

THE COLLEGE OF LIBERAL ARTS



JOHN MARSHALL
CHIEF JUSTICE OF THE UNITED STATES
1801 - 1835

2009-2010 ANNUAL REPORT

Special Thanks:

Rajia Hassib, a senior majoring in English with a concentration in Creative Writing, worked as an intern for this publication during Spring 2010. Her contributions to this report have been enormous. Ms. Hassib conducted all the faculty interviews featured in the newsletter and then wrote the initial drafts of the articles based on those interviews.

In addition to her work for the College, during the Spring semester Ms. Hassib was twice invited to present her research at prestigious events designed to showcase the best of West Virginia's undergraduate students. In January she was selected to participate in the Undergraduate Research Day at the State Capitol, where she displayed a poster based on her paper *The American Dream in Modernist Literature*, written in English 424 during the Fall 2009 term. Her final paper for that same course—an analysis of Hemingway's style—was selected for the West Virginia University Literature Symposium for Undergraduate Students.

A native of Alexandria, Egypt, Ms. Hassib earned a degree in architecture before coming to the U.S. Her life-long love of literature and writing led her to enroll in Marshall's program in creative writing. She will graduate in December 2010 and enter the MA program in English in January 2011. She hopes to complete an MFA in fiction writing. She lives with her husband and two children in Chapmanville, West Virginia.

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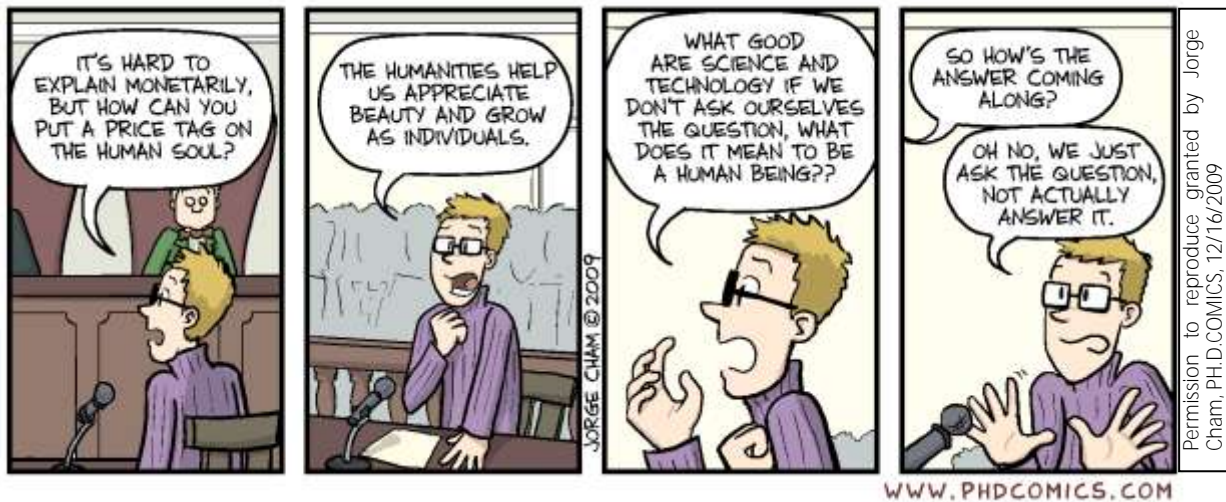
FOREWORD

WHAT IS THE VALUE OF A LIBERAL ARTS EDUCATION?

As the dean of a Liberal Arts college in a comprehensive state-supported university, I continually confront this question from incoming students and their parents, state legislators, and policy makers. Indeed, the question even comes from colleagues within the University. This cartoon illustrates how many of us in the liberal arts feel, especially during economic bad times with declining state and federal funding. The message is clear, we must justify our existence.

community. To steal a line, we prepare students not to live “*the*” good life, but to live “*a*” good life.

If we define value only by the things one learns in a major, we miss the point that a liberal arts education trains students to think about difficult problems using the traditions of the various academic disciplines. For example, we do want history majors to understand the course of events that have preceded us. Students should know the differences between the



There is reason to be worried. During the past 40 years, the number of students majoring in the traditional liberal arts has gradually declined as colleges and universities have diversified their curricula with professionally oriented majors in colleges of business, health professions, and engineering. In 1967, for example, approximately 18% of all college graduates majored in one of the humanities whereas 12% sought business degrees. In 2007, 22% of college graduates majored in business whereas only 8% majored in the humanities. Thus, we must better explain the merits of a liberal arts degree.

One tactic is to borrow the concept of “goodwill” from accounting, a concept that refers to the intangible assets of a corporation. Businesses often have financial value that exceeds those reported in the standard asset/liability spread sheet. A company may, for example, have exceptionally good brand loyalty, extremely talented employees, access to novel technologies, or other innovations that may be difficult to monetize.

Students who receive a contemporary liberal arts education develop the academic equivalent of goodwill as their education provides them the intellectual skills that improve their potential for success in the workplace, in civic discourse, and within their

Federalists and the Republicans (and why John Marshall was one and Thomas Jefferson was another). But history is more than memorizing a concatenation of dates and facts. Done well, through analysis of texts and artifacts, context, language, and multiple other factors that influence human behavior, history creates understanding: we learn why events occurred and how they have shaped current events. While few of our history majors will become professional historians, all will graduate with intellectual skills that will be genuine assets in any career.

Let’s be more specific. What is the value of studying religion, philosophy, or literature? As the cartoon portrays, these disciplines ask important questions for which there is no objective answer. Nevertheless, studying religion allows students to encounter fundamental human questions related to religious beliefs and expressions of devotion, the meaning and practice of justice and ethical behavior, and how we understand the world around us. Such perspectives help students develop a sense of their dignity as well as the dignity of others. This appreciation for the value of the individual is a core value of a liberal arts education.

While we want our students to study science, commerce, and the healing arts, we recognize that their education is

incomplete until they have grappled with the fundamental question of the humanities, specifically, "Is there human nature, and, if so, what is it?" Liberal arts educators and their students recognize that an overspecialized and illiberal education embodies specific dangers for the individual and the community. Can our economy continue to survive when leaders of corporations ignore economic history and fundamental ethical principles; can we develop sensible foreign policies if we know precious little of the religions, cultures, and histories of others; can future generations craft sensible laws and public policies without first studying concepts of justice, liberty, and free will?

These are not obscure questions. Indeed, they are the focus of professional programs. Consider the opening lines from a recent article about business education:

"Business programs are often quite effective, but also terribly narrow," said William M. Sullivan, a senior scholar at the Carnegie Foundation for the Advancement of Teaching, during a panel discussion. Narrow pre-professional programs, he said, do not give students the depth they need to be morally engaged citizens and intellectually agile workers. (David Glenn, "Business Curricula Need a Strong Dose of the Liberal Arts, Scholars Say" Chronicle of Higher Education, 1/21/2010)

Many professional programs recognize the need to have their students' education grounded in liberal arts with its emphasis on developing students' analytic and communication skills, and its long tradition of looking at the world from different perspectives.

So how is the College of Liberal Arts doing at Marshall University? We have good reason to be proud. Let's begin with undergraduate enrollments at Marshall.

The following graph charts the total number of students majoring in Marshall's colleges for the past 10 years. During this time, ours has emerged as the largest college on campus. Our growth reflects a re-

cent national trend indicating that more students are turning their interest to the liberal arts.

Other indicators support the conclusion that the liberal arts are alive and well at Marshall. Starting in the Fall of 2010, all students will be required to complete 25 credit hours as a part of Marshall University's new Core Curriculum, of these hours, at least 60% of the course work will be in the liberal arts.

Within the College, we also have several noteworthy academic programs. For example, students pursuing a degree in the Liberal Arts at Marshall University must complete the equivalent of two years of a foreign language, making the depth of their language experience greater than the norm at many public institutions and even some private liberal arts schools. Because learning a second language is integral to a broad liberal education, we are committed to offering MU students opportunities to learn French, German, Japanese, and Spanish. Moreover, their familiarity with a second language contributes to the academic goodwill that our students bring to the work force after graduation.

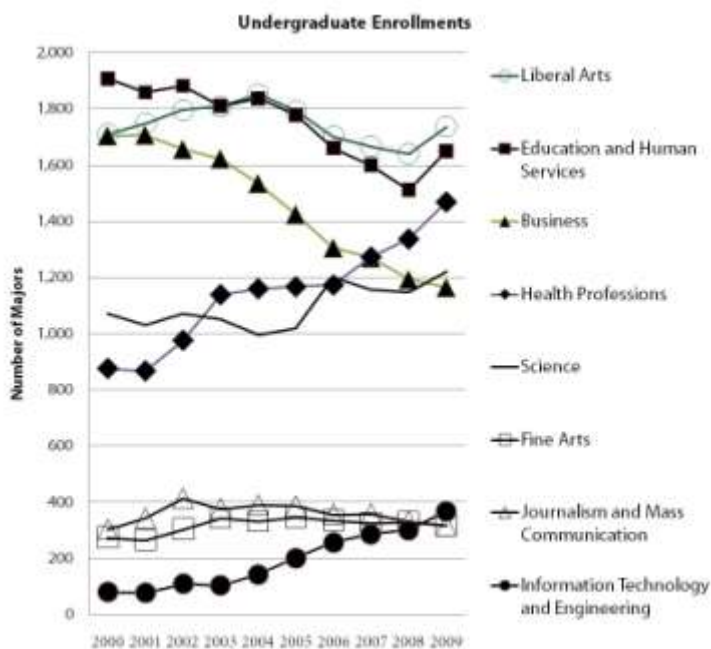
Currently, Marshall University is the only four-year institution of higher education in West Virginia to offer a major in Latin. A vital academic program in its own right, the study of Latin is also an essential service to other academic disciplines. The traditions of law, literature, mathematics, medicine, philosophy, political science, and religion are bound to the Latin language and its great works.

A bellwether of the status of the humanities on any campus, our thriving Latin program stands as a model of success. Well-enrolled courses in Latin and the Classics have generated enormous student admiration for the faculty who teach in the area. This year, Christine Franzen, an Assistant Professor of Classics, won the Pickens-Queen Teacher Award. We are also proud to celebrate the 31st year of the prestigious Maier Latin Cup Awards Competition, which recognizes the accomplishments of West Virginia high-school students who have excelled in their study of this important language.

Throughout this report, you will see much of the good work being done in the College. We not only provide an outstanding education for our majors, but also have many innovative programs that support the education of all students at Marshall University. I am proud to work with this College and hope you will agree that our students and faculty have accomplished much this year.

This annual report also chronicles the accomplishments of our students, especially student research and creative work. I hope you will join me in marveling at the accomplishments of these talented young people.

David J. Pittenger, Ph.D., Dean
The College of Liberal Arts
Marshall University



STUDENTS

Learning is not limited to the classroom. The College of Liberal Arts, therefore, provides its students many opportunities to enhance their education in many extracurricular activities. In this edition of the *Annual Report*, we review several vital resources the College provides its students. The faculty of the College are proud to host the *Visiting Writers Series*, the *Writing*

Center, the *Maier, Weill*, and Thomas writing prizes, and the *Undergraduate Research and Creativity Conference* as each is designed to give students unique educational experiences that complement and enhance their work in class.

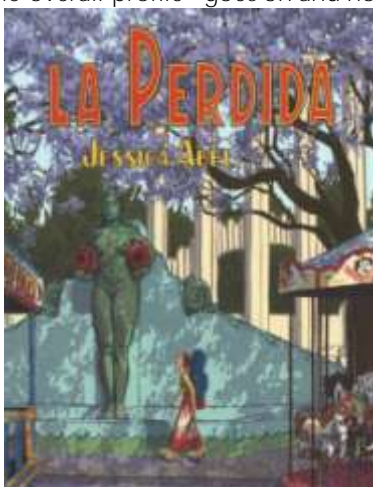
THE VISITING WRITERS SERIES

For more than 20 years, Marshall University students have enjoyed the Visiting Writers Series. Every year, the English Department invites six or seven renowned authors who share their work with students at public readings. Until recently, the readings have occurred on campus in the Memorial Student Center. This year, with the support of the West Virginia Humanities Council, the department collaborated with the Huntington Museum of Art to enhance the overall profile of the series. This collaboration is an important step in the College's continuing effort to share the value of the humanities with the greater Huntington community.

The students are enthusiastic about the Series—and the appeal is understandable. “It is the experience of living literature,” says Professor Art Stringer, creative writing professor and coordinator of the Series. The experience, according to Professor Stringer, transcends the practice of reading words off pages—it is an active engagement between an author speaking the words and an audience hearing them, which allows the students to be deeply involved in the text itself. This involvement is underscored by the communal effect of being part of a larger audience, which can create shared reactions.

The readings have also become a significant part of the learning experience, with many professors integrating the works of the authors in their courses. Over the past few months, for instance, students of the graphic novel genre have discussed the works of Jessica Abel, an award-winning graphic novelist, while students of American literature have read poems by David Bottoms, Georgia's Poet Laureate. The Series has then offered these students the opportunity to hear those authors perform their own work—an experience which many students find engaging and even highly entertaining.

The opportunity of interaction with contemporary writers is also of great importance because it reminds



students that writing is not a thing of the past. Dr. Jane Hill, the Chair of the English Department, emphasizes this particular idea from her point of view as a professor who teaches her students the works of temporary writers. “The readings remind students that writing is a living thing—that people make art with words in the world,” Dr. Hill said, explaining that the students can thus see how the tradition of writing goes on and how it is not limited to classical works but is a process still very much alive.

As the new chair of the English Department, Dr. Hill also hopes to continue to raise the profile of the Series and to expanding it to reach the broader Huntington ty. Indeed, such commitment is proof that Marshall sees itself as an integral part of its community and is determined to include its neighbors in its artistic endeavors. The Series also benefits the image of Marshall, reminding people that this University is a place where a continuous artistic dialogue is taking place.

But this expansion is only part of the College's long-term vision for the Series. With more funding, we hope the Series will be able to invite noted writers to lead workshops over the course of a weekend, or maybe even over the course of several weeks. Taken one step further, the University could invite visiting writers to teach creative writing for an entire semester. The Series also plans to offer greater diversity among the authors it invites, bringing in voices that will offer the audience varied cultural and historical perspectives. Such diversity has always been a goal of the Series, which has, in the past, featured authors of African American, Native American, and Appalachian backgrounds, among others. In the future, however, we hope to offer even wider diversity and to reach a larger audience, as the Series becomes even better known as the source of artistic and literary enrichment it has always been and continues to be.

THE WRITING CENTER

One of most important skills students learn in college is to write effectively. In the early 1980s, the Department of English established The Writing Center as a program that helps all students with their writing assignments. Students meet privately with tutors for help on all parts of the assignment including planning and outlining, research, initial drafts, and the final revision. Last fall, the Center moved from Corbly Hall to its new location at Drinko Library, a move that has put the Center in a place ideally situated both to better serve students and to complement the library in its move towards becoming the central destination for all student-learning needs.

The new location has proven to be ideal — and the numbers show it. According to Dr. Kelli Prejean, the director of the Writing Center, student visits to the Center have increased by 20% since the move, with students making just over 1,000 tutoring appointments during the fall 2009 term. The new location is more convenient to students and gives the tutors better access to research materials students need for their assignments. The new location also allows the tutors and the library staff to work together to help students with their assignments.

The Writing Center receives much support from the Marshall University faculty, who recognize the importance of writing to the learning process, and require essays and written assignments from their students. Thus, the Center serves students from Nursing, History, Criminal Justice, and Political Science, among others, and all of these students require technical help with their writing. In fact, Dr. Prejean was thrilled when several professors in scientific disciplines urged all their students to use the Center's services, and believes this positive attitude encourages students to overcome the fear of asking for help with the writing process. "The Writing Center regularly helps students who struggle with their writing," she said, "but it can also be of great



service to students who are comfortable with their writing skills. It can help make good writing better."

Students can make an appointment online or on the phone, and can schedule sessions for 30 minutes or for one hour, and may schedule three one-hour sessions every week. For those students who find it difficult to attend a tutoring session, the Center also offers another option: students can e-mail their papers to tutors, who then review them and e-mail their comments and suggestions back to the students. The tutors are even willing to meet with walk-in students.

Helpful though one tutoring session is, however, Dr. Prejean underscored the importance of consistency. "Students who devote several visits to each assignment are generally the ones who see the best results," she said, adding that some students, particularly non-native English speakers, even make a fixed, weekly appointment that they attend throughout each semester. Through making an active commitment to several visits, students can reap the most benefit and can see their writing improve consistently and significantly. For most students, substantive improvement requires several sessions.

These tutoring sessions provide both students and tutors with excellent learning opportunities. The students find practical help and support with every stage of their projects, from advice on how to gather material to help with the actual process of writing.

Tutors at the Writing Center

always try to help each student be more comfortable with the writing process and with his or her abilities as a writer—working toward skills that students will carry on to the work place after graduation. And the tutors themselves, who are mostly graduate teaching assistants, profit from the opportunity to access the needs of each individual student and to develop their teaching skills accordingly in order to achieve the best results—an excellent preparation for the graduate students, who are mostly training for a career in teaching.

MAIER WRITING AWARDS

Mr. William J. Maier, Jr., created the competition in 1972 after he read Dr. John Teel's article in the *National Review* describing the freshman composition classes taught at Marshall University. In that essay, Dr. Teel argued that students are best served when they read and then write about the great works of the humanities which are the foundation of the liberal arts. Learning to write well is evidence that one has

the ability to learn from reading, to analyze by comparing contrasting ideas, and to share insights and conclusions with others through clear writing. The goals Mr. Maier set forth for this competition were simple. First, he wanted to reward good writing and provide an incentive for students to develop their skills. Second, he wanted to provide financial support for Marshall University students. Indeed, the awards

have always fostered competition and camaraderie that make the skills of writing, a necessary and basic educational task, more attractive to students, faculty, administrators, and the general public. We

are proud to maintain the legacy Mr. Maier created, and celebrate the work of our students and the dedication of our faculty.

