ARC aims to spotlight student, faculty and alumni research and scholarly activity, through a series of conference papers and poster exhibits. Student submit proposals that relate to their research and scholarly work undertaken in senior courses at the 300 level or above. ARC 2016’s theme is *Wisdom: Past, Present and Future* — which presents an opportunity for campus-wide discussion on the ways wisdom is conceptualized and studied, with a particular focus on the practical application of wisdom in various domains.
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<td>Wisdom in Music: Modernism and a New Aesthetic</td>
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<td>Themes in Sociology</td>
<td>Wisdom From the Other Side (Of Campus): Exploring Acuity in Educational and Theatrical Contexts</td>
<td>School of Ministry</td>
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<td>Wisdom in Music: Sacred Reflections</td>
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**Wisdom: Past, Present, and Future**
Coral Reefs are the New Canary: Using Coral Reef Decline as an Indicator and Model for Direct and Indirect Effects of Global Climate Change (Sam Huston)

Unprecedented declines in coral reefs, both regionally and globally, have been observed over the past few decades. Such changes over a relatively short period of time have created a great deal of interest in the scientific community regarding the potential causes of dwindling coral populations. One aspect that has received particular attention is the growing evidence of a relationship between anthropogenic drivers of climate change and coral reef deterioration. Climate change related causes are typically categorized as either direct, such as rising sea surface temperatures, or indirect, including ocean acidification caused by increased levels of atmospheric carbon dioxide. Both categories have been identified as major stressors to reef-building corals. By examining current and future impacts of climate change on coral reefs, and discussing the current state of knowledge regarding climate change, a case will be made for the use of corals as indicators of the larger effects of climate change.

Wise Stewards: Philosophical, Ethical, and Religious Motivation in Conservation Biology (James Sylvester)

Conservation Biology is unique as a scientific endeavour in that its goal is predetermined: to maintain biological biodiversity. However, there are various philosophical approaches to conservation that lead to great debate regarding which species, communities, and ecosystems get priority for conservation efforts. The philosophical differences at play have never been more important as concerns for a growing population and human well-being meet the need for the sustainable use of resources and the preservation of biodiversity. The predominant contemporary model of conservation biology relies on the concept of Ecosystem Services, where the earth is the server of mankind. This utilitarian approach promotes the integration of resource management strategies that simultaneously promote conservation in sustainable and equitable ways. The wisdom in past, present, and future conservation efforts is sought through the review of historical conservation efforts, as well as contemporary case-studies, focusing on the philosophical, ethical, and religious motivations behind them.

Wolves of the insect world: an analysis of the neuropteroid fauna of South-western Alberta (Nick Hougestol)

South-western Alberta, specifically Beauvais Lake and the Kananaskis Valley, is an area rich in flora and fauna that represents the environments of the whole of Alberta, excluding the badlands of Drumheller. This simple fact makes these two sites prime areas for the study of ecological change and how human impact will affect and is affecting the rest of the province. For this study I have chosen to use neuropteroid insects because their larval stages are found in both water and on land and they are secondary predators thus making them important members of the food web in the area. The goal of this study was to create a baseline for the study of neuropteroids in the areas of the Kananaskis Valley and Beauvais Lake so that in the future anthropogenic environmental impacts, including climate change, can be examined using neuropteroid insects.
THEMES IN PSYCHOLOGY I
(Moderator – Dr. Joel Thiessen)

Humor Styles and Approaches to Learning (Kevin Leung)
This study explored the understanding and expression of adaptive and maladaptive humor styles among undergraduate students and the effect on student approaches to learning and academic achievement. It was predicted that the use of adaptive humor styles would be associated with a deep or strategic learning approach, while the use of maladaptive humor styles would be associated with a surface learning approach. Undergraduate student preferences for adaptive or maladaptive humor styles was measured using the Humor Styles Questionnaire (HSQ). Student preferences to deep, strategic or surface approaches to learning was measured using the Approaches and Study Skills Inventory for Students (ASSIST). Undergraduate students from Ambrose University and other local colleges and universities completed the HSQ and ASSIST. Findings from this research would potentially result in better understanding of how different preferences in humor may positively influence study skills, intrinsic motivation and academic achievement.

A Discursive Analysis of the Identity of Video Gamers (Andrew Verrault)
Video gaming has been of interest to scholars for decades. To date, research in the field has shown that video gamers tend to be male, reclusive, at risk for addiction, and likely to exhibit aggressive behaviour. While such research has attempted to quantify and explain the behaviours and negative consequences of video gaming, this study approaches the topic from a qualitative perspective by exploring how video gamers construct their own identities. Data was collected for this study by way of two semi-structured focus groups composed of a diverse set of gamers in order to obtain multiple perspectives, some which have been largely overlooked in the existing literature. The data was then analyzed using a discursive psychology approach focusing on psychological themes with individual and communally negotiated aspects of identity construction. Ultimately, by giving gamers a voice, their perspective can be used to inform and challenge the dominant academic perspective.

