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Make Tomorrow Yours

Courageous Conversation

By Dr. Maarten Pereboom, Dean,
Fulton School of Liberal Arts

Many of our faculty, staff and students will have heard of a recent incident in one of our classes involving a faculty member uttering a racial slur while reading a quote from a historical source.

Our colleague had prepared students with a statement on the syllabus, which the students had acknowledged reading, indicating that the course would be engaging challenging material. They had followed this same practice multiple times in the past.

This time, however, a student in the class took exception and brought the concern to a Student Government Association representative, who knew the faculty member from having taken that class earlier. A request for a meeting with the professor grew into a wider student forum five days later.

While I believe the forum successfully addressed the immediate issue, it also presented some areas for improvement and growth.

I recognize and strongly support the good and important work our faculty colleagues are doing to address contentious and sometimes uncomfortable societal issues in the classroom, past and present. This issue came up in that context.

As a historian myself, I appreciate and embrace honest and courageous exploration of the human experience in all its facets and all its complexity. Exploration of that experience involves an important set of skills grounded in research, critical thinking and communication. Academic freedom protects the classroom from outside interference in the teaching and learning process, and in these times it's critically important to affirm that freedom.

We live in an "age of outrage," fueled by genuine concerns about persistent racism, socioeconomic inequalities and anxiety about the future of the planet. In this context, social media, rather than promoting honest, courageous conversation, actually monetizes



Fulton School Dean
Dr. Maarten Pereboom

anger by directing users into echo chambers where misinformation flourishes.

Even without social media, we tend to square off into opposing camps rather than reach out, engage curiosity and seek understanding. Working with all parties in the runup to the forum, we were able to work with the students to envision a better outcome than severe punishment for the faculty member, while also providing support for the faculty

member.

The forum, which took place five days after the incident, effectively presented the immediate concern: the specific concern was utterance of the word in class. They did not object to encountering it in assigned readings or hearing it in other source materials, including films and other recordings. We have to expect discomfort and even embrace it to achieve our educational goals.

A recent piece in *The New York Times* by renowned ethicist Kwame Anthony Appiah addresses the specific question at the heart of our incident: "Can I Utter a Racial Slur in My Classroom?" He argues that, ethically, it is less an issue of academic freedom or censorship than a prompt to consider the best way to achieve the educational outcomes desired, with due consideration of societal norms we can't individually control or disregard.

Norms change over time, and regardless of what the norm may have been in the past, utterance of that word by a non-Black faculty member, in whatever context, is likely to disrupt the learning environment in unintended and unfortunate ways. The article concludes: "You have to accept that uttering those two syllables is likely to spin your class off course."

Our students are adults, and I personally embrace a vision of the classroom that actively celebrates the diversity of experiences and identities all participants bring to it, with due and appropriate recognition of the expertise and leadership that faculty members bring as a critical

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MUSIC HAPPENINGS

Music Education Alumni Honored By Louise Anderson

John Wixted (2017) and Malcolm Bratcher (2017) were both honored as Outstanding Music Educators in the state of Maryland at an awards ceremony hosted by the Maryland Music Educators' Association on March 4.

Wixted is a choral music educator at Mardela Middle and High School in Wicomico County. He has elevated the vocal programs in his schools, and his innovations are receiving standing ovations. Wixted

is enrolled in SU's M.Ed. in Educational Leadership Program.

Bratcher is an elementary general music educator at Pocomoke Elementary School in Worcester County. He recently received a grant to purchase a class set of ukuleles and is starting a theatre program at the elementary school. His school programs are "standing room only." Bratcher is close to graduation from SU's M.Ed. Educational Leadership Program.



Recording Studio Outreach By Louise Anderson & Colleen Clark

The recording studio in Conway Hall was alive on March 2 with the sounds of Prince Street Elementary School's drumming group, Rhythm and Roots. Dustin Thomas, a physical education teacher and SU alumnus (2015), started the after-school program in which students use buckets as instruments to create rhythmic accompaniment for popular music songs.

Thomas connected with Colleen Clark, chair of the Peter and Judy Jackson Music Program, to discuss an on-campus recording experience for his group. Clark and Suzanna Mallow, the audio/visual production director for the Department of Music, Theatre and Dance, prepared the studio and engineered the project.

Thomas brought along a DJ, who

performed on turntables while the students accompanied on buckets. Students also took turns demonstrating their skills on the drum set. While half of the group was performing, the other half of the group was mixing the



tracks on our state-of-the-art recording console.

After a two-hour recording session, Louise Anderson, coordinator for the Music Education Program, escorted the group to the percussion studio in Fulton Hall. Students had the opportunity to explore a wide variety of percussion instruments while music education majors Donnell Robinson and Eric Gehl led them in various rhythmic styles.

The elementary students ended their day with lunch in the Commons – something they were also excited about. For most of these students, this was their first experience on a college campus. We hope they see themselves as future Sea Gulls!

Music Education Majors Attend Conference By Louise Anderson

Joined music - education majors Keily Wolff, Trenelle Dashiell, McKenna Smith and Rheya Ford (pictured from left) at the Maryland Music Educator's All-State Conference held at the Baltimore Convention Center March 4-5.

This conference offers professional development for music educators. Sessions provide an opportunity for educators and interns to hear about best practices, innovations and time-tested strategies to

bring rigorous, inclusive and relevant music education to students in grades pre-K to 12.

College students with aspirations of teaching also network with practicing teachers and supervisors who hire educators. Within the exhibition hall, a Fulton table was set up to showcase the offerings of the Music, Theatre and Dance programs.

Approximately 400 middle and high school to musicians, and more than 300 attendees passed through the hall.



Courageous Conversation *continued*

component of the course's success. As the Appiah article suggests, the scenario that played out here is one that could have played out on any campus in America today.

There's still lots of work to do, of course. The agenda for the forum was too ambitious and did not address all the issues listed. Becoming a more diverse, equitable and

inclusive campus is a continuing journey. We are learning, honing our skills and engaging our humanity to do better.

As a coda, along this particular brief journey, the question came up about making a statement. I worry, in general, about statements being performative and, in this case, more specifically found myself so deeply

engaged in trying to help resolve the issue that I could not find the space to make a statement.

