

January 2015 Newsletter

## College of Humanities and Behavioral Sciences

### Dean's Newsletter

**Dr. Katherine Hawkins, Dean**



#### In Memory...

**Dr. Joe Jones, Chair,  
Philosophy and  
Religious Studies**

Our CHBS family is deeply saddened to have lost our beloved Dr. Joe Jones who passed away on January 20, 2015. Our thoughts and prayers go to his wife, Polly, and his family. Dr. Jones touched the lives of many of our students in Philosophy and Religious



#### Celebrating the Career of Dr. Jim Radford

"Jim Radford is the department's official Renaissance Man—Soldier, Statesman, World Traveler, Master of the pressure cooker, binder of books, learner of musical instruments, turner of wood, lover of literature, art, and theater. And I'm sure I've left out at least three other of his interests. Jim is incredibly curious about the world. For him there will always be new horizons to explore and new things to be learned," lauded Dr. Margaret Hrezo as she welcomed colleagues and students to Dr. Radford's farewell party. After ten years of teaching at Radford University, Dr. Radford will retire at the end of the fall semester.

Studies. With his wit, intelligence, honesty, and humor, Dr. Jones brought out the best in all of us. We will miss him. He will forever remain a part of CHBS and Radford University!

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### Celebrating the Retirement of Dr. Radford

**By: Omar Hossino**

Dr. Radford was the most influential professor I came across in my entire academic career which includes undergraduate, graduate school, and law school. Rarely do you run into a professor who is so inspiring and who actually cares about his students getting an education. I took 5 classes with Dr. Radford and not only did I learn so much about political science, political economy, and international relations, but I learned life lessons as well. I will never forget when I slept through Dr. Radford's midterm exam in one of his classes. I ran into his class in the last minute of the exam freaked out. Dr. Radford let me re-take the exam, although taking off 10% of the grade, and then bought me an alarm clock which I still own! He made me sign a contract that I would never be a single minute late to his class again as well or I would not pass the class.

When graduating from Radford, Dr. Radford invited us all over to his house and gifted me with a hand-crafted pen that I still have to this day. Every 4 months he sends me an email telling me about his life and asking me about mine. Its been an honor to be friends with Dr. Radford after graduation - he gifted me his entire international relations library a few years ago which was one of the best gifts I have ever been gifted in my life. Just a few months ago Dr. Radford attended my wedding.

Dr. Radford inspired in me a deep desire to go further in international relations and politics and always ask

"I only finished my PhD nine years ago next month," Dr. Radford explained. He had a substantial career in the army before entering a PhD program. "(The government) made me go in ...so I figured they'd tell me when to leave. And they did...thirty years later." Dr. Radford entered the army in 1968. He was stationed in the United States, Germany, and Vietnam. "I was a signal officer (in) telecommunications. The civilian equivalent that would show up on documents (was) a telecommunications engineer. I was actually in combat communications. My job was to put in a telephone radio system for my division of about 20,000."

After his first five years in the army, Dr. Radford was commissioned to be an officer. "I didn't have a degree and that's a kiss of death... so I took whatever program I could find. I found a program that would allow me to complete my degree in occupational education from Southern Illinois University." While still in the army, he earned his Master's in Public Administration at Shippensburg University in Pennsylvania. Reflecting on his military career, Dr. Radford noted that the 1970s were a difficult time to be in the army, "Some of us stuck it out... and there was, of course, the post-Vietnam down-sizing. Once we made it through the rough times, things got better."

Dr. Radford did stick it out...for thirty years. He retired from the army in 1998 as a lieutenant colonel. "Thirty years to the day. I was too young to do nothing, and too lazy to work, so I went to grad school." Dr. Radford entered Old Dominion University, a university out of which he had flunked in 1967. "Forty years later, I got a PhD from the place that kicked me out." In December 2005, Dr. Radford earned his PhD in International Studies with a dissertation entitled, "Telecommunications and Sovereignty: Effects on States as Information Transfer Increased from the Speed of Oxcart to the Speed of Light." Dr. Radford's second career had officially begun.

"I didn't go to grad school with any intention of teaching. Right as I was getting out, another guy in my cohort at Old Dominion was teaching at Christopher Newport University. He got a Fulbright, but already had gotten a contract to teach a course. Nobody else wanted (to teach it). So his boss wouldn't let him out of it, unless he got a replacement." Dr. Radford successfully taught the course and was offered a one-year temporary position at Christopher Newport.

Dr. Radford moved to Radford in 2002 when his wife, Dr. Carole Seyfrit, became the dean of the RU College of Graduate and Professional Studies. He became an adjunct in the Political Science Department for one year and then took a semester off to spend a month in Germany to fulfill the language requirements for his PhD. "I've been teaching a lot ever since and I love it. It's been great. After 30 years of working with soldiers, that's the thing I miss most about the army...and working with students is a good substitute for that."

"It gladdens my heart to hear from students. I always laugh a bit about the number of students who swear they are going to keep in touch with me...I'm talking hundreds...(when only) six or seven have." There are few excellent students who stand out in Dr. Radford's memory. "These students form a collage in my brain that says, 'this is what it's all about'" Even parents of his former students sing his praises. Alumna Carlin Cristante's mother commented, "Dr. Radford was Carlin's inspiration, the professor who challenged her, who pushed her, who guided her, who was her muse. Her love of learning was nurtured and flourished under his tutelage. In him she found a friend, she found a mentor."

