




The EXCHANGE

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The Exchange is published twice a semester.

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

Give Space, Give Grace

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

We are nearing the end of the fall semester; our first semester fully within the confines of the global pandemic. It has been tough.

Even with diligent preparations over the summer to get ready for classes, we dealt with significant disruptions as we adopted and instituted a plan for mandatory testing that I have to believe has played a significant role in keeping our campus and community safe. With a focus on sustaining instruction at the highest possible level of effectiveness, we have given faculty and staff as much latitude as possible to do their jobs safely, while doing our best to ensure a safe campus environment.

We are all tired of the pandemic. However, as Gov. Hogan noted in his November 11 advisory, we cannot let down our guard because we are tired of the pandemic. Everyone wants to keep the economy moving and to minimize the negative impacts of our pandemic-induced precautions.

We know that wearing masks, washing hands, maintaining distance from one another and limiting gatherings greatly reduce the risk of transmission, though they do not eliminate the risk entirely. So, we have been able to do things, and figure out how to do things differently, to restore some of the activities we stopped back in March.

As I write this, numbers are surging again, though locally we seem to be doing relatively well, and our campus infection rate is impressively low. Thanks to science and our health care workers, getting COVID-19 now is not as frightening or dangerous as it was in the early stages, but it still can make people very sick and die, or cause long-term health problems, and it is very much in both our self interest and the public interest to do



Fulton School Dean
Dr. Maarten Pereboom

all we can to prevent its transmission.

It does not help that we are in the midst of a more metaphoric pandemic that attacks human reason and encourages people to behave irrationally or, shall we just say, badly.

I have a good bit of life experience behind me, not to mention a good command of history, that gives me perspective on events that our students may not yet have. When we were young, time

seemed to pass more slowly – though some might make the valid point that 2020 has been a very long year. For our students, the losses and deprivations of these times are harder to take: missed graduations, senior recitals, social interaction and the transformational exchanges that we try to facilitate in our classrooms, face to face.

As faculty and staff, we might look on this in retrospect as a few bad cycles, but for our students, it has damaged their college or grad school experience in ways we hope they can make up, but we can't restore.

We have found ways to engage students despite the constraints, but for those students we might struggle to engage in the best of times, remote has meant really remote.

Our Remote Teaching Specialists (RTS) program has provided support and opportunity for faculty to share ideas, programs and hacks for teaching with technology. We can distill some best practices, but in the end, we have to work with the tools that work best for us.

At our most recent faculty colloquium on remote teaching, Dr. Echo Leaver used the phrase "give space, give grace" to describe her teaching philosophy, pandemic-version. I love that.

In these times and circumstances, we just can't get done what we can in normal times.

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SU Opera Theatre Finds a Way

The performing arts, especially the vocal arts, are arguably some of the hardest hit areas in terms of uncertainty and how to move forward during times of COVID-19. Thanks to regular testing, masking, distancing, clever use of space, and much desire and discipline, the fall opera workshop is video streaming its performances December 4-6.

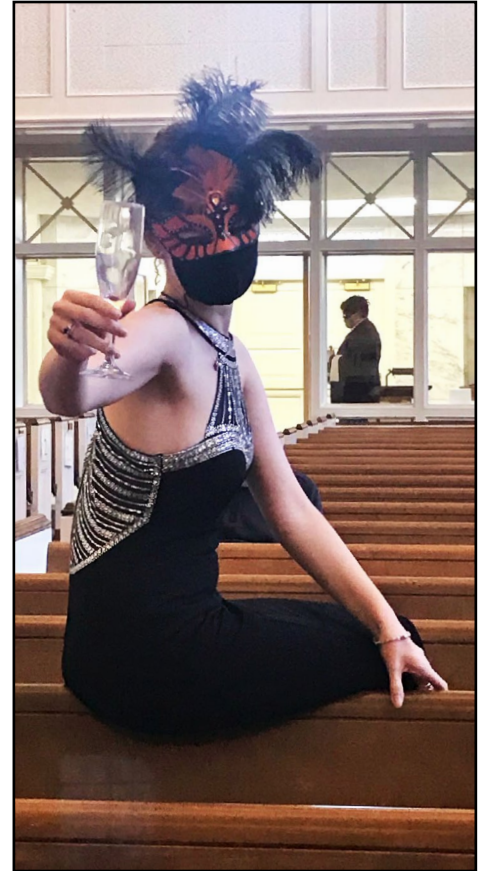
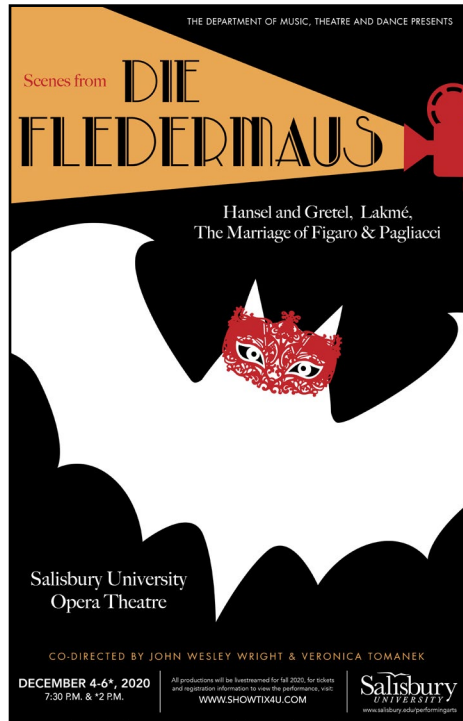
“The whew factor was huge,” Artistic Director John Wesley Wright said. “We all tested negative several times prior to recording day October 31, but there was still a what if factor floating in the back of everyone’s minds.”

The recording took place at Asbury United Methodist Church and was completed in about five hours after many weeks of rehearsal.

