Session I-A: UBH South

Moderator: Susan Palmer, Professor of History

The Relationship between Experienced Childhood Abuse and Adult Perceptions of Abuse Perpetrators

**Stephanie A. Whitus, Assistant Professor of Criminal Justice**

This study utilized self-reported childhood experiences of adult respondents, obtained through statewide, self-administered survey instrumentation. Childhood physical abuse experiences were measured by multiple questions asking respondents to assess the frequency, duration, severity, and co-occurrence of their abuse. Respondents also classified how abuse perpetrators should be handled (as a personal matter, in civil court/matter of public welfare, ordered to receive treatment, prosecuted in criminal court), based upon social distance (parent/step-parent, other relative, acquaintance, stranger). Additionally, open- and closed-ended questions assessed the reasons why perpetrators abused children, also based upon social distance.

The Empowerment of Teacher Action Research

**Gail Zieman, Assistant Professor of Education (GWC)**

Action research in education can be defined as organized inquiry conducted by educators to discover new ways to be better. Simply, it is research to improve rather than prove. It relies on the expertise of the educator to reflect on pedagogical practice and command of curriculum in order to evoke change within the educational setting. Students in educational masters programs at George Williams College are encouraged to choose research queries that not only improve their educational settings but explore innovative avenues to reach students as well as be potential equalizers for social injustice issues. This presentation will be an informal storytelling of some of these research projects and their transformative power on the educators themselves.

Diving Into the Deep: Directed Self-Placement and Engaging Students in First-Year Composition

**Heidi Rosenberg, Assistant Professor of English/WSP Facilitator & Patrick Dunn, Assistant Professor of English**

Until recently most entering college students either took placement tests or submitted writing portfolios as a way to determine which college composition course they should take. It had not occurred to many instructors to question the methods that assessed students’ preparation or writing ability. However, misplacement in these courses occurred too frequently, because as Daniel J. Royer and Roger Gilles point out in their collection Directed Self-Placement: Principles and Practices it is “very difficult to divine from a
portfolio, let alone a single placement essay” how well students may do in first-year writing courses they are assigned to. Royer and Gilles as well as others represented in their collection suggest Directed Self-Placement (DSP) as an alternative to replace what may be inaccurate placement methods. In our presentation, we will discuss our research regarding the implementation of AU’s DSP program. We are interested in students’ perceptions and if those perceptions can change in order to engage them in their college writing. We will discuss our findings regarding students’ engagement in their writing process as well as why these methods of placement were used. This study will not only determine if this particular institution has chosen wisely in asking students to become more involved in the choices they make about their college careers, but by better understanding student perception, we may determine the efficacy of our program and how we may revise it.

Session I-B: UBH North

Moderator: Carole Liske, Assistant Professor of Nursing

Where the Calendar Meets Pythagoras
Geoffrey Apel, Assistant Professor of Mathematics

The discovery and implementation of modular arithmetic has played a significant role in solving some of the most daunting mathematical problems. The interesting thing... we all use it every day and don’t even realize it. How? In this presentation, we will see how some everyday objects like the calendar and clock teach us about modular arithmetic as well as how it is being used currently to solve an age-old mathematics problem that has been unsolved for hundreds of years.

Nonlinearity and the Forward Premium Anomaly
Toli Xanthopoulos, Adjunct Instructor of Business

Speculative efficiency (the ability to profit without bearing commensurate risk in foreign exchange markets) is predicated on the forward premium anomaly. Market efficiency still manifests itself in the form of nonlinear adjustments, eroding excess profits. The returns on foreign exchange speculation may not behave in a market-efficient manner except at average values of interest-rate differentials. This study suggests that market efficiency holds as a result of a hedging relation between linear and nonlinear responses of returns.

E Pluribus? The Design of Linked-Story Sequences
Richard F. Westphal, Professor of English

The novel has always been a capacious form, resistant to strict definition. Recently, the term’s range of reference has been extended to include an increasingly popular variant: the series or sequence of linked stories that aims at a degree of coherence and continuity that conventional short story collections lack while enjoying a flexibility and heterogeneity beyond the scope of more conventionally plotted book-length narratives. Through an examination of such sequences by a number of contemporary writers—V. S. Naipaul, W. G. Sebald, Vikram Chandra, David Mitchell, Joan Silber—I shall sketch a preliminary taxonomy of sequence-types and identify some of the thematic implications of the emergence of this hybrid form: the permeability of the boundaries separating selves and worlds, the difficulty of establishing a stable perspective from which to construe a series of events, the interplay of urgency and contingency that both shapes and limits the narrative impulse.

