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Lake Managua, Nicaragua

Photo credit: Scott Laderman

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Class Notes



▶ THE DEAN'S CORNER



SUSAN N. MAHER

Since 2010, the College of Liberal Arts has added impressively to its international portfolio of activities. Through the work of faculty and the dean's office, CLA has extended its international partnerships to include China, South Korea, the Netherlands, Norway, Ireland, Germany, and Morocco. These partnerships include student exchanges and increasing research collaboration between CLA faculty and their colleagues

in other countries. New and established Study Abroad courses have given—or will give—our students opportunities to travel with CLA faculty to Ecuador, Costa Rica, Belize, Poland, Germany, Spain, the U.K., Morocco, India, and China, among others. The popular Museum Studies Certificate program includes internship opportunities with Irish museums.

Another way that CLA faculty are building international experiences into their teaching is through Collaborative Online International Learning—COIL for short, an initiative of the State University of New York system that the University of Minnesota system has joined. Faculty members who embrace COIL work with colleagues internationally, connecting their students through websites, social media, or other digital platforms. COIL projects between campuses can range from a single assignment or group project to an entire semester's worth of discussion, readings, and assignments. CLA students have worked with students in Mexico, China, and Russia, and CLA faculty are now working on new COIL relationships with the University of Worcester, Kyung Hee University in South Korea, and National University of Ireland Galway.

This issue of *CLArion* celebrates CLA's commitment to internationalizing the curriculum, research, and public engagement. The partnerships that CLA faculty are building will give our majors across disciplines pathways into global citizenship.

Susan N. Maher
Dean, CLA

▶ EDITOR'S NOTE



Hello, and welcome to the 2017-2018 edition of *CLArion*! I am grateful for the privilege to be named editor of *CLArion* for the UMD College of Liberal Arts, and I'm pleased to share news about fantastic happenings at UMD with you.

There are always connections being made at UMD—this issue features international relationships students and faculty are forging. As I spoke with faculty, students, and alumni about their global connections, they emphasized their effort to positively engage and responsibly influence the world. They also stressed how much they have benefitted from taking chances and being uncomfortable. It seems that looking at cultures through a new lens has enlarged their view and highlighted more paths to travel upon.

I'm delighted to showcase the passionate work of Adam Pine and Rebecca de Souza, Arnaldo Hax, and Betsy Brey, among many others in this issue. Their efforts to facilitate progress and initiate connections offers much to celebrate at UMD.

If you have a story, accomplishment, publication, or milestone to share, please email me at newsedit@d.umn.edu. I look forward to hearing from you.

Enjoy.

Whitney Jacobson
Editor, *CLArion*



SPAN student Jessa Warner riding a camel on the beach in Agadir | Photo Credit: Ryan Goei

What's Possible?: Setting the stage in Morocco

From May 15-July 11, 2017, twenty-four students representing nearly every college at UMD pursued their own unique research while in Morocco with Dr. Ryan Goei (Intercultural Communication) and Dr. Dana Lindaman (French Studies) through Student Project for Amity among Nations (SPAN), a unique study abroad program developed over seventy years through the University of Minnesota to focus on sharing life with locals.

Goei and Lindaman credit much of the recent program's success to that long history, noting: "The University of Minnesota has held a long affiliation with Morocco. That relationship proved an important resource for finding partners for students to work with. These partners helped students with their research, housing, and social life. Our students deepened these relationships and in some cases expanded them. One student's research connected him to a university specializing in solar energy that we hadn't partnered with yet. This university is now interested in hosting more of our students.

The program began with a competitive application process including essays and interviews. Students accepted into the program enrolled in a culture preparation course during the spring

semester where they worked on research methodologies, language learning, cultural preparedness, and the history and literature of Morocco.

Students began their time abroad with a five-day orientation between Rabat and Fez in which they set up cell phones, checked bank access, and explored the city to physically familiarize themselves with customs they had read about. After orientation, students travelled to their individual partners (researchers, experts, and activists) in various cities in Morocco to conduct their studies. Their diverse research topics included linguistic ideologies in the education system, conflict mediation, and solar energy.

Although Goei and Lindaman had helped set up the research partners for students, students were responsible for setting their own schedule, procuring the required materials and permissions, and conducting the research. Once students left Fez to meet their partners and start their field work, Goei and Lindaman travelled from city to city to check in with students' progress, partnerships, and housing. Students could always contact the two professors via phone should something pressing need to be addressed, but the autonomy gave students ownership of their work.

That flexibility meant some students could volunteer with a women's organization in Marrakesh, while others could be doing research on argan trees near Agadir.

