



ANDREWS RESEARCH CONFERENCE

Early Career Researchers & Creative Scholars in the Arts & Humanities



May 22–25, 2019 | Andrews University | Berrien Springs, Michigan

WELCOME



The Andrews University Office of Research and Creative Scholarship is pleased to host the sixth annual **Andrews Research Conference: Early Career Researchers and Creative Scholars in the Arts and Humanities**. Our focus this year is on the Arts and Humanities, the foundational disciplines of the liberal arts, which includes anthropology, art, communication, education, film, history, languages, literature, music, philosophy, religion, and related disciplines.

This conference provides opportunities for networking among young Adventist researchers and creative scholars, building relationships and partnerships that will enhance the professional careers of the participants while providing a place to share research and creativity in the context of faith. This year's presenters are students and young faculty members at both Adventist and non-Adventist institutions from around the world.

We are pleased to have two outstanding keynote speakers this year—Kevin Burton and Dr. Julia Kim. Kevin Burton is pursuing a PhD at Florida State University and has recently joined the History and Political Studies Department at Southern Adventist University. Julia Kim is a Professor of English at Andrews University, where she also directs the graduate program in the Department of English. Her research interests include sociolinguistics and second language writing.

The Office of Research and Creative Scholarship is grateful for the help of Jeff Boyd, Research Support Specialist, and Mordekai Ongo, Research Integrity and Compliance Officer, in organizing this conference.

Next year's Andrews Research Conference will feature Early Career Researchers in the Social Sciences, and will be held jointly with the Adventist Human Subjects Researchers Association annual conference on the campus of Andrews University, June 16-21, 2020. Please visit us at <http://www.andrews.edu/research> to learn more about research and academic conferences at Andrews University.



A handwritten signature in black ink that reads "Gary W. Burdick". The signature is written in a cursive, flowing style.

Gary Burdick
Dean of Research
Professor of Physics

Cover Image: “Rahab helps the spies of Joshua escape Jericho; return of the spies” (1467) by Master of the Feathery Clouds (National Library of the Netherlands, Public domain image).

CONFERENCE SCHEDULE

WEDNESDAY, MAY 22, 2019

5:00 – 7:00 p.m. Registration, Buller Hall, Room 238
Dinner Reception, Buller Hall, Room 238

Session PL1, Buller Hall 250

7:00 – 8:00 pm Plenary Address
“Enemies, Aliens, Socialists, Spies: State Surveillance and Adventism in America during World War”
Kevin Burton, Florida State University

THURSDAY, MAY 23, 2019

8:00 – 8:45 am Breakfast, The Gazebo, Campus Center

9:00 – 9:15 am Welcome, Buller Hall, Room 250
Christon Arthur, Provost, Andrews University
Devotional
Sarah Burton

Session A: Management & Economics, Buller Hall 250

9:20 – 9:40 am “Employer Branding as Strategic Tool for Employee Retention: The Case of the UK Social Service Sector”

Idorenyin Etokakpan, University of Kent, United Kingdom

9:45 – 10:05 am “E-Governance: Enhancing Tax Compliance in Nigeria”
Funmilayo Lizzy Oloyede, Babcock University, Nigeria

Session B: Theology, Buller Hall 250

10:10 – 10:30 am “A New Ethical Hypothesis for the Sacrifice of Isaac”
Arlyn Drew, Andrews University

10:35 – 10:55 am “Iconic Encounter: A Cohesive Response to the Problem of Language; A Holistic Biblical and Phenomenological Approach”
Nathon L. Hilton, Andrews University

11:00 – 11:10 am Break

Session C: Education, Buller Hall 250

11:10 – 11:30 am “Classroom Safe Space: Fostering Student Success with Responsible Pedagogy and Praxis”
Cassandra Hicks, La Sierra University

11:35 – 11:55 am “Spanglish in the Composition Classroom”
Jacqueline Sanchez, La Sierra University

12:00 – 12:20 pm “A Time to Plant and a Time to Uproot’: Exploring Expectations and Experiences of Internationally Mobile Students at a Seventh-day Adventist Boarding High School”
Scott Kabel, State University of New York at Buffalo

12:30 – 1:30 pm Lunch, Cafeteria, Badger Room, Campus Center

Session D: History & Archaeology, Buller Hall 250

Chair: Stephanie A. Carpenter, Associate Professor of History, Chair, Dept. of History & Political Science

- 1:45 – 2:05 pm “The Development of California Agriculture and the First California Colleges”
Michael Weismeyer, Southern Adventist University
- 2:10 – 2:30 pm “The Civil War History of Collegedale”
Mills McArthur, University of Chicago
- 2:35 – 2:55 pm “Not To Be Counted As Dead Facts: A Philosophy of Seventh-day Adventist History”
Ashlee Chism, General Conference Office of Archives, Statistics, and Research
- 3:00 – 3:20 pm “The Domestic Prospects of Field D, at Tall Jalul, Jordan”
Alma Cortez, Andrews University
- 3:25 – 3:40 pm Break

Session E: Psychology & Anthropology, Buller Hall 250

Chair: Shannon Trecartin, Assistant Professor of Social Work, Dept. of Social Work

- 3:40 – 4:00 pm “Descriptive Analysis of Participation and Belonging among People with Disabilities in the North American Division”
Shannon Trecartin, Andrews University
- 4:05 – 4:25 pm “Church, Churches, and Being Gay: Finding Belonging for African American LGBTQ Individuals of Faith”
Stacie Hatfield, University of Kentucky
- 4:30 – 4:50 pm “Psychological Perceptions of Disaster Misconceptions: Exploring the Acceptance of Disaster Myths in Relation to Psychological Well-being, Resilience and Conspiracist Ideation”
Rachelle E. Pichot, Andrews University
- 5:00 – 6:00 pm Dinner, The Gazebo, Campus Center

Session PL2, Buller Hall 250

- 7:00 – 8:00 pm Plenary Address
“Biblical Authority and Linguistic Ploys in Religious Discourse on Women’s Ordination”
Eun-Young Julia Kim, Andrews University

FRIDAY, MAY 24, 2019

- 8:00 – 8:45 am Breakfast, The Gazebo, Campus Center
- 9:00 – 9:15 am Devotional, Buller Hall, Room 250
Vanessa Corredera, Associate Professor of English, Andrews University