But now I have, and here it is. Hopefully it has not answered all your questions, because we still need to talk.

Two Fulton Faculty Win Regents' Awards By Jasmine Lopez, Communication Student

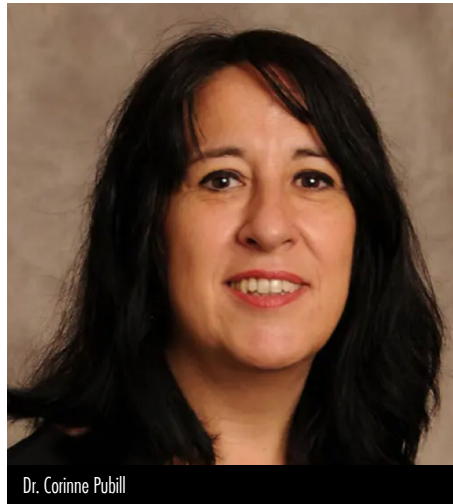
The Fulton School of Liberal Arts was lucky enough this year to have two faculty members receive the University System of Maryland Board of Regents' Faculty Award of Excellence, and we couldn't be prouder of our professors.

This year's recipients are Modern Languages and Intercultural Studies Professor Corinne Pubill for excellence in public service and Music, Theatre and Dance Professor John Wesley Wright for excellence in creative activity. Jeni Davis (Early Elementary Education) also won the award for excellence in teaching for Salisbury University.

Dr. Pubill was nominated for her advocacy on behalf of Delmarva's Latino population. During the COVID-19 pandemic, she volunteered on the front lines, offering translation and interpretation for those who had little or no experience speaking English.

While taking all the necessary precautions to protect herself from exposure, she worked with people of all ages, genders and economic backgrounds. She has also encouraged her students and the Organization of Latin American Students (OLAS) to become involved in community work.

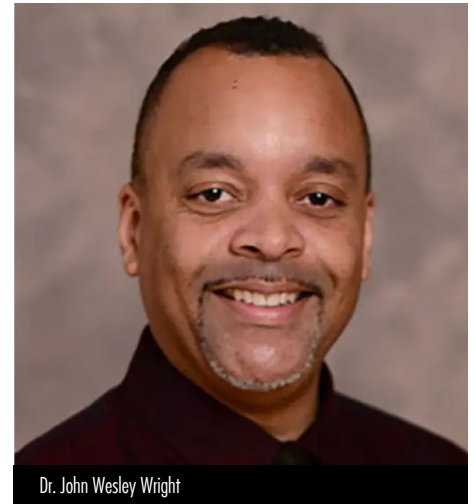
"I am very grateful for this award," Pubill said. "I share it with those who helped me during that time: SU students and faculty working with the community, the city, non-profit organizations and our local health



Dr. Corinne Pubill

care providers. I am so happy to have such inspiring partners and the support of Salisbury University."

Dr. Wright was nominated for his use of music to highlight and bring understanding to social issues. He fostered a creative outlet for prisoners at two correctional institutions in Ohio. Wright and SU students provided performance and vocal coaching so the two men's choirs of inmates could perform scenes from *Les Misérables*. He generates genuine excitement around vocal performance through careful research and development.



Dr. John Wesley Wright

"On some level, we all want to be heard or seen, to feel like what we have to offer matters to someone," Wright said. "This award is a sweet affirmation for all the work done to try to raise the creative consciousness of diverse and disparate communities.

"Also, I think it is worth noting that 2023 is the inaugural year for the Board of Regents to recognize creative activity as its own brand of scholarship and excellence. This is as it should be, in my opinion, and I thank them for that."

Congratulations to our outstanding Fulton faculty!

2023-2024 PACE and Interdisciplinary Studies Sustainability Programs

PACE is partnering with groups on campus, including the Interdisciplinary Studies Program, the Fulton Sustainability Committee and the Bosserman Center for Conflict Resolution, on a new program linking two long-running lecture series/course offerings: the fall Democracy Across the Disciplines and spring Changing Climate, Changing World series.

Titled "Global Issues, Local Solutions," the program will stretch across both semesters and examine important local issues in the broader context of the United Nations [Sustainable Development Goals \(SDG\)](#).

In the fall, we will examine fair and just institutions (SDG 16) with specific attention to schools (SDG 4), housing (SDG 11) and prisons (SDG 16). In the spring, we will examine climate change (SDG 13) with specific attention to solar power and offshore wind (SDG 7) and potable water and sewage treatment (SDG 3).

We will explore each issue through a modular approach over multiple weeks.

- Week 1: Featured faculty introduce the issue and ground local instances in a global context
- Week 2: Community panel shares examples of local engagement with the issue
- Week 3: Facilitated workgroups help attendees brainstorm points of entry to action items
- Week 4: Workgroups share their ideas with the faculty presenters and panelists for feedback

The series should create new spaces for exploring and generating energy around some of the more pressing social, political, economic and environmental issues in our region. Additional support will include a student fellows program. There is also

potential for offshoot programs or meetings as interest dictates.

More information about speakers will be available as the syllabus is set. You can be involved by applying as a faculty presenter, encouraging your students to apply as a student fellow, including information about the series with your syllabus or participating in the series.

The lecture series is planned for Mondays from 7-8:30 p.m. in the Commons, Worcester Room. All sessions are free and open to the public.

Students interested in earning credit may register for PACE 205 (fall 2023) and/or IDIS 205 (spring 2024), each offered for one credit.

Departmental Reports

COMMUNICATION

Jennifer Cox, Jeremy Cox and **Alexander Pope** (PACE) will present their teaching strategies for incorporating constructive dialogue into the classroom at the 2023 Civic Learning and Democratic Engagement Meeting in Boston, MA, May 31-June 2.

Their panel submission was the result of their participation in the year-long American Democracy Project's Constructive Dialogue cohort project, through which they have met monthly with peers across the country to discuss and present on constructive dialogue techniques.

