The *SPC* Scholarly Guide

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

Vol. 3, No. 1 **September , 2006**

New OFRSP Website Launched

When the College launched its new website this summer, the OFRSP site also changed. Information previously available on the site has been supplemented with *teaching tips* and *research tips* available as downloadable PDF files. New forms available as downloadable files include: request for funds to travel to professional meetings and fellowship report forms. You can access the OFRSP either by going to the faculty and staff section located on the main page (www.spc.edu) or by going to the OFRSP page directly using the following URL: (http://www.spc.edu/pages/800.asp).

Eugenia Palmegiano Honored by the Faculty Resource Network

Dr. Eugenia Palmegiano of the History Department was honored by the Faculty Resource Network (FRN) on June 16, 2006. The luncheon at which Dr. Palmegiano was honored took place at New York University. The event was well attended by FRN Liaison Officers, FRN Summer Scholars-in-Residence, FRN Summer Seminar participants, as well as other invited guests.

Dr. Palmegiano is among a small group of FRN founders who have nurtured the network since its beginning in I984. The network has grown to become an important resource for faculty development for its 52 member institutions including Saint Peter's College. Congratulations to Jean Palmegiano, the "Eve" of the FRN.

Colloquium: Faculty Resource Network

A Faculty Resource Network (FRN) Colloquium will take place on September 27, 2006 in the Degnan Conference Room at 12:00. A description of programs will be provided and invited guests will include past participants in FRN programs. FRN programs that will be discussed include: university associate, scholar-in-residence, and summer and winter seminars. More information about the FRN can be obtained by visiting the website at http://www.nyu.edu/frn/index.nyu.

Faculty Talk: Kari Larsen

Kari Larsen of the Criminal Justice Department will give a talk on October 19 at 12:00 in McIntyre B. The title of her talk is *Deliberately Indifferent: Government Response to HIV in U.S. Prisons*. All members of the SPC community are invited to attend this exciting event.

Faculty Awards

The following are brief descriptions of the faculty awards granted by the College for the 2006-2007 academic year. Congratulations to all the recipients on scholarly activities.

Faculty Fellowships

Dr. Maria Calisi of the Theology Department was awarded a faculty fellowship for the Summer and Fall 2006 to revise and update research that is a retrieval of St. Bonaventure's theology for publication by the Franciscan Institute Press.

Dr. Andrea Bubka of the Psychology Department was awarded a faculty fellowship for Spring and Summer 2007 to study visual self-motion perception and motion sickness in projected displays.

Dr. David Surrey of the Sociology/Urban Studies Department was awarded a faculty fellowship for Spring and Summer 2007 to study how local cultures shape specific, complex, and hybrid responses to global forces.

Faculty-Student Research Fellowships

Dr. Maryellen Hamilton of the Psychology Department was awarded a faculty-student research fellowship for the Academic Year 2006-2007 to conduct an empirical investigation of the effects of varied repetition on different types of memory judgments.

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Dr. Joshua Feinberg of the Psychology Department was awarded a faculty-student research fellowship for the Academic Year 2006-2007 to study how achievement outcome and individual factors affect attitudes and behavior towards cheating.

Faculty Teaching Associate Fellowship

Dr. Alex Trillo of the Sociology/Urban Studies Department was awarded a faculty teaching associate fellowship for the Academic Year 2006-2007 to develop an interdisciplinary course on the Latino Community in New Jersey and Hudson County.

Faculty Research Associate Fellowship

Dr. Eugenia Palmegiano of the History Department was awarded a faculty research associate fellowship for the Academic Year 2006-2007 to conduct a study called, History in the Headlines: The Rise and Influence of Modern Journalism, 1815-1914.

Grant Writing Fellowship

Dr. Susan Graham of the Theology Department was awarded a grant writing fellowship for the Academic Year 2006-2007 to write and submit grant proposals to several agencies requesting support for a book project tentatively titled, Jerusalem in Early Jewish-Christian Debate.

Kenny Fellowships

Dr. Leonor Lega of the Psychology Department was awarded a Kenny fellowship for Summer 2006 to produce a DVD containing biographical, bibliographical, and historical data concerning the psychologist, Albert Ellis.

Prof. Beatrice Mady of the Fine Arts Department was awarded a Kenny fellowship for Summer 2006 to research and develop a series of multi-media works influenced by the symbolism of various Native People Tribes.