“There has been a wonderful partnership with Asbury, and I am thrilled everything went so smoothly,” Co-Director and Pianist Veronica Tomanek remarked. “The addition of top-notch string players really enhanced the students’ performances and inspired them to step it up.”

The program features festive scenes from Johann Strauss Jr.’s *Die Fledermaus*; iconic works, such as “The Flower Duet” from *Lakmé* and “The Prayer” from *Hansel and Gretel*; and the famous ‘tragic clown’ aria “Vesti la giubba” from *Pagliacci*.

Performances are streamed Friday-Saturday, December 4-5, at 7:30 p.m., and Sunday, December 6, at 3 p.m., and can be accessed at <https://www.showtix4u.com/event-details/39251>.



Give Space, Give Grace *continued*

We have stuff we need to get done, but it's still critical, particularly as a new semester, pandemic-version, comes into view, to focus on the essentials.

We are working on some exciting ideas for the future, post-pandemic, that I hope give us courage, hope and even excitement. But I have to be aware that optimism and big plans may not be where a lot of people are at this difficult moment. I've got to give space and give grace.

That applies equally across all our personal and professional relationships in these tough times, where stresses can fray nerves and reduce opportunities for effective communication. But I have to conclude by saying that the values we embrace as a community in the best of times sustain us through these bad ones.

Thanks, Echo, for your wise words, and thank you all for your hard work, your patience and perseverance and your kindness. As a well-deserved break nears, please take care of yourselves and one another.

Bosserman Center Hosts Regional Meeting

The Bosserman Center for Conflict Resolution hosted the United Nations Ninth Regional Centre of Expertise (RCE) Americas Regional Meeting on October 14-15. Participants explored the theme "The Future Is Now – Sustainable Development," with the support of the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS).

The directors of the event were Drs. Brian Polkinghorn and Brittany Foutz. A total of 448 participants registered for the Zoom event, and they came from 25 RCE locations, mostly from the Americas, but also in Asia, Africa and Europe, with 21 countries represented.

There were 19 talks in total and a huge amount of information exchanged by the presenters and students. RCEs in attendance showcased their education for sustainable development (ESD) projects and initiatives worked on over the past year, while the Global RCE Service Centre provided updates since the last regional meeting.

The comprehensive program included discussions on the intersections between ESD and other disciplines of academic study, as well as how working with partners from other sectors, such as business and NGOs, enhances learning.

Bosserman UN Fellows Francesca Falasca, Arnaud Guyon, Hannah Prouse and Roberto Orellana were featured in the event, and Orellana served as the moderator on day two.

Conflict Analysis and Dispute Resolution Graduate Program student Christa Peek presented on her Restorative Justice initiative at Choices Academy. Bosserman UN Millennium Fellows Abigail Brown, Aida Dodoo, Anna Brennan, Cassandra Duncan, Evan Polkinghorn, Johannah Cooper, Jude Al-Hamad, Madeline Poteet, Nathaniel Sansom, Nathaniel Sansom, Rachel Clausen, Sandra Zelaya and Victoria Seilback also were featured in the event.

At the event, Polkinghorn, Foutz and Orellana presented on "Conflict Prevention and Creative Problem-Solving" for United Nations University and the United Nations Educational, Scientific and Cultural Organization.

Reflections on a COVID Semester from a Fulton Student

By Benjamin Law, Communication Department

Life at Salisbury University and in the Fulton School's classes has been unusual this semester.

Most of my classes have been online, but I have one class in-person. It's a little weird because the class is split in two where in-person students come on Mondays with others virtually on Zoom, and everyone is online on Wednesdays. It's a strange experience, because only two of us and the professor are in the classroom.

I'm so happy that this class remained open because I've been able to work with camera equipment on campus to make news packages that I wouldn't have had access to otherwise. If the school hadn't allowed students to return, then I would be relying entirely on my phone. Phones are pretty useful in making videos, thanks to editing apps, but there's nothing like getting experience using professional equipment that I would need to use in a news studio.

As a communication major with a track in multimedia journalism, I was initially confused

as to how I would conduct interviews for news packages. It was fun still being able to go out to talk to people, as long as everyone had masks on and we kept a distance of 6 feet. But I learned to adapt, too, conducting my first interview via Zoom with success.

When I had to leave my home at SU early last spring due to COVID-19, I got a bit depressed because I couldn't see my friends, and people I knew were dying, some from COVID-19 and some from other causes. I



remembered hanging out in friends' dorm rooms, volunteering on the weekends at local charities with the student United Way Club, going to cultural events, having discussions in the classrooms and eating food from the cafeteria. All of that was taken away when COVID-19 hit.

I spent a lot of my time lying in bed instead of working on my assignments for classes, and my grades suffered because of it. I lost motivation to do anything or ask for help.

Looking back now, I wish I had talked to someone and spoken up about my feelings instead of keeping them bottled up, but I pretended that I was alright.

This semester, I have been shocked by how quickly SU and my Fulton professors have been able to adapt to this pandemic to help make things more convenient. I appreciate the school for providing everyone with free COVID-19 tests, having directional signage around campus and plastic barriers at cash register desks. It has helped me to feel a little safer, which makes it easier for me to concentrate on my work.

PACE Happenings

By Michael Webber

Civic Engagement Across the Curriculum (Spring 2021)

Tuesdays, March 13-April 27, 2-3:30 p.m.

Join this six-week, intensive review of civic engagement as it applies in a course of your choosing. Email PACE Director Sandy Pope (axpope@salisbury.edu) if you are interested in participating. More information can be found at: <https://www.salisbury.edu/academic-offices/liberal-arts/pace/ceac/>.

