It all started with a nudge. When Dr. Tom Erskine, English Department, returned in 1989 from his first Fulbright experience in Jordan, he nudged his colleagues to follow in his footsteps. Many of them did, and they went on to keep those nudges of Fulbright inspiration going with other faculty. Then in 2010, The Chronicle of Higher Education acknowledged that those nudges had transformed into something special when they named SU among that year’s top producers of Fulbright Scholars in the United States. Salisbury was the only master’s-level institution in Maryland to earn the distinction. To gain a glimpse into this highly acclaimed academic opportunity, a few of SU’s recent Fulbright Scholars share reflections on their unique experiences abroad.

A Less-Than-Innocent Abroad
By Gary Harrington, Ph.D., Professor, English Department
Many have said that being on a Fulbright is a once-in-a-lifetime opportunity; I feel incredibly fortunate to have had it be for me a thrice-in-a-lifetime experience. I was in Poland as a Fulbright Distinguished Chair in 2002, then again as a Distinguished Chair for 2010-2011, and yet again on a renewed Fulbright Chair appointment for 2011-2012. It may well have seemed to my colleagues at University of Marie Curie-Sklodowska in Lublin that I simply refused to go away.

When applying for the 2010 appointment, I very briefly considered applying for a Fulbright elsewhere, and then in a moment of clarity I asked myself “Why?” I couldn’t come up with any compelling answer because my 2002 Fulbright stay in Poland was terrific in every respect. My 2010-2012 appointments proved to be every bit as productive and rewarding.

Being in Poland on a Fulbright provided me with the opportunity to exchange ideas with those whom I likely wouldn’t have encountered otherwise – I’m referring not only to Polish professors, but also to fellow Fulbrighters and to Polish students. I feel as though my understanding of the material in my field has been substantially enhanced through my having become acquainted with “outsider” perspectives on American culture, and my Fulbright experience helped me to grow not only as an educator but as a person. The incredible warmth and generosity of the Polish people were inspiring, and I now have a first-hand understanding of the difficulties encountered and the enormous rewards accrued by someone living as a “stranger in a strange land” for an extended period.

For my Fulbright appointment, I taught American literature to senior-level undergraduates and to graduate students, all of whom were fluent in English. One day, though, I had a graduate student begin to speak Polish in response to one of my questions. She was a bit embarrassed, but I told the students that responding in their native tongue wasn’t a bad strategy in my class. First of all, since I don’t speak Polish, I could hardly disagree with whatever anyone said in that language; secondly, I’d be obligated to remark to any student who responded in Polish, since it would quite literally be true, that “I never thought of the matter in quite that way before.”

In class, I was deeply gratified to discover the students’ genuine interest in American literature. I’ve returned to the U.S. with an enhanced sense of the importance of teaching American studies since I saw so clearly during my Fulbright appointments that an interest in American culture is most emphatically not confined only to those within the borders of the U.S. I hope that I contributed in some small way to the Polish understanding of America in all its infinite and invigorating complexity.

Establishing Historical Context
By James King, Ph.D., Assistant Professor, English Department
I was a Fulbright fellow during the spring semester of 2010 and worked as a senior lecturer within the English Department at the University of Ghana at Legon. I taught a graduate course on the early literature of W.E.B. Du Bois. My experience with my graduate students was enlightening in that I discovered that the Ghanaian students had only a little knowledge of American history, pertaining to our involvement in the Atlantic slave trade, and the conditions, rhetoric and policies that undergirded this terrible aspect of our national history.
In order to allow Du Bois’ texts to resonate and impact the students in the manner I felt they should, I found it necessary to revise my planned classroom activities during the early weeks in our term to include a significant amount of lecture related to this historical context. To the credit of these master’s-level students, once that contextual/historical information had been received, they tackled the texts and then began to present formidable abilities for synthesis of the information received, as well as innovative skills of analysis regarding the ways that Du Bois’ work reflected the influence of his early trip to Africa and research on the continent in the early part of the 20th century.

