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Arts & Letters: The Magazine of Potter College at Western Kentucky University

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Collaborating with other disciplines, going beyond the classroom
Potter College of Arts & Letters will be celebrating its 50th Anniversary in March 2015 with a special anniversary issue of Arts & Letters. If you have any special memories or photos to share, please send those to arts.letters@wku.edu or #pcal50 using Instagram or Twitter.
One hundred bed-rooms elegantly furnished, bath-rooms attached with hot and cold water, heated by steam and lighted by gas. All the appointments of the highest order; twenty teachers and officers. The departments of music, art, and physical culture splendidly equipped. Students enrolled from twenty-two states for the year closing June 1891. Illustrated catalogue giving beautiful interior views sent on application.

Rev. B. F. Cabell, Pres't.
in English and Tammy Van Dyken in History—both experienced secondary teachers—are working with colleagues in the College of Education and Behavioral Sciences and in two area school systems to develop a clinical model for preparing teachers. It’s an innovative concept that has the potential to transform the way our students prepare to become teachers.

Potter College faculty members are also taking the lead developing new strategies for encouraging research at WKU. Faculty members in Political Science and Sociology took the initiative in establishing the Social Science Research Center housed in the University’s Center for Economic Development. The Center offers important new research options for faculty and students across campus, and Jerry Daday from Sociology discusses the exciting potential of the SSRC. Sometimes leadership takes a more traditional form, such as the Potter College Writing Group. Prize-winning historian Beth Plummer gives you a look at how scholars in Potter College work together to sharpen their ideas.

Potter College students are also involved in new projects that extend their classroom learning. Ashley Coulter, Nick Gilyard, and Luke Jean provide a glimpse of how they are putting their liberal arts education to work addressing needs in our communities. And our Alumni Spotlight focuses on Jerry Brewer, a journalism major who now covers the Super Bowl champion Seattle Seahawks for the Seattle Times.

Unfortunately, the current school year has had some somber moments as well. University Distinguished Professor Carlton Jackson, an emeritus member of the History Department, died in January. Carlton had been part of WKU since he first joined the faculty in 1961. A few days later, Anthropology Assistant Professor Lindsey Powell, a faculty member since 2009, also died. Their colleagues, Richard Weigel and Michael Ann Williams, provide a remembrance of these two talented scholars.

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Greetings from the Dean

David Lee

Social Science Research Center
A Model of Interdisciplinary Research and Collaboration

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Beth Plummer

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A glimpse at how Potter College Students are connecting their experiences at WKU outside the classroom

Peggy Otto and Tamara Van Dyken

Student Experience

International Research Notes

Karen Schneider

In Memoriam
While the disciplines of political science and sociology differ in many ways, they do share a common core element: the use of empirical research to understand patterns of human behaviors and beliefs in society. Scholars and students of both disciplines use a variety of research methodologies to collect information from people living and interacting within the social world. One widely used method is the survey, a technique that invites respondents to answer a series of questions during a telephone or in-person interview or through the completion of a questionnaire sent in the mail or using the internet.

Until recently, researchers at WKU did not have access to the technology or infrastructure to conduct large-scale mail, telephone, or in-person surveys. This changed in 2012 when the Social Science Research Center (SSRC) was established at WKU. The idea for such a center had been discussed for nearly a decade by five faculty members representing three academic departments and two colleges. Dr. Jerry Daday and Dr. Doug Smith from the Department of Sociology, Dr. Scott Lasley and Dr. Joel Turner from the Department of Political Science, and Dr. John White from the Department of Public Health wanted to build a center that would promote interdisciplinary research and provide valuable research experiences to undergraduate and graduate students from social sciences disciplines. They also hoped the center would increase WKU’s overall research exposure, especially through conducting regional and national surveys.

Thanks to generous financial support from WKU’s Office of Research, the Potter College of Arts and Letters, and the College of Health and Human Services, these five faculty members were able to establish the SSRC, one of the most sophisticated survey research centers in Kentucky. The SSRC currently occupies a 1,000 square-foot facility at WKU’s Center for Research and Development. The heart of the center is a ten-station computer-aided telephone interviewing system, or CATI, that allows researchers to conduct large national and regional telephone, internet, and mail surveys. SSRC researchers also provide consulting services for faculty and staff and mentoring for students who wish to build or administer their own surveys, as well as assistance with data analysis and the reporting of results.

Over the last fifteen months, SSRC researchers have been awarded three research contracts totaling $80,000. In October 2012, Turner and Lasley received the first contract from the University of Illinois and the University of California-Davis to conduct a telephone survey before and after the Presidential and Congressional elections of that year. Turner and Lasley, along with their colleagues from the funding institutions, were interested in studying
respondents’ emotions and attitudes toward various issues and candidates leading up to and following the election. Their findings, drawn from nearly 1,000 in-person and telephone interviews, suggest that emotions play a key role in politics.

Daday received a second contract in May of 2013 from the Kentucky Department of Public Advocacy to conduct a telephone survey of 800 residents of Allen County measuring attitudes and perceptions of an ongoing murder trial. Daday has conducted similar telephone surveys in the past, but the infrastructure of the SSRC made the process more efficient. “In previous years, I had to beg faculty members to let me use their private offices to conduct a telephone survey, and I did not have the sophisticated CATI system to help with data collection. These studies used to take a couple of weeks. Now, we can field a telephone survey, with a sample of 1,000 respondents, in a couple of days.” Daday hired nine social science students who made phone calls each evening of the project. One of these students, Whitney Marsh, is pursuing a bachelor of arts in sociology. She said “working at the SSRC provided me and the other student researchers with the opportunity to put the sociological skills we have learned in the classroom into practice.” Angela Byrd, who recently received her master of arts degree in sociology, added, “by actively participating in the process of gathering data, and by experiencing the challenges inherent in that process first-hand, we gained a truer sense of what the social sciences are all about.”

The SSRC received its third contract in August 2013, when Daday, Lasley, and Turner were selected to conduct a mail survey of 12,000 Kentucky residents. This contract, part of a larger study being conducted by Dr. Nicole Breazeale from WKU’s Department of Sociology and her colleagues at the University of Kentucky, required the SSRC to mail an eight-page survey instrument to these 12,000 residents and collect and enter their responses into a database.

“These [telephone survey] studies used to take a couple of weeks. Now, we can field a telephone survey, with a sample of 1,000 respondents, in a couple of days.”

In addition to these three contracts, Daday is collaborating with WKU researchers from the Department of Architectural and Manufacturing Sciences, the Department of Agriculture, and the Department of Biology on a United States Department of Agriculture (USDA) grant to study good agricultural practices among farmers selling produce at farmers markets in Kentucky. Daday is a member of the grant’s senior personnel and is using SSRC resources to help the Ogden College faculty build and administer the survey instrument, collect and analyze data, and report the findings.

SSRC researchers are also actively engaged in non-funded scholarly work that should yield publications and increased SSRC exposure. Turner and Lasley conducted a second survey prior to the election of 2012. This telephone survey, using a random sample of nearly 300 residents in Warren County, generated valuable insights into the political attitudes of Warren County residents and served as a useful experiential learning tool, as the students in Turner’s public opinion course
were charged with collecting and analyzing the data and using the results as the basis for their final papers and in-class presentations. According to Turner, “one of the things I like about the center is that it increases our teaching capacity as well as our research capacity.” Daday, Lasley, and Smith are currently collaborating with Dr. Jieyong Jong from the Department of Communication and Dr. Rezaul Mahmood and Dr. Gregory Goodrich from the Department of Geography and Geology on an interdisciplinary research project examining how perceptions of climate change are related to general perceptions of science, politics, discourse, and community vulnerability to disasters. For this project, a telephone survey of 500 Kentucky residents is being conducted in the spring semester of 2014.

All of these funded and non-funded research projects embody core SSRC objectives, including the importance of building a culture of interdisciplinary research and providing students with valuable research experiences. With the center’s creation, WKU now possesses the collective expertise of faculty researchers, the facilities, and the technology to conduct a variety of survey research projects that can benefit small and large businesses, government agencies, and the University. SSRC researchers have the ability to administer surveys measuring employee satisfaction, brand and product awareness, customer satisfaction, health and safety awareness, student satisfaction, and media distribution and advertising. The benefits of the SSRC to university life are equally important as the center seeks to promote exciting, recognized, and admired research. The SSRC is also part of WKU’s Applied Research and Technology Program (ARTP), “a multidisciplinary program consisting of eighteen scientific and service-oriented centers and institutes designed to prepare students for the knowledge-based 21st century global economy.” The center seeks to expand its faculty membership, welcomes collaborators from all disciplines, and strives to incorporate students in all research projects. For more information on the SSRC, please visit www.wku.edu/ssrc.

Dr. Jerry Daday is an associate professor of sociology at WKU and the former director of the Social Science Research Center. He is currently serving as the Interim Executive Director for the Center for Faculty Development and the Director of the Online Learning Research Office within WKU’s Division of Extended Learning and Outreach (DELO). He began his employment at WKU in 2004 after completing his Ph.D. in Sociology at the University of New Mexico. His research and teaching interests include quantitative research methodology, criminology, victimization, and sociological theory. Dr. Daday also co-directs, with Professor Carol Jordan (Department of Theatre and Dance), the Patricia Minton Taylor Theatre-in-Diversion Program at WKU.
As everyone in Potter College is painfully aware, writing is a lonely pursuit often fraught with anxiety and stress. Everyone from a first semester college student to a full professor experiences feelings of anticipation and dread when starting a writing project. The trepidation and uncertainty only grow as the writer takes a draft through the final stage of revision and publication. While writing is lonely, that does not mean that it is done alone. Truly successful writers acknowledge their limitations and seek the advice and counsel of others to help in the final stages of transforming a draft to a polished piece of writing. Other readers, sometimes through an organized writing group, offer helpful insights and suggestions, and help the writer improve the draft. Although Potter College of Arts and Letters houses a number of writing support groups, the Potter College Faculty Writing Group is one of the longest-lived.

In 2002, Dr. Heather Pulliam (then Assistant Professor of Art History, now Lecturer of Early Medieval Art History at the University of Edinburgh) began meeting regularly with several other new faculty members in Modern Languages, Religious Studies, and History, working on pre-modern topics to discuss writing projects. Over the next couple of years, Dr. Pulliam invited other new faculty from Music, Anthropology, English, and Theatre to join an interdisciplinary cohort of faculty coming up for tenure, and the range of subjects broadened. Since then, as old members have moved on to new positions or interests, the group has invited new members. At one point or another over the last decade, faculty from almost every department in Potter College have been involved in the Potter College Writing Group. While the group is no longer exclusively for pre-tenure faculty, the original mission to support and recruit early career faculty in PCAL continues.
The writing group gradually gained a home after years of rotating sites. At first, the group met in Java City, empty classrooms, and seminar rooms at various times during the workday— for coffee before classes began, during lunch, for afternoon coffee, at the very end of the day. Over time, more people joined, the meetings lengthened, and finding a common time in everyone’s schedule became difficult. To create a more comfortable and convivial working atmosphere, the group decided to move the meeting to a less formal location in the evening and to talk over dinner. So the group name, the member went with descriptive in the hopes of the group choosing something better later. After an exchange involving several amusing acronyms and much hilarity, the group decided just to keep the name for the time being, remaining hopeful of inspiration.

