



# The *SPC* Scholarly Guide

Saint Peter's College Office of Faculty Research and Sponsored Programs

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## Fellowship Applications

Applications for faculty fellowships, doctoral fellowships, faculty-student research fellowships, faculty research associate, faculty teaching associate, faculty industry associate, and grant writing fellowships (see below) should be filed by September 15<sup>th</sup>. The application deadline for Kenny fellowships is October 15<sup>th</sup>. These are the dates that completed applications should reach the Academic Dean's Office. Please do not get sent applications to the Office of Faculty Research. Applicants should give their applications to their department chairs who will submit the applications along with a chair's report. Chairs who wish to apply should consult with the Academic Dean (CAS/SBA) in order to arrange for another faculty member to write the chair's report. Chairs should be consulted in advance regarding how much time they will need to review applications and write their reports.

## New: Grant Writing Fellowships

Writing and submitting grant proposals has obvious benefits in terms of professional development. Grants can provide for: hiring replacements for release time, summer salary, equipment, supplies, travel funds, stipends for student collaborators, and more. Grants will vary in their level of support and what types of expenses are allowable, but they almost invariably boost a faculty member's scholarly productivity.

It is anticipated that faculty members will be able to apply for grant writing fellowships starting this September. The purpose of the Grant Writing Fellowships is to assist faculty who wish to write and submit a grant proposal to an external funding agency. Grant Writing Fellows will receive one course release (Fall or Spring semester) during the AY. Applicants should consult with the Director of Faculty Research and Sponsored Programs ([fbonato@spc.edu](mailto:fbonato@spc.edu)) prior to applying for a Grant Writing Fellowship.

## Scholarly Activities

*Your work is important. If you present at a conference, publish a paper, or disseminate your scholarly work in some other way, please send the information by e-mail ([fbonato@spc.edu](mailto:fbonato@spc.edu)) so that it may be included in the SPC Scholarly Guide.*

**Rachel Wifal** of the English Department presented a paper: "Bewitchment and the Self: Finding Identity in Shakespeare's *Comedy of Errors*" at the Shakespeare Association of America conference in Bermuda that was held March 17-19.

**Fatima Shaik** of the Communications Department spoke in August 2004 at the Satchmo Fest in New Orleans about her research on the Societe d'Economie et d'Assistance Mutuelle and its meeting place, Economy Hall. She also published an article in January about the subject in Tulane University's Hogan Jazz Archives newsletter "The Jazz Archivist".

**Alain Sanders** of the Political Science Department has published an article in the March-April issue of *Judicature*, 88(5): 202-208. The article that appears in the peer-reviewed journal is entitled: "Bait and Switch: The Press and the Pledge Case."

**Sheila J. Rabin** of the History Department published an article entitled, "Was Kepler's *species immateriata* substantial?" The article appeared in the *Journal for the History of Astronomy*, 36 (February 2005): 49-56.

**Kathleen Monahan** of the English Department presented a paper: "Nineteenth Century Techno Warriors: The Novels of Frank Stockton and Garrett Serviss," at the Interdisciplinary Conference on Science and Culture that was held at Kentucky State University on April 7<sup>th</sup>.

**Kenneth Mitchell** of the Political Science Department on October 8, 2004 presented a paper entitled, "State Reform and Second Generation

Initiatives, Feeding the People in the Dominican Republic and Mexico" at the Latin American Studies Association Annual Conference that took place in Las Vegas. The paper addressed two case studies of policy change in the area state food aid: Mexico and the Dominican Republic in the 1990s. A conclusion of the study is that linking policy change to developments in core political institutions, such as electoral rules, party competition, and constitutional provisions, offers a better guide to the pace, direction and profile of policy change compared to other alternatives in the literature on social sector reform. Dr. Mitchell conducted fieldwork in Mexico and the Dominican Republic in preparation for the presentation.

Recently, Dr. Mitchell presented a paper at the New York Political Science Association's annual conference that was held at Niagara University (April 15-16). The paper was entitled, "Second Generation Reform Initiatives in the Dominican Republic and Mexico: a Constituency Model of Policy Change."

**William Luhr** of the English Department delivered a paper entitled "Subtextual Engagements of Race, Gender, and Nation in Film Noir" at Florida State University's 30<sup>th</sup> Annual Conference on Literature and Film in Tallahassee on January 28, 2005. Dr. Luhr also organized and co-chaired a presentation entitled "The Chinese Xia versus the Chivalric Knight: Social, Political, and Philosophical Perspectives" by Professors Sinkwan Cheng (Maryland Institute College of Art) and J Hillis Miller (University of California at Santa Cruz) at Columbia University on January 20, 2005.