While in Ghana, I recorded interviews with individuals who had worked within the administration of Ghana’s first president, Kwame Nkrumah. I interviewed one of the persons responsible for creating Ghana’s first television broadcast company, GTV, as well as the founder of the University of Ghana at Legon’s Institute for African Studies, ethnomusicologist Kwabenya Nketia. These interviews will be used to create a text discussing the early years of Ghana’s developing national culture and infrastructure. In February 2010, I was invited to give the opening lecture for the centennial celebration of Kwame Nkrumah. The lecture was broadcast nationally on radio and discussed as part of national news broadcasts the following day. In addition, my experience has contributed to research re-casting Du Boisian Double Consciousness for the 21st century.

Continuing the SU-Ghana connection, two Fulton School students are traveling to Ghana in the fall to pursue coursework at Legon as part of a new student exchange program. In addition, I am the lead writer on a Fulbright-Hays grant proposal that would locate SU faculty and educators from within the Wicomico County school system in Ghana as participants in an educational program that will provide them instruction on Ghanaian culture, language and life-ways from Ghanaian instructors, and the opportunity to visit sites of cultural and historical significance; experiences and instruction they can return with to Salisbury to facilitate the development of new curriculum informed by their experiences.

Making History Vivid and Inspiring

By Dean Kotlowski, Ph.D., Professor, History Department

My sponsors were the friendly and enormously generous staff at the Philippine-American Educational Foundation, and my hosts were the splendid staff and faculty at De La Salle University (DLSU) in Manila. The students I taught at DLSU were memorably outstanding, as young scholars and as human beings.

In fall 2008, I taught "The United States in the 1970s" to 16 enthusiastic students. They absorbed the material, the policies of the presidents of the decade, the fads and trends, and the popular culture as well as the lectures and books that brought this information to light. I also covered topics that I would not be able to teach to American students, such as the relationship between Richard Nixon and Philippine President Ferdinand Marcos, the latter mostly unfamiliar to Americans in their late teens and early 20s. At our last class session, the students presented me with a wooden calendar with "Philippines" emblazoned on it. As I accepted the present, one blurted out: “Sir, are you going to miss us?” I answered resoundingly: “Yes!”

While in Manila, I researched archival materials relating to the life of Paul V. McNutt, U.S. high commissioner to the Commonwealth of the Philippines (1937-39 and 1945-46) and U.S. ambassador to the Republic of the Philippines (1946-47), for a biography that will be published in 2014 by Indiana University Press. The collections I examined in the Philippines added a valuable international perspective. For example, a photograph of McNutt and Philippine President Manuel L. Quezon seated together, laughing, underscored their easy relationship. Upon McNutt’s death in 1955, Philippine President Ramon Magsaysay hailed him as the “architect” of the “close” ties between the United States and its former colony. Although a later generation of historians, in both countries, would rightly be critical of McNutt’s handiwork and see the U.S. bases, parity rights and preferential trade in the Philippines as examples of America’s exercise in “neo-imperialism,” my research shows that it was not always seen that way.

My time in the Philippines has led me to be more conscious of Asia in my teaching of world and U.S. history. I regularly use images and anecdotes from the Philippines in my courses, especially when I discuss Western imperialism and World War II in the Pacific. The “Pacific War” had a devastating impact on Asia in general and the Philippines in particular. Living in the Philippines also has encouraged me to visit other countries, in Europe as well as Asia, and to bring those experiences to our students and thus make history, and also international travel, accessible and inspiring to them.
The Importance of Being in the Field

By Brian Polkinghorn, Ph.D., Professor, Conflict Analysis and Dispute Resolution Department; SU Center for Conflict Resolution Executive Director

I had the pleasure of working in an international program at Tel Aviv University where I had 36 graduate students from 22 countries. Many were already deep into their careers or at least had some notable professional experience (United Nations peacekeeper, several who were assistants to prime ministers, former ambassadors, etc.). The average number of languages spoken by this cohort was four, and about half already possessed a graduate degree.

