AMANDA SHIVELY RECEIVES INAUGURAL

Lee Rogers Berger Anthropology Scholarship

DEVELOPING PROFESSIONALS

Students hone design skills in India

Faculty combine courses to provide opportunity for real development

Summer institute teaches documentary techniques to historians

MPA alumnus turns state government internship into post-grad position

Sister author alumnae publish novels

Model UN delegation consistently takes top nods

REWARDING RESEARCH

Posick honored as ‘New Scholar’

Town’s book addresses literary censorship

RHRI moves to Department of Psychology

Boyer gets grant to assess child development
The University community has spent much of the past year preparing for our institutional reaccreditation, and among those preparations has been the development of a Quality Enhancement Plan (QEP), a university-wide effort to enhance student achievement over the next five years. After many campus discussions, the University has settled on a QEP that will focus on effective writing, so the goal will be to enhance a campus culture of writing, critical thinking, and reading across the University.

What I have found most interesting about the discussion is how much the selection of this plan underscores the importance of the skills that are inherent to the liberal arts degrees earned by the student in our College. Whether we look at courses in the fine arts, the humanities, or the social sciences, the learning outcomes envisioned for the QEP would be comfortably “at home”: organizing ideas and information, communicating a purpose, identifying and using credible sources of information, communicating effectively—all activities found in a large number of the courses within the college. In essence, the recognition of the desirability of the QEP provides validation of the continued relevance of the skills that students gain in our majors.

What this means for the College is that we will be actively examining what we do in our classes and casting a more critical eye on those activities that promote the development of critical thinking and writing skills. Our goal, of course, is to help our students acquire those skills that will make them lifelong learners and writers—a lofty goal but certainly one that is worth the efforts of the “College of the Creative Mind.”

I invite you to reflect both on your college experiences at Georgia Southern and on your experiences after graduation that aided in your development of these critical skills and to drop us a note about them. Your thoughts and comments would be extremely useful to us as we assess how we are doing.

Warmest regards,

Dr. Curtis E. Ricker, dean of CLASS
JANUARY

01.12-02.22 GALLERIES Continuum Alumni Exhibition University & Contemporary galleries, Center for Art & Theatre 912.GSU.ARTS

01.26 CONCERT Georgia Southern Symphony, Concerto Competition 6 p.m. | Carol A. Carter Recital Hall, Foy Building 912.478.5396

01.27 GREAT MINDS Dr. Carya Town, Dept. of Literature & Philosophy: "Unsuitable Basket: Censorship & Young Adult Fiction" 5:30 p.m. | Fielding S. Russell Union, Room 2084 | 912.478.2527

01.28 CONCERT UAF Horizon Saxophone Quartet 7:30 p.m. | Carol A. Carter Recital Hall, Foy Building 912.478.5396

FEBRUARY

02.05-02.07 SYMPOSIUM High School Model United Nations Conference Nessmith-Lane Continuing Education Building 912.478.5638

02.06 COMMUNITY Betty Foy Sanders Department of Art Visitation Day Center for Art & Theatre | 912.GSU.ARTS

02.10 CONCERT Guest Artist Margery Whedon, piano 7:30 p.m. | Carol A. Carter Recital Hall, Foy Building 912.478.5396

02.11 GREAT MINDS Dr. Geoff Kelley: "Big Band at the Crossroads: Transborder Conservation on the U.S.-Mexico Frontier" 5:30 p.m. | Fielding S. Russell Union, Room 2084 | 912.478.2527

02.13-14 SYMPOSIUM 24th annual British Commonwealth & Postcolonial Studies Conference DeSoto Hilton Hotel, Savannah 912.478.5471

02.14 CONCERT The Flarits Duo & Friends, with Karla Racker, piano 7:30 p.m. | Carol A. Carter Recital Hall, Foy Building 912.478.5396

02.15 CONCERT Guest Artist George Wera, wind ensemble 8:30 p.m. | Carol A. Carter Recital Hall, Foy Building 912.478.5296

02.15 CONCERT Symphonic Wind Ensemble 7:30 p.m. | Performing Arts Center 912.478.5396

02.19-21 CONFERENCE Georgia Association of Historians Nessmith-Lane Conference Center | 912.478.4478

02.24 CONCERT On the Verge Series 7:30 p.m. | Carol A. Carter Recital Hall, Foy Building 912.478.5396

02.26 CONCERT Wind Symphony 7:30 p.m. | Performing Arts Center 912.478.5396

02.27 SYMPOSIUM World Languages Collaborative Share Fair TBD | 912.478.5281

MARCH

03.03 CONCERT Jazz Band 7:30 p.m. Performing Arts Center | 912.478.5396

03.04 COMMUNITY Well-Behaved Women Seldom Make History: Georgia Women Shape the 20th Century 6 p.m. | Assembly Hall, Nessmith-Lane Continuing Education Building | 912.478.7978

03.04-03.11 THEATRE Metamorphoses 7:30 p.m., 2 p.m. Sunday matinee $5 students, $10 general admission | Black Box Theatre, Center for Art & Theatre 912.478.5397

03.07-03.27 GALLERIES Form & Content Foundations Student Exhibition University Galleries Center for Art & Theatre 912.GSU.ARTS

03.07-03.27 GALLERIES Juried Undergraduate Exhibition Contemporary Gallery, Center for Art & Theatre | 912.GSU.ARTS

03.12 CONCERT Symphony 7:30 p.m. | Performing Arts Center 912.478.5396

03.14 CONCERT Celtic Celebration 7 p.m. | Saint Mary on the Hill Church, Augusta 912.478.5253

03.15 CONCERT Celtic Celebration 7 p.m. | The Cathedral of Saint John the Baptist, Savannah | 912.478.5253

03.24 CONCERT Linda Cioniatti, clarinet 7:30 p.m. | Carol A. Carter Recital Hall, Foy Building 912.478.5396

03.29 CONCERT Symphonic Wind Ensemble 7:30 p.m. | Performing Arts Center 912.478.5396

03.30 CONCERT Piano Area Recital 7:30 p.m. | Carol A. Carter Recital Hall, Foy Building 912.478.5396

03.31 GREAT MINDS Dr. Daniel Pinker: "Dagreb's Jerusalem: Between Memory & History" 5:30 p.m. | Fielding S. Russell Union, Room 2084 | 912.478.2527

