



HUIC

Hawaii University International Conferences

Arts Humanities Social Sciences and Education Conference

January 5, 6, & 7

2022



SciTEC



WELCOME ADDRESS

Aloha and welcome to the annual Arts, Humanities, Social Sciences and Education Conference held at the Prince Waikiki Resort on the island of Oahu. We trust that you will gain new experiences and new insights in your field of study while interacting with your peers. This is an exciting opportunity to meet with educators from different universities throughout the nation and throughout the world. They bring with them a wealth of knowledge and experience in their particular disciplines to share with each and every one.

We hope you enjoy your stay with our host, the Prince Waikiki Resort, located a block from the Ala Moana Shopping Center offering a wide variety of shops and attractions.

The famous Waikiki Beach and prime restaurants are close by for your convenience. Be sure to check with the hotel's activity desk for all the latest adventures and tours to make your trip to the Hawaiian Islands a memorable experience.

The Islands of Hawaii offer a very unique experience for all people who visit to gain a better understanding of the Hawaiian culture and its spirit only found in these islands. Enjoy some of the best weather and beaches found anywhere in the world, and take your experiences home with you to return another day.

E' Komo Mai!

(All are welcome!)

ISSN 21629188 (CD-Rom)

ISSN 2162-917X (Online)

Please visit our website for more details on the next conference.

www.huichawaii.org

artshumanities@huichawaii.org; education@huichawaii.org

Contact Number: 1-808-537-6500

CONFERENCE SCHEDULE

Registration Hours

January 04 - Tuesday	12:00 noon - 5:00pm
January 05 - Wednesday - 3rd. Floor	6:30am - 4:00pm
January 06 - Thursday - 3rd. Floor	6:30am - 4:00pm
January 07 - Friday - 3rd. Floor	11:30am - 1:30pm

KEYNOTE SPEAKER'S ADDRESS

January 05, Wednesday: 7:15am - 8:00am, Naio Room

Dr. Barrett DeWiele is Professor of Educational Administration at Université de Saint-Boniface in Winnipeg, Manitoba, Canada. She has been a faculty member in the Faculty of Education at the Université de Saint-Boniface (USB), in Winnipeg, Manitoba, since 2011.

CONCURRENT SESSION TIMES

8:15 - 9:45am * 10:00am - 11:30am * 12:45 - 2:15pm * 2:30 - 4:00pm * 4:15 - 5:45pm

POSTER EXHIBITS

January 06, Thursday: 11:00am - 1:00pm, Naio Room

BREAKFAST - Naio Room

(Breakfast is complimentary for registered participants)

January 05 - Wednesday	7:00am - 8:30am
January 06 - Thursday	7:00am - 8:30am

TEA BREAK - Naio Room

Wednesday & Thursday - 10:30am - 1:00pm

LUNCH BREAK

11:30am - 12:30pm (**Lunch is not provided on January 05 and January 06**)

APPRECIATION LUNCH - Naio Room January 07, Friday: 11:30am - 1:30pm
(Complimentary for Registered Participants)

SESSION CHAIRS (Instructions)

- Introduction of Participants.
- Start and complete sessions on time.
- Chair leads the discussions and holds question and answer period at the end of each session.

KEYNOTE ADDRESS

Wednesday - January 05, 2022

Naio Room

7:15 - 7:45am



Dr. Corinne Barrett DeWiele
Faculty of Education
Université de Saint-Boniface
Winnipeg, Manitoba,
Canada

Dr. Corinne E. Barrett DeWiele has been a faculty member in the Faculty of Education at the Université de Saint-Boniface (USB), in Winnipeg, Manitoba, since 2011. She holds a Ph.D. in Educational Administration. The focus of her research is on the treatment of principals in the context of their workplaces, educational leadership and mentorship of school personnel, as well as inequalities in education. She has several peer-reviewed publications and has presented at conferences both nationally and internationally in both French and English.

She teaches undergraduate students in the after-degree education program, supervises student teachers, and teaches graduate courses both on-line and in person, such as: Theoretical Perspectives in Educational Administration, Politics in Education, School Finance and Organizational Behaviour in Education, amongst others. She is also an advisor for Masters students who are completing either a comprehensive exam or thesis to end their programs.

Prior to her arrival at the Université de Saint-Boniface, Dr. Barrett DeWiele held several positions in public education in Manitoba. She taught French Immersion and Basic French courses from grades 6-12. She also held the positions of French department head, divisional consultant working with new teachers, vice-principal of a high school, and middle-school principal for the last 7 years of her 28 years in the public schools. She is a certified trainer in Threat Assessment Procedures and Protocols in Schools, accredited by the Canadian Centre for Threat Assessment and Trauma Response. She also holds a Certificate in School Leadership from the Government of Manitoba.

Dr. Barrett DeWiele has received many accolades through the course of her career. For her academic work, she received: the Dr. Alice E. Wilson Award (2014) from the Canadian Federation of University Women which recognizes excellence in a creative Ph. D. research project, and the Canadian College of Teachers Masters' Thesis Award (2007) for the best Masters' thesis written in Canada in the two years preceding the award. She was also acknowledged with the Prime Minister's Award for Teaching Excellence and twice received the University of Manitoba Students' Teacher Recognition Award for Outstanding Teaching.

Wednesday - January 05, 2022

Room: Palolo 1

Time: 8:15 - 9:45am

Session: History; Educational Leadership, Educational Administration, Secondary Education; Philosophy; Special Education Leadership

Session Chair: Dr. Mandy Musselwhite

I. School Responses to the COVID-19 Pandemic: Two Case Studies from Texas

Guided by the scholar-practitioner framework, this study narrates how two principals in Texas addressed key decisions at the onset of the COVID-19 crisis. Their responses provide reflections and analysis of the lessons learned and insights gained over the past few months. The actions described in the case studies should be utilized as historical accounts, meaning that leaders should learn from their successes and mistakes.

Q: What were some of the key decisions that had to be made regarding educational leadership in the public K-12 system during the current COVID-19 crisis?

A: (1) How will instruction be delivered as classes and meetings; (2) How can learning assessments be made; (3) How do teachers maintain communication, contact, and relationships with students; (4) How will important ceremonies such as graduations be conducted and students recognized; (5) How do we focus on educating and providing for the whole child/student while engaged in remote or online learning; and (6) How do we plan for the next steps?

**Authors/Presenters: Dr. Mandy Musselwhite
Dr. Jesse Brock
Mr. Ikie Holder
Dr. Don Beach**
Educational Leadership & Technology
Tarleton State University
Stephenville, Texas



Wednesday - January 05, 2022

Room: Palolo 1

Time: 8:15 - 9:45am

Session: History; Educational Leadership, Educational Administration, Secondary Education; Philosophy; Special Education Leadership

Session Chair: Dr. Mandy Musselwhite

II. Confronting COVID-19: Rational and Unique Fear in Black America

Black Americans are primed to suffer more, and differently than their white counterparts during and after the COVID-19 pandemic. Differences in kind and severity of consequences faced by the black community mean that higher levels of fear within the community are rational and warranted. This paper addresses the pre, mid, and post-pandemic considerations that have been and will be faced by the black community in the age of COVID-19.

Q: What are some of the negative consequences that will be uniquely faced by the black American community during and after the COVID-19 pandemic?

A: Higher rates of susceptibility to infection, higher risk of life-threatening complications, exacerbation of antidemocratic practices, and generational financial setbacks.

Author/Presenter:



Dr. Leland Harper
Philosophy Department
Siena Heights University
Adrian, Michigan



Continued on next page

Wednesday - January 05, 2022

Room: Palolo 1

Time: 8:15 - 9:45am

Session: History; Educational Leadership, Educational Administration, Secondary Education; Philosophy; Special Education Leadership

Session Chair: Dr. Mandy Musselwhite

III. Special Education Leadership Post COVID- Two Case Studies

The purpose of this presentation is to examine the lessons learned and insights gained that will impact future practice in special education as we return to post COVID instruction. Following the scholar-practitioner framework, two special education directors will share their lived experiences during the pandemic and reflect on new practices and procedures they plan to implement post COVID.

Each special education director individually explains in her own word's responses to six crucial questions.

Authors/Presenters: **Dr. Stephanie Atchley**
Dr. Don M. Beach
Dr. Jesse Brock
Ms. Penny Hampton
Ms. Halcy Martin-Dean
Department of Educational Leadership & Technology
Tarleton State University
Stephenville, Texas



Wednesday - January 05, 2022

Room: Palolo 2
Time: 8:15 - 9:45am
Session: Languages; Translation Education

WORKSHOP

I. From Translating to Editing: A Different Perspective on How to Teach Translation to Language Majors

With the ever-growing demand for professional translators and the need to prepare students for the marketplace, many institutions are developing and implementing a curriculum that includes new translation courses for language students. This workshop will focus on the different approaches used to teach a translation course at the undergraduate level at the University of Indianapolis before and after Covid 19.