Session F: English & Literature, Buller Hall 250

Chair: Meredith Jones Gray, Professor of English, Chair, Dept. of English

- 9:15 – 9:35 am “Born a Crime, Raised to Reign: A Literary Psychological Study on Interpersonal Theory and the Triumph of Emotional Intelligence in Trevor Noah’s Born a Crime”
Kaitlin Palma, La Sierra University
- 9:40 – 10:00 am “The Bondage of Freedom: Phillis Wheatley’s Struggle in Slavery and Emancipation”
Alyssa Hunt, La Sierra University
- 10:30 – 10:45 am Break

- 10:45 – 11:05 am “‘The beauty! The beauty!’: Hegemonic Masculinity and Conquering the Female Body in Junot Díaz’s
The Brief Wondrous Life of Oscar Wao”
Alexi Decker, Andrews University
- 11:10 – 11:30 am “Blossoming Butterfly: The Evolving Family Dynamic in Franz Kafka’s ‘The Metamorphosis’”
Monica Shaar, La Sierra University
- 11:35 – 11:55 am “The Romanian Bard: Translating Shakespeare for a Post-Communist Nation”
Ingrid Radulescu, Andrews University
- 12:00 – 12:20 pm “Dramatizing The Void: Crime Fiction’s Journey to Forgetting”
Kylene N. Cave, Michigan State University

12:30 – 1:30 pm Lunch, Cafeteria, Badger Room, Campus Center

Session G: Communication, Buller Hall 250

- 1:55 – 2:15 pm “Television Webcast Framing of Whistleblowing in Nigeria: A Content Analysis of Channels
Television Reportage on YouTube”
Oguchi Onyeizu Ajaegbu & Oluwaseyi Adewunmi Sodeinde, Babcock University, Nigeria
- 2:45 – 2:55 pm Break
- 2:55 – 3:15 pm “A Critical Discourse Analysis: Uncovering Gender and Institutional Stereotypes in President J.P.
Magufuli’s Speech”
Ruth Mwashinga, Andrews University
- 3:20 – 3:40 pm “Martin Luther King Jr.: The Ideal Medieval Preacher”
Chloe Diaz, La Sierra University

Session H: Film, Buller Hall, Newbold Auditorium

- 3:45 – 4:05 pm “Hierarchies of Gender and Class in French Film Adaptations of ‘Beauty and the Beast’”
Adair Kibble, Andrews University
- 4:10 – 4:30 pm “Invisible People”
Jefferson Rodrigues, Avalon Design Studios
- 4:35 – 4:55 pm “The Book of Joshua”
Paul Kim, Andrews University
- 5:00 – 6:00 pm Dinner, The Gazebo, Campus Center
- 7:00 – 8:00 pm Vespers, Nethery Hall, Room 220
Charles Reid, Andrews University

SABBATH, MAY 25, 2019

- 8:30 – 9:30 am Breakfast, Buller Hall, Room 238
- 10:00 – 11:00 am Sabbath School, Nethery Hall, Room 220
- 11:15 am – 1:00 pm Pioneer Memorial Church (PMC) or One Place Worship
- 1:00 – 2:00 pm Lunch, Cafeteria, Badger Room, Campus Center
- 3:00 – 5:00 pm Horn Museum, Institute of Archaeology
- 6:00 – 7:15 pm Dinner, Buller Hall, Room 238
- 7:30 – 8:30 pm Vespers, Nethery Hall, Room 220
Alayne Thorpe, Andrews University

SUNDAY, MAY 21, 2017

8:30 – 9:30 am

Breakfast, Buller Hall, Room 238
Departure

PLENARY SPEAKERS

Kevin M. Burton

PhD Candidate, Florida State University

“Enemies, Aliens, Socialists, Spies: State Surveillance and Adventism in America during World War I”

Abstract: This presentation focuses on the history of the Federal Bureau of Investigation (FBI) during its first decade of operation. It was during this formative period that “some of the patterns of its interaction with religious communities began to take shape.” Seventh-day Adventism was among the first religious bodies to be surveilled by the Bureau. During World War I, scores of Adventists, both lay and clergy, along with many of their institutions, were regularly watched by government agents and their associates. State agents secretly infiltrated the denomination’s churches and camp meetings, intercepted and confiscated their telegrams, letters, and packages, harassed and imprisoned colporteurs, confiscated and destroyed numerous publications, and forced leaders to revise and republish several books and tracts. The federal government targeted Adventists because of their apocalyptic views, emphasis on non-combatancy, supposed religious fanaticism, and racial demographics. Not only does this presentation reveal this information for the first time, but it also “bears directly on important questions about state security, the separation of church and state, civil liberties . . . and the treatment of political dissent.”

Biography: Kevin Burton concentrates his research on Seventh-day Adventist history, with particular interest in the topics of race and gender, apocalypticism, and politics and the state. He has lectured at Andrews University, developed a course for Griggs University, taught at Florida State University, and is currently an Instructor in the History and Political Studies Department at Southern Adventist University. He has presented numerous academic papers at conferences and published several journal articles, academic book reviews, and encyclopedia entries. His Ph.D. dissertation explores Adventist political involvement in the abolition movement and Civil War. He lives in Collegedale, Tennessee, with his wife Sarah, daughter Adelia, and dog Rouge.

Eun-Young Julia Kim

Professor of English, Andrews University

“Biblical Authority and Linguistic Plays in Religious Discourse on Women’s Ordination”

Abstract: One of the objectives of Critical Discourse Studies is to identify how asymmetrical power structures are produced and reproduced through text and talk. Whereas much work has been done in the area of political and media discourse, religious discourse has typically remained at the periphery. Sometimes, inequity and bigotry masquerade as religious ideologies and are promoted without guilt, and Scripture becomes a tool that vanquishes reasoning and suppresses dialogue while advancing the interests of a dominant group. When a religious group advances specific doctrinal beliefs to exclude and marginalize certain people, it becomes necessary, to scrutinize the group’s discourse—both spoken and written—that promulgates such beliefs from a non-theological perspective. This presentation draws from the author’s prior studies which identify various strategies used by religious leaders of four different Christian denominations in their justification of excluding women from ordained ministry. By synthesizing various tactics utilized by select Christian groups and individuals opposing women’s ordination, this presentation aims to provide an overview of how some use the Bible in their attempts to justify their position and silence their critics.