“Imitation” and “The Real Thing”—Creativity and Learning at the Edge of Competence
Michael R. Sawdey, Professor of Fine Arts
At least since the romantic period we have had an obsession with originality: to imitate is bad; to create sui generis is good. It is arguable whether those who claimed utter originality in their art were in fact producing it, but that’s not the point of my discussion. Rather, what I am exploring is the question of how students in the arts (well, photography, at least) can achieve some measure of personal expression while also embodying both the “discipline” and the technical resources that arise from the tradition of the art, as practiced by those who have gone before. My discussion of the issue begins with the Ciceronian model of “imitatio” as an approach to learning the “art” of rhetoric; follows on through some applications among the renaissance schoolmasters, and concludes with some analysis and discussion of examples from current student work. To the extent that college teaching often requires “teaching about things we ourselves do not yet understand” (to paraphrase Samuel Beckett), such a teaching/learning model from the fine arts (perhaps the least “understandable” material we know of) may provide a useful blueprint for helping students grasp complexities that can be “shown” but not “told.”

Session II: 1:45 – 3:15

Session II-A: UBH South

Moderator: Jane Davis, Associate Professor of Biology

The Experiences of Immigrant and Guest Bi-Lingual Teachers in the US: Overcoming Personal, Professional, and Academic Culture Shock
Joan Flynn Fee, Associate Professor of Education

With the population of US school-aged children who speak limited English increasing by 50% in the last six years of the 20th Century and continuing to grow, school districts find it difficult to hire enough bi-lingual teachers. Recruiting international teachers is one way that districts solve the bi-lingual teacher dearth. Yet, there has been little research on the challenges these teachers face or how districts could help them succeed. In a qualitative study of 30 Hispanic teachers from Mexico, Puerto Rico, Colombia, and Spain, this paper investigates issues confronted by immigrant and guest teachers teaching in the US while attaining certification. The paper delineates the personal, professional, and academic adjustments faced by these teachers in a major US city. Although advocating a variety of interventions, the research supports Bruflee’s view that a temporary support group best aids acculturation.

Marketing Curriculum Currency: What Do Students Know About Direct and Interactive Marketing?
Brian A. Vander Schee, Assistant Professor of Marketing

This presentation will discuss the results of a case study on contemporary marketing terminology. Students were asked to provide a definition for each of nine common direct and interactive marketing terms. Those who had taken an introductory marketing course were more readily able to provide an accurate definition for certain terms whereas other terms were not clearly understood. Since many business-related majors only take one course in marketing, inclusion of direct and interactive marketing content is important to keep students abreast of advances in the marketing profession. The results provide insight regarding current marketing pedagogy and implications for future curriculum development.

Humanistic Mentoring
Jim Varney, Assistant Professor of Education
Audience input is solicited into exploring what process to follow once an original construct (Humanistic Mentoring) is postulated. How does one go about operationally defining, measuring and applying Humanistic Mentoring? How can we answer questions such as what is it/what is it not; what are its components; should it be measured quantitatively and/or qualitatively; who is the audience for Humanistic Mentoring; for whom does it have the most potential value; how should we apply/use this construct; what is the relationship between Humanistic Mentoring and candidate retention and/or completion? These and other construct validity questions will be explored with the audience using Humanistic Mentoring as the example. Book to follow--or die on the vine? Come explore with me . . .

**Session II-B: UBH North**

Moderator: Jay Thomas, Assistant Professor of Education

The "Power" of Using Power Point in the Classroom  
*Ileana Brooks, Associate Professor of Business*

One of the major criticisms of the use of Power Point in the classroom is that it creates a very passive classroom experience and fails to engage students. I would like to demonstrate how to incorporate active learning and classroom assessment techniques in Power Point presentations. At the center of student engagement is the notion of using a dual version system: a “gutted” version and a “final” version. The “gutted” or “skeleton” version contains lecture launcher type of questions, content questions, starting graphs, half-filled tables, and unanswered exercises. The “final” version is fully developed during class time with the help from students. This dual system offers an incentive to attend class, to read material beforehand, to think critically with questions being posed, and to take notes. In addition, I will cover what to include or not include in a “gutted” version based on students’ feedback. Student Survey results will also be presented.