Around the same time, the group established its basic rules: the group meets once a month during each semester, the group considers the work-in-progress of two members at every meeting, the presenters post their drafts one week in advance (the rule most often broken), all active members present at least once a year, anyone presenting commits to read and edit all papers during a year, and presenters buy the pizza. Less formal agreements have emerged, including that no one is to apologize for the state of their paper, everyone is to be honest in written and verbal criticism, and all members will make every effort to come to the aid of another member in the case of a writing emergency. The rule that the group keeps wishing it had made was that someone should tape the proceedings to catch the inevitable moment when someone, usually the author of the paper under consideration, blurts out the perfect thesis statement and then no one can quite remember the exact wording.

All active members present at least once a year, anyone presenting commits to read and edit all papers during a year, and presenters buy the pizza.

moved its meetings to members’ homes one night a month between six and eight p.m., settling eventually on Dr. Beth Plummer’s living room, where it laid deep roots. The group even continued meeting there one semester when Dr. Plummer was in Harlaxton; her house sitter just let the group continue using the space.

What began as an informal gathering of new faculty in Potter College formally became the Potter College Faculty Writing Group in 2007, when one member was setting up an organizational page to share papers on Blackboard. Unable to come up with anything snappy when faced with an unexpected request for the official organizational name, the member went with descriptive in the hopes of the group choosing something better later. After an exchange involving several amusing acronyms and much hilarity, the group decided just to keep the name for the time being, remaining hopeful of inspiration.

Over the last decade the group has read dozens of papers and project proposals on a wide-ranging series of topics across disciplines, geographic boundaries, and chronology. Some examples include papers on images of eating words in the Book of Kells, professional writing in the English intern program, the African American staff in the YWCA, comparative Nahua and European calendars, music in Flemish psalters, black southerners in Sierra Leone, aboriginal filmmaking in Vancouver, the American Colonization Society, ethical dilemmas in Hawthorne’s work, child ordination in Sri Lanka, control of natural resources in medieval France,
free will in Jewish philosophy, illicit slave trade in seventeenth-century Spanish Caribbean, semiotics of grief in Puritan paintings, married nuns, laundry and dirt in American advertising, dogs as the liminal humans in medieval literature, and the impact of technology on undergraduate draft writing. While the topics and members are diverse, the way that the group approaches each paper is to make suggestions on the mechanics of writing and the developments of arguments. Each member learns in this process of reading and writing, and the completed work is stronger as a result.

The structure, setting, and even food choices of the Potter College Writing Group continue to change as new members contribute new ideas and offer new options for the group. The one thing remaining unchanged is the desire of members to read each other’s research and to help with the writing process. The tangible result has been a steady stream of well received conference papers, accepted and published articles, funded grant proposals, successful book proposals, and positive tenure and promotion reviews. The less tangible results are the creative connections, teaching collaborations, and deep friendships that have emerged as members read, comment on, discuss, and edit each other’s written work. Although the membership of the Potter College Writing Group is limited to about a dozen people due to the size of our meeting space, the group welcomes new members as older members go on sabbatical or take time off, and members are happy to help others develop similar writing groups.

Beth Plummer, winner of the 2014 PCAL Research and Creativity Award, is Associate Professor and Graduate Advisor in the History Department at Western Kentucky University. She specializes in the history of the impact of the early reform movement in Germany on family and gender roles and the changing legal definitions of social norms and religious identity in Early Modern Germany. Her publications include From Priest’s Whore to Pastor’s Wife: Clerical Marriage and the Process of Reform in the Early German Reformation (Farnham: Ashgate Publishing, 2012), which won the 2013 SCSC Gerald Strauss Book Prize. She is also co-editor of Ideas and Cultural Margins in Early Modern Germany: Essays in Honor of H.C. Erik Midelfort (Aldershot, Hambleton: Ashgate Publishing, 2009). She is currently working on a series of articles on multiconfessional convents and former nuns during the late sixteenth and seventeenth centuries, which the Potter College Writing Group is sure to be reading soon.
Potter College Partners with Teacher EDUCATION in a Unique Initiative

BY PEGGY OTTO AND TAMARA VAN DYKEN
You might guess that something’s up when you see professors from the departments of English and History hanging out in Gary Ransdell Hall discussing standards and alignment with Teacher Education. Something certainly is up! Potter College and the School of Teacher Education, with the support of Kentucky’s Council on Postsecondary Education (CPE), began an exciting partnership in fall 2013. Two professors from PCAL, Dr. Tamara Van Dyken (History) and Dr. Peggy Otto (English), have joined Drs. Jana Kirchner, Rebecca Stobaugh, and Kandy Smith from Teacher Ed. to create a unique model for secondary-school teacher preparation.

The new model under construction is the only one of its kind in the state and one of few in the country. Under the leadership of co-directors Dr. Winnie Cohron and Dr. Cassie Zippay, the team has developed and begun implementing a clinical model for teacher education as called for in a 2011 Blue Ribbon Panel report issued by the National Council for Accreditation of Teacher Education (NCATE). The clinical model provides an on-site immersion experience that connects coursework with practical applications.

WKU’s clinical model focuses on preparing future high school English and social studies teachers. Drs. Van Dyken and Otto bring their
content-area expertise to a uniquely blended curriculum that reconfigures course delivery for two required education courses per semester and combines students’ coursework with clinical experiences in real classrooms for a full year before they do their student teaching. WKU’s clinical model calls itself Clinical Experiences in the Practice of Teaching, or CEPT. The first CEPT cohort, centered at Bowling Green High School, consists of nine students, five English and four social studies majors: Jacob Booher, Anna Roederer, Natasha Fatkin, Laura Mahaney, Kayla Sweeney (English) and Dani Cook, Jake Frantz, Ellie Garrett, and Patrick White (Social Studies). The second cohort, at Franklin-Simpson High School, consists of six social studies majors: Justin Allen, Shannon Carter, Kaylie Durham, Jordan Ferguson, Jody Glass, and Joshua Harris.

Each CEPT cohort moves through a full-year program at its home school, with a new cohort starting each semester. The first cohort of teacher education students began with the start of the fall semester 2013 at Bowling Green High School. In spring 2014, while the first cohort completes their second semester at Bowling Green, a second cohort began their first semester at Franklin-Simpson. The second cohort will complete their year in fall 2014. During both semesters, teacher candidates participate in clinical experiences that make this model dramatically different from traditional approaches in which students take course work on campus and then go off campus individually to accumulate a required number of observation hours in teachers’ classrooms.

The CEPT model applies principles of clinical instruction as called for by NCATE to improve teacher quality through “dramatically different models and strategies for preparing teachers in clinical settings.” According to a 2013 press release from Kentucky’s Educational Professional Standards Board (EPSB), teacher preparation under clinical models should address goals such as “including more rigorous accountability, strengthening candidate selection and placement, revamping curriculum, and incentives and staffing.” CEPT is funded by a $500,000 grant from CPE. WKU is the only university in the state developing a clinical model for high school teachers. The two other funded universities, each at the same funding level as WKU, are Eastern Kentucky University and University of Louisville, where teams are developing clinical models for elementary and middle-school teacher candidates.

CEPT is also unique in that it involves both interdepartmental and cross-institutional collaboration. CEPT students receive instruction from their Potter College and Teacher Education professors on site at Bowling Green High and Franklin-Simpson High for two full days per week throughout the semester. For half of each day, they study methods and strategies for instruction at the secondary level. They spend the other half of each day co-teaching with mentor teachers in high-school classrooms, immediately putting into practice what they learn in their coursework. WKU and the high school mentor teachers work together to individualize the clinical experiences according to the teacher candidates’ strengths and needs. Teacher candidates regularly assess themselves and create individual professional growth plans in collaboration with their professors.

One key component of the CEPT model is instructional rounds. Teacher candidates do
instructional rounds regularly throughout both semesters. On instructional rounds, they visit several classrooms in small groups accompanied by a professor and observe a single targeted component of effective teaching, for example, how teachers use questioning techniques to elicit higher-level thinking. Observers collect descriptive data and then meet in their groups to analyze the data for patterns, construct hypotheses about effective practice, and formulate new questions. These new questions may then be explored with their mentor teachers or their professors, or they may provide topics for individual research.

Otto and Van Dyken play key roles in consulting with the teacher candidates as they plan lessons for co-teaching with their mentor teachers. Bringing content expertise from their respective fields, the PCAL professors suggest text and media resources from their disciplines, support candidates in identifying essential questions in the various branches of social studies and language arts, and provide feedback on the accuracy of the information the students present in their lessons. Along with other members of the CEPT team, Otto and Van Dyken observe the candidates’ teaching, and conduct debriefing sessions in which they confer with them to assess the effectiveness of their lessons and to identify areas for growth.

A second component that sets the CEPT program apart from traditional teacher preparation models is table rounds. Periodically during each semester, experts from the university or the partner school faculty are invited to discuss a significant issue of teaching practice. To prepare for table rounds, teacher candidates read preliminary material on the issue, consult their observation notes from rounds, and raise questions about the issue. Teacher candidates themselves take turns moderating the table round discussions. Both instructional rounds and table rounds, along with classroom experiences and course topics, elicit issues for reflection.

CEPT students engage in reflective practice by keeping journals throughout their clinical experience in which they explore areas of professional practice that they find individually compelling. The journals also function as vehicles for dialogue since they are periodically collected for professors to read and respond to. Students are encouraged to explore their emerging teacher identities over the course of the CEPT experience by frequently reviewing their reflections to determine significant problems of practice in their teaching experiences and to refine their teaching identities.

Through the CEPT model, teacher candidates do rigorous work in an immersion experience unlike anything they could get from coursework alone. They plan, teach, and manage instruction.

Otto and Van Dyken also prepare and teach CEPT sessions about discipline-specific approaches to designing and delivering instruction.

Through the CEPT model, teacher candidates do rigorous work in an immersion experience unlike anything they could get from coursework alone. They plan, teach, and manage instruction. They participate in creating assessments and analyzing results for real students. Through close, extended relationships with their mentor teachers, their students, and their university professors from both PCAL and Teacher Ed., CEPT students are able to develop their teaching skills in a supportive environment. The experience stretches their comfort zones at times, but it’s worth it. Just ask them.
Jerry Brewer

By Bob Adams

When Seattle Times sports columnist Jerry Brewer covered Super Bowl XLVIII, his goal was the same as the hometown Seattle Seahawks—be the best. His motivation was to tell his readers stories about the people behind the hype of Seattle’s first trip to the mecca of the National Football League. The players and coaches felt the pressure. So did Brewer, a 36-year-old journalist watching a game that had an average audience of 111.5 million people, more than any television program in U.S. History. His job was to tell his readers something they didn’t know or hadn’t thought about.

“I put so much pressure on myself to be great, and all in all, I fared pretty well during Super Bowl week,” Brewer said. “By Friday, I was so exhausted from covering the week of hype that I had to sleep 12 hours in order to be fresh for the game Sunday. But even though fatigued, I was satisfied that I had pushed myself to the brink. There’s nothing like being around some of the best sportswriters in the country and knowing that you held your own.”

