Session 1A — 1:15-2:30  Institute 102
Session Moderator: Jim Galezewski (CAS—Psychology)

Cross-Societal and Cross-Disciplinary Sociological Practice
Barbara Strassberg (CAS—Sociology)

This presentation will draw upon my collaborative work with colleagues at a number of universities both in the U.S. and abroad in three different areas—aging, science & religion, and education—in order to address the issues of successful collaboration that requires crossing the boundaries of disciplines and cultural backgrounds of academics, including their languages, ages, and genders. I will also address the ways that this type of collaboration contributes to the development of a “global academy.”

“Blaxploitation” and the Chicago Loop
Gerald Butters (CAS—History)

I am presently exploring the relationship between the rise of black-themed motion pictures and film theaters that catered to African American audiences in the period 1971-1975. The term “blaxploitation” has been bandied about by film historians and theorists for over 30 years, although this category of film is difficult to define. I argue that motion picture theater owners and audiences made little distinction between so-called blaxploitation films and black-themed motion pictures in this time period. I am also attempting to answer the question which came first—African American audiences or African American-themed motion pictures. I am interested in the notion of public space as claimed by subaltern populations. Throughout Chicago there are neighborhoods and businesses that have been “claimed” by subaltern groups. What specific reasons led African American audiences to flock to Loop theaters in the early 1970’s? I have completed a study of the relationship between black-themed films and box office revenues in Loop theaters in an attempt to answer the previous questions.

Making the Most of a Small Midwestern University: The Case of Transfer Students
Joan Fee, Sandra Prolman, and Jay Thomas (COE)

Although there is a substantial literature on the factors that encourage college students’ success, Light’s 2001 Harvard study, Making the Most of College, represents the largest qualitative study in a highly quantitative gathering. There is little qualitative research on the experiences of students atypical of Harvard, especially of transfer students. This research examines a case very different from Harvard by exploring how Light’s findings generalize to transfer students in a small, regional teaching university. The researchers use focus groups, individual interviews, and field notes to gather data from 100 seniors, a quarter of the senior class. While the research confirmed many of Light’s findings, some findings differed (reasons for attending, attitudes toward employment, motivation for success, college-university transition) and others nuanced Light.
**Fractal Representation of Sky, Cityscape, and Electrical Arcs Using a Mid-point Displacement Algorithm**

**John W. Gudenas (CAS—Computer and Information Science)**

The mid-point displacement algorithm has been combined with Brownian motion and random Gaussian distribution to produce fractal representations of natural and human produced objects such as a cityscape view, the sky, or high voltage electrical arcs. Amazingly beautiful color combinations are viewed on a computer monitor. A brief explanation in common English of the algorithm is given and numerous fractals will be exhibited using the computer graphics projector. The primary purpose of this research is to model and view high voltage electrical arcs. Initial work has been verified by rapid speed photography of high voltage streamer development. The initial work is currently subject to peer review on the Internet and is in the development stage, as more data needs to be collected for validation and model improvement. This work has resulted in the cover image of the February 2008 University of California Press *Journal of Historical Studies in the Natural Sciences*.

**Going Beyond the “Separate but Equally Valid” Argument for the Reconciliation of Science and Religion in the Biology Classroom**

**Carrie Morjan (CAS—Biology)**

One of the fundamental arguments for the reconciliation of science and religion, typically taught in introductory college-level biology courses, is that they are separate ways of knowing our universe. Science is carried out by formulating and testing hypotheses based on empirical observations, whereas religion is an intuitive way of knowing through means other than what may be gained through the senses. However, this leads to a dangerous conclusion because it ultimately implies that neither science nor religion can challenge the validity of the other because they comprise separate but equally valid views of the universe. This leads to the conclusion that science becomes a “faith” in itself. When applied in practice, decision-makers could pick and choose which view to justify a desired outcome in public policy. I argue that beyond just educating students and the public on the realms of knowledge that science and religion concern, we must make clear why science is not just another “faith,” and that embracing religion does not imply one must abandon rationality and reason.