A highlight of the program for UMD senior Hailey Stoos-Mohan was "a weekend trip to Tangier where two other SPANNers and I stayed with a Moroccan family. Communication was difficult as our host knew very little English...We communicated instead in a mix of broken French/Spanish and hand gestures...It was great to explore the city through a local's eyes, visiting an array of places from historical landmarks to her favorite bakery. Additionally, we had the great experience of having Iftar with the family and their friends. The community aspect of the meal (not to mention the food) was fantastic."

Serendipitously, students visited Morocco during Ramadan. Students were able to observe the way the day's rhythm followed the shared practice of so many citizens. Students from Iln Zohr University in Agadir exemplified the Muslim practice of hospitality by inviting SPAN students to partake in and cook Iftar with them. The group gathered around 7:30 p.m., began cooking around 10 p.m., and finally ate around 2 a.m. Those 7.5 hours were filled with rich conversation, shared stories, games, and songs.

Goei and Lindaman acknowledge that autonomous research abroad gave their students an incredible academic and personal experience, one rooted in human connection and academic rigor. Most importantly, students were able to grow as human beings and recognize the shared humanity in their Moroccan counterparts.

Examining Culture: The study of philosophy and psychology helps Samantha Woller investigate violence against women

By: Cheryl Reitan

During the first few days of her freshman year at UMD, Samantha Woller walked down the library hallway and read the fliers posted on the walls. Dozens of organizations and clubs were looking for members and volunteers. "I wanted to get involved with everything," she says. That's when she stopped at a plain gray flier that announced volunteer training for the Program to Aid Victims of Sexual Assault (PAVSA).

"I took one of the little tear-away tabs with contact information and sat down on a bench and called my mom. I told her that it was something I just had to do." A week later, Samantha attended the UMD volunteer fair and saw the Safe Haven table. "Again, I had the feeling that I had get involved." Those two moments were the beginning of Samantha's journey as a UMD student, a community volunteer, and a student intern.

Samantha, who is a philosophy and psychology double major, gave volunteering her all. At PAVSA, a rape crisis center that helps area residents cope with the aftermath of sexual violence, she served in several capacities, including answering the crisis line and providing crisis counseling.

At Safe Haven Shelter and Resource Center, Samantha helped provide services to women, children, and other survivors whose lives have been affected by abuse. She took on dozens of tasks including answering police and crisis calls, assisting with child care and activities for kids, providing resources, and most important, providing a listening ear and emotional support.

Her community work influenced her research and her class choices. "I was taking courses in philosophy at the



Associate Professor Jeanine Weekes Schroer and Samantha Woller
Photo Credit: UMD Marketing and Public Relations

same time as I was volunteering, and it made me want to explore more about how and why abuse is so prevalent in our society," Samantha says.

Her philosophy classes with Associate Professor Jeanine Weekes Schroer and Samantha's participation in UMD's Honors Program led her to research, "I realized that philosophy, specifically existential philosophy, could help me learn more."

Samantha is interested in graduate school after her May 2018 commencement, so she is keeping that in mind as she works on her Honor's thesis. She is combining her interest in philosophy with her experience as a volunteer. She and Dr. Schroer have spent months talking through the issues and narrowing the focus of Samantha's work. They've looked how race, class, and gender intersect.

"Samantha is bringing philosophical tools to bear on the real world problem of sexual assault," says Dr. Schroer. "If we conceptualize sex, race, and gender in ways that disguise what is and is not sexual consent (for example), then clearer

definitions of sexual assault will do very little to address the problem of sexual assault. It will instead require a much deeper and more significant overall of our culture."

"I'm not writing about the history of assault or how to do crisis counseling," Samantha says. "We all assign meaning to behavior. I want to learn more about culture of sexual expectations know why the broader culture constructs a society that allows and even encourages abuse." Her thesis topic centers on society's view of women who have been abused and the rape culture concept.

Compassion has drawn Samantha to a tough topic. She says that in her volunteer work, "What matters is that the victims understand that it was not their fault, that we believe them, and that their stories will remain confidential." In her work as a scholar, she seeks to find out why.

From the first time she took a phone number from a flier, Samantha has taken action, sought knowledge, and inspired her fellow students.

Connections and Contradictions: Community empowerment in India

Twelve students will travel with Professor Adam Pine (G.U.E.S.S.) and Dr. Rebecca de Souza (Communication) to Bangalore, India from June 12-July 2, 2018. The study abroad program will be the third Pine and de Souza have led to the country.

While in Bangalore, Pine and de Souza will collaborate with local teachers and activists to instruct and lead students. In the morning, students will meet in a classroom at an eco-sanctuary called Visthar (where they will also reside), learning about topics such as the history, culture, and social and economic rights of people in the region. In the afternoon, students will go into the city of Bangalore to participate in activism and service learning.