SUVotes2020 Concludes

The fall semester was all about the 2020 election for PACE. Voter signs around campus encouraged campus members to visit the PACE website for voter registration information, students received assistance via Zoom in registering to vote and a new MyClasses module, located in the Canvas Commons, helped walk students through each step of the process. Democracy surely did not stop in the face of COVID-19.

As we move into the spring semester, PACE has scheduled several events focused on engagement beyond the 2020 election. Our marquee event in the spring is “The Art and Science of Running for Office,” run by political science alumnus George Rakis. More details on this and all of our events follow. As with the majority of campus events next spring, we do require an easy pre-registration using the link provided in the description.



ShoreCorps

ShoreCorps/AmeriCorps has expanded their partnerships on campus. There are currently more than 140 SU students serving in the program. Each student will receive \$1,311 as an education award after their service year. Much of this is possible thanks to partnerships with various units on campus, including the Seidel School of Education, the School of Social Work, the Department of Accounting and Legal Studies, and the TRIO program. Want to learn more about how we can integrate ShoreCorps into your course, program or major? Contact Sara Heim at ssheim@salisbury.edu. Visit www.salisbury.edu/ameri-corps.



Food for the Flock

Food for the Flock, now in its third year, is located on the lower level of the Commons dining hall and across from the University Bookstore. The pantry is open during the following hours:

- Monday: 7-9 p.m.
- Tuesday: 7-9 p.m.
- Wednesday: 2-4 p.m.
- Friday: 2-4 p.m.

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

We thank our two ShoreCorps service members and co-presidents, Jazmine Anthony and Anya Galbreath, who bring three years of experience to the pantry.



Spring 2020 Public Events

The Rhetoric of Presidential Inaugural Addresses, a Comparison of the Inauguration Speeches through History with Paul Scovell

Tuesday, January 26, 7-8:30 p.m.

Remote via Zoom

Sign-up at:

<http://bit.ly/presidentaddressrhet>

Open to all SU and community members

Join Scovell (communication) for an analysis of some of the important, memorable and infamous inaugural speeches throughout American history. Examine speeches from George Washington to January 20, 2021, to understand the catch phrases and promises made by newly elected presidents.

Sponsored by PACE

*Civic Reflection Dialogue:
The Black Family*

Tuesday, February 2, 3:30-4:30 p.m.

Remote via Zoom

Sign-up at: <http://bit.ly/crfeb2021>

Open to the SU Community

African American History Month is a wonderful opportunity to celebrate, discover and reflect on the history, culture and contributions of African Americans. The reflection focuses on the 2021 theme of African American History Month: The Black Family: Representation, Identity and Diversity.

Sponsored by PACE and SU's African American History Month Committee

The Art and Science of Running for Office

March 1-14

Remote via Zoom/web access through MyClasses Canvas

Sign-up/find more information at:

<http://bit.ly/runforofficetraining>

Free for SU members; At minimal cost to community members

Top-to-bottom campaign training workshop for students, community leaders considering a run for public office and future campaign activists looking to make a substantive contribution to an electoral effort. This training uses four online training units and five live (Zoom) training units. The program is run by political science alumnus George Rakis.

Sponsored by PACE

Civic Reflection Training

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

Remote via Zoom

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

Free for SU members; At minimal cost to community members

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



Fulton Students Triumph with Nationally Competitive Fellowships

By Kristen Walton, Salisbury National Competitive Fellowships Office Director



Austin Dabbs (Germany, Research)



Lydia Narum (Slovakia, ETA)



Sam Stevens (Hungary, Research)



Mia Dikos (Spain, ETA)



Gabi Voithoefer (Poland, Research)



John Bunke (Azerbaijan, ETA)

The Fulton School continues to be a leader in both applicants and successes for nationally competitive fellowships. Despite COVID-19 interruptions, we had a string of successes last spring, including Boren, Critical Language Scholarship, Goldwater Scholarship, Coros Fellowship and a record number of Fulbright winners.

In conjunction with the Bosserman Center and with the great leadership of Dr. Brittany Foutz and Salisbury National Competitive Fellowships Office alumnus and student worker Abiodun Adeoye (Class of 2020), we also have our first class of 13 UN Millennium Fellows.

This year, we are already moving in a great direction, with a record 29 total applicants for the Fulbright – all but one with a major or minor in Fulton.

We also recently learned that biology and psychology double major Jessica Pierce is our first-ever finalist for the Marshall Scholarship.

Students from Fulton continue to make great strides and make a difference, and they do so because of the great support they have from their faculty.

Of last year's six Fulbright winners, Austin Dabbs is an interdisciplinary studies (IDIS) and chemistry double major, Sam Stevens has a history B.A. and M.A. from SU, Mia Dikos is a psychology major and conflict analysis and dispute resolution (CADR) minor, John Bunke is an international studies major with minors in history, political science and CADR, Gabi

Voithoefer is a biology and psychology double major and Lydia Narum has an English minor.

CADR major Will Fried and communication major Clayton Levy are also alternates for the Fulbright to Finland (study) and Bulgaria (ETA), respectively, and they could still be offered the awards.

In addition, John Bunke also won both the Critical Language Scholarship (CLS) and the Boren for Azerbaijan. IDIS major Shayna Grossberg and history/political science double major Abiodun Adeoye also won the CLS to study Turkish and Swahili, respectively.

Fulton international studies major Madie Poteet also won a Boren to study Indonesian, and Fulton English, history and psychology minor Tez Hassan won the Boren to study Turkish, both as part of the Boren Language Initiative program.

Fulton student Aida Dodoo remains an



Dr. Walton with Boren Alternate Aida Dodoo and CLS Winner to Turkey Shayna Grossberg

alternate for the Boren. Hassan, Poteet, Adeoye and Bunke were able to learn their languages remotely, thanks to these fellowships, although they have not yet been able to travel to the countries.