Dr. Luhr's essay, "Adopting *Farewell My Lovely*," has just been published in *A Companion to Literature and Film*, edited by Robert Stam and Alessandra Raengo (Oxford U.K., and Malden, Mass: Blackwell Publishing, 2004, pp 278-297). Dr. Luhr also conducted an open discussion of the influence of Jane Austen's novels on film at a pre-release screening of *Pride and Prejudice* for the Media Educators Association.

Dr. Luhr organized and co-chaired a presentation by Professors Yvonne Tasker (University of East Anglia) and Christine Gledhill (New York University) entitled "Invisible Soldiers: Representing Military Nursing in *Cry Havoc* and *So Proudly We Hail*" on February 17 at Columbia University. Dr. Luhr was interviewed by Christopher Cummings of the Austrian Broadcasting Corporation for a series on images of crime in film and literature to be broadcast in early April.

Most recently, Dr. Luhr delivered a paper entitled "Blindsided at the Bar: Subtextual Practice and Counter-Culture Imperatives in Film Noir" at the Annual Conference of the Society for Cinema and Media Studies at the University of London, London, UK, on April 2, 2005. He also organized and co-chaired a presentation by Professors Peter Lehman (Arizona State University) and Chris Straayer (New York University) entitled "Talk Isn't Cheap; Telephone Sex in the Movies" on April 21, 2005 at Columbia University.

**Maryellen Hamilton** of the Psychology Department coauthored a research presentation at the annual Eastern Psychological Association meeting held in Boston in April. The presentation, entitled, "The Bizarreness Effect in Implicit and Explicit Memory," was coauthored by Lisa Geraci of Washington University and two SPC students.

**Susan Graham** of the Theology Department has recently published "Jewish Exegesis," in the Handbook of Patristic Exegesis, edited by Charles Kannengiesser (Leiden: E. J. Brill, 2004). Dr. Graham presented a paper, "Justinian and the Politics of Space," in the Constructions of Ancient Space Seminar at the Annual Meeting of the American Academy of Religion and Society of Biblical Literature that was held in San Antonio, Texas in November.

The paper applies theory of spatiality and cultural memory to the largest basilica in the ancient middle east, built by Justinian I in the sixth century. It argues that, despite the church's immediate impact, its topography and its traditional associations were not sufficient to make a lasting impact on religious politics and popular Christian practice in Byzantine Jerusalem. At the same conference, Dr. Graham also participated in the national Annual Meeting of Theta Alpha Kappa, the theology honor society.

Dr. Graham also presented at the March meeting of the American Society of Church History in Savannah, Georgia. She offered the response to two papers in the session entitled "Theme: Unity and Diversity—Irenaeus and Eusebius" and, "Eusebius's Episcopal Successions: Historiography of a 'Nation'?" by Robert L. Williams.

**Joshua Feinberg** of the Psychology Department coauthored two research presentations at the annual Eastern Psychological Association's meeting held in Boston this April. "Performance Under Pressure: The Role of Challenge and Threat

Appraisals," was coauthored by SPC students. The second presentation, "Interaction of humor and presence of others on a task," was coauthored by Dr. Feinberg's collaborators at Fairleigh Dickinson University. These collaborators included Dr. Samuel Feinberg, Joshua father.

**William Evans** of the Philosophy Department, presented a paper entitled, "Is the 'Socratic Internet' an Oxymoron?" in October 2004 at Fordham University in Manhattan at a meeting of the Society for Ancient Greek Philosophy. Dr. Evans presented another paper in October 2004 entitled, "Plato's 'Meno' and the Existential Imperatives of Teaching and Learning" at a meeting of the Long Island Society for Philosophy, SUNY Old Westbury, NY. Last November Dr. Evans presented a paper entitled, "Should Philosophy Courses Go On-Line" at a meeting of the New Jersey Regional Philosophy Association held at Felician College.

**Eugene J. Cornacchia**, Provost/Vice-President for Academic Affairs (Political Science Department member), chaired a session at the Council of Independent Colleges' annual meeting that was held in San Francisco, CA on October 29-Nov 2. The session, "Fostering Effective Institutional Change," focused on assisting chief academic officers and chief financial officers in understanding the ways in which the various parts of the institution may be aligned to carry out the mission of the institution by utilizing the National Association of College and University Business Officers' (NACUBO) project on Building Organizational Capacity (BOC) to match mission to organizational effectiveness for their campuses.

**Andrea Bubka** of the Psychology Department presented research entitled, "What's the Relationship Between Self-Motion Perception and Motion Sickness." Collaborators on the project included Frederick Bonato, three SPC students and Stephen Palmisano from the University of Wollongong, Australia. The presentation took place at the annual meeting of the Eastern Psychological Association in Boston, MA in April.

**Frederick Bonato** of the Psychology Department coauthored two presentations at the Eastern Psychological Association's annual meeting held in Boston this last April. One was on the topic of self-motion perception (see above) and the other was entitled, "The Role of Complexity in Seeing Single Surfaces," a collaboration with colleagues from Ramapo College of New Jersey.

