

WEDNESDAY, MAY 15, 2013
8 A.M. - 4 P.M.
McCARTHY CENTER, FORUM



A Day in May

A CELEBRATION OF TEACHING,
SCHOLARSHIP, AND CREATIVITY

KEYNOTE SPEAKER:
Dr. Kathy Takayama
*Director of the Sheridan Center for
Teaching and Learning at Brown
University.*
"CROSSING BOUNDARIES: HOW
INTEGRATIVE EXPERIENCES CAN
CONTRIBUTE TO INTERDISCIPLINARITY"

Sponsored by the Center for Excellence in
Learning, Teaching, Scholarship, and Service

CELTSS

PHOTO BY PROFESSOR ROBERT ALTER

A Day in May
A Celebration of Teaching, Scholarship, and Creativity

May 15, 2013

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12:00 Forum

Lunch

12:15 Forum

Quality Matters recognition: Pat Luoto and Scott Greenberg
Honoring Pat Luoto for her CELTSS service: Elaine Beilin and Bridgett Galvin
Introducing the keynote speaker: Claudia Springer

12:30-1:45 Forum

Keynote presentation: Dr. Kathy Takayama
Director of the Sheridan Center for Teaching and Learning and Adjunct Associate Professor in the Department of Molecular Biology, Cell Biology, and Biochemistry at Brown University

Title: *Crossing Boundaries: How Integrative Experiences Can Contribute to Interdisciplinarity*

2:00-3:00 Panel Session III

Room 415 *Facilitator:* Sue Dargan

- a. Sarah Adelman
- b. Kaan Agartan
- c. Athena M. King
- d. Rebecca Shearman

Room 417 *Facilitator:* Margaret Carroll

- a. Kristin Chon
- b. Patricia Lynne
- c. Sarah Mabrouk

Room 419 "Teaching with Technology" *Facilitator:* Lynn Parker
Panelists: Marc Cote, Aline Davis, Lynn Parker

3:15-4:00 Room 415 **Chat with Dr. Takayama**

******Submit your assessment form and enter a raffle******

When you bring your completed Day in May Assessment Form to the Forum at the end of the day, drop your name badge into our container, and your name will be entered in a raffle to win a brand new **Kindle Fire!**

A Day in May is sponsored by CELTSS (the Center for Excellence in Learning, Teaching, Scholarship, and Service).

Thank you to the CELTSS Program Administrator Meghan Maxfield, and the 2012-2013 CELTSS steering committee:

Sarah Adelman	History
Cynthia Bechtel	Nursing
Elaine Beilin	English
Margaret Carroll	Biology
Marlene Correia	Education
Sue Dargan	Sociology
Karen Druffel (Director)	Economics and Business Administration
Shin Freedman	Library
Mary Grasseti	Education
Zhe Li	Economics and Business Administration
Patricia Luoto	Consumer Science, Nutrition
Tim McDonald	Art & Music
Susan Mullaney	Nursing
Lynn Parker	English
Evelyn Perry	English
Cynthia Prehar	Psychology
Ruth Remington	Nursing
Robin Robinson	Educational Technology Office
Sandra Rothenberg	Library
Erika Schneider	Art & Music
Ira Silver (Director of Mentoring)	Sociology
Claudia Springer (Assistant Director)	English
Leslie Starobin	Communication Arts

Posters

McCarthy Center Alumni Room 8:45-9:30

Robert Alter	Self-published Photography Books: The blurb on Blurb
Manos Apostilidos	Mechanistic Research on Plant Bioactives for Type 2 Diabetes Prevention Using In Vitro Models
Ben Atchison	The Joint Mathematics Meetings, San Diego, California
Daisy Ball	A Visual Introduction to the Inside-Out Prison Exchange Program: A Partnership between Higher Education and Correctional Systems
Cynthia Bechtel & Susan Mullaney	The Master's in Nursing: Congruence with the AACN Essentials
Lisa Burke	Exotic Image/Arrested Motion: Considerations of Early Colonial Photographs of Dancers in the Central Pacific
Margaret Carroll	National Association of Biology Teachers--Dallas, Texas
Kim Cochrane	Got TPACK?
Steve Cok	Regulated Expression of Green Fluorescent Protein in <i>Escherichia coli</i>
Joseph D'Andrea	Editing Student Writing: The Effects of Instructor Versus Peer Feedback
Sue Dargan	30th Annual Chairs Conference--San Antonio, Texas: A Review of Key Sessions and Speakers
Catherine Dignam and Sarah Pilkenton	Predictors of Student Success in General Chemistry Courses
Karen Druffel	Team Skill Dissensus in Student Teams--Delusion or Development?
Irene M. Foster and Haewon Ju	Using a Non-profit Organization and Stakeholder Theory to Teach Social Responsibility in a Merchandising Program
Paul Galvin, Deborah McMakin, Vandana Singh, Bridgett Galvin	An Interdisciplinary Study of Mindfulness: Reflections from Novice to Experienced Students Shape a Collaborative Learning Environment
Pam Ludemann	Service Learning Experience and Course Planning
Deborah McMakin	Pre-Service Teachers' Belief in Student Success in the Student Teaching Experience: Context Matters
Dave Merwin	Building Community Ties Through a Service-based Regional GIS Center
Liz Perry	Development of a New Course on Chinese Art
Cynthia Prehar	Research Methods Quiz
Erika Schneider	Attendance at the College Art Association, New York City
Pamela Sebor-Cable	Corset Project
Keri Straka	Art Exchange

Technology Panel Descriptions

Maximize Student Success and Minimize Student Questions with Quality Matters

Are you frustrated with all of the repeated "when," "where," "why," and "how" questions in your online or blended course? Course organization, content engagement, alignment, and interaction with faculty and peers are key components of a well-designed course. Please join your colleagues for a conversation on course design principles that impact how students learn in an eLearning environment. The three panelists will share their experiences using Quality Matters to move the student cognitive load from the course organization to meaningful interaction with course content.

Teaching with Technology

Marc Cote (Art and Music), Aline Davis (Biology), and Lynn Parker (English) will share some of the joys, challenges, and pitfalls of re-imagining the twenty-first century classroom as they discuss their innovations as recipients of Teaching with Technology grants in the 2012-2013 academic year. Each panelist will discuss specific elements from his or her project while allowing ample time for a question-and-answer session about some of the ways in which pedagogical innovation engages with new educational technologies.