03.31 CONCERT Enlarged Honors Recital 7:30 p.m. | Carol A. Carter Recital Hall, Foy Building 912.478.5396

APRIL

04.02 CONFERENCE IFIT: The Great War that Changed the World 1:30-8 p.m. | Fielding S. Russell Union | 912.478.4478

04.02 LECTURE Guest Speaker Dr. Alice Goffman: "On the Run: Fugitive Life in an American City" 6:30 p.m. | Fielding S. Russell Union | 912.478.8030

04.02 CONCERT Choral Recital 7:30 p.m. | Carol A. Carter Recital Hall, Foy Building 912.478.5396

04.07 CONCERT New Music at Southern 7:30 p.m. | Carol A. Carter Recital Hall, Foy Building 912.478.5396

04.08 CONCERT Brass Studio Solo Recital 7:30 p.m. | Carol A. Carter Recital Hall, Foy Building 912.478.5396

04.08-04.11 THEATRE The Mountain-top 7:30 p.m. | 2 p.m. Sunday matinee $5 students, $10 general admission | Black Box Theatre, Center for Art & Theatre 912.478.5397

04.11 COMMUNITY ArtsFest 11 a.m.-5 p.m. | Sweetheart Circle | 912.GSU.ARTS

04.14 GREAT MINDS Prof. Santanu Mandal: "Interactive Teaching Method:

MAY

05.01 CONCERT Choral Recital 7:30 p.m. Carol A. Carter Recital Hall, Foy Building 912.478.5396

05.02 THEATRE An Evening of African-American Theatre 7:30 p.m. | Black Box Theatre, Center for Art & Theatre 912.478.5397

05.03 CONCERT Symphonic Wind Ensemble 7:30 p.m. | Performing Arts Center 912.478.5396

05.04-05.08 GALLERIES Bachelor of Fine Arts Thesis Exhibition University & Contemporary galleries, Center for Art & Theatre | 912.GSU.ARTS

Each semester, CLASS presents several concerts, performances, art exhibitions, lectures, and other special events. All events are free and open to the public unless otherwise noted. Schedules are subject to change. Please visit class.georgiasouthern.edu for the most up-to-date event information.
International internship program enables graphic design students to learn the industry while exploring India

When Assistant Professor of Graphic Design Santanu Majumdar came to Georgia Southern in 2011, he realized that there was a niche in the Betty Foy Sanders Department of Art that he could fill: exposing students to different work-cultures and learning methods to make them more competitive in the global economy. “I started planning a partnership with the National Institute of Design in India,” he said.

NID is one of the top design institutions in the world, and the Graphic Design International Internship study abroad began in 2012. The project expanded to include student and faculty exchanges this academic year.

“In summer 2012, four graphic design students participated in the international internship program, and in summer 2013, eight graphic design students and two fashion and merchandising students participated. Several students have indicated an interest in participating in summer 2015,” Majumdar said. During their time abroad, students work with teams of professional designers to gain project experience while exploring a diverse culture and a new part of the world. In addition to becoming a team member in their assigned offices, students participate in the entire design process, from writing client briefs to making client presentations to executing the selected design. “The experience makes students more competitive in the world market and allows them to demonstrate knowledge of skills and responsibilities related to professional design work. The experience of interning abroad helps students understand the industry and gives them the confidence to work in any location,” Majumdar said. “The experience makes students more competitive in the world market and allows them to demonstrate knowledge of skills and responsibilities related to professional design work.”

“Many students are not well-traveled as of yet and have had limited exposure to the design world outside of the Internet. Though the process of design is the same across the globe, local culture, the environment, and the application of design varies from place to place. Students in internships see their coursework come full-circle in practical applications in the graphic design industry.”

This semester marks the first time that NID students will come to Georgia Southern.

“I would like to create a unique learning-by-experience environment for design students so that they can become industry leaders. I am open to accepting students from other disciplines, too, because design is a science through which research is combined with logical and analytical thinking to create successful solutions. Today, every industry recognizes how critical the skills associated with design are.”

CHAD POSICK RECOGNIZED AS ‘NEW SCHOLAR’

Last fall, Dr. Chad Posick received the New Scholar Award for the Victimology Section of the Academy of Criminal Justice Sciences, which recognizes a scholar of outstanding merit at the beginning of his or her career. Eligibility requirements include that nominees be active ACJS members, members of the victimology section, and hold a Ph.D. for less than five years.

“I was nominated for the New Scholar Award by Dr. Chester L. Britt III, the dean of the School of Criminology and Criminal Justice at Northeastern University, where I received my Ph.D.,” Posick said. “It means very much to me to receive this honor. There are many great scholars producing important work in the field of victimology, and it feels great to be a small part of that body of work.”

Posick’s research interests include the intersection of victimization and offending, the role of emotions in human behavior, and suicidal behavior. His research has been published in Psychology of Violence, Justice Quarterly, the Journal of Interpersonal Violence, and the International Journal of Contemporary Criminal Justice.

Posick presented his recent research at the Georgia Southern Psychology Department’s Colloquium on October 22. His talk was entitled “Once More, with Feeling: How a Psychological Focus on Emotions Helps Us Understand Victims and Offenders.”

DID YOU KNOW?

The Department of Criminal Justice & Criminology supports student-faculty collaborations for research. Highlights since last spring include:
- Dr. Adam Bossler worked with Justice Studies Honors student Tyler Stone on “College Students’ Perceptions of Women in Law Enforcement;”
- Drs. Bryan Miller and Laura Agnich worked with M.A.S.S. graduate student Joseph Bacot, whose “Marketing a Panic: Media Coverage of Novel Psychoactive Drugs (NPDs) and Its Relationship with Legal Changes” was accepted to the American Journal of Criminal Justice.

- Dr. Chad Posick worked with M.A.S.S. graduate student Shanna Felix on “The Role of the Brain in Urban Violent Offending: Integrating Biology with Structural Theories of The Streets,” which was accepted for publication in a Criminal Justice Studies special issue.
- M.A.S.S. graduate student Shanna Felix and Drs. Christina Policastro, Laura Agnich, and Laurie Gould presented “Sex, Sexual Orientation, and Self Control: An Examination of Psychological Victimization and Dating Violence Among University Students” at the Southern Criminal Justice Association conference in Florida in September.
- Dr. Bryan Miller worked with M.A.S.S. graduate student Justin Hoyle on “Synthetic Highs: Exploring Predictors of Synthetic Cannabinoid Use in a College Sample,” which they presented in September at the Southern Criminal Justice Association conference in Florida.
Multimedia film production, theatre professors combine courses for directing, acting collaboration

D. Jason Knowles, M.F.A., teaches in the Multimedia Film Production program, and Nicholas Newell, M.F.A., teaches in the Theatre & Performance program. Last fall, Knowles and Newell combined their Directing for Film and Acting for the Camera courses to provide communication arts students the collaborative experience of a professional film shoot. The collaboration makes perfect sense, the professors said, given the history of the disciplines.

