

The College of

LIBERAL ARTS

Fall 2011

Evolving Programs *and New Directions*

The excitement in the air at the beginning of every academic year is palpable, and this year is no exception. The campus is re-energized by the return of our students and the prospect of a successful year in academic and co-curricular activities. We particularly anticipate outstanding performances by liberal arts students in activities ranging from art to athletics and from theater and dance to competitions in mock trial and Japanese language.

Not only are we embarked on a new year, but the college has launched new programs, and many of our traditional programs are taking new directions.

The liberal arts have been central to education for centuries, and we continue to do traditional things extremely well. But there is no denying the excitement that is generated by change.

One of those changes is participation by a number of liberal arts faculty members in multidisciplinary research teams. As

the problems to be solved become more complex, research teams with expertise and perspectives from across the University are increasingly necessary in order to analyze and find solutions to those problems. Research on clean energy, for example, is being aided by members of the economics and political science faculty. Faculty members in philosophy, economics, and sociology are part of a team that works with issues surrounding infectious diseases. Several members of the faculty, including creative writers and political scientists, are part of research and advocacy teams studying climate change.

The content of our disciplines also is changing. The largest undergraduate program in sociology now is criminal justice, and history has expanded from focus on sections of the world to include attention to broad themes such as envi-



ronmental history. The repertoire of music also is expanding. This spring **Wes Kenney** conducted the Wind Ensemble in a very contemporary symphony; *Circus Maximus* created musical whiplash in the audience. The performers were located in the aisles and at the back of the concert hall as well as on stage, and the music featured abrupt and rapid shifts among styles and sounds. Bouncing from pastoral tones to dissonant urban night sounds and from martial to circus music to jazz, the performance tossed competing moods against each other in a chaotic frenzy of excess that ended with a gunshot and the concert hall going dark. Beethoven it was not.

Another change is in the research and teaching focus of some faculty members. Ethnic studies department Chair **Irene Vernon** is launching a study of issues faced by transgendered Native American individuals, including violence and cultural bias from

the public and in their native communities. Communication studies Professor **Carl Burghardt** has shifted his research focus from great political speeches in American history to film, which led him to join with other faculty who work with film to propose a silent film festival for CSU. Central to this proposal is Associate Dean **John Didier's** effort to keep the historic Wurlitzer pipe organ, which was recently removed from the student center theater at the University. The college hopes to find donors to help us reinstall the organ in a lecture hall near the Oval, which would be the festival site.

Many of you have reinvented your professional selves over the course of your careers. A recent visitor to the college office, **Shelley (White) Kerr**, speech communication, 1994, told of using her graduate focus on intercultural communication in her new position as communications manager for Partners in Food Solutions, a nonprofit organization that involves member corporations and volunteers in helping

with food projects in Africa, including an effort in Malawi to produce a high-calorie peanut butter-like paste for malnourished children, and one in Tanzania to fortify foods with vitamins, minerals, and proteins.

This edition of the Newsletter celebrates new directions and emerging programs and the excitement they are generating.



Colorado State University

Tomorrow's Classroom Today

If you ask liberal arts faculty members **what** they're teaching 21st-century students, their answers aren't a lot different from what they might have been 40 years ago: critical thinking, creative problem-solving, multiple literacies, cultural awareness, historical perspectives, scientific viewpoints. But if you ask **how** they're teaching, you'll hear about classrooms filled with change.

The most recent revolution in educational possibility began with the Internet and its 24/7 access to information resources. But learning is about application, and faculty members in the College of Liberal Arts have been experimenting with course designs that promote student engagement in classes large and small.

Some faculty are experimenting with lecture capture, a technology that records what happens in the classroom and makes it available to students via podcasts, mobile devices, or laptops. Many more are using Web forums, chat discussions, and online classroom support programs such as Blackboard. Others are adapting new social networking technologies and communication tools such as wikis, blogs, and ePortfolios to facilitate collaborative work. Still others are working on hybrid course designs that blend face-to-face classrooms and online learning.

Classroom response systems, for example, allow faculty members to poll their students during lectures and demonstrations to see if concepts are clearly understood. Students respond using a clicker, a handheld transmitter about the size of a TV remote. An infrared or radio-frequency signal beams the responses to a receiver attached to the instructor's computer, where the signals are quickly collated into a graph that can be projected in the front of the classroom. Students have immediate feedback on the accuracy of their responses, and teachers have a solid basis for deciding to move on to new topics or to approach the tested concepts again.

Online tutorials offering training on specific topics provide co-curricular opportunities for students, faculty, and staff. Do you need to know more

