

UWL COLLEGE OF ARTS, SOCIAL SCIENCES AND HUMANITIES

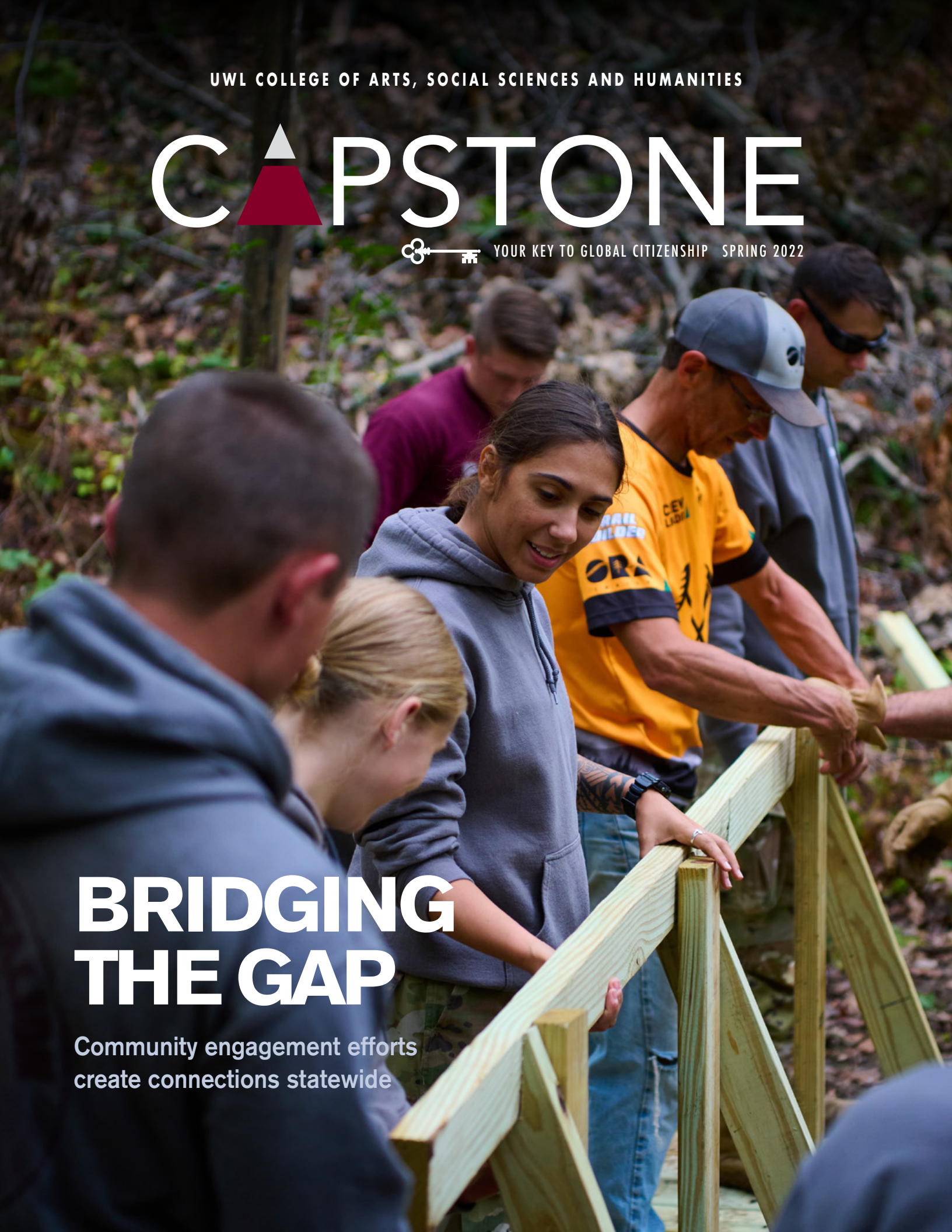
CAPSTONE



YOUR KEY TO GLOBAL CITIZENSHIP SPRING 2022

BRIDGING THE GAP

Community engagement efforts
create connections statewide





Community engagement

The Wisconsin Idea is alive and well in CASSH

An important and central role for public universities in 21st Century society is engagement with the community.

Long gone are the days when the local university sat on the “ivory tower hill” completely detached from the public and applied knowledge as well as discourse.

The community provides a valuable hands-on learning laboratory for our students, as well as a set of ripe research and scholarly opportunities for both students and faculty. The university also is an important resource for community agencies and businesses providing applied knowledge, consultation, and various services. This mutually beneficial relationship for both the community and the university creates a vital collaboration.

Indeed, the Wisconsin Idea, first articulated in 1904 and still a pillar of the UW System mission statement, mandates the public university use research and knowledge for the betterment of lives and communities throughout the state.

This issue of Capstone provides various examples of how the College of Arts, Social Sciences, and Humanities (CASSH) at UWL engages with the community through faculty and student research, the application of academic knowledge to current real-world issues, partnerships between community entities and CASSH courses, faculty, and students at both a local and global level, as well as impactful activities our alumni undertake.

I trust you will agree our college promotes and takes community engagement very seriously and sees this as a vital aspect of what we do on a daily basis.

Please enjoy reading about our activities and, like me, I am certain you will be impressed with the varieties of ways we demonstrate and illustrate the importance and value of our community engagement.

Karl R. Kunkel, Dean

College of Arts, Social Sciences, and Humanities

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A worthy honor



Man on a mission



Exploring Egypt



A lasting legacy

CASSH DEPARTMENTS

Learn more about our departments and programs:

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Art	Philosophy
Communication Studies	Political Science/Public Administration
English	Psychology
Environmental Studies	Race, Gender and Sexuality Studies
Global Cultures & Languages	Sociology
History	Student Affairs Administration
Military Science	Theatre Arts



Granados and McCollum say the treatment of Cuban refugees in 1980 can serve as a lesson during future refugee resettlements in the Coulee Region. CREDIT: Murphy Library Special Collections/ARC and the La Crosse Tribune.

ENGAGING THE COMMUNITY: CASSH IMPACT CONTINUES

‘Uprooted’: New podcast explores Wisconsin’s complicated history with Cuban refugees

Reuniting old friends. Uncovering forgotten stories. Helping people understand a complicated chapter in Wisconsin history.

A new podcast created by Associate Professor Omar Granados and Wisconsin Public Radio host Maureen McCollum accomplishes all that and a lot more.

“Uprooted” examines the relocation of thousands of Cuban refugees to Fort McCoy in 1980, delving into refugees’ personal stories and establishing a clearer picture of their past, present and future.

The multi-part series is expected to launch this summer at wpr.org.

“Maureen and I had an immediate connection, and I could tell she was approaching the work in hopes of making a statement about the lack of visibility and attention

this community has received historically,” says Granados, who teaches in the Global Cultures & Languages Department and specializes in the Mariel boatlift of 1980, which brought nearly 15,000 Cuban refugees to western Wisconsin.

His traveling exhibit, “Uprooted: The Cuban Refugee Program at Fort McCoy,” helped inspire the podcast.

“We really wanted to prioritize these unheard voices and make this a podcast told by the migrants who were part of this event,” Granados explains. “We were fortunate to find a lot of impactful stories.”

The Mariel boatlift was a mass exodus of Cubans hoping to flee Fidel Castro’s failing economy and Communist regime. President Jimmy Carter agreed to accept more than 125,000 refugees — a move that was highly scrutinized.

For several months in 1980, the Coulee Region was a focal point of this international news story, as communities here and across the country absorbed the largest Cuban population influx in U.S. history.

Much was written about the arrival of Cuban refugees and their first few months in America. But less is known about the refugees’ personal stories, including how their lives have unfolded in the four decades since.

That’s what the podcast aims to explore.

“I’ve always been interested in the story of the Mariel boatlift and always wanted to talk to people about it,” says McCollum, ’07, who majored in communication studies and Spanish.

A few years ago, when many outlets published stories on the 40th anniversary of Mariel, McCollum

Cover story continued on next page



UWL faculty and students hosted sport camps for young children, active during the first week of January. Photo by U.S. Army Spc. Caitlin Wilkins, 50th Public Affairs Detachment.


FORT McCOY HELP:

Aiding Afghan evacuees

CASSH faculty and staff helped in numerous ways last fall and this winter when La Crosse's higher education institutions helped welcome Afghan evacuees. They held discussions and donation drives to help support and understand the evacuees who stayed at Ft. McCoy near Sparta.

In September, a panel discussion featured Lt. Col. Erik Archer, Military Science, and Assistant Professor Anthony Chergosky, Political Science, among others.

UWL faculty and staff also played a part in making and collecting toys for child evacuees, along with providing educational materials and students to organize games for children housed at Ft. McCoy.

 **More on how UWL welcomed new neighbors**

Cover story continued

decided she wanted to approach the story from a more meaningful and intimate angle. Granados, with the connections and expertise he'd gained through his research, was the perfect partner to bring the idea to life, she says.