First-Year Research

1. *Dreams, Acting, and Marilyn Monroe* by Shae Deskins (Mentor: Professor J. Van Kirk)
2. *Guitar Hero and the Music Industry* by Perry Cavender (Mentor: Dr. E. Taft)
3. *Homeopathic Medicine Versus Conventional Treatment for Rheumatoid Arthritis* by Kassie Cosgrove (Mentor: Professor K. Broce)

First-Year Exposition

1. *Monsters in the Closet* by Tina Skaggs (Mentor: Professor M. Manilla)
2. *Middle-School Punk* by Tyler Turner (Mentor: Professor M. Manilla)
3. *Running a New Path* by David Caldwell (Mentor: Professor M. Manilla)

Upper Division Non-Fiction Prose

1. *The Fragmented Mirror: "Midnight's Children" and Anti-Allegory* by Sarah Moore (Mentor: Professor J. Van Kirk)
2. *A Studio and Tennis Shoes* by Chad Pemberton (Mentor: Dr. S. Lumpkin)
3. *Colonial Hierarchy in Isak Dinesen's "Shadows on the Grass"* by Matthew Dawson (Mentor: Professor J. Van Kirk)
4. *Post-Colonial Theoretical Perspective in "The Sea and the Mirror"* by Keith E. Peck (Mentor: Dr. M. Moore)

Graduate Non-Fiction Prose

1. *'I Will Not Peace': The Significance of Female Voices in Shakespeare's Henriad* by Amanda Stephens (Mentor: Dr. E. Taft)
2. *A Reformed King?* by Austin McIntire (Mentor: Dr. E. Taft)

HERMAN WEILL ESSAY CONTEST

This essay contest was established in memory of Dr. Weill, a history professor at Marshall University and awards the best undergraduate, graduate essays, and thesis.

BEST UNDERGRADUATE ESSAY

Hardcore: An Analysis of the Differing Opinions and Diversity within the Washington D.C. Hardcore Punk Scene, 1980-1984 Anthony Bartley.

THOMAS PSYCHOLOGY RESEARCH AWARD

This award is given in memory of Dr. Stuart W. Thomas Jr., former professor of psychology. The award is given to a full-time undergraduate student or students majoring in psychology. The recipient is chosen on the merits of his or her outstanding research that relies substantially on quantitative research.

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3. *The Double Bind of "The Garden of Forking Paths"* by Estee Beck (Mentor: Dr. J. Young)

Graduate & Undergraduate Fiction

1. *Suffocating* by Cory Jackson (Mentor: Dr. T. Viola)
2. *Kittens* by Jennifer Pritchard (Mentor: Dr. T. Viola)
3. *Shirley Holmes F.B.I.* by Joy N. McComas (Mentor: Dr. T. Burbery)

HONORABLE MENTIONS:

- *Emily and the Wolf* by Audrey Hamoy (Mentor: Dr. E. Viola)
- *Birthday Mangoes* by Chris DeSimone (Mentor: Dr. C. Green)
- *Javier's Letter* by Matthew Pritt (Mentor: Professor A. E. Stringer)

Graduate & Undergraduate Poetry

1. *Halloween Night* by Richard Pitaniello (Mentor: Professor A. E. Stringer)
2. *At Worship* by Jennifer Pritchard (Mentor: Professor A. E. Stringer)
3. *20 Ways to Call the Sheriff* by Sandra Williams (Mentor: Professor A. E. Stringer)

HONORABLE MENTION:

- *Whole* by Glenna Cavender (Mentor: Professor A. E. Stringer)

BEST GRADUATE ESSAY

Twilight of the Gods: The Ragnorok Myth, Narrative Cyclicity, and the Problematic Event of Christianity in Egil's Saga, Laxdaela Saga, and Njal's Saga Cooper Childers.

BEST CAPSTONE PAPER

United by Violence and Revolution: Two Female Organizations in Postwar El Salvador Kristen Tibbs.

Paternal Experience and Stress Response in the California Mouse (*Peromyscus californicus*). Amanda Fanean.

The Psychometric Properties of Different Eating Disorder Instruments. Vanessa Rogers.

INTERNATIONAL STUDENT EXCHANGE FOR PSYCHOLOGY

Students from Poland and Hungary study at Marshall University through the Atlantis dual-degree project run by the Department of Psychology. **Seated around the Memorial Fountain is this year's class (L to R):** Barbi Pete and Veronika Takacs (gary), Michal Zuczkowski, Agata Gieroba & Joanna Pruchnicka (Poland), Marta Jozsa (Hungary), Marta Zakrzewska (Poland) and Andrea Kezer (Hungary); Dr. Joseph Wyatt standing.

Now in its second year, the Atlantis program has enabled 27 psychology majors to cross the Atlantic for a year of study abroad. This year, eleven students are spending one semester each at the University of Debrecen in Hungary and the Warsaw School of Social Sciences and Humanities in Poland.

The University of Debrecen in Budapest, Hungary, was established in 1538 and is the oldest university in Hungary. The Warsaw School of Social Sciences was established in 1996 and is a private college that specializes in training young professionals for careers in the social sciences. All courses at both campuses are taught in English.



CONSTITUTION WEEK ESSAY COMPETITION

The College of Liberal Arts created a new essay prize **that rewards students' scholarship, honors the importance of the United States Constitution, and honors the work of Chief Justice John Marshall and Judge Dan O'Hanlon. The Dan O'Hanlon Constitution Week and John Marshall Celebration Essay Competition** was created with a \$50,000 anonymous donation. The contest encourages Marshall University students to study the historical and contemporary significance of the Constitution of the United States of America and the effect the Marshall court had in establishing the importance of the Supreme Court.

The topic for the 2009 essay was:

"Free speech in the 'marketplace of ideas' is a cherished but much-debated right in this society. Nowhere is it deemed more valuable, constructive and necessary than on a university campus. Should colleges and universities be allowed to place restrictions on what is reasonable speech for faculty?"

Aaron N. Preece, a freshman History major from Huntington, took first place and received a cash prize of \$1,500.

UNDERGRADUATE RESEARCH AND CREATIVITY CONFERENCE

For the past 10 years, the College of Liberal Arts has hosted the Undergraduate Research and Creativity Conference. The Conference is the culmination of students' year-long projects completed under the direction of their faculty mentor. The presentation demonstrates students' commitment to the tradition of independent scholarship. The principal goal of higher education and of this conference is the transformation of students from being the passive recipients of information to active scholars who search for new perspectives and share their insights with others.

Each of the following students has completed an independent scholarly project. Some have written poetry and other forms of creative expression. Others

have conducted original research in their academic discipline. These are not easy projects as all require countless hours of reading, analysis and preparation. Through this work, students not only learn more about a particular topic, they learn that they have the talents and capacity for independent work, thus giving them the self-confidence to persist through a demanding task. Whatever career these students pursue, these projects stand as clear evidence that they are highly responsible, well organized, and dedicated to doing the best they can. The College is grateful for the selfless service the faculty mentors give their students. The College also thanks the efforts of Drs. Marybeth Beller and Carlos Lopez, who were the conference co-chairs.

Relationships with Food: A Group Presentation

- Craig Jankowski, Spencer Kissel, Amanda Lebolt and Brianne White. Mentor: Dr. M. Lindberg

Representations of Self, Public Image and Fairness: Group Presentations

- Annette Graybel, Sakeia Roy and Kyley Yeater: *Athlete Public Image vs. Self-Image*. Mentor: Dr. C. Brammer
- Ryan Jefferson and Brian Nestor: *Investigation of Fair Media Representation*. Mentor: Dr. C. Brammer

Reality and Talk TV: Effects on Viewers: Group Presentations

- Alyssa Cassidy and Erin Harris. *Reality Television Effects on Viewers*. Mentor: Dr. C. Brammer
- Emily Brooks, Brittany Vance and Jenifer Hinchman. *'The View' on Gender*. Mentor: Dr. J. Zhao

Poetry: A Group Presentation

- Jad Adkins, Cait Carter, Paige Frazier, Sabrina Gamez, Brian Kelley and Anna Ladd. Mentor: Professor A. E. Stringer

Drugs and Deception: Group Presentations

- Katie Ballou, Ciara Parker and Chance Smith, *Drugs and Academics: Retention Rate at Marshall University*. Mentor: Dr. M. Laubach
- John Dunkle and Mark McKee, *Deception Detection*. Mentor: Dr. C. Brammer

The Influence of French New Wave on Diop Mambety's Cinema: A Group Presentation

- Tyler Evans, Chelsie Haynes, Stephen Mitchell and Emily Rowe Mentor: Dr. E. Migernier

Latin American Culture: A Group Presentation

- Samantha Cotsmire, Miho Egnor, Breana Felix, Paige Smith, Laura Pertuz and Megan Stafford Mentor: Dr. C. Lopez

Poster Session I

- Kristin Hinchman, *Students' Perception of Obesity*. Mentor: Dr. S. Mewaldt
- Kelley Kearns and Myra Doll, *Media Violence and Threats to Masculinity*. Mentor: Dr. P. Muellerleile
- Sheridan Roush, *'Have a Dream': College Students' Perceptions of the American Dream*. Mentor: Dr. W. Williams
- Megan Stafford, *The Study of Memory*. Mentor: Dr. S. Mewaldt
- Shawn Weaver, *Coping with Pain*. Mentor: Dr. M. Lindberg

Connections: Malmo, Sweden and Huntington, West Virginia: A Group Presentation

- Charles Bolling, Jack Browning, Steve Mayes, Kevin McCoy and Dan Taylor Mentor: Dr. A. Linde-Laursen

A Closer Look at Appalachia

- Matthew Caldwell, *Aviation in the Tri-State Area*. Mentor: Dr. D. Holbrook
- Echo George Fain, *Folkway Normalization in Central Appalachia*. Mentor: M. Laubach

- Kasey Matthews, *The Unhealthiest City in America Responds to Jamie Oliver's Food Revolution*. Mentor: Dr. P. Muellerleile

- Zach Fraley, *Wildfires: Wayne County, 2000*. Mentor: Dr. A. Walz

Moderation and Balance?

- Suzanne Caplinger, *Sequins and Spray Tan*. Mentor: Dr. M. Laubach
- Elizabeth Fleming, *Aletheia Can Be A and Not A*. Mentor: Dr. J. Powell
- Melanie Pleiss, *Mutual Satisfaction in Ovid's The Art of Love: Free for All or All for Free?* Mentor : Dr. D. Chrol
- Vanessa Rogers, *The Infatuation with Food*. Mentor: Dr. M. Lindberg

Media, Society and Crime

- Delaney McLemore, *The First Amendment's Shakiest Ally*. Mentor: Professor M. Haught
- Jessica Ross, *A False Sense of Security: Unintended Consequences of Sex Offender Registration and Community Notification*. Mentor: Dr. F. Roth
- Caitlin Twisdale, *Students and Trust in the Media*. Mentor: Dr. M. Beller
- Elijah Wise, *Crime on TV: Entertainment or Misinformation?* Mentor: Dr. F. Roth

Finding Identity in Conditions of Instability and Change

- Laurel Ackison, *La ligeratura es fuego': Post-colonial Texts of Neruda, Menchu and Garcia Marquez*. Mentor: Dr. S. Butler
- Michael Thomas Christian II, *Nomadic Subcultures and Homeless Populations: How They Survive, Why They Exist, Means of Travel, Ideologies, Who Helps Them and the Intersection Between the Major Culture and Other Subcultures*. Mentor: Dr. M. Laubach
- Sarah Mercier, *The Hardships of Guatemalan Children*. Mentor: Dr. C. Lopez
- Darcie Owens, *Where Our Immigrants Thrive: A History of Divided Lives in Latin America and Japan*. Mentor: Dr. N. Anderson

Evolution of the Ideal: Art and the Aesthetic

- Jack E. Browning III, *To Strive for Aesthetic Man*. Mentor: Dr. J. Powell
- Keshia Runyon, *Weaving Currency: The Survival of the Viking Culture Based on Weaving*. Mentor: Dr. L. Diener
- Kristen Tibbs, *The Importance of Norse Women's Textile Work*. Mentor: Dr. L. Diener
- Joshua Wimmer, *The Hidden People: Uncovering the Ancient Celts in Ethnography*. Mentor: Dr. C. Franzen

The Self in Society

- Tyler Burns, *Wouldn't You Rather Buy It in Second Life? Why Second Lifers Spend Linden Dollars and What the People Behind Them Have to Say About It*. Mentors: Dr. M. Laubach and Dr. M. Hadler
- Kelcey Perkins, *Drug/Alcohol Addict Workbook*. Mentor: Dr. M. Lindberg

- Timothy Wiley, *Relationships in the Social Media Age*. Mentor: Dr. M. Laubach
- Kayla Young, *Shorts*. Mentor: Dr. J. Powell

Planet Earth

- Clinton Jewkes, *Zero Waste and CO² Emission*. Mentor: Dr. A. Walz
- Carl DeMuth, *Nuttallburg Mapping Project*. Mentor: Dr. N. Freidin

Theories for Teaching

- Russell S. Bailes, *Marshall University's 'Marshall Plan' Curriculum Requirement and Its Effects on Retention Rates, Individual Course Completion and Academic Performance*. Mentor: Dr. M. Laubach
- Mark Ballard, *Innovations for Introductory Latin Textbooks*. Mentor: Dr. D. Chrol
- Madelyn Coalson, *Proxemics in Education*. Mentor: Dr. C. Brammer
- Keri Derenberger, *College Retention of Non-Traditional Students*. Mentor: Dr. M. Laubach

Politics and Theory

- Jacquoi Chandler, *Democracy*. Mentor: Dr. M. Beller
- Sarah Mathis, *My Policy Reform*. Mentor: Dr. R. Behrman

- Tyler Sharp, *The Logic of Theism*. Mentor: Dr. J. Baris
- Josh Sutherland, *Trends in Extreme Political Thought*. Mentor: Dr. M. Beller

Afro Identity

- Brian Adkins, *The Blues and Its Portrayal of Blacks in the Early Twentieth Century*. Mentor: Dr. C. Burgueño
- Steve Holland, *African vs. African Americans: A Study in Ethnic Attitudes*. Mentor: Dr. M. Laubach
- Justin Pannell, *Racial Epistemology and Its Consequences in Modern Institutions*. Mentor: Dr. J. Young
- Kelcy Perkins, *Afro-Latin American Culture Through the Eyes of Nancy Morejon*. Mentor: Dr. C. Burgueño

Poster Session II

- Robert Hupp, *Snow and Glacier Retreat in the U.S. National Parks*. Mentor: Dr. A. Walz
- Frederick Britton McNew, *Analysis of Sex Offender and School Locations in Huntington, WV*. Mentor: Dr. A. Walz
- Chad Pyles, *A Spatial Analysis of Violent Crime and Alcohol Retailers in Huntington*. Mentor: A. Walz
- Elijah Wise, *A Comparison of Frequencies as Defined by Search Engines*. Mentor: Dr. A. Fugett-Fuller.

GRADUATE PSYCHOLOGY TRAINING CLINIC

The Department of Psychology has expanded its graduate clinical services off campus, thanks to the generosity of Marshall University graduates Amy and Jack Ingles, owners of Starlight Behavioral Health in Huntington.

The Ingles have given the Marshall Department of Psychology about 3,000 square feet of office space at Starlight, rent free. In addition, they supplied office furniture and telephones. The new space provides our students a better work environment in which to develop their clinical skills.

The Doctor of Psychology program trains students to become clinical psychologists, who will then be able to serve people living in rural areas where mental health services are not readily available.

Amy (Searls) Ingles received her bachelor's degree in communication disorders in 1998. Jack Ingles received a bachelor's degree in political science in 1987, a master's in journalism in 1990, and a master's in clinical psychology in 2000. Jack spent several years in the Army in Iraq before opening Starlight. During that time, he maintained close ties with Dr. Pam Mulder.

Starlight Behavioral Health is a private corporation of around 250 employees that provides a broad range



Department of Psychology receives additional clinical space from Starlight Behavioral Health. Seated in front are Amy Searles Ingles and Dr. Pam Mulder. Standing are Dr. Steven Mewaldt, Dr. David Pittenger, and Jack Ingles.

of behavioral and mental health services to individuals who have mental retardation, developmental disabilities and/or mental illness issues in the Huntington region.

THE FACULTY

Faculty Awards

Each year, Marshall University and the College of Liberal Arts recognize the outstanding teaching of our best faculty. The University awards are competitive. Faculty must first be nominated by a colleague who provides a detailed testimonial for the nominee. The nominee must then submit to a faculty review committee evidence of superior teaching. This evidence includes, among other things, course syllabi, assignments, and samples of students' work. The faculty review committee then visits the nominee's classes to watch the instructor in action. From this

detailed evaluation, the selection committee is able to identify the best of the best faculty at Marshall University. Those who have won these awards set high academic standards for their students and set the stage for students to realize those goals. The College of Liberal Arts is proud to have many of the University's best faculty. Since the creation of the various endowed teaching awards, faculty in the college have been frequent recipients of these awards.

Dr. Charles E. Hedrick Outstanding Faculty Award

The Hedrick award is given to a full-time, tenured or tenure track faculty at Marshall University who has at least seven years service and a record of outstanding classroom teaching, scholarship, research and creative activities.