Author/Presenter: **Dr. Maribel Campoy Scruggs**
Global Language Department
University of Indianapolis
Indianapolis, Indiana



Wednesday - January 05, 2022

Room: Palolo 1

Time: 10:00 - 11:30am

Session: Educational Linguistics; Poetry, Marginal Territories, Shared Memory, Circular Narrative; Brazilian Literature and Culture; World Literature; Pedagogical Strategies

Session Chair: Dr. Maria Cecilia Colombi

I. “Hablamos Spanglish”: Spanish in the Media in California

The purpose of this paper is to show how Spanish and English are used in the public space in California. Do signs and ads aim at attracting and aligning with English/ Spanish or bilingual speaking communities? Following the pedagogy of activism, it is important for us to bring issues of language ideologies to our classrooms and to explore the values assigned to labels, marketing ads, and instructions in public spaces.

Q: How do you implement a pedagogy of activism in the language classes?

A: By studying the linguistic landscape of the community.

Author/Presenter: Dr. Maria Cecilia Colombi
Spanish and Portuguese Department
University of California, Davis
Davis, California

II. Why Is Machado de Assis Still Internationally Neglected?

Machado de Assis (1839-1908) is a world-class writer and arguably the greatest of Brazilian literature. His works have been praised by critics all over the world. Nevertheless, despite the fact that his fiction has enjoyed enormous critical reputation, Machado still awaits public recognition outside of Brazil. How can we explain this contradiction between critical acclaim and public unfamiliarity with Machado's oeuvre? In the Anglophone context, this situation, however, has been changing lately.

Q: What's the relation between ethnocentrism and literary reception?

A: Ethnocentrism can impact negatively the reception of a given literary work for various reasons.

Author/Presenter: Prof. Mario Higa
Luso-Hispanic Studies Department
Middlebury College
Williston, Vermont

Continued on next page

Wednesday - January 05, 2022

Room: Palolo 1

Time: 10:00 - 11:30am

Session: Educational Linguistics; Poetry, Marginal Territories, Shared Memory, Circular Narrative; Brazilian Literature and Culture; World Literature; Pedagogical Strategies

Session Chair: Dr. Maria Cecilia Colombi

III. La Memoria Compartida: Recuerdo Y Olvido "en Mi Abuelo de Akkar" (2010) de Antonio Abdo

In "Mi abuelo de Akkar" (2010) Spanish-Lebanese writer Antonio Abdo manages to present a shared biography (different from the collective memory), a story that combines a plurality of voices: on the one hand the missing grandfather, on the other, the grandson that reconstructs the stories that were told to him during his childhood to "co-own" them. Abdo's poems become circular narratives, stories that not only go back to a historical past but symbolically, are returned to their original narrator.

Q: Who is Spanish-Lebanese writer Antonio Abdo?

A: Born in Tenerife, Canary Islands, of a Lebanese father and a Spanish mother, this actor and writer studied law at the University of La Laguna. Between 1961 and 1968 he worked for Radio Juventud de Canarias. In 1976 he created, with Alberto Omar, Agustín León, and Pilar Rey, the collection of poetry Taiga. In 1978 he created the award Coplas Canarias, of La Alhóndiga de Tacoronte. From 1981 he directed, with Pilar Rey, the Municipal Theatre School of Santa Cruz de La Palma. He is the author of the play Cello (1977), winner of the Francisco Martínez Viera theater prize. In addition to several research papers and articles on theater issues, published in both regional and national journals, he has published the following poetry books: Silence Shakes me (1976), With the Sun in My Roots (1978), Cat Skin (1994), Beaches (2007), My Grandfather from Akkar (2010), Puzzle (2011), Door Knockers (2015) and Poem to Pilar (2017).

Author/Presenter:



Prof. Diego Batista
Foreign Languages Department
Weber State University
Ogden, Utah

Wednesday - January 05, 2022

Room: Palolo 2

Time: 10:00 - 11:30am

Session: History; Humanities, Social Sciences; Psychology

I. Refugee Contributions Shouldn't Be Kept a Secret: Hmong United States Relations

The focus of the presentation is to share an important history of our American Hmong community. The Hmong people fought and made huge sacrifices for the United States during the Vietnam war. Due to US political interests their contributions and bravery were kept a secret. The presentation will present a first-hand account of the bravery of ten "Secret War" soldiers, who are currently living in California.

Q: Do you know about the US CIA's Secret War and the contributions and sacrifices of the Hmong people during the Vietnam War?

A: The Hmong people provided intelligence and fought alongside the US Military in what is known as the "Secret War". Because it was a "CIA Secret" the contributions of the Hmong people do not have a prominent place in US history.

Authors/Presenters: Dr. Pa Nhia Xiong
Doctoral Program in Educational Leadership
California State University Fresno
Fresno, California
Dr. Christina V Luna
California State University Fresno
Fresno, California



Wednesday - January 05, 2022

Room: Naio Room

Time: 10:00 - 11:30am

Session: Integration of Photography in Psychoanalytic Psychotherapy

WORKSHOP

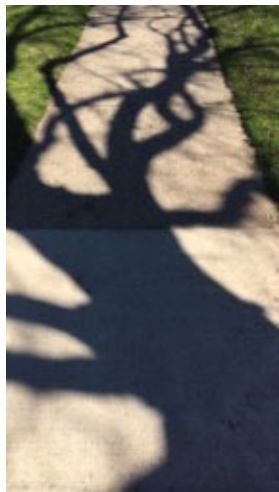
Using Photography in Virtual Psychotherapy

Professor Wolf is a Creative Art Therapist, Psychoanalyst and fine art photographer who has been integrating photography into his virtual art therapy sessions. This Workshop will present an ongoing clinical case where images from sessions will be presented along with a description of the treatment process. Many samples of photos used in these sessions will be shown along with a Q&A discussion. Professor Wolf is a pioneer in the field of Phototherapy.

Q: How can clinicians integrate photography into their work?

A: By following some of the protocols presented in this presentation.

Author/Presenter: Prof. Robert Irwin Wolf
Art Department
College of Mount St. Vincent
New York, New York



Wednesday - January 05, 2022

Room: Palolo 1

Time: 12:45 - 2:15pm

Session: Educational Administration; Social Science, Political Science

Session Chair: Dr. Corinne Barrett DeWiele

I. Impacts of Workplace Mistreatment on Principals in Manitoba, Canada

A study of middle-school principals showed that principals experienced various types of workplace mistreatment of differing severity. These mistreatments resulted in both mental and physical negative impacts on the principals' well-being. Three primary categories of 'harm' were exposed in the data – personal, professional and career. However, job satisfaction was not affected by the mistreatment incidents. Implications for changes to mitigate effects of mistreatment on principals are suggested.

Q: What are some examples of possible impacts of mistreatment on principals?

A: The range varies from anger to stress to fatigue ... and more!

Author/Presenter:



Dr. Corinne Barrett DeWiele

Faculty of Education
Université de Saint-Boniface
Winnipeg, Manitoba
Canada

II. Trump and the Media

This paper examines President Trump's use of Twitter and his treatment of the media in his tweets.

Q: There is a common perception that President Trump used his tweets to criticize media outlets while he was in office. Is that perception accurate or does it only seem that way because it is the media who cover the President's messages to the public?

A: President Trump both criticized and complemented the media in his tweets. Additionally, his treatment of various media outlets was not consistent or equal.

Author/Presenter:

Prof. Lydia Andrade

Dept. of Political Science
University the Incarnate Word
San Antonio, Texas

Wednesday - January 05, 2022

Room: Palolo 2

Time: 12:45 - 2:15pm

Session: Religion & Psychology; Communication, Speech, Religion, Philosophy,
Inter-disciplinary and other areas of Arts and Humanities;
Inter-disciplinary and other areas of Education

Session Chair: Dr. David Bertaina

I. UAP and Intellectual Conversion

This paper examines recent trends in the study of Unidentified Aerial Phenomena (UAP), commonly known as UFOs, and utilizes models of religious conversion as a template to describe the shifting psychology of the American public concerning the reality of UAP. The paper explains the dynamic process of religious conversions, and then applies that model to American national discourse on UAP as individuals and institutions experience an epistemological shift.

Q: In what ways can academia take UAP more seriously in their fields of study?

A: More presentations/panels; university grants; federal/public grants; collaboration on data gathering (e.g., Galileo Project); activism for government transparency.