Biography: Dr. Eun-Young Julia Kim is a Professor of English at Andrews University. She teaches first-year college writing and ESL courses, as well as second language acquisition, global Englishes, and research methods to graduate students. She currently directs the graduate program in the Department of English. Her research interests include sociolinguistics and second language writing.

PRESENTATION ABSTRACTS

SESSION A: MANAGEMENT & ECONOMICS, BUL250, Th 9:20 – 10:05 am

9:20 Employer Branding as Strategic Tool for Employee Retention: The Case of the UK Social Service Sector *Idorenyin Etokakpan* (University of Kent—Canterbury, United Kingdom)

Employee turnover poses a challenge for talent managers because of the high cost for recruitment as well as the impact on performance and organizational success. This necessitates research on employer branding as a strategy for high performing employee attraction and retention. Research on employer branding has mostly been conducted within the context of the private sector, resulting in a lack of empirical cases in the public sector. As a strategic approach to talent management, this study adds a new dimension to the evolving concept of employer branding by exploring it as a tool for employee retention in the public sector. More significantly, it attempts to show how social workers can be retained in the social service sector and the relationship between employer branding and employee retention. The study researched factors responsible for retaining social workers in public service and the relationship between employer branding and employee retention. A qualitative study with 15 in-depth interviews was conducted within the UK public sector. The study identified key factors for public sector employee retention namely: location; leadership; career development; work situation; and work-life-balance and their influence on the employer brand message within a public organisation. Findings suggest functional actors in the employer brand process and the interaction between the employer brand and employee retention relationship. The study considers employer branding concepts as a complex interaction of actors requiring explicit intervention and reinforcement throughout the employment cycle rather than a linear process.

9:45 E-Governance: Enhancing Tax Compliance in Nigeria *Funmilayo Lizzy Oloyede* (Babcock University)

The purpose of governance is to make life manageable for the citizens through the provisions of basic social amenities, including the security of life and property. To accomplish these objectives, the government needs to raise revenue through taxation. However, the twin-problems of tax evasion and corruption often affect the ability of the government to generate revenue. In a determined effort to increase tax compliance such that it can raise enough revenue to execute its projects, the government adopted e-taxation as a component of its e-governance initiative in line with global best practices. This study seeks to determine the effectiveness of e-governance in Nigeria and how it has improved tax compliance. The paper adopted qualitative research methods, making use of secondary data which involves extensive literature review of articles, journals, periodicals, reports and relevant tax laws. The study revealed that e-taxation is not only convenient but it has also helped to reduce calculation errors on tax returns filed by taxpayers, minimize revenue leakages and fraud, eliminate reconciliation challenges, increase the amount of revenue generated, save time and cost for taxpayers. The study therefore recommends that tax administrators at all levels of governance should implement e-taxation, and embark on more citizen training on the importance of shifting from manual taxation to electronic taxation. With increased taxpayer knowledge, the level of tax compliance will continuously increase with a positive impact on tax revenue generation.

SESSION B: THEOLGOY, BUL250, Th 10:10 – 10:55 am

10:10 A New Ethical Hypothesis for the Sacrifice of Isaac

Arlyn Drew (Andrews University)

Abraham's test of the sacrifice of Isaac in Genesis 22 hangs on God's words. God's last speech in the test functions as a divine interpretation of Abraham's actions in the test ("because you have done this thing" v. 16), for the covenant blessings (vv. 16-18) sequentially evoke all of Abraham's seven covenant revelations except for the sixth (Abraham's intercession in Gen 18). Since the covenant lessons are used as the divine norm for evaluating Abraham, one logical interpretative hypothesis for the test is a covenant-crisis challenge designed to elicit a comprehensive covenant response from the divinely trained Abraham. This covenant interpretation satisfies the coherence criteria by aligning all three divine speeches uni-directionally and satisfies the correspondence criteria of the details in the test. However, Abraham's actions demonstrated compliant literal obedience and resurrection faith instead. The ensuing interaction of the anthropocentric (Abraham) and theocentric (God) viewpoints are captured by the uneven structure of actional dynamics, which, if reconstructed symmetrically according to the literary chiasm, indicates the ideal covenantal response to the test according to the narrator.

10:35 Iconic Encounter: A Cohesive Response to the Problem of Language; A Holistic Biblical and Phenomenological Approach

Nathon L. Hilton (Andrews University)

In recent decades, numerous theologians have risen to defend new approaches to the Doctrine of God that favor anthropological, ethnocentric, feminist, and ecocritical interpretations that ultimately question how modern language functions to describe the Divine. Focusing on four case studies (Gen. 16:13-14; Ex. 3:13-15; Job 42:1-6; and Lk. 1:46-55), this project responds to the aforementioned views by creating a model for the language of theology based upon the way in which biblical authors address the phenomenon of God's revelation through the written word. Amongst other things, I argue that the God-language employed in Scriptures relies upon an altogether theophanic, metaphoric, and paradoxical spectrum that provides a model for theological discourse. In this context, theophany refers to how language functions as a direct response to God's metaphysical or spiritual manifestation; metaphor, to how humans employ symbols and images to describe God; and paradox, to how seemingly contrary statements complexify the way in which readers understand God and God's attributes according to the biblical text. Amongst other things, the biblical evidence shows that although hidden and eternally Other, God is willing to interact with humanity to restore a continually growing knowledge of the Divine. In this type of language, the Divine mystery becomes sublimated to being reconceived within the limitations of the human mind.

SESSION C: EDUCATION, BUL250, Th 11:10 am – 12:20 pm

11:10 Classroom Safe Space: Fostering Student Success with Responsible Pedagogy and Praxis

Cassandra Hicks (La Sierra University)

In 21st century composition pedagogy, the collaborative classroom is a foundational ideal. Whereas this ideal is demonstrated in the praxis of peer review, conferences, writing groups, and more, how can ideological collaboration be expressed in a diverse classroom across a myriad of identities and experiences? As we seek to address equity gaps and increasingly diverse student populations, how must our pedagogy and practice shift? More precisely, how does a composition classroom best foster the expression and development of diverse students? This question is most clearly explored in the currently contentious idea of classroom safe space. My continuing research seeks to explore the intersection of instructor praxis and student perception of safe spaces. Given my current context of a private Christian university, there arises the additional question of the existence of impact or shifts in perspective given an institution and/or instructor's religious affiliation. In a composition classroom, where collaboration and exploration are encouraged, how do perceptions of classroom safe space shape student success? How successful are instructors in facilitating classroom safe spaces? How influential is the instructor's planning? How much of the classroom environment is dependent upon the students, and how might instructors further develop their praxis with these results in mind? With my research, I hope to find practical solutions for instructors in any classroom to promote a classroom environment where students are more likely to engage, learn, and grow.