“Unlike TV and radio, which emerged from newspapers and journalism in the information industry, narrative filmmaking originally developed from theater and Vaudeville, and it continues to operate from within the entertainment industry,” Knowles said. “Every TV show, Web series, and original Netflix movie is technically and aesthetically a film production, as opposed to a broadcast production.”

The professors alternated individual and combined classes to ensure the students were exposed to concepts unique to their discipline while also allowing for real-time troubleshooting of the types of issues that naturally arise during a production.

“Nick and I developed both courses around key topics in film acting and directing, including auditions, physical blocking, and process-oriented direction for emotional acting, just to name a few,” Knowles said. “The design works well because acting students can first focus on developing skills specific to their craft and directing students can focus on their specific skills. Then, both groups come together and collaborate to further enhance their practices and solve production-related problems in a real-world context.”

“In the single-class sessions, we tackle texts on techniques, acting exercises, and, most importantly, preparation for auditions and performances,” Newell said. “Actors need to be able to work independently and hone their skills, so that when they are placed on a film set with 100 people working around them and a tight schedule and lots of money being spent on every take, they can perform their roles with skill and without intimidation.”

By the end of the semester, each team completed two 10-minute films, and each student had material for his/her acting or directing portfolios. For example, one group’s production, Finding Joy, told the story of a data-entry employee who struggled with work motivation after the death of his mother.

“Not only did the directing students come up with some great process-oriented direction for realistic emotional portrayals from the actors, but one director actually created a prop funeral program with a photo of the lead actor’s actual mother on it to help him get into the moment,” Knowles said. “The result on-screen, especially the scene where the main character must sort through a box of his mother’s things, is heartbreaking and relatable for the audience.”

“Your calling-card as a director or an actor is a reel of your film work – a short edited compilation of clips that showcases your talent and style,” Newell said. “One of the big Catch 22s of the industry is that it takes work to get work. This class helps both actors and directors overcome that obstacle by building a reel.”

The goal of the combined course is to prepare students to be competent and marketable storytellers in multiple film industries. The professors point out that acting and filmmaking are both forms of visual storytelling, which is becoming more prevalent in human communication.

“Acting and filmmaking are professional forms of play and pretend,” Knowles said, “and being able to practice and to play and pretend with things is a huge part of our development as human beings, regardless of what career path we choose.”

The Department has also instituted Film Club GSU, which is open to all Georgia Southern students and meets Mondays at 6 p.m. in Sanford Hall, Room 1002. To learn more about the Department, its courses and programs, and how to support them, visit GeorgiaSouthern.edu/commarts.
My name is Amber Carter, and I am a senior modern language major, concentrating in French. As I think back on my college journey, I am delighted by wonderful memories. I have been exposed to phenomenal faculty mentors; I have taken diverse courses and learned concepts in a global perspective that uniquely accompanies practicing language. As a political science minor, I have found my passion for public policy, and have combined my affinity for language with my interest in politics for a trajectory that will allow me to use both.

Two of the most significant advantages of my major and minor are the mentors I have gained. In the French program, I took Dr. Clara Krug for several upper-level courses. Dr. Krug believes in the importance of learning a foreign language, and her teaching style makes that belief contagious. I left every course with her feeling like I was challenged in a way that made me yearn for more. I learned to appreciate French culture, literature, and even grammar.

In the political science department, I took Dr. Debra Sabia for the most important course in my undergraduate career: American Government. My entire mindset shifted in Dr. Sabia’s course: I fell in love with public policy and with learning. I found myself looking forward to reading for her class and even read the assignments more than once. I still have a copy of her textbook and reference it often. Dr. Sabia became a mentor who questioned every political opinion I ever had and encouraged community activism. I credit her with the discovery of my calling for law school and a future in politics. Drs. Krug and Sabia, along with my experiences at Georgia Southern, educated me to be a critical thinking, active citizen who can change the world.

Outside of the classroom, I have been involved in several organizations. As a freshman, I worked in the Office of Student Leadership and Civic Engagement. Through that job, I learned about the Alternative Breaks program, which offers week-long service opportunities for small groups of students. I have traveled to San Francisco; Washington, D.C.; Jamaica; and other wonderful places on Alternative Break trips. I have participated in 10 trips, and they are some of my favorite memories from college.

In January 2013, I went on an Alternative Break trip to Washington D.C., where I was intrigued by the juxtaposition of power and poverty. I saw D.C. as a place where real change happens, so, I decided that I wanted to move there. I applied and was accepted to the Eagles in D.C. internship program. I moved to Washington, D.C., in August 2013 and lived there until December 2013. I worked as an agriculture, immigration, and civil rights legislative intern for Sen. Johnny Isakson. There is not enough time or space to share how incredible those four months were. I worked with an inspiring staff who helped me make the most of my internship by offering opportunities for me to work with issues I’m interested in and to practice French. After returning to Statesboro, I worked for a House of Representatives campaign and can see a future in campaign work for myself. I am so thankful for my internship and would encourage any interested students to explore similar options.

After graduation in December, I will stay at Georgia Southern to pursue a Master’s in Public Administration. I will continue to work in the Office of Student Leadership and Civic Engagement, and I plan to attend law school after my master’s program is complete.

After December (14) graduation alumna aims to pursue master’s, law degrees

My experiences in IPNS definitely helped me obtain the internship with the OPB, he said. “Skills such as the ability to make meaningful contributions to in-class discussions translate well in an interview setting, coming to class prepared is sound practice for doing the necessary research to have a memorable application and job interview, and soft-skills like learning how to interact with colleagues in a professional setting are also important.”

Bell, who earned his undergraduate degree in political science at Georgia Southern, said that the MPA course Public Sector Budgeting, taught by Dr. P. Cary Christian, was among the most influential in the master’s program.

