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# Faculty Notes- John Carroll

John Carroll University

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# FACULTYNOTES

## EVENTS

### FRIDAY, JAN. 18

New Faculty Seminar  
"TENURE GUIDELINES AND  
PROCEDURES"

### MONDAY, FEB. 11

Applications for Summer Teaching  
Fellowships and Course Development  
Fellowships due

### TUESDAY, FEB. 12

SCHOLARLY LUNCH SERIES  
Gerry Guest, Department of Art History  
Paul Lauritzen, Department of  
Theology & Religious Studies

### FRIDAY, FEB. 15

Submissions for March edition  
of Faculty Notes due

### FRIDAY, FEB. 22

New Faculty Seminar  
"TEACHING AND SCHOLARSHIP  
AT JOHN CARROLL"

### MONDAY, MAR. 4

Applications for posters and panels  
for Celebration of Scholarship due

### WEDNESDAY, MAR. 13

SCHOLARLY LUNCH SERIES  
Tracy Masterson, Department  
of Psychology  
Bo Liu, Department of Art History



Jeanne Colleran presents  
Phil Metres with the  
Culicchia Award.

## Imagination and global citizenship

The following is the speech Philip Metres gave Oct. 5, 2012, after receiving The Lucrezia Culicchia Award for Teaching Excellence, which is given to a member of the faculty in the College of Arts and Sciences who has made a distinct difference in the teaching climate of the college in such areas as model classroom teaching, campus leadership about teaching issues, pioneering teaching methodology, and creative course development.

*"If history is to be creative, to anticipate a possible future without denying the past, it should, I believe, emphasize new possibilities by disclosing those episodes of the past when, even if in brief flashes, people showed their ability to resist, to join together, occasionally to win. I am supposing, or perhaps only hoping, that our future may be found in the past's fugitive moments of compassion rather than in its solid centuries of warfare."- Howard Zinn, A People's History of the United States*

Thank you, Jeanne (Colleran) and Peter (Kvidera), for your words and support. I'll always be grateful to Jeanne for her early support as chair and for the guidance of my colleagues in the English Department, who helped me become a more reflective teacher. I'd like to remember especially Chris Roark, who visited my class a number of times and whose teaching was a model of commitment and passion. He set the bar high for all of us. His dedication to student learning was so transcendent it bordered on the absurd. Requiring students to write seven drafts of a paper, Chris? No wonder one student wrote on Rate My Professor that taking a class with Dr.

CONTINUED ON PAGE 4

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

## BIOLOGY

**Carl D. Anthony** and **Cari-Ann Hickerson** coauthored an article with B. Michael Walton titled "Interactions among Forest-floor Guild Members in Structurally Simple Microhabitats," *The American Midland Naturalist* 168:1 (2012).

X. Wang, N. Urata, Y. Tezuka, T. Wada, T. Sasaoka, H. Sakai, **Ralph A. Saporito** and N. Toyooka published "Synthesis and Biological Activities of the 3,5-disubstituted Indolizidine Poison Frog Alkaloid 239Q and its Congeners," *European Journal of Organic Chemistry* [online] November 6, 2012.

## CLASSICAL AND MODERN LANGUAGES AND CULTURES

**Santa Casciani** chaired the session "Teaching on the Road: Ideal Setting for the Future of Italian in American Universities" and presented the paper "Framing Grace: Artists and Poets of the Italian Renaissance" at The Future of Italian Teaching: Media, Social Networks, New Technologies and Multi-Disciplinary Perspectives conference in Rome, Italy, October 5-6, 2012.

Professor Casciani also reviewed *In the Light of the Angels: Angelology and Cosmology in Dante's Divina Commedia* by Susanna Barsella in *Renaissance Quarterly*, 65:1 (Spring 2012) 233-235.

**Luigi Ferri** presented "Identity without Boundaries: A Literacy Approach on the Road" at The Future on Italian Teaching: Media, Social Networks, New Technologies and Multi-Disciplinary Perspectives conference in Rome, Italy, October 5-6, 2012.

**Katherine Gatto** published the essay "Poet of Miracles: Berceo's La vida de San Millán and the 'Marfiles' (Ivories) of San Millán's Reliquary" in *Rondas Literarias De Pittsburgh* (2011), ed. Gregorio C. Martín, assoc. ed. Juan Fernández Jiménez.