Chrys Egan is the 2023 president of the Maryland Communication Association (MCA) and hosted the MCA Business Meeting at the Eastern Communication Association (ECA) Conference in Baltimore in March. At ECA, she also presented her research on whistleblowers and freedom of speech on the panel "Divided Federal Government and Future Directions for Political Communication Research."

CONFLICT ANALYSIS & DISPUTE RESOLUTION

Brian Polkinghorn and **Brittany Foutz** were selected for the U.S. Department of State's highly competitive Diplomacy Lab partnership network. The purpose of the network is to create faculty-led teams of students who will undertake time-sensitive research projects identified by the department. The projects selected are intended to explore current, real-world diplomacy issues that are of mutual interest to the State Department and Salisbury University. The program will begin in fall 2023.

ENGLISH

Jessie Clatterback (M.A. student) presented her project, "Empathetic and Trauma-Informed Writing Center Practices," and **Olivia Imirie** (M.A. alumna) presented her project, "Writer's Block: A Local Learning Tool for a Global Writer Identity," at the 2023 Mid-



University Writing Center (UWC) students and administrators (from left) Jessie Clatterback, Hunter Whitt, Quentin Parker, Brigid O'Connor, Olivia Imirie, Melissa Bugdal and Stephanie Davis

Atlantic Writing Centers Association conference held at Bryn Mawr College, PA. **Melissa Bugdal** (English/UWC), **Stephanie Davis** (UWC), **Brigid O'Connor** (Political Science undergraduate), **Quentin Parker** (English undergraduate) and **Hunter Whitt** (English M.A. student) also attended.

April Logan was invited by the Library Company of Philadelphia (LCP) to discuss her archival research for the Fellowship Highlight of its December 5, 2022, 291st Annual Dinner. In her talk "LCP's Hidden Archive of Black Letters," Logan detailed archival discoveries related to poet Frances Ellen Watkins Harper and author William Wells Brown that were only possible because of the Mellon and National Endowment for the Humanities postdoctoral fellowships she was awarded by LCP. She also debunked misperceptions about African American history that discourage scholars from pursuing archival research. This past March, the award-winning Capital News Service interviewed Logan for its article, "For Maryland Professors, ChatGPT Presents an Opportunity to Rethink Instruction."

Isabel Quintana Wulf presents her paper, "Across the Border and Beyond: (Im) Migration and (Un)Knowable Subjects in Christina Henríquez's *The Book of Unknown Americans*," at the Society for the Study of the Multi-Ethnic Literature of the United States (MELUS) Annual Conference in Indianapolis, IN, in April, as part of the panel she organized, and she chairs "Surviving the Crossing: Asian American, Latina/o/x, and Indigenous Experiences as (Un)Assimilable Subjects."

Quintana Wulf and her research partner **Thea Williamson** (Literacy Studies) present their paper "Centering Diversity in English Curriculum: A Critical Race Curriculum Analysis" at the American Educational Research Association (AERA) Annual Conference in Chicago, IL, in April.

Beth Towle's chapter, "Finding First-Generation Students through an Intersectional Approach to Institutional and Programmatic Data," was published by the Modern Language Association in the book *Beyond Fitting In: Rethinking First-Generation Writing and Literacy Education*. The chapter discusses best practices for using assessment data to better understand first-generation student experiences in writing programs and writing centers. Towle also had a co-written article published in the journal *Southern Discourse* in the section that reflected on the Southeastern Writing Centers Associate keynote panel, "Lessons from Early-Career Writing Center Administrators," that Towle moderated in 2022.

HISTORY

Aston Gonzalez gave an invited lecture on his first book at the Rochester Institute of Technology in February and then spent a month researching his second book in several New York City archives with the support of a Gilder Lehrman Institute fellowship. He also presented his paper on two photo albums maintained by a formerly enslaved woman activist in Boston at the Objects, Pathways Afterlives Conference at the Huntington Library in San Marino, CA, in April.

Tom Goyens published his book chapter, "Johann Most and Yiddish Anarchism, 1876-1906," in *With Freedom in Our Ears: Histories of Jewish Anarchism*, ed. Anna Elena Torres and Kenyon Zimmer (Urbana: University of Illinois Press, 2023).

Dean Kotlowski's book chapter, "Farewell to the Chief: Mourning and Memorializing Herbert Hoover," was published in *Mourning the Presidents: Loss and Legacy in American Culture*, ed. Lindsay Chervinsky and Matthew Costello (Charlottesville: University of Virginia Press, 2023). A second chapter, "Jackie Robinson and His Presidents: Political Endorsements and Civil Rights Advocacy," was published in *Sports and the American Presidency: From Theodore Roosevelt to Donald Trump*, ed. Adam Burns and Rivers Gambrell (Edinburgh, U.K.: Edinburgh University Press, 2023). In summer 2022, Kotlowski's pedagogical essay, "Sending Students into the Past: Postage Stamps and History," appeared in *Australasian Journal of American Studies* as part of the journal's forum on "New Digital Resources for Teaching in the COVID Age."

Emin Lelić's article, "Physiognomy ('ilm-i firâset) and Politics at the Ottoman Court," was published in the *Routledge Handbook on Science in the Islamic World*. A second article, "Perceptions of Bosnians in Early Modern Ottoman Ethnography," appeared in the Sarajevo journal *Prilozi za Orijentalnu Filologiju*. He has also received the Ralph C. and Mary Lynn Heid Research Fellowship at the University of Michigan to study Ottoman manuscripts at the Special Collections Research Center this summer.

Emily Story presented her paper, "Jaguar Highway: Building the Belém-Brasília Highway, 1958-1960," at the Middle Atlantic Council of Latin American Studies (MACLAS) conference hosted by SU in March. Her research seeks to understand how Brazilians thought about nature in the era of the Great Acceleration and how those ideas shaped policy.

INTERDISCIPLINARY STUDIES

Ryan Weaver (IDIS/PACE) and **Alexander Pope** (PACE) will present strategies for embedding diversity, equity and inclusion practices in student programs at the 2023 Civic Learning and Democratic Engagement Meeting in Boston, MA, May 31-June 2. The session follows four years of intentional iteration in the Presidential Citizen Scholars Program at Salisbury University.