“Our semester-long project was to attempt to balance the federal budget,” Bell said. “This project was fascinating to complete, as students really surpassed the rhetoric of popular news outlets and even elected officials in Washington D.C. to understand that budgeting is policy – the programs or projects a government chooses to fund or de-fund can be taken broadly as a policy statement.”

“I chose to pursue my Master’s in Public Administration at Georgia Southern because it was a familiar place with familiar faculty,” Bell said. “However, I feel that the program really was the best for me. Georgia Southern and IPNS continue to maintain outstanding academic instruction and challenging curricula. The rigorous coursework, professional and knowledgeable faculty, and my graduate assistantship with the Department of Political Science all made my happy to have continued my education at Georgia Southern.”

Bell completed his internship with the OPB in August and said that it served to reinforce what he learned during his master’s courses. He accepted a full-time position with the OPB in September.
DID YOU KNOW?

In Spring 2014, the Department of Music received an anonymous $500,000 gift designated for use as a dollar-for-dollar match toward other music scholarship donations. To find out how your contribution can have twice the impact, contact Sue Bunning at 912.478.2435 or sbunning@georgiasouthern.edu.

Hard-working, ‘hungry’ students enable program to introduce opera to Statesboro

Dr. Arikka Gregory has a D.M.A. in vocal performance, emphasizing opera, from the University of Texas at Austin and holds a master’s degree in vocal performance from Florida State University. Before coming to Georgia Southern in 2007, she performed with companies such as the Austin Lyric Opera, Chautauqua Opera, Opera in the Heights, ProCantus Lyric Opera, and Treasure Coast Opera.

“I inherited an exciting growing program from Dr. Tamara Watson Harper,” said Gregory, the Opera Theatre program’s director. “Our challenge has always been serving our graduate students and performance majors with as many performance opportunities as possible within the time constraints of a primarily undergraduate program. By contrast, in a primarily graduate opera program, rehearsals are scheduled for 15-20 hours per week, but with our primarily undergraduate program, we limit ourselves to six-and-a-half hours each week.

“When I tell colleagues in the field that I have staged all four acts of Le nozze di Figaro in Italian with 6 ½ hours of rehearsal time each week, they don’t quite believe me. It takes some careful scheduling and very special students to make that happen.”

About 25-35 students participate in the Opera Theatre program each semester. Participation is open to all majors, and casting is based on auditions. Gregory said that many non-vocal majors have performed in the opera, and some have even had major roles.

“My primary goal is to serve the needs of the students,” she said. “I have been fortunate to have hard-working students who are hungry for challenges and opportunities. Our students have risen to the occasion time and time again, mounting full productions of Così fan tutte, The Magic Flute, and The VamPirates of Penzance, to name but a few.

“My secondary goal is to provide quality opera experiences for the campus and community. Many times, people come to me after a show and say that it was their first opera experience. That’s a huge responsibility! I try to choose shows that our community will find accessible and entertaining, and when we perform in a foreign language, I project English translations for the audience. Many people arrive with some wariness about opera, but they all seem to leave having had a great time.”

A typical season for the Opera Theatre program consists of two main-stage productions and two scenes productions. The main-stage shows usually comprise a double-bill of one-acts and a full multi-act work. The scenes productions have two goals, Gregory said: The first is exposing Georgia Southern and the community to operatic and musical theater works, and the second is providing performance opportunities for students who might not yet be ready for main-stage productions.

“We audition at the end of the semester for the next semester’s productions,” Gregory said. “I like to double-cast the main-stage productions because these are the most valuable opportunities we offer students, especially when we perform in the Performing Arts Center with the Georgia Southern Symphony – an opportunity that I am extremely proud that we offer.”

WHERE ARE THEY NOW?

Successful alumni of the Opera Theatre program include:

- **CHRISTOPHER DERANEY (08)**: Recently ran for the Georgia House of Representatives
- **STEPHEN FAULK (07)**: Ohio Light Opera, Light Opera of New York
- **PEDRO CARRERAS (08)**: Earned his Master’s of Music at Florida State University; Capitol City Opera, Atlanta Opera, Peach State Opera
- **Russell Watkins (08)**: Choral Director at Savannah Arts Academy
- **SARA TEATE (09)**: Broward Stage Door Theatre; Princess, Carnival and Silversea cruise lines; DollyWood, Busch Gardens
- **SARAH CLAY (10)**: Founder and director of Sirens of Gotham, a 501(c)(3) nonprofit music organization and performance ensemble for women in Manhattan
- **MARK DIAMOND (10)**: Houston Grand Opera, San Francisco Opera, Aspen Opera Theater, Glimmerglass
- **RUSSELL WATKINS (08)**: Choral Director at Savannah Arts Academy
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- **DANIEL HUNTER (10)**: Pursuing a doctorate in musical arts at University of Nevada, Las Vegas
- **REBECCA FLAHERTY (11)**: Hilton Head Symphony, First Coast Opera, Savannah Philharmonic, Charleston Chamber Opera
- **MERRITT MCELROY (12)**: Earned a second masters in directing at Florida State University; Florentine Opera Company, New Orleans Opera, Opera North, Opera Saratoga

Gregory said that Opera Theatre’s most ambitious production thus far has been Le nozze di Figaro, and that the program is looking forward to its April 17-18 production of Strauss’ Die Fledermaus in the PAC with the symphony. All opera performances are free to attend and supported by Student Activity Fees.

To learn more about the Opera Theatre program, its productions, and how you can support it, visit GeorgiaSouthern.edu/music.
Visual History Summer Institute

For their culminating projects, each VHSI participant made a brief promotional film for either Dr. Jonathan Bryant’s or Dr. Brian K. Feltman’s forthcoming book.

As fall faculty members in the Department of History have published books since January 2014. Recent and forthcoming titles include:

- **Dr. Christina Arredondo, author of** *Palsgraf and the Making of a Modern Right’s Era* (Chicago, 2015)
- **Dr. Jonathan Bryant, author of** *Daily Lives of the Earth* (Philadelphia, 2016)
- **Dr. Brian K. Feltman, author of** *The Making of Latino New York City* (Chicago, 2016)
- **Dr. Robert Goodwin, author of** *The Making of a Rights Era* (Philadelphia, 2016)
- **Dr. Eric Allen Hall, author of** *The Making of a Rights Era* (Philadelphia, 2016)
- **Dr. Becky Lascek Wilson, author of** *The Making of a Rights Era* (Philadelphia, 2016)
- **Dr. Timothy Massey, author of** *The Making of a Rights Era* (Philadelphia, 2016)
- **Dr. Linda V. Whipple, author of** *The Making of a Rights Era* (Philadelphia, 2016)

ALUMNI NEWS

**1970-79**

**Frank C. Odom** (70) is presently involved in national political and foreign-relations matters as a full-time political activist. He is a former entrepreneur and businessman.