## COMMUNICATION AND THEATRE ARTS

**Bob Noll** gave a talk to 75 members of The Musical Theater Project about the making of the BBC musical "She Loves Me" at John Carroll on November 14, 2012.

**Jacqueline Schmidt** presented two papers: "An Analysis of the Impact of the Rhetoric of Agitation and Control: a Forty-year Review of the Research" and another, coauthored with Deborah Uecker, "Russia and U.S. Business Ethics Revisited 2012," which examined the changes in communication, ethics, and perceptions between Russians and U.S. students since 2003, at the National Communication Association conference in Orlando, Florida, November 14-18, 2012.

## ECONOMICS AND FINANCE

**Gary Porter** was interviewed by Anne Kates Smith for the article "Top Fund Managers Fade Over Time" in *Kiplinger's Personal Finance* 66:11 (November 2012).

## EDUCATION AND ALLIED STUDIES

**Kathleen Roskos** coauthored with Lisa Lenhart and Brandi Noll, *Early Literacy Materials Selector (ELMS): A Tool for Review of Early Literacy Program Materials* (Thousand Oaks, California: Corwin/Sage Publications, 2012).

Professor Roskos and James F. Christie published the synthesis article "Play's Potential in Early Literacy Development" in the *Encyclopedia on Early Childhood Development* [online] (Montreal: Centre of Excellence for Early Childhood Development and Strategic Knowledge Cluster on Early Child Development, 2012).

## ENGLISH

**Philip J. Metres** published the poem "from 'Home/Front'" in *Narrative* (2012). Two poems from "The Book of Hours" and "Nicodemus Below the Cross" were republished in the anthology *Poems of Devotion* (Eugene, OR: Wqf and Stock, 2012). Also, "from 'Hung Lyres,'" "Asymmetries," "Testimony," "Compline," and "from 'Home/Front'" were republished in *The New American Poetry of Engagement* (Jefferson, NC: McFarland Press, 2012)

Professor Metres also published translations of Arseny Tarkovsky's poems "Song Under the Bullet," and "Untitled" in *Guernica* (November, 2012) and Tarkovsky's poems "The Cricket, Valya's Willow," and "My sight, which was my power ... ." in *Asymptote* (October, 2012).

## HISTORY

**Anne Kugler** presented "Suffering and Spirituality: Pain and Fear in Women's Experience of Aging," for the conference Pain and Old Age: Three Centuries of Suffering in Silence? University of London, October 23-24, 2012.

## MANAGEMENT, MARKETING AND LOGISTICS

**Paul R. Murphy** coauthored, with Adriana Rossiter Hofer and A. Michael Knemeyer, the article "The Roles of Procedural and Distributive Justice in Logistics Outsourcing Relationships" in the *Journal of Business Logistics* 33:3 (September 2012) 196-209.

**Mark D. Treleven** and **Charles A. Watts** coauthored, with Richard J. Penlesky, Thomas E. Callerman and Daniel J. Bragg, "Animated PowerPoint Presentations For Teaching Operations And Supply Chain Management: Perceived Value And Electronic Exchange Of Files," *American Journal of Business Education* 5:6 (2012) 763-770.

## PHILOSOPHY

**Brenda Wirkus** published "Sex" in *The Routledge Companion to Theism*, Charles Taliaferro, Victoria S. Harrison, and Stewart Goetz, eds. (London and New York: Routledge, 2012).

## THEOLOGY AND RELIGIOUS STUDIES

**Joseph F. Kelly** published *History and Heresy: How Historical Forces Can Create Doctrinal Conflicts* (Collegeville, MN: Liturgical Press, 2012).

**Zeki Saritoprak** presented "Living our Faith Together: The Experience of God in Modern Culture," at the Muslim Catholic National Plenary "Living our Faith Together" held at the Catholic Theological Union, Chicago, October 3-5, 2012. He also participated in the curriculum development for the Abraham's Children workshop organized by the Institute for Christian and Jewish Studies in Baltimore, October 21-23, 2012.

Professor Saritoprak also published "Dialogue between Muslims and Christians: Qur'anic Guidance, Historical Precedence, and Contemporary Prospects in the United States" in *Can Muslims and Christians Resolve their Religious and Social Conflicts? Cases from Africa and the United States*, (Lewiston, NY: Edwin Mellen Press, 2013).