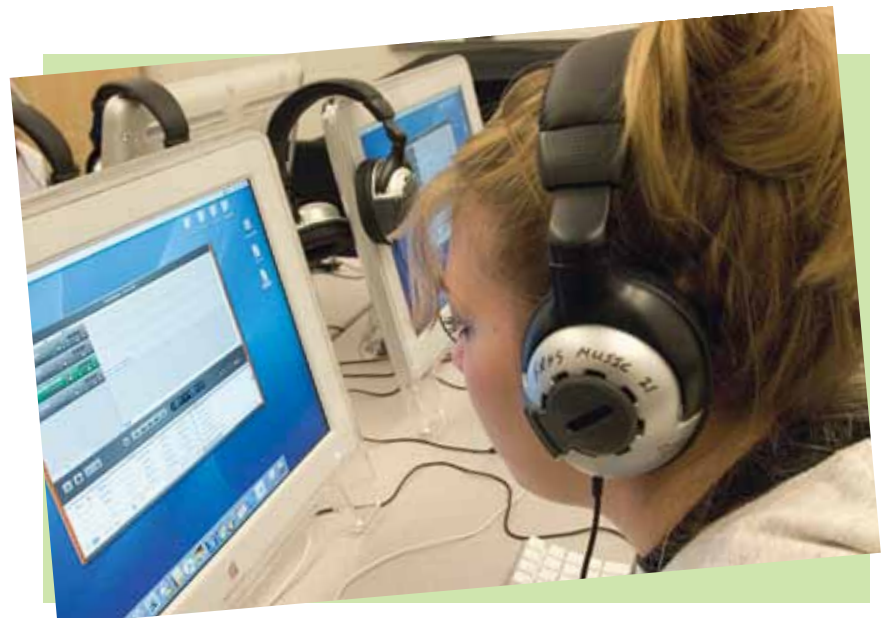


about a particular software application – Photoshop, Dreamweaver, Flash – for work in multimedia assignments? For the past year, Colorado State has made the 60,000 video-based tutorials at Lynda.com available to members of the University community.

And there's more to come, with myriad possibilities still in the R&D phase. Faculty have begun to ask about the potential of the new tablet and slate computers to allow publishers to design multimodal textbooks that could take advantage of touch-screen technology. The layering of virtual information over a 3-D imaging space, still not working all that well and too expensive, will remind us of the possibilities of *Star Trek's* holodeck.

Acting on the assumption that engaged learning has better staying power, today's faculty draw on new tools to replace students sitting passively in a lecture hall with students challenged to respond to questions immediately, collaborate with classmates, or write to learn. Part of this change results from a vision

(perhaps not so new) that teaching and course design can be connected to a web of resources embedding individual classrooms in larger learning environments. Faculty members ask how their courses connect with other courses and with broader campus resources – information technology, libraries, events, co-curricular activities, and organizations – to engage students more deeply in learning activities, give them frameworks for asking more and better questions, and encourage them to think critically about course content.



Connections Gone Viral

Whether it's organizing a revolution in Egypt or getting word to family after a tornado in Joplin, Mo., social networking has moved to the center of communication practice. Its most frequent applications are far less dramatic than these examples, but social media have become critical to millions of users. LinkedIn and Skype launched in 2003, Facebook in 2004, YouTube in 2005, and Twitter in 2006. They've made the world smaller in less than a decade.

They've also transformed our professional and personal relationships.

Social media consultant **Deb Krier**, social sciences, 1984, and technical communication, 2000, got right to the point when asked how crucial it is for college students and recent graduates to be linked: "So many people, so few jobs. It used to be that employers looked at résumés to include applicants; now they use them to exclude. Serious job seekers need to be immediately available when employers start looking."

This may be particularly true for Liberal Arts graduates, whose degrees offer plenty of marketable skill sets but aren't narrowly vocational. Career Center Assistant Director **Wendy Rose** explained that "most people get jobs through their network. The larger the professional network, the better the chance for finding satisfying employment." She went on to recommend that students and job seekers at any stage of their careers register on the widely used professional network created by LinkedIn. Not only are jobs posted there – 75 percent of Fortune 100 companies list their jobs on LinkedIn, for example – but it lets professionals stay in contact with peers and colleagues around the world. Looking for a new job? Let your network know, and ask them to use their networks. Interested in a particular company or nonprofit organization? Look up peers who already work there and inquire.

Marketing strategist **Izzy Abbass**, history, 1990, adds that "using social networks to find information about a company is an extremely effective tool in researching and preparing for interviews. Following a company on Twitter, you can get the latest news while you are on your way to the interview and bring up applicable information during your interview. Such efforts show great interest in the company."

Social media have professional uses beyond the job search as well. Are you looking to acquire a new skill, but you're not sure of the best place to learn it? Do you want to volunteer your time and expertise to your community, but you don't know what would be the best fit for you and a community partner? Try a Facebook post.



Have you been given an assignment that asks you to interview a local CEO but you're not sure how to get on her busy schedule? Try connecting first with her assistant through LinkedIn, since you're more likely to get a response.

Are you trying to create a contemporary job portfolio? **Andy Merolla**, communication studies, asks his students to create ePortfolios to demonstrate their communication and work-related skills. He commented that "some students provide links to websites they have developed, videos they have produced, or video clips that directly demonstrate their communication abilities (e.g., a public speaking clip or campus TV reporting). Some students even have their own YouTube pages, showing all of their videos. These videos then become part of their virtual résumés."

Social media have changed the academic and professional landscape for students and alumni. They have reshaped how students learn, how they create relationships, how they find jobs, how they do them. Many liberal arts departments, led by journalism and technical communication and communication studies, are redoubling their efforts to give students the tools to thrive in this new environment.



Alumna Leads Social Networking Evolution at CSU

Colorado State communities are growing on social media sites, and the University's social media specialist Kimberly Sorensen, journalism and technical communication, 2006, responds: "#GoRams!"

Social media platforms are providing the University with two-way communication among a variety of audiences including current and prospective

students, faculty and staff, alumni, families, donors, community members, and friends of CSU.

Sorensen explains: "Social media is about people talking with people, and the University can now be part of those conversations in a

way that was not as possible, or as accessible, previously. Our social media accounts have become a trusted source for University news and information." The University has a solid presence on Facebook, YouTube, and Flickr, and @ColoradoStateU on Twitter continues to grow.

Sorensen further explains: "We share University news, events, photos, and videos via social media. We also host contests and strive to engage our fans and followers. We're about making social media fun, informative, and a way to foster Ram pride. Now that is something to tweet about!"