On past programs, students have visited with Vimochana, a women's advocacy group; the Indian Social Institute, which addresses particular conditions within India that create tension; and Ondede, which advocates for sexual rights. Students have even been able to meet with leaders of these advocacy groups, including Akkai Padmashali from Ondede, a high-level advocate who has spoken at organizations such as the United Nations regarding the rights of sexual minorities in India.

The program connects students to the larger world through exploring community, social change, and globalization in the city. While there, students will work on a project for three weeks. Past projects have focused on urban planning, sustainability, culture, health, communication, international relations, women's rights, and religion.

Rather than travelling to multiple cities, students will remain in Bangalore for the duration of the program. Pine and de Souza believe this one-city immersion helps



Mahatma Gandhi Statue in Bangalore
Photo Credit: Adam Pine

students recognize the nuances of experience for those living in Bangalore.

The incredible population growth and economic development in Bangalore can make it easy to overlook the city's past and the continuing present challenges. De Souza grew up in Bangalore (her parents still live there), but she noted that the booming technology industry has radically changed the face of the city—so much so that she can have trouble recognizing places.

With new structures constantly being built and global multinational corporations frequently in sight, it can be easy for students to assume the Indian city is just like a modern

American city. Due to this impression, Pine and de Souza endeavor for students to see the contradictions and nuances of life in a globalizing urban center. Pine noted that in a single day, students can visit a cupcake shop which is affordable for tourists but costs a day's wages for poorer residents, and then visit slums to see the living conditions of those in poverty. Through these experiences, Pine and de Souza hope students will look at home (both where they physically live and nationally/locally where they live) with a different lens and get a bit uncomfortable with it.

Because India is a “democratic, socialist, and secular” country as per its constitution, while in Bangalore, students will hear the Muslim call to prayer, even as the majority of the country practices Hinduism. Since religion plays an immense role in citizens' daily lives, Pine and de Souza tell students not to be surprised by people publicly discussing or asking about one's religion, as well as politics—which can take some getting used to for students accustomed to private discussions of such matters in the United States.

Students will also encounter open, high-level debates regarding politics and religion in the newspapers. Pine and de Souza want students to consider how their experiences with these different cultural practices can lead to a better understanding of their actions within and perceptions of culture in the United States.

Ultimately, Pine and de Souza's goal for the program is to have students tackle stigmas, stereotypes, and myths, and feel safe studying abroad while becoming empowered to bring about change in their own community.

Riding the Wave: Surfing through history in Costa Rica



Mausoleo de los Heroes y Martires in Leon, Nicaragua
Photo Credit: Scott Laderman

Dr. Scott Laderman (History) will soon embark with UMD students on a study abroad program to Costa Rica where they will explore global surf culture. The program will take either place in May 2018 or January 2019 depending on when enough students enroll.

Laderman previously taught the study abroad course in Nicaragua. The idea for the program originated

with research questions explored in his book *Empire in Waves: A Political History of Surfing* (University of California Press, 2014). The shift to Costa Rica will provide students with more opportunities to connect with rural citizens rather than touring museums and other landmarks.

The program focuses on global perspectives through considering

history and international relations. Students will learn about the United States' relationship with and influence on Central America as well as modern surf culture (approximately the past one hundred years) and how global developments have influenced the pastime.

Students will visit three locations: Avellanas, Nosara, and Playa Grande in the Nicoya Peninsula of Costa Rica. Within those places, students will spend their time analyzing conservation of the natural environment, meeting local villagers for community engagement, and on the coast surfing.

While in Costa Rica, students will meet with local people, see the lack of development (as compared to the United States), and (Laderman hopes) gain an appreciation for the fact that not everyone lives or thinks as they do. In addition to residing in a less modern location than they are familiar with at UMD, students will be "unplugged" while in Costa Rica and record their ideas and research in a journal. Once they come back to the U.S., students will then be responsible for composing a research paper.

Laderman believes that students who take a chance on this non-Europe study abroad will come away with both a new skill and a new appreciation for surfing's influence on culture.

Exploring the Possibilities: COIL and South Korea



Dr. Chongwon Park (Linguistics) recently began looking into setting up a COIL project with Kyung Hee University in Seoul, South Korea. Collaborative Online International Learning (COIL) is a relatively new opportunity being developed at the University of Minnesota Duluth. It offers the unique opportunity for professors and students at UMD to collaborate and study with instructors and scholars abroad via technology while each group generally remains in their respective country.

In September 2017, Park traveled to Seoul, and while talking with Dean Jong-bok Kim at Kyung Hee University, Park and Kim observed that they both teach courses on syntax, with focuses on English and Korean, respectively. This realization led to discussion about the prospect of a COIL project between the two institutions, and Park credits Dean Maher's leadership and support as a point of genesis for the venture. The collaboration would not only enrich students' experience, but also benefit the two professors' research on cross-linguistic generalizations in English and Korean.