11:35 Spanglish in the Composition Classroom

Jacqueline Sanchez (La Sierra University)

English has continuously adapted due to the needs and changes of its speakers. In recent years, due to globalization and immigration from Spanish-speaking countries, the newest development to English is Spanglish. Spanglish is a form of hybrid language, which combines words, idioms, and meanings from both Spanish and English. In certain communities, Spanglish also carries social and political functions; Spanglish serves as an identity marker for many Latinx, it connects generations of Spanish speakers, it has the potential to foster pan-Latin relationships, and it carries symbolic power in today's political culture. There is a long-standing debate revolving around Spanglish; both native English and native Spanish speakers criticize the use and credibility of Spanglish, along with criticizing its speakers, due to the negative ideas associated with Spanglish. As the debate over the use of Spanglish in everyday life continues, so does the debate over Spanglish's appropriateness in the classroom. It is known that institutions of higher learning prefer and advocate the use of academic, formal English, but scholars are beginning to recognize the need for student agency and student expression in order to increase student success; one possible tool to aid in college composition is Spanglish. Today, while scholars debate and construct ways to both promote diversity and lessen the inequality gap, Spanglish can be considered as another tool for instructors to encourage and increase student engagement and success.

12:00 “A Time to Plant and a Time to Uproot”: Exploring Expectations and Experiences of Internationally Mobile Students at a Seventh-day Adventist Boarding High School

Scott Kabel (State University of New York at Buffalo)

This presentation relates the findings of a qualitative research study considering the expectations and experiences of internationally mobile students (IMs) attending a Seventh-day Adventist boarding high school in the U.S. In the relevant literature concerned with international student integration, the expectations and experiences of IMs at the secondary level have been largely unexplored. Experiences formed and co-constructed in the context of a struggling parochial boarding school are wholly unrepresented. This study aims to fill that gap. And to fill it primarily with the voices and stories of these students faced with the fraught negotiation between the globalized imagination and local experience.

SESSION D: HISTORY & ARCHAEOLOGY, BUL250, Th 1:45 pm – 3:20 pm

1:45 The Development of California Agriculture and the First California Colleges

Michael Weismeyer (Southern Adventist University)

This paper examines the history of agriculture in California during the second half of the nineteenth century. It addresses how California began to look at agriculture from an academic standpoint in order to provide farmers with a scientific and professional basis. The first colleges in California were established in 1851, one year after statehood. These colleges were interested in science and agriculture and soon became a part of that interest. Santa Clara College was one of the first two colleges established, and one of its founders, Michael Accolti, became a proponent of agricultural and farming techniques. Accolti, a Jesuit from Italy, wrote articles and letters in the 1860s concerning agriculture. His works were published in the California Farmer journal. He advocated for systematic and scientific agricultural methods and promoted a diversification of agricultural crops. Around the same time Accolti was writing on agriculture, plans were underway for the founding of a state university. The University of California included a College of Agriculture. Instruction in agricultural studies included practical work with plants and various agricultural processes, as California was viewed as being able to grow a wide range of crops. Results of testing new plants and processes were made known to the public, and the University of California would become a world leader in education and research. Through analyzing agriculture as practiced in California's first higher educational institutions, a better understanding can be gained as to how California became a model and leader in agricultural practices in the decades to come.

2:10 The Civil War History of Collegedale

Mills McArthur (University of Chicago)

This talk will discuss the long-forgotten Civil War history of the area now occupied by Southern Adventist University. Some attention will also be given to the Collegedale community's reception of Civil War heritage.

2:35 Not To Be Counted As Dead Facts: A Philosophy of Seventh-day Adventist History

Ashlee Chism (GC Office of Archives, Statistics, and Research)

This paper will explore a philosophy of Seventh-day Adventist history. Do Seventh-day Adventists have a history? What do Adventists remember, and what do they forget? What stories do they tell each other, and why? Far too often, Seventh-day Adventists are fond of quoting Ellen G. White's 1915 statement, "We have nothing to fear for the future, except as we shall forget the way the Lord has led us, and His teaching in our past history" without necessarily taking thought for the presuppositions and implications involved in the statement. What do we use to substantiate this past history? More broadly, this paper seeks to stimulate discussion on how Seventh-day Adventists should approach their past history and not be bound with the ways it has been discussed before. If Seventh-day Adventists merely rely on our shared knowledge, on the selected stories passed down to each subsequent generation, then we are substituting heritage for history, leaning on the denomination's collective memory rather than investigating for ourselves as to what our past is.

3:00 The Domestic Prospects of Field D, at Tall Jalul, Jordan

Alma Cortez (Andrews University)

Household Archaeology, the study of household dynamics, has slowly but surely integrated itself into the larger field of archaeology and has seen development in further understanding the daily lives of older societies. At Tall Jalulin Field D, an unearthened domestic complex has revealed potential for household studies. How can Tall Jalul Field D aid our understanding of household archaeology? Through a preliminary study of ceramic typology in Square 1 of Field D, I have been led to believe that there is large potential in this field to learn more about the daily lives and household dynamics of the Late Iron/Persian Period (539-332 B.C.E.).

SESSION E: PSYCHOLOGY & ANTHROPOLOGY, BUL250, Th 3:40 pm – 4:50 pm

3:40 Church, Churches, and Being Gay: Finding Belonging for African American LGBTQ Individuals of Faith *Stacie Hatfield* (University of Kentucky)

While congregations and church leaders struggle to conceptualize non-heteronormativity in the context of Christian faith, LGBTQ identifying individuals also strive to find and create places of belonging within their churches. Drawing from ethnographic research on belonging and cultural citizenship for African American LGBTQ youth in Birmingham, Alabama, this paper examines religious communities and services as sites of oppression and of belonging for LGBTQ identifying individuals. From Bible study groups in HIV outreach organizations and Sunday morning worship as part of Pride celebrations, to Sabbath School with extended family and potluck to follow, faith and belonging for LGBTQ identifying individuals are negotiated in real time with acceptance and rejection often occupying the same moment. This paper examines the ways African American LGBTQ individuals find and create belonging in a social and religious environment marked by their exclusion and marginalization. This research investigates belonging as a key site of intellectual inquiry for social scientists and is also of critical interest to scholars seeking to understand God's purposes as revealed in human social organization and through the beliefs and practices of religious communities.