Titles and Abstracts for Posters and Presentations (arranged alphabetically by author's last name)

“Orphans by Contract: Custody and Negotiation in New York City Orphan Asylums”

Sarah Mulhall Adelman

Presentation

Most children in nineteenth-century American orphan asylums had a living parent and were in fact usually brought to the asylum by a parent. This presentation explores the ways in which managers of these institutions worked to transform half orphans into virtual full orphans by erasing their living parent from the equation, most notably through the requirement that living parents cede custody for a span of years as a condition of the child's entry into the institution. I also argue that while the custody forms may have legally transferred all parental rights to the managers of the institution, they could not erase the relationship between parent and child. Therefore, the most significant difference between being an orphan and being an orphan by contract was that the latter condition was temporary because the contracts had end dates. By critically exploring managers' application of the term "orphan" to these children, therefore, this paper offers a new way of understanding the fraught debates over parental rights and institutional child care in the nineteenth century.

Precarious Employment and the Transformation of Work under Neoliberalism: Turkey and the United States, 1980 to the Present

Kaan Agartan (Cedric de Leon, Providence College)

Presentation

This paper offers an alternative to existing approaches to the transformation of work under neoliberalism. Currently existing analytical frameworks, which include world-historical accounts (e.g., Silver, Arrighi), transnational class analysis (e.g., Harvey), and socio-psychological approaches, we argue, unduly assume the centrality of full time, formal sector wage workers in this process, and are therefore relatively silent on the experiences of those who either have never had remunerative employment or have access only to precarious employment. Drawing on a comparison of the privatization of state industries in Turkey and public services in the United States since 1980, we contend, following Barchiesi's account of postapartheid South Africa, that state actors have linked citizenship to wage work in a time when fewer and fewer people earn a wage in the formal sector. In deploying this "work-citizenship" discourse, states have created a disciplinary mechanism of tiered citizenship, in which a shrinking minority retains full citizenship, while a growing majority becomes disfranchised and disgraced by virtue of their precarious status in the labor market.

Making Colleagues Meet: Inter-subjectivity in Research and Collaboration

Benjamin Alberti

Presentation

CELTSS funding will have allowed me to do two things this academic year, both of which are collaborative efforts with archaeological research groups from disparate settings. My short presentation, therefore, will address how internal funding enables this type of collaborative work and--continuing the theme of an earlier presentation (to CELTSS in 2008), leads to opportunities for external funding. It had been my contention that the relationship between internal and external funding is a recursive one. The types of collaborative research I outline in my talk -- a colleague from the Universidad Nacional de Córdoba, Argentina, and another colleague at Columbia University -- are supported by the flexible and open-ended structure of funding at FSU.

Self-published Photography Books: The blurb on Blurb

Robert Alter

Poster

I teach photography in the Communication Arts Department. I assigned a self-published photography book for my students. I also wanted to explore self-publishing for my own photographic work. Using Blurb, an easy to use on-line self-publisher, I have been publishing photographic books drawn from my past and recent work. Blurb offers a simple and relatively low cost way of producing a book or portfolio for many uses.

Mechanistic research on plant bioactives for type 2 diabetes prevention using in vitro models

Manos Apostilidos

Poster

According to the CDC in 2010, 25.6 million American citizens were diagnosed with diabetes. In 2008, 79 million American adults were diagnosed as prediabetic. Both diabetics and prediabetics must follow specific dietary guidelines to either alleviate or prevent the progression of diabetes. It is reported that plant-derived phenolics potentially could contribute towards type 2 diabetes management in two ways: a) at the gastrointestinal level by inhibiting carbohydrate-hydrolyzing enzymes, α -amylase and α -glucosidases; and b) at the cellular level by stimulating secretion of insulin-sensitizing proteins via activation of PPAR- γ gene expression. Naturally occurring phenolic phytochemicals could be used for type 2 diabetes management if they are able to help moderate the blood glucose level in a predictable manner. Our laboratory has been evaluating plant foods to identify natural carbohydrate hydrolysis enzyme inhibitors. Furthermore, efforts have been focused on the determination of the basic characteristics of the responsible bioactive components. In this poster presentation we will present an overview of research efforts performed in our laboratory with a variety of natural products, including marine plants (*Ascophyllum nodosum*), leaves (pine tree and sugar beet leaves), berries (cranberries and blueberries), beans (cocoa and coffee) and spices (cinnamon).

The Joint Mathematics Meetings, San Diego CA

Ben Atchison

Poster

The JMM is the largest mathematics conference in the world, and is hosted annually in January by the American Mathematical Society and the Mathematical Association of America. I attended the JMM this year to give a brief presentation on my experiences and results from teaching College Algebra over my first two years at FSU. I also acted as a moderator for my particular presentation session. My poster will exhibit the slides from my presentation, as well as sample items from past courses.

A Visual Introduction to the Inside-Out Prison Exchange Program: A Partnership between Higher Education and Correctional Systems

Daisy Ball

Poster

This poster presentation introduces the viewer to the Inside-Out Prison Exchange Program, and imagines how Inside-Out might take shape at FSU. I recently completed a week-long intensive training with Inside-Out in Oregon, and am eager to share what I learned with our academic community. Inside-Out is an organization whose goal is to foster unique educational experiences among unlikely populations, ultimately leading to transformative understandings of/approaches to viewing and changing our social world. Specifically, the

Inside-Out Program brings college students and professors (outsiders) from traditional college settings into prisons, where inmates (insiders) take classes alongside the college students. The Inside-Out Prison Exchange Program invites professors, college students, and inmates to take part in a paradigm shift, through the exchange of ideas, collaboration, and the sharing of both personal experience and academic literature.

The Master's in Nursing: Congruence with the AACN Essentials

Cynthia Bechtel and Susan Mullaney

Poster

A primary goal of the Nursing Department's 5-year Strategic Plan is to successfully undergo a reaccreditation site visit by the Commission on Collegiate Nursing Education (CCNE) in fall of 2014 and attain full 10-year accreditation status. In order to begin program evaluation for the Master of Science in Nursing program and the Self-Study Report effectively, we attended the 2013 Master's Education Conference sponsored by the American Association of Colleges of Nursing (AACN) held in Orlando, Florida in February of 2013. This conference, *Looking Forward: Preparing Master's Nursing Graduates for the Future*, provided insight into the newly revised national standards for Master's programs in Nursing and benchmarks against which we can assess how effectively our program meets the required standards for quality. Among the benefits of having attended this conference was identification of ways to make Master's programs with a focus on nursing education congruent with the revised standards and learn from the successes of colleagues in similar programs.