Park and Kim envision the potential course as an online module. Students from each country would talk to one another and act as living textbooks to help each other understand the grammatical structures of the partner's language. Park explained that writing and speaking do not always follow the same rules and structures, so the direct verbal discussion between the students in the two countries would be invaluable.

In considering the benefits of the partnership, Park noted: "In order to systematically analyze a target language, one needs to be fully exposed to that language...the South Korean students and my students will be each other's informants, which is often the most ideal structure of a linguistic analysis class."

New Countries, New Languages:

Milan Kovacovic looks back on his education and teaching career



Milan Kovacovic sits in his office at the University of Minnesota Duluth
Photo Credit: UMD Marketing and Public Relations

By: Cheryl Reitan

Milan Kovacovic has come a very long way from his one-room primary school in Normandy, France.

After continuing his education in Paris, 14-year-old Milan found himself in Chicago with his mother, attending four different schools in the span of four years. New experiences became the norm. His nomadic lifestyle led him from France to Chicago, California, Germany, until he finally landed in Duluth, where he has stayed for the past four decades.

Milan has not only trotted around the globe, he has also journeyed through different socioeconomic classes. He was raised in foster care for a time, lived with the “haute bourgeoisie”, was drafted in the U.S. Army, and completed college and graduate school. He is now retiring from his teaching career at the University of Minnesota Duluth.

“My mother got a job as a live-in cook in Paris with a very rich family,” he says.

“In the village, we didn’t have anything. It was very primitive. No running water. In Paris, it was a mansion, and what impressed me most was the showers and terry cloth towels.”

This family had lavish antiques, furnishings and paintings, even a Van Gogh. “To me, the shower was more exciting than their possessions.”

While the conveniences of the mansion were a positive change, Milan says it was a difficult transition, from near poverty to wealth, almost overnight. He was living in a home where half of the residents were live-in domestics.

At school, surrounded by the French upper class, Milan felt out of place. “I had an identity problem,” Milan says. “There I was, a peasant living at this address, going to this school, wearing the expensive clothes of the family’s grandson.”

When he was 14-years-old, he and his mother ventured to Chicago, and new experiences became the norm. He entered the military, attended college, and traveled even more. Eventually, he landed at UMD in 1974.

Milan is now a renowned faculty member and associate professor of French language, cinema, literature, and culture, and a published author. Over the years, students have given Milan praise. In 2010, former students of Milan created a “Friends of Milan Kovacovic” study-abroad scholarship in his honor.

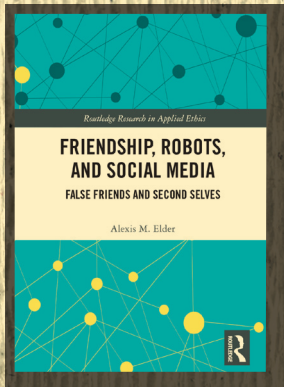
Other awards and recognitions under his belt include a CLA Teaching Award (2000), a UMD Student Award for Outstanding Faculty (2013), and a UMD Student Award nomination for Outstanding Advisor (2016). In 2017, Milan was awarded the French Teacher of the Year Award by the Minnesota Chapter of the American Association of Teachers of French.

After all of his pilgrimages, one would think Milan is due for another trek around the globe. Spending so many years in the Zenith City seems out of the norm for the well-traveled instructor. He says, however, he won’t be leaving anytime soon.

“Duluth... It just feels like home,” says Milan. “Especially after all of these wanderings.”



They Write Books

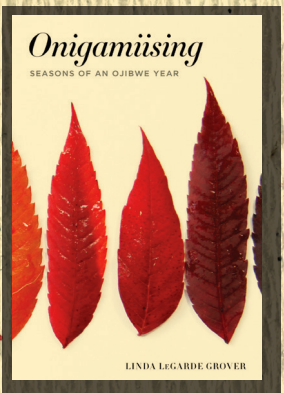


Dr. Alexis Elder (Philosophy) published her first book, *Friendship, Robots, and Social Media: False Friends and Second Selves*.

"Various

emerging technologies, from social robotics to social media, appeal to our desire for social interactions, while avoiding some of the risks and costs of face-to-face human interaction. But can they offer us real friendship? In this book, Alexis Elder outlines a theory of friendship drawing on Aristotle and contemporary work on social ontology, and then uses it to evaluate the real value of social robotics and emerging social technologies."