Two Fulton and Henson school double majors, Anna Brennan (biology and IDIS) and Jessica Pierce (biology and psychology), were Salisbury University's first-ever winners of the Goldwater Scholarship for STEM research.

Political science major Harrison Leon also was our first winner of the Coros Fellowship, which he declined for a position working with the City of Philadelphia.

It is great to see our Fulton students winning awards in so many diverse fields!

I thank our office staff, including our associate director, Dr. Sally Perret, and our new assistant director, Dr. Adam Woodis, for their hard work in helping the students achieve this success.

I also give a special shout-out to Fulton faculty who helped this year with our Fulbright interviews over many hours on Zoom during a semester when we were all overworked. Rhyannon Bemis, Brittany Foutz, Jill Caviglia-Harris, Belen Vicens Saiz, Beth Towle, Kara French, Andrew Sharma, Brian Polkinghorn, Celine Carayon, Echo Leaver, Michael Lewis, Emin Lelic, Heidi Fritz, Joerg Tuske, Shruti Patel, Michael McCarty, and Fulton-affiliated faculty Brian Stiegler, Andrew Martino and Stacia Kock all assisted with the interviews.

Hopefully we will have more good news soon!



Tez Hassan



John Bunke



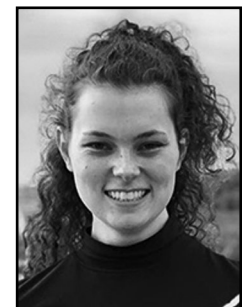
Madie Poteet



CLS winner Abiodun Adeoye making dinner in Tanzania



Anna Brennan



Jessica Pierce

Departmental Reports

COMMUNICATION

Vinita Agarwal was invited to contribute to two encyclopaedia entries. She is writing one entry for the *Palgrave Encyclopaedia of Health Humanities* (Eds. Paul Crawford and Paul Kadetz), titled “Ayurveda and Yoga” (section editor Mohan J. Dutta). Agarwal is writing the second invited entry for the *International Communication Association International Encyclopaedia of Health Complementary and Integrative Healthcare* (section editor: Evelyn Ho) on “Complementary and Integrative Healthcare: Ayurveda and Yoga.”

G Douglas Barrett will complete his monograph on experimental music and posthumanism, which is under contract with the University of Chicago Press. His book chapter, “Performing Centrifugal Sound,” appears in *The Bloomsbury Handbook of Sonic Methodologies* (2020). Barrett recently served as a peer reviewer for *Contemporary Music Review*, *The Journal of the American Musicological Society* and the *Utopian Studies Journal*. He was invited to serve as a board member of *OpenWork*, a new peer-reviewed journal published by Columbia University Press.

Barrett’s article, “Contemporary Art and the Problem of Music,” appears in the next issue of the international peer-reviewed journal *Twentieth-Century Music*. He gave a talk on that article and his book, *After Sound: Toward a Critical Music* (2016), for Professor Ben Piekut’s graduate seminar at Cornell University on October 28. At the invitation of Marietje Pauw and Wllemien Froneman, he presents to faculty and students at Stellenbosch University, South Africa, on November 19.

Carolina Bown presented her paper, “Does the Folklorization of Indigeneity Undercut Andean Women’s Public Leadership?,” at the virtual 40th conference of the Middle Atlantic Council of Latin American Studies in September.

Chrys Egan will finish her term as chair of Women in Leadership with the International Leadership Association. She presented on four sessions at the ILA conference: “Do You See What I See?: Leading from an Unknown Identity,” “Pushing the Edges of Spiritual Worldviews to Enhance Women’s Leadership Advancement,” “Leveraging Relationships at the Edge: ILA Women Accelerate Success Through Professional Relationships” and “Pathways into the Political Arena: The Perspectives of Global Women Leaders Leading at the Edge.”

CONFLICT ANALYSIS & DISPUTE RESOLUTION

Brittany Foutz presented at the Peace360 Initiative World Mental Health Day Conference. The title of her presentation was “Mental Health Awareness and Conflict Resolution Practices.” The Peace 360 Initiative is a humanitarian INGO with a vision to serving the people on mental health, conflict management and disaster relief. They believe community engagement, service and leadership are crucial to achieve peace, reconciliation and sustainable community development. Foutz and **Roberto Orellana** presented for the Democracy Across the Disciplines featured event with Salisbury University’s Institute for Public Affairs and Civil Engagement on “The United Nations: The Right to Political Participation in International Law and Post Conflict Elections” on October 5.

Brittany Foutz, Brian Polkinghorn and **Alexandra Ginta Martin** presented at the Institución Universitaria ITSA Year of Peace Seminar on a “Culture of Peace in COVID-19” on September 30. On September 22, Foutz, Polkinghorn and **Francesca Falasca** presented on “United Nations Efforts in the Eastern Shore” for the United Nations University and United Nations Educational, Scientific and Cultural Organization Recognized Regional Centre of Expertise Burlington, VT, location.

Brian Polkinghorn published the *Guidebook for Integrating Collaborative Partnering into Traditional Airport Practices* in 2019 with co-authors Sinem Mollaoglu, Angelo Garcia and Harshavardhan Kalbhor. The book was published by the National Academies of Sciences, Engineering, and Medicine. In the fall of 2020, Polkinghorn co-published the article “Collaborative Partnering for Airport Construction Projects - State-Of-Practice” in the *Journal of Management in Engineering*.

Brian Polkinghorn and **Brittany Foutz** presented the paper “How to Leverage Private Sector Innovation & Creativity to Boost Your Program” for the Inter-Agency Alternative Dispute Resolution Working Group (Steering Committee) in September. Foutz, Polkinghorn, **Roberto Orellana** and Iye Ogbe presented at the United Nations Sustainability and Youth Leadership Conference on November 1 on “Social Entrepreneurship and Global Sustainability: How RCEs Can Play a Part.” The theme of the conference was “Building Effective Sustainability Leadership Skills Among Youth and ESD Ambassadors.”

