




The EXCHANGE

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 The Fulton School has its own Facebook page! Be sure to "like" us at Fulton School of Liberal Arts at Salisbury University. If you have anything you would like posted on the page at any time, please send your written-up blurb to Jennifer Cox at jbcoc@salisbury.edu for posting.

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Front and Center

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

I just had the most enlightening discussion with a student who wanted to talk with me about a class in which the instructor did not seem to be engaging some real opportunities to relate the subject matter to issues of pressing concern and importance. That's deliberately vague, because I don't want to single out any individuals or subject areas, but rather make a few points for us all to consider.

First of all, I deeply appreciated this student coming to me, and, while the feedback I requested at the end told me that the conversation had been helpful to the student, I learned a lot as well.

The troubling events of the past year, which I've discussed in recent columns and to which we can now add the January 6 assault on our democracy by both demonstrators and elected officials – the latter in violation of their oath of office – compel us to action in support of our democracy and justice. And I would emphasize anti-racist justice in particular, because the social construction of race, enabling the inhumane exploitation of whole groups within our society, has been the basis of injustice throughout our history and remains a central factor in many of our current problems.

While the unhinged represent a dangerous fringe, even more dangerous are those who dress up racism, and now anti-democratic authoritarianism, in business suits. When we think about our own campus community, however, we have to be careful about reviling the egregious behavior of others when we have work of our own to do. We must examine our own complacency and inaction when it comes to the agency we possess and the work we do as educators.

Education is the means by which we understand the problems that face us, where they came from and what we can do to address them. And yet, education is a sector of our society that also reflects those



Fulton School Dean
Dr. Maarten Pereboom

problems.

Historically, it has been one of the most obvious bastions of segregation and economic inequalities. The knowledge we share with our students reflects the scholarship and perspectives of those the academy has allowed in – most often an elite, privileged and white few.

That is the legacy we have received, but now it's on us to ensure that the scholarship

and teaching we do and the learning we cultivate embraces the entirety of the human experience and engages as richly diverse a community of scholar-teachers and students as we can build.

It's time to get bold. We have made progress toward being more diverse and inclusive, but the world that awaits our students as adult individuals, professionals and citizens (and in which we all live right now) needs their help. We need to ensure that all of our courses and programs engage their minds and their hearts with us as their mentors, not with all the answers but certainly with open minds, creativity and commitment.

With a spirit of urgency, I invite us to consider our own agency when it comes to fostering courageous inquiry in the classroom and building a more equitable academic community, which right now requires a priority on anti-racism.

What we take on is heavy, but I am excited about what we can accomplish. In the Fulton School, we are prioritizing the development of new programs in Africana and Latinx studies, while building up existing programs in gender and sexuality studies and international studies, to put diversity and inclusion front and center.

Building those programs will fill gaps in the curriculum with expertise that also supports our discipline-based programs. Where normally we take an incremental approach to program development, with reason, I believe our current situation requires a stronger statement and a stronger commitment, with reason.

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SU Named Fulbright Top Producer for Fourth Consecutive Year ... And Fulton Students Lead the Way

By Kristen Walton



The Fellowships Office has a lot of great news to report since our last *Exchange* article late in the fall semester.

The Chronicle of Higher Education released its list of top producing institutions for the Fulbright for the 2020-21 year on February 15. With six Fulbright winners last year, Salisbury University ties for number four in the master's university category, with only the University of Portland, SUNY-Geneseo and James Madison having more scholars for the year.

Two of our winners are already in-country, including Fulton history major and M.A. alumnus Sam Stevens in Hungary and interdisciplinary studies (IDIS) and chemistry double major Austin Dabbs in Germany. Fulton students Lydia Narum (Slovakia), Mia Dikos (Spain), Gabi Voithoefer (Poland) and John Bunke (Azerbaijan) will depart later this year.

In other great news, history and French major Chacier Alexander recently learned he has won a Public Policy and International Affairs Junior Summer Institute fellowship for the University of California - Berkeley for this summer. This award will pay for him to attend a summer school at Berkeley, as well as give him \$5,000 for graduate study. Congrats, Chase!

We also have a lot of Fulton students selected as finalists and semifinalists for other awards. In addition to Jessica Pierce being selected as a Marshall finalist, as noted in the last *Exchange*, political science and international studies major

Dorien Rogers has become Fulton's fourth-ever Truman finalist, thanks to the support of our Truman advisor Eric Rittinger. Fulton alumni Abiodun Adeoye and John Bunke also have been selected as Critical Language Scholarship semifinalists for Swahili and Azerbaijani, respectively.

Salisbury has had 15 students selected again as Fulbright semifinalists – with 13 of them being affiliated with the Fulton School. Twenty-seven faculty from across campus helped with our interview process and provided support for these students. Once more, Fulton = Fulbright!

Our Fulbright semifinalists include:

Fulton Majors:

Abiodun Adeoye '20 - history and political science majors; European studies minor (Clarke Honors College): ETA Fulbright to Kyrgyzstan

Zia Ashraf '19 - political science and international studies major; conflict analysis and dispute resolution (CADR), philosophy, South American studies minor: Study Fulbright to Tampere, Finland

Gloria Atameklo '20 - political science major; German and international studies minor: ETA Fulbright to Germany

John Bunke '20 - international studies major; history, CADR, political science minors: ETA Fulbright to Azerbaijan

Johannah Cooper '21 - social work and political science majors; Spanish minor (Clarke Honors College): ETA Fulbright to Paraguay

Kirstyn Dugger '21 - history and political science majors: ETA Fulbright to North Macedonia

Thomas Long '21 - history major (Clarke Honors College): Study Fulbright to Strathclyde, UK

Abigail Miano-Burkhardt '21 - biology and psychology majors: Study Fulbright to Taipei Medical University, Taiwan

Jessica Pierce '21 - biology and psychology majors (Clarke Honors College): Research Fulbright to Norway

Julia Rohrer '21 - ESOL/K-12 certification major; Spanish minor: ETA Fulbright to Panama

Sam Stevens '18, M.A. '20 - history major (Clarke Honors College): Research Fulbright to Hungary

Kathryn Stout '14 - English major, French minor (Clarke Honors College): ETA Fulbright to Serbia



Austin Dabbs on his Fulbright in Germany

Fulton Minor:

Briana Branch '21 - biology major; chemistry and psychology minors (Clarke Honors College): Study Fulbright to Birmingham, UK

Perdue and Henson also had two additional non-Fulton semifinalists:

Abby Boltz '21 - finance major; accounting and information systems minors (Clarke Honors College): Study Fulbright to Turku, Finland

Jack Lenox '21 - biology major; chemistry minor (Clarke Honors College): Study Fulbright to Tampere, Finland

We look forward to being able to share more good news as the year progresses.

In addition, Dr. Adam Woodis and I are recruiting students for future fellowships. If you have any students you think would be a good fit for any of these fellowships, please ask them to reach out to the Fellowships Office.

With everything being remote, it is more challenging than ever to find the right students to support in this process, and we particularly encourage diverse students to apply. This year, a large number of our successes are first generation college students, Pell Grant recipients, racially diverse and/or have worked with differing abilities.

The Fulbright has recognized Salisbury's commitment to increasing diversity in the fellowship, and we hope to continue to support all students. Thank you to everyone in the Fulton School for your ongoing support.



Sam Stevens (back right corner) with fellow Fulbrighters in Budapest, Hungary

Front and Center *continued*

While we continue to debate General Education, no one disputes civic engagement, environmental understanding, and diversity and inclusion as essential and critical components of our students' learning experience.

Reflecting on my conversation yesterday, I love that this student was so engaged, and together we explored ways to address the concern thoughtfully, constructively and with my support. This wasn't a situation in which the instructor was teaching something false, or egregiously offensive. Rather, I think it was more of a lost opportunity to engage an important subject more thoughtfully and deeply, with more attention to its relevance today.

Our students need that and want that, and I encourage them to ask for that. But as an educator and as dean, I recognize my own responsibility, and agency, to ensure that they get that.

Nonprofit Leadership Alliance

Are leaders born or are leaders made?

For years, people have asked this question and wondered if leadership can be taught. Research shows that leadership skills can be developed and that leaders are mostly made. With that in mind, the Nonprofit Leadership Alliance (NLA) prepares leaders for public service and, particularly, for the nonprofit sector.