You can check out Colorado State University on:

- Facebook: www.facebook.com/coloradostateuniversity
- Twitter: www.twitter.com/coloradostateu
- Flickr: www.flickr.com/coloradostateuniversity
- YouTube: www.youtube.com/coloradostateuniv

Also, don't forget to check in and see what CAM the Ram is up to on Facebook at www.facebook.com/CSUCamtheRam and Twitter @CSUCamtheRam.



Humans in the Wake of Disaster



Hurricanes. Earthquakes. Floods. Globally, the number of natural disasters has increased fourfold during the past three decades – from about 120 per year during the 1980s to roughly 500 per year currently. Reasons cited for this increase range from better tracking and reporting to climate change and environmental degradation. These disasters, which claim tens of thousands of lives each year, exert a disproportionate impact on the world's poorest and most vulnerable individuals.

Oil spills. 9/11. Heavy metal accumulation in the blood of children. Not all disasters are natural; some are anthropogenic. The Center for Disaster and Risk Analysis at Colorado State was created with the goal of reducing the harm and losses caused by natural, technological, and human-caused disasters by learning how social inequality affects the ability of marginalized groups to prepare for, respond to, and recover from disaster.

Research into disasters at the CDRA is, in some ways, animated by classical questions in the humanities and social sciences. Co-director **Sammy Zahran**,



a demographer in the economics department, notes: “Disasters have a way of revealing the architecture of life. Disasters and crises are laboratories that allow one to examine questions of virtue, character, and moral courage as well as to engage technical and econometric analyses of policy and mechanism design. Human response to disasters features compelling acts of altruism as well as moral indifference, cruelty, and victimization.”

Co-director and sociologist **Lori Peek** explains that research on the social causes and effects of disasters has never been more timely or important. “As the gap between rich and poor grows, as population numbers climb and more people settle in hazardous environments, and as natural resource pressures intensify, we will see many more catastrophic events in the future.”

Disasters are complex events that, in the most extreme cases, can radically alter natural, built, economic, social, and cultural environments. Thus, CDRA scholars are committed to working across disciplines while also making use of recent advances in social scientific research techniques, particularly advances in computational power, software availability, and changes in field research techniques. CDRA researchers also investigate both the immediate effects and long-term consequences of disaster. Six years after Katrina, that disaster is still unfolding. Anthropologist **Kate Browne**, a CDRA faculty affiliate, has followed a group of Katrina survivors since the storm, most recently chronicling effects the BP oil spill had on them: “They just got out of FEMA trailers a year ago and now face an entirely new insult to their way of life. While the material loss of Katrina was catastrophic, the one thing that wasn’t destroyed was their bayou environment with its critical wetlands to buffer them from hurricanes and nurture the seafood that is central to bayou culture.” The oil spill now has affected the vitality of these family networks and the environment on which they depended.

Among the disasters studied by CDRA researchers are hurricanes Andrew and Katrina; earthquakes in Christchurch, New Zealand, and the Chin-Chin region of Taiwan; the BP oil spill; and 9/11. In addi-

tion, Zahran has studied environmental toxins among children, and Peek has worked on disaster preparedness for persons with disabilities and currently is conducting an assessment of some of the cities around the world that are most at risk for catastrophic earth-



quakes. Funding for CDRA research has come from government agencies at all levels, private foundations and businesses, and nonprofit organizations. Among the most prominent are the National Science Foundation, National Institute for Environmental Health Sciences, GeoHazards International, and the National Oceanic and Atmospheric Administration.

For more information about the Center for Disaster and Risk Analysis, see:
<http://www.disaster.colostate.edu>.



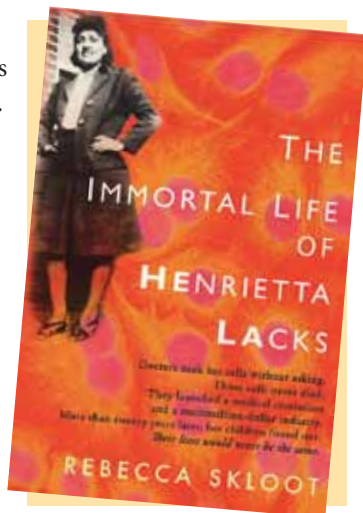
Merging Creativity and Nonfiction

Capping the “official” first year of the Creative Nonfiction program in the English department, CSU alumna **Rebecca Skloot**, 1997, returned to campus last April to read from her runaway best-seller, *The Immortal Life of Henrietta Lacks*. An undergraduate major in biology, Skloot took writing courses in the English department and merged her two loves into a career as a science writer.

“Becka is a wonderful example of a nonfiction writer who learned a great deal of ‘content’ – the nuts and bolts of cell biology – and then used her storytelling and reporting skills to create a book with wide appeal,” said **John Calderazzo**, English. “The book is part medical thriller, part muckraking journalism, and a meditation on the collision between science and personal rights.”

The Immortal Life of Henrietta Lacks showcases the life of a poor Southern tobacco farmer whose bodily cells would become one of the most significant tools in modern medicine. Lacks’ cells, known to scientists as HeLa, were taken without her family’s consent during her battle with aggressive, fatal cancer in 1951. Her tissue sample astonished scientists with its ability to survive and thrive in laboratory settings. To date, more than 50 million metric tons of HeLa cells have been reproduced for the use of researchers around the globe. Lacks’ family learned of her immortal cells more than 20 years after her death but have yet to see any of the profits from the multimillion dollar industry Lacks’ cells established.

Ten years in the making, Skloot’s project dramatizes the kind of work that occupies students in creative nonfiction. Many current CNF students are far



along on theses that promise to become full-length books. “Colorado State’s is one of relatively few creative nonfiction programs nationwide,” remarks **Gerald Callahan**, program coordinator. “And it’s one of an even smaller number that offers concentrations in both writing creative nonfiction and writing about creative nonfiction.”