—Routledge



Dr. Linda LeGarde Grover (American Indian Studies) published *Onigamiising: Seasons of an Ojibwe Year*, which was named as a finalist for

the 2018 Minnesota Book Awards in the Memoir and Creative Nonfiction category. "Long before it was known as Duluth, the land at the western tip of Lake Superior was known to the Ojibwe as Onigamiising, "the place of the small portage." In fifty short essays, Linda LeGarde Grover reflects on the spiritual beliefs and everyday practices that carry the Ojibwe through the year and connect them to this northern land of rugged splendor."

—University of Minnesota Press

CLA NEWS

Share your news here--recent research, publications, events, achievements, and/or accolades.

Email your announcements to newsedit@d.umn.edu

Dr. Joshua A. Bernstein's (English) forthcoming novel, *Rachel's Tomb* (New Issues, 2019), won the AWP Award Series Prize and the Knut House Contest. His forthcoming story collection, *Stick-Light* (Eyewear, 2018), was a finalist for the Beverly and Augury Books Prizes. His creative nonfiction collection, *In Josaphat's Valley* was a finalist for the CSU Poetry Center Essay Collection Contest.

Dr. Ryan Bergstrom (Geography, Urban, Environment and Sustainability Studies--G.U.E.S.S.) was one of fourteen faculty system-wide selected to join the second cohort in the Institute on the Environment's Associate Fellows Program. In addition, Dr. Bergstrom had two papers accepted for publication. The first, entitled "The curious case of Cuyuna: Re-envisioning former extractive sites to stimulate local communities" was accepted in the *Journal of Extractive Industries and Society*, while "Understanding agents of change in amenity gateways of the Greater Yellowstone region" was accepted to the journal *Community Development*.

Dr. Alexis Elder (Philosophy) gave a talk on September 20, 2017 to the Rural Electric Management Association's power engineering conference on ethical issues of smart power grids, especially privacy concerns associated with the collection and use of "big data" in handling household electrical power. She additionally published a public philosophy essay, "When should you unfriend someone on Facebook?" on TheConversation.com. Finally, her paper "What Words Can't Say: Emoji and other nonverbal elements of technologically-mediated communication" was accepted by the *Journal of Information, Communication, and Ethics in Society*.

Graduate student Melissa Frank (English Studies: Literacy and Rhetorical Studies) co-presented on a panel "Bridging Binaries: Literary Women, Authors, and Ideologies" with two other UMD students at the College English Association Spring Conference in St. Petersburg, Florida (April 5-April 7, 2018).

Dr. Daniel Martin (Sociology) delivered the keynote address at the Sociologists of Minnesota conference on October 12, 2017. His presentation--Cooptation, Collaboration & Contestation: The Future of the Social Sciences--assessed the possible outcomes for Social Sciences in the U.S. within the current political economic context and the stream of contemporary history, suggesting three possible outcomes for the social sciences. Dr. Martin also had his paper "Peacekeepers, Cred, and the Street: Police, Protesters, and Contradictions in Peacework," published in the journal *Humanity & Society*.

Dr. John D. Schwetman (English) published three essays. Two were published in journals: "Shadowy Objects in Test Tubes": Marking Grievance in Kazuo Ishiguro's *Never Let Me Go*, published in *Interdisciplinary Literary Studies*, and "'Ever Heard of Evel Knievel?': James Bond Meets the Rural Sheriff," published in *Cinej Cinema Journal*. The third "'I Was in Italy...and I Spoke Italian': Fighting Other People's Battles in Hemingway's *A Farewell to Arms*" was published in the book *Hemingway in Northern Italy*, edited by Mark Cirino and Mark Ott.

Dr. Janelle Wilson (Sociology) had two book reviews published in 2017. Her review of Susie Scott's 2015 book, *Negotiating Identity: Symbolic Interactionist Approaches to Social Identity*, was published in

Contemporary Sociology, and her review of Hilary Dickinson and Michael Erben's *Nostalgia and Auto/Biography: Considering the Past in the Present*, was published in *Biography: An Interdisciplinary Quarterly*. Additionally, in collaboration with **Dr. Carmen Latterell** (Math), Janelle had two articles published in

2017: "Metaphors and Mathematical Identity: Math is Like a Tornado in Kansas," published in the *Journal of Humanistic Mathematics* and "Elementary Education Majors' Stories About Math: An Analysis of Students' Mathematics Autobiographies," published in *Issues and Ideas in Education*.

Changing Campus Climate: CLA's Change Team presents challenging discussions

Since 2011, UMD has proactively worked to improve the campus climate by identifying problems and implementing necessary initiatives to make all students, faculty, staff, and visitors feel welcome on campus. Initiatives have included assessments, changes to academic programs, training and development, and change teams for each campus unit.