"Painting in Retrograde"

Brian Bishop

Presentation

At the 101st Annual Conference of the College Art Association I chaired a panel entitled "Reframing Painting: A Call for a New Critical Dialogue". The session addressed the need to rethink or maybe resuscitate the dialogue around contemporary painting without relying on exhausted critical approaches applied to it over the last half century. While recognizing, as Richard Kalina did recently, that Painting today is a continent unto itself in the world of art, this session and my paper "Painting in Retrograde" attempted to untangle the assumptions that any true definition or in-depth critical examination of Painting can rely on teleological or ontological methodologies without reverting to conversations surrounding medium-specificity, which inevitably restart the farcical endgames of modernism. I argued that this reliance by practitioners and critics alike on this retromodern nostalgic approach functions much like the ironic shield posited by Christy Wampole in the pages of the *New York Times* in 2012. I examined the work of several artists in an effort to question whether contemporary painting is able to move past being defined either merely as an object or a project, or if this reliance on dated critical strategies is a foregone and inevitable condition for the discipline in the post-critical landscape.

"Your Petitioner's Fidelity": Loyalty, Betrayal, and the Pursuit of Freedom in Mid-Eighteenth-Century Jamaica

Maria Alessandra Bollettino

Presentation

Sometime after receiving his freedom and an annuity from the Jamaica Assembly in December 1744, the formerly enslaved Thomas Edwards appealed to the mercy of his Majesty, King George II. He informed the king that he had revealed to his beloved mistress the details of "a very dangerous Conspiracy to Massacre all the White People in, and Possess themselves of" Jamaica, thereby ensuring "the Island and the lives of your White subjects were thus saved from being seiz'd and destroy'd." Edwards recounted that he had been forced to flee Jamaica for England due to his being "in daily danger of being murdered by the Negroe Slaves" of Jamaica. Lacking connections or community in England, Edwards had no means "to get into Business" and thus found himself "driven to great streights." Moreover, his wife remained in Jamaica, at once subject to the "miseries of slavery" and a vicarious target of resentful slaves' vengeance. Edwards thus took it upon himself to plead to his king to deliver him and his wife from their abject circumstances. This presentation seeks to study a relatively neglected cohort among the enslaved – those who sought their freedom not through opposition to the established order, but instead in alliance with it. Those enslaved men and women who allied themselves with Jamaica's planters and political officials in times of crisis did so for myriad individual reasons, not least of which was the prospect of readily attainable and what they hoped would be sustainable perquisites. Thomas Edwards' petition enables us to explore the value as well as the price of pursuing these perquisites. It also

allows us to reframe our analysis of the loyalties of those enslaved people historians have often sidelined as “collaborators.” His composition and submission of his petition to George II reveals that Edwards may well have seen himself not as a traitor to the slave community, but instead as a loyal subject of the British monarch, and one who deserved his majesty’s aid.

Remaking the Modern American Poetry Site

Bart Brinkman

Presentation

The Modern American Poetry Site (MAPS), started in 1999 at the University of Illinois, is the premier scholarly and pedagogical resource on modern and contemporary American poetry, containing criticism and teaching materials on more than 160 poets. Since becoming its co-editor in 2010, I have worked to make MAPS more robust and accessible for both students and scholars, ultimately deciding that migrating the site to the Drupal content management system would best allow it to reach its full potential. With CELTSS funding I was able to hire an undergraduate Computer Science student, Bryan Jiencke, to help redesign the site. In my presentation, I will explain how (with Bryan’s extraordinary initiative and commitment to the project) the redesigned MAPS has laid the groundwork for more structured searching, browsing, and presentation of critical and pedagogical content. I will also show how it has incorporated a variety of social media tools to facilitate interaction within and among scholarly and classroom communities at FSU and beyond.

Exotic Image/Arrested Motion: Considerations of Early Colonial Photographs of Dancers in the Central Pacific

Lisa Burke

Poster

Photography was widely used in the Pacific during the colonial period to record island cultures, with images ranging from ethnographic examples of the exotic “native” to those of islanders as colonial and mission subjects, scenes of nature and economic development, and the activities of Europeans. Many were widely disseminated outside of the Pacific, published in a variety of media and displayed publically in lanternslide lectures and expositions. Compared to fiction or travel writing, they conveyed a more immediate sense of “primitiveness” to an audience eager for a vicarious experience of exoticism, while simultaneously reinforcing notions of European superiority and benevolence. At the time, photographs were believed to capture the impartial “truth,” and much has been written about how these images—with their racist undertones and objectification of colonial subjects—were actually articulating the ideologies of imperialism, creating a collective colonial memory that would eventually impact the portrayal of Pacific Islanders in twentieth century popular culture. However, recent scholarship shows that this straightforward analysis may not always apply due to the unique circumstances and personalities of each photographer. In this poster presentation I will compare the stories and images of four very different individuals: Thomas McMahon, an Australian journalistic photographer who focused on scenes of colonial “progress”; Robert Louis Stevenson, a Scottish author and aficionado of adventure travel; Joachim DeBrum, a mixed-race Marshallese business man; and Sylvester Lambert, an American public health physician. Their “still” photos are not still; they convey a sense of the social dynamics between photographer and subject through their content and how it is structured within the space. I focus on images of dancers and dancing; the enhanced exoticism of the costumed dancer has always been a compelling subject, but one that photographers have approached with great variability. I will examine aspects including the framing and angle of a shot, apparent manipulation of the scene, facial expression, and the use of light. I will also contrast those photographs that feature formally posed dancers with those of the dance in action, where the still photograph preserves a unique moment of an art that naturally exists as a flow through time.

National Association of Biology Teachers--Dallas, Texas

Margaret Carroll

Poster

This conference attracts high school and college biology teachers from across the country. I wish discuss the benefits of attending a conference focused on pedagogy within the discipline.