How Self-Esteem Influences Learning and What Educators Can Do To Enhance It  
*Jennifer Buckley, Instructor of Physical Education*

There are many ways in which the concept of self-esteem has been defined. Whether it is in terms of self-concept, self-efficacy, self-image, or self-respect, what is evident and apparent is that it is not only a basic need of individuals, but it continues to shape individuals in terms of how they perceive themselves and how they carry out their actions in the world. Although there has been extensive research surrounding elementary and secondary schools implementing curriculum that enhances self-esteem, there is also research surrounding what adult educators can do to increase self-esteem in their students. It is apparent that among the many ways that self-esteem can influence an individual, it can impact an individual’s ability to learn. There is also evidence that self-esteem levels affect individuals’ learning strategies as well. It is vital that educators become knowledgeable about what self-esteem is, how it influences academic performance, and what they can do to foster an environment that enhances students’ self-esteem. Enhancing learners’ self-esteem will prove to be an extremely powerful tool that will not only increase students’ ability to learn, but will also provide the means by which lifelong learning can be promoted.

Online Education and the Working Professional: A University's Responsibility?  
*Brandon Kooi, Assistant Professor of Criminal Justice*

The character of universities is under rapid change. Traditional academic institutions are now becoming adept at using new tools of communication technology to reach a growing audience for scholarly
consumption. Especially within criminal justice, changes in educational requirements and a focus on national security are forcing an expansion of returning nontraditional students. Changes in student demographics now include more working professionals who desire a median of utilizing technology to earn their degree in a manner that will allow them to maintain employment and family commitments. This paper discusses online education for criminal justice working professionals and questions what obligations today's university has to nontraditional students. Exploratory data analysis used for this paper consists of contrasting surveys completed by students enrolled in an Internet degree program. Strategies that can help alleviate problems in the application process for universities offering an Internet degree program are discussed in addition to the quality differences between students who enroll or just seek application material. Faculty interview data is explored with recommendations made through a constructivist approach to online learning, which signals a shift away from pedagogical control to an andragogy learner centered web-based environment.

Session III: 3:30 – 5:00

Session III-A: UBH South

Moderator: Jeanine Clark Bremer, Instructor of History

Free Indirect Discourse as the Passageway Between Racial Boundaries in Lewis Nordan's Wolf Whistle
Sara Elliott, Associate Professor of English

This paper addresses Lewis Nordan's novel, Wolf Whistle, which is based on the 1955 murder of Emmett Till. The novel is controversial because of its use of humor and because the murderer is portrayed with some small elements of sympathy. My paper argues that the narrative technique of free indirect discourse works to draw the reader into the identity of various characters in the novel and thus forces both an uncomfortable complicity in the racial hatred portrayed and a useful examination of racial identity.

Isabella of France and her Contemporaries: Reconstructing and Reconsidering Medieval Women and their Books
Libby Escobedo, Assistant Professor of Art History

The ability to link a medieval manuscript to a specific individual opens myriad doors to interpretation and greater understanding of how these books functioned for their intended audience. Nowhere is this more appealing than for medieval women, whose viewpoints are frequently absent from the historical record. The identification of a female audience has done much to focus and structure the discourse and study of some manuscripts. A reverse process has also been attempted, mainly to try to identify manuscripts that may have been intended for a female audience, or in which a woman may have been the guiding force behind their creation. Isabella of France, a queen of England who defied a number of societal norms, has proved a tempting topic of research into female patronage in the early decades of the fourteenth century. Isabella had a documented interest in books, frequently borrowing them from the royal collections, and as an educated, literate queen, most certainly owned books of her own. However, virtually no documentation survives of her role as book owner or patron. Nevertheless, she has been associated with numerous manuscripts, many times through evidence that is, at best, circumstantial. This paper seeks to re-examine the role Isabella may or may not have played as an
Religion and Feminism in 20th-Century Britain: Catholicism, Judaism and Feminist Activism
Jessica Thurlow, Assistant Professor of History

Women’s organizations were a vital component of British culture throughout the twentieth century. While strong women’s organizations and movements are often associated with the early 20th-century suffrage movement and the post-1960 women’s liberation movement, the mid-20th century was also a period of strong equal-rights activism. In this presentation I will be examining the interconnections between religion and feminism in mid-20th-century Britain and analyzing in particular a renewed interest in the question of women’s ordination and the activities of the Catholic feminist organization St. Joan’s Social and Political Alliance. I will also be examining preliminary research on Britain’s two primary Jewish women’s organizations, the League of Jewish women and the Union of Jewish women. My examination of these organizations will consider, among other things, their main agendas during the 1940s and ’50s, their views on feminism, cooperation with other women’s organizations and their beliefs about the role of religiously-identified organizations (particularly that of a minority religion in a Protestant country) in both the British and international women’s movements.