His former student, Omar Hossino, who recently graduated from American University with a Master's in International Relations and a J.D. in law, stated that Dr. Radford influenced his life tremendously. (quote from Omar coming)

Of the classes that he has taught, Dr. Radford feels that his

questions. He would always try to apply what we learn to current events and to be relevant. His humor made learning fun! I will never in my life have a better professor. Now that he is retiring I am deeply sad that Radford University will lose one of its greatest gems. Dr. Radford is a true treasure that has inspired so many students! We will miss you Dr. Radford!!



#### **Nicholas' Hidden Self**

Nicholas Baity went from mascot to alumnus when he walked across the stage during Winter

Commencement. A criminal justice major, Nicholas was active in Lambda Alpha Epsilon, serving on its board of executives all but one semester of this college career. Nicholas excelled academically and enjoyed taking Dr. Burke and Dr. Owen's classes. His most surreal moments came, however, when he donned the Highlander costume and became the spirit of the university.

For 3 1/2 years Nicholas was the Highlander. He auditioned to be the university's mascot having had no experience, but having a lot of passion and school pride. "Anybody can put on the suit and walk around and wave their hands, but it's all about how you want to build those memories." Nicholas built many memories during his time as the Highlander. One that stands out is meeting a university employee's grandson at the basketball games and creating a bond with the young boy that lasted several seasons. This young fan waited each

Introduction to American Government was the most enjoyable. "I so love the topic of American government that I always have fun teaching it." Dr. Radford insists that all of the upper –level classes are a pleasure to teach as the students are often more engaged. He also thoroughly enjoyed teaching seminars in which he was able to pick the topic. "When I first applied for the PhD program I emphasized my interest in religious and ethnic conflict, but never got to do anything with religious and ethnic conflict. Until the first time I was offered a seminar. That was a lot of fun."

Upon retirement, Dr. Radford has no plans of slowing down. He will continue his research on international law. "I've never been happy with any of the international laws books I've used teaching international law. For years I've been smattering with the idea of a book about the various legal codes in the world: the two big ones are Anglo-Saxon common law and the descendants of Roman law, or civil law. There are lesser known (ones as well). I've always thought there needed to be a history of that. There's even some fiction rolling around in my head and deeply buried in computer files."

Dr. Radford has written fiction before. While he was earning his Master's, he took a course at the War College on publications that was taught by a retired creative writing teacher from Penn State. At the conclusion of the course, Dr. Radford handed the professor a rough draft of a story he had written (the retelling of Wuthering Heights from Heathcliff's point of view) in order for the professor to critique his work. "I gave him a self-addressed stamped envelope. He sent it back with encouraging constructive criticism. We ended up, in the ensuing ten years, writing over 300 letters back and forth, which I bound. I made two copies, sent one to him and kept one to myself. He died three years ago at 92...I'm going to send his widow volume II."

Book binding became more than just a hobby for Dr. Radford. "I love books. I love the art of the book." He also enjoys working with wood. "When we came up here, the number one requirement was that we had to buy a house with a wood shop. We got that...and then the joke was that when I finished my PhD I could have any lathe that I wanted. A lathe is the most addictive tool on earth. I finished my PhD and I half-heartedly looked for lathes. One Saturday morning I was flipping through a catalog from a wood crafting store in Roanoke and they had the lathe I needed. When Carol got up, I said, 'we're going to Roanoke to buy a lathe.' Dr. Radford took a class on making pens at the Roanoke store. He has been making them and giving them as gifts ever since. At graduations, he presents pens to his students who have "suffered through two or more classes" with him. Students look forward to this tradition. Those receiving the pens at Dr. Radford's retirement party were overjoyed. Pen recipient Kim Nicola noted, "The talent, craftsmanship, and passion Dr. Radford possessed throughout his life and career is wrought into this pen. Its purpose may be that only of a pen but its significance is so much more. This pen represents the years Dr. Radford has devoted in his life to his profession in the military and as a college professor. I am certain that myself and all other recipients of his honorary gift will continue to be reminded of Dr. Radford and the hard work and devotion each and every one of us strives to achieve in our own lives."

Many students feel that Dr. Radford should postpone his retirement. According to Dr. Radford, however, "there are so many things that need to be done." He believes that this is the perfect time to retire for many reasons. "There is wood that needs to be turned into sawdust ...there are books to be read and books to be written...and there's the opportunity to travel offseason. It's the right time." Over the holidays, Dr. Radford and his wife took an 8-day cruise down the Rhine. "We'll be on the boat over Christmas and spend New Year's in London. This will be her 13th cruise and my 10th...We are frequent sailors." New Year's Eve was spent in London at the top of their hotel, overlooking the Westminster fireworks.

game for his own time with the Highlander, playing rock, paper, scissors and leaving drawings that Nicholas still has today.

"I'm going to miss what mascotting did for me. The experiences I gained; the bonds I built. My dad always told me, 'you have to build memories, because when you get older and look back, that's what's going to pull you through the hard times.' Memories are key."