"It's amazing how few people know the story, or only know part of the story," she notes. "Many Cubans left the area, but many chose to stay here instead of going to Florida, New York, Minneapolis or Chicago. They chose to stay, and that's what we wanted to get to the heart of."

Through interviews with experts, academics, journalists and, of course, refugees, the podcast tells a touching and definitive history of Cuban refugees in western Wisconsin.

One highlight involves a reunion between a refugee and his sponsor, who had met while working together in the Fort McCoy kitchen.

"They hadn't seen each other in who knows how long," McCollum says. "That was really cool to see."

While many of the stories are unique and personal, Granados and McCollum also tackle overarching

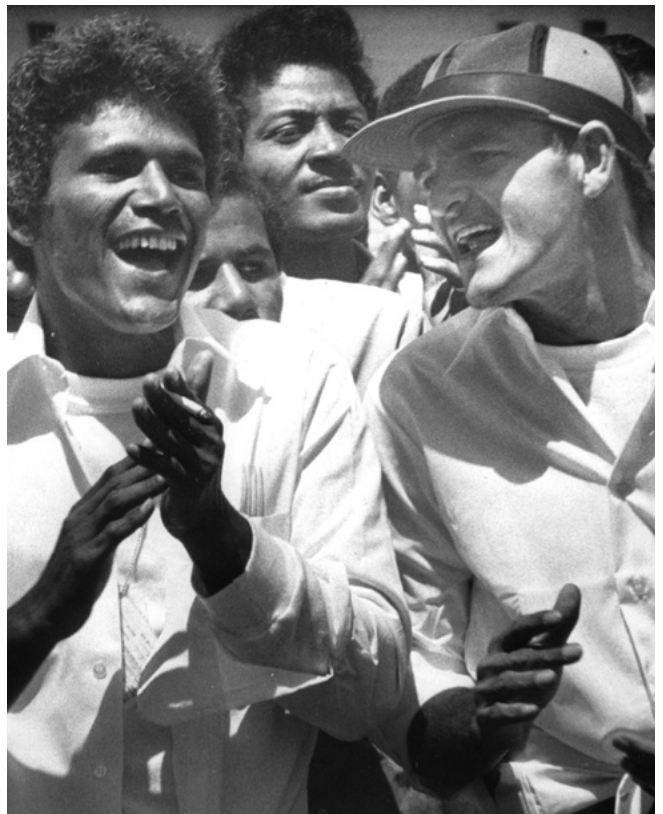
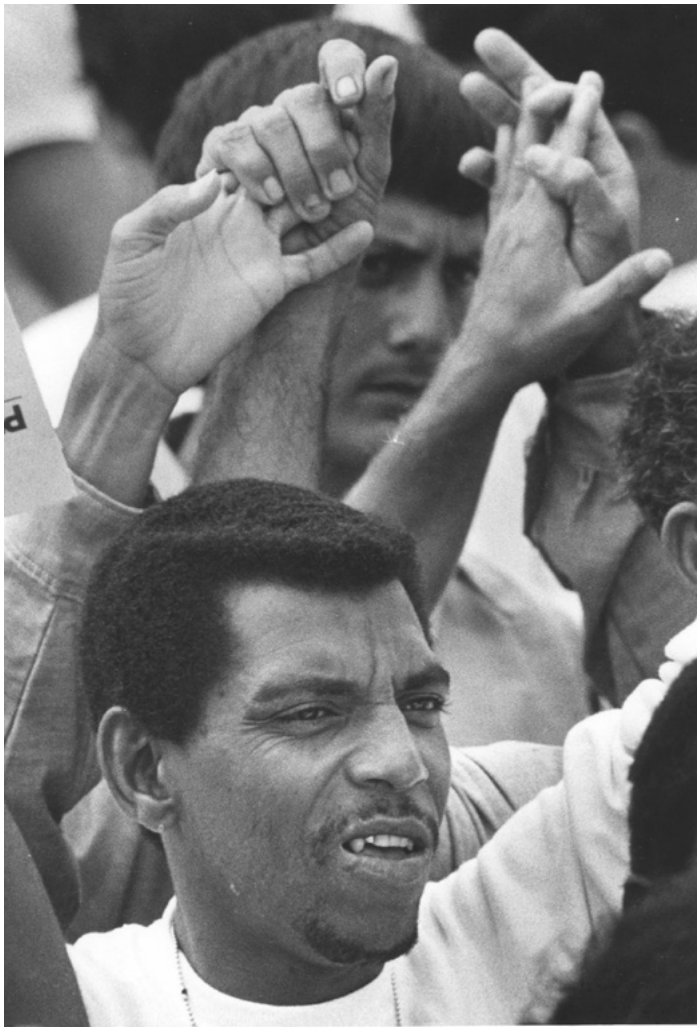
issues, such as how refugees — many of whom were Black, single, gay men — were viewed through a racialized and prejudiced lens. The fact that they were detained in military facilities, Granados says, also served to portray them as dangerous or untrustworthy.

The way Cuban refugees were treated in 1980, they say, can serve as a lesson as the Coulee Region navigates another large influx of refugees, this time from Afghanistan.

If there's one thing Granados and McCollum hope listeners will take away, it's that those who come to Wisconsin as refugees do not view themselves as outsiders for long. Often, they grow to fully embrace the Badger State.

"The most enjoyable part has been understanding the Cuban population as a Wisconsin population — these people are Wisconsinites," Granados says. "There's this iconic photo of Cuban guys playing music, and they're all wearing Green Bay Packers gear. To me, that says everything. They've been here for 42 years. This is their home."





A new podcast from UWL Associate Professor Omar Granados and WPR host Maureen McCollum explores the arrival of nearly 15,000 Cuban refugees at Fort McCoy in 1980. In the four decades since, many have made La Crosse or greater Wisconsin their permanent home. CREDIT: Murphy Library Special Collections/ARC and the La Crosse Tribune.

REIMAGINING LAW ENFORCEMENT:

Human rights policing course builds compassion among officers

When Wisconsin Capitol Police Officer Andrew Hyatt crosses paths with someone who is homeless, he doesn't see a person who is a problem.

He sees a person who has a story.

"Maybe some police officers are used to looking the other way when it comes to a problem that may be difficult to deal with, like a homeless person who needs resources and medical attention and all kinds of things," Hyatt says. "For me, storytelling is something I'm really promoting to my coworkers: asking people how they ended up homeless or in and out of jail, where they came from, what their family was like, where they went to school. I think it gives them a new perspective and helps humanize us (as police officers), and certainly, hearing their stories humanizes them to me."

Hyatt has always tried to take this approach in his police work, but it wasn't until he took a human rights policing course led by UW-La Crosse Associate Professor Peter Marina that it really sank in.

The course, which Marina co-teaches with his father, Pedro Marina, a longtime New Orleans police officer, addresses systemic issues in policing by training law enforcement to uphold human rights.

"Human rights is a relatively new concept in human civilization, and upon closer inspection, a radical concept," Peter Marina

explains. This human rights policing class teaches police officers and criminal justice professionals how to apply human rights to their interactions with community members while conducting police work. I believe that human rights policing can serve as a harbinger of social change in a world that desperately needs it."

In creating the course, Marina combined human rights values with his knowledge and firsthand observations of law enforcement.

Working with police officers in the classroom — this is Marina's third year offering the course — has also provided many valuable insights.

The time Marina has spent researching for the course and interacting with police officers inspired his new book, "Human Rights Policing: Reimagining Law Enforcement in the 21st Century," which will be released in August.

"Working closely with police officers allows one to gain unique

insights into the world of law enforcement and the lives of police officers," Marina says. "My research with police officers and experiences teaching them human rights served as important paths to writing what I hope to be a book that inspires us toward a path where human rights can become a reality in policing, and perhaps, the world."

The course provides both research-based and experiential perspectives on human rights policing, and pushes participants to reflect on their experiences in law enforcement. Assignments are designed so participants can incorporate human rights policing into their daily work.

Those who have completed the course say they gained an improved perspective of police work, as well as a deeper understanding of why some communities are historically distrusting of law enforcement.

For Hyatt, the knowledge he drew from the course has led to more meaningful and productive encounters with people he meets around the Capitol. That's the best way to build trust, he says — one positive interaction after another.

"We have the ability to use our human agency to make a difference, help that person out, change the culture within our agency and set a new tone," he says. "It's not an outlier that we want to help people. It's something we can do and should do."



Peter Marina

BRIDGING THE GAP:



ROTC student Isabella Rosa, right, drills a board into place during a bridge-building project in Hixon Forest.

ROTC students give back through Hixon project

ROTC students from UWL, Viterbo University and Winona State University are building bridges in the community, literally and figuratively.

The Eagle Battalion, with students from the three universities, trekked into Hixon Forest last October to replace an old bridge on the Oak Trail, part of the Lower Hixon Trail System in the city of La Crosse.

The project was a collaborative effort between the La Crosse Outdoor Recreation Alliance (ORA) and juniors studying under Assistant Professor of Military Science Will Lueck.

