



FACULTY NOTES

March 2009

WELCOME

Welcome to the second issue of *Faculty Notes*. This publication is designed to make the campus community aware of the many accomplishments of John Carroll’s faculty and convey the scope of all that we do. In this edition, we highlight excellence in teaching by sharing reflections from 2008 Culicchia Award winner Chris Roark. We also acknowledge our colleagues who have recently reached the milestone of promotion, tenure, or both.

In addition, we call your attention to the eighth annual *A Celebration of Scholarship!* The four-day *Celebration* showcases the wide array of scholarly activities undertaken by Carroll faculty and students. Please find the schedule of events inside and encourage your students and colleagues to attend.

The next issue of *Faculty Notes* will be published in early May. Submit items for inclusion by April 1. In the meantime, check out the activities of your colleagues in this issue.

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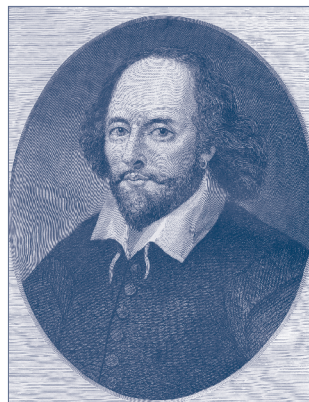
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Learning Through Performance

According to Ernest Boyer, in Scholarship Reconsidered, teaching involves developing the knowledge, skill, mind, character, or ability of others. Teaching, he writes, “means not only transmitting knowledge, but transforming and extending it as well.” Teaching stimulates “active, not passive, learning and encourages students to be critical, creative thinkers, with the capacity to go on learning... It is a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher’s understanding and the student’s learning. Pedagogical procedures must be carefully planned, continuously examined, and relate directly to the subject taught.” (Boyer 1990: 23, 24)

Chris Roark, associate professor of English, is the 2008 recipient of the Lucrezia Culicchia Award for Teaching Excellence in the College of Arts and Sciences at John Carroll University. Below is an edited version of the remarks he made to arts and sciences faculty in October 2008 when accepting the award. They aptly reflect Boyer’s vision of teaching as scholarly activity.



Teaching literature for me inevitably involves various kinds of “let’s pretend” moments to break up the classroom routine. One example is when students do lines from Shakespeare in a manner that imitates a figure from popular culture. A few years ago, a six-foot nine-inch English major (our tallest ever, I believe) did a good part of Hamlet’s “To Be” soliloquy as Chris Farley’s Matt Foley, the motivational speaker. I will never forget that one.

Some of these “let’s pretend” exercises involve much work: Two or three students will memorize 20 to 30 lines each, block a scene (deciding where and how they will move), and rehearse over and over as

—continued on page 2

TENURE and PROMOTION

Congratulations to faculty earning tenure and/or promotion in December 2008.

ACCOUNTANCY

Al Nagy, Full Professor

Prof. Nagy's primary areas of teaching are auditing and financial accounting. His primary research streams have been in the areas of audit quality, auditor independence, and the internal audit function.

BIOLOGY

Mike Martin

Prof. Martin's research interests include the control of gene expression in budding yeast in addition to studying evolutionary relationships in cyanobacteria by comparing RNA molecules that are ubiquitous in nature. He has published work that allows students to determine their ABO blood type without drawing any blood; rather, the DNA sequence of gene variants is tested. This work has been requested by laboratory instructors in the United States, Canada, England, France, and Morocco.

CHEMISTRY

Yuh-Cherng Chai

Prof. Chai is one of two biochemists in the chemistry department and has taught General Chemistry I & II, Biochemistry I & II, General Biochemistry, Biochemistry Laboratory, and Molecular Methods Laboratory. His research focuses on the effect of oxidant stress on cellular protein functions. He has published papers in peer-reviewed journals and made presentations at national and regional meetings with John Carroll undergraduate students.