Each team has the responsibility of promoting practices of "inclusivity, equity, and respect" within their unit, as part of a larger, campus-wide effort to work toward Goal #2: "Create a positive and inclusive campus climate for all by advancing equity, diversity and social justice."

The August 2017 Charlottesville riots spurred the 2017-2018 CLA Change Team—consisting of Laure Charleux (G.U.E.S.S.); Runa Das (Political Science); Deborah Petersen-Perlman (Communication); Jeanine Weekes Schroer (Philosophy); and Whitney Jacobson, Lindsey Jungman, Susan Perala-Dewey, Elizabethada Wright, and Stephanie Carlson (English, Linguistics, and Writing Studies)—to organize a film series on race in the United States.

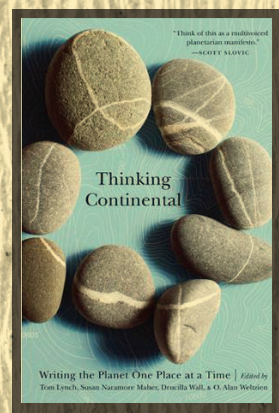
In September and October, they screened and led discussions on the documentaries *13th*, in honor of Constitution Day, and *I Am Not Your Negro*, which connects historical events with the present #BlackLivesMatter movement.

In February, the team collaborated with local filmmakers, Classie Dudley and Malcolm Fields, to present and engage in discussion about their documentary *The Secrets of Being Black: Duluth Edition*, bringing the national discussion of race to a local level.

Additionally, the change team hosted Christian Picciolini, author of *Romantic Violence* and former Neo-Nazi, in November. He spoke in front of a standing-room only crowd in the Kirby Ballroom.

In reaction to other national events over the school year, the change team planned a speak-out during Women's History Month, which offered attendees the opportunity to share their truth as survivors of sexual violence or harassment. To wrap up the year, the team held a community reading of Martin Luther King, Jr.'s writing on April 3, the 50th anniversary of MLK's "I've Been to the Mountaintop" speech given the night before his assassination.

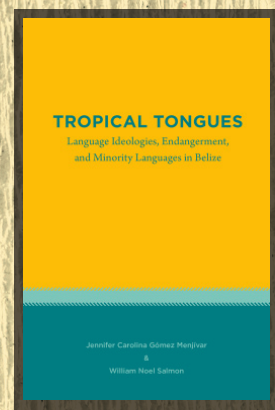
The CLA Change Team's focus has been broad and engaging. Each event gave attendees much to contemplate, and the team hopes the sustained discussion about these issues has caused many to reconsider their awareness of and actions toward cultural issues.



Dean Susan Maher (College of Liberal Arts) edited and published *Thinking Continental: Writing the Planet One Place at a Time*.

"Reckoning with the larger matrix of biome, region, continent, hemisphere, ocean, and planet has become necessary as environmental challenges require the insights not only of scientists but also of poets, humanists, and social scientists. *Thinking Continental* braids together abstract approaches with strands of more-personal narrative and poetry, showing how our imaginations can encompass the planetary while also being true to our own concrete life experiences in the here and now."

—University of Nebraska Press



Dr. Jennifer Carolina Gómez Menjivar (Spanish/Latin American Studies) and **Dr. William Salmon** (Linguistics) published their book *Tropical Tongues: Lan-*

guage Ideologies, Endangerment, and Minority Languages in Belize which "examines the precarious state of languages in coastal Belize....Using fieldwork, ethnographic observations, interviews, and surveys of language attitudes and use, Gómez Menjivar and Salmon show the attenuation of Mopan and Garifuna alongside the stigmatized yet robust Kriol language. Language endangerment studies generally focus on the loss of a minority language to a European language. *Tropical Tongues* presents a fresh perspective on language shift and loss by examining how large-scale economic restructuring can unsettle relationships among minority languages."

—The University of North Carolina Press

Taking the Unexpected Path: The travels and adventures of Arnoldo Hax



There came a moment when traveling around the world wasn't enough. Arnoldo returned to his wife and his two children, Neva and Andreas, and a position at Harvard in their business school. Then, an opening at MIT became available and Arnoldo switched careers again, this time in a position he held for decades as an Alfred P. Sloan Professor of Management at the MIT Sloan School of Management.

He wrote, co-edited, and edited nine books. The president of Chile awarded the honor for meritorious service

Scholarship benefactor Arnoldo Hax
Photo credit: UMD Marketing and Public Relations

By: Cheryl Reitan

Arnoldo Hax remembers the significant moments that shaped the course of his life events, and he remembers the students he taught at the Massachusetts Institute of Technology (MIT) Sloan School of Management. He still follows their careers as international leaders in business, politics, and education, and over the years, he's had opportunities to reunite with a few of them.