“It’s good for us because we have a bunch of able-bodied young people to replace these bridges that are old and breaking down,” says Biology Professor Scott Cooper, ORA secretary. “And it’s good for the students because, after an hour or so of work, they can look at the finished bridge and know they’ve accomplished something.”

The students, about a dozen of them, met at the second landing at Bliss Road.

After receiving instructions from Cooper, they loaded up power tools, hand tools and several hundred pounds of lumber, and marched one by one down the winding trail.

It was no easy journey — three-quarters of a mile across hilly terrain, the weight of their supplies growing heavier and heavier.

“I’m not joking,” Cooper says, “when I say that I save our hardest projects for these students.”

Finally, they came to the old bridge, which covers a shallow ravine that cuts through the forest.

The first order of business was tearing down the old structure — a good opportunity to let out some frustrations, the students joked.

Once the old boards were out of the way, the students began placing the new ones, being careful to keep them level.

There was a wide range of construction experience and expertise among the students. Constructing a new bridge for the trail was meaningful from a teamwork standpoint. It was also meaningful from a community service perspective, since ROTC students frequently use the Hixon Trail System — including during the Northern Warfare Challenge, an annual skill and endurance challenge involving ROTC programs from across the country.

After screwing in the final boards, the students saw the first of many hikers cross the bridge — a man passing through with his dog.

“Well,” Cooper declared, “now we know that it works.”

On their way home, the group walked over not only their bridge, but also a bridge a different group of ROTC students had built years earlier.

ALL ARE WELCOME:

La Crosse installs inclusive signs in city parks



La Crosse public parks are displaying "All Are Welcome" signage in response to local hate and bias incidents over the past several years.

Local organizers gathered at Weigent Park in September to celebrate the installation of "All Are Welcome" signage at public parks throughout the city.

The permanent signs were developed by the La Crosse Parks Department in response to local hate and bias incidents over the past several years.

"It is a constant struggle for BIPOC folks living in a predominantly white community," says Mahruq Khan, associate professor in the Race, Gender and Sexuality Studies Department and speaker at the installation. Khan and her daughter were the targets of a hate incident at Weigent Park in 2019.

"We felt a visual public display across the city ... was a starting point and valuable for people of color, living in a predominantly white town, to feel like they could walk or ride around town and literally visualize their neighbors' support of their presence," she says. "This public community display of values is just one of many steps in furthering a more inclusive community for anyone with marginalized identities."

Khan says additional work is needed to address systemic issues in housing, education, law enforcement, the media, the workforce and other areas of life.

Efforts to create a more welcoming La Crosse became even more important when Afghan evacuees arrived at Fort McCoy in the fall.

Grace Deason, an associate professor of psychology, says it's important to recognize that racism is still embedded in the La Crosse community. To eradicate acts of hate and bias, she notes, white people must acknowledge the presence of racism and actively work to combat it.

"Particularly in a majority-white community, we need to loudly articulate our values of inclusivity so they are visible to others," she says. "We should not stop at displaying the signs. White people also need to educate ourselves and speak and act against racism in our places of work, schools, and our social and family circles."

OUT AND ABOUT:

Biking in the Driftless Region

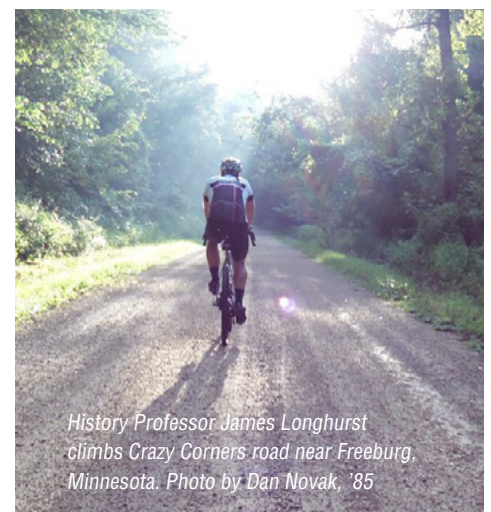
History Professor James Longhurst likes to reflect on history of Wisconsin cities and countryside aboard a bike.

As a historian, he's been a bit driftless.

Sometimes he researches cities, but other times he studies environmental

politics or transportation policy. As a cyclist, he's noticed that the bike he's riding determines what part of history he thinks about.

 [Read more](#)



History Professor James Longhurst climbs Crazy Corners road near Freeburg, Minnesota. Photo by Dan Novak, '85

STUDYING THE COMMUNITY:

Students conduct, analyze survey to understand pressing needs

Mental health.
Homelessness.
Food insecurity.

A political science class teamed up with the Women's Fund of Greater La Crosse to explore the most pressing economic, social and health needs of area residents.

Students in Assistant Professor Kristina LaPlant's senior capstone course designed and distributed a community needs assessment to pinpoint needs.

Responses to the 10-minute, multiple-choice survey are being used by the Women's Fund and others to make more informed decisions when allocating resources for community needs.

"I am so excited to be a part of this project because of the mutually beneficial relationship it fosters between political science students

and the community," LaPlant says. "Not only will community organizations have access to data and information about some of the most urgent needs facing La Crosse residents, but students will also gain invaluable experience applying what they've learned throughout the major to help solve real-world problems."

Through the project, LaPlant's students are gaining valuable experience with various aspects of civic engagement. Not only did they develop the community needs assessment — they also promoted the survey through flyers, social media and community outreach.

This spring, students planned to conduct a detailed analysis of the results.

K.C. Cayo, a senior majoring in English and minoring in political science and social justice

studies, says the project has fostered connections and sparked conversations across the community.

"It's been really exciting not only getting to know and interact with community partners, but giving them information about our process in developing this survey, what types of questions there are, what our certifications are, and how the data will be used," Cayo explains. "Not only is this a great networking opportunity, but it's amazing to see that a survey that we made ... is being requested as a credible source of data for these entities to view and then create programming around in response."

Cayo adds that the skills and experience gained will be useful in the future.

Students in Assistant Professor Kristina LaPlant's senior capstone course worked on the community survey project. "It has been such an inspiring experience working with the community and watching students take ownership over this project," she says.





Kenneth Shonk

NEW LECTURE SERIES:

Professor shares what we can learn from MTV that we didn't learn in school.

Whether singing along in the car to a favorite pop song or downloading a new song on iTunes, music fills our lives. But what is it teaching us?

If you're paying attention, it is teaching a lot, says History Professor Kenneth Shonk.

Shonk shared alternative education from pop culture music during a virtual public lecture, "Popular Music and Gender During the MTV Era, 1981-1994" in September. The talk was part of a new History Lecture Series with the La Crosse Public Library open to all — history lovers and pop culture enthusiasts alike. But the primary aim is to bring cutting-edge research from History Department faculty to future

and current K-12 teachers sparking new ideas for their curriculum.

Shonk spent seven years as a high school teacher before transitioning to higher education where he now teaches future social studies educators.

"One thing social studies teachers will struggle with is how to teach a wide array of students with different linguistic skills and reading abilities," he says. "I'll show how we can use non-traditional sources. We can teach complex historical theory with the common language of popular music."

The History Lecture Series will continue with History Professors Ariel Beaujot and Víctor Macías-González presenting on the history of queer La Crosse this summer. Lectures include workshops for students and teachers.

The History Department's outreach into the community isn't new. Beaujot launched the award-winning Hear, Here project with students in 2015. Professor James Longhurst has shared his bike history research. Department faculty are well published and have contributed research that isn't just theoretical in nature, but also can be applied to people's lives locally and internationally.

"The History Department wants to extend itself more into the community. We are doing the Wisconsin Idea," says Beaujot. "We don't want any lag time between the research we are doing at UWL and the young people and teachers being able to use it in their classrooms."



What alternative education do we get from MTV?



YOUR KEY TO GLOBAL CITIZENSHIP

2,445

STUDENTS ENROLLED
IN CASSH FALL 2021

158

CASSH INTERNSHIP
PLACEMENTS

(SUMMER AND FALL 2020;
WINTER AND SPRING 2021
DESPITE COVID!)

