

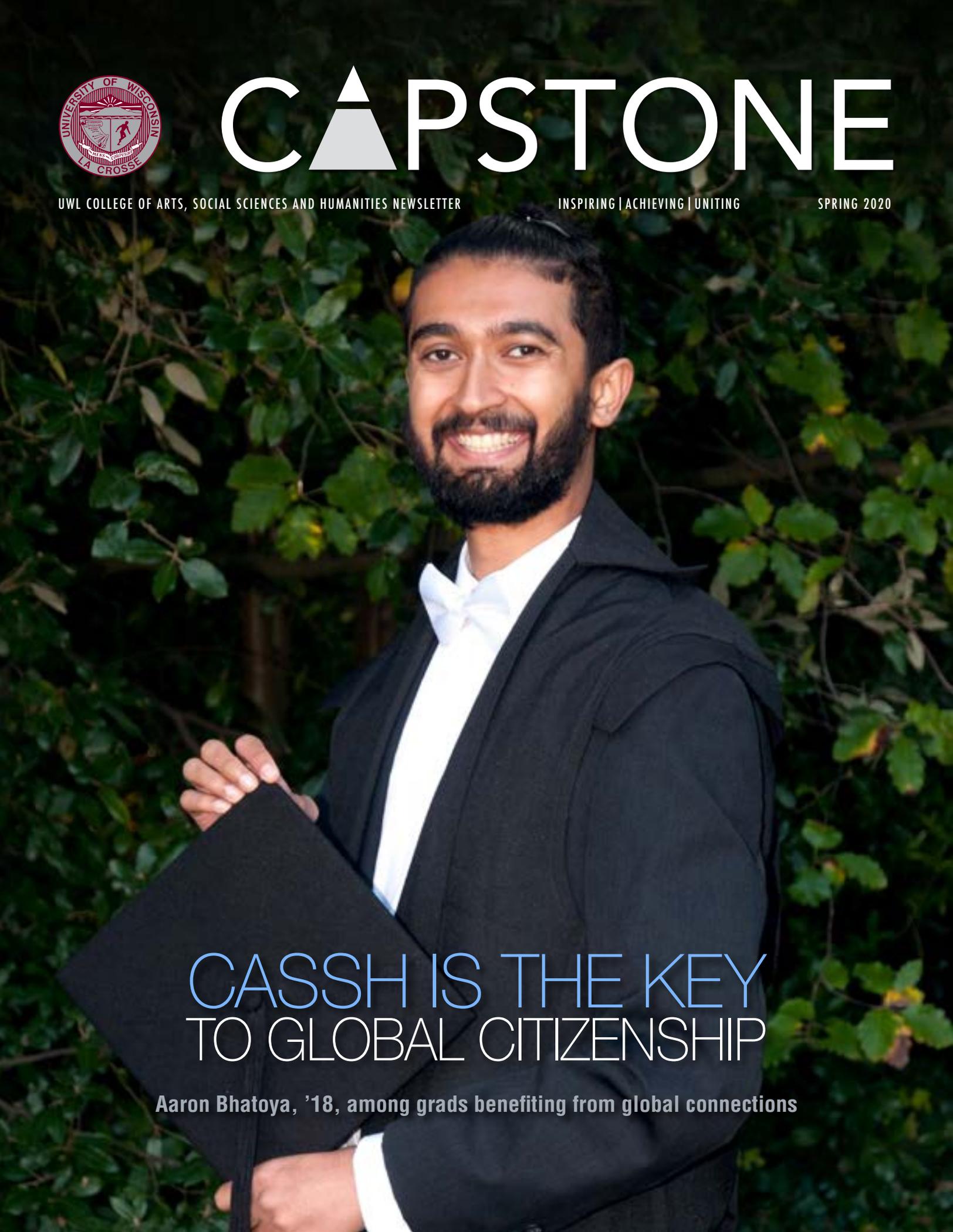


CAPSTONE

UWL COLLEGE OF ARTS, SOCIAL SCIENCES AND HUMANITIES NEWSLETTER

INSPIRING | ACHIEVING | UNITING

SPRING 2020

A photograph of a man with a beard and mustache, wearing a black graduation gown and a white shirt with a white bow tie. He is smiling and holding a black mortarboard cap. The background is a dense green hedge.

CASSH IS THE KEY TO GLOBAL CITIZENSHIP

Aaron Bhatoya, '18, among grads benefiting from global connections



WORKING TO CREATE GLOBAL CITIZENS

In his book “Our Underachieving Colleges,” Derek Bok discusses the case of Anna, a young college graduate assigned by her corporate employer to open an office in Beijing, China. He presents this situation as an illustration of the importance of a broad-based education.

Bok argues that for Anna to be successful — in addition to her specific career preparation — she must understand how Chinese culture thinks about work, how cooperative networks are formed in that culture, and what misunderstandings might arise as a result in interactions between Chinese and American workers. Anna also must have knowledge of Chinese history, as disruptions of the Cultural Revolution still shape workers’ attitudes.

Additionally, Anna and her work would benefit greatly from her understanding Chinese gender relations and how they shape the workplace, along with a more general view of human rights and

to what extent it is reasonable to be critical of another culture’s way of life.

Anna might find herself, in certain moments, experiencing cultural dissonances about Anti-African racism and confronting recent attempts by the Chinese government to exclude immigrants who test positive for HIV. She further will need to be able to keep her bearings even when she knows the society around her will not accept her views.

We now live in an increasingly global society requiring levels of understanding well beyond the requirements of past generations and involving a broad-based education beyond narrowly focused career preparation.

Given this knowledge, CASSH is adopting a new theme, “Creating Global Citizens for the 21st Century.” This goal involves preparing students for fulfilling careers, including the broad background necessary for success in jobs of the 21st century in a globally connected world, as well

as developing-through our degree programs and significant role in the university’s General Education Program-future citizens capable of meaningful participation in democratic society.