That Brewer “held his own” among the top sports journalists in the world isn’t a surprise. In 2011 and 2012 he was named Washington state’s Sportswriter of the Year by the National Association of Sportswriters and Sportscasters. In 2005 he won the same award for Kentucky when he was a columnist at The Courier-Journal in Louisville. The Associated Press Sports Editors awarded him second place in feature writing (2010), Top 10 in projects reporting (2010) and Top 10 in column writing (2005).

After graduating from WKU, Brewer started his journalism journey at the Philadelphia Inquirer. From there he worked at the Orlando Sentinel and Courier-Journal before settling in Seattle in August 2006, where he lives with his wife, Karen, and 20-month-old son Miles.
What brought you to WKU?
WKU alum Tommy George, who will always be my idol, told me to go to Western in 1994. It was simple as that. I was going to follow whatever path he set for me. Two years later, I was on the Hill. In the summer of 1995, before my senior year of high school, I went to a minority journalism camp, and I met you, Mr. A, as well as James Highland, Joann Thompson and Gary Hairlson. Tommy always told me that Mr. A and JoAnn would watch after me like family, and after that journalism camp, I knew this was the absolute truth. I still flirted with going to Indiana or Missouri, but when my parents pressured me to make a decision, I went to my room and within two hours, it was clear to me that my heart was at Western. My parents met on the Hill. It was meant to be. I've only made one better decision in my life – asking Karen Gaudette to marry me. But I wouldn't have even found myself in that position if I hadn't chosen WKU long before.

How did your WKU experience help you, and what/who were the major influences during your time at WKU?
I received the best practical journalism education that I could possibly get. I learned plenty in class about the mechanics and ethics of journalism, but it wasn't just about what I learned during courses. I worked at the College Heights Herald from the minute I stepped onto campus, and being able to work in a passionate newsroom environment every day of my four years prepared me for what was to come. Journalists who graduate from Western are ready to perform as soon as they get their first job. I'm not just saying that because I know where this is being published. It's the absolute truth. There is no learning curve when we arrive at a professional newsroom because we've already worked in a professional environment in college and learned how to deal with editing, how to think big, how to manage people and be managed, and how to handle the pressure of deadlines. I had too many major influences to count, really. To this day, I still don't make a major decision without calling Mr. A. He's the most important figure in my journalistic career, still. I mentioned what Tommy George and our WKU connection means to me. JoAnn [Thompson] taught me so much about professionalism and valuing the people I work with. Sherry West did the same. And I was privileged to be around so many great student journalists during my four years. I don't want to name them because I'm bound to leave out some people. But we challenged each other every day. We motivated each other. We loved each other. And those bonds still remain.

What did you enjoy most about WKU?
Two things: First, getting to grow up and become a man in an atmosphere that was perfect for me. WKU is a great school because of the selfless people working there to make it great. True Hilltoppers don't care about anything but taking care of their own and seeing them thrive. Then, the hope is that you give back in a big way and eventually take care of the family the way that the family took care of you. Second, being on campus when Gary Ransdell became president and initiated the major change that we now see. The cosmetic changes have been significant, and they're obvious every time you visit campus and see the beautiful new buildings and the plans for other construction projects. When I was in school, from 1996-2000, it looked like a 1970s campus. Now, most everything is up to date. But this is just part of the makeover. The school has improved during the Ransdell era because he thinks bigger. The capital campaigns have been more fruitful. The will to be great is there in all aspects of the University. Ransdell became the president during my sophomore year, and his plans were considered ambitious back then. Now, they're the new reality, and the students have been enriched because of that. It's cool to think about and realize that it all began when I was on campus.

Journalists who graduate from Western are ready to perform as soon as they get their first job.

Since graduating from WKU and before landing in Seattle, you worked in Philadelphia, Orlando, and Louisville. How did each of those jobs help you become the writer/person you are today?
When I arrived in Seattle in August 2006, it was my fourth newspaper in seven years. I don't know that I planned to move around that much – that was crazy – but there was a method to the madness. I wanted to work in all regions, with the thought being that I might one day want to be a writer for a national publication. I wanted to have fun and experience as much as I could while I was in my 20s. And those experiences were all extremely valuable.
In Philadelphia, I learned how to handle big-city pressure and compete against various news organizations on a daily basis. In Orlando, I rediscovered my creativity and learned how to tell stories in various forms, many of which were out of my comfort zone. Lynn Hoppes, another WKU alum and my boss in Orlando, challenged me more than anyone I’ve ever worked with, and I have to give him a lot of credit for what I’ve become. In Louisville, I learned how to cover something that fans are absolutely obsessed about; you could write about college basketball, particularly University of Louisville or University of Kentucky hoops, year round and still not satisfy the readers’ appetites. I also learned that writing about things that fans are absolutely obsessed about wasn’t really for me, at least not at this point in my life. I wasn’t ready to handle that kind of challenge. In Seattle, I’ve put all the lessons together and focused on settling into a job, really entrenching myself in a community and letting the community really get to know me, and it has been great. I’m happy with the quality of my sports columns. I still think I can reach another level, but I’m happy with where I am.

Besides the Super Bowl and Gloria Strauss’s, of the people and topics you’ve written about, which ones had the biggest impact on you and your readers?
I wrote a column a few years ago about a developmentally disabled man in his 50s named Bobby Vogel. He was the manager of the Auburn High School boys basketball team in Auburn, Wash. And he was the biggest fan and happiest person you could ever meet in life. I was jealous of his consistent joy. What a wonderful man. That column was a huge hit. I also remember writing a piece about a Mariners bullpen catcher who met a woman by writing his phone number on a baseball and tossing it up to her during a game. They got married in that bullpen a year or so later. That column resonated with people on a national level, which kind of surprised me. Other things I’ve loved: Eating like a jockey for a week to write a piece for the Courier-Journal about eight years ago; telling the remarkable story of a basketball player named Melvin Jones who went from running the streets to college grad; chronicling the never-ending drama of the Sonics, the NBA team that Seattle lost in 2008 and is desperate to regain now.

When did you decide to immerse your life into Gloria Strauss’s and write a book about the 11-year-old girl’s losing battle with cancer?
That was 2007. It’s the greatest story I think I will ever tell, lessons about the power of faith. I followed Gloria for the last seven months of her life and learned many valuable lessons about how to live and what to believe. Instead of a story about cancer, it became an exploration of Catholicism and how a family used faith to boost themselves during a dire situation. That was supposed to be a sports story, a story about a basketball coach on a winning streak despite having a girl with cancer and a wife with multiple sclerosis. It became clear quickly that the sports angle would cheapen the story. So I took a chance to step outside of my comfort zone and write something different. It had a profound effect on my life.

How hard was it to write the book when you knew it wouldn’t have a happy ending?
It was extremely hard. I cried most every night. And I feared I was taking readers on an emotional journey that wouldn’t be worth it for them once they realized it would end in the worst possible way. But I had to tell the story. It was more than a book. It was a tribute to the family. And a way to heal after having followed them so closely while writing that seven-month newspaper series.

How did that affect you?
I respect the fragility of life more, and in response, I focus on getting the most out of today better than I once did. My faith has been strengthened because I’ve been around such an extraordinary example. And I really understand that the heart can be a useful tool in writing. Gloria’s story is all heart, and I would be misrepresenting the story if I didn’t use my own heart to tell it.
Do you have plans to write any other books?
I have hopes! Ha. No plans yet. But I would love to write 10 books in my lifetime. I had better get on that.

You wrote on the eve of the Super Bowl that it was the most important game in Seattle sports history. How did that increase the pressure on you as a columnist for the Seattle Times?
I kept thinking, “If the Seahawks win the Super Bowl, people all over the city are going to save the page with my column on it for a lifetime. It had better be good.” Seriously, I thought about this every step of the way. When it was obvious in the third quarter that the game was over, that the Seahawks were too far ahead, I keep saying to myself, “Don’t choke. Don’t choke.” I may have coughed hard a little, but I didn’t choke.

How were you able to navigate the media maze at the Super Bowl to tell your readers stories nobody else told?
That’s the challenge I crave. There are thousands of media members at the Super Bowl, and you have to find something special. You have to use every reporting tool in your arsenal. You take it back to what you learned in basic reporting: Hustle and get varied sources. Work the phones. Call people who aren’t being made available for thousands of media members to swarm. The best stories are simple, so you have to get through the clutter and find a slice of life. I compare reporting at the Super Bowl to competing in the Kentucky Derby. The Derby is a different race because the field is full. Everyone wants to have a horse in that race. All 20 slots are always filled. It’s a crowded race. You’re going to get bumped. You’re not going to have it easy or clean. But if you’re a true champion thoroughbred, you can handle it. It’s about talent, but it’s also about guts. And it’s about refusing to get distracted by the noise and keeping your eye on the goal – report like a demon, write like an angel. At the Super Bowl, it’s easy to mail it in and try to outwrite your competition. But if you want to be great, you have to look where other journalists refuse to look, see the story and execute it like you’ve been taught.

With the Super Bowl confetti settling, what’s next for you?
Sleep, I hope. Then I will continue on my mission to be the best sports journalist in the nation. I’m in my prime now. I’m no longer a young guy. Everything is urgent to me.

What advice would you give young journalists/writers?
Let your reporting guide everything that you do as a writer. This isn’t fiction. Go get the information and relay it to readers skillfully. And be prepared to be persistent. There is no easy entrance into the business anymore, but that doesn’t mean you can’t find a way in. Instead of focusing on where you ultimately want to be, be obsessed with doing great work right now. Make the big time where you are. You won’t get the job of your dreams by hoping to elevate your play once you get there. Play at your highest level now, and the opportunities will find you.

Bob Adams is the retired director of Student Publications. He was editor of the College Heights Herald in 1964 and started teaching full time at Western in 1966 after working at the Bowling Green Daily News. He served as a Herald adviser from 1968 until his retirement in 2012 and also was adviser of the Talisman for several years. He is a member of the WKU Hall of Distinguished Alumni, the Kentucky Journalism Hall of Fame, and the College Media Association Hall of Fame, and has won the Herald Award for Outstanding Contributions to Journalism. He has also received the President’s Award for Diversity and the University Award for Advising.
Nick Gilyard, a senior from Miami, Fla., and a double major in Public Relations and Popular Culture Studies, describes his last four years at WKU as life-changing. He initially decided to make the 972-mile trek from the beach to the Hill to be a member of WKU’s national championship forensics team. As a member of the forensics team, he was a national runner-up his freshmen year and has continued to excel. It is not uncommon to find Nick schlepping luggage all around campus, as he spends many weekends traveling to tournaments with the team.

Nick competes in the interpretation and public address categories of speech. For him, forensics is more than just an extracurricular activity—it’s a major part of his life. Nick loves that the forensics team is like a family, which has made him feel right at home. He spends a lot of time with them, traveling, practicing, studying or just hanging out with teammates, which has helped him foster a deeper bond with WKU.
The forensics program also has many traditions that reinforce the spirit of WKU. Nick’s favorite is chanting the fight song as the team exits the bus at the national tournament. Being a part of the oldest student organization on campus has helped him appreciate not only the team but the University as well.