Open to all majors, graduate and undergraduate students, NLA is a program available at SU for those who are interested in volunteer work, participating in fundraisers or in other activities that improve communities. At the same time, it is also a great program for those who want to build a professional career but don't know exactly how yet.

Through NLA, students can advance their leadership skills, apply what they have learned in their majors and positively impact their communities.

A good place to start is by enrolling in IDIS 350, a foundational course offered this fall and that focuses on nonprofit leadership development. Along with that course, students can fulfill the other requirements that will help them become certified nonprofit professionals (CNPs).

Since activities are returning to normal, students may want to consider completing a 120-hour in-person internship at a nonprofit through AmeriCorps or through their major either this summer or fall. For those still uncomfortable with COVID, virtual internships are available, too.

For more information, please check [NLA at SU](#) and/or contact Campus Director Carolina Bown at cdbown@salisbury.edu.

Retirement Reflections by Linda Cockey

After four decades at Salisbury, there is a lot to reflect upon.

Looking back, I feel especially fortunate to have been in a liberal arts environment that offered generous support for my growth in musical performance and scholarship. This atmosphere afforded me many opportunities I am so thankful for. These include teaching interdisciplinary courses, such as Arts in Civilization and Wellness in Performance, engaging in archival research in England, performing with students and fellow faculty in Germany and serving as a distinguished visiting professor at Shandong University in China.

When I first began my teaching career at SU, the music program was housed in a renovated restaurant, where the Perdue School is now located. While going through various temporary "homes," we thankfully landed in the Fulton School.

It was then that the program was transformed, achieving national music accreditation, developing five curriculum tracks, opening a community music school and building a symphony orchestra. To have been a part of all this was inspiring. With this growth came additional talented colleagues who helped to mold the

program into what it is today.

What truly makes this such a special place are the students I taught and the different talents and backgrounds they brought with them. As many were first generation undergraduates, the opportunity to see them

develop and grow into independent, successful professionals over the years provides memories that remain dear to me.

I am also appreciative to Dean Maarten Pereboom and his office support, the SU Foundation, the offices of Public Relations

and Publications and the administrative assistants in the visual and performing arts areas, as well as many of the SU staff and colleagues with whom I have worked through the years.

Beginning the next stage of my journey, I am intent on remaining active in the field of musicians' health and wellness, including continuing as chief editor of the e-journal for the Music Teachers National Association's research periodical.

Fostering a safe environment and independent thinking, especially while the pandemic has pushed many of us to the outer limits of our stamina, has been a daunting task. Sharing this difficult final moment with colleagues, who are heroes in my mind, has been an honor.

While I say farewell, it is with much trepidation, as I have always loved my work and cherished the close friendships and everyday joys of our shared community. I remain your advocate.



Retirement Reflections by Michael O’Loughlin

A number of years ago, while taking out books from Blackwell Library, I gave a librarian my ID card. She swiped it several times, failing to register each and every time. She then looked at the card closely, smiled and said to me: “Professor, I think you need a new card!” The card was stamped Salisbury State College, 1980.

Indeed, that was the year I joined the History and Political Science Department. Since that time, I have had the honor to be part of an evolving university. My hope is that I

have made good use of the freedoms associated with university life and have left some legacy of worth to my students, colleagues and to the university community.

Some moments of note? Intellectual growth of our students is the central goal of any university. For the study of politics, Harry Basehart, Greg Cashman and I expanded this intellectual opportunity with the creation of the Political Science Department in 1983.

Roughly two decades later, led by President Janet Dudley-Eshbach, Dean Timothy O’Rourke and Faculty Senate President Maarten Pereboom, we successfully put into place curriculum reform that led to the establishment of our current 3-3 rather than a 4-4 course workload for the Fulton School faculty. Since then, students explore their courses in a deeper, more thorough fashion. I am also thankful

to have been part of the movement to create the Faculty Senate in 1997. Though short of the power of a labor union, the Senate is the next best vehicle for collective decision making, aspiring to genuine “shared governance.”

Flaws and all, the Senate remains the most democratic institution on the campus: transparent, representative of all the faculty and decision making by majority vote.

And last, a moment of sweet memory is when my son Shane joined me, supported by colleague Susan Zimmer and musician Mickey Justice, for an “Evening of Irish and American Songs,” a benefit concert for Blackwell Library in February 2009.

In that light, perhaps an appropriate farewell lies in a verse from an Irish drinking song:

“Of all the money that ere I spent / I spent it in good company /

And all the harm that ere I’ve done / alas it was to none but me / And all I’ve done/ for want of wit/ to memory now I can’t recall/

So, fill to me the parting glass/ Good night / and joy be to you all!”



Environmental Studies Senior Seminars Tackle Local Issues

Environmental studies seniors complete an applied capstone project each semester, typically in collaboration with community stakeholders. Last fall, two groups of seniors completed projects.

Students from Dr. Mike Lewis’ class engaged tricky questions surrounding mosquito control on the Eastern Shore, specifically: “What is ethically and environmentally appropriate in this region?”

Students generated a robust citizen handbook for best management practices (BMPs)

related to stormwater run-off mitigation in our watershed. The handbook tracked 10 BMPs and provided a two-page entry for each BMP that included appropriate user (residential, city, county), installation materials, photo of installation, environmental benefits, installation cost estimates and relevant agencies or municipal contacts for more information. These were compiled within a binder that included background on stormwater mitigation, a legal and policy narrative on stormwater management and a list of local, county and state offices and their contact information.

Their work was collated in a website geared to a local audience, now turned over to the Lower Shore Land Trust: <https://mosquitomanagementeasternshorem.d.weebly.com/>

Dr. Gina Bloodworth’s students partnered with Wicomico Environmental Trust as their community stakeholder. Students produced a visual-local encyclopedia regarding three areas of citizen interest: invasive species, native species and best lawn practices.



This compendium is designed as an educational outreach toolkit that can be used in multiple venues across all age groups and includes 75 PowerPoint slides that can be taken in packets for public talks, school visits, local group meetings, etc.

The slides are filled with eye-catching photos, diagrams, basic charts/graphs, “YOU CAN DO” lists, “DON’T DO” lists and simplified explanations of complex environmental processes relating to these three topics integrated with specific information about the watershed and the Wicomico River itself. The living documents are now accessible via <https://wicomicoenvironment.org>



Caste in India and the U.S.

By Michèle Schlehofer and Rachel Steele

As faculty members in the Psychology Department, we team taught a unique one-credit course this winter centered on discussion of the book *Caste: The Origins of Our Discontent*.

SU offered the course in partnership with Pandit Deendayal Energy University, in Gandhinagar, India, with enrollment consisting of students from both universities. Members of the Administration of both universities provided a welcome in the opening panel on January 4, including Dr. Charles Wight, SU president; Dr. Karen Olmstead, SU provost; and Dr. Maarten Pereboom; SU Fulton School Dean, and Professor S. Sundar Manoharan, Professor Nigam Dave and Dr. Ritu Sharma of PDEU.

Wilkerson's book provided a comparison of caste in the U.S., India and Nazi Germany. The content of the course was taught in seven modules to correspond with the seven parts in Isabel Wilkerson's book. Along with *Caste*, supplemental readings were selected to highlight a distinct psychological theory that complimented themes in each part of the text.

