



COLLEGE OF ARTS AND SCIENCES

# NEWSLETTER



SPRING 2018

## Editor's Note



Welcome to the spring 2018 issue of the College of Arts and Sciences newsletter. In the College of Arts and Sciences, we strive to provide a rich learning environment so our students can launch their intellectual journey. Faculty and staff are dedicated to engaging students through

high impact pedagogies that foster critical thinking, communication, collaborative leadership, and creativity. We strive for excellence in the classroom and beyond.

For ten years, Dean Ken Procter has worked tirelessly to secure resources for the college so that students, faculty, and staff may do their best work. He hired over 150 faculty members, established three new departments, increased the number of endowed scholarships, established the College Advisory Board, promoted online summer instruction, and enhanced and renovated classrooms and facilities, just to name a few notable accomplishments. In this issue, we say farewell to Dean Procter and reflect on his service to the college as he is set to retire in June.

Also in this issue, we hear from Art Professor Abraham Abebe, who championed and developed a new concentration in graphic design. We hear from students from the Department of Philosophy and Liberal Studies who traveled abroad to present their research at the Global South Studies conference in Marrakech, Morocco. And, we hear from alumna Margaret Gheesling Trawick who earned a degree in chemistry during a time when there were few female chemists.

With 13 departments and dedicated faculty and staff servicing about 3,000 students in our major and minors, the college continues to thrive and cultivate well-rounded students. Remaining true to our mission, Arts and Sciences continues to provide the focus for the university's statewide liberal arts mission.

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ARTS AND SCIENCES **NEWSLETTER**  
SPRING 2018

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## Dean's Farewell Note

Years ago I worked as an illustrator for a small graphics company that was trying to grow up—trying to become the “Inc.” at the end of its name. One afternoon we assembled to hear the company vision. The president pulled out a flip chart, sketched a triangle balanced on its point, and described an “inverted pyramid” approach to management. Instead of senior leaders sitting up top, the inverted pyramid positions management at the foundation with ranks expanding above.

Applying the inverted pyramid in the College of Arts and Sciences looks like this: Administrative staff support faculty; faculty teach students.



.....  
KENNETH J. PROCTER  
Dean, College of Arts and Sciences  
Professor of Art

First and foremost we invest in people. College resources flow to instruction. Our highly qualified, productive, enthusiastic, and engaged faculty and staff, and a talented, productive, enthusiastic, and engaged student body are first priority – the very top of our pyramid. Great faculty and staff attract great students; great students help us to recruit great faculty and staff! Quality begets quality. Simple.

Recently, I Googled the inverted pyramid. Suddenly, the idea appears to be fresh and new. Funny how good ideas circle back around. I've always liked this leadership model, and I am very grateful for the opportunity to have had a place at the bottom of the college pyramid these past ten years.

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SPRING 2018



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*Cover Story*

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# 40 YEARS

## OF INDEPENDENT THINKING AND CREATIVE PROBLEM-SOLVING

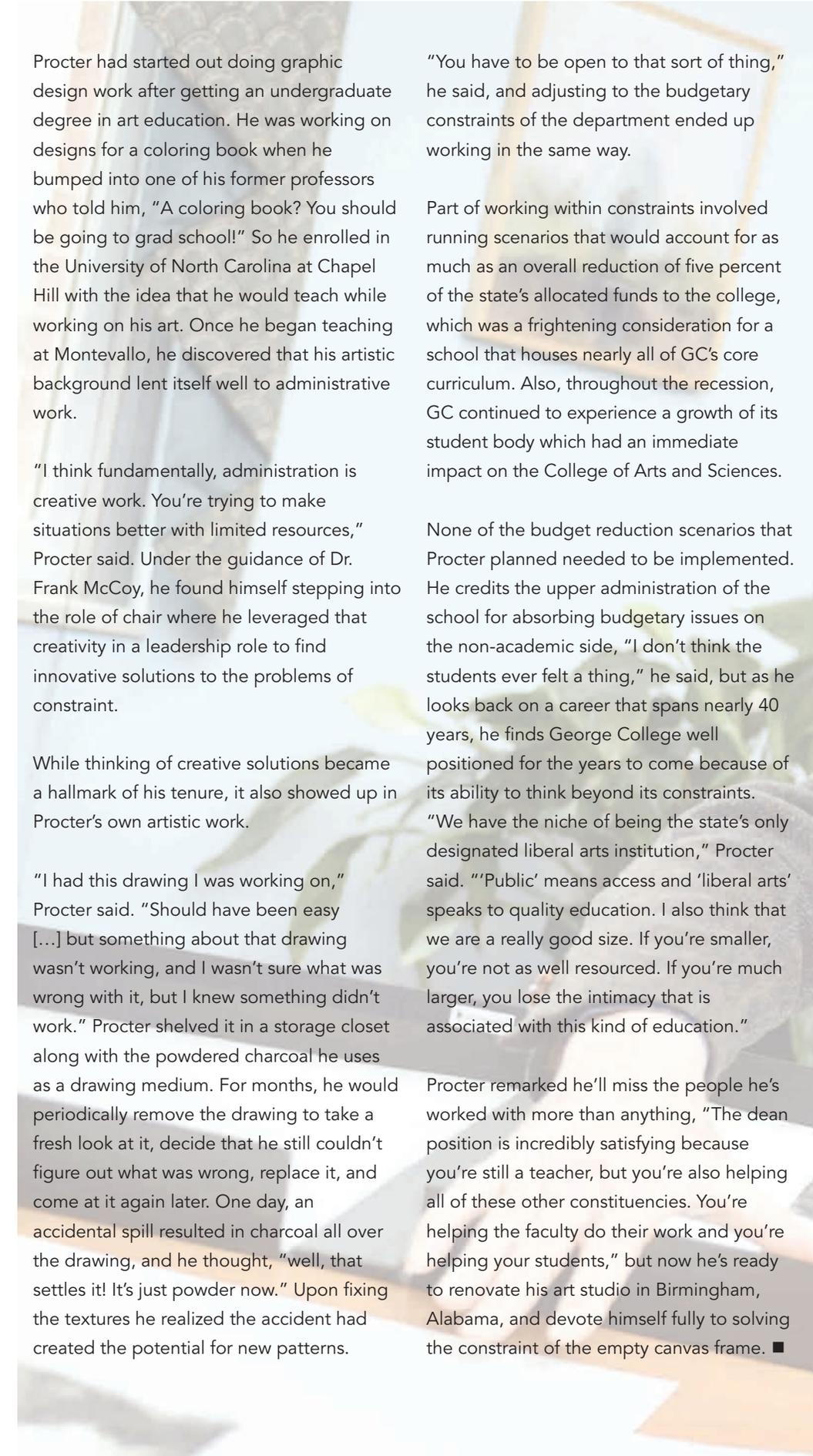
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A Retrospective of  
Retiring Dean Ken Procter's Career

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**A**merica was just entering the height of the economic recession when Ken Procter was brought on as dean of the College of Arts and Sciences in 2008. He had been at the University of Montevallo, a sister school to Georgia College, for 26 years prior to that. Up until then, Georgia College had experienced a prolonged period of growth that would begin to slow as the economic constraints of the recession tightened, and it would be Procter's job to negotiate that downturn with as minimal impact to academic programs within the arts and sciences college as possible. Fortunately for GC, Procter had built his career as an artist and administrator on the philosophy of creative constraint.

"As much as I'd like to have all the money in the world, constraints make you think," Procter said. "All creative artists know that. Your canvas is a constraint. It's got four corners to it and that's different from working with a circle. You really have to think differently."