Dr. Alex Trillo of the Sociology/Urban Studies Department was awarded a Kenny fellowship for Summer 2006 to research the relationships between social networks, social policy, and the trajectories of homeless families with children.

Dr. Cynthia Walker of the Communications Department was awarded a Kenny fellowship for Summer 2006 to work on a book project entitled, A Dialogic Approach to Creativity in Mass Communications.

Dr. Rachel Wifall of the English Department was awarded a Kenny fellowship for Summer 2006 to examine past stage and film productions, and envision future productions, of four Shakespearian plays.

Dr. Susan Graham of the Theology Department was awarded a Kenny fellowship for Summer 2006 to continue work on her book project on Jerusalem in early-Christian debate.

Dr. Christina Chew of the Modern and Classical Languages Department was awarded a Kenny fellowship for Summer 2006 to study and write on ancient Greek and Roman cultures' notions of disability and difference.

Dr. William Luhr of the English Department was awarded a Kenny fellowship for Summer 2006 to co-edit a book project that is tentatively entitled, Genders.

Dr. Andrea Bubka of the Psychology Department was awarded a Kenny fellowship for Summer 2006 to study how visual field characteristics affect realism in virtual reality displays.

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) so that it may be included in the SPC Scholarly Guide.

Kathleen Monahan of the English Department presented a paper on June 23, 2006, entitled, "*Irish-American Influences in William Kennedy's IRONWEED*," at the Conference on Irish-American Identity, Drew University, NJ.

Marylou Yam, Academic Dean CAS/SBA, presented a research paper at the Sigma Theta Tau International Research Conference in Montreal, Canada on July 19, 2006. One of Dr. Yam's co-author's was Dr. Denise Tate, Associate Dean of Nursing at SPC. The title of the study was: *An Intervention to Increase Self-Efficacy and Health Promotion and Decrease Depression in Women Who Have Experienced Intimate Partner Abuse*.

Raymond Rainville of the Criminal Justice Department has been elected to serve as president of the New Jersey Association of Criminal Justice Educators (NJACJE) for the 2006-2007 academic year. The NJACJE is the governing body for course curriculum and faculty standards for all 40 colleges and universities within the state that offer Criminal

Justice degree programs. Dr. Rainville will also serve as the designated representative from New Jersey to the Northeastern Association of Criminal Justice Sciences and the National Academy of Criminal Justice Sciences.

William Luhr of the English Department was cited on Fox News Online on June 27, 2006 for an article entitled, "*Superman: Man of Steel or Mr. Sensitive*". Dr. Luhr's opinions were also published on July 8, 2006 for an article entitled, "Pirates of the Clownibbean: Can Depp Do It Again?" The article can be found at the following link: http://www.foxnews.com/story/0,2933,202446,00.html

Katherine Safford-Ramus of the Mathematics Department presented a paper entitled "*Professional Development within the Adult Numeracy Initiative, a Project of the United States Department of Education*" at the 13th International Conference of Adults Learning Mathematics (ALM) that was held in Belfast, Ireland, July 16-20, 2006. The title of the conference was *Crossing Borders-- Research, Reflection & Practice in Adults Learning Mathematics.* Dr. Safford also chaired a discussion group about political and economic issues that are impacting adult mathematics education around the world. At the annual general meeting of the organization, Dr. Safford was elected to a third term as chair of ALM.

Denise Tate of the Nursing Department presented a research paper at the Sigma Theta Tau International Research Conference in Montreal, Canada on July 19, 2006. One of Dr. Tate's co-author's was Dr. Marylou Yam, Academic Dean CAS/SBA. The title of the study was: An Intervention to Increase Self-Efficacy and Health Promotion and Decrease Depression in Women Who Have Experienced Intimate Partner Abuse.

Frederick Bonato of the Psychology Department co-authored an article that appeared in *Aviation, Space, and Environmental Medicine* (see below). A recent paper authored by Frederick Bonato, Andrea Bubka, and former SPC student, Meredith Story (class of 2005) was the subject of a report on peer-reviewed research that addressed motion sickness. The article appeared in the online magazine, *Cognitive Daily*. The article can be accessed by following the link: http://scienceblogs.com/cognitivedaily/2006/08/lets_hope_the_folks_at_guantan.php

Andrea Bubka of the Psychology Department has published an article in the August, 2006 issue of *Aviation, Space, and Environmental Medicine*. Coauthors of the article include Frederick Bonato of the Psychology Department and former SPC students, Dawn Mycewicz (class of 2006) and Scotty Urmey (class of 2005).

