

- Registration for Summer 2008 courses begins March 31 (for currently enrolled students) and April 7 (for admitted students). Registration for Fall 2008 courses begins on April 14 (for currently enrolled students) and April 28 (for admitted students). Courses inside.
- The MUGC faculty and students who presented papers at the Appalachian Studies Association's 31st Annual Conference are listed on page 4.

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Graduate Humanities

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SPRING 2008

Shobo Shares Her Interdisciplinary Expertise

by Kathryn Santiago

Yetunde (Yetty) Shobo is the 2007-2008 Minority Fellow for the Graduate School of Education and Professional Development. While teaching, she is finishing up her PhD in Human Development, Family Studies and Demography at Penn State University. Her Master's Degree in Public and International Affairs and Demography, from Princeton University, and her Bachelor's Degree in Mathematics and Statistics, from the University of Lagos, gives Yetty a varied background that suits her well for teaching an interdisciplinary class for the Graduate Humanities Program.

The class that she and Dr. Eric Lassiter created for the Spring 2008 semester, "African Families: Diversity, Stability and Change," blends the history and culture of African families. Having come from Abeokuta (of the Yoruba ethnic group in the Ogun State), Nigeria in 1998, Yetty has had the opportunity to conduct demographic research on families in Nigeria and the United States. "Part of the history,"

says Yetty, "can explain the culture and the culture can explain the history. Obviously culture is not static; it also changes because of the history . . . I feel like it's a good marriage to put them both together."

The course is set up to explore historical and contemporary issues and their interrelationships with African culture. For the class's final assignment, the students are writing a paper and making a presentation on one of three novels studied in the class (*Things Fall Apart*; *Cry, the Beloved Country*; and *Ake: The Years of Childhood*), and then relating the novel's themes to the historical and cultural themes of the class.

Combining fiction, history, and culture, Yetty explains, gives students the opportunity to take theories that they've learned in the class and apply them to experiential narratives. One could take, *Cry, the Beloved Country*, for example, and focus on African families and relationships, African politics, or colonialism. When I ask what drew Yetty to teaching, she explains, "it's in

my blood," and "possibly even genetic!" Her mother, father, and two of her three brothers became teachers.

"It's what gets me up in the morning," she says. "Teaching is a way to help others find the best in themselves." Even in her spare time, she teaches inner city children through her church's volunteer program.

"Teaching" Yetty continues, "is a way to encourage people . . . [and allow them] to find out what their gift is. Which is why, for my class, I'm having people [focus on] the themes that resonate with them, such as: colonialism, nationalism, post-colonialism, African politics, relationships, religion and spirituality, etc. For somebody it might be history, whereas for somebody else it might be the culture. I believe that every student has [his or her] own talent and . . . unique abilities." The calling to cultivate individual talents will benefit her students as well as our program.

We're so glad you're here, Yetty!



Photo courtesy of
Yetty Shobo

Blast from the Past

From the *Humanities Newsletter*, Spring 1996:

"Humanities Program Accepted as a Full Member in AGLSP—Dr. East elected to Board of Directors at its annual conference in October [1995], the Association of Graduate Liberal Studies Programs voted to accept the Humanities Program as a full member. The AGLSP, founded in 1975, represents over 110 institutional members, from small liberal arts colleges to research universities. We join such distinguished company as Dartmouth College, Duke University, Georgetown University, Hollins College, North Carolina State University, University of Delaware, and Wesleyan University."

Out of the Classroom and Into the Fire

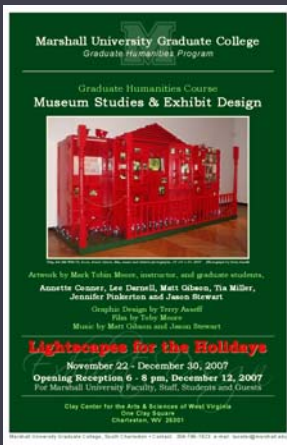
by J. Randall Stewart

*No man can reveal to you aught
but that which already lies
half asleep in the dawning
of your knowledge.*

*The teacher who walks
in the shadow of the temple,
among his followers,
gives not of his wisdom
but rather of his faith
and his lovingness.*

*If he is indeed wise he does not
bid you enter
the house of his wisdom,
but rather leads you
to the threshold of your own
mind.*

- Kahlil Gibran (*The Prophet*)



*Lightscapes for the
Holidays* Poster
Photo courtesy of Terry Asseff

I remember the first time I met Mark Moore. He was so excited about our class that he chattered away for over an hour about all the great stuff we were going to do.