Of course, before this program was formalized, the English department had a long and strong tradition of nonfiction writing. Many students have gone on to work as editors at leading national journals such as

Archaeology Magazine, *Popular Science*, *Discover*, *Utne Reader*, *High Country News*, *The Normal School* literary magazine, and others. Books by former nonfiction students highlight varied interests and talents:

- *Final Salute* (Penguin, 2008), a National Book Award Finalist written by former *Rocky Mountain News* writer **Jim Sheeler**, technical communication, 1990, who also won a Pulitzer Prize in Newspaper Feature Writing for the reporting that eventually went into the book. Sheeler shadowed a Marine notification unit whose job it was to inform (and then help) families whose relatives had died in the Iraq and Afghanistan conflicts.

- *The Guinness Book of Me* (Simon & Schuster, 2005), a memoir written by **Steven Church**, creative writing, 2002, about growing up as an unusual child and also, as an adult, dealing with the accidental death of his brother.

- *They Fought for Each Other* (St. Martin’s Press, 2010), written by **Kelly Kennedy**, technical communication, 1997, a reporter for *Army Times* and a veteran herself, who was embedded twice in the Middle East with the army unit that received more casualties than any other in Iraq.

Carefully researched and skillfully told, books like these show what can happen when a creative nonfiction writer becomes obsessed with a story to the point that she will do almost anything to pursue and finish it. Such obsessions are inspired by faculty and fellow writers coming together in workshops and readings, taking their shared work and each other seriously.

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The College of Liberal Arts Newsletter is published annually by the College of Liberal Arts at Colorado State University for alumni, faculty, and friends. We welcome your comments and suggestions.

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COLLEGE OF LIBERAL ARTS

Revolutions in Journalism

One of Colorado's two largest universities is closing its school of journalism. The other is providing strong support for rapid change in media technology – at the same time backing dramatic expansion in a media program bursting at the seams with majors. In short, journalism and communication education at Colorado State University are thriving in revolutionary fashion.

The driving force at CSU is curricular change. Students majoring in journalism will share a common foundation in writing, multimedia, and theory

excellent facilities and technology, and an outstanding faculty that truly cares about students.

Another curricular innovation in the planning stages is an exciting new minor, tentatively titled music, sports, and event production. The minor will develop students' knowledge and skills in media production of on-campus events. The music, theater, and dance department; athletics; and the external relations staff are partners in the effort. Students will produce performances in music and theater, athletic contests, coaches' shows, and other University activities, sharing these CSU events with an extended audience. These productions then will be placed into streaming video on the Web and on Channel 11, CSU's cable access channel on Comcast. The University hopes to expand to other media venues over time, including broadcast television in Colorado and Wyoming and The Mountain West Sports Network.

"This program will take advantage of our outstanding reputation in media education," said **Tom Milligan**, vice president for external relations. "We think it will give us an edge in attracting students to a quality theoretical program with

a very strong pragmatic application in

delivering real-world, high-tech skills that are very marketable."

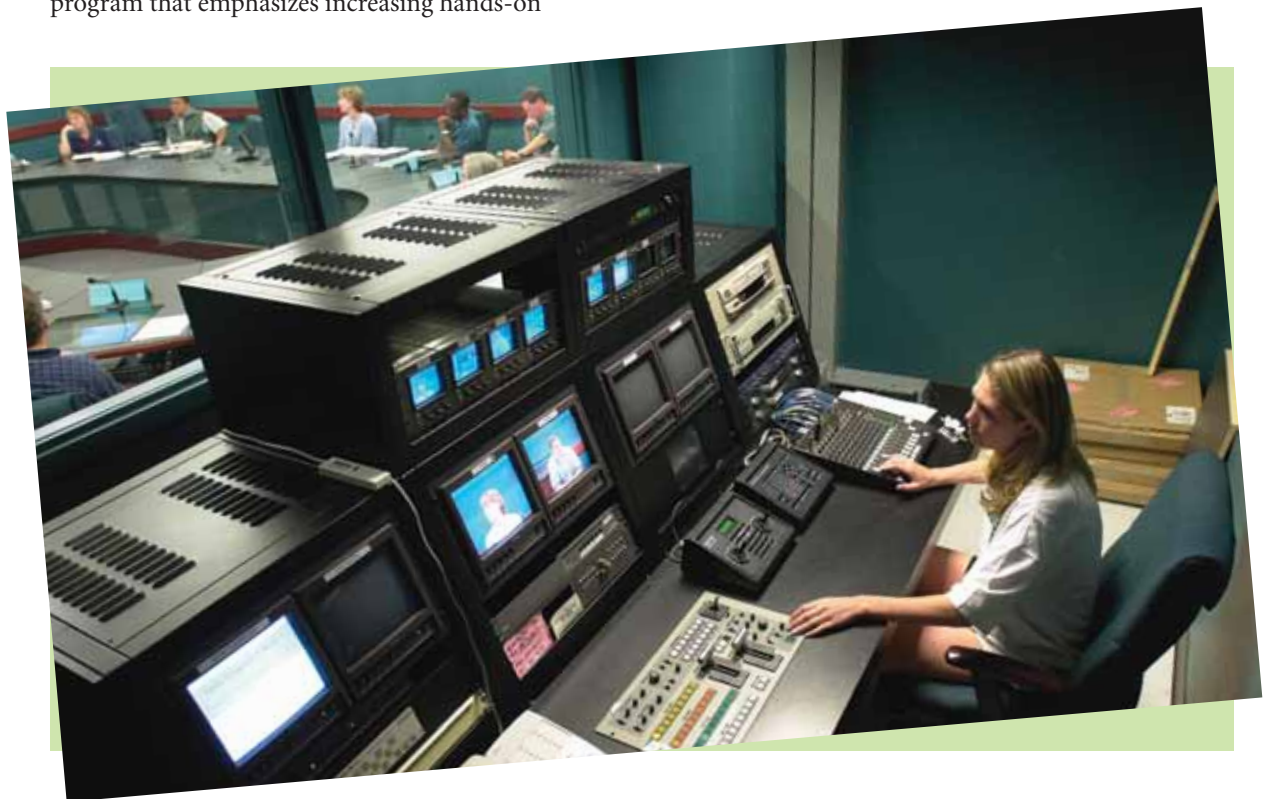
Curricular changes are part of an overall program that emphasizes increasing hands-on

