



CAPSTONE

FALL 2013

UNIVERSITY OF WISCONSIN-LA CROSSE COLLEGE OF LIBERAL STUDIES NEWSLETTER

INSPIRING | ACHIEVING | UNITING

Encountering A WORLD of Liberal Studies

UW-L Professor Heidi Morrison's class hikes down Mt. Sinai in Egypt during a study abroad tour held there during May and June. Photo courtesy of Heidi Morrison.

STORY ON PAGES 4 & 5 >>

From CLS Dean Ruthann Benson



A WORLD-CLASS EXPERIENCE IN HONG KONG

One of the most exciting options for UW-L students wanting to study abroad is the City University of Hong Kong (CityU), which I had the opportunity to visit this summer. In a city that incorporates the Eastern and Western cultures, CityU offers a curriculum where all courses are taught in English, except for Chinese and other foreign language courses.

American students can experience a rich intercultural exchange at CityU even if they have limited foreign language acquisition. With 20,000 students from Hong Kong, mainland China and more than 30 countries/regions and an international team of faculty, CityU is ranked in the top 100 universities in the world.

Coursework in English studies; digital television and broadcasting; media and communication; applied sociology; Asian and international studies; criminology; environmental policy; public policy, management and politics; and psychology are of particular interest to UW-L College of Liberal Studies students.

Hong Kong has long been considered one of the leading creative media environments in the world. CityU's School of Creative Media plays a major role in developing the talent for this industry.

The CLASS International Exchange Programme at CityU provides an ideal opportunity for students to explore the traditions and modern realities in Hong Kong while also making local friends.

Worldwide studying opportunities for students are nearly endless. Enjoy!

Sincerely,

Ruthann E. Benson

CAPSTONE

INSPIRING | ACHIEVING | UNITING

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FROM THE COVER



UW-L student Max Kaiser visiting children at the Association for the Protection of the Environment in Egypt. See more at www.ape.org.eg.

Photo courtesy of Heidi Morrison

Encountering A WORLD of Liberal Studies

This summer a UW-L student interviewed an Egyptian who lived through the uproar of a revolution in February 2011. Another student about 2,500 miles northwest in Galway, Ireland, watched an archaeologist uncover the home of a Dark Ages clan. About 1,200 miles east of Ireland, in a major German university, a student affairs student listened to a provost discuss what higher education is like in a country where education is free.

About 180 College of Liberal Studies students studied abroad during 2012-13. Throughout the year, CLS students are all over the

world learning not only about language and culture, but also gaining first-hand knowledge of humanities, social sciences and the arts around the world — the core components of a liberal studies education.

“Not every young person gets a chance to go to a university,” notes Heidi Morrison, assistant professor of history who leads student groups to Egypt. “It’s a privilege. What goes along with that is an obligation to find and speak the truth and share what you learn about the world.”

Morrison says the students she guided through Egypt this summer learned directly through interviews with Egyptians about the Egyptian revolution. It was part of a four-credit public history course and service-learning project she organized to be taken in Egypt through the UW-L Office of International Education.

Morrison wanted students to

“This experience abroad has helped me understand what it feels like to be an outsider and outside of my comfort zone, which is something I could expect to encounter with students in the future.”

UW-L student Kayla Piper, who is studying Student Affairs Administration, and would eventually like to work at a technical college with diversity or at-risk students.

see what Egyptians themselves say about the changes happening in Egypt rather than getting it from

the U.S. media or government.

“I interviewed a man named Peter. I would say interviewing him was one of the most interesting things I have ever done,” says UW-L junior Max Kaiser. “After learning and reading about all the different events that occurred during the revolution, being able to hear it from a man who actually lived through it and was actively involved in the revolution was incredible.”

Kaiser was surprised to learn of the strong relationship between the U.S. and Egypt and how Egypt plays an integral role in the U.S. presence throughout the Middle East.

For their final project, students demonstrated how they would share the knowledge about Egypt with the world. A future teacher will create a five-day lesson plan on the revolution. A young man will write a mock policy briefing he could share as a future politician.

UW-L student Brittney Long at the Mediterranean Sea in Alexandria, Egypt.

Photo courtesy of Heidi Morrison



And another student will prepare a presentation for the La Crosse Area Chamber of Commerce and public library.

BREAKING DOWN CULTURAL BARRIERS

Morrison notes integrating international education into curriculum breaks down preconceived ideas students have about other cultures or their own country. Kaiser recalls visiting a part of Cairo called the Trash City where all of city's garbage is collected. The people who live there process it by separating recyclables from trash. To the outsider, Trash City is an unimaginable place to live with dirt, dust and piles of garbage alongside food markets. But that was not the perspective of its people, says Kaiser.

“Unfortunately, in the culture we live in there are a lot of materialistic people,” says Kaiser. “Egypt is the most poverty stricken country I’ve ever visited and the trip really made me reflect on what is important to me and what I should care the most about.”

Jörg Vianden, assistant professor of Student Affairs Administration (SAA), also saw a shift in students’ thinking about their own culture and practices. A group of students who traveled with him to his hometown of Bonn, Germany, in April learned about higher education in a foreign context.

“Learning about how other countries approach higher education gives us a sense of what we could be doing here,” says Vian-

den. “If we don’t ever consider how things work in other countries, we’ll think we know the best way to do everything and maybe we don’t.”

His students were also assigned the task of reflection — writing a paper comparing and contrasting German and U.S. higher education.