WISDOM IN BUSINESS
(Moderator – Dr. Randy Poon)

Individual Self-Identity in Flux and Consumer Behaviour (Barbara Leist)
Shopping and consumption are inseparable from lived experiences of today’s individuals. Individual self-identity both shapes and is shaped by individual consumer behaviour. The purpose of this research paper is to analyse the extant literature that examines the connections between consumer behaviour and self-identity, as well as to investigate impact of current economic downturn on consumer attitudes of Alberta’s student population. I have analysed a wide cross-section of extant literature on the topic with four key emergent themes: (1) Changes in self-identity over time and consumer behaviour; (2) Self-construal and consumer behaviour; (3) Theory of planned behaviour and consumer behaviour; and (4) Impact of external environmental factors on consumer behaviour. To extend on the latter theme, using the adapted MAS scale, originally developed by Yamauchi and Templer in 1985, I am collecting and analysing survey data in order to answer the following research question: How have recent economic changes reflected on the students’ consumer Attitudes in Alberta?
Canadian University Schools of Business, External Stakeholders and the Power of Word-of-Mouth Marketing (Helen Thiessen)

This paper explores the relationship between university schools of business, external stakeholders and the power of word-of-mouth marketing. (1) How do SOB external stakeholders impact university marketing? (2) What is the scope of stakeholder influence and power relative to university marketing? Drawing on the literature surrounding credentialism, stakeholder engagement, and the theoretical lens of word-of-mouth marketing, along with a textual analysis of several documents from three Canadian university schools of business, this paper advances three central conclusions. First, stakeholders influence university marketers to embrace the credentialism narrative. Second, universities intentionally target their marketing and communication toward influential stakeholders. Finally, universities seek to leverage stakeholder power over others in their sphere of influence. These findings demonstrate the central place that word-of-mouth marketing plays among external stakeholders and the resulting implications for university Schools of Business programs.

SANCTIFICATION AND CHRISTIAN SPIRITUALITY (Moderator – Dr. Rob Snow)

Reviving an Ancient Christian Gesture: the Sign of the Cross for Evangelicals (Sean Dixon)

The sign of the cross is a practice with roots in early Christianity. It has carried on throughout history as a valid practice by the Catholics, Orthodox, Anglicans, Lutherans and others. While evangelicals have predominantly ignored this symbol, several Protestant leaders including Martin Luther, Dietrich Bonhoeffer and the saint our school is named after, St. Ambrose, have advocated for its use. Though the sign has changed in form and style throughout history, its spiritual depth and value has remained consistent. As we recognize this gesture as an outward sign of an inward reality, we posture ourselves to align our hearts to God, connect to Christ’s suffering, defend against the enemy’s attacks, and symbolize our unified purpose as Evangelicals.

Sanctification and Spiritual Gifts: Miraculous Means of Grace (Ryan Herbert)

In this interdisciplinary research project, I advance the claim that a biblical understanding of sanctification must include spiritual gifts within its scope. This claim is historically framed in the Holiness-Pentecostal movement’s debate regarding the nature of Spirit-baptism, theologically shaped by a discussion of the nature of God’s holiness, and biblically informed by an exegetical examination of Pauline and Petrine writings on holiness and spiritual empowerment. I conclude that spiritual gifts naturally fit within a biblical understanding of the many means of grace by which God sanctifies the Church into the image of Christ.
Symbolic Threat: Flappers and the Public Defence of American Civilization, 1919-1921 (Paige Mansell)

In the 1920s, the flapper served as a lightning rod for criticism aimed at the women of the younger generation as they emerged from and developed after World War One. This paper seeks to understand these public criticisms in terms of the significance and symbolic value attached to the perceived threats to national character between the years 1919-1921 as expressed in media. The attacks on the flapper in the early 1920s centered on her rebellion against symbols of American civilization (graceful dancing, clean/unadorned faces, education, modest dresses, and women focused on men and the domestic sphere), with the strength of the attack closely related to the extent that the activity directly countered the perceived needs of civilization. Ideas of primitiveness and civilization were key concerns in the public mind. The key source material for this research came from contributions to the New York Times and Vanity Fair magazine.