809

PSYCHOLOGY MAJORS
FALL 2021

(MOST POPULAR CASSH MAJOR)

COMMUNITY ENGAGED LEARNING 2021-22 PILOT YEAR

18 COURSES FROM ALL UWL COLLEGES

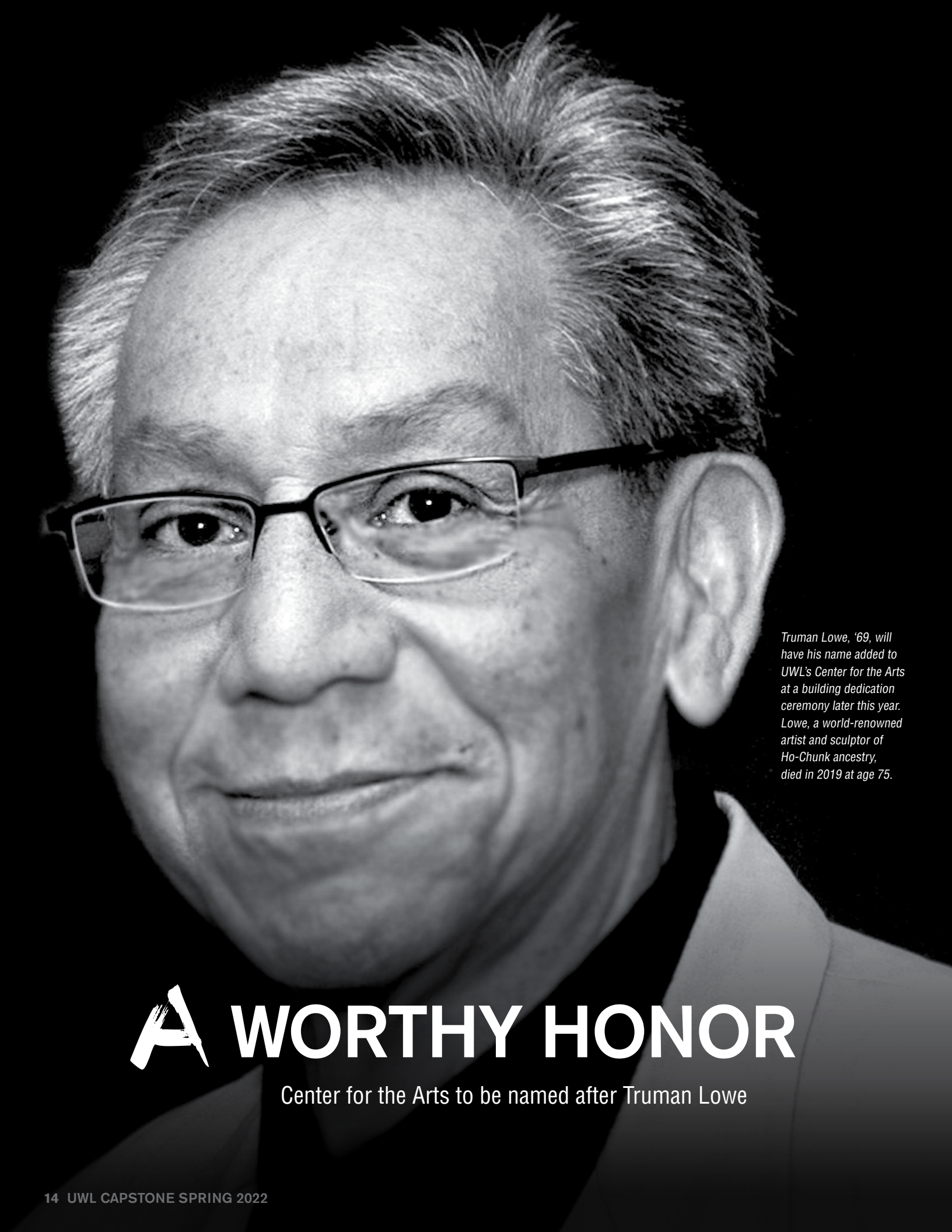
7 COURSES FROM CASSH

14+ COMMUNITY PARTNERS

100+ STUDENTS INVOLVED

112+ HOURS OF STUDENT WORK FOR THE PARTNERS

“+” ONLY 5 OF 7 CLASSES REPORTING



Truman Lowe, '69, will have his name added to UWL's Center for the Arts at a building dedication ceremony later this year. Lowe, a world-renowned artist and sculptor of Ho-Chunk ancestry, died in 2019 at age 75.

A WORTHY HONOR

Center for the Arts to be named after Truman Lowe

The Center for the Arts will soon be named after one of the College of Arts, Social Sciences and Humanities' most accomplished alumni in the university's 113-year history.

Truman Lowe, '69, went on to become a world-renowned artist and sculptor. He will have his name added to the center after the UW System Board of Regents approved the change in February.

Chancellor Joe Gow proposed the idea in September 2021, noting Lowe's remarkable accomplishments as both an artist and educator, as well as the way he helped advance the perception of Native American art and culture. Lowe, honored twice as a UWL distinguished alumnus, died in 2019 at age 75.

"During his life, Truman Lowe fully embodied the UWL spirit — striving for excellence, honoring one's culture and heritage, and leaving the world a better place than we found it," Gow says. "I'm proud to call Truman Lowe an alumnus of our university. I hope seeing his name on the Center for the Arts will inspire future generations to learn about his legacy and work to create their own."

Lowe, a Ho-Chunk born in Black River Falls, is the first person of color with a campus building named in their honor — a distinction Gow called long overdue.

More than 650 people pledged their support for the name change by



The campus arts building will soon be re-dedicated as the Truman Lowe Center for the Arts.

signing an online petition during the fall semester.

Lowe's family members say they're grateful the man they knew is being celebrated for his outstanding career and transformative impact on so many people.

"On a personal level, he was an incredibly empathetic person and always knew what to say to support someone at a pivotal moment in their life," says Tonia Lowe, Truman's daughter. "Professionally, he was part of a second wave of Native artists that really helped change people's perceptions of what Native art could be. This feels like recognition for all the work he did to open people's minds and pave the way for the next generation."

"He really loved La Crosse — he loved the campus, the city and the beauty of the location. And it was really where he discovered art as a career," adds Nancy Lowe, Truman's wife. "Seeing his name on a building would make him very, very happy and

be incredibly meaningful to him. That's what makes it so exciting for us."

Lowe will be formally recognized at the Truman Lowe Center for the Arts dedication ceremony later this year. Details will be announced soon.

Who was Truman Lowe?

- Known for large art installations using natural materials, often focusing on the natural world and Ho-Chunk heritage, shown nationally and internationally.
- Taught art at UW-Madison for over 30 years, including as chair of the Art Department from 1992-95.
- Received the UWL Graff Distinguished Alumni Award in 1992 and the UWL Parker Distinguished Multicultural Alumni Award in 1999.
- Curated contemporary art for the Smithsonian Institution's National Museum of the American Indian in Washington, D.C., from 2000-08.
- Earned a bachelor's in art education from UWL in 1969.

In her own words

Editor's note: The College Writing Symposium provides first-year writers with additional opportunities to practice sharing their writing with audiences outside their immediate classes. "Ka Zang Lee's essay is a poignant example of the unseen struggles and triumphs with writing that UWL students experience," says English Professor Darci Thoune. "Her literacy narrative highlights in exquisite detail how formative experiences with our families and at school shape who we are as learners."

My Identity by Ka Zang Lee

I have been asked and told by educators, "Is English your second language? Is that why you do not comprehend the course content? English is your second language therefore your paper has a lot of incorrect grammar and punctuations." As a person of color and bilingual, my identity should not be compared to someone whose English literacy is not proficient.

Born here in the United States but raised by a refugee parent, I struggled to meet the criteria of English literacy from my childhood to adolescent years. I was trying to find my identity in two different worlds. At home, I was taught how to read, write, and speak in Hmong. At school, I am taught how to read, write, and speak English.

A memory that I can still recall was when I was five years old coming home right after school. I took off my shoes and hung up my backpack at the door entrance. My father turned around, looked straight into my eyes, and said, "You are at home so speak Hmong only. You can only speak English while working on your homework. Leave the English language at school. This is my rule, and you must follow it. Ok?"



Sophomore Ka Zang Lee

Looking back into my father's eyes, I nodded my head yes.

Even though following these rules was expected, I went ahead and broke the rules. I headed straight to the TV, pressed the power button on, adjusted the TV antenna for a better connection, and turned the channel dial to Sesame Street on PBS kids. Walking back to the sofa I sat down and watched Big Bird talking to the children about today's lesson.

Big Bird's lesson of the day was learning the alphabet. As Big Bird sang the alphabet song, I sang along with him. I tried to memorize how the alphabet letters look like in alphabetical

order and compared the alphabet letters to the first letter in the names of fruits or animals. After watching Sesame Street, I would take out a piece of a piece of paper and write out the letters--making out the sounds of each alphabet letter that I have memorized. The letter "A" was easy for me because it was one of the alphabet letters in my name.

Even though I had utilized Sesame Street as one resource to improve my English literacy at home, I could not help but to think about why speaking English at home was not allowed. The following day my father walked my brother and me to school, holding his warm hand as he swings it back and forth. I asked the big question, "Why can't I speak English at home?"

There was a moment of silence from my dad as he was thinking about how he should answer this question before he spoke. "The reason I don't allow you and your siblings to speak English at home is that I do not want my children to lose their native language. I do not want my children to forget who they are."

Squeezing his hand, I looked up into my father's eyes and said, "Ok, Dad." My father smiled back without any words. I believe knowing my identity

was valuable at home; however, this affected me at school.

Even in kindergarten, I still had not met my reading and writing criteria. My teacher worried that I had fallen behind. For this reason, I was held back a year and had to take kindergarten again. My parents and my kindergarten teacher broke the news to me. I was devastated to be held back a grade. I felt sad to leave my friends behind, I was angry at myself for being a failure, and it made me realize how important English literacy was.