We seek to create citizen-historians, citizen-archaeologists, citizen-sociologists, citizen-musicians and citizen-(fill in any major, or minor). Global citizenship provides both an important career-relevant skill, as well as having relevance for a purpose-driven life as an educated person capable of making good policy choices for the betterment of our world.

This edition of “Capstone” contains exciting examples of how our work as teachers, researchers, creative scholars, and service to our communities reflect the creation of global citizens for the 21st century.

Karl R. Kunkel
Dean

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THINK B4 U PRINT: This online newsletter has many handy, direct links to videos and websites. Printed copies don't contain hyperlink information. You may download and print this publication through ISSUU.com

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A NOTE ABOUT COVID-19

This issue of Capstone was being finalized as the coronavirus pandemic was spreading through the U.S. and Wisconsin. Look to other upcoming UWL publications – online and printed – to see how UWL alumni, students, staff and faculty are helping to crack the COVID-19 virus code, assisting others in getting through the pandemic and more.



Global citizenship



Faculty's tale



Friendly finding



Live from New York

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CASSH IS THE KEY TO GLOBAL CITIZENSHIP

Students, faculty make connections across the world

Studying divides in the Middle East, researching the history of a hot button topic in England and examining a controversial monument in Europe.

Through arts, social sciences and humanities – students, alumni, and faculty have had the opportunity to travel across the world in search for answers to key questions.

Examining conflict in the Middle East

Aaron Bhatoya made a big life move in 2015 transferring from Ohio State University to UWL. The following summer, he was on the move again, traveling across the world.

“Studying in Jordan was my first time traveling abroad by myself,” says Bhatoya. “The program had us studying Arabic for five hours a day for five days a week.”

While he admits his fluency isn’t what it used to be, his experiences inspired future research. Just a few months later, Bhatoya, a political science and history major, traveled to begin an undergraduate research study focusing on the Israeli-Palestinian conflict and more specifically, its impact on a village’s community center.

“Losing their sense of control due to Israeli demolitions and heightened militarization, the

villagers banded together to create a space that would serve as a new realm for their everyday,” Bhatoya explains.

Using an oral history research method, Bhatoya interviewed numerous villagers about their experience with the conflict as it related to their community center. He learned about their struggles and the services the center provided, giving him a new perspective on global issues.

“People around the world are more connected with one another than one might initially think,” he says.

Following another 2017 expedition in Palestine and the

Along with her research, UWL English Professor Kelly Sultzbach went on several, all-day, 10-mile hikes with a club made up of Liverpudlians.



completion of his study, Bhatoya's seeking of global connections continued. As a graduate student at Oxford University in England, his current research examines opium consumption in India during the 19th and 20th centuries with a specific focus on gender roles.

"My global experiences have definitely changed the way I act and think," says Bhatoya. "There was something about the unknown of being in a different place that excited me."

Making friends in Liverpool

"You Never Walk Alone" is a showtune that's heard in soccer stadiums around the world - first originating in Liverpool, England.

UWL English Professor Kelly Sultzbach, who visited Liverpool during the 2018-19 academic year as a Fulbright Scholar, says there's a reason for that.

"I was routinely overwhelmed by the kindness of Liverpudlians," says Sultzbach of her year-long visit. "People who were total strangers went out of their way to help me navigate. A colleague even gave me a key to their place without ever having met me when finding housing proved difficult."

Her focus was 1900s British environmental literature and how it related to climate change. Specifically, Sultzbach looked at how the environment was perceived in writing and how things changed as a result of the first world war.

"Studying and traveling abroad allowed me to connect with people in ways that go beyond the research on the page," she explains.

On top of her study, Sultzbach connected with other scholars on the topic of climate change, taught ecocriticism at the University of Liverpool, worked with a team on a project at a nearby children's hospital to enhance public knowledge of science and literature, and gave talks at the environmental humanities centers in Scotland, Norway and Ireland. She says learning about others around the world is especially in today's "global society."

Continued next page



Aaron Bhatoya reviews audio in UWL's Oral History Lab in 2018

“When one nation’s actions related to human rights, environmental policies, immigration and economy ripple outward to impact many other nations, it is important to develop international knowledge and empathy,” explains Sultzbach.

First London, New York and Italy – now La Crosse

Louise Zamparutti’s global connections started long before she stepped foot on UWL’s campus.

Born in London, Zamparutti lived in New York, Seattle, and Germany. She would also make summer trips to the Italy-Slovenia border to hold workshops on dance and choreography.

“I became fascinated with the history of the area and even more fascinated with the re-writing of history through different types of public media such as films,

art, literature and monuments,” Zamparutti recalls.

That intrigue ultimately led her to UW-Milwaukee where her dissertation focused on the Basovizza Monument, located in Italy near the Slovenia border. Zamparutti says the monument “re-interprets Italy’s role in World War II.”

These two English Department Fulbright Scholars know the key to global citizenship.

Following graduation, Zamparutti’s research continued. Just a few months later, she found herself living near the Italy-Slovenia border under a Fulbright Scholarship to further study the monument and how it “impacts Italy-Slovenia relations and the re-interpretation of World War II history in Slovenia since independence in 1991.”

Zamparutti also mentions her

Fulbright experience made her aware of the “privilege I enjoy as a native English speaker.”

“Almost everyone I encountered spoke English. European journals where I public articles were all in English,” explains Zamparutti. “Even little things, like getting my membership at the local pool, were conducted in English.”

Still relatively new to UWL, Zamparutti says La Crosse is another new learning opportunity. She says regardless of reasoning – it’s important for everyone, especially U.S. citizens, to gain global perspective.

