While I am new to the Dean’s office, I am not at all new to LSU. More years ago than I care to admit, I arrived on the LSU campus, one day after defending my dissertation in Chapel Hill, a brand new assistant professor. During the intervening years, I have enjoyed teaching United States and southern history to all types of students, from those beginning their first year in college to those completing a Ph.D. LSU and the College of Arts and Sciences have been a wonderful academic home, one I find personally supportive as well as intellectually stimulating and for which I am very grateful and much indebted. Hence I agreed to serve as Interim Dean.

That the College has an excellent staff, including two extremely capable Associate Deans, Margaret Parker, of the Department of Foreign Languages & Literatures, and Janet McDonald, from Psychology, made that decision easier. So too did the fact that the College has never been in better shape—its faculty never larger or stronger, its students never better. That strength results from the commitment and hard work of many in the college. It also owes much to the leadership of our former dean, Guillermo Ferreyra, contributions and support from donors and alumni (many of whom are gratefully acknowledged in this magazine), and several years of substantial financial support from the state. This fall, the College did lose ten faculty positions to budget reductions, and the prospect of additional cuts over the next two years threaten the progress the College has made.

Our faculty and students, however, remain committed to the important work of learning and discovery that defines our college. The College of Arts & Sciences is a place of tremendous intellectual diversity, with research conducted on everything from the dunes on a moon of Saturn to what it is about our memories that leads us to forget what we needed at the grocery store (a particular problem of mine). Our students explore other cultures and analyze our own, they gain an appreciation of how societies work, and they develop a deeper sense of who they are and who they want to become. In the process, they master the communication and analytical skills needed to achieve their goals, both material and personal.

This issue of Kaleidoscope provides an introduction to the diversity of our scholarship and to the achievements of our students and alumni. I am sure that you will be as impressed as I am.

And please stay in touch. Our friends and alumni are an extremely important part of our college. I look forward to working with you—and reconnecting with those of you whom I had the privilege of teaching over these many years.

Aine M Foster
**in this issue:**

Faculty and Students ASPIRE to Excellence in Research 2

LSU & CCELL Host Gulf South Summit 4

Communication Across the Curriculum Program Hosts Third Annual Digital Media Festival 6

Communicating Greatness: Lillian Bridwell-Bowles and CxC 9

Focus On: Undergraduate Students 10

Focus On: Graduate Students 11

Focus On: Alumni 12

**Cover Story:** Making Movies 16

Friends of Spanish Established at LSU 20

Claire Advokat: Research on ADHD Drug Effects in College Students Draws National Attention 22

Dr. Kelley Goes to Washington 24

Rural Mardi Gras: Respecting the Unexpected with Carolyn Ware 25

Department News 27

A Word from Bryan Landry, the Director of Development 34

Supporters of the College of Arts & Sciences 35

**a special note from the editor:**

To our alumni: Please contact us with news from your lives: family, career, etc. We are eager to include information from our former students in the pages of Kaleidoscope and look forward to hearing from you.
Recently, the College of Arts & Sciences launched a new initiative that gives undergraduate A&S students the opportunity to conduct meaningful research under faculty guidance. Interested students apply to the new ASPIRE (Arts & Sciences Program in Research) program, and ASPIRE pairs each participating student with a faculty mentor who has expertise in the field of research in which the student is interested. After completing the research project, the student submits the work to a regional or national academic conference. If it is accepted, ASPIRE provides funds to enable the student to travel and give their presentation. This enables the students to present their work to professionals in their field of study, a rare opportunity for undergraduates.

The program targets A&S students who have at least sophomore status. Students commit to work five to nine hours a week on the individualized research project under the supervision of the faculty mentor for independent study course credit. Commitment can be for a semester, or a year, depending on the project. An excellent opportunity for students to apply the techniques and information they have studied in classes to a real world situation of interest to them, the program also provides experience for students who are interested in going on to graduate or professional school and are considering careers in research and development. Students who are successful in this program are encouraged to consider building on their work in a senior honors thesis.

The program started as a pilot with three students in 2008. By 2009 it had grown to eighteen students, representing nine departments in A&S. This broad swath of majors includes political science, psychology, communication studies, history, sociology, English, communication sciences and disorders, and foreign languages and literatures. The program has funding capacity for 20 students each year. Most of these students spend a year researching the professional literature, developing their research ideas, gathering data, and formulating their results.

Students perform all their own work, learning as they do about scholarship in their chosen field and new techniques and ideas. At the conferences they attend, they make valuable professional connections with faculty, graduate students, and practitioners who may remember them when they apply to graduate programs.

An added benefit to the program is that some of LSU’s brightest young scholars represent the university at these meetings. Because these students are applying to regional and national conferences—instead of those that are limited to only undergraduate participants—the quality of their work must meet a very high standard, and the students in ASPIRE have consistently risen to this challenge.

Janet McDonald, Associate Dean of the College of Arts & Sciences and coordinator of the ASPIRE program, recalls that the program was the brainchild of former dean Guillermo Ferreyra. She is enthusiastic about the program’s successes, citing several examples of students who have presented their work in the same sessions as seasoned professionals and who were mistaken for gifted graduate students.

One such example is Charlotte Gates, a psychology major who worked with Assistant Professor Alex Cohen in his research with schizophrenia-spectrum disorders. Gates presented her work in a poster session at the recent (September 2009) annual meeting of the Society for Research in Psychopathology (SRP).
conference, held in Minneapolis, Minnesota, Professor Cohen was on hand during Gates’ presentation. Three of his peers, each from among the most prestigious psychology departments in the world, separately commented quite favorably on her performance. One of them commented, “Your graduate student’s project is really interesting and she did a great job presenting it.” Cohen was amused to be able to say, “Yes, and she’s an undergraduate who will be on the market soon!”

Another ASPIRE student majoring in political science, Philip de Mahy, had become fascinated with the work of Alasdair MacIntyre, a leading philosopher from Scotland. Expanding upon the thesis MacIntyre uses in his essay, “Is Patriotism a Virtue?” and developing his own paper entitled “From Patriotism to Pietas: Approaching the Problem of Loyalty in the Modern State,” de Mahy submitted his work and was accepted as a participant in a special conference on MacIntyre at the University College Dublin. At this conference, the International Society for Macintyrian Inquiry (ISME), de Mahy not only had the opportunity to present his paper to other political philosophers, he was able to meet Professor MacIntyre and talk with him.

Other students have been to similar professional meetings with similar reactions from their audiences. Faculty who have worked with ASPIRE students, too, have been impressed with the quality of work that the students produce. These other ASPIRE students have done and are doing projects in such diverse topics as the films of Federico Fellini, nurses in World War II, Southern politics, the nature of mothers’ speech to infants with Downs syndrome, postmodern apocalyptic literature, and the effect of inquiry learning on retention of scientific material. Most of these have already been accepted for presentation at national conferences, and the others are making progress toward that objective.

Funding for the program is provided through a grant from the Louisiana Board of Regents. This two-year grant, which has been in place since spring 2009, continues until June 2011. Students who participate in the program are eligible for up to $1000 to cover conference and travel expenses. Because students often perform better when they have mentor support while they are making their presentations, the grant also provides funds for the faculty mentors to accompany their students to conferences. Faculty mentors who attend meetings with their student also introduce the students to other professionals and help these students create valuable networks.

The college is actively working to find new sources of funding to continue the program at its current level once the Board of Regents grant ends. To this end, the college is exploring the idea of creating a fund for interested parties to donate to this program.

McDonald is eagerly planning a spring showcase of the students’ work, hoping to have them make their presentations before an audience of their LSU peers, faculty, and administrators.
Louisiana State University with the Center for Community Engagement, Learning, and Leadership (CCELL) had the honor of hosting one of the nation’s premiere conferences, the 2009 Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education. The three-day event was held at the Hilton Baton Rouge Capitol Center and welcomed more than 400 representatives from 114 institutions, 37 states and four countries.

Jan Shoemaker, the Director of CCELL and host of this year’s conference, was a part of this growing movement’s grassroots beginnings in 2003. She explains, “At that time, there was little opportunity in the region for interaction among those involved in community/campus partnerships. The first summit convened on the Mississippi Gulf Coast campus of the University of Southern Mississippi. The first participants shared an outdoor dinner near the campus’s 500-year-old icon, a huge live oak tree called the Friendship Oak.” Despite its humble start, the Gulf-South Summit has become one of the nation’s top conferences on service-learning.

The theme of this year’s Summit was “Civic Engagement at the Crossroads: Rethinking Stakeholder Roles and Responsibilities.” LSU Chancellor Michael V. Martin in his letter to GSS participants stated, “The 21st century challenges us to rethink the meanings of ‘service’ and ‘learning’ by allowing us to explore the possibilities of students as teachers and faculty as learners, coupled with new models for community partners.”

The conference opened with a lively and engaging poster session, a common academic forum during which presenters use posters with information and other visual aids to assist them in explaining their research or project to the circulating guests. Thirty-six diverse posters were displayed by their energetic presenters, and the exchange of information and ideas that was initiated on Wednesday evening continued to flow liberally until the conclusion of the event on Friday afternoon. LSU and CCELL were pleased to welcome nationally recognized and respected leaders in service-learning, such as keynote speaker, Dr. Edward Zlotkowski.

Margaret Parker, Associate Dean of the College of Arts & Sciences and professor of Spanish, attended the conference and commented on its success, naming Thursday’s panel discussion entitled “Community Colleagues: Can You Hear Me Now?” and the poster session as personal highlights. She also said she took away some useful ideas to incorporate into her Spanish 2156 service-learning curriculum from concurrent sessions “More Than Just Students: Rethinking Student Roles with New Models of Service” and “Generating, Deepening, and Documenting Student Learning in Service-Learning: The Power of Critical Reflection.”
Each summit includes a service project, and this year’s project was a playground build at LSU’s neighboring public school, University Terrace. The build was planned and directed by LSU biological engineering professor, Marybeth Lima, who was last year’s plenary speaker at the Summit in Nashville, and also recipient of the two most prestigious national awards for service-learning faculty: the 2007 Thomas Ehrlich Faculty Award for Service-Learning and the 2005 Earnest A. Lynton Award. In the midst of work on the build, Lima commented on the overwhelming support and success of the service project, saying “People from the Gulf-South Summit, University United Methodist Church, and our service-learning classes are all out here working on several projects at once. We’ve got people building the playground, hauling the engineered wood fiber that we use as padding under the playground equipment, putting together a greenhouse on the basketball court, and planting an edible garden. We planned to work until 5 pm, but with 200+ volunteers, we may finish early.” The Saturday service project provided visitors with a prime example of what can be accomplished through institutional commitment to the community.

Having had the opportunity to attend the conference as both a student poster presenter and a volunteer worker representing the Service-Learning Student Advisory Council, I can attest to the success of the Summit as an enlightening experience. It was rewarding to be surrounded by people who recognize the importance of the relationship between institutions of higher learning and their communities.
For two days in April 2009, the College of Arts & Sciences CxC Studio 151 in Coates Hall became a lightning rod for technological creativity. On Thursday, April 16, and Friday, April 17, students representing nearly every college on campus participated in the CxC Third Annual Digital Media Festival, submitting 98 entries in six multimedia categories. These categories included film and video; animation; journalism; integrated media; photography; and experimental media.

