

Kingfisher



HUMANITIES

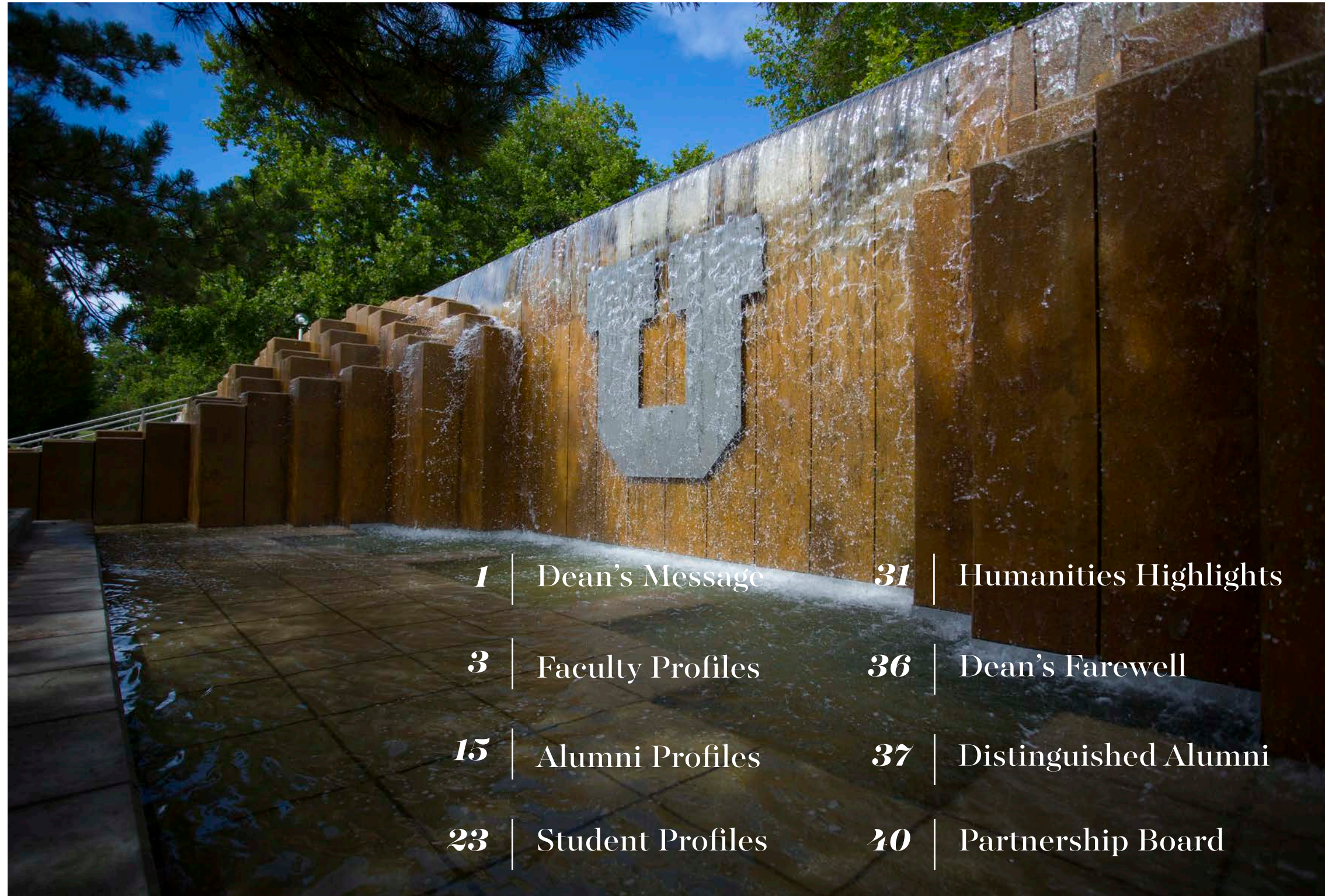
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What's inside

Kingfisher 



1 Dean's Message	31 Humanities Highlights
3 Faculty Profiles	36 Dean's Farewell
15 Alumni Profiles	37 Distinguished Alumni
23 Student Profiles	40 Partnership Board

Dean's Message



Stuart Culver

As Stuart Culver begins his first year as Dean of the College of Humanities (which he prepared for by serving as Interim Dean over the last year), we want to introduce you to the man at the helm in a unique way. Using questions adapted and selected from the famed "Proust Questionnaire," you will get to know him in his own words.

What is your idea of perfect happiness?

First, there are those recurring transitory moments sitting around with friends and family, but the long range goal is to see my children definitively launched in their lives, with the capacity to be happy as well as successful.

What is your greatest extravagance?

Paper. I need to have a material copy of every book, newspaper or magazine to feel like I really am reading it. Nowadays hardcover books are a luxury.

What is your greatest fear?

I think there is an obvious one: we seem to be losing our sense of community and our ability to communicate genuinely with one another. Here I have to say that a strong education in the Humanities might be a potential antidote.

Which historical figure do you most identify with?

It's hard to name someone from the past; our contexts change so much. I do feel admiration and affinity for John Dewey, whose task it was to reconceive public education for an America that was rapidly industrializing and becoming increasingly multicultural. I think *Democracy and Education* still makes a persuasive case for public education as one of American democracy's most crucial institutions.

What is your favorite journey?

I like to walk in cities, particularly when I can move from a park, to a marketplace,

to a museum, to a neighborhood. I have some favorite walks like this in familiar cities but I always try to map one out when I visit a new place.

Which talent would you most like to have?

My son is one of those people with perfect pitch who can pick up any instrument. I'd like to believe he got that talent from me; he didn't, unless it's a deeply recessive trait.

What is your current state of mind?

I'm always curious.

If you could change one thing about yourself, what would it be?

I'd like to be more consistently optimistic.

What do you consider your greatest achievement?

Marrying well and raising two wonderful children.

If you were to die and come back as a person or thing, what do you think it would be?

I'm afraid I might end up as a cell phone. At least I'd be useful until there was an upgrade.

If you could choose what to come back as, what would it be?

When I was young the answer would have been a professional baseball player, but now I look at my Siamese cat and admire his ability to be content. I'd like to purr in my afterlife.

What is your most treasured possession?

My collection of books, movies and music. I'd say my dog but I'm pretty sure he thinks he possesses me.

What do you most value in your friends?

Humor and honesty of course, and the stamina to last through long dinner table conversations on every imaginable topic.

Who are your favorite writers?

As an English professor I enjoy teaching an awful lot of authors, and I've been fortunate to have quite a few very talented writers as my colleagues over the years. But for purposes of the questionnaire, I'll say Henry James and William Faulkner. I enjoy their differently convoluted sentences and the way they both engage critically with popular genres and narrative conventions.

Who are your heroes in real life?

These days I really appreciate all those people who follow a professional ethos in their everyday lives. I mean teachers, social workers, health care professionals, public servants and true journalists. It's important to appreciate those who see their work as a service to others.

What is your motto?

We're not in Kansas anymore.



Faculty Profiles



Kimberley Mangun

Associate Professor of Communication



Professor Kimberley Mangun has reinvented her courses many times since joining the Department of Communication faculty in 2006. Despite this, her goal remains the same. “I want to make courses and assignments as relevant and meaningful as possible,” she says.

Students are asked to complete a variety of assignments in Mangun’s courses, including one particularly innovative test replacement. In her Mass Communication History class, students engage primary sources and write articles for the Utah Communication History Encyclopedia. So, rather than preparing for an exam, students contribute to this online resource, which has been visited by nearly 76,000 people in 140 countries.

“One cannot hope to be successful in one’s professional or personal life without the solid foundation that an education in the humanities provides. We must be curious and analytical, well-read and eloquent, conversant in native and nonnative languages, skeptical of people in power, moral and ethical individuals, and thoughtful about human rights. We can’t be *human* without the *humanities*.”

These statistics, Mangun explains, help students see the reach of their work. More important than clicks are the experiences students have while writing for the encyclopedia. She hopes that these assignments help her students to become more empathetic human beings and lifelong learners because of their time in her classroom.

Mangun’s other courses similarly offer



opportunities for students to engage the world in the classroom. She developed the Voices of Utah reporting project in 2007, which requires journalism students to report on specific communities in Utah throughout the semester. In the 10 years since she piloted the project, students have written about the lives and experiences of more than 15 groups, including Pacific Islanders, people with disabilities, African Americans, and LGBT+ communities.