ENGLISH

Carolyn King’s paper, “Metacognition or ‘B.S.’? Examining Student Reading Practices in Reading Journals,” appeared in *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition and Culture* (2020). This article argues for reconsidering the work of the reading journal, suggesting that it has been overlooked as a minor process-document when it can be an important vehicle to support metacognition in student reading practices.

Derya Kulavuz-Onal presented her paper, “Supervising TESOL Interns in the Midst of a Pandemic,” at the annual Maryland TESOL Fall Conference. Since July, she has served on the Maryland TESOL Board as the chair of the Eastern Shore Interest Section.

April Logan wrote a review of Alisha Knight’s interactive digital Story Map, *Putting Them on the Map: Mapping the Agents of the Colored Co-operative Publishing Company*, for the leading academic journal *Legacy: A Journal of American Women Writers*. This past summer, the online global newsroom *The Conversation* interviewed Logan for its article, “What Will Student Protests Look Like When Classes Are Online?”

Tonya Price innovated a special assignment for her students in ENGL 103 (Composition and Research), which had them learn about social issues by presenting sources from their annotated bibliographies. Students were exposed to and discussed such diverse topics as race relations, environmental racism, gender inequality, climate change, equal pay for teachers and child abuse within the foster care system. The assignment proved highly effective as students reported becoming more knowledgeable, empathic and active citizens.

Christopher Vilmar was invited to speak via Zoom to a senior seminar at Lawrence University on October 5. He participated in a lively discussion of William Congreve’s play, *The Way of the World*, specifically Congreve’s use of satire to examine sudden changes in the social structure of the English family. The discussion included Dr. Celia Barnes (Lawrence University), who organized this event, Dr. Andrew Black (Murray State University) and Lawrence students.

HISTORY

Céline Carayon’s prize-winning book, *Eloquence Embodied: Nonverbal Communication among French and Indigenous Peoples in the Americas* (University of North Carolina Press, 2019), was awarded an honorable mention for the 2020 Mary Alice and Philip Boucher Prize

from the French Colonial Historical Society. Carayon also presented a paper during the online symposium, “The Great Upheaval of 1675-1725- How Wars, Rebellions, and Refugee Crises Shaped America,” organized by the Maine Historical Society in August. Her book review of Laurier Turgeon, *Une Histoire de la Nouvelle-France: Français et Amérindiens au XVIIe siècle*, appeared in the October issue of *The William and Mary Quarterly*.

MODERN LANGUAGES & INTERCULTURAL STUDIES

Aurélie Van de Wiele’s book review of *Earth and Mind: Dreaming, Writing, Being*, by Michael Bishop, was published in *The French Review*.

MUSIC, THEATRE AND DANCE

Eric Shuster’s article, “Decoding John Cage’s Early Percussion Music,” was accepted for publication. It is scheduled to appear in the June 2021 edition of *Percussive Notes* in the Focus on Research portion of the journal.

POLITICAL SCIENCE

Adam Hoffman and **Sarah Surak** are partnering this semester with political science (POSC) faculty at Universidad Latinoamericana de Ciencia y Tecnología (ULACIT) (Costa Rica) to provide POSC students with a global experience. Hoffman presented the public lecture “U.S. Elections 2020: What to Expect?” Surak’s POSC 101 and POSC 360 classes are partnered with classes at ULACIT. In this global exchange, faculty are providing guest lectures, and students are working together in cross-university discussions and projects. Both look forward to continuing this partnership in future semesters.

PSYCHOLOGY

Yuki Okubo, Rachel Steele and **Michèle Schlehofer** gave a presentation at Boston College’s Diversity Challenge conference, titled “Supporting Students of Color Through Racist Experiences at a PWI: Faculty Approaches.”

SOCIOLOGY

The Sociology Front is partnering with Coops to Co-ops in Princess Anne. Coops is a project to turn abandoned chicken coops into greenhouses and space for community members to utilize. They also run a Saturday farmer’s market. The inaugural collaboration consists of a student-implemented survey of visitors tailored to explore motivations and barriers to building community. The department looks forward to mutually beneficial projects in coming months.

SU ENVR Students Help City Earn Tree Designation

Salisbury University has earned Tree Campus Recognition from the Arbor Day Foundation for five consecutive years. This year, SU students took their efforts beyond the confines of campus, assisting in the City of Salisbury’s earning 2020 Tree City recognition.

The Tree City USA program is sponsored by the Arbor Day Foundation in partnership with the U.S. Forest Service and the National Association of State Foresters. Its goal is to encourage better care of the nation’s community forests and increase public awareness of the many social, economic and environmental benefits urban forests provide.

Municipalities achieve Tree City recognition by meeting the program’s four requirements: a tree board or department, a tree-care ordinance, an annual community forestry budget and an Arbor Day observance or proclamation.

Students in Dr. Sarah Surak’s environmental studies (ENVR) senior seminar met with Amanda Pollack, director of infrastructure and development for the city to determine how they could assist in sustainability efforts. Pollack described a number of projects the city was interested in pursuing but faced time and staff

limitations to engage.

The students chose the Tree City certification and met with city departments throughout the spring semester to gather information needed for the application.

“The work provided by the students far exceeded our expectations and directly contributed to the city submitting a successful Tree City application,” Pollack said. “We look forward to continuing to work with environmental studies classes in the future.”

Students drafted a budget and successfully pitched their plan to roll out the program and celebrate future renewals to members of the Salisbury Green Team, which oversees the initiative.

The students also drafted the resolution for the city, which was one of the requirements for certification.