courses, then choose upper-level courses that will support their specific aspirations as communicators. This eliminates pre-designed concentrations that restrict choices. Department Chair **Greg Luft** explains that the curriculum "will continue to create a strong sense of journalistic responsibility, with a non-negotiable emphasis on the development of excellent writing, editing, and critical-thinking skills. By junior year, every student also will be expected to understand multiple hardware platforms and software programs so they can communicate across media platforms and venues."

Because of continuing adaptations and updating, journalism and technical communication's national accreditation was just renewed by its national accrediting council. The site team praised the department for the "nimbleness" of the curriculum,



professional training for students. In addition to the planned minor, all students majoring in journalism will be required to complete an internship. To support the internship and a variety of other hands-on experiences, each journalism student will get a state-of-the-art pocket camcorder, tripod, and microphone, which they will use throughout their program of study to produce innovative multimedia programs. The camcorders support two courses that were redesigned from the ground up by faculty members **Rosa Mikeal Martey** and **Minjeong Kim**, who won a competitive grant from the provost's course redesign program. The selection of these courses for redesign funding demonstrates CSU's commitment to journalism education as it evolves to keep up with dramatic technological change.





According to these participants, said Snodgrass, gaming is “deeply relaxing, what some gamers describe as akin to meditation, or at other times positively challenging and stimulating, like a great chess match where you’re actually one of the pieces.”

Left: Snodgrass and his virtual research team in front of the “Goblin Messiah” in the World of Warcraft’s Booty Bay. Below: Avatars of Martey’s SCRIBE research team in Second Life.

Life in Online Worlds

You are an Orc, and along with others who belong to the Horde, you join a guild, which gives you access to the guild chat channel and bank. Much of your online time is spent questing, during which you gather resources, kill dangerous creatures, deliver items from place to place, locate difficult-to-find objects, and engage in other challenges and activities. In the course of these activities, you both compete and collaborate with others. You also gain a reputation.

Playing the online game *World of Warcraft* immerses individuals in a virtual life in which they take on an identity – an avatar – that allows them to rework the self and establish online relationships distinct from those in their offline lives. Researchers from various liberal arts disciplines have become fascinated with these virtual worlds and the online personalities and social interactions of gamers.

Cultural anthropologist **Jeff Snodgrass** does research grounded in the narrative tradition, role-playing, and mental health. Among the approximately 12 million players worldwide of *World of Warcraft*, many spend a significant amount of time in this virtual world. “What kind of life,” asks Snodgrass, “is this?” His research indicates that individual effects range from positive to the self-proclaimed “Internet addiction” of some individuals whose lives in the offline or so-called “real” world suffer because of the amount of time spent in the virtual

world of the game. Other individuals, however, claim that time spent in the virtual world provides stress reduction, happiness, joy, and wonder. According to these participants, said Snodgrass, gaming is “deeply relaxing, what some gamers describe as akin to meditation, or at other times positively challenging and stimulating, like a great chess match where you’re actually one of the pieces.”

Rosa Mikeal Martey, journalism and technical communication, studies the degree to which online behavior and communication predict offline personal characteristics such as age, gender, leadership, and social conformity. Her research was conducted both among *World of Warcraft* players and participants in the online social world *Second Life*. She and fellow researchers from other institutions developed a comprehensive point-and-click mystery to be solved within *Second Life* and a particular quest within *World of Warcraft*. These were social-science experiments in which every click and key stroke by the participants was recorded and analyzed by the researchers. Among their many findings was that the use of punctuation by online participants was a powerful indicator of education level but not of age. What was most predictive of the offline age of individuals was what their avatars looked like; the more attractive and human-like the avatar, the older the individual. Martey’s research team received a federal grant to support this study.



It is likely that even more liberal arts faculty members will transfer what they know about offline human behavior and communication to activities in online worlds as online activity continues to grow and dominate individuals’ lives. Currently planned research by liberal arts faculty includes comparison of the offline cultures of gamers or participants in other online worlds to determine how online behavior and culture relate to or are affected by the offline culture of participants.



Archaeology is uniquely poised to make a significant contribution to the debate about social and environmental change.

Archaeology in the 21st Century

An airplane flies over a wooded area in Mexico, shooting closely spaced lasers toward the ground and recording data using a new technique known as Light Detection and Ranging technology. Coupled with information from NASA, these data are used by a Colorado State archaeologist and geographer to create three-dimensional images of the area, which reveal that the Pre-Hispanic city they have discovered is more complex and better preserved than their ground-level survey had suggested.

These faculty members in the anthropology department have married time-honored archaeological practices with cutting-edge, three-dimensional high-resolution remote sensing data to better understand the lives of ancient peoples in the Mexican state of Michoacán.