Procter had started out doing graphic design work after getting an undergraduate degree in art education. He was working on designs for a coloring book when he bumped into one of his former professors who told him, "A coloring book? You should be going to grad school!" So he enrolled in the University of North Carolina at Chapel Hill with the idea that he would teach while working on his art. Once he began teaching at Montevallo, he discovered that his artistic background lent itself well to administrative work.

"I think fundamentally, administration is creative work. You're trying to make situations better with limited resources," Procter said. Under the guidance of Dr. Frank McCoy, he found himself stepping into the role of chair where he leveraged that creativity in a leadership role to find innovative solutions to the problems of constraint.

While thinking of creative solutions became a hallmark of his tenure, it also showed up in Procter's own artistic work.

"I had this drawing I was working on," Procter said. "Should have been easy [...] but something about that drawing wasn't working, and I wasn't sure what was wrong with it, but I knew something didn't work." Procter shelved it in a storage closet along with the powdered charcoal he uses as a drawing medium. For months, he would periodically remove the drawing to take a fresh look at it, decide that he still couldn't figure out what was wrong, replace it, and come at it again later. One day, an accidental spill resulted in charcoal all over the drawing, and he thought, "well, that settles it! It's just powder now." Upon fixing the textures he realized the accident had created the potential for new patterns.

"You have to be open to that sort of thing," he said, and adjusting to the budgetary constraints of the department ended up working in the same way.

Part of working within constraints involved running scenarios that would account for as much as an overall reduction of five percent of the state's allocated funds to the college, which was a frightening consideration for a school that houses nearly all of GC's core curriculum. Also, throughout the recession, GC continued to experience a growth of its student body which had an immediate impact on the College of Arts and Sciences.

None of the budget reduction scenarios that Procter planned needed to be implemented. He credits the upper administration of the school for absorbing budgetary issues on the non-academic side, "I don't think the students ever felt a thing," he said, but as he looks back on a career that spans nearly 40 years, he finds George College well positioned for the years to come because of its ability to think beyond its constraints. "We have the niche of being the state's only designated liberal arts institution," Procter said. "'Public' means access and 'liberal arts' speaks to quality education. I also think that we are a really good size. If you're smaller, you're not as well resourced. If you're much larger, you lose the intimacy that is associated with this kind of education."

Procter remarked he'll miss the people he's worked with more than anything, "The dean position is incredibly satisfying because you're still a teacher, but you're also helping all of these other constituencies. You're helping the faculty do their work and you're helping your students," but now he's ready to renovate his art studio in Birmingham, Alabama, and devote himself fully to solving the constraint of the empty canvas frame. ■



“Ken has been an excellent dean and has done a lot for the College of Arts and Sciences. His careful budget planning and resourceful use of funds have enabled the departments to purchase several pieces of much needed equipment and to make repairs and renovations that would not have been possible otherwise. He’s been a great boss—kind, thoughtful, and caring—and he will be missed. I wish him all the best as he begins this next chapter of his life.”

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**Ann Portwood**

“Dean Kenneth Procter has been a tireless advocate for the College of Arts and Sciences and a champion of our university mission. His broad understanding across disciplines, his deft handling of complex issues and agendas, and his thoughtful guidance throughout our evolution have provided confidence and inspiration to faculty, staff, and students during his tenure. An accomplished artist, teacher, and administrator, Dean Procter will be sorely missed, and we wish him all the best in retirement.”

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**Bill Fisher**

“From the time Dean Procter began his tenure at GC, he showed a commitment to invigorating the liberal arts by putting resources towards strengthening our mission. When he arrived, I was responsible for Interdisciplinary Studies (IDST) courses in Area B of the core. This area, which was where we needed to showcase our liberal arts mission, was perennially understaffed and dependent on part-time faculty who understandably did not have a reason to invest their time or energy in instilling a passion for the liberal arts. Dean Procter converted many of these lines to lectureships, providing stability to the core curriculum and raising the standard of instruction. Additionally, to further the university mission, Dean Procter combined the philosophy and liberal studies programs, to build on the synergies of the two majors. As a result, in just five years, these two majors — that are so significant to the liberal arts — have grown more than 150 percent, when taken together.”

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**Sunita Manian**

“As an alumna of the Woman’s College of Georgia, I have been delighted to become acquainted with Dean Procter. Dean Procter provided an opportunity for me to fall in love with my alma mater all over again. Consequently, my husband Hal and I decided to establish, in my mother’s memory, an endowed scholarship for the College of Arts and Sciences. We’re grateful for the opportunity to know Ken and wish him and Wai all the best in their new phase of life.”

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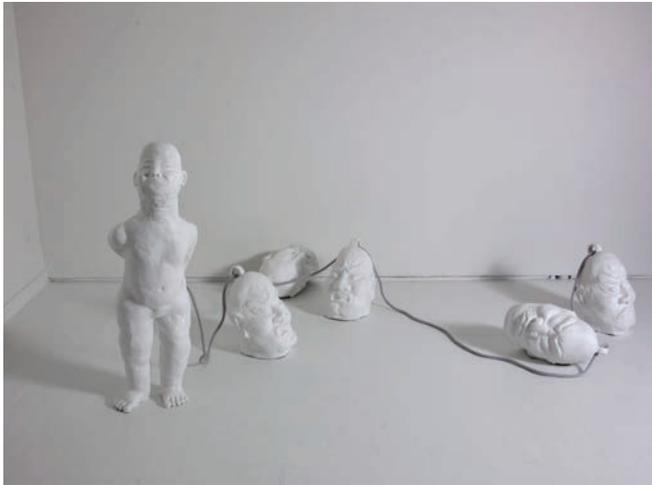
**Ann Bruce Doster**

# Faculty and Program News

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## Recent art faculty travel, scholarship

During winter break 2017, Associate Professor of Art TeaYoun Kim-Kassor created two new works at Vermont Studio Center (VSC), Johnson, Vermont. The purpose of working at VSC was to refresh and strengthen Kim-Kassor's artistic endeavors; to improve and stimulate artistic contributions of high caliber in the community that will enhance the stature of both the individual and the community. ■



### Project 1:

#### Story of Ah, Un (Life, Death)

4' x 13.5' x 8"

Clay, paint

TeaYoun Kim-Kassor 2017

The two types of heads in my installation are based on two temple guardians in Korea, Japan, and China: one with its mouth open (representing Life), the other with its mouth closed (representing Death). Their ferocious and frightening appearance is to protect and preserve the temples from demons. The heads are guardians that protect us spiritually and physically, yet we have destroyed them all. We have caused so much damage to the world that this child must carry our discarded burdens.



### Project 2

#### Access for All

16' x 8' x 2.5"

Paraffin, charcoal

TeaYoun Kim-Kassor 2017

The visual illustration of drawn ropes and the paraffin mold method deliver an opportunity to re-examine a particular quandary, the reality question. The work is about a paradoxical situation: Delusion=Reality. The tangible doorknobs without doors, the visual description of non-tangible ropes, and the use of fragile paraffin molds vs. metal screws create a paradoxical and contradictory statement. The purpose of the project is to enhance an awareness and better understanding of the different processes involved in our social and cultural context of the identity questions "what is reality" and "what defines us."



## Literature comes alive in the Department of English

The Department of English approaches the study of literature as a wholistic experience. It works to offer students hands-on opportunities to encounter both traditional and contemporary authors and their works, to explore the social impact of literature, and to share what they learn in a variety of spaces and formats. Students expand the boundaries of their own knowledge and bring peers, faculty, and the general public along with them in their explorations.