From this first encounter, I knew that Mark was the kind of teacher Kahlil Gibran described. Instead of reprinting his knowledge on malleable minds, Mark is interested in helping students understand and reach their own full potential. Nowhere is this truer than in his Museum Studies course.

While he began with a strategy for the class, Mark sought to incorporate what we wanted to learn. He took a very hands-on approach to the course. We weren't just going to study abstract concepts of gallery design; we were going to apply them practically. Mark accomplished this through four different overarching experiences.

The first experience was to help hang a photo exhibit for Lauren Henkin in the Good News Mountaineer Garage Gallery, titled *The Other Charleston*. After spending a Saturday fumbling with measuring tape, levels, hammers, and nails, we felt ready to tackle the next out-of-class project.

The second experience was a back-door visit to the Charleston Cultural Center, where we got a personal introduction to the archives and the general workings of the History Museum. The museum director walked us through the shelves of antiquities, including the noose that hung John Brown. In that environment, we learned about the preservation and presentation of historical items.

The third experience was to help design, build, transport, and set-up a 16 foot art installation as a part of the Clay Center's *Lightscapes for the Holidays* exhibit. This was the most holistic experience, since we were involved in every aspect of the project. Mark had a general idea for the "Red Door" sculpture, but we all had input. The real work came after finalizing the general concept. It doesn't get any more hands-on than nailing boards, painting doors, and pillaging second-hand stores for budget-friendly materials. After all the parts were finished, and a pre-show assembly completed, we hauled a truck-load of bright red wood, plastic, and metal to the Clay Center. It was amazing to create and install such a large piece, and to see how the mu-



Mark Moore (center) with his Museum Studies students.
Photo courtesy of Mark Moore

seum's visitors reacted to our work.

For the fourth experience, Mark wanted us to design and build our own miniature museum exhibit by using foam board and imagination. The class picked a theme and used realistic materials to create a workable gallery display. We had to consider how visitors would enter, how visitors would move around installations, and how to display our miniature artifacts in a way that made them interesting and accessible.

Having worked in many different museum settings, Mark understands how to produce a gallery exhibit. Having taught art for over twenty years, he also understands how to pass on knowledge in a real, practical way that carries well beyond the classroom. It's no wonder that over half of the course took us out of the classroom and into the real world of museum exhibit and design.



Photos courtesy of Mark Moore

Summer 2008 Courses

May 19—June 30 (Summer Term 3)

HUMN 650—531: Seminar in Public Humanities (Lassiter)
CRN 5034
M,W: 6-9 p.m., GC 323

This seminar will explore the relationship of the humanities to public realms of activity. (See our website for a full description.)

LITS 600—531: Identity Inscribed: Contemporary Novels by Women (Olson)
CRN 5038
T, Th: 6-9 p.m., GC 323

This course will focus on the representation and negotiation of gender and identity in contemporary novels by women.

July 1—August 11 (Summer Term 4)

CULS 611— 631: Appalachian Studies: Themes and Voices (Richards)
CRN 6008
M, W: 6-9 p.m., GC 323

This interdisciplinary course orients students to the significant issues and research in Appalachian studies. Important political, social, and cultural issues will be considered. Research areas are introduced.

ARRANGED

HUMN 680—431: Independent Research Symposium (Lassiter)
CRN 4161

A pro-seminar required of all Humanities degree students who are beginning the thesis or final project. Arranged with the Program Director.

Fall 2008 Courses

ARRANGED

HUMN 680—131: Independent Research Symposium (Lassiter)
CRN 2825

A pro-seminar required of all Humanities degree students who are beginning the thesis or final project. Arranged with the Program Director.