While forensics and education are his main focus, Nick has made himself an ambassador for WKU on many levels. In his first semester he became the first and only freshman to join the Potter College Dean’s Council of Students. He is also a member of Alpha Kappa Psi professional business fraternity and the WKU Spirit Masters. To some students, signing up to be an ambassador for your college and university may seem daunting, but you rise to the challenge. Nick loves being able to use the skills he has gained from eight years of forensics to interact with people that visit WKU. Whether it’s a potential student visiting for the first time or an alumnus returning after 20 years, Nick finds it thrilling to connect with so many different people.

One of those connections helped him land a summer internship. Last summer Nick had the chance to intern with Peppercomm, a strategic communications and integrated marketing firm in New York City. Over the course of four months, he was able to work with some of the industry’s best PR professionals and top-tier clients. He is convinced his classes at WKU provided a great basis for the kind of work he was tasked with as an intern. Nick was able to work across multiple accounts, and assisted in everything from research to traditional media relations. He pitched stories to national media outlets including the Huffington Post, Forbes, and the Wall Street Journal. One of his pitches resulted in a spotlight feature for Nick in the New York City Metro Daily. But that was only the beginning: CNBC published a story featuring Nick and his experience with Peppercomm as well as his approach to selecting college courses.

When Nick returned to WKU in the fall, he began an internship with WKU’s Imagewest, a student-run public relations and advertising firm, where he served as the public relations coordinator. He managed the social media accounts for the agency in addition to creating and editing copy for clients. Most notably, Nick assisted the agency with a regional marketing campaign for the U.S. Department of State. His internship experiences showed him it is possible to turn his passion for social media and communication into a career.

Nick believes being involved in activities outside of the classroom has made his four years at WKU more meaningful. He credits his involvement with helping him develop and strengthen his soft skills, such as being a team player, time management, and problem solving. His internship experiences have shown him that these skills are not only appreciated but necessary to navigate the real world. After graduating, Nick plans either to pursue an M.A. in communication or to jump straight into a career with a PR agency.

When Nick graduates this May, he will have amassed more than 300 hours of volunteer service to the University and says he would do it all again given the opportunity. He views his relationship with the University as a lifelong commitment. He wants to let potential and current students know that WKU is full of opportunity for those willing to take it.

Nicholas Gilyard, a senior majoring in Public Relations and Popular Culture Studies, considers himself a full-time social networking, cultural enthusiast. Nick is a recipient of a full Forensics scholarship. He wants to become fluent in Mandarin, study intercultural communication, and meet Beyoncé. After graduating, Nick plans to continue his education and eventually move to New York City to work at an agency and live in a condo with a Weimaraner puppy named Desmond.
It’s Friday night and Ashley Coulter, a senior majoring in Philosophy and in Literature, is playing Doodlejump at Chuck E. Cheese’s with an eleven-year-old boy. Their pockets are filled with tickets and their bellies with Greenwood Mall Chinese food. As Ashley waits in line at the greasy prize counter, she asks the boy if he still wants to be a professional boxer when he grows up. “No,” he says quickly, “I want to be an economist. My teacher says they do things with money.”

Ashley first met Damarion in the fall of her freshman year at WKU. “Mentoring children had always been a big part of my life in high school,” she said, “so when I came to college, I felt like something was missing without my same group of kids.” In high school, Ashley worked at a martial arts studio teaching children’s taekwondo lessons and running an after-school martial arts program. Once at WKU, Ashley contacted Big Brothers Big Sisters of South Central Kentucky to learn about mentoring a child in the community. Damarion was eight years old when their Match Specialist introduced them. The youngest of eleven children, Damarion struggled academically and behaviorally in school and at home. But Ashley and Damarion hit it off immediately. “I remember the first time I picked him up,” Ashley said. “I told him that I got a call for a secret mission requiring us to get as much Diet Coke and Mentos as possible. We ran around

Ashley Coulter
Philosophy and Literature
Kroger filling a basket with all different sizes, and I pretended that I was communicating with a secret agent. We lined up bottles in front of the Preston Center and laughed hysterically while Diet Coke sprayed all over us." After three and a half years of weekly hang-out sessions, Ashley and Damarion have become close friends. Damarion, now in the fifth grade, is an honor roll student at Parker Bennett Curry Elementary School. Ashley says she is proud of Damarion’s improvement over the past couple years: “He is such a great person with such a big heart. He just needed a little guidance.”

Once established as a mentor in the community, Ashley then began looking for mentorship opportunities on campus. During her sophomore year, she became a founding member of the Potter College Dean’s Council of Students. As a student ambassador, Ashley gives campus tours, attends high school recruitment events, and guides freshman exploratory students within the college. As an executive board member, she helped plan and oversee fall 2012 PCAL recruitment and retention events. Dean's Council helped transform her into a confident leader and encouraged her to join other circles of the Hilltopper life.

Her passion for service eventually led Ashley to get involved with the ALIVE Center, leading a group of Honors students in applying for a grant called The $100 Solution. She partnered with a local refugee family for a semester, eventually obtaining a grant to provide their Hispanic church with Spanish language children’s books. Soon thereafter she became a Resident Assistant in Northeast Hall, where she hosted monthly open mic nights to encourage self-expression on campus. Throughout her college career, Ashley has continued her hobby of being a singer-songwriter, performing at restaurants and bars around Louisville and Bowling Green. Last spring, Ashley played gigs around campus to raise money for childhood cancer research. After three months of fundraising, Ashley participated in St. Baldrick’s as a Shavee, donating $1,530 and shaving her head for cancer research.

The summer before her senior year, Ashley mentored students at the Governor’s Scholars Program, working as a Resident Assistant and seminar leader on Murray State University’s campus. Her experience teaching in the classroom along with her love of service-learning led her to apply for a position with Teach For America. Last fall, Ashley was accepted into the 2014 TFA Corps and will be teaching high school English in Indianapolis, Ind.

Although Ashley is preparing to graduate in May, she is currently developing a new mentoring project. For much of the past year, she has found her thoughts occupied with the politics of mass incarceration and the criminal justice system. Currently, she is partnering with Warren Regional Juvenile Detention Center to develop a mentoring program in conjunction with the Philosophy Club. Ashley’s proposal has been approved, and she looks forward to developing a program where philosophy students at WKU can teach students in the detention center empowering philosophy that she believes can make a person feel free, even behind those concrete walls. But Ashley is quick to denounce the notion of having achieved “success” on her own. “I don’t care if I’m considered a success, but I do care that people know I’m not alone in this. There’s no way I could be an effective mentor without the support of all of my own mentors in Potter College. So many advisors and professors have been such a positive light for me,” Ashley said, “and I know I wouldn’t be where I am today without them.”

Ashley Coulter is a senior from Mount Washington, Ky. She is a double major in English Literature and in Philosophy and a minor in Gender and Women’s Studies with a 3.97 GPA. She is a member of the Honors College and is preparing to defend her thesis in May 2014. After graduation, Ashley will spend two years as a 2014 Teach For America Corps member, teaching high school English in Indianapolis, Ind. She hopes eventually to attend graduate school for one of her many passions–philosophy, literature, education, criminal justice, or a related field. She plans to continue writing music and performing in her spare time.
Physical training starts at 6:30 a.m. three days a week. While most students are still sleeping, a small, dedicated group is awake preparing for a career in the U.S. Army. Luke Jean, a senior International Affairs major from Hopkinsville, Ky., is one of these cadets. Jean has been a part of the WKU Reserve Officer Training Corps (ROTC) since his sophomore year.

Jean didn’t step onto campus with dreams of military work. Originally a major in the Department of Theatre & Dance, he began to consider the military as an option to help fund his education. To help with the cost of tuition, Jean enlisted with the Kentucky National Guard Recruiter in 2011. After completing basic training, Jean was hooked. Between his experience with the National Guard and some political science courses, Jean found his real passion in International Policy and Civil Affairs. Soon the former stage manager was an International Affairs major and part of the WKU ROTC program.

His time in ROTC has allowed Jean the opportunity to apply the critical thinking skills he’s learning in the classroom. When organizing squad and platoon tactics, a leader must maneuver up to 40 cadets to complete a mission ranging anywhere from navigating an obstacle course to rescuing a fallen comrade in a combat zone. Critical thinking plays a role in every phase of the mission, from planning and organizing to solving problems along the way, and, of course, completing the mission. Jean’s classes may not directly discuss how to handle mortar fire, but they do teach him how to process information and creatively find solutions. And while all of these exercises are fictional, the implications and real world applications weigh heavily in the minds of the cadets charged with teaching these valuable lessons.
Another significant part of the WKU ROTC training program is cultural diversity and understanding. This training affords young leaders a chance to practice empathy with other people. As an International Affairs major with experience in Arabic language and culture, Luke Jean has welcomed the opportunity to teach his colleagues the importance of trying to understand how other cultures think and feel, especially in the global sphere where the U.S. military works. Jean is confident his Arabic focus and studies of the politics of other nations will pay dividends in his future military career, when student role players are replaced by civilians wherever Jean is deployed.

Jean learned a majority of his understanding of culture through the research and practice of language. Jean’s research allows him to work directly with WKU faculty to explore such interests as the ability of sports to unify North and South Korea, the prosecution and punishment of terrorism, and his current senior project, the power of vigilante justice and self-defense groups in relation to Mexico’s drug war.

Along the way Luke Jean hasn’t forgotten his initial interest in the Theatre & Dance Department. During the last phase of the Military Science minor, cadets are challenged to take on the role of a member of the battalion staff. Jean served as the Battalion Commander, or top ranked cadet, in charge of all of the WKU ROTC operations for the fall 2013 semester. The knowledge and skills needed to complete this task were developed not only in the ROTC program, but were also pulled from Luke’s two years of experience as a theatre major. Stage management demands knowing the ins and outs of the whole theatrical production as well as coordinating performers, technicians, and designers to complete a common task. Jean often sees similarities between his experiences in the theatre world and those in the military. He compares the structure of the military to that of the theatre: both the Battalion Commander and the Production Stage Manager have a mission to complete, and both must coordinate people under their direction to achieve that end. Although Jean loved his time in the theatre, he prefers to keep it as a hobby and let others “more talented than me in the arts” be the professionals. “Whenever someone tells me it’s hard to coordinate soldiers, I always tell them jokingly, ‘You haven’t managed music theatre performers.’”

As a member of Potter College Dean’s Council of Students, Jean was able to see his vision of a peer-led campus tour for incoming WKU students come to fruition. Because of his experience in the Departments of Theatre & Dance and Political Science as well as the ROTC program, Jean understood what logistical coordination would be needed to create a student recruitment program with the assistance of his other Council members. The Day in the Life of a Potter College Topper shadowing experience was born and has provided potential students an opportunity to see what it’s really like to be a student at WKU, by means of a campus tour, class attendance, and one-on-one time with current students, faculty, and staff.

During Jean’s undergraduate career, his experience in the military has instilled the value of hard work. It has also taught him values that he has carried into other aspects of his life: loyalty to his country and colleagues, a sense of duty, respect for all people, selfless service, honor, integrity, and the personal courage to complete tasks that seem daunting or impossible. Out all of the things Jean has gained from being a student soldier, this is what he holds dearest.