The Politics of Sport: Canadians at the 1936 Berlin Games (Brent Ingram)

The Olympic Games have served as powerful examples both of international friendship through respectful, high-level competition and of ideological rivalry through exclusion and political propaganda. In 1936, Adolf Hitler’s Nazi regime used the Berlin Summer Games as an exhibition of the racial superiority of the Aryan race and the power of a reinvigorated Germany. Canadian athletes experienced the Berlin Olympics in diverse ways. Jewish boxer Sammy Luftspring chose to boycott the Games. Black sprinter Phil Edwards competed and won a bronze medal. Canoer Frank Amyot captured gold, but only after raising the funds for the canoe team to compete. And basketball player Noel MacDonald was limited to competing in an exhibition tournament, since her sport was not officially recognized. Through the narratives of various athletes, this paper will employ the genre of biography to illuminate the complexity of the Canadian Olympic experience in the 1936 Berlin Summer Games.

Training the British Empire for War: The Raising of the Canadian 4th Division and the British 62nd Division in 1916 (Dr. Geoff Jackson)

The Great War continues to be viewed as a seminal event in Canadian history. The notion that Canadian troops achieved remarkable feats of arms beyond the capabilities of their British counterparts continues to play a prominent role in popular memories of Canada’s Great War experience. Such popular myths do not hold up to scholarly scrutiny. Two such divisions, the 4th Canadian and British 62nd Divisions came from different parts of the “British world,” and their differences and similarities will be examined, to illustrate the daunting obstacle both armies had to overcome from the war’s outset – quickly fashioning competent divisions from enthusiastic amateurs. Comparing the training and command will go beyond the national divide and claims, ultimately illustrating units of the BEF could, as intended, operate as interchangeable parts. This paper will address this enduring Canadian myth.
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9:45-10:40 AM

HEALTH AND PHYSIOLOGY FORUM
(Moderator – Dr. Carol Kroeker)

Physiological Effects of Chronic Stress on Grip Strength in Young Adults and The Effect of Long-Term Perceived Stress on Physiological and Psychological Indicators (Joel Mulder, Taylor Reich, and Ashley Shanks)

University students are under near-constant stress each semester, yet some seem to manage stress better than others, despite similar workloads. Current research shows that psychological stress affects the body’s ability to function, manifesting as mental, emotional, and physiological symptoms. This study examined how perceived stress affects common psychological and physiological stress factors. 60 university students participated in the study – keeping daily logs of perceived stress, food intake, nightly sleep, and physiological parameters such as heart rate and breathing rate. Blood pressure and grip strength (an indicator of body strength) was also measured in naturally stressed and non-stressed conditions. ELISA analysis measured salivary cortisol (a known stress hormone). The study may help deepen understanding of how stress influences people physiologically over extended time periods. By studying stress in students, this study may help identify avenues of exploration for student stress management methods and their applications inside and outside the classroom.

Anti-C1q antibodies in an international systemic lupus erythematosus inception cohort: renal involvement, clinical associations, and comparison to a local cohort (Danielle Schmidt)

This study looks at the prevalence of anti-C1q antibodies in a large, international inception lupus cohort and the association with lupus nephritis. Anti-C1q antibody titres will be tested on all available serum samples in two study cohorts: international and local. The results will be analyzed in the context of renal involvement, as well as other associated clinical and demographic information. A major goal of the study is determining anti-C1q antibody prevalence with lupus nephritis in a global context. We also seek to discover associated demographic factors with anti-C1q and lupus nephritis, not found in previous research. Lastly, our study includes a smaller cohort from a local lupus registry. The prevalence of anti-C1q antibodies in this cohort will be compared to the international cohort.

THEMES IN PSYCHOLOGY II
(Moderator – Dr. Alex Sanderson-MacIntyre)

The Relationship Between Social Anxiety and Emotional Intelligence (Robyn Smolarchuk)

This research aimed to explore the relationship between Social Anxiety and Emotional Intelligence (EI). Social Anxiety and EI influence how an individual perceives and interprets social and emotional information. The Liebowitz social anxiety scale (Baker, Heinrichs, Kim, Hofmann, 2002) and the Bar-On EQ-I (Kun, Urbán, Paksi, Csóbor, Oláh, & Demetrovics, 2012) were administered to Ambrose University students. A multivariate regression analysis was performed. The purpose of this study was to test the hypothesis that Social Anxiety is negatively correlated with EI. The outcome of this study will provide researchers and practitioners with a better understanding of the nature of the relationship between Social Anxiety and Emotional Intelligence, as well as help to inform the treatment of social anxiety.
Anxious Springboards: Stories of Self Growth (Derek Friesen)

It has been argued that some people may reframe bad experiences in a positive light, such as when one reinterprets an anxiety promoting experience and views the self as achieving success. Individuals who redeem anxious experiences may then experience positive self-growth. This qualitative study explores the themes that arise as emergent adults describe stories from their lives regarding to their successes, or lack thereof, in coping with their anxiety. Ten females in the age range of 18-25 were recruited from a western Canadian city and responded to an interview exploring key scenes within their lives. Qualitative analysis was conducted to see if narrators who successfully redeemed anxious experiences demonstrated more complex, integrated narratives. It is argued that narrators with more complex narratives would be more likely to explore their anxiety as a factor that could be surmounted. The perspective of anxiety as a surpassed challenge would be found in their projected future.