**William S. McPherson** (70) is professor of art at the University of Alabama and the director of the Sarah Moody Gallery of Art, where he oversees changing exhibitions of contemporary art and manages a growing permanent collection of modern and contemporary art. He is also the college’s director and served as department chair from 2006-2008.

**Frank Sartor** (78) is the chief executive officer of Ridgeview Institute, a nonprofit hospital in Atlanta that treats people with addiction and mental health issues.

**Suzanne Jones Tyson** (82) worked in public education for 29 years after graduation, teaching English for 24 years, before retiring in 2012. She is currently the assistant counselor to the president of the Guido Economic Association and Guido Bible Institute in Matter.

**Jonny Lynn Anderson** (78) received the Public Relations Society of America’s George Goodwin Award at the Atlanta Chamber of Commerce.

**1980-89**

**Patrick W. Hallard** (85) is the vice president of sales at Pran Advertising Inc. in Stalbors.

**Becky Lascek Wilson** (89) is the head of the Communication Ministry at First Baptist Church of Conyers.

**1990-99**

**Timothy Massey** (92) is the vice president of sales at Watson Press, where he manages 13 employees and is in charge of the estimating department, which provides cost analysis and overall company profitability.

**Michael Dickerson** (93) is the gallery director at Austin Peay State University in Tennessee.

**Christopher Biren-Benton** (96) is the director of engineering at Fox Sports in Los Angeles.

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Professor Caren Town’s research examines **BANNED BOOKS**

In 1989, when chair of the then-Department of English and Philosophy Dr. Jim Nichols asked Dr. Caren Town to develop a course for the future teachers enrolled in the B.S.Ed. English program, he could not have anticipated the love of censored and banned books that his request would allow her to develop. Town, who designed that first course to include *Lord of the Flies* and *The Catcher in the Rye* and later added *The Giver*, recently had her own book, *“Unsuitable” Books: Young Adult Fiction and Censorship*, published by McFarland Press.

“Anyone who works with young-adult fiction – or young adults, in general – encounters censorship fights – with teachers self-censoring or parents demanding that books be taken out of libraries or off teachers’ reading lists,” Town said. “The books I used in writing *Unsuitable* Books were often censored for profanity and racially charged language, depictions of sexuality – especially homosexuality – perceived disrespect toward adults or religion, and discussions of the occult – such as witchcraft or supernatural elements.

In *“Unsuitable” Books*’ introduction, Town addresses the three main parties involved in book-banning – teachers, principals, and parents – and informs them how they can combat censorship.

“I want to give them the tools to ‘go to the mat’ for these wonderful books and to support their students’ and children’s right to access material that will help them make good choices in life, develop empathy for those different from them, and treat themselves with compassion and dignity,” she said.

“Unless committed adults take a stand against book banning, children will lose in the long run,” Town said.

“I hope *“Unsuitable” Books* can give parents, librarians, and teachers the ammunition they need when they make decisions about what books to buy or when they address community members who want books removed from library shelves as a means to keep certain ideas out of minds of their children,” she said.

Town said she found the challenge to books based on disrespect of authority surprising because she believes that questioning authority is a primary and necessary aspect of adolescence. She also noticed that, though the reasons for adding books to the American Library Association’s List of Banned or Challenged Books have remained consistent, it is also possible for a book to come off the list.

“I’m not sure that the reasons for censorship challenges have changed all that much since the ALA has been keeping track. Parents and other community members are just as upset about bad language and sexuality in YA fiction as they ever were,” she said.

“*Unsuitable* Books: Young Adult Fiction and Censorship

In *“Unsuitable” Books*, Town quotes YA novelist Chris Crutcher, who is no stranger to the Banned Books list. In a 2000 interview with Betty Carter, Crutcher said: "It's risky business letting people have their own lives, particularly if they are our children. It's risky business giving up ownership, which, by the way, we never had in the first place."

“We might not like that our children are being exposed to material that challenges the world-views we present to them,” Town said, “but we don’t own their minds – or their futures. The world is out there, and what better – or safer – place is there to help them prepare for it than curled up with a good book that speaks to them and to their fears, their joys, and their spirits?”

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**MODEL UN TEAM AN OUTSTANDING DELEGATION**

The Georgia Southern Model United Nations program entered its 44th year in 2014, its 17th under the direction of Dr. Barry Balleck, chair of the Department of Political Science. The program, among the most successful collegiate MUNs nationally, enables students of all ages to emulate United Nations proceedings and examine contemporary global issues and concerns.

“Model UN participants may represent one of the more than 190 countries that comprise the UN, or they may represent a non-state actor with observer status at the United Nations, such as the Holy See or Palestine,” Balleck said. “In preparation for the conference, students must research their countries’ foreign and domestic policies and essentially become diplomats to represent their nations’ points of view.”

Georgia Southern’s MUN delegation has consistently won top honors at the National Model UN Conference, the largest of its kind, held each year in New York City. During the conference, the 20-member University team competes against more than 3,000 students from the U.S., Asia, Europe, Latin America, and Africa, and it is among only 22 teams to be awarded the Outstanding Delegation rank. Last year’s conference marked the sixth time in seven years that the team was recognized as an Outstanding Delegation, in addition to its taking top awards for delegate preparation, position-paper writing, and individual committee participation.

The University’s delegation also hosts three conferences each year that attract more than 1,200 students. Georgia Southern hosts the Middle School Model UN Conference in the fall and the High School Model UN conference in the spring on campus, and the delegation coordinates the Coastal Georgia Middle School Model UN Conference each spring in Savannah.

“Coordinating the conferences and working with younger students enables Georgia Southern MUN students to reach out to surrounding communities and gain expertise in conference organization and participation,” Balleck said. “Members of Model UN form committees, caucus and debate, and negotiate solutions to global problems. Participation in the program also enhances writing, research, public speaking and analytical-thinking skills. Of all of the academic programs in which I have been involved, Model UN teaches the best skills and focuses these skills, which is very beneficial to students as they consider or continue in their career paths.”