The faculty were among the best in the field of conflict resolution and enjoyed personal reputations for their harrowing exploits. My small faculty group had two Oslo Peace Accord negotiators, a military negotiator, a former ambassador, and the mediator who extracted the Palestinian gunman out of the Church of the Nativity in Bethlehem and subsequently defused a situation that could have led to war.

My experience reinforced two important points about teaching conflict resolution. First, we must constantly engage in practice and be in the field improving our art in order to make teaching and research more meaningful. Second, in places such as Israel and the West Bank, the most instructive means of teaching is to make use of current on-the-ground case studies.

While in Israel, the incredible level of safety and security came as a pleasant surprise. Granted, it takes a little getting used to seeing the first and last parent on the elementary school field trip bus carrying a rifle and the young people in the military toting automatic weapons (as you see in the picture at the Western “Wailing” Wall [above]). While it is common to see people with automatic weapons everywhere, it is also extremely unlikely to experience physical violence.

Since 2010, I have gone back often to work with Israeli researchers on several well-conceived multi-disciplinary research projects. These post-Fulbright experiences have helped me in modifying my own research designs, proposals and tools. It also has provided several new approaches as to how U.S. researchers can fundamentally recast our beginning assumptions and subsequent methods of framing social conflict. I also have brought resources and welcomed people into the SU classroom who speak from direct experience.

The Fulbright experience opened a thousand and one doors for me. I am now hard wired into several Israeli and Palestinian conflict resolution networks. As an American within these networks, I have been invited to work on cross-border cooperative efforts between Palestine, Israel and Jordan. I now, routinely, lead private meetings between Palestinian, Jordanian and Israeli delegations in neutral locations such as Oxford on sensitive cross-border cooperative efforts. This continuing experience has helped me in the classroom and in several boardrooms.

Making Deliberate Choices for Teaching

By Ed Robeck, Ph.D., Professor, Teacher Education Department

In Malaysia, there is a saying that translates roughly as, “we follow the customs of the place where we are.” To do this, however, requires that one be near people who are willing to share their culture and customs openly. While engaging in a Fulbright fellowship in Malaysia, I found myself surrounded by such people who shared their customs and, much more, their friendship.

The customs of Malaysia include those of the Bumiputra – native Malaysian culture – but also a mix of cultures from India, China, Indonesia and elsewhere, working together to balance that diversity through mutual respect. When the Olympic torch was carried past the building where my family had an apartment in Kuala Lumpur, people from all of those cultures came out to share the festivities. As easy as it is to take for granted the cultural patterns that are part of daily life, one benefit of traveling to another country is that it provides a contrast against which one can more readily recognize those customs that surround us in our own society.

While in Malaysia, I worked with teachers in schools to explore how instructional technology can be used effectively to teach science. In those schools and classrooms, there was an emphasis not only on teaching children the formal curricula, but also on inspiring them regarding the power of learning and creative thinking. This led me to wonder about the role that motivation and creativity are given in U.S. schools. I saw that Malaysian teachers trust students to do things like maintain the classrooms through such simple acts as sweeping the floor and wiping down desks, which made me question the extent to which teachers in the U.S. could put the same faith in students.

Importantly, too, I saw the physical spaces of schools arranged to deliberately encourage the sharing of ideas among teachers, which made me think about the extent to which collaboration is encouraged in the work of teachers in U.S. schools. These experiences reminded me that education, in terms of both the formal curriculum and informal expectations embedded in educational practices, depends on choices. They are choices based on what is considered important for children to learn and how the work of teachers is valued.
In many ways, the questions I found myself asking while on my Fulbright fellowship in Malaysia continue to be central to my work at SU. As a teacher-educator, I work to help my students, as well as teachers in area schools, recognize the ways that teaching can be undertaken deliberately, based on a set of conscientious choices. With those students and teachers I continue to explore ways to shape the customs of schooling so that they put into practice those ideas that are most valued.