**Humanistic Mentoring: Motivation for All Educators**

**Jim Varney (COE)**

This presentation describes how mentoring is beneficial for mentors as well as mentees. It includes results of a small survey of College of Education faculty on mentoring and shares recent research done on mentoring on undergraduates, grad students, and new teachers from pre-K to the university level. Specific topics addressed include mentoring definitions and kinds, who benefits from mentoring, and establishing a culture of mentoring within the university.

**Teaching Theory and Practice for Working with Adolescents**

**Fred R. McKenzie (CPS—Social Work)**

This brief presentation will provide an overview of my soon to be released text *Theory and Practice with Adolescents: An Applied Approach* from Lyceum Books Inc. I will discuss the overall plan of the book, including its developmental and theoretical foundations, as well as the ways in which theory is
applied to practice with adolescents from both a traditional and non-traditional perspective. This material is highly relevant for all human service providers working with adolescents and their caretakers.

Session 2A — 2:45-4:00 Institute 102
Session Moderator: Jeanine Clark Bremer (CAS—Political Science)

*The William Porter Hours: Patronage and the Uses of Iconography in Fifteenth-century Rouen*
Libby Escobedo (CAS—Art History)

In 1419 the Norman town of Rouen surrendered to the English forces surrounding the city. Among the English administrators and soldiers to occupy Rouen was Sir William Porter, a native of Lincolnshire, who soon after the surrender commissioned an ambitious book of hours from a French illuminator called the Master of Sir John Fastolf. The Hours of William Porter (New York, Pierpont Morgan Library, MS M. 105), dated c. 1420-1425, are extensively and beautifully illuminated. The Porter Hours provide a starting point for examining patronage and the uses of iconography at a narrowly focused place and time—English-occupied France during the Hundred Years War. William Porter, whose presence in Rouen is documented from 1419 until 1431, commissioned this lavish manuscript soon after this significant English victory. He chose a French artist to execute an almost self-consciously English Book of Hours. Reference is made to William Porter himself throughout, in the repeated appearance of his arms and motto, and in a portrait showing him in prayer before the Virgin Mary and Christ Child. While personalization for the patron is common in books of hours, these choices were certainly intentional and meaningful in this historical milieu. His choice of artist is also significant. The Master of Sir John Fastolf was a leading illuminator in Rouen in the 1420s. Though French, the master was popular with the English occupiers of Rouen, and relocated to England sometime before the English withdrew in 1449, continuing his successful career across the Channel, working for English patrons.

*The Socialization of Young Children’s Memory Development*
David Rudek (CAS—Psychology)

Developmental psychologists have long been interested in the role of parental support in the growth of children’s early cognitive skills. My research interests are focused on finding ways to directly examine this association in naturalistic contexts (e.g., storybook reading, reminiscing about the past). This presentation will represent my most recent efforts to understand preschoolers’ developing memory skills and the types of strategies mothers use during a joint memory activity.

*Learning to Learn Strategies for Adult Learners*
Sarah Radtke (COE—Physical Education)

In higher education, we have a tendency to neglect teaching students how to learn effectively. We teach content and expect mastery. We teach theory and expect application. Why not teach students how to learn effectively? Learning to Learn Theory was developed by Dr. Smith and Dr. Candy as a theory focusing on the development of adults into “sophisticated learners.” Learning to Learn Theory can be viewed as a set of tools to teach students how to learn effectively. These tools include identifying learning styles, learning effective note-taking, exam-taking, and studying strategies. It is learning to get the most from an instructor and how to become resourceful on a college campus. In addition, Learning to Learn Theory can go beyond a skill-set into a mind-set. We can develop learners
who think metacognitively about their learning. We can develop self-directed learners who seek out learning experiences and take an active role in their own learning. Learning to Learn Theory provides adult educators with the tools and strategies to develop sophisticated learners, allowing for a truly transformational experience for students.