Mental Health Self-Stigma & Its Effects on Individual Self-Efficacy (Avary Williams (Talarico))

Mental illness is a growing reality and this study aims to understand how much of a role an individual’s self-efficacy contributes to his or her ability to cope and combat symptoms. The participants were individuals who were currently experiencing or had experienced a mental illness within the last two years between the ages of 18-25. Participants filled out two online questionnaires, one designed to assess for the presence of self-stigma and perceived stigma within an individual and the other designed to assess for the presence of positive factors related to recovery. A sub-sample of participants was selected for narrative interviews to better understand these participants’ experience with mental illness, stigma and recovery. Analysis consisted of the statistical analysis of online questionnaire data and qualitative analysis of narrative interviews for content related to stigma and self-efficacy.

CONTEXTUALIZED THEOLOGICAL WISDOM (Moderator – Dr. Marcus Tso)

Minjung Theology: Jesus Breaking Free of the Gold-Crowned Statue (Gary Mak)

Out of David Suh’s sociopolitical synthesis emerges a theology that is unlike European busts of royal messiahs, and unlike doctrinal formulations of incarnation—Minjung Theology sets Jesus free to serve the people. This Korean political theology does not embitter, but acclaims its cultural context as that fecund soil out of which a vibrant Christianity historically takes root. The paper will review David Kwang-Sun Suh’s literature, commenting on strengths and weaknesses of his approach, with an eye toward those qualities which stand distinct from Western-European theology. Suh’s synthesis of theology is uniquely positioned to celebrate indigenous artistic and religious expression, showing them to be expressions of Jesus’ continued incarnational ministry. Western Christology must not denigrate a Jesus whose image seems exotic, but stands to gain from considering Jesus in secular and cultural terms.
Comparative Study: Fulani Cultural Proverbs to Book of Proverbs (Kristi Hopf)

The intent of this paper is to compare the proverbs of Ancient Israel to the proverbs of the Fulani culture. The secondary objective will be to apply this comparative study and knowledge to ministry among the Fulani of Western Niger. Ethnographic studies I have done in respect to story-telling in their culture, demonstrates that the Fulani highly value the telling, knowing and the understanding of proverbs. Though wisdom for the Fulani is transmitted through a variety of oral mediums, my research will focus on proverbs as the vehicle to compare and portray the wisdom of both cultures; focusing primarily on the stylistic intent and themes of proverbs – both Fulani and Biblical. This comparative study will shed light on the Fulani worldview and which biblical proverbs can be a bridge to the Fulani and which could be a barrier to their understanding of a biblical worldview and ultimately the Gospel message.

CHRISTIAN STUDIES
(Moderator – Dr. Rob Snow)

The Servant, the Christ, and the Reverberating Exodus: Reading the Suffering Servant within the Biblical Portrait of the Liberating God (David M. Dalwood)

While occasionally maligned by their theological opponents, liberation theologians rightly draw attention to the Bible’s concern for the social and physical, as well as the spiritual, realms of existence. Isaiah 52:13-53:12 is an informative passage evidencing this scriptural theme, both by evoking that pivotal event of liberation recorded in the Old Testament, namely, the Israelite exodus from Egypt, and in itself being evoked by the New Testament authors to account for the liberating significance of the Christ event. When read within this canonical frame, I contend that the deity active throughout this and other biblical texts, and whose character is best understood in the life, ministry, and crucifixion of the God-man, Jesus, consistently identifies himself with the marginalized in promulgating a program of justice applicable to the physical, and not just spiritual, world.

The value of the social sciences for Christian ministry (Caroline Bukasa)

The value of social science for Christian ministry may not always be clear. The disciplines are sometimes placed in opposing corners as though they cannot relate to each other. I am proposing that social science is relevant to Christian ministry in a number of significant ways.
HISTORY ROUND TABLE
(Moderator – Dr. Ken Draper)

Placing Memory in High River’s Built Environment: An Oral History Research Project

Memory studies has become an important field within the discipline of history, and the relationship between memory and place is one of the dynamic zones of inquiry within the field. Members of the Ambrose History program have been engaged in an oral history project into the links between memory and place in High River, AB. Funded by the Alberta Historical Resources Foundation, “Placing Memory in High River’s Built Environment” brought faculty, students, and volunteers from High River together into a community-based participatory research project. This session—a round table discussion—will provide opportunities for senior History students to share their research into sites of memory such as the Memorial Centre and George Lane Park, and into themes such as growing up in High River, the changing community, volunteerism, recreation, and the business culture. Student participants in the round table will include Nolan Ens, Sean Fasang, Tatiana Flores, Madison Haller, Brent Ingram, Aaron Roemmele, Raquel Schmaus, and Blake Seebach.