After this incident in kindergarten, I thought my struggle with English literacy had ended. Unfortunately, my struggle continued into my middle school and high school years. This time specifically with an English writing class, I had a weak foundation in writing due to an underdeveloped vocabulary, poor grammar, poor spelling, lack of access to reading materials, and developing writing skills. For this reason, I was placed into the English as a Second Language program, better known as ESL.

The idea behind placing me into the ESL program was to help me to become fluent in English literacy by breaking down the English language rules, but to me it was once again memorization.

My struggle with English literacy affected my middle and high school academic performance so much that I was told by my high school advisor, “You will never be able to attend a four-year college. You might be able to attend a technical college, but never a four-year college.” This made me feel even worse about my English literacy and affected my attitude about it. I figured, why take the time to comprehend? So, I decided to just

memorize so I can graduate with my high school diploma.

The fact that I was told that I would not be able to attend a four-year college did not stop me from enrolling at UWL. Attending UWL, I noticed a big shift from a high school-level to a university-level English literacy.

At UWL I learned that writing is a crucial skill to have because I am challenged every day to write and think critically and analytically. However, to be able to write a good piece, I still struggle to develop my vocabulary—I struggle to find the right words, which challenges me in my writing skills.

I’ve discovered that vocabulary is the foundation that builds good sentences for effective writing, and it also helps me to comprehend the content of my courses. Because I don’t have confidence in my writing skills and vocabulary, I have developed anxiety. I worry about how my professors will judge me and criticize my writing as a bilingual student. I quickly realized how my memorization habits would impact my ability to comprehend and critically think once I began education at UWL.

Despite my academic challenges, my perception of English literacy has changed, not only as a student but as a parent. My children were born here in the United States where English is their first language, not second. I raise my children differently from how my parents raised me at home.

Unlike my father who did not permit spoken English at home, English is primarily spoken at my home. However, I know it is important for my children to know their race and ethnicity. Therefore, I encourage my children to learn the Hmong language and culture.

Unfortunately, they are not able to grasp the Hmong language and culture as quickly as English. As a parent, I do not want any of my children to experience the struggle with English literacy like I did. I have a daughter and she reminds me a lot of myself at her age. She is struggling to read and write in her class.

I do not want my daughter to have the experience of being held back a grade. I do not want her to lose her friends, to feel like a failure, and to be unable to move onto the next grade level as I did. I want her to improve her English literacy. The only way for her to improve her English literacy is to spend time with her after school or on the weekends. I purchased writing workbooks, flashcards, and she and I work on it together. We sing and write the alphabet letters in big letters and small letters. We use alphabet flashcards to make out the sounds of each letter. We practice writing her name and the family names. As she wrote our names, she noticed that we all share the letter “A” in our names.

I still struggle when I’m asked the questions “Is English your second language? Is that why you do not comprehend the course content?” While it may be true that English is my second language, I hope that educators will understand bilingual students’ hardships with learning English literacy and have compassion or empathy toward these students. Because not only does this affect students individually, it also affects how those students will raise their children.



UWL Professor Dave Anderson and alums Nicolette Pegarsch (upper right) and Shannon Casey spent January 2022 scanning statues of the goddess Sekhmet at the Mut Temple in Luxor, Egypt.

Exploring Egypt

Professor, alums creating 3D database of ancient statues

Imagine walking around an ancient Egyptian temple or holding a 4,000-year-old artifact in the palm of your hand.

UWL's David Anderson is bringing people as close to that experience as possible through photogrammetry — the science of using photographs to produce 3D immersive models.

Anderson and two of his former students spent January 2022 working on a new project at the Mut Temple in Luxor, Egypt, photographing nearly 300 statues of the lioness-headed goddess Sekhmet. The photos will be stitched together into moveable, 3D models that can be viewed by anyone anywhere with a phone or computer.

“It’s estimated that there were over 500 of these statues in the temple originally, but some have been removed and taken to museums in Egypt and around the world,” explains Anderson, a professor in the Archaeology & Anthropology Department.

Anderson was invited by Betsy Bryan, director of the Johns Hopkins University and University of Liverpool Expedition to the Mut Temple Precinct, to come with students from UWL and conduct a detailed 3D photographic documentation of the temple buildings and statues.

“The goal is to create a 3D database of the Sekhmet statues currently in the temple,” he says, “as well as develop a scanning protocol that will allow museums to add their own statues so we can try get to a full database of the known statues from the temple.”

Anderson and his two understudies — Shannon Casey, '21, and Nicolette Pegarsch, '19 — spent several hours daily photographing the statues, taking hundreds of photos of each, from all different angles.

They took more than 55,000 photos during their 12 days of work at the temple.

In the late afternoons, they'd visit other notable sites as tourists, including the Valley of the Kings, the Valley of the Queens, the Tombs of the Nobles and many others.

Anderson — a leading Egyptologist and the president of the American Research Center in Egypt — admits he's grown a little jaded having visited the area so many times. He's scanned so many sites and artifacts over the years that his trips to Egypt can begin to feel almost business-like.

But seeing the sights with two newcomers, he says, was fresh and rewarding.

“Because of their enthusiasm, it was like seeing Egypt for the first time,” Anderson explains. “Seeing how excited they'd get, the questions they'd ask, it was really like seeing Egypt through a fresh pair of eyes.

“It was also so rewarding to see the students actively applying what they learned in my classes in the real world,” he said. “Not just with scanning the statues, but seeing them trying to translate hieroglyphic inscriptions in the museums, temples and tombs we visited.”

As a young person passionate about archeology, Casey says it was the trip of a lifetime.

“It was really amazing, after taking a variety of different classes about archeology and Egypt, to see things I had learned about in class and to put my knowledge to the test,” she notes. “I never thought I'd get to go to Egypt, and certainly not in the capacity to access some of the most amazing wonders of the world. This trip made me a more experienced traveler and archeologist.”

Pegarsch agrees.

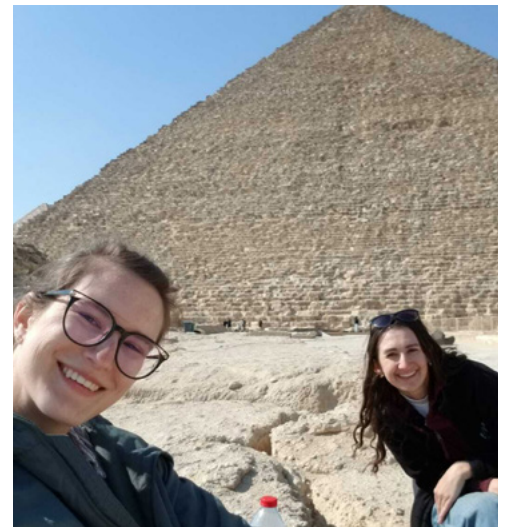
“The experience I had in Egypt was absolutely incredible — something that I had dreamt about for 15 years,” she says. “Egypt is a very sensory country. Between the delicious foods, constant trills of car horns and the absolute beauty of the landscape in Luxor, I just fell in love.”

The knowledge they gained on the trip is already being put to good use. Casey is interning with the La Crosse County Historical Society, while

Pegarsch is interning with the Winona County Historical Society.

“My experience in Egypt and at the Winona County Historical Society is something a lot of universities and museums are looking to do,” Pegarsch says. “Preserve our past.”

The trio took more than 55,000 photos during their 12 days of work at the temple. The photos will be stitched together into 3D immersive models.



Finding himself

UWL helped him explore his identity, prepare for future

For Michael Quintero Bungert, college has been about much more than finding a career.

It's also been about finding himself.

"At UWL, I have had time to explore and figure out who I am," says Quintero Bungert, who graduated in December with a bachelor's in broadfield social studies education with a history concentration. "Coming from a small town in Minnesota, it was hard for me to fully develop or express my identity as both Mexican and American. With my time at UWL, I was able to explore this identity with the help of my professors, my classmates and multicultural organizations such as the Latin American Student Organization (LASO)."

A native of Pine Island, Minnesota, Quintero Bungert says he was drawn to UWL through word of mouth and the natural beauty of the campus and community.

Almost immediately, he found his place at UWL.

He joined LASO his first year on campus and soon transitioned into

leadership roles. His junior year, he served first as the organization's vice president and then as president.

"Meeting people who were also exploring their identities as Latinx students really helped with my own identity exploration," he explains. "They were facing the same things I had to, so being able to share experiences or even just knowing I wasn't alone was great. I wanted to help LASO be a resource and space for Latinx students who were finding their own way."

In the classroom, Quintero Bungert has learned how he can support and empower students once he becomes a teacher.

It's been helpful, he says, "having education classes where I learned how to best implement what I learned from my past classes, and also how to include marginalized groups and their voices into topics I will teach in the future."

Quintero Bungert says he has enjoyed the history courses he has taken, particularly those taught by Professor Víctor Macías-González.

Macías-González has been impressed with Quintero Bungert as well.