Grants and Appointments

William Luhr

NYU Faculty Resource Network

Dr. William Luhr of the English Department has been accepted as a University Associate for the 2006-2007 academic year.

Research Tip: Tips for Becoming a More Productive Scholar

Dr. Matthew Fung, Economics and Finance

It may seem presumptuous for a not very prolific writer to offer advice on how to be a more productive scholar. My only justification for accepting an invitation to contribute an essay to this column is that within the past year I have been much more productive as a scholar than I have been in the previous three years, and the steps I have taken to bring about the improvement may be useful to others.

Making Use of Opportunities

In December 2005 I learned that Saint Peter's College would invite Dr. Tara Gray to give a seminar entitled "Publish and Flourish." I enrolled hoping that I might develop some good habits that will make me a more efficient scholar. And the seminar turned out to be a major reason for the improvement in my productivity.

But the seminar was only one of the opportunities I took advantage of. Earlier, in the summer of 2004, I attended a week-long seminar on experimental economics organized by the Faculty Research Network of New York University. That seminar sparked my interest in a whole new program of research in economics and helped me find a subject for a paper that will be published in the Fall 2006 issue of *The Journal of Post Keynesian Economics*.

These two examples have taught me how important it is to make good use of opportunities for self improvement. I am sure that you will find similar opportunities if you keep an eye out for them.

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Cultivating Good Research Habits and Getting Rid of Bad Ones

Dr. Gray asked the participants to devote at least 15 minutes each weekday to writing. She also suggested forming writing groups that meet once a week to discuss one another's writing. She added that no one who did not put her prescriptions into practice could legitimately complain that her ideas did not work.

I determined to give her prescriptions a try. Before the seminar was over I formed a writing group consisting of, in alphabetic order of last name, Dr. Karl Alorbi and Dr. Anthony Avallone of the Business Administration Department, Dr. James Clayton of the Education Department, myself, and Dr. John Hammett of the Mathematics Department. About a week after the seminar we started to meet on Fridays to discuss our writing.

The gist of Dr. Gray's method is cultivating good research habits and getting rid of bad ones. Spending at least 15 minutes each day in writing is a good habit that kills the bad habit of procrastination. And participation in the writing group helps me develop that good habit because the necessity of producing at least two pages of manuscript each week to discuss at the weekly meeting provides an incentive to find some time each day for writing.

Dr. Gray's purpose in asking us to meet to read and comment on one another's manuscripts is to make sure that our writing is clear enough even to readers outside our field of specialization. At the weekly meetings, I was amazed at how sentences that seemed clear to me when I wrote them actually raised questions in the minds of the members of my writing group. Their comments helped me rewrite individual sentences or reorganize entire paragraphs, and the result of these revisions was an improved manuscript.

A side benefit from meeting with colleagues is that I have sometimes picked up ideas from their writing that can be applied to my own writing. In March of this year Dr. Alorbi mentioned in his writing the theory of compensating advantage in international business. I was intrigued by the theory and asked him to provide some references on that subject. In response he sent me a paper by John Dunning about the eclectic paradigm in theoretical work about multinational enterprises. That paper has turned out to be an eye opener. As I work now on an essay that will be published in an anthology of economic essays, I have found that drawing upon the insights I have gained from reading the Dunning paper will enrich my essay.

This is not just an unexpected bit of good luck. In their widely read book *In Search of Excellence*, Thomas J. Peters and Robert H. Waterman, Jr. have described how excellently run companies have set up an environment in which employees from different departments can interact with one another in unplanned gatherings to exchange ideas. Many innovative and profitable ideas originated from the "chance" informal communications among people with different areas of expertise.

Developing good habits and getting rid of bad ones involves more than doing writing each day and meeting with group members once a week. It also takes total concentration on writing during the time devoted to that task. Dr. Gray has advised her audience not to allow distractions to interrupt them while they are writing. When in the course of writing we need to look something up, instead of interrupting our writing we should just include a note to look up the detail we are not sure of and continue writing.