“This reporting experience gives students a chance to practice their skills while they learn about a local population and issues affecting it,” she explains. “Equally important, the student-journalists have published stories that they can cite on LinkedIn and their résumé and discuss with potential employers. These experiences have proved transformative for many students. They have published reflective blog posts about overcoming stereotypes and grappling with issues of bias or objectivity while responding to the needs of the community they are covering.”

Clayton Norlen, a student who covered the LGBT+ community in fall 2007, explains, “‘Voices’ changed the type of journalist I wanted to be. I learned while working with Dr. Mangun what alternative press is and can be for a community. It is odd that the greatest lesson I took from the class had nothing to do with finding my own voice or learning to express myself better—it was learning to listen.”

The evolution and growth of Voices of Utah, from a project in her intermediate reporting class to a capstone course by the same name, has not changed Mangun’s overall goals. “I want students to learn about underrepresented communities, to report fairly and accurately on their issues and concerns, to become more empathetic, to challenge themselves personally and professionally, and to become a civic-minded graduate of the U,” she says.

Mangun is not only an excellent educator; she is also an award-winning scholar. She is an expert in the history of the African American press and representations of women, race, and ethnicity in communication history. These interests are the intellectual fuel behind her award-winning book on Beatrice Morrow Cannady, a civil rights activist, editor and publisher who

“I want to make courses and assignments as relevant and meaningful as possible.”

worked in Portland, Oregon, during the first half of the twentieth century. Impressively, Mangun’s book, *A Force for Change: Beatrice Morrow Cannady and the Struggle for Civil Rights in Oregon, 1912-1936*, was adapted for an Emmy-nominated documentary published by Oregon Public Broadcasting, which has continually aired since its premiere in May 2007. She is hard at work writing a book about Alabama editor Emory O. Jackson, who wrote passionately about civil rights from the 1940s through the 1970s. Jackson’s work retains extraordinary relevance, since battles for civil rights are continuously waged and re-waged. “Knowledge of their historical roots is significant for our democracy,” she says.

Mangun recognizes that students must develop marketable skills for future employment and she actively works to help students attain those skills. She emphasizes the value of an education that extends beyond quantifiable skills.

“One cannot hope to be successful in one’s professional or personal life without the solid foundation that an education in the humanities provides,” she says. “We must be curious and analytical, well-read and eloquent, conversant in native and nonnative languages, skeptical of people in power, moral and ethical individuals, and thoughtful about human rights. We can’t be *human* without the *humanities*.”



Noel Voltz

Assistant Professor of History



Noel Voltz joined the History department faculty in 2016 after earning her PhD in 2014 from the Ohio State University and working for two years as an assistant professor at Trinity Washington University, a small women's college in Washington D.C. As a scholar of African American history, Voltz faced a major change moving from a university with a student population made up of 97% students of color, about 75% of whom are African-American, to the University of Utah. "I was nervous about that," she says, "but I chose the U over my other options because I felt like my colleagues supported African American history and they supported the material, even if they weren't specializing in it. Mostly, they supported *me*."

She is grateful to have experienced a similar welcome from students. "What I've found is students are hungry for it," she says of African American History. In her first semester teaching the course, 14 students enrolled. Just two years later, the same class had 43 students, forcing the department to raise the course capacity twice to accommodate the demand. "One of the things I've realized in Utah is that people are really curious. They want to know about African American history. The political climate we're in is forcing America to confront discussions of race, and I think the national conversation is bringing it into people's lives here in Utah. Students are coming to class trying to understand this moment and what's happening," explains Voltz.

Voltz says she tends to let students bring their own questions and opinions, but she works to contextualize the discussions by presenting debates within the African American community itself and rooting it all in a historical framework. "For example, Black Lives Matter did not appear in a vacuum. It appeared as a result of years of police brutality and activism around that and

out of that. The #metoo movement is the same concept," she explains. "We have to be able to historicize these moments and think about them holistically as opposed to just in an umbrella sense or just a laser beam focus on right now."

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As a scholar who loves all three parts of being a professor—research, teaching, and service—Voltz says she works to incorporate each of those elements into the classroom so students can see what actually goes into being a professor and a historian. Her own research focuses on free black women's use of sexuality as a means of empowerment and negotiating freedom in antebellum Louisiana. She contends that in literal and figurative spaces, Louisiana's free women of color drew upon their sexuality to make strategic claims to their freedom and advance themselves socially and economically. Voltz explores this concept thoroughly in a forthcoming book, which differs from previous scholarly work in the field in important ways.



"So many of the narratives I had read and the works I had been exposed to involved the victimization of black women, so I wanted to find the ways in which women construct their power and fight back even though they may be victims," says Voltz. "These women had very limited opportunities, and so we need to honor the choices they did make and highlight those."

Voltz personalizes what could appear to be a polished, unapproachable research project by showing students how much her writing on the subject has evolved. "I bring in a poster I made when I presented on this same research during my undergraduate years, a copy of my undergraduate honor's thesis, my dissertation, and what I'm working on now, and it allows them to see my evolution of thought," she describes. "I remember being in school when I saw someone's beautiful book and I thought, 'that's impossible, I could never do that!' But we don't realize the pain and struggle and

time behind it. I want my students to see how thoughts evolve. You don't need to have a perfect piece right now, but it can get there."

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Aaron Kaplan

Assistant Professor of Linguistics



“Every language is much richer than its speakers know,” says Aaron Kaplan, assistant professor of Linguistics. Since he joined the U’s faculty in fall 2010, he has used that richness in his research and conveyed it through his teaching. He has taught courses in his specialized field of phonology, the study of sounds, which he says helps students better understand the ways that language operates in the world all around them—even if they don’t realize it.

“Phonology reveals that words are not just a sequence of letters or a sequence of sounds, there is structure to them. They are organized in some way,” he explains. “Linguists don’t restrict themselves to just studying English, or some other language, because we want to understand how all languages work.”

Rigorously studying language fosters an appreciation for how deeply connected it is to so many aspects of our lives, he believes, and everyone can find some corner of linguistics that is related to their own interests.



“It’s not uncommon for languages to require that all the vowels in a word have something in common with each other, so words aren’t just random collections of sound, but there is an organization to them. A lot of my research tries to understand how those organizing principles work out, how they fit together, how they give rise to different kinds of language structures.”

In Kaplan’s classroom, students learn something about their native language, whether or not it is English. “My work typically focuses on things like vowels, and how vowels interact with each other,” he says. “It’s not uncommon for languages to require that all the vowels in a word have something in common with each other, so words aren’t just random collections of sound, but there is an organization to them. A lot of my research tries to understand how those organizing principles work out, how they fit together, how they give rise to different kinds of language structures.”

These commonalities to language highlight the connectedness of every person throughout the world to one another, he says, even though they may not seem to share any other qualities at first glance.

Kaplan found his passion for phonology in graduate school at the University of California, Santa Cruz. There, he noticed the fascinating patterns of vowels in languages from around the globe and began to study languages including Chamorro (spoken in Guam) and Lango (native to Uganda). Since studying the language doesn’t necessarily entail fluency, Kaplan relies upon the expertise of other scholars that do speak the language, for which he is very

grateful. He describes his research as “what speakers know when they know a language.”

He explains the relationship between linguists and language speakers as symbiotic. Both sides benefit from the other’s expertise. Kaplan and other linguists acquire new data to create studies and, in turn, language speakers have professionals that help preserve the languages. This is especially important because languages like Chamorro and Lango are only spoken by small populations. Linguists, then, create a record of language that is often passed down orally but not in a more-permanent medium like writing.

More recently, Kaplan has begun work on a language spoken by people in Northern Spain. “The language of Tudanca Montañés has very interesting properties that you don’t find in standard Spanish,” he explains. Those properties highlight the malleability of phonology in language, even within individual nations that on the surface appear linguistically similar.