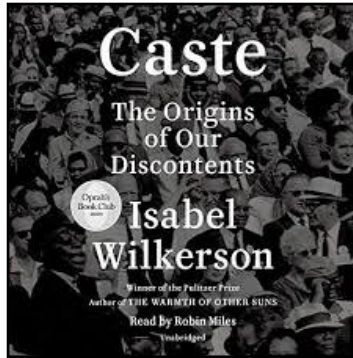
“This project not only allowed our seniors to put into practice the skills and knowledge they have gained throughout their years of study, but it also afforded them the opportunity to support their local community,” Surak said. “I very much appreciate the city’s willingness to engage with and support our students.”



New Winter Psychology Course Examines Race Relations Text

Psychology Department faculty members Drs. Michèle Schlehofer and Rachel Steele will team teach a one-credit winter course centered on discussion of the book *Caste: The Origins of Our Discontents*.

This groundbreaking book examines U.S.-based race relations and racism as a hierarchical caste system and compares U.S. racial hierarchies to those in India and Nazi Germany. The book is a *New York Times* Best Seller and Oprah Book Club pick written by Isabel Wilkerson,



winner of the Pulitzer Prize for Feature Writing and the NAACP Image Award for Outstanding Literature.

In a recent *Time* interview, Wilkerson says: “In order to tell a story, you have to call upon on all disciplines that are at your disposal: sociology, anthropology, history, psychology, economic, literature.”

The book is grounded in extensive ethnography research in order to share people’s lived experiences

through the stories in the book.

Salisbury University will partner with psychology faculty and students at Pandit Deendayal Petroleum University (PDPU) in Gandhinagar, India. Students enrolled in the course will engage in online discussion about themes from the book with students and faculty at PDPU.

The course will examine social and psychological factors of racism and classism. The book *Caste* is available through the SU library.

The public is invited to join in an opening session and a closing panel discussion of the book. Dates and times will be announced closer to the events.

Fulton Public Humanities Committee Updates

By Emin Lelić

The Fulton Public Humanities Committee has continued its work in supporting a vibrant humanities presence at Salisbury University. Recognizing the significance of such a presence during this fraught time, the committee has strongly encouraged the University community to remain active and contribute to public discussions and cultural events.

The first event featured a virtual roundtable discussion by distinguished history and film studies professor of the well-known blockbuster *Dances with Wolves* on November 11. It examined, among other questions, how the movie has stood the test of time, representations of American Indians and the film’s legacy.

On November 14, Salisbury University students read an original story drawn from the Mayan Akawateko tradition in English and Spanish, followed by a discussion with the audience. This event is a collaboration between the Wicomico Public Libraries, the Philosophy Department and the Fulton Public Humanities Committee. This event engages the broader public during Native American History Month, which celebrates the contributions of indigenous people across the continent.

In conjunction with African American History Month in February, “Black Lives Matter in School Book/Film Discussion: *The Hate U Give*,” is a film and book discussion of *The Hate U Give* on February 25. Free copies of the book

will be distributed to the community.

The book covers the realities of racism, police violence and tensions that exist when becoming a community activist. Panelists will offer comments on issues arising in the novel, followed by small group discussions.

In addition to this African American History Month event, the Fulton Public Humanities Committee will host Dr. Zakiyyah Iman Jackson, who will discuss her book, *Becoming Human; Matter and Meaning in an Antiracist World*. The book argues that African American, African and Caribbean texts generate conceptions of being and materiality that disrupt a human-animal distinction that reproduces the racial logics and orders of Western thought.

Also in February, Dr. Rebecca Shapiro, who studied the Caribbean and English colonial archives in Barbados (her work has been cited in American courts), will offer a virtual presentation of her research. Part historical project and part memoir, her talk will examine legacies of colonization and decolonization on the living speech of the island itself.

On February 25, Dr. Emir Filipovi will give a presentation, titled “Chivalry and Antemurale Rhetoric As a Response to Ottoman Expansion in Europe.” In it, he will explore the role of chivalry, frontiers and borders in the history of Ottoman expansion in South-Eastern Europe. The strategic position of South-Eastern Europe, located between the great civilizational spheres

of East and West, Islam and Christianity, is presented as the setting for chivalry and *antemurale* or the bulwark of Christianity rhetoric.

In celebration of Women’s History Month in March, a virtual tour will be offered of the Susan B. Anthony Museum and House. This hour-long program features Susan B. Anthony’s life and work, focusing on her formative years, relationships, conflicts and activist strategies. We will also take a virtual tour of the house as we consider the question: “Does her history matter, and, if so, why?”

The Race and Religion from Senegal to Spain Symposium, on April 28, brings together historians of the western Islamic world with a keynote presentation on intellectual exchanges in Andalucía around the year 1400, and another keynote on intellectual exchanges in the Sahara around the year 1800.

This broad region may seem disconnected, marginal to the core of today’s moral, geopolitical and group contests, but nothing could be further from the truth. Historically, Senegal-to-Spain is the cradle of European global exploration, of the trans-Saharan and Atlantic slave trade and of Arabic as the language of commerce and culture for large populations in the West. These overlooked origins of modernity lie at the heart of the crises of migration, belief and resource extraction defining the 21st century.

Introducing the Psychology Department's Accelerated Mentoring Program

By Yuki Okubo and Michele Schlehofer,
Accelerated Mentoring Program Co-Directors

The Psychology Department is pleased to introduce the Accelerated Mentoring Program (AMP), a comprehensive professional development program for racial minority students majoring in psychology.

AMP integrates a mentored community-based participatory action research (CPAR) experience with intensive professional development. Ten students were selected to be in the inaugural cohort this academic year.

AMP is supported by the American Psychological Association Office of Ethnic Minority Affairs and the Fulton School of Liberal Arts Dean's Office. AMP students are enrolled in a course this semester in which they are receiving training in psychological theories pertaining to advocacy and activism and learn CPAR. More specifically, students are

acquiring the knowledge and skills necessary for community collaboration.