"I saw him blossom in some Latino and Latin American history classes," Macías-González notes. "And then I saw him in action as a student leader in the Latino student org."

After graduation, Quintero Bungert plans to work as a substitute teacher in La Crosse before looking for a more permanent teaching position in Minnesota or Wisconsin.

He knows he'll miss UWL and the campus groups of which he's been a part, including LASO and the men's ultimate Frisbee team.

Most of all, he'll miss the people.

"I have really enjoyed being able to meet some amazing people at UWL," he says. "Taking multiple classes with the same professors allowed me to be more comfortable in the classroom and make connections at UWL. Similarly, being friends with students in the same major ... created a support system for my classmates and myself."



For Michael Quintero Bungert, who graduated in December with a bachelor's degree in broadfield social studies education with a history concentration, college was a time of self-reflection and self-exploration. "Coming from a small town in Minnesota, it was hard for me to fully develop or express my identity as both Mexican and American," he says. "At UWL, I have had time to explore and figure out who I am."



Man on a mission

Alum coordinated daring evacuations in Afghanistan

Zac Lois, '06, is a former Green Beret with the U.S. Army Special Forces. Lois helped coordinate a volunteer effort to rescue thousands of people from the unrest in Afghanistan's capital city.

An alum and former Green Beret with the U.S. Army Special Forces has helped rescue and resettle thousands of Americans, Afghan soldiers and other U.S. allies from the oppressive grip of the Taliban.

Zac Lois, '06, is a member of Task Force Pineapple, a volunteer group of veterans who are coordinating movements for U.S. troops and allies on the ground in Afghanistan as they attempt to navigate to safety, often under the cover of darkness.

To date, the team has helped evacuate more than 3,000 people, many of whom took flights out of Hamid Karzai International Airport in Kabul. However, some people remain trapped in the capital city, which fell to the Taliban after the U.S. military withdrawal late last summer.

"The people we're trying to evacuate ... we've had relationships with them for a long time. Some of them are Afghan people we've served with in combat," says Lois, who had deployments to Iraq and Afghanistan before leaving the military in 2015. "In the military, we say: 'Leave no man or woman behind.' That extends to this as well."

Now an eighth grade social studies teacher in Syracuse, New York, Lois watched the upheaval in Afghanistan last summer and knew he had to get involved.

During his deployments, he had built many friendships with Afghan people, as well as a deep appreciation for Middle Eastern culture. Teaching in a diverse school district, where many students have ties to the Middle East, served as additional motivation.

"There are so many groups represented (in our school district). A lot of the Muslim girls in particular, they're some of my best students," Lois notes. "When I saw the current situation in Afghanistan, I knew that I couldn't stand in front of my classroom and look my students in the eye, knowing I could have done something about it."

Lois approached Congress and the State Department for help, but he kept running into roadblocks.

That's when he made a "Hail Mary" post on LinkedIn, hoping to recruit other veterans to join him. The post generated considerable traction, Lois says, and allowed him to link up with the existing task force of veterans.

Lois began coordinating evacuations in late August, working from a secure location in the US. He requested a leave of absence from teaching so he could continue into the fall. Even after returning to the classroom, Lois has continued to help however he can.

"We will keep going until every American is home," he says.

Lois, a native of Burlington, Wisconsin, has long been passionate about history and culture.

He majored in history and was particularly influenced by Professor Víctor Macías-González — an important step to becoming an informed, global citizen, he says.

"Professor Macías-González was great," Lois remembers. "He passed on a lot of confidence and historical knowledge."

Lois' background has served him well during the evacuation effort, which was modeled after the Underground Railroad that helped carry enslaved Americans to freedom in the 19th century.

"Having that understanding and knowledge of history has really helped me navigate this situation," he says. In modern military history, "something like this has never really been done."

Lois notes that those evacuated are proven U.S. allies previously vetted by the State Department. Some, but not all, are being sent to the United States.

Lois plans to bring the lessons he's learned into the classroom.

"I do like to bring up my service in class — all the different cultures I've lived and worked with," he says. "Those experiences show you that everyone is similar. Everyone wants the same things: good drink, good food, a better life for their children. At the core of our humanity, we're really not that different."

Q & A with transfer student Damian J. Combs

UWL senior Damian J. Combs

Major: Instrumental music education

Hometown: Columbus, Indiana

Previous college: Indiana University

Q: Why did you choose to transfer to UWL?

A: I chose to transfer to UWL because I moved to La Crosse and this school was the best fit for me, especially as a musician and going into teaching music. To me, UWL is a small university, with the feeling of a big university. I love the fact that this is a smaller campus because everything seems more personable, especially when it comes to one-on-one help, and it really feels like a family here.

Q: How did you start in higher education?

A: I started out majoring in business administration/information systems from American InterContinental University. I graduated with an associate degree. I then transferred to Indiana University and went there for two years, majoring in informatics, before transitioning to UWL to study music education.

Q: What has surprised you about UWL?


A: What surprised me about UWL is the campus' size. However, it still has that feeling of a big university, which is appealing, especially if someone wants the big university feel, but likes the campus to be smaller. I am also surprised at how helpful everyone has been during my time here. You can always find answers, and the communication is top-notch! I have never felt lost.

Q: What would you like to do with your degree after you graduate?

A: I would like to teach music in a middle school to start, but I am not opposed to teaching high school to begin my music-teaching career. The opportunity to teach music at the high school level also appeals to me. Regardless of where I begin, I would be content splitting my time between teaching music at both a high school and middle school.

Q: Anything else?

A: I am blessed and grateful beyond words to be a student at UWL. I am doing so well, and I have met some great people, from students to faculty. UWL really feels like home to me. I am enjoying my time as a music student and continue to learn a great deal. I am right where I need to be, and I am thankful for this opportunity to learn and grow musically and personally.



**‘IT REALLY FEELS
LIKE A FAMILY
HERE’**

Damian J. Combs, a transfer student majoring in instrumental music education, says UWL is the perfect blend between large and small. “To me, UWL is a small university, with the feeling of a big university.”

HONORS

Art professors, alum earn state honors

Awards from Wisconsin Art Education Association peers

Two Art Department faculty and a department alumna earned awards from peers in the Wisconsin Art Education Association. They received the awards at the organization's annual conference in Wisconsin Rapids Oct. 21 and 22, 2021.

Winners and comments by nominators:



Lynnae Burns, '89 with a bachelor's in art and '94 with a master's in professional development, was named Outstanding Middle Level Art Educator. Burns recently retired from the School District of La Crosse in 2021 where she taught from 1998-2021.

"Lynnae is a nurturing and inspiring teacher. She has taught many ages and at many schools and her legacy remains her innovative lessons coupled with a deep compassion and interest in her students. Lynnae's masterful and attentive teaching leads her students to produce work that is authentically their own, with imagery pulled from their dreams, memories and collective cultural experiences."

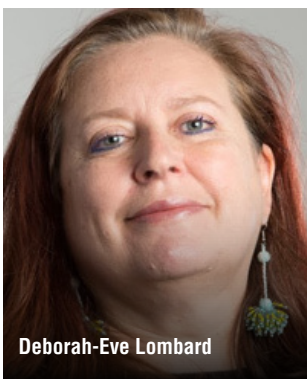
Ronnah Metz, Art Educator, Harry Spence Elementary School



Lisa Lenarz, assistant professor in the Art Department, was named the Wisconsin Art Education Association's Outstanding Higher Education Art Educator.

"Lisa is a fantastic advocate for students in the Art Education program. She recognized that the previous instability in the position created a disjointed view of the student trajectory through the university and the eventual graduation and employment as art educators. She brought together various representatives from the School of Education and coordinated this 'listen and learn' session. By the accounts I have heard from students and administrators, this was a well-received event and one that is likely to be duplicated in other departments. This search for understanding has led Lisa to have a stronger advising relationship with her students."

Robert J. Dixon, former co-chair, Art Department



Deborah-Eve Lombard, associate lecturer and gallery director in the Art Department, received a Wisconsin Art Education Association Distinguished Service Award.

"Deborah-Eve always considers the educational and community value of teaching art, exhibiting art and experiencing art. We are so very fortunate to have her in our department at UWL. It is my hope she will receive recognition for her dedication and vision to offer our visual art education community more opportunities that expose and engage us with expanded authorship and voices."

Lisa Lenarz, assistant professor, Art Department



Andy Ziemann, '07, known professionally as DJ Quadi, has carved out a career as a DJ for the Milwaukee Bucks and Green Bay Packers. During the Bucks' championship run, Ziemann entertained tens of thousands at the Deer District plaza outside the arena.

Alum powers Buck's soundtrack to championship run

Andy Ziemann isn't paid to be quiet. As one of Wisconsin's most prominent DJs — known for working Bucks and Packers games, as well as countless weddings — Ziemann is accustomed to being the life of the party.

But during game six of the NBA Finals last summer, as the seconds rolled away and the Bucks celebrated their first championship in a half century, Ziemann chose to take it all in and let the moment speak for itself.