“In Germany they don’t really have ‘Student Affairs Administration,’” says UW-L SAA student Kayla Piper who went on the trip. “They don’t provide that level of support to students and students don’t expect it. It makes me question what is needed in higher education. When are we serving students and when are we hand-holding students?”



A group of Student Affairs Administration students pose inside the sculpture “Body of Knowledge” in Frankfurt, Germany. UW-L Assistant Professor Jörg Vianden traveled with 16 students in the SAA program to Frankfurt and Bonn, Germany, in April. Students met with the administration at various universities and connected with high school students.

Photo courtesy of Heidi Morrison



UW-L history major Rachel Gebo, right, interviews Mervat El Nahas, of Cairo, Egypt, about her participation in the ongoing Egyptian revolution. The interview was part of a public history course focused on the oral history of the Egyptian revolution and post revolution. *Photo courtesy of Heidi Morrison*

SAA program graduate Colin Burns-Gilbert agrees that the experience in Germany changed his perspective on some of the traditional practices, services and opportunities today in American higher education. He was also able to teach others about his culture.

“Many of our interactions, whether it was with students, faculty or professionals, involved a reciprocal sharing of best practices, philosophies and ideas,” Burns-Gilbert says. “The Germans were just as interested in our cul-

ture of caring and serving the students as we were in their dynamic of focusing almost strictly on the academic experience of students.”

In addition to giving students an experience abroad, professors say international travel allows them to do research in other countries, document and write about their experiences, to disseminate knowledge, and make important connections with faculty abroad that can lead to more research opportunities and faculty exchanges.

UW-L OFFERS GREAT PREPARATION FOR TRAVEL ABROAD

While many schools offer a pre-departure orientation, UW-L’s International Studies preparation is unique. Not only do students receive a pre-departure orientation, but students who travel for a semester or academic year are required to attend a one-credit course (INS 250) where they explore challenges related to international study and research such as: culture shock, intercultural sensitivity and communication and reverse culture shock. Additional optional courses, INS 251 and 252, if taken in a sequence with INS 250, satisfy a multicultural aspect of UW-L’s general education curriculum.

See how faculty bring back their world travels to the classroom and plan for future study abroad programs. *Pages 14-18*

McAndrews is New MVAC Director



Sociology/Archaeology Professor Tim McAndrews is the new director of the Mississippi Valley Archaeology Center. He took over Sept. 1 for Joe Tiffany, who retired a day earlier.

McAndrews joined the Sociology/Archaeology Department in 2001 and was promoted to professor in 2008. He has directed the archaeological studies program since 2010. McAndrews is an expert on the Tiwanaku civilization that developed in the Lake Titicaca Basin and spread extensively throughout the South Central Andes of South America. His anthropological research focuses on the early village-based adaptation and the development of complex society.

Tiffany was a professor of archaeological studies and executive director of MVAC since fall 2002.

MVAC has been involved in researching, preserving and teaching about archaeological resources of the Upper Mississippi River region since 1982. Find out more at www.uwlax.edu/mvac



Chancellor Jow Gow congratulates Amanda DeCora, the 2013 student of the year.

CLS student is 'Student Worker of the Year'

Walking into nearly any administrative office on campus, visitors will likely see a student worker. They're an integral part of campus, aiding many offices in running errands, answering phones or filing information.

Psychology major Amanda DeCora, the 2013 recipient of UW-L's Student Worker of the Year Award, is an outstanding example of how student workers provide on-campus offices with dedication.

Nominated by supervisors in the Records and Registration Office, DeCora quickly moved from filing and sorting paperwork to working at the front desk. Her supervisor noted her professionalism and positive attitude makes her a joy to work with.

As a single mother and full-time student, DeCora has nothing but praise for co-workers, describing them as genuinely concerned about students and conversational. As a non-traditional student returning after working for 15 years, DeCora cites job basics as one reason she excels.

"I know how important it is to show up on time and be ready to work," she explains.

CLS PLACEMENT RATE NEARS 98%

A total of 97.6 percent of College of Liberal Studies 2011-12 graduates found work within six months of commencement. And, 78 percent of those found a job related to their major.

All CLS graduates reporting with majors in French, philosophy, Spanish with

a business concentration and women's studies found work related to their major. Across the college, nearly 35 percent of grads went to graduate school.

University-wide, nearly 99 percent of grads found work, with 89 percent related to their major. Overall, nearly 22

percent continued their education.

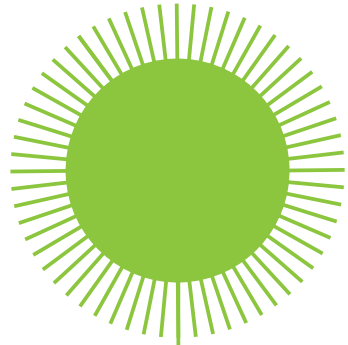
The findings were reported in a UW-L Career Services report. See it at

http://www.uwlax.edu/careerservices/Annual_Report/annual_report.htm

Getting Ready to Take the Stage



UW-L theatre students, from left, Erica Bush, Bryce Wilson and Lewis Youngren check their reflections to get visual cues on their poses and expressions. UW-L junior Quinn Masterson, at the table, is giving them feedback as well. Room 347 in the Center for the Arts is now equipped to help theatre and music students take their talents to the next step. The room contains sound diffusers to maximize the sound system. Black curtains can cover the mirrors when reflections are distracting. Black cubes can be moved throughout the room to “set the stage” for a variety of practice sessions. The room also provides a place to practice when stages are being set up for productions or are in other use.