In a Black History Month celebration activity, seventh and eighth grade students from Georgia College Early College, students from Dr. Martin Lammon's Intermediate Poetry Writing class, students from Dr. Beauty Bragg's African-American Literature class, and faculty, staff, and students from all across campus participated in the first African - American Read-In at Georgia College. Students selected works and spent time in class perfecting the rhythms, cadence, and voicings that would bring their selections to life for the audience. The Read-In is a project that emerged from the National Council of Teachers of English. The nearly 80 participants on campus were part of a community of approximately 146,568 across the nation.

As part of the English department's co-sponsorship of a day-long social justice education program, senior English majors Olivia Julian and Caroline Olesen collaborated with Daniel McDonald, host of the Milledgeville Matters radio show, to interview Pulitzer Prize winning poet Peter Balakian. Julian and Olesen asked Balakian about the relationship between literature and social justice. Their preparations provided an opportunity for them to think critically about how to approach the subject of literature from multiple perspectives and how to share ideas about literature in a structured conversational format.

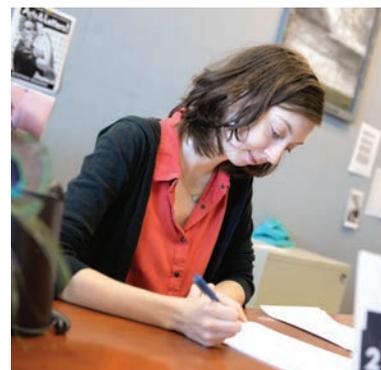
MFA candidates Abbie Lahmers and Pooja Desai have taken on significant editorial responsibility to select and produce the first title released by 2040 Books, a multi-cultural imprint of the Santa Fe Writers Project. Lahmers and Desai worked

on layout and pre-publication activities associated with the release of Bonnie Chau's "All Roads Lead To," the imprint's prize-winner.

In April, the department welcomed English masters graduate Anthony Boynton back to campus. Boynton, currently a Ph.D. candidate in the Department of English at the University of Kansas, delivered a talk on the methods, value, and practice of public scholarship, using his "4:44 Syllabus" to illustrate. Boynton's syllabus responds to Jay-Z's 2017 album entitled 4:44 from a critical race and gender perspective, examining its representations of fatherhood, capitalism, and gender identity. Journals and media sites such as Essence, Huffington Post, and Blavity reported on his work when it was released in fall 2017. ■



Dr. Martin Lammon at the African-American Read-in.



Graduate student Abbie Lahmers makes notes on a submitted manuscript during the summer of 2017.

# Mathematics students present original research at undergraduate research conference



Senior math students from Georgia College at the ninth Annual Undergraduate Research Conference held at University of Tennessee, Knoxville.

Last year, two senior students, Jaclyn Pescitelli and Patrick Pruckler, worked with Dr. Susmita Sadhu on their capstone projects. Both projects were taken from parts of Sadhu's ongoing research problems. Pescitelli's project involved investigating spatial patterns in plankton densities as typically observed in freshwater ecosystems. She studied a mathematical model consisting of two

competing algae and their herbivore predator, zooplankton. One of the algal species produces phycotoxin, a chemical that deters zooplankton grazing on them. Modeling the movement of the species via diffusion, Pescitelli found suitable parameter values that could lead to spatial patterns or patchiness in the plankton densities. The results were presented at the ninth Annual Undergraduate Research Conference at the Interface of

Mathematics and Biology. The conference was organized by the National Institute for Mathematical and Biological Synthesis, a prestigious research institute, located at University of Tennessee, Knoxville.

Pruckler's project focused on chemotherapy intervention on an acid-mediated tumor invasion in an acidic microenvironment. Studies have shown that most cancer cells predominantly produce energy through glycolysis, a process that breaks down glucose while causing acidification of the tumor and the surrounding microenvironment, facilitating local invasion of the tumor while destroying normal tissue at the normal-host interface. Pruckler studied the effect of chemotherapy on the treatment of cancerous tumors. He found suitable parameter conditions that will hinder tumor invasion and compared his findings from two treatment approaches: (a) the treatment is characterized by constant infusion (b) where the chemotherapy drug is administered periodically. He also presented his results at the ninth Annual Undergraduate Research Conference at the Interface of Mathematics and Biology; and his presentation was well received by the audience. Pescitelli and Pruckler were among a few selected students who received full travel funds from the conference. ■



Mass communication major Maggie Foster prepares to film with the Omni GoPro VR.

## Communication dips into virtual reality

Angela Criscoe, assistant professor in the Department of Communication, and senior mass communication student Maggie Foster offered a Virtual Reality workshop at the Georgia Communication Association conference Feb. 17 in Columbus, Georgia. Attendees interested in learning about the reality behind virtual reality and 360 video

production participated in recording a short activity using the Omni GoPro VR camera. While Criscoe further presented on the topic, costs, and challenges with the technology, Foster edited the recorded video and exported it for the attendees to view.

The Omni GoPro VR camera is composed of six 4k cameras caged in a ball that works in sync to record a 360 view of an environment. Because of the huge data files associated with this camera, workflow is still slow and cumbersome; therefore the activity was short for this presentation. ■

## Elissa Auerbach presents research

Elissa Auerbach presented her research at the international symposium, Art and Catholicism in the Dutch Republic, held in Frankfurt, Germany. Her paper was entitled "Pilgrimage by Proxy in the Dutch Republic: Scenes of Forbidden Holy Sites for the Spiritual Pilgrim." Auerbach's research examines the ways in which Roman Catholics adapted their devotional practices in the visual culture of the early modern Northern Netherlands during the period in which Catholicism in the Dutch Republic was illegal. The three-day conference was held Feb. 22-24 at the Städel Museum to coincide with the major exhibition, "Rubens: The Power of Transformation." The conference was organized by the Städel Museum and TU Dortmund University. Auerbach is currently on professional leave and living in Amsterdam. ■

[http://www.staedelmuseum.de/sites/default/files/download/programm\\_tagung\\_staedel\\_2018\\_0.pdf](http://www.staedelmuseum.de/sites/default/files/download/programm_tagung_staedel_2018_0.pdf)

# Improvisation makes an impact in community



“The House Band heats up” – The house band of faculty and alumni start the show. L-R Nathaniel Gworek, Ryan Moser, Chris Enghauser, Josh Brown, Jo-Ben Riviera (guest)



“Leading the Christmas Sing-Along” – Austin Collard leads the inmates in singing jazz versions of Christmas Carols. L-R Laura Swarner, Cain Gantt, Turner Howell, Daniel Mallory, Austin Collard, Christian Bicego.

Jazz Improvisation classes have taken their artistry into the community. They recently performed prison concerts and Jazz Jams, where the students invited the community to make music with them.

The improvisation classes have always consisted of a mix of majors and non-majors, in keeping with the college's liberal arts mission. Music Professor Dr. Maureen Horgan felt it would be good to give students the goal of performing an entire program by themselves instead of a few pieces on a joint concert with other ensembles. Starting in spring 2008, Horgan took the classes to perform at Men's Prison and Bostick State Prison in Milledgeville. The inmates treated the students as rock stars, making banners for the stage and cheering as the students came through the door to the performance space. After a couple of visits, the inmates started presenting students with small wooden boxes and other items that they made in woodworking shop.