Unfortunately, our busy schedules often force interruption upon us. We may have to stop writing before we have put down all our thoughts because we have other things to attend to. A good habit to develop is to write short notes about what we plan to write the next time we have a chance to do so. Before ending a writing session, I will write a note to myself, enclosed within brackets so that it is clearly not part of the final paper. The note will begin with the words "Continue here" followed by key words or phrases about things that I plan to write about next. When I have a chance to resume writing, I use the Find functionality in my word processing program to search for the words "Continue here" and read over the brief note. That practice has helped me remember ideas about what to write that are all too ready to slip our minds when we get engaged in our other responsibilities.

Focus in Research

Just as it is important to focus our attention on writing while we are doing it, it is important to focus our research on the subject we are writing about. Before I attended Dr. Gray's seminar, I thought that I had to do a lot of reading to survey what other scholars had written before I could start writing. As I started writing and observed the injunction not to

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interrupt my writing with trips to the library, I found that I had to try to make do with whatever reading I had already done at the time I sat down to write. As I wrote I realized that in some passages my writing was weak because it lacked sufficient documentation and discussion of the work of other scholars. The fact that through my writing I learned exactly where I needed to do more reading meant that when I did spend time reading I was reading with a sharp focus instead of doing aimless reading that could lead me in many different directions.

Writing forces us to think, and that is very important for productive research. I dare say that a paper written after the author has spent enough time thinking about a relatively small number of key papers and books is more likely to make a valuable contribution to advancing fruitful discussion than a paper written after the author has spent most of his or her time reading many more papers and books but has not taken the time to digest them. If our writing is to have value, it has to reflect the insights we have gathered after having read and thought about important research in the subject we are addressing. But deep and sustained interaction with authors whose works we have read can be achieved only over a limited number of papers and books. Once we try to engage with too many authors at once, we tend to lose focus in our thinking and research, and this will show up in our writing.

Of course there were times when I thought I had nothing more to write because I had not read enough material to enable me to find something new to write about. But as I forced myself to reexamine whatever material I had to work with and try to build something from that foundation, I discovered that sometimes one could do quite a bit with a limited amount of material. All of us can discover ways of making more out of limited materials if we are willing to persist at our task and reconsider things we have come across before but may not have paid adequate attention to.

The Time Between Writing Sessions

No matter how ingenuous we are at making a little material go as far as possible, sooner or later we reach a point where we can no longer continue writing if we do not have fresh materials to draw upon. For this reason the time between writing sessions is crucial. To make our next writing session productive, we need to do something to provide fresh materials for the next writing session.

Even if we are too busy to do a lot of research, we can provide fuel for our next writing session if we spend a little time looking at some material that we think may be relevant. In my own field, downloading new economic or financial data from the Internet and preparing a graph of the data can lead to new ideas about what to write about. New ideas need gestation time. I have often looked at new data or a graph of the data without forming any idea of what use they might be put to in my writing, but sometimes after a few days an idea would occur to me. During the time that I am doing others things after having spent time examining new data my subconscious might be working to help me digest the data, so that after enough time has elapsed the data become more meaningful.

In fields that do not depend on data, one can make use of the time between writing sessions to reread a short passage about a work or subject we are writing about. Even if we are concerned not about that particular passage but bigger themes, it is interesting to focus on that passage to see what light it sheds on those bigger themes. To cite an example outside my field, Ian Watt has shown, in a well-known essay on the first paragraph of Henry James's *The Ambassadors*, how the first paragraph introduces a lot of the themes that James later develops more fully in the rest of the novel.

Of course, if we can find the time for it, it is extremely fruitful to do more reading or to search for relevant papers or books to read. In this task electronic databases can be both a help and a danger. They are a tremendous help because by entering key words we are able to find out papers that have been written on the subject. Often the references at the end of these papers will direct us to other papers as well as books on the subject, and without even making a trip to the library we can gather a lot of information from our computer. They can be a danger because we can easily spend too much time looking for new materials to read and neglect to read the gathered materials themselves. My local library imposes a one-hour limit on the time that its patrons can spend on the Internet after logging on. Even if you are working at a computer that does not place such a limit on your use of the Internet, it is good to impose some limit on yourself such as 60 or 90 minutes at a stretch. Otherwise we can spend too much time searching and not enough time reading and thinking about the materials we have gathered.