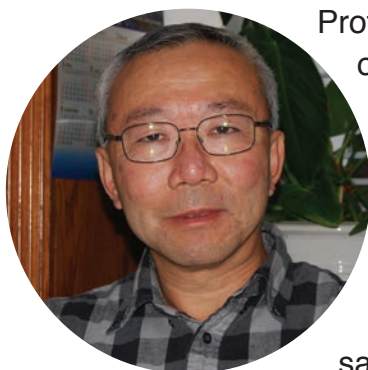


“We too often think of romance languages as a narrow language group and forget these regional dialects,” Kaplan says. He explains that one of his goals is to use data from less widely spoken languages to raise their profile, instead of relying solely on their cousins, like Spanish and Italian.

As a linguist, Kaplan works to better understand languages and to help students understand the power and mechanics of linguistics. In doing so, he does his best to instill both skill and empathy into his students. Linguistic skills and humanities training prepare graduates to communicate, no matter the topic, with one another, in which case, he hopes students will fight for a more humane, understanding world, no matter where they decided to apply their linguistic skills.

Fusheng Wu

Director of the Confucius Institute



Professor Fusheng Wu is one of only a few professors in the world that can say he has taught English literature in China and Chinese literature in the United States. Reflecting on his experiences, he says, “My teaching has helped me realize that certain human experiences and values transcend cultural and political differences and are universal.”

Growing up in Tianjin, China, Wu says he always had dreams of being a professor. On top of realizing that dream as a professor in World Languages & Cultures at the University of Utah, he has taken on additional roles as a guest professor at China’s Sichuan University and at Nankai University, where he also earned his BA and an MA in English and English Literature. The author of five books on medieval Chinese poetry and comparative literature, he has also translated five books on Chinese poetry.

“My teaching has helped me realize that certain human experiences and values transcend cultural and political differences and are universal.”

Wu has been at the forefront of building Chinese immersion programs because of his unique insight of teaching in both China and the United States. He believes the core disciplines of the humanities—reading, writing, and learning about the human experience—help people from different cultures and nationalities to understand each other and, ideally, work to live in harmony.

“I like the diverse interests and backgrounds of the students and faculty here at the U; they help me view my teaching, research and life in general from different perspectives,”

Wu’s hope is that his students in both China and the United States will become informed citizens in their respective nations. “I hope they will become compassionate, responsible, and critical human beings in this increasingly complex and disorienting world.”

he says. “And the majestic mountains in the backdrop of our campus help me put human life in perspective and provide me with indispensable inspiration and consolation.”

Wu is a scholar of classical Chinese poetry and comparative literature with research interests in literary theory and criticism, translation, and cultural studies. These interests serve him well as he leads the Confucius Institute, which was established as a key piece of the U’s internationalization efforts and is currently an educational partner with Sichuan University.

Wu leads efforts to develop programs and activities within the Institute that are aimed to expand knowledge and understanding of China and its multi-faceted importance for the state of Utah. These knowledge expansion endeavors benefit thousands of students and community members who attend the events and programs sponsored by the Institute, including films, musical performances, art exhibits, public lectures, and Chinese language courses. Wu’s efforts dramatically increase the number of ways that Utah’s citizens can learn more about one of the world’s largest nations and most vibrant cultures.

The Chinese Dual Language Immersion Program, which Wu and the Confucius Institute supports, is now working with 55 schools across Utah, including more than 10,000 students and 200 teachers, making it the largest in the United States.

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“I like the diverse interests and backgrounds of the students and faculty here at the U; they help me view my teaching, research and life in general from different perspectives,” he says. “And the majestic mountains in the backdrop of our campus help me put human life in perspective and provide me with indispensable inspiration and consolation.”



Floyd O'Neil

Director Emeritus of the American West Center



Up until April 2018 when he passed away, you could still find 90-year-old Floyd O'Neil in his book-filled office in the University of Utah's American West Center, where he had worked since 1966 and where he served as director for 11 years. As director emeritus, his institutional knowledge and ability to remember every name, date, book and fact was priceless to the 54-year-old center.

"Floyd's impact on the center is impossible to overstate," says Greg Smoak, the current director of the center and former student of O'Neil's. "As a staff member and then assistant director and director, Floyd was largely responsible for building and maintaining the center's ongoing relationship with American Indian peoples. I also know of no better mentor. He created an environment at the American West Center based on teamwork and respect that allowed young scholars to do important work."

A career leading to the preservation of American Indian history started when O'Neil was just a child growing up on a reservation near Fort

Duchesne, Utah. A third of his class were American Indians, including his seat mate, whom he grew to be great friends with. The relationships he established would eventually inspire a career lasting more than half a century.

The son of a coal miner, O'Neil never imagined going to college, much less having a long and distinguished career in academia. However, a series of events as a child and a young adult would lead him to the U. His education and future were halted due to lasting effects of rheumatic fever during World War II. Because he couldn't climb the stairs at school, he wasn't allowed to finish high school and because he couldn't pass a physical, he couldn't enter the military or become a coal miner.

Fortunately, he had a mentor, Harold L. Bithell, who tutored him and encouraged him to continue his education. Lacking a high school diploma, O'Neil was granted admission to Carbon College (now Utah State University Eastern) based on an ability test, then attended the U and graduated with a major in History and a minor in Biology in 1957.

"As a school teacher, I learned that preparation is everything. I looked at my own home community and realized—short of field trips—there had to be something more than what they were doing. There wasn't enough history being taught."

After graduation, he began teaching American history and American problems in the Carbon School District with an annual salary of \$8,111. His teaching career in Carbon County ended after a "knock-down, drag-out" debate with school administrators over lowering standards. He soon found himself back in Salt Lake City teaching at South High School and in 1963,

he returned to the U to study for his doctoral degree in American intellectual history.

Two years after its founding, the American West Center received a grant from tobacco heiress Doris Duke in 1966 to record the oral histories of native peoples. Because of his unique ability to connect with native peoples, he was asked to help gather interviews from tribes such as Navajo, Ute, Tohono O'odham, Shoshone, Paiute, Hupa, many of the Pueblos and several others. "The tribes trusted Floyd because he made a strong and sincere effort to connect and engage with everyone," says Smoak.

Duke funded oral history projects with seven universities, but the U's ended up being the largest collection with 1,458 oral histories, some of them in the native tongue, that resulted in 16 volumes of tribal histories. The Marriott Library houses the entire collection. Importantly, O'Neil emphasized, the copyrights belong to the tribes. "Universities forget people, but tribal people remember," he said.



Greg Smoak and Floyd O'Neil

O'Neil was instrumental in introducing tribal histories to American Indian students at the 7th grade level and he considered the center's curriculum development projects to be one of his greatest achievements. Today, the legacy of that work is the Utah Indian Curriculum Project that teaches children about their own history and heritage through teaching guides and lesson plans.

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community and realized—short of field trips—there had to be something more than what they were doing," he said. "There wasn't enough history being taught."

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Although the Duke project and the tribal histories were his most visible accomplishments, it's the successes of the people around him of which he was most proud. He spoke highly of former students who have gone on to do great research, of tribal members who have made impacts in the community, staff members who moved onto to prestigious jobs and friends who have helped him along the way. He called everyone by their full names, remembered their degrees and recited their distinguished resumes from memory.

Along with his wife, Shauna, of 48 years, he believed in discovering ways to give back to society and in leading a life that follows that principle. For O'Neil, that meant committing a lifelong career to preserving the history of American Indians and other minority groups and not stopping, even at 90.

Founded in 1964, the American West Center—the first of the western study centers in the U.S.—researches the history and culture of the American West. Over the past half century, the center has completed more than 7,000 oral histories, including 2,000 American Indian interviews. Approximately 1,450 staff members and students have worked at the American West Center since it was founded. It wouldn't be surprising if O'Neil remembered all of them by name.

Alumni Profiles



Cynthia Strike Petrow

World Languages & Cultures, Class of 1976



Seven languages. Five continents. Four instruments. Three daughters. Two dogs. One husband. Cynthia Strike Petrow's biography can be summed up in these few short words, but you'll have to ask her to translate them into all seven languages.

A Utah native with deep Greek roots, Petrow graduated from the University of Utah with a degree in World Languages & Cultures. "I grew up speaking Greek and English, began learning French at age 11, and then went to the U where I just added language upon language to my repertoire," she reflects. "I studied French, Italian, German, more Greek with all my childhood friends, Spanish, and then two years of Mandarin Chinese after I graduated."

Her father, the late Nicholas Strike, ran for Utah governor in 1972. He used to tease her about her talkative, outgoing

personality by saying, "I knew one language would never be enough for you!"