## Grants and Appointments

**Susan Graham** of the Theology Department and **Edward Moskal** of the Computer Science Department have both been appointed NYU Summer Scholars-in Residence for the summer. Several SPC faculty members have been accepted for NYU summer seminars. **Matthew Fung** of the Economics Department will be attending the NYU seminar entitled, "Transcending Argument: Setting a Course (for Writing)." **Debra Mercora** of the Education Department will be attending, "Technology in Teacher Education." **Raymond Rainville** of the Criminal Justice Department will attend the seminar entitled, "Human Rights Across the Disciplines." The three person team consisting of **Brian Hopkins** (Mathematics), **Frances Raleigh** (Biology), and **Donal MacVeigh** (Computer Science) have been accepted to participate in the seminar, "BIO 2010: Integrative Approaches to Teaching Science." Congratulations!

## Research Tip

### Dr. Susan Graham, Theology

I used to give up rutabagas for Lent; now I give up sleep. Seriously, teaching, grading, preparations, committees, all take a good deal of time. So how does research fit in? Sometimes it does not, and sleep is the price to be paid. Nevertheless, research is one of my top two priorities. So, why be so obviously masochistic? Here are some reasons:

*Professional integrity.* I like my specialty and my scholarship in it is something in which I take pride, independently of all the other things I need to do. So keeping up with the field and staying in the scholarly conversation is a matter of personal and professional integrity. When the going gets tough—when the students start to zone out or, worse, when spring days appear with more regularity—, that integrity keeps me on my feet, and gets me to the library.

*Staying sharp.* Keeping abreast of my field forces me to stay sharp, creative, flexible. Simply doing so is energizing in itself. Research generates an intellectual momentum of its own, that makes the effort immensely satisfying and produces energy to tackle other tasks.

*Utility.* Research is instructive. My field, history of Christianity, is instructive. Human nature does not seem to have changed much over time. For every event, there is precedent of some kind. For instance, we can relax about the recent Papal election: most scenarios are based on precedent, and most realistic possibilities have been realized

already, at least once. To those who are excited, it is possible to say, “just wait.” For every position, at some point the “bad guys” eventually lose, and the “good guys” eventually win out (Psalms 37 and 73; Wisdom 1-3). Research in Christian history continually reaffirms that perspective. Practitioners of other disciplines can easily find analogies in their own fields.

*Fun.* Did I mention that I like my specialty? The emergence of Christianity on the horizon of late antiquity, the issues and problems created and resolved as it develop relationships with the Greco-Roman world and with Judaism, provide endless puzzles and brain teasers. At minimum, following early Christianity is like watching a baby learn to walk. More often, it is like a series of detective stories.

*Connections.* This requires no explanation. Just an anecdote to amuse, then. Not so long ago at a conference, I met a specialist in eighteenth- and nineteenth-century American religious architecture, and we chatted about our respective research findings regarding sacred space. At a breakfast meeting the next day, I chatted with a graduate student living in Manila, who is well aware of the implications of sacred time and space involved in the annual Passion Week crucifixion re-enactments. Lunchtime brought conversations with a scholar of early Christian art and the archaeologist who discovered the site of a “New Jerusalem,” built by an early Christian heretical group. By dinner, we had constructed a proposal for a wide-ranging session on sacred space for the next annual conference, and I had an armload of new questions to bring back to my own work on the subject.

*Professional integrity.* Students notice. Even those who are not so very sharp or interested notice. It’s about “walking the talk.” If I claim to be an expert in anything, they dare me to prove it. Those are the ones who want to hear a little bit about conferences and delivering papers, and who are finally convinced when an article shows up in the display case on the first floor of McDermott, or when an example becomes useful in class. They talk about this, and sometimes the talk comes back to me.

*Staying sharp.* The sharpness, creativity, flexibility, and intellectual energy demanded for academic exchange leak out to teaching areas. I learn things, come across resources and questions and issues, and they come out in class, usually informally. They make teaching more fun for me, and more students “get it.” Students do notice, and they become tantalized.

*Utility.* Anything can happen in class. No news, there. Deep questions about God, being, creation, and matters so weighty as what that funny hat (the *zucchetto*) is that priests wear with their cassocks in Rome (mostly *wore*, nowadays), why churches are shaped the way they are, what the “Gnostics” really taught, or what actually is in the *Gospel of Mary* (a la *The DaVinci Code*), all come up. My research brings answers to a few of them, and, more importantly for pedagogy, brings suggestions for how they might find answers to the rest. My adventures in research add to their learning process, partly, I suspect, because they feel comfortable asking a question when they know that I ask questions, too. It helps along the “stew” that is pedagogy, and, as Julia Child reminds us, the “nice cooking noises” are important for the progress of a good *boeuf bourguignon*.