“When we first started doing this, our bass player had a blue bass guitar. An inmate made him a box with a blue bass guitar on it – he even knew the different shape from the electric guitar.”

In spring of 2014, Horgan started teaching just the beginner class, with part-time faculty member Chris Enghauser teaching the advanced class. By then, Bostick State Prison had closed. In need of a final performance, Horgan approached Jon Joiner, co-owner of Amici's Café, and a former GC music student and drummer with the Atlanta-based band Stokeswood. Joiner enthusiastically agreed to turn over the Amici stage to the classes, and the Jazz Jam slowly grew. Enghauser recognized the professional potential of the situation, Joiner provided space and funds, and the final exam for the improvisation classes slowly grew into a monthly Jazz Jam. The event now includes Georgia College

faculty, students, and community members, drawing jazz musicians from as far away as Macon, Warner Robins, and Atlanta.

In April 2017, Horgan ramped up outreach at the Baldwin State Prison with students performing at the location. During a show, a student vocalist was unable to attend, and the drummer stepped in to sing. With the drummer's spot vacant, one of the inmates took up the sticks and helped perform the song.

“We just took the chance, let this guy play. He was looking at me, I realized he could hear the form, knew what to do, and just needed some reassurance.”

At the end of the performance, the inmates came up and shook the students' hands. When the class returned in fall 2017, the prison asked for holiday tunes, which the class put together quickly. ■



Judges Sarah Robles and Dr. Daniel Scallet review an exhibit.

# EXHIBITING

the future of history

More than a hundred students from surrounding counties presented researched exhibits, papers, performances, and websites as part of the regional National History Day Contest (NHD). This year's theme was "Conflict and Compromise in History," with presentations that demonstrated a deep sense of curiosity and passion for history. Schools that participated included Putnam County and T.J. Elder Middle Schools, John Hancock Academy, Georgia College Early College, and Dodge County High School.



Georgia College Early College students at the Centennial Center.



Judges prepare at the Centennial Center.

The competition was especially impressive both with the quality of the entries and in the diversity and inclusive range of topics the students engaged in, with research encompassing everything from the lives of Nelson Mandela, Rosie the Riveter, and Angela Davis to the Korean War and even a winning entry on the Milledgeville Stembriage Murders.

"One of the highlights for me was seeing the diversity of topics students chose to research and hearing how they got interested in their topic," said Assistant Professor of History Dr. Jessica Wallace. "Whether it's listening to a middle schooler talk about her family's friendship with Alice Walker and her use of Walker's letters in her project, or reading a website about 19th century women's efforts to reform dress codes, I always learn about new topics."

Student competitors also felt rewarded, even if they did not win a medal. "It was a relief, the end point of all our hard work, then realizing it is the starting point of more hard work to come,"

said Abbey Sanders, a Georgia College Early College student. Some students enjoyed the presentation aspect.

"I felt smart teaching older people what I knew," said A'Naidya Butts, a Georgia College Early College student.

"Many of our students have not always felt as smart, creative, or talented as they do now. They have been energized and empowered by the experience, and it is reflected in their class work and their self-esteem. They are still wearing the pride they felt that day," said Early College teacher Chuck Puckett.

National History Day is equally exciting for the Georgia College faculty and staff who serve as judges. In a testament to the wide-range of career paths that historians can excel in, the judges included faculty from across the campus who joined to review entries and encourage the students.

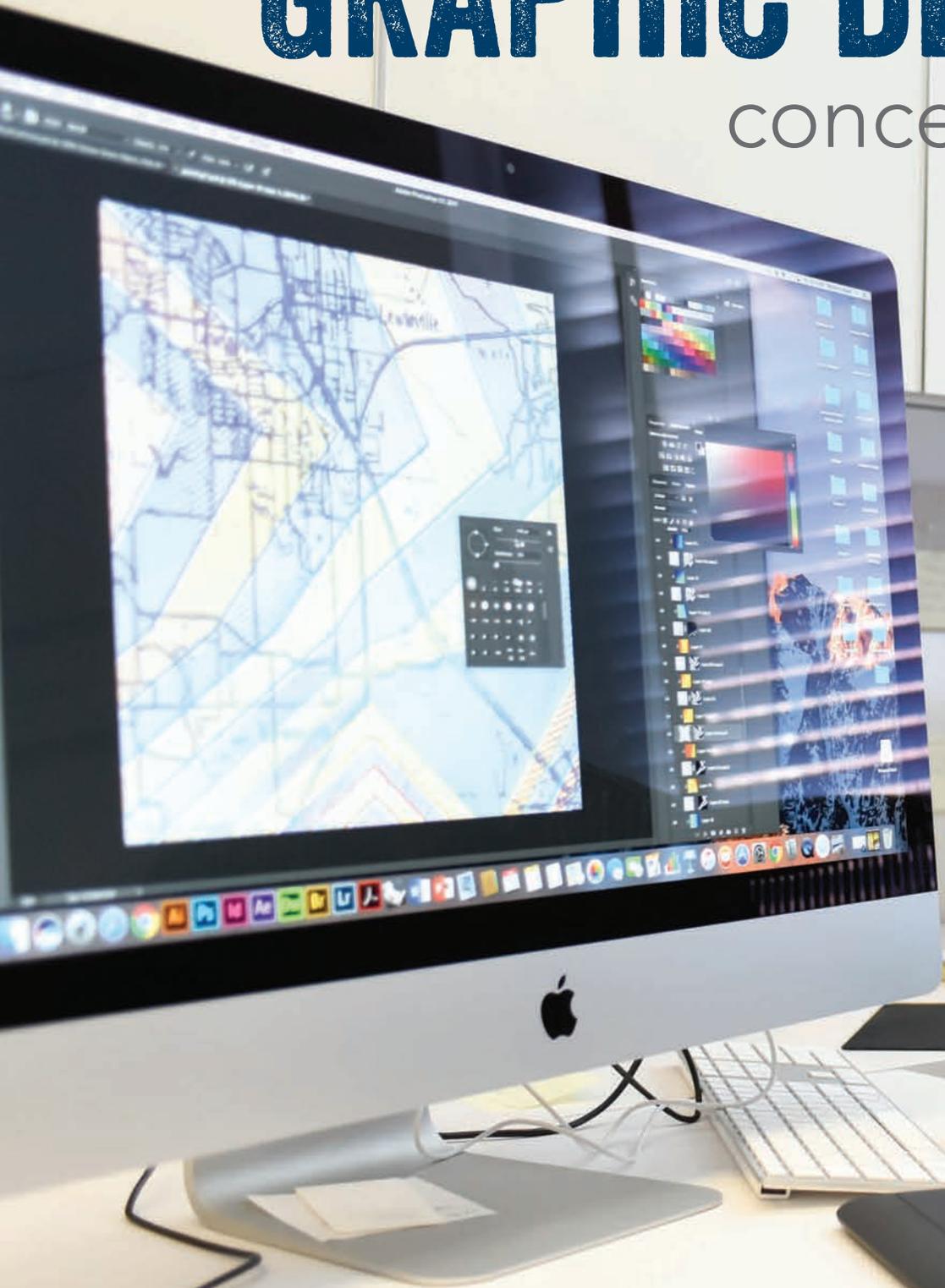
"I was impressed with the students'

articulation and depth of knowledge. The historian in me was excited as I sensed the emerging historian in each student," said Dr. Warren Hope, professor and chair of the Department of Professional Learning and Innovation.