What College Students Know (and Don't Know) About Astronomy

Kristin Chon

Presentation

Did you know that the big bang killed the dinosaurs? Or that Earth is the largest object in our solar system? College students have many misconceptions about astronomy; some are predictable (for example, misconceptions about the causes of the seasons are numerous and well-documented), while others make you wonder if they live in the same universe as you! We all make assumptions about what we think our students already know, but are those assumptions accurate? I surveyed over 500 college students about their basic astronomy knowledge. In this talk I will describe the results from this survey and discuss how you can identify and “fix” the misconceptions your own students might have.

Got TPACK?

Kim Cochrane

Poster

“TPACK – Technological Pedagogical Content Knowledge, is a framework that identifies the knowledge teachers need to teach effectively with technology” (tpack.org).

This poster session will outline my learning experiences at the conference of the Society for Information Technology and Teacher Education (SITE) in March of this year. My research focus is online teacher professional development; TPACK is about effective technology integration and developing relationships between components of knowledge. Every teaching situation is unique, and pedagogy is fluid to meet the needs of individual students. TPACK can provide a framework for professional development, and further, for student learning. The session will include strategies for evaluating TPACK in professional development for teachers.

Regulated expression of green fluorescent protein in *Escherichia coli*

Steve Cok

Poster

The advanced biochemistry course at Framingham State University includes an experiment on regulation of gene expression. In order to enhance the students' understanding of regulation of gene expression and promote student driven experimental design, we have used the pGlo gene expression vector from BioRad to evaluate regulation of the arabinose operon by various carbohydrate sources. The gene encoding green fluorescent protein(GFP) was under the control of the arabinose operon. Student designed experiments were generated to measure increased expression of GFP by arabinose, determine the stereospecificity of regulation, and test whether other common sugars affected gene expression. Extensions of this laboratory exercise included testing repression of GFP expression by glucose in a concentration dependent manner. Evaluation of student success and pitfalls will be presented.

Editing Student Writing: The Effects of Instructor versus Peer Feedback

Joseph D'Andrea

Poster

One of the most challenging aspects of teaching any discipline at the University level is how to assess learning of the content while also providing feedback that develops writing skills. The acquisition of knowledge is often assessed using a writing sample that requires the student to demonstrate some conceptual understanding of the material. Evaluating this writing sample and providing appropriate feedback for improvement and further skill development is the topic of this project. Traditionally, the course instructor has assumed responsibility for evaluating and providing feedback on writing samples. However, recent interest has arisen in the area of peer editing relative to the feedback process. As authors, students report increased effort for peer reviewed assignments than those read solely by the course instructor (Cathy, 2007). In addition, students identify the role of editor as a fruitful opportunity to view a peer example and articulate assignment evaluation criteria (Cathey, 2007; McMakin & Donohue, 2009). Paulus (1999) indicates that while the majority of revisions that students make are surface-level revisions, the changes they made as a result of peer and teacher feedback were more often meaning-level changes than those revisions they make on their own. Two forms of feedback are examined in this project. Instructors in an introductory philosophy course and an introductory developmental psychology course report on two different venues for providing feedback and assessing its effectiveness. This study examines the degree to which students' perceptions of peer-editing as beneficial for understanding and meeting writing assignment expectations actually match their written work and the degree to which informing students of rubric based instructor feedback reduces errors in subsequent drafts, thereby improving final drafts.

Students in an introductory philosophy course received feedback based on a rubric completed by their instructor. Students were first instructed on the use of the rubric and the meaning of the comments in the margins so they could revise a second draft using those comments. This process was replicated on three successive writing assignments. The frequency of rubric based comments requiring change will be counted and compared across papers. It is expected that the use of the rubric based comments should result in a reduction of errors on subsequent papers and an increase in change in content as well. Students will complete a questionnaire at the end of the term to assess their perceptions about the effectiveness of the rubric and their understanding of comments based on the rubric. Alternatively, students in the introductory psychology course will receive and give feedback from peers on three drafts of a paper also based on the rubric. In addition, students will complete a questionnaire assessing the degree to which they think they benefited from peer review and from serving as a peer reviewer. Previous findings (McMakin & Ludemann, 2011) suggest that peer editing fosters student self-assessment and self-monitoring as indicated by rating percentages by items and student comments on questionnaire assessments. Student ratings of the peer review process and the skills they acquired will be compared with the actual changes in drafts of their papers over time. Results from the two classrooms will be discussed relative to the benefits of peer editing using writing rubrics versus instructor editing using writing rubrics. By understanding both students' perceptions and the actual changes in writing samples, instructors may respond to students' unspoken question about feedback in general "How does this help me?"

30th Annual Chairs Conference - San Antonio Texas: A Review of Key Sessions and Speakers

Sue Dargan

Poster

In this poster presentation, I will summarize some of the key sessions at the conference with links to resources for chairs.

Predictors of student success in general chemistry courses

Catherine Dignam and Sarah Pilkenton

Poster

Enrollment in first year chemistry courses for science and engineering majors has experienced a marked growth at Framingham State University. Enrollment increases have led to University-wide discussions regarding student success in all STEM gateway courses. It is desired that the number of students who withdraw from the course or who earn grades of D or F be reduced without compromising the quality of the education provided. In an effort to better understand what types of qualities a successful first-year chemistry student exhibits, a study has been undertaken to identify predictors of student success in general chemistry courses based on student SAT mathematics and reading scores and student performance on math placement exams. A significant correlation between student scores on the mathematics and reading scores on the SAT and the Accuplacer mathematics exam and student success in freshman chemistry courses has been observed. It is the hope that this information will be used in two ways: (1) to better inform advising and prerequisite policies and (2) to develop appropriate support and preparative programs geared toward students who have predictors that correlate with a high probability for unsuccessful completion of general chemistry.

Team Skill Dissensus in Student Teams - Delusion or Development?