Petrow says she has always been fascinated by language, which is so revealing of a culture. "You have these words for different types of relationships in Greek that English doesn't have, because relationships are so important in Greek culture," she explains. "Language shows you so much about a culture—what it values, what it prioritizes. I took Linguistics classes on top of my language classes because I'm so intrigued to see how the study of language wires your brain differently. It expands your view and trains you to think in new ways."

Her study of the humanities broadened her knowledge of the world and her cultural literacy in pivotal ways. She says her education has given her a lifelong advantage of understanding other people and their cultures, which has broadened her ways of knowing and seeing.

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"I think learning a second language should be mandatory, so when I raised my three daughters, I had only two rules, learn one language and one musical instrument. It was not negotiable," she says. Her rules appear to have paid off as she raised three socially conscious daughters. Lucy spent five years as an attorney defending homeless young men in the barrios of Los Angeles, Eleni is an environmental policy consultant for Global Green, and Madeline

is co-founder of the start-up, MAMOQ, which is a platform for ethically sourced clothing. "And," adds Petrow, "they're pretty darn happy they speak Spanish and play the piano!"

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Petrow graduated Magna Cum Laude from the U and was elected to Phi Beta Kappa. She still managed to have plenty of fun on campus as Homecoming Queen and president of the Kappa Kappa Gamma sorority house. She represented Utah in the America Junior Miss competition and was first runner-up in the nation.

After graduation, Petrow left the U for the east coast, studying opera and languages at Georgetown and NYU, just as her future husband was recruited to law school at the U. She was the lead soloist of the choir at Georgetown, followed by a stint as assistant communications director for US Senator Jake Garn of Utah. During that time, her eventual husband, George Petrow, was climbing the ranks at the U's Law School, where he was elected to the Law Review and was an editor.

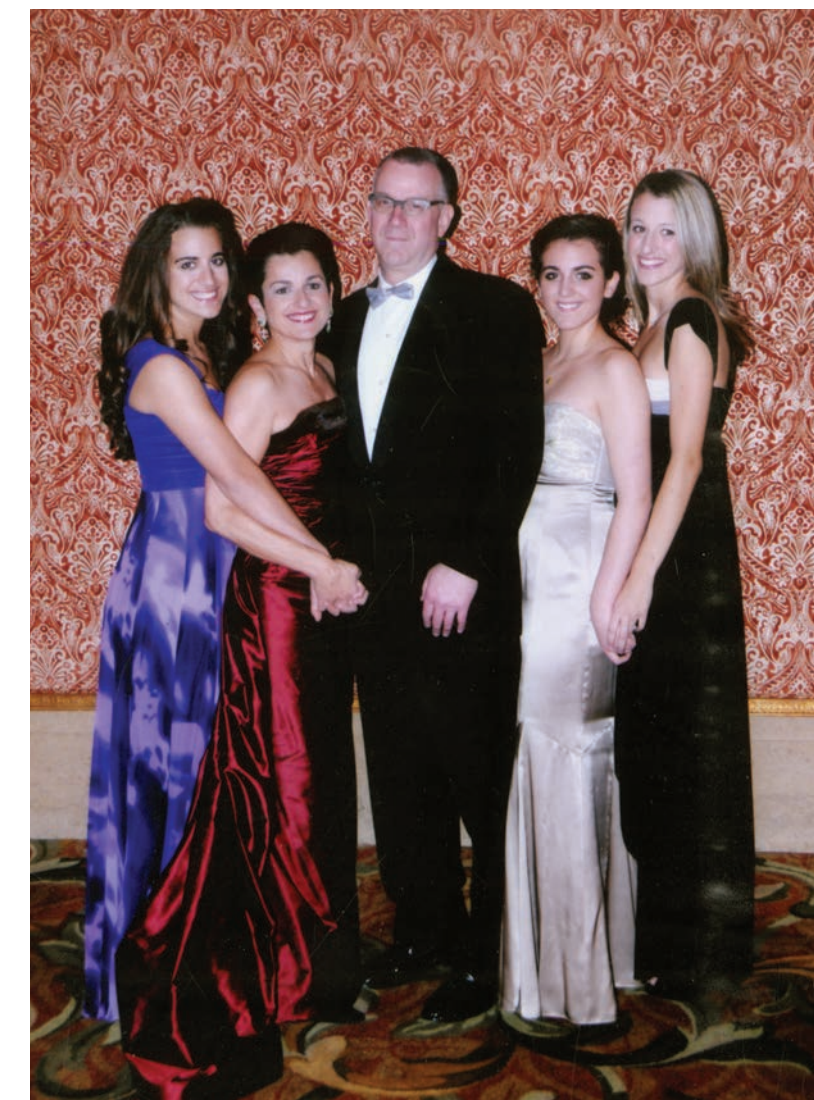
In the middle of all this, George and Cynthia's families—of a mere "handful" of Greeks in Utah and Nebraska—set the two up on dates, which led to their eventual marriage, three daughters, two dogs, and visits to five continents.

Today, George has a successful career as partner in one of the world's largest law firms, Sidley Austin. He joined the firm as a partner in 1997 and, since 2012, has been the managing partner of the

European region, based in London.

Petrow believes now is the time of life to be giving back, and she has been deeply involved in the Saidia Children's Charity in Kenya, which is an orphanage that takes care of and aids children in excelling beyond their time in the orphanage. She serves on the scholarship committee to support graduating kids in getting a college education or vocational training. "We made a decision a couple of years ago that we will fully fund any child who leaves here to get an education. We'll do anything we can to help them and it gives me such great joy."

The future is exciting. The couple is building a house in Petrow's childhood neighborhood near the U. Retirement has always meant returning to Salt Lake. Petrow looks forward to family reunions in Utah, becoming reacquainted with the U, and maybe even adding another language or two to the mix.



Penny Allred Wright

English, Class of 1960



Editor's note: When asked if she'd be willing to share some thoughts with me about the value of her English degree in her life, Penny responded with this beautiful essay. It feels most appropriate to share her words as she wrote them.

I had the good fortune to be born into a family of readers and from babyhood until I could read by myself, I was read to, usually sitting in the lap of one of my parents or older siblings. My love of books made it nearly inevitable that I would major in English and happily devote my university years to reading.

Truthfully, I applied to the University of Utah without much thought. At the time it seemed the easy choice because both my older sister and brother had attended and because it was close to home.

I soon discovered what a fortunate choice it was. It had extraordinary faculty and I remember my professors with great fondness. Later, my graduate courses at the University of California at Berkeley gave

me further appreciation for the quality of the education in humanities I received at the U.

Studying humanities at the U inspired me to become a high school English teacher. For my senior students at Las Lomas High School in California, I ordered the same Cecile and Tate anthology, *Modern Verse in English*, that I had loved when taking courses from the unforgettable Brewster Ghiselin. His entrances into the classroom every day were memorable, like balletic performances. As he opened the door we felt a rush of energy, and in what seemed to be one fluid, artfully choreographed movement, he could doff his raincoat, deposit his briefcase, switch off the offending fluorescent lights, and swiftly crossing the room, sweep the lectern off the desk with one hand and with the other push open the window to admit a gust of bracingly cold air in winter months.

Professor Ghiselin was a celebrated poet himself and as a teacher he opened up for me some of the poems of Ezra Pound, Wallace Stevens, and T.S. Eliot that I would have found impenetrable without his elucidation. But he also taught me that while there is value in careful analysis, and a good poem is always greater than anything we can say about it. The emotional experience of reading great literature, or hearing great music can shatter the trivial and the mundane, opening us up to the awe and mystery of unconscious knowing.

“Books have been and continue to be my passage into other centuries, other cultures and other lives.”

There are a number of other teachers to whom I owe a debt. I will not forget the verve and ebullience of Edwin Clapp, who took us through much of the great prose and poetry of the Romantic Period, nor will I forget a course

in literature of the Victorian Age taught by Clarice Short, memorable for her excellence in teaching and scholarship as well as for her dry wit, and her kindness. I had a wonderful course in Shakespeare's plays taught by the dapper and engaging Harold Folland. I'm indebted to Professor Folland for choosing me to be his reader, and giving me the first hint that I might wish to teach. I had courses in history and



philosophy from other fine teachers—Waldemar Reade, Price Charleson, Richard Henson, William Mulder and Francis Wormuth.