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Another useful thing to do between writing sessions is to make an electronic log of ideas that are not relevant to your writing now but that might be developed into another paper. Some people advise writing such ideas down on paper as soon as they occur. Having some of the ideas occur to me while I was driving, I would say you should jot them down as soon as you can safely do so. Even after jotting these ideas down on paper, I would suggest entering them in an electronic file. I often misplace scraps of paper, but if I have entered my ideas in an electronic file the computer's search capabilities can quickly locate a file for me even if I have forgotten in what folder I have placed the file.

Finding a Topic to Write About

No discussion of writing is complete without considering how to find a topic to write about. The experience of writing my own doctoral dissertation as well as working with students to write a thesis or term paper has shown me that it may take weeks or months to find the right topic to write about. Perhaps the greatest obstacle to being a productive writer is how to get started with writing.

I approach this subject with hesitation because I am mindful that I am not a very prolific published author and thus cannot claim expertise on the subject. In the spirit of practicing what I preach, I will try to see what suggestions I can put together based on the material I have to work with at the time of writing this research note.

If you have kept a log of ideas for writing, you can look over them to see if any of the ideas you have jotted down can be developed into a paper. It is important to approach the ideas you once had with a fresh mind. Something that at the time you recorded it might seem too flimsy to provide enough material for a paper may seem more promising now because you may have learned more about the topic. Or it may seem more promising simply because you now have new things to try in developing the idea. Pick one promising idea and stick with it and try to write about it for a few days.

Consider your attempt at writing a paper based on that promising idea an experiment. If you find that more and more ideas occur to you as you write, you have found your topic. If you find that you run out of steam after a few writing sessions, give up writing about the topic for the time being but do not delete the file because discarded material may turn out to be useful in the future.

Experimenting with a promising idea for a short time is another thing I have learned from listening to an audiobook of Peters and Waterman's *In Search of Excellence* during my commutes between Saint Peter's College and my home. These authors have found that excellently run companies encourage their employees to experiment with ideas for new products on a small scale. Trying out ideas on a small scale is important for nurturing successful enterprises, and not too many resources are wasted if we limit these experiments to a small scale. If you do not have a log of previously jotted down ideas to work with, consider some controversial issue that is being discussed in the news or the professional journals in your field. Try to see if using your expertise you can contribute some meaningful perspective to the issue. For example, the globalization of markets has led journalists as well as economists, sociologists, social workers, politicians, and writers from other walks of life to enter the discussion of the pros and cons of globalization. If the subject is being widely discussed, there is a good chance that a paper you write on it will be accepted for publication. Try this suggestion as long as you have some interest in the issue that is being widely discussed. Ignore it if you are not interested in the issue, for then there is very little chance that you will find something fresh to say about it.

Ultimately, I think we should trust our instinct and let it guide us to the appropriate writing topic. On the first day of a week-long seminar on writing (another seminar organized by the Faculty Resource Network of NYU) in the summer of 2005, the two directors asked the participants to take a scene from their past experience that meant a lot to them and start to write about it. They believed that as writers plunged into writing about something that meant a lot to them they would find a theme during the process of writing.

Borrowing from their method, I would suggest that if you care a lot about a published author or work in your field, try to start writing about it and see where it leads you. Engage yourself with that author's work (or works) again, even if you think you already know it well. Some papers in experimental economics and behavioral finance written within the last fifteen years have taken a remark Keynes made in *The General Theory of Employment, Interest and Money* (1936) as a starting point for investigating some aspect of economic or financial behavior in ways that Keynes never thought about. And I am often amazed by what new meanings I

can find in a particular verse from a familiar biblical passage when I think about it anew. It just seems that the classics in whatever field you may want to look into have an uncanny ability to speak to readers of different ages and provoke new thoughts in them.

The way to get over writer's block is to start writing and persevere in it. The literary critic Malcolm Cowley might have written the most concise piece of advice on writing when he entitled one of his books *And I Worked at the Writer's Trade*. Although we are not professional writers in the same sense as Cowley, we should consider writing as our trade and work devotedly at it. Perhaps that is the best way of learning to become a productive researcher.