“It’s easy to lose perspective on the world and see things only from a U.S. point of view,” says Zamparutti. “It’s important, and fascinating, to observe similarities and differences on multiple levels.”

History lecturer earns top honors



History Department Associate Lecturer Kyle C. Lincoln, a historian of medieval Europe, received the 2019 Lone Medievalist Prize for Teaching.

An Associate Lecturer in the History Department has brought home an international award for his unique approach to teaching Medieval History.

Kyle C. Lincoln, a historian of Medieval Europe, has received the 2019 Lone Medievalist Prize for Teaching with John J. Giebried for their design of “Reacting to the Past” pedagogical games.

“Reacting to the Past,” a pedagogical tool first developed in the late 1990s, fosters historical understanding and empathy for the past by helping students humanize historical peoples. It features

elaborate, weeks-long, student-centered simulations of crucial decision points in human history. Moreover, it builds skills useful to students for any future job by cultivating skills in critical thinking, problem-solving, collaboration, public speaking and persuasive writing.

Lincoln and Giebried’s first game written together, “1204: The Fourth Crusade and the Remaking of the Medieval World,” begins in March 1204. It starts immediately after the young emperor Alexius IV, whom the Fourth Crusaders had put on the throne of Constantinople, was murdered by a usurper. In the game,

students must first decide whether to attack the city while debating concepts like ‘just war’ and the nature of crusading, using the works of Gratian, St. Augustine and others to build their arguments.

Building on that success, Lincoln is in the early stages of developing a game set in Spain in 1492, exploring the aftermath of the conquest of Grenada and the expulsion of Jews and Muslims.

Lincoln, a 2016 graduate of Saint Louis University’s doctorate program, previously taught at Kalamazoo College and Western Michigan University.



THE FRIENDLY FINDING AID

History majors, minors serve young scholars

Every year, area middle and high school students get excited about creating history projects for National History Day (NHD), a nationwide academic program and contest whose Wisconsin regional event is held each March at UW-La Crosse.

Students are required to use primary documents for their projects, so during the research process teachers encourage work at local archives, a new experience for many. But problems arise.

Despite school field trips to UWL and other area archives, students struggle to locate and navigate sources. Time is of the essence, and often finding and understanding primary sources takes more time than the young scholars have.

Parents and older siblings can sometimes help with additional trips to archives and research guidance, but not every student has that option.

Assistant Professor of History and Southwestern Wisconsin Regional Coordinator of NHD, Patricia Stovey, notes that as the contest tiers advance — through school, regional, state and national — the demographic mix of students competing in NHD looks less and less like the schools and communities the students represent.

Beginning in 2013, Stovey sought out area NHD teachers to address this problem and make UWL's Western Regional Contest a celebration of area talent. Her goal was to provide for students who may get only one trip to the archives the

information they needed to efficiently find documents with a compelling narrative.

But Stovey also recognized the opportunity to begin a high-impact practice in her own classes on campus. Many of the skills undergraduate history majors and minors learn in the gateway course, HIS 200, Historiography and Historical Methods, aligned with NHD's needs. The result: the National History Day in Wisconsin Friendly Finding Aid (FFA) website.

Finding aids are the organizational key to primary collections, a road map researchers use when reviewing a collection. Identifying primary sources is a first step, but finding aids are often geared toward older advanced scholars, as well as

National History Day is a nationwide academic program and contest whose Wisconsin regional event is held each March at UWL. While COVID-19 stopped this year's competition on campus, the research and findings remain long-lasting for the middle and high school students participating.

those with more time to spend in the archives. The FFA, therefore, is a friendlier version of a traditional finding aid, explains Stovey, because it directs students to documents they need to follow for a given narrative.

As a semester-long project, HIS 200 students review and contextualize a collection of their choosing. They find a narrative, or limited number of narratives, then communicate their findings to a younger scholar. Ultimately, the FFA improves the discoverability and usability of primary sources for middle and high school NHD students while giving undergraduates an authentic audience for their work.

Collaboration is at FFA's heart. In addition to NHD teachers, Stovey also reached out to Laura Godden, historian and archivist in Murphy Library Special Collections and Area Research Center (ARC). They, along with an Eagle Apprentice and another UWL student (funded through a CASSH Small Grant), created a prototype website.

In fall 2015, Stovey piloted the first semester of FFA research in HIS 200. Her students wrote collection reviews and received feedback on their work from NHD teachers and students. Then in 2016, Stovey earned a \$10,000 Wisconsin Humanities Council Grant to hire a local agency to create a website. Since then, numerous semesters of HIS 200 students — taught by Stovey, Tiffany Trimmer and John Grider — have learned the research process and published their work on the site.

The idea for a friendly, historical finding site is innovative, says Godden. "As far as I know, the FFA is a unique idea," she says.

"I personally don't know of any other archives that create finding aids specially tailored for younger scholars in middle and high school. Because the FFA focuses on one historical narrative found in particular sections of a collection, middle school students are not overwhelmed by the enormity of archival collections, some of which can contain hundreds of boxes on all sorts of different subjects."

Godden says the website has made a big difference. "Without the FFA, the students might otherwise never discover that these primary sources exist," she notes.

Stovey's work with the FFA has continued. In spring 2018, a UWL Margins of Excellence grant allowed her class to travel to the UW-Platteville ARC to create FFA guides for NHD students there.

Additionally, research that Stovey and Trimmer did using the FFA and HIS 200 will soon be published in the "Journal of the Scholarship of Teaching and Learning."

While COVID-19 stopped this year's NHD competitions on campus, Godden says the research and findings middle and high school students complete — online and in the library — are long-lasting. She remembers a student who discovered a letter penned by Susan B. Anthony.

"This student could not contain her excitement, let out a loud shriek of pure joy, and then elatedly remarked that she could not believe she was touching something that Anthony held in her hand over one-hundred years prior," Godden recalls. "There is just no other way for students to experience moments like this without visiting an archive."