All the entries were displayed in the studio during the two-day festival. Students and members of the community attended the open house displays, and distinguished media professionals spoke each evening. On the first evening of the festival, Philip Holt, vice president and studio general manager with EA Sports, spoke to the gathering about opportunities in multimedia industries.

Regarding the importance of the Communication Across the Curriculum program, Holt told the students, “I can teach you to produce videos and create animation, but I won’t teach you how to communicate, how to give a presentation, or how to write a proposal. That’s why it’s important for you to take advantage of the program at LSU.”

Students competed in six categories: film and video; animation; broadcast journalism; integrated media; digital photography; and “Gumbo,” for experimental work. First place winners received prize packages worth over $100. Several professionals in photography and the media arts from the Baton Rouge community and at the university judged and selected the winning entries.

Regarding her experience as a judge, Tobie Blanchard, who is with the LSU Agricultural Center, commented, “The Digital Media Festival is a wonderful opportunity for students to display their best work and get an unbiased professional critique. As a judge over the last few years, I’ve found it rewarding to see the level of talent at LSU.”

The talent is, indeed, impressive, and this showcase allows students to both enhance and transcend their classwork. Several of the
students submitted work that they had created as part of class projects or internships. For example, in the category for broadcast journalism, Anna Brown won for her news report on local NBC affiliate WVLA Channel 33. While working as an intern at the station in October 2008, Brown reported on a local congregation’s reaction to California’s then-upcoming vote on Proposition 8, which restricted the definition of marriage to opposite-sex couples.

Many of the submissions show a high level of creativity and sophistication. Amy Dyess took the award for best film with “La glaie bleue” (The Blue Iris), a short film noir selection. In the animation category, Tyghe Conway won for his whimsical work “Will You Marry Me?” For digital photography, “Rainy Arrival,” a photo of the Eiffel Tower captured through a rain-soaked lens by Kathleen Rogers, won the award.

The commercial spoof “TNA Technology News- iMe Product Coming to a Store Near You” won the Gumbo Award.

The commercial spoof “TNA Technology News- iMe Product Coming to a Store Near You” won the Gumbo Award.

category “Integrated Media” was James Spencer for “Victorinox Multitool,” a mock commercial poster that displays a playful take on advertising. A similar commercial spoof, “TNA Technology News- iMe Product Coming to a Store Near You,” which was produced by the team of Christian Quitadamo, Preston Tesvich, Brandon Breaux, and Chase Zieman, took the prize in the Gumbo category for experimental media. Their work presents a thoughtful perspective on the issue of human cloning.

Besides the first place prizes, several participants at this year’s festival received other awards and scholarships. The judges also selected these winners from the submissions.

Kevin DiBenedetto, on behalf of the College of Arts & Sciences, presented a $300 scholarship to J. J. Alcantara for his digital photography submission titled “Colors of the Night.” Alcantara almost didn’t submit his work to the festival.

“My photograph, ‘Colors in the Night,’ originally started as something just for me, but my friends encouraged me to submit the photo for the festival,” Alcantara explained. “I took it during the Bacchus parade in New Orleans and wanted to play with slow shutter speed photos. Mardi Gras is a holiday...
of decadence and bright colors. I wanted to draw out the colors in the photo. Instead of just seeing the float, I wanted to see the elegant colors used on them. I wasn’t expecting to win anything at the festival, but I’m grateful to the judges for selecting my photo for the Dean’s scholarship.”

The College of Basic Sciences and the College of Art + Design each awarded a $150 scholarship: Khayyam Sahir Khan won the Basic Sciences Kaplan Award for his digital photography entry “Don’t Box in Beauty”; and LeeAnna Rhodes received the Art + Design award for her integrated media submission “Loves You with an H.” Dominick Sparacino won an iPod Touch for his film “A Day in the Dirt,” which was chosen by ballots from the audience for the Audience Choice–Best of Festival Award.

Kevin DiBenedetto, the manager of Studio 151 and one of the founders and prime movers behind the CxC Digital Media Festival, has watched the event grow and improve each year. After each festival is over, he immediately begins planning for the next year’s event, finding ways to offer better prizes, more opportunities, and cutting edge technologies that will motivate students to produce even greater material. The 2010 festival will have the added benefit of being held on April 23 and 24—the weekend of LSU Day, the official celebration of the university’s 150th birthday.

“Our goal is to keep building the festival,” DiBenedetto explained. “We would really like to find corporate sponsors to help us fund the event so we can afford to offer more to our students, but the prizes are secondary to the participants. The important thing is giving them a platform for displaying their work. We’re always amazed at how much these students can accomplish on their own. Every year, the quality of the work improves.”

This year’s submissions set the bar for improvement very high, and those of us who attend the festival look forward to the treat of seeing just how well students meet that extraordinary standard in 2010.
When she talks about the Communication across the Curriculum (CxC) program, Lillian Bridwell-Bowles glows. Her passion for teaching and for the mission of the program she built at LSU creates excitement that is almost palpable for anyone within listening range. No wonder CxC has been so successful at LSU: With Bridwell-Bowles setting its foundation, the art of persuasion and the business of organization have combined in ways that ensure a brilliant outcome.

Bridwell-Bowles created CxC at LSU was the director of the program from her arrival on the LSU campus in January 2004 until fall 2009. The program is truly interdisciplinary in nature, and faculty from every college on campus work with her to provide courses with the designation of Communication Intensive (CI). Students who fulfill the program’s requirements, which include completing 12 hours of CI-designated courses or contracts with a 3.0 GPA or higher and creating a digital portfolio of their work, can earn Distinguished Communicator certification at graduation.

This distinction gives graduates an edge in the job market because they already know how to write, present, and speak exceptionally well about work in their specific disciplines. CI courses also incorporate the latest technologies—in areas such as multidimensional graphics, film, and computer-generated models—so that students learn the capacities and pitfalls of those technological tools. They also have learned how to work well on special projects both individually and in teams—an added bonus for prospective employers.

What Bridwell-Bowles accomplished in her five years with CxC is beyond remarkable. While she gives much of the credit for the program’s successes to the faculty, staff, and students with whom she has worked, anyone who has ever attempted to bring together a group of people as diverse as those at LSU recognizes the challenges that level of organization entails. Bridwell-Bowles inspired faculty to work with her with only the intrinsic reward of offering students opportunities that would continue to be beneficial long after graduation.

Bridwell-Bowles finds their cooperation to be one of the most rewarding aspects of her time with the program. “We’ve started with an all-volunteer core. Faculty are not required to make their courses communication intensive, and students aren’t required to take them.”

Also a tenured professor in the English department who is highly valued by her colleagues, Bridwell-Bowles has contributed to the department as much as her CxC schedule would allow, but she has begun to miss the day-to-day interaction with faculty and students. After more than five years, she’s returned to the classroom and has passed the program into the very capable hands of Sarah Liggett, who has not only taught and mentored many aspiring graduate students in their first years of teaching freshman English, but who also established and still manages the Writing Center. Liggett is also a professor in the English department.

“We’ve gone from 0 to 60 in about 3 seconds with our program at LSU. Quite frankly, I’m so proud of the program as it is that I wouldn’t change a thing. That’s another reason why it’s time for someone else to take over and give the program a fresh perspective,” she explained.

Regardless of what function Bridwell-Bowles serves at LSU, her energy and vitality motivate students and colleagues alike to embrace innovative concepts and to achieve greater heights in learning and research.
Focus On: Undergraduate Students

**J. J. Alcantara**, Senior, Anticipated graduation date: May 2010  
*Major*: Communication Studies  
*Dual Minors*: Italian; Film and Media Arts  
*Hometown*: Manila, Philippines

JJ Alcantara was born in Manila, Philippines, but has lived in Sacramento, CA, Tampa, FL, San Francisco, CA, and New Orleans, LA. While Alcantara has been at LSU, he has worked, and is still working, for *The Daily Reveille*. During his time with the *Reveille*, he has been a staff writer, chief staff writer, photographer, videographer, copy editor and designer. He is currently the production editor of the newspaper, managing a 12-person staff who copyedits and paginates the daily newspaper. At the Society of Professional Journalists Region 12 Mark of Excellence awards in spring 2009, Alcantara earned second place for in-depth reporting and third place for online news reporting. On April 17, 2009, he received the College of Arts & Sciences Dean’s Scholarship Award at the LSU CxC Digital Media Festival for his photograph, “Colors in the Night.” During the summer 2009, Alcantara was an intern at *The Herald Times* newspaper in Bloomington, Ind., and at *The Reporter-Times* in Martinsville, Ind. During his internships, he worked as a reporter, photographer, videographer and copy editor. He was also a multimedia scholar for the Freedom Forum’s Diversity Institute in Nashville, Tenn., during the summer 2009.

**John-Michael Early**, Senior  
*Major*: History & Economics  
*Minor*: Disaster Science and Management  
*Hometown*: New Orleans, Louisiana

John- Michael Early is a senior from New Orleans pursuing degrees in history and economics. Last semester he was able to spend six months studying in Pamplona and Almería, Spain. Currently, Early is finishing a minor in Disaster Science and Management where his coursework includes an internship at the New Orleans Office of Emergency Preparedness. In addition to his studies, Early is a member of the New Orleans funk-rock band Flow Tribe. In spring 2009, Early was named one of the Tiger 12, a group of twelve outstanding seniors selected by LSU who best demonstrate LSU’s Commitment to Community. He plans to graduate in December 2009.

**Karen Quebedeaux**, Recent Graduate (2008); Returning to pursue 2nd major  
*Major*: Women and Gender Studies  
*Studies Home Town*: Lafayette, Louisiana

Karen Quebedeaux, from Lafayette, Louisiana, graduated in 2008 with a major in sociology/concentration criminology and a minor in women’s and gender studies (WGS). However, Quebedeaux enjoyed the WGS classes, teachers, and all those involved in the department so much that she decided to return to LSU in the spring of 2009 to fulfill the requirements for a WGS major. She will graduate in December, 2009. In May of 2009, Quebedeaux was awarded the Beatrice Remillard Award for Outstanding Returning Student.
Focus On: Graduate Students

Jennifer L. Erdely, Ph.D. Candidate
Program: Communication Studies Minor: Anthropology Hometown: Luling, Louisiana
Jennifer Erdely has returned to LSU to complete her Ph.D. in Communication Studies after having received her undergraduate degree in Speech Communication at LSU and her M.A. in Communication from the University of South Florida. Since being at LSU, Erdely has worked on her dissertation project about volunteer tourism in Post-Katrina New Orleans, attended and presented at various conferences, and is now serving as teaching assistant for Dr. Suchy’s Film and Media Arts 4001 Experimental Film Class. She has also edited the Fellini Project documentary, including her interviews of Dr. Bongiorni and Suchy, clips from Fellini films, an explanation of Fellini’s work, his influence on the students, and their projects inspired largely by him.

Tracy Morris, Ph.D. candidate
Program: Science Education Minor: Women’s and Gender Studies Hometown: Palatka, Florida
As a third year Science Education doctoral student, minoring in Women’s and Gender Studies and currently holding undergraduate and Master’s degrees in Mechanical Engineering from LSU, Tracy Morris’ interests center on women’s experiences in the engineering professions. Men of color and all women are highly under-represented in every engineering profession, and are considered minorities. In popular efforts to increase interest of minority students to pursue engineering, little attention has been paid to professional retention. She seeks to understand the dynamics of women in engineering professions and attempts to develop solutions for improved retention and workplace environment. Morris plans to graduate with a Ph.D. in May 2011.