CLASSICAL AND MODERN LANGUAGES AND CULTURES

Julia Karolle-Berg

Prof. Karolle-Berg teaches all levels of German language, literature, and culture. She also teaches courses in English on the Holocaust in European literature, European fairy tales, and foreign language pedagogy. Her research focuses on 20th-century German culture and society, including a recent publication on the strategies German publishing houses use to market literature to women.

HISTORY

Anne Kugler, Full Professor

Prof. Kugler's research interests are gender, culture, politics, and religion in early modern England. She recently published a book entitled *Errant Plagiary: The Life and Writing of Lady Sarah Cowper, 1644-1720* (Stanford University Press). Her current project is a volume of selections from Sarah Cowper's library for the series *Old Age in England 1500-1800* (London, Pickering and Chatto, 2009). Prof. Kugler's teaching interests are early modern England and France, the French Revolution, and the history of European women.

Learning Through Performance —continued from page 1

they refine ideas about the characters they want the audience to grasp when it is performed in class. Because most of a Shakespeare course is spent analyzing characters from without, these exercises in imagining characters from within provide a nice contrast. Acting it out is a good way to remind students that Shakespeare himself was an actor, and that he went to the theater nearly every day either to perform in or watch a play.

Performing is also a good way to help students establish a kinetic relationship to the text: Shakespeare's art, finally, is not about silent words but oral performance, not about students sitting in desks listening to a professor but bodies moving in space to make an audience pay attention. When it works, getting students' bodies and voices involved makes studying Shakespeare playful and much less intimidating.

There are also, one hopes, benefits to such an approach beyond learning about Shakespeare. Students who put significant time into preparing a moment to perform, I have found, come back with stronger analytical skills when they write about Shakespeare (or other literature), perhaps because now they are better prepared to imagine in their heads, to see

and hear, a text that previously was silent print. One also hopes that when a middle class male student from Ohio chooses to play an ancient Egyptian queen (Cleopatra), something in his efforts to bridge that gap makes him more open minded – perhaps better able to see the views of those who are not like him – when the course is over.

Getting student bodies involved in learning can also make their relationship to the text cathartic and pleasurable. I recall one student rehearsing a speech from *Macbeth* where he practiced leaping up on a table over and over, and then smashing a sword to pieces. He was extremely bright, and had a number of ideas he wanted to convey about both the moment and *Macbeth*. He also did not like sitting still in class. As he rehearsed, it was evident how much he enjoyed throwing his body into the work.

In this sense, learning about Shakespeare is child's play. My three young children enjoy learning the most when their bodies are involved – when the experience is physical, tactile, oral, and gets the blood going. Working to inhabit a character, to play "let's pretend," involves the same elements.

Getting students' bodies and voices involved makes studying Shakespeare playful and much less intimidating.

Learning through performance also involves taking risks and failure (if a student freezes or has not prepared properly), or spontaneity when a carefully rehearsed moment changes in the heat of performing it. A few years ago, I had two students who spent hours rehearsing a quite athletic version of Hamlet's final sword fight with Laertes, carefully choreographing it to convey a "real" swordfight but without any danger to the actors. During a crucial moment when Laertes was tackled by Hamlet, the two students mis-timed the blocking by a fraction of a second, and Laertes smacked his head against the floor with a loud "thunk" when he went down. The audience gasped – they thought it was a rehearsed part of the scene. Laertes still recovered to say his last lines. He must have had a good bump on his head the next day, but the unexpected change added an element that made the moment work for the audience.

I have to admit that I'm suspicious of crediting student success mostly to teachers, and thus also suspicious of most teacher-as-hero narratives – though any educational institution is in the business of producing such narratives as we sell ourselves in an increasingly competitive market for students. Such a way of thinking or writing about teaching always seems inaccurate on some fundamental level. Watching students perform a scene usually reminds me of this misperception. When a performance works well, it happens less because of what the teacher does, and more because students, often enough on their own, find a reason to make the effort and a way to enjoy what they are doing.