Karen Druffel

Poster

Although the majority of seniors in an undergraduate business and information technology program asked to assess team member skills before and after completion of a team project report differences in their initial and final assessments of these skills, a much lower number report changes in their self-assessment for these same skills. How can we explain the difference in student responses? Are perceived differences at the start and at the end of the project due to corrections of initial misperceptions, or evidence of growth and development? Why are students' self-perceptions, in contrast, relatively unchanged? Student teams in a project-based course were formed by a process in which each student completed a self-assessment for skills defined by the class as relevant to the project and then randomly selected team leaders chose specific students for their teams based upon the skills assessments. All students provided peer assessments for their team members at two points throughout the course. In addition, students presented their project twice, as a draft and a final version, to a panel of industry professionals who provided feedback. At the end of the course, students completed a survey which indicated whether the student's evaluation of his/her team members' skills had changed. Students were

also asked if their self-assessment had changed. Recent research (Gardner & Kwan, 2012) suggests expertise dissensus, the variance in team members' perceptions of one another's levels of expertise, can affect team effectiveness. Research on dissensus in student teams can inform that research as well as suggest methods for developing team skills in an undergraduate program.

Using a Non-profit Organization and Stakeholder Theory to Teach Social Responsibility in a Merchandising Program

Dr. Irene M. Foster and Dr. Haewon Ju

Poster

Social Responsibility and Sustainability are concepts in the clothing and textiles/fashion design and retailing discipline that are being developed into our curriculum at Framingham State. One aspect was a working relationship with the Salvation Army to promote social responsibility in our classes. Dr. Ju has been working with one of her classes to suggest possible promotional techniques for increasing the organization's image. One of the courses Dr. Foster taught during the spring 2012 semester was a special topics course, a "test" course that we want to bring into our Fashion Design and Retailing curriculum. The idea for this course first came through our participation with ITAA's conference in Philadelphia in fall 2011. By participating in the fall 2012 International Textile and Apparel Association conference we were able to share the details of this social responsibility module using stakeholder concepts.

Questions about Academic Librarians: Factors Influencing the Professional Identity, Roles, and the Professional Status of Academic Librarians

Shin Freedman

Presentation

This paper presents the results of quantitative and qualitative inquiry into professional identity, roles performed and their relationship to personnel status of academic librarians in the New England area. A comparative survey of 196 academic librarians and library administrators from over 100 higher education institutions revealed differing views on faculty status and tenure, career advancement opportunities and identity, role performance, and personnel status for academic librarians. This research reports that 45% (n=87) of the participants have some combination of faculty status, tenure status, and faculty plus tenure status. The largest group of respondents (55%, n=106) are from both private and public institutions where academic librarians have no faculty status and no tenure status. Attitudes toward research and scholarship were equally divided into "encouraged" and "not encouraged at all." Only academic librarians with tenure status reported distinctively differently and were least aligned with regard to expected roles in "innovation" and "technology implementation," from their cohorts with other personnel types. Five areas of responsibility of traditional academic librarians were consistent across all academic status; however, new and emerging roles revealed significant differences depending on the institution by which they were employed. Expanding roles and multiple professional identities of academic librarians have prompted them to seek support in role clarification, guidance and training in information technology, and development of their information-technology driven professional identity.

An Interdisciplinary Study of Mindfulness: Reflections from Novice to Experienced Students Shape a Collaborative Learning Environment

Paul Galvin, Deborah McMakin, Vandana Singh, T. Bridgett Galvin

Poster

The concept of integrating mindfulness into college classes is not a new one. As Bush (2012) documents, college professors have been focusing on aspects of contemplative education in a variety of disciplines ranging from Chemistry to Religious Studies. However, many of these courses have focused on the practice of mindfulness as a core element of the curriculum, including its historical development and contemporary applications. The current interdisciplinary approach is aimed at integrating the skill of focused attention, one aspect of mindfulness, into the daily practice of engaging in learning in the college classroom. Langer (1997) described mindfulness as having three primary traits: the creation of new categories, an openness to new information, and an implicit awareness of more than one perspective, all leading to the development of the skill of flexible thinking. O'Reilly (1998) suggests that the practice of mindfulness reflects a stage of "being awake and present." Moreover, when students are mindful they can listen and create a space for learning. The current study highlights the use of mindfulness training using the concept of "focusing on the breath" to increase student self-awareness and focused attention during a traditional college classroom experience. The hope is that

students will develop the ability to focus their attention and enhance their openness to exploring information in new and different ways. In addition, the intent of practicing “focused breathing” as a learning skill is to enable students to gain control over their own thoughts and perhaps reduce any anxiety that often accompanies learning new and difficult information. The current study is an extension of a pilot program conducted in the Spring and Fall of 2010. The original study included only students enrolled in a Psychological Research Methods I course. This study expands the pilot by investigating the effects of focused meditation in the classroom from an interdisciplinary and longitudinal perspective. Students from physics, education, psychological research methods, and Senior Psychology Thesis courses participated in a semester long experience. In addition students from two education courses and two physics courses began the spring 2012 as “novice meditators” with no formal practice in the college classroom. The Research Methods course students began the term as one semester meditators, and the Thesis students began with two terms of experience with focused breathing practice in the college classroom. Instructors of all students began each class session with 5 minutes of instructor led “focused breathing.” At the beginning of the term, all novice students (Physics and Education) completed a questionnaire assessing their level of experience with any form of meditation. The students with one and two semesters of practice completed a survey that assessed their previous experiences and their “feelings or attitudes” toward the practice. By the end of the Spring term, students will have responded to two open ended questions regarding their immediate experiences at four intervals during the term. Finally, all students will complete a final measure of their use and perceptions of mindfulness techniques in their daily lives. Discussion of the results will include identification of potential barriers to the practice in the different disciplines as well as pathways which instructors provided students for understanding the use of this new skill. In addition, instructors will discuss how including skill development in “focused breathing” contributes to building a more mindful and collaborative learning community within the college classroom. Feedback from students will be discussed with respect to how focused breathing can be better utilized as a tool in the classroom and in other life experiences as well.

Stir Copenhagen: Design, Culture, and Your Senses

Stephanie Grey

Presentation

“Taste Ten Words”...This is the assignment I gave myself during a trip last April to Copenhagen, Denmark. The purpose of this trip was two-fold; first I would explore the city, paying particular attention to my senses, recording textures, tastes, smells, sounds, and sights. This information would fuel my research into sensory-based design and help create a future study abroad program. Second, I would work with the Danish School of Media and Journalism, a notable Danish design school, in order to create a connection between our two schools so that our students would benefit from this relationship.