Other judges included history faculty and undergraduates, curators and the director from the Old Governor's Mansion Museum, a police sergeant from Campus Public Safety, the operations manager from WRGC Radio, colleagues from Sustainability and Health Sciences, and administrative staff from Campus Housing, Information Technology Services, Payroll, and Amy Mimes – the office coordinator who brought it altogether.

The Department of History and Geography was delighted and honored to be able to work with the students and teachers in our community, not only to help them develop the skills of history which are at the heart of our liberal arts mission, but also to inspire them to work toward earning a college degree. ■

# Department of Art launches **GRAPHIC DESIGN** concentration





**B**illboards you see as you drive down the interstate, logos for companies, and magazines on the shelves of grocery stores are just a few things created by graphic designers.

In this digital age, graphic designers make the world go around, and now Georgia College is educating students to be at the forefront of this dynamic and growing industry.

“The students are excited that they have a graphic design program because it is very much in demand right now,” said Abraham Abebe, assistant professor of art.

Abebe championed and developed the new concentration within the Department of Art, developing the curricula and courses from the ground up.

“Georgia College and the department of art have always been very supportive and provide whatever we need, so that’s very important for us as faculty and as mentors for our students,” he said.

To meet the needs of the program, Ennis Hall digital labs now have new tablets, computers with design software, and printers to allow students to gain firsthand knowledge that’s vital for the industry.

“We created sort of a strategy to help them compete with the demand, and at the same time, fit into the graphic design industry that requires not only skills but also knowing all the products, software, and available tools in graphic design,” he said.

Abebe, originally from Ethiopia, considers himself a fine artist and graphic artist. His love of art developed as a child when he saw the engaging art on billboards and in magazines in his native country. At the time he says he didn’t know “what graphic design meant,” but that led him to explore the field further. He eventually chose to pursue his education in the U.S. to have more access to technology and more opportunities to develop his art.

Abebe began developing the concentration after he arrived at Georgia College in fall 2016. Courses opened for students in summer 2017. The response from students has been overwhelmingly positive. For Spring 2018, 14 students are designated as art majors with a graphic design concentration. During the first year of the program, there were 24 students that declared digital media as their minor. ■



# Onstage to backstage

Dressing up with Cathleen O'Neal

It's easy to picture Cathleen O'Neal as a little girl, golden curls bouncing as she opens her dress-up trunk.

Face smeared with red lipstick, she'd wobble down the hall in heels too big – dragging the hem of her Grandmother's formal evening gown. Rhinestones dazzling from layers of jewelry on arms daintily covered in long white gloves.

"I should've known when I was little I was going to have something to do with costumes," said O'Neal. She was hired last August to supervise and manage the costume shop for Georgia College's Department of Theatre and Dance.

"I had dress-up parties all the time with my friends," she said, "and I guess I seemed to be more into it than they were. I had a bigger collection of costumes."

Another hint of what was to come: O'Neal would spend hours tearing apart old frocks and repurposing them into new looks. Her dream was to become an actress. She sang and acted in high school, doing Liesl in "The Sound of Music" and Mayzie in "Seussical." After that, the Alabama native said she was "obsessed." She majored in theatre at Radford University in Virginia, playing Pam in the 1980s musical "Baby."

But somewhere along the way, acting gave way to sewing.

O'Neal designed Renaissance costumes for her university's production of "Romeo and Juliet." She did work study in Radford's costume shop, where she learned to sew. Then, she got a master's in costume design and production at the University of Alabama – and has been dressing actors ever since. She worked with the Virginia Shakespeare Festival and the Stagedoor Manor Performing Arts Training Center in New York. Before coming to Georgia College, she was costume manager for three years at Radford.

"Cathleen O'Neal is a joyful presence in the costume shop, a designer in her own right and a welcome addition to the faculty of our program. Cathleen has already proven herself as an accomplished and creative mentor in costume construction," said Dr. Karen Berman, chair and artistic director for theatre and dance.

O'Neal likes working at a liberal arts college with its small-community closeness. One of O'Neal's first tasks at Georgia College was getting costumes ready for the play "Big Love." She also organized a back closet into an accessory room – filled with thousands of belts, ties, scarves, purses, hats, and veils.



Most recently, she oversaw costume construction and alterations for Georgia College's hit musical, "Cabaret." Often the right antiquated look can be found at thrift shops. But O'Neal also reworks commercial patterns and creates her own. From scratch, she produced a vintage-looking, circus-like bathing suit for "Cabaret's" main Kit Kat dancer and a velvet jacket for the emcee.

It was hectic, getting six to eight outfits ready for each of the 19 actors in "Cabaret." But O'Neal has help from students. Costumes must be meticulously organized with labels to avoid confusion at show time. Plus, anything can happen during a performance. Wardrobe malfunctions include last-minute alterations, zipper breaks, and split pants.

"As a costume person," O'Neal said, "you have to know those quick fixes. It can be challenging too, trying to find the right costume. You're always dealing with things that are constantly changing."

She's never bored in the basement shop at Porter Hall. The long, narrow room is stuffed with costumes, tutus, fabric, and mannequins. Across the hall is another room used for storage. Multiple clothing racks leave little space for maneuvering. Everything's stored according to type and color. But O'Neal hopes to start a more efficient, digital inventory. She likes being busy and doing hands-on work – before going home to her husband, a theatre technical director in Lawrenceville. They've been married a little over a year and have a dog named Dixie.

It's a satisfying new life.

"I'm happy to be here," O'Neal said. "I like that I get to do what I love every day." ■

# Study abroad ventures to Cuenca, Spain

The Department of World Languages and Cultures is pleased to present a new faculty-led summer program to Cuenca, Spain with emphasis on Spanish language and culture. The month-long program from June 30 to July 28 offers many cultural activities to complement the classroom studies at the University of Castilla la Mancha Campus in Cuenca.

On week days, students will participate in various cultural activities, such as a guided tour of Cuenca, Flamenco dancing, cooking classes, visits to the Museum of Abstract Art, the Cathedral of Cuenca, etc. Additionally, the participants will go on four day trips each week to experience the culture and become better acquainted with Spain's rich

history. The first trip is to the capital Madrid, the second to Valencia, the third to Toledo and Aranjuez, and the final excursion explores the Route of Don Quixote. During each trip the students will visit different places of cultural importance, such as the Museum of Prado, Plaza Mayor, Alcazar de Toledo, Royal Palace and Gardens of Aranjuez, Bull Ring in Valencia, Serrano Towers, and Belmonte Castle, among others. The participants can hone their linguistic skills further by living with a host family or in the dorms with other Spanish and international students. ■



Cuenca, Spain



## Psychology students present at regional conference for sixth consecutive year

The Department of Psychological Science had a strong presence at the Southeastern Psychological Association's annual meeting in Charleston, South Carolina. GC psychology students and faculty offered a total of 23 scientific and informational presentations, of which 20 included students as the primary authors and presenters. The presence of faculty and students this year marks the sixth consecutive year of department-wide participation at the conference with dozens of presentations. The workshops, seminars, and poster and oral presentations of original research included collaborations with researchers at the University of Georgia and Western Washington University.

The psychology department is historically committed to mentoring undergraduate research and providing authentic research experiences. The large number of student authors and student attendees at the conference is a testament to the opportunities the department provides for students to apply their psychological knowledge. ■



# Student places first in national costume design contest for 60s-inspired garb

The Department of Theatre and Dance is proud to celebrate Haley Grannon, junior theatre major, who received first place for costume design at the Kennedy Center American College Theatre Festival (KCACTF). The award came in recognition of her work on Georgia College's recent production of "Detroit '67", by Dominique Morisseau.