**Paul Nietupski** presented "Religion and Politics in Eighteenth-Century Ando," for the panel The Maturation of the Geluk Sect: Amdo and the Qing Empire at the American Academy of Religion National Conference, Chicago, November 19, 2012.

Roark is like having a jealous lover for the semester.

Thanks to Paul Lauritzen for his mentoring and collaborations over the years. One semester while he was on leave, Paul sat in on my 9/11 course. Every single class. If you ever want to improve as a teacher, invite another teacher to your class – to every single class! As if the material wasn't dark enough – reading Bin Laden's communiques and accounts of people falling out of buildings – Lauritzen was always in the corner, waiting to pounce. Seriously, I am so grateful to Paul for his nomination. Everyone should nominate everyone else for this award because I believe it has made me a more committed teacher.

I want to thank my wife Amy, whose daily conversations have always kept me learning; she is a wise interlocutor who always keeps me grounded. In a moment of self-doubt earlier this year, I told her I wasn't sure I was making enough difference in the world. I said look at how much Anthony Shadid – the New York Times reporter exactly my age whose news stories from the Middle East informed Americans and humanized Arabs – has done. She said, you're comparing yourself to a guy who died of an asthma attack trying to flee Syria. Point taken, I said.

I won't unroll the catalogue of past teachers who shaped me, except for poet Robert Cording at Holy Cross. For Cording, the secret of teaching was love – love of one's discipline and art and love for the students. Every week, he took my dreadfully sentimental poems very seriously and helped me believe the mad dream that I could ever be a poet. He was kinder to me than he was to his own children.

And thank you to my students, who have always been my teachers. You know, when I began graduate school, I was not really interested in teaching at all; I only wanted to learn how to write. Perversely, I once told my freshman comp class at Indiana University, home of Bobby Knight's Hoosiers, that when I

attended an IU basketball game, I liked to root for the other team. Needless to say, that was the equivalent of saying I approved of infanticide.

What I learned very quickly was that teaching is the most intensified form of learning. Every class reminds me to go humbly before the art of art, and the art of teaching, and that the students ultimately need to become their own best teachers. Our job is to find ways to help them figure that out.

In the time I have, I'd like to say a few words in defense of the imagination, and in particular, poetry, and connect that to encouraging global citizenship. In every school, we pay a lot of lip service to the notion of critical thinking. But critical thinking without imaginative empathy, without the power of pathos, risks producing what Peter Sloterdijk calls cynical reasoners. How might we develop, alongside the pedagogy of critical thinking, a pedagogy of the imagination, which would engage our creative impulse, our empathy, our capacity to love?

St. Ignatius' Spiritual Exercises, incidentally, actively foreground the work of the imagination by having daily mental representation of the Gospel stories. Such vigorous and focused attention on the language of scripture, the work of the imagination, parallels a vital stream of intellectual being: to pay close attention, to slow down, to ruminate, to wonder.

This is what imaginative writing offers: a still point, a place to compose oneself, to find one's stories in the midst of technology's seductive screens, of the overtaken, 18-credit-hour millennial mind.

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**“Every class reminds me to go humbly before the art of art, and the art of teaching, and that the students ultimately need to become their own best teachers.”**



The poet C.D. Wright wrote: “Some of us read and write poetry not simply for delight or instruction, but to be changed, charged, healed.” I want my courses to open the field of imagination in which we may experience *metanoia*, that changing of mind/heart that true learning invites. It is to enact what Rilke felt when gazing upon the Archaic Torso of Apollo: “You must change your life.” Or, in Mary Oliver’s contemporary version: “Our lives will end, and too soon. So tell me, / what is it you intend to do / with your one wild and precious life?”

[Here I conducted a little poetry experiment:

When I say *what do you do when you go to the mall?* You say, *Shop shop shop!*

[Do it three times]

The third time, I ask “What do you do when you reach a green light?”, and people will say: Stop stop stop.]

And you wonder why Cleveland traffic is so bad.

Why do we answer that way? Our minds are not merely logic machines. We are Sufis of sound. There is a magic to rhyme, to the sounds of words. That is why Wallace Stevens spoke on behalf of “the imagination pressing back against the pressure of reality. It seems, in the last analysis, to have something to do with our self-preservation; and that, no doubt, is why the expression of it, the sound of its words, helps us to live our lives.”