As a teacher, I prod students, plead with them, praise and criticize them, do what I can to position them so they can do what it takes to learn. But when it comes to learning about Shakespeare through performance, the students are the ones who put in the time and take the risks; more than the teacher, they are the ones who make the learning successful.

LIBRARY

Ruth Connell, Senior Librarian

Ms. Connell is interested in issues of scholarly communication: the evolving interrelationships among scholars, publishers, libraries, and researchers, and the movement from print to electronic format. She serves on OhioLINK's CIRM (Cooperative Information Resources Management) Committee and is working on a subcommittee of that group to establish a matrix for determining purchasing priorities at the state level.

MANAGEMENT, MARKETING, AND LOGISTICS

Ed Tomlinson

Prof. Tomlinson teaches courses in organizational behavior, compensation and benefits, and negotiation. His primary research interest deals with interpersonal trust, particularly repairing damaged trust.

MATHEMATICS AND COMPUTER SCIENCE

Linda Seiter

Prof. Seiter's research interests involve the topics of software evolution and programming language design. She enjoys teaching software programming and is interested in finding innovative ways to integrate service learning into the computer science curriculum.

PHYSICS

Jeff Dyck

Prof. Dyck is an experimental solid state physicist and pursues a research agenda that focuses on the physics of novel, technologically relevant materials. Currently, he is investigating the electrical and thermal properties of thermoelectric materials and spintronic materials. In the classroom, he has devoted significant time to incorporating a peer-instruction approach to the "physics for pre-health students" course, including the use of student personal response systems, or "clickers."

POLITICAL SCIENCE

Mindy Peden

Prof. Peden is a political theorist who enjoys teaching writing and critical thinking in political thought and interdisciplinary courses. Her written work has been about theoretical issues involved in "democratic taxation," the role of methodology in theorizing race and nation in the U.S. context, and the Ulster-Scots diaspora. Her current projects include the role of chance and luck in political theory, the significance of colonial taxation, and the political significance of Kafka's *The Office Writings*.

SOCIOLOGY

Wendy Wiedenhoft

Prof. Wiedenhoft is working on a project entitled "Touring the Troubles in West Belfast," which examines the role of tourism in conflict transformation/peace-building. She is finishing a paper with Mindy Peden, political science, about the Ulster-Scots diaspora in the United States and how this diaspora is being imagined through the eyes of contemporary Loyalists in Northern Ireland.

NOTES

Listed here are self-reported faculty accomplishments in research, teaching, and scholarly achievement along with other professional activities.

BIOLOGY

Rebecca Drenovsky published “Environmental stress and genetics influence nighttime leaf conductance in the C₄ grass *Distichlis spicata*.” *Functional Plant Biology*. 36: 50-55. 2009. With M.A. Christman, J.J. James, and J.H. Richards.

Prof. Drenovsky also published “Shrub-interspace dynamics alter relationships between microbial community composition and below ground ecosystem characteristics.” *Soil Biology & Biochemistry*. 40: 2206-2216. 2008. With Z.T. Aanderud, M.I. Shuldman, and J.H. Richards.

Jeffery R. Johansen published “*Coleofasciculus* Gen. Nov. (Cyanobacteria): Morphological and Molecular Criteria for Revision of the Genus *Microcoleus* Gomont.” *Journal of Phycology* 44.6 (2008): 1572-1585. With Maria Siegersmund, Ulf Karsten, and Thomas Friedl.

Prof. Johansen also published “The Biological Soil Crusts of the San Nicolas Island: Enigmatic Algae from a Geographically Isolated Ecosystem.” *Western North American Naturalist* 68.4 (2008): 405-435. With **Valerie Flechtner** and Jayne Belnap.

CLASSICAL AND MODERN LANGUAGES AND CULTURES

Julia Karolle-Berg published “From Frauenliteratur to Frauenliteraturbetrieb.” *German Literature in a New Century: Trends, Traditions, Transitions, Transformations*, eds. Katharina Gerstenberger and Patricia Herminhouse. New York: Berghahn Books, 2008, 220-236. With Katya Skow.