Joseph (Joey) Watson, Ph.D. candidate
Program: Communication Studies Hometown: Memphis, Tennessee
Joseph Watson came to LSU to get a doctoral degree in Communication Studies, specifically in rhetoric and media. He has taught upper division Film and Media Arts courses here, as well as a number of various courses in rhetoric, media, film production, and critical thinking at LSU and the University of Memphis. Watson’s background is in theatre and, primarily, film. He worked in the industry in Los Angeles for four years and is also a co-founder of Old School Pictures in Memphis. He and the company have made nine feature films, two of which, Path of Fear (2002) and Act One (2005), won “Best Narrative Feature” at the Memphis Independent Film Festival. Upon arrival at LSU, Watson quickly teamed up with Dr. Patricia Suchy and fell in love with her approach to teaching film. He worked with her first on “Revisiting Louisiana Story” (2006) and then again on the Fellini project in 2009. He was brought to LSU through Communication across the Curriculum (CxC) in 2006, which is when he began his doctoral work. Through his assistantship, Watson served as the studio coordinator for Studio 151—the Arts & Sciences Communication Studio—and got it off the ground and running before the current coordinator came in. He started the Digital Media Festival in 2007, which is now a huge event. In 2009, Watson shot an experimental feature film titled “South of Lost” that screened in the Hopkins Black Box on campus. A story about it ran on the home page for LSU in January 2009. Watson’s desire to go to Italy was sparked through his love of film and Fellini and the pedagogical design. While he did shoot footage for his own “my story” film while there, his primary task was to conceive and shoot a documentary about the process of being in Italy. Watson has passed his general exams and is currently working on his dissertation, which focuses on the TED (Technology/Entertainment/Design) conference.
Cheryl Colletta Fasullo: 
Non-Traditional Path to a Goal

Cheryl Colletta Fasullo loves LSU. To her, it’s that simple. Her love for the school began when she was a junior in high school and she attended the 1971 LSU v. Notre Dame football game in Tiger Stadium. LSU won the game against a formidable opponent and won the heart of the girl from Houston.

"The feeling on campus that weekend—the people, the energy, the roar of the crowd—it’s hard to describe, but it made me feel that this is the place I wanted to be. You could even be at the beauty shop and people would be talking about football," Fasullo explained. "And I still have season tickets!"

In the fall of the following year, Fasullo began working on her undergraduate degree in psychology. She graduated from LSU four years later in 1976 and, in 1978, married her Houston sweetheart, Peter Fasullo, who had remained in their hometown to pursue an engineering degree from Rice University. From that point on, her life took several interesting turns.

The young couple settled in their hometown, and both decided to pursue graduate work at the University of Houston—Peter, on an MBA, and Cheryl, on a graduate degree in sociology. Her ultimate dream, one that she had envisioned since high school, was to teach at the university level. After Peter received his degree, however, he had an opportunity to relocate to San Antonio, and both decided that the move was right. While in San Antonio, Cheryl continued her goal of obtaining a graduate degree at Our Lady of the Lake University and finished her Master’s in Social Work in 1985. She then taught at San Antonio Community College (now Alamo Community College) until the couple moved back to Houston.

Back in her hometown, Fasullo again returned to teaching. Along Fasullo’s circuitous educational path, the couple had two children: Thomas, born in 1981; and Joseph, born in 1986. Electing to return to the classroom part time at first, until her sons were older, she took a position at San Jacinto College in 1994.

At San Jacinto, she had an opportunity to take part in a special program for non-traditional graduate students, and she reconnected with her professors at the University of Houston. Two more degrees followed in an odd order: she received an Ed.D. in education in 1998 and an M.A. in sociology in 1999. Her experiences as a non-traditional student influenced her choice of topic in her dissertation, which focused on factors that contribute to retention of non-traditional-age students in community college settings.

Her position at San Jacinto College eventually became full time, and Fasullo is now chair of the Department of Behavioral Sciences and Education at the school. She continues to teach courses such as “Introduction to Sociology,” “Human Sexuality,” and “Marriage and Family.” Her own life story infuses her relationships with the students in her classes, and she especially empathizes with working parents who are pursuing degrees.

“Several of my students are non-traditional,” she said. “I can identify when one of them has a sick child and can’t make it to class. I record the lectures for them when that happens.”

Her teaching philosophy also reflects her experiences and personality: “Roll up your sleeves and teach!” she exclaims with animation. “I strive to present the material in a logical, organized way, and I recognize that different people learn in different ways. You should really understand the students so you can engage them and give them interactive learning opportunities. A teacher should work hard at teaching and respect the differences in students and tap into those differences.”

This teaching philosophy has also permeated her work with the Forever LSU campaign on behalf of the College of Arts & Sciences. Energetic and effervescent, Fasullo has truly “rolled up her sleeves” in coming to the aid of the college. She serves as the college’s chief volunteer leader as the A&S Forever LSU Cabinet member, and works with that committee and the dean’s advisory council to help the college meet its fundraising goals for the campaign. She is pleased with the progress thus far.
“I’ve been working with wonderful people who are as dedicated as I am about helping LSU,” she remarked. “I’m glad I’ve been able to help and be a part of the great things happening on campus. It’s one thing to say you love LSU; it’s another to put it in motion. I appreciate the opportunity they’ve given me.”

Fasullo has a long history of working to improve the LSU College of Arts & Sciences. She has served on the college’s advisory council for six years, and she and her husband Peter have both contributed and been committed to building the college’s scholarship fund. As part of the campaign, Cheryl and Peter have created the Cheryl Colletta Fasullo Endowed Scholarship. When fully funded, this academic award will provide critical financial assistance for a psychology or sociology undergraduate student who, like Fasullo, comes to LSU from outside Louisiana. This type of investment is crucial to the future success of the college and its students.

“Cheryl and Peter represent the best things about the LSU family,” Bryan Landry, Director of Development for the College of Arts & Sciences, who has worked with the Fasullos for a number of years, commented recently. “Their support of and passion for LSU and the College of Arts & Sciences create an infectious energy. Their investment in undergraduate scholarships will have a long-lasting impact on the university and will positively change the lives of potentially hundreds of LSU students for generations. Cheryl and Peter are giving us the tools to inspire new LSU Tigers, and we are tremendously grateful for their friendship.”

This friendship has also enabled the college to share with its students a role model for their own lives. Because of her personal and professional accomplishments and her dedication and service to the college, she was asked to speak at the December 2006 commencement. Her address to the graduating class presented them with an image of how important determination and perseverance are to achieving one’s dreams.

With her own career firmly established, Fasullo has elected to give back to the school where her academic journey began. She sees her work as part of a “blending of goals,” those of the college and its donors. When asked about the work she has done for the college, Fasullo is quick to respond, “This is not my gift—it’s my legacy.”

Elizabeth Gibben:
Unique Career Path Led to Washington, D. C.

Faculty members remember their star students long after those students graduate. One example is Gaines Foster’s memories of Elizabeth Gibbens, a former student who graduated in 1987 with a degree in history and a minor in English. “The History Department is so proud of Elizabeth. Her success is a splendid example of how the liberal arts prepare people for a diversity of creative careers,” Foster said.

Gibbens credits her career successes to “the amazing flexibility and applicability of the knowledge and skills” she learned as an undergraduate at LSU.

“As a child growing up, I was fascinated by Mark Twain [Samuel Clemens]—not necessarily his books, but his life,” Gibbens remembered recently. “He was a journalist and had many other jobs that enriched his experience and, I am sure, made his characters more bold. I thought it would be appropriate to be like him.”

Following that example soon after she graduated from LSU, Gibbens worked with Billy Tauzin, who was Louisiana’s Third Congressional District representative at the time. Gibbens experienced firsthand what she had learned in the American history seminars that she took at LSU while she worked with Tauzin. “There I could actually see history being made,” Gibbens recalled.

During her residence in Washington, D. C., Gibbens has also received a master’s degree in literature from the American University and has completed course work toward a Ph.D. from George Washington University. “Lifelong learning has never been more important to professional success than it is now,” she explained.

While she was in graduate school at the American University, she also worked with New York Times...
columnist William Safire. Working with Safire on the column “On Language” allowed her to draw again on her LSU educational experience. “My education was the roux, and everything I added to it at work [made a] delicious gumbo,” explained Gibbens.

She now works as a writer and editor for AARP and has a second career as a fashion stylist. She values her liberal arts background as the foundation of her many diverse interests and career successes.

Dan Stigall: Practicing Law with a Global Focus

Dan Stigall’s life since his undergraduate years at LSU has been very busy: After graduating from the LSU College of Arts & Sciences with a Bachelor of Arts degree in English Literature in 1996, he attended LSU’s Paul Hebert Law Center, receiving his law degree in 2000. His plan was to use his legal education and his interest in international politics to pursue a career in international law. To that end, he joined the United States Army Judge Advocate General (JAG) Corps and has since served in Europe, the Middle East—including a stint in Iraq—and in several areas of the United States. He has even taken the time to continue his education, receiving an LLM with highest honors from George Washington University in May 2009, and to write a groundbreaking book on comparative law.

Stigall credits the exciting career path he has taken to the time his professors took to mentor him when he was an undergraduate. One of those mentors, Harry Mbella Mokeba, who is an instructor in the LSU Department of Political Science, stands out for him. “Dr. Harry Mokeba has always been a guiding force for me—both personally and professionally. It was during his classes on international politics and the developing world that I really developed a strong interest in international affairs,” Stigall remembered. “That was the animating idea that led me to law school—the thought that I might be able to somehow become involved in these fascinating issues we were discussing in his classes. Many years later, during a conversation at a McDonald’s in the LSU student union, he noted that I had become distracted from that vision and really pushed me to forego the private practice of law and pursue a career in international law. I heeded that advice—much to my benefit—and since that time, I’ve had the great fortune of having regular access to his counsel.”

Stigall also found his education at the LSU Law Center to be highly relevant to his developing interest in comparative legal systems. Because of Louisiana’s unique legal tradition, Stigall asserted, “the education at LSU Law forces its students to understand other legal systems. During my time there, I really became enamored with the study of foreign legal systems and wanted to find a job where I could continue interacting with comparative law and international law.”

Because the U.S. Army JAG Corps offered possibilities for him to continue his career in the areas of comparative law and international law, he interned with the JAG Corps one summer and found his niche. “I enjoy the sorts of issue with which one is regularly confronted as a military lawyer,” Stigall explained. “Due to our extensive international presence, the most banal issues can have important international aspects. So, for instance, an ordinary trial involving a garden-variety crime can suddenly become the test case for the extraterritorial application of U.S. criminal law. Likewise, a simple civil matter suddenly becomes a foray into the Hague Service Convention. Beyond that, of course, is the important work that the Army does every day and the novel legal issues that arise from the nature of its work. It’s an extremely interesting place to be a lawyer—especially right now.”

Working in this environment also led Stigall to write a very timely book on comparative law, Counterterrorism and the Comparative Law of Investigative Detention. The book, published by Cambria Press and released in May
2009, has received very high praise and excellent reviews. In the book, Stigall analyzes the practice of investigative detention as a tool for combating terrorism in the wake of the September 11, 2001, attacks. He takes a comparative approach, looking at the experiences of the United States, Britain, and France.