In my life at the U, one day above all others stands out in my memory. My friend Dick Dalrymple and I were taking a course in Poetry of the English Renaissance taught by the splendid Jack Adamson, a much beloved teacher who died far too young. As class ended, Dick invited me to go to lunch with him and a friend. Perhaps it was that I had just been steeping like a tea bag in all those heady Elizabethan love sonnets, or maybe it was simply the sight of 6'4" of shocking good looks in the form of Brad Wright, Dick's friend, but I was smitten. That day,

June 13, 1958, was the beginning of my “Happily Ever After,” nearly 60 years of it.

Brad had grown up in Manhasset, New York and was on a leave of absence from his classes at Yale. His parents had moved to Salt Lake City, and Brad came to Utah for a complicated surgery following a sports injury. During his months of recovery, I convinced him to study at



“The emotional experience of reading great literature, or hearing great music can shatter the trivial and the mundane, opening us up to the awe and mystery of unconscious knowing.”

the U. He graduated Summa Cum Laude with a degree in Philosophy. We were married in 1959, almost exactly a year from the day we met.

Throughout our long, happy life together, Brad and I enjoyed reading aloud to each other and for years, every night before bed, he read to our two children. Books have been and continue to be my passage into other centuries, other cultures and other lives. My love of reading has been magnificently enriched by the teachers I have named and by others my 80-year-old brain has, for the moment, forgotten to mention.

I feel the grounding in the humanities courses I took at the U has been essential to my 30 years as a psychotherapist in private practice and to the psychology courses I continue to teach at Dominican University of California at San Rafael. I am deeply grateful to my beloved friend and classmate, LaVonne Garff Rytting, who conceived of The Privilege of Humanities Fund and who has inspired me to reflect on those happy, bygone days at the U.

*Humanities alums who graduated more than 50 years ago have established a scholarship called **The Privilege of Humanities Fund** and are seeking support. If you are interested in supporting the fund, please contact Lexie Kite at lexie.kite@utah.edu or 801-585-5053.*

Brent Welch

Communication, Class of 1981



As the recently retired Worldwide Chief Operating Officer for Teleperformance, Brent Welch spent 35 years putting his Communication education to good use all over the globe. In Welch's words, "Teleperformance connects the biggest and most respected brands on the planet with their customers by providing customer care, technical support, customer acquisition, digital solutions, and analytics to ensure positive customer interaction." As the head of a company with 200,000

"What I want to tell students and soon-to-be practitioners is that hard work takes you a long, long way in this world. People have asked me over the years what I learned at the University of Utah. I will tell you I have two major takeaways. Number one was learning to communicate so you can express your ideas clearly. Number two was simply problem-solving."

employees in more than 60 countries that yields nearly \$5 billion in revenue, Welch has flown at least 300,000 miles per year for the last 13 years. He became an expert in client communication, negotiating mergers and acquisitions, innovating corporate operating practices, and was also asked to provide congressional testimony on industry rule-making before the Federal Trade Commission and Federal Communication Commission.

He believes his time in the Communication Department prepared him well for a fast-paced career.

"I remember finding myself in New York City, just a few months after graduating, in the offices of some of the biggest advertising agencies in the world," he reflects. "I've since had the opportunity many times over the years to sit with the leaders and executive officers of the biggest corporations in the world and to contribute to their strategic plans and to their services. I've had a lot of opportunities in my life, and am fortunate that I was able to build upon them."

The Department of Communication was proud to honor Welch with one of its Alumni Achievement Awards on April 4, 2018. During his award acceptance remarks, Welch told students he believes their opportunities are unlimited. "What I want to tell students and soon-to-be practitioners is that hard work takes you a long, long way in this world," he said. "People have asked me over the years what I learned at the University of Utah. I will tell you I have two major takeaways. Number one was learning to communicate so you can express your ideas clearly. Number two was simply problem-solving."

Related to that second takeaway, Welch says he remembers struggling through a media statistics class and thinking he'd never be able to get through it. "But even though I couldn't remember

a darn thing about the statistical methodology, I learned through that class that if you beat on a problem long enough, you can get through it."

He counts Professors Robert Avery and Parry D. Sorensen among his influential teachers, saying his first-ever class at the U was a course from Professor Avery that sparked his interest in Communication throughout the rest of his career as a student and beyond. Welch maintains a strong love for the U, especially since his wife, Elizabeth, and all three of their children graduated from the U.

"I've had the opportunity many times over the years to sit with the leaders and executive officers of the biggest corporations in the world and to contribute to their strategic plans and to their services. I've had a lot of opportunities in my life, and am fortunate that I was able to build upon them."



Student Profiles



Ryan Nelson

Doctoral Student in Philosophy

Ryan Nelson is a doctoral student in Philosophy, studying the intersection of philosophy of medicine and philosophy of disability. As the son of a neonatologist and a disability social worker, and the partner of a developmental pediatrician, his philosophical interests have undoubtedly been shaped by the expertise of those closest to him. But his personal experiences with medicine and disability run much deeper.

“I have been fortunate to learn a bit about what life with a disability looks like from my brother, Taylor, who has Cornelia de Lange syndrome and autism, and my daughter, Fern, who has Down syndrome,” Ryan says. “These experiences haven’t made me an expert in anything—after all, I’m not a physician, or a social worker, or a person with a disability—but they have encouraged me to think carefully about some really interesting stuff.”

A native of Fargo, North Dakota, he did his undergraduate work in health science at the University of St. Thomas in Minnesota,

followed by a couple years of proverbial post-college exploration, which he refers to as “backpacking, canoe guiding, ponytail growing, etc.” He then decided to pursue his nascent interest in philosophy by enrolling in University of Manitoba’s masters program, near his partner, Kendra’s, medical school.

“As Kendra began to consider pediatrics residency, and I looked into doctoral programs, it became clear that the University of Utah would be a great fit for us both. For her, the U offered world-class training and facilities. For me, it offered a department known for excellence in bioethics and the philosophy of science. Once we got the good news on residency match day, our decision was made. We moved to Salt Lake three months later, just a few days after getting married,” he recalls.

“Studying the humanities exercises one’s analytic and imaginative muscles together in a way nothing else can. For me, the result has been both a healthy skepticism and a general openness to new ideas.”

Ryan is interested in the distinction between “difference” and “disorder,” and how this distinction relates to our views about clinical ethics and public policy. His dissertation research focuses on Autism Spectrum Disorder by addressing several questions, the answers of which could impact millions: Is autism a form of neurodiversity that ought to be accommodated or a medical condition that ought to be treated? What do claims about the causes of the disadvantages associated with autism entail about the proper response to autism? Is the DSM-5’s characterization of autism defensible on theoretical grounds? How are we to understand autism’s effect on identity, well-being, and responsibility?

The philosophical complexities around autism abound, and he believes humanities scholarship involves a unique combination of creative thinking and intellectual rigor that can serve research on disability and medicine very well. “Studying the humanities exercises one’s analytic and imaginative muscles together in a way nothing else can. For me, the result has been both a healthy skepticism and a general openness to new ideas,” he says.

Ryan’s career options run the gamut—from that of a Philosophy professor to work in clinical ethics, which could involve doing ethical consultations and sitting on an ethics committee with a health system or medical school. His fallback if his ideal career balancing teaching and research doesn’t pan out? “I could always go back to guiding canoe trips,” he says with a smile.

“I have been fortunate to learn a bit about what life with a disability looks like from my brother, Taylor, who has Cornelia de Lange syndrome and autism, and my daughter, Fern, who has Down syndrome. These experiences haven’t made me an expert in anything—after all, I’m not a physician, or a social worker, or a person with a disability—but they have encouraged me to think carefully about some really interesting stuff.”



Ryan and his daughter, Fern



Grace Adelaide Beecroft

Undergraduate Student in History and Russian

Born in Saudi Arabia with a childhood spent living in a Washington D.C. suburb, then Amman, Jordan, and finally Highland, Utah, Grace Adelaide Beecroft says she has found an automatic “sense of community” in the University of Utah’s History and World Languages & Cultures Departments.



“I view the study of history as a method to understand why things are the way they are,” she says. “To me, the history of any single thing is its explanation.”