Author/Presenter: Dr. David Bertaina
History Department
University of Illinois Springfield
Springfield, Illinois



Wednesday - January 05, 2022

Room: Palolo 2

Time: 12:45 - 2:15pm

Session: Religion & Psychology; Communication, Speech, Religion, Philosophy,
Inter-disciplinary and other areas of Arts and Humanities;
Inter-disciplinary and other areas of Education

Session Chair: Dr. David Bertaina

II. The Influence of Prayer in Leadership

Research has reported the positive impact of prayer on creating centered, balanced leaders. Leaders of organizations, who are considered to handle stress well, have reported using prayer as a major coping mechanism. Additionally, there is a positive correlation between prayer and motivation and goal setting in the workplace. The objective is to provide literature regarding the efficacy of prayer on local, national, and international leaders by synthesizing scholarly research up to 2021.

Q: Prayer is not often discussed in academia, so how does it relate to the audience?

A: Prayer constitutes the core values and beliefs of individuals, worldwide. In 2015, the Pew Research Center reported that of 102 countries surveyed, on average 42% of individuals prayed daily. Moreover, in 2008, over 90% of Americans engaged in prayer. This means it is probable that the majority of employees in any company, organization, and University pray.

Author/Presenter:



Dr. Katie Greenan
Communication Department
University of Indianapolis
Lafayette, Indiana

Continued on next page

Wednesday - January 05, 2022

Room: Palolo 2

Time: 12:45 - 2:15pm

**Session: Religion & Psychology; Communication, Speech, Religion, Philosophy,
Inter-disciplinary and other areas of Arts and Humanities;
Inter-disciplinary and other areas of Education**

Session Chair: Dr. David Bertaina

III. Open Textbook Production as Participatory Education

In the 2020-22 academic year, a student media lab was launched at a large southwestern university, with the purpose of integrating student stories into curricula and scholarship around technologies. In this article, this project is presented as a case and model of participatory education, with examples and links, description of steps taken to implement the project, discussion of resources that contributed to the project's intended and beneficial outcomes, and best practices for implementation.

Q: What would be needed to launch a project like this?

A: There are three categories of things you need: Open Culture Innovations, Institutional Support, and Knowledgeable Creative Labor. Each will be described in detail.

Author/Presenter:



Dr. Diana Daly
School of Information
University of Arizona
Tucson, Arizona



Wednesday - January 05, 2022

Room: Palolo 1

Time: 2:30 - 4:00pm

Session: English Literature; Higher Education; Inter-disciplinary and other areas of Arts and Humanities

Session Chair: Dr. Shelley Garcia

I. From Shakespeare to Toni Morrison: An English Department's Inclusive Transformation

This paper traces the roughly decade of transformation in an English department, from its early attempts to offer more inclusive and diverse offerings to its more recent achievements in curricular revision. From a required Shakespeare course to programmatic changes resulting most recently in courses on the works of Octavia Butler and Toni Morrison, this paper examines the important work of expanding representation as well as the challenges of doing so in conservative educational environments.

Q: What insights can be gleaned from your department's experience that would apply more broadly?

A: While many programs moved away from traditional English studies decades ago. However, the fact remains that there are certainly quite a lot of traditional English programs that remain. Further still, we're seeing on a national level that the debate about what is taught and how are no longer limited to departments and universities. There is backlash at school board meetings and local districts, so the topic of inclusive educational content is newly relevant to the larger American populace.

Author/Presenter:



Dr. Shelley Garcia
English Department
Biola University
La Mirada, California

Continued on next page

Wednesday - January 05, 2022

Room: Naio Room
Time: 12:45 - 2:15pm
Session: Higher Education
PANEL

The Role of Humanities in Diversity and Inclusion Programs

In this panel, we discuss 2 components of diversity and inclusion as they relate to higher education. The first component addresses the broader landscape of diversity and inclusion as it pertains to professional development and higher education. The second component of this panel addresses the particulars of a diversity and inclusion project that is being undertaken at Siena Heights University through funding from the NEH.

“Inverting Inclusion: A Case Study from The College of Social Sciences, University of Hawai‘i at Manoa” by Dr. Cynthia Scheopner.

Q: What is the scope of the project that you are undertaking?

A: We aim to infuse the humanities into what is typically seen as a business or professional development certificate.

Authors/Presenters: **Dr. Leland Harper**
Department of Philosophy
Siena Heights University
Adrian, Michigan
Dr. Julie Barst
Department of English & Humanities
Siena Heights University
Adrian, Michigan
Dr. Sharese Mathis
Albion College
Albion, Michigan
Dr. Cynthia Scheopner
College of Social Sciences
University of Hawai‘i at Manoa
Honolulu, Hawai‘i



Dr. Leland Harper

Wednesday - January 05, 2022

Room: Palolo 1

Time: 2:30 - 4:00pm

Session: English Literature; Higher Education; Inter-disciplinary and other areas of Arts and Humanities

Session Chair: Dr. Shelley Garcia

II. Smell You Later!: The Post-modern Dandy in Das Parfum

In a comparative literature and contextual perspective, this paper seeks to draw the parallels between Patrick Süskind's antihero Grenouille's performative behavior with J.-K. Huysmans' dandy Des Esseintes as both attempt to achieve a creation of the artificial sublime through the heightened power of human senses (here in particular the sense of smell).

Q: How is the battle of the cerebral over the physical in the human condition explored in these two novels?

A: Dandyism, as an answer to the existential horror vacui, brings forth the notion that the only thing that matters is the human at the center of their own life. A pure self-centered and individualistic (self-)realization is the only way to confront and surmount the power of the horror vacui that threatens to dismantle what humanity considers to be valuable: our ethereal essence contained in a fragile body. Both antiheroes in the novels can be understood as coming-to-age novels where we spy on their sublime quest to surround said essence.

Author/Presenter:



Dr. Dany Jacob
Michigan Technological University
Houghton, Michigan

Wednesday - January 05, 2022

Room: Palolo 2

Time: 2:30 - 4:00pm

Session: Humanities; African American Studies/History; American History; Music; and Healthcare

Session Chair: Dr. Emmanuel Kayembe

I. The Image of the US and American People in the Franco-American Literature from New England

The French Canadian elite used to depict the United States of America as a sort of Philistines' country, and the immigration as a descent into modern Egypt. Crossing the 45th parallel was for political leaders like entering a space of malediction, ruled by the devil. Lionel Groulx, the champion of French Canadian ethnical purity and the author of *L'Appel de la race* (1922), spent all his life warning people of French descent not to be contaminated by "American materialism", whose long-term effects could undermine the Quebec traditional society through Franco-Americans.

Q: How did Franco-Americans perceive the US and its people?

A: They perceived them as a pagan people to be colonized.

Author/Presenter: **Dr. Emmanuel Kayembe**
Linguistics Department
University of Southern Maine
Portland, Maine



Wednesday - January 05, 2022

Room: Palolo 2

Time: 2:30 - 4:00pm

Session: Humanities; African American Studies/History; American History; Music; and Healthcare

Session Chair: Dr. Emmanuel Kayembe

II. I Hear Music in the Air: The Origins, Development, Impact, and link between of African American Music and African American Mental Health

This presentation seeks to explore the origins, development, impact, and link between the various genres of African American music (such as Gospel, Blues, Jazz, Rhythm & Blues) and the mental health of African Americans from the enslavement period to today.

Q: How can African American music be used to improve the mental health of African Americans?

A: Research has shown that there is direct link between listening to music and the positive response on the human brain

Author/Presenter: Dr. Eric M. Jackson
Department of History and Geography
Northern Kentucky University
Highland Heights, Kentucky



Wednesday - January 05, 2022

Room: Palolo 1

Time: 4:15 - 5:45pm

Session: History; Language and Literature; Art History; Linguistics

Session Chair: Dr. Lincoln H. Blumell

I. Unpublished Texts from the Ancient Near East in Collections in Japan

A surprisingly large number of texts and monuments from the Ancient Near East have made their way into Japanese private collections, most in the last century. Based on over a month of work in these private collections over two visits to Japan, in this presentation we discuss new insights into the Ancient Near East that have come from these previously unpublished texts. We offer translations of Greek, Sabaic, and Aramaic texts in conjunction with an analysis of their iconography.

Q: What can the new texts you discovered in Japanese collections tell us about individuals in the Ancient Near East?

A: The texts illuminate the lives of several unknown individuals, their family relations, employment, and ritual activities.