Institution and Society: Church Councils in Early Medieval Europe

Greg Halfond

Presentation

I will be serving as a respondent to a panel of papers on “Institution and Society: Church Councils in Early Medieval Europe” at the 2013 International Congress of Medieval Studies. This panel’s intended aim is to examine “councils in early medieval Europe as part of a larger institution that both formed and transformed the social world.”

Experiential Pedagogy in the Sultanate of Oman

Audrey Kali

Presentation

I led a study tour to the Sultanate of Oman in the Middle East over Spring Break. The study tour was a component of my course - COMM 234 Intercultural Communication in the Middle East. On our first day, my students and I had the honor of meeting with Greta C. Holtz, Ambassador of the United States of America to the Sultanate of Oman, at the United States Embassy in Muscat (<http://oman.usembassy.gov/>). Other important visits included a discussion with Rev. Doug Leonard of the Al Amana Center, an organization devoted to Muslim-Christian relations (<http://www.alamanacentre.org>); a meeting with Khalid Alsafi Al Haribi at TAWASUL (Al Athaiba), an organization focused on creating and sustaining a civil society in Oman (<http://www.tawasul.co.om/>); a site visit to the protohistoric (3,000 BCE) Bat Tombs in Ibri led by archaeologist Dr. Charlotte Cable, the Bat Team Leader; and a meeting with the Sidab Women’s Association (<http://www.ladiesofsidab.com/>), a grass-roots group of women from a fishing village building entrepreneurship and empowerment for Omani women. My students and

I also stayed overnight in tent bungalows covered with palm fronds in the Wahiba Sands at a Bedouin desert camp. One of the highlights of the study tour was being invited to make a presentation about Framingham State University at a high school in Mabella. The students at the high school are enrolled in an after-school English language program sponsored by the United States Department of State.

Perceptions of “Racial Threat” in Environmental Policy Promulgation and Enforcement

Athena M. King

Presentation

I examine racial attitudes in the context of environmental policy promulgation and the perception of “racial threat” in the pursuit of said policy. I argue that minority attitudes towards the environment and environmental policies are influenced by (1) the pursuit of environmental justice in the wake of the historically disproportionate impact of environmental pollution on minority communities and (2) the perceived socioeconomic ramifications of strong/weak environmental policy promulgation and enforcement. Racial attitudes toward environmental policy reflect the notion that (a) the degree of improvements in environmental quality and (b) the strength of environmental policy promulgation in areas with large minority populations are reactionary responses to perceived racial “threats” by whites. In other words, minorities believe that whites are disinclined to support environmental policies which (directly or indirectly) improve minority communities if said policies are viewed as threats to white socioeconomic privilege; at the same time, minorities believe that whites will support policy actions which (directly or indirectly) benefit communities with smaller minority populations.

Company Stock Investment in 401(k) Pensions

Zhe Li

Presentation

Owning company stock investments in 401(k) pensions has become an important and risky asset in retirement wealth. This study provides an empirical analysis of the factors that affect company stock holdings in 401(k) plans. My estimates suggest that individuals who work in larger companies and receive more employer matches in their retirement account are more likely to hold company stock in it, and they are less likely to hold company stocks when the wealth outside the pension account is large and other individual retirement accounts are accessible. In addition, I found that the company stock share in 401(k) accounts decreases with pension wealth and total net worth, which indicates that less wealthy people are those who are more likely exposed to company stock risks.

"Voces gitanas" and Other Projects: Issues of Identity and Self-Representation by Spanish Roma

Juliana Luna-Freire

Presentation

This presentation addresses the use of media for self-representation by the Roma community in Spain, and their process of negotiation of a local, national, and transnational Roma ethnic and political identity. It is an interdisciplinary work on the use of media by marginalized ethnic minorities, using as its frame of reference scholars such as Faye Ginsburg, Gayatri Spivak, Judith Butler, Stuart Hall, Achille Mbembe, and David Harvey. It uncovers the multiple discourses through which ethnic identities have to be negotiated within a larger dominant culture. These highly stigmatized populations have been finding new and more democratic venues for collectively defining their own cultures in the complex process of identity (re)creation. Based on interviews with media producers, I discuss community radio stations, online network groups, video making, and blogs, and how these constitute different tools for promoting culture and conducting political activism. I will specifically focus on the following examples of media projects: *Veus gitanes*, a radio program created in the city of Barcelona in 2005; and three theme-related documentaries dealing with the lives of Roma women in contemporary Spain, namely *Sacais Romi* (2006), *Rromia* (2007), and, finally, *Romnia* (2010). Through constant performances of culture, I argue, they are able to restore and participate in the dialogue on self-determination and minority rights in a different sphere of discourse, both locally and globally, at the same time that they also influence their own (and others') understanding of their ethnic identity.

Service Learning Experience and Course Planning

Pam Ludemann

Poster

I had four goals in requesting funding to travel to Guatemala over Intersession of this academic year: 1) Accompany three FSU students completing service-learning activities out-of-country; 2) Participate in a service learning and Spanish immersion experience myself; 3) Have first-hand exposure to the living and volunteering

options available in Antigua, Guatemala for purposes of future course planning; and 4) Make personal contacts. I feel satisfied with accomplishing just under four of these goals. Specifically, I traveled to Guatemala on January 7– 22, 2013. I accompanied two psychology majors and one sociology major as they completed service learning hours for their spring semester courses. During our two week stay, we each completed 30-36 hours of one-on-one Spanish tutoring and up to 120 hours of volunteer services through The Dreamer Center and associated programs. Additionally, we were able to learn about the Guatemalan culture and economy by arranging private tours of a coffee plantation and traveling with a local escort to Chichicastenango on a major market day and to Santiago where we visited the current home of Maximon, a Mayan idol. Via our daily 2-3 mile walks to complete our volunteering, we were able to observe and sometimes become a part of local street activities, as well as talk to some of the regular street vendors who began to recognize us. Antigua is a relatively comfortable and safe location for volunteers, provided certain precautions are taken, and there is an abundance of service-related opportunities. I am still working on contacts with program directors for future arrangements, “un poco un poco.” I have also modified my plans for a senior seminar course, now placing emphasis on observational methodologies and factors affecting family functioning.