Grace is passionate about studying history, with a particular interest in the collapse of the Soviet Union and the conditions which precipitated the rise of Vladimir Putin. Having grown up with a father in the foreign service—most notably the Deputy Chief of Mission of the Baghdad Embassy—she has grown up with an expanded view of the world and a thirst for knowledge about it.

A transfer student from Utah State University, she first became interested in Russian history during her freshman year. While she was nervous to transfer to a new school,

“I view the study of history as a method to understand why things are the way they are. To me, the history of any single thing is its explanation.”

she has been thrilled with the support she has received at the U. “Not only can I whole-heartedly attest to the resources and support the U offers its students but I have met many incredible like-minded peers and wonderful faculty here,” she says.

“When I transferred to the U, I had an incredibly positive experience with the History department advisor Amarilys Scott. She made me feel like the department served as a sort of automatic community for me. I felt accepted, supported and cared for there, and I have a desire to foster the same opportunities for my peers in History.”

Grace has taken every opportunity to be involved on campus. She had the chance to work with the Undergraduate Research Opportunities Program under the advisement of History Professor Julie Ault, where she researched the political history of East German and Soviet relations. On top of that, she is president of the History Student Association and a member of the Alpha Rho chapter of the History Honor Society, Phi Alpha Theta.

“Not only can I whole-heartedly attest to the resources and support the U offers its students but I have met many incredible like-minded peers and wonderful faculty here.”

“I’m so happy to be part of both of these organizations that give students and faculty opportunities to interact through departmental conferences, the Futures in History event for alums to network with students, career opportunities and networking with students

from other universities and my own,” she says. “These experiences add to what we learn to do in History—foster critical thinking, form coherent and cohesive arguments, be informed and analytical, and on.”

After graduation, she plans to pursue a master’s degree in Soviet and Russian history followed

by a doctorate in the same field. “I would like to become a professor and have the opportunity to do research on the formation of the modern Russian federation,” she says. “I hope to be involved in the scholarly historicization of Boris Yeltsin’s Russia and the rise of Vladimir Putin.”



Andrea Valverde

Undergraduate Student in Writing & Rhetoric Studies

Andrea Valverde wouldn't have considered herself a writer a year ago, but today she believes she is a writer. She has a story to share, and her words are valuable and transformative. "I have come to learn that writing is a vital tool for survival, change, and growth," she says. "Writing is my most important tool in life."



Photo courtesy of Miriam Flores Photography

A Los Angeles native, Andrea moved to West Valley City at age 14 and went on to attend Salt Lake Community College with a dream of attending the University of Utah. Her dream became a reality when she met Professor Christie Toth, who encouraged her to join a summer class at SLCC for students preparing to transfer to the U, Writing 3030. The class, a bridge course between SLCC and the U's Writing and Rhetoric Studies Department, is part of a new program designed by Toth, called Writing Studies Scholars. Toth designed the program, which includes the upper-division summer bridge course, faculty mentorship, tuition scholarships for each student's transition year at the U, and a cohort experience. Based on her research,

the program demonstrates the importance of meaningful support for transfer students from community colleges to four-year universities.

"During the semester, I found out that this class was the first of its kind, and saw first-hand how admirable Professor Toth was for her passion for helping transfer students succeed," Andrea reflects. "In the program, I received the encouragement and skills I needed to make my transition to the U. The chance to join a cohort before you arrive on campus makes the transition a lot easier. Having a great professor that believes in you and checks in on you to see how you are doing makes all the difference in the world. The scholarship I received was the only way I was able to afford being a full-time student at the U."

Andrea, who has just finished her first year as a double major in Writing & Rhetoric Studies and Political Science at the U, was able to take a full course load and participate in the Bennion Service Center's Travel Service Program in Cuba.

"My plan is to pursue a career that will allow me to help others, especially students of color, and to let other students like myself know about the programs that have helped me and encourage them to make writing a priority. People may silence a voice or ignore a physical presence, but our words will transcend any of those barriers and our writing will remain forever."

"My studies in the humanities have taught me to rhetorically analyze myself, my surroundings and every aspect of my education," she reflects. "I have found my voice and learned to critically

think about the world around me. Being taught to think beyond the words on a page and to look for the complexities beyond the information being shared has helped me to become a better listener and what I hope to be, a better leader."

Today, she works in the Salt Lake County Mayor's Office, where working with a leader she admires who has motivated her to pursue a master's degree and a path that will allow her to give back to her community.

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"In the Writing Studies Scholars program, I received the encouragement and skills I needed to make my transition to the U. The chance to join a cohort before you arrive on campus makes the transition a lot easier."



Photo courtesy of Miriam Flores Photography

Humanities Highlights

Writing Studies Scholars

Bridging the gap between SLCC and the U for transfer students



Recent Writing Studies Scholars Graduate Nic Contreras and Program Director Christie Toth.

college students. Of the 19 students who have participated in the program, 16 have transferred to the U and the other three have delayed matriculation but have plans to transfer in the next year. In addition to the numerical indicators of success for the first cohort, the feedback provided by the scholars themselves reveals how transformative this program can be. Writing Studies Scholar Lisa Donaldson said:

“The scholarship fund has been a huge help, since my transfer is happening at the same time as my own teenage daughter is entering college, and the expense of putting both of us through college is more than our meager budget can cover ... Although my own self-doubts and anxieties about this transfer later in life still exist, they are greatly diminished by the skills, confidence, direction, funding, connections and friendships that the Writing Studies Scholars program has given me. Though I am new, I almost feel like I have a little Writing Studies Scholars family waiting for me at the U of U, who inspire and encourage me to move forward and to succeed.”

Designed by a student Transfer Research Team led by Professor Christie Toth, the Writing Studies Scholars program in the Writing and Rhetoric Studies Department (WRS) helps to bridge the often daunting gap between Salt Lake Community College and a bachelor’s degree in the College of Humanities. Thanks to generous contributions from the Benjamin Foundation and the Sorenson Legacy Foundation, this program is able to provide support for the social, academic, and financial transitions students experience when they transfer to the U—particularly students from underserved backgrounds, including first-generation college students, students of color, multilingual immigrants, older/returning students, and women. Students who successfully complete the no-cost summer bridge course (WRTG 3030), enroll at the U, and declare the WRS major receive a \$2,000 scholarship to during their first semester and receive additional advising and mentorship opportunities throughout their time at the U.

During the 2017-'18 pilot year, Writing Studies Scholars was highly successful in recruiting and supporting an impressive cohort of transfer students, which was composed of 2/3 women, 3/4 students of color, and 3/4 first-generation

Not only are transfer students’ lives being transformed by participating in our Writing Studies Scholars program, the WRS Department and the College of Humanities are being transformed by these young scholars’ influence and contributions.



Writing Studies Scholars Graduates Jarrod Barben and Emily Beck.

We are currently soliciting donations for the 2018-19 cohort's transition year scholarships. Please consider contributing at writing.utah.edu or through the enclosed giving reply card.



Humanities in Focus

How a social justice documentary film course is changing lives

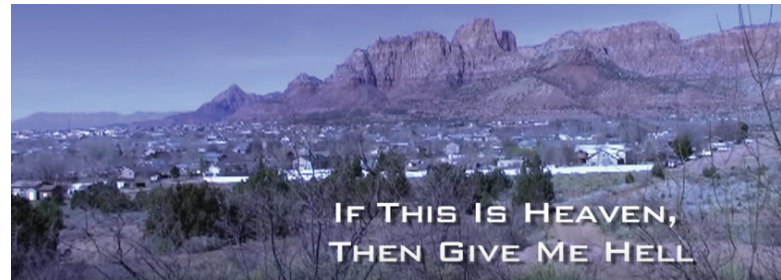
By Jeff Metcalf, Director of the Humanities in Focus Program

It is the night of our first screening at the Gould Auditorium in the Marriott Library and Brenda Nicholson is nervous. She is the subject of a film documenting her escape from the Fundamentalist Church of Jesus Christ of Latter-day Saints (FLDS) community and she's worried that the 'God Squad,' a silent enforcement branch of the cult, might find her family and destroy their new lives. She has good reason to be concerned. It happened before.

In the audience is her entire family and they sit positioned where they can watch the doors into the auditorium. They know an escape route if necessary. From the outside it might seem almost laughable, but for the Nicholson family the possibility exists and it is real.