Nicholas believes that the Highlander makes the best mascot for the university. "Because of our mascot, Radford is one of the most unique schools in the nation and in the state. We have such a great, strong heritage. We have a Highlander, a Scottish warrior. That's unique with Radford. Nobody can touch the essence the Highlander brings. He's a unique character."

Nicholas' goal was to represent the university in a positive way and with passion, "I am very passionate about school spirit. I am passionate about what the university is offering."

Nicholas remains close to his family and will move to Dothan, Alabama with them in January, where he will look for employment as a police officer. He knows that his alumni connection to Radford will help him as he navigates through the job seeking process. "I'm going to miss everything here. I'm going to miss my professors, the friendships, the people I've met. The bonds I've built. It's an experience. What I gained from Radford is priceless."

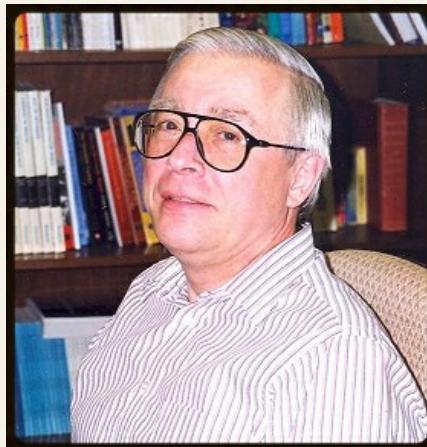
We will remember you, Nicholas, and the energy and effort you put into being our Highlander and showing pride in your University. We wish you the best in your future endeavors as a police officer and hope that you know how much you are appreciated.

We wish you many more firework-moments, Dr. Radford, as you take time to indulge in your hobbies, your passions, and your creative endeavors. Know that that your students, colleagues, and friends are only a pen-stroke away and that you are missed at Radford University.



### **An Inspiration Through Service...Dr. Charles McClellan**

In 1980 Ronald Reagan was elected President of the United States, Larry Bird was named Rookie of the Year, and Star Wars: Empire Strikes Back debuted in theatres. Something incredible happened at Radford University as well. Dr. Charles McClellan joined Radford's faculty.



Born in New York and raised in Kansas, Dr. McClellan knew that he needed a break after earning his undergraduate degree. "When I graduated from college and got my BS degree, my focus was German history. I knew I wanted to go to graduate school, but I didn't want to go right away. I needed some time off. So the Peace Corps did that." As a member of the Peace Corps, Dr. McClellan went to Ethiopia where he taught African history and Ethiopian history to 11th and 12th graders as part of a broader world history curriculum. "I had not been trained in either one and I was sort of learning this stuff as I was teaching it to my kids. I thought 'Gee, this stuff is interesting. It would be nice if Americans knew more about Africa.' I came back with a commitment to go to graduate school to get a degree in African history rather than German history."

After serving in the Peace Corps for 3 years, Dr. McClellan entered graduate school at Michigan State. Writing his dissertation on how a society in southern Ethiopia (the Gedeo) became a part of the Ethiopian state in the late 19th century, Dr. McClellan returned to Ethiopia for fieldwork. He utilized translators, guides, and research assistants. With both his Peace Corps experience and his dissertation, Dr. McClellan's time spent in Ethiopia was life-changing, as he found himself in the country during many of the major events of the 20th century. "I met Haile Selassie I (the Emperor of Ethiopia). I was at a banquet with him when he visited our school. I was there when he got overthrown. I was there when the military government got overthrown. I've seen the major events." But it's the community as a whole with whom Dr. McClellan feels most connected. "I think I would probably say this for my general experience in the rest of Africa as well, is how endearing the people are. First of all, you don't understand poverty until you've



### **Highlighting a Highlander...**

#### **Caitlyn Parker**

Senior History major

Caitlyn Parker discovered her love of research at Radford University. She entered Radford as a transfer student from Southwest Community College. "A lot of the friends that I had made at a community college decided to go (to Radford) together ... that's why I chose Radford. It helped that Radford is a small school, and I came from a really small town. My (high school) graduating class had about 60 people in it... so Radford is big to me."

Caitlyn grew up in Castlewood, Virginia and attended Castlewood High School. Her love of history goes back as far as she can remember. "History has been with me from the very beginning. My grandfather was really into history. He was in Vietnam, so I grew up watching documentaries with him. There's one history book that he is actually in." Initially, Caitlyn was going to major in Political Science and minor in History; however, she indicated that something changed her thinking the summer before coming to Radford. "I am still very political. But I'm glad I chose History. Being a History major takes a lot of dedication, especially to get everything you can out of the major. We have a great department and I don't regret it for a minute...choosing History."

Caitlyn credits her History professors with increasing

been into a place like Africa or India. Given the fact that these people have so little, they are willing to share what they do have."

Dr. McClellan earned his PhD in December 1978. The following spring he taught at Murray State for a semester. The following year he worked at the State University of New York at Plattsburgh before attaining his position at Radford University. "I liked the colleagues in the (history) department at Radford from the very beginning. That was certainly one of the big drawing factors for me. I didn't know whether I would like Radford University or not... but it grows on you. Once you get tenure, you have a stake in the place. Besides the department, for me, really is family. I'm happy ...they do treat me as family."