Assistant History Professor, Patricia Stovey, left, and student Maddie Rogin work together making final edits on her FFA entry, "Marsh Matters."

Pilgrimage path

Students trace the trail of MLK



The January pilgrimage included a stop at Whitney Plantation in Louisiana. It's one of the first U.S. plantation museums that tells the story of plantations and slavery from the perspective of those enslaved there.

The trip took them to Atlanta, Birmingham, Tuscaloosa, Montgomery, Selma, Gulfport, New Orleans, Jackson, Little Rock and Memphis. They visited these sites and more where major events happened during the civil rights movement in the '60s — decades before the students in the group were even born.

Eight UWL students joined others from UW-Eau Claire in January to see and experience firsthand the events that transpired in the tumultuous South at that time.

“The trip really brings the civil rights movement to life,” says UWL Associate Professor of Ethnic & Racial Studies Richard M. Breaux. “Students had the opportunity to hear from and meet veterans of the civil rights movement during our stops in Atlanta, Tuscaloosa and Selma.”

One of those veterans was Charles Person, the youngest of the first group of Freedom Riders in 1961. Students also experienced Selma with Bloody Sunday participant and Selma to Montgomery Voting Rights March activist Joanne Bland.

“The trip really brings the civil rights movement to life.”

Students also headed to Jackson State University in Mississippi, sight of the 1970 shootings where state and local police killed two African American students just weeks after the Kent State shootings. They attended a church service at Ebenezer Baptist Church in Atlanta where the Rev. Martin Luther King, Sr., was pastor and the Rev. Dr. Martin Luther King, Jr., served as co-pastor

The group also experienced Whitney Plantation outside New Orleans. The grounds are extraordinary because

they are one of the first plantation museums in the southern U.S. that tells the story of the plantation and slavery from the perspective of those enslaved on the plantation until 1865.

“Students come back from the trip transformed and with a greater appreciation of the many well-known and lesser-known women and men who challenged white supremacy and racism during this critical moment in our nation’s history,” Breaux says. Many of the activists in the movement were the same age of current students when they risked their lives protesting for rights.



The stop in Memphis included the balcony where Martin Luther King, Jr., was assassinated.



While in Atlanta, students heard from Freedom Rider Charles Person, center, front. Those from UWL include, front, from left, Mercedes Szabelski, Charles Person and Alex Jeske. Back row, from left, Breckin Sargeant, Richard Breaux, Jaiya Edwards, Mya Salinas, Karch Cvcancara and Brittany Williams.

“Different students take away different messages, information and knowledge from the trip,” continues Breaux. “Some are surprised to see that some southern whites continue to fight against civil and equal rights to this day.”

Selma suffered and continues to live in the aftermath of middle-class white flight, Breaux notes. “Many of the Civil Rights activists still bear the physical scars of being beaten by police, state troopers, and pro-segregationist whites,” he explains. “Some students are emotionally overwhelmed by the

entire experience and others vow to become more politically active by the trip’s end.”

UWL’s involvement in the Civil Rights Pilgrimage began in 2017 as an on-campus collaboration between Residence Life and the Office of Multicultural Student Services. Jacqueline Lee, then a hall director, and Antoiwana Williams, director of OMSS, planted the seeds for the collaboration with UW-EC’s Blue & Gold Beginning Program.

Breaux plans to continue promoting the Civil Rights Pilgrimage. He also

has plans for a northern Civil Rights and Underground Railroad course and trip.



Students also headed to Jackson State University in Mississippi where in 1970 two African American students were shot by state and local police.

Assistant professor earns national rising star award



A Political Science and Public Administration Department assistant professor is making the grade on campus. Shilpa Viswanath, who joined the department last fall, has been named a 2020 Section for Women in Public Administration Rising Star.

The national award, in its inaugural year, is presented to an individual who is less than five years into their academic or professional public service. It recognizes those who have demonstrated outstanding potential, growth and commitment to advancing public administration and public service. Viswanath will receive the award from the American Society for Public Administration.

Viswanath moved to Wisconsin last fall for her first teaching job out of graduate school. She has wanted to teach for as long as she can remember, ever since growing up watching her mother—a college professor of sociology in India—teach and mentor her students with persistent compassion for nearly 35 years.

“This exposure left me with a lasting impression of what I wanted to do with my life and for a livelihood,” Viswanath says. “In academia my primary identity remains that of a teacher. My research, my writing, my professional presence, all feed into my teaching.”

Viswanath has been an active member of the executive board of the Section for Women in Public Administration (SWPA) of the American Society for Public Administration (ASPA) since 2018.

*Political Science and Public Administration
Department Assistant Professor Shilpa Viswanath,
who joined the department last fall, has been named
a 2020 Section for Women in Public Administration
Rising Star.*



1st Lt. Alastair Keys, '17, left, and SFC Ryan Gerber took part in the Best Ranger Competition in April 2019 that ranged from distance running and ruck marching to obstacle courses and marksmanship.

RANGERRIVALRY

Alum's two-man team is No. 2 in grueling Army competition

It's called the Best Ranger Competition and following the grueling three-day national U.S. Army contest in spring 2019, 1st Lt. Alastair Keys, '17, finished among the best. Keys, a biochemistry major, and his competition partner SFC Ryan Gerber finished second in the 36th annual Best Ranger Competition at Fort Benning, Georgia, April 12-14, 2019.

The 60-hour, 60-mile competition has evolved over three decades. Originally created to salute the best

two-man buddy team in Ranger Regiment at Fort Benning, it now determines the best two-man team from the entire Army.

Out of the 54 teams that started, only 16 finished. Events ranged from distance running and ruck marching to nighttime land navigation and marksmanship.