Twenty-seven students from SU and PDEU engaged in vibrant discussions of topics, such as racial and cultural socialization, colorblindness and how to be an actor, ally and accomplice in the process of anti-racism. Students thoughtfully exchanged cultural information and understanding of their own context and

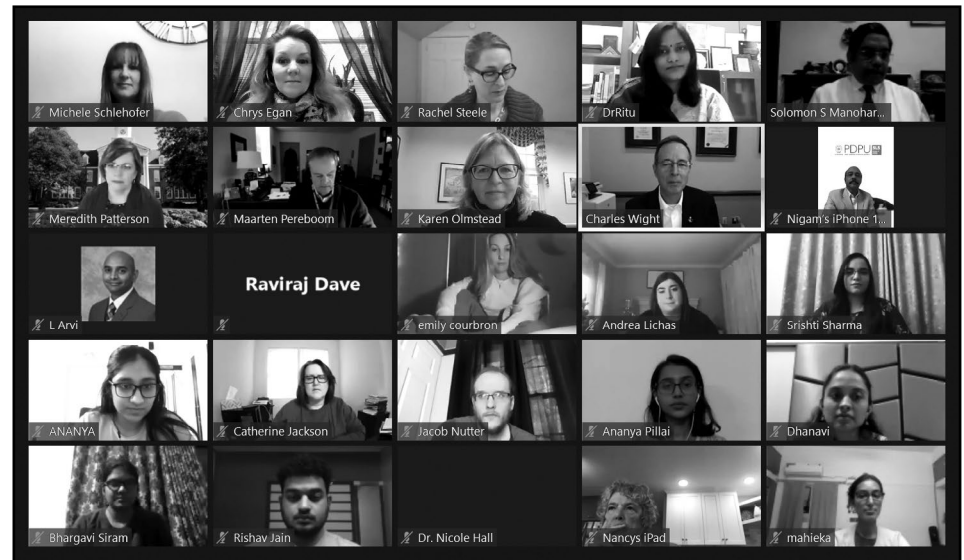
demonstrated a willingness to think deeply about the other cultural context (the U.S. and India).

We moderated the discussions and provided additional information and resources relevant to the examples and ideas that students raised, as well as background information on historical content referenced in Wilkerson's book.

The course culminated with a closing panel on January 22 featuring scholars, including Dr. James King, Dr. Aston Gonzalez and Dr. Erin Stutelburg of SU and Professor Nigam Dave, Dr. Ritu Sharma and Dr. Neeta

Khurana of PDEU. The panelists provided analysis and critique of *Caste* and engaged in discussion with the students in the course and community members.

Feedback from both SU and PDEU students indicated that the course had a meaningful impact on their understanding of race, racism and caste systems from a psychological perspective and that the cross-cultural collaboration enhanced their learning. The Psychology Department looks forward to future collaborations with PDEU faculty and students.



Summer Enrichment Academies Are Back

The Fulton School of Liberal Arts is pleased to announce the return of in-person Summer Enrichment Academies (SEA) featuring our arts enrichment programming at Salisbury University.

From July 6-16, the Summer Academy for the Arts will offer talented local students entering grades 9-12 opportunities to learn, create and perform in the areas of musical theatre and classical voice, orchestral performance, dance, technical theatre, drama, ceramics and sculpture. Local high school students will be able to immerse themselves in a visual or performing arts discipline with intensive, college-level training from Salisbury University faculty. There also will be additional SEA programs for high school students interested in STEM, leadership and literacy.

For middle school students, Fulton collaborates with the Youth Innovation Academy (YIA) to offer programs on creating media, entrepreneurship and criminal investigation.

For younger students (grades 1-8) who like to explore their creative side, the SU Art Galleries is offering three week-long, half-day summer camps. Each week will be a unique experience that combines hands-on fun and creative expression with thought-provoking ideas about art and science. Sketching, painting, working with light, building a dome and even slime making are all part of the journey kids will experience during these camps.



SEA is supported, in part, by a [Governor's Emergency Education Relief \(GEER\) Fund](#) of \$487,455 to help close educational gaps caused by COVID and to provide college readiness.

"This program will help build a strong foundation for academic success, embrace opportunities to promote intellectual, creative and personal growth and foster a sense of belonging and community," said grant principal investigator Laurie Henry, dean of the Seidel School of Education.

We invite parents, friends and community members to safely experience the creativity of our students in person in downtown Salisbury at 3rd Friday festivities on July 16 or on campus during our final academy showcase on Saturday, July 17.

For more information about the Summer Academy for the Arts and other Summer Enrichment Academy programs at Salisbury University, visit www.salisbury.edu/sea.

Accelerated Mentoring Program Has a Successful First Year

By Yuki Okubo and Michele Schlehofer

The Psychology Department launched the Accelerated Mentoring Program (AMP) this academic year.

Funded by the American Psychological Association Office of Ethnic Minority Affairs, with supplemental funding and support from the Fulton School of Liberal Arts Dean's Office, AMP is a tailored mentoring program for students of color majoring in psychology who are interested in going to graduate school.

Co-directed by Dr. Yuki Okubo and Dr. Michele Schlehofer, AMP provides students with intensive professional development training and connects them with professionals of color working in the field of psychology. Further, AMP students mentor community youths affiliated with two local non-profit organizations – One Year to Empowerment and Fenix Youth Project – working with youth to develop and conduct community-based participatory action-research (CPAR) projects on social and community issues aligned with their interests.

Ten students were chosen to participate in AMP during the 2020-21 academic year. Despite the challenges of working remotely during the pandemic, AMP students were able to effectively work with community youth and develop and launch four CPAR projects on topics of pressing concern to them: homelessness, the impact of incarceration, social media and racial stereotypes and recycling in the State of Maryland.

As of late-February, students are mid-way through data collection and will be using the findings of their work to generate public-facing

initiatives in the greater Salisbury community.

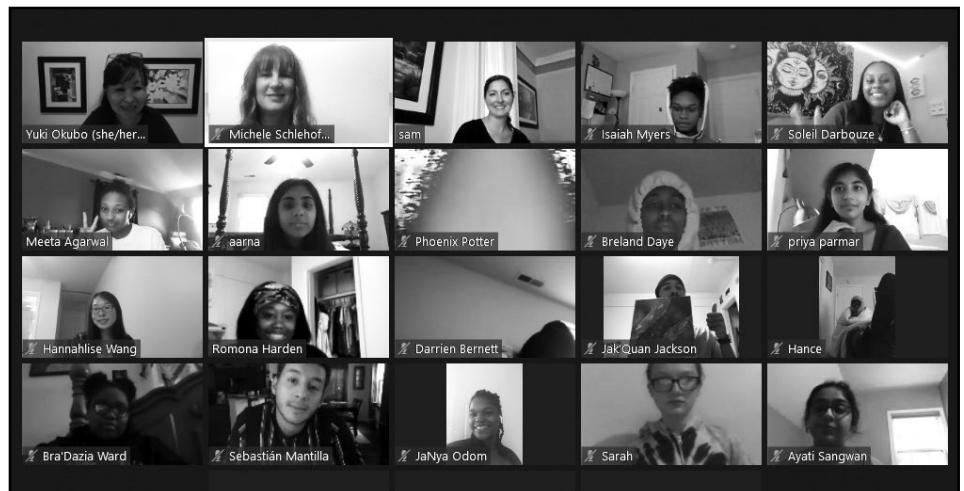
In addition to their professional development training and work on the CPAR projects, AMP students have been attending and presenting at national professional conferences. During the fall semester, AMP students attended several virtual workshops and conferences.

This spring, AMP students are presenting at the 38th Annual Teachers College Winter Roundtable (three presentations) and 2021 Association for Women in Psychology Conference (one presentation), both of which are national conferences conducted virtually. These presentations will consist of interactive discussions led by AMP students on various facets of the program and their work. This presentation style not only affords high visibility to AMP students and their accomplishments

but also allows AMP students the opportunity to practice their public speaking skills and network with other scholars – including representatives of graduate training programs.

Assessment data has demonstrated that AMP has been a transformational experience for our students. We are pleased to announce that we have gained continued support for AMP from the Fulton School Dean's Office and the Office of Academic Affairs, which will allow us to welcome a new cohort of students into AMP in the 2021-22 academic year.

Working with AMP students and witnessing their growth and development as emerging scholars has been a bright spot in a very challenging academic year, and we look forward to witnessing the professional success of our amazing students.



Spring 2021 Sabbaticals

Louise Detwiler, Modern Languages & Intercultural Studies

Dr. Detwiler's sabbatical consists of three goals: 1) research the impact of her ecotestimonio model with the field of testimonio studies and ecocriticism; 2) move from the ecotestimonio narrative into ecotestimonio poetry through an analysis of Gaspar Pedro Gonzalez's 2014 book of poetry; and 3) research larger connections between the sixth mass extinction event and the sixth sun of the Long Count calendar. She plans to produce outlines and abstracts for future conference presentations, in addition to one or two articles for submission to quality peer-reviewed journals.

Lori DeWitt, Communication

Dr. DeWitt plans to write a textbook on intrapersonal communication. She will interview top scholars and identify key concepts, theories and research models to complete a content analysis of publications in this field. This text could be used as a supplement to courses, such as interpersonal, intercultural and gender communication or as the foundation of a course focused on intrapersonal communication.