In May, Jean’s journey, both in and out of the classroom, will come to an end. He will graduate as a second lieutenant (2LT) in the Field Artillery, the King of Battle. As a 2LT, he will be in charge of the lives of a platoon of 50 men and women. Jean will rely on the lessons learned from Potter College and the WKU ROTC Program to complete his mission successfully.

Luke W. Jean is a senior studying International Affairs with minors in Military Science and Criminology. Along with his time with the PCAL Dean’s Council, Luke’s other eclectic interests include improv comedy with HappyGAS Improv Troupe, watching NHL hockey, and nature hiking. Luke has been a member of the WKU Army ROTC Program for 3 years and will commission in May as a Second Lieutenant in the Field Artillery. Working for National Public Radio as an analyst and running for Kentucky State Senate are among his future aspirations.
Philosophy & Religion

• Dr. Paul Fischer and Flagship Academic Director He Jianjun took 19 WKU students on a 2014 Winter Term Study Abroad to China. After a few days in Beijing, where they visited the Forbidden City and the Great Wall and lunched on BBQ scorpions in the Wangfujin food alley, they took the overnight train to the ancient capital of Xi’an. Northwestern University, where they stayed for the next two weeks, is situated about one hundred yards from the medieval city wall, atop which one may rent a bicycle and ride the perimeter. Morning classes included Taiji, calligraphy, Chinese language, and primers on Confucianism, Daoism, and Buddhism. The afternoons were dedicated to historical sites: the Terracotta Warriors, Imperial tombs from the Tang dynasty, a mosque that was first built in 742 (only a century after the death of Muhammad), and the massive drum and bell towers that were used to notify citizens of the opening and closing of the city gates. One weekend they took the bullet train to Luoyang to visit some of the 100,000 merit-making Longmen Buddhist statues carved into the limestone cliffs beside the Yi River. The largest two are of Shakyamuni, the historical Buddha, and Vairochana, the mysterious Buddha of emptiness. The following day they visited Shaolin temple, which witnessed the birth of both Zen and kung-fu.

• This spring, WKU’s Department of Philosophy and Religion hosted the Kentucky Philosophical Association (KPA) Annual Conference on Saturday, April 5, in Cherry Hall. Papers on a variety of philosophical topics were presented and discussed. In addition, Emily Sullivan, the student essay prize winner, read her paper. This year’s keynote speaker was Dr. Valerie G. Hardcastle of the University of Cincinnati. Dr. Hardcastle specializes in philosophy of neuroscience, philosophy of biology, philosophy of cognitive science, philosophy of psychology, and philosophical implications of psychiatry. This is the second year in a row that the department has hosted an important philosophy conference. Last year it hosted the very successful Conference on Value Inquiry.

School of Journalism & Broadcasting

• Essential Cinema is a screening series of classic, influential, or otherwise notable films, past and present, foreign and domestic. Created and administered by Assistant Professor Travis Newton, who teaches in the Film Studies program, the series is provided free of charge to students and faculty on a bi-monthly basis. Each screening opens with an introduction by a faculty member and concludes with a post-screening discussion. The inspiration for the series came from seeing classic films on the big screen as part of Turner Classic Movies Classic Film Festival in Los Angeles. Seeing a film like Lawrence of Arabia on a large screen with a crowd is a completely different experience than seeing it on a television set. Essential Cinema hopes to replicate this experience for students by introducing them, or perhaps reintroducing them, to classic films in an environment more suitable to their stature.

Essential Cinema seeks to provide a mix of crowd-pleasing, yet classic films as well as more obscure fare. Past screenings include Breathless, Apocalypse Now, The Searchers, Lawrence of Arabia, and The Seven Samurai. Future screenings include The Godfather, Modern Times, Tokyo Story, and In the Mood for Love. Screenings are the first and third Thursdays of each month at 7 p.m. in Mass Media Auditorium.
Victoria LaPoe, Ph.D., joined the WKU School of Journalism & Broadcasting in the fall of 2013. Victoria has been published in academic journals such as *Communication Research* and *Electronic News*. She is co-author of a book expected for release in May: *Oil and Water: Media Lessons from Hurricane Katrina and the Deepwater Horizon Disaster*, which explores the visuals and narratives associated with both disasters. Through a detailed analysis of the journalists’ content, the book assesses the quality of journalism and the effects that quality may have on the public. *Oil and Water* argues that regardless of the type of journalism involved or the immensity of the events covered, successful reporting still depends on the fundamentals of journalism.

Victoria has an additional book under contract titled *American Indian Media: The Past, the Present, and the Promise of Digital*, in which she evaluates how digital media are changing the rich cultural act of storytelling within Native communities. The norms and routines of the non-Native press often leave consumers with a stereotypical view of American Indians. This book contains interviews with more than 40 Native journalists around the country to understand how digital media possibly advances the distribution of storytelling within the American Indian community.

The MMTH Gallery season has been busy with three shows completed earlier this year and two more shows scheduled for the spring. The fall 2013 semester featured a historical photo exhibit that included more than 60 images from current and former photojournalism faculty members. Since its beginnings in the early 1970s, there have been 22 fulltime educators in the photojournalism program, and all 22 donated prints for the show. In addition, 17 attended a reception during homecoming week to reminisce with old friends and to visit with current students.

Photographer Peter Essick’s homage to Ansel Adams, “Our Beautiful, Fragile World,” is being featured during the spring 2014 John B. Gaines Family Lecture Series. Recently named one of the 40 most influential nature photographers in the world by *Outdoor Photography Magazine*, Essick has photographed 40 stories for *National Geographic* Magazine. He visited WKU for a reception and presentation on the evening of Thursday, February 27.

The spring Gallery season will end with a one-month show highlighting the photographic work in Mexico by current professional-in-residence Josh Meltzer and an exhibit featuring School of Journalism and Broadcasting seniors’ capstone projects.

**Art**

- The Department of Art at WKU has added yet another Al Smith Fellowship awardee to its ranks. Mr. David Marquez, sculpture and 3-D Design instructor, was awarded the highly competitive $7,000 Individual Artist grant by the Kentucky Arts Council. He joins fellow Art Department recipients Professors Mike Nichols, Yvonne Petkus, Brent Oglesbee and Kim Chalmers (deceased) in receiving this honor.

- Ebony Marshman (BFA Visual Arts, Painting) was awarded a Kentucky Foundation for Women 2013 Artist Enrichment Grant. She plans to use that gift of funding to create portraits informed by feminism and exploring the intersection of race, sexuality, and violence in women’s lives. She will also expand her knowledge of feminist theory and establish a studio practice while working toward a larger community dialogue about race and sexuality.
• Through a competitive review process, Professor Yvonne Petkus was selected to present her paper, “Serial Self: In Search of an Everywoman,” at the 102nd Annual Conference of the College Art Association for the Art/Art History Session titled “The Unlikely Self.” This paper is based on recent studio research made possible with support from a WKU Research and Creative Activities Program (RCAP) award. The resulting artwork was exhibited this spring, March 13-April 9th, at The Smith Gallery of Davidson College. www.davidsoncollegeartgalleries.org/exhibitions

Communication

• Dr. Mittie K. Carey is ending her term as the Department of Communication’s first Minority Postdoctoral Fellow. Dr. Carey has taught, researched, and served the department well. Her specialty area, women civil rights speakers, formed the basis of undergraduate and graduate special topics classes. While at WKU, Dr. Carey served the University through helping to plan a World Café style, campus-wide conversation on race.

• Kari Warberg Block served as the Department of Communication’s first “Executive in Residence” on February 12-13, 2014. Visiting five classes across three colleges, meeting with deans and representatives of the colleges, and giving an evening presentation, “Building a Better Mouse Trap: Entrepreneurship and the Importance of Community,” Ms. Block shared her knowledge with students. Ms. Block was named one of the top three National Small Business Persons of the Year by the U.S. Small Business Administration. Ms. Block’s company, EarthKind, ranks on the Inc. 5000 list. Alumnus Sam Ford introduced Ms. Block to the department, prepared the publicity and interviewed her during her evening presentation.

• During Winter Term, the Department of Communication offered two courses in a first-ever study abroad program in Australia. Dr. Donna Schiess organized and led the program, teaching a special topics course focused on intercultural communication in Australia. Ms. Terri Redpath, at Deakin University in Warrnambool, Australia, hosted the WKU contingent, connecting them with people and places in both city and rural contexts. They experienced the holiday culture and lifestyle of an Australian summer and participated in a range of community activities designed to provide insight into both indigenous culture and the arts. Students presented their experiences of similarities and differences between culture in Australia and the U.S. for local dignitaries in Warrnambool. Honors students hosted a group presentation on their Australian experience for WKU faculty and staff on February 24, 2014. From the U.S., Dr. Jieyoung Kong taught an online course for the Australia students in Advanced Intercultural Communication. Students created videos of their experiences.

• Drs. Cecile Garmon and Jace Lux (Director of WKU Forensics) organized a May 2014 study abroad program in England focused on rhetoric in historical British leadership, including politics, social class, architecture, religion, music, and business.

• Dr. Angie Jerome’s sabbatical project on sport communication won a WKU RCAP grant. Dr. Jerome will be traveling with a women’s intercollegiate, NCAA-sanctioned athletics team, interviewing its members in order to gain perspective on how communication works within the team. She’s planning a book project on sport communication with several colleagues in the Communication discipline.
• Dr. Blair Thompson, with Drs. Holly Payne and Angie Jerome, won a WKU RCAP grant to support research into how schools can best handle communication after a crisis. This grant funds the gathering of information in Kentucky through interviewing school principals and superintendents. This state-specific information will form the basis for a larger national grant application that may support broader research.

• At the fall 2013 National Communication Association conference, faculty member Dr. Holly Payne and graduate students Ivan Gan, Ryan Cummings, and Erin Greunke all won top paper honors. At the 2014 Southern States Communication Association conference, faculty members Drs. Holly Payne and Jennifer Mize-Smith, and graduate student Ganer Newman earned top paper honors. At the 2014 Central States Communication Association conference, graduate students Heidi Sisler and Daniela Fuentes won top paper awards.

• Dr. Carl Kell, emeritus, has published four university press books on the rhetorical history of the Southern Baptist Convention in the past 15 years, three with University of Tennessee Press and one with Southern Illinois University Press.

• Dr. Helen Sterk, department head, has two new publications: a co-authored book chapter with graduate student Heidi Sisler in the forthcoming Sage Handbook of Family Communication, and a paperback edition of her 2012 book, Mothers and Daughters: Complicated Connections Across Cultures, with Alice Deakins and Rebecca Lockridge.

• Department of Communication instructors sponsored a set of evening workshops for the introductory communication class, designed to help students meet key public speaking challenges: speech fright, delivery, using research well, and crafting introductions and conclusions. Instructors Stacey Gish, Patricia Witcher, and Charlotte Elder, plus department head Helen Sterk led the workshops.

Music
Faculty News

• Dr. Heidi Álvarez hosted the 2014 Flute Society of Kentucky Conference at WKU, where she performed a recital of flute chamber works by Michael Kallstrom with colleagues Liza Kelly, Ching-Yi Lin, Michael Kallstrom, and Donald Speer. Additionally, Michael Kallstrom’s music was featured in a concert at the MidSouth Flute Society Conference in March 2014.