This year's recipient is Dr. Maria Carmen Riddel, Professor and Chair of the Department of Modern Languages. Born in Madrid, Spain, Dr. Riddel is a Professor of Spanish and specializes in contemporary Spanish Peninsular literature and feminism. She has made presentations at professional conferences, has published several articles about the narrative writing of Spanish women and the book, *LA Escritura Femenina En LA Postguerra Espanola*.



Distinguished Artists and Scholars Award--senior award in Humanities & Social Sciences

This award recognizes distinctive accomplishments in the fields of artistic and scholarly activity of Marshall University faculty, specifically those who have produced significant artistic and scholarly work while at Marshall University.

There is little doubt regarding Professor A. E. Stringer's many accomplishments as a scholar, creative writer, and professor of English. Since 1988 he has taught many courses in creative writing, including his specialty, poetry. He also created the College's Visiting Writers Series, a program that brings distinguished writers to campus. Professor Stringer has

several published collections of his poetry. His most recent collection is *Human Costume* (Salmon Poetry, 2010). Professor Stringer is also the editor of *Paradox Hill: From Appalachia to Lunar Shore, Revised Edition* (WVU Press, 2010). This reprint of Louise McNeill's – West Virginia Poet Laureate from 1979 to 1993 – classic work contains poems from several decades of her career.



PICKENS-QUEEN TEACHING AWARD

This teaching award is designed for junior members of the faculty who have less than 6 years of service at Marshall University as a tenured or tenure-track member of the faculty. Nominees of the award are closely evaluated by a sizable committee that reviews the nominees' materials, visits their courses, and interviews their students. At the end of this long and comprehensive evaluation, the committee selects three recipients. This year, two faculty from the College of Liberal Arts received this distinguished award.

DR. CHRISTINA FRANZEN Dr. Franzen has finished her third year at Marshall University as an assistant professor in the Classics department where she teaches Latin, Greek, and classic Greek and Roman Literature. According to Dr. Caroline Perkins, Chair of the Department of Classics, Christina, Dr. Franzen "is a meticulous and (some would say) a demanding teacher. I've taught students she trained in Greek and they knew their forms down to the last iota! Her subject-matter is formidable but she is not. She is very approachable and her students love her. She expects a



lot of her students, but her classroom is an enjoyable place to be." And the success of her good work as a teacher is evident in the large number of students who enroll in her classes. The popularity of the College's Classics department is due in large part to the high quality of teaching Dr. Franzen and her colleagues provide all their students.

DR. JASON MORRISSETTE Dr. Morrisette is an Associate Professor of Political Science and Director of the International Affairs program of study. He has taught at Marshall since 2007, the year he received his Ph.D. from The University of Georgia. Dr. Morrisette is interested in International Relations and Comparative Politics, specifically problems of environmental scarcity and conflict, as well as issues concerning contemporary Russian politics. He has published articles in *The Cambridge Review of International Affairs* and *Parameters: US Army War College Quarterly*.



The Chair of Political Science, Dr. Marybeth Beller is an enthusiastic supporter of Dr. Morrisette's work. In her nomination letter she noted that students often comment about his level of enthusiasm and humor, and many indicate that they plan to take his other courses. Indeed, he has developed a reputation of providing interesting and well organized lectures that engage all the students.

COLLEGE OF LIBERAL ARTS TEACHING AWARD

The winner of this award is selected by the students currently enrolled as a major in the College of Liberal Arts. Among the more than 130 faculty of the College, our students have selected a single best instructor, Dr. Simon D. Perry.

Dr. Perry has been teaching for Marshall University for 48 years. During that time, he has taught an inestimable number of students who have enrolled in his various Political Science Courses. Students of all generations recognize the great impact that Dr. Perry has had on their lives and careers. Indeed, alumni of the University have selected Dr. Perry as one of the University's "Living Legends."



Dr. Perry's has now retired to spend more time with his beloved Frances, their children, and the growing number of grand and great-grand children.

Dr. Perry's legacy will be long lasting. The College of Liberal Arts has created the Simon Perry Center for Constitutional Democracy. The Center's mission is to support an interdisciplinary program that focuses on the American judicial system, how it has been shaped by individuals in American history -- especially John Marshall -- as well as by social, economic and cultural forces, and the implications of artistic representation for political culture and identity. The program currently includes courses from Political Science, History, English, Philosophy, and Sociology. The Center will develop a vital interdisciplinary program of study that incorporates the traditions of the arts, the humanities, and the social sciences.

Previous COLA Winners of Faculty Awards

Pickens-Queen Teaching Award

2008 NATSUKI ANDERSON
 GEORGE DAVIS
 WENDY WILLIAMS

2007 DAVID WINTER
 PHILLIP RUTHERFORD
 DEL CHROL

2006 LACHLAN WHALEN

2005 MARYBETH BELLER
 KIM DETARDO-BORA

2004 JANET BADIA

2003 JAMIE WARNER

2002 SHERRI SMITH

2001 CHERYL BROWN

2000 KATERYNA SCHRAY
 ERIC MIGERNIER

1999 DAVID MILLS
 ROBERT GRUBB
 JAMES HAMMERSTRAND

1998 MONTSERRAT MILLER
 KATHARINE RODIER

1997 JOHN VAN KIRK

1996 CHRISTOPHER LEGROW

Marshall and Shirley Reynolds Outstanding Teaching

2008 KATERYNA SCHRAY

2002 STEVEN MEWALDT

1999 JOHN MCKERNAN

1996 WILLIAM PALMER

1993 CHARLES LLOYD

1990 CLAIR MATZ

1989 SHIRLEY LUMPKIN

1987 ELAINE BAKER

Charles E. Hedrick Outstanding Faculty Award

2007 DAVID MILLS

2006 MONTSERRAT MILLER

2004 MARY MOORE

1998 ALAN ALTANY

CLASSICS

E. DEL CHROL, PH.D.: UNIVERSITY OF SOUTHERN CALIFORNIA

I am continuing my research on the social, political and literary implications of ancient theories about elite identity formation.

Chrol, E. Del. (2010). Panelist: *Bridging the Gap Between Secondary and University Language Programs* at the West Virginia Foreign Language Teachers' Association, Parkersburg, WV.

Chrol, E. Del. (2010). How is a Bad Orator Like a Good Orator? The Impact of the Julio-Claudians on Performance. (Paper presented at the Vergilian Society Symposium, Cumae, Italy).

Chrol, E. Del. (2010). Oral Reader for the four audio volumes in Bolchazy-Carducci's *I Am Reading Latin* series.

Chrol, E. Del. (2010). Travel Grants from: *Classical Association of the Middle West and South* (2 grants); and *WV Humanities Council*.

Dr. Chrol is Vice President for WV for the Classical Association of the Middle West and South, Executive Council West Virginia Foreign Language Teachers' Association.

CHRISTINA FRANZEN, PH.D.: UNIVERSITY OF WASHINGTON

FOCUS ON FACULTY: CHRISTINA FRANZEN

If you happened to pass by Fat Patty's on Third Avenue on a Thursday afternoon this past fall semester, you might have seen Dr. Christina Franzen helping students read the Roman poet Lucan's epic *Civil War* — in Latin! Dr. Franzen's Lucan reading group is one way the assistant professor of Classics shares her passion for the classics with students. Since she joined the College of Liberal Arts faculty in the fall of 2007, Dr. Franzen has taught all levels of Greek and Latin. She also teaches courses in the classics that allow students to study and discuss English translations of great texts including *Iliad*, the *Odyssey*, and the *Aeneid*.

Dr. Franzen's fascination with the classics started when, as a six-year-old, her aunts and uncles would take her to the museums in Chicago to see exhibits of Egyptian mummies. These early experiences inspired her quest to study classic languages and literature. After receiving a bachelor's degree in Latin at the University of Georgia, Dr. Franzen earned a Ph.D. in Classics from the University of Washington in Seattle. Her dissertation, *Revulsion and Desire: The Figure of the Monster in the Roman Imperial Imagination*, examined how Romans perceived such macabre topics as death and the existence of monsters.

Monstrosity, in fact, is one of the themes Dr. Franzen teaches in her classes, as she shows students how this theme in literature remains relevant. For example, Dr.



Franzen helps her students understand how Greek and Roman writers, especially those in power, would portray others as monsters, thereby keeping those who were ethnically, politically, or sexually different out of the political mainstream. These discussions led students to study the similarities between those living in an ancient world and those responding to contemporary events — just of the many ways the classics prove to be a relevant and fascinating area study.

Interest in monstrosity is also evident in Dr. Franzen's research. An article recently accepted for publication examines Geryoneis, a three-headed monster whom Heracles kills. The article studies a poem by the Greek poet Stesichorus—a poem that, fascinatingly, recounts the events from the point of view of the monster. Other figures and uses of monstrosity in Dr. Franzen's research include the brutal witch Erichtho, featured in Lucan's *Civil War*, as well as the study of the Roman oracle Cicero, who frequently used metaphors in his political speeches branding his opponents as monsters.

Outside of class, Dr. Franzen enjoys yoga, jogging, evenings of Greek and Roman-inspired cooking with her students, and watching horror movies. In horror movies she frequently sees links between the classics and the present; themes like the aesthetic depiction of horrible death scenes, as well as in numerous classical works—proof, again, that basic themes of interest to humans transcend time.

Franzen, Christina. (2010) *Ludibria Horrenda: Martial's Construction of Monstrosity in Flavian Rome*. (Paper presented at the Classical Association for the Middle West and South Annual Conference).

Franzen, Christina. (In Press) *Sympathizing with the Monster: Making Sense of Colonization in Stesichorus' Geryoneis*. *Quaderni urbinati di cultura classica*, 92, 2.

CAROLINE PERKINS, PH.D.: THE OHIO STATE UNIVERSITY

Perkins, Caroline. (2010) Looking in the Mirror: Caecina and his Army in the *Histories of Tacitus Collection Latomus. Studies in Roman History and Culture, XV: 366-383.*
Perkins, Caroline & Ryan, M. B. (In press) *Ovid, Amores, Book I.* University of Oklahoma Press.

COMMUNICATION STUDIES

CAMILLA A. BRAMMER, PH.D.: OHIO UNIVERSITY

Woods, E. and Brammer, Camilla A. (2009) *Emotional Intelligence and Communication Competence.* Paper presented at the National Communication Association Conference, Chicago, IL.
Brown, C.A. & Brammer, Camilla A. (2009) *Eight Survival Strategies for Team Teaching,* Paper presented at the National Technology and Social Science Conference, Las Vegas, NV.
Institute for Higher Education Policy: Summer Academy: Cultivating Student Access & Success: Investing in First Generation Student Achievement, Weston, FL.
Brammer, Camilla A. (2009). *Leadership Training: Effective interpersonal communication.* Consulting for U.S. Army Corps of Engineers.

LINDSAY R. CALHOUN, PH.D.: UNIVERSITY OF UTAH

My current research in Communication Studies uses Critical Theory and Post-Structuralism as they apply to peace and conflict, performance studies, and intercultural and international communication.
Calhoun, Lindsay R. (2009). *Intercultural Dialogue: Continuing the conversation from Summer 2009.* Paper presented at the National Communication Association National Convention, Chicago, IL.
Calhoun, Lindsay R. (2009). *Scenarios of Performance in Collective Memory Work: Participant Observation at the Sand Creek Massacre National Historic Site.* Paper presented at the National Communication Association National Convention, Chicago, IL.
Calhoun, Lindsay R. (2009). *What do we do when things fall apart? A case study of the post-conflict challenges and changes facing Rwanda.* Paper presented at the National Communication Association International Conference on Intercultural Dialogue, Maltepe University, Istanbul, Turkey.

STEVEN D. COOPER, PH.D.: RUTGERS STATE UNIVERSITY OF NEW JERSEY

Cooper, Steven D. (2009). The oppositional framing of bloggers. In P. D'Angelo & J. A. Kuypers (Eds.), *Doing News Framing Analysis* (pp. 135-155). New York, NY: Routledge.

SUSAN GILPIN, PH.D.: CARNEGIE MELLON UNIVERSITY

Gilpin, Susan. (2009). *Discourse Strategies for Teaching Civility: Inviting Forni into Communication Classrooms.* Paper presented at the Southern States Communication Association, Language and Social Interaction Division. Norfolk, VA.
Gilpin, Susan. (2009). *Negotiating Stability and Change in Post-disaster Mining Communities: Rhetoric of the Sago, WV Mine Explosion.* Paper presented at the National Communication Association, Critical and Cultural Studies Division. Chicago, IL.
Dr. Gilpin is currently the Secretary of the Language and Social Interaction Division, Southern States Communication Association. Dr. Gilpin will also be an Associate Dean for the University's Honor College.

CYNTHIA TORPPA, PH.D.: THE OHIO STATE UNIVERSITY

FOCUS ON FACULTY: DR. CYNTHIA TORPPA

In January, the Department of Communication Studies welcomed a new associate professor, Dr. Cynthia Torppa, who brings to Marshall her expertise in the rapidly expanding field of Health Communication. Dr. Torppa earned both her master's and doctoral degrees from the Ohio State University before joining the faculty at the University of Delaware, where she became a tenured associate professor. She then accepted a position at Penn State before her desire to

be closer to her family led her back to Ohio State, where she taught for 10 years.

In health care, according to Dr. Torppa, job opportunities are expanding rapidly as the amount of health information available to the public continues to increase. With this ever-expanding amount of health information comes a need for health communication professionals who can access and interpret health-related research and educate the public through magazines and media. Also, good communication skills are essential to all health care providers.

Physicians and other health care providers with good communication skills are better able to have patients share relevant information and follow through with treatment.

Health communication is also essential for improving public health, especially during epidemics and other large scale public health concerns. Recent epidemic fears, such as the SARS outbreak and the H1N1 flu epidemic, show the need for trained communication professionals who can alleviate the fear of vaccination, and encourage more people to be vaccinated and take other active measures to protect themselves and to help stop further spread of the disease.

One of the research areas Dr. Torppa is particularly interested in is numeracy, which is a subtopic under health literacy. While health literacy deals with the general ability people have to understand basic medical information, numeracy focuses on people's ability to understand medical information that depends on specific mathematical skills, such as dosage instructions. Another aspect of numeracy focuses on how people make health decisions — for example, people who smoke tend underestimate the likelihood of their developing lung cancer whereas other people develop irrational fears about childhood vaccinations.



Underscoring Dr. Torppa's enthusiasm for communication is her belief in the many benefits the field has to offer students. Good communication skills in general, she argues, directly correlate to successful relationships, marriages, and friendships. People with good communication skills have a better ability to manage conflicts and a lower chance of developing certain psychological problems, such as social withdrawal and social isolation. In the current debate about health issues, health communication skills, in particular, have proven important, as Dr. Torppa has demonstrated to her students by incorporating her experiences attending healthcare reform meetings into her classes. In fact, Dr. Torppa emphasizes the numerous job opportunities in healthcare available for all Communication majors: public communication departments in hospitals and medical centers, pharmaceutical companies, insurance companies, non-profit organizations doing campaign and information releases, local, state and federal agencies, and large corporations with in-house health programs are just some of the many organizations looking for graduates with degrees in Health Communication. Through the work of Dr. Torppa, Marshall is happy to be able to offer this valuable field as a career choice to its students.

CRIMINAL JUSTICE

DHRUBA BORA, PH.D.: INDIANA UNIVERSITY OF PENNSYLVANIA

Bora, Dhruba, & DeTardo-Bora, K. (2009). Passport to Learning: Faculty-Led Study Abroad Seminars for Criminal Justice Students. *Annual Conference of the Southern Criminal Justice Association*. Charleston, SC.

Bora, Dhruba (2010). Discussant for panel #226: What Not to Wear: Professionalism and Seeking Employment in Criminal Justice. Presented at the forty-seventh annual meeting of the *Academy of Criminal Justice Sciences*. San Diego, CA.

KIMBERLY DETARDO- BORA, PH.D.: INDIANA UNIVERSITY OF PENNSYLVANIA

Bora, D., & DeTardo-Bora, Kimberly (2009). Passport to Learning: Faculty-Led Study Abroad Seminars for Criminal Justice Students. *Annual Conference of the Southern Criminal Justice Association*. Charleston, SC.

ANGELA W. CREWS, PH.D.: INDIANA UNIVERSITY OF PENNSYLVANIA

Crews, Angela (In press). Biological theories. In J.M. Miller (Ed.) *21st century criminology: A reference handbook*. Thousand Oaks, CA: Sage Publications.

Crews, Angela (In press). Corrections in conflict: A house divided. In J. Rose (Ed), *Cutting the edge: Current perspectives in radical/critical criminology and criminal justice (2nd Ed)*. Edison, NJ: P Transaction Publishers.

Dr. Crews is also a reviewer for the following journals: *Journal of Criminal Justice Education, American Journal of Criminal Justice, Justice Quarterly, Criminal Justice Policy Review, Journal of Crime & Justice, The Prison Journal, and International Criminal Justice Review*.

GORDON A. CREWS, PH.D.: INDIANA UNIVERSITY OF SOUTH CAROLINA

Since 2004, my wife, Dr. Angela West Crews, and I have been involved in extensive national and international research dealing with juvenile violence/delinquency and police/societal response. We currently have a contract to prepare a book in which we will present our work.

Crews, Gordon A. (2009). *Perceptions of Police Functioning and Integrity: International and Comparative Perspectives* American Society of Criminology, Philadelphia, PA.

Crews, Gordon A. & Crews, A. W. (2009). *Juvenile Delinquency and Violence: Examining International Police and Societal Response. International Police Executive Symposium*, Ohrid, Macedonia.

Crews, Gordon A. & Crews, A. W. (2009). *Investigating the Connection of "Satanic Tourism" to Juvenile Delinquency*. Academy of Criminal Justice Sciences, Boston, MA.