When the terrorist attacks of September 11 occurred, Stigall was a First Lieutenant and had just graduated from the JAG school in Charlottesville, Virginia. “I...watched with my fellow officers as the horrific events of day unfolded,” he recalled. “Being in the institution central to the Army’s legal community at that very moment, one could not help but think about the interaction of law and counterterrorism—what legal measures might have prevented the attacks, etc.”

The idea for the book arose from that experience. While he was at George Washington University, Stigall studied under Peter Raven-Hansen, an expert in National Security Law. As Stigall’s thesis advisor, Raven-Hansen encouraged him to develop the ideas that eventually were expressed in the book.

“The subject of detention is an important one today as our country faces hard questions of how to react to the threat of terrorism,” Stigall said of the climate in which he wrote the book. “Although much of the discussion today is about preventive detention, my book specifically focuses on investigative detention—the detention of a suspect for investigative purposes. Many of the issues are, nonetheless, the same. We struggle to balance our need to counter that threat with our need to uphold the values of a liberal democracy. In that regard, I found it very interesting that two of our closest allies (the United Kingdom and France) have instituted very robust detention regimes for cases involving suspected acts of terrorism. I was fascinated by the idea of how different democratic governments respond to the same threat. I wanted to explore what they were doing, how they were doing it, and if it worked.”

Stigall left the military in October 2009 and is currently working as a Trial Attorney for the U. S. Department of Justice in the Office of International Affairs in Washington, D.C. He continues to write about legal issues related to the military, including Middle Eastern legal systems and international human rights law. He describes his latest article to be “on the legal issues surrounding U. S. government civilians engaged in state-building and what we call ‘stability operations.’”

Asked for advice he would give to current students who would follow in his career path, Stigall referred again to his undergraduate mentor: “Dr. Mokeba’s advice to us was to ‘fall in love with your books.’ By this he meant that you need to love what you are doing. The great thing about a place like LSU is that it is big enough and its curriculum is broad enough that a student need not merely find a major—you can find your passion. Find that field of knowledge that gets under your skin and then dedicate yourself to it. Go spend four fabulous years at a table in Highland Coffees, with books piled high, reading about the things that enrapture you. I think that is the key to being good at something.”

That’s good advice from someone who knows.

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**Assistant Dean Ann Whitmer Receives Recognition**

On April 16, 2009, the LSU Graduate School recognized recipients of the Awards to Louisiana Artists and Scholars (ATLAS) with a reception in the ballroom of the historic French House on campus. Faculty in the College of Arts & Sciences receive many ATLAS grants, and Ann Whitmer, Assistant Dean for Grants and Contracts, is instrumental in helping to process the application packets that win these awards. Because of the role Whitmer plays in the faculty’s successes in this area, Associate Dean Margaret Parker, representing the College of Arts & Sciences, presented a plaque of appreciation to Whitmer at the meeting.
"In our next shot, our camera imitates the ‘peacock landing’ shot from Fellini’s Amarcord. In the shot, we tilt the camera down from the top, revealing the sinner, then tilt the camera up from the sinner, revealing the church. In Amarcord, the camera seems to honor/look up to the peacock, yet look down on the children playing in the snow. In Amarcord, these camera movements serve to almost treat the peacock as royalty, and counteractively treat the snow-playing voyeurs as subjects. Here, the church is idolized and Drew is its subject. He marches up 122 steps to reach the church and drops to his knees, then bows his head to the ground, having his moment of clarity. However this moment of honest enlightenment is juxtaposed with the voice of someone at the church offering salvation for a fee, the way a vendor offers a hot dog in Times Square. This wink at whether or not religion is honorable is evident in many Fellini films, such as the Pope fashion show in Roma, or the rice kneeling punishment in 8 1/2 that made the Catholic Church look like fascists.”

(Excerpt from project commentary by Brad Johnson, et al., undergraduates in Italian 4100 and FMA 4001)
A tribute to the late Federico Fellini at his memorial in Rimini.

J.J. Alcantara, communication studies senior, films the flowers laid next to Federico Fellini’s memorial in Rimini.

Thomas Stevens, university alumnus, films a theater in Rimini with sketches drawn by Federico Fellini.

[From left] Kara Lloyd, Mark Duplessis, Jason Meaux, Thomas Stevens, Bethany Ross and Brooke Martin take some time off in an apartment while in Rome.

Brooke Martin, left, and J.J. Alcantara, right, pose for a photo at Cinecittà in Rome, the Italian film studio where Federico Fellini filmed many of his films in the famed Stage 5.
Kevin Bongiorni, Ubaye Valley Professor of French Studies, also routinely teaches a course on Italian language, film, and culture. For some time, he has had the wish that he could take his LSU students who are enrolled in that class to Italy so they could experience first-hand the richness of this culture. His dream was to spend spring break touring the places that he talked about in the classroom with his students. Particularly, he wanted to focus on one of Italy’s most famous filmmakers, Federico Fellini. In this dream course, students would see Fellini’s films in the first part of the semester, visit the actual locations and experience the atmosphere where Fellini lived and worked during the brief spring break, and then return to LSU to produce a creative work that reflected what they had learned from the classroom lectures, the films, and the trip.

He shared this beautiful dream with Patricia (Trish) Suchy, one of his colleagues in the LSU Film & Media Arts program.

“When I mentioned the idea to Trish,” Bongiorni recalled, “her reaction was simple. She just said, ‘Let’s do it!’”

Thus began a partnership that brought the dream to life. These two A&S faculty from different departments, in the true spirit of academic interdisciplinary initiative, developed a two linked courses. Bongiorni’s Fellini seminar was listed as Italian 4100, and Suchy’s was listed as Film & Media Arts 4001—both courses offered at the advanced, upperclass level. Both Suchy and Bongiorni worked during the fall 2008 semester to put together the spring break trip itinerary that was to be an integral part of the project, lining up visits to a number of Fellini’s most famous haunts in Rimini and Rome and contacting the Fellini Foundation to set up special events for the LSU students.

Bongiorni spent the first half of the spring semester teaching his course, which focused on the cultural and artistic influences that shaped Fellini’s work, and screening several of Fellini’s classic films. In her course, Suchy taught a hands-on workshop that featured video and film techniques, especially those inspired by Fellini’s work, to the same students attending Bongiorni’s classes.

The two enterprising faculty and two graduate students—Joey Watson of LSU and Tanya Rawal, an A&S alumna who is now a graduate student at the University of California, Riverside—then accompanied seventeen undergraduates to Italy during spring break, March 31 through April 10, 2009. One of the objectives of the trip was to allow students to film their own creative work in a cultural environment similar to that of Fellini and write a commentary as the end products of the two courses. To give the students an opportunity to collaborate on these efforts, Bongiorni and Suchy had the students divide into teams. While the students directed their own efforts, they still had their professors and the graduate students on hand to lend support and advice.

The group first spent two nights in Rimini, the beach resort city where Fellini was born. While in Rimini, the group stayed in the Gradisca Hotel, which was just down the beach from the Grand Hotel, featured in some of Fellini’s most famous films. The group was escorted by Cesira Crocesi, who is affiliated with the University of Perugia and who has ties with the Fondazione Federico Fellini (the Fellini Foundation). They visited a number of sites, including the Fulgor Theatre, which is featured in Fellini’s film Amarcord, the Fellini Foundation, and the Cineteca Comunale, where they participated—along with the cineteca’s director Gianfranco Miro Gori and Fellini’s niece, Francesca Fellini—in a spirited debate regarding Fellini’s ambivalent relationship, in his films and his personal life, with his hometown and heard a talk on Fellini’s use of the Riminese dialect by Gori.

Rimini had a particularly strong impact on one of the students, J. J. Alcantara, a senior in the group, recalls, “Traveling to Rimini was very surreal, not only because it was Fellini’s hometown but also because we got a chance to experience some of his influences. There was one instance in particular I cannot forget: In Fellini’s movie Amarcord, there was a scene where the boys in the movie were dancing outside the Grand Hotel covered in fog and wind, and in our first night in Rimini, a fog covered the little coastal city and everyone almost instantly thought of the scene from Amarcord.”

Bongiorni also found another benefit to being in Rimini in the spring: The usually crowded beach was almost deserted during their stay. He had hoped that the students would be able to film their projects in the same places and under similar conditions to those Fellini used, so
Bongiorni was thrilled by the relative quiet.

“In several of Fellini’s films, he uses wind and the empty beach as a symbol of loneliness and isolation. Rimini in spring was quiet, and we were delighted that the students had access to the beach while it was empty to use it as Fellini did,” Bongiorni explained.

After leaving Rimini, the group took a train to Rome, where they spent the final six nights of their trip. While in Rome, they visited a number of sites that have significance in studying Fellini’s work: the Piazza del Popolo, the Spanish Steps, the Colosseum, the Forum, Vatican City, St. Peter’s basilica, and, perhaps most obviously in relation to Fellini’s films, Trevi Fountain. They also toured Cinecittà, the film studio where Fellini shot most of his works. The tour of Cinecittà was especially noteworthy because the facility is rarely open to visitors, but the staff there made a rare exception for the LSU group.

When the group visited Trevi Fountain, one of the graduate students in the group, Joey Watson, asked one of the officials at the site about the best time to film and was told that after midnight was his best option. Watson, who, with FMA graduate assistant Jenn Erdely, took on the assignment of creating a documentary of the trip and the students’ work in progress—a kind of film about film—and who occasionally helped students find appropriate locations, intended to set up at the fountain with the group.

“I was interested in the Trevi Fountain scene in La Dolce Vita,” Watson recalled recently. “We went out around 2 am to see if we could film at the fountain for our own projects, and a film crew was already there! The members of the crew were very gracious when they found out what we were doing and even allowed us to use the other half of their set.”

This encounter gave the group another insight into the way Fellini filmed La Dolce Vita. “When we got there, the other film crew was waiting for the water to shut off so they could film. It took at least 45 minutes!” Watson related. “In Fellini’s film the water goes off in a few seconds. We found out why he shot part of the scene in the studio [Cinecittà], where he had a copy of the fountain made to get the effect he wanted.”

When the group returned to LSU, they still had work to do, editing the video they shot in Italy, focusing their projects, and submitting the reports to accompany their creative work. As the excerpt at the beginning of this article indicates, the students’ works exhibit the depth and intensity of their understanding of Fellini, his work, and the culture in which he created his films.

Beyond this depth of understanding, the students also found the experience of the combined courses to be valuable. Several of them benefited even after the semester ended. One, Tammy Oropesa, was accepted into the film program at UNO, largely based on the work she helped to produce during the semester, and others had their work accepted at conferences and festivals.

One of those students, J. J. Alcantara, explained, “I’m pretty excited to have the opportunity to present my group’s film at the Foreign Language Film Conference in Carbondale, Illinois, and at the American Council for the Teaching of Foreign Languages conference in San Diego. It’ll be my first opportunity to present at academic conferences, and I hope the experts in the field enjoy the final product of our semester-long project.”