Authors/Presenters:



Dr. Lincoln H. Blumell
Brigham Young University
Provo, Utah



Dr. Kerry Hull
Department of Religion
Brigham Young University
Provo, Utah

Continued on next page

Wednesday - January 05, 2022

Room: Palolo 1

Time: 4:15 - 5:45pm

Session: History; Language and Literature; Art History; Linguistics

Session Chair: Dr. Lincoln H. Blumell

II. Alienable and Inalienable Possession in Hawaiian and the Ûa Pou Dialect of North Marquesan

Based on fieldwork data on the Ûa Pou dialect of North Marquesan as well as Hawaiian, both part of the Proto-Marquesic subgroup of Eastern Polynesian languages, I will compare their systems of marking alienable and inalienable possession (a- and o-, respectively), which while sharing many similarities, have developed in some unique ways. Using comparative data from other Eastern Polynesian languages, I also show how these possessives provides deep insights into salient cultural conceptions.

Q: *What criteria are used in selecting an alienable or inalienable possessive marker in North Marquesan and Hawaiian?*

A: *Whether a person controls, initiates, or has the ability to end the relationship with the object; also, there are conceptual factors at play.*

Author/Presenter:



Dr. Kerry Hull
Department of Religion
Brigham Young University
Provo, Utah



Wednesday - January 05, 2022

Room: Palolo 2

Time: 4:15 - 5:45pm

Session: Health Education; Curriculum, Research & Development;
Interdisciplinary; Social Sciences, Aging, Methods, Statistical Analyses;
Medical Sociology; Health Inequalities; Mixed Methods

Session Chair: Dr. Karen Butler

I. Creating Campus & Community Partnerships for Better Understanding of Environmental Health Education

Making connections between in-class coursework and the “real world” can aid students’ understanding of the material and help them apply what they have learned to their daily lives. Establishing campus and community partnerships is a relatively easy way to provide opportunities for these experiences. The purpose of this session is to describe how we integrate campus and community partnerships and service-learning into the Public Health curriculum.

Q: How do we connect classroom curriculum to "real world" settings?

A: Integrating service learning.

Author/Presenter:



Dr. Karen Butler

Health & Human Performance Department
Johnson C. Smith University
Charlotte, North Carolina



Wednesday - January 05, 2022

Room: Palolo 2

Time: 4:15 - 5:45pm

**Session: Health Education; Curriculum, Research & Development;
Interdisciplinary; Social Sciences, Aging, Methods, Statistical Analyses;
Medical Sociology; Health Inequalities; Mixed Methods**

Session Chair: Dr. Karen Butler

II. Analyzing Intersectionality in Quantitative Data

Intersectionality is a popular theoretical perspective and research paradigm but without consensus on the best methods for researching it, especially within quantitative data. In this paper, a 3-way intersection is examined using three different strategies in a large dataset. The results demonstrate how each technique provides different knowledge about the intersection, and using all three provides a more complete picture than one or two.

Q: Are there advantages to using quantitative vs qualitative data for studying intersectionality?

A: Both types of data are valid and important for more fully understanding intersectionality. Quantitative data has the advantage of generalizability and controlling for many factors. It has the disadvantage of less depth of meaning.

Authors/Presenters: Dr. Neena Chappell
Institute on Aging and Lifelong Health



Dr. Kristen Barnes
Department of Sociology
University of Victoria
Victoria, British Columbia
Canada



Continued on next page

Wednesday - January 05, 2022

Room: Naio Room

Time: 4:15 - 5:45pm

Session: Studio Arts Education, Mental Health, Trauma

WORKSHOP

Critique As Support

By the time youth reach college, 66% to 85% report having lived through traumatic events, with 9-12% of freshmen meeting criteria for post-traumatic stress disorder or related symptoms. This paper centers a trauma-informed studio critique (crit) method applicable to any assignment that would benefit from peer and instructor feedback in college level art and design classrooms. This approach serves as an adaptable, alternative, format to the all too common “firing squad” format where students are expected to defend themselves against a barrage of unstructured questions or comments in front of the entire class.

Q: Are there ways to be trauma-sensitive in my college art classroom?

A: Yes! Try establishing peer-to-peer support "critique pods" as an alternative format to the all too common studio critique “firing squad” format where students are expected to defend themselves against a barrage of unstructured questions or comments in front of the entire class.

Authors/Presenters:



Prof. Jeffery Kasper

University of Massachusetts Amherst
Amherst, Massachusetts

Dr. June Prosciak

University of Massachusetts Amherst
Amherst, Massachusetts



DAY 2

Thursday - January 06, 2022

Thursday - January 06, 2022

Room: Palolo 1
Time: 8:15 - 9:45am
Session: Social Sciences; Philosophy: History
Session Chair: Dr. Christopher M. Innes

I. Philosophy and Popular Culture - a Need for Justification

The study of philosophy and popular culture is complex and difficult. It requires a philosophical discipline and a commitment to the belief that popular culture has philosophical content. The content might be fleeting or extensive philosophical dialogue, scenes, or images. It might even be examples of situations that disserve philosophical investigation that have no philosophical intention. Matching the two and justifying philosophical relevance to popular culture is not easy.

Q: How will I benefit as a philosopher by referring to popular culture in my writing and teaching?

A: It will give a more vivid and lucid landscape to discuss abstract philosophical problems.

Author/Presenter:



Dr. Christopher M. Innes
Department of Philosophy
Boise State University
Boise, Idaho



Continued on next page

Thursday - January 06, 2022

Room: Palolo 1
Time: 8:15 - 9:45am
Session: Social Sciences; Philosophy; History
Session Chair: Dr. Christopher M. Innes

II. Causation as an Indispensable Aspect of Science

This paper considers the question of whether the concept of causation can be removed from sciences. First, causation and its current scientific role are explained. Then, different views on causation are laid out. Finally, the paper refutes arguments in favor of eliminativism to show that causation is necessary in science. The argument is followed by a brief overview of Aristotle's four causes to demonstrate that causation cannot be replaced with other adjacent concepts.

Q: How is time symmetry reliant on causation?

A: Though Bertrand Russell said that time is symmetric in the realm of physics, meaning that present events can "reverse predict" or retrodict the past, the concept of retrodiction still assumes that one concept leads to another. Thus, time symmetry presupposes a form of causation.

Author/Presenter:



Ms. Alina Zhong
Stanford Online High School
Redwood City, California



Continued on next page

Thursday - January 06, 2022

Room: Palolo 1
Time: 8:15 - 9:45am
Session: Social Sciences; Philosophy; History
Session Chair: Dr. Christopher M. Innes

III. On Hong Kong Identity

This paper discusses the evolution of a Hong Kong identity. It focuses mainly on the emergence of a discernible Hong Kong consciousness during the Sixties and the 1967 Riots in particular, and a distinct Hong Kong identity during the recurring protest movements following the handover of Hong Kong in 1997. By 2019, a Hong Kongese identity had developed that is defined by its opposition to Chinese domination of Hong Kong.

Q: *What is a Hong Kong identity?*

A: *It's complicated.*

Authors/Presenters:



Prof. William Wei
History Department
University of Colorado at Boulder
Boulder, Colorado
Dr. Edgar Wong
Independent Scholar



Thursday - January 06, 2022

Room: Palolo 2

Time: 8:15 - 9:45am

Session: Arts, Dance and Technology, Film, Performing Arts, Visual Arts, Artificial Intelligence, Women Studies; Music, Music Education; Interdisciplinary and Other Areas

Session Chair: Prof. Paula Higa

I. The Interface of Artificial Intelligence and Dance

The purpose of my presentation is to discuss the insertion of Artificial Intelligence in the field of Performing Arts. Through the examination of the award-winning dance film *Aquela Que Eu Queria Ser* (The One I Wanted To Be - USA version), produced by Higa and Karson, I will present how technology and dance can enact side by side without overshadowing one another. I will address the questions how much technology is too much when creating in this capacity?

Q: In times where computer technologies play a dynamic and important role in the performing arts, how to blend the use of artificial intelligence as an integral element in organic works while not overshadowing the performance?

A: In short, balance is the key to a successful collaboration between science and arts. We are living in an era of rapid changes in the field of computer technology. Directors, producers, and art-makers must embody technology properly. In performing arts, machines are more useful when the organic/inorganic relationship can be sustainable. No one wants their audience focused on the visual aspects of a dance performance while dancers boost their stamina to deliver their best performance on stage. Coherence and transparency are essential to understand the relationship between arts and artificial intelligence.

Author/Presenter: Prof. Paula Higa
Department of Theatre and Dance
The University of Vermont
Burlington, Vermont



Thursday - January 06, 2022

Room: Palolo 2

Time: 8:15 - 9:45am

Session: Arts, Dance and Technology, Film, Performing Arts, Visual Arts, Artificial Intelligence, Women Studies; Music, Music Education; Interdisciplinary and Other Areas

Session Chair: Prof. Paula Higa

II. Are High School Band Programs Missing the Mark? An Analysis of Band Repertoire in Relation to the National Core Arts Standards

The current practice of high school band programs favoring music selected from the “core repertoire” of modern compositions is not representative of a “...varied repertoire of music representing diverse cultures, styles, genres and historical periods” (NCAS, - standard MU:Pr6.1.E.IIa), creating a deficiency in opportunities for students to engage in the continuum of music in a historical and cultural context, which could be addressed by the creation of a Historical Band Repertoire resource.