Timothy Stock, Philosophy

Dr. Stock plans to work on a manuscript currently under development resulting from his 2014 research stay at the Soren Kierkegaard Research Center at the University of Copenhagen and work he has published

on the dramaturgical and comedic aspects of Kierkegaard's philosophy. The resulting scholarly monograph will make a significant contribution to the literature on the Danish philosopher.

Jerry Tabor, Music, Theatre & Dance

Professor Tabor plans to focus on composing new jazz works, which involves research, theorizing and creation. He will test them in a series of free jazz compositions for jazz musicians. These theories will introduce new ways of accessing improvisational approaches for both jazz and classical composers and performers. He hopes to have these new compositions performed in the context of a Jazz Festival at SU.

Departmental Reports

ART

Jennifer Kruglinski presented her paper, “The Evolution of Eleanor Antin’s Nurse,” in the “Commodification of Art” panel at the annual 2020 SECAC virtual conference in December. Her analysis focuses on Antin’s strategic use of humor and appropriation in the development of her nurse persona through several videos and performances throughout the 1970s and into the 1980s.

Steven Durow’s 2,000-pound glass and steel sculpture *Monument to Childhood II* was exhibited at Long Sharp Gallery in Indianapolis as part of the international exhibition *Sculpture of Scale*. His work was exhibited at SOFA Chicago by Michael Warren Contemporary of Denver, CO. His work was also represented by Long-Sharp Gallery at this year’s Art Miami alongside works from Andy Warhol, David Spiller, Cha Hong Rye and others.



Monument to Childhood II

COMMUNICATION

Vinita Agarwal served as chair of the Teaching and Learning Council member of the and Executive Council board at the National Communication Association’s (NCA) spring Leadership Retreat on February 25-26. As chair of the Feminist and Gender Studies Division (FGSD) for NCA, Agarwal coordinates the Bonnie Ritter Outstanding Feminist Book Award, Scholar Activist, and Outstanding Article award committee calls in March.

Agarwal’s research paper, titled “Embodied Simulation as Compassion in Breast Cancer Survivorship: Envisioning a Neurological Communicative Foundation of Connectedness and Care in the Therapeutic Relationship,” was selected for the virtual 71st Annual International Communication Association Conference from May 27-31.

Agarwal’s research abstract, titled “Breast Cancer Survivorship Whole-Person Care: Subjective Time and Illness Intrusion in Complementary and Alternative Medicine,” was accepted for presentation as a poster at the virtual 2021 DC Health Communication conference in April. Agarwal also presented two pre-recorded presentations, “Multimodal Scaffolding for Student Motivation and Engagement” and “Communicating Health: Encouraging Critical Reflection through Online-Based, Community-Driven Student Engagement Discussion,” at Salisbury University’s Teaching and Learning Conference on February 19.

G Douglas Barrett completed his monograph on experimental music and posthumanism for the University of Chicago Press. Barrett’s article, “Contemporary Art and the Problem of Music,” was published in the international peer-reviewed journal *Twentieth-Century Music*. Two of his articles were recently accepted for publication, respectively, in the international peer-reviewed journals *Cultural Critique* and *Discourse*. At the invitation of Marietjie Pauw and Willemien Froneman, Barrett will present his research to faculty and students at Stellenbosch University, South Africa, on March 25.

Joshua Bolton will present his paper, “Reinforcing or Breaking Through: Analysis of Known vs. Lesser-Known Candidates at the Pre Iowa Caucus Debate,” during the virtual Central States Communication Association conference in March. He also appeared on several local, national and international media outlets to discuss the presidential campaign last fall.

Eun-Jeong Han reviewed two manuscripts submitted to the special issue of *Applied Linguistics Review* and *Asian Journal of Public Relations*. Han also reviewed a research paper submitted to the Korean American Communication Association division for the 2021 International Communication Association annual convention.

Shannon O’Sullivan presents her paper, “The Discursive Parameters of Protest: Colin Kaepernick and the U.S. Matrix of Racism and Imperialism,” at the Society for Cinema and Media Studies’ virtual conference on March 19.

CONFLICT ANALYSIS & DISPUTE RESOLUTION

Thomas Boudreau’s article, “Forging a Strategic Partnership to Overcome Global Climate Change,” was published by the MAHB group at Stanford University on January 12. The article argues that the Security Council and the United Nations Environmental Programme must forge a ‘strategic partnership’ in order to address and overcome climate change.

Brittany Foutz published a report with United Nations University Press, “Making the Global Local: Innovative Projects and Tangible Outcomes for Sustainable Cities and Communities in the United States,” with Meghna Tare and Kim Smith.

Brittany Foutz, Chrys Egan and Echo Leaver presented during the SU Faculty and Learning Conference Open Session on February 19 on becoming remote teaching specialists for the Fulton School of Liberal Arts.

Brittany Foutz, Brian Polkinghorn, Alexandra Ginta-Martin, Francesca Falasca, Hannah Prouse and Cassandra Duncan were selected to conduct a training on “Socio-Cultural Perspectives on Conflict and Peace: With an Emphasis on Gender” for the United Nations Human Rights Council, United Nations University and the United Nations Educational, Scientific and Cultural Organization. The training takes place this summer.

Brittany Foutz and Brian Polkinghorn published various reports with United Nations University Press in November 2020 on “Regional Challenges - Major Sustainable Development Challenges of the Region,” “Social Entrepreneurship and Global Sustainability: How RCEs Can Play a Part,” “United Nations: The right to Political Participation in International Law and Post Conflict Elections,” and “Promoting the UN’s Sustainable Development Goals: A Comparative Analysis of Best Practices Enacted by UNA Chapters in the Southern Region.” Their article, “The Contributions of Regional Centres of Expertise on ESD (RCEs) in the United States,” was accepted by UNESCO Publishing and will be released in April 2021. Polkinghorn and Foutz were elected to be part of the newly formed United Nations Americas Governance Committee as representatives for the United States. They were also elected to lead the United Nations Americas Task Force on Education. Lastly, they were elected to serve on the United Nations Americas Strategic Planning Support Committee.

continued

Departmental Reports *continued*

CONFLICT ANALYSIS & DISPUTE RESOLUTION CONT.

Brittany Foutz, Brian Polkinghorn, Christa Peek, Nicholas Rea, Francesca Falasca and Roberto Orellano published the manuscript “Restorative Justice Efforts on the Delmarva Peninsula” with United Nations University. The group spoke at the United Nations Youth Sustainable Development Challenge Conference in February on their local restorative justice practice.

Jacques Koko presented his paper, “Promoting Cultural Diversity in Course Readings and Class Discussions,” at the Salisbury University 11th Annual Teaching and Learning Conference on February 19.

Vitus Ozoko presented a paper, titled “Reimagining Mandatory Video Presence for Students in a Synchronous Remote Class,” at the Sixth Annual International Center for Academic Integrity (ICAI) Mid-Atlantic Regional Conference with the theme “Reimagining Academic Integrity in a Moment of Rapid Change,” hosted by University System of Maryland William E. Kirwan Center for Academic Innovation and the University of Maryland Global Campus, February 3-4. Ozoko presented a paper, titled “COVID, Curriculum, and Conflict: An Appreciative Inquiry Solution,” at the 11th Salisbury University Teaching and Learning Conference February 19.

Brian Polkinghorn co-authored an article on “Collaborative Partnering for Airport Construction Projects: State-of-Practice” this spring in the *American Society of Civil Engineers*.

ENGLISH

Gary Harrington’s essay, “‘Mystery and Magic’: Additional Biblical Allusions in Welty’s ‘A Worn Path,’” recently was published in the peer-reviewed journal *ANQ: A Quarterly Journal of Short Articles, Notes and Reviews*. The essay builds upon previous scholarship by examining the influence of the Biblical episode involving Elijah and also of the dictum in Corinthians that “We walk by faith not by sight” in Eudora Welty’s most famous story. Additionally, Harrington’s essay, “The Grey Area in *Streetcar*,” which deals with the significance to the play of Blanche’s absent but nevertheless crucial former husband, Allan Grey, will be published in the peer-reviewed journal *The Tennessee Williams Annual*. It is slated for publication in spring 2022 in a special issue of the Annual commemorating the 75th anniversary of the first performance on Broadway of *A Streetcar Named Desire*.