Alcantara summed up the way the students who participated feel, saying “Studying such an innovative filmmaker as Federico Fellini and having the opportunity to create a film using his style was one of the best class experiences I’ve had—and being able to go to Rimini and Rome in Italy wasn’t such a bad thing either. Drs. Suchy and Bongiorni were well-versed in the subject and definitely propelled us to immerse ourselves in Fellini’s life and films. The project and the trip will probably be my most memorable experience at LSU.”

Bongiorni and Suchy, with typical verve and energy, continue to work with Erdely and Watson to complete the documentary from the trip. “This project was ideal,” Suchy commented. “Melding craft, learning, discovery, and practice. The planning was intense, but the final experience was well worth it.”
A movement to bring together members of the local Spanish-speaking community and LSU faculty and staff who speak Spanish is now in full swing. At their initial meeting in June 2009 at the home of Jairo and Anita Alvarez, these leaders discussed their hopes for a new group in support of Spanish language and culture. Afterward, they formally established the organization with a number of goals aimed at enhancing the LSU Spanish language program and interacting with students, both those learning Spanish and those whose first language is Spanish, and faculty at the university.

The group’s goals include creating a stronger sense of community for Spanish-speaking people and Spanish culture aficionados in Baton Rouge, including local residents, students majoring in Spanish language, and international students from Spanish-speaking countries; increasing awareness of the influence of Spanish-speaking people and cultures on the history and present development of Louisiana; and working to address the need for expansion of existing programs to meet modern demands for Spanish language courses for our students.

To meet these goals, the group has plans for several events and activities that will bring together students, faculty, community leaders, and university administrators. On Saturday, August 29, 2009, Dr. and Mrs. Ronaldo Funes, two of the founding members of the Friends of Spanish, hosted the group’s first “official” event. In the newly reopened Atchafalaya Room at the LSU Union, LSU students and faculty and members of the Baton Rouge community who speak Spanish mingled at an afternoon reception and became acquainted.

Creating a network of friends and supporters when one arrives in a new city can be difficult under the best conditions and, if the language of the general population of that city is unfamiliar, it may seem impossible. One of the goals of the new Friends of Spanish group is to provide international students from Spanish-speaking countries with a ready-made network. Guillermo Ferreyra, professor of mathematics and former dean of the LSU College of Arts & Sciences who is also a native of Argentina and another founding member of the Friends of Spanish, entertained the large gathering with tales of his own experiences upon arriving in the United States.

One important aim is to celebrate the diversity of cultural experiences that are part of the Spanish-speaking world. Students from the many Spanish-speaking nations around the world bring with them cultural traditions and new ideas that enrich LSU and the community in which they live, and this group anticipates helping these students find connections and networks that will, in turn, enrich their lives. By providing opportunities for these students to meet
students whose first language is English and who are learning Spanish, both groups benefit.

Jairo Alvarez attests to this diversity in his own background, as well as the opportunities he found when he arrived in the United States.

“I am living proof that the American Dream is not a myth,” he explains. “I grew up on a potato farm in Colombia, arrived in the U.S. as a young man speaking only Spanish, and have since become one of the most successful developers and builders in Louisiana.”

Mr. Alvarez landed in New York by himself with no knowledge of English. He fended for himself, and he survived that experience of being isolated. He wants to make sure that those following in his path have an easier transition to the U.S.

To those coming to LSU from Spanish-speaking countries, he says, “If you are a new Spanish student at LSU, you are not alone. The Spanish community of Louisiana, the faculty of LSU, and the entire university is committed to help you from start to finish and to be at hand with full support.”

Including community leaders—like Mr. Alvarez and Dr. and Mrs. Funes—as well as university administrators, and representatives from the governments of Spanish-speaking countries provides both groups of students with the support and resources they need for future opportunities. Having access to information about programs and events in the community, at the university, and even in other nations can be very useful.

The benefits to students in the Spanish language program at LSU are already evident. Claire Ohlsen, an LSU student majoring in Mass Communications and Spanish studies commented, when asked at the reception what she would like to do after she graduates in May 2010, “I would love to teach English in Spain. I’ve heard that the Spanish government has a program through which American graduates can teach there, but I haven’t actually talked with anyone about it yet.”

By serendipitous coincidence, also attending the reception was Antonio Matarredona Santonja, a representative of the Spanish Embassy, serving as the Spanish government’s education advisor in Baton Rouge. When asked what he would like to happen as a result of the work of Friends of Spanish, he explained, “I would like for them to help us reach more students in the Spanish Studies program who would be interested in participating in a really wonderful program we support. Through this program, we send teachers of Spanish to the United States, and the U. S. sends teachers of English to Spain.”

At the reception, Ohlsen and Santonja had an opportunity to talk informally about the program in Spain, and Ohlsen now has options for pursuing her dream of teaching in another country.

This example is only one of many expressed by the students at the event, and their appreciation for the community and the university for providing them with venues for developing connections was unanimous. With supporters and founding members of the Friends of Spanish like those in this group, we have high hopes for the success of the group’s goals.
This fall, Professor Claire Advokat participated, along with her colleague Mary Lou Kelley, as one of only 100 invited professionals in the American Psychological Association’s 5th Annual Science Leadership Conference. As part of this elite group, she met with members of Congress and the Senate to emphasize the need for mental health components within the national health initiatives.

While Advokat is certainly qualified for impressive, yet daunting, tasks of this type, she seems most at home conducting research, looking for answers to some pretty tough questions. The answers she finds can be very important in determining treatment for people with cognitive disabilities or mental disorders. Advokat has been researching the effects of psychopharmaceuticals for years, so her most recent research into the effects of ADHD drugs among college students seems fitting. That this area is one of growing interest because of the prevalence of ADHD diagnoses in recent years makes her work even more timely.

Advokat has followed the trends in ADD and ADHD diagnoses as part of her professional interest, but she also has had first-hand experience with students in her courses who were on medication for these cognitive disabilities. Some of her students had volunteered information about how they felt when they were on their medications and whether they thought the drugs were helping. From these anecdotal revelations, Advokat’s scientific curiosity pushed her to pursue a more deliberate, clinical investigation of the drugs’ effects.

She began with a simple question: Are these drugs really useful? Although the stimulant drugs do improve attention and concentration, does that mean they make you ‘smarter’? What she has discovered from her own clinical studies and her literature searches is astounding: In the college-age populations she studied, medications prescribed for ADHD are not effective in helping students think better and, therefore, students who take the medications do not perform better than those who don’t take the drugs but who, instead, apply effective study skills.

Previous research, in people without ADHD, shows that the medications do help in some areas of cognitive ability, specifically with “consolidation” (retrieval and retention), but not with knowledge acquisition.

“What the experimental literature shows is that students can remember certain information they are asked to recall, but that’s just memory—not learning,” Advokat explained. “When you think about cognition, there is more to learning than just remembering.”

In a recent issue, the Journal of Attention Disorders published a guest editorial written by Advokat in which she outlines the evidence that, despite the increased ADHD drug use by college students to treat their disorder, these medications do not actually improve academic achievement.

Her current research follows from a long career in pharmacology at several highly ranked institutions. A U. S. citizen born in Australia, Advokat has a fascinating background. She received her undergraduate degree from New York University and her graduate education at Rutgers University. She then continued as a postdoctoral researcher at Columbia University’s College of Physicians and Surgeons. From there, she accepted a faculty position with the University of Illinois, Chicago, in the Department of
Pharmacology at the Medical Center.

With her strong background in pharmacology, she could easily have continued there, but for one flaw: It was too cold.

“One day, my husband (Dr. Joseph Comaty, a medical psychologist) and I were talking, and we both agreed that we were ready for a warmer climate,” she explained recently. “He was in private practice at the time, so he could go anywhere. For me, it was a little more difficult to relocate.”

She began researching positions in the southern U.S. and came upon an ad for a faculty opening in the LSU Psychology Department.

“I submitted my application,” she recalls, “and when the chair of the search committee called me to interview for the position, he asked me, ‘Where did you see our ad?’ It turns out that the position had been advertised the year before, but no suitable candidate had been found. By accident, the journal had run the ad the second year without the knowledge of the LSU Psychology Department, so I got the job by chance and dumb luck.”

Some might say that this chance job opportunity was providential because Advokat and her husband have been in Baton Rouge since fall 1989, and, her latest foray into the national limelight not withstanding, she still enjoys the climate. Those of us at LSU are very happy that she does.

— Claire Advokat

Louisiana on the Cutting Edge:
Postdoctoral Master’s Degree Program in Clinical Psychopharmacology

While Professor Claire Advokat’s laboratory work is her main focus, she also speaks passionately about a program in Louisiana that she feels is one of the most progressive in the United States. Her support for the state's postdoctoral master's degree program in clinical psychopharmacology is rooted in her deep concern for mental health options for all the state’s citizens.

“We don’t have enough trained psychiatrists in Louisiana,” she explains, “so we need an alternative. As a way to address this problem, we now have legislation to allow licensed clinical psychologists to prescribe psychotropic drugs. It’s a wonderful thing because of the lack of mental health coverage in Louisiana. It took ten years of effort to get this law passed, and since its creation, the program has been tremendously successful.”

Because participants in the program must be licensed by the state as doctoral-level psychologists, this option is not part of the regular graduate curriculum offered by the university. Instead, the program is administered independently through Alliant International University (formerly the California School of Professional Psychology), one of the few schools in the country that offer this curriculum. One of only a couple of states that have such a program, Louisiana has attracted the attention of the national mental health community by offering courses in Baton Rouge that are affiliated with this prestigious school.

Advokat teaches courses through this program as part of her service to the profession. She has relished the opportunity to provide lectures to the advanced group of medical professionals who participate in the program. As a result of her affiliation with the program, she became acquainted with Dr. Robert M. Julien, whose A Primer of Drug Action is considered to be the definitive guide to the actions, uses, and side effects of psychoactive drugs. While Julien was thinking about the eleventh edition of this guide, he asked Advokat and her husband, Joseph Comaty, who was in the first class of licensed clinical psychologists to become medical psychologists, to contribute several chapters to the new edition.

“I am very grateful to have been able to be here when this program was developed and to be a faculty lecturer,” Advokat commented. “I feel very fortunate. My involvement in the program directly led to Robert Julien’s invitation to work with him on the book. This opportunity also prodded me in the direction I’ve taken with my research.”
Professor Mary Lou Kelley, well-known psychology researcher on campus, will be playing a double role as an instructor to the Louisiana members of Congress this November. Like her colleague Dr. Claire Advokat, Kelley is one of 100 scientists from Louisiana invited to present her research in Washington D.C. to educate the Louisiana Congressional delegation. While she was surprised by the invitation, Kelley's various research endeavors support her candidacy as a consultant.

Kelley’s main research is in ADHD’s relation with education. Early in her career, Kelley began as a clinical psychologist. She had always specialized in parenting, helping adults to be more effective with their children. When her clients repeatedly identified homework defiance issues with their children, Kelley took the opportunity to study how to solve this problem. Her project expanded, and her Ph.D. eventually focused on ADHD homework interventions and parental involvement in children afflicted with ADHD. Activities such as daily report cards given to the parents create more interaction and involvement between the children’s actions and the parents’ knowledge. Previous research was done in the pediatrics section of Earl K. Long Hospital. Kelley and her students were exposed to a variety of perspectives at this hospital. Presently, Kelley and a team of ten Ph.D. students further their studies in the pediatrics unit at the Baton Rouge Clinic. Referring to her graduate students, Kelley said, “We’re like a really good team. The more senior help the less senior.”