Keys found his love for the military from ROTC, pointing to an awesome group of peers and cadre contributing to some of the best years of his life.

Justin Jorstad, '19, is grateful for the Eagle Battalion cadre and knowledgeable professors who helped him prepare for his future. He was commissioned into the Army as a second lieutenant and UWL graduate Dec. 15.

DOUBLE HONOR

Commissioning celebrated at commencement for the first time

Senior Justin Jorstad celebrated two great achievements last December. He graduated from UWL and was commissioned into the Army as a second lieutenant — at the same ceremony. It was the first time UWL conducted a commissioning into the Army as part of commencement. Lt. Col. Erik Archer, Military Science Department chair, swore Jorstad into the Army in front of his classmates, professors, university leaders and others.

“I think the university community together bearing witness to the moment he becomes a commissioned Army officer is powerful,” says Archer. “I think we sometimes see a gap between civilian life and the military. So, instead of holding a commissioning ceremony in a separate room, we can build bridges across these camps by holding it in front of everyone.”

Jorstad is flying Army helicopters. The current commander of the Army's Aviation School is Lt. Col. Keith Hill, also a UWL alum.



THE UWL FACULTY'S TALE

Kathryn Skemp Moran performs popular show on big opera stage

It's not every day you give birth in front of hundreds of people while also attempting to sing louder than a 70-piece orchestra.

While the birth was a performance, the rest was as real as it could be for UWL music lecturer Kathryn Skemp Moran. That scene, as well as the rest of her "life-changing project," took place during Boston Lyric Opera's recent rendition of "The Handmaid's Tale."

"It was intense," says Moran. "The challenge to cut your voice above a big orchestra like that – to develop an instrument that doesn't need to be amplified. There's nothing like it."

Margaret Atwood's "The Handmaid's Tale," first released as a novel in 1985, focuses on a fictional patriarchal society that oppresses women by labeling them as nothing more than vehicles for procreation.

Eventually, the women, also known as "handmaids," revolt. Moran played supporting character and handmaid "Janine" in the theatrical adaptation who leads two major scenes: Janine's attempt to hide a psychotic breakdown and the previously mentioned public birth simulation.

"Janine is a volatile person in her situation. I was cracking on stage," explains Moran. "Those two scenes of being unhinged in a very pressure



UWL Music Lecturer Kathryn Moran, in white with bare shoulders, is surrounded by other handmaids during her character Janine's birth-giving scene.

LIZA VOLL PHOTOGRAPHY

cooker kind of situation were unforgettable.”

Moran, a La Crosse native, has taught music on campus for nearly a decade. Her connection to the Boston Lyric Opera dates to her working on a Master of Music degree at Boston University after attaining her undergrad at Northwestern. While she doesn't audition for larger productions as much as she did fresh out of college – she still keeps tabs on upcoming shows. She continues to stay in touch with the connections she's made over the years.

Moran's journey to her latest appearance at Boston Lyric Opera began after an audition for a completely different production. In attendance were the general, musical and artistic directors for “The Handmaid's Tale” and after seeing her

performance, they called her back not for the show she originally auditioned for, but rather the role of “Janine.”

“I started preparing months out. I was reading all of director Anne Bogart's books,” says Moran. “I studied her directing style. I reread the novel. Started watching the Hulu series. Learned the opera. Listened to the score.”

In-person rehearsal for the show ran five weeks prior to opening night. “The Handmaid's Tale” at Boston Lyric Opera featured four performances over a week period in May 2019. On top of receiving a glowing review in the New York Times, Moran shares, “It was one of the outstanding productions of the year from Opera News. It was one of the best of last year's productions. It had a lot of buzz.”

Thinking back about her time on stage, Moran says the ability to perform on a regional level such as the Boston Lyric Opera has improved her ability to teach at UWL— especially singer-actors. “Being a better artist and better singer helps me teach these students how to best connect to the song text and get ready for their performances,” Moran notes.

Moran has no future projects lined up, but says she will continue to seek the “right productions” to take part in.

Moran's notable performance venues

- Madison Opera
- Glimmerglass Opera (New York)
- Chicago Opera Theater
- Aspen Music Festival and School
- The Florida Orchestra
- The Boston Pops



“It was a very intense scene... being unhinged in a pressure cooker kind of situation was memorable,” says Music Lecturer Kathryn Moran.

More than a library

Resource Center
is key for Women's,
Gender, and Sexuality
Studies Department



Jodi Vandenberg-Daves, professor and chair of Women's, Gender, and Sexuality Studies, center, is surrounded by help in the Resource Center. This spring's interns included Cali Ogurek, left, and Eryn Leahy.

It's a welcoming study area. It promotes feminist and social justice reading, activism and collaboration.

The Women's, Gender, and Sexuality Studies Resource Center is "a treasure trove of historical feminism," says Jodi Vandenberg-Daves, professor and chair of Women's, Gender, and Sexuality Studies.

With books donated primarily by faculty who have retired from UWL, the center provides historical,

intellectual work that has been used by the program for more than 30 years.

Student interns have made the library vastly more visible, usable and up to date, says Vandenberg-Daves. The interns have made the space more inclusive by connecting with Campus Climate and the Office of Multicultural Student Services to promote social justice events, and by developing rotating displays on feminist and social justice topics to showcase center materials.

"They have been critical to the work of retiring older books through community donations and campus free book events, incorporating new donations, and reorganizing the entire library to facilitate student research in the history of feminism," Vandenberg-Daves explains. "Student interns' ideas about new books needed in the library helped make the space more relevant."

Gabriela Calderon, a WGSS major and psychology minor who graduated in December 2019, worked in the

center for three semesters. Calderon and fellow intern Siiri Koski, '19, spearheaded a major reorganization project for the library, updated check-out information and systems, liaised with other campus group, and developed a social to increase the space's visibility while making it more inclusive.