Q: Why is repertoire selection so important to meeting the National Core Arts Standards for music?

A: The repertoire, or literature selected for musicians to perform in band programs is critical to teaching a comprehensive music curriculum encompassing the continuum of historical time periods. Data shows the current literature selection trends of high school programs is not adequately meeting the expectations defined in the NCAS.

Author/Presenter:



Dr. Robert Pippin

Department of Fine and Performing Arts
Northwest Missouri State University
Maryville, Missouri

Continued on next page

Thursday - January 06, 2022

Room: Palolo 2

Time: 8:15 - 9:45am

Session: Arts, Dance and Technology, Film, Performing Arts, Visual Arts, Artificial Intelligence, Women Studies; Music, Music Education; Interdisciplinary and Other Areas

Session Chair: Prof. Paula Higa

III. "The" Audience?

This paper challenges the idea of an audience monolith – “the” singular category of spectator long promulgated by historians and arts researchers. Using critical frameworks that examine identity and power, the paper interrogates how ‘monolithizing’ audiences in arts research practices colonizes audience studies and then explores ways to decenter privileged theoretical and/or empirical approaches in favor of more complex and inclusive research practices.

Q: What impact does the habit of monolithizing audiences have on current practices in the performing arts industry?

A: It means that attention to the individual nature of an audience member’s arts experience is often ignored, despite the fact that performing arts organizations routinely celebrate the importance of inclusivity and diversity in their advertising and mission statements. Ultimately it means that audiences are increasingly disengaged and disaffected with the performing arts.

Author/Presenter:



Dr. Lynne Conner
Department of Theatre
University of North Carolina, Charlotte
Charlotte, North Carolina

Thursday - January 06, 2022

Room: Palolo 1

Time: 10:00 - 11:30am

**Session: Math Education, Teacher Education; Education & Technology Topics/
Focus Areas**

Session Chair: Dr. Robert Williams

I. A Taxonomy of Math Instructor Behaviors That Contribute to Math Anxiety as Perceived by Students

The purpose of this phenomenological study was to identify and classify those math instructors' behaviors that are contributors to math anxiety as perceived by students identified with math anxiety. Identifying and classifying potential math instructor behaviors which contribute to students' math anxiety is paramount as universities prepare math teachers as well as for school administrators to address potential issues within the math classrooms.

Q: What behaviors or characteristics of math teachers contribute to math anxiety in students?

A: Out of eleven emerged categories, the four top categories were Teaching Disposition, Teaching Methods, the Teacher Didn't Explain, and Pace.

Authors/Presenters: Dr. Robert Williams

Department of Educational Leadership
Arkansas State University
Jonesboro, Arkansas

Dr. Matthew Rhoads

Curriculum, and Special Education Department
Arkansas State University
Jonesboro, Arkansas



Dr. Robert Williams

Continued on next page

Thursday - January 06, 2022

Room: Palolo 1

Time: 10:00 - 11:30am

**Session: Math Education, Teacher Education; Education & Technology Topics/
Focus Areas**

Session Chair: Dr. Robert Williams

II. The Impact of Math Intervention to Increase A-G Compliancy and College Acceptance for Secondary Advancement Via Individual Determination (AVID) Students

The goal of this study was to develop, within the current organization structure, within the school day, and using the Advancement Via Individual Determination (AVID) framework, a system to support student success in passing the A – G mathematics course required for college acceptance. Instead of using the traditional AVID curriculum and methods of questioning to bridge the gaps in learning, this study shifted the existing curriculum to directly instructed small groups lessons by peer tutors.

Q: How can secondary schools increase the pass rate in Integrated Mathematics?

A: Peer Intervention Tutors.

**Authors/Presenters: Ms. Malia Pulido-Dahal
Dr. Bonnie Plummer**
School of Education
National University
Davis, California



Thursday - January 06, 2022

Room: Palolo 2

Time: 10:00 - 11:30am

Session: Modern History/World War II Research; Digital Filmmaking; Faculty-led Collaborative Design, Writing and Production

PERFORMANCE

Operation Valkyrie: A Collaborative Student Motion Picture

How can we immerse our students in history and make our discipline--the humanities--more relevant in our modern world? One answer is to jointly produce a documentary for television about "Operation Valkyrie"--the plot to assassinate Hitler . For this film, students scoured the National Archives for documents and rare film footage, while others reached out to survivors and relatives of the plotters. During this screening, Prof. Isbouts shows how such a project can be staged at little cost.

Q: How difficult was it to produce this film?

A: Having a jointly written script was key. It showed what the film needed in terms of story and visuals.

Author/Presenter: Prof. Jean-Pierre Isbouts
Fielding University Press
Fielding Graduate University
Santa Monica, California





POSTER SESSION

Thursday - January 06, 2022
11:00 am - 12:30 pm
Naio Room

Thursday - January 06, 2022

Room: Naio Room

Time: 11:00am - 12:30pm

Session: Posters

1. Insurance as a Solution to the Tragedy of the Commons

Tragedy of the commons is an old, yet important problem in economic theory. It refers to the process of depletion of a shared resource by people who act independently and rationally according to their own self-interest, but with possible detrimental effects on other people, and most importantly, depletion of common resource. This depletion happens even with participants' understanding that depleting the common resource is contrary to the group's long-term best interests.

There exist three main proposed solutions to this very important problem:

- Arthur Pigou's tax on activities causing harm to others or depletion of common resources,
- Ronald Coase's proposal for property rights as a market solution of the problem,
- Elinor Ostrom's research on community management of common resources.

In this paper, we propose insurance as a solution to the tragedy of the commons.

Author/Presenter:



Prof. Krzysztof Ostaszewski
Illinois State University
Normal, Illinois



Continued on next page

Thursday - January 06, 2022

Room: Naio Room

Time: 11:00am - 12:30pm

Session: Posters

2. Pandemic, Schmandemic: Real World Thought Exercises in a Socially Distanced World Religions Course

This poster project revolves around the idea of modifying an existing set of thought exercises in my fully online, asynchronous World Religions community college course to have students directly engage with historically underrepresented groups in an effort to increase meaningful participation and reflection. The qualitative results of this project were the biggest indicator of success of the intervention; the level of depth and quality of content displayed in the engagements was far superior.

Q: Will framing thought exercise prompts through the lens of social justice issues and historically underrepresented groups promote students' motivations to participate regularly and meaningfully?

A: Yes, the level of depth and quality of content displayed in the engagements was far superior.

Author/Presenter:



Prof. Adriene Tribble
Humanities & Religion Department
Valencia College
Kissimmee, Florida



Continued on next page

Thursday - January 06, 2022

Room: Naio Room

Time: 11:00am - 12:30pm

Session: Posters

3. Awakening to New Possibilities: Development of an Innovative Interdisciplinary Creative Wellness Minor

The past decade has seen an exciting new call for the integration of Positive Psychology with the Arts and Humanities, expanding the practice of artistic and creative activities from clinical populations primarily to promoting human flourishing in the general population. This poster provides program objectives, core resources, curricular requirements, background information on positive psychology and art therapy, and the rationale for an innovative new Interdisciplinary Creative Wellness minor.

Q: What is Creative Wellness?

A: Creative Wellness is an innovative, interdisciplinary minor integrating Positive Psychology with the Arts and Humanities to promote psychological well-being and human flourishing.

**Authors/Presenters: Dr. Karen Yescavage
Ms. Lara Gribble**
Department of Psychology
Colorado State University-Pueblo
Pueblo, Colorado



Dr. Karen Yescavage



Continued on next page

Thursday - January 06, 2022

Room: Naio Room

Time: 11:00am - 12:30pm

Session: Posters

4. Impact of a Physical Education Teacher's Age on Elementary, Middle School, and High School Student's Perceptions of Effectiveness and Learning

Students completed an exam and questionnaire following the viewing of one of two films taught by the same teacher. ES/MS students performed better on the exam and regarded the younger appearing teacher a better role model, more likeable, and more expert than the older teacher; the bias was weakened as students aged. HS students showed no differences in learning regardless of the apparent age of the teacher, and indicated they perceived the older appearing teacher to be a positive role model.

Q: What are the consequences of students possessing an age bias?

A: Perception of sport, fitness, and physical activity being for only "young people", leads to a self-fulfilling prophecy of becoming less active and less health with age.