Nervously, she approaches the director and whispers, "I don't think I want to show this documentary. It scares me. We'll be too exposed."

I am the director of the Humanities in Focus program, and as we step out of range of anybody else, I carefully listen to what she has to say. When she is done, I remind her that many other students, who are also the subjects of our social documentary films, have felt the same way.



It has taken almost a full year to make her documentary *If this is Heaven, Then Give Me Hell*. Along with five University of Utah honor students, they have carefully documented, filmed, edited and double-checked the information regarding the film. It is part of their Capstone project.

"Has anybody ever backed out?" she asks quietly.

"In 12 years, nobody," I reply.

She says nothing and looks around the packed auditorium with more than 300 people waiting to see the films. They are here to support the filmmakers because the six films we will premiere speak to the power of a single voice that dares to speak out.

"Brenda," I say very softly, "if you really want me to pull the film, I will. If we do, the FLDS community wins. Fear rules the day again."

"But I'm scared," she says. She is bordering on tears.

"You have a chance to speak for every single woman who is still trapped in the FLDS compound. Once this film is out

in the universe it will change lives. It will change your life. Trust me," I reply.

Hesitantly, she agrees and her film begins the screening. Eighteen minutes later, at the completion of its debut, 300 people stand in a shattering ovation. Brenda and her family are brought to the front of the auditorium and the standing ovation continues.

Six months later, Brenda Nicholson will have visited the Obama White House as a spokesperson for women's rights. She will become an activist for the women still trapped in the FLDS compound. She will sit in court as a witness to the trial of several FLDS leaders. She will have started a blog linking her story with other women who have experienced the same fate. Her documentary will have

more than 500,000 views online. She will be offered a scholarship at the U from the Honors College. She will have written a book about her experience. And most of all, in her own words, she will say, "We are free for the first time in our lives and it is beautiful." And then she will smile.

Jeff Metcalf is a professor of English in the College of Humanities and the Director of the Humanities in Focus Program. In 12 years the program has created over 75 short social justice documentary films. For more information visit www.humanities-focus.utah.edu

If you would like to support the Humanities in Focus Program, contact Development Director Lexie Kite at lexie.kite@utah.edu or 801-585-5053.



Brenda Nicholson
Photo courtesy of The Diversity Foundation



Jeff Metcalf
Photo courtesy of Michael Andam Fondren / the Daily Utah Chronicle

MAY 2018 GRADUATING CLASS

899
GRADUATES

3.41
AVERAGE UNDERGRADUATE GPA

1,000
DEGREES AWARDED

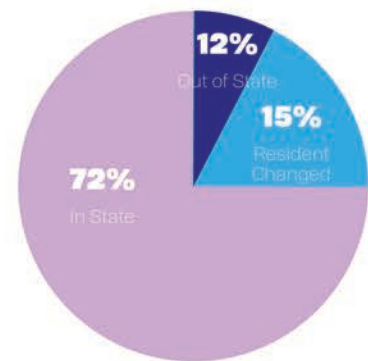
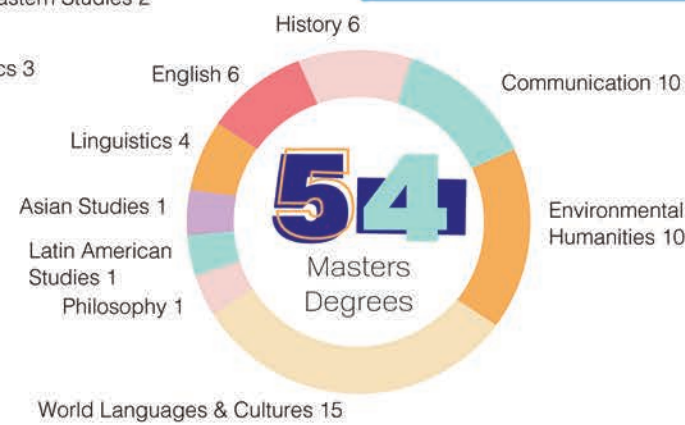
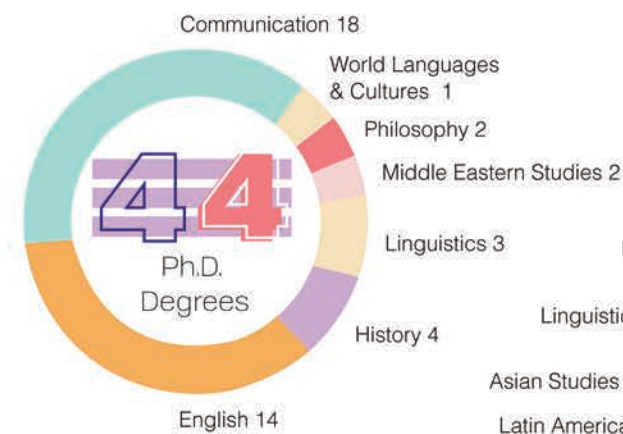
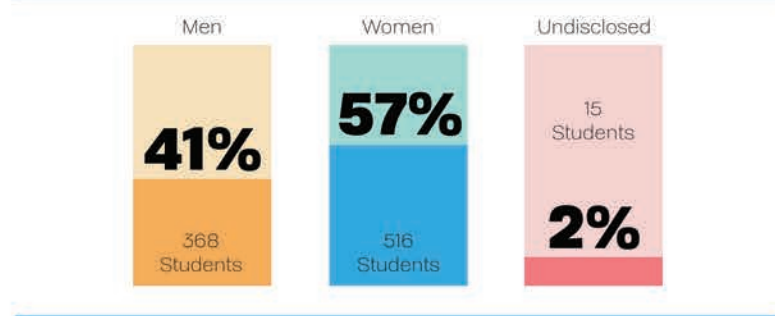
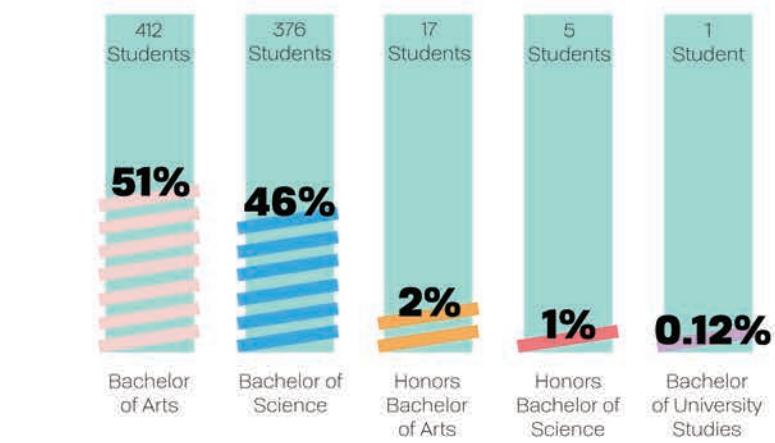
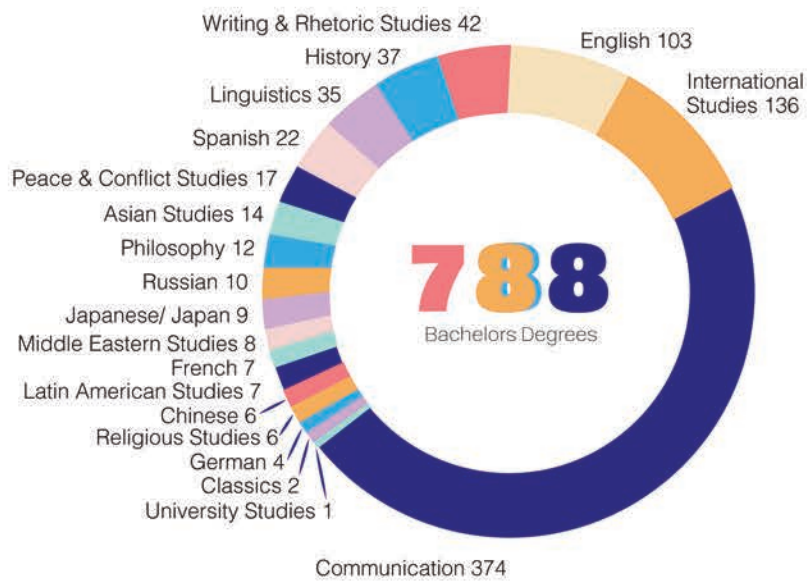
43

GRADUATES ACCEPTED TO GRAD SCHOOL

245
MINORS AWARDED

19 **70**
YOUNGEST GRADUATE OLDEST GRADUATE

AGE RANGE



40
International Students

22
Honors Students

45
Students Graduating with Honors

13
Graduates from University Asia Campus

5
Humanities House Graduates

Dean's Farewell Barry Weller

As we bid farewell to our Interim Dean and Professor of English who has spent 40 years of service in the College of Humanities, we want to share with you an excerpt of his convocation speech given May 4, 2018 to our 900 graduates and their families.