The research that went into their efforts led them to present at the state Gender and Women's Studies conference, where they won a research award. Another intern, Sabah Khan, developed innovative ways to share the library's book resources in the community.

Calderon's favorite part of interning was re-organizing the shelves by decade, allowing her to put her hands on almost every book.

"We decided that we wanted to start organizing the shelves by decade to show individuals the feminist thought through time," Calderon says. "In order to do that, we had to locate the publication date of every book, organize them by their genre, and then by author. It was amazing to see all the different types of materials we have and how the thought through time has shifted."

Calderon, an advocate at **Bluff Country Family Resources**, says the work not only helped her in her studies, but also in her career. "I gained so much through this experience, but overall it helped me be aware of the resources out there and knowing a general idea of which particular resources I can give out



Gabriela Calderon, '19, a WGSS major and psychology minor, worked as an intern in the Resource Center. "I gained so much through this experience, but overall it helped me be aware of the resources out there and knowing a general idea of which particular resources I can give out to individuals for their needs," she says

to individuals for their needs," she explains.

Along with being key for student research, the center holds programs that connect gender researchers on campus, inspire students with learning about what to do with the WGSS major, and showcase feminist library offerings in the UW System.

Vandenberg-Daves sees the WGSS Resource Center's importance remaining strong. "The center will continue to be used for our advising and gender researcher events, and to support student academic and activism work in social justice," she says. "Whenever budgets allow, we expand and update our collection to provide books that keep us up to date in our field."

Last year, with help from the student organization College Feminist and WGSS funding, the center acquired new books on topics like transgender allyship, contemporary histories of black feminism, and indigenous feminist activism.

In 2020, Health Education/Health Promotion Department students will gather at the center to learn about gender and health. Also, current student intern Eryn Leahy is creating a space to showcase UWL faculty, staff and student publications on gender topics while intern Cali Ogurek is working with Vandenberg-Daves' students in "History of Feminist Thought" to help them use center materials for research.

‘Live from New York, it’s Saturday night!’

Alum works behind the scenes for iconic sketch comedy show

Coming to UW-La Crosse in 1997, Tyler McDiarmid wasn’t sure what he wanted to do after graduation, but he knew it had to involve music. Today, he is behind the scenes – and sound – of one of America’s most popular evening programs.

After attaining his first guitar as a high school sophomore, McDiarmid found a love for music and more specifically, jazz. He played in his high school jazz band and even went on to form a ska group that played in the “Battle of the Bands.” To say McDiarmid was hooked would be an understatement.

“By the time I was a senior, I was struggling to keep my grades together while also reading that month’s guitar magazine secretly in my calculus book,” McDiarmid jokes.

It wasn’t long after that McDiarmid found himself at UWL, committing to a music degree with an emphasis in jazz performance.

McDiarmid spent hours in the practice room. He even went on to help pioneer the popular La Crosse band, Three Beers ‘til Dubuque.

“I loved playing with the jazz ensemble, specifically for the Big Band Cabaret concert. We’d dress up in tuxes,” recalls McDiarmid. “The music faculty were so supportive.”

After attaining his undergrad in 2003, McDiarmid moved to the Big Apple to further his education at New York University. Soon after, he started an internship where he crossed paths with Tina Fey, Fred Armisen and Amy Poehler as he would make accommodations for celebrity musical guests for one of the longest running and most successful comedy shows on TV: “Saturday Night Live.”

Fast forward to 2014. McDiarmid had a master’s in jazz studies, joined the popular indie-rock band San Fermin and began a career as a music engineer. That was when a new opportunity presented itself.

“A spot opened up at SNL and I was on the short list because they knew I was an engineer and remembered me from years back,” says McDiarmid.

The rest is history. McDiarmid joined a team of music engineers tasked with overseeing the sound quality of SNL’s visiting artists. He’s responsible for “making them sound good.”

“For example, today (Thursday), we have David Byrne coming in with his group. We’ll set everything up with them on stage. We’ll check cameras and sound. Then they’ll come back Saturday and do it live,” explains McDiarmid.

McDiarmid says the job has given him many memorable encounters, including studio discussions with both Prince and U2. He also worked on SNL’s big 40th anniversary show in 2015 that featured a number of international celebrity musicians.

Even after all that and the grind with a career in music in New York City – McDiarmid still thinks back to La Crosse as his “foundation.”

“I came out of there with a great concept. I had a good understanding of what I was getting into,” says McDiarmid. “All the learning I did on campus translates to engineering. It’s helped me understand the artists I’m recording. It’s invaluable to what I do now.”

Other ventures

Along with spending 40+ hours a week on the set of Saturday Night Live, McDiarmid stays busy. On top of being a husband (to a fellow UWL grad) and father of three, McDiarmid fills in as the music engineer for “The Tonight Show Starring Jimmy Fallon” when necessary, continues playing guitar with San Fermin, teaches guitar lessons at NYU and runs his own location-recording business – most recently working on an album for American jazz-rock guitarist John Scofield. He has also engineered six Grammy-nominated records.



Tyler McDiarmid, front left, helped form the popular La Crosse band, Three Beers 'til Dubuque. The band was made up entirely of UWL Jazz Ensemble students.



Tyler McDiarmid, the guitarist, plays with the UWL Jazz Ensemble during a tour in Scotland.



Tyler McDiarmid, '03, primarily works as a music engineer which includes mixing both live and recorded music to create the best sound quality possible. He's on the team of music engineers tasked with overseeing the sound quality of "Saturday Night Live's" visiting artists.

CHANGING

CURRENTS

Internationally-acclaimed artist Truman Lowe's works returned to campus

Artist Truman Lowe had a love for water — whether floating in a canoe or using his artistic talent to replicate its quiet stillness or rushing movement.