Crews, Gordon A. & Crews, A. W. (2010). *International Police Education For The Rule Of Law: Obstacles, Facilitators, Curricula, Pedagogy, And Delivery* (Paper presented at the Twelfth United Nations Congress On Crime Prevention And Criminal Justice. Salvador, Brazil).

Crews, Gordon A. (2010). *Youth Involvement in Alternative Subcultures, Groups, Belief Systems, and Lifestyles: Examining International Police and Societal Response* (Panel Chair and Presenter)

Crews, Gordon A., J. Greene, S. Cheurprakobkit, A., West Crews, P. Unnithan, and E. Schultz. *Criminal Justice Agency Training Curricula: A National Assessment*.

Quinlan Endowment Fund for Faculty Travel Grant: *A Descriptive Analysis of State Law Enforcement Training in the United States*.

Dr. Crews is Executive Director and Secretariat of the Southern Criminal Justice Association

SAMUEL DAMERON, PH.D.: SAM HOUSTON STATE UNIVERSITY

Dameron, Samuel L., & Mintsoulis, Melissa M.* (2010, October). *An Analysis of the Presence and Content of Law Enforcement Web Pages in West Virginia*. Paper presented at the Annual Meeting of the West Virginia Criminal Justice Educators' Association held in Institute, West Virginia.

ENGLISH

KELLIE BEAN, PH.D.: UNIVERSITY OF DELAWARE

Bean, Kellie (In Press). *Harold Pinter: A Literacy Companion*. McFarland & Company.

Bean, Kellie (2009). Invited Book Talk: *Post-Backlash Feminism*, at the Women's Studies One Book event at Indiana University-Purdue, Ft. Wayne.

Bean, Kellie (2009). Delivered the Keynote Address: *You're Playing for the Wrong Team, Girl: Taking Sides and Making Names*. Women's Studies One Book event at Indiana University-Purdue, Ft. Wayne.

Dr. Bean will be the new Associate Dean of the College of Liberal Arts. In addition, she was recently nominated to serve as on the ML Delegate Assembly, representing Politics in the Profession. She is also a member of the editorial board of *Race/Ethnicity: Multidisciplinary Global Context*.

WHITNEY DOUGLAS, PH.D.: UNIVERSITY OF NEBRASKA

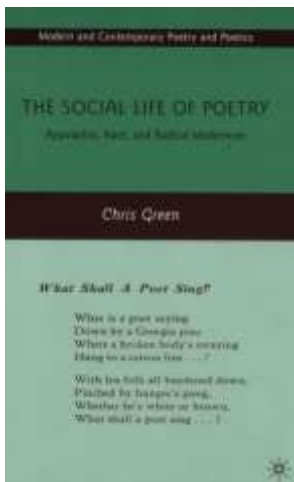
Douglas, Whitney (2010). *Entering the Text of Teaching: (Re)Visioning How We Teach Writing*. Paper presented at the Conference on College Composition and Communication, Louisville, KY.

CHRISTOPHER GREEN, PH.D.: UNIVERSITY OF KENTUCKY

FOCUS ON THE AUTHOR: CHRIS GREEN

Dr. Chris Green, associate professor of English at Marshall University, recently won the Weatherford Award for his book *The Social Life of Poetry: Appalachia, Race, and Radical Modernism* (Palgrave Macmillan, 2009). The Award, which Berea College and the Appalachian Studies Association have presented annually for the

past 19 years, honors one fiction and one nonfiction book related to Appalachia. Dr. Green received his award at the 33rd Annual Appalachian Studies Association Conference, and has thus joined a list of previous winners that include notable writers such as Charles Frazier, Ron Rash, and Denise Giardina.



In the introduction, Dr. Green explains how the book “reveals the role Appalachia played in America’s racial course during the modern era” by examining “how that discourse shaped and was shaped by people who wrote, published, and read four books of poetry about Appalachia.” The books are Jesse Stewart’s *Man with a Bull Tongue Plow* (Dutton, 1934), James Still’s *Hounds on the Mountain* (Viking, 1937), Muriel Rukeyser’s *U. S. 1*. (Covici-Friede, 1938), and Don West’s *Clods of Southern Earth* (Boni & Gaer, 1946). Through a study of how these books came to be written and published and how they were received locally and nationally, Dr. Green examines how the authors, the publishers, and the readers used the books both to create and understand the social and racial boundaries of the world in which they lived. Dr. Green’s book fills a gap in scholarly research about Appalachia: though often studied on its own, Appalachia has less often been studied in relation to the other cultures around it, nor has the region been extensively studied as part of the multicultural history of America. This important contribution to Appalachian studies has led Steven Mallioux, President’s Professor of Rhetoric at Loyola Marymount University, to write, “Green has given us a comprehensive model for rigorously studying the social life and material history of regional poetry in relation to national circuits of production, distribution, and reception.”

Also in 2009, Dr. Green published a collection of poems titled *Rushlight* (Bottom Dog). A rushlight is a candle-

like device made from the rush plant, often used by working-class people as an inexpensive substitute for wax candles, a fact that Gurney Norman, Kentucky Poet Laureate and author of *Kinfolks*, explains before adding, “I see better in my own dark through these brilliant poems, for which I thank this very necessary writer.” Having two books published in one year is a rare experience, and Dr. Green is quick to point out the frustrations of publication that authors have to work through. Both books result from years of work: *Rushlight* since 1996, while *The Social Life of Poetry* is the culmination of research started as early as his undergraduate years and then continued throughout his doctoral studies.

Dr. Green is also the editor of *Coal: A Poetry Anthology in the South since Reconstruction* (Palgrave Macmillan). He is currently working on his next book project, titled *Appalachian Literature: A History*. The book will unite studies of literature and history by using reception theory and cultural studies to explore how and why people used writing in Appalachia to affect their world.

Born and raised in Lexington, Kentucky, Dr. Green’s interest in Appalachian writers began when, as a high-school senior, he asked his AP English teacher why they were not studying any works by writers from Kentucky. Her answer, “There are no great writers from Kentucky,” started him on his quest to discover Appalachian writers. Today Dr. Green carries his enthusiasm for Appalachian studies into the classroom: among the courses that he teaches are Appalachian Fiction and Poetry, Appalachian Literature and Theory, Southern Writers, and the Senior Seminar for English majors. His enthusiasm is contagious, and his work proves that not only are there great writers in Appalachia, but that his own work as a professor will also help shape the identities and nourish the growth of many Appalachian writers still.



Green, Christopher (2007). Review of *Logan Topographies: Poems* by Alena Hairston. *Journal of Appalachian Studies* 13, 1–2, 255–257. (NOTE: This journal has been late in printing its back issues).

Green, Christopher (2009). *The Social Life of Poetry: Appalachia, Race, and Modern Radicalism*. Palgrave Macmillan, NY.

Green, Christopher (2009). *Rushlight: Poems*. Bottom Dog Press, Huron, OH.

Green, Christopher (2009). Airlifting in the President of Grandmothers over a Curtain of Stars (poem). *Constellations: An Anthology of the Graduate Humanities Program Celebrating Thirty Years (1979-2009)*. Charleston, WV: Marshall University Graduate Humanities Program.

DAVID HATFIELD, PH.D.: LOUISIANA STATE UNIVERSITY

Hatfield, David (2009). *Kingdom Come and Sacred Violence: The Role of Graphic Narrative in Modern Mythology*. Paper presented at the Oxford Roundtable, Oxford University, Oxford, England.

Hatfield, David (2010). *Bridging the Digital Divide: Reconciling Student/Teacher Literacies*. Paper presented at the College Conference on Composition and Communication. Louisville, KY.

HYO CHANG, HONG, PH.D.: BALL STATE UNIVERSITY

- Hong, Hyo-Chang & Iddings J. (2009) Language is My Selling Point: Contrastive Appraisal Analysis of English and Korean Advertisements. *Studies in Humanities*, vol. 20, 1-19.
- Hong, Hyo-Chang & Fincham J. (2009) Semogenesis and Ontologies of the Language of Philosophy. *Linguistics Studies*, vol. 14, 209-228.
- Hong, Hyo-Chang (2009) Grammar and Writing Instruction. Conference Proceedings, East Asian Humanities Studies.
- Hong, Hyo-Chang (2010) Toward a Genre-Based Approach to Old English Texts: A Systemic Functional Approach to the Old English Mystery Particle *þa*. To be published in the Conference Proceedings of International Systemic Functional Congress 36
- Hong, Hyo-Chang (2009) Toward a Genre-Based Approach to Old English Texts: A Systemic Functional Approach to the Old English Mystery Particle *þa*. International Systemic Functional Congress 36, Beijing, China.
- Hong, Hyo-Chang (2009) Beyond Grammar Instructions are Words?: A Systemic Functional Appraisal Analysis of ESL Narrative Essays, INTESOL, IUPUI, IN.
- Hong, Hyo-Chang (2009) Pedagogical Implications of Teaching Grammar in Context, WVTESOL, Univ. of Charleston, WV.
- Hong, Hyo-Chang & Zhao, J. (2010) Enhancing ESL Academic Writing through Genre and Register Instruction, WVTESOL, Fairmont State Univ. WV.
- Hong, Hyo-Chang (2009). Reading and Writing in English as a Foreign Language, Invited lecture presented at Andong National University, Andong, S. Korea.

GWYNETH HOOD, PH.D.: UNIVERSITY OF MICHIGAN

- Hood, Gwyneth (2009). Heroic Orual and the Tasks of Psyche, *Mythlore 104/105*, pp. 43-81.
- Dr. Hood has also served as editor of *Mythic Circle*, a small fiction publication of the *Mythopoeic Society*, on whose governing board she serves.

ROXANNE KIRKWOOD, PH.D.: TEXAS WOMAN'S UNIVERSITY

- Kirkwood, Roxanne, Gresham, M., McCracken J., Conner T., Fishman T., and Bryson Krista*. (2010). *The Place of Communities*. Paper presented at Computers and Writing. West Lafayette, IN.
- Kirkwood, Roxanne, Gresham, M., McCracken J., and Conner T. (2010). *Documenting the Process*. Paper presented at the Association of Teachers of Technical Writing. Louisville, KY.
- Kirkwood, Roxanne and Prejean, K. (2010). *Is This Facebook or an Online Writing Class?: Rethinking and Retooling Communication Strategies in Online Writing Courses*. Paper presented at the Conference of College Composition and Communication. Louisville, KY.
- Kirkwood, Roxanne and Gresham, M. (2010). *Not Your Mother's Argument: The New Work of Composing Feminist Identity*. Paper presented at Feminism(s) and Rhetoric(s). East Lansing, MI.

MARY MOORE, PH.D.: UNIVERSITY OF CALIFORNIA AT DAVIS

- Moore, Mary (2009). The Labyrinth of Style in Pamphilia to Amphilanthus. In C. Kinney. M. Wroth. *Ashgate Critical Essays on Early Modern Women, V. 4*. Ashgate Press.
- Moore, Mary (2009) Wit the Warp. Paper presented at the Renaissance Society of America, Los Angeles, CA.
- Moore, Mary (2010). *Blue Glass Bottle by Blenko, Van Gogh's Stars*. (Poems). *2RiverView 14:3*, Spring.
- Moore, Mary (2010). *Winged Nike* (Poem). *American Poetry Journal, 8, 5, 74*.
- Moore, Mary (2010). Desiring Styles: Teaching Prose Style With Imitation. In M. Ferguson and S. Monta (Eds.). *Teaching Renaissance Prose*, New York and London: Modern Language Association.

RACHAEL PECKHAM, PH.D.: OHIO UNIVERSITY

- Peckham, Rachael (2009). Identity Anxiety and the Problem and Power of Naming in African American and Jewish American Literature. *Xavier Review*.
- Peckham, Rachael (2009). Third Degree. *SENTENCE*.
- Peckham, Rachael (2010). Taps, or Some Notes on Summer Camp. *DIAGRAM*.
- Peckham, Rachael (2010). From Where the Watchers Wait: A Reading of Creative Nonfiction. Paper presented at the West Virginia Association of College English Teachers (WVACET), West Liberty, WV.

Peckham, Rachael (2010). Of Saints & Neighbors: Revisiting the Pathology of Ray, Indiana. Paper presented at The Louisville Conference on Literature & Culture Since 1900, Louisville, KY.

Peckham, Rachael (In Press). C-Section in Renaissance Center. *South Loop Review: Creative Nonfiction + Art Online*.

Peckham, Rachael (In Press). Muck Fire. *South Loop Review: Creative Nonfiction + Art Online*.

Peckham, Rachael (In Press). Rendering. *South Loop Review: Creative Nonfiction + Art Online*.

KELLI M. PREJEAN, PH.D.: UNIVERSITY OF LOUISVILLE

Prejean, Kelli M. (2010). Reaching in, reaching out: A tale of administrative experimentation and the process of administrative inclusion. *Praxis: A Writing Center Journal*, 7(2). Available at: <http://projects.uwc.utexas.edu/praxis/?q=node/308>.

Prejean, Kelli M. (2010). Is This Facebook or an Online Writing Class?: Rethinking and Retooling Communication Strategies in Online Writing Courses. Paper presented at the Conference on College Composition and Communication, Louisville, KY. Available at: <http://www1.ncte.org/cccc/program/speakers/?pid=3497>

JAMES RIEMER, PH.D.: BOWLING GREEN STATE UNIVERSITY

Riemer, James (2010). Engage and Deliver: Redesigning the WAC Course for an Online Environment. Paper presented at the Conference on College Composition and Communication in Louisville, KY.

Riemer, James (2010). Women's Writing, Friendship, and Gender Roles in Lisa See's *Snow Flower and the Secret Fan*. Paper presented at the Louisville Conference of Literature and Culture after 1900, in Louisville, KY.

KATHARINE RODIER, PH.D.: UNIVERSITY OF CONNECTICUT

The Society for the Study of Multi-Ethnic Literature of the United States have created the Rodier Graduate Student Travel Award to honor consistent service to the organization

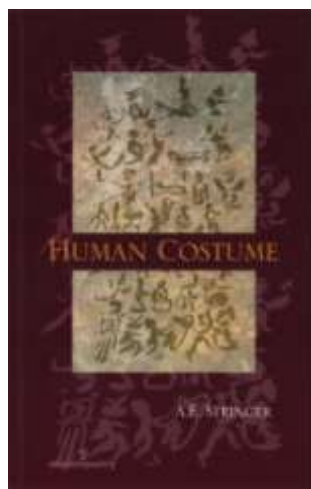
KATERYNA SCHRAY, PH.D.: UNIVERSITY OF NORTH CAROLINA

Schray, Kateryna (2009). Від Шалома до Подушки: Драматургія Провалу Обряду в Коріолані (From the Casque to the Cushion: Staging Failed Ceremony in Shakespeare's *Coriolanus*). *Zapysky Naukovoho Tovarystva Imeni Shevchenka* (Memoirs of the Shevchenko Scientific Society) 257, 422-31. The article is written in Ukrainian with an English language abstract. The Shevchenko Scientific Society is Ukraine's equivalent of America's Modern Language Association.

ARTHUR E. STRINGER, MFA: UNIVERSITY OF MASSACHUSETTS

FOCUS ON AUTHORS: A. E. STRINGER

Professor A. E. Stringer, a professor of Creative Writing in the English Department for more than twenty years, has recently been awarded the Distinguished Artists and Scholars Senior Award in Humanities and Social Sciences. The award, which the Marshall website notes is given in "recognition of exemplary productivity in research, scholarship, and/or creative activities on the part of Marshall University faculty," has crowned a year of remarkable achievement for Professor Stringer: 2009 saw the publication of his book of poetry titled *Human Costume* (Salmon Poetry) as well as the publication of a new edition of *Paradox Hill: From Appalachia to Lunar Shore* (West Virginia University Press), one of West Virginia poet Louise McNeal's classic books, which Professor Stringer edited and introduced.



Human Costume is a collection of poems that explores how human beings "wear flesh and feelings like costumes that both veil and reveal what animates us." The book is divided by subject line into five sections, each containing poems of a different theme such as nature, people, politics, as well as a section of ekphrastic poems, or poems inspired by other art forms such as painting or photography. "The heart of the book," professor Stringer says, "is our seasonal celebration of Halloween on the eve of All Saints Day," which juxtaposes the ritualized celebration of Halloween marked by its costumes and images of horror with the Catholic celebration of All Saints Day which honors the souls who have attained a heavenly status for their earthly good works. Dara Wier, winner of the Pushcart Prize and director of the MFA program at the University of Massachusetts in Amherst, has said, "Our lives are elevated when they're sympathetic to poetry's wavelengths. We're grateful to find this

can happen. In A. E. Stringer's poems this happens as though it were second nature."

Paradox Hill is a collection of poems by Louise McNeill, West Virginia's poet laureate from 1979 until her death in 1993. First published in 1972, the book contains poems written in mainly traditional verse with Appalachian themes. As the subtitle implies, the poems also contemplate other themes such as astronomy and cosmology. As Professor Stringer states in his introduction to this edition of *Paradox Hill*, his method of selecting poems to retain was guided by his focus



on "poems that represent McNeill's considerable skills in verse as well as her rich understanding of the relation of the local to the universal." Thus *Paradox Hill* came to be back in print—a sign of the increasing national interest in Appalachian literature that has marked recent years.

At Marshall, Professor Stringer teaches creative writing courses, such as Introduction to Creative Writing and the Poetry Workshop. He also supervises graduate students who may choose to write a poetry thesis for their Masters in English.

Stringer, Arthur E. (2009). *Human Costume*. Salmon Poetry, 2009.

Stringer, Arthur E. (2009). *Paradox Hill: From Appalachia to Lunar Shore by Louise McNeill*, edited and introduced by A. E. Stringer. West Virginia University Press, 2009.