Teaching Tip: Teaming up: A Dialogue on the Dynamics of Team Teaching

Dr. Jennifer Ayala, Education
Dr. Rachel Wifall, English

Take about ten minutes to write an "I am" poem. It doesn't have to be a polished work, just write your thoughts. We will do the same:

I am… *I am…*

This is how we began our course "Literature and Psychology" to explore the theme of identity in literary works and psychological theory. Rachel represents the literature and Jennifer represents the psychology aspects of the course, though in our teaching of the material, we take turns blurring and accentuating these boundaries. We developed and taught this course jointly over the past two summers for the Summer Scholars program—a six week college credit course offered to "outstanding high school students entering their junior and senior years." It is a special opportunity, one infrequently offered as part of our typical teaching load, and one that we value for many reasons. One particularly rewarding aspect is the opportunity to engage in cross-disciplinary, collaborative teaching. There is an extant literature in education on team-teaching that we will not get into here. Rather than writing a specific teaching tip or outline of strategies, what we will offer here is more of a dialogue, a conversational sharing of our experiences that reflects our practice. We invite you to listen in on our conversation:

J.A. Rachel, what aspect of collaborative teaching do you want to talk about? Maybe we could discuss the preparation portion—thinking about what themes and materials can work together, what actually happens in the classroom, how we assess student performance? Along the way, we can talk about some of the challenges and rewards, some of the structural issues, and some things we figured out how to do better along the way?

R.W. Maybe we can start by discussing how we chose and organized the material, which was a little different each year—plus how we might do it next time. We've learned by trial and error (although I have to say that things went pretty well from the beginning; they fell into place rather naturally). After this summer I feel that some things worked better this time around, but for next year there are a couple of things which I'd bring back from last year. It is also stimulating for me to be on the lookout for new options; I'm forced to look at literature differently in order to apply it to the course. I recently read the novel *The Kite Runner* and couldn't help but think that it would fit so well into our social psychology segment that it should be incorporated into our syllabus in the future.

J.A. Yes, the preparation part is important to discuss, especially because there is this assumption that co-teaching, having two professors in the classroom, means half the work for each professor. In some places, certainly not our experience with Summer Scholars, this assumption gets reflected in faculty pay. However, team teaching can actually be more work because of the preparation involved. When we first started working together, I had this image of what the class could be like. I had in mind particular psychological theories and activities I wanted to do and relied on Rachel to tell me what literary pieces might work with these theories. This had to be reworked as Rachel suggested we examine the psychology of some interesting literary pieces. At the same time, we tried to keep in mind social justice oriented themes in both fields. We had this back and forth that was not just one brainstorming session, but, particularly the first time we taught it, a few months of "thinking on it" and considering different combinations and possibilities. So, this can be more work, although it is for me more enjoyable because we can offer each other different perspectives on works or theories we know (or learn for the first time).

R.W. In some ways there is indeed extra work for each instructor: for one, we have to read and learn

each other's materials and think of ways in which to apply them to our own. When Jennifer first asked me to co-teach this course, I simply tried to think of literary works which lend themselves to psychological analysis. As it turned out, each work I came up with fit well into a different subset (or subsets) of psychology. I already had examined stories of Edgar Allan Poe in terms of Freudian psychoanalysis, so I began there. Knowing that Jennifer's special area of expertise is social psychology, I tried to think of works which address these concerns—specifically those of social identity theory and the idea of "moral exclusion." This was not difficult, for history is full of tales of prejudice and injustice and these are often the stuff of great, enlightening literature. Frederick Douglass' *Narrative of the Life of Frederick Douglass, an American Slave*, Joseph Conrad's *Heart of Darkness*, and *Miss Julie*--August Strindberg's play of gender and class warfare--are among the literary works we discussed in this light.

I believe it was I who originally suggested we teach a unit on "abnormal psychology," because I could think of so many literary works either about, or told from the perspective of, characters with mental illness, disabilities, or special abilities. This turned out to be very popular with the students, as Jennifer combined a clinical approach with popular films which illustrate various mental disorders. Students loved Mark Haddon's recent novel *The Curious Incident of the Dog in the Night-time*, narrated by an autistic boy—and the fact that we joined our reading with a viewing of the film *Rain Man*. Last year we also read William Faulkner's *The Sound and the Fury*, and students diagnosed all of the novel's characters (almost all of whom exhibit some type of mental and/or emotional dysfunction). What I find here particularly rewarding, from the literary perspective, is that when we read works told from the perspective of either a mentally challenged or an "unreliable" narrator, we must learn to see things from a unique, possibly different perspective, to empathize, and possibly not believe all we are told. These are valuable lessons for high school students and undergraduates who are honing their interpersonal and analytical skills.