• Dr. Jeff Bright presented at the College Band Directors National Association (CBDNA) Athletic Band Symposium at the University of Oklahoma in Norman. Dr. Bright is also an invited presenter at the CBDNA Southern Division Conference in Jacksonville, Fla. where he will show a video of the WKU Big Red Marching Band.

• Dr. John Cipolla played over 100 performances of the Radio City Music Hall Christmas Show in New York City as a member of the Radio City Orchestra. Dr. Cipolla also served on the jury for the Young Virtuosos International Competition in Sofia, Bulgaria, in March 2014.

• Dr. Michael Kallstrom received performances of his compositions in Fall 2013 at the Royal Swedish Academy of Music, in Brighton, England, the University of Iowa, the University of Arizona, Virginia Commonwealth University, and South Dakota State University. Dr. Kallstrom was also a visiting composer at Bethel College in Kansas.

• Dr. R. Wayne Pope was recently elected Governor of the Mid-South Region of the National Association of Teachers of Singing (NATS). In August 2013, Dr. Pope
served as Visiting Master Artist at Valdosta State University where he collaborated with pianist Lyle Ingergaard in a performance of Beethoven’s *An die ferne Geliebte* and with bassist Tod Leavitt in a rare performance of Mozart’s aria *Per Questa Bella Mano*.

- Dr. Gary Schallert was invited to conduct several honor bands during the spring 2014 semester, including the Tennessee All-State East Blue Band and the Colorado All-State Concert Band. Dr. Schallert, with the WKU Wind Ensemble, also presented the Kentucky Premiere of Mark Ford’s *Stubernic Fantasy* in March 2014. The work featured the composer and guest soloist Mark Ford (Professor of Percussion at the University of North Texas) along with Dr. Mark Berry, WKU Associate Professor of Percussion, and Dr. Scott Harris, Head of WKU’s Department of Music.

- Dr. Robyn Swanson was appointed by the Kentucky Department of Education to serve on the Arts College and Career Pathways Design Committee. The role of the committee will be to provide input and to advise the Kentucky Department of Education on the development of the course sequences and capstone assessments for the fine arts disciplines of dance, drama and technical theatre, media arts, instrumental and vocal music, and visual arts.

**Student News**

- Josh Propst, a freshman music major from Bowling Green, was invited by audition to perform for the American String Teacher’s Association (ASTA) Eclectic Styles Masterclass, which was held during the ASTA National Conference in March 2014.

- Allyson Sanders, WKU Honors College music major, clarinet, class of 2014, presented a Capstone Honors Thesis, *Concerto for Clarinet by Artie Shaw*. She performed the work at a conference in Northern Kentucky, at WKU, and defended her thesis in fall 2013.

- Five WKU Music students performed at the opening convention ceremonies of the World Council for Gifted and Talented Children at the Galt House in Louisville, Ky. in August 2013. Pianist Sarah Fox, of Russellville, joined sopranos Rachel Weaver and Lauren French along with baritones Taylor Dant and Will Linder, all of Louisville, in a performance entitled *America Sings*. The program, performed before an audience of more than 500 convention attendees from over 40 countries, consisted of American songs ranging from classic folk song arrangements by Aaron Copland to standard American art songs and Broadway show tunes. The performers closed the concert with a quartet and piano rendition of “My Old Kentucky Home” conducted by program director Dr. Wayne Pope.

- KMEA, the Kentucky Music Educators Association annual convention, included 24 WKU music students who performed in the Intercollegiate Wind Ensemble, Orchestra, and Jazz Band. Three students sat in principal positions in the orchestra, including Concertmaster Alyna Bloecher, Principal Viola Josh Bloecher, and Principal Double Bass Wesley Jones. In addition, the WKU Chorale, directed by Dr. Paul Hondorp, performed a featured concert at KMEA 2014.

- The WKU Collegiate Chapter of the Music Teachers National Association (MTNA) was selected to present a conference session at the third annual MTNA Collegiate Chapters Piano Pedagogy Symposium at Brigham Young University in Provo, Utah, in fall 2013. WKU’s collegiate chapter was one of just six universities asked to present a session at the conference. Music students Lindsey Byrd (junior) and Paige McCord (sophomore) represented the chapter with advisor and piano faculty member Dr. Zachary Lopes.
English

• Dr. Ted Hovet, Professor of Film Studies and English at Western Kentucky University, recently co-edited the *Cinema Journal Teaching Dossier* 1.3 for the fall 2013 issue with Lisa Patti, Visiting Assistant Professor in the Media and Society Program at Hobart and William Smith Colleges. They were very involved in the process of creating the Dossier, from crafting a call for submissions to guiding submissions from acceptance to publication, as well as writing an introductory essay for the Dossier.

• The English Department has launched a new Facebook page with information alumni might find particularly interesting: www.facebook.com/WKUDepartmentofEnglish. The department publicizes upcoming events and informs friends about student, faculty, and alumni accomplishments. One of the most popular features of the page is “Throwback Thursday” where the department features vintage pictures of faculty and alumni. The final “Throwback” of the fall semester featured a picture of former and emeritus faculty who attended our December end-of-term luncheon (as shown below). If alumni and friends of the department have pictures they would like to share, please send them to rob.hale@wku.edu.

Folk Studies & Anthropology

• *Burley: Kentucky Tobacco in a New Century* by Ann K. Ferrell, Assistant Professor of Folk Studies, was released this summer from the University Press of Kentucky. In *Burley*, Ferrell investigates the rapidly transforming process of raising and selling tobacco by chronicling her conversations with the farmers who know the crop best. She demonstrates that although the 2004 “buyout” ending the federal tobacco program is commonly perceived to be the most significant change that growers have had to negotiate, it is, in reality, only one new factor among many. *Burley* reveals the tangible and intangible challenges tobacco farmers face today, from the logistics of cultivation to the growing stigma against the crop. Ferrell uses ethnography, archival research, and rhetorical analysis to tell the complex story of burley tobacco production in twenty-first-century Kentucky.
• Brent Björkman, director of the Kentucky Folklife Program, part of the Department of Folk Studies and Anthropology, was awarded an Archie Green Fellowship by the American Folklife Center at the Library of Congress to conduct ethnographic and oral history interviews documenting the occupational traditions and experiences of park rangers. Green was a pioneering folklorist who championed the establishment of the American Folklife Center at the Library of Congress. As a scholar, he documented the culture and traditions of American workers and encouraged others to do the same. Björkman’s research will be preserved in both the American Folklife Center archive in Washington, D.C., and at the Kentucky Folklife Program Archive, and made available to researchers and the public.

• Dr. Timothy H. Evans, together with Nadia De Leon (ALIVE Center for Community Partnerships), organized the “Art of Community” workshop at the ALIVE Center, September 29, 2012. The workshop, led by nationally known folklorists and refugee/immigrant arts specialists Amy Skillman and Laura Green, brought together representatives of arts organizations and immigrant/refugee service organizations from the Bowling Green area (as well as state agencies such as the Kentucky Arts Council) for an all-day workshop and dialogue on immigrant/refugee arts issues. The workshop was funded by the American Folklore Society, the WKU ALIVE Center, the Collins/Bramham Fund, and the Department of Folk Studies and Anthropology.

• Dr. Darlene Applegate’s chapter on prehistoric settlement in Kentucky, “The Early-Middle Woodland Domestic Landscape in Kentucky,” was published in the University Press of Florida’s edited volume Early and Middle Woodland Landscapes of the Southeast in October 2013.

Modern Languages

• In spring 2014, the Department of Modern Languages introduced Arabic and Chinese major/minor programs. Seventeen students have committed to the Chinese major, and Arabic is close behind. “I sense a huge excitement about these languages. Students are engaged in learning on our campus and are making plans to incorporate study abroad in their path to proficiency,” said Laura McGee, Head of Modern Languages. Eight students in the Chinese program won scholarships to study in China based on their achievement on the Chinese government’s language proficiency exam. One student, on a full year award, arrived in China in the fall; the other seven are spending the spring 2014 semester there.

• Assistant Professor of Spanish Kelly Conroy was one of eight WKU faculty members selected to participate in the inaugural Zuheir Sofia Endowed International Faculty Seminar to Ecuador. The fourteen-day program commences in May 2014 and is designed to give a core group of faculty an interdisciplinary international experience in preparation for the 2014-2015 Year of Ecuador. Conroy has plans for infusing her teaching of culture with examples from Ecuador, and she hopes it will inspire her work with future teachers of Spanish.

• In spring 2014, Modern Languages was pleased to add Italian to its roster of languages taught, bringing the total languages offered to nine. Paola Mannarelli, a Fulbright Language Teaching Assistant from Milan, Italy, has been both a campus-wide resource on Italian language and culture and an effective instructor. In fall 2013, she assisted the Southern Kentucky Choral Society with Italian pronunciation. Choral Society Director Paul Hondorp reported that “her charm kept the group laughing and smiling each week.” In spring 2014, she has 24 eager learners from a variety of majors across campus who have class daily in order to complete first-year Italian in one semester. Music Department faculty member Dr. John Cipolla, who is auditing the course, said, “Paola infuses thousands of years of Italian culture into each and every class period through her well-planned daily
lessons and impromptu references to daily life of modern and ancient Italian society.”

Political Science
• Dr. Roger Murphy’s article entitled “Structural Reform and Moravian Identity in the Czech Republic” was approved for publication in *East European Politics & Societies*. After the collapse of the communist regime in Czechoslovakia, the state quickly fragmented and split into the Czech Republic and Slovakia. During this turbulent period, Moravians in the eastern part of the Czech Republic campaigned for greater autonomy or even the creation of a new federal state. This article examines the process of structural reform in the Czech Republic after the Velvet Divorce of 1993 and how new institutions such as the Senate and regional governments were created in such a way as to weaken the Moravian movement and inhibit the institutionalization of traditional regional forms of identity in the country. The article then examines the impact of these structures on Moravian and Bohemian voting patterns since 1993.

• Dr. Timothy S. Rich received a grant from the Taiwan Foundation for Democracy (TFD) to research strategic voting in Taiwanese legislative elections in the summer of 2013. This project is the first leg in cross-national research on strategic voting using an embedded web survey design. He will also be a guest researcher at National Chung Hsing University (NCHU) in Taichung, Taiwan, where he hopes to develop opportunities for collaboration between NCHU and WKU. In addition, this semester he had the following articles published in peer reviewed journals: “Institutional Influences on Turnout in Mixed Member Electoral Systems: An Exploratory Analysis” (*Representation*), “Identifying the Institutional Effects of Mixed Systems in New Democracies: The Case of Lesotho” (*Journal of Asian and African Studies*), “Partisanship and Understanding the Rules of the Game: Evidence From Taiwan’s Mixed Legislative System” (*Asian Politics & Policy*), and “Party Voting Cohesion in Mixed Member Legislative Systems: Evidence from Korea and Taiwan” (*Legislative Studies Quarterly*).