Session III-B: UBH North

Moderator: Donovan Gwinner, Assistant Professor of History

Fair Decision Making and Legitimacy: The Effects of Treatment on Compliance and Outcome Satisfaction in a Sample of Incarcerated Males
Jameel Gray, Adjunct Instructor of Criminal Justice

This study examines the effects of legitimacy and procedural justice on inmates‘ perception of satisfaction with their experiences dealing with correctional personnel and compliance with rules of the facility. Data analysis was based on a response survey of 213 inmates currently incarcerated at a community correctional work release center in Chicago, IL. Findings show that legitimacy has a strong influence on inmates’ satisfaction with correctional personnel. Legitimacy was also found to influence compliance with three out of the five facility rules: (1) following staff orders; (2) trading and trafficking with other inmates or staff; and (3) not making too much noise at night. Among the control variables, age and crime sentence were found to affect compliance with not making too much noise at night, while the perceived risk of getting caught trading and trafficking with other inmates and staff increased compliance with not trading and trafficking with other inmates or staff. Job performance was treated as a control variable and was found to have a strong influence on inmates’ satisfaction with correctional personnel. Finally, findings revealed that procedural justice was not found to influence inmates’ satisfaction with correctional personnel or compliance.

Prevalence and Effects of Rape Myths in Print Journalism
Renae Franiuk, Associate Professor of Psychology

Rape myths are generalized and widely held beliefs about sexual assault that trivialize a sexual assault or suggest that a sexual assault did not actually occur (Burt, 1980). The present research includes four studies examining the effects of exposure to rape myths in media coverage of sexual assaults. Study 1 was an archival study of newspaper articles surrounding the 2003-04 Kobe Bryant sexual assault case. Study 1 showed that 65% of articles (N = 156) mentioned at least one rape myth (with “she’s lying” being
the single most common myth perpetuated). Study 2 assessed participants’ (N = 62) prior knowledge of the Bryant case and exposed them to one of two articles (rape-myth reinforcing and rape-myth attenuating) about the case. Results showed that those exposed to the rape-myth reinforcing article were more likely to believe that the alleged victim was lying than those exposed to the rape-myth attenuating article. Study 3 was an archival study of newspaper headlines surrounding the Bryant case. This study showed that 14% of headlines (N = 555) mentioned at least one rape myth. In Study 4, participants (N = 154) were exposed to headlines reinforcing or not reinforcing rape myths. Results generally were driven by the gender of the participants. Male participants exposed to myth-reinforcing headlines were a) less likely to think Bryant was guilty than those exposed to non-myth headlines, and b) more likely to hold negative attitudes toward rape victims than were female participants. This research has considerable implications for victim reporting, criminal justice, and reducing sexual assault in general.

Education Toward War
Faith Agostinone Wilson, Associate Professor of Education

This paper is meant to be an accessible analysis of the education/war connection in terms of laws, policy and the economic situation facing young people in America today. The first of two installments examining the school-to-military pipeline, it is not an overarching exploration of state-sponsored militarism or armed forces advertising in the mass media, as beautifully presented in Goodman and Saltman’s Education as Enforcement. Though corporate connections are always behind militarism, this paper instead looks closely at the problems facing those interested in resisting militarism at its choke point—recruiting. It is hoped that a wide audience will find this paper useful, not just within the confines of academia. A combination of dialectical-materialist analysis along with utilizing popular media sources in a readable language is the format. The two ideologies that make resisting military recruiting the most difficult include: 1) the presentation of the “all volunteer” army and 2) the military being perceived as a jobs training program and college financial aid institution. This paper will examine these ideologies, along with counter-arguments that teacher educators and other war resisters can use to deconstruct them. Until these two ideologies can be effectively challenged, building a compelling—and lasting—case for resisting military recruiting in post-draft era schools will not happen.

Comics-Based Cases: Using Visual Narratives in Problem-Based Learning
Matt Kneller, Instructor of Communication

This is a report on my dissertation research, involving a study that examines the use of narrative comic “cases” as resources for undergraduate students involved in problem-based learning. The theoretical basis of the study is the case-based reasoning approach (Schank, 1982), which posits that memory of relevant experiences is the primary basis of understanding and problem solving. In the study, undergraduate students undertake a unit on interpersonal conflict, in which they are asked to provide solutions for problem cases presented in comic form. Jonassen’s (1997) design model for ill-structured problem-solving is used in development of the cases. The study is exploratory in nature, as there is very little empirical research on the use of comics in instructional design, and takes a qualitative case study approach (Stake, 1995), utilizing direct observation, focus groups, and document analysis of students’ work.