Self-Sufficiency Program

25th Anniversary

UW-L Self-Sufficiency Program (SSP) celebrates 25 years
of fostering confidence, independence

UW-L junior Sammy Xiong-Vue didn't think she was college material. That changed when the single mother of two discovered UW-L's Self-Sufficiency Program.

"SSP has given me the strength and confidence I thought I lost 10 years ago," says the SSP 2011 graduate in a thank you note to the SSP Board. "You all had helped me find it and myself. I'm so happy that I found the SSP."

More than 400 students ranging in age from 17 to 62 have participated in the program since 1988, says SSP Director Andrea Hansen. Most were

juggling employment, children and other caregiving roles and were low-income or at poverty level.

Housing insecurity, continuous stress and past trauma are mentioned frequently in SSP application essays, notes Hansen. Getting an education increases wages and, for many participants, provides a larger support network for themselves and their children, helping them gain control of their lives.

The community also benefits. SSP participants give back to the society that supported them. Graduates have gone on to law school and advanced

degrees in social work and public policy. Others have built new lives as nurses, social workers or abuse counselors. "They tell their stories to help others see that something better is possible," says Hansen.

Most SSP graduates attend UW-L, Viterbo University or Western Technical College. They qualify for "Locally Grown Scholarships," cash scholarships for students in their first four semesters. Established in 2003, the scholarship fund has paid for 85 \$500 scholarships to qualified students.

MEET THE DIRECTOR: ANDREA HANSEN

Andrea Hansen became the director of UW-L's Self-Sufficiency Program in September 2011. She directs and provides instruction for the pre-college program to give low-income, single parents academic experience and enhance their academic skills.



- Program Manager, UW-L Continuing Education and Extension, 2005-11
- Community Development director, Couleecap Inc., Westby, 2003-05
- Women's Studies instructor, UW-L, 2000-02; Present
- Sociology/ Women's Studies instructor, Viterbo University, 2000-02
- Sociology/ Women's Studies Instructor, UW-Oshkosh, 1993-99

COMMUNITY AND PROFESSIONAL INVOLVEMENT:

- Lugar de Reunion: Latino Resource Center, founding board member
- Coulee Region Long Term Care, founding coordinator
- Greater La Crosse Area Diversity Council, founding member
- Speaker for Creating Aging Friendly Communities State-wide initiatives
- 2011 Martin Luther King, Jr. Leadership Award
- Recognition by local Alzheimer's Association Chapter, 2010

WHAT IS SSP?

UW-L's Self-Sufficiency Program is a free, one-semester program established in 1988 to help participants discover academic and career potential. The class meets up to two evenings weekly in La Crosse in fall and spring. Free childcare is available on-site.

SSP familiarizes students with college application and admissions procedures, financial aid and scholarships. Classwork is concentrated on thinking, writing, reading and math skills — skills critical for college success. SSP also helps participants establish educational and career goals.

For details, contact Director Andrea Hansen at ahansen@uwlax.edu or **608.785.8733**.

WHO IS SSP?

100% from low-income and poverty-level households

95% first-generation, prospective college students

90% survivors of domestic violence or sexual abuse

85% single mothers

16% students of color

12% LGBT-identified

10% with disabilities

4% from first-generation immigrant families

20% have attempted college before

50% hold a high school diploma; others have a GED or HSED.

Taken from a subset of the 165 students completing SSP from fall 2002-spring 2010.

Donate to the scholarship fund at www.foundation.uwlax.edu
Designate the gift to SSP.

Shirley Otis-Green and Alfonzo Thurman, received the Maurice O. Graff Distinguished Alumnus Award in May; it recognizes alums who have achieved honor and distinction with recognition and reputations that extend well beyond the immediate environments in which they live and work.

THERE TILL THE END: SHIRLEY OTIS-GREEN, '81



She's there to advocate for those dealing with end-of-life issues. Shirley Otis-Green is nationally respected for contributing to better clinical social work standards.

"She is a model of professionalism, integrity and commitment to social work, but more importantly to patient care," says Betty Ferrell, research scientist with the City of Hope National Medical Center where Otis-Green works. "She is one of the most passionate and committed professionals I have ever known."

Otis-Green continues to hone skills to help others by working on a doctorate in palliative care at Lancaster (Great Britain) University.

- Highly accomplished and internationally respected clinical social worker; expert on end-of-life care issues.
- Recipient of national award for developing innovative and high quality healthcare training sessions.
- Licensed clinical social worker and senior research specialist, Division of Nursing Research and Education, City of Hope National Medical Center, Duarte, Calif.
- Bachelor's in social work, 1981; master's from the University of Hawaii at Manoa, 1986.

Darryl Lipscomb received the Parker Multicultural Alumni Award in May; it recognizes outstanding multicultural graduates who have significantly contributed to or advanced multicultural understanding.



**A RESPECTED
ADVISER:
DARRYL LIPSCOMB
'77 & '82**



AN ADVOCATING EDUCATOR: ALFONSO THURMAN, '71



Alfonso Thurman, dean and chancellor's deputy for education partnerships at UW-Milwaukee, has a national reputation as a visionary leader on education issues for children.