Dr. Kelley is also known for her research on community violence trauma symptoms. When Hurricane Katrina occurred, Kelley switched her focus away from her normal ADHD projects. Recognizing the stresses induced by the hurricane in her own life, Kelley felt the need to give back after witnessing the trauma around her.

Kelley stated, “After the horrific devastation brought on by Hurricane Katrina, I refocused my research on identifying factors associated with post-disaster psychological adjustment in children and families.”

Working with one of her former students who was in a post doctorate position at the University of South Carolina, Kelley led a team that made novel advances in the area of Post Traumatic Stress Disorder. Kelley’s research has been supported by the National Institute of Mental Health and, more recently, by the Department of Homeland Security. Studies covering PTSD had already been published, but Kelley’s team studied not only the effects of stress after disasters, but also how previous stresses contributed to that. New Orleans’ more violent communities were included in the project, and the NIMH grant-funded team reached several new results. After studying survivors of Katrina, Kelley concluded that the greater the trauma inflicted into children’s lives, the greater symptoms of PTSD they exhibit. Also, parental involvement affects a child’s ability to cope with their PTSD; maternal influences that were dealing with PTSD themselves often used negative punishment on their children. This resulted in greater PTSD symptoms in the children. Research in this topic still continues in the Renaissance Village in Baton Rouge, where focus groups study the effects of support and relief on PTSD members.

Kelley’s extensive work in ADHD and PTSD has certainly prepared her for the upcoming trip to Washington DC. Powered by intelligence as well as interest, it is clear as to why Kelley was chosen for advocacy and advisory to our state.

Kelley praised her graduate students for their teamwork, as seen here with Caleb Corwin, Jennifer Maul, Valeri Fine, and Dr. Mary L. Kelley.
It took getting her feet wet—and a little too much peppermint schnapps—for Carolyn Ware to finally become a true “Mardi Gras.” Once she had that experience, though, she was hooked. Ware, now an associate professor of English at LSU, was a graduate student from the University of Pennsylvania working on a Louisiana Endowment for the Humanities (LEH) grant in Tee Mamou–Iota when she climbed a tree as part of the revelry surrounding the rural Mardi Gras tradition. She remembers bantering with le capitaine while one of the leader’s assistants sneaked up behind her and swatted her. The comical scene sealed her reputation as a bona fide member of the group.

This type of impromptu theater is the essence of rural courirs de Mardi Gras, or Mardi Gras runs, which are steeped in the traditions of Acadian culture. Unlike urban Mardi Gras celebrations, which are famous for public displays, parades, and throws, rural Mardi Gras customs involve few participants from outside the small communities. This more intimate atmosphere attracted Ware even while she was in graduate school, and she became even more fascinated by the roles that women played in the Mardi Gras “associations” of Southwest Louisiana as she developed relationships with some of the people in the communities.

“I remember the first time I saw Iota, Louisiana,” Ware recalled recently. “It was spring, and the prairies stretched for miles, an endless sea of green, with beautiful blue skies, white egrets...and the people—they were so gracious and hospitable. They didn’t know me at all, but they were willing to make me part of their community. It didn’t take me long to fall in love with Southwest Louisiana.”

During that first project in Iota, Ware met some truly extraordinary people who inspired part of her future academic direction. One of the first was Larry Miller, a former Iota school principal who makes accordions and who was on the committee that worked to obtain the LEH grant. The women, however, were the ones to capture her heart and imagination. Women like Suson...
Launey, who first encouraged Ware to participate in the courir and who still creates some of the remarkable masks that the Mardi Gras wear, and Debbie Andrus, who impressed Ware with her ability to improvise comic skits and repartee because of her deep understanding of the people in the community, made Ware want to devote more time to studying rural Mardi Gras customs.

One of the most obvious of these customs is masking. Masks are mandatory for les Mardi Gras in rural courirs, and the participants delight in creating costumes that range from whimsical to grotesque. Most courirs also require those who take part to wear capuchons, which are tall, cone-shaped caps. The capuchons also are routinely decorated. As a traditional component of the courir, costuming allows the participants to conceal their identities and get into character, performing comic routines and antics that they may otherwise be reluctant to do. Also, these participants are traditionally male only.

Ware discovered, however, in the communities of Tee Mamou, Basile, and Eunice, that the women had created their own courirs, an innovation that was novel for the region. Despite this break with cultural tradition, most of the women’s Mardi Gras associations still have male capitaines as their leaders. Ware made her debut as a Mardi Gras with one of these women’s associations.

One of the aspects of the women’s courirs that fascinates Ware is how these women move with relative ease from the domestic sphere of the home—sewing the costumes, designing the masks, and using traditionally female decoration—into the outside, more masculine, area of the actual courir. Though the women use their domestic skills to create their costumes, the designs are still grotesque in the male tradition, often exaggerating body parts and reveling in bawdy innuendo. Still, women have put their own mark on the tradition. Ware pointed out that, even when the women used old tire treads to create masks, they also used domestic items—buttons, lace, and the like—to add their own touches.

“The captain always carries a needle and thread and safety pins in case of rips and tears in the Mardi Gras’ costumes,” Ware elaborated. “The private world comes into the public festival, and there’s some maternal stuff going on.”

The women’s associations also reflect other domestic customs as well. For example, the women generally work in twos during the runs, and they are very careful not to frighten small children along the route. Also, the women are most interested in the family and friendship aspects of the run, looking out for each other, particularly the younger members of the courirs.

Ware’s fascination with the courirs in Southwest Louisiana led her to co-author a book, Cajun Mardi Gras Masks, with Carl Lindahl in 1997, and to write Cajun Women and Mardi Gras: Reading the Rules Backward, which was published by Illinois University Press in 2007. She has also written numerous articles and presented many presentations on rural Mardi Gras traditions and customs, particularly on costuming and masking. Eventually, she would like to put together an edited book on women’s culture in South Louisiana.

In addition to Cajun Mardi Gras customs, Ware is also interested in the folklife of rural Louisiana in general. She is currently working on a book about Plaquemines Parish and its culture and people. In particular, she has been documenting the Croatian community there, as well as the African-American culture and Cajun French foodways. Also, Ware, who once worked as a veterinarian’s assistant, has recently begun to examine the expressive culture of veterinarians, looking closely at and documenting the slang, stories, and practical jokes that veterinarians use.
In April 2009, at the Louisiana School for the Deaf in Baton Rouge, students and faculty with the LSU Department of Communication Science and Disorders (COMD) volunteered to support athletes in the Special Olympics. Besides serving in a number of capacities at the event, students also contributed their musical talents: Two graduate students in the LSU program, Mary Pellerin and Allison Gish, sang the national anthem at the opening ceremony.

Professors and students have been gaining Communication Sciences and Disorders recognition with a variety of awards. Professors include Jan Norris, awarded a Certificate of Recognition for Special Contributions in Higher Education from ASHA; Neila Donovan, appointed to the Academy of Neurologic Communication Disorders and Sciences Scientific Affairs Committee; Kaylah Lalonde, awarded a Students Preparing for Academic and Research Careers (SPARC) Grant Award from the ASHA Foundation; and Janna Oetting, receiving the Rainmaker Award from LSU.

Student achievements in the department include Allison Gish, awarded a Students Preparing for Academic and Research Careers (SPARC) Grant Award from the ASHA Foundation; Catherine Fontenot, who received a Travel Award to attend two-week CSAAL Summer Dialect Research Program from University of Massachusetts; Brandi Newkirk, awarded a Dissertation Fellowship from LSU and the Charles Harrington Graduate Student Award from LSU; Natalie Swierzbin, awarded the Rolla F. Wood Graduate Study Scholarship from Phi Sigma Pi National Honor Fraternity; Ashley Bourque-Meaux, who received Travel Award from COMD/LSU; Whitney Dolan, who received MA Graduate Student Award from COMD/LSU; Lekeitha Hartfield, who received Travel Award from COMD/LSU; Heidi Michiels, awarded the Harvey Jay and Betty Adele Schwartzberg Fellowship from LSU; Aneessa Virani, who received Travel Award from COMD/LSU; and Jennifer Wyrick, who earned Mortar Board Top Ten Freshman.

The LSU Speech and Debate Team, coached by graduate student Charles Womelsdorf, won the Louisiana State Championship in spring 2009 for the seventh consecutive year. The team is off to a strong start this year, with one student already qualified for the national championship.

Assistant Professor Graham Bodie was recognized as an LSU Rainmaker for 2009. He received awards for Dissertation of the Year and top paper from the International Listening Association (ILA). Also, Assistant Professor Tracy Stephenson Shaffer was awarded the Tiger Athletic Foundation Undergraduate College Teaching Award in May 2009.

Associate Professor Michael Bowman won the prestigious Lila A. Heston Award for Outstanding Scholarship in Interpretation and Performance Studies from the National Communication Association in 2009.

Professor Emeritus Mary Frances HopKins has been selected as the recipient of the Wallace A. Bacon Lifetime Teaching Excellence Award from the National Communication Association.

Graham Bodie and Professor James Honeycutt received a grant from the ILA to study listening competency in initial interactions.

Renee Edwards (Principal Investigator) and Stephanie Houston Grey, along with David Brown (Geography and Anthropology) and Andrea Miller (Mass Communication), received a $130,000 grant from the Mississippi-Alabama Sea Grant Consortium to study hurricane-related communication.

Lisa Flanagan has an article forthcoming in Theatre Annual based on her dissertation about the Bauhaus. In addition, part of her thesis on the Bauhaus has been adapted and incorporated into a show by the New York Theatre group, The Nerve Tank.

Brianne Waychoff and Travis Brisini are performing their show, Throwing Myselfs to the Wolf, at the Chicago meeting of the National Communication Association.

Andrew King is the editor of the Kenneth Burke Journal, KB, and James Honeycutt is the new co-editor of Imagination, Cognition, and Personality.
James (Jim) Wilcox recently received the LSU Distinguished Faculty Award. He was also named a Distinguished Research Master of Arts, Humanities, & Social Sciences by the LSU Office of Research in 2009.

Also, in May 2009, Michael Hegarty received the H.M. "Hub" Cotton Award for Faculty Excellence, and Pallavi Rastogi, LeRoy Percy, and Milton O’Neal (Neal) Walsh received Tiger Athletic Foundation Awards for Outstanding Undergraduate Teaching. Also Malcolm Richardson was awarded the LSU Alumni Association Faculty Excellence Award, and Elsie Michie received the Nicholson Award for Outstanding Faculty Member.

ATLAS (Awards to Louisiana Artists & Scholars) winners from English were Rodger Kamenetz, Elsie Michie, and Carolyn Ware. Board of Regents Enhancement Grant winners from English were Angeletta Gourdine, Myriam Chancy, and Solimar Otero. This grant will be used to host the 12th Biennial Caribbean Women Writers and Scholars Association at LSU in April 2010.

Sharon Weltman, Daniel Novak, and Elsie Michie also received a Board of Regents grant to support English department participation in The Dickens Project.