MODERN LANGUAGES & INTERCULTURAL STUDIES

Ethel Barja gave the lecture “Somewhere in Between Grace Gaze” and conducted a workshop on poetry editing at the Creative Writing Program in Spanish at New York University in March. She also presented “Black Aliveness in Boat People by Mayra Santos Febres” at the 2023 MACLAS Conference at SU.

Ricardo Vazquez presented his research paper, “Black, Transsexual and Poor Subjects Against Totalitarian Power in *Gestos*, by Severo Sarduy,” at the MACLAS Conference at SU. He also published the book chapter “Acousmatic Sound, Silence, and Oppression in Severo Sarduy’s Novels” in the compilation *Cuerpos. Poetic Gazes, Political Meanings*, edited by Éditions Orbis Tertius.

MUSIC, THEATRE & DANCE

Louise L. Anderson’s original manuscript, “Connecting the Dots through Arts-Infused Activities,” was published in April in the *Journal for General Music Education*, a national peer-reviewed journal. The article details a process for bringing together multiple art forms to create arts experiences for students that lead to high engagement and deeper understanding of arts processes and concepts.

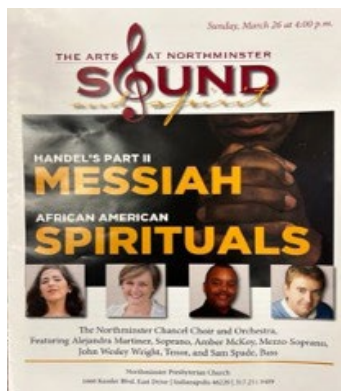
Danielle Cumming spoke at The DACOR Bacon House Foundation’s annual black-tie dinner in Washington, DC, introducing Marlow Guitar International’s commission of *The Ambassador*, a composition for solo guitar by Jasmine Barnes. The work was performed by Colin Davin at DACOR (Diplomatic and Consular Officers, Retired), an organization of foreign affairs professionals.

Kara Dahl Russell won third place in the Ukrainian Autumn Leaves Festival in November in the Professional Classical Vocalist category singing her own translation of Rameau’s “Sacred Temple,” accompanied by Daniel Clayton Cherrix. Dahl Russell has been named the harp representative and adjudicator for the Maryland Music Educators Association (All-State Orchestra and solo competitions). In conjunction with a special exhibit of art deco glass, Dahl Russell was a

featured performer in November and February at the Biggs Museum of American Art in Dover, DE.

Lyubov Paskova Anderson coordinated the 16th annual Celebration of Great Composers concert, lecture and fundraising event, which took place in February in Holloway Hall’s Great Hall. This year’s focus was the music of Asia and featured SU music - piano majors **Ella Cox, Molly Fullerton** and **Geneque Garrison**. The two-session event also highlighted concert pianist and vice president of Cunningham Piano Company, Hugh Sung. Paskova Anderson has also renewed her Royal Conservatory of Music (RCM) Certified Teacher accreditation. This accreditation is based on professional development activities and student examination results over the past two years. She continues to be a part of the largest online certified teacher community.

Stephen Philip Harvey’s upcoming album, *Elemental*, will be released in May with Hidden Cinema Records. The album is a suite of original jazz octet music inspired by the classical elements of earth, air, water and fire. The Stephen Philip Harvey Octet will embark on a Mid-Atlantic and Midwest CD promotion tour from April through June and will be in concert in Easton on Saturday, May 6.



John Wesley Wright was special guest artist for a program of African American spirituals and Handel’s *Messiah* (Part II) on Northminster Presbyterian Church’s Sound and Spirit Series (Indianapolis, IN) in March. Wright also served as adjudicator for the Charles County Choir Festival in Waldorf and the DE ACDA Choral Festival at Caesar Rodney High School in Camden, DE. In April, Wright performed with the Cincinnati Pops Orchestra as part of a guest ensemble portraying the Harlem Chorus in a concert version of the musical *Ragtime*.

POLITICAL SCIENCE

Eric Rittinger presented his paper, “The Postcolonial Challenge to the Study of U.S.-Latin American Relations,” at the MACLAS annual conference in March at SU.

Leonard Robinson and **Taehyun Nam** published a new edition of their book with Kendall-Hunt, titled *Introduction to Politics*, second edition.

Sarah Surak, with Angeline Prichard and María Batista Lobo, presented their paper, “Teaching Political Science through International Collaborations,” at the 2023 American Political Science Association Teaching and Learning Conference in Baltimore. Surak also presented the paper “Civic Education through Action?: Approaches and Concerns in German and the United States” at the Comparative and International Education Society conference in February.

Surak’s edited volume, *Beyond Citizenship and the Nation-State*, with Jocelyn Boryczka, was published by Routledge.

PSYCHOLOGY

Yuki Okubo was selected to be SU’s spring 2023 Office of Diversity and Inclusion (ODI) Faculty Fellow. She will be working with ODI closely to make the office and its resources more accessible to faculty. She received acceptance for three presentations (two posters and one symposium) at the Society for Community Research and Action Biennial Conference in Atlanta, GA, in June with current and former students and **Michèle Schlehofer**.

Michèle Schlehofer presented “Experiences of Parent-Advocates of Trans and Gender Non-Conforming Youth” with Lori Cortez-Regan (Humboldt State University) at the Pacific Sociological Association annual conference. Schlehofer published the article, “Things Will Get Worse Before They Get Better: LGBTQ+ People’s Reactions to the 2020 US Presidential Election,” co-authored with Dr. Kathryn Wagner and Emily Bramande of Gallaudet University, in *Sexuality Research and Social Policy*.

Mark Walter presented a poster at the annual meeting of the Eastern Psychological Association in Boston with his student, Elliana Larsen, in March. The poster was titled “Fundamentalism and Dogmatism as a Function of LDS Church Density.”

SOCIOLOGY

Sahfi Khan, SU-sponsored Global Scholar from Pakistan, presented his research, “Floods in Pakistan: Climate Change or Man-made Disaster, Relief Amidst Inequality,” at SU in March. He detailed his disaster relief activities after earthquakes and floods, as well as the entrenched inequalities in Pakistan that hamper relief efforts.