"He is particularly known for his tireless efforts at building partnerships with K-12 schools, and for his passion about improving education access for our urban school children and adolescents," says Richard Schwab, dean of the Neag School of Education at the University of Connecticut.

Thurman attributes much of success to his CLS studies. "UW-L faculty were fantastic; they were not only great teachers, but also great humanitarians who allowed me to explore the world," he says. "To this day — some 40 years later — I continue to use much of what I learned during my time at UW-L."

- Respected scholar, leader, educator, mentor and reformer.
- Dean and Chancellor's Deputy for Education Partnerships, UW-Milwaukee.
- Advocate and mentor with the American Association for Colleges of Teacher Education.
- Bachelor's in English, 1971; master's, 1973, and doctorate, 1979, UW-Madison.

Darryl Lipscomb is just what students need when they come for counseling at Kirkwood Community College. He listens, gives good advice, and is always there to help solve a problem.

"Darryl has superior skills in working with people with a wide range of personalities, socio-economic backgrounds and diverse clientele," notes Morris Pounds, a career counselor at the Cedar Rapids school.

The part-time counselor earns regard as a senior investigator with the Cedar Rapids Civil Rights Commission too. Lipscomb is well respected in the community. In 1986 he was named to Outstanding Young Men in America.

- Mentor for African Americans and others; counselor to hundreds of college students; Adjunct faculty with Kirkwood Community College since 1994.
- Senior investigator for the Civil Rights Commission, City of Cedar Rapids, since 1989.
- Bachelor's in mass communications, 1977, master's of education, 1982; National Association of Human Rights Workers professional skills certification, 2001.

Heidi Morrison, assistant professor of history, will be a Fulbright Scholar in Palestine.



INTERNATIONAL INSTRUCTION

Study abroad is often associated with students, but faculty and staff also benefit. They travel abroad to teach, research, establish connections and create partnerships. This summer UW-L faculty and staff could be found around the world: Ireland, Ghana, China and Hong Kong – to name a few. Their stories explain how international travel ultimately benefits the students' experience – at UW-L and abroad.

GHANA

Faculty and staff traveled to Ghana July 24-Aug. 3 to re-establish a study tour to Ghana in West Africa. Charles Martin-Stanley, CLS associate dean, will lead a 14-day study tour in January 2014 to explore the relationship between culture and mental health in the context of Ghanaian society.

“Before I visited Ghana, I was unsure what to expect. What I found was friendly people and culturally immersive experiences that made me want to return again and again,” says Martin-Stanley. “I know UW-L students will benefit immensely from the experience.”

On the tour, students will examine the key factors impacting the mental health community and challenges of the developing African country. The trip allowed Martin-Stanley to explore how to imbue more meaningful

material and activities into the course abroad.

For instance, he and Kabee Vue, interim assistant director for study abroad, visited slave castles in Ghana where millions of Africans were sent into slavery during the Trans-

Atlantic Slave Trade.

They wanted to see if the sites would be appropriate for future Martin-

students.

Stanley says viewing the castles had a large impact on him — one he would want to share with students.

He found it difficult to walk through the dark and dank dungeons in the castles, imagining hundreds of men, women, and children packed in the



A procession of local chiefs in Assin Masso, Ghana during Emancipation Day. Celebrated on Aug. 1, Emancipation Day commemorates the abolition of chattel slavery worldwide.

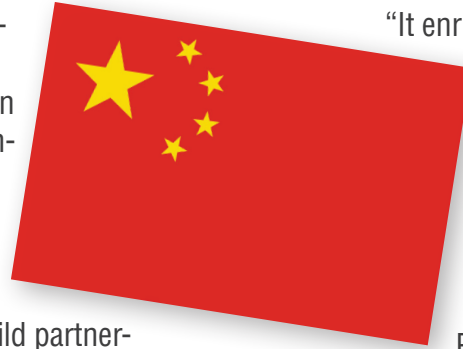


“I learned many important lessons from my trip to the slave castles. Our tour guide urged us to encourage others to come to the castles so that they will also learn about the mistakes of the past so as not to repeat them. Inscribed in stone on the walls of both castles, aptly describes what we all should do: ‘In everlasting memory of the anguish of our ancestors. May those who died rest in peace. May those who return find their roots. May humanity never again perpetrate such injustice against humanity. We the living vow to uphold this.’”

*Charles Martin-Stanley,
CLS associate dean*

CHINA & HONG KONG

CLS Dean Ruthann Benson, Associate Dean Charles Martin-Stanley and Haixia Lan, an English faculty member, traveled to Hong Kong and China in June to build partnerships with universities there.



“It enriches the learning experience for everyone involved,” explains Benson.

Lan, academic director of UW-L’s 2+2 English Rhetoric & Writing

Program, says the trip provided an opportunity to discuss any issues with ongoing partnerships and become more familiar with Chinese students’ needs upon transferring to UW-L. Understanding Chinese students’ curriculum and classroom situations before they arrive at UW-L helps teach students participating in 2+2 programs as well as international students from China in general, explains Lan.

Prior to arrival in China, they met with faculty and administrators from the English department at City University of Hong Kong, a current exchange partner with UW-L. Familiarization with the university’s facilities and academic offerings helps to encourage more CLS students to participate in the program, explains Benson.