COLLEGE OF ARTS AND SCIENCES

Linda Eisenmann completed her term as president of the Association for the Study of Higher Education with a presidential address in Jacksonville, FL, (November 2008) entitled: “Practicing What I Teach: Does a Career as a Higher Education Professor Inform My Work as a Dean?” The address will appear in *The Review of Higher Education*.

Dean Eisenmann gave an invited address to the Higher Education Collaborative at the University of Illinois, Urbana-Champaign (September 2008), entitled “American Women and Higher Education: Understanding the Impact of Postwar Developments Following World War II.”

Beth Martin published “Implementing a Market Orientation in Small Manufacturing Firms: From Cognitive Model to Action.” *Journal of Small Business Management*, January 2009, pages 92-115. With Jim Martin, Boler School of Business, and Paul Minnillo, Psychology.

COMMUNICATION AND THEATRE ARTS

Peggy Finucane, with Lauren Bowen, AVP's Office, participated in a professional development workshop sponsored by the Ohio Center for Law Related Education that focused on the "We, the People" curriculum, January 2009. This supports a service-learning project that allows John Carroll students to tutor 5th and 8th graders in urban schools about citizenship and the U.S. Constitution.

Jacqueline Schmidt presented the following papers at the National Communication Association Conference in San Diego in November: "Making Isomorphic Attributions in the Format of Intercultural Virtual Training," with Zhanna Zaritskaya (Institute of Siberia); "Different and Similar - Russian and American Student Views of Work and Business Ethics E-Mail Project," with Deborah Uecker (Wisconsin Lutheran College); "The Media Generation: Bridging the Unnatural Divide in the Classroom to Connect with the Millennials," with George Wharton (Curry College).

ECONOMICS AND FINANCE

Jack Soper was awarded a grant of \$78,250 from the Burton D. Morgan Foundation for the new Academy for Entrepreneurial Learning. This award will support John Carroll's efforts to launch a new interdisciplinary minor in entrepreneurship through intensive faculty development in spring and summer 2009.

EDUCATION AND ALLIED STUDIES

Paula Britton published "Reliability and Validity of the Professional Counseling Performance Evaluation." *Australian Journal of Guidance and Counseling*, Vol. 18 (2008): 219-232. With Brad Shepherd and Victoria Kress.

ENGLISH

Jeanne Colleran published "Images, Evidence, and Spectatorship in Caryl Churchill's *Far Away*." *Making the Stage: Essays on the Changing Concept of Drama, Theater, and Performance*, ed. Ann Hall. Cambridge: Cambridge Scholars, 2008: 105-119. "States of Exception: Women, Torture, and Witness in Ariel Dorfman's *Death and the Maiden* and Harold Pinter's *Ashes To Ashes*." *Pinter Et Cetera*, ed. Craig Owens. Cambridge: Cambridge Scholars, 2008: 1-21. "Media," "Terrorism," "Historicity," "Embeddness," and "Cultural Production." Forthcoming in *Key Concepts in Performance*, ed. Gabrielle Cody. New York: Routledge Press, 2009.

Prof. Colleran has also served as the outside reviewer for the outstanding teaching award at Marietta College.

HISTORY

Matt Berg participated in the annual Hess Seminar, "The Holocaust and Other Genocides," at the Center for Advanced Holocaust Studies, U.S. Holocaust Memorial Museum in Washington, D.C., Jan. 5-9, 2009.

MANAGEMENT, MARKETING, AND LOGISTICS

Jim Martin published "Implementing a Market Orientation in Small Manufacturing Firms: From Cognitive Model to Action." *Journal of Small Business Management*, January 2009, pages 92-115. With Beth Martin, College of Arts and Sciences, and Paul Minnillo, Psychology.

Paul R. Murphy participated in an immersion trip to Nicaragua sponsored by Campus Ministry, January 2009.