**Two Weeks to a Research Agenda:
Developing a Plan for Studying Writing Placement**

Patricia Lynne

Presentation

In May 2012, I received funding from CELTSS to attend the 2012 Dartmouth Summer Seminar for Composition Research. In this presentation, I will briefly outline my work at the Seminar and then explain the research agenda I developed while there and my progress to-date. Specifically, I am studying the results of FSU’s first-year writing placement by coding and analyzing (1) placement essays from Spring and Summer 2012 to identify features that distinguish between essays that indicate placement in Expository Writing and those that indicate placement in Introduction to College Writing; and (2) transcripts of think-aloud protocols for the actual decision-making points that faculty use when determining placement in our writing courses and their correlations with faculty expertise, both generally and in our first-year writing courses. These two studies lay the groundwork for a larger study to be conducted within the next year (pending funding), designed to examine the similarities and differences among a wide variety of stakeholders at the high school, college, and professional levels regarding the quality of essays so that comparisons can be made about the relationship between expertise and evaluation. In addition to describing the work I did at Dartmouth, I will outline the findings of both of the preliminary studies thus far.

2013 JMMs – An Opportunity for Service, Sharing, and Learning

Sarah Mabrouk

Presentation

In this presentation, I will discuss my paper "A Wiki, Some Geometry, and the Parallel Postulate" presented during the MAA Session on the History of Geometry, Its Applications, and Their Uses in the Classroom, as well as the two paper sessions that I organized and moderated, the MAA Session on Projects, Demonstrations, and Activities that Engage Liberal Arts Mathematics Students, and the MAA Session on Bridging the Gap: Designing an Introduction to Proofs Course, and the two minicourses in which I participated during the 2013 Joint Mathematics Meetings (JMMs) of the American Mathematical Society (AMS) and The Mathematical Association of America (MAA) held in San Diego, California, January 9 – 12, 2013.

The Lives of Women: Crossing Domestic and Political Boundaries in the Short Stories of Mary Beckett and Grace Paley

Kelly Matthews

Presentation

Belfast writer Mary Beckett published many short stories in Irish periodicals in the 1950s, although her first collection, *A Belfast Woman*, did not appear until 1980. Her short fiction focuses on the domestic lives of women both in Northern Ireland and in Dublin, where she lived after marrying in 1956 and where she brought up her five children. For Beckett, as for other women writers, boundaries between the political and personal spheres are continually crossed and re-crossed. Her stories are remarkable both for the intimacy of their descriptions of women’s lives and for the range of experiences they portray. Grace Paley, a Jewish American writer from New York, similarly focused her short fiction on the domestic lives of women. In collections such as *The Little Disturbances of Man* (1959) and *Enormous Changes at the Last Minute* (1974), Paley examines issues of gender and class as they intersect with women’s experiences in the private and public spheres. Paley was also well known

for her political activism, most notably her opposition to the Vietnam War. A comparison of the short stories and other writings of Beckett and Paley illuminates the similarities and differences between women's lives in Ireland and the United States in the mid-twentieth century. Both writers brought the private lives of their women characters into the foreground in their fiction, and both commented in other media on the difficulty women writers faced in making their stories heard, especially after they married and began raising children. There is much to be learned from a study of these two writers about the lives of women on both sides of the Atlantic before the second-wave feminist movement.

Pre-Service Teachers' Belief in Student Success in the Student Teaching Experience: Context Matters

Deborah McMakin

Poster

Student teaching is an integral component of nationally recognized teacher preparation programs, yet, little is known about how the culminating student teaching experience affects pre-service teachers' culturally responsive beliefs and practices. The purpose of this study was to explore how pre-service teachers' culturally responsive belief that all students are capable of learning changed or was maintained during the student teaching experience. Utilizing a mixed methods instrumental case study design, the student teaching experiences of three secondary education pre-service teachers were examined. Participants identified themselves as White and middle class and were student teaching in schools where the majority of students differed from them by race, ethnicity and/or income level. Participants entered student teaching with different experiences and perspectives conducive to maintaining the belief that all students were capable of learning; however, a combination of contextual and personal factors including school site course load, beliefs about high stakes testing and intelligence served to challenge their belief in student capability. These findings suggest a need for time and space in which pre-service teachers can identify and navigate personal and contextual supports and challenges as well as consider how they can enact culturally responsive practice in their school sites.

Building Community Ties Through a Service-based Regional GIS Center

Dave Merwin

Poster

This poster-presentation outlines steps being taken to develop a regional GIS center at Framingham State University in Framingham, Massachusetts. The center's mission is to provide community outreach to local municipalities and organizations in Boston's Metrowest region that are in need of GIS support. By doing so, the center will foster important relationships between the university and the local community as well as provide students the opportunity to gain valuable experience in using geo-spatial technologies outside of the classroom environment. As an example of how the center can serve as a vital link between the community and the university, the poster highlights the center's previous work with a local non-profit organization on a downtown revitalization project and discusses strategies being used to determine which other community organizations in the area are most likely to benefit from the regional GIS center.

Urban History and Structure of The Holy City of Mecca: Spatial and Qur'anic Evidence

Yaser Najjar

Presentation

Muslims take the Qur'anic records seriously, and inquire into further evidence about the geographical location of their historical accounts. Since we are dealing with scriptures which often speak of history, probably the best way to confirm that history exists is to conduct a spatial analysis of the areas where historical events took place. This paper focuses on the urban history and structure of the city of Mecca. Makkah is the historical and geographical epicenter of Islam. All Muslims, everywhere in the world, prostrate themselves toward the Kaaba in Mecca five times a day. Every Muslim is obliged to perform the Islamic ritual of the Hajj at least once in their lifetime, because it is the "fifth pillar" of Islam. Islamic tradition teaches that the Kaaba, around which Islam revolves, is located in the center of the earth and was the first house of worship built on earth. Islam further holds that it was built by Adam and later rebuilt by Abraham and Ishmael. Unfortunately there are voices claiming that Mecca has no historical or archaeological evidence to support its existence before the 4th century A.D. Their intention is to negate the relationship between Islam and the other two Monotheistic religions. This paper proposes the use of spatial analysis in understanding the site and situation of Mecca by looking at its physical characteristics, urban growth and natural history, as well as utilizing geographical concepts which were mentioned in the Quran and the Sunnah. Field observations, interviews, historical records, and satellite images were used as a database.