The primary goal of the trip was to increase participation in 2+2 English programs with several Chinese universities and potentially build future partnerships. A 2+2 English Rhetoric & Writing Program is a cross-country partnership that allows Chinese students to earn a U.S. degree while saving time and money. Through UW-L’s 2+2 English Rhetoric & Writing Program, students study in China their freshman and sophomore years and transfer to UW-L for their junior and senior years. Students receive a bachelor’s in English from UW-L and also receive a degree from their home institution. While Chinese students benefit from having a degree from a leading American university, UW-L students benefit from sharing classroom space with international students.



UW-L College of Liberal Studies Dean Ruthann Benson and Associate Dean Charles Martin-Stanley pictured with students in China.

rooms. A male dungeon at Cape Coast, located about 10 feet underground, held about 1,000 men and was described “as comfortable as your coffin.”

Vue, who provides study abroad advising and counseling, joined Martin-Stanley to see firsthand where students would be studying, working and living. She says the slave castles are a good example of the type of meaningful experiences students can’t get out of a book.

“Why just learn about the slave trade through books and photographs when students can visit actual slave castles, talk to locals who may be descendants of former slaves and view how slavery influenced, affected and developed these communities of today?” says Vue.



Charles Martin-Stanley, associate dean of the College of Liberal Studies, pictured during a tour of a former male slave dungeon in Ghana, Africa.

IRELAND



LEFT: Students in an archaeology class are pictured at Knowth Megalithic Passage Tomb in Ireland. **BELOW:** Students also toured Kylemore Abbey, a castle in Ireland.



Faculty members Joe Tiffany (now retired), Sociology & Archaeology; Ryan McKelley, Psychology; and Jim Putz, Communication; traveled to Ireland in June to give traditional UW-L courses an Irish spin. Students took UW-L courses for credit in Galway, Ireland.

McKelley, who taught an Abnormal Psychology course in Ireland, used the opportunity abroad to talk about culture bound syndromes, disorders or diagnoses that exist in some countries, but aren't recognized in others. For example, mental health diagnoses in the U.S. such as bulimia

and Dissociative Identity Disorder (formerly known as Multiple Personality Disorder) aren't recognized in some other cultures.

For one assignment, students interviewed Irish citizens about their views on mental health treatment in Ireland. They had to compare the answers with a large, nationwide survey in Ireland, and compare and contrast with the U.S.

"I could tell from the papers that students really enjoyed the chance to talk with strangers about this topic and were surprised to learn about some significant differences between our countries," says McKelley.



Out of class, students also noticed different cultural norms — in particular the social drinking among young adults involved much less alcohol consumption than in U.S. bars. It was an opportunity for students to reflect on people and culture — at home and abroad.

Students encountered new people and culture too — in a historical sense, says Tiffany. He and his students were at the excavation site of the home of a Dark Ages clan — dating back about 1,500 years. That compares to the ancient tribes they study in the La Crosse area dating back only 1,000 years.

GREAT BRITAIN



A UW-L study abroad group pictured in London. From left to right, Nicholas Larocco, Sarah Mueller, Adam Putz, Kelly Sultzbach, Jacob Dziewa and Dakota Stuckey. Ashley Potter is pictured in front.

While teaching a four-week literature course

in London this summer, two UW-L faculty members found the educational benefits of small class sizes and direct experiences.

Novels, short stories and essays take a firmer root when readers are able to explore changes in the environments that spawned the fictions, says Adam Putz, associate lecturer of English.

Typically, a student may read a brief article and view some images online in an effort to understand that a text like “Dr. Jekyll and Mr. Hyde” is commenting on urban identities fraught with class struggles between the east and west London of the late 19th century. When students witness firsthand the ways class dynamics are subtly manifested — in architectural changes between neighborhoods, rituals around tea drinking and the distinctions between manner, dress and greetings — it powerfully demonstrates how literature arises out of important discourses

that shape cultural identity, explains Kelly Sultzbach, assistant professor of English.

“It is a realization that is nearly impossible to make in the usual classroom context,” she adds.

In addition, Putz and Sultzbach used students’ changing conceptions of what it means to be a tourist or an American to underscore how authors sometimes correct misunderstandings about people or construct stereotypes.

While it’s difficult to replicate learning on the streets of London at UW-L, working with smaller learning communities within larger classes and providing local excursions in relation to texts with contexts in America or the Midwest, might help to replicate the interaction enjoyed abroad, explains Putz. Moreover, the experience underscores the importance of increasing study abroad teaching experiences so that all students are able to begin developing their own identities as global citizens, says Sultzbach.

PALESTINE

Heidi Morrison, assistant professor of history, is in Palestine on a Fulbright scholarship this fall. The trip comes on the heels of a three-week study abroad trip to Egypt she led in May and June.

Her 12-month trip to Palestine to research and teach is possible through two grants she received: the Fulbright scholarship and a National Endowment for the Humanities Palestinian American Research Center grant.

She’ll teach students from Birzeit University in Ramallah, Palestine, about modern Egypt, the Egyptian revolution, oral history and refugees.

She’ll also continue research she has been working on the last few summers — an oral history project investigating how young Palestinians remember The Second Intifada, a



period of intensified Palestinian–Israeli violence, which started in September 2000, and how it affects Palestinians today.

She eventually aims to publish a book about her research and use the information to aid in teaching oral history and the Israeli-Palestinian conflict at UW-L.