Christopher Vilmar published an article, “‘Giving Ground’ – And Gaining It: The First Sisterhood Single, January 1986,” in *Peek-A-Boo Magazine*, a Belgian music quarterly distributed in print and online.

John Wenke’s refereed creative non-fiction essay, “Crowded,” appeared in the December 2020 edition of *Communion Arts Journal*, published by Walleah Press. “Crowded” begins with Wenke’s close-up teenage encounter, as part of a crowd, with Sen. Robert F. Kennedy shortly before his assassination and then presents a wide-ranging essayistic montage combining memoir and flash fiction with literary and cultural analysis to explore the life that takes place within crowds.

ENVIRONMENTAL STUDIES

Gina Bloodworth’s chapter, “Tocks Island Dam and the End of the Big Dam Era in the U.S.,” will appear in the upcoming release by Routledge Press *The Idea of Water Conflicts* (eds. Luisa Cortesi, J.K. Joy) in June 2021. Her chapter is one of a series of in-depth case studies centered on the power dynamics and narrative of water conflicts around the globe. Bloodworth’s chapter examines the decades-long fight to build (or not) a large dam on the Delaware River.

Shane Hall presented his paper, “Teaching Environmental Justice through Activist Traditions,” at the Environmental Justice Caucus of the American Studies Association Professional Development Event (Pandemic Edition) on November 14.

HISTORY

Céline Carayon’s 2019 monograph, *Eloquence Embodied*, has been awarded the 2021 biennial Book Prize from the Forum on Early-Modern Empire and Global Interactions. This is the third recognition the book has received. Carayon discusses a draft of an article from her new project with New York-based scholars of the French Atlantic on March 3 in a symposium organized by the Society for French Historical Studies. Carayon will chair a panel on “Women and Power in Early Native America” at the Annual Meeting of the Organization of American Historians, which will be held virtually April 15-18.

Kara French recently appeared as a panelist to discuss the film *Sipe: Sex, Lies, and the Priesthood* on a livestreamed version of the Salem Film Fest. Her article, “Evolving Images of Women Religious in Nineteenth Century American Art,” will appear in the spring volume of *American Catholic Studies*. She also was recently named to the national advisory committee for “Sharing Stories from 1977,” a digital humanities project sponsored by the National Endowment for the Humanities.

Tom Goyens’ narrated essay, “Frederico Kniestedt and the Possibilities of Resistance,” was posted in the Anarchist Essays series at <https://anarchistessays.podbean.com/>, hosted by the Anarchist Research Group at Loughborough University, UK.

Belen Vicens will present her paper, “Real Estate, Blood Ties, and Power in Conquered Valencia,” at the Premodern Iberianists of the Mid-Atlantic (PIMA) Meeting in March. The paper is part of an article in the revise and resubmit stage that examines how donations of newly conquered land in 13th-century Valencia cemented the relationship between King James I of Aragon and his magnates.

MODERN LANGUAGES & INTERCULTURAL STUDIES

Aurélie Van de Wiele’s book review of *Yves Bonnefoy and Jean-Luc Nancy: Ontological Performance*, by Emily McLaughlin, was published in *The French Review*.

MUSIC, THEATRE AND DANCE

John Wesley Wright was guest artist/lecturer on Freedom Songs for Iowa City music teachers in January. Wright was joined by recent alumnus and reigning National NATS champion **Jay Copeland** and senior communication and interdisciplinary studies double major **Annabell Midley**. The trio also provided educational videos for the Iowa Community School District KidSing Festival. The group gave similar workshops and performances for St. Alban’s Episcopal Church and the Caroline County School District.

Wright was also part of the global diversity/virtual recording project *Arise! The Dawn Will Shine*, a re-imagining of Bach’s famous cantata, *Wachet auf*, BWV 140, in January. In February, the North Meets South Duo (John Wesley Wright, tenor, and **Danielle Cumming**, guitar) was the featured ensemble for the Marlow Guitar International Online Series and highlighted in *The Power of Spirituals*, a documentary celebrating Black History Month and the American Spiritual Ensemble.

PHILOSOPHY

Cristina Cammarano co-authored a chapter, titled “Philosophy Summer Camp. A Philosophical World of Tangible Conversations,” with **Kimberly Arriaga-Gonzalez**, a philosophy/English double major and biology minor graduating this spring, and **Jackson Malkus**, SU philosophy major alumnus, class of 2018. The chapter appears in the book *Philosophy Camps for Youth*, edited by Claire Elise Katz for Rowan Littlefield. Both Arriaga-Gonzalez and Malkus were teaching fellows in the Philosophy Summer Camp offered in 2018 and 2019, with support

from the Whiting Foundation and the Fulton School dean. Campers Sophia Smith and Ryan Cadwaller also contributed a short piece each, titled, respectively, “Philosophy Summer Camp Review” and “Philosophy Camp 2019: Sapere Aude.” Stay tuned for more exciting news about the upcoming summer 2021 Philosophy Summer Camp at SU.

Yujia Song’s article, “A playful approach to cultivating intellectual virtues,” was published in a Routledge interdisciplinary collection of essays, titled *Play, Philosophy and Performance*.

POLITICAL SCIENCE

Eric Rittinger’s chapter, “Coups-Proofing Vulnerable Presidencies in Latin America,” recently was published by the Oxford Research Encyclopedia of Politics.

Sarah Surak served as the special guest co-editor with Jocelyn Boryczka of the December issue of *New Political Science* “Beyond Citizenship and the Nation-State.”

PSYCHOLOGY

Karl Maier presented “Transdisciplinary Integrative Ecology Provides a Holistic Framework for Addressing COVID-19 and Other Complex Problems” at the Scientific Conference of the American Psychosomatic Society, Pursuing Health Equity in the Context of COVID-19: The Essential Role of Psychosomatic Science on December 3. Maier appeared on Delmarva Public Radio for the last discussion of a three-part series on COVID-19 with *Delmarva Today’s* Hal Wilson on January 15. The series examined the mental health and social psychology of COVID-19.

Maier also presented “The Biopsychosocial Ecological (B Eco) Framework of Sustainability and Health: Applications from Education to Policy Making” as a panelist at the MidAtlantic SENCER Center for Innovation Virtual Conference on January 16, and he has convened a symposium that he will chair, “Climate to COVID, Local to Global: The Biopsychosocial Ecology of Syndemic Prevention and Response,” to take place on April 13 at the 2021 Annual Meeting of the Society for Behavioral Medicine.

Suzanne Osman and her student **Jamie Nicholson** authored an article in press for publication in the professional peer-reviewed *Journal of Interpersonal Violence*, titled “Predicting Body-Esteem Based on Type of Sexual Victimization Experience.” Osman and Nicholson also presented this project at the annual meeting of the Eastern Psychological Association (EPA).

Michèle Schlehofer co-wrote a statement (co-sponsored by APA Division 19, Military Psychology) in support of the removal of the ban on transgender people serving in the military through her professional organization, American Psychological Association (APA) Division 44 (Society for the Psychology of Sexual Orientation and Gender Diversity). Again, with APA Division 44, and in conjunction with the APA Office of Sexual Orientation and Gender Diversity, Schlehofer co-presented an APA webinar on February 17, “Psychology and LGBTQ+ State Legislative Advocacy 2021,” which announced the launch of a set of resources for engagement in state-level legislative advocacy around issues concerning LGBTQ+ populations. The

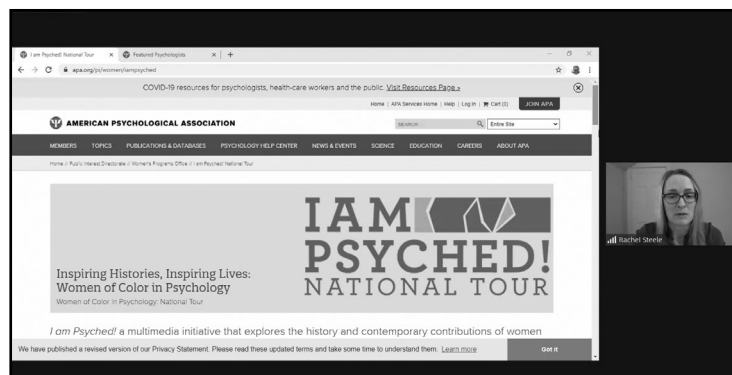
resources, which Schlehofer assisted in the development of through her engagement in APA Division 44’s Public Policy Committee, are available online at <https://www.apa.org/pi/lgbt/resources/policy/issues>. Finally, again working with APA’s OSOIGD, a consumer guide for parents seeking gender affirmative therapists for their youth, for which Schlehofer provided input, was published. This resource is available at: <https://www.apa.org/pi/lgbt/resources/gender-diverse-children.pdf>.