Fulton's Giving Day By the Numbers

- Fulton had the most donors of SU's schools and colleges, earning it a \$500 award to support the Fulton School Scholarship Fund!
 - Fulton School Programs and Scholarships – Raised more than \$25,000 from more than 250 donors. This doesn't include student organizations.
 - Matching gifts were fulfilled for several Fulton areas – Political Science; Modern Languages and Intercultural Studies; Philosophy; Dr. Lori DeWitt Memorial Scholarship; Music, Theatre and Dance; PACE Endowment; and Bosserman Center for Conflict Resolution.
 - A \$500 match for Fulton faculty and staff was also fulfilled by Dr. Chrys Egan, associate dean.
- *These are approximates and will increase once the Judkins match is announced.



Caviglia-Harris Wins Fulbright to Brazil



Environmental Studies Professor Dr. Jill Caviglia-Harris recently was selected as a 2023-24 Fulbright Scholar to teach and conduct research in Rondônia, Brazil, a state located in the heart of the Brazilian Amazon.

This work will combine lessons from Caviglia-Harris's nearly 30 years researching the impacts of Amazonian deforestation on the climate and inhabitants of the region with lessons from her teaching, leadership and mentoring. The goal is to establish long-term collaborations with two Amazonian universities.

As part of the teaching component of this award, Caviglia-Harris will lead a professional development workshop to introduce Brazilian faculty and graduate students to new approaches for teaching statistics with a course developed in Portuguese using

the Open Source R-Project for Statistical Computing.

The workshop design will draw on experiences leading and completing workshops, as well as research on engaging and motivating students. Caviglia-Harris will also advance the research of her interdisciplinary team by continuing to model and estimate the impacts of changes in rainfall on agricultural production systems.

Reducing tropical deforestation in Brazil requires public support, coordination across levels of government and the innovative thinking that is known to be more successful with the engagement of a diverse group of agents. This Fulbright project will make an important contribution to these efforts by moving leadership of the long-term project to universities in Rondônia, Brazil.

IDIS Happenings

There are a lot of exciting changes and opportunities coming through the Interdisciplinary Studies Program this year.

Internships

Mark Danderson, long-time interdisciplinary studies adjunct faculty, has earned the rank of Adjunct II. He directs the IDIS 490 internship that is open to students in any major each semester. Danderson also leads the IDIS 280 special topics "Internship 101" course offered the second seven-weeks of each fall and spring semester to help students find and succeed in internships. Encourage students to enroll in these opportunities and contact [Professor Danderson](#) for more information.

New Co-Directors and Latinx Summer Course

Christine Vassallo-Oby (Sociology and Anthropology) and Ricardo Vaquez-Diaz (Modern Languages and Intercultural Studies) serve in the new roles as co-directors of the IDIS [Latin American studies minor](#). For the first time this summer, Vassallo-Oby will offer the special topics course IDIS 279: Introduction to Essential Social Issues – Introduction to Latinx Studies in the second session for General Education IIIB or IIIC credit. Students may request a substitution from the program for IDIS 279 to count toward the social sciences area of the Latin American studies minor. Contact [Professor Vassallo-Oby](#) for details.

First Year Seminar Field Courses

Incoming SU first-year students can join the IDIS 100 Freshman Seminar field courses, with travel this summer and the course next fall. Greg Ference (History) and Beth Ragan (Anthropology) offer the [Salisbury Global Seminar: Algonquin Canoe](#) with a 12-day experiential component (August 11-23) that takes students to Algonquin Provincial Park in Ontario, Canada.

Mike Bardzell (Math) and Dave Gutoskey (Housing and Residence Life) offer the [Field Seminar: Bikes, Beach, and Beyond](#), a powerful five-day field-based academic program (July 14-18) that explores the Eastern Shore region that Salisbury University calls home.

Fulton Global Experiences Under New Leadership

Thank you to Darrell Mullins (Communication) for his many years serving as director of IDIS [Global Experiences](#), a role that now goes to Jennifer Cox (Communication). Cox has been actively promoting the program that offers up to 16 SU credits for internship, seminar, independent research and other courses with costs comparable to a typical semester at SU. Locations include major cities in Australia, England, Germany, Ireland, Italy, Scotland and Spain, plus in the U.S. in New York City and Washington, DC.

The Washington Center

Other opportunities in DC include [The Washington Center \(TWC\)](#), where students work at influential organizations to earn 10-15 IDIS credits for internship, seminar and career readiness. Students interested in TWC internship program should contact [Chryss Egan \(Fulton\)](#).

Students can also take a unique "Inside Washington" seminar during winter term, led by [Joshua Bolton \(Communication\)](#), with insider tours and guest speakers.

Asia Film Series

Mark your calendars for next year's Focus on Asia Film Series, in partnership with the Fulton Public Humanities and the newly revised IDIS [Asian studies minor](#), co-directed by Jorge Tuske (Philosophy) and Michael McCarty (History).

McCarty and Shruti Patel (History) co-host this film series on the second Thursday of each month, 7-9:39 p.m. in Fulton Hall 111, in the van Apeldoorn Film Center. Fall dates are September 14, October 12 and November 9. Spring 2024 dates are February 8, March 14 and April 11.

Fighting Invisibility: Acclaimed Native American Author to Speak at SU By Céline Carayon

For many Americans today, the term “Native American” still too often evokes sepia-toned images of Western Plains teepees, feather headdresses and notions a people destined to decline and disappearance.

However, a new wave of Native artists, writers and moviemakers has been shattering these stereotypes and fighting Indian invisibility by featuring the diverse life experiences of modern, urban Indian people, both on and off reservations.

From the FX/Hulu hit TV series *Reservation Dogs*, featuring the adventures of a group of Native teens trying to make it out of rural Oklahoma, to Joy Harjo being celebrated as poet laureate of the United States, to the latest movie in the *Predator* franchise being set among 18th-century Comanches (featuring Native actors and languages), Indigenous representation by Indigenous artists is having quite a moment.