At the time of European contact, Western Mexico was dominated by the Purépecha Empire centered within the Lake Pátzcuaro Basin. In 2008, as part of the CSU-based Legacies

of Resilience Project, archaeologist and Director **Chris Fisher** discovered a large prehistoric urban center within the Lake Basin. This site, named Sacapu Angamuco, is unique for the hundreds of ancient buildings visible on the landscape yielding clues to the size, development, and organization of this ancient city. The density of this architecture, coupled with the rugged topography, made investigation by traditional archaeological methods difficult.

This summer, Fisher and geographer **Steve Leisz** secured LIDAR data that enabled the research team to better identify ruins in the overgrown and partially wooded terrain. These new data were sponsored by funding from the National Science Foundation and the NASA Space Archaeology Program, which use high-resolution data from the Advanced Land Observing Satellite, coupled with LIDAR, to examine the ancient landscape more quickly and in greater detail.

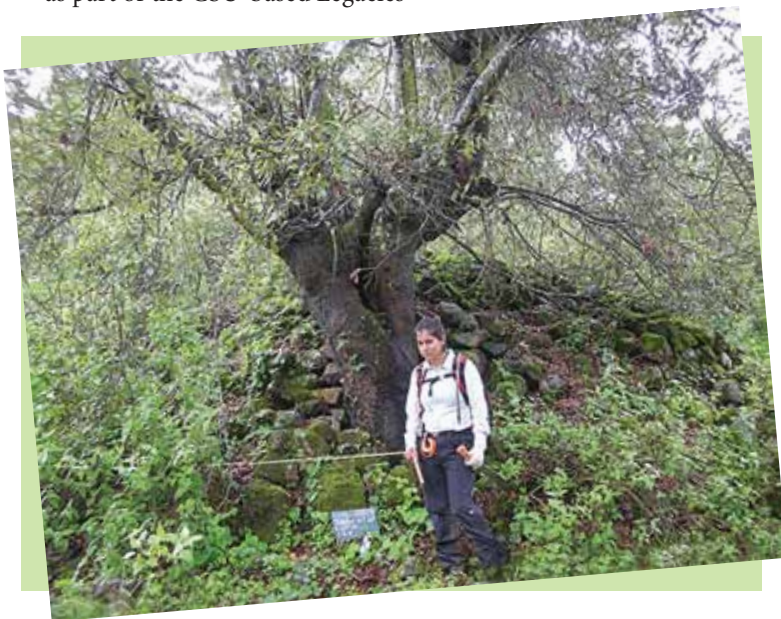
The next step was to integrate the high-resolution data with archaeological and paleoenvironmental investigations to model the ancient landscape. To date, the team has mapped more than 7,000 architectural features, including house mounds, temples, plazas, roads, agricultural features, pyramids, and a potential ancient ballcourt. They estimate the population of this urban center, at its height around A.D. 1300, to have been minimally 30,000 persons. Much of this settlement, says Fisher, was “similar to a modern-day suburb where ordinary families lived and carried out activities.”

In addition to better understanding the pre-history of the Purépecha people, a major goal of this project is to study the consequences of climate change on this ancient society. The researchers will be able to identify historic fluctuations in the level of the lake next to which the urban center was built, the



number and types of agricultural fields and terraces, the likely amount of annual food production from each of those areas, and so on. As Leisz notes, they will be able to “create and test high-spatial-resolution models of linked human and environmental development and collapse over long periods of time.” Fisher adds: “Archaeology is uniquely poised to make a significant contribution to the debate about social and environmental change. Our research reveals new insights into the impacts of the Medieval climatic anomaly – the warmest period prior to the 20th century – on societies in central Mexico, yielding clues about the impacts of modern climatic change in the region.”

The Legacies of Resilience project website is <http://resilientworld.com>.



M.F.A. is the new M.B.A.

No, the title isn't a joke. Well-known writer and speaker on the changing American workplace, Daniel H. Pink makes this claim about the Master of Fine Arts as he discusses the importance of art to the economy. He suggests that the demand for artists will increase as employers try "to survive in an outsourced, automated, upside-down world" by "making their offerings transcendent – physically beautiful and emotionally compelling."

Graphic artists, designers, animators, video production personnel, and multimedia authors will most certainly be among the artists Pink references. But the graphic artists of the future will need to be nimble. In a nutshell, their job is to plan, analyze, and create visual solutions to communication problems. With communication practice changing at the speed of a Chinese bullet train, those visual solutions will have to morph at similar rates.

The graphic artist's toolbox is large and getting larger: They seek effective and aesthetically satisfying messaging through color, font, illustration, photography, animation, and layout. But as their palette expands to include recent technologies, the kinds of knowledge and skill necessary to succeed expand as well.

For that reason, the art department has added electronic graphic arts to its already well-established program in print graphics. Faculty graphic artist **Cyane Tornatzky** speaks with enthusiasm of three new class offerings: Interactive Media, a studio workshop for interactive screen design that investigates current uses such as apps and Web design; Interactive Media Design, an advanced studio workshop that focuses on interactive theory and new media paradigms; and Motion Graphics, which explores techniques used in special effects for video, film, and typographic animation. She goes on to explain that "students who take these courses are laying the foundation for careers in areas such as Web design, motion graphics, electronic art, and interactive design as found in apps and games. These classes are in response to industry need and student demand."

As a further indication of the excitement surrounding electronic graphic arts at Colorado State, the graphic arts program's showcase event, the Colorado International Invitational Poster Exhibition, will add a new component to the 2013 exhibit. In addition to the impressive exhibits of posters that audiences look forward to, the show will have a juried open call for motion graphics, a time-based



is expected to grow 13 percent, as fast as the average for all occupations from 2008 to 2018, as demand for graphic design continues to increase from advertisers and computer design firms. Moreover, graphic designers with website design and animation experience will especially be needed as demand increases for design projects for interactive media – websites, mobile phones, and other technology."