Schlehofer, with her students **Allyson Rivera**, **Whitney Demond**, **Jenna Markland** and **Ashley Olortegui**, presented a poster, titled “LGBTQ+ Community Response to COVID-19,” at the Eastern Psychological Association Virtual Meeting.

Schlehofer and **Yuki Okubo**, Accelerated Mentoring Program (AMP) co-directors, mentored three student-led interactive discussions at the Teacher’s College Winter Roundtable conference with AMP students **Blessing Ajayi**, **Breland Daye**, **Gisselle Canales**, **Allyson Rivera**, **Sebastian Mantilla**, **Romona Harden**, **Isaiah Myers**, **Jak’Quan Jackson**, **Ja’Nya Odom** and **Soleil Darbouze**. Schlehofer was an author on one of these presentations, “Giving Back, Bringing Up: Impact of Mentors of Color on Students of Color,” with student co-authors Ajayi, Harden and Daye. Schlehofer and Okubo also presented with AMP students Harden, Ajayi and Darbouze “CPAR Collaborations with Community Youths During Pandemic: Perspectives of Undergraduate Students of Color” at the Association for Women in Psychology conference.



Fulton Colloquia Continue with New Offerings



The Fulton School continues with its reimagined colloquium sessions this spring, shining a spotlight on our Fulton Faculty Award winners for teaching and civic engagement, 2020 academic book authors, and grant-supported community service initiatives. Our spring Fulton Colloquia continues over Zoom in alternate presentation formats. Please see the schedule below for details and plan to join us on the first Tuesday of each month, from 3:30-5 p.m. on Zoom at <https://bit.ly/FultonColloquia>

April 6: Fulton Faculty Books: African American and Korean Diaspora

- Dr. Aston Gonzalez, associate professor, history, author of [*Visualizing Equality: African American Rights and Visual Culture in the Nineteenth Century*](#), published by University of North Carolina Press

The fight for racial equality in the 19th century played out not only in marches and political conventions but also in the print and visual culture created and disseminated throughout the United States by African Americans. African American activists seized these opportunities and produced images that advanced campaigns for black rights. Reviewers call the book “trailblazing,” “inspirational” and “masterful.”

- Dr. EJ Han, assistant professor, communication, co-editor of [*Korean Diaspora across the World: Homeland in History, Memory, Imagination, Media, and Reality*](#), published by Lexington Books.

Edited by Han, with Min Wha Han and JongHwa Lee, this volume analyzes the Korean diaspora across the world and traces the meaning and the performance of homeland. The contributors explore different types of

discourses among Korean diaspora across the world, such as personal/familial narratives, oral/life histories, public discourses and media discourses. They also examine the notion of “space” to diasporic experiences, arguing meanings of space/place for Korean diaspora are increasingly multifaceted. Winner of the National Communication Association’s Asian Pacific American Communication Studies Division 2020 Outstanding Book Award.

May 4: Fulton Faculty Grant-Supported Service

- Dr. Yuki Okubo, assistant professor, psychology; Dr. Michèle Schlehofer, professor, psychology; and Accelerated Mentoring Program students

Psychology faculty earned an American Psychological Association grant to develop an Accelerated Mentoring Program, a comprehensive professional development program for racial minority students majoring in Psychology. AMP integrates a mentored community-based participatory action research experience with intensive professional development using e-portfolio.

- Dr. Timothy Stock, associate professor and chair, philosophy; and Dr. Michèle Schlehofer, professor, psychology

This National Endowment for the Humanities Grant creates the project focuses on ethics, ethics literacy and ethics agency through new curricular and co-curricular resources, connecting with the community. The grant supports planning to create a community ethics network, a program to support faculty via “ethics across the curriculum” seminars and planning for the establishment of a public ethics resource center to be an anchoring partner between community-based organizations and SU faculty and students.

Two colloquia sessions have been held already this spring.

On February 2, Fulton Faculty Award in teaching recipient Dr. Rachel Steele, psychology, presented on ways in which she discusses racism in her courses and innovates her curriculum to connect current events with course concepts and theories. Civic engagement award recipient Dr. Andrew Sharma, communication, discussed his U.S. India Educational Foundation grant from the U.S. Department of State, which he used to create a civic engagement documentary in India and the U.S.

Watch their presentation here: <https://www.youtube.com/watch?v=V94VHLsIT1E&t=5s>

On March 2, Drs. Jennifer Cox and Vinita Agarwal, both from the Communication Department, discussed their recently published books. Cox’s text, *Feature Writing and Reporting: Journalism in the Digital Age*, offers a fresh look at feature writing and reporting in the 21st century. Agarwal’s book, *Medical Humanism, Chronic Illness, and the Body in Pain: An Ecology of Wholeness*, proposes an ecological model of wholeness, which envisions wholeness in the dialogic engagement of the philosophical orientations of the biomedical and traditional medical systems.

Watch their presentation here: <https://www.youtube.com/watch?v=4RB4CAWXqlA>

Nina Made Me Do It

By John Wesley Wright

The making of, researching, rehearsing, arranging and quarantining for the recent video concert film presentation of *Songs of Courage, Freedom and Justice* was not in my plan for the semester. But neither did I plan for the now infamous American tipping point – the insurrection of January 6.

Ironically, at the exact time of the attack on our Capitol, I was leading a workshop for Iowa teachers on the topic of freedom songs and music germane to the Civil Rights Movement. Suffice it to say, it was an emotionally heavy afternoon.

Subsequently, I, like most of world, stared numbly at the TV wondering “what will happen next?” and thinking “how did we get here?”

For me, that day evoked dark memories of personal racist incidents. Things like being greeted on the first day of high school at Berry Academy in Rome, GA, with rocks and racial epithets hurled my way. Bringing all full circle is the present-day reality that the U.S. representative from my home district espouses QAnon conspiracy theories and blames California wildfires on Jewish space lasers.

I then succumbed to a gamut of emotions, from rage and hopelessness to sadness and self-reproach. Years of twisted political rhetoric and gaslighting, a pandemic, a re-reckoning with race and now a violent uprising by white supremacists had occurred while I remained mostly silent, continuing with day-to-day niceties with friends and peers, some of whom support a party and policies that led directly to the events on January 6.



What could I do to channel these feelings of inadequacy, helplessness and enablerism, especially since engaging in conversation based in reason and facts had become passé?

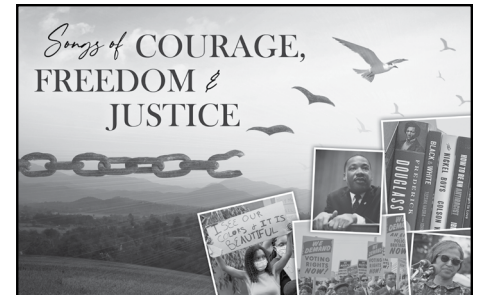
A few days later, my husband left this quote from Nina Simone out for me on the kitchen counter: “It’s an artist’s duty to reflect the times in which we live.”

It was out of that sentiment that *Songs of Courage, Freedom and Justice*, a program of specific freedom songs, spirituals, ring shouts and gospel quartets interspersed with quotes by the likes of James Baldwin, W.E.B. DuBois and Michelle Obama was born.

I realized from Simone’s defiant point of view that the ingredients needed to create something apropos of the moment were right in front of me – a wealth of music steeped with historical significance that is just as relevant today and students and colleagues willing to

learn and see the vision through.

I am eternally grateful for the collaborative efforts and soul-stirring performances given by Jay Copeland, Patrick Gover, Annabell Midley and Veronica Tomanek; for the support of my chair Colleen Clark, et al.; and for the poignant words offered by President Charles Wight, Chief Diversity Officer Joan Williams and Dean Maarten Pereboom.