Author Tommy Orange (Cheyenne and Arapaho) is one of the leading voices in this “renaissance,” and it is no surprise that his brilliant 2018 debut novel *There, There* has been chosen as the next featured read for the One Maryland One Book (OMOB) program. Set in modern-day Oakland, CA, the novel follows a diverse cast of characters to illuminate critical aspects of Indigenous urban life, intergenerational trauma and the ravages of gun violence, all the while reminding the world that Native American people are still here, despite centuries of genocidal attacks against their communities.

As the complicated lives of his characters converge in their gathering at the Big Oakland Powwow, Orange reminds his readers about the fundamental humanity of his people, their hope, courage and resilience. Orange blends historical memory and contemporary commentary in a captivating prose that

earned the book a finalist spot for the 2019 Pulitzer Prize and a gold medal from the California Book Awards for best first novel.

On Thursday, October 12, as part of months-long OMOB activities throughout the state, SU will have the distinguished honor to host Tommy Orange for an exceptional discussion of his book, moderated by faculty members from the History and English departments (location and time TBA).

I will introduce the author and provide context for the discussion, and Dr. Isabel Quintana Wulf will conduct the interview and moderate the Q&A with the audience.

This remarkable and important event should benefit many Fulton students. Anyone interested in reckoning with our national past, Indigenous voices and powerful contemporary literature will want to attend.

Free copies of the novel are available for pick up in the Dean’s Office starting in June.

Four Theatre, Music Students Earn Prestigious Kennedy Nominations

The University’s Bobbi Biron Theatre Program has once again been recognized by the Kennedy Center American College Theater Festival, a national theatre program that celebrates the finest and most diverse work produced in university and college theatre programs. The program provides opportunities for participants to develop their theatre skills and insight and

achieve professionalism.

SU’s production of *Fun Home* was lauded by Kennedy Center adjudicators for its conceptualization, its level of clarity and detail, and its professional-level performances.

Sophomore theatre major Camille Jones and junior theatre and political science major Allison Dincau were nominated for the Irene Ryan Acting Scholarship; freshman theatre

major Sierra Wakefield was nominated as the alternate. Junior music major Sophia Merbaum was nominated for the Musical Theatre Intensive Scholarship.

Jones, Dincau, Wakefield and Merbaum will have the opportunity to present further work at the Region 2 Kennedy Center American College Theatre Festival in January 2024 to compete for scholarships and other awards.



Allison Dincau



Sierra Wakefield



Sophia Merbaum



Camille Jones

Burns Publishes Sport Communication Book

Communication Professor Dr. David Burns' latest book, *Social Issues in Sport Communication: You Make the Call* (Routledge), examines and contextualizes the current societal changes taking place worldwide by examining them through a sports lens.

The book, which Burns co-edited with Dr. Terry Rentner of Bowling Green State University, gives readers the opportunity to evaluate and weigh-in on popular and diverse issues in sport, including sexual misconduct, organizational and personal crises, COVID-19, mental health, gender, race, and the impact mass and social media have on these issues.

Burns said the idea is to teach students how to apply scientific research to societal issues and causes.

"Each chapter incorporates theory and communication principles as well as topical background information and concludes with discussion questions that encourage the reader to delve deeper," he said.

The textbook presents real-life, provocative sports cases that bring contemporary headlines into perspective and inspire critical thinking.

"It was our hope that each chapter feature scholarly evidence on sports topics, like gender pay inequity, transgender athletes, the Black Lives Matter movement and the pandemic," Burns said. "We think that will keep any classroom



conversation lively, thoughtful, and informative."

Readers are encouraged to challenge the ethical implications of what they read and to "make the call" for themselves.

"By having students put themselves in the shoes of team owners, athletes, and sports journalists, the reader must think critically about the real-life actions taken and then defend or refute those decisions," Burns said.

Early sales indicate inter-disciplinary book adoption for classes in communication, business, intercultural communication and sport management.

In Memory of Dr. Keith Brower (1956-2023)

Dr. Keith Brower was an SU alumnus from Cambridge, MD, who returned to Salisbury University in 1997 as a professor of Spanish, serving also as chair of the Department of Modern Languages and Intercultural Studies and associate dean of the Fulton School before taking a position as dean at Manhattan College in New York in 2014.

His energetic support for every facet of the Fulton School curriculum reform stands out among his contributions as a member of the SU community.



From Jennifer Stiegler:

I love this photo of Keith! It reminds me of his quick wit and wry sense of humor. It is no wonder he was so popular with his students.

The Stiegler family is eternally grateful to Keith and Lori both for the persuasive and fruitful recruiting efforts that encouraged us to establish our own deep roots in Salisbury: inviting us to their home, sharing a home-cooked meal, providing personalized tours of campus and the city.

Later, we were fortunate enough to accompany the Browsers to Spain for one of Keith's faculty-led programs for students. It was a joy to see him in action in a place he loved and knew so much about.

These were life-altering moments for

our family, and we know Keith created equally impactful experiences for his students.

From Diana Cropper, a former student:

Dr. Brower was one of my Spanish professors when I started at SU in 1997. I ended up majoring in Spanish and thoroughly enjoyed his classes, especially Spanish Literature.

Not only was his passion unmatched, but he also cared about me as a student and a person. While I pursued a graduate program, Dr. Brower approached me to see if I'd be interested in teaching 101-102 courses.

I was honored that he saw a confidence in me that I did not see myself and that he continued to take an interest post-grad. I enjoyed his quirky sense of humor and overall zest for life.

Donna Carey Reflects on Her Retirement

My daily commute to Salisbury is coming to an end.

When I applied for a job at SU on a whim 23 years ago, I had no idea I would be here this long. After working in banking for 16 years and then grabbing a quick associate degree at my local community college, a friend called and suggested we apply for a couple of open positions here at Salisbury University.

She ended up taking a position in a doctor's office, and, well, here I am. My first 11 years were spent in the Fiscal Grants Management Office, today known as Grants and Sponsored Research. I enjoyed this work and the opportunity to work with various faculty

across the University.

My background in bank accounting helped me to be successful in that position while giving me the opportunity to learn about working in higher ed. When the Executive Administrative I position in the Fulton School Dean's Office opened, I applied, and well, here I am.