WISDOM IN MUSIC: MODERNISM AND A NEW AESTHETIC
(Moderator – Ian Charter)

Schoenberg’s The Book of Hanging Gardens, Op. 15: An Analysis
(Bronwyn Schuman)

During the first two decades of the 20th century, there was a great deal of discussion and composition focused on “the new music,” or post-tonal composition. Schoenberg’s song cycle The Book of Hanging Gardens, op. 15, written in 1908-1909 for piano and solo voice, shows an evolving post-tonal type of composition, and the text of the cycle is essentially analogous to the idea of a new type of sound. Looking at three songs from the cycle, I will discuss how their text, tonal, and non-tonal qualities work in relationship with each other, and how the text and music reflect Schoenberg’s evolving musical language. In conclusion, I will discuss Schoenberg’s own writings about text and music, from two essays in his Style and Idea.

Webern’s “Five Pieces for Orchestra,” Op.10 (Joel Untinen)

In many ways, Webern’s radically different musical language from his Viennese contemporaries provides a new point of departure that would prove to inform the compositional languages of Messiaen, Boulez, Stockhausen, and many other central figures of the twentieth century musical landscape. Webern’s compositional approach to the idea of narrative shows a rather distinct deconstruction of space and the way it has been traditionally expressed. Through an analysis of his “Five Pieces for Orchestra” from 1913—a group of miniature pieces which demonstrate a diverse range of instrumental timbre as well as soft, translucent sounds—we will begin to see the interplay between structure and the phenomenological experience of music as it relates to Webern’s life, history, and culture as well as our own in the 21st century.
10:40-11:00 AM

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11:00-11:40 AM

PLENARY SESSION
(Moderator – Dr. Ken Draper)

Wisdom for an Academic Community (Dr. Jo-Ann Badley & Dr. Linda Schwartz)

The fear of the Lord is the beginning of wisdom: and the knowledge of the holy one is understanding (Proverbs 9:10; Psalm 111:10, ERV). To those who are the called, both Jews and Greeks, Christ is the power of God and the wisdom of God. For God’s foolishness is wiser than human wisdom (I Cor. 1.24-25, NRSV). Do these scriptures reveal anything of the nature of wisdom to an intentional academic community in the 21st century? How are academic pursuits oriented in light of these mysterious and somewhat paradoxical statements? What do they signify for you? Dr. Badley and Dr. Schwartz will explore various implications, drawn from these and other texts, concerning the pursuit of wisdom and critical investigation in theological study, in the humanities, and in scientific inquiry.

11:40-11:55

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Unconventional Pedagogy in Earth and Space Science: Experiential, authentic inquiry in context (Dr. Stephen Jeans)

A second report about the work of novice science students informing reflection on a program component and instructional practice in science education, continuing from the concept of open-ended, authentic learning reported earlier. The instructor questioned if student-centered assignments blended with in-class inquiry could deepen engagement of science concepts, especially for the non-science major. The product of this experiential term assignment is both technical and educative for others. Through artifact analysis students engage more deeply, encounter content knowledge less managed than in traditionally framed assignments, and revisit lecture content through active learning strategies—a process students prefer—within laboratory work that fosters thinking skills and supports formative assessment. Case examples from 282 participants back analysis and ground discussion on topics from motivation to clinical guidance, observations about instructional methodology, and the benefits from listening to the feedback of participants. Questions and suggestions are raised about the enhancement of science education pedagogy.

Science Assignment Structures that Differ Greatly: Student questions of challenge, freedom, and learning from peers (Elanta Algadizs)

Science students often must learn the science process by repeatedly performing the commonly assigned laboratory or worksheet first introduced in large entry-level courses. However, certain science processes also include creativity, modelling, informed storytelling, and risk-taking—skills rarely taught or provided and in high need as a means to encounter new content. The author, an undergraduate science major, examines how science students appear to be moving away from coursework that is interactive and freeing toward fixed and focused choices. A few similar questions are discussed: what type of reaction and interest does a science process that expects storytelling generate, and what impression does a science-discipline major have when challenged with learning experiences that open the range of exploration to “anything you want.” Examples and observation of both science and non-science majors completing the same task are analyzed, anecdotes to support theories about science-majors in general are extrapolated from this self-report.