"For as much of a talker as I was while DJing in the Deer District (outside

Fiserv Forum) and hyping the fans up, I couldn't help but quietly sit back and watch the crowd celebrate with a huge smile on my face," says Ziemann '07, a lifelong Bucks fan. "To see people of every age and every color together supporting the same goal ... it's one of those moments where you realize what we were a part of is bigger than sports."

Throughout the playoffs, Ziemann, who works under the name DJ Quadi, kept fans amped and engaged night after night after night.

The Deer District became an epicenter of local activity and an object

of national interest. TV broadcasts frequently cut to images outside the arena, where tens of thousands of fans gathered in front of a jumbo screen, hanging on to every block, basket and breakaway.

"The players really fed off the energy the fans brought to every game," notes Ziemann, who also DJed the championship parade, which drew more than 500,000 downtown Milwaukee. "To be a part of helping create that energy is something I'll appreciate for the rest of my life."

After an eventful summer, Ziemann does not plan to take it easy. He will be

DJing at Packers games as fans return to Lambeau Field — an experience he missed last season due to COVID-19.

Before the pandemic, during the 2019-20 football season, Ziemann worked every Packers home game, entertaining fans and players during pregame warmups from his perch above the south end zone.

Ziemann's career has been filled with many pinch-me moments, which can be traced to the lessons he learned as a child.

His grandfather, a drummer, sparked his passion for music, teaching the young Ziemann to listen to a song and break it down into layers.

His parents also passed on their eclectic music taste, surrounding him with many genres and styles.

In high school, Ziemann regularly attended "teen night" at a Milwaukee club, which inspired him to buy his first turntables, mixer and microphone.

When he came to UWL in 1999, Ziemann planned to study athletic training. He changed his major a few times, looking for the right fit, but nothing held his interest.

On Thursday and Friday nights, he'd take his DJ gear to house parties and play music. He started as a "human Spotify," playing one song after another, but got increasingly creative

as his skills and confidence grew.

"I quickly learned how a certain vibe or energy level can be created by nothing more than the order of your songs," he explains. "Music is such a powerful part of life, and to be able to use it to emit reactions and emotions really pulled me in."

Ziemann took a break from his education to run the Club Rhino bar in downtown La Crosse.

He soon returned to UWL with not one but two majors that piqued his interest — communication studies and business administration — both of which complement his DJing.

"I have a few professors and classes I always recall when thinking back on UWL," he says. "Ultimately, the whole experience of being in college prepared me for this. During that time, I developed into this and took a risk choosing to pursue it. Your job will take up a large portion of your life, so you should pick something you care about.

After college, Ziemann performed at as many clubs and events trying to make a name for himself. He remembers reviewing security footage from his performances, studying people's reaction to his sets.

In 2016, the official DJ of the Bucks, DJ O, offered Ziemann a job as a supporting DJ. He started off gradually

but soon earned a more prominent role, which included opening for pop stars such as Shawn Mendes and Ariana Grande.

A couple years ago, when the Packers reached out to the Bucks for DJ recommendations, Ziemann was the first to come up.

DJing for pop stars and professional sports teams, he notes, is not always glamorous.


Ziemann says it takes a tremendous amount of work to keep pace with trends in the industry. His career also demands late nights and odd hours, which cause him to miss holidays and family gatherings.

"This job can look fun, and I assure you, it usually is," he says. "But we sacrifice a lot to do what we do."

But the highs of Ziemann's profession are more meaningful and memorable than any of the lows.

There's a certain magic, he says, to matching the right music to the right moment, and to creating an atmosphere that brings people together.

"The love for the music and the craft of DJing is what keeps me in it," he says. "When done properly, you can truly take people on a musical journey and provide a soundtrack to some unforgettable moments."



Associate Professor Jonathan Borja, right, and celebrated Mexican composer Samuel Zyman became friends after meeting at a music convention. They have much in common, including their hometown and passion for flute music.

CHANCE ENCOUNTER SPARKS MUSICAL FRIENDSHIP

Jonathan Borja has long admired the music of Samuel Zyman, one of Mexico’s leading classical composers.

Several years ago, Borja bumped into Zyman after attending one of his performances at the National Flute Association Convention in San Diego — a chance encounter that sparked friendship and inspired a special project.

“There were so many things that we discovered we had in common and shared a common value for music and the arts in society,” recalls Borja, an associate professor of music, specializing in flute. “Once I returned from the convention, I thought: ‘How can I keep this connection with this great composer going?’”

Since, Borja has written an article exploring Zyman’s flute music, which was published in *The Flutist Quarterly*.

Jonathan Borja connects with celebrated Mexican composer

He has performed Zyman’s music at dozens of concerts, including in their shared hometown of Mexico City.

And he has released an album showcasing Zyman’s flute music. Also, Borja has been featured on another album with an international roster of musicians, cementing Borja’s expertise on Zyman’s music.

For his part, Zyman has visited UWL twice: when his music was featured during the La Crosse New Music Festival in 2017, and when Borja was recording an album in 2019. While visiting in 2017 through a Visiting Artist of Color Grant, Zyman also taught a master class for composition students.

“His works have been performed worldwide,” Borja says. “To be a part of that ‘inner circle’ is very exciting.”

Zyman — whose resume includes teaching music theory and analysis at the Juilliard School in New York City — has even connected Borja with other opportunities.

Recently, Zyman suggested that Borja work with Mexican composer Juanra Urrusti on a piece for flute and piano. The piece had premiered in September 2021 at UWL.

“It has simply been a great privilege to be associated with this great Mexican composer — not only as a musician, but also as a friend,” Borja says. “The project was a great way to explore and showcase the scope of what I can do as a scholar: write, perform, record, and hopefully in the near future, commission.”

Research: Most of us lie

Poker players lie, but how about family, friends or acquaintances?

A new study co-authored by a UWL faculty member may provide some reassurance.

Most communication is honest and most lies are told by a few prolific liars, says Professor Tony Docan-Morgan, who recently co-authored the publication, “Unpacking variation in lie prevalence: Prolific liars, bad lie days, or both?” in “Communication Monographs”, the flagship journal of the National Communication Association.

The study examined 116,366 lies told by 632 participants over 91 consecutive days. Participants self-reported lies daily online.

About 75% of respondents did not lie much — about zero to two lies per day. And most lies were inconsequential, little white lies like saying you like a gift you really don't. A small group — 6% of respondents — had similarly low levels of lying on average but had days in which they lied much more frequently.

Unlike most previous lie studies, this research examined lies over time instead of a one-day survey of behavior. The

study's authors found that day-to-day variance fluctuates considerably from person-to-person.

People who are usually honest have days in which they lie more than is typical for them and prolific liars have days in which they tell few lies. Generally, prolific liars exhibited much more day-to-day variation than others.

This variance was especially true for the top 1% of liars who averaged 17 lies per day. The only respondents who did not vary much day-to-day were the 1% who almost never lied.

MORE FINDINGS FROM THE STUDY.

Why do people lie? Lies are told for a variety of reasons.

- 21% to avoid others
- 20% as humor (a joke or a prank)
- 14% to protect one's self
- 13% to impress or appear more favorable
- 11% to protect another person
- 9% for personal benefit or gain
- 5% for the benefit of another person
- 2% to hurt another person
- 5% unspecified reasons or, explicitly, for no reason at all

How often do people lie?

Most people — about 75% of survey respondents — told zero to two lies per day. Lying comprised 7% of total communication and almost 90% of all lies were little white lies.

How do people lie?