History
• Dr. Beth Plummer has been awarded the Gerald Strauss Prize in Reformation History for her book, *From Priest’s Whore to Pastor’s Wife* (Ashgate, 2012). The award was presented at the Sixteenth Century Society and Conference’s general business meeting on Oct. 24, 2013, in San Juan, Puerto Rico. Beth also was awarded a grant to attend an NEH Seminar on Persecution, Toleration, Co-Existence: Early Modern Responses to Religious Pluralism (held at Calvin College July 15 - August 9, 2013). In addition, she was awarded a DAAD (tr. German Academic Exchange Service) Faculty Research Grant for research in German archives this coming summer.

• Dr. Marko Dumančić’s article “The Cold War’s Cultural Ecosystem: Angry Young Men in British and Soviet Cinema, 1953-1968” has been accepted for publication in *Cold War History*. Using examples from 1950s and 1960s British and Soviet cinema, this article contends that despite the Iron Curtain and the tense ideological standoff, European culture can be understood to have operated as a shared cultural ecosystem. Since this journal aims to make available the results of the most recent research on the origins and development of the Cold War, this essay will reach a wide scholarly audience.
**Potter College Class Notes**

**Bob Belknap** ('83, History) of Elizabethtown, Ky., has been selected to head the Development Department at American Printing House for the Blind.

**Brent Björkman** ('98, Folk Studies & Anthropology) of Bowling Green, Ky., and Director of the Kentucky Folklife Program at WKU, has been awarded an Archie Green Fellowship by the American Folklife Center at the Library of Congress.

**Kevin Blankenship** ('98, English) of Livermore, Ky., recently published a book titled *The Ragged Way*.

**Nick Brake** ('97, History) of Owensboro, Ky., has been named Superintendent of Owensboro Public Schools.

**Josh Centers** ('06, Journalism & Broadcasting) of Westmoreland, Tenn., has joined TidBITS Publishing Inc. as the full-time Managing Editor.

**Norman Chaffins** ('05, Sociology) of Leitchfield, Ky., recently retired from the Kentucky State Police. He had been a part of KSP for 19 years.

**Nicole Clark** ('02, English) of Bowling Green, Ky., has been named Principal of Warren East High School.

**Bethany Davis** ('03, Journalism & Broadcasting) of White House, Tenn., has joined Varallo Public Relations as Senior Account Manager.

**Jim Flynn** ('86, Communication) of Franklin, Ky., and Simpson County Public Schools Superintendent, has been named President of the Kentucky Association of School Superintendents.

**Amy Hardin** ('02, '10, Political Science) of Bowling Green, Ky., has been hired by Middle Tennessee State University as the new Development Director for the College of Basic and Applied Sciences.

**Jenny Hester** ('00, English) of Bowling Green, Ky., has been named Principal of South Warren High School.

**Matt Long** ('02, Theatre and Dance) of Pasadena, Calif., was hired as one of the stars of *Lucky 7*, a new ABC show that aired last fall.

**Loretta Martin Murrey** ('75, Journalism & Broadcasting) of Glasgow, Ky., and WKU Associate Professor of English at the Glasgow Campus, recently had a book, *A Guest on Earth: The Life and Poetry of Joy Bale Boone*, published by the Jesse Stuart Foundation.
Derek Olive ('95, Political Science) of Bowling Green, Ky., has been named Director of Conference and Catering Services within WKU’s Division of Extended Learning and Outreach.

Steffphon Pettigrew ('11, Sociology) of Elizabethtown, Ky., returned to WKU's campus as a featured guest at Ray Harper's basketball day camp.

Patrick Ransdell ('02, Journalism & Broadcasting) and Brooke (Thrasher) Ransdell ('04) of Wilmington, N.C., announce the birth of their daughter, Collins Ann Ransdell, on Oct. 1, 2012. She weighed 7 pounds, 2 ounces and was 19 inches long. Collins joined big brother, Walker, who is 6 years old. She is also the granddaughter of President Gary ('73, ’74) and Julie Ransdell ('75), and the niece of Matthew Ransdell ('06).

Roseann Rogers ('90, Journalism & Broadcasting and Communication) of Bellaire, Texas, recently joined John Daugherty Realtors in Houston, Texas, as Director of Public Relations/Business Development.

Sonya Schumacher-Farhat ('98, Journalism & Broadcasting) and Andre Farhat of Marshfield, Mass., announce the birth of their son, Owen Thomas Farhat, on May 22, 2013. He weighed 5 pounds, 7 ounces and was 18.25 inches long.

Norm Sims ('72, Journalism & Broadcasting) of Springfield, Ill., will be this year’s recipient of the Rail Splitter Public Service Award for his work as a “public servant whose career exhibits the highest standard of excellence, dedication, and accomplishment.”

Beverly D. Sypher ('76, Journalism & Broadcasting and Communication) of West Lafayette, Ind., has been named the top academic officer at the University of Cincinnati.

Doug Tatum ('92, Journalism & Broadcasting and History) of New Orleans, La., has been named Executive Director of Digital Media of the New Orleans Saints and the New Orleans Pelicans.

Brad Tolbert ('88, History and Political Science) of Bowling Green, Ky., has been named Principal of Warren Central High School.


Class Notes provided by SPIRIT magazine, the official college magazine of Western Kentucky University. If you wish to publish announcements in Class Notes, please submit them by mail to WKU Alumni Association, 292 Alumni Ave., Suite 302, Bowling Green, Ky., 42101 or via email at alumni@wku.edu.
New Faculty Profiles

DANIEL BODEN

Daniel Boden holds a bachelor’s degree in history from Brigham Young University and has professional experience in the public, private, and nonprofit sectors. He received his M.P.A. and Ph.D. from the Center for Public Administration and Policy at Virginia Tech. Dr. Boden’s dissertation was on the public-private partnership in the Presidential Library System. He teaches courses related to public administration. His research interests are interdisciplinary and revolve around concerns with collaborative management, nonprofit management, and higher education policy. He enjoys hiking, camping, photography and spending time with his wife and children. New to Bowling Green and WKU, Dr. Boden looks forward to getting to know the area and becoming involved in the community.

KELLY CONROY

Kelly Conroy is originally from Spooner, Wisconsin, where she started teaching herself French at the age of 12 and then went on to study Spanish. She received bachelor’s degrees in Spanish and French at the University of Wisconsin—River Falls, where she also discovered the importance of study abroad. She received an M.A. in Hispanic Literatures and Cultures from the University of Minnesota and a Ph.D. in Foreign Language Education from the University of Texas at Austin. Her teaching interests include Spanish, second language acquisition and teaching methods, and her research interests include the language acquisition of teachers, language teacher certification, and language teacher professional development. In her free time, she enjoys travel, cooking, sipping tea, gardening, and reading. Dr. Conroy lives in Bowling Green with her husband, Austin, and their cat.

MARKO DUMANČIĆ

Marko Dumančić, a native of Croatia, was born in Tripoli, Libya. He lived in Croatia’s capital, Zagreb, until 1996, when he moved to the U.S. with his family. Two years later he enrolled at Connecticut College, where he earned a B.A. in 2002. After completing his Ph.D. in Russian history at the University of North Carolina at Chapel Hill in 2010, he worked at Oberlin College as a Visiting Assistant Professor. Dumančić’s biography informs much of his scholarship and teaching. As a member of the last generation raised under Yugoslavia’s socialist regime, Dumančić seeks to understand the social and cultural forces that shaped his parents’ and grandparents’ generations. His research thus examines Cold War popular culture under socialism in comparison to Western popular culture. Having grown up during the Yugoslav civil wars, Dr. Dumančić is also committed to offering courses on the history of genocide and human rights, introducing students to the toughest moral and legal challenges of our era.
ROB HALE

Rob Hale, new Head of the English department, graduated from the University of Tennessee with a B.A. in English (1988) and then taught English and speech at Brentwood Academy for two years. He attended graduate school at Louisiana State University, earning an M.A. and a Ph.D. (1996) with an emphasis on nineteenth-century British literature. Hale was an assistant professor at Texas A&M—Kingsville (1996-2000) before teaching at Monmouth College (2000-13) where he chaired the department, headed Faculty Senate, founded the College’s interdisciplinary Nineteenth-Century Studies Program, and helped lead a communication across the curriculum initiative. Hale has a special interest in helping students integrate learning across disciplines and has taught a variety of courses on nineteenth-century British literature and culture; he looks forward to teaching similar courses at WKU and collaborating with colleagues in the English Department and Potter College. Dr. Hale has published essays on William Wordsworth, Joanna Baillie, and Langston Hughes. Rob, his wife Erika Solberg, and their two children enjoy cooking and eating good food, traveling, and taking walks. The Solberg-Hales are thrilled to be moving closer to the mountains!

SCOTT HARRIS

Scott Harris joined WKU this fall as Head of the Department of Music. Dr. Harris comes to Bowling Green from Nacogdoches, Texas, where he taught percussion for 15 years and served as Assistant Director and Interim Director of the School of Music at Stephen F. Austin State University. His writings on creativity, performance, and percussion have been featured in Percussive Notes and Southwestern Musician, and he has been an invited clinician for the Percussive Arts Society, Texas Music Educators Association, Texas Bandmasters Association, and the College Music Society. His performance credits include solo/ chamber recitals, regional symphony orchestras, professional steel drum bands, and the 1991 World Champion Star of Indiana Drum and Bugle Corps. He holds degrees from the University of Oklahoma (D.M.A.), East Carolina University (M.M.), and the University of Massachusetts (B.M.), and is the Associate Editor of Education for Percussive Notes magazine. Scott is an active runner and lives in Bowling Green with his wife, Courtney, and three children.

GRACE HUNT

Originally from a small town in Ontario, Canada, Grace Hunt has spent the last seven years living in New York City where she earned her Ph.D. in philosophy from the New School for Social Research. Last year Grace was awarded a postdoctoral fellowship at the Hannah Arendt Center for Politics and Humanities at Bard College. While there, she taught philosophy for the Bard Prison Initiative (BPI), a college-in-prison program that grants Bard College degrees to incarcerated men and women at a number of New York State prisons. In terms of her own research, Dr. Hunt specializes in Continental philosophy, social and political philosophy, feminist theory, and Nietzsche. Her dissertation suggests that resentment is a valuable moral emotion in the aftermath of atrocity. One of her dissertation chapters won the American Dialectic Journal of Philosophy’s 2013 Dissertation Award and another will be published in 2014 as part of an anthology on Transitional Justice. Grace loves cycling and philosophy in equal measure and is looking forward to doing plenty of both in Bowling Green.
Ben LaPoe, assistant professor of interactive storytelling in the School of Journalism and Broadcasting, received his Ph.D. in Media and Public Affairs, with a concentration on race in political communication, from Louisiana State University’s Manship School in 2013. His primary research agenda focuses on examining the intersections of new media, race in political communication, and minority media. LaPoe received a B.A. in English in 2003 and an M.S. in journalism in 2008, both from West Virginia University. He currently has a book, Interpreting Racial Politics, under contract with Michigan State University Press. The book is a multi-method approach that compares how the black and mainstream presses covered the Tea Party during President Obama’s first term. LaPoe was born and raised in Morgantown, West Virginia, and met his wife, Victoria, during their first year of doctoral work at LSU. In February, 2013, they welcomed their first child, Dominic, into their lives.