Author/Presenter:



Dr. Colin Pennington
School of Kinesiology
Tarleton State University
Stephenville, Texas



Continued on next page

Thursday - January 06, 2022

Room: Naio Room

Time: 11:00am - 12:30pm

Session: Posters

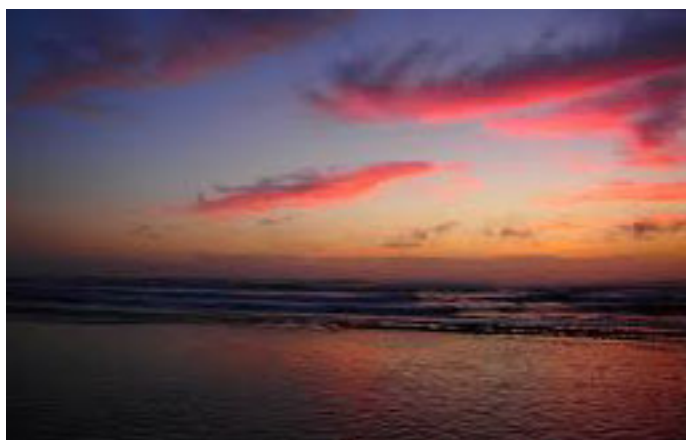
5. “It’s bound to happen”: Academic Clustering at a Division III College

Academic clustering occurs when at least 25% of an athletic team declare the same major. Research reveals many student-athletes are steered into majors that yield greater chances of maintaining athletic eligibility rather than aligning with academic interests and occupational aspirations. Clustering has yet to be examined at lower NCAA levels. Guided by environmental theory, the current mixed-methods case-study examined clustering at a single Division III institution.

Q: How can research reveal if clustering is ultimately "good" or "bad"?

A: Longitudinal case study whereby participants recall how their declared major impacted their holistic development and professional preparation.

Authors/Presenters: **Dr. Jesse Brock**
Dr. Kelsey McEntryre
Educational Leadership & Technology
Dr. Colin Pennington
School of Kinesiology
Tarleton State University
Stephenville, Texas



Thursday - January 06, 2022

Room: Naio Room

Time: 11:00am - 12:30pm

Session: Posters

6. Academic Clustering and Division II Student Athletes: Expanding the Scope of an Emerging Phenomenon

Despite a recent increase in attention on academic clustering in higher education athletics, there has been a fixation on Division I sports. Based on the results of studies focused on clustering at the Division I level, it is important to conduct and expand the research on the phenomenon amongst Division II student athletes. Examining 30 schools, this study finds that academic clustering does exist at the Division II level. In addition, this study examines factors linked to the phenomenon.

Q: What is academic clustering?

A: Clustering occurs when a large percentage (typically twenty-five percent) of student-athletes on an athletic team declare the same academic major.

Author/Presenters: **Dr. Jesse Brock**
Dr. Kelsey McEntyre
Educational Leadership & Technology
Dr. Colin Pennington
School of Kinesiology
Tarleton State University
Stephenville, Texas



Dr. Colin Pennington



Thursday - January 06, 2022

Room: Palolo 2

Time: 12:45 - 2:45pm

**Session: Psychology; Teacher Education; Psychology and Social Sciences;
Educational Psychology**

Session Chair: Dr. Emily Schafer

I. Examining the Impact of Trauma-informed Care Training on Educators' Knowledge, Attitudes, and Behavior: A Qualitative Study

The current study involved conducting follow-up semi-structured interviews with public school educators who previously participated in trauma-informed care training. Findings add to the nascent literature evaluating the impact of trauma-informed care training by exploring perceptions of changes in knowledge, attitudes, and behavior of educators who attended the training, and by providing recommendations for improvement and support of TIC practices.

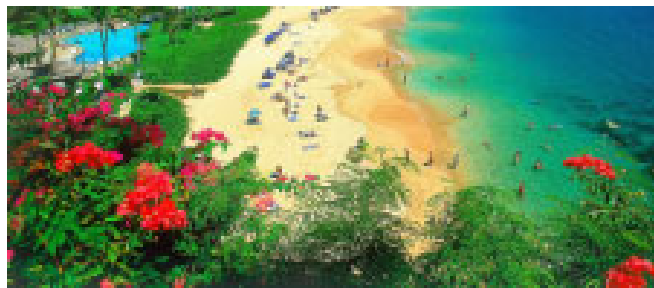
Q: Does an educator's trauma-informed care training have a long-term impact on her behavior and/or students?

A: Yes. Trauma-informed care training helps equip teachers to face the myriad of traumatic experiences children bring into their classrooms. It gives them practical tools, knowledge, and essential understanding of best practices in dealing with children exposed to toxic stress. Teachers perceive that their behavioral changes also have a positive and lasting impact on their students.

Author/Presenter:



Dr. Emily Schafer
Psychology Department
University of South Carolina - Union
Union, South Carolina



Continued on next page

Thursday - January 06, 2022

Room: Palolo 2

Time: 12:45 - 2:45pm

**Session: Psychology; Teacher Education; Psychology and Social Sciences;
Educational Psychology**

Session Chair: Dr. Emily Schafer

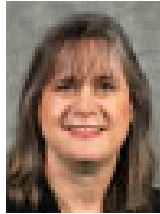
II. The Long-term Effect of Bereavement and Grief with a Highly-publicized Violent Death

This article, using case studies and interviews and relevant clinical material, examined the unique challenges the individual faces when the loved one died a highly-publicized violent death.

Q: How often are high-profile deaths violent in nature?

A: Among high-profile deaths, nearly 95% are violent or traumatic in nature.

Author/Presenter:



Dr. Kelli Stiles
Psychology Department
Culver-Stockton College
Canton, Missouri



Thursday - January 06, 2022

Room: Palolo 2

Time: 12:45 - 2:45pm

**Session: Psychology; Teacher Education; Psychology and Social Sciences;
Educational Psychology**

Session Chair: Dr. Emily Schafer

III. Building Integrative Arguments: Student Immediacy and Collaborative Reasoning Discussions

This study examined twenty-four discussion transcripts for six groups of fourth grade students. The analysis showed that groups with more immediacy moves developed complex reasons by linking textual evidence to real-life experiences and asking questions when textual evidence was insufficient to support their stance. Without CI and integrative arguments, students are more likely to solidify a staunch position without considering what might be missing and therefore perpetuate weaker argumentation.

Q: Why are student immediacy and integrative arguments important in a collaborative reasoning discussion?

A: In a collaborative reasoning discussion, children may encounter cognitive conflict due to different perspectives in approaching one issue. Proposing immediacy and building integrative arguments help children reflect on their own arguments and consider the thoughts of other students. By weighing reasons for both argument and counter-argument, students learn to practice more complex reasoning skills. In this study, groups where immediacies and integrative arguments were present, experienced changes of degree of certainty about their position.

**Authors/Presenters: Ms. Sisilia Kusumaningsih
Dr. Jingjing Sun**
Teaching and Learning Department
Ms. Rebekah Skoog
Anthropology & Education Department
University of Montana
Missoula, Montana



Ms. Rebekah Skoog

Continued on next page

Thursday - January 06, 2022

Room: Palolo 2

Time: 12:45 - 2:45pm

**Session: Psychology; Teacher Education; Psychology and Social Sciences;
Educational Psychology**

Session Chair: Dr. Emily Schafer

IV. Cannabis Use to Address Negative Emotions in Individuals experiencing Post-Traumatic Stress

The purpose of this study was to assess adults who experience PTSD in terms of (1) their emotional reactivity, (2) how frequently they use THC-dominant cannabis (THC) when experiencing negative emotions, and (3) how frequently they perceived THC to manage negative emotions. Most participants were daily users for many years, regularly using THC to manage negative emotions, rarely making negative affect worse. PTSD status and intensity of negative emotional reactivity predicted THC use frequency.

Q: Is there evidence to support cannabis can help manage psychological pain?

A: A community sample of adult chronic users reported frequently using THC-dominant cannabis to manage negative emotions, and, they found it to be efficacious without adverse impact.

**Authors/Presenters: Dr. Karen Yescavage
Ms. Lara Gribble**
Department of Psychology
Colorado State University - Pueblo
Pueblo, Colorado



Dr. Karen Yescavage

Thursday - January 06, 2022

Room: Naio Room

Time: 12:45 - 2:15pm

Session: Inter-disciplinary and Other Areas of Arts and Humanities; Art Education

WORKSHOP

What's with the Rainbow Oreo? Teaching LGBT Artworks in their Context

This workshop is based on an action research project testing a supplemental lesson presenting Lesbian, Gay, Bisexual, and Transgender (LGBT) artworks that has been prepared for a 20th and 21st Century Humanities course in a community college. The goal of this lesson is to provide a deeper understanding of the movement for LGBT liberation and equality and more “low risk” formative activities would better prepare students to complete a successful objective analysis of a LGBT film.