It doesn’t hurt to share the pain—I mean the experience—of writing up research in the range of forms we all use. Stories about the trashed first, second and third drafts of a paper, or of the umpteenth draft of a dissertation chapter, are at worst funny, and at best reassuring to students agonizing over their own pieces. That fact does not necessarily increase the quality of the papers they submit (sigh), but some take heart and work just a bit harder, with results. This is not news, but bears repeating. There is another useful feature of sharing the research and writing experience with a class: for students intimidated by higher education and the education of their professors, sharing the experience of research and writing offers common ground and begins to bridge the gap so that learning can occur. They talk about this, and that talk comes back around, too.

*Fun.* Intellectual detective stories, puzzles and surprises spice up class, certainly, and bring our students along on the adventure. They seem to rise to the occasion, especially when they discover that a subject or question is “live” in the academic arena, or that *their* idea happens to have been the focus of an entire session or plenary lecture at a big conference.

*Connections.* Did I mention that professional connections keep my teaching sharp, too? That conference session on sacred space resulted in classroom conversations, which in turn resulted in a workout for my personal slide collection and some interesting student research projects. It also generated pedagogical conversations. Additionally, it is sometimes worthwhile to direct a student to consult a colleague elsewhere by e-mail. Some have been inspired to seek out such experts on

their own. The affirmation, enthusiasm and learning generated by these contacts spill into the work they submit. In turn, the students raise questions and new mysteries that send me back to do more research. It all comes full circle.

In the end, it is worth losing that sleep to keep up the research, writing, presenting. Some people, after all, stay up all night to finish reading a mystery.

## Teaching Tip

### Dr. Mary Kamienski, Nursing

#### *Use the Rhythm Method*

This tip is based on the premise that you are using a variety of delivery methods to teach your subject. As a teacher who is also a nurse, I would like to recommend that observing biorhythms may be one of the most valuable teaching strategies in my arsenal. Most of my students have been awake since early morning, worked long hours, and are now in a classroom after a quick meal. The sky is darkening and the room is warm. All of this is designed to create a perfect environment for a nap. To counteract this, my agenda starts with reviewing housekeeping chores such as reminders of due dates for assignments, announcements, etc. This is followed by the lecture portion of the class. I try to include discussion questions as a part of any lecture. Research supports the premise that the attention span of a 6 year old is about 10 minutes and 15 to 20 minutes is the maximum attention span for adults. It is probably actually about 15 minutes on a good day. My questions are directed at the class in general and allow anyone to respond. I attempt to ask for their experiences with the topic under discussion. The 20-30 minute lecture/discussion is followed by a 5-10 minute break. Longer breaks encourage longer social conversations which can be very distracting.

When students return after break, the fun begins! Game playing, role playing, group discussions, and think tank exercises are only a few of the strategies I use. If I am in a smart classroom, questions are encouraged and we immediately go to the internet in an attempt to find the answers and establish the concept of evidence-based or best practice.

Special activities such as in-class writing are done at the beginning or the ending of the class time. These writing exercises do not exceed 10 minutes. When a quiz or test is a part of the class, it is done before anything else. Students who are prepared to take a test would not concentrate on a lecture. Additionally scheduling lectures after a test might be a waste of time. Students are tired and usually still brainstorming the test or exam. If

possible, group discussions or even a class discussion/review of the test will be more productive.

Although my strategies are for evening classes, the reverse approach can be used for early morning classes. Many students just don't come alive at 8AM. My son took a class twice in college. The first time was an 8AM class on Friday mornings. He never realized he took the class and re-took it in his senior year and we paid for it! Use a reverse approach by starting with games, groups, etc., have a short break, do housekeeping activities and end with the lecture/discussion. As the day progresses, begin to change the schedule around and by later afternoon, again start with the lecture.

Many educators have the philosophy that the student should stay awake and be attentive. However, physiology just doesn't support that theory. Although even with this approach, some eyes are fluttering or rolling back in the head and some necks are bobbing, for the most part, students respond to a varied approach and are more likely to participate and be attentive if we acknowledge their biorhythms.

## Important Application Deadlines-

### September 1

Funds for Research

Funds for Faculty Attendance at Workshops and Short Courses

### September 15

Doctoral Fellowships

Faculty Fellowships

Faculty Research Associate Awards

Faculty Teaching Associate Awards

Faculty Industry Associate Awards

Faculty-Student Research Associate Awards

Faculty Research Associate Awards

Grant Writing Fellowships

### September 20

Funds for Travel to do Research

### October 14

[NYU University Associate](#) (Spring, 2006)

### October 15

Kenny Fellowships (summer)

For SPC fellowship forms click [here](#).