In new curriculum and a recent faculty appointment, the art department is positioning itself to prepare students to take advantage of these emerging opportunities.



medium that uses video and/or animation to create the illusion of motion or transformation.

The digital media revolution has proliferated venues for graphic arts. Technologies that didn't exist five years ago now drive large segments of the economy toward interactive and multimedia products and services. Those with the knowledge and skill to create, design, and produce content for digital media are in high demand. The U.S. Bureau of Labor Statistics quantifies Pink's claim about the economic value of study in the arts: "Employment of graphic designers



Images this page: Art students shoot a series of nearly 900 photographs to create a stop-motion video.

College Highlights

Faculty and Staff Excellence

The college's John N. Stern Award, which recognizes exemplary professional accomplishments, was awarded to **Sara Saz**, foreign languages and literatures. The Excellence in Teaching Awards were presented to **Jason Sibold**, anthropology, for tenure-track faculty; **Bret Anderson**, economics, for special instructors; and **Danielle Rojas**, foreign languages and literatures, for graduate teaching assistants.

Patrick Fahey, art, was presented the college's Award for Distinction in Outreach, and **Jason La Belle**, anthropology, and **Bruce Ronda**, English, received the Award for Distinction in Advancement.

Kate Browne, anthropology, **Cate DiCesare**, art, and **Greg Dickinson**, communication studies, received Best Teacher Awards from the Alumni Association and the Student Alumni Connection.

The University's Office of International Programs Distinguished Service Award was presented to **Robert Kling**, economics, and **Phil Risbeck**, art. **Norberto Valdez**, ethnic studies, was awarded the Multi-Ethnic Distinguished Service Award, and **Sue Pendell**, communication studies, received the Margaret B. Hazaleus Award for her efforts to enhance the opportunities for women on campus. **Pat Coronel**, art, received the Eddy Teacher Award.

Rosalie Samaniego, anthropology, received the University's Outstanding Achievement Award for state classified personnel.



In Memory

Thomas Mark (1924-2010)

Thomas Mark, who taught in the English department for more than four decades, died Nov. 12, 2010. His courses in Shakespeare, Dante, and Milton challenged and delighted hundreds of students whose correspondence with him continued long past their college days. He retired in 1994 and received an Alumni Association Best Teacher Award in 1996. Mark was loved and respected for his scholarship, courtesy, and wit.

James McDonald (1940-2011)

Music Professor James McDonald passed away Feb. 11, 2011. Although he taught in the department for only three years, he left a lasting impression on the music program and his many students. Prior to teaching at CSU, McDonald taught voice and opera at the New England Conservatory, Indiana University, and the University of Maryland. His influence on American voice students spans decades and leaves a legacy of excellence. He was a superb singer, remarkable teacher, and valued friend.

Esther Pressel (1937-2011)

Esther Pressel, anthropology professor from 1968 until her retirement in 2003, died on April 15, 2011. Pressel's classes included psychological and medical anthropology, Afro-Caribbean ethnology, people and cultures of Africa, and language and culture. Her fieldwork took her to West India, Russia, Nigeria, and Brazil, and her scholarly papers dealt with various aspects of health and healing as well as ritual and spirit possession in Brazilian Umbanda. Pressel was a dedicated cultural anthropologist committed to education and lifelong exploratory learning.

Porter Woods (1931-2011)

Theater professor and former program director Porter Woods passed away on July 22, 2011, after a full life of 80 years. Woods came to CSU in 1970 and, for the next 28 years, engaged in an active career as teacher, director, and playwright. During his tenure he directed more than 60 productions and guided countless students. Woods co-authored two books, *Experiencing Theatre* and *Teacher as Actor* and gave workshops on "teacher as actor" on campuses throughout the country. He had a penchant for seeing new ways to direct classic plays, and he was equally at home directing musicals and operas. His wit, intelligence, and compassion were matched only by the size of his talent and heart.



James and Audrey Benedict Mountain Archaeology Fund

The anthropology department recently received a \$1 million gift to support better understanding of the role that Native Americans played in forming the cultural and ecological landscapes of the southern Rocky Mountains. The gift, which establishes the James and Audrey Benedict Mountain Archaeology Fund, also will help train a new generation of students as archaeologists by allowing for exploration of new mountain ranges in alpine country, one of the least understood cultural environments.

"As longtime friends and supporters of the anthropology department, Jim and Audrey Benedict have dedicated their lives to studying how humans have continued to adapt to changing environmental conditions," said archaeology Professor Jason La Belle. "This invaluable gift – the largest ever in the department – will advance geological and archaeological research in the Rocky Mountains and honor the Benedicts' deep appreciation for the natural world and commitment to research, stewardship, and public education."

Dr. Jim Benedict, who died on March 8, spent his life researching natural history in the alpine country. Audrey Benedict is founder and director of the Cloud Ridge Naturalist field program, which provides history education and environmentally responsible travel to some of the world's most ecologically at-risk locations.

2010-2011 Retiring Faculty

Sue Ellen Charlton, political science, 43 years

Chuen-Mei Fan, economics, 32 years

Charles Lawson, music, theatre, and dance, 30 years

Deanna Ludwin, English, 16 years

David Mogen, English, 32 years

Ronnie Phillips, economics, 27 years

Charles Revier, economics, 36 years

Sara Saz, foreign languages and literatures, 13 years

Ron Williams, philosophy, 41 years



Ethnic Studies and Women's Studies Join Forces

Colorado State's newest department – ethnic studies – nearly doubled its student body this year with the addition of the Center for Women's Studies and Gender Research. The stories of engaged students pursuing studies essential to lives committed to social justice doubled as well.