J.A. Absolutely. Plus, I think students learn from the interaction between us as facilitators of the class and partners in learning. With team teaching, we model for students the type of collaboration we expect them to engage in when we require group work. It can be tempting to just do turn-taking—I do half the class and Rachel does half the class and one of us can basically go for a cup of coffee while the other is "on." Truthfully, it is good to know that if, for example, one of us can't find a dry erase marker in the classroom, the other can help search for one, allowing for the class to continue without as much interruption. However, I know I lose out if we used only that approach, and to some extent, so can the students. I really appreciate when we as a class are discussing a particular theory or engaging in some kind of activity, and Rachel participates in the discussion by asking me questions, or offering some examples from her life that can illustrate a particular point. We also participate in some of the activities we ask the students to do, which I think sends the message to students that we are all active participants, learners and knowledge constructors. It helps with building rapport with students and perhaps gives them the space to take some creative risks and feel a sense of ownership of their learning. Last year, as part of their presentation requirement (all Summer Scholar classes had to break up into groups and do a presentation in front of the entire program) one group took the creative risk of asking/informing Rachel that she was part of their skit, playing the role of Miss Julie. I thought that was amusing -- especially because it wasn't me up there—but I was proud of the students for taking this creative risk. It was a really good presentation too. The fact that the students felt comfortable including Rachel in their work this way also demonstrated to me that the students saw us as partners in learning. I'd like to note that this, building relationships, establishing a particular learning climate, takes some time. Although time always seemed to run out too quickly, it helped that we taught in three-hour blocks of time. We were able to meaningfully cover material together with this extended block of time that may have proven more difficult in fifty-minute blocks.

R.W. That's a very good point. I think that the students felt comfortable participating in class and presenting before the entire program, largely because of your idea to engage them personally from the beginning: last year we began the course with the "I am" poems and the question of how we build individual identity; this year we asked them on the first day to write about the experience which they feel has shaped them the most, and focused the class around the question of what makes people act the way they do. The fact that Jennifer and I are not shy to participate on a personal level is important, for it helps to create an open atmosphere for student expression.

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J.A. Well that's my hope because this type of open expression can be a launching point for analysis as we all try to relate personally to the material, but within a particular framework so that it's not just chatting. At the same time, not everyone feels comfortable with sharing their experiences. This year on the first day of class almost everyone participated meaningfully; I remember feeling surprised and heartened at the depth of sharing and trust the students demonstrated so early on. Don't get me wrong; it wasn't all love. One student said something like "there's nothing important that happened in my life" and could not go beyond that. Sometimes I feel like we could have done more for the students who did not feel comfortable speaking in whole class discussions. I think the writing and small group work helped to engage those students, but still I wonder.

Finding/establishing the boundaries between personal experience and scientific/literary analysis can be challenging, and some can interpret an approach of open expression as meaning that we are "easy." That is until they see the reading and writing assignments. It's important to have this balance of rigor and rapport, not mutually exclusive categories, but sometimes they get treated as such. I think they help each other actually. If you are in a safe space where you feel your lived experiences are respected and you think your professors want to see you succeed, you may be inclined to work harder to meet the high standards and expectations. Maybe. It's not easy to achieve this balance and it doesn't always work out the way you hope. I think that having another professor in the room with you, engaging in all aspects of the course, is helpful in determining the extent to which this balance is being achieved. If I feel like I may be too easy or hard about something, I can count on Rachel to keep me in check and vice versa. This is especially the case with grading.

R.W. I like to stress to students that discussing one's own experiences in response to class reading is fitting, because why else are we studying anything but to examine the human condition and questions which are pressing to the human psyche and collective experience? As long as analysis is not watered down in the process, students will remember material better if they have established a personal connection to the theories and ideas under consideration. It is interesting, furthermore, that we have always been able to relate all the colloquia and the other student presentations in the Summer Scholars program--from the classes *Civilization and Disease*, *Political Poetry and Music*, and *Cytogenetics*--to at least some aspect of our own class material in *Literature and Psychology; n*ot only do we study both social science and the arts in our interdisciplinary course, but all of these classes are examining important issues relating to the development of humanity, and they all can overlap in meaningful ways.

