Singapore during World War II who “ironically” sold chewing gum to raise money.

The answer: Lee Kuan Yew.

The clue: the inclusion of the term “ironically”, as the former Prime Minister was well-known for later introducing the country’s ban on chewing gum in public spaces.

“Quizzing in India is not so much about trivia, but more about finding interesting things and wording them in nice, cryptic ways to set up a deduction game,” Rohan said, describing his attraction to the game.

“[The question] is set up as a situation in which a reasonably well-informed person can deduce the answer to!”



Rohan (far left) and Shivam (second from right) receiving their trophies

‘Wow, knowing a lot of things is a prized trait? I want to be a part of this circle!’”

In the years to come, Rohan’s passion for quizzing won him nearly every national quiz he competed in, and three prestigious Tata Crucible Campus Singapore Quizzes.

“Today, I have witnessed the excitement, passion and ability of these young kids who have reached this stage of the competition. They are the best of the best and have shown curiosity, sheer dedication and ability, and the large amount of effort they have put in to be in the



Peer counsellors offer a listening ear to student

Text by Daryl Yang | Image by Aleithia Low

For several nights every week, instead of returning to her room to complete her assignments or rest, Joceline Yong (Class of 2018) can be found in the Yale-NUS Wellness Centre listening and offering support to her peers as a member of P.S. We Care.

A student-run organisation that provides one-on-one confidential peer counselling for Yale-NUS students, P.S. We Care complements the services offered by the Dean of Students Office Wellness Centre by offering peer counselling beyond office hours.

initiative.

She found several other classmates like John Reid (Class of 2017) and Kei Franklin (Class of 2017) who had also been involved in similar programmes from their previous schools, and together they launched P.S. We Care in 2013 soon after matriculation.

“Our overarching motivation was to make sure that people have the resources to support one another on campus because we believed that a healthy community is a community that can help

a better friend. I hope that we can train as many people as possible so that we can build a strong and supportive community and culture where people feel that others do care and are able to care for each other,” Joceline shared.

Members of the group undergo a series of training workshops before they are qualified to undertake shifts at the Wellness Centre as peer counsellors.

Some aspects of the training are facilitated by staff from the Wellness Centre, with whom the peer counsellors

added.

The peer counselling service has been well-received by the college community.

They have plans to gradually expand the service to be available on more days and at more times of the week as the size of the community grows.

Joceline also shared that because there continues to be societal stigma about seeking help.

To counter this, the group will continue to build trust with the community so that people will feel comfortable and safe about reaching out for support.

“There is a misconception that you should only seek help if you have a big problem and we hope to change that mindset,” said Joceline.

“Sometimes just talking with someone who is there to listen, no matter how small the problem vexing you may be, can have a very beneficial impact on the way you feel.”

“Our overarching motivation was to make sure that people have the resources to support one another on campus because we believed that a healthy community is a community that can help itself.”

It also provides an alternative source of support for students who may prefer confiding in a peer, rather than a professional psychologist or staff member of the college.

Jolanda Nava (Class of 2017) first thought of the idea of introducing peer counselling to Yale-NUS after having been involved in a similar group in high school.

She suggested the idea to the College’s inaugural Dean of Students, Kyle Farley, who strongly supported such an

itself,” Jolanda shared.

“We wanted to cultivate peer support as part of our college culture through this group.”

This sentiment was echoed by Joceline, who similarly wanted to foster a more supportive college community through the outreach and training programmes that P.S. We Care also offers the larger Yale-NUS community.

“I realised that the more I learnt about being a better listener, the more I became

work closely with.

“Sometimes when we face a situation that we are unsure about or may need additional support, we turn to the staff from the Wellness Centre for guidance,” Jolanda explained the mutually beneficial relationship between their group and the Wellness Centre.

“We also have a close working relationship with the staff so that we can feel comfortable referring cases to them at the appropriate juncture,” she



Telling the story of Singapore by spatial reasoning

Text and Image by Jeannie Tay

Last semester, in a first-of-its-kind collaboration with an external think tank, Yale-NUS College jointly conducted a course, called Urban Spatial Reasoning, with the Future Cities Laboratory (FCL), a multidisciplinary research programme of the Singapore-ETH Centre focused on urban

lessons in perspectival hand drawing, analysis of remotely sensed images, and the use of a range of other novel cartographic and visual methods.

The design of the Urban Spatial Reasoning course was led by FCL Director of Research, Professor Stephen

the course was Diamanta Vania Lavi (Class of 2017).

She appreciated the collaboration with a professional research unit such as FCL as she got exposure to real world urban research and its most up-to-date methods.

explore different spatial and representation methods to tell our story.

For example, it could be through social media, ethnography methods, or we could focus on the topography or environmental aspect of the area through arcGIS," said Diamanta.

Another student in the class, Christina Ho (Class of 2017) chose Bugis as her area of analysis as the place means a lot to her.

"I feel that it is one of the last few places in Singapore with a lot of cultural heritage, yet it is not completely free from developmental plans. In my narrative about Bugis, I want to highlight the underlying changes in culture that are obscured and missing in top-down land use plans," said Christina.

For their final assessment, students had to create an exhibition featuring fabricated installations of their sample areas.

To do this, students used the 3-D printers and laser cutting equipment in the College's newly opened Fabrication Studio.

Check out the Yale-NUS Youtube channel www.youtube.com/user/yalenuscollege to see the projects!



Carnival-goers play a round of country erasers

sustainability.

The course focused on the value of spatial reasoning in understanding urban processes and characteristics. Central to the course was teaching student to use computer-based Geographical Information Systems (GIS), a foundational tool for urban scholars.