It was fitting that an exhibition of Lowe's art was where the waters of three rivers meet — in La Crosse. Also, UWL is Lowe's alma mater and a place close to his heart, according to family and friends. Lowe, an internationally-acclaimed artist, died in March 2019 at age 75.

The exhibition "Changing Currents" ran Jan. 31-Feb. 21 in the University Art Gallery in the Center for the Arts. The title comes from something Lowe wrote on a sketchpad and exhibition co-curators, Jo Ortel, and Truman's wife, Nancy Lowe, found while going through his collections. Ortel says Truman frequently created art focused on water, rivers and streams. The exhibition focused on that work, as well as drawings of Native American Ho-Chunk artifacts and Woodland Indian objects.

Truman Lowe, 1944-2019

Truman, '69, became a professor in the School of Education's Art Department at UW-Madison. He also grew his reputation internationally as an artist throughout his career — exhibiting worldwide with prominent accomplishments such as a sculpture in the Jacqueline Kennedy Garden at the White House and being named the first curator of contemporary art for the Smithsonian National Museum of the American Indian. He was known for his originality and contemporary take on Ho-Chunk art.

“He is a Wisconsin treasure, a Ho-Chunk treasure and an American treasure as far as I'm concerned,” says Ortel, who wrote a book on Truman, “Woodland Reflections: The Art of Truman Lowe.”

Nancy Lowe says his fascination with creating water likely comes, in

part, from growing up near the Black River. Later in life, the two frequently went canoeing together.

“Just being out on water in a silent way was something we both enjoyed,” notes Nancy. “And we did that as long as we were able to.”

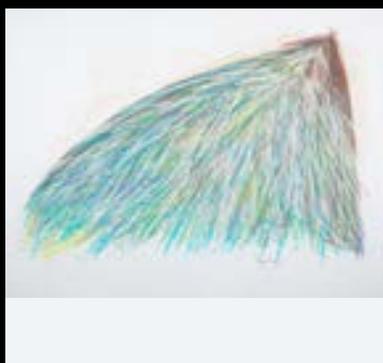
Ortel recalls Truman saying that sitting in a canoe was like being suspended between the sky and the Earth. She hoped the show was a haven for viewers, bringing the kind of peace Truman found in nature.

“There is something so peaceful and calm about Truman's work,” says Ortel. “It's not political. It's not angry. There is a sense of tranquility that I think a lot of people recognize.”

Truman was always happy to share his time and talents with the university, says Al Trapp, retired president of the

UWL Foundation. Truman returned to UWL for an exhibition of his work in spring 1991, titled “Streams.” As part of the exhibition, he sold prints of his work to raise funds for Truman Lowe Scholarship Fund for minority students and the Hebbard endowment, according to a fall 1991 article in the *Alumnus* magazine. Truman was named a UWL Graff Distinguished Alumni Award Recipient in 1992, a Parker Distinguished Multicultural Alumni Award recipient in 1999 and served on the UWL Foundation Board.

La Crosse has always remained one of Truman's favorite places, says Nancy. “When they asked us to do a show in La Crosse, I thought, ‘Yes, that is exactly what Truman would like.’”



“Untitled (The Source), c. 2000 – 2010, pastel on paper, 30 1/4 x 42 1/4”



Bird Form, Petroglyph Series, 1995, wood, leather, 21 x 20 1/2 x 5 1/8”



Untitled (Arrow Head), 1987, pastel on paper, 14 x 10 3/4”

UWL School Psychology program earning high marks



- School psychology graduate student Jenna Sether has received the Elizabeth Woods Award as the top master's degree student in the state from the Wisconsin School Psychologists Association (WSPA).
- 100% of the 2019 cohort passed the national school psychologist exam in November.
- 100% of students planning to graduate in the 2020 cohort presented research at the National Association of School Psychologists in Baltimore in February.
- 100% of students are offered internships following Wisconsin School Psychologists Association employment fairs each February.

A UWL student has won this award for the past four consecutive years. The UWL School Psychology program, in existence since 1969, is innovative and traditional. The program includes early entrance to school settings, a collaborative atmosphere, and training grounded in a practitioner-scientist model.

The Wisconsin Department of Public Instruction's appointment of Elizabeth Lindley Woods in 1917 marked the beginning of the profession of school psychology in Wisconsin. As Wisconsin public education's first psychologist, Woods was dedicated to identifying children with exceptional needs, collaborating with educators to plan educational programs, and ensuring teacher-training programs adequately prepared teachers for working with all children.

Elizabeth Woods Award

*2020 UWL Graduate Student
Jenna Sether is the winner of the
state school psychology award.*

When UW-La Crosse Associate Professor Rob Dixon shares examples of K-12 classroom situations with his school psychology graduate students, it's often about something that happened a day or two before. That's because Dixon and other faculty in the School Psychology Graduate Program head into area classrooms to get the pulse of what's going on in the field.

"The field of school psychology is moving and it is up to us to keep pace," says Dixon, director of the program who is spending time at 7 Rivers High School and the La Crosse Design Institute in the La Crosse School District during the 2019-20 academic year. "I try to see what is on the horizon and teach my students to meet the challenges in the future. Without this reassignment, I would have great difficulty envisioning what their challenges and roles are going to be."

Dixon says it's important for faculty to know what is happening in schools. That's why every four semesters school psychology

professors head to a local school for hands-on experience.

While he has always liked the mental health component of his role, it wasn't until Dixon's current rotation that he realized how important it is for teachers and principals to rely on a school psychologist's skills.

"It was different to see them prioritizing the mental health of their students," says Dixon. "This knowledge helped me tweak my classes to bring these points out more."

Dixon finds himself referring to current classroom situations all the time. "I tell the students what is happening in the classroom and have them problem solve the situation," he explains. "I think these stories cement the intended lessons that I hope they will take away. It makes it more real and relevant to see that I am working on the very tasks that I am trying to teach them."