As far as grading is concerned, it is *such* a comfort to grade in conjunction with another instructor--provided basic expectations and parameters are set up in advance. In this respect, Jennifer and I happen to "be on the same page" from the start, and we tend to communicate well together, so that's a help too. We usually split a pile of papers in half, grade our halves, and switch the next day; therefore I see half of the papers first and the other half after Jennifer has already registered her reactions to them. Much of the pressure of grading is removed when I know that my judgments are going to be reviewed by someone else before they reach the student, or that I am already reacting to someone else's initial reactions. I don't second guess myself as often because I know there is the safety net of another opinion around the corner, so judgment doesn't rest solely upon my shoulders. If I've come to a hasty conclusion or have missed something, it will be caught without my poring over all the papers multiple times (as I might do on my own).

J.A. This is one of the most valuable parts of team teaching for me, because the process of grading can be very lonely. Providing feedback is one thing, but assigning grades is one of my least favorite parts of teaching, particularly since I mostly assign papers. Rachel articulated the reasons why grading collaboratively works so well, especially since we feel similarly about the process. That is an important piece to this. Not only can we share in the decision making, we also get to talk about a student who made a particularly good insight in class, or if we are really concerned about another student's writing—details that may make other people's eyes glaze over. As we developed rubrics for student papers, it was also helpful for me to see the editing symbols Rachel used to help students with their writing. This is something I will be referring to in my future classes.

I like our grading process, even though it can sometimes mean handing back papers to students later. This probably sounds obvious, but perhaps in the future we can just ask the students to give us

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two copies of their papers, then after evaluating them independently, we meet to decide their grades. This requires a little more of the students, but may help us get the papers back to the students earlier.

R.W. Requiring a little more of the students is not a bad thing—if I let them, all my students would simply email me their papers and let me deal with the rest. Some instructors may prefer this method of submission, but I seem to always need a hard copy in front of me, especially because I like to make notes in the margins and also add the editing symbols you mentioned, to give students tips on their writing techniques. It may be easier for them to read, after all, if our comments are written separately, not cluttering up the margins of one paper.

This concludes our chat about team teaching. We describe our experience with this practice, acknowledging that we are relatively new to team teaching, and tipping our hats off to our colleagues who have been doing this for years. In our conversation, we highlight the rewards to us personally, and to the students hopefully. We also share some of the lessons we learned (and will continue to learn) about the process along the way. This collaboration worked for us for several reasons, some structural, some personal, as alluded to in our conversation. Considerable time and work is involved in the form of collaborative preparation, debriefing and assessment meetings. These efforts were recognized in terms of faculty compensation; the extended class period also helped. Finally, the similarity of our views and philosophies on working with students helped make the class and decision making process run more smoothly.

Reflecting on this experience, we see how important communication about priorities and approaches is--between co-instructors, as with any type of relationship. We were fortunate that, while we do have different teaching styles, we supported each other's approaches. Although we planned the content and material beforehand, we figured out some of the other stuff along the way, and it worked out for us. In retrospect, it may have been better to have discussed some of the procedural and philosophical issues beforehand. We would recommend perhaps that instructors teaching together for the first time, particularly those who are unfamiliar with each other's styles, really communicate throughout the process, but especially beforehand. Dialoguing about your priorities, philosophies, and approaches in working with students; working out a process by which decisions about course content and balancing in-class "floor time" for each professor; determining how student performance should be evaluated; setting forth common goals and expectations, all seem to be important communication points. Clearly, we believe there are many benefits to team teaching, and look forward to future opportunities to work together and with others at the college.

Important Dates

September 15
Deadline for applications (Chairs to Dean):
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
Kenny Fellowship Reports Due (Faculty to Chairs)

September 20
Deadline for applications:
Funds for Travel to do Research

September 27
Colloquium: Faculty Resource Network
Degnan Conference Room, 12:00-1:00

September 29
Deadline for applications
Faculty Resource Network Winter 2007 program
(additional information and application)

October 1
Deadline for applications (Faculty to Chairs):
Kenny Fellowships (summer)

October 4
Deadline for applications
Faculty Resource Network Spring 2007 Scholar-in Residence program and University Associate program
(additional information and application)

October 15
Deadline for applications (Chairs to Dean):
Kenny Fellowships (summer)

October 19
Faculty Talk- Kari Larsen
Deliberately Indifferent: Government Response to HIV in U.S. Prisons
McIntyre B, 12:00-1:00