Stringer, Arthur E. (2009). *Come Back to the Dance, Dick Clark* (poem) in *Prairie Schooner*, 84.

Stringer, Arthur E. (2009). *Kings of Boogie* (poem). *Prairie Schooner*, 85

Stringer, Arthur E. (2009). *The Evolution of Rock 'n Roll* (poem). *Prairie Schooner*, 86.

Stringer, Arthur E. (2009). *Jewel Case* (poem). In M. Worthington (Ed.), *MOTIF: Writing by Ear*, Motes Books, Louisville.

Stringer, Arthur E. (2009). *Any Sky* (poem) In *Kestrel Anniversary Anthology*, 73.

Stringer, Arthur E. (2009). *Interlude*. In *poetry sky (poetrysky.com)* bilingual English-Chinese.

Stringer, Arthur E. (2009). *Girl With Wings* In *poetry sky (poetrysky.com)* bilingual English-Chinese.

Stringer, Arthur E. (2009). Fellowship to Virginia Center for the Creative Arts from The Mid-Atlantic Arts Foundation in the amount of \$1,500.

EDMUND TAFT, PH.D.: PENNSYLVANIA STATE UNIVERSITY

Taft, Edmund M. (2010). Using John Wilders to Teach Shakespeare's Second Tetraolgy. *Quidditas: A Journal of Medieval and Renaissance Thought* 9, 138-157.

Taft, Edmund M. (2010). Editor, *Selected Papers of the Ohio Valley Shakespeare Conference*.

JILL TREFTZ, PH.D.: PENNSYLVANIA UNIVERSITY

I am working on an article on Tennyson's *The Princess* and the culture of collecting in nineteenth-century England. I'm also preparing an article focused on how Pfeiffer's *Studies from the Antique* offers an insightful feminist analysis of the portrayal of women in the Greek Epic Cycle and in late Victorian England. Currently, my research is really focused on the various intersections between science, education, sexuality, and poetry in the nineteenth century.

JOHN YOUNG, PH.D.: NORTHWESTERN UNIVERSITY

Young, John (2009). Collating Larsen's *Passing*: Textual Variability Beyond the Ending. Paper presented at the Society for Textual Scholarship, New York University, NY.

Young, John (2009). The Ethical Implications of Unfinished Manuscripts. Paper presented at the International Conference on Narrative, University of Birmingham, UK.

Young, John (2010). *Murdering an Aunt or two*: Textual Practice and Narrative Form in Virginia Woolf's Metropolitan Market. *Virginia Woolf and the Literary Marketplace*, J. Dubino (Ed.). Palgrave.

Young, John (2010). Narrative and Textual Contingency in the Two Editions of *Tender Is the Night*. Paper presented at the International Conference on Narrative, Case Western Reserve University, OH.

Young, John (2010). BSA-Mercantile Library Fellowship in North American Bibliography from Bibliographical Society of America, for archival research at Princeton and Yale universities on Richard Wright's *Native Son*.

Young, John (In Press). Iconic Pages in Robert Antoni's Fictions: A Speculative Edition. *The Social Dynamics of Scholarly Editing*. D. Cullen (Ed.). University of Toronto Press.

ANTHONY VIOLA, PH.D.: OHIO UNIVERSITY

I plan to revise a draft of a 400-page novel titled *What They Did* by switching the point of view from first-person throughout the entire novel to third-person limited from multiple perspectives (ten in all). I am also working on short pieces of minimalist prose, often called flash fiction, and I'm revising a collection of inter-related short stories, titled *West Babylon*, (two of which have been published previously).

Viola, Anthony (2010). The Charming Vanda vs. the Gutter Girl in Anton Chekhov's *A Gentleman Friend*, Paper presented at The Ohio Festival of the Short Story, Cincinnati, OH.

Viola, Anthony (2010). Developing a Setting with Character and Presence. Paper presented at The Association of Writers and Writing Programs, Denver, CO.

Viola, Anthony (2010). Fiction, Fish Markets, and Tenure (West Virginia and New Jersey). Paper presented at the Louisville Conference on Literature and Culture Since 1900, Louisville, KY.

JUN ZHAO, PH.D.: UNIVERSITY OF ARIZONA

Zhao, Jun (2009). Conceptualizing English Academic Writing via Verbal and Manual Metaphors. *Iberica*, 17, 119-138.

GEOGRAPHY

JOSHUA HAGEN, PH.D.: UNIVERSITY OF WISCONSIN-MADISON

FOCUS ON AUTHORS: JOSHUA HAGEN

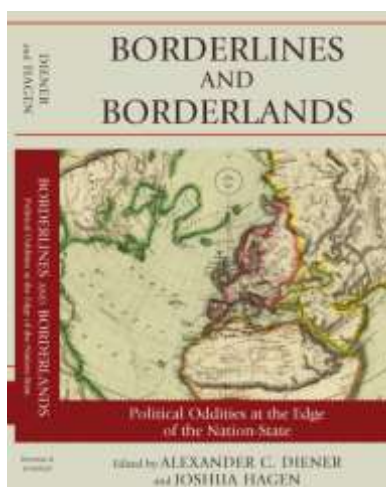
Dr. Joshua Hagen, an associate professor of Geography Department since 2003, is the co-editor of a book titled *Borderlines and Borderlands: Political Oddities at the Edge of the Nation-State*. The book explores some visually odd-looking borders, such as Namibia's Caprivi Strip, the Green Line between Israel and the West Bank, and the India-Bangladesh borderline, examining the historical development of these borders and the process that led the people or the governments involved to draw them as they are. Through this study, Dr. Hagen and his co-editor, Alexander C. Diener, argue that all borders are, in fact, artificially created by people; as such, no specific border is better, worse, more natural or less natural than any other border.

Aimed at undergraduate students and hailed by Alexander B. Murphy of the University of Oregon as "a rich resource for students of political geography and international relations," the book also explains how those borders came about as a result of territorial disagreements that often shape the nations involved. This treatment of borders is all the more intriguing because of the contradictory developments surrounding borders today: while borders are increasingly opening up to trade and investments, for instance, they are simultaneously closing up to the movement of people. This is evident in the United States, where trade is easier than ever while immigration is increasingly difficult, as well as in the European Union, where borders inside of Europe are opening up to commerce while they are more se-

verely closing up to North African or Russian immigrants, among others.

Dr. Hagen's other research interest has led him to work on his next book, titled *Building Nazi Germany: Place, Space, Architecture and Ideology*. The book, which Dr. Hagen is currently working on in collaboration with Robert Ostergren, and which is under contract with Rowan and Littlefield, explores the political and cultural aspects of urban planning as the Nazi regime used it to further its ideology. The book examines how the regime tried to re-organize German society through a large-scaled building program. The regime, for example, moved to get working-class German families out of large apartment buildings and into smaller homes with garden areas around them. The move, the regime rationalized, would urge German families to produce their own food and even to have more children, thus helping Germany reach independence from imported food—an important goal, especially in case of an armed conflict—and achieve the higher birth-rate the government was encouraging at the time. The unfolding of the Holocaust provides another grim example of how the Nazi regime used a strict control of residential areas to further their political and ideological goals. Jews were first restricted to living in confined areas of cities which then led to their deportation to the infamous concentration camps.

The two books thus mirror Dr. Hagen's two research interests: the role of urban planning and of architecture in the development of nationalist movements,



and the nature of international borders in our modern world, so often described as a globalized and borderless one. At Marshall, Dr. Hagen teaches a variety of courses, including Human Geography, Geography of Europe, Geography of Russia, Political Geography, Population Geography, and World Regional Geogra-

phy. Dr. Hagen also integrates his publications into his classroom: he is currently using his book on borders in one of the classes he is teaching, and he hopes to get more feedback on the book once other professors start using it in class by next fall.

Hagen, Joshua and Diener A., Eds. (In Press). *Border Lines: The History and Politics of Odd International Boundaries*, Rowman & Littlefield.

KEVIN T. LAW, PH.D.: THE OHIO STATE UNIVERSITY

Law, Kevin T. , and Leonard, J. M. (April, 2010), *A Comparison of West Virginia Climate Division Temperature and Precipitation Patterns in the 20th Century*. Paper presented at the 106th annual conference of the Association of American Geographers, Washington, D.C.

Meadows, L.* , Law, Kevin T. , Favors, J. E., Cyr, G. G., Dahlgren, R., and Freund, F. T., (2009, December), *Lightning Initiation by Columns of Positively Charged Air Rising from the Ground*. Poster presented at the Fall Meeting of the American Geophysical Union, San Francisco, CA.

Law, Kevin T. , (2009, March), *The Impact of Oceanic Heat Content on the Rapid Intensification of Atlantic Hurricanes*. Paper presented at the 105th annual conference of the Association of American Geographers, Las Vegas, NV.

Dr. Law is the Climatologist for the state of West Virginia.

JAMES LEONARD, PH.D.: UNIVERSITY OF CINCINNATI

Currently, I am working on three out of the seven chapters for the forthcoming textbook Bennett, Patton, and Leonard *The United States and Canada*, 5th edition, Sheffield Press.

Leonard, James (2009). They are just like the rest of us, only with a bigger home: Spatial Integration of Socio-Economic Classes in Rural Mingo County, West Virginia. *Southeastern Geographer* 49(3) 267-290.

Professional consultation – map of Bavaria created for Hagen, J. "Historic preservation in Nazi Germany: place, memory, and nationalism," *Journal of Historical Geography* 35 (2009) 690–715.

Leonard, James and Murray, E. Grant: (2009). *Trailblazer Scholars Program*. NSF Scholarships for Science, Technology, Engineering, and Mathematics. (funded 12/09 \$586,500)

Dr. Leonard is a member of the executive committee for the WV State GIS Conference to be held at Marshall. Geospatial Information Systems (GIS) professionals from across the state of West Virginia and nearby states will gather June 7-10, 2010 at Marshall University for the biennial 2010 West Virginia GIS Conference.

ANITA WALZ, PH.D.: UNIVERSITY OF MARYLAND

Walz, Anita and Hwang W.H., (2009). Relating urban thermal patterns to vegetation distribution at various scales. Paper presented at the Eighth Symposium on the Urban Environment, Annual Meeting of the American Meteorological Society in Phoenix, AZ.

HISTORY

KEVIN BARKSDALE, PH.D.: WEST VIRGINIA UNIVERSITY

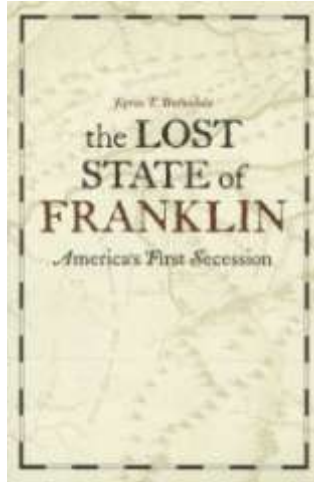
FOCUS ON THE AUTHOR: KEVIN BARKSDALE

Dr. Kevin Barksdale, Associate Professor of History, has published a book, *The Lost State of Franklin: America's First Secession* (The University of Kentucky Press, 2010) which chronicles the ill-fated attempt to create the nation's 14th state. The story begins in 1784 when North Carolina agreed to turn over its western frontier, now Tennessee, to the Continental Congress, which planned to sell the land to reduce debts created by the revolutionary war. The state later rescinded the land transfer in an effort to preserve its holdings.

In response to this shifting political landscape, residents of counties in the eastern portion of the frontier voted to secede from North Carolina and form a new state named after Benjamin Franklin. During the next four years, residents of the State of Franklin petitioned for statehood. By 1788, the Franklinites failed to receive support from the Continental Congress and pledged their loyalty back to North Carolina. They did not remain a part of that state for long, however. In 1789 North Carolina turned this land back over to the newly formed federal government and seven years later the territory became Tennessee.

According to Dr. Barksdale, although the statehood movement was not successful, it had an important effect on the construction of the Constitution. Specifically, Article Four, Section Three was added to the Constitution and outlined how a state could be legally created out of a pre-existing state. One of the states that benefited from this amendment was West Virginia, which used this option to gain its independence from Virginia in 1863.

For the past three years, Dr. Barksdale has been researching an arguably treasonous attempt at secession led by some of the most prominent political figures of the time. Between 1787 and 1792, politicians in Franklin, Cumberland (which would become Nashville, TN), and Lexington, KY, initiated secret negotiations with the Spanish government to declare these communities independent from the United States and pledge their alliance to Spain. The attempt is all the more intriguing because those leaders became prominent state leaders; they were, among others, John Sevier, who would become the first governor of Tennessee;



James Robertson, who is one of the founders of Nashville; and James Wilkinson, a general in the Continental Army during the American Revolution who had strong ties with George Washington. His research project, Dr. Barksdale says, has enjoyed support from the College of Liberal Arts and from the Graduate School, and he hopes it will result in a new book within the next three years.

Dr. Barksdale's efforts reflect his deep involvement in the academia. Still, he is careful to point out to future history majors that other career opportunities exist for historians. In addition to law school history majors can find employment in museums and archives, they can be involved in historical societies, and they can work as official historians for government and military agencies and for corporations, among other options. There are, in short, many realistic choices history majors can make to find employment while still working in their field of choice, and Dr. Barksdale urges future historians to maintain a broad view of future employment opportunities.

- Barksdale, Kevin (2009). Reinventing the State of Franklin: Politics, Prosperity, and the Legacy of a Failed State. Paper presented at the 2009 Tennessee Conference of Historians at Cumberland University, Lebanon, TN.
- Barksdale, Kevin (2009). Identity, Competition, and Diplomacy on the Trans-Appalachian Borderland, 1783-1792. Paper presented at the From Borderland to Backcountry: Frontier Communities in Comparative Perspective, University of Dundee, Scotland.
- Barksdale, Kevin (2009). Iberians, Amerindians, and Americans: Cultural, Diplomatic, and Economic Exchanges Across the Trans-Appalachian Backcountry, 1784-1791. Paper presented at the 15th Annual Omohundro Institute of Early American History and Culture Conference, Salt Lake City, UT.
- Barksdale, Kevin (2009). Panel Organizer and Commenter "Beyond the Backcountry: New Applications of the Borderland Model to Appalachia, 1801-2008" at the 8th Annual U.S. Senator Rush D. Holt History Conference, Morgantown, WV.
- Barksdale, Kevin (2009). Convener of the panel discussion, Labor and Politics, and Methods and Results from Appalachian Research, Assessment, and Analysis at the 32nd Annual Appalachian Studies Conference, Portsmouth, OH.
- Barksdale, Kevin (2009). Louisiana, Franklin, and the Struggle for the Western Waters, 1784-1789. Paper presented at the 16th Annual Meeting of the Louisiana Historical Association, Monroe, LA.
- Barksdale, Kevin (2010). *The Lost State of Franklin: America's First Secession*. University Press of Kentucky, Lexington.
- Barksdale, Kevin (2010). Violence, Statecraft, and Statehood in the Early Republic: the State of Franklin, 1784-1788 in B. Stewart, ed., *Violence in Appalachia*. University Press of Kentucky, Lexington.
- Barksdale, Kevin (2010). Co-convener of the 2010 Filson Historical Society Academic Conference, *Secessions: From American Revolution to the Civil War*, Louisville, KY.
- Barksdale, Kevin (2010). Ethnicity, Partisanship, and Competition: The Roots of Tumult during the Franklin Statehood Movement, 1784-1788. Paper presented at the 18th Annual Ulster-American Heritage Symposium at Western Carolina University, Cullowhee, NC.
- Barksdale, Kevin (2010). North American Vassals: Negotiating the Contours of Allegiance Across the Trans-Appalachian Backcountry, 1784-1791. Paper presented at the Early American Borderlands Conference at Flagler College, St. Augustine, FL.
- Barksdale, Kevin (2010). Convener of panel discussion, Places of Economic Development presented at the 33rd Annual Appalachian Studies Conference, Dahlonega, GA.

Barksdale, Kevin (2010). Power, Violence, and Statehood in the Early Republic: the State of Franklin, 1784-1788. Paper presented at the 25th Annual Ohio Valley History Conference, Richmond, KY.

LAURA MICHELE DIENER, PH.D.: THE OHIO STATE UNIVERSITY

Focus on Faculty: Laura Michele Diener
Students enrolled in Dr. Laura Michele Diener's class about fashion, textiles, and gender learn, among other things, to look at textile production as a way to **trace women's history, particularly during ancient** and medieval periods, as the women of those times left little written work that helps us understand their lives from their point of view. Students also experience the creation of history as Dr. Diener teaches students to spin and knit. She has even helped students build looms as part of their projects.

Such practical, hands-on applications of historical research are prevalent throughout Dr. Diener's work. **Dr. Diener, who earned both her master's and doctoral degrees from The Ohio State University,** focuses her research on female monastic culture in nuns, particularly in Northern Europe. Her dissertation examined didactic texts monks wrote for the edification of nuns. Since this writing offers a view of nuns from a male perspective, Dr. Diener seeks to compare it to what artifacts we do have from a female perspective, such as letters written by medieval nuns, to better understand the lives of medieval women in general. She is also interested in textiles as a form of gendered worship particular to nuns; she argues that nuns participated in textile production both as an activity associated with all women of the time and as a part of their worship of God—that they could achieve a sort of monastic



prayer through textile work. As part of her research on medieval nuns, Dr. Diener has published two articles, one titled *Enter the Bedchamber of Your Soul: Advice for Nuns at Prayer*, and the other titled *The Anonymous Heroine: Aelred of Rievaulx's Rule for Women*.

Dr. Diener believes that textile production is one of the most **ubiquitous factors in women's** lives. Throughout different time periods, from pre-historic through the nineteenth century up to the Industrial Revolution, textile work has been an activity that unites women regardless of geographical or ethnic origin.