This was supplemented by

Cairns, and included experts with training in engineering, computational modeling, architecture and urban design.

As part of the course, students 'adopted' a four square kilometre area of Singapore and used it as the focus for a range of tutorial exercises and as the basis for their final project.

One of the students taking

Diamanta chose to focus on Joo Chiat for her project as she was fascinated by its interesting mix of residential and commercial spaces.

She explored the economic diversity and the street life of the neighbourhood.

"I really like the multidisciplinary aspect of this course as it allows us to



Yale-NUS students learn to grow food on campus

Text by Daryl Yang | Image by Aleithia Low

As their classmates spend time in the classroom for lessons, three Yale-NUS students have been out in the sun this past semester tending to lettuce and other vegetables in various vertical gardens around campus.

Elizabeth Heng (Class of 2018), Tan Mei-Mei (Class of 2018) and Toh Hui Ran (Class of 2017) were doing this as part of the “Food Ecology and Evolution” course facilitated by Dr Jennifer Sheridan and Dr Michiel van Breugel, both assistant professors of Environment Studies at Yale-NUS College.

According to Dr Sheridan, who specialises in conservation biology, the course was a collaborative effort with Dr van Breugel, whose research focuses on forest ecology.

The two had conceptualised the syllabus together, combining their respective expertise to offer an interdisciplinary pedagogical experience.

Dr van Breugel added that they had wanted “to combine our similar backgrounds to create something which is more than the sum of the parts”. For instance, Dr Sheridan focused primarily on food sustainability while Dr van Breugel focused on agroforestry and ecology.

“The course sought to introduce students to the connections between agroecology and sustainability

and we wanted to emphasise the need to focus on ecology when studying sustainability,” shared Dr Sheridan.

As part of the class, students were required to draft a proposal to the college administration to improve

food supply from on-campus sources.

Elizabeth felt that the course taught her how to view farming and food systems from a much broader perspective than she did previously, and helped her

harvested vegetables that she and her classmates had grown from scratch. “Tending to the plants has been a lot of work, but it was also been very rewarding. There’s something about seeing the lettuce and cabbage grow from seedlings



food sustainability on campus. Part of the research involved studying the impact and implications of growing food on campus.

The three students set up a series of vertical gardens around the college to examine the effectiveness of such an initiative.

The results from their experiment were then used as pilot data in their proposal, highlighting the projected amount of resources and output required to increase

understand how to construct a food system that is environmentally, socially and economically sustainable.

Some classes were also held outside the campus, at local farms where students were able to observe how farmers organise and run their businesses, and understand the challenges they face as farmers in land-scarce Singapore.

However, knowledge was not the only fruit that she had harvested from the class as Elizabeth also successfully

to full-sized plants that’s fulfilling — it shows that our nurturing has paid off!” she shared.

Dr van Breugel noted that this course was one of the first interdisciplinary initiatives outside of the Common Curriculum, a set of interconnected courses taken by all Yale-NUS students, and hopes that it will encourage more such course offerings in line with Yale-NUS’ broader cross-disciplinary pedagogy.

Creating a chain for growth

Text by David Chia | Image by Aleithia Low

In recent years, Spaniard Mr Alberto Duran has made Singapore his home.

He views it as a responsibility to contribute to the young city state, creating a support network for future generations.

To do so, Mr Duran has generously contributed to Yale-NUS College, with a study award set up in his name.

“You create a chain... and that’s an unbreakable chain

Study Award at Yale-NUS College.

This academic year, three freshmen Singaporean students at Yale-NUS College are its inaugural recipients. They are Jonathan Chan, Danielle Sim and Yip Jie Ying.

His gift to Yale-NUS College, which supports financially needy Singaporean students, stems from his desire to support innovative and interdisciplinary thinkers who are able to cross boundaries.

students, in line with his and Singapore’s goal of fostering creation and culture through education.

He noted how his personal vision of inciting innovation and creativity through education resonates with that of Singapore.

Jonathan Chan, Class of 2019, an inaugural recipient of the Alberto Duran Study Award shares, “Meeting Mr Duran in person, I was inspired by

have fun!”

Quoting financial rules from his business background, Mr Duran elaborated, “Learning how to fail is fundamental to learning how to succeed.”

He is certain a liberal arts education is one that will be able to provide a support system that allows for balance between failure and fun.

Himself a product of a local and global education, Mr Duran values the hybridity of global and local in the College.

“Local education is becoming global education,” he said.

The global nature of education in the future has prompted him to support the communities local to Singapore.

Grateful for the study award, Jonathan added: “The Alberto Duran Study Award has provided me with the opportunity to actively participate in a vast range of college activities. This summer [2016], I will be attending the Leadership Learning Across Boundaries programme at Nepal and the Yale Summer Session at New Haven. The original cost of these activities are substantial, and this award has enabled me to pursue these academic and leadership opportunities without being overly concerned about financial constraints.”



Mr Alberto Duran (second from right) with the recipients of the Alberto Duran Study Award

that’s going to go on forever,” Mr Duran said.

Once a scholarship recipient himself, Mr Duran hopes to sustain that chain, having reaped the benefits of it.

Fusing his passion for education and desire to support the unbreakable chain for growth, Mr Duran established the Alberto Duran

“The liberal arts education allows you to think without being close-minded to one truth,” Mr Duran explained, highlighting that this adaptability is key to success in the 21st century.

Having grown up in a middle class family in Brazil, Mr Duran aims to foster a new generation of Singaporean

his passion for grooming Singapore’s next generation of scholars as a form of his gratitude towards Singapore, for the opportunities Singapore has given him and his family.”

When asked if he had any advice for our students, “Two!” Mr Duran said with an infectious laugh, “Dream and