In his 35-year career at Radford, Dr. McClellan still notes the misconceptions that surround African history and geography. "So many students are always sort of talking about the "country" of Africa. I'll notice, as well, that when students meet students from Africa, they never ask, 'what country are you from?' The images are changing a little bit from when I grew up. When I was a boy, going to school, the images of Africa were often times the images of cannibals dancing around the cooking pot....today the images are more likely to be famine and poverty." Dr. McClellan is hopeful that by learning about the history of Africa, students will leave Radford and make an effort to teach about Africa in their classes.

Dr. McClellan returned to Ethiopia in 1992 when it was holding its first broad-based democratic elections. "I was an election monitor. That was an interesting experience in and of itself. I think anytime you have a country that has those kind of elections for the first time, that there are going to be problems. But I think, as a whole, it was nice to see how joyous people were. They had a realization that this was a historic event...that someone was asking them their opinion for the first time. It was an interesting experience, and it also made me think more deeply about democracy simply as a system and how our own system works and sometimes fails.

Democracy is messy even in what we consider to be the ideal model."

Dr. McClellan retired from Radford in 2006. During his tenure in the History Department, he became Personnel Committee chairman and department chair. He also worked to internationalize campus. Of all the classes he has taught, his World History survey courses remain among his favorites. As a Professor Emeritus of History, Dr. McClellan still thrives on the interaction he has with students. "I've had a lot of good students over the years. One of the things I appreciate the most is 'you always really wonder about students when they leave'. Occasionally, I will get a note from somebody saying what they are doing now and how much they appreciated what they learned in my classes. That's always a highlight. On a daily basis you never really know the impact you are having."

Dr. McClellan made an enormous impact on two students' lives by financing their education at Radford University. He had met both students during his times in Ethiopia. "The first student I met when I was a Peace Corps volunteer, so our connections go way, way back. He was in the 10th grade when I first met him. He came to the house one day and said, 'Sir, do you need someone to work for you?' I hired him on. He did housework and grocery shopping and that kind of stuff for me. I promised him that as soon as I got a permanent job, I'd try to bring him to the states. When I got to Radford, one of the first things I did was to arrange for him to come. He started in '81 and graduated in 4 years." The student graduated with a degree in Biology and now lives in the DC area. His annual fully-endowed scholarship for international students, particularly those from Africa, now has ten recipients.

her love of history, particularly Dr. Mary Ferrari. "I've taken all of her classes. When I couldn't take a class with her, I made a class with her. I did an independent study with her: Gender in Early National Taverns and Store Culture." Caitlyn goes on to explain that her favorite class with Dr. Ferrari was the Women's History class. "United States' Women's History is my preferred area of study," Caitlyn stated.

Dr. Ferrari reflected on the outstanding quality of Caitlyn's work, "Caitlyn has embraced the skills that the history major offers like improved writing ability, critical thinking, and in-depth analysis and made the most of her experience. Her work is so good that faculty from other disciplines have commented on her amazing ability to research and write. At this point, she is basically doing graduate school level work as an undergraduate. What makes her special is more than what she puts on paper, it is the passion that she brings to everything she does. She is completely committed to women's studies and history and she shares what she learns with her fellow students."

Another class that Caitlyn fondly recalls is her research methods class with Dr. Matt Oyos. "I did my 295 Research Methods class on protests in the 1960s and early 1970s...on the women here, when it was Radford College, and how they protested the Vietnam War. I got to work with so many primary sources that I could literally just walk across campus and read them in the library. My love of research began that semester... It gave me confidence, too, to pursue other areas of research with my professors."

Given her talent for

The other student is one Dr. McClellan met when he returned to Ethiopia in 1975. "As it worked out, it was a young boy who I knew as a Peace Corps volunteer, because I rented my house from his father. So I knew him as a very young boy. When I went back in '75, he was a teenager or in his early 20s. He helped me out a little with my research, so I brought him over as well." This student also earned a degree from Radford and remained in the United States.

One of Dr. McClellan's greatest contributions to RU and the History Department is his role as the faculty sponsor for Pi Gamma Mu, the International Honor Society in Social Sciences. This was a role that he held from 1980 to 2006. He also served on the Pi Gamma Mu Board of Trustees from 1996 to 2011. "I'm very proud of the fact that it is the oldest honorary on campus. Our origins go back to 1928. There's a blurb in the old Radford College newspaper talking about the need for an honorary group on campus and we were ultimately the one selected. It's got a very old tradition. What I like about Pi Gamma Mu is that in many ways it's interdisciplinary which makes it kind of different. Pi Gamma Mu is a way of bringing people from different majors together to share their ideas, to see common programs...there are very few honor societies that really do that."

This past October, Dr. McClellan was honored with the Pi Gamma Mu Hall of Fame Award. In his letter of nomination to the awards committee, past President of Pi Gamma Mu, Dr. Gordon Mercer, noted, "Charles McClellan was very involved in major decisions and always raised relevant questions. He spoke out on the need for scholarships and played an outstanding role in their promotion. He enthusiastically supported active chapters through his work on the Roll of Merit and Roll of Distinction and supported quality programs for PGM students and faculty chapter advisers. As sponsor of the Virginia Epsilon Chapter at Radford University for 26 years, his work was outstanding. He was a responsive adviser and helped establish a PGM \$1000 scholarship for Radford University students. Virginia Epsilon Chapter was nearly always on the Roll of Merit or Roll of Distinction and he was noted for bringing in outstanding speakers to promote scholarship on campus."