**Bridging Nations ‘Too Big to Fail’**

*By Ying Wu, Ph.D., Professor, Economics and Finance Department*

As part of the Fulbright U.S. Scholar program, my duty was to teach and conduct research at China’s University of International Business and Economics in Beijing. I also traveled to a number of Chinese universities to give lectures on such topics as “Monetary Policy Effectiveness in the Post-Bubble Era” and “China’s Monetary-cum-Exchange Rate Policy.” I was a panel speaker and theme group facilitator at two international student conferences organized by Hong Kong’s U.S.-China Center: the China and America in the Next Century Conference, and the Rise of China and Its Changing Image in the Global System Conference. I also attended a U.S.-China Fulbright Conference organized by U.S. Consulate General Shenyang.

The Fulbright experience is a journey of learning. Students of different nationalities frankly present themselves while carefully listening to each other. This is great, exciting and incredibly remarkable, as American students and Chinese students are engaging in a candid, civil and face-to-face dialogue that builds a bridge between the young generations of two great nations. It is such experiences that convince me that the U.S.-China relation is not only “too big to fail” but also a hopefully win-win prospect to each.

Chinese students are fascinated about group work and class presentations. They are so open and willing to try new ways of learning. I had a remarkable experience working with a group of Chinese and American students at a conference. My theme group had eight students from Germany, Pakistan, Columbia, the U.S. and China, and each student’s perspective helped shape our group presentation. Everyone was so engaged that our group discussion went beyond the stipulated time and the conference coordinator had to “wake us up” to attend the next scheduled program!

My time in China not only enhanced my classroom teaching but also provided a great deal of insights and first-hand observation that have both broadened and enriched my understanding of the contemporary Chinese economy. My recently completed article “China’s Monetary-cum-Exchange Rate Nexus Under Financial Repression: Theory and Evidence” is truly a fruit of my Fulbright experience. In addition, based on my conference panelist speeches, I wrote an article that is to be published by Peking University Press. These research works have been presented at both Salisbury University and University of Maryland College Park; some of them are further carried on to an expanded book project with faculty of China Foreign Affairs University, which is partly funded by China’s State Administration of Foreign Experts Affairs, and I am the principal investigator of the research project participated by several faculty members of China Foreign Affairs University.

While the Fulbright takes a year of professional leave, what it brings back to SU is far beyond what a year can measure. Being a Fulbrighter allows me to experience personally what bridging nations means and promises.

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**SU FULBRIGHT SCHOLARS**

- **Thomas Erskine** – English: Jordan 1989-90, Thailand, Romania 2000-01
- **Edna Quinn** – Nursing: Thailand
- **Connie Richards** – English: Spain 1995
- **Gary Harrington** – English: Poland 2002-03, 2010-12
- **Andrew Sharma** – Communication Arts: India 2006-2007
- **Michael Waters** – English: Romania 2006-07
- **E. Patrick McDermott** – Management and Marketing and Legal Studies: China 2007-08
- **Edward Robeck** – Teacher Education: Malaysia 2007-2008
- **Tylor Claggett** – Economics and Finance: China 2008-09
- **Dean Kotlowski** – History: Philippines 2008-09
- **Shekar Shetty** – Economics and Finance: Estonia 2008-09
- **Brian Polkinghorn** – Conflict Analysis and Dispute Resolution: Israel 2009-10
- **James King** – English: Ghana 2009-10
- **Ying Wu** – Economics and Finance: China 2010-11
- **Eugene Williams** – Biological Sciences: Iceland 2012-13

If you know of a faculty member who was a Fulbright Scholar while at SU and omitted from this list, please let the Graduate Studies and Research Office know.