MUN is part of the political science and international studies curricula, but any Georgia Southern student may participate. To learn more about or to support the program, visit GeorgiaSouthern.edu/international/model-un or email Balleck at bballeck@georgiasouthern.edu.
Rural residents have higher rates of health-risk behaviors ranging from smoking to suicide, but few researchers examine ways to improve health in rural settings. Though nearly 20 percent of the U.S. population lives in a rural setting and more than 70 percent of counties are rural, less than one-tenth of 1 percent of research project grants supported by the National Institutes of Health focus on rural health issues.

To address this lack of research, Dr. Bryant Smalley of the Department of Psychology co-founded the Rural Health Research Institute in 2011 with Dr. Jacob Warren, then of the Jiann-Ping Hsu College of Public Health. The RHRI’s mission is to engage in interdisciplinary research and outreach that improves health outcomes and reduces health disparities in rural communities and promotes the development of researchers examining rural health issues. The RHRI fosters comprehensive research, training, and community outreach projects that have engaged more than 40 faculty and 30 students across five Georgia Southern colleges.

In Fall 2014, the RHRI moved to CLASS.

“We are very excited to have a new home in the College,” said Smalley, the executive director of the RHRI. “The research, outreach, and training activities of the RHRI fit well with CLASS’ interdisciplinary nature, and we look forward to continuing to work with colleagues on campus and throughout the state to improve rural health.”

Over the past three years, the RHRI has received nearly $7 million in federal funding from the NIH, the Health Resources and Services Administration, and the Corporation for National and Community Service for projects on diabetes, hypertension, depression, prostate cancer, telehealth, childhood obesity, and access to care, including the largest research grant ever awarded to Georgia Southern – $3.1 million from the NIH Center of Excellence.

The RHRI has produced two texts focused on rural health issues – Rural Mental Health and Rural Public Health – and has funded student research grants, faculty research grants, and running several faculty mentoring programs.

Some of the RHRI’s active projects include:

- The Disparities Elimination Summer Research Experience, a six-week summer training program for undergraduate and graduate students to gain experience on rural health and health disparities issues. The NIH-funded program recently completed its second year and has had 10 students participants from seven different universities. Two of its past interns are now enrolled in graduate programs in the Department of Psychology.
- The Health Disparities Cybermentoring Program, also funded through NIH, connects early career faculty/scholars with senior mentors at other universities who have knowledge and experience unavailable at their home institution. Scholars complete a two-year mentored experience and create a career development plan that culminates with the submission of a mentored federal grant.
- Project ADEPT, funded through HRSA’s Office of Rural Health Policy, supports the implementation of an evidence-based diabetes education program in a four-county region of rural southeast Georgia. The project allowed for the hiring of a new diabetes educator to help meet the needs of 7,500 diabetic patients throughout the project’s service area.
- The South Georgia Network to End Childhood Obesity, funded through HRSA, focuses on creating partnerships to address childhood obesity in a 16-county region of rural southeast Georgia. The network includes partnerships with other groups in academia, state government, and local public health.
- The Partnerships for Health are four community-based participatory research initiatives in Bulloch, Candler, Emanuel, and Evans counties. The RHRI has collaborated with more than 50 community partners to identify each community’s health issues and develop community-driven initiatives designed to address those needs.

To learn more about the RHRI, please visit GeorgiaSouthern.edu/rhri or email Smalley at bsmalley@georgiasouthern.edu.

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LEIGH THOMSON (’02) is the principal at LETR & Co, which won seven American Graphic Design awards. More than 8,000 entries were submitted to the 2014 competition, and only 15 percent of entries are recognized.

JOHN GAGLIANO (’05, ’10) received the University of Georgia’s Optimist Club’s 2014 Respect for Law Award.

KEVIN BENNETT (’07) demonstrated during Museum of Design Atlanta’s Design + Crafted 2014, a ceramics sale and exhibition.

ALUMNI NEWS

JAMES BENTLEY (’07) accepted a position as a digital production teacher at Brandon Hall School. He is also an adjunct professor at Georgia Perimeter College.

RICHARD MICHAEL REDDISH, JR. (’07) is a district manager with TMX Finance Company in Charleston, South Carolina.

ERICA CHANCEY (’08) is a graphic designer
Alumnae sisters Kate and Cassie Beasley

Cassie and Kate Beasley are sisters. Both are Georgia Southern alumnae – Cassie graduated in 2010, Kate in 2011 – and both majored in writing and linguistics. Kate also earned a degree in Spanish, and she and Cassie obtained M.F.A.s in writing for children and young adults from Vermont College of Fine Arts. The sisters both also have forthcoming novels.

“When I started my freshman year, I had no idea what I wanted to be when I grew up,” Kate said. “My sister was was studying creative writing and encouraged me to try a class. I signed up for a summer Introduction to Creative Writing with Professor Eric Nelson, and right away I knew this writing business was for me! I loved the challenge of translating an idea from my head onto the page. I loved reading my classmates’ work – their brilliant, experimental, beautiful, and strange stories – and I loved picking apart narratives. Most of all, my professors’ deep knowledge of and commitment to their craft made me appreciate and respect the art of writing.”

“Writing is a skill that you hone over a long period of time – at least that’s been my experience!” Cassie said. “My creative writing courses at Georgia Southern were an important part of my growth as a writer. They gave me access to workshops, where a small group of peers read and critique your poems and stories, and my professors were always fantastic about encouraging me to think about the future.”

The Department of Writing and Linguistics is the only freestanding writing department in Georgia, and it offers courses in creative writing, linguistics, professional and technical writing, and writing studies. Writing class sizes are among the smallest on campus, allowing students to receive personalized feedback and guidance from their professors, who have experience and education in writing, teaching, and publishing. Professors in the Department are also accomplished scholars, technical writers, poets, essayists, fiction writers, former journalists, and business writers.

“I submitted my first poems to literary magazines at Professor Eric Nelson’s encouragement,” Cassie said. “Professor Laura Valeri oversaw my honors thesis, which was the first long work of fiction that I had attempted. When I began thinking about graduate school, everyone was so supportive and helpful. Professor Burney Marsh, who is also an alumnus of the Department, organized a group of students who were interested in pursuing M.F.A. degrees so that we could prepare our application materials. I am still in touch with many faculty members in the Department.”