Today, while Dr. McClellan still teaches a class, he focuses much of his time outside of teaching on family history. Using online tools, Dr. McClellan has uncovered close to 75,000 people to whom he is related. "I try to document everyone the best that I can... I am approaching somewhere in the realm of 200,000 documents...I've been doing much of this most of my life. It used to be that you would literally have to go around to libraries and court houses and ask to see the documents. Now that everything is online, it's a lot easier." He has discovered ancestors from Kansas, North Carolina, and even in Southwest Virginia—in fact, from all 50 states.

Both of his grandparents emigrated from Germany to New York in 1923. Dr. McClellan recently visited a new memorial at Ellis Island, "I've been there before, but they've erected these walls now that have the names of immigrants who have come into the country, and I got the name of my grandparents on the wall. So, I wanted to go out and see what it looks like."

Dr. McClellan has other travel plans that revolve around his genealogical research. From Ireland and Scotland to Kansas and the far west, Dr. McClellan has no plans to slow down. Honored scholar, teacher, and colleague, Dr. McClellan will continue to emulate the mission of Pi Gamma Mu: to encourage and promote excellence in the social sciences and to uphold the ideals of scholarship and service, a statement that encapsulates the life of our very own Dr. Charles McClellan.

research, Caitlyn decided to complete an internship with the Wilderness Road Regional Museum located in Newbern, Virginia. The museum, operated by the New River Historical Society, was once the home of the Hance-Alexander family. Caitlyn's research for the museum focused on the store and tavern, which the museum curators would like to make more historically accurate. She presented her findings, Storekeeping in the 19th Century Southwest Virginia- the 1815 Hance Store Ledger, at a museum event on November 15, 2014. As part of her internship, Caitlyn also wrote a biweekly column and conducted research for the museum's first Women's History exhibit. "I looked at local voter registration for women in Montgomery and Floyd counties. While I was looking through the museum archives, I found all of these voter registration books. I had a book on Virginia women's suffrage and I applied that research to what I found at the museum. It was wonderful to just see the names of all of these local women and the dates that they registered to vote. I found two African American women's voter registration books as well." Her internship, which lasted a year-and-a-half, once again solidified for Caitlyn that her interests and talents lie with research. "I thought about doing museum studies for a while... but once I started (my internship), I discovered I definitely like the research aspect more than designing exhibits."

Dr. Ferrari commented on Caitlyn's internship experience, "Her work with the Wilderness Road Museum went far beyond a typical internship; she became an educator about the history of 19th century women and the local area and left a permanent mark on the museum."



### School of Communication Director, Dr. Lynn Zoch: Sharing her Passion for Public Relations

Professor Lynn Zoch, Director of the School of Communication, is a successful scholar, teacher, and administrator. Her career at Radford University follows her previous successful undertakings in both academia and the private sector. Dr. Zoch earned her Bachelor's degree from St. Lawrence University in Canton, New

York, and worked as a legal assistant, a program coordinator for the Mental Health Association and an Assistant Director in University Relations. After deciding to return to graduate school at Syracuse University in Public Relations Management she also worked as a media coordinator for Syracuse Stage.

"I went back to get my masters because I was working in a job...well two jobs...where I found myself doing what I now know was public relations, but without any training... I enjoyed a lot of the writing part of public relations (and) that it was so diverse. It was everything from dealing with internal groups to communicating with the media, the government, the community. And every single day I did something different. I really liked that."

Dr. Zoch did not stop at her Masters. She also earned her PhD at Syracuse, then taught first at the University of West Florida in Pensacola and then the University of South Carolina. "I stayed at UWF for two years, because I hadn't finished my dissertation and I needed a place that, at the time anyway, didn't have a lot of research responsibilities so that I could finish it. I finished it in about a year and a half. Then I went to South Carolina and I worked there for 11 years."

While at the University of South Carolina, Dr. Zoch was actively recruited by the University of Miami. She spent two and a half years there as a tenured associate professor. "I was there in 2004 and 2005 and that was the worst hurricane season they have had in the last twenty year period. It was awful for my family." Dr. Zoch returned to South Carolina to resume her previous position, which had not been filled. It was during this time she attended a conference and saw long-time colleague Dr. Vince Hazleton who told her about the open Director's position at Radford University.

"(Radford was) in the process of merging the two departments: communication and media studies. My undergrad degree was in speech communication. My grad degree was in mass communication and my specialty is public relations. I had an understanding of both fields of study... I knew that the first thing I needed to do was to work with faculty to integrate our programs so the School started to look unified: even though we have two majors."

Dr. Zoch is proud of the changes that have been made by the School of Communication. "For example, because of the changes in the media, we are no longer training students to be just print or broadcast journalists, we are training storytellers. And storytellers can work in any type of organization." Dr. Zoch emphasizes the importance of students learning fundamental skills. "We are educating (students) to the importance that the message is the message, but it's the media that change. Research has become more important in all areas, because you have to know who your audience is, and then how to reach them. Our students need to be

Caitlyn's future plan is to attend graduate school and earn a PhD in History. With a double minor in Women's Studies and English, Caitlyn is currently taking graduate classes through the English program. "I am taking Dr. Moira Baker's Women's Literature class. And I love it. She takes a New Historicism approach to literature which I really, really like since its History and English combined. She is a wonderful professor."