[Here I conducted a second little poetry experiment, the surrealist game: definitions. Here I ask people to write down a sentence, beginning “it is ...” that includes some image, some sensory detail. Then I ask the question: “What is love” and they answer ...]

This is our brain longing for meaning, to suture other to other. The magic of metaphor. Frost said “unless you are educated in metaphor, you are not safe to be loosed in the world ... You are not safe with science; you are not safe in history.” You are not safe before demagogues or fundamentalists. You are prone to propagandists selling everything from Axe body wash to Tomahawk missiles.

I want to ignite the curiosity in students, to create for themselves a space in themselves for listening to the words that will come to them. Call it Muse, call it self-reliance, call it God – whatever you call it, call it: It is in the space of listening and visioning and envisioning – imagining – that the gift of poetry comes.

But the solitary self is not the end; it is only the beginning. Even in the crude pop poetry of 1980s, worlds were opened in me, a suburban kid from Chicago. From Peter Gabriel’s “Biko,” I learned about South Africa. From U2’s earnest “Bloody Sunday,” I learned about the Troubles in Northern Ireland. From REM, I learned about Guatemala and the burning of the exotic Cuyahoga.

Art has always been a place of the leap, the empathic leap into other selves and worlds, to feel a bit of what it feels like to be someone else, to live some other life.

I want my classes to be an encounter between word and world, a double-movement that compels the writer/reader inward and outward. When students engage in service learning project for my creative writing courses,

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I want them to move beyond the cliché that writers only “write what they know.”

If we write toward what we don’t yet know, our forays into other worlds can open us further to the not-yet-known, this large but ever-shrinking globe. Students have taught me what it’s like to make meals in L’Arche Community houses, teach English to Latino immigrants, hand sandwiches to a homeless men under bridges in Ohio City, talk via Skype to university students in Iraq, chat online with Palestinian students from al-Quds University, talk with teachers at Agnon School in Shaker Heights, and hear the stories of former paramilitaries turned peacebuilders in Belfast, Northern Ireland.

If war is, in part, a failure of the imagination, the reading and writing of lives at the other end of the missile site is one antidote to the poison of imperialism – with its narcotic mix of abstraction, rationalization, chauvinism, and demonization. I’ve staked my life on that work. At least for now, I don’t need to be Anthony Shadid.

Thank you.

## 2012 SUMMER RESEARCH FELLOWSHIP RECIPIENTS

This fellowship supports faculty research during Summer 2013 on a competitive basis. It provides a stipend for a summer research project on a full-time basis with the expectation of a submission to a high-quality, refereed journal or an equivalent standard of intellectual contribution.

### Denise Ben-Porath

*Department of Psychology*

The goal of the study is to determine the differential treatment effect of a brief mindfulness intervention vs. a brief distraction intervention in women diagnosed with an eating disorder before and after an exposure meal. Additionally, for purposes of comparison and control, a nonclinical sample also will participate in the same two treatment interventions, mindfulness and distraction, while eating the same meal.

### Paula Britton

*Department of Education and Allied Studies*

This study explores the consequences of early life experiences and parental support of sexual orientation/gender on adult LGBTQ mental health with an emphasis on implications for counselor intervention. Additionally, it explores specific coping strategies influencing healthy development potentially related to parenting style.

### Chrystal Bruce

*Department of Chemistry*

This study, involving computational modeling of the interactions between DNA and small molecules, will allow for better design of anticancer and antibiotic pharmaceuticals.

### Leslie Curtis

*Department of Art History and Humanities*

This project is focused on the theme of the Mystic Knight in the work of French Symbolist artist Odilon Redon (1840-1916). It investigates how the symbolism and meaning of key works on this theme can be better understood by a careful consideration of the artist's tendency to

combine experiences from his travels in the Pyrenees and his service in the Franco-Prussian war with related sources in local medieval legends such as the "Song of Roland," the story of Oedipus and the Sphinx and its depiction by other artists, and the operas of Richard Wagner, especially that of Parsifal.