Q: Will a supplemental lesson on the LGBT movement for liberation and equality improve students' abilities to objectively assess LGBT artworks?

A: Yes! While quantitative summative assessment value improvements were nominal, the qualitative responses of students within the summative assessment were far improved. Many examples from student work will be provided.

Author/Presenter:



Prof. Adriene Tribble
Humanities & Religion Department
Valencia College
Kissimmee, Florida



Thursday - January 06, 2022

Room: Palolo 1

Time: 2:30 - 4:00pm

**Session: English and Modern Languages; Literature, Ethnic Studies, Latinx/
Chicanx Studies; Higher Studies**

Session Chair: Dr. Andrew Pisano

I. Cuisine de Composition: Experiential Food Writing in the First Year College Composition Classroom

In this paper, I argue that student-authored food writing is an effective pedagogical component to teaching rhetoric in the first year college writing classroom. My argument contributes to a growing body of scholarship that explores connections between food studies, experiential learning, and the first year college composition classroom.

Q: How do first-year writing assignments involving cooking offer students unique opportunities to practice detail-oriented, persuasive texts?

A: By asking students to write not only about the cooking process, but about their relationship to foods, associative memories, and make the case for why readers should enjoy their cooking.

Author/Presenter: Dr. Andrew Pisano
Academic Affairs - English
University of South Carolina Union
Union, South Carolina



Thursday - January 06, 2022

Room: Palolo 1

Time: 2:30 - 4:00pm

**Session: English and Modern Languages; Literature, Ethnic Studies, Latinx/
Chicanx Studies; Higher Studies**

Session Chair: Dr. Andrew Pisano

II. Decolonizing Genre and Re-visioning History: Emma Pérez's Forgetting the Alamo, Or, Blood Memory: A Novel

Borderlands historian, theorist and novelist Emma Pérez demonstrates remarkable genre fluidity across her body of work, yet is seemingly circumspect within texts. While less overt in her genre transgression than her predecessors (Anzaldúa, Moraga, and Cisneros), might we read Pérez's *Forgetting the Alamo, Or, Blood Memory: A Novel* as subtly subverting genre and disciplinary bounds?

Q: How do you see Emma Pérez fitting in with the trajectory of Chicana greats (Anzaldúa, Moraga, and Cisneros) who demonstrate significant genre innovation and transgression?

A: The flourishing of Chicana genre innovation certainly hits a high point in the 1980s, but Pérez writing roughly a generation later displays important distinctives from her literary foremothers. She writes from within the academy and seems to be somewhat more circumspect in honoring genre rules and expectations. However, her innovation, while perhaps different is no less important to study.

Author/Presenter:



Dr. Shelley Garcia
English Department
Biola University
La Mirada, California

Thursday - January 06, 2022

Room: Palolo 2

Time: 3:00 - 4:30pm

Session: Interdisciplinary, Education; Education & Technology Topics, Focus Areas; Math Education; Business Education

Session Chair: Prof. Nancy M.P. King

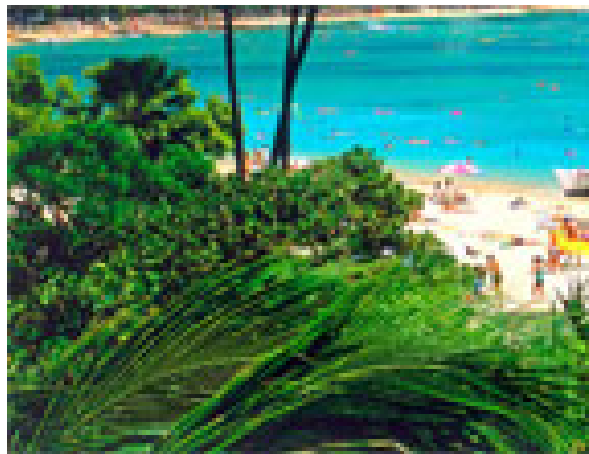
I. When Creative Dialogue is Not a Script: Plato as Inspiration for Bioethics Pedagogy

A discussion of the creation of graduate-level bioethics case studies in dialogic form, after the example of the Dialogues of Plato; including the scholarly, ethical and creative imperatives of case study construction, dialogic or otherwise.

Q: Is this pedagogical method applicable outside the field of bioethics?

A: Yes. It is applicable in any field that uses, or is capable of using, the case study as a pedagogical tool.

Authors/Presenters: Prof. Nancy M.P. King
Wake Forest Institute for Regenerative Medicine
Wake Forest School of Medicine
Prof. Richard Robeson (Deceased)
Wake Forest University
Winston-Salem, North Carolina



Thursday - January 06, 2022

Room: Palolo 2

Time: 3:00 - 4:30pm

Session: Interdisciplinary, Education; Education & Technology Topics, Focus Areas; Math Education; Business Education

Session Chair: Prof. Nancy M.P. King

II. Business Education: Confusing Difficulty with Rigor; the Idea of Adding Difficulty without Educational Benefits

There is a lot of research about course rigor, grade inflation, and students earning higher grades than necessary in higher education. Courses should be designed to challenge students to grow by using critical thinking skills that include content identification, research, bias identification, inference, relevance and curiosity. This paper intends to provide guidance for instructors on how to provide quality knowledge transfer through the use of critical thinking skills.

Q: Isn't rigor needed to stimulate high quality learning?

A: Yes, however we do not need to confuse rigor with difficulty.

Authors/Presenters: Dr. Allen Barclay

School of Business

Flagler College

St. Augustine, Florida

Ms. Heidi Barclay

Senior Community Faculty

College of Management

Metropolitan State University

St. Paul, Minnesota

Ms. Rachel Barclay

Sam M Walton College of Business

University of Arkansas

Fayetteville, Arkansas



Thursday - January 06, 2022

Room: Palolo 2

Time: 3:00 - 4:30pm

Session: Interdisciplinary, Education; Education & Technology Topics, Focus Areas; Math Education; Business Education

Session Chair: Prof. Nancy M.P. King

III. What are a Trustee's Responsibilities when a College fails?

Who is a stakeholder when a liberal arts college is in danger of going under? Whose concerns ought the trustees to take into account, and with what priorities? Current students, staff, and faculty are obvious stakeholders, but there are others as well, for example alumni and the people and businesses in the surrounding town. Often these stakeholders have competing interests. What are the trustees' ethical obligations?

Q: Who is a stakeholder when a liberal arts college is in danger of going under?

A: Stakeholders can include students, faculty, staff, alumni, townspeople, and others, often with competing interests.

Author/Presenter:



Prof. Dena Davis
Religion Studies Department
Lehigh University
Bethlehem, Pennsylvania



ACKNOWLEDGEMENT

Hawaii University International Conferences would like to thank the following people and organizations who have made our 2022 Arts, Humanities, Social Sciences and Education Conference a success!

Maps: Courtesy of Hawaii Visitors & Convention Center

SPONSORS

We would like to extend our heartfelt appreciation to our sponsors. With their support we are able to improve the the conferences to better serve our attendees and presenters allowing us to provide a platform for their academic pursuit and discovery.

KEYNOTE SPEAKER

We would like to thank **Dr. Corinne Barrett DeWiele** for sharing her knowledge and skills with us. Dr. Barrett DeWiele is Professor of Educational Administration at Université de Saint-Boniface in Winnipeg, Manitoba, Canada. She has been a faculty member in the Faculty of Education at the Université de Saint-Boniface (USB), in Winnipeg, Manitoba, since 2011. She holds a Ph.D. in Educational Administration. The focus of her research is on the treatment of principals in the context of their workplaces, educational leadership and mentorship of school personnel, as well as inequalities in education. She has several peer-reviewed publications and has presented at conferences both nationally and internationally in both French and English.

REVIEWERS

We thank the dedicated professionals who reviewed the papers submitted by our presenters to be included in our programs, for the conference proceedings. Your work is of utmost importance to make sure those accepted meet the highest academic standards of presentation.

Dr. Abrokwa, Clemente
Dr. Anderson, Reed
Dr. Antwi-Boasiako, Kwame
Dr. Burton, Bryan
Dr. Greene, Dana
Dr. Freshwater, Amy
Dr. Hollingsworth, Mary Ann

Dr. Kahn, Sharon
Prof. Keitel, Peter
Prof. King, Nancy M.P.
Dr. Nicolaides, Demitris
Dr. Parker, Mary Jo
Dr. Patterson, David
Dr. Richards, Danielle

Dr. Sherman, Roger
Dr. Skoog, William
Dr. Teng, Jane
Dr. Valadez, Mercedes
Prof. Warsh, Sheryl
Dr. Whitehead, Suzanne
Ms. Whitehead, Taylor

The HUIC staff would like to cordially invite you to participate in the growth and development of the conference by becoming a peer reviewer of our future conferences. If you are interested in becoming a peer reviewer, please complete the form available at the registration desk indicating your topic of interest and specialization

THE SESSIONS CHAIRS

Thanks to all the Session Chairs for your guidance of the participants and presenters in each session to maximize the experiences of the session attendees, to convey the thoughts and new ideas each brings to our conference. All timely presentations are important to expand the overall knowledge offered from many perspectives.