Dr. Diener is also a member of the Feminist Craft Group, a sewing circle of college faculty and administrative staff who collaborate on quilting, knitting, and sewing products, which they then distribute to shelters and

group homes in the community.

Dr. Diener also serves as the faculty advisor for Phi Alpha Theta, the history honor society. The society aims, among other things, to raise money to send students to academic conferences, and it does so through numerous social gatherings, such as Christmas and Halloween parties, bake sales, and an annual spring banquet. These activities, like the other projects that Dr. Diener is involved in, all highlight **Dr. Diener's passion about her field, her continuous** efforts to get students interested and involved in their studies, and her eagerness to share her knowledge in numerous innovative ways.

DANIEL HOLBROOK, PH.D.: CARNEGIE MELLON

Holbrook, Daniel (2009). Controlling Contamination: the Origins of Clean Room Technology. *History and Technology*, 25:3 173 – 191.

Holbrook, Daniel (2009). Cleaned and Conditioned: HEPA Filters and High Tech Manufacturing. Paper presented at the Workshop, Instruments in Manufacturing Conference, Rice University, Houston, TX.

Holbrook, Daniel (2009). Controlling Dust: The Emergence of High Efficiency Air Filtration in the Post-War Period, Paper presented at the SHOT 2009 Annual Meeting, Pittsburgh, PA.

MONTSERRAT MILLER, PH.D.: CARNEGIE MELLON

Miller, Montserrat (In press: English and Catalana texts). Market Halls and Market Queens: Civic Culture and Gender in Barcelona's Food Retailing Sector, in M. Guardia & J. L.s Oyon Eds. *Making Cities Through Market Halls: A Comparative European View*, Museu de la Historia de la Ciutat de Barcelona and Universitat Politècnica de Catalunya.

WILLIAM PALMER, PH.D.: UNIVERSITY OF MAINE

Palmer, William (2009). How Ideology Works: The Case of British Abolitionism, *The Historical Journal*, 52. 4, 1039-52.

Palmer, William (2010). Aspects of Revision in History in Great Britain and the United States, 1920-1975. *Historical Reflections/Reflexions Historiques*, 36, 1, 17-32.

DAVID PEAVLER, PH.D.: UNIVERSITY OF KANSAS

Peavler, David (2010). Courage and Compromise: Black Pioneers and the Compromise of 1880. Paper presented at the Association for the Study of African American Life and History. Cincinnati, OH.
 Peavler, David (In press). The Strange Career of Jim Crow in Nebraska, *Nebraska History*.

PHILLIP T. RUTHERFORD, PH.D.: PENNSYLVANIA STATE UNIVERSITY

I am currently focusing on the experiences and tastes of American soldiers, sailors, marines, and pilots during the Second World War. My current research project—entitled *Fighting Fare: American Servicemen and the Taste of War, 1941-1945*—investigates the social, political, economic, and cultural history of food and the military. Among the many issues explored will be the gastronomic likes and dislikes of U.S. servicemen, the diversity (and lack thereof) of government-issued rations, the logistics of food supply, foraging on the battlefields of Europe, Africa and Asia, and food preparation in the field, all of which profoundly affected the morale and fighting ability of combat troops.

Rutherford, Phillip, T. (2009). Review of: Gordon J. Horowitz, *Ghettostadt: Łódź and the Making of a Nazi City* (Cambridge: Harvard University Press, 2008), *American Historical Review* 114, 4, 1117.

Rutherford, Phillip, T. (2009). Review of: Elazar Barkan, Elizabeth A. Cole, Kai Struve, eds., *Shared History—Divided Memory. Jews and Others in Soviet-Occupied Poland, 1939-1941* (Göttingen: Leipziger Universitätsverlag, 2007), *Slavic Review*, 68, 413-414.

Rutherford, Phillip, T. (2009). Overlord and Beyond: Continental Cuisine 1944. Paper presented at the Ohio Valley History Conference, Eastern Kentucky University.

ANARA TABYSHALIEVA, PH.D.: KYRGZ NATIONAL UNIVERSITY

Tabyshalieva, Anara (2010). At the Crossroads of Hegemonic Powers: The Kyrgyz Republic. In *Security and Development: Searching for Critical Connections*, Neclâ Tschirgi, Michael S. Lund, and Francesco Mancini (Eds.). Lynne Rienner Publishers, Boulder, CO.

Dr. Tabyshalieva As co-editor of the UNESCO volume *History of Civilization of Central Asia*, Dr. Tabyshalieva was invited to participate in International Symposium on the UNESCO General and Regional Histories at the **Organization's Headquarters in Paris, France, UNESCO, October 5-6, 2009**. In November 2009, Dr. Tabyshalieva was invited to join the core team of experts of the Technical Committee to provide an objective written assessment of **full-fledged proposals from Asia and Eurasia on women's economic and/or political empowerment**.

CHRISTOPHER WHITE, PH.D.: UNIVERSITY OF KANSAS

White, Christopher (2009). Margaret Randall: A Biography in Progress. Paper presented at the Rocky Mountain Conference on Latin American Studies in Santa Fe, NM.

KAT D. WILLIAMS, PH.D.: UNIVERSITY OF KENTUCKY

Dr. Williams was appointed by Governor Manchin in 2010 as chair of the West Virginia Women's Commission.

HUMANITIES

L. ERIC LASSITER, PH.D.: UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Lassiter, Luke Eric (2009). Editor: *Collaborative Anthropologies, vol. 2*. Lincoln: University of Nebraska Press.

Lassiter, Luke Eric (2009). Re-Imagining Collaborative Activisms." Paper presented for Invited Session, "Equal Opportunities, Cultural Rights, and Ethics of Fieldwork and Publication. *One hundred-eighth Annual Meeting of the American Anthropological Association*, Philadelphia, PA.

Lassiter, Luke Eric (2009). New Developments in Student Ethnography. Invited Paper presented to the Department of Anthropology, University of the South, Sewanee, TN.

Lassiter, Luke Eric, and Elizabeth C. (2009). What Will We Have Ethnography Do?" Invited Paper presented to the Rackham Graduate School, University of Michigan, Ann Arbor, MI.

Lassiter, Luke Eric Graduate Humanities Program Grant. 2008-2009. Continuance of "The Glenwood Project: Phase II." West Virginia Humanities Council.

Dr. Lassiter is also Communication Director of the General Anthropology Division, American Anthropological Association as well as the Section Editor, General Anthropology Division, *Anthropology News*.

The Marshall University Graduate Humanities program celebrated its 30th anniversary with the publication of *Constellations*, an anthology of poems, stories, and essays written current and former students and faculty. In addition, there is a section devoted to the display of work done by students in various art classes.

The Graduate Humanities Program is an interdisciplinary program that brings together faculty and students from a variety of backgrounds to collabora-

tively explore the intersection of the arts, culture, literature, and history within an open, exploratory, and experimental graduate-level educational environment.

The program began in 1992 with a grant from the National Endowment for the Humanities to establish an M.A. in Humanistic Studies at the former West Virginia College of Graduate Studies. To date 134 people have earned an M.A. in Humanities.

MODERN LANGUAGES

NATSUKI FUKUNAGA ANDERSON, PH.D.: THE UNIVERSITY OF GEORGIA

Anderson, Natsuki Fukunaga (2009). Book Review: Takayuki Tatsumi, Full Metal Apache: Transaction between Cyberpunk Japan and Avant-Pop America. *Japan Studies Review*.

MARÍA CRISTINA BURGUEÑO, PH.D.: THE OHIO STATE UNIVERSITY

I continue researching and writing on Afro-Latin American writers.

Burgueño, María Cristina (2009). Los afro-uruguayos en el periódico "Nuestra Raza". Paper presented at the *Ohio Latin Americanist Conference*, Ohio University.

Burgueño, María Cristina (2009). La lucha por la identidad en dos periódicos afro-uruguayos. Paper presented at the Annual Kentucky Foreign Language Conference, Lexington, KY.

Burgueño, María Cristina (2009). Resistencia cultural afro-uruguaya en "Nuestra Raza" y "Bahía Hulan-Jack", Paper presented at the National Conference, Cincinnati, OH.

Burgueño, María Cristina (2009). Grant Agency: West Virginia Humanities Council Amount: \$2,500. Title: *The Afro-Uruguayan Press*.

SHANNON BUTLER, PH.D.: THE OHIO STATE UNIVERSITY

Butler, Shannon (2009). Cante Rosado (poem). Motif, *Writing by Ear: An Anthology of Writings about Music*, M. Worthington (Ed.). Motes Books.

CHRISTOPHER DOLMETSCH, PHD: UNIVERSITY OF WISCONSIN-MADISON

During the spring of 2009 I was engaged by Heinle Publishing to assist in revisions for the 9th Edition of the German textbook *Wie geht's?* I was again asked this year to serve as a referee for the German Language and Literature section of *Resources for College Libraries*, a new reference work being developed by *Choice* for the Association of College and Research Libraries (a division of the American Library Association).

Dolmetsch, Christopher (2009). Book Review: Kapczynski, Jennifer M. *The German patient: crisis and recovery in postwar culture*.

Dolmetsch, Christopher (2009). Book Review: *The Black mirror and other stories: An anthology of science fiction from Germany & Austria*, edited by Franz Rottensteiner; translated by Mike Mitchell.

CHRISTINE HUHN, PH.D.: PURDUE UNIVERSITY

Huhn, Christine (2009). Speaking up for Languages: *Bringing ACTFL Home*. November 20-22, 2009, ACTFL, San Diego, CA.

Huhn, Christine (2009). Panel Discussion: Bridging the gap between K12 and Higher Education Foreign Language Classes. West Virginia Foreign Language Teachers Association, Elkins, WV.

Huhn, Christine (2009). Modes of Communication. Summer Institute, Charleston, West Virginia.

 CARLOS LOPEZ, PH.D.: THE OHIO STATE UNIVERSITY

I continue as Academic Director of the website *The Popol Wuj and Mayan Cultures Archives/Archivos del Popol Wuj y las Culturas Mayas* in: <http://MayanArchives-PopolWuj.osu.edu/>. Editor Board Director of the academic journal: *Mayan Studies Journal / Revista de Estudios Mayas*, included in this site. Columbus, Ohio, Department of Spanish and Portuguese of The Ohio State University. August 2009.

Lopez, Carlos (2009). Editorial Note/Nota Editorial. *The Mayan Studies Journal / Revista de estudios mayas*.

Lopez, Carlos (2009). Nuevos aportes para de la autenticidad del *Popol Wuj*. *Revista Iberoamericana*, LXXV, 226, 125-151.

Lopez, Carlos (2009). Descolonizando textos producidos bajo la colonia. Paper presented at the *Ohio Latin Americanist Conference*, Ohio University.

ERIC MIGERNIER, PH.D.: UNIVERSITY OF MINNESOTA

Migernier, Eric (2010). The cinema of Abdelhramane Sissako: Aesthetics as New Politics. Paper presented at the University of Louisiana Lafayette Conference on Languages and Literatures.

JOSÉ LOUIS MORILLO, PH.D.: TULANE UNIVERSITY

Morillo, José Louis (2009). Book Review: *Anatomy of an Instant. History of a coup d'etat*, by Javier Cercas (Barcelona: Mandadori, 2009), *Ojáncano*.

Morillo, José Louis (2009). Dialogical Analysis of Andalusian Social Songs. Paper presented at the Annual Kentucky Foreign Language Conference, Lexington, KY.

MARÍA CARMEN RIDDEL, PH. D.: THE OHIO STATE UNIVERSITY

Focus on Faculty: María Carmen Riddel

Dr. Riddel is this year's recipient of the Charles E. Hedrick Outstanding Faculty Award, which recognizes full-time faculty members for excellence in teaching, research, scholarship, and creative activities. Born and raised in Madrid, Spain, Dr. Riddel came to the United States with her husband during his doctoral studies. She subsequently earned her Undergraduate Degree in Spanish from Marshall University, her master's Degree in Spanish and Latin American Literature from the University of Salamanca in Spain, and joined Marshall University's Spanish Department in 1983 after receiving her doctoral degree from The Ohio State University in Contemporary Spanish Peninsular Literature. She teaches various courses in language, literature, culture, and civilization, and is currently the Chair of the Modern Languages Department.

Dr. Riddel is the author of a book titled *Feminine Writing during the Spanish Post- War*, which examines the works of women writers during the years of the Franco dictatorship (Peter Lang, 1995). Currently, she and Dr. David Duke of the History Department are collaborating on a book titled *Cuban-American Literature after Exile: Dreaming in Spanish/ Writing in English*. The book, which discusses the effect of mixed cultures on the literature produced by Cuban authors in exile, has enjoyed great support from the Drinko Academy, where Dr. Riddel served as a Fellow in 2008-09.



Dr. Riddel also enjoys translating both from Spanish into English and English into Spanish. Translation, she states, is an art that is most rewarding when the translator has access to the original author, which she did when she translated Gabriel Tortella's book *The Origins of the Twenty-First Century* (Routledge, 2009). The book was put together meticulously: after Dr. Riddel translated a chapter, Dr. Michele Schiavone, Associate Professor of English, edited the work, after which the chapter was sent to Gabriel Tortella for review. Once Dr. Riddel got his comments back, the process would be repeated until each chapter reached a level of accuracy satisfactory to everyone involved. The book thus turned out to be thoroughly faithful to the original.

In class, Dr. Riddel stresses the importance of comparison for the learning process, underscoring that comparisons do not have to entail judgments. When teaching Spanish literature to her students, she thus engages her students in discussions that aim at explaining cultural differences between Spain and the United States without taking sides or advocating one way of life as superior to or better than the other. She states that once students learn that cultural comparisons can be done without forcing one side of the argument into a defensive position, they accept such comparisons more eagerly and then begin to learn from them. Interestingly, her students have noted that learning about other cultures ultimately makes them aware of certain aspects of their own

culture that they might not have noticed earlier. Thus, students begin to question many things that they had taken for granted, both regarding other cultures as well as their own.

Learning foreign languages also utilizes comparisons in a similar way, as the process of acquiring a new language in itself enhances the student's intellectual abilities. Different languages construct statements differently, for example, and Dr. Riddel points out that, because language controls our thought

process, the ability to speak a foreign language forces the brain to function in a way different from what it has been used to, thus enhancing intellectual development. For her, personally, working with English and Spanish has also allowed her to stay connected to her own background, and she finds great satisfaction in teaching people about her language and culture and in building bridges between her previous and current homes.

NANCY K. STUMPH, ED. D.: WEST VIRGINIA UNIVERSITY

- Stumph, Nancy K. (2009) Qu'est-ce que tu manges? In *Vive le français: Activities for the French Classroom* (p.33). Carbondale, IL: American Association of Teachers of French. (Reprinted from AATF *National Bulletin*, Vol.28, No.3 (Jan.2003) by J. Goepfer, Ed., 2003, Carbondale, IL: American Association of Teachers of French)
- Stumph, Nancy K. (2009) Where is January? In *Vive le français: Activities for the French Classroom* (p.33). Carbondale, IL: American Association of Teachers of French. (Reprinted from AATF *National Bulletin*, Vol.28, No.3 (Apr. 2003) by J. Goepfer, Ed., 2003, Carbondale, IL: American Association of Teachers of French)
- Stumph, Nancy K. (2009) Quel nombre? In *Vive le français: Activities for the French Classroom* (p.34). Carbondale, IL: American Association of Teachers of French. (Reprinted from AATF *National Bulletin*, Vol.32, No.3 (Apr. 2007) by J. Goepfer, Ed., 2007, Carbondale, IL: American Association of Teachers of French)
- Stumph, Nancy K. (2009) Qui? Que? Ou? Quand? Pourquoi? In *Vive le français: Activities for the French Classroom* (p.36). Carbondale, IL: American Association of Teachers of French. (Reprinted from AATF *National Bulletin*, Vol.32, No.3 (Apr. 2007) by J. Goepfer, Ed., 2007, Carbondale, IL: American Association of Teachers of French)

PHILOSOPHY

JEREMY BARRIS, PH.D.: STATE UNIVERSITY OF NEW YORK AT STONY BROOK

- Barris, Jeremy (2009). How to be properly unnatural: Nature, essences, and the metaphysics of heterosexual normativity. *Review Journal of Political Philosophy*, 7, 1, 75-94.
- Barris, Jeremy (2010). The logical structure of dreams and their relation to reality. *Dreaming*, 20, 1, 1-18.
- Barris, Jeremy (In press). *Lost and the problem of life after birth*. In S. M. Kaye, *Lost and Philosophy*, revised ed., Wiley-Blackwell.

JEFFREY POWELL, PH.D.: DEPAUL UNIVERSITY

- Powell, Jeffrey (2010). Heidegger and the Communicative World. *Research in Phenomenology*, 40, 55-71.
- Powell, Jeffrey (2010). A Possible Death? *Theory @ Buffalo*, 13, 142-169.
- Powell, Jeffrey (2010). The Abyss of Repetition. *Epoché*, 14, 2, 363-382.

POLITICAL SCIENCE

GEORGE V. DAVIS, PH.D.: PENNSYLVANIA STATE UNIVERSITY

- Davis, George V. (2009). Environmental Theory in Political Practice: Lessons from the Local Grassroots, Paper presented at the Annual Meeting of the Western Political Science Association, Vancouver, BC.
- Davis, George V. (2009). In Defense of Humble Places: The Relationship between Humans and Nature in the MTR Debate. Paper presented at the Annual Meeting of the Appalachian Studies Association, Portsmouth, OH.
- Davis, George V. (2010). The Practice of Craft and the Politics of Community: Re-envisioning Work, Re-imagining Democracy. *New Political Science*, 32, 1.