I see a much more diverse audience than when I first arrived at the University of Utah, and that is a great thing. Inclusion defines us as Americans; that same sense of belonging defines us as humanists. This is what sets us apart from almost any other kind of education: the intimacy of our teaching, the way our students learn, not from textbooks or labs but in fierce, vibrant dialogue with each other. You've learned from them, and they from you; in a very real sense, you've learned them—you're a larger person because you've shared their perspectives.

This is what drew me to literature—the chance to inhabit other minds, to live as many lives as possible while in one body. When we immerse ourselves in history, or philosophy, when we study a language, and the myriad channels through which we communicate, we experience the world through others, and that world grows more complex as a result.

When I look at you, then, I see the past. The seeds of your disciplines date to the eighteenth century, to the Renaissance, to the Middle Ages, to classical antiquity. You, and the faculty who've taught you, form an unbroken chain stretching back to the first academies,

of which the Humanities were and remain the core. That tradition is a gift: it shows us how the questions we ask have changed, and how they've also remained constant. The past teaches us that the world was not always as it is, and that there is no way it is meant to be; it lets us distinguish reality from illusion, truth from dogma, right from wrong.

When I look at you, finally, I see the future. You will be asked a hundred times today: "So what now? What are you doing next year?" Some of you may have jobs already, others not. My advice, for today at least, is not to worry. Degrees that prepare you for just next year won't help when 5-10 years later that job no longer exists.

The Humanities are about the long term: your degree represents a deep and profound investment in yourself. You've learned how to think, and rethink, and read, and speak, and write--skills in no danger of becoming obsolete. You've learned how to analyze complex problems, of which there is no shortage. You've learned how to identify patterns, how to make and manipulate meaning. You've been trained for the world we can't see yet, whose jobs don't have names yet, because you will create them.

But most importantly, you leave here as fully realized human beings, with the tools to keep growing, to remain critical and curious, to remake the world around you joyfully, purposefully, and ethically. You've absorbed the best of what my generation has thought and said about justice, race, gender, sexuality, history, nature, the virtual and the real. Now it's your turn. Make these things your own, and make them better, so that those who follow you can do the same. We have all of us inherited this planet, this civilization, from someone else, and we owe it to someone else in turn. The human story has no ending, no direction, except to keep going. Your chapter has arrived. The page is blank. Make it a good one.

Honoring Our 2018 Distinguished Alumni

Robert T. Nilsen



On May 3, 2018, the College of Humanities presented a Distinguished Alumni award to Robert T. Nilsen, who graduated with a German degree in 1983 and has spent the years since leading major restaurants on an international scale. During his acceptance speech, Nilsen reflected on the ways his humanities education and his German language skills have given him the “language of life”—the language to build bridges where barriers once stood.

After graduating from the U and then earning an MBA at Harvard Business School, Nilsen served in various positions of leadership for major corporations across the world, including PepsiCo Restaurants International and YUM Brands. His roles included Chief Operations Officer of Taco Bell, Managing Director of KFC International in Australia and New Zealand and numerous other leadership

positions. He also served as the worldwide President of Burger King. In 2004, Nilsen co-led the purchase of Café Rio, where he served intermittently as Chairman or CEO before completing a sale of the company in 2017.

Thus far during his career, he has been responsible for business in Australia, New Zealand, South East Asia, the Middle East, Africa, India, Sri Lanka, and Pakistan, and the US. Needless to say, Nilsen has had the opportunity to immerse himself in the richness of cultures across the world, and has had once-in-a-lifetime experiences that include sitting in a meeting with Nelson Mandela in South Africa, rubbing shoulders with princes in Saudi Arabia, and serving in leprosy colonies in India, to name a few.

In his speech, he shared several life experiences that highlighted the “language of life” he learned at the U. The first was an opportunity he had early in his career to work for PepsiCo Restaurants International, which was partly offered to him because of his knowledge of German. “I was offered a job that took me to Germany to build a restaurant’s brand. My German offered me a chance to test the waters of the international

“Without my humanities classes, I wouldn’t have learned languages that allow me to communicate outside of my native tongue; I wouldn’t have learned critical thinking skills, history, cultural literacy, or writing. Your education in humanities provides you with the language to understand the world and the opportunity to learn and grow from it—it is truly the language of life.”



business arena in an extraordinary way. From there, my family and I went on an extraordinary journey that took us to many countries throughout the world, where we lived, worked, and associated with many people.” In another experience in South Africa, Nilsen’s understanding of German built an unforeseen bridge. “One of the official languages of South Africa, Afrikaans, borrows from Dutch and German, and I was astounded that my German knowledge played an incredible role in helping me understand, relate to, and associate with people from this nation. It was here that I had the opportunity to meet with a very small group of key news reporters and listen to Mandela speak to the press. It was life changing for me.”

On another occasion, as president of Burger King, Nilsen’s work took him to Germany. “Germans were pleasantly surprised to meet an American that could speak German,” he said with a smile. “It opened doors and broke down barriers for me because I was able to better understand their culture and

background, which helped me to build relationships with Germans relatively quickly.” In 2014, Nilsen was called to serve as a mission president of the Church of Jesus Christ of Latter-day Saints in the Columbus, Ohio, mission. He and his wife, Kathleen, who is also a Utah alum, formed an unlikely bond with the Amish families that lives in their area. “The Amish’s first language is Pennsylvania Dutch and their second language is Hochdeutsch, or ‘high German,’” he explained. “Once again, my knowledge of German brought down barriers, and now those families have become like our own family.”

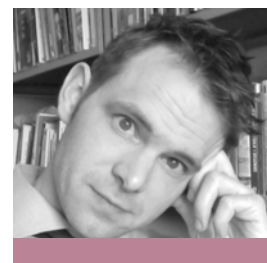
“Without my humanities classes, I wouldn’t have learned languages that allow me to communicate outside of my native tongue; I wouldn’t have learned critical thinking skills, history, cultural literacy, or writing,” he said. “Your education in humanities provides you with the language to understand the world and the opportunity to learn and grow from it—it is truly the language of life.”



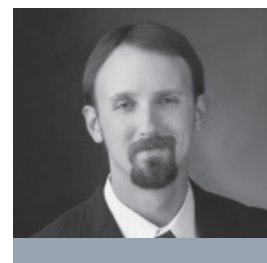
New Chairs and Directors Appointed



Scott Black
Chair of English



Hugh Cagle
*Director of International
and Area Studies*



Nathan Devir
*Director of Middle East
Studies Program*



Danielle Endres
Chair of Communication



Scott Jarvis
Chair of Linguistics



David Roh
Director of Digital Matters Lab

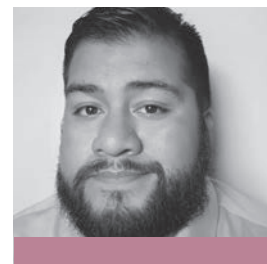
New Faculty Members



Maile Arvin
*Assistant Professor
History*



Lepa Espinoza
*Assistant Professor
English; Humanities
Scholars Coordinator*



Romeo Garcia
*Assistant Professor
Writing & Rhetoric
Studies*



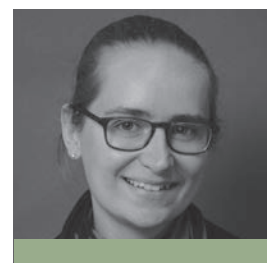
Scott Jarvis
*Professor
Linguistics*



Jose Manual Cortez
*Assistant Professor
Writing & Rhetoric
Studies*



Shannon McGregor
*Assistant Professor
Communication*



Cindi Textor
*Assistant Professor
World Languages &
Cultures*

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