Read more at <http://mondediplo.com/blogs/a-taste-of-honey>

CLS Faculty Earn 2013 Provost Teaching Excellence Awards

UW-L students nominated 200 for the 2013 Provost Teaching Excellence Award considering teachers who have: made the most difference in their UW-L experience, inspired them to learn more about a subject, caused them to reflect on their own learning, helped them develop as an individual or achieve something they would have otherwise not done. Others were nominated for consistently being an excellent communicator, stimulating and informative. Department chairs reviewed and endorsed nominations and college deans forwarded up to six nominations to the Provost's Office, which were considered by a selection panel. Two from CLS among the winners were: Nicholas Bakken, Sociology & Archaeology and Kelly Sultzbach, English.



NICHOLAS BAKKEN
Sociology & Archaeology

ASSISTANT PROFESSOR, teaches The Social World, Corrections and Penology, Criminal Justice, Sociopharmacology, and Methods of Sociological Research II.

EXPERIENCE: Bachelor's from UW-L in 2004; master's in 2006 and doctorate in 2009 from the University of Delaware. Started teaching at UW-L in 2009.

FAVORITE PART OF TEACHING: Getting to know and working with curious and thought-provoking students.

“Dr. Bakken has willingly devoted his time above and beyond the everyday ‘normal’ professor duties to help me thrive not only as student in his class, but as an individual. When in class he engages his students through humor and class discussions and that encourages me want to learn more ... Dr. Bakken takes the time out of his busy schedule to meet with me one-on-one after I have taken an exam. We go over the questions I got wrong and he helps me understand why the answer is wrong. He genuinely shows that he cares if I pass this class by giving me positive feedback, when all I see is the negative. I have never had a teacher or professor take the time to teach me at my level of understanding or have the patience to help me succeed in life. Dr. Bakken has made a positive impact on my life and I am extremely thankful.”

Nicole Dobratz, student



KELLY SULTZBACH
English

ASSISTANT PROFESSOR, teaches a range of introductory and advanced courses in English.

EXPERIENCE: Has a law degree. Completed a doctoral degree in 20th century British literature and environmental literature at the University of Oregon after leaving a position as an attorney at Frost, Brown, Todd, LLC in Cincinnati.

FAVORITE PART OF TEACHING: When all of the difficult reading and thinking students have begun to understand and assimilate become the springboard for their own defensible interpretations: “Ideas flash, catch fire, debates emerge, and reading the poem becomes a power to unlock questions about beauty, science, or ethics,” she explains.

“First, she came to the class every day with more enthusiasm than I have ever seen a professor have about English. Her passion for the subject was contagious and it truly made me want to listen and learn what she was teaching. She did a wonderful job at choosing literature and articles that were eye-opening and thought-provoking, which always made me leave class with a new perspective on a certain topic. It was her motivation to constantly think outside the box when reading, analyzing and writing that evoked motivation in myself that I did not know I even possessed.”

Molly Blunck, student

Q&A

with **Laurie Kinman**,
author of *'The Stage Manager's Toolkit'*

Laurie Kinman

Associate Professor- Stage Management & Arts
Administration; Production Manager
Department of Theatre Arts

YEARS AT UW-L: Beginning fifth

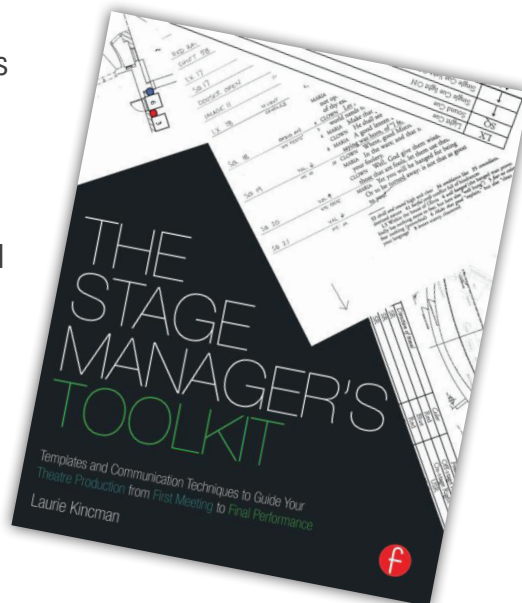
EDUCATION: BA drama and political science, Dartmouth College;
MFA stage management, University of California Irvine

HOMETOWN: Vernon, Conn.

Q Why did you write the book?

A Although several books have been written about theatrical stage management, none has honed in on one of the most essential components of the job—communication. I wanted a chance to showcase success in both written and verbal terms. Taking the reader through the life of a production, I was able to explore the stage manager's responsibilities in each phase of the process, as well as where and how communication strategies are needed. I also wanted to go a step beyond a book using only theatrical terms and integrate the concepts of visual and document design into the text. Another important component was providing customizable templates of the paperwork samples so readers can directly apply what they learn.

the U.S. The survey and follow-up interviews I conducted showed limitations in stage management education on many campuses. Multiple respondents commented on their need for better information on paperwork and processes. I was also surprised by the lack of existing material using communication as a through line.



Q What in your research for the book surprised you the most?

A The beginning of my interest in the book came from research for an article on undergraduate stage management programs around

Q Who is your main audience?

A Stage management educators, as well as students and early-career stage managers.

Q What kind of response has your book received?

A It sold out completely when launched at the USITT Conference in March and has already been adopted as the official stage management text at the University of Iowa and other institutions. The “toolkit” concept has also proved to be inspirational. The publisher, Focal Press, is in the process of creating a Toolkit Series, which will apply my approach to other areas of theatrical production — lighting, technical direction and more.