Students then work with area adolescent youth drawn from two community-based youth organizations, 1 Year to Empowerment and Fenix Youth Project, to conduct a CPAR project of their own design.

Student teams are working on projects that address social issues in our community: homelessness, incarceration, racism and recycling. This collaboration is intended to provide area adolescent youth with pathways to higher education and to the field of psychology, while providing AMP students opportunities to gain valuable skills in youth mentoring.

In addition to executing a CPAR project, AMP students receive professional development training and targeted mentorship in preparation

for graduate school. Students are learning to write curriculum vitae and personal statements, as well as developing skills, such as time management and organization.

Students will also meet with psychology scholars of color to learn from their lived personal and professional experience, as well as to ask questions. As part of their mentorship, AMP students engage in submitting conference proposals to national conferences geared toward psychology, advocacy and activism and will present and attend professional conferences.

For more information about the program, please check our website: www.salisbury.edu/academic-offices/liberal-arts/psychology/accelerated-mentor-program.aspx and follow us on Facebook @ [AcceleratedMentoringProgram](#).

Fulton Faculty Earn More Than \$14,000 in Mini Grants

Six Fulton School faculty members earned \$14,100 in Faculty Mini Grants in November to pursue projects in their fields.

Three members of the Art Department earned grants. Steven Durow received \$3,000 for a solo exhibition; Jinchul Kim received \$1,600 for his post-sabbatical solo exhibition, "Common Ground"; and Brooke Rogers

received \$3,000 for a collaborative art and music event, titled "Paintings in the Woods."

G Douglas Barrett, of the Communication Department, received \$1,800 for his project, titled "Experimenting the Human: Experimental Music and Technological Posthumanism." Taehyun Nam, of the Political Science Department, received \$3,000 for his project, titled "Institutionalization of

Counterprotest in 2020 Congressional Election South Korea." Beth Towle, of the English Department, received \$1,700 for her project, titled "A Cross-Institutional Study of Writing Center Support for First-Generation College Students."

Congratulations, Fulton faculty!



Steven Durow



Jinchul Kim



Brooke Rogers



G Douglas Barrett



Taehyun Nam



Beth Towle

Fulton Colloquia Shift in New Directions

One of the very few silver linings of the pandemic is the chance to explore our familiar traditions in new ways.

For the first time in Fulton history, we are hosting our Fulton Colloquia over Zoom. We used this opportunity to re-envision the structure and content, as well.

A traditional Fulton Colloquium session featured one faculty member presenting on his or her research, often showcasing sabbatical projects. This fall, we knew that faculty would have enhanced focus on and questions about teaching during a pandemic. Therefore, our fall series featured the Fulton remote teaching specialists (RTS) offering insights based on their summer of training and semester of experience.

The RTS sessions have been well-attended, not only by SU faculty but also staff and students, plus local public-school teachers. The engaging and insightful conversations centered on our teaching challenges and triumphs.

Based on this initial success, our spring Fulton Colloquia will continue over Zoom in alternate presentation formats. We feature Fulton Faculty award-winners for teaching and civic engagement, 2020 academic book authors, and grant-supported community service initiatives.

Please see the schedule below for details and plan to join us on the first Tuesday of each month, from 3:30-5 p.m. on Zoom at <https://bit.ly/FultonColloquia>.

February 2: Fulton Faculty Award Winners: Teaching and Civic Engagement

Dr. Rachel Steele, assistant professor, psychology

Steele teaches a wide range of courses, including Psychology of Prejudice that she adapted for the Clarke Honors College. In her courses, she actively discusses racism and innovates her curriculum to connect current events with course concepts and theories.

Dr. Andrew Sharma, professor, communication

Sharma earned the U.S. Department of State U.S. India Educational Foundation grant to create civic engagement documentary films in India and the U.S., which allows audience members to participate and experience via multimedia tools and place-based (local) education. The project promotes civic engagement in India and the U.S. through the creation of these interactive documentary films. The grant is part of the USIEF 21st Century Knowledge Initiative to strengthen collaboration and build partnerships between American and Indian higher education institutions.

March 2: Fulton Faculty Books: Multimedia Journalism and Health Communication

Dr. Jennifer Cox, associate professor, communication, author of Feature Writing and Reporting: Journalism in the Digital Age, published by SAGE Publications

This book offers a fresh look at feature writing and reporting in the 21st century. The award-winning author illustrates the fundamentals of feature writing and reporting while emphasizing the skills and tools needed to be successful in the digital era. Special attention on new multimedia and online reporting prepares readers for success in a rapidly changing media landscape.

Dr. Vinita Agarwal, associate professor, communication, author of Medical Humanism, Chronic Illness, and the Body in Pain: An Ecology of Wholeness, published by Roman & Littlefield.

Even as life expectancies increase, growing numbers of people are living with chronic illness and pain than ever before. Long-term self-management of chronic conditions involves negotiating the intersections of personal life choices, community and workplace structures, and family roles. This book proposes an ecological model of wholeness, which envisions wholeness in the dialogic engagement of the philosophical orientations of the biomedical and traditional medical systems.

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

Dr. Aston Gonzalez, associate professor, history, author of:

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

Dr. EJ Han, assistant professor, communication, co-editor of Korean Diaspora Across the World: Homeland in History, Memory, Imagination, Media, and Reality, published by Lexington Books.

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

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

May 4: Fulton Faculty Grant-Supported Service

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

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

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

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

Centroid Towns Comes to Fulton Hall; Faculty Show Downtown

By Elizabeth Kauffman, SU Art Galleries Director

In the year of the census and the election, the way people in the U.S. are counted is on the mind. Baltimore-based photographer Nate Larson illuminates the humanity behind this bureaucratic counting in the exhibition running January 19-April 2, 2021, in the University Gallery in Fulton Hall.