4:05 Psychological Perceptions of Disaster Misconceptions: Exploring the Acceptance of Disaster Myths in Relation to Psychological Well-being, Resilience and Conspiracist Ideation *Rachelle E. Pichot, Harvey J. Burnett & Karl Bailey* (Andrews University)

This exploratory study examined psychological wellness and resilience as predictors of conspiracist beliefs, disaster response beliefs, and disaster misconceptions beliefs. Data was collected from 300 participants through Amazon's MTurk. Respondents completed a demographic questionnaire; for "Misconception Measures" the Myth and Misconception Propositions about Disasters Questionnaire (Alexander, 2007), Beliefs about Disaster Response (Wenger et al., 1975), and Generic Conspiracist Beliefs Scale (Brotherton et al., 2013); for "Resilience Measures" the 10-item Connor-Davidson Resilience Scale (Campbell-Sills & Stein, 2007), Beliefs about Resilient Behaviors subscale from the Behavior in Mass Emergencies Questionnaire (Drury et al., 2013); and for "Psychological Wellness" the 2-item Perceived Stress Scale (Buchanan & McConnell, 2017), Spiritual Well-Being Scale (Paloutzian & Ellison, 1991), Brief Symptom Inventory 18 (Degrootis, 2000), and 10-item Personality Inventory (Gosling et al., 2003). Hierarchical regressions revealed that stress, media use, resilience, disaster response beliefs, and disaster misconceptions beliefs contributed significantly to one or more models predicting disaster response beliefs ($R^2 = .64$), disaster misconceptions beliefs ($R^2 = .56$) and conspiracist beliefs ($R^2 = .35$). One implication is that stress could be managed in order to decrease these beliefs.

9:15 Born a Crime, Raised to Reign: A Literary Psychological Study on Interpersonal Theory and the Triumph of Emotional Intelligence in Trevor Noah's Born a Crime

Kaitlin Palma (La Sierra University)

Suffocating amidst the entrapments of racial limitations and the incapacitating effects of seemingly unavoidable poverty, Trevor Noah, comedian and active host of *The Daily Show*, is the “miracle outcome” of a post-apartheid childhood. Emotional intelligence is defined as a person’s capability to be aware of, control, and express one’s emotions, handling interpersonal relationships sagaciously, with a degree of the vital trait of empathy. With this in mind, it is crucial to survey and note how a life, like Noah’s, is able to grow in kindness rather than hate. How are his ideas motivated by care, rather than conceit and, even, vengeance? Outward aggression and an inability to comprehend reason would all be acceptable realisms of a situation like the ones Noah repetitively experienced. Though, through support systems that have cultivated a strong sense of emotional intelligence, Noah was able to rise above. This study seeks to survey the applications of Interpersonal Theory within Noah’s memoir *Born a Crime: Stories from a South African Childhood* and identify the successes of a parenthood that results from raising a child beyond the confines of government.

9:40 The Bondage of Freedom: Phillis Wheatley's Struggle in Slavery and Emancipation

Alyssa Hunt (La Sierra University)

The intellectual influence given to Phillis Wheatley by her white owners allowed for the young slave to cultivate her craft of poetry, which led to her achievement in becoming the first African woman to publish a book. Wheatley’s accomplishments earned her international popularity and eventual freedom from her life as a slave. However, her emancipation proved detrimental for her career as she lost the support and resources needed to publish another book of poetry. Regardless, the poetry she crafted in her short lifetime, and the boundaries she surpassed as an African slave in the 18th century, led to a much larger establishment of accomplishments that paved the way for African American writers for centuries to come.

10:05 “The beauty! The beauty!”: Hegemonic Masculinity and Conquering the Female Body in Junot Díaz's *The Brief Wondrous Life of Oscar Wao*

Alexi Decker (Andrews University)

The troubled narrator of Junot Díaz’s 2007 novel *The Brief Wondrous Life of Oscar Wao*, Yunior, has a toxic relationship with masculinity, as evidenced by his promiscuity and violent behavior. As such, scholars often read the titular nerdy, romantic Oscar as ameliorating Yunior’s toxic masculinity by presenting a more sensitive approach to male identity. However, Díaz links *Oscar Wao* multiple times to Joseph Conrad’s troubling Victorian novella *Heart of Darkness* (1899)—a colonial text describing the atrocities of the Belgian colonization of the Congo in the late 19th century. Interestingly, critics have not pursued the implications of Díaz’s connection between *Heart of Darkness* and *Oscar Wao*. Linking the two texts requires a postcolonial reading of *Oscar Wao*—and a shift in interpretation regarding its depiction of masculinity. Specifically, this interconnection between Oscar’s romantic quests and *Heart of Darkness* shows a less redemptive view of the novel’s end, and therefore of Oscar himself.

10:45 Blossoming Butterfly: The Evolving Family Dynamic in Franz Kafka's "The Metamorphosis"

Monica Shaar (La Sierra University)

Franz Kafka's family was full of duality: his father, a powerful and imposing figure, was a constant shadow on his life, while his mother's side of the family was more inclined to the eccentric, exotic, freakish, and recluse. The simultaneous imposing rigidity and fluid whimsy of Kafka's family had an impact on the creation of one of his most well-known works, "The Metamorphosis" (1915). Therefore, this paper will carefully psychoanalyze both Kafka and his work in an attempt to understand the significance of his craft. Psychological theories such as Murray Bowen's Family Theory and Walter Toman's Family Constellations when applied to the changing family dynamic in the novella help to answer some of the questions as to why the family was so quick to ostracize Gregor. Before Gregor's transformation, there is an imbalance in the family unit once the son takes on the father's role as the financial provider for the family. This imbalance is mirrored in Gregor's physical transformation into a creature that is not completely man or bug. Just as Gregor is trapped in a state of imbalance, so is his family as they then try to find and function in new familial roles. It is only once Gregor's presence is completely eradicated that stability is returned and the remaining family members can finally move forward and flourish. In effect, this reading suggests that for Kafka the rigidity of family roles must be maintained or the family unit withers and dies.