The show takes place in Detroit, in the summer of 1967. To create the world of the play, an environment in which this story can honestly and believably unfold, the entire production team, including actors, designers, and management staff, participated in extensive and complex dramaturgical research throughout the process. Traditionally, dramaturgy is presented early in the rehearsal process. For this production, dramaturgy was extended to six hours a week through the duration of the rehearsal process. These research workshops were designed and implemented by Deitrah Taylor.

"Haley, as well as the cast and crew members, were dedicated to the dramaturgy process. They asked detailed questions and participated fully in historical activities and examination of primary source material. A favorite activity was interviewing Douglas Carter, a participant in the Detroit Rebellion," said Taylor. "Haley's costumes brought the history of Detroit to life. Her work changed the performance of the cast as they began to physically embody their characters in her costumes. Mr. Carter attended a performance of 'Detroit '67' and endorsed Haley's work. He felt transported back to his college days in Detroit."

In the following interview, conducted by Amy Pinney, director of "Detroit '67," Grannon articulates her creative process and how careful attention to research influenced her artistic decisions.

**Amy Pinney, director of "Detroit '67, (AP):** That's amazing. As you know, we're all very proud of you. Let's start with a question submitted by Professor Beate Czogalla set designer for Detroit '67: "How did you coordinate costume color choices with the scenery?"

**Haley Grannon (HG):** Bea used lots of neutral colors, and so it wasn't so much about going with the scenery, but rather making the costumes stand out from the scenery. One thing that I did was create Lank's costumes to blend in more since that's his home, where he feels at home, and is...the same as what's around him. For example, his olive pants and his father's military trunk are similar colors. Laura's costumes were completely different than anything on the set, because she is an outsider.

**AP:** You adapted to change beautifully, from the very beginning when we were doing dramaturgy. Sometimes Deitrah would show us something and you'd say "Oh!" and then take that in and adjust. Even as late as the first dress rehearsal, you adapted to change and I wonder what has set you up to be able to that?

**HG:** I've had experience designing before. Different shows and directors have different needs, so you just adapt as quickly as you can. This summer I worked at Pennsylvania Shakespeare Festival as the costume craft person. There were at least two designers at all times telling me changes and I had to work quickly. So, prior experience certainly helps, and also, that's what theatre people do, we adapt.

**AP:** How did the deep and extended dramaturgy work that the team did together influence your creative choices?

**HG:** It gave me a lot more insight. What Deitrah presented to us gave me more images of what people wore, and connected characters to their environments. The historical research helped me create the characters.

**AP:** In what ways do you think that your creative work contributed to the world of the play?

**HG:** Because it is an historical play, there's a lot of research that has to go into it. After reading the script, I looked at photos of people during the event, and connected them to a character, so I used that person in that picture in that moment to bring them into the world of the play itself, to make it feel like we are actually there.

**AP:** So, as you were doing your research, you chose people who were actually there as models for characters within the play?

**HG:** Yes, I used them in my research and in my collages, and when I went to KCACTF, the research images that were presented were the ones that I found that connected with the characters.

**AP:** That's extremely cool. What elements of this particular process created an environment in which you could so clearly succeed?

**HG:** I think my success comes from the support I receive and the free will with which I have to work. You were the director, and you let me do me. It wasn't like "I need this this this this;" that's not design, that's just reproduction. To be able to design is to be able to put forth your own thoughts and ideas and then collaborate. ■

# Georgia College mock trial team place *first and third at regional tournament*

**A** Georgia College Mock Trial team got a perfect ranking, tying for first place Best Witness at the recent three-day regional tournament at the University of Central Florida sponsored by the American Mock Trial Association (AMTA).

Georgia College – competing against 26 other teams – also tied for third place Best Attorney and was awarded the “Spirit of AMTA Award,” given to the team that “best exemplifies the ideals of honesty, civility, and fair play.”

“This is great news,” said Dean of the College of Arts and Sciences Ken Procter. “With practically no resources, we measure up to teams that have staff coaches and big budgets – a real testament to Jennifer and our students.”

Dr. Jennifer Hammack, an attorney and associate professor of government, oversees about 20 students who participate in the university’s two Mock Trial teams. Most are prelaw, but Hammack gets students from all majors including history, communication, English, economics, and rhetoric. About 30 percent did mock trial in high school.

At the tournament, each team is put through four trials lasting about three hours. In two trials, each team has attorneys and witnesses competing for the plaintiff. In two others, they play for the defense.

“We competed against some very good schools, and many of them pretty large,” Hammack said. “There are private schools especially that have thousands and thousands of dollars per team; that have five or six attorneys that coach each team.”

“We have one – me – for both teams,” she said. “I’m very proud. Our students want to succeed.”

Hammack’s mock trial graduates have gone on to become attorneys, many of them receiving scholarships to top law schools.

This year, Georgia College’s trial witness – first-year criminal justice major Maddie Yashinsky of Alpharetta – competed against 167 other witnesses. She tied for first place with 20 points, alongside a student from Mercer University – ranking ahead of schools like the

University of Georgia, Georgia Tech, Emory University, the University of Florida, Flagler College, Tulane University, and Florida State University.

Senior Drew Neiner, a political science major and criminal justice minor from Sandy Springs, tied third-place for Best Attorney with 17 points, alongside a student from the University of South Carolina. In 2016, Georgia College students also won best of the top five lawyers and best witness.

AMTA holds a contest for the best original, fabricated case each year. The winning case – civil or criminal – is sent to participating schools in August. Students practice arguing this one case for six months until the tournament in February. They learn rules of evidence and how to give proper direct/cross examinations through the Civil Litigation Preparation class Hammack teaches. They study the case and take tests on it.

Every Sunday, they hold “scrimmages” – a mini-trial on the same case, lasting three to five hours each. Volunteers like Ocmulgee Circuit Superior Court Judges Alison Bureson and Amanda Petty devote free time to judge trials. Afterwards, guest judges coach and give pointers. Alumni, who have done mock trials, also come back and serve as judges.

To win, Hammack said it takes hard work, lots of practice, poise in the courtroom, good projection, understanding of the facts, and answering questions properly. Lines aren’t memorized. Facts must be learned and answers formed to fit questions. It’s difficult, she said.

“Resources might not be the same, but it’s talent they’re looking for,” Hammack said. “I can honestly say for a school our size, we’ve done phenomenally well. We’ve won a lot of awards and have done a really great job, especially with sitting judges. They happen to like our style a lot.”

That style is less about “fluff,” she said. Her students are trained to ask difficult questions.

“We prepare for a very realistic courtroom. My lawyers are professional but tough,” Hammack said. “It’s all about the legal argument.” ■



The 2018 Georgia College Mock Trial teams



Maddie Yashinsky tied for first place best witness.



Drew Neiner tied third place for best attorney.