Practical and Purposeful Science for Non-majors: Affective observations on motivation and effort (Madeline Strandberg)

Is student engagement higher when choice and fun are involved, and/or when the process is perceived as realistic and its outcome of value to others? Current research suggests many students benefit from open-ended projects, which are creative and flexible. The author provides a personal journey, reflecting on affective and motivational responses to learning assignments with an open-ended component and external incentives—non-traditional science projects that hold interest for non-science majors. Discussion focuses on recalled instances; accepting the challenge to think deeper (e.g., linking a desire to work with children and a choice of creating a painting), the pride experienced in sharing completed works with peers, and taking a scientist role to display and report for a greater, future, audience. Overall, both assignments proved beneficial to learning skills of preparation and presentation along with enjoyment that led to greater engagement and effort than the usual ‘monotony of papers’ might have produced.
Traversing God’s Fingerprint: Science education connecting conceptions of space and time (Ross Van Housen)

Astronomical scale is a common misconception among undergraduates as is geologic time, made more complex for learners within theological perspectives. What then could religious undergraduates of science focus on in their research to conceptualize space and time—to look at the fingerprint of God? The author, and study participant, comes from a theology and religion background to explore both sciences mentioned. Course research is shown, as shared with each community of learners, and then discussed. Samples communicate current scientific knowledge while opening a larger dialogue. In astronomy, evidence suggests celestial bodies have ordered paths traced to mathematics but with mystery pointing to the mind of God and our place in his plan. Petrology, the rock ‘story’ of formation on our dynamic planet, also permits exploring influences on humanity. In further analysis, opportunities and connections not taken up within these assignments are raised.

History Made Understandable and Accessible: Earth and space science instruction approach revisited (Kaitlin Vanderveen)

Informal learning institutions (e.g. Museums) question how to communicate discipline content in a manner that is understandable and accessible to an audience, especially for unfamiliar disciplines. Procedures (e.g., “sampling”) and technical language (e.g., “metal-rich”) can differ in meaning for astronomers and geologists, making artifact descriptions confusing and/or jargon heavy. Experienced by the author, in two undergraduate science courses taught by the same instructor, was an instructional approach that may enhance communication within an informal learning display. The product of term assignments had to include a common-language narrative to explain the artifact the student researched and is created for sharing with classmates. Presented are two examples; the scientific process used in astronomy that beginning with the title of the artifact asks readers to identify the cyclical process of self-examination and new questions, and artifact classification that demonstrates plain language for geology. Suggestions are made for future application to informal learning displays.

THEMES IN SOCIOLOGY
(Moderator – Dr. Joel Thiessen)

Dwindling Demand: Abandoning Religious Involvement and Affiliation in Canada (Dr. Joel Thiessen)

Why do individuals who were once actively involved in a religious group no longer attend religious services regularly and/or affiliate with a religion at all? Drawing on forty-eight interviews with two groups of Canadians – those who identify with a Christian group but limit attendance to religious holidays and rites of passage, and those who no longer identify with any religion and never attend religious services – this paper explores eight reasons for diminished religious involvement and/or affiliation, and further, the misguided belief that we might expect these individuals to increase their religious affiliation or involvement in the future. A leading explanation for these findings, in contrast to supply-side arguments in rational choice theory, is that demand for the things that religion offers is waning and factors largely beyond the control of religious organizations strongly influence diminished religious affiliation and/or involvement. In turn, a secularization narrative is advanced.
Pathways to Knowledge and Contested Definitions in the Cases of Immigrant Youth in the Extra-Judicial Sanctions Program (Monetta Bailey)

The social organization of knowledge focuses on how knowledge is created, enacted and shared by individuals in order to coordinate people's actions. Using the frameworks of Institutional Ethnography (IE) and Critical Race Theory (CRT), this paper will look at the process of hearing the cases of racialized immigrant youth who are referred to the Extra-judicial Sanctions program in Calgary. We will investigate how cultural knowledge impacts the way in which the youth's cases are adjudicated. In particular, we will look at how knowledge about various racialized and ethnic groups is gained in an environment of popular discourse, and how this influences the cases of racialized immigrant youth. We will also look at how this racialized knowledge impacts the actions of the youth and their families as their cases are being heard. Further, we will discuss the implications of these interactions in the context of a neo-liberal, "colour-blind" Canadian society.

Can Policy Creation be the Key to Poverty Alleviation? (Damon Bailey, Canadian Poverty Institute)

As one of the richest countries in the world, many international organisations have highlighted Canada's minimal actions in addressing certain social issues including childhood poverty. The concern regarding Canada's lack of action addressing this issue is magnified by the fact that the House of Commons unanimously decided to eradicate childhood poverty by the year 2000. One hypothesis for Canada's failure to reach this goal is that the separation of power between the provincial, territorial and federal jurisdictions may have contributed; this is because different government may administer different methodologies in addressing this issue. The purpose of this paper is to examine the role of policy creation as one of the methods utilised by governments to address this issue. Focusing on three provinces: Alberta, British Columbia and Quebec, this paper will examine three different policy strategies concluding that policy formation may be paramount in addressing childhood poverty.