GENEVIEVE MEYERS, PH.D.: FLORIDA INTERNATIONAL UNIVERSITY

FOCUS ON FACULTY: GENEVIEVE MEYERS

Recruiting multicultural faculty such as Dr. Genevieve Meyers is one of the ways Marshall University underscores its commitment to diversity. Dr. Meyers earned her undergraduate degree in Political Science from Kampala's Makerere University in her native Uganda. She earned her master's in Public Policy and Administration from the Institute of Social Studies in the Netherlands, and her Ph.D. in Public Management from Florida International University. Last fall, she came to Marshall as an assistant professor in the department of Political Science.

Dr. Meyers teaches a variety of courses, including African Political Systems and Administrative Organization and Behavior. She focuses on teaching students about the politics as well as the culture of African countries. Aiming to make each student an expert on at least one African country, Dr. Meyers encourages her African Political Systems students to seek out information from various sources, learning about each country's language, politics, and culture. She hopes to raise their awareness of the diversity of this vast continent, and to educate them about both the positive and negative developments going on in some of its countries, an education that, she hopes, will help students avoid the too-prevalent generalization that Africa is subjected to and encourage them to engage in a more comprehensive and informed study of the rich continent.

To underscore her role in promoting students' awareness of multicultural issues, Dr. Meyers also serves as the first recipient of the Multicultural Faculty in Residence fellowship. The program offers new faculty members a one-bedroom apartment in a freshman dorm, where they reside for a year. The residence helps facilitate their transition to Huntington and also exposes students to multicultural and diversity issues through their interaction with the faculty member and through talks and presentations that he or she gives.

In her research, Dr. Meyers focuses on administrative reform. She has conducted comparative studies looking into governmental efforts to improve service

delivery in Uganda and Tanzania, and plans to expand her research to compare civil service reform in developing countries to similar efforts in the United States. The quest to improve government performance is universal, Dr. Meyers states, and such comparison highlights ways developed and developing countries can learn from each other's experiences.

Dr. Meyers's research field and her specialty are products of an early interest she took in governmental reform when she was a freshman in college. Growing up in Uganda at a time of significant political change, Dr. Meyers watched her country transform



itself and was eager to participate in making a difference. Her enthusiasm for civil service has remained with her, and as she is settling down in the United States, she likes to remind Marshall University students of the great privileges they have and urges them to make use of their liberty by participating in civil responsibilities such as voting. Growing up, Dr. Meyers had to walk to primary school every day because her community did not offer school buses. She was born a fourth girl to parents who, like many African families, were longing to have a boy. In her culture, siblings were customarily given different sur-

names; her parents' frustration with having yet another girl was evident in the surname they chose for her, a name she relinquished a few years ago when she got married. Her maiden name, Kyarimpa, means "Whatever God Gives Me" in her native language, Runyankole. Dr. Meyers tells this story and laughs; she asserts that she feels very lucky. The story has a happy ending; her parents had four other children after her—all boys. She grew up to be the first to get a Ph.D. in her entire district, a district that is almost as big as many U.S. states. Looking back, Dr. Meyers is amazed that the little girl who was born in a typical rural Ugandan community, the girl who carried water in a container on her head and had no television, no stove, and no refrigerator at home, would grow up to have the life she now has. She has this message for Marshall students: Pursue your education and never give up—if she could make her dream happen, so can you.

Meyers, Genevieve (2010). Ethics and Accountability in the Tanzanian Civil Service Reform Program: Rhetoric or Reality? Paper presented at the American Society for Public Administration (ASPA) Annual Conference, San Jose, CA.

Meyers, Genevieve (2010). Administrative Reform: The Rhetoric and Reality of the Civil Service Reform Program in Uganda. Paper presented at the Midwest Political Science Association (MPSA) Chicago, IL.

JASON MORRISSETTE, PH.D.: UNIVERSITY OF GEORGIA

Focus on Faculty: Jason Morrisette

Dr. Jason Morrisette, one of this year's recipients of the Pickens-Queen Award, is an assistant professor in the Department of Political Science. Dr. Morrisette specializes in teaching International Politics and serves as the director of the International Affairs Program.

Dr. Morrisette's passion for Political Sciences started during his undergraduate years at King College in Bristol, Tennessee. Out of curiosity, he took an International Politics course as an elective and the experience felt to him "like the sky opened and a beam of light came down": he knew this was what he was destined to do. He promptly gave up his premed major and instead earned a Bachelor of Arts in History and Political Science, followed by a master's degree in Political Science from Virginia Tech and a Ph.D. in the same field from the University of Georgia.

In his teaching, Dr. Morrisette aims to get students interested in the world around them, encouraging them to study the different experiences of people around the globe and to see how various politics, economics, and social relations come together to produce our complex globalized world. Dr. Morrisette hopes such studies help students appreciate politics in other societies and recognize their relevance to their own lives. For him, the most rewarding classroom moments come when he recognizes a light-bulb moment in a student and sees that he has ma-



naged to spark his or her interest in the subject. Such interest, he hopes, will lead students to develop a life-long awareness of international politics. His teaching thus extends beyond classroom material to influence the students' perspectives of the world around them; he considers his job well-done if by the end of his classes his students can pick up an issue of the *New York Times* or *Washington Post* and turn to "The World" section with genuine interest.

Outside of the classroom, Dr. Morrisette has done research on the political consequences of water scarcity, focusing on the Middle East and North Africa. He has compared the sharing of the Nile River to the sharing of the Euphrates River, theorizing that the countries in the Nile River Basin have managed water-sharing issues more successfully than their Euphrates counterparts have. Most recently, Dr. Morrisette

wrote a paper titled "Risk-Taking and Russia's First Chechen War: Toward a Theory of Cognitive Realism." The paper, forthcoming in *European Political Science Review* later this year, discusses former Russian President Boris Yeltsin's decision to invade Chechnya in 1994 even though most of his closest advisors urged him not to undertake such a risky endeavor. The paper examines Yeltsin's motivations in an attempt to understand why he acted against his advisors and engaged in a war that would eventually prove disastrous for Russia.

Morrisette, Jason J. and Borer, D. A. (2010), Where Oil and Water Do Mix: Environmental Scarcity and Future Conflict in the Middle East and North Africa. Reprinted as book chapter in *Annual Editions: Environment 10/11*, ed. Zachary Sharp, McGraw-Hill, New York.

Morrisette, Jason J. (2010). Addressing Water Scarcity in Post-Soviet Central Asia: Theory and Practice in Regime Formation. Paper presented at the Annual Convention of the International Studies Association, New Orleans, LA.

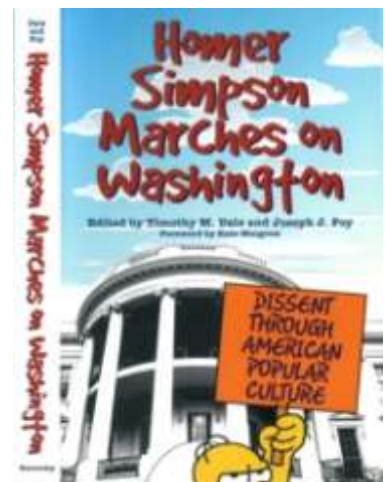
Morrisette, Jason J. (In Press). Rationality and Risk-Taking in Russia's First Chechen War: Toward a Theory of Cognitive Realism. *European Political Science Review*.

Morrisette, Jason J. (In Press). Book Review: Building Party Systems in Developing Democracies by Allen Hicken. *Journal of Politics*.

JAMIE WARNER, PH.D.: PENNSYLVANIA STATE UNIVERSITY

Warner, Jamie (2010). *The Daily Show* and the Politics of Truth in *Homer Simpson Marches on Washington: Dissent Through American Popular Culture*. T. Dale & J. J. Foy (eds.). Lexington: University Press of Kentucky.

Dr. Warner is also a reviewer for the journal, *New Political Science*



PSYCHOLOGY

MARTIN AMERIKANER, PH.D.: UNIVERSITY OF FLORIDA AT GAINESVILLE

Amerikaner, Martin & Weaver, J. (2009). Clinical Supervision in Rural Appalachia: Ethical and Legal Challenges. Paper presented at the Appalachian Studies Association, Portsmouth OH, March, 2009.

Dr. Amerikaner has been elected as Member at Large for the West Va. Psychological Association Board. His also gave testimony to the state's legislative committee handling proposed changes to the rules for licensure of psychologists. In addition, he served as an ethics investigator for the state Board of Examiners of Psychologists.

MASSIMO BARDI, PH.D.: UNIVERSITY OF PISA AT CAGLIARI, ITALY

Bardi, Massimo (2009). Multidimensional assessment of life satisfaction in Southern Appalachia. *I-manager's Journal on Educational Psychology*, 3, 43-53.

Hawley D.F., Bardi, Massimo, Everette A.M., Higgins T.J., Tu K.M., Kinsley C.H., Lambert, K.G. (2010). Neurobiological constituents of active, passive and variable coping strategies in male Long-Evans rats. *Stress*, 13, 172-183.

Wemm S*., Koone T*., Blough E. R., Mewaldt S., Bardi, Massimo (2010). The role of DHEA in physiological and psychological coping mechanisms: relation to problem solving and academic performance. *Biological Psychology*, in press.

Bardi, Massimo, Hampton J.E*., Lambert K.G. (2010). Fecal dehydroepiandrosterone (DHEA) immunoreactivity as a noninvasive index of functional DHEA activity in male laboratory rats. *Journal of the American Association for Laboratory Science*, in press.

Bardi, Massimo, Franssen C.L., Hampton, J.E*., Shea, E.A., Fanean, A*., Lambert, K.G. (2010). Paternal experience and stress response in the California mouse (*Peromyscus californicus*). *International Behavioral Neuroscience Society*, June 2010, Sardinia, Italy.

Franssen C.L., Shea E.S., Hampton J.E*., Bardi, Massimo, Huber J., Hyer M.M., Rhone A., Franssen R.A., Kinsley C.H., Lambert, K.G. (2010). Fatherhood enhances learning and memory. *International Behavioral Neuroscience Society*, June 2010, Sardinia, Italy.

Bardi, Massimo, Blough E.R., Knopp C.M*., Koone T.L*., Mewaldt S., Wemm S* (2009). The role of DHEA in coping mechanisms: relation to problem solving and academic performance. *Abstracts of the Society for Neuroscience*, October, 2009, Session 91.20:62.

Kinsley C.H., Norkunas T., Worthington-Stoneman D., Dinces S.M., Bodary J.M., Wright C.L., Vincent M., Tomarchio A.J., Dibello A.M., Baranova A.I., Felicio L.F., Bardi, Massimo, Lambert K.G., Franssen R.A. (2009). The "maternal neuron": Production and activation of specific neurons that are responsive to offspring sensory cues, and that may dictate quality/quantity of maternal care. *Abstracts of the Society for Neuroscience*, October 2009, Session 96.6:66.

Rhone A., Bardi, Massimo, Franssen C.L., Shea E.S., Hampton J.E*., Hyer M.M., Huber J., Lambert, K.G. (2010). Recipe for resilience: explorations of coping strategies and effort-driven reward training in male Long-Evans rats. *International Behavioral Neuroscience Society*, June 2010, Sardinia, Italy.

Huber J., Franssen C.L., Bardi, Massimo, Shea E.S., Hampton J.E*., Hyer M.M., Rhone A., Lambert, K.G. (2010). Back to nature: differential effects of natural and artificial enriched environments on cognition and neuroplasticity in California deer mice (*Peromyscus californicus*). *International Behavioral Neuroscience Society*, June 2010, Sardinia, Italy.

Hampton J.E*., Franssen C.L., Bardi, Massimo, Lambert, K.G. (2010). Paternal experience alters neuroplasticity and cell proliferation in California deer mice (*Peromyscus californicus*). *International Behavioral Neuroscience Society*, June 2010, Sardinia, Italy.

Bardi, Massimo: Randolph-Macon College (Ashland, VA) Summer Research S.U.R.F. Grant (\$3,000) - Title of research proposal: *Paternal Behavioral and Anxiety in Mice*. Awarded June 2009.

KEITH W. BEARD, PH.D.: WRIGHT STATE UNIVERSITY

Beard, Keith W. (2009). Internet addiction: An overview. In J. B. Allen, E.M. Wolf, & L. Vandecreek (eds.) *Innovations in clinical practice: A 21st century sourcebook*, vol. 1. (pp. 117-134). Professional Resource Press, Sarasota, FL.

- O'Keefe, S.L., Beard, Keith W., Stroebel, S.S., Berhie, G., Bickham, P.I., & Robinett, S. (2009). Correlates of inserted object assisted sexual behaviors in women: A model for development of paraphilic and non-paraphilic urges. *Sexual Addiction and Compulsivity, 16*(2), 101-130.
- Beard, Keith W. (2009). Issues and Support for Gay, Lesbian, Bisexual, & Transgendered Students. Invited Speaker. Ashland Teaching & Learning Conference. Ashland Community and Technical College, Ashland, KY.
- Beard, Keith W. (2009). GLBT Issues for School Age Students. Invited Speaker. Education Seminar, California University of Pennsylvania, California, PA.
- Beard, Keith W. (2010). HIV Testing and Counseling - Community Based Organization. Granting Agency: WV Department of Health and Human Services, Grant Amount: \$5,000

MARIANA FOOTO-LINZ, PH.D.: UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

- Footo-Linz, M., Mulder, P.L., & Battlo, J. (2009) Appalachian women and the aftermath of trauma A qualitative analysis. *The Community Psychologist, 42* (1) pp. 31-33.

APRIL FUGETT-FULLER, PH.D.: UNIVERSITY OF KANSAS

- Fugett-Fuller, April & Wise, E. (2010). A comparison of frequencies as defined by Google search "hits". Paper presented at the annual meeting of the Midwestern Psychological Association. Chicago, IL.
- Simpson, G.B., Park-Diener, U.S., Fugett-Fuller, April, & Treiman, R. (2009). Extracting phonological information from systematic alphabetic form. Paper presented at the annual meeting of the Psychonomic Society. Boston, MA.

STEVEN P. MEWALDT, PH.D.: UNIVERSITY OF IOWA

- Mewaldt, Steven P. (2009). Understanding, Sustaining and enhancing memory. Invited presentation at the West Virginia Psychological Association meeting, Charleston, WV.
- Bardi, M., Blough, E.R., Knopp C.M., Koone T.L., Mewaldt, Steven P., & Wemm, S. (2009). The role of DHEA in coping mechanisms: Relation to problem solving and academic performance. Abstracts of the Society for Neuroscience, October, 2009, Session 91.20:62.
- Mewaldt, Steven P. & Lucas, J.N. (2010). Memory of Odor Names: Evidence for Multimodal Encoding. Paper presented at the 82nd Annual Convention of the Midwestern Psychological Association, Chicago
- Wemm, S., Koone, T., Blough, E.R., Mewaldt, Steven P., & Bardi, M. (In Press). The role of DHEA in physiological and psychological coping mechanisms: Relation to problem solving and academic performance. *Biological Psychology*.

PAIGE MUELLERLEILE, PH.D.: SYRACUSE UNIVERSITY

- Borsari, B. & Muellerleile, Paige. (2009). Collateral reports in the college setting: A meta-analytic integration. *Alcoholism: Clinical and Experimental Research, 33*, 826-838.
- Overup, C. S.*, Marion, B.*, Muellerleile, Paige, & Warner, J. (Feb. 2010). *Winning the voting 'race': SDO predicts party membership*. Poster accepted for presentation at the Society for Personality and Social Psychology annual meeting in Las Vegas, NV.
- Overup, C. S.*, Marion, B.*, Muellerleile, Paige, & Warner, J. (Nov, 2009). *Winning the voting 'race': SDO predicts party membership*. Poster accepted for presentation at the Society for Southeastern Social Psychologists' annual meeting in Ft. Myers, FL.
- Borsari, B., Muellerleile, Paige, Hustad, J. T. P., & Eaton, E. M. (June, 2009). *Agreement and bias in collateral reports in the college setting: A meta-analytic integration*. Poster presented at the 32nd meeting of the Research Society on Alcoholism, San Diego, CA.
- Overup, C. S.*, Marion, B., Baker, A.*, Muellerleile, Paige, & Warner, J. L. (2009, March). *The worst of reasons: McCain benefitted from voters' racism in the 2008 presidential election*. Poster presented at the Eastern Psychological Association annual meeting: Pittsburgh, PA.
- Marion, B. E.*, Overup, C. S.*, Baker, A.*, Muellerleile, Paige, & Warner, J. L. (2009, March). *No heartless vampire demons nor enemies of democracy here: Neither Jon Stewart nor the national nightly news keep college students from voting*. Poster presented at the Eastern Psychological Association annual meeting: Pittsburgh, PA.
- Dr. Muellerleile is also Vice President/President Elect of the Board of Directors at CONTACT Rape Crisis Center where she is also a volunteer victim advocate, grant writer, and editor of their newsletter.

 PAMELA L. MULDER, PH.D.: CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY

Dr. Mulder is the Senior / Co-Editor of *Journal of Rural Community Psychology*. The journal is a scholarly peer reviewed, well read and cited, electronic journal devoted to the dissemination of information related to the sociological, psychological and mental health issues in rural and small community settings. She is also the chair-elect of the Women's Committee of the Society for Community Research and Action - Community Psychology, Division 27 of the American Psychological Association and the Co-Editor of the Women's Issues Column for the *Community Psychologist*, a publication of that division. In addition she is a member of several panels and a grant reviewer for the Health Resources and Services Administration.

 NAPIER, OKEY, MA: MARSHALL UNIVERSITY

Napier, Jr. Okey J. (2009). Growing Up Gay in Appalachia. Presentation at the 17th Annual Teaching/Learning Conference, Ashland Community and Technical College, Ashland, KY.