Q Was this your first book?

A Yes, this is my first book. Focal Press has talked about a second edition of the book in about two years, so I am continually collecting material I might add at that time.

At the moment, I'm not focusing on another book, but have resumed research for my article on redefining mentoring as advanced technique training in the performing arts.

Q&A

with **Laurie Cooper Stoll**,
author of *'Race and Gender in the Classroom'*

LAURIE COOPER STOLL

Assistant Professor of Sociology,
Department of Sociology and Archaeology

YEARS AT UW-L: 1.5 years

EDUCATION: B.A., 2001 and M.A., 2004, University
of Memphis; Ph.D., 2011, Loyola University Chicago

HOMETOWN: Memphis, Tenn.



Q Why did you write the book?

A "Race and Gender in the Classroom" is an institutional ethnography that explores the paradoxes of education, race and gender as I follow 18 teachers carrying out roles as educators in an era of color- and gender-blind politics. Because I found there were a number of contentious issues converging simultaneously in these teachers' everyday lives, I decided to write a book to show how each of these concerns is connected to one another and taken together provide a context for understanding teachers' perspectives on race and gender.

Q What in your research for the book surprised you the most?

A This is a tough question to answer because I think any ethnographer would tell you once you are in the field there are

usually a number of surprises. I suppose if I had to choose one, I would say the biggest surprise was how differently teachers understood race

and gender; and, therefore, feminism and antiracism too.



Q Who is your main audience?

A It is interdisciplinary

in scope and intended

to appeal to academics, teachers of all grade levels including pre-service teachers, students, and policy-makers concerned with racial and gender inequality in schooling. It is also written for school boards, administrators, and educators who seek input on current educational policies concerning institutional racism and sexism, as well as new policy solutions. In the same vein, this book is

of importance to teachers' unions and laypersons.

Q What kind of response has your book received?

A The book was just released in July so it is hard to gauge. However, I was thrilled the book received glowing endorsements from three leading contemporary race scholars.

Q Was this your first book?

A This is the first book I have written, but my research has appeared in a number of scholarly publications.

I will be back in the field this fall studying issues of equity in education. I am very interested to see how some of the concerns I highlight in the book play out in a more rural, homogenous setting as opposed to a diverse, urban environment.

Celia Groff (left) and Kaitlindh Moubry, technical writers for Epic, talk to English Professor Marie Moeller's technical writing class.



WRITING FOR WORK

Celia Groff and Kaitlindh Moubry remember age 22 well. Armed with degrees in English literature and classical humanities, respectively, they didn't know the extent of their career possibilities.

The two came to a UW-L technical writing class to share the future they found in the not-so-familiar field of technical writing. Both work at Epic, a Verona-based company that develops and installs health care software. The company has grown significantly in the last 12 years and now employs nearly 120 technical writers.

"Being able to write well is not a common skill these days," notes Groff. "We wanted to let students know Epic is a potential career path because we want to attract good colleagues."

Epic employees visited English Professor Marie Moeller's technical writing class twice during spring semester.

They focused on project management, effective communication and the importance of working with and connecting to clients.

"You get a perspective on what it's really like after college," explains Emily Harr, a UW-L biology major with a pre-veterinary medicine emphasis. As a future veterinarian, Harr expects to need skills like these to work with animal owners.

Groff and Moubry discussed their work process from determining the need for a project to proposing a solution. They gave tips such as the necessity of documenting questions and solutions along the way to back up decisions that have been made. They also discussed the fundamentals of a writing project such as being able to answer: "Who is reading this?" and "What do you want them to do with the information?"

"If you're not asking yourself those

questions, you're not doing your job," notes Groff.

Epic approached Moeller with the idea of visiting her class. The company has a commitment to connecting with various institutions to understand potential employees and audiences for their technologies.

"As an educator, I share certain values with the organization," says Moeller. "I especially enjoy connecting with multiple audiences and multiple locations in an effort to best educate students and myself in practices and theories in the field of technical communication."

Moeller says she is impressed with the quality of the presentations and Epic's holistic approach to discussing technical communication.

"It gives students a feel for the medical technology industry, and the important place of writing within that industry," says Moeller.

More on EPIC: www.careers.epic.com



The UW-L Eagle Battalion as it completes the 24th Annual Bataan Memorial Death March at White Sands Missile Range in New Mexico in March.

ROTC battalion takes part in memorial march

Students in UW-L's ROTC program took part a challenging march in New Mexico during spring break.

On Sunday, March 17, nine US Army ROTC Cadets and Lt. Col. James R. Hill, professor of Military Science from the UW-L Eagle Battalion, successfully completed the 24th Annual Bataan Memorial Death March at White Sands Missile Range in New Mexico. They participated in the full 26.2 mile marathon in the heavy category, carrying ruck sacks that weighed 35 pounds or more.

"For all, the event was both physically and mentally challenging, but it was also a great esprit de corps and team building opportunity," says Hill.

The march honors a special group of World War II heroes responsible for the defense of the islands of Luzon, Cor-

regidor and the harbor defense forts of the Philippines. They fought in a malaria-infested region, surviving on half or quarter rations with little or no medical help. On April 9, 1942, tens of thousands of American and Filipino soldiers were surrendered to Japanese forces. They were marched 80 miles for days in the scorching heat through the Philippine jungles without being given any food or water. Thousands died or were killed. Those who survived faced the hardships of a Japanese prisoner of war camp.