While Caitlyn has aspirations of attending Rutgers University for a MA in History, she will remain in the area for a couple more years in hopes of completing a MA in English from Radford University.

Once Caitlyn does enter graduate school, she hopes to focus her research efforts on studying Women's and LGBTQ+ History. Specifically, "I'm interested the prevalence of Boston Marriages among women who taught in Appalachian Settlement Schools." Caitlyn feels that Radford has opened her eyes and given her the chance to study histories about which she has been curious, but has not been given ample research opportunities. "I am very into activism. So I see getting into a PhD (program), and being able to teach histories that are not as well-known, as a form of activism."

Caitlyn will continue her focus on activism this spring as she helps to organize Women's History Month as part of an internship with Women's Studies. "I plan to organize a Safe Spaces workshop for various groups on campus. I hope to have a dialogue or some forums on diversity on campus and the idea of safe spaces within different disciplines."

CHBS is honored to have Caitlyn Parker as such as outstanding and focused

able to take all the basics -- the research, and the theory, and being able to communicate and write well, and then say, 'Now I need to go someplace fresh. I need to find out how to reach people with certain interests, for example. Or, how do I reach certain age groups?' It's the media that's changed, not the basic skills."

Teaching the basics can sometimes be a logistical challenge. Dr. Zoch is anxious for the new CHBS building to be built and to have more labs in which to teach writing. "Right now we are in a constant battle to find labs on this campus, (because) we write - and then we write some more – in our programs. Getting into computer labs is essential for so many of our classes." Once the new building is open, the School of Communication will require an entry level writing class (with the ability to test out of the class if appropriate skills are identified). "Many students today do not write that well, and no matter their major within the School, they are going into fields where they have to."

Other changes have been made in the School of Communication. "We deleted the digital media program, because we felt that all of our students needed to be taking these classes. They need to know how to put together a website, how to crop a photo ... So, we've been trying to help all our students understand the uses of social media and digital media."

Dr. Zoch is a renowned researcher. Since 2005, she has worked with co-author Dustin Supa, an Assistant Professor from Boston University. "He was one of my Master's students and I chaired his doctoral dissertation at Miami. When he and I write something, it's always in the same voice. (When) we are talking on the phone, he will start saying something and I will finish it, or I will talk, and he will finish, because we both know exactly where we're going with our research. So that makes life a lot easier." This past year, they won the top paper honors in the Public Relations Division of the Association for Education in Journalism and Mass Communication. They also won one of the top articles in the Public Relations Journal for a piece they had written on social media. "What we found out is that the media and journalists only use (social media) to get ideas. It isn't something that they really spend that much time focusing on. It's still all about relationships, all about trust, it's all about reciprocity."

In November, Dr. Zoch was interviewed on public radio's *With Good Reason*. Her conversation with Sarah McConnell centered on the history of public relations in the early 1900s. Dr. Zoch discussed two important historical figures in public relations: Ivy Lee and Edward Bernays. "Looking back at it and comparing (public relations) to today, yes, we have more media out there, but the methods really haven't changed that much." Dr. Zoch also presented her and Supa's winning research from PR Journal at the Public Relations Society of America conference.

Dr. Zoch is currently editing and updating an article for submission to the *Journal of Public Relations Research*. And she and her co-author, Dr. Supa, are crafting a book on media relations to be used as a textbook. In addition to her study of media relations, she is also working on a series of studies with RU colleagues Dr. John Brummette, researching organizational legitimacy.

Dr. Zoch loves being in the classroom and often feels energized by the discussions and her interaction with students. "It's like therapy. I think I got into teaching because I really like to see the sparks. The moments that hit me the strongest are the ones that come 5, 6, 7 years after (students have) graduated who (come back and) say, 'I was in this meeting and I was talking and I heard you come out of my mouth.'" Dr. Zoch also enjoys working one-on-one with students on projects, theses, and independent studies, as well as mentoring new faculty members.

student in our college. She excels at research, promotes the positive qualities of activism, and embodies the hard-work and dedication needed to achieve high academic performance in her major and minors. Beyond that, Caitlyn truly thrives in the university environment stating, "I cannot imagine myself outside of academia. I love it!"



#### **Honoring Cadet Timothy Vaught**

Associate Dean Tod Burke congratulates Cadet Timothy Vaught during the Highlander Detachment Commissioning Ceremony. Cadet Timothy B. Vaught was commissioned into the infantry, VAARNG in Fredericksburg, VA. He graduated from RU with a Bachelor of Science in Criminal Justice, CHBS wishes you all the best in your future endeavors, Cadet Vaught. We are honored that you are part of our CHBS family.



#### **Marion's Monument: Susan Owens' Research on the World Trade**

Dr. Zoch is a highly successful leader and a positive role model for students and colleagues. CHBS School of Communication Ambassador Kelsey Sowder stated, "I can honestly say, Dr. Zoch truly cares about the future of the School of Communication and the students! She is always upbeat and lively and a joy to work with." The College of Humanities and Behavioral Sciences is honored to have such a dedicated researcher, committed educator, and enthusiastic mentor that we have in Dr. Zoch. As she leads the School of Communication with passion and integrity, we look forward to the successes that the New Year bring for Dr. Zoch.