MU GRAD COLLEGE (SOUTH CHARLESTON)

A&S 600-131: Exhibits in/for Local Communities (Moore)
CRN 1002 T,
T, 7-9:50 p.m., AC 205

This course will combine classroom and studio-focused instruction to explore the process of exhibit design. Students will construct an actual exhibit in collaboration with a local organization and learn how to situate this training within larger currents of museum studies.

CULS 600-131: Appalachian Material Culture (Ladner)
CRN 2082

WEBCT & Live Meetings (Aug. 23; Sept. 20; & Nov. 15 — Saturday workshops).

See <http://www.marshall.edu/SUPERSATURDAY/> for room assignments and other information

This course will survey the arts, crafts, and material culture of Appalachia, emphasizing their social and economic roles, techniques, uses and cultural sources.

HIST 600-131: Social Memory and Oral History (Lassiter)
CRN 2656

Th, 7-9:50 p.m., GC 323

This course will explore the process of memory and how it is negotiated in community and social contexts. Students will also learn about and engage in oral history methodologies.

HUMN 602-131: Historical Studies (Peyton)
CRN 2823

W, 7-9:50 p.m., GC 323

This core course acquaints students with problems of historical knowledge, changes in the interpretation of history, nature of and ethics of historical research. nature of historical forces, and methods and ethics of historical research.

HUMN 604-131: Expository Writing for Research (Simone)
CRN 2824

M, 7-9:50 p.m., GC 323

This core writing course develops proficiency in writing for research.

NR C&T College (SUMMERSVILLE)

LITS 600-131: Studies in Chaucer (Simmons)
CRN 3089

T, 7-9:50 p.m., Room TBA

This course will explore the major works of Geoffrey Chaucer, among the greatest storytellers and figures of English literature. Students will become acquainted with Chaucer's language (South East Midland Dialect of Middle English), the religious and philosophical backdrop for his writings, and the literary influences on his works.

THE SUMMER LINEUP:

- *Seminar in Public Humanities*
- *Identity Inscribed: Contemporary Novels by Women*
- *Appalachian Studies: Themes and Voices*
- *Independent Research Symposium*

THE FALL LINEUP:

- *Exhibits in/for Local Communities*
- *Appalachian Material Culture*
- *Social Memory and Oral History*
- *Historical Studies*
- *Expository Writing for Research*
- *Independent Research Symposium*
- *Studies in Chaucer*



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Fax: 304-746-1942

Phone: 304-746-2022

South Charleston WV 25303-1600

100 Angus E. Peyton Drive

Graduate Humanities Program



NEWS AND NOTES

Reidun Ovrebo debuted her documentary “Remains of Action” at the West Virginia International Film Festival on November 8, 2007. The documentary, written and directed by Ovrebo, is about a controversial Norwegian artist named Morten Viskum.

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The following faculty and students associated with Marshall University Graduate College presented papers at the Appalachian Studies Association’s 31st Annual Conference. The conference took place at Marshall University’s Huntington campus on March 28-30, 2008.

- *The Meaning of Witchcraft in Appalachia*—John Richards, WVSU
- *Appalachia in Bob Sloan’s Bearskin to Holly Fork*—Sarah Ferrell, MUGC
- *Appalachian Documentaries & the Discourse of Regional Identity*—Barbara Ladner, WVSU
- *HIV/AIDS in Rural Appalachia: an Oral History*—Gabriella Williamson, MUGC
- *An Analysis of Historic Materials Salvaged from the Glenwood Quarters*—William D. Updike, Cultural Resource Analysts
- *Landscape Archaeology & the Glenwood Estate*—Robert Maslowski, MUGC
- *Making it Her Own: Lucy Quarrier and the Craft Movement*—Jessica Potter, MUGC
- *Putting a Face on Slavery at Glenwood*—Billy Joe Peyton, WVSU

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Beverly Pauley, a student in the Humanities Graduate Program, published *Gothic Bedtime Stories* in 2007.