Ed Tomlinson published "The role of causal attribution dimensions in trust repair." *Academy of Management Review*, 34, 85-104 (2009). With R.C. Mayer.

PHILOSOPHY

Harry Gensler, S.J., published "Gold or Fool's Gold? Ridding the Golden Rule of Absurd Implications." *The Golden Rule Analytical Perspectives*, eds. Jacob Neuser and Bruce Chilton. Lanham, MD: University Press of America, 2009: 131-149.

Sharon Kaye published "William of Ockham and the Unlikely Connection Between Transubstantiation and Free Will." *Freedom, Will, and Nature* 81 (2008): 123-132. [2].

Jen McWeeny published "The Disadvantages of Radical Alterity for a Comparative Methodology." *The Proceedings of the Twenty-first World Congress of Philosophy, vol. 7: Philosophy of Culture(s)*, ed. Venant Cauchy, 125-130 (Ankara, Turkey: Philosophical Society of Turkey).

Prof. McWeeny had her translation of Renaud Barbaras' most recent work "Phénoménologie de la vie" appear as "Life, Movement, and Desire" in *Research in Phenomenology* 38 (1): 3-17, 2008.

Prof. McWeeny recently had conference presentations, including the paper "When Life Exceeds Language: Murder and Emotion in Beauvoir's *L'Invitée*," at the 2008 annual meeting of the Society for Phenomenological and Existential Philosophy; and "Feminism, Veganism, Anti-Classism, and Anti-Racism: Theorizing Interlocking Oppressions from the Perspective of Resistance," presented at the 2008 annual meeting of the International Society for Environmental Philosophy.

Prof. McWeeny is also the executive secretary of the Society for Women in Philosophy and is currently organizing the society's 2009 conference "Feminism at the Crossroads," which will take place at John Carroll University on Saturday, March 28, 2009.

POLITICAL SCIENCE

Jen Ziemke participated in the January service immersion trip to Mexico sponsored by John Carroll's Center for Service and Social Action.

PSYCHOLOGY

Paul Minnilo published "Implementing a Market Orientation in Small Manufacturing Firms: From Cognitive Model to Action." *Journal of Small Business Management*, January 2009, pages 92-115. With Beth Martin, College of Arts and Sciences, and Jim Martin, Boler School of Business.

RELIGIOUS STUDIES

Joseph Kelly gave presentations on ancient Jewish history to members of the Rose Institute of Menorah Park in Beachwood on Jan. 7, 14, and 21, 2009.

Prof. Kelly reviewed *Beloved Disciple*, by Robin Griffith-Jones. The *Cleveland Plain Dealer* (Dec. 28, 2008), p. E5. He also published "Catholic life in universities before and after graduation." *Southern Cross*, Dec. 7, 2008: pg. 9. [2].

Paul Nietupski read a paper, "Tibetan Nationalism and the Chinese State," at the conference "China Plural: Local Identity, Contesting Visions, and Constructing Nations," at The Ohio State University, Oct. 17-18, 2008.

SOCIOLOGY

Susan Orpelt Long published an article, "Does It Matter Who Cares? A Comparison of Daughters versus Daughters-in-Law in Japanese Elder Care," with Ruth Campbell (University of Michigan) and Chie Nishimura (Tokyo Metropolitan Institute of Gerontology), in *Social Science Japan Journal*. The article appeared online through Oxford University Press and will be out in hard copy in summer 2009, col.12, issue 1.

Prof. Long served as an external reviewer for a tenure application at Princeton University, and reviewed manuscripts for the University of Hawaii Press and for the journal *Dementia*.

Wendy Wiedenhoft presented a paper at the Political Studies Association of Ireland, National University of Ireland, Galway, October 2008, entitled "Touring the Troubles in Northern Ireland: Building Peace or Reproducing Conflict?"

Prof. Wiedenhoft published "An Analytical Framework for Studying the Politics of Consumption: The Case of the National Consumers' League." *Social Movement Studies*, Vol. 7, No. 3, December 2008, pages 281-303.