WISDOM FROM THE OTHER SIDE (OF CAMPUS): EXPLORING ACUITY IN EDUCATIONAL AND THEATRICAL CONTEXTS (Moderator – Barret Hileman)

Uncovering & Recovering Vocal Body: An Examination of the Unconscious Wisdom of the Body Through Praxis Based Voice and Movement Training in Drama (Jackie Dyment, Theatre)

Voice and movement training in acting, alongside developing dramatic technique, often produces secondary responses that are both emotional and at times physical. This paper seeks to articulate the physiological and psychological responses that arise from voice and movement training by providing a brief context of key training lineages and methods, outlining physiological and psychological responses from practice based research, and disseminating these results in light of current studies in neuropharmacology and psychology. Following a Practice as Research (PAR) methodology this paper disseminates two years of research done on a single contingent of student actors, highlighting the ways in which the training uncovers (or more accurately, recovers) student's psycho-physical connection to self, emotions and past memory. Lastly, it will touch on the implications of these responses both within performance training as well as their cross-disciplinary applications.
**Socrates and The Pursuit of Wisdom in Education (Sean Steel, Education)**

Philosophy is literally the “love of wisdom.” It was a spiritual practice that only made sense and only had meaning through being lived. Socrates was the pre-eminent philosopher of ancient times; he remains the role model of philosophic inquiry even to this day, despite all the ways in which we have become confused about who he was, and about the meaning of philosophy generally. This presentation investigates, in an introductory way, the figure of Socrates. The “methodology” of this paper is simple hermeneutic interpretation of texts in relation to our own experiences. The aim of this presentation is to open its audience to the importance of wisdom-seeking, to offer the audience some basic understanding of what that might mean and what it might look like, as well as to encourage each audience member to embark upon searching for wisdom as the true character of a genuine education for happiness.

**Three Word Wisdom (Dr. Bernie Potvin, Education)**

In this session we look at Bernard Lonergan’s notion of ‘insight’ to explain why people often disagree in matters of philosophy and theology, Christianity and religion. For Bernard Lonergan, insight was coming to know and understand what other people may not know and understand. Wisdom for Lonergan was ‘knowledge through the hands’, or ‘understanding’ that unfolded in judgment and action. Lonergan used language like self-appropriation to explain insight, the starting interior activity of a person that unfolds into wisdom. He proposed that insight lies dormant, amorphous and compacted waiting to unfold in a person’s interiority. Insight unfolds first by ‘paying attention to the data of one’s life’ or active inquiry into lived experiences. Wisdom rolls out from there, to understanding the meaning and judging the data of one’s life and onto decision-making. We will answer the question: What should we trust more: our lived experiences and wisdom that unfolds OR our choices of scriptural references to support our decision-making in life?

**SCHOOL OF MINISTRY**
*(Moderator – Dr. Colin Toffelmire)*

**Mental Health Ministry (Earlene Glasgow)**

There is a growing concern for mental health awareness in the church. Mental health is defined by the ability to enjoy life and deal with the challenges that are presented through our emotions, behaviours, and cognitive abilities. Statistics show that 1 in 3 people will have a mental health concern in their lifetime. Today pastors can use resources such as Applied Suicide Intervention Skills, Safe Talk, or Mental Health First Aid to augment their pastoral care in mental health issues. Pastors can also use a network of health care professionals who may be able to further assist with individual care if the pastor has reached their limitations. Awareness of a pastor’s own personal mental health will be beneficial in the reduction of harm for not only their congregants but also the pastor themselves.
**Can violence be justified? (Caroline Bukasa)**

In light of Dr. Martin Luther King Jr.’s assassination, theologian James Cone discusses the validity of non-violent resistance during the Civil Rights movement. Cone has been highly criticized by some of his counterparts for aligning Black Theology’s call for liberation too closely with the Black Power movement. Freedom, he believes, cannot be given by the oppressor but must be obtained by the oppressed. Unlike Dr. King’s stance on nonviolence and civil disobedience, Cone believes liberation of African Americans must be obtained by any means necessary. This work carefully analyzes Cone’s three assertions for the justification of violence and evaluates the strengths and weaknesses of this position in light of scripture.