#### **Dr. French:**

#### **The Monument Whisperer**

Radford University alumna Sandra French is an Associate Professor in the School of



Communication. After earning her B.S. at Radford University, she continued her studies at Wake Forest University, and Penn State, where she earned her PhD. While at Penn State she took a course entitled the Rhetoric of Public Memory. This class sparked her interest in the rhetorical features of memorials and monuments. "I wrote a couple of papers about it, and then I set it to the side," recalls Dr. French.

Two years ago, however, she and her husband took their children to France to educate them about World War II and the interest was reignited. "We took them to Normandy and we had a military historian as our tour guide. At the end of the day we had some extra time. He asked my then ten year old daughter what she would like to see...he gave them two options...one of the options was to see the cemetery of the fallen German soldiers in WWII. My daughter really wanted to go."

Dr. French and her family went to a cemetery in Normandy known as La Cambre. "It just so happened that our tour guide had a great uncle who was German who was buried in this cemetery. And to watch him struggle... there was a great sense that he did not feel permission to grieve the loss of his uncle, because his uncle was on the wrong side of history. It was very moving for my daughter." Dr. French began to question what happened to all of the families whose sons were forced to serve in the Nazi army. "How difficult is it for those families to remember or honor their servicemen? That's what really started the project."

Dr. French, with the permission of School of Communication Director Dr. Lynn Zoch, revamped the Communication 414 class called Critical Analysis of Public Discourse. "When you teach it, you can focus on any kind of public discourse you want. So this year I decided to focus on monuments and memorials." Dr. French noted that this is an appropriate year to study WWI and WWII monuments and memorials, "It's the 100th anniversary of WWI and it's the 70th anniversary of D-Day. So there's lots of ceremonies, parades, dedications...there's a lot of public discourse happening about monuments and memorials."

## **Center Memorial**

### **(a class essay)**

While in the class, one of the pieces required was a presentation about a memorial in your hometown. I was having difficulty trying to come up with a memorial in a hometown to write about and finally realized there was one that I could write about that I drove by all the time. In Marion, Virginia is a piece of the World Trade Center from the 9/11 attacks. The story of how my hometown acquired such an emotional piece of history is quite interesting.

According to Reuters (2011), on the tenth anniversary of the 9/11 attacks, five countries and fifty states received a piece of steel of the World Trade Centers to make memorials and one of those cities was my hometown. However, during my research, I discovered that the reason the town had the steel was not because anyone from the town died in the attack, it was to honor a man's friend.

Glenn Aker, who graduated from the local high school, joined the U.S. navy then left the service to pursue a different path. A shipmate of Aker's, Anthony Rodriguez, also left the service and joined the New York City firefighters. Rodriguez's crew was one of the first on sight at the Twin Towers and sadly Rodriguez died at the scene and his body was never found. The reason the steel is in Marion is to honor the memory of Aker's friend (Porter-Nichols, 2012e). Although when asking locals why the steel is in Marion, people either stated they didn't know why or stated it was a political stunt.

When designing the memorial Marion teamed up with students from Virginia Tech. Six groups were chosen to come up with a design, present the ideas, and one design would be chosen. The steel itself sits on a concrete base and is supported with two gray

During the course this semester, Dr. French talked about how every monument and memorial has a political background as she analyzed with students how the monuments and memorials were constructed, and how cemeteries were arranged. "They are making rhetorical or communicative, persuasive choices in how they design them." Dr. French stated that the class itself was quite challenging to teach, but very worthwhile, "The class has been challenging because I've found that not only do students not know much about history, they also don't know much about religion. So I have spent a lot of time in this class...I'm not an expert...so I've had to study right along with them. My husband is actually an old-testament scholar so that has helped me tremendously.... Just like anytime you teach a class for the first time, I plan on making changes the next time I teach it." One change she would like to make is to add a study abroad component to the class. "This class seems tailor made for a study abroad, where students will travel to see monuments for themselves and to, perhaps, create internships for them... This would really be something for the Communication Studies students. I am very excited about it...big plans, big dreams."

One of the projects in the course this semester was for students to research a monument that exists in their hometown. One student, Susan Owens, has flourished in the class, according to Dr. French. Her hometown of Marion, Virginia has an actual steel beam from the World Trade Center. "It's a very interesting kind of political story. I have told her that when the class is over I'd like to work with her, because I think this is a piece to be published." Susan commented, "When signing up for COMS 414 Critical Analysis of Public Discourse all I knew I was completing my major requirements. On the first day of class Dr. French said the goal of the class was to focus on how monuments and memorials communicate. At first, I didn't understand what she was saying, how could a memorial communicate meaning? As the class went on, I began to see and understand the how; communication is all around us, whether we choose to see it or not. The way a person interprets a memorial is the way it communicates to them, thus seeming as if the memorial becomes a living memorial."

The class has been a learning process for Dr. French as well. "As I've been teaching them, they've been teaching me...helping me to formulate how I might go about this project. One of the key things I'm looking to do is visit with the German war graves commission. They are in charge of all the German war graves all over the world. I really want to meet with the war graves commission, because if there ever was a tough sell, it would be to create graves and memorials for the WWII German soldier." Her research will take her to the Berlin Museum to see how they portray the history of the Holocaust. She also wishes to discover how World War II is taught in primary and secondary schools in Germany. "It's sort of like how we teach the discovering of America here. How do we say that we wiped out an entire indigenous population? How do they teach the Holocaust in Germany? These are some of the things I'm going to look at."