Those from the Eagle Battalion who successfully completed the challenge along with Hill included: Ben Ziegler, Adam McMurray, Travis Beard, Megan Sopkowiak, Nora Krueger, Jacob Johansen, Jason Jennings, Ron Zaleski and Aaron Kelling.



A Teaching Fellow

Assistant Professor of Philosophy Sam Cocks was one of UW-L's 2013-14 Wisconsin Teaching Fellows and Scholars. The Teaching Fellows Program is a UW System program which targets and connects outstanding early-career and later-career teachers who complete a year-long teaching-learning project and serve as a model and mentor in their discipline on their campus.

His teaching and research interests include Asian philosophy, especially Chinese and Japanese philosophy, 19th and 20th Century European philosophy, and environmental philosophy. As a Teaching Fellow he is studying how varying group activities may be more conducive than traditional lecture in helping students comprehend certain, often atypical, concepts found in the Asian philosophical tradition.

Recognized for Excellence

CLS honored top faculty, staff and students during its annual “An Evening of Excellence” on April 18. A reception in the Center for the Arts Lobby was followed by an awards ceremony in Tolland Theatre featuring entertainment by the Departments of Music and Theatre Arts.



PICTURED LEFT TO RIGHT, STANDING:

- Instructional Academic Staff Recognition of Excellence Award: **Adam Putz**, English
- Faculty Recognition of Excellence Award for Service: **Virginia Crank**, English
- Faculty Inclusive Excellence Award: **Beth Cherne**, Theatre Arts
- Faculty Recognition of Excellence Award for Research/Creative Endeavors: **Pat Turner**, Communication Studies
- CLS Dean Ruthann Benson

PICTURED LEFT TO RIGHT, SITTING:

- Classified Staff Recognition of Excellence Award: **Laurie Collison**, Communication Studies
- CLS Associate Dean Charles Martin-Stanley
- Faculty Recognition of Excellence Award for Research/Creative Endeavors: **Mark Chavalas**, History

INSET:

- Faculty Recognition of Excellence Award for Teaching: **Casey Tobin**, Psychology

Top CLS Senior: Sarah Kroth



AWARD RECEIVED: Sarah Kroth received the John E. Magerus Award for the Outstanding Graduating Senior from the College of Liberal Studies, which recognizes a grad for academic accomplishments, leadership and involvement.

Sarah Kroth graduated in May with a bachelor's in theatre performance with an English minor. Kroth performed on stage and worked as production crew, and volunteered for recruitment events, study abroad fairs, and the National Conference on Undergraduate Research conference. Kroth received two undergraduate research grants for projects in London and New Zealand. Kroth worked two jobs and at downtown community events. The avid biker, hiker and runner plans to intern with a theatre company as a dramaturg or theatre researcher.

FAVORITE UW-L PROFESSOR: Beth Cherne. Beth is great. She always inspires me to reach for the stars, to keep pushing me to do better, and take on a challenge with gusto. Beth helped me develop

research skills and advised me on my international research projects. She's always willing to meet outside of class, rehearsal, or whenever to work on projects or to chat.

WHEN I WAS 6, I WANTED TO BE: A teacher, or an actor. There were endless dress-up games in our house, not to mention make-believe adventures in our backyard.

WHEN I'M 40, I WANT TO BE: Still doing what I love — theatre, hopefully, in a professional capacity either on or backstage. Ideally this would include traveling around the world — I never want to stop traveling.

Top Thesis Award: Phanat Lor



AWARD RECEIVED: The Rosandich Graduate Thesis Award recognizes the best graduate thesis, based on originality, impact and written quality.

Phanat Lor graduated in 2009 with a bachelor's in English with a minor in Teaching English to Speakers of Other Languages. In 2012, she earned a Master's in Education—Professional Development Initial Certification at the middle childhood through early adolescence level. She received multiple Dean's List recognitions and was a member of several campus organizations, including Kappa

Delta Pi, an international education honor society. Lor has worked for Pre-College Tutoring Programs on campus. The fifth grade teacher in Sparta hopes to continue making a difference in people's lives by providing them educational opportunities.

WHEN I ARRIVED ON CAMPUS: I was a business major, but changed my mind because I wanted to work with students in an educational setting.

WHEN I'M 40: I want to be working to provide educational opportunities for children and/or young adults.

See all honorees: www.uwlax.edu/ls/news/index.html#excellence

DON'T FEED

The Department of Theatre Arts performed “Little Shop of Horrors” for SummerStage in June and July. SummerStage invites community actors to join students for the performances. Check out the 2013-14 Theatre Arts Season Listing: www.uwlax.edu/theatre/season-listing.html



THE PLANTS!

1. From left, Derek Sveen (Ensemble), Corissa Vought (Crystal), Maddie Napolski (Mrs. Luce), Ken E. Brown (Mr. Mushniik), Lewis Youngren (Skip Snip), Seth Von Steidl (Orin), Lily Cornwell (Audrey), Quinn Masterson (Seymour), Crystalia Varelis (Ronette), Erica Bush (Chiffon), David Holmes (Patrick Martin). **2.** From left, Crystalia Varelis (Ronette), Quinn Masterson (Seymour), Corissa Vought (Crystal), Erica Bush (Chiffon). **3.** From left, Brent Bankes (Plant) and Quinn Masterson (Seymour). *Photos by Lily Anderson*