The project website reads:

Centroid Towns is an anthology documentary project using photography, oral history interviews and local archive research to study the 25 cities that have been the mean center of population of the U.S. This symbolic center is calculated every 10 years to accompany the U.S. Census, first located in 1790 near Chestertown, Maryland, and moving steadily westward, currently residing near Plato, Missouri. The project puts a face to statistical data, chronicling these towns and their inhabitants to illuminate the ongoing social and political transformation of America.

Larson gives a virtual artist talk on Thursday, February 25, and details about how and when to view this can be found in *Panorama* and on our blog, www.suartgalleries.org.

Also coming in the spring, recent artwork by Art Department faculty will be on view at the Galleries Downtown. The work of our faculty covers a diverse spectrum of media, processes and concepts, so this biennial exhibition always offers something interesting to experience.

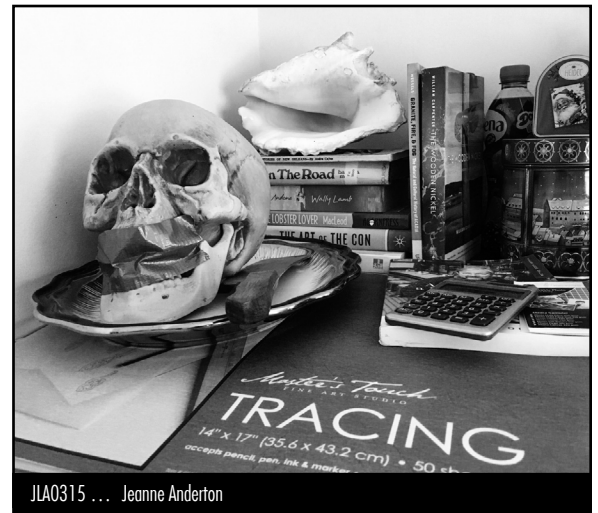
The Galleries will continue to be open to the public by appointment only in the spring, but making an appointment is easy. Simply go to www.suartgalleries.org/visit to book your visit.



"Main Street" Nate Larson



"AnxiousDaddy" David Smith



JIA0315 ... Jeanne Anderton



"found object" John Mosher



"AricSnee2" Aric Snee

A Note from the Fulton Associate Dean's Office

By Chrys Egan

Did you ever wonder what the Fulton School of Liberal Arts associate dean does? I admit that as a faculty member, I was uncertain about all of the responsibilities of this position. Now that I am fortunate enough to serve in this role, I am enthusiastic about the many initiatives to support the Fulton School.

As associate dean, I serve as a non-voting member on three of our elected Fulton committees:

Curriculum, Faculty Grants and Student Grants. The Curriculum Committee started using SU's new online system, Curriculog, to review proposals this semester from music, philosophy, communication, French, political science and English.

The Faculty Grants Committee met and supported proposals for the creation of original artwork and regional travel to access essential research documents. The Students Grant Committee updated procedures and regulations to better support student work during the pandemic.

In addition, I help the Fulton Sustainability Committee, which will host the spring 2021 one-credit IDIS 205 course on Climate to COVID: Seeing the Syndemic. Similarly, the Psychology Department is hosting a winter 2021 one-credit PSYC 490 course Caste in India and the U.S. More details about this course are available in articles enclosed in this edition of *The Fulton Exchange*.

As needed, I also support our new Diversity and Inclusion Committee related to curriculum and programming.



Chrys Egan

In a number of ways, the associate dean reinforces our 12 strong academic departments. One of my first tasks was to research and highlight each program in our annual report that is shared with the SU community. I have begun additional program marketing, promotion and website updates to encourage members to join us and stay informed.

We have updated our Faculty Colloquia series to feature faculty who excel in teaching, scholarship and service. More information on that change is also included in this edition.

In Fulton, the associate dean also manages the complex Interdisciplinary Studies (IDIS) Program that consists of five tracks, six area studies minors and five meta-minors.

On the horizon, we envision expanding the African studies minor into a more inclusive Africana studies major and minor to promote understanding, appreciation and advancement of Africana people, culture, history, art, expression, societies, politics, economy, innovation, environment and artifacts throughout the continent of Africa and for those in diaspora around the world.

We have begun initial work on a new proposal for a user experience minor to educate students on how to create and navigate technology applications by understanding the human experience with technology. The Henson School of Science and Technology has invited us to collaborate on three initiatives: data science tracks (Fulton departments

interested in offering tracks, like political data science, for example); cognitive science as the recommended minor and partner for a proposed integrated science neuroscience track; and law, justice and advocacy as the recommended minor and partner for a proposed integrated science forensics track. Next semester, we plan to advance progress on an advertising proposal.

Based on the previous IDIS academic program reviews, our focus needs to be on updating our programs to meet student needs, offering greater support for our IDIS programs and leaders and communicating more with these programs and members.

Finally, the Associate Dean's Office coordinates initiatives with many internal and external program partners: New Student Experiences, Sophomore Year Experience, Clarke Honors College, Institute for Public Affairs and Civic Engagement, Nonprofit Leadership Alliance, Nationally Competitive Fellowships, Office of Undergraduate Research and Creative Activity, Career Services, Advising Center, Center for International Education, The Washington Center, Global Experiences, Summer Enrichment Academies, PRESTO, National Folk Festival, and Maryland Humanities.

You have my commitment to work hard for Fulton students, faculty, staff, community and programs. Feel free to contact me so I can get to know more about you and your work.

You can email anytime, plus we can schedule a call or Zoom. You can also follow the Fulton School of Liberal Arts on Facebook or Instagram.

Thanks to *The Exchange* Representatives who contributed to this issue:

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Conflict Analysis & Dispute Resolution	Jacques Koko	Sociology	Ryan Sporer
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