## PALS MAJORS PRESENT RESEARCH IN **MOROCCO**



PALS students helping Dr. Sunita Manian with registration, wearing traditional Moroccan robes given to us by Dr. Larbi Oukada and his wife Ibtissam. (Left to Right: Sunita Manian, Kelley Quinn, Breanna Harkins, and Brooke Judie)



GC in Morocco (Left to Right: Rachel Garcia (Liberal Studies major); Juli Gittinger (PALS faculty member), Kelley Quinn (Liberal Studies and English Major), Brooke Judie (Liberal Studies and Philosophy major), Breanna Harkins (Liberal Studies major), Larbi Oukada (WLC faculty member), Sunita Manian (PALS faculty member), James Winchester (PALS faculty member))

Three students from the Department of Philosophy and Liberal Studies presented their research at the 35th Annual Global South Studies conference in Marrakech, Morocco. These students are liberal studies major Breanna Harkins, liberal studies and philosophy major Brooke Judie, and liberal studies and English major Kelley Quinn. This international conference hosted over 100 attendees from across the world. It is noteworthy that two of the students, Harkins and Quinn, were graduating in December. Despite the fact that they would be unable to take part in the commencement ceremonies — much to the chagrin of their families — they chose to attend a conference thousands of miles away.

The three students worked on their research papers throughout the fall semester as part of a Special Topics course supervised by Dr. Sunita Manian. Their topics include: "Sex Work and Empowerment: A Global Perspective" (Breanna Harkins); "Creating the Black Beast: Constructions of Black Masculinity in South Africa and the U.S." (Brooke Judie); and "Revealing Islamophobia: Western Feminism and the Discourse on the Veil" (Kelley Quinn). Many scholars attending the students' presentation were impressed with how sophisticated their papers were, with one person expressing surprise that the students were undergraduates and not graduate students based on the quality of their papers.

Several GC faculty members also attended the conference. Dr. Juli Gittinger presented on the topic of "Techno-Orientalism: Representations of South Asia on the Web"; Dr. James Winchester presented on the topic of "Visions of Pleasure and the Good Life from Across the Global South"; and Manian presented on the topic of "Perspectives on Sexuality Among Youth in India." Dr. Larbi Oukada, who generously helped with many logistical aspects of the conference, also attended.

The students' conference attendance was funded by MURACE, the Department of Philosophy and Liberal Studies, the Women's Center, and the Office of Inclusive Excellence. Additionally, Quinn was supported by funds from the Department of English. ■

# Students collaborate with community partners on mapping, spatial analysis projects

Students in Dr. Doug Oetter's GEOG 3100 course, Introduction to Geographic Information, worked directly with community partners on spatial research and mapping projects to benefit Milledgeville and Baldwin County. The community partners included the City of Milledgeville, Lockerly Arboretum, Keep Milledgeville/Baldwin Beautiful, Bike/Walk Baldwin, the Oconee River Greenway Authority, and Birthflowers, Inc. This project was funded by an ENGAGE grant in fall 2017 and provided additional instructional support for students in the course and spatial resources for the community partners.

Oetter, a geographer specializing in environmental geography and geographic information science, believes this project aligns with the mission of ENGAGE, to promote community projects in tandem with course goals for the betterment of the community, and Georgia College's overarching mission.

"Our objective was to educate our students in geospatial technology while helping citizens in our community. We found that our students learn more and work harder when there is a real cause at stake," said Oetter. "We think the process will give them something to reflect on of their time at Georgia College."

Geography major Larkin Morris agrees. "Working with the community gave me extra motivation to work hard and learn skills that I could apply to make Milledgeville a better place to live."

Students in the course worked in groups of three or four and met with the community partners to understand their needs. The students then utilized their developing Geographic Information Science (GISc) skills to analyze data and prepare maps. Students prepared a mapped and classified inventory of graves and grave markers in Memory Hill Cemetery for the City of Milledgeville. Students also prepared maps of plant holdings with information about terrain, slope, and sun exposure for Lockerly Arboretum. Projects for Keep Milledgeville Baldwin Beautiful and Birthflowers, Inc. identified abandoned properties with an analysis of potential beautification or improvement remedies. Students additionally mapped over six miles of biking and walking trails with accompanying information for Bike/Walk Baldwin.

The hands-on project for Oetter's course provides a real service to partners in the community and allows students to gain experience with GISc software while working with others on large projects.



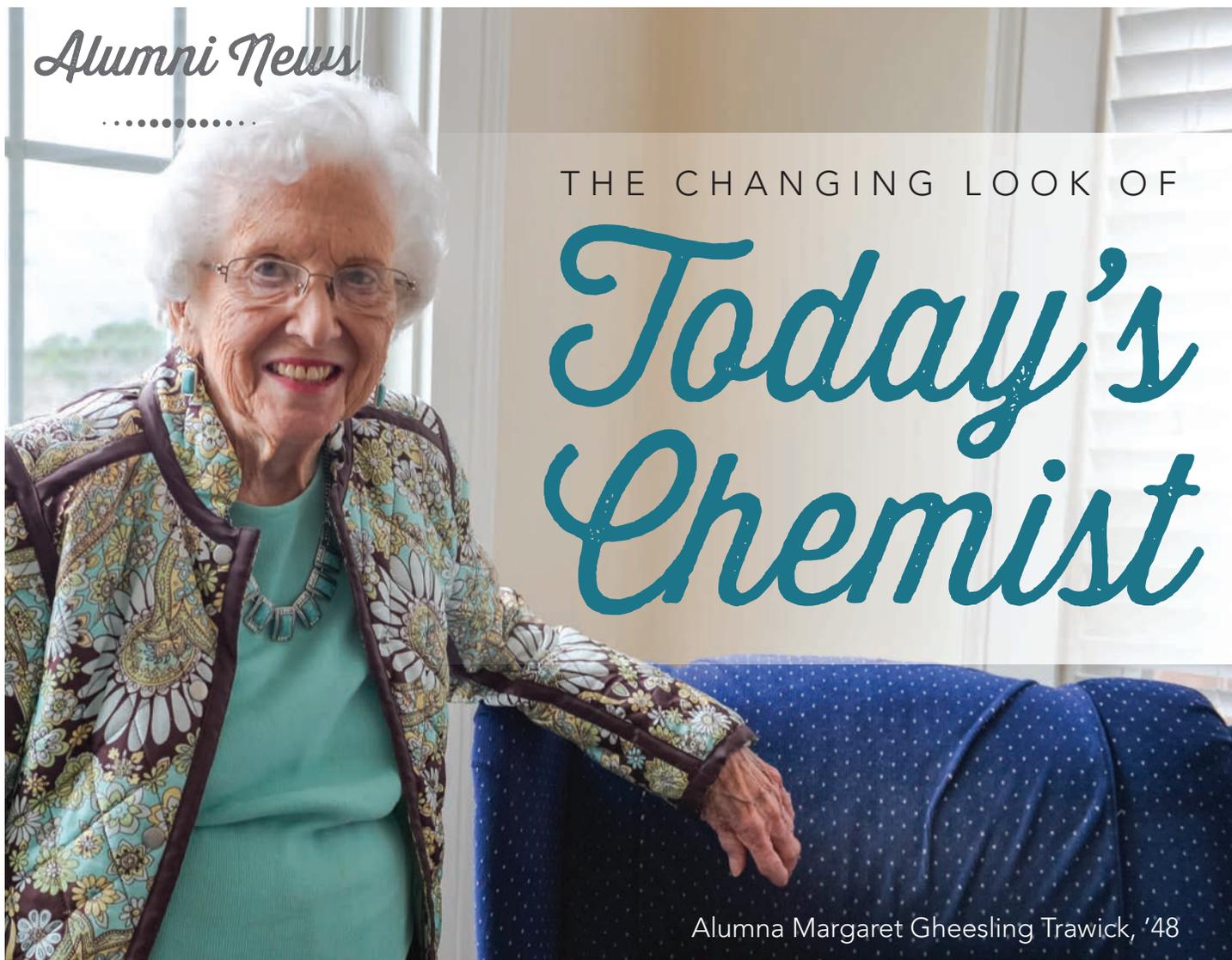
Greg Eilers, Lockerly Arboretum education director, discusses the proposed project with environmental science majors Jake Dietch, Lauren Gorham, Chip Allen.