**Reviving Perry: An Analysis of Epistemological Change by Gender and Ethnicity among Gifted High School Students**

*Jay Thomas (COE)*

This study examines development along Perry’s intellectual and ethical scale among three successive graduating classes of students identified as gifted and talented in mathematics and science. Perry posits that intellectual development proceeds from a basic dualism through nine stages (“positions”) and culminates with a sense of personal identity and commitment. Perry suggests that the college years act as the agent of intellectual development, but others have argued that Perry’s scheme is not flexible enough to account for gender- and culture-based differences. This study uses a paper-and-pencil questionnaire to describe developmental characteristics of gifted high school students and examines differences between gender and ethnic groups at the high school sophomore and senior years. All groups showed significant improvement from sophomore to senior year. There were no differences by gender or ethnicity at the sophomore year, but by senior year, significant developmental differences existed among ethnic groups.

**Session 2B — 2:45-4:00  Institute 114**

Session Moderator: Lora de Lacey, Dean, College of Arts and Sciences

**Identities Involving the Infinite**

*Geoff Apel (CAS—Mathematics)*

An identity is a relationship between two expressions that is always true. For example, $3+x$ and $x+3$ are the same for every value of $x$, so $3+x = x+3$ is an identity. What do you do when there are an infinite number of quantities in each expression? How can you determine if they actually represent the same thing—especially when they are very complicated in structure? My talk will focus on how to find identities that have certain (predictable) forms.

**Patterns of Intonation in the Performance of Poetry**

*Patrick Dunn (CAS—English)*

This research studies how the intonation of performed poetry deviates from common models of intonation. I argue that intonation in the performance of poetry can serve metrical and iconic functions, rather than simply indicating information status, as it does in prose.

**Knowledge Management Process: A Socio-Technical Approach**

*Vincent Pellettiere & David Dulany (CPS—Business)*

Knowledge management and intellectual capital have become one of the most valuable resources for organizations today. An organization’s competitive advantage depends upon how well an organization acquires, manages and leverages their intellectual capital and knowledge management to stay ahead of their competitors and to attract, motivate and retain their human talent to create and sustain a high performance organization. Effective knowledge management process is critical where innovation and
creativity is essential for an organization’s success. Many factors in the current global market have created a shorter shelf-life for products and services and the need to improve and differentiate what an organization delivers to its customers in the shortest time possible from idea creation to market. An organization’s sustainability maybe linked to the effectiveness of its knowledge management process.

Organizations today have numerous technological tools to establish a knowledge management process but we feel that to have an effective knowledge management process, an organization also needs a socio (OD) intervention. Thus, we are suggesting that a socio-technical approach is necessary for an effective knowledge management process. We will suggest a socio-technical approach from what we have learned in our early research and list some technological tools that are available for organizations to use for their knowledge management process. Our research will use a mixed methodology approach of meta-analysis, and a qualitative approach using interviews and surveys.

**Engaging Students with Active Learning**
Brian A. Vander Schee (CPS—Business)

Student apathy, disconnect, and a lack of understanding regarding marketing principles are challenges faced in the Principles of Marketing course. The first day of class is an ideal time to address these concerns and to foster an environment of active learning throughout the semester. It is clear that active learning activities are more effective than passive forms of learning. This presentation briefly describes an in-class interactive activity that requires involvement of the entire class. The results suggest that implementing *The Exchange Game* on the first day of class increases the level of student satisfaction regarding class participation, engagement with the instructor and other students, enthusiasm for the course, and knowledge of marketing principles. This presentation will also touch on research examining the lasting effect of the first day of class exercise. The results suggest active learning on the first day may influence initial student motivation and achievement. They also indicate that continuous active learning experiences throughout the semester have a positive influence on student performance and student evaluation of teaching.