I can't believe it has been 12 years since I accepted this position.



Time flies when you're having fun!

I have truly enjoyed my tenure in Fulton working with great faculty and exceptional staff. I will miss my friends and colleagues, but I am looking forward to spending more time with my family.

My summer plans involve floating in my pool and drinking lots of ... water! I do plan to keep in touch and hope to do some family history research – so don't be surprised to see me at the Nabb Center or strolling around campus.

Welcome to SaLYONsbury Café! By Aurélie Van de Wiele

A Conversation Exchange Between SU French Students and English Students in Lyon, France

When it comes to learning a foreign language, relevance is a key motivator. And nothing makes a language more pertinent than practicing it with native speakers and learning about cultures related to it.

With this idea in mind, I reached out to my French university partner, Université Lyon 2, to find a collaborator in English to build a conversation exchange with my Elementary French class. Dr. Carla Rocavert, lecturer in the Department of Anglophone Studies, stepped in with enthusiasm.

The collaboration did not seem obvious at first. My FREN 101 class focuses primarily on basic language skills, and her upper-level course discusses in English current issues in Anglophone countries. But these differences ended up being an asset for us to design a multifaceted exchange mixing language and culture learning.

This project consists of a series of one-on-one video conferencing “meet-ups” between SU and Lyon students paired based on their personal interests. Each interaction starts with a basic conversation in French led by my students on a topic explored in class (family, activities, vacation, food).

The language immersion setting is a rare chance for students to learn French in an authentic environment. As one student said, it is “great preparation,” especially “if I ever talk to French people in real life.”

With only a couple of months of French under their belt, my students undoubtedly have found this immersive experience overwhelming at times, but they have also noticed how much they have progressed.

“The language barrier is a bit difficult,” student Charlotte Vit said. “But the more we communicate, the better we get at speaking.”

In each “meet-up,” the conversation in French is followed by a discussion in English on social issues covered in Dr. Rocavert’s course. Lyon students take the lead, and each pair explores cultural differences on topics, such as free speech, social media, school system, gun control and discrimination. SU students have seized the opportunity to engage in these cross-cultural debates.

“I loved talking about how racism shows up differently in France vs. the U.S.,” student Seren Gross said. “We talked a lot about politics and gender equality as well as religious discrimination in both countries.”

Interacting with people living in France has

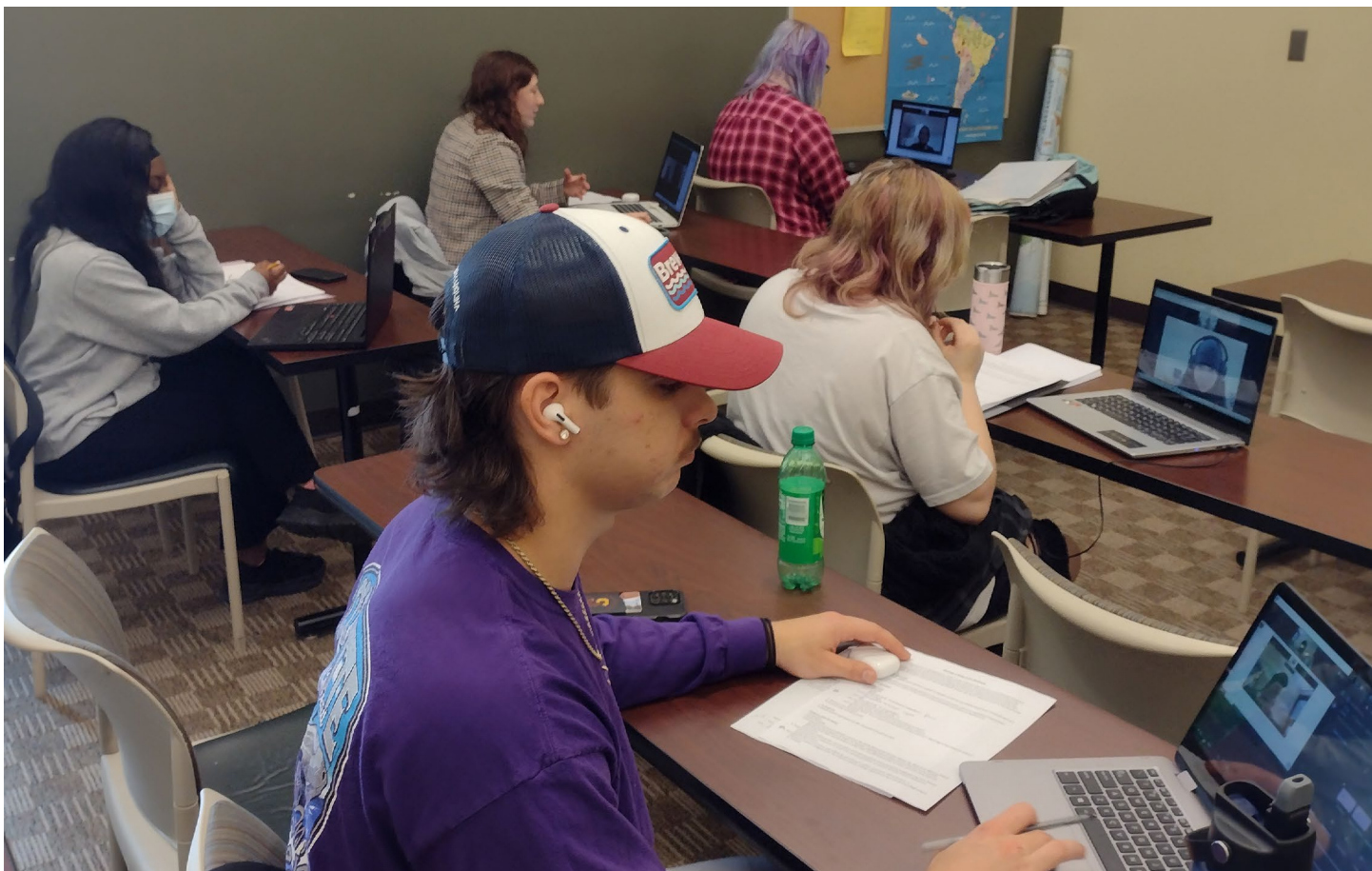
allowed my students to get a direct insight into French culture, including the news. Regarding the countrywide strikes following the increase of retirement age, one student said: “It is interesting to hear about the things going on in France from a French student [and] how it impacts their lives.”