**The Role of Faith and Piety in Learning to See God in Augustine (Derek M. Geerlof)**

This paper explores how Augustine understands faith and piety to help us to see God. Before we can come to see God fully, we must first learn how to see God “through a glass, darkly.” But how do we learn to see? Augustine suggests sin lowers our focus to physical things. Faith and piety, however, help purify our minds enabling us to see first beyond Christ’s human nature to his divine nature, and then from his divine nature to the Trinity itself. By looking at the pious act of almsgiving, I suggest Augustine understands piety as leading to this sight of God in two ways. First, piety enables the mind to free its focus from temporal things to the divine. Second, piety, for Augustine, acts as merit and reward thereby assuring future contemplation of God.

**Wisdom and Heterodox Belief (Moderator – Darren Dyck)**

**The Nature of Romantic Wisdom (Casey-Lyne Lodge)**

Jean-Jacques Rousseau popularized the concept that human beings are corrupted by society and therefore needed to return to a state of nature, and this idea was taken up by the Romantic poets. The Romantics asserted that classical ways of knowledge and intellectualism must give way to passion and human emotion which were the true sources of wisdom revealed by nature. William Wordsworth wrote in The Excursion that “wisdom is oft-times nearer when we stoop / Than when we soar.” This paper will examine how he, along with other Romantics, believed that true wisdom was not derived from lofty intellectual constructs, but rather could only be found in the human soul’s resonance with earth-bound nature and emotional passion.

**Of Heaven and Hell: Faustus and the Dialogic Text (Christine Jacob)**

While the representation of an object is admittedly not the object itself, Marlowe’s representation of blasphemy in Doctor Faustus is so cleverly crafted, his biblical allusions so shockingly inverted, that the liminal space between life and art is suddenly enjamed, the lines blurred, overflowing into one another. Perhaps Marlowe anticipated his audience’s awe at this ambiguity, for in a meta-theatrical moment when Faustus witnesses a masque of dancing devils, he too exclaims in amazement: “What means this show?” (5.83). No simple answer exists, for the play does not contain one single authorial—or authoritarian—consciousness as many plays do. Rather, as I argue in this paper, Faustus is a dialogic text that convincingly posits both an orthodox affirmation and a heterodox criticism of Christian religion, thus inviting the audience to assume the intellectual position of the sceptic.
[Un]Orthodox Soul Mates: Woolf and Dostoevsky (Dr. Rita Dirks)

Virginia Woolf’s innovative narrative structure in Mrs. Dalloway (1925) reflects the longing of the soul in a new way: as opposed to the popular Victorian novels, she presents individual connections with the numinous through a canvas of multiple points of view, bleeding into each other, suggesting, on the one hand, an impenetrable private consciousness and, on the other, a mysterious connectedness to others, as exists between the main characters Clarissa and Septimus, who both grasp a truth in a revelatory moment. In my paper, I demonstrate that Woolf is beyond the traditional restrictive understandings of the personal and spiritual; in her fluid, stream-of-consciousness narrative she points to a way of expressing spiritual value through true individuality, or privacy of soul, and a mysterious, loving, understanding connectedness, invoking the Dostoevskian sobornost’ [holy togetherness].

WISDOM IN MUSIC: SACRED REFLECTIONS
(Moderator – Dr. Don Quantz)

Performers in the Church: Implications of the Use of Drama & Performance in Selected Vocal Works of J.S. Bach (Amy Lemke)

Evangelical Christians often balk at any suggestion of performance within the church service. A performer is thought to take the focus from God and direct it towards him or herself. This paper contests that the church service/liturgy is unavoidably and intrinsically dramatic by charting the musical influences that shaped the sacred music of J.S. Bach, a towering pillar within the world of church music. His cantatas, Passions and B minor Mass exemplify the impact that opera and its dramatic expression had on church music. Bach provides a powerful example of an artist who was able to operate within the church setting, because he was able to maintain his revolutionary creativity while illuminating scripture in this way. Bach’s music illustrates a major highpoint in Christian musical composition that was immersed in the dramatic, a trait that need not be feared in modern church services but should be embraced.

Jesus of the Scars: A Lenten Musical Reflection (Bryanne Friesen)

My setting of the poem “Jesus of the Scars” by English pastor/poet Edward Shillito seeks to evoke a Lenten contemplation of the suffering of Christ — the One who draws near enough to bear scars. The rich palette of an a cappella chamber choir allows for the subtle phrase shaping and dynamic nuancing needed to express phrases such as “The heavens frighten us,” “Thou drawest near” or the final “Not a god has wounds but Thou alone.” Based around a C minor central tonality, this piece utilizes colorful dissonances, suspensions, and hollow parallel voice-leading to create a shimmering atmosphere of meditation and relative stillness. Relations by thirds and chromatic cadences influence the overall harmonic structure, and recurring melodic phrases create familiarity. A discussion of compositional process and conducting application will likely be included in the presentation.