Victoria LaPoe received her M.A. and B.A. in journalism and mass communication from the University of Iowa as well as a B.A. in theatre arts. She earned her Ph.D. (2013) from the Manship School of Mass Communication and Public Affairs at Louisiana State University. The assistant editor in American Indian Studies for the national Media Diversity Forum and a member of the Native American Journalists Association (NAJA), Dr. LaPoe conducts research on the construction of reality within television news and how it affects groups such as American Indians; other research interests include political science, science communication, and emerging media. She has co-authored a book on the Media Lessons of Two Gulf Disasters – Hurricane Katrina and the Deepwater Horizon Oil Spill, and has a book contract for her dissertation, Authentic Native Voices: How Digital Platforms are Changing American-Indian Media. An award-winning journalist who worked in television news for over thirteen years, Victoria is from Louisville, Ky., and she is excited to get back to her home state with her husband, newborn son, and three dogs.

Zachary Lopes received his M.A. and D.M.A. in Piano Performance from the University of Cincinnati College-Conservatory of Music (CCM) under the tutelage of Eugene and Elisabeth Pridonoff. He completed his bachelor of music at the University of Colorado Boulder. He has held teaching positions at the University of Cincinnati and Wittenberg University and served as Assistant Administrative Director for the CCM Prague International Piano Institute. Dr. Lopes is an active soloist and collaborative artist and has given performances across the United States, Italy, and the Czech Republic. He has presented research at the Music Teacher’s National Association (MTNA) National Conference, the National Group Piano and Piano Pedagogy Forum, and the Piano Pedagogy Symposium, and has been published in Clavier Companion. Zachary’s research and interests include piano pedagogy, rubrics and assessment for music performance, leadership and administration for the performing arts, and the piano music of American composer Robert Muczynski. As Colorado natives, he and his wife enjoy any activity in the great outdoors. Zachary teaches applied piano and music theory, and advises music minors and the newly established MTNA Collegiate Chapter at WKU.
Travis Newton, a Kentucky native, earned his B.F.A. in Theatre from Western Kentucky University in 2002 and his M.F.A. in Film Production from Florida State University’s School of Motion Picture, Television and Recording Arts in 2008. After graduate school, he relocated to Los Angeles where he worked at Panavision, the film industry’s leading camera and lens manufacturer/rental network, where he had a front row seat to the film and television industry’s rapid transition from film to digital. Last year, as a visiting assistant professor in WKU’s School of Journalism and Broadcasting, he created the Essential Cinema Screening Series, a bi-monthly screening of classic and important films for students, and helped facilitate the nineteenth annual Western Kentucky Film Festival. He recently completed a short screenplay, Leave No Trace, filming in and around the Bowling Green area. Excited to contribute to the new and growing film major, Travis will be teaching film and broadcasting classes in the areas of screenwriting, directing, producing, and cinematography.

Karen Schneider, emeritus professor and former Head of the English Department, has contributed to Arts & Letters since spring of 2012. After teaching for more than 25 years and having published essays on film and literature, she has transitioned from teacher-scholar to editor in order to ease the pangs of separation.
International Research Notes

Philosophy & Religion

Dr. Michael Seidler’s edition of Samuel Pufendorf: Introduction to the Principal Kingdoms and States of Europe (1682, original in German), based on Pufendorf’s lectures in Heidelberg and Lund, was published in September 2013. The edition includes a long introduction by Dr. Seidler, some seven hundred footnotes, and four detailed appendices that sketch a complete publication history of Pufendorf’s work and its transformations (in six languages) until the late eighteenth century.

Also during the fall semester, Dr. Seidler was in Berlin, Germany – courtesy of a research grant from the DAAD (tr. German Faculty Exchange Service) – to work on an edition of Samuel Pufendorf’s Dissertationes academicae selectiores, a set of sixteen Latin essays (varying from fifteen to sixty pages) on moral, political, historical, and theological topics. This book will be published by the Akademie Verlag (Walter de Gruyter) as Volume 8 in Pufendorf’s Gesammelte Werke. Dr. Seidler’s philological and philosophical work of annotating, clarifying, interpreting, and historically situating these essays took place mostly in the Philological Library of the Freie Universität Berlin (where he was hosted by the Institut für Philosophie), and in the rare book room of the restored Berlin State Library (Staatsbibliothek Berlin, or SBB) in the city center. As a result of his work during the fall term, Dr. Seidler expects to submit his manuscript to the press later this year.

WKU has recently garnered an affiliation with the Accademia Vocale Lorenzo Malfatti in Lucca, Italy. The academy offers a four-week intensive training course each summer for young and aspiring vocalists. The program includes a rigorous weekly schedule of lessons, coachings, acting classes, diction classes, masterclasses, and performances. Credits from the distinguished faculty include The Metropolitan Opera, The Juilliard School, The Cherubini Conservatory, The Lyric Opera of Chicago, The Cincinnati Conservatory, and Broadway. With this new affiliation, students from any university may now receive six college credit hours for their participation in the program. WKU Music Department faculty member Liza Kelly is the acting Assistant Artistic Director for the program.

Music

Sarah Berry, Professional in Residence (Cello), traveled to Costa Rica in early January 2014 to teach cello at the Festival International de Musica Pochote. Ms. Berry spent two weeks in Costa Rica teaching lessons and workshops, and participating in various performance events.
English

Dr. David Bell received the prestigious Le Prix Polar International de Cognac for Cemetery Girl in November 2013 for writing the best crime novel published by a non-French author. Recent winners include Peter May for The Lewis Man, Jeffrey Archer for Prisnor of Birth, and Karin Slaughter for Indelible. When asked about this latest accolade, Bell said, “I was nominated in a category with some amazing writers including Dennis Lehane, Jeffrey Deaver, and Linwood Barclay. I can’t believe I won.”

Le Prix Polar International de Cognac is a juried prize with a distinguished panel evaluating all of the nominees. WKU Head of English Rob Hale was “thrilled to see Dave recognized for his fine work. To be nominated with such an esteemed group of crime writers is an accomplishment in itself, but to win is truly outstanding.” Cemetery Girl was first published in English in 2011. So far, the book has been translated for publication in France, Italy, Taiwan, China, and the UK. Bell published Never Come Back in 2013, The Hiding Place in 2012, The Girl in the Woods in 2009, and The Condemned in 2008. Bell’s celebration is just beginning: “It’s nice to be recognized by such a distinguished group. And a trophy and a bottle of cognac arrived in February!”

Modern Languages

Dr. Melissa Stewart authored “Lo negro criminal femenino en el Nuevo milenio: Investigadoras del siglo XXI en la literatura española”, and Dr. Inma Pertusa wrote “Lo negro criminal femenino en el nuevo milenio: Investigadoras en la televisión española,” both of which appeared in Historia, memoria y sociedad en el género negro: literatura, cine, televisión y comic (2013). This collection of articles on detective fiction is an annual publication following the celebration of the Congreso Novela Y Cine Negro held at the University of Salamanca in Spain. Scholars from Europe and the United States gather each year for presentations, films viewings, and lectures by authors on the popular film noir genre.

Folk Studies & Anthropology

In May 2013, Dr. Michael Ann Williams, Head of Folk Studies & Anthropology and President-Elect of the American Folklore Society, attended a three-day meeting in Columbus, Ohio, that brought together leaders of the American Folklore Society and the China Folklore Society. Representatives came from the Institute of Ethnic Literature at the Chinese Academy of Social Sciences, the Institute for Chinese Intangible Culture Heritage at Sun Yat-Sen University, and Central China Normal University. The meeting was funded by the Ford Foundation in Beijing. In December, Dr. Williams travelled to China with other leaders of the American Folklore Society for 17 days to continue discussions of cooperation with folklore agencies in China.
In Memoriam

DR. CARLTON JACKSON
By Richard Weigel
Emeritus history professor Carlton Jackson’s death on February 10 is a cause for reflection on this campus. In Amy Bingham’s “View from the Hill” interview with Professor Jackson in 2011 (wkunews.wordpress.com/2011/10/14/view-from-the-hill-carlton-jackson/), he said that he loved to teach, research and write, and travel. He was also devoted to his family and very proud of their accomplishments. He considered making the Air Force his career, then shifted to being a journalist in Birmingham, and finally became a historian. Many of his colleagues at Western Kentucky University are glad that he made that last decision because his career here has been outstanding.

Carlton Jackson grew up in northern Alabama and left school to join the Air Force. He often mentioned that he did not receive a high school diploma, but proudly held a G.E.D. Carlton earned his B.A. at Birmingham Southern and his Ph.D. at the University of Georgia before he was hired to teach at Western Kentucky State College in 1961. He was a world traveler, serving in the Air Force at Upper Heyford Air Base in Oxfordshire and teaching on Fulbright and other grants in Iran, Bangladesh, India and Pakistan, and Finland.

Dr. Jackson’s publications are too numerous to list here, but included in his pile of books are Presidential Vetoes: 1792-1945; Hounds of the Road: A History of the Greyhound Bus Company; A Social History of the Scotch Irish; Joseph Gavi: Young Hero of the Minsk Ghetto; Forgotten Tragedy: The Sinking of the H.M.T. Rohna; P.S. I Love You: The Story of the Singing Hilltoppers; and Hattie: The Life of Hattie McDaniel, which made the New York Times List of 50 Notable Books in 1989. Carlton taught for 52 years, usually in western civilization and American history survey classes and in advanced and graduate classes in American social and intellectual history. He received the University Research Award in 1977 and again in 1992 and was appointed as one of the first two University Distinguished Professors at WKU. Faculty and students attending graduation regularly saw him lead the procession to the podium, carrying the mace, in his role as senior faculty member and Commencement Marshal.

One of Dr. Jackson’s History 119 students had this to say: “Prof. Jackson is a joy to listen to. He is very good at lecturing and teaching not only history but its impact on our lives. He is a wonderful professor and I am happy to be taught by such a wonderful man.” Throughout Carlton’s long and distinguished career, even while working on one book, he was already beginning research for two or three others. It’s hard to believe that this whirlwind process has come to an end; if new biographies of Shirley Temple and Sid Caesar suddenly appear, don’t be too surprised!

Richard Weigel, University Distinguished Professor in the History Department, began at WKU in 1976. His teaching and research fields are ancient and medieval history. He and Carlton were good friends.

DR. LINDSEY POWELL
By Michael Ann Williams
The Department of Folk Studies and Anthropology mourns the unexpected passing of Dr. Lindsey Powell, assistant professor of anthropology. Dr. Powell had been part of the department since 2009, adding his expertise in visual anthropology and video production, as well as the cultures of Asia. He conducted fieldwork in Japan, India, and China, incorporating filmmaking into his research. Lindsey received his B.A. from Oberlin College, where among other things he studied Greek classics and classical violin. In 1992 he received an M.A. from the University of Chicago in organization theory and then went on to Temple University where he earned his Ph.D. in Anthropology. His colleagues and students will miss his gentle good humor and his vast knowledge. Dr. Powell is survived by his wife, Dr. Chunmei Du of the History Department, whom he first met at a new faculty gathering, and their young son Lincoln.

Dr. Williams has been Head of the Department of Folk Studies & Anthropology since 2004.
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