Myriam J. A. Chancy presented the Keynote Address for the 24th Annual Symposium of African American Culture and Philosophy at Purdue University in November 2008. She presented the Nelson Mandela Lecture and delivered a literary reading from her creative writing (Comp. Lit. Series) at Penn State University in October 2008. From her academic project, Floating Islands: Gender & Racial Identity Formation in a Transnational Age, she presented work as a member of the African American Division Panel at the December 2008 annual meeting of the Modern Language Association, at which meeting she also chaired a panel on Black South African Women Writers. Current and forthcoming publications include twelve photos and the cover of the current issue of NYU’s Calabash in which a memoir essay also appears; an essay entitled “Subversive Sexualities: Revolutionizing Gendered Identities” in Frontiers; an essay entitled “Race’ Travels in a Post-Genocidal Age: Witnessing and (Re)Counting Rwanda” [Talf Lecture] in the Cincinnati Romance Review; and an essay entitled “Border Crossings: Zora Neale Hurston & Claude McKay’s Diasporic Travels,” in a forthcoming anthology The Harlem Renaissance Revisited: Politics, Arts, and Letters, edited by Jeffrey Ogbar. Her third novel, The Loneliness of Angels (Peepal Tree Press) is due out in February 2010, and her third academic monograph entitled From Sugar to Revolution: Women’s Visions of Haiti, Cuba and the Dominican Republic is under contract with Wilfred Laurier University Press.


Brannon Costello was selected to receive the 2009 Tennessee Alumni Promise Award. The award was presented at an awards ceremony and dinner on September 11, 2009.

Moira Crone’s essay “Surprising in a Convincing Way: First Person Narrators as Characters” appeared in the spring 2009 issue of Center: A Journal of the Literary Arts, which is published at the University of Missouri, Columbia. She was also the judge for the Margery McKinney Fiction Prize for the University of Missouri System in spring 2009.


William (Bill) Demastes was recently named the San Diego II Alumni Professor. Also, Demastes’s book Spalding Gray’s America has been published by Limelight Editions (2008). He also gave a plenary talk, “Spalding Gray’s Stage Manager: New England Metaphysics in Our Town,” at the Wilder in the 21st Century Conference held in Ewing, New Jersey.

Carl Freedman has just published Conversations with Samuel R. Delany (August 2009). also with the University Press of Mississippi. With the extensive help of his
research assistant Rich Cooper, he edited the volume, contributed an introduction, other prefatory material, and one new interview. *Conversations with Ursula Le Quin*, edited with a critical introduction, other prefatory material, and one new interview by Freedman, was published by the University Press of Mississippi in late 2008.

**Zack Godshall** won the Louisiana Filmmaker of the Year Award at the New Orleans Film Festival in October 2009. He has shown his latest film, a documentary titled *Gandhi’s Architects*, at three film festivals in the past few months and has had great success.

**Alison Graham-Bertolini** has a chapter appearing in an anthology titled *Indian Diaspora Literature: Racialized Subjectivities and Hybridized Identities*. The book, edited by Jaspal K. Singh, and Rajendra Chetty, was published in November 2009 by Peter Lang Publishers as part of Lang’s Postcolonial Series.

**Michelle Massé** chaired the Executive Committee of the Prose Fiction Division at the 2008 annual meeting of the Modern Language Association. Massé was also an invited panelist for the “Teaching the University” roundtable associated with the Presidential Forum, “The Way We Teach Now,” and she organized and chaired “Global Histories of Prose Fiction: Theoretical Considerations.” The most recent volume in her SUNY series on Feminist Theory and Criticism is *Feminist Mothering*, edited by Andrea O’Reilly.

**Laura Mullen**’s 6th book (a collection of poems) has been accepted for publication by University of California Press in 2011. Poems from the book are forthcoming in *Bayou* and *American Letters and Commentary*. Her prose piece “Spectrograms” is included in the Dzanc Books anthology *Best of the Web 2009*, and her non-fiction piece “Trust” is featured in the most recent issue of *Ploughshares*. She participated in the Advancing Feminist Poetics conference in New York in fall 2009.

**Solimar Otero** has been selected (in a highly competitive process) as a Research Associate in the Women’s Studies in Religion Program at the Harvard Divinity School during the 2009-2010 academic year.


**Malcolm Richardson**’s book, *Middle Class Writing in Late Medieval London*, has been contracted by Pickering and Chatto, London, for publication in 2010-11 as part of their History of the Book series.

**Keith Sandiford**’s essay, “Translation, Genres, and the Production of Ligon’s True and Exact History of Barbadoes,” has been published in *Cultures of Translation*, edited by Klaus Stierstorfer and Monika Gomille (UK: Cambridge Scholars Press).

**Christopher Shipman**’s two poems, “Catalpa Bark” and “Southern Portrait with McDonald’s,” were published in *Louisiana Review*.

**Chris Tusa**’s debut novel, *Dirty Little Angels*, was published by Livingston Press (University of West Alabama) in March 2009.

**M.O. (Neal) Walsh**’s short story, “Arms,” was published in the Summer 2008 issue of *New Orleans Review*. His short story collection *The Prospect of Magic* won the fifth annual Tartt Fiction Award from Livingston Press and will be out in spring 2010. One story, “The Phin Boys,” from that collection will be reprinted in the anthology *Tartt’s IV: Incisive Fiction by Emerging Writers*.

**Sue Weinstein**’s book, *Feel These Words: Writing in the Lives of Urban Youth*, was published in June 2009 by State University of New York Press.

**Sharon Aronofsky Weltman** has joined the Editorial Board of *Nineteenth-Century Studies*. She presented two papers this summer in England: “Arcadias of Pantomime: Ruskin, Theater, and The Illustrated London News” at the British Association of Victorian Studies-sponsored Artistry and Industry Conference at the University of Exeter, in July 2009, and “Ruskin, Pantomime, and The Illustrated London News” at the Research Society for Victorian Periodicals conference at Roehampton University, also in July. In April 2009, she also gave a paper entitled “The King and Who?” at the Interdisciplinary Nineteenth-Century Studies Association conference at Marquette University in Milwaukee, Wisconsin.


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**Foreign Languages and Literatures**

Faculty in the Department of Foreign Languages and Literatures continue to have active scholarly agenda. *Paolo Chirumbolo*, Assistant Professor of Italian, recently published a book, *Tra coscienza e autocosc’sienza*, which deals with the experimental works of Edoardo Sanguineti, Paolo Volponi and Italo Calvino, three major Italian writers of the second half of the 20th century.
Like Joseph in Beauty by Mark Wagner, Assistant Professor of Arabic, traces the evolution of an Arabic poetic form called “Humayni poetry.” The book addresses the connections between the Humayni poetry of Yemen and the sacred poetry of Jews from Yemen, a hitherto-neglected chapter in the history of Arabic and Jewish literatures.

Joseph Ricapito, Yenni Professor of Italian Studies, is organizing the 2009 annual conference of the American Italian Historical Association in Baton Rouge, which will bring together some 70 scholars that specialize in the concept of Italian immigration and the accomplishments and the presence of Italians in America. Scholars from Italy and many universities in the United States will be attending.

Alejandro Cortazar, Associate Professor of Spanish, and Rafael Orozco, Assistant Professor of Spanish, are co-directing the XXVII Biennial Louisiana Conference on Hispanic Languages and Literatures (Special commemoration of the 150 years of Louisiana State University). Independence, Revolution, and New Reflections on the Recollections of Things to Come: 1810, 1910, 2010 and Beyond, February 11-13, 2010.

In support of undergraduate education and study abroad, the Italian government underwrote grants to students that went to Italy in the LSU summer study program, co-directed by Katie Provenzale. Instructor of Italian, as well as helped with scholarships for students who went to Italy with Kevin Bongiorni. Associate Professor of Italian, at the famous film center of Cine-città, where he directed a special study of the work of Federico Fellini (see related article in this issue).

French Studies

The Department of French Studies Graduate Association will be hosting its 3rd Annual Graduate Student Conference on January 30-31, 2009. This year’s theme is Sexuality, Eroticism, and Gender.

Professor Alexandre Leupin has just published Les Entretiens de Baton Rouge avec Edouard Glissant with Editions Gallimard.

Professor Jeff Humphries has just published Katrina, mon amour with Editions du Seuil.

Professor Adelaide Russo was awarded the Prix Debrousse-Gas-Foretster by the Académie des Beaux-Arts for her Le Peintre comme modèle (Presses Universitaires de Septenttion, 2007).

Hervé Cassan is now the first Phyllis M. Taylor Professor in French Studies, and Rosemary Peters is now Assistant Professor of French Studies.

Associate Professor John Protevi was awarded the Tiger Athletic Foundation Undergraduate College Teaching Award in May 2009 for his work with students in the Honors College.

Geography and Anthropology

Thanks to the efforts of Farrell Jones, the LSU CADGIS Research Laboratory, the Stephenson Disaster Management Institute, and LSU Center for Computation & Technology have been awarded a Louisiana Board of Regents Grant, “Equipment Enhancement for Geospatial Data Management.” to fund the purchase of 3 new servers that will allow the CADGIS Research Laboratory to keep pace with the explosion of geospatial data that is becoming available in the state and to provide adequate access to existing data sources.

Melanie Gall, very recently transferred to the department and a leading member of the Disaster Science Management Center in G&A, has just received a $679,896 grant from the Federal Emergency Management Agency (FEMA) and the Governor’s Office of Homeland Security and Emergency Preparedness (GOHSEP) to develop a hazard mitigation plan for the LSU System. The award is for a 3-year period.


Patrick Hesp and Steven Namikas, along with Dr Yuxiang Dong (Sun Yat-Sen University) and Graziela Miot da Silva (Nicholls State University), have received $80,000 USD (560,000 RBM Yuan) for three years from the China Natural Science Foundation for a new project entitled “Development of a Surfzone-Beach-Dune Interactions Model for China.”

A new, and likely controversial, paper has just been published online in Nature Geoscience by USGS scientist David Rubin and LSU’s Department of Geography and Anthropology’s Patrick Hesp.

The paper, “Multiple origins of linear dunes on Earth and Titan” examines a possible new mechanism for the development of very large (~250m high) linear dunes formed on the surface of Titan, Saturn’s largest moon.

Hesp and fellow researchers believe dunes like this one in China bear similarities with those on Titan.

A recently released major scientific report detailing the impacts of climate change on the United States was authored by 31 leading climate scientists, including Lynne Carter. Associate Director of the Southern Climate Impacts Planning Program (SCIPP) in the...
Department of Geography and Anthropology, and Associate Director of the Coastal Sustainability Agenda at LSU.

Barry Keim, Kevin Robbins, and David Brown, along with colleagues at the University of Oklahoma, are the principal investigators on a new five-year, $3.8 million grant to study climate science and local-level climate hazard planning processes.

People who live in urban areas are more likely to develop late-stage cancer than those who live in suburban and rural areas, according to a study published in Cancer by Sara L. McLafferty, a professor of geography at Illinois, and Fahui Wang, of Louisiana State University. Wang has also been awarded the Overseas Outstanding Young Scientist Award of 200,000 RMB for two years from the National Natural Science Foundation of China.

Heather McKillip and colleagues (David Chicoine, Patrick Hesp, Rob Mann, Rebecca Saunders, and Robert Tague) were awarded a Louisiana Board of Regents grant “Digital Imaging and Visualization in Archaeology (DIVA) lab” to start a 3D digital imaging and visualization lab in the department.