Dr. French aspires to turn her research into a book. "I've got a lot of great models to follow. There are a lot of publications about human memory. It's a popular and growing sub-discipline of communication." While Dr. French has chapters for her book in mind, she is open to following her research. "Some of what is so interesting about communication research is that you don't know where it's going to lead. I have some ideas about what I think I want to cover... But I'm a grounded-theory type of person and I let the data lead the project. So we'll see."

Dr. French was one among 21 faculty members who received the 2014-2015 CHBS Research Award. Dr. French will travel to Germany in the spring to pursue her research. Dr. French's student, Susan, best summarizes Dr. French's influence on Radford University's students, "Dr. French is by far the best teacher that I have had at Radford University and I wish that I had had the chance to have taken more classes with her. Her influence on me

squares (Burchette, 2013b). After the monument was revealed, Ken Heath who represented the town and the fire department stated (2013b):

The color, the shapes – they're all symbolic. The tan base represents the earth in the Pennsylvania field and the color of walls of the Pentagon. The two grey pillars represent the Twin Towers. And the steel is just as it was given to us, with the cut marks, the gaping dents, even the etching on the east side with the identifying number from the Port Authority. We felt strongly to have the beam rest upon the strength of the symbolism, and to age and color naturally in the elements, to keep reminding us it is a living part of our shared history.

The attack of 9/11 was a terrible tragedy and loss for America and a day that no one can forget. With memorials being made from pieces of the World Trade Center we will always remember; however, are all of the memorials communicating the message meant? Although the attack affected us all, I feel as though out of all of cities chosen to receive a piece of the Twin Towers, it should have gone to those who lost loved ones and can go and reflect on those who were lost. The famous slogan associated with the fallen World Trade Center is 'We shall never forget', but I question, is this the way we should really remember?

has made me open my eyes and realize everything around us communicates something and that communication is all around us."

### Excelling in History...

**CHBS** wishes to **CONGRATULATE** the following students who have been awarded Honors in History:  
**Amy Walters, Russell Alexander Korb, and Nicholas Scott Brickey.**



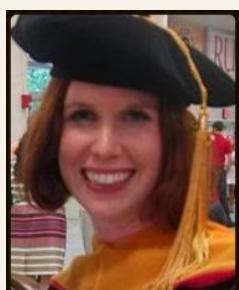
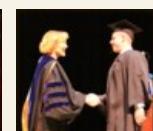
Because of their outstanding work and dedication to the study of history, these students will graduate with Honors from the Department of History.

Dr. Sharon Roger Hepburn, Department of History Chair, stated, "These Honors are bestowed as a recognition of excellency within the discipline of History, and a commendation for achieving the high level of scholarship that the Department sees as the hallmark of an outstanding education. Many students come under review for possible Honors, but very few are able to meet the high standards that the Department sets out."

Congratulations Amy, Russell, and Nicholas! We are so proud of you!

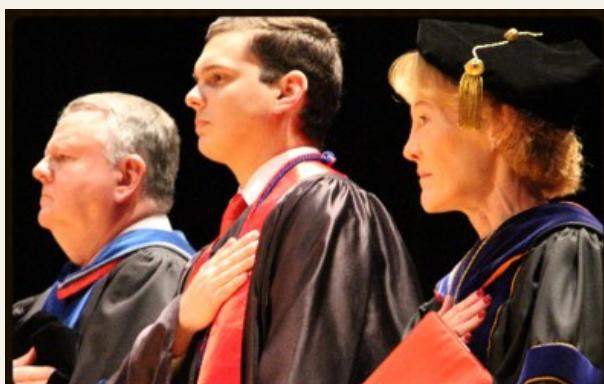
### Congratulations Graduates!

Images from Winter Commencement



### Alumni News...

CONGRATULATIONS to Dr. Jenni Stroup. Dr. Stroup is an alumna of our Master's program in Psychology and



a recent graduate of our Doctor of Psychology program. Dr. Stroup passed her EPPP and Jurisprudence exams in December. She is now licensed by the state of Washington and has accepted a position as a psychologist working in Integrated Behavioral Healthcare with one of the top names in Integrated Behavioral Healthcare in the country, Dr. Jeff Reiter. We are so proud of your accomplishments, Dr. Stroup, and honored that you are a Highlander!

### Welcome New Students!

Spring Quest 2015



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### A special THANKS to our Administrative Assistants!

Dean Hawkins celebrated the hard work and dedication of the CHBS Administrative Assistants during their annual retreat held at Nesselrod on the New in January. CHBS works because of YOU...and we are all so grateful for your hard work and dedication to the college and to the university!

Stacey Griffin- Executive Secretary to the Dean

Pam Shanley- CHBS Office Assistant and Governor School Secretary

Stacie Whitlock- School of Communication

Lynn Arnold- Criminal Justice

Loren Phillips- English

Holly King- Foreign Language and Literatures

Kimberly Lookabill- History

Patty Bay- Military Science

Sidra Kaluszka- Philosophy and Religious Studies and Sociology

Shelley Atkins- Psychology



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