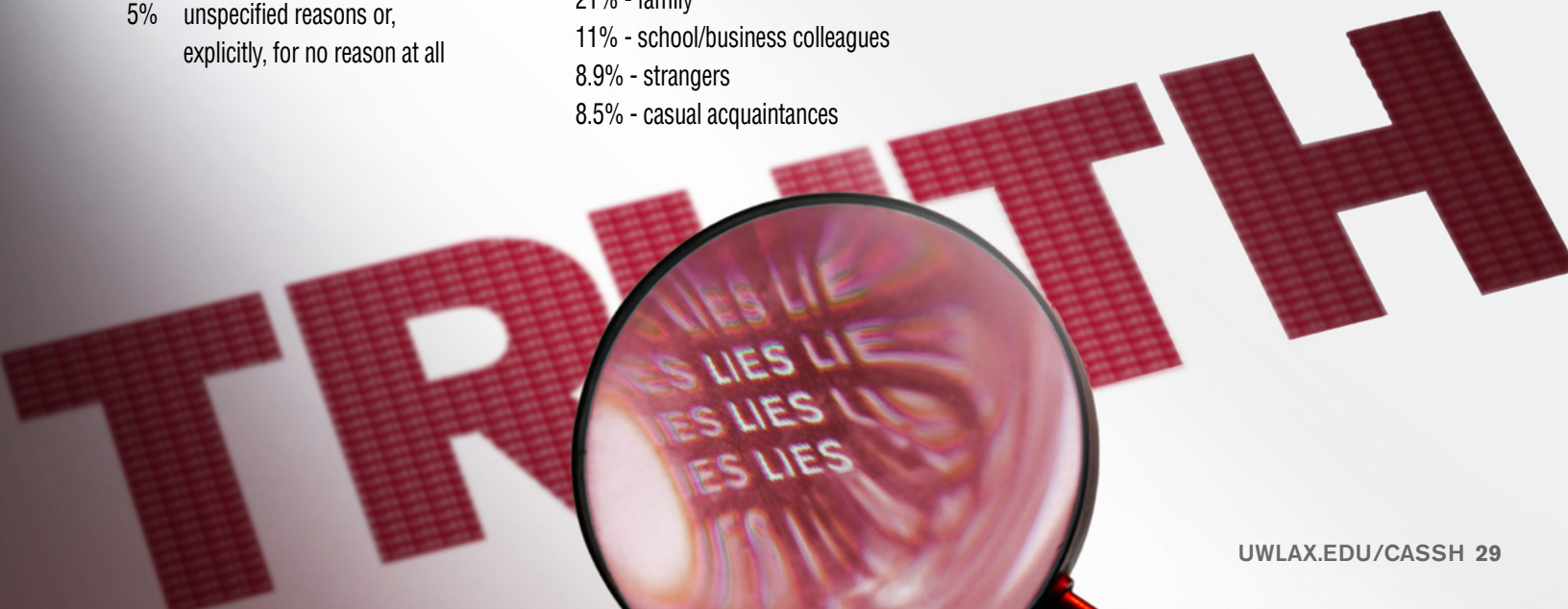
79% of the lies were told face-to-face and 21% were mediated.

Who do people lie to?

- 51% - friends
- 21% - family
- 11% - school/business colleagues
- 8.9% - strangers
- 8.5% - casual acquaintances

What types of lies do people tell the most?

People mainly tell little, white lies. 88.6% of reported lies in the study were described as “little white lies,” while 11.4% were characterized as “big lies.” An example of a “little white lie” would be saying you like a gift you really don't. A “big lie” would be insincerely declaring “I love you” to someone.





A **LASTING** LEGACY

Unexpected gift will touch
grads for generations

He was quiet and private. Friends valued his intelligence, keen insights and lacerating wit.

Now, he's known as the alum helping students get through college without loads of debt.

History major Gary Jon Isakson, '81, has left \$1.325 million to the UWL Foundation to create scholarships in the College of Arts, Social Sciences and Humanities. Awards of more than \$50,000 will be given annually to students in CASSH and the Self-Sufficiency Program, along with those in study abroad programs.

"He really wanted to help our students in the liberal arts," says Vice Chancellor for University Advancement Greg Reichert. "It's easy to see how he thought a broad education was key for students to find success."

Reichert says the generous estate funding was unexpected. It was Isakson's court-appointed special administrator who found his will on the floor in the back of Isakson's vehicle. Isakson had outlined specifics about how the UWL Foundation should utilize his estate more than 20 years ago. It was key that he named the UWL Foundation, not UWL, to receive the funds.

"The generous gift came as a complete surprise to us and we are very grateful," notes Reichert. "It's really a wonderful, touching way to help a countless number of students in perpetuity."

Isakson's half-sister, Anita R. Lebakken, a 1959 School of Education graduate who lived in Stoughton, was also in UWL Foundation's Legacy Society.

Isakson died unexpectedly April 24, 2020, in his Cass Street apartment in La Crosse. He graduated from West Salem High School in 1971 and served four years in the U.S. Air Force.

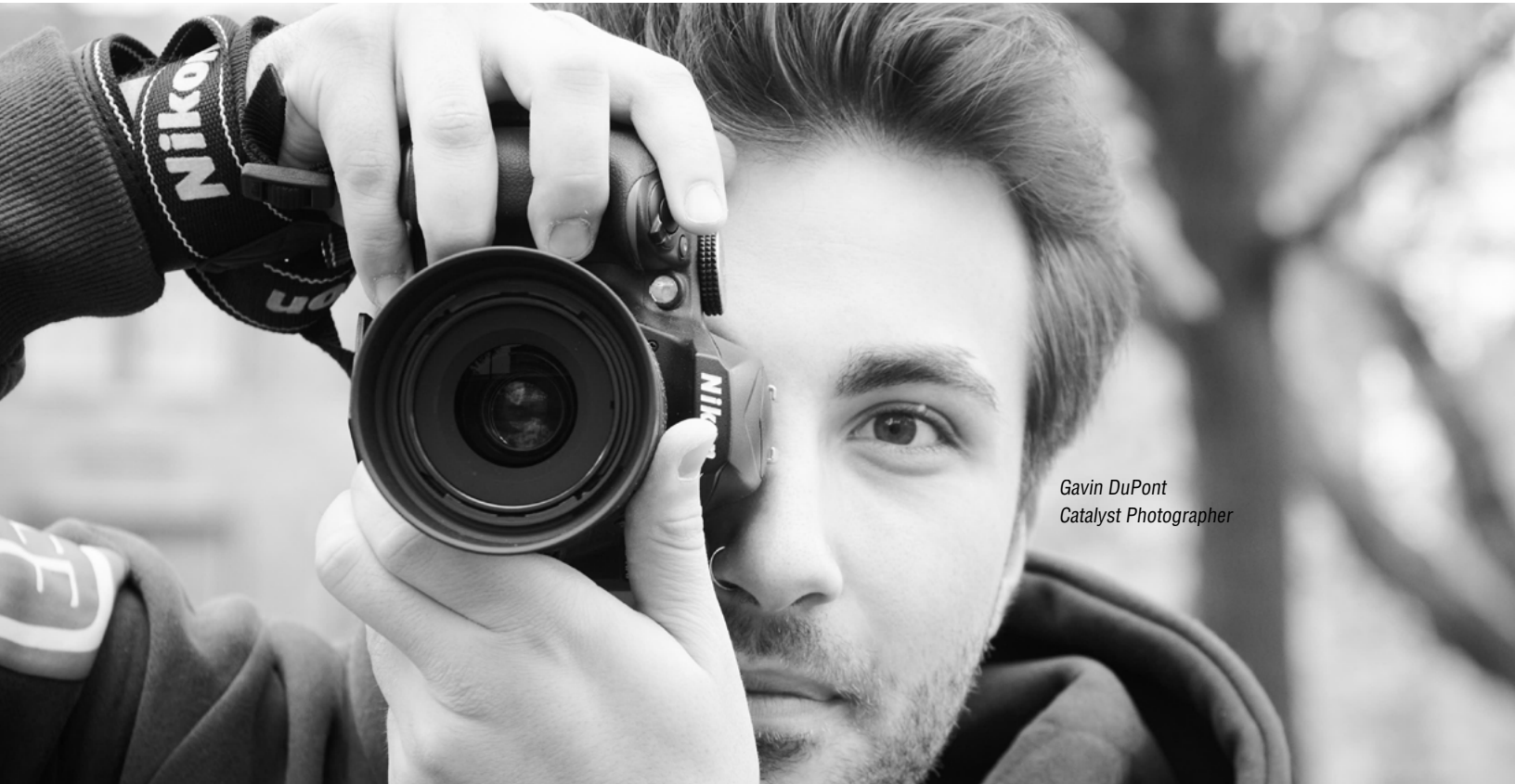
When Isakson returned to the Coulee Region and following college, he was a financial administrator at Maple Grove Country Club before earning a certified nursing assistant degree. He worked the night shift at Hillview Health Care Center from 1996 until his death. Hillview co-workers remember him as a tireless worker and who was always willing to help.

Isakson touched many lives at Hillview. Through his generous donation, he will continue touching others for generations to come.

The Gary Isakson Scholarship Program

Awards will be given to CASSH majors and minors based on financial need. Annual allocations include:

- Up to \$10,000 for two \$5,000 scholarships for Self-Sufficiency Program participants. The program helps single parents and other adults prepare for college success.
- Up to \$12,000 for four \$3,000 scholarships for students participating in study-abroad programs.
- Up to \$30,000 for \$7,500 scholarships that can be renewed for four years.



Gavin DuPont
Catalyst Photographer

SNAP

SHOWCASING CREATIVE TALENTS THROUGH 'THE CATALYST'

—MADDIE KOZEL, ENGLISH STUDENT

English Professor William Stobb says UWL's "The Catalyst" is a safe space for students and faculty to share creative writing and artwork.

The magazine, which originated with the Honors Program in the '70s as a printed publication, has grown to encompass more freedom of expression.

Gavin DuPont, a senior majoring in marketing and minoring in digital media studies and design, has done photography for over five years. Seeing one of his photos appear on the Catalyst's spring 2021 issue was "a huge payoff," he says.

DuPont took the photo, which depicts his grandparents looking back at him through a window with their hands pressed against the glass, at the beginning of the pandemic as part of his coursework.

"The reason I love this photo so much is because it captured an emotion that so many people around the globe were feeling," he explains.



 [View The Catalyst](#)