Dydia DeLyser and co-workers obtained a Women in Film grant to help them complete their documentary, The Legend of Pancho Barnes and the Happy Bottom Riding Club, set to debut first in film festivals, and then on PBS later this year. Dydia, who was Associate Producer on the film, utilized her research expertise on gender issues among early women pilots to provide historical input on the research, script, and editing. She also engaged her connections to the aviation and aviation-museums communities in fundraising and hosting screenings.

Craig Colten has received a grant from the Oak Ridge National Laboratory and has been working with the Community and Regional Resilience Institute (CARRI). Colten and others contributed a report based on the events which occurred in New Orleans before and after Hurricane Katrina.

Andrew Sluyter has been awarded a Board of Regents grant. Jay Edwards and Barrett Kennedy (LSU School of Architecture) received a grant of $52,700 from the Division of Historic Preservation to support a study of an historic New Orleans neighborhood, particularly their shotgun houses. Also, Edwards and the Kniffen Lab were inducted into the Order of the Palmetto and named the “Rainmakers” at a reception in October 2008. The LSU Office of Research and Economic Development announced that Rainmakers are faculty who are nationally and internationally recognized for innovative research and creative scholarship, who compete for external funding and awards at the highest levels, and who attract and mentor exceptional graduate students. LSU awarded 100 faculty with this prestigious title.

Several Geography graduate students have received awards and scholarships: Anzhelika Antipova has been chosen as the 2009 recipient of the WTS Houston Chapter-Helene M. Overly Memorial Graduate Scholarship. Jorn Seemann has been named the Editor of the LSU Press’s Southern Biography Series, while Nancy Isenberg has been elected to the prestigious Society of American Historians. Alecia Foundation Undergraduate Teaching Award. Each recipient was selected for demonstrating outstanding teaching.

Professors Barry Keim, Patrick Hesp and Heather McKillip were named LSU “Rainmakers” at a reception in October 2008. The LSU Office of Research and Economic Development announced that Rainmakers are faculty who are nationally and internationally recognized for innovative research and creative scholarship, who compete for external funding and awards at the highest levels, and who attract and mentor exceptional graduate students. LSU awarded 100 faculty with this prestigious title.

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History

Victor Stater is now serving as the chair of the Department. His previous position, Director of Graduate Studies, is held by Christine Kooi.

Tiger Athletic Foundation Undergraduate College Teaching Awards this year went to both David Culbert and Meredith Veldman. Robert Outland was also a recipient this year of the Tiger Athletic Foundation Award for Outstanding Undergraduate Teaching. The members of Phi Alpha Theta, the history honor society, chose Outland as the recipient of the 2009 Roselyn Boneno Teaching Award.

Andrew Burstein has been named the Editor of the LSU Press’s Southern Biography Series, while Nancy Isenberg has been elected to the prestigious Society of American Historians. Alecia
Long has received a $200,000 grant from the Ford Foundation for her oral history project, tied to a service learning course, “Listening to Louisiana Women: Sexuality, Reproduction and Social Equality.” Gibril Cole has been named as the recipient of an ATLAS Grant to support his research during 2009-10, and History Ph.D. Richard Jordan won both the LSU Distinguished Dissertation Award and the American Conference for Irish Studies Adele Dalsimer Prize for his dissertation, written under the supervision of Meredith Veldman. The department congratulates Craig Saucier, who has been awarded The Michael G. Miller Prize for his dissertation, Mr Kerr Goes to Washington: Lord Lothian and the Genesis of the Anglo-American Alliance, 1939-1940. The dissertation was also written under the supervision of Meredith Veldman.

Maribel Dietz received the BP Award for Outstanding Undergraduate Teaching for 2008, and the Board of Regents chose Paul Paskoff and Reza Pirbhai to receive Atlas Grants during the 2008-2009 academic year.

International Studies

Leonard Ray, Director of the International Studies Program and Associate Professor of Political Science, received the LSU Alumni Association Faculty Excellence Award in May 2009.

The International Studies Program recognizes two outstanding INTL majors each year for their contributions to international service and scholarship. The recipient of the 2009 International Studies Student Service Achievement Award is Amy Triche. The 2009 International Studies Student Academic Achievement Award was awarded to Sarah Burns.

Three International Studies faculty members were recognized with faculty awards in 2009: Pallavi Rastogi, the Tiger Athletic Foundation Undergraduate Teaching Award; Leonard Ray, the LSU Alumni Association Faculty Excellence Award; and William Rowe, the Tiger Athletic Foundation award for Outstanding Freshmen Teaching.

LSU has recently welcomed a number of new faculty with interests covering African history and culture, Middle Eastern geography and culture, and Arabic. Since fall 2008, the International Studies major offers separate regional concentrations in the Middle East and Africa. These two concentrations replace the combined Africa-Middle East concentration.


Pirbhai’s new book presents and challenges staple perspectives with a comprehensive reinterpretation of doctrinal sources, literary expressions and colonial records spanning the period from the reign of the “Great Mughals” to the end of the “British Raj” (1526-1947).
Lieutenant, Corps of Engineers; **Brandon S. Lucas**, Second Lieutenant, Transportation Corps.; **Cameron L. Withers**, Second Lieutenant, Reserve Forces Duty, with Louisiana Army National Guard. **Preston B. Collich** and Brian M. West, also commissioned as Second Lieutenants, Aviation branch, in May 2009, returned to LSU as Gold Bar Recruiters to assist the ROTC Battalion and students at LSU. Southeastern University in Hammond, the University of Louisiana at Lafayette, McNeese State University in Lake Charles, and Our Lady of the Lake in Baton Rouge.

Lieutenant Colonel John A. Wright reported 1 July 2009, as the Professor of Military Science. Master Sergeant Wayne E. Lawrence recently joined the Cadre as well.

**Philosophy and Religious Studies**

The Department of Philosophy and Religious Studies welcomes the following new faculty: **Oliver James Rocha** (Ph.D., UCLA, 2007), whose current research focuses on the concepts of autonomy, coercion, and bigotry; **Michael Pasquier** (Ph.D., Florida State), who specializes in American religion and is on leave in 2008-09 at Harvard Divinity School; **Stephen Finley** (ABD, Rice), who specializes in African American religions and is a joint appointment with African and African American Studies; and **Michael Gueno** (ABD Florida State), who specializes in native American religion and is replaced Michael Pasquier while he was on leave.

Congratulations to **Francois Raffoul** and Husain Sarkar, who were among the 100 faculty 2008 recipients of the “LSU Rainmakers” distinction, an honor that singles out the top 100 faculty at LSU. In the university context, Rainmakers are those who are nationally and internationally recognized for innovative research and creative scholarship, who compete for external funding at the highest levels and who attract and mentor exceptional graduate students.

**Francois Raffoul** co-edited *Rethinking Facticity* (SUNY Press, 2008), a volume which explores the resources of the concept of facticity for contemporary phenomenology and European Thought. He also co-edited *French Interpretations of Heidegger* (SUNY Press, 2008), a volume which investigates the impact of Heidegger’s thought on contemporary French Philosophy.

Routledge has recently published *Philosophy Through Video Games* by Jon Cogburn and Mark Silcox. In the book, Cogburn and Silcox discuss a variety of philosophical issues that arise from reflection on video games. In some of the book they use facts about video games as evidence for non-trivial philosophical theses. For example, they argue that the surprising success of the Nintendo Wii supports a philosophical theory of perception known as enactivism. And in some of the book they use philosophical disputes to suggest new paradigms for video game design. For example, they argue that recent attempts to model moral dilemmas in video games such as Fable would work much better if informed by the philosophical debate between utilitarianism and deontology.

**Paula Arai** has received an ATLAS grant to finish writing her book *Healing Zen: Japanese Buddhist Women’s Rituals of Transformation*. This ethnographic study uncovers a “Domestic Zen” that thrives in the home and centers on healing. A Zen paradigm of healing focusses on “home made” rituals that facilitate experiencing one’s interrelatedness to all the universe and accepting the present moment with gratitude and as an opportunity to be compassionate.
Women’s and Gender Studies

This spring marked a physical transition of the program to a large new office suite. WGS will now call 118 Himes Hall its home. To celebrate the result of months of collaboration with facility services, interior designers, and technology specialists, the unit hosted an open house in September 2009.

This fall, new Program Coordinator, Jennifer West, joined the staff. A 5th year PhD student in English, Jennifer researches representations of childbirth and medical discourses in popular culture and advice literature.

The unit announced several awards at its spring end of the year meeting: The award for Outstanding Major Or Minor in 2009 went to Jennifer Bowman; the award for Outstanding Graduate Minor 2009 was presented to Elizabeth Domangue; Two recipients received the Beatrice Remillard Award for Outstanding Returning Adult Student—Dilek Suslu won for 2008, and Karen Quebedeaux won for 2009. Also several other awards were presented for two years: The award for Outstanding Feminist Activist was presented to Elaine Maccio for 2008, and Jessica Ketcham Weber received the award for Outstanding Faculty Contribution for 2008, and two recipients received the award for 2009. Irene di Maio and Denise Egéa-Kuehne. The Contribution by a Non-Faculty Member Award went to Christian Molidor for 2008 and to Jessica Ketcham Weber for 2009.

A Word from Bryan Landry, the Director of Development

Dear A&S Family:

My high school English teacher was equal parts brilliant educator and merciless taskmaster. She was fond of assigning novels that were incredibly challenging for students at that level. When we complained her standard (and usually slightly shouted) response was: “EDUCATED PEOPLE HAVE READ THESE BOOKS.”

I think about that statement in the context of our college. We live in a culture that has nearly deified technical disciplines and often pays little respect to other academic interests. We, however, possess a first-hand knowledge of the reality that the skills learned in the humanities, liberal arts, and social sciences are just as important in creating a well-balanced person as is the command of specific technical knowledge in the physical sciences or mechanical arts. Students in our college are learning analytical, reasoning, and critical thinking skills that are every bit as effective in problem solving as those skills studied in an engineering curriculum. In addition, Arts & Sciences students work with an emphasis on not just creating solutions but also learning how to communicate those solutions to vast audiences. These communication skills—be they written, verbal, or in one of the variety of new media outlets—are some of the most important tools utilized by leaders in any society. Through our rigorous academic demands, our emphasis on service-learning and study abroad experiences, and our continued commitment to helping our students grow as individuals, the College is producing the next generation of leaders for Louisiana, our nation, and the global community.

We are doing incredible work as a college and as a university. The progress we have made—including the second consecutive Tier One ranking in U.S. News & World Report—would not be possible without your continued investment and participation. LSU’s accomplishments are not isolated incidents occurring only beneath the shade of her stately oaks and broad magnolias. Rather, they are a testament to the dedication of the entire LSU family—faculty, staff, students, alumni, and friends. THANK YOU for your continued fidelity.

The Forever LSU Campaign has raised over $644 million to support this good work. We expect to reach our $750 million goal in early 2010. If you have not yet made your commitment to LSU as a part of this effort, I encourage you to do so now. Current use gifts, endowment gifts, and documented planned gifts all count toward reaching this goal. Your investment now will make a significant difference in the future of LSU. Please partner with us as we continue to provide the leadership skills necessary to help students learn how to not just make a living but rather to make a life for themselves and their communities.
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LSU Chancellor Michael Martin (far left) and former A&S Dean Guillermo Ferreyra (far right) with A&S graduates who received University Medals at the spring 2009 commencement.