“I knew I was lucky to be at a university that offered small workshops focused on writing, so I took every class I could,” Kate said. “When I started running out of classes to take, my professors encouraged me to continue writing and helped me find ways to continue my studies.”

Each sister’s debut novel has recently been accepted for publication. Cassie’s Circus Mirandus, a middle-grades fantasy novel, will be released on June 2 by Dial Books for Young Readers, a division of the Penguin Young Readers Group. Kate’s Gertie, a middle-grades novel that she wrote for her M.F.A. thesis, will be released in spring 2016 by FSG Books for Young Readers.

“While I’m waiting to see Gertie in print,” Kate said, “I’ll keep myself busy by working on my second book, and then my third, and then my fourth. I want to do this forever! Writing continues to be challenging, and it continues to be rewarding. I feel like I have my dream job! A lot of people – including the resources, guidance, and community I found at Georgia Southern – have helped me get here, and I am grateful.”

“I plan to keep writing until someone pries the pen from my hand,” Cassie said. “I love it, and I love writing for a younger audience. I also love that Kate and I are on this crazy journey together – we make an excellent team. I’m working on the sequel to Circus Mirandus now, and I also have ideas for a young-adult novel.”

Sisters, alumnae, and novelists Kate (left) and Cassie Beasley.

Circus Mirandus tells the story of Micah, a boy whose grandfather, Ephraim, is dying. Grandpa Ephraim has told Micah fantastic stories about Circus Mirandus and the magicians who live there. Micah and his friend Jenny set out to find the circus and to talk to the Lightbender, the most powerful magician who has promised Grandpa Ephraim a miracle. But when Micah reaches Circus Mirandus, he finds that things are not exactly as he had expected and that saving his grandfather might not be as simple as he had hoped.

“Publishing a book is a long process that involves many amazing people,” Cassie said. “Circus Mirandus has gone through dozens of revisions – first with my friends and mentors in grad school, then with my literary agent, and finally with my editor at Dial. After that, there are copy editors and designers and artists and many, many others who turn the manuscript into the beautiful finished hardcover that people can buy in their local bookshops. It’s been fascinating and humbling to see how much work goes into putting a book on the shelves.”

In Gertie, the determined main character gets in several scrapes while on a mission to become the greatest fifth grader in the world and to prove to her estranged mother that she does not need her.

Both women said they plan to continue writing far into the future.

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Currently around 15 percent of Georgia’s population is older than 60, a proportion that is projected to rise to 20 percent by 2030. In order to respond to this increase, the Center for Social Gerontology – a cross-disciplinary collaborative with a mission to make a positive difference in the lives of aging persons, their families and communities – was created in Fall 2013. The Center’s work focuses on three overlapping areas: student development, faculty development and research, and support of elder service providers.

“As Georgia’s older-adult population continues to grow, it is essential that Georgia Southern provides students with opportunities to develop skills in working with this population,” said Dr. Adrienne Cohen, professor of sociology and director of the Center. “To that end, the Center is working to develop a cross-disciplinary concentration in gerontology to allow students to develop a general understanding of aging-related issues and skills specific to their major.”

Faculty representation at the Center comes from several departments, including sociology, psychology, criminal justice, nursing, public health, and child and family development. Plans are under way for collaborative research focusing on topics such as hospice care, senior wellness, and elder abuse to engage faculty members with elder-service providers in the community.

In Summer 2014, the Center acquired the Senior Companion Program, which pairs low-income older adults with adults in community who need support.

“Senior companions work up to 20 hours a week helping others who need extra support to live independently in their homes,” Cohen said. “They serve frail older adults, adults with disabilities, and those with terminal illnesses and offer respite for care givers. Our Senior Companions care for adults in Bryan, Bulloch, Candler, Emanuel, Effingham, Evans, Jenkins, Screven, and Tattnall counties.”

Moving forward, Cohen said the Center will continue to develop relationships with elder service providers in the community and to engage in more collaborative efforts, including program evaluations and staff training. In Spring 2014, a community-needs assessment conducted for the Center by students in a program evaluation class in the sociology Department of Sociology and Anthropology identified that older adults and their families lack information to connect them with local aging-related resources. Cohen hopes that the Center can serve as a connector between older adults, their families, and local elder-service providers.

“We designed the Center’s website to provide information about faculty members who are interested in aging-related issues, and it lists aging-related courses for a variety of disciplines,” she said. “The site also includes links to information and resources that community members might need, such as the Coastal Regional Commission’s Area Agency on Aging’s contact information, but additional work needs to be done to reach out to those that do not have access to the Internet.”

The Center is located physically in the University’s Carroll Building and virtually at class.georgiasouthern.edu. To learn more about the Center and its programs, contact Cohen at acohen@georgiasouthern.edu or 912.478.5012.

Senior Companions provide assistance and fellowship to other older adults in the community.
Senior anthropology major Amanda Shively, a Loganville native, was the first recipient of the Lee Rogers Berger Scholarship in Anthropology in Fall 2014. Endowed by Dr. Lee Rogers Berger and his mother, Rose Mae Bogen Milliken, CLASS alumni and advisory board members, the scholarship supports a junior or senior anthropology major who has maintained at least a 3.0 GPA and has expressed an interest in graduate studies in paleoanthropology, biological anthropology, hominin evolution, evolutionary studies, primate behavior, primate studies, faunal analysis, or African zooarchaeology.

"Amanda was nominated for the Lee Rogers Berger Scholarship in Anthropology by Dr. Jared Wood, assistant professor of anthropology," said Dr. Peggy Hargis, department chair. "Amanda’s studies include the archaeology and culture of Southeastern Native American groups. Dr. Wood’s areas of specialty. Her research on skeletal material from coastal Georgia, directed by Dr. Matthew Williamson of the health and kinesiology department, perfectly complements her study of native groups, from a biological perspective. Amanda was enthusiastically voted as recipient of the scholarship by the anthropology faculty for her persistent, ongoing research, her ambition as a student, and her presentation of findings in regional symposia."

“I knew about Dr. Berger before receiving the scholarship through my professors talking about what their former students are doing now,” Amanda said. "I also had read about his discovery of Australopithecus sediba [a small-bodied modern human] in South Africa. My interest in anthropology started in high school and evolved from there. I’ve always been interested in the biological sciences, and biological anthropology has become my specific focus."