11:10 The Romanian Bard: Translating Shakespeare for a Post-Communist Nation

Ingrid Radulescu (Andrews University)

Though Latin in language and culture, Romania stands pretzled in the midst of Slavic lands. Suffering nested Orientalism in the context of western European assumed superiority, this marginalization sparked an eagerness to reproduce the works of William Shakespeare in both the communist and post-communist eras to assert national identity and cultural authority. Utilized through performance, a Shakespearean drama, like Hamlet, voiced dissent against the communist regime. In post-communist Romania, successfully adapting his timeless plays indicates a sign of cultural belonging and signals a desire to assimilate into the European Union. Leading up to the 400th anniversary of Shakespeare's death in 2016, new Romanian translations emerged to correct communist-era censorship tactics. Analyzing such translations can answer questions of how Shakespeare's functionality shifts in Romania and how a post-communist society positions his works. This project examines the role of Shakespeare in third-millennium Romanian culture by close textual analysis of George Volceanov's new Romanian Shakespeare translations, the Opere series. Investigating both the commercial and cultural contexts of the publications and the editors' translation choices suggests distinctive Romanian values and practices and reveals Shakespeare's purpose in a post-communist society.

11:35 Dramatizing The Void: Crime Fiction's Journey to Forgetting

Kylene N. Cave (Michigan State University)

Scholars often cite the transition from the golden age to the hardboiled tradition in the 1920s and 1930s as the most radical shift in crime fiction. By 1945, crime stories regularly exhibited destabilized language, increased interest in psychology of the mind, and a blatant rejection of conclusive endings as a means of exploring the unreliable nature of memory and eye-witness testimony. Whereas the crime fiction narratives preceding 1945 embodied a clear sense of logic and order, and established hermeneutics and signifying practices as the keys to unlocking the mysteries behind human behavior; post-45 crime fiction not only rejects these notions, but openly attacks them. Through their use of setting, their deployments of signifying practices, and their emphasis on methods of detection, pre-45 crime fiction narratives reiterate and uphold their trust in the reliability of the human mind and memory, while post-45 crime fiction uses the same generic conventions to undermine memory and hermeneutics on a larger scale. In highlighting this post-45 shift, this project not only uncovers the genre's investment in memory, but it also clearly delineates the narrative mechanisms through which memory, and its common conceptions, are tested for reliability, accuracy, and meaning-making. In doing so, this project more broadly explores how literary representations of memory create avenues for exploring the ramifications these shifts have on cultural, legal, and cognitive theories of how we process, store, and reconstruct information regarding our pasts.

SESSION G: COMMUNICATION, BUL250, Fr 1:30 pm – 3:40 pm

1:30 Television Webcast Framing of Whistleblowing in Nigeria: A Content Analysis of Channels Television Reportage on YouTube

Oguchi Onyeizu Ajaegbu, Zainab Arinola Osanyin & Oluwaseyi Adewunmi Sodeinde (Babcock University)

Whistleblowing, since its popularity in Nigeria in 2016, has been a matter of discourse because it is regarded as a significant tool for fighting corruption. Media houses have been reporting whistleblowing as large amounts of money have been recovered from the coffers of public officers and other influential people. This study sought to analyse the framing of whistleblowing in 2017 by Channels Television. 50 videos were content analyzed using a coding guide. Descriptive statistics were used to analyse the data collected. Findings showed that the "war against corruption" frame was the dominant frame used to report whistleblowing. "Straight news" was the dominant pattern of coverage of whistleblowing (92%). The study concludes that the media need to pay more attention and give more in-depth coverage to whistleblowing. The study recommends for a better communication strategy to be used to report whistleblowing and also more in-depth and critical coverage of the policy to project not as a business venture, but as a collective responsibility for all.

1:55 A Critical Discourse Analysis: Uncovering Gender and Institutional Stereotypes in President J.P. Magufuli's Speech

Ruth Mwashinga (Andrews University)

Critical Discourse Analysis (CDA) provides a conceptual framework for political discourse and other types of discourse to uncover gender stereotypes and unfair presuppositions. This paper demonstrates how gender and institutional stereotypes, unfair presuppositions, and power abuse can be investigated and uncovered using CDA, by analyzing President John Magufuli's speech delivered on Thursday, June 22, 2017. This speech was delivered at the occasion of inaugurating the new Msata road in Bagamoyo. The analysis shows the President's misuse of power when he uses the occasion to advance his agenda on the policy of banning pregnant girls from school. While President Magufuli seems to be concerned with poverty as has been his motto since his presidential campaigns, in reality, his rhetoric has the effect of driving teen girls and all women further into poverty, by denying them their right to formal education. The President's unfair presuppositions uncover his ideologies and stereotypes towards gender and certain institutions in Tanzania.

2:20 Martin Luther King Jr.: The Ideal Medieval Preachers

Chloe Diaz (La Sierra University)

When scholars interpret the sermons of Martin Luther King Jr., such as his last sermon, they investigate his delivery of the speech and how it has stood the test of time. A common example is "I've Been to the Mountaintop," which King delivered on the eve of his death. Many say that he delivered this sermon like it was his last one—as if he were fully aware. Because of scholarship, this sermon has survived, but there is a lens that has not been explored extensively—the influence of medieval rhetorical theory on his scholarship as a theologian. There is a common thread that goes through his mentors and travels up to Robert of Basevorn, who wrote *The Form of Preaching* that was published during the medieval period. For this paper, we will explore this lens through "Love is Action" and "Paul's Letter to American Christians." I will show the influence of Medieval preaching, making King an ideal candidate for this position.

SESSION H: FILM, Buller Hall, Newbold Auditorium, Fr 3:45 pm – 4:55 pm

3:45 Hierarchies of Gender and Class in French Film Adaptations of "Beauty and the Beast"

Adair Kibble (Andrews University)

This paper will examine the two major French film adaptations of this classic fairytale—the 2014 version directed by Christophe Gans and the 1945 version directed by Jean Cocteau—as they re-imagine a story first conceived orally in folklore in the Middle Ages, then written and published for the newly literate in the 18th century, and finally transmitted to film in the 20th century. In the analysis of the evolution of the fairytale, the influence of the medium on the message of the story will be scrutinized, as well as the influences of the shifting cultural and historical context. Furthermore, this paper will evaluate themes of gender and class relations manifested in the iterations of the “Beauty and the Beast” story in how this tale specifically designed to inculcate domestic values of marriage and filial piety in young bourgeois women in the 18th century evolved over time to include added emphasis on the character of the Beast, and how the films address issues of class and gender relations more generally with respect to the time and culture in which the films were released.