Halfway through the project, most students are remaining in contact with their partner between the assigned conversations. Some chat on social media, some play videogames together and others help each other with homework. One of the French students even gave her partner a tour of Lyon via videoconference.

The speed with which these bonds developed surprised me. Despite the technological issues and general nervousness of the first meeting, I could already see connections forming.

I remember emailing Dr. Rocavert afterward and telling her jokingly, “I think my students are in love with yours,” to which she replied, “So are mine!”

The love has not faded, and we are still in awe that our partnership has turned into such a deep human experience.



From Classic Jazz to A Celebration of Gospel Music and Spirituals

The Department of Music, Theatre and Dance ends its spring 2023 season with inspiring performances and special guests. We hope you will join us to applaud our talented faculty and students.

A two-day Jazz Festival in Holloway Hall Auditorium begins on Wednesday, May 3, with the **Ear Alliance** band bringing together former students of the SU Jazz Ensemble and Professor Jerry Tabor (guitar). Tom Davis (trumpet), Alex Cooper (piano), Grant Gabriele (bass) and Philip Thomas (drums) are featured in this collaborative program of all-new music composed by Tabor.



On Thursday, May 4, at 7:30 p.m., classic jazz standards will play, featuring the vocal stylings of Keily Wolff. Modern jazz will also be presented, including a new composition by Tabor, written for the **SU Jazz Ensemble**. Several band members will be highlighted, as well as SU Jazz Festival guests.



Join us May 4-7 as our talented theatre students take on the roles of two working-class sisters and a high-strung madame in the final production of the season, **The Maids**, by Jean Genet.

To pass the time and escape their oppressive reality, the sisters create a twisted fantasy by roleplaying as their domineering employer and each other. Falling deeper into their sinister rituals, they struggle to separate fantasy and reality. Absurd and edgy, *The Maids*, explores the intersections between performance and class, pain and escape.

The **Salisbury and University Chorales** present "A Celebration of Gospel Music and Spirituals" honoring African American composers and performers on Saturday, May 6, at 7:30 p.m. in the Holloway Hall Auditorium. A full symphony orchestra joins the Chorales, conducted by Dr. William M. Folger with pianist Susan Zimmer and soloists Dr. John Wesley Wright (tenor) and Callie Day (soprano).

Uplifting and joyful selections feature "Mass: A Celebration of Love and Joy," by André J. Thomas, setting the five parts of the ordinary of the Mass with inserted biblical texts in gospel style: "I Hear America Singing," also by Thomas based on the spiritual "Walk Together Children"; "The Chariot Jubilee," by R. Nathaniel Dett highlighting "Swing Low, Sweet Chariot"; and the spiritual "Hear My Prayer," by Moses Hogan, arranged by Stan Spottswood.

Special thanks to Peter and Judy Jackson and the Fulton School of Liberal Arts Dean Dr. Maarten Pereboom for sponsoring this performance.



Strike Up the Band with the **Salisbury Pops** on Tuesday, May 9 at 7:30 p.m. in Holloway Hall Auditorium.

Guest Soloist, Kara Lewis, will perform the "Trumpet Concerto," by Joseph Haydn. Lewis is a senior at James M. Bennet High School.

Other selections include "Also Sprach Zarathustra" (Fanfare), by Richard Strauss; "Light Cavalry Overture," by von Suppe; "Mambo," from *West Side Story* by Leonard Bernstein; "Raider's March," from *Raiders of the Lost Ark* by John Williams; "Strike Up the Band," by George Gershwin; and more.

Student **Dalton Bosserman** will perform his junior recital on clarinet on Friday, May 12, at 7:30 p.m. in the Great Hall of Holloway Hall.



The **Salisbury Symphony Orchestra's** season closer on Saturday, May 13, at 7:30 p.m. in Holloway Hall Auditorium is titled "Summer Passport." Special guest John Kurokawa will perform Weber's Clarinet Concerto No. 1. Kurokawa is principal clarinetist for both the Dayton Philharmonic Orchestra and Cincinnati Chamber Orchestra.

PRESTO, our preparatory school of music, will showcase the skills of young students and adults with recitals on Wednesday, May 10, at 7 p.m. (adult) and May 16 (children) at 5 p.m. and 7 p.m. in the Great Hall. With numerous instruments and voices to be heard, our participants are excited to show off their talents.

The **Salisbury Youth Orchestra**, comprised of local students from across Delmarva, will be performing their final concert of the year on Thursday, May 18, at 7:30 p.m. in the Holloway Hall Auditorium. The program features arrangements of Mozart's *Eine Kleine Nachtmusik*, Tchaikovsky's *Triumphant March*, Saint-Saëns' *Bacchanale* and others under the baton of Dr. Jeffrey Schoyen.

Tickets for the 2023-24 season of events will go on sale in August at www.salisbury.edu/performingarts.

SU Hosts Regional Latin American Studies Conference

Salisbury University hosted the national conference MACLAS (Middle Atlantic Council of Latin American Studies) for the first time on March 10 and 11.

About 50 scholars and students from around the country presented their research (including SU faculty and students from the

departments of Modern Languages and Intercultural Studies, History, and Political Science). Significant debates focused on the conference's central theme: Afro-Americas: A Hemispheric Conversation.

The event was made possible with the help of the Fulton School of Liberal Arts

and the Department of Modern Languages and Intercultural Studies, the College Assistance Migrant Program (CAMP) and the Organization of Latin American Students (OLAS).



Sally Perret (SU) and Jose Banuelos Montes (Roanoke College) coordinate and present the panel "Afro-Colombian Voices of Resistance. A Poetry Reading and Interview with Colombian Poets Dionicia Moreno Aguirre and Elcina Valencia Córdoba"

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