In the Fall, Amanda completed her undergraduate honors thesis examining Native American cremated remains in coastal Georgia.

“I think my research will add to much needed information on Southeastern burial practices during the Mississippian period," she said. “I hope that graduate programs will recognize my hard work and know that I’m very passionate about what I’m doing."

Between Georgia Southern and graduate school, Amanda said she plans to move to Winnipeg, Manitoba, to volunteer and intern for a year. She also said that among the benefits of receiving the Dr. Lee Rogers Berger Scholarship is her increased confidence to pursue her goals.

“I love what I am doing,” she said, “and it is amazing to know that you have support from faculty, staff, and alumni. The scholarship has also allowed me more wiggle-room financially, so that I can spend more time on my research.”

Amanda said that she has received support from anthropology faculty members since coming to Georgia Southern and that Dr. Jared Wood has been among her greatest mentors.

“Dr. Wood has been there for me from the beginning, and I wouldn’t have had many of the opportunities I’ve had if not for him," she said. “He’s really helped me develop as an aspiring anthropologist and was there for me whenever I needed advice or guidance. I am really grateful to Dr. Wood and to all of the faculty members of the anthropology program.”

Amanda said one of her favorite aspects of the anthropology program is the sense of community among students and the close proximity to faculty mentors.

“There aren’t a lot of anthropology majors, so it’s nice because everyone knows each other and everyone is a friend," she said. “I really enjoy the time I get from my professors. I have always felt free to ask questions and have always been given help when I needed it.”

To learn more about the Department of Sociology & Anthropology, its programs, and how you can support its programs and activities, visit class.GeorgiaSouthern.edu/socianthro.
Rose Mae Bogan Millikan, Professor Emerita of math and developmental studies, has joined forces with her son CLASS alumnus Dr. Lee Rogers Berger to endow a scholarship for junior and senior archaeology majors interested in attending graduate school. Millikan says the duo is pleased to be able to support current and future students because they each have received support from and have so much love for the University.

Millikan came to Georgia Southern in 1984 as a mathematics professor and art student, and she worked at the University until 1999. Berger began studying at Vanderbilt University in 1984 and graduated with a degree in anthropology/archaeology from Georgia Southern in 1989. While a student at Georgia Southern, Berger conducted field research on a farm in Screven County, where the family lived and where he discovered a trading post that predated estimates of settlement in the area.

“I loved teaching at Georgia Southern,” Millikan said. “And the faculty members were so supportive of Lee: They helped him to complete his degree, to pursue Harvard University’s summer program in Kenya, and to apply to the University of Witwatersrand in South Africa.”

In South Africa, Berger undertook doctoral studies in palaeo-anthropology under Professor Philip Tobias and focused his research on early hominids. In 1991, he became a junior research officer, assisting with excavations and running the fossil laboratory. That same year, he began working at the Gladysvale site, where his team discovered early hominin remains – the first such discovery in southern Africa since 1948. In 1993, he was appointed as a research officer, and he received his doctorate in 1994.

Berger is a research professor at the University of Witwatersrand and a National Geographic explorer. He is a fellow of the Royal Society of South Africa and serves on the CLASS Advisory Board, of which Millikan is also a member. Berger has presented hundreds of lectures and has published more than 100 articles and several books, including “The Skull in the Rock: How a Scientist, a Boy, and Google Earth Opened a New Window on Human Origins” in 2012.

Millikan donated half of the $25,000 necessary to endow fully the Dr. Lee Rogers Berger Scholarship in Archaeology, with Berger contributing the other half. She said that her experience as a professor showed her that motivated students typically maintain at least a B average, and Berger knew that higher-level degrees are necessary for the greatest success in archaeology. They combined this knowledge, and Berger selected fields of emphasis that he thought were conducive to research, when determining the criteria for the scholarship.

“We are so pleased to be able to help Georgia Southern students who need a little support for books or activities and to help them toward success,” Millikan said.

For more information about CLASS scholarships, contact Susan Bunning at sbunning@georgiasouthern.edu or 912.478.2435.

Mark Wetherington, CLASS Advisory Board member: ‘My Georgia Southern’

You can leave Georgia Southern, but it never really seems to leave you.

I can still remember the first time I visited Georgia Southern in Fall 1967, closer to a half-century ago than I’d like to admit. My experiences were probably about the same as most freshmen back then – Southern Drive, Sweetheart Circle, people unloading cars, and students moving into dorms. Almost all of the dorms were on the Circle or close to it and made of red brick, and most of those buildings are still there.

One of the things that I think Southern has done well is repurposing the “old” campus. I recently visited Sanford Hall, where a friend of mine lived and where we ran a ham radio long wire from his room to an oak tree. The room and tree are still there.

As important as place is to me, more important are the people I met. I had some truly wonderful teachers who taught me a lot and friends who did the same. I will never forget Dr. Ruffin’s mandatory freshman orientation lecture in the auditorium that fall and his admonition that we better knuckle down and study hard.

When I came back to Georgia Southern after a four-year hiatus in the Navy, I had the G.I. Bill and lucked into a work study job in the library (then still on the Circle). The University gave me encouragement and a graduate assistantship because a history faculty member cared enough to stop me in a parking lot and tell me one was available. That was a turning point for me.

I met some Statesboro natives and classmates who became friends and roommates. I lived with them for a memorable year on the north side of town in a rambling white house. I still have dreams about that place.

My years at Southern prepared me for the future, and for that I will always be grateful. A lot has changed over the years, but I have no doubt that Georgia Southern’s students today are hard at work creating their own memories from some truly exceptional experiences. I just hope they can still grab a lawn chair and enjoy a baseball game from behind the center field fence.
The College of Liberal Arts and Social Sciences, Georgia Southern University’s College of the Creative Mind, prepares students to achieve academic excellence, develop their analytical skills, enhance their creativity, and embrace their responsibilities as citizens of their communities, their nations, and the world. Help the College achieve its goal by:

- sharing your story with class@georgiasouthern.edu
- bragging about CLASS to those around you
- staying connected with the College through mailing lists and social media
- attending special events
- encouraging high school students to visit campus
- coming back to visit or speak with students
- giving financially at any level to support your College passions
- mentoring student interns at your place of business