4:10 Invisible People

Jefferson Rodrigues (Avalon Design Studios)

A film that looks at real life stories and merges the experience to bring the emotional essence of the plight and struggle of many people who are just searching for asylum in a volatile and divided society. This narrative shares the feelings that many refugees have gone through and shares the possibility of many sides seeing their wrong act as right and just.

4:35 The Book of Joshua

Paul Kim (Andrews University)

With the majority of North American churches in decline, the role of the local church pastor is as difficult as it has ever been. Clergy suffer from obesity, hypertension and depression at rates higher than the average American, and turnover is high. This film follows the struggle of a millennial pastor leading a small church district in an economically depressed city in the South, while exploring a handful of leaders who have managed to turn around their dying churches.

ABOUT THE PRESENTERS

Oguchi Onyeizu Ajaegbu (Babcock University) [Session G: Fr 1:55 pm]

Dr. Oguchi Ajaegbu is lecturer in the Department of Mass Communication at Babcock University, Nigeria. She holds BA and MSc degrees in mass communication from Babcock University. Her research interests include development communication, international communication and studies on gender in relation to the media. She has co-authored books, published chapters in books and scholarly publications in respected journals, both local and international.

Sarah Burton [Devotional: Th 9:00 am]

Sarah Burton received an MA in Religion at Andrews University in 2015. As the former Research Specialist for the Office of Research, she helped organize the first three Andrews Research Conferences. She is the wife of Kevin Burton and the proud mother of Adelia, their almost-two-year-old daughter.

Kylene N. Cave (Michigan State University) [Session F: Fr 12:00 pm]

Kylene Cave is a PhD candidate in the English Department at Michigan State University. She graduated with both her bachelors and masters degrees in English from Andrews University. Her research interests include 20th and 21st century English and American literature with an emphasis in detective and crime fiction, cognitive psychology, memory studies, theories of mind, and the intersections between human memory and cultural, legal, and scientific theories. She is currently working on a dissertation on the influence of the crime fiction genre on memory studies and cognitive psychology.

Ashlee Chism (GC Office of Archives, Statistics, and Research) [Session D: Th 2:35 pm]

Ashlee Chism is presently the Research Center Manager with the Office of Archives, Statistics, and Research at the General Conference of Seventh-day Adventists. Her current research interests are Adventist literary culture, the lives of Adventist women, piracy, and how literary works impact the cultures they're produced and consumed in. She holds a BA in English from Southern Adventist University and a Master's of Science in Information, specializing in Archives and Records Management, from the University of Michigan.

Vanessa Corredera (Andrews University) [Devotional: Fr 9:00 am]

After graduating from Andrews University with a B.A. in English and minor in history in 2006, Vanessa Corredera returned as a professor in 2013 after graduating with a PhD from Northwestern University with an emphasis in Renaissance literature (2012). She teaches classes ranging from the freshman introductory course, Much Ado About English, to the foundational graduate class, Research Methods. While her research interests in Renaissance drama appear most clearly in courses such as Shakespeare and Race, her broader interests in diversity, especially concerns about gender, race, and representation, inform all her pedagogy.

Alma Cortez (Andrews University) [Session D: Th 3:00 pm]

Born in Montemorelos, Mexico, Alma Cortez has moved to Berrien Springs twice with her family. She is currently pursuing a major in Anthropological Archaeology in the Behavioral Sciences program with a minor in Biblical languages. She has also added second major in French Studies. She can speak English, Spanish, and French, and is able to read in Hebrew, Greek and Latin. Alma's hobbies involve playing the Cello, painting and learning new languages.

Alexi Decker (Andrews University) [Session F: Fr 10:45 am]

Alexi Decker graduated from Andrews University with a BA in English literature and French studies in 2019. She enjoys music, reading, travel, and writing, and plans to take a gap year before applying to graduate school for the 2020-2021 school year.

Chloe Diaz (La Sierra University) [Session G: Fr 3:20 pm]

Chloe is a second-year graduate student at La Sierra University in English. After graduation, Chloe intends to enter a Ph.D. program in rhetoric.

Arlyn Drew (Andrews University) [Session B: Th 10:10am]

Arlyn S. Drew has earned an M.D., an MBA, and an M.Div. She is also the mother of "six wonderful rascals."

Idorenyin Etokakpan (University of Kent—Canterbury, United Kingdom) [Session A: Th 9:20 am]

Idorenyin Etokakpan is a doctoral researcher at the University of Kent Business School, Canterbury. His area of research is Talent Management in Uncertain Times. A graduate of the Kent Business School, he holds an MSc in Human Resource Management as well as an MBA (International Trade) from the University of Applied Science, Bernburg-Germany.

Stacie Hatfield (University of Kentucky) [Session E: Th 4:05 pm]

Stacie Hatfield is a PhD Candidate in cultural anthropology at the University of Kentucky. She engages critical anthropological and feminist theory to further understand cultural citizenship, belonging, race, gender, and place in the lives of children and youth. She is currently writing her dissertation.

Cassandra Hicks (La Sierra University) [Session C: Th 11:10 am]

Cassandra Hicks is an early career academic, currently working as an adjunct professor of composition at La Sierra University. She received her MA in English from La Sierra University. Her research has focused on identities and safe space in the composition classroom as well as gendered identities in literature and pop culture.

Nathon L. Hilton (Andrews University) [Session B: Th 10:35 am]

Originally from Nicaragua, Nathon Hilton is pursuing a double major in English Literature and Theology. His main areas of interest include systematic and philosophical theology, medieval mystical literature, and comparative studies in literature and religion.

Alyssa Hunt (La Sierra University) [Session F: Fr 9:40 am]

Alyssa Hunt is a first-year graduate student at La Sierra University, currently pursuing her MA in English (Literature and Composition). Alyssa teaches the first year composition series at the university, and after graduation she hopes to attain a PhD.

Scott Kabel (State University of New York at Buffalo) [Session C: Th 12:00 pm]

After obtaining an MA in English from Andrews University in 2014, Scott Kabel is graduating this Spring with a PhD in Education from the State University of New York at Buffalo. Academically, he is most interested in what it means to educate under the wild rubric of late modernity and globalization, wondering mainly about what is happening to culture and identity. He enjoys music, travel, summer camp, and Christian fellowship.