Napier, Jr. Okey J. (2010). LGBT Identity in Appalachia. Convened a panel discussion at the 33rd Annual Appalachian Studies Conference, Dahlenega, GA.

Napier, Jr. Okey J. Co-Editor, *Journal of Rural Community Psychology*, Marshall University: Huntington, WV.

 STEVEN O'KEEFE, PH.D.: VANDERBILT UNIVERSITY

O'Keefe, Steven, Beard, K., Stroebel, S. Berhie, G., Bickham, P. and Robinett, A.B. (2009) Correlates of object assisted sexual behaviors in women: A model for development of paraphilic and non-paraphilic urges. *Journal of Addiction and Compulsivity*, 16(2).

 DAVID J. PITTENGER, PH.D.: UNIVERSITY OF GEORGIA

David J. Pittenger (2010). West Virginia Humanities Council Grant: \$4,500 to support the Visiting Writers Series.

Dr. Pittenger is also a consulting editor for the journal, *Ethics and Behavior*.

 WENDY R. WILLIAMS, PH.D.: UNIVERSITY OF CALIFORNIA AT SANTA CRUZ

Williams, Wendy R. (2009). Struggling with poverty: Implications for theory and policy of increasing research on social class-based stigma. *Analyses of Social Issues and Public Policy*, 9, 37-56.

Williams, Wendy R. (2010). The "American Dream" at Lake Woebegone: How individuals perceive economic opportunity for themselves and others. Poster presented at the annual Society for Personality and Social Psychologists, Las Vegas, Nevada.

Stafford, M.L., Browning, L.N., & Williams, Wendy R. (2009). **Do we still believe in the "American Dream"?**: Perceptions of economic mobility in the face of factual evidence. Poster presented at the annual meeting of the Society of Southeastern Social Psychologists, Ft. Myers, FL.

Williams, Wendy R., & Linz, M. (2009). Addressing mental health needs in rural and underserved areas. In J.M. O'Brien (Chair), Healthcare career opportunities: Treating rural and other underserved populations. Symposium conducted at the annual convention of the American Psychological Association, Toronto, Canada.

Williams, Wendy R. (2009). Examining the American Dream during economic instability. Talk given at both the Warsaw School of Social Psychology in Poland and at the University of Debrecen in Hungary.

Williams, Wendy R. (2009). Rosie the Riveter Revisited: Women's rights in a global context. Talk given at both the Warsaw School of Social Psychology in Poland and at the University of Debrecen in Hungary.

Williams, Wendy R. (2009). "Talkin' Bout A Revolution": Using service learning to engage students and to foster social justice. In W.R. Williams, G.V. Davis, & Anderson, N. (Chairs). How to engage students: A panel by Pickens-Queen Award Winning Faculty. Symposium conducted at the annual Marshall University Fall Teaching Conference, Huntington, WV.

Williams, Wendy R. (2009). Women's Equality Day: Examining our past and envisioning our future. Keynote talk given as part of Army Corps of Engineers, Huntington, WV.

Melchiori, K.J., Muellerleile, P., & Williams, Wendy R. (2010). Reports of stereotypical gender differences and assumptions of biological essentialism. Poster presented at the 3rd annual Loyola University Chicago Interdisciplinary Research Symposium.

Roush, S., & Williams, Wendy R. (2010). "I have a dream": College students' perceptions of the American Dream. Symposium conducted at the annual Undergraduate Research and Creativity Conference, Huntington, WV.

Dr. Williams is also the Book Review Editor for the journal, *Analyses of Social Issues and Public Policy*, serving from 2010-2012.

W. JOSEPH WYATT, PH.D.: WEST VIRGINIA UNIVERSITY

Wyatt, W. Joseph (2009). Behavior analysis in the era of medicalization: The state of the science and recommendations for practitioners. *Behavior Analysis in Practice*, 2, 49-57

Wyatt, W. Joseph (2009). Medication mania: A look at our national love affair with psychotropic medications: Implications for behavioral practice. Paper presented at the meeting of the Association for Behavior Analysis International, Phoenix, AZ.

Wyatt, W. Joseph (2009) Atlantis Excellency Grant: Co-author of this \$388,000 grant that will provide 12 MU psychology majors with a semester of study abroad at either the University of Debrecen, Hungary, or the Warsaw School of Social Sciences and Humanities. The grant also provides for 12 students from our U.S. partner school, The University of Charleston, to do the same, and for 12 students from each European partner school to spend a semester in the U.S.

RELIGIOUS STUDIES

TYLER F. SERGENT, PH.D.: ROSKILDE UNIVERSITET, ROSKILDE, DENMARK

Sergent, Tyler F. (2010). William of St. Thierry on the Interior Spiritual Life. Invited lectureship at the Trappist Cistercian Abbey of the Assumption, Ava, MO.

Sergent, Tyler F. (2010). Unitas Spiritus and the Originality of William of St. Thierry. Paper presented at the International Congress on Medieval Studies, Kalamazoo, MI.

Sergent, Tyler F. (In press) Co-editor, *Unity of Spirit: Studies on William of St. Thierry in Honor of E. Rozanne Elder*, Kalamazoo, MI: Medieval Institute Publications.

Sergent, Tyler F. (In press). Sensus amoris and Originality in William of St. Thierry. *Cistercian Studies Quarterly*.

MARY TODD, PH.D.: UNIVERSITY OF ILLINOIS AT CHICAGO

Todd, Mary (2010). Convictions in Conflict: Religious Identity in the Holocaust Classroom. Paper presented at Bearing Witness: Memory, Representation and Pedagogy in a Post-Holocaust Age, Shenandoah University and the United States Holocaust Memorial Museum, Winchester, Virginia.

Todd, Mary (in press). Piecing the Puzzle: A Historian Works with Fragments Lutheran Forum.

Dr. Todd is the founding Dean of the Honors College at Marshall University.

SOCIOLOGY & ANTHROPOLOGY

DR. NICHOLAS FREIDIN, PH.D.: KEBLE COLLEGE, UNIVERSITY OF OXFORD, ENGLAND

My current research involves the indigenous cultural transformations and/or responses following contact with external, more dominant societies. I also teach the archaeological field training class (i.e., the field school); the longest continuously offered archaeological field school in the state. This course allows students to learn how to survey, excavate, and record their findings. Students may discover remnants of West Virginia's first inhabitants. Field projects have included several seasons at Clover and Snidow, both Late Prehistoric villages; and at Saint-Albans, an Early Archaic site with a Woodland Period component.

Dr. Freidin is certified by the Register of Professional Archaeologists in fieldwork and teaching. In addition, he serves on the editorial board of the West Virginia Archaeological Society and as the Chair of the Huntington Preservation Commission.

MARKUS HADLER, PH.D.: UNIVERSITY OF GRAZ, AUSTRIA

Focus on Faculty: Markus Hadler

In 2008, Dr. Markus Hadler joined the Department of Sociology as a new associate professor. He earned a Doctoral in Economics and Social Sciences with a focus on Sociology from the University of Graz in Austria, where he then taught for several years. Then, in 2005, he received a grant that allowed him to con-

duct his research at Stanford University in California. We now have the good fortune to have him at Marshall where he teaches graduate and undergraduate courses including Introduction to Sociology, Research Methods, Statistics, and Professional Development, a new graduate-level seminar that helps prepare students for career options.

Dr. Hadler is a member of the International Social Survey Program (ISSP), an organization that brings together international researchers who conduct surveys in more than 45 countries, covering topics ranging from social inequality to family, health, and the environment. The researchers meet annually to choose a topic and develop a common questionnaire that is then translated from English to the native languages of the countries where the survey will be conducted. Researchers then collect data from 1,000 to 1,500 individuals in each country.



Last summer, Dr. Hadler became Director of Graduate Studies in Sociology at Marshall. In this capacity, he has been working to reorganize the program, developing new areas of focus and constantly striving to improve the program's quality and to attract new students. One of the results of Dr. Hadler's efforts has been instituting a graduate seminar on Professional Development. The seminar will help students acquire important professional skills they will need after graduation, from building an effective resume to applying for research grants. The seminar also focuses on honing the students' teaching skills.

Dr. Hadler's research interests and his focus on international comparisons highlight the important role the social sciences play in many areas, such as influencing the development and implementation of new policies and laws. He explains that policy makers, when examining issues such as the current Health-care debate, look at systems currently in practice in other countries in order to measure their success and to benefit from their experiences. Information obtained through sociological research, such as the data that the ISSP collects, serves as the control group against

which new policies can be compared. This same procedure can be applied on the individual level, where data about happiness, religious practice, or family matters can be used to help evaluate and understand our own social conditions. Such useful data are one of the ways social studies prove relevant to citizens as we seek to solve both public and individual problems. Marshall University offers its students strong faculty such as Dr. Hadler who are able to prepare MU graduates to succeed in careers that will benefit future generations.

Markus, Hadler (2009) Tangled paths to a world culture. Contradictory trends in attitudes to globalization. In Max Haller, Roger Jowell, and Tom W. Smith (eds) *Charting the globe. The International Social Survey Program, 1985-2005*. Routledge, 263-276.

Markus, Hadler (2009) Homogeneity in Heterogeneity. Shifts in Public Attitudes towards International Affairs from 1995 to 2003. Paper presented at the annual meeting of the American Sociological Association. San Francisco, CA.

Markus, Hadler (2009) Does political protest affect outsourcing and off-shoring? A cross-national perspective. Paper presented at the annual meeting of the International Social Survey Program. Vienna, Austria.

Markus, Hadler (2010) Reactions to Economic Changes. Austria and WV compared. Paper presented at the Annual meeting of the Eastern Sociological Society, Boston, MA.

Markus, Hadler (2010) Marshall University: Quinlan Grant for Faculty Travel (\$500), INCO Grants for Faculty Development (\$980), Summer Research Award (\$2000).

Markus, Hadler (2009) Marshall University: Quinlan Grant for Faculty Travel (\$500), COLA funds for Attending the ISSP Conference in Vienna, Austria (\$800).

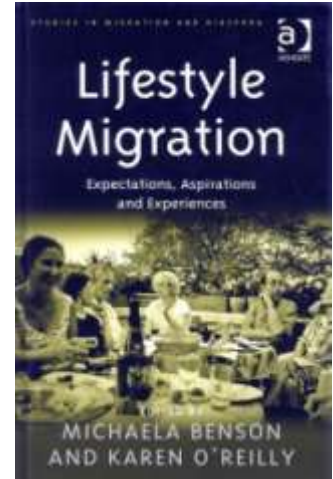
BRIAN HOEY, PH.D.: UNIVERSITY OF MICHIGAN

I am returning to Northern Michigan this summer, the site of my dissertation fieldwork that dealt with non-economic or "lifestyle" migration, for follow-up research. This current research is intended to gauge the effects of the recent economic downturn on the relocation of middle-class families from metropolitan to rural areas and to assess the way in which it has affected the lives of my earlier project participants. This return trip will allow me to update my book manuscript titled *Opting for Elsewhere: Relocation and the Remaking of Self in the Post-Industrial Middle Class*.

Hoey, Brian (2009). Pursuing the Good Life: American Narratives of Travel and a Search for Refuge, in *Lifestyle Migration: Expectations, Aspirations and Experiences*, K. O'Reilly and M. Benson, eds. London: Ashgate.

Hoey, Brian (2009). (Re) constructing West Virginia: Place-based Identity in the New Economy. Invited paper presentation to the American Anthropological Association, Philadelphia, PA.

- Hoey, Brian (2010). Getting Out: Field work with the Corporate Refugee. Paper presentation to the American Anthropological Association, New Orleans, LA.
- Hoey, Brian (2010). Invited Lecture "Cultural Competence in Health Care: Medical Anthropology & the Appalachian Case" presented to the 58th Annual Conference of the West Virginia Society of Radiologic Technologists.
- Hoey, Brian (2010). Guest Editor of special journal section "Locating Personhood and Place in the Commodity Landscape" *City and Society* 22, 2.
- Hoey, Brian 2009 Chair & Organizer of invited session "The End/s of Identity: Deconstructing Appalachia," General Anthropology Division, American Anthropological Assoc., 108th Annual Mtg., Philadelphia, PA.
- Hoey, Brian (In press). Locating Personhood and Place in the Commodity Landscape, *City and Society*, 22(2).
- Hoey, Brian (In press). Personhood in Place: Personal and Local Character for Sustainable Narrative of Self, *City and Society*, 22(2).



MARTIN LAUBACH, PH.D.: INDIANA UNIVERSITY

- Laubach, Marty and Little, L. J. (2009). Trials and Triumphs: Piloting a Web Conference System to Deliver Blended Learning across Multiple Sites. *Journal of the Research Center for Educational Technology* 5(3), 56-67.

DONNA SULLIVAN, PH.D.: UNIVERSITY OF MASSACHUSETTS AT BOSTON

- Sullivan, Donna M. (2010). Non-Pecuniary Rewards of Work for Older Waitresses. Paper presented at 22nd Annual Conference on Ethnographic and Qualitative Research. Cedarville, OH.

A FOND FAREWELL

PROFESSOR LARRY JARRETT

Professor Larry Jarrett is retiring ... for the second time!

Professor Jarrett began teaching for the Department of Geography in 1994 after completing a long and successful career as a diplomat for the Department of State. During this first career, he spent 15 years living and working in Africa and 8 more years in Europe in various diplomatic and private capacities. After a short retirement, he decided to return to his alma mater, Marshall University – Larry earned a BA in 1961 and an MS in Economic Geography in 1965.

Now, after 15 years of selfless service to Marshall University and its students, Professor Jarrett has decided to spend more time with his family. His leadership of the department and passion for teaching will be greatly missed. Professor Jarrett hired many new faculty in the department and worked to ensure the department provided an education that prepared

students for success.

Moreover, Professor Jarrett was a tireless advocate for African American students and efforts to increase the diversity of Marshall University. The college is working to create a scholarship in Professor's Jarrett's honor.



DR. SIMON D. PERRY

A lot has changed since 1962 when Dr. Simon Perry sent a telegram to Dr. John Bartlett accepting a teaching appointment at Marshall University. Marshall University has grown in size and stature. What was once a small teachers college is now a thriving comprehensive university that offers graduate degrees and now includes a medical school. Although much has changed at the University, one of the constants has been Dr. Perry and his dedication to the school and its many students. By one estimate, at least 20,000 students enrolled in one or more of Dr. Perry's courses in Political Science. Many of these students were then motivated to complete the requirement of a degree in Political Science and many remained at Marshall to earn a master's degree in Political Science or Public Administration.

Dr. Perry was born and raised in Gilbert, WV. He began his higher education at Berea College in Kentucky where he graduated in 1954 with a double major in Political Science and History, and a minor in Philosophy. Next came a master's of Science Degree in Political Science from The University of Tennessee, Knoxville, and the Ph.D. from the University of Michigan in 1962.

During his career, Dr. Perry has earned many awards including the Leonard D. White Award for the Best Dissertation in Public Administration; the Marshall Distinguished Service Award; First Drinko Fellow, and the John Deaver Drinko Distinguished Fellow. He has also been recognized with the Distinguished West Virginian Award (1988 and 2007) and

was selected by the University's alumni as one of five "Living Legends" in 2007.

In honor of Dr. Perry's career, The College of Liberal Arts at Marshall University is proud to announce the creation of the Simon Perry Center for Constitutional



Democracy. The Center's mission is to support an interdisciplinary program that focuses on the American judicial system, how it has been shaped by individuals in American history -- especially John Marshall -- as well as by social, economic and cultural forces, and the implications of artistic representation for political culture and identity. The

program currently includes courses from Political Science, History, English, Philosophy, and Sociology. The Center will develop a vital interdisciplinary program of study that incorporates the traditions of the arts, the humanities, and the social sciences.

This innovative academic program will be a long-standing tribute to the great legacy of Dr. Simon D. Perry.

ALUMNI AND PATRONS

The Foreword of this *Annual Report* reviews the value of a liberal arts education. All of us in the college believe that we provide students a significant “value added” component to their Marshall experience. We do this through innovative majors and programs of study taught by dedicated faculty. The college also provides students “value” through such activities as the Maier, Weill, and Thomas essay contests. Students present their scholarly and creative work during the College’s student conference. Soon, we will

begin a new opportunity for our students through the Simon Perry Center for Constitutional Democracy.

The College has the good fortune of having the support of our alumni and patrons who share our values for a quality education that makes a difference in the lives of our students. We are grateful for the generous financial support we received this year.

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I am gratified by the generous support we receive from our alumni and friends who have done much to support the many value-added components to a liberal education. The majority of the students who attend Marshall University require financial assistance, and the many endowed scholarships we have help worthy students realize their goals of a college degree. Other gifts support our writing competitions, debate team, psychology clinics, and other resources that support academic achievement.

There are, of course, many ways to help this college achieve more. Allow me to list a few:

Keep in touch by telling us of your accomplishments. Not only do we want to show our pride for your successes, we want to be able to show the next generation of Marshall University students that a liberal arts education is a key to success.

Encourage prospective students to attend Marshall University. Often, the best recruiting comes from alumni who encourage talented students to enroll in their alma mater.

Tell us about internship or job opportunities **at your employer**. **The professional staff of the university's** Career Center will be glad to direct our talented students to pursue a career where you work.

Let us know what you think! Most of all, tell us how you think we are doing.

Best wishes! I hope **to hear from you soon...**



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OPEN IT!

Let's face it; education is all about the discovery. What is now common was once beyond imagination. What was once common is now often obsolete. How does this change happen — education and the willingness to take the risk to explore the unknown.



The College of Liberal Arts at Marshall University provides its students a contemporary education that allows them to learn how to confront the unknown in new ways. Yes, we teach you how to open the box and think about what you find. Join us in the exploration.