Correction:

In the December edition, we reported that Cathy Rosemary, Department of Education and Allied Studies, was awarded \$926,708.56 from the Ohio Department of Education, through Cleveland State University, for the Reading First project (Year 6) in September 2008. We neglected to note that Kathy Roskos, in the same department, was also awarded this grant. We regret the oversight.

A Celebration of Scholarship!

2009 Schedule

The eighth annual *A Celebration of Scholarship!* will be held the week of March 23, 2009, at John Carroll University. All events are open to the public unless otherwise noted. Events take place in the Dolan Science Center; see below for room locations. *The Arts at Lunch!* events are tentatively scheduled for the Lombardo Student Center Schott Atrium.

This is a preliminary schedule and is subject to change.

For more information, visit www.jcu.edu/celebration/2009/schedule.htm.

Monday, March 23, 2009

Noon - 1:15 p.m.

Celebrate *The Arts at Lunch!*

2 - 3:15 p.m.

Paper/Panel Session A

Pellegrene Room, A202

Moderator: Dr. Susan Orpett Long, Sociology

Panel: "Critical Social Issues in Contemporary Society"

Presenters: Dr. Susan Orpett Long: "Bodies, Technologies, and Aging in Japan"; Dr. Gloria Vaquera: "A Study of Social Capital Acquisition Within a Latina/o Community"; Dr. Richard Clark, Dr. Ernie De Zolt, and Jennifer Bremec: "The Enforcement of Anti-Social Behavior Legislation: An Examination of the War on Incivilities in Suburban Communities"; Dr. Phyllis Braudy Harris: "Intimacy, Sexuality, and Early Stage Dementia: The Changing Marital Relationship"

Paper/Panel Session B

Pellegrene Room, A203

Moderator: Dr. Mary Weems, Education and Allied Studies

Panel: "Bringing Words to Life: Performance-Based Assessment"

Presenters: Jessica Driskell, Raynard Holmes, Irene Paparizos, Ashley Egson, and Krystle Sky Rivera

3:30 - 4:45 p.m.

Paper/Panel Session C

Pellegrene Room, A202

Moderator: Dr. Mark Waner, Chemistry
Panel: "Asynchronous Teaching and Learning by Video - It's Not Just for Online Courses"

Presenters: Dr. Barbara D'Ambrosia, Dr. Paul Lauritzen, Lisa Lewis, Dr. Michael Nichols, and Dr. Jay Tarby

Paper/Panel Session D

Pellegrene Room, A203

Moderator: Dr. John C. Soper, Economics and Finance

Panel: "Student Involvement in Entrepreneurship Activities at JCU"
Presenters: TBA

5:30 p.m.

Opening Lecture

Donahue Auditorium

"War and the Environment: The Case of Japan During World War II"

William Tsutsui, Professor of History, University of Kansas

Mitsui Distinguished Lecture

Sponsored by East Asian Studies

Welcome by Dr. John Day, Academic Vice President

Tuesday, March 24, 2009

11 a.m. - 12:15 p.m.

Celebrate *The Arts at Lunch!*

1 - 2 p.m.

Scholarly Lunch Series

O'Connell Reading Room

Dr. Wendy Wiedenhoft: "Consuming Conflict: Touring the Troubles in West Belfast"; Dr. Scott Moore: "The Relationship Between Corporate Governance Ratings of U.S. Banking Institutions and Their Financial Performance"

2 - 3:15 p.m.

Paper/Panel Session E

Pellegrene Room, A202

Moderator: Dr. Mindy Peden, Political Science

Authors: Marilyn Oboh: "Accounting and Culture in South Africa";

Todd Kooser: "Thomistic Anthropology and Contemporary Life Issues";

James W. Rudyk Jr.: "Measuring Success: Discrimination and Foreclosure in Northeast Ohio"

Paper/Panel Session F

Pellegrene Room, A203

Moderator: Dr. Barbara D'Ambrosia, Mathematics and Computer Science

Authors: Dr. Daniel Palmer: "The Second Life Classroom at John Carroll University - Content and Conduit";

Dr. Linda Seiter: "Computer Science and

Service Learning: Empowering Nonprofit Organizations Through Open Source Content Management Systems"

3:30 - 4:45 p.m.