Adair Kibble (Andrews University) [Session H: Fr 3:45 pm]

Adair Kibble is a senior working towards a BA in English, with a Writing Concentration, as well as a BA in French for International Trade. She hopes to continue to participate in research that takes an interdisciplinary approach.

Paul Kim (Andrews University) [Session H: Fr 4:35 pm]

Paul Kim teaches documentary film at Andrews University, where he is also Chair of the Department of Visual Art, Communication & Design in the College of Arts and Sciences. Paul completed his MFA from the American University in Washington, D.C. He also served as a graduate fellow in the Center for Media & Social Impact funded through a major public media grant given by the Ford Foundation, and directed a collaborative new media literacy project with MIT's Media Lab.

Mills McArthur (University of Chicago) [Session D: Th 2:10 pm]

Mills McArthur is a fourth-year PhD student in the University of Chicago's Program in the Ancient Mediterranean World. The main thrust of his scholarly endeavors concerns ancient history, the ancient Greek and Latin languages, and Greek inscriptions. However, he is also in the process of writing a book on the history of Collegedale, TN, and its neighboring communities of Ooltewah and Apison.

Ruth Mwashinga (Andrews University) [Session G: Fr 2:55 pm]

Ruth Mwashinga, MA, is an adjunct at the Center for Intensive English Program (CEIP) at Andrews University, where she teaches and help students who are studying English as their second language.

Funmilayo Lizzy Oloyede (Babcock University) [Session A: Th 9:45 am]

Funmilayo Oloyede is pursuing a PhD in Public Administration. She has an MA in Public Administration and a BSc in Government & Public Administration.

Kaitlin Palma (La Sierra University) [Session F: Fr 9:15 am]

Kaitlin Palma is a second-year graduate student at La Sierra University, currently pursuing her MA in English (Literature and Composition). Her studies of interest include rhetoric, composition, and comparative literature. Post-graduation, she plans to begin a career in the field of journalism and eventually seek her PhD in Rhetoric and Composition. []

Rachelle E. Pichot (Andrews University) [Session E: Th 4:30 pm]

Rachelle Pichot graduated from Andrews University in 2018 and is continuing to pursue research projects with Dr. Burnett and Dr. Bailey.

Ingrid Radulescu (Andrews University) [Session F: Fr 11:35 am]

Ingrid Radulescu recently completed her BA in English Literature with a minor in Political Science at Andrews University. She plans to take a year off to work and study for the LSAT in order to apply to law school. Ingrid would like to continue studying the bridge between imaginative literature and political theory by earning completing a JD in law and a PhD in political theory.

Charles Reid (Andrews University) [Vespers: Fr 7:00 pm]

Charles Reid, tenor, is Artist in Residence, Associate Professor of Voice, and Coordinator for Voice Studies in the Department of Music at Andrews University. He also produces the podcast *The Opera Life*, available through his website and iTunes. Mr. Reid is the recipient of prestigious awards from the Richard Tucker Music Foundation, Loren L. Zachary National Vocal Competition, Florida Grand Opera YPO Competition, Connecticut Opera Competition, and the Marjorie Lawrence International Vocal Competition. Praised in *Opernwelt* for his “marvelous timbre, consistent throughout, well-focused, excellently agile voice,” Mr Reid is being recognized as one of his generation’s leading lyric tenors. He has sung on many of the most famous international stages, including nine seasons with New York’s Metropolitan Opera, San Francisco Opera, Theater and der Wien, Frankfurt Opera, Deutsche Oper am Rhein, and the festivals of Bayreuth, Salzburg, Spoleto USA, and Glimmerglass. Upcoming events include Mr. Reid’s return to Theater Hagen as Don Jose in Bizet’s *Carmen* and concert debuts with Orchestre National de Lyon and Beethoven Orchester Bonn.

Jefferson Rodrigues (Avalon Design Studios) [Session H: Fr 4:10 pm]

Jefferson Rodrigues has a BS in Film Production from Southern Adventist University. He is currently a Creative Director at Avalon Design Studios.

Jacqueline Sanchez (La Sierra University) [Session C: Th 11:35 am]

While working as a full-time student at La Sierra University, Jacqueline Sanchez began teaching first-year composition courses while also working as a writing tutor. Outside of her graduate studies, Sanchez spent her time indulging in classic Gothic works and learning new topics in rhetoric. Her research interests include Gender and Sexualities, Cultural Criticism, Ecocriticism, Film Studies, Horror studies, and are typically based in 20th century and contemporary works. Having recently completed her M.A. in the Spring of 2018, Jacqueline Sanchez continues working on research projects born from passion and working as a college adjunct.

Monica Shaar (La Sierra University) [Session F: Fr 11:10 am]

Monica Shaar is a second year graduate student in the English Department at La Sierra University. She teaches the first year composition series at the university and works as a tutor in the writing center. After earning her graduate degree, she hopes to pursue a career in publishing.

Alayne Thorpe (Andrews University) [Vespers: Sa 7:00 pm]

Dr. Alayne Thorpe is Dean of the College of Education & International Services as well as Dean of Graduate Studies. She has a long history in distance education, both as an administrator and a faculty member. Dr. Thorpe has served as a mentor teacher and course developer for both the University of Maryland and Washington Adventist University and as Vice President and Interim President of Griggs University. As an active member of the Distance Education Council, the Middle States Association of Schools and Colleges and the Council for International and Trans-regional Accreditation, Dr. Thorpe worked to develop accreditation standards and best practices for distance education.

Shannon Trecartin (Andrews University) [Session E: Th 3:40 pm]

Dr. Trecartin is an assistant professor of social work at Andrews University. She earned her MSW from Andrews University and her PhD from the University of Tennessee, Knoxville. Her practice experience includes medical social work, public health, community counseling, and research and evaluation. She has provided case management, counseling, and therapy to children, adults, and families since 2005. Dr. Trecartin’s research focus is on aging and disabilities with an emphasis on the social and built environment as contributors to well-being.

Michael Weismeyer (Southern Adventist University) [Session D: Th 1:45 pm]

Dr. Michael Weismeyer is an Assistant Professor of History at Southern Adventist University. He has a Ph.D. in History from the University of California, Los Angeles. His dissertation was titled, "Science Education in Early California Colleges, 1850 - 1880." Michael has an MA in Education from La Sierra University, an MBA from Southern Adventist University, as well as undergraduate degrees in History and Mathematics from La Sierra University.



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