Consider **Loni Thorson**, who is enrolled in a joint M.A. program in Spanish and Teaching English as a Second/Foreign Language and is completing a graduate women's studies certificate. Despite her heavy academic load, she has also been working at Crossroads Safehouse as an advocate for survivors of domestic violence. She explains that "women's studies gives me a basis to understand poverty and violence and its relation to access to resources, including the resource of language, specifically English in the United States. In the future, I plan to use my experiences to continue my work with survivors of violence and would like to teach language classes for refugee or low-income populations."

Or listen to **Rachael Johnson**, a senior majoring in ethnic studies with a minor in women's studies: "The ethnic studies/women's studies office is one of the few places on campus where I feel that I will be accepted in all of my identities. The professors in

both departments have been very empowering and supportive as I work to finish my degree, and have pushed me to consider options for grad school that I never thought I would be capable of handling."

Raime Pardew has found the new alliance between ethnic studies and women's studies perfect for "the goals I had made for myself, seeking equality and social justice for all. As is emphasized in many of my classes, the personal is political. Although I am identified and identify myself as white, I also am identified/identify as a woman. As such, women's studies courses have become the focus of my ethnic studies degree. This intersection reminds me every day that there is so much more to consider beyond the stereotypes when thinking and talking about identities. Specifically, I think about how these identities affect the shared experiences of a community as well as the individual."

Stories like these suggest the expanded curricular offerings, created when the Center for Women's Studies and Gender Research joined the Department of Ethnic Studies, have already begun to inspire students. The women's studies minor has become a major concentration within ethnic studies, with plans in the works for a stand-alone women's studies major.



In recognition of her accomplishments toward the advancement of knowledge, artistry, and society, philanthropist **Pat Stryker** was awarded the Doctor of Humane Letters at the college's spring commencement ceremony.

"Pat Stryker's generosity has funded facilities and programs that have fostered education, nurtured research and discovery, entertained us, and made our spirits soar," said Colorado State President Tony Frank. "She has, quite simply, made Colorado State University a better place for those of us here today and generations to follow."

Wearin' o' the Green

The award-winning Colorado State University Marching Band has been invited to perform in the St. Patrick's Day Festival Parade in Dublin, Ireland, on March 17, 2013. This is a wonderful honor and a tribute to the outstanding quality of the Marching Band and its director, **Christopher Nicholas**. Our challenge is to raise the funds necessary to support this trip. We hope you can help by sponsoring a member of the band. We also invite alumni and friends to make the trip with us.

For more information or to make a pledge to help support this trip, please contact **Jennifer Clary**, (970) 491-3603 or jennifer.clary@colostate.edu.



Message From the Dean

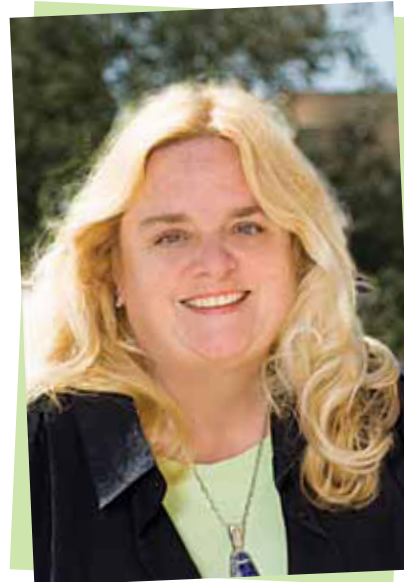
“Poetry is a search for syllables to shoot at the barriers of the unknown and the unknowable. Poetry is a phantom script telling how rainbows are made and why they go away.” –Carl Sandburg

This quotation resonated with me throughout the past academic year, as maintaining equilibrium required shooting syllables in many directions. That approach to keeping one’s balance was nowhere more delightfully illustrated than during the Holiday Gala concert at the University Center for the Arts. The Wind Ensemble played Christmas music, with most of the musicians sporting Santa hats or reindeer-antler headbands. Then there was the tuba player – his yarmulke shot quiet but unmistakable syllables through the music and into the barriers of culture.

Rainbows seem to be appearing and going away at a far more rapid pace recently. The shrinking state budget for higher education challenged

us to be even more creative and prudent, and I am extraordinarily proud of how the liberal arts faculty responded. They adapted instructional materials and styles to reach students who have very different academic and communication habits than previous generations and who populated their courses in record numbers. Neither gray hair nor technology phobia kept them from experimenting with in-class clicker technology, adapting to online instructional activities, returning students’ text messages, and creating social media pages. At the same time, they impressed upon their students that reading carefully and writing full sentences and coherent paragraphs are not obsolete skills.

Sandburg’s tribute to poetry also served as a reminder that, although the University and this edition of the Newsletter pay tribute to our new directions, the liberal arts’ core concepts and traditional



foci also are deserving of celebration. They are the foundation for all human intellectual and creative activity – our disciplines are embracing new information technologies, yet Aristotle’s principles of rhetoric remain as useful as ever in adapting messages in any medium to particular audiences.

This newsletter brings with it my fond best wishes to each of you and my sincere hope that you are successfully negotiating the challenges you face while maintaining poetic

equilibrium. Because I am certain liberal arts alumni are shooting syllables in many directions, I simply urge you: Carry on!

A handwritten signature in black ink, reading "Ann M. Gill". The signature is fluid and cursive, with a large initial "A" and "M".

Ann M. Gill, Dean, College of Liberal Arts