Bike/Walk Baldwin Director Bryce Shows meets with geography major Larkin Morris, and environmental science majors Taylor Ozkunzsi and Tyler Still.

"Being able to use what I learned in my Geography and GISc courses to benefit the community has been a very rewarding experience," said Joey Sousa, geography major. "I am very excited to continue benefiting my community by using the skills I've learned through the Geography program at Georgia College."

Students also contributed spatial analysis for long-term projects for the Oconee River Greenway Authority, including the development of Berry Farm and mapping the future re-route of the Oconee River. The Oconee River Greenway Authority has the goal of addressing the problems of the deteriorating dam structures and bank erosion along the river, and the spatial analysis provided by the students generated essential land-use and environmental information to help evaluate different proposed solutions. ■



THE CHANGING LOOK OF

# Today's Chemist

Alumna Margaret Ghesling Trawick, '48

**A**lthough modern chemistry began in the 1700s, the demand for female chemists has slowly evolved to present day.

Alumna Margaret Ghesling Trawick, '48, was a chemistry and math major at Georgia College when there weren't many professional opportunities for female chemists.

"There were fewer students at GSCW (Georgia State College for Women) taking chemistry than there were taking history and other fields of study," she said. "I think most of the graduates went into the analytical field."

Alumna Alice Heldenfels, '48, was Trawick's roommate. Heldenfels later became a mathematician for NASA as featured in the summer 2017 issue of Connection Magazine.

"I was supposed to go to Virginia with Alice to become a mathematician, and I didn't," she said. "I taught math instead." Trawick leaned more toward the analytical side of chemistry, teaching math for several years.

She went on to earn her master's degree in religious education. Then, pursued a master in librarianship and worked as a high school librarian for 21 years.

While Trawick worked, her husband also pursued his passion for chemistry by earning his doctorate in physical chemistry.

"My husband Bill studied chemistry at Georgia Tech," she said. "Early on it was an all-male school. We were living on campus in 1952 when they first allowed women."

According to Dr. Kenneth McGill, chair of the Department of

Chemistry, Physics, and Astronomy at Georgia College, 54 percent of females account for all chemistry majors at the university. The National Science Foundation finds the nationwide trend of female chemistry majors outnumbering male chemistry majors began in 2002 and it has climbed ever since.

Seventy years after Trawick graduated, it seems more women are opting for lab coats versus suit coats while pursuing a growing field. One of those is senior chemistry major and physics minor Jillian Turner. She aspires to get her Ph.D. in physical chemistry with a focus on renewable research like biodiesel. Like Trawick, she's partial to the math portion of the field.

"Chemistry is about 50 percent math," Turner said. "You can choose to go into other areas or those that deal with math."

From an early age, she knew she wanted to be a chemist. Her mother, a high school science teacher, offered her support in pursuing this field.

"Chemistry is really applicable to everything even though a lot of people don't realize it," Turner said.

Her three-year research study was on third-hand smoke exposure—the smoke that remains in a contained area after the smoker leaves.

Turner shared her research with the Young Scientists Academy, a summer research program at Georgia College for local high school students. During the program, Turner was also able to serve as a student mentor.

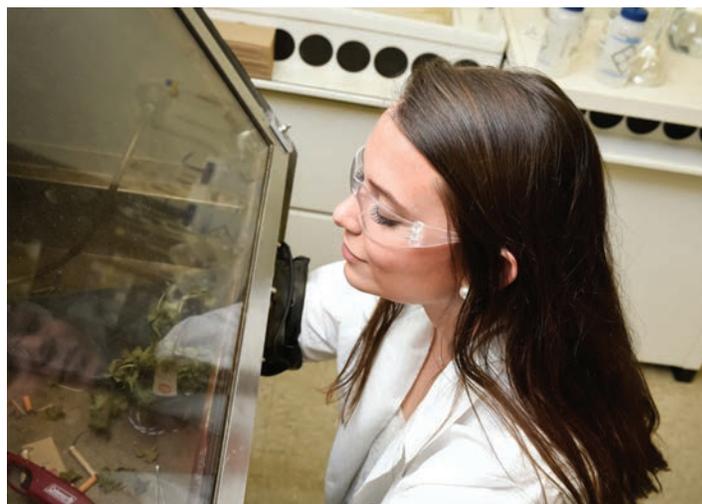
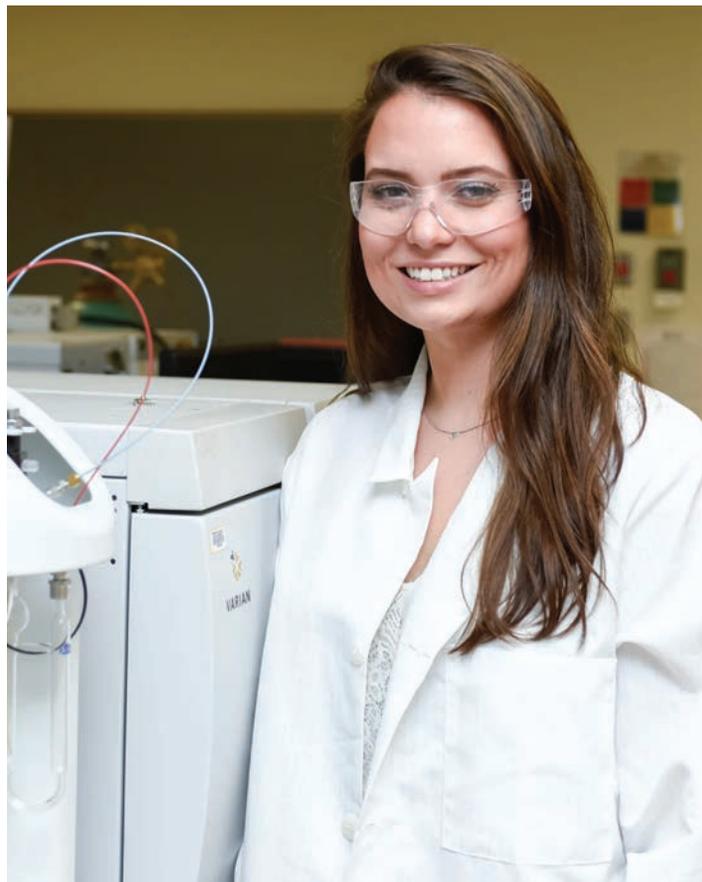
"I liked how excited the students would get about it," she said. "They were really motivated. It's always good to see high school students doing research at such an advanced level and not getting discouraged because they didn't have the chemistry classes to prepare for it."

Turner appreciates her experiences with chemistry at GC.

"Chemistry really relates to people individually," she said. "Since I'm the only student at GC who's doing this research, it has helped me become more independent."

Now, Turner is prepared to delve further in this subject and has her professors to thank.

"I eventually want to have a career in research because I've



always liked the work that I've done in my research group," she said. "I especially enjoyed working with Drs. Lisse and McGill. They taught me how to work independently. Now, I feel a sense of accomplishment because I can do it all myself."

Like Turner, Trawick is appreciative for her chemistry professor and aunt, Jessie Trawick.

"Some aspects of it came easy to me, but organic chemistry was difficult," said Trawick. "It was so much memorizing and didn't fit a pattern, but Jessie helped me get through it." ■



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