Paper/Panel Session G

Pellegrene Room, A202

Moderator: Dr. John Day, Academic Vice President

Authors: Zachary Walker: "Regression Analysis: Testing the Determinants of GDP per Capita Growth Rates"; Bridget A. Ludwa: "The Jewish Gospel According to Matthew"; Dr. David Shutkin: "Educating the Other: Children, Technology, and the Future"

Paper/Panel Session H

Pellegrene Room, A203

Moderator: Dr. Paul V. Murphy, History

Authors: Adam Foley: "The Revival of Platonism in the Renaissance and the Palaelogan Culture of Byzantium"; Sarah Narkin: "The Humanist Laura Cereta"

5 - 6:15 p.m.

Paper/Panel Session I

Pellegrene Room, A202

Moderator: Dr. Jackie Schmidt, Communications

Panel: Communication Research

Presenters: Erin Borger: "Ratings and *The Late Night Show with David Letterman*"; Sarah Levicky, "Target Marketing: How Well Do Marketers Advertise to Different Sexes, Ages, and Ethnicities"; Caitlin Overdorf: "Interviewing Styles of Diane Sawyer"; Kristin Rudman: "Women in Sports Media"; Kate McCall: "Examining Women's Interviewing Skills Based on the Gender of Their Subjects"

Paper/Panel Session J

Pellegrene Room, A203

Moderator: Dr. Nancy Taylor, Education and Allied Studies

Panel: "Emerging Views on Career Development in Childhood"

Presenters: Nicole Ebner, Megan Goldfarb, and Marisa Luli

Wednesday, March 25, 2009

1 - 2 p.m.

Scholarly Lunch Series

O'Connell Reading Room

Dr. Joe Kelly: "A New Look at the Ecumenical Councils"; Dr. Susan Orpett Long: "Reluctant Husbands and Kind Daughters-in-Law: What Elder Care Tells Us About Changing Japanese Families"

Wednesday, March 25, 2009 –continued–

2 – 3:15 p.m.

Paper/Panel Session K

Pellegrene Room, A202

Moderator: Dr. Phyllis Braudy Harris, Sociology

Panel: “CHAMPS Program Evaluation: Community-Based Research”

Presenters: Max Cotton, Jillian Kaltenbach, Dan Pirchner, Jimmy Rudyk, Alyson Werner, Ashley Bukach, Billy Mather, Jeanie Muellner, Jessica Bader, Katie Durante, Erin Kelley, Theresa Prabucki, Mallorie Hennessey, Brittany Fako, Maricela Almendarez, Natalie Terry, Peter Rembusch, and Laura Heid

Paper/Panel Session L

Pellegrene Room, A203

Moderator: Dr. Brendan Foreman, Education and Allied Studies

Authors: Katherine Durante: “A Marxist Analysis of the Prison-Industrial Complex”; Margaret Phillips: “Speak Easy: Freedom of Expression According to John Stuart Mill and the Jesuit Catholic University”; Danielle Gibson and Dr. John Rausch: “Academic Motivators: The Influence of Self-Efficacy, Identification with Academics, and Emotion on Urban, Alternative High School Students”

3:30 – 5 p.m.

Research Reception

O’Connell Reading Room

By invitation only

5 – 6:15 p.m.