PACE Happenings By Michael Webber

Center for Civic Reflection Concludes First Train-the-Trainer Training

The Center for Civic Reflection, a PACE initiative, concluded its first Train-the-Trainer training on February 19. The center trained seven educators from the Spirit and Place Center at Indiana University Perdue University of Indianapolis (IUPUI), who then trained 18 new facilitators with our team's guidance. We are proud of their accomplishments and look forward to expanding civic reflection's reach across the nation.

I thank my fellow SU trainers Sandy Pope and Lisa Howard.

Want to receive training? Know of an organization interested in a training? Email CivicReflection@salisbury.edu.

New Civic Reflection Website Launches

Our new Center for Civic Reflection website (www.civicreflection.org) has launched. More than two years in the making, this new website prepares the center for the next decade with real-time visitation data, online request forms and an easier source material database structure.

The new website no longer hosts source material, which the old site included. But SU faculty and staff trained in civic reflection will receive access to a new MyClasses Canvas database in the near future. Off-campus individuals trained in civic reflection receive access through a new, paid subscription.

Feedback on the new site? Email CivicReflection@salisbury.edu.



The Art and Science of Running for Office Concludes

Our first online campaign training, "The Art and Science of Running for Office," concludes on March 14. Run by Department of Political Science alumnus George Rakis, this top-to-bottom campaign training workshop for students, community leaders and future campaign activists was a great success. Participants left the training ready to embark on future campaigns for public office.

We thank all of our presenters:

- Martin O'Malley - Keynote
- George Rakis- Organizer and Campaign Planning/Writing Presenter
- Lucinda Ware - Campaign Planning/ Writing
- Tom Bonior - Electoral Targeting
- Chuck Cook - Campaign Organizing
- David Sloan - Campaign Organizing
- Megan Chambers - Asking for Money
- Sheila O'Connell - Message Development
- Jen Burton - Message Development
- Josh Koster - Digital Organizing



Sarbanes Lecture Series Returns with Former Maryland Gov. Martin O'Malley

From 2002-2007, the Paul S. Sarbanes Lecture Series brought numerous legislators to SU for conversations with students and the community. Following a 14-year hiatus, PACE has reintroduced the series as part of the effort to mark the life and contributions of Senator Paul S. Sarbanes, who passed in December of last year. The new series began with a presentation by former Maryland Gov. Martin O'Malley.

Also serving as the keynote for "The Art and Science of Running for Office" training, O'Malley spoke on March 1 on some of the points from his recent book *Smarter Government: How to Govern for Results in the Information Age*. He also discussed his "Smarter Government Workbook: A 14-Week Implementation Guide to Governing for Results."

PACE looks forward to continuing this lecture series each academic year.

ShoreCorps

ShoreCorps/AmeriCorps has expanded its on-campus partnerships. There are more than 140 SU students serving in the program, each of whom will receive more than \$1,300 as an education award after their service year.

Much of this is possible thanks to partnerships with various units on campus, including the Seidel School of Education, the School of Social Work, Department of Accounting and Legal Studies, and the TRIO program.

Want to learn more about how we can integrate ShoreCorps into your current course, program, or major? Contact Sara Heim at ssheim@salisbury.edu or visit: www.salisbury.edu/ameri-corps.



AmeriCorps

Food For the Flock

Food for the Flock is located under the Commons dining hall and across from the SU Bookstore.

A list of items needed can be found at: www.salisbury.edu/foodfortheflock. Please email foodfortheflock@gulls.salisbury.edu if you have any donations or wish to volunteer.



PACE Leaders Publish Paper

Drs. Alexander Pope and Sarah Surak's research paper, "Discipline-Oriented Citizenship," was published in the *Journal of Public Affairs* in February. The paper outlines SU's Civic Engagement Across the Curriculum (CEAC) program and examines the notion of disciplinary literacy for the college classroom. Read the open-access article here: bit.ly/ceacreview.

continued on page 13

Upcoming Events

- **Civic Reflection Training**

Saturday, April 10, Noon-4 p.m.

Remote via Zoom

Free to SU community; At minimal cost to community members

Learn how to engage in deeper, more productive conversations. The Center for Civic Reflection offers a public training in concepts and strategies of civic reflection. A humanities-based conversation model, civic reflection helps groups and organizations explore compelling issues and pressing themes through constructive dialogue.

Sign-up here: <http://bit.ly/crtraining2021>

- **Let's Do Lunch:**

- **Civic Reflection Series**

Friday, April 16, Noon-1 p.m.

Remote via Zoom

Free to SU community

SU Center for Civic Reflection facilitators use a reading, image or video to engage audiences in deep, productive conversation about issues related to voting rights and the impact of voting rights, diversity and inclusion on our work in the world, presenting new skills that further professional development and providing an opportunity to discover tools to deepen connections with colleagues, classmates and students while exploring your community. This reflection is co-sponsored by PACE and the School of Social Work.

Sign-up here: bit.ly/lunchtimecr



Institute for
Public Affairs and Civic Engagement
at Salisbury University

Fulton Faculty Grant Deadlines

Note: All presentations must be virtual; no travel is being approved.

- **May 7 for presentations and research between June 1-September 30, 2021**
- **Expedited travel grants are due on the first of the month, February through May**

Voices of Resistance and Freedom Comes to Salisbury

By Sally Perret

Salisbury University students Annabell Midley and Cecilia Gabbidon participated in an event to celebrate African American History Month on February 25, co-hosted by the SU Department of Modern Languages and Intercultural Studies and Roanoke College.

As part of the event, both students read the English translations of Colombian poet Mary Grueso Romero after the poet delighted the virtual audience with her own performance in Spanish, including live music.

Roanoke students then read English translations from Colombian poets Miriam Díaz Pérez, María Teresa Nieva Romero and María Elcina Valencia Córdoba. The video is available on department's Facebook page.

The February poetry reading was part one of a two events that have been organized to celebrate the publication of *Voices of Resistance: A Bilingual Anthology of Afro-Colombian Poetry Written by Women*, forthcoming by Editorial Ultramarina later this spring, and includes original poetry in Spanish from seven Afro-Colombian poets, as well as English translations of their poetry by Sally Perret, associate professor of Spanish at SU, and José Bañuelos

Montes, associate professor of Spanish and chair of the Modern Languages Department at Roanoke College.

The second event, hosted by SU in collaboration with Roanoke College, will be on Wednesday, March 31, at 7 p.m. (6 p.m. in Colombia). We will have the pleasure of hearing from poets Dionicia Moreno Aguierre ("Perla negra"), Lucrecia Panchano and Lorena Torres Herrera in celebration of Women's History Month.

The beauty of translation and poetry is that they bring people together under many umbrellas. *Voices of Resistance* includes universal themes, such as hope, human struggle and our complicated connection to history, but it also offers insight into the Afro-Colombian experience and the hardships that women, especially women of color, have faced in dominant communities.

Both events, as well as the anthology, aim to provide space for voices that are not as often heard but whose words offer insight into problems that we all share. Like the first, the second poetry reading will be in both English and Spanish and will be open to the public on Zoom.



Dionicia Moreno Aguierre



Lorena Torres Herrera



Lucrecia Panchano

The Washington Center Students Excel

Salisbury University is excited to announce a new scholarship for **The Washington Center (TWC)**, which partners with SU as a bridge between higher education and professional careers – leveraging all that Washington, D.C., has to offer for dynamic, experiential learning opportunities to empower and motivate young people to become engaged global citizens.

TWC is the largest, most established, independent not-for-profit program of its kind, with more than 600 higher education, corporate, government, foundation and internship host partners.

TWC is available to SU students in any major or minor, with virtual or D.C. placements. Fall and spring semesters consist of 15 hours for three SU interdisciplinary studies (IDIS) courses, while summer offers 10 hours for two SU IDIS courses.

Please congratulate our current SU spring TWC students: Noah Utz, communication major and English minor; Carly Nascimbeni, Clarke Honors College, philosophy major and law, justice and advocacy minor; and Fathima Rifkey, political science major and law, justice and advocacy minor.

Nascimbeni, who is studying virtually with Lawyers Without Borders, reflected on her experience, writing:

I have been extremely impressed by the communication and cohesiveness of the program with the internship site. Additionally, I was able to land the internship site of my dreams.