### Rebecca Drenovsky

*Department of Biology*

Understanding the factors that limit plant growth and reproduction are critical to the success of rangeland restoration programs. This project seeks to understand the resources that limit plant establishment, growth, and recruitment in a suite of perennial grasses commonly used in restoration in the Intermountain West.

### Nathan Gehlert

*Department of Education and Allied Studies*

This study seeks to extend the field of psychology's understanding of how to define and assess competency in relationships through the creation of an assessment of relational competencies.

### Penny Harris

*Department of Sociology and Criminology*

Resilience, as a psychosocial concept, can assist people in coping more effectively when faced with adverse situations, and the original work in this area focused on children and adolescents. This study proposes extending the resilience research by focusing on older adults who are experiencing chronic disease, such as dementia or HIV/AIDS, and identifying factors that can foster resilience in this population.

**Erin Johnson**

*Department of Biology*

The project involves looking for compounds that hold the potential to enhance the immune system's response to viral infections.

**Angie Jones**

*Department of Psychology*

The goal of the proposed work is to gain a better understanding of the production effect, which refers to enhanced memory for items read aloud compared to silently. Very little work has been done in the field to understand how/why the effect occurs.

**Sharon Kaye**

*Department of Philosophy*

This project is to write an Introduction to Philosophy (designed for undergraduate students) for the Teach Yourself series of the British publisher Hodder and Stoughton (published by McGraw-Hill in the United States).

**Dan Kilbride**

*Department of History*

The fellowship will be used to research and write an essay about how American abolitionists used contemporary information about Africa in their campaigns against slavery and racism.

**Phil Metres**

*Department of English*

Taking its title from the name of the zones in Northern Ireland where Protestant and Catholic communities face one another, "Interfaces," the fellowship will be used to compose a series of poems that would offer a complex but detailed rendering of life across zones of global conflict. But more than merely depicting conflict, the poems will help develop a cosmopolitan poetry that offers a vision of peace-building among and between entrenched enemies.

**Joan Nuth**

*Department of Theology  
and Religious Studies*

The fellowship will facilitate the writing of a chapter of a book manuscript intended to be "A Theological Primer for Spiritual Directors." This chapter completes the material about creation in the first chapter, focusing on the nature and destiny of the human being, and complementing the "Principle and Foundation," the starting point of the "Spiritual Exercises."

**Paige Rinker**

*Department of Mathematics  
and Computer Science*

The fellowship will facilitate the completion of the development and implementation of an analysis tool designed to identify cluster patterns in a novel form of rank data. This type of analysis has natural applications in market research.

**Ralph Saporito**

*Department of Biology*

The proposed project is designed to further understand how animals defend themselves against natural predators. In particular, the study will examine how differences in the distribution of poison glands in frogs lead to differences in protection from predation.

**David Shutkin**

*Department of Education  
and Allied Studies*

The fellowship will facilitate the writing of an essay based on qualitative research of a school district's technology reform initiative. Using sociological theory, the essay will seek to explicate how the goals of the reform initiative are undermined by the very technologies that are featured as the means to the success of the reform.





## CONGRATULATIONS

**Jeff Johansen** (above left), Department of Biology, received an honorary doctorate from the University of South Bohemia, Czech Republic, on November 22, 2012.

Phil Metres, Department of English, was awarded a 2013 National Endowment for the Arts Fellowship in Creative Writing.

## STUDENT COMPETITION SUCCESSES

Ten students (with Faculty Advisor Jerry Weinstein) participated in the Deloitte FanTAXtic Regional Competition the weekend of November 2. Team A – comprised of Dan Imfeld, Dominic Carlini, Rich Mazzola, TJ Killeen, and Patrick Dengler – won second place and a regional honorable mention award.

Six students (with Faculty Advisor Brent Brossmann) participated in the Liberty University Championship Debate in Lynchburg, Virginia the weekend of November 2. In the novice division, Jeremy Himmelright and Chris Mitschow won the tournament, defeating the previously undefeated team from George Mason University in the final round.

Thirteen students (with Faculty Advisor Andreas Sobisch) participated in the EU Simulation in Washington D.C., the weekend of November 16. They represented Italy this year. Mike Braun won the award for “Best Commissioner.”

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

Questions and comments should be directed to: Anne Kugler, Professor of History and Director of the Center for Faculty Development  
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### **Campus Mail**

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