While Arnoldo was overseas on MIT business, one former student, now an influential world leader, made it a point to come to Arnoldo's hotel. With a contingent of guards outside their meeting room, the leader put his hand on Arnoldo's shoulder and leaned toward him. "Your lessons have been with me all of my life," the leader said. "You taught me to think. You didn't teach me to solve problems, instead you directed me to search for the problems I needed to solve."

Arnoldo acknowledges that he often does the unexpected. "Everyone expected me to teach problem solving. I helped them see the greater questions."

Arnoldo's story begins in Chile where he grew up. During his first year as an engineering student, Arnoldo contracted tuberculosis. He went from being first in his class to spending a year in bed. "It was a curse and a blessing," he says. "I felt sorry for myself until I decided to do something. I got a list of books that I should read, starting with Camus, Shakespeare, and Cervantes," he says. Arnoldo invited his friends to join a reading group. "They didn't feel sorry for me; they came because the discussions were enjoyable. My life-long love of great literature began that year."

His philosophy, to turn every situation into an adventure, drove Arnoldo through a long and storied career. He went on to earn an S.B. in industrial engineering from Catholic University of Chile, an M.S. in industrial engineering from the University of Michigan-Ann Arbor, and a Ph.D. in operations research from the University of California, Berkeley.

He briefly but significantly, joined a pioneering endeavor, the Arthur D. Little firm out of Boston. He traveled the world working with corporations on building systems, tracking inventory, and managing operations.

to Arnoldo for his lifetime of service, which includes an ambassador-like role on behalf of MIT. He was the faculty chairman of the MIT-Chile program, and helped to bring more than 40 MIT students to internships in laboratories and companies in Chile.

Arnoldo's relationship with UMD is another example doing the unexpected. Neither Arnoldo nor his wife, Neva, are UMD alumni, yet they have endowed the Arnoldo and Neva Hax Scholarship in German Studies to help support students to travel abroad. Why? They have a family member in the Department of World Languages and Culture, and they love literature, language, art and travel. "I'm proficient in Spanish and English because I grew up in Chile," Arnoldo says. "I can get by in Italian and Portuguese, and because my mother and father both came to Chile from Germany, I know some German, too."

Arnoldo and Neva moved to Duluth to be near their daughter and her family, but also to enjoy, as he calls it, "the magnificent lake." Arnoldo continues to write in Spanish and English. He recently finished a collection of stories. He continues a life as an avid reader and enjoys one other endeavor: following the progress of UMD.

Pursuing Passion: Getting started with alumna Betsy Brey



Games scholar Betsy Brey
Photo Credit: CBC News

Betsy Brey (Master of English, Writing Studies Emphasis, Minor in Literacy and Rhetorical Studies '13) is currently a PhD Candidate in the Department of English Language and Literature in the Faculty of Arts at the University of Waterloo located in Waterloo, Ontario and plans to complete her degree in early 2019. She has numerous research affiliations, including three grants and the Games Institute at the University of Waterloo.

Brey's transition into Canadian culture was relatively smooth given the many parallels between Minnesota and Canada. However, despite those heartening similarities, Brey has faced discomfort and welcomed her resulting growth as she made a new home in Canada.

"Meeting other immigrants, hearing their stories, and learning about life across the globe has helped me to understand the larger role America has in world politics. It can be easy to forget that our political actions and our government's action echo across the world," Brey stated. "[Moving to Canada] definitely helped me become more aware of the privileges I was born into and that I benefit from [as an American] and galvanized me to be a better ally to those who don't have the same privileges I do."

One of the ways she's fulfilling that goal is through her work at *First Person Scholar (FPS)*, which publishes 4-6 pieces per month of open-access, middle-state criticism focused on game studies and games culture. She became the Editor-in-Chief of the publication last fall after serving as Essay Section Head for two years.

Brey explained "In addition to editorial work, one of *[FPS's]* roles as an ally to our contributors is to keep writers safe from harassment and abuse. To this end, we monitor our social media as well as alt-right, anti-feminist, and hate-group discussion boards, keeping our team and contributors aware of potential unwanted attention. For example, earlier this year, one of our articles caught the ire of an alt-right gaming group. We immediately took preventative action, temporarily removing contact and searchable information from the article until the threat had passed and by responding to harassers directly as a publication rather than allowing individual authors to be isolated and targeted. We believe activities like this strengthen the feminist games community, and provide safer open-access venues for feminist work on games."