Paper/Panel Session M

Pellegrene Room, A202

Moderator: Dr. Susan Orpett Long, Sociology and East Asian Studies

Panel: “Packaging Japanese Popular Culture”

Presenters: Patrick Santilli: “Japanese Popular Music: ‘Authentic’ Reflections of an American Graduate Student”; Elizabeth Radgowski: “The Cultural Transformation of the Japanese Tea Story”; Christina Martin: “The Draw to Japanese Video Game Art”; Alex Millar: “Made in Japan, Made for the World”

Paper/Panel Session N

Pellegrene Room, A203

Moderator: Dr. Greg DiLisi, Education and Allied Studies

Panel: “Project W.I.S.E – Working in Informal Science Education”

Presenters: Nicole Bianco, Caroline Clarke, Kelly Cooper, Rebecca Jennings, Jennifer Krauss, Brynn McNicholas, and Lianne Torok

6:30 – 8:30 p.m.

Poster Session

Muldoon Atrium

Refreshments will be served

7:30 p.m.

Spoken Word Performance

Donahue Auditorium

Richard Bausch

Sponsored by the English department

Thursday, March 26, 2009

1 – 2 p.m.

Scholarly Lunch Series

O’Connell Reading Room

Dr. Phil Metres: “Remaking/Unmaking: Abu Ghraib and Poetry” (a talk and poetry reading); Dr. Peter Kvidera: “Immigration and the Rhetoric of Americanization After 9/11”

2 – 3:15 p.m.

Paper/Panel Session O

Pellegrene Room, A202

Moderator: Dr. Luigi Ferri, Classical and Modern Languages and Culture

Authors: Garth Sabo: “September 11 and the American Literary Response”; Dr. Charles Zarobila: “Bishop John Carroll’s Eulogy for President George Washington”

Paper/Panel Session P

Pellegrene Room, A203

Moderator: Dr. James Martin, Boler School of Business

Authors: Dr. Michele Scott Taylor: “The Learning Organization Concept as a Framework for Organizational Improvement”; Dr. Denise Ben-Porath: Dialectical Behavior Therapy

3:30 – 4:45 p.m.

Paper/Panel Session Q

Pellegrene Room, A202

Moderator: Dr. Richard Clark, Sociology

Panel: “The Sociological Perspective: Different Lenses for Our World”

Presenters: Samantha Cocco: “Existing Social Stigmatization of Bipolar Disorder”; Stephanie Showalter: “Violence in Jamaica”; Julie Myers: “The Rastafarian Religion in Jamaica”; Jessica Shephard: “U.S. Secret Service Internship”

Paper/Panel Session R

Pellegrene Room, A203

Moderator: Dr. Pam Mason, Political Science

Authors: Stephanie Besser: “Global Innovation: China and India”; Dr. Linda Koch: “The Economics and Politics of Royal Commemoration in Renaissance Florence”; Ann Schaeffing: “The Political Role of Indigenous Peoples in Guatemala”

5 – 6:15 p.m.

Paper/Panel Session S

Pellegrene Room, A202

Moderator: Dr. Zeki Saritoprak, Religious Studies

Authors: Melanie Faithwalker: “A Qualitative Perspective of Outreach Ministry from the Eyes of African American Women in Christian Ministries”; James Menkhaus: “Laws Restricting Feeding the Homeless: Implications for Labre Ministry”

Paper/Panel Session T

Pellegrene Room, A203

Moderator: Dr. Malia McAndrew, History

Authors: Jillian Kaltenbach: “Listening to the Voices of the Poor: Recommendations to Reduce Poverty”; Dina Baky: “The Effect of Conflict on Social Identification and Tolerance”; Megan Greene: “Environmental Factors of Domestic Violence”

FACULTY NOTES March 2009

Published by the Office of the Academic Vice President

Submissions can be sent to facultynotes@jcu.edu. The deadline for the May issue is April 1, 2009.

Items of interest regarding faculty activity, including new publications, conference presentations, collaborations with students, community and professional service activities, teaching innovations, etc., will be included. Please include relevant details such as date and place of presentation.

Questions and comments should be directed to:

Lauren Bowen, Associate Academic Vice President for Academic Programs and Faculty Diversity
bowen@jcu.edu

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