With his recent work in the La Crosse School District, he's noticed the growing mental health challenges. "Students questioning who they are and where they fit



into society has been more poignant for me," says Dixon. "The least surprising is the day-to-day functioning of the schools. Teachers are motivated to make a difference in the lives of students and, for the most part, students are excited to be learning."

Dixon says other programs across the country are taking note of how the UWL program works to keep its faculty up to date. When UWL faculty presented the model at a national conference for graduate educators, many came and asked how they could replicate it.

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Time for class

On-the-job experience keeps faculty up to date



A civil discussion

David Gergen, who advised Presidents Nixon, Ford, Reagan and Clinton and is a current senior political analyst for CNN, came to campus in February. His presentation was fully funded by the Tommy G. Thompson Center on Public Leadership. It was part of the Political Science and Public Administration Department's "Civility in a Partisan Era" Series, which has included speakers George Will and John McCormack.

CIVILITY
IN A PARTISAN ERA



Hoskins earns diversity, inclusion kudos

Deb Hoskins received the Dr. P.B. Poorman Award for Outstanding Achievement on Behalf of LGBTQ People from UW System in November. Hoskins has been a strong advocate for the LGBTQ+ community on and off campus for more than 20 years. Through her professional roles as the former chair of the Women's, Gender,

and Sexuality Studies Department and the Inclusive Excellence Coordinator for the Center for Advancing Teaching and Learning, as well as through her personal care and concern for people of any marginalized identity, she embodies the spirit of the Dr. P.B. Poorman Award. The UW System and the LGBTQ Inclusivity Initiative

established the annual Dr. P.B. Poorman Award for Outstanding Achievement on Behalf of LGBTQ People in 2008. It honors UW System faculty, staff and students for excellence in advocacy, research or service efforts on behalf of LGBTQ communities. Each UW System institution selects one person to receive the recognition.





‘Hear, Here’ reaches milestone: 50 states!

UWL’s oral history project “Hear, Here” has received more than 11,900 calls nationwide since launching in April 2015. More than 5,000 have come from outside the local 608 area code. In August 2019, the national-award winning project reached a new milestone: a call from every state in the U.S. (Shout out to Mississippi, the final state!) The work reflects UWL’s strategic planning pillar of increasing community engagement. Since its start, “Hear, Here” created a new project in London, Ontario, in 2019. A new project in North La Crosse is planned in 2021, along with discussions for future projects in La Farge, Wisconsin, and Miami, Florida.

Alum is a ‘Rising Star’

Kayleigh Day, a community health educator for Monroe County Health Department and part-time instructor in UWL’s Women’s, Gender and Sexuality Studies department, is one of the Rising Stars of the 7 Rivers Region. Day, ’11 & ’16, earned a Master of Public Health and a bachelor’s in community health education and women’s, gender, and sexuality studies. Her career combines both degrees as she works to address social inequalities she studied as a student as they relate to public health. The list of 24 people younger than 40 on the list are honored for making a positive difference in the 7Rivers Region. Emelee Volden, UWL director of International Education & Engagement, was also recognized.



NEWFACES

The College of Arts, Social Sciences and Humanities welcomed the following Full-Time Instructors to campus at the beginning of the 2019-20 academic year



Art
Jarred Pfeiffer
Assistant Professor
Ceramics



Communication Studies
Weixu Lu
Assistant Professor
Media Studies



Global Cultures & Languages
William Mahan
Associate Lecturer
German



Art
Sierra Rooney
Assistant Professor
Art History



English
Louise Zamparutti
Assistant Professor
Professional Writing



History
Hanadi Shatara
Assistant Professor
History Education



Global Cultures & Languages
Antonio Martin Gómez
Assistant Professor
Spanish



History
Penelope Hardy
Assistant Professor
History of Science & Medicine



Music
Justin Davis
 Assistant Professor
 Orchestra



Psychology
Jason Sumontha
 Assistant Professor
 Clinical/Developmental



Student Affairs Administration
Moira Ozias
 Associate Lecturer



Philosophy
Daniel Schneider
 Associate Lecturer



Psychology
Kevin Zabel
 Assistant Professor
 Neuro/Cognitive



Theatre Arts
Kathryn Link
 Associate Lecturer
 Technical Director



Political Science & Public Administration
Shilpa Viswanath
 Assistant Professor
 Public Administration



Psychology
James Puckett
 Associate Lecturer



Theatre Arts
Eric Jorgensen
 Associate Lecturer



Political Science & Public Administration
Daniel Mueller
 Associate Lecturer



Psychology
Jessica Schweigert
 Associate Lecturer

SNAP

Collection of 1900s Odin Oyen art expands UWL's digital collection

After acquiring a large collection of La Crosse artisan Odin Oyen's works, La Crosse attorney Nick Passe turned to Murphy Library to share his find worldwide through the library's digital collection. Murphy Library Digital Collections Librarian David Mindel was eager to take on the project. He envisioned digitizing the designs with the Wisconsin Historical Society's large collection of Oyen's works, housed in Murphy Library's Special Collections, and putting them into one, online heap. Once posted, Mindel, who worked with the Art Department, says the digital collection has drawn interest worldwide.



SEE FOR YOURSELF

Below: La Crosse County Courthouse interior courtroom design. This painting has artistic merit, but is also useful in showing how Oyen's firm would propose design ideas to an architect and client.



Above: "Card playing Monks mural design" are among the Oyen works ranging from preliminary drawings to finished watercolors. The designs show each of the steps from an idea to a completed painting.

Right: "Old Style Lager mural design" features King Gambrius. The Oyen firm decorated almost every possible type of building. The designs give modern-day viewers an understanding of late 19th and early 20th century artistry.



Gambrius