Brey credits undergraduate and graduate professors at UMD for helping guide her to the interdisciplinary field she's enthusiastic about. "Without their help and support—putting together independent study courses with me, research and publishing recommendations, reading lists and one-to-one help, even finding the perfect minor for my research—I know I wouldn't be where I am now.... When I started my MA at UMD, I had no intention of getting a PhD. I had a faint idea that I might enjoy teaching. I certainly didn't expect to work in a field I'm so passionate about. And I definitely wouldn't have considered moving out of the U.S. for a degree. But being at UMD prepared me for it through the support and mentorship I received. The opportunities to teach, tutor, research, write, work on grant projects, and get involved in departmental committees and policy-making all made me a better scholar, even as I was just getting started. I'm still getting started, but it's an exciting time to be working in an interdisciplinary field with activists, scholars, players, designers, and artists all over the world. Best of all, I feel prepared for whatever step comes next, regardless of what it may be."

After living in Duluth for most of her life, it appears that crossing the border to Canada has diminished other barriers for Brey: "I would love to stay in academics, but I would be equally at-home getting involved in world-building and design for trading card and role-playing games, as well as writing scripts for games. Working with *FPS* has given me plenty of hands-on editing experience that I've deeply enjoyed, and perhaps editing would be a good route. But I could also see myself doing education and outreach outside of academia. And anywhere in the world! Once you move to a new country once, it doesn't seem as intimidating to try an adventure somewhere new."

► In Memoriam

By: Department of Anthropology,
Sociology, and Criminology

Long-time sociology instructor Bruce Mork passed away on December 24, 2017. Bruce was a sociologist who taught many courses in Sociology and Criminology over the years. In addition to his contributions in teaching and advising, Bruce also made significant service contributions at the departmental level and beyond. Beloved by his students, Bruce was a dear and treasured colleague who is greatly missed.

Bruce did his undergraduate work at Carleton College in Northfield, Minnesota

and his graduate work at the University of Washington in Seattle, where his concentrations were inequality and social/political movements. He started teaching at UMD in 1976. The following year he began teaching evening classes at UMD while he worked as the general manager of Common Health Warehouse Cooperative Association where he sought to apply what he had learned in sociology to, as he has said, "build a strong alternative to the anti-democratic world of big business and big government." In 1992 he became a full-time instructor at UMD once again, where he taught many different courses for the Department of Sociology/Anthropology, including the very popular Urban Justice Tour, which involved him taking a group of students to Chicago for a guided tour of metropolitan

courts, correctional facilities, neighborhood centers, and social service agencies. Bruce retired from UMD in 2012.

Bruce heightened student awareness of social justice issues. He was a kind and patient teacher who encouraged young people to find their passion and put it to good use.

He was equally generous with his colleagues, treating everyone with friendliness and respect. Bruce always made time for people, no matter how large his course load or how busy his schedule.

The Mork family has expressed the wish for any donations to be sent in memory of Bruce to an organization or cause that is especially meaningful to the donor.

UNIVERSITY OF MINNESOTA DULUTH

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► CLASS NOTES

Share your news here—new job, publication, award, achievement, volunteer experience, etc. Email your classnotes to newsedit@d.umn.edu.

Adam Gaffey (Communication/Cultural Studies '05) serves as an Assistant Professor of Communication Studies at Winona State University, where he teaches undergraduate courses on argumentation and rhetorical studies. He recently published, "Flip the Switch: Virtue, Programming, and the Prospect of Automatic Agency in *WALL•E*" in *Southern Communication Journal* and has an essay analyzing the Texas A&M University Bonfire Memorial forthcoming in the journal *Rhetoric & Public Affairs*.

Barbara W. Sommer (MA '81), will publish the third edition of *The Oral History Manual* this summer. She has over thirty-five years of experience in the oral history field. She has been principal investigator and director of more than twenty major oral community history projects and has taught oral history in post-secondary and community settings. She has presented keynote addresses at a number of regional oral history conferences, is a presenter at state, national, and international conferences, and is a long-time member of the Oral History Association (OHA) where she served in several leadership positions.

Jake Spano (Masters in Advocacy and Political Leadership (MAPL) '07) was recently named MN Deputy Secretary of State by MN Secretary of State Steve Simons. Spano has also served as the mayor of St. Louis Park, MN since 2016.

Jacquelyn Stensrud (Criminology/Political Science '16) obtained a job at Target corporate headquarters as a security specialist two months after graduation.

Nancy Valentine (Communication/Writing Studies '13) serves as the Communications Assistant for Springboard for the Arts, and was a recipient of a 2017 Career Development Grant from Lake Region Arts Council through funding from the McKnight Foundation.

The Class of '68 50th Reunion will take place June 8-10, 2018. The reunion will celebrate the class of 1968, but is open to all class years. All events will take place on campus or in Duluth. More information is available at the website: <http://d.umn.edu/alumni-relations/events/50th-reunion>.

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