Dr. Barrett DeWiele, Corinne
Dr. Bertaina, David
Dr. Butler, Karen
Dr. Colombi, Maria Cecilia
Dr. Garcia, Shelley
Prof. Higa, Paula

Dr. Innes, Christopher M.
Dr. Kayembe, Emmanuel
Prof. King, Nancy M.P.
Dr. Musselwhite, Mandy
Dr. Pisano, Andrew
Dr. Schafer, Emily
Dr. Williams, Robert

SOME OF OUR PARTICIPANTS



Dr. Corinne Barrett-DeWiele
Université de Saint-Boniface
Manitoba, Canada



Prof. William Wei
University of Colorado at Boulder
Boulder, Colorado



Dr. Leland Harper
Siena Heights University
Adrian, Michigan



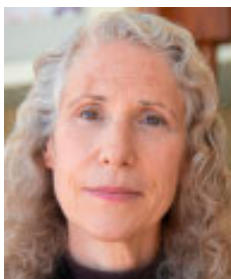
Dr. Robert Williams
Arkansas State University
Jonesboro, Arkansas



Ms. Rebekah Skoog
University of Montana
Missoula, Montana



Ms. Alina Zhong
Stanford Online High School
Redwood, California



Dr. Lynne Conner
University of North Carolina
Charlotte, North Carolina



Dr. Dany Jacob
Michigan Technological University
Houghton, Michigan



Dr. Diana Daly
University of Arizona
Tucson, Arizona

SOME OF OUR PARTICIPANTS



Dr. Katie Greenan
University of Indianapolis
Indianapolis, Indiana



Dr. Kerry Hull
Brigham Young University
Provo, Utah



Dr. Lincoln H. Blumell
Brigham Young University
Provo, Utah



Prof. Jeffrey Kasper
University of Massachusetts
Amherst, Massachusetts



Dr. Karen Yescavage
Colorado State University-Pueblo
Pueblo, Colorado



Prof. Dena Davis
Lehigh University
Bethlehem, Pennsylvania



Prof. Adriene Tribble
Valencia College
Kissimmee, Florida



Dr. Robert Pippin
Northwest Missouri State University
Maryville, Missouri



Dr. Shelley Garcia
Biola University
La Mirada, California

SOME OF OUR PARTICIPANTS



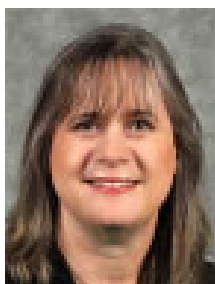
Dr. Christopher M. Innes
Boise State University
Boise, Idaho



Prof. Diego Batista
Weber State University
Ogden, Utah



Prof. Krzysztof Ostaszewski
Illinois State University
Normal, Illinois



Dr. Kelli Stiles
Culver-Stockton College
Canton, Missouri



Prof. Neena Chappell
University of Victoria
British Columbia, Canada



Dr. Karen Butler
Johnson C. Smith University
Charlotte, North Carolina



Dr. Allen Barclay
Flagler College
St. Augustine, Florida
Ms. Heidi Barclay
Metropolitan State University
St. Paul, Minnesota
Ms. Rachel Barclay
University of Arkansas
Fayetteville, Arkansas



Dr. Colin Pennington
Tarleton State University
Stephenville, Texas



Dr. Emily Schafer
University of South Carolina - Union
Union, South Carolina

We also want to thank each and every one who attended our conference for their contributions to the knowledge bases presented and the interactions of the attendees who generously shared their knowledge and expertise to enhance the conference experience for all who attended. We hope to see all of you back in Hawaii again one day in our continuing effort to bring those together in conferencing here in this magnificent environment as we look to the future of educational efforts in all parts of the world!

Mahalo!





INDEX

A

Andrade, Lydia - University of the Incarnate Word, Texas	12
Atchley, Stephanie - Tarleton State University, Texas	6

B

Barclay, Allen - Flagler College, Florida	51
Barclay, Heidi - Metropolitan State University, Minnesota	51
Barclay, Rachel - University of Arkansas, Arkansas	51
Barnes, Kristen - University of Victoria, British Columbia, Canada	24
Barrett DeWiele, Corinne - Université de Saint-Boniface, Manitoba, Canada	12
Barst, Julie - Siena Heights University, Michigan	16
Batista, Diego - Weber State University, Utah	9
Beach, Don - Tarleton State University, Texas	4, 6
Bertaina, David - University of Illinois Springfield, Illinois	13
Blumell, Lincoln H. - Brigham Young University, Utah	21
Brock, Jesse - Tarleton State University, Texas	4, 6, 41, 42
Butler, Karen - Johnson C. Smith University, North Carolina	23

C

Chappell, Neena - University of Victoria, British Columbia, Canada	24
Colombi, Maria Cecilia - University of California, Davis, California	8
Conner, Lynne - University of North Carolina, Charlotte, North Carolina	32

D

Daly, Diana - University of Arizona, Arizona	15
Davis, Dena - Lehigh University, Pennsylvania	52

G

Garcia, Shelley - Biola University, California	17, 49
Greenan, Katie - University of Indianapolis, Indiana	14
Gribble, Lara - Colorado State University-Pueblo, Colorado	39, 46

Continued on next page

H

Hampton, Penny - Tarleton State University, Texas	6
Harper, Leland - Siena Heights University, Michigan	5, 16
Higa, Mario - Middlebury College, Vermont	8
Higa, Paula - The University of Vermont, Vermont	30
Holder, Ikie - Tarleton State University, Texas	4
Hull, Kerry - Brigham Young University, Utah	21, 22

I

Innes, Christopher M. - Boise State University, Idaho	27
Isbouts, Jean-Pierre - Fielding Graduate University, California	35

J

Jackson, Eric M. - Northern Kentucky University, Kentucky	20
Jacob, Dany - Michigan Technological University, Michigan	18
Jingjing, Sun - University of Montana, Montana	44

K

Kasper, Jeffery - University of Massachusetts Amherst, Massachusetts	25
Kayembe, Emmanuel - University of Southern Maine, Maine	19
King, Nancy M.P. - Wake Forest University, North Carolina	50
Kusumaningsih, Sisilia - University of Montana, Montana	45

L

Luna, Christina V - California State University Fresno, California	10
---	----

M

Martin-Dean, Halcy - Tarleton State University, Texas	6
Mathis, Sharese - Albion College, Michigan	16
McEntyre, Kelsey - Tarleton State University, Texas	41, 42
Musselwhite, Mandy - Tarleton State University, Texas	4

Continued on next page

O

Ostaszewski, Krzysztof - Illinois State University, Illinois	37
---	-----------

P

Pennington, Colin - Tarleton State University, Texas	40, 41, 42
Pippin, Robert - Northwest Missouri State University, Missouri	31
Pisano, Andrew - University of South Carolina Union, South Carolina	48
Plummer, Bonnie - National University, California	34
Prosciak, June - University of Massachusetts Amherst, Massachusetts	25
Pulido-Dahal, Malia - National University, California	34

R

Rhoads, Matthew - Arkansas State University, Arkansas	33
Robeson, Richard - Wake Forest University, North Carolina	50

S

Schafer, Emily - University of South Carolina - Union, South Carolina	43
Scheopner, Cynthia - University of Hawai'i at Manoa, Hawai'i	16
Scruggs, Maribel Campoy - University of Indianapolis, Indiana	7
Skoog, Rebekah - University of Montana, Montana	45
Stiles, Kelli - Culver-Stockton College, Missouri	44
Sun, Jingjing - University of Montana, Montana	45

T

Tribble, Adriene - Valencia College, Florida	38, 47
---	---------------

W

Wei, William - University of Colorado at Boulder, Colorado	29
Williams, Robert - Arkansas State University, Arkansas	33
Wolf, Robert Irwin - College of Mount St. Vincent, New York	11
Wong, Edgar - Independent Scholar	29

X

Xiong, Pa Nhia - California State University Fresno, California 10

Y

Yescavage, Karen - Colorado State University-Pueblo, Colorado 39, 46

Z

Zhong, Alina - Stanford Online High School, California 28

Prince Waikiki

100 Holomoana St, Honolulu, HI 96815