I went back to school in my 30s to finish my undergraduate degree and study law in order to help others achieve equality through justice and proper representation.

The Washington Center paired me with the perfect internship site that will help me gain experience within that field.

Also, my internship site gave me a spreadsheet to track my hours/projects, so I am not only fulfilling SU requirements, but I am gaining internship hours that are a prerequisite for graduating law school.

The Washington Center offers virtual training sessions on best practices for working remotely, professionalism within the virtual workplace and other timely offerings that will help students navigate their new careers during COVID-19. It has been such a wonderful experience so far and it's a nice change of pace from taking online courses the last two semesters.

For more information, contact SU's TWC liaison, Fulton Associate Dean Chrys Egan.

Interdisciplinary Studies: Programs as Unique as You! By Chrys Egan

Our **interdisciplinary studies (IDIS)** programs are undergoing academic program review and reinvigorating our many majors, minors and applied experiences. Here are a few highlights of our recent work:

Nonprofit Leadership Alliance

The **Nonprofit Leadership Alliance (NLA)** certification program, directed by **Carolina Bown**, visiting assistant professor of communication, has 12 students enrolled for the spring 2021 semester in the foundational course. Additionally, nine **Presidential Citizen Scholars (PCS)** from PACE will begin pursuing the NLA certification in 2021.

This level of participation is strong, especially now, when some programs have been seen lower enrollments due to COVID-19. With the virtual NLA conference Elevate 2021 having taken place in February, we expect more SU students to be certified in the next few months.

Africana Studies

The African Studies Development Team has begun initial work to transform the existing African areas studies minor into a reimagined Africana studies major and minor.

The mission of Salisbury University's Africana Studies program is to promote understanding, appreciation and advancement of Africana people, culture, history, art, expression, societies, politics, economy, innovation, environment and artifacts.

The program embraces traditional and

contemporary scholarship about diverse people of African heritage on the continent of Africa and in diaspora in the Caribbean, North America, Latin America, Europe, Asia and around the world. We offer interdisciplinary perspectives to highlight Africana experiences through our academic programs in anthropology, art, conflict analysis and dispute resolution, communication, English, environmental studies, geography, health, history, interdisciplinary studies, modern languages, music, philosophy, political science, psychology, sociology, and social work.

The deep significance of African studies includes a more inclusive education, vital civic engagement and diverse professional development. Benefits of this program include heightened awareness of multiple perspectives and unheard narratives, addressing inequality and social justice and preparation for an interconnected global workforce.

Thank you to the core team members: James King, professor, English; Jacques Koko, associate professor, conflict analysis and dispute resolution; Aston Gonzalez, associate professor, history; Tegwa Fadl Alla, adjunct, modern languages and intercultural studies, political science and interdisciplinary studies; and Will Weldon, adjunct, interdisciplinary studies and professional academic advisor.

User Experience

We are excited to begin the curriculum approval

process for SU's User Experience (UX) minor under the direction of John Mosher, assistant professor, art.

UX is an interdisciplinary program that educates students on how people use and interact with digital screens, systems and services. Drawing from art, psychology, philosophy, English, computer science, communication and marketing, this minor prepares students for web and digital experience design by understanding human nature. Essential components include ease of use, human and computer interactions, customer and product interface, consumer satisfaction, user comfort, emotions and values and intuitive design and usability.

The UX minor to advance our understanding of human and technology interactions is essential, now more than ever.

Student Kudos

Congratulations to Annabell Midley, interdisciplinary studies and communication double major, for her participation in *Songs of Courage, Freedom and Justice* with the Wright Studio Quartet. She has worked with Dr. John Wesley Wright on a number of concerts and, in addition to her regular academic load, is the director of the SU Gospel Choir, leads and manages choirs at her church, and is the recipient of a 2017 Semper Fidelis Award for Musical Excellence given by the United States Marines Youth Foundation, Inc.

Peacherine Ragtime Orchestra Makes a Virtual Visit

By Maarten Pereboom

One of the more obvious impacts of the pandemic on our campus has been the absence of programming to which we can invite the wider community. In addition to the wide array of events coming from the Fulton School itself, the cultural affairs calendar until last spring regularly demonstrated the extraordinary work of our friend and colleague, June Krell-Salgado, who retired last summer as SU's director of cultural affairs.

Thanks to her efforts, for example, we first welcomed Andrew Greene and his terrific Peacherine Ragtime Orchestra to campus several years ago when he had just graduated from the University of Maryland College Park and was starting up an ensemble dedicated to performing ragtime music – the celebrated, distinctively American popular music form from the early 20th century.

Peacherine performs live, accompanying silent films, and has been to campus multiple times with delightful, family-friendly programs featuring classic comedies by Charlie Chaplin, Buster Keaton and Harold Lloyd. Most recently, they played to the 1920 version of *The Mark of Zorro*, still entertaining a century later.

The ensemble meanwhile has become

very successful and is now recognized as one of the best of its kind in the country. They always enjoy coming back to Salisbury University, because Krell-Salgado was always such a gracious host, because we were such an appreciative audience (who knew them when!) and because we have an auditorium that dates from the silent era of film (an asset in this case).

Last fall, in fact, the group came to campus to record a performance in Holloway Hall Auditorium, which we were happy to sponsor, and which we are pleased to make available for your enjoyment: <https://vimeo.com/475070306/e82661911b>

Provost Project Manager Kimberly Meyer was one of many in the SU community who enjoyed the virtual show.

"I'm playing the show as I work this afternoon," she said. "I just realized that I'm sitting here with a big smile on my face! Thank you!"



We very much look forward to bringing this kind of live programming back to campus, recognizing the major role it plays in campus and community life. And Peacherine, in particular, will definitely be back. In the meantime, though, enjoy this, and stay safe!



SU Galleries: Yes, We Are Open!

By Elizabeth Kauffman

If you've been in Fulton lately, you may have noticed that the University Gallery is full of photographs by Baltimore-based photographer Nate Larson.

A portion of his project, *Centroid Towns*, is on view, which includes images and objects from his project documenting the various towns that have served as the center of population of the U.S. The first of these towns was nearby Chestertown, MD, but the center is currently located in Plato, MO.

Larson's work adds humanity to data, and this over five-year project, according to Larson on the project's website, has examined "the environmental impact of overdevelopment, historical legacies of colonial settlers, the changing face of industrial manufacturing, the evolution of American Christianity, economic pressures created by corporations on small business, and civic engagement in small towns."

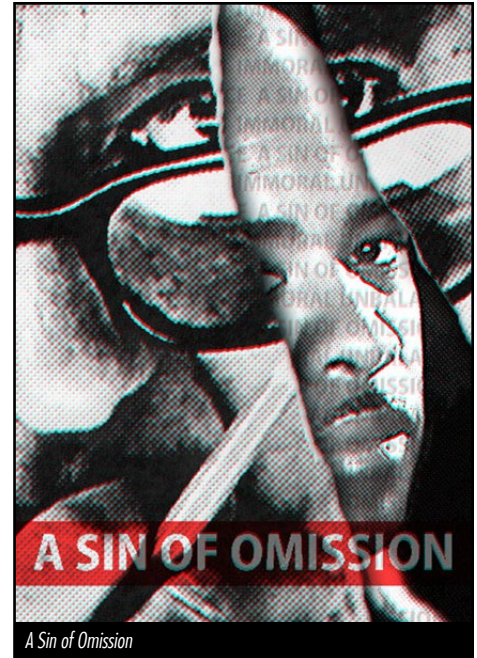
To see the exhibition, simply make an appointment on our website

www.suartgalleries.org/visit

You can also schedule appointments to see the exhibitions in our two other spaces. In the gallery in Conway Hall (room 128), Pierre Bowins shares *A Sin of Omission*, a research project that explores the missing Black American diaspora in the field of graphic design.

And at the downtown campus, the Art Department faculty share their recent creative research and production, including glass, painting, ceramics, photography, wood sculpture, new media and installation.

Nervous about coming to campus? A recent study at the Berlin Institute of Technology found that the risk of COVID-19 transmission is lower in museums and galleries than any other activity they studied. This is, of course, when those institutions followed safety precautions, such as social distancing and mask wearing; all such precautions we are currently practicing in the galleries.



Downtown Gallery Faculty Show



Centroid Towns

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The Exchange is published twice a semester.