Development of a New Course on Chinese Art

Liz Perry

Poster

The Innovation in Teaching Grant that I received in May 2012 has greatly assisted me in the preparation of a new "Chinese Art and Architecture" course. I traveled to Shanghai, Beijing, and Suzhou over the summer, and visited countless art museums, galleries, and monuments (I did not seek CELTSS support for my actual travel expenses). A special focus for the trip was contemporary art. During the academic year I have continued both library and museum research, and integrated my current teaching duties with the preparation of the new course. For example, I supervised a Directed Study on Chinese women artists with a student majoring in art history. I also prepared for my Chinese course by expanding the section on contemporary Chinese art in my General Education "Art of Asia" course this fall. This new course on Chinese art will serve the diversity mission of the University, and be of interest to the growing number of FSU students developing expertise in Chinese studies--whether they are business, education, language, history, art, or virtually any other major at FSU. "Chinese Art and Architecture" will be offered for the first time next Spring (2014).

Research Methods Quiz

Cynthia Prehar

Poster

This poster describes a short Research Methods quiz that can serve at least three purposes: introduction to the course, data analysis lessons, and a course evaluation/assessment instrument. Sample items, lessons, and three semesters of evaluation data will be discussed. CELTSS funding enabled me to present this poster in January at the 35th National Institute on the Teaching of Psychology.

Sexual Utopias: Exploring Sexual Possibilities

Virginia Rutter

Presentation

At the 2012 American Sociological Association meeting I was convener and discussant on a Presidential Panel on Sexual Utopias: Exploring Sexual Possibilities, and will be an invited speaker again at the 2013 ASA meeting in New York on a panel on women and sexual desire. In my CELTSS session I will discuss work I have done since the 2012 conference that brings together evidence for the extent to which "sexual imaginations" are less progressive than other forms of intimate imaginations such as those for domestic or workplace equality. The observation is that sex, which is first imagined before done via autoeroticism, sexual fantasies, and seduction plans, draws upon more traditional "movies in our heads." This appears to be linked to other kinds of less private inequality. Thus, I reference this dilemma as the sexual mystique, and discuss how it appears in research ranging from college hooking up to household division of labor, and from the content of sexual fantasies to the practices of non-monogamy. My discussion examines what heteronormativity on the one hand, and economic and occupational inequalities on the other, have to do with the maintenance of a sexual mystique that remains decidedly behind the times.

Attendance at College Art Association, NYC

Erika Schneider

Poster

I received a travel grant to attend the annual conference of the College Art Association, the premier organization for artists and art historians, which contributed to my ongoing and continued scholarship in and out of the classroom through sessions, networking, and art exhibitions.

Corset Project

Pamela Sebor-Cable

Poster

The assignment that I developed for my History of Costume class is a project in which the students are required to develop a corset as either a functional or a fantasy garment. Since this is an interdisciplinary course and not all the students have the ability to sew, I created a project that would give students from any major the opportunity to express themselves creatively while learning about the evolution of corsets throughout history. I have created this project-based learning assignment to promote creative as well as critical thinking.

The corset project has grown from an in-class project to an exhibit at the University, as well as a featured display at a high end mall. Each year the students have come up with original and exciting concepts ranging from soft sculpture to welded steel, from Q-tips to ceramics and every other material imaginable. As we discuss the transition of dress from Ancient draped garments to cut-and-sewn clothing of the Middle Ages, the students cut small scale tunics, dalmatics and trousers from folded paper. This part of the assignment was developed using the article "Folded Fashions: Symmetry in Clothing Design" by Lisa J. Evered. The students then put together a full size paper corset from a pattern that I developed in order to see how a two dimensional surface becomes three dimensional to shape a woman's body. We explore the various possibilities of the origin of the corset as indicated by Valerie Steele in *The Corset: A Cultural History* as well as many other sources, and discuss the different ways corsets have modified the shape of the body. Finally, we take a look at how corsets can be used as objects of fantasy and look at modern interpretations by recent designers. By actually making a "corset" of textile or non-textile materials, the students are actively participating in the process of dress scholarship and creatively supplementing the reading materials required for the course. By generating excitement through the use of this project-based learning tool, students are encouraged to look at the history of dress in a new way.

Effects of Rearing Density on African Clawed Frog Development

Rebecca Shearman

Presentation

Funding supported preliminary studies to determine the effects of population density on development and survivorship of amphibians. The recent global crash in amphibian populations has been linked to many sources, including: loss of suitable habitats, increased climatic temperatures, and parasite infections in stressed populations. Each of these may result in (or be the result of) an increase in the density of tadpoles in a given breeding location. From gardening to urban planning, it is commonly understood that when resources are limited, overcrowding may have substantial negative effects on organisms. A number of studies have determined that increased density has negative effects on frog populations, but few have examined the effects of density on the common model frog *Xenopus laevis*, the African clawed frog. Clawed frogs are ideal for laboratory studies because they are entirely aquatic, social, gregarious, and can thrive in high densities. To determine if increased population density has negative effects on the growth and survivorship of African clawed frogs, we raised tadpoles at various densities under controlled lab conditions, and we examined mortality rate, growth rate, and body mass throughout development. All of these factors can have a direct effect on survivability.

Gendering Flesh and Medical Knowledge in Early Modern Europe

Bridgette Sheridan

Presentation

I received funding to participate in a panel at the American Historical Association's (AHA) Annual Conference in New Orleans, where I chaired and commented on papers for a session that is sponsored by the Society for the Study of Early Modern Women (SSEMW), a prestigious organization in my field. The session, "Gendering Flesh and Medical Knowledge in Early Modern Europe," featured work from three scholars on this topic. I will share what I learned from these papers, as well as what I believe are the benefits of participating in professional conferences as a commentator.

Promoting Activism through Social Media

Ira Silver

Presentation

This presentation describes how I am using social media to raise awareness about efforts being made to give economically disadvantaged people second chances to move their lives forward. My "Opportunity For All" blog and the presence of this brand on Twitter and Facebook are aimed to foster awareness about these efforts and fuel interest in my forthcoming book, *Giving Hope: How Your Generosity Can Restore the American Dream*. The presentation highlights how CELTSS funds have been instrumental in enabling me to develop my social media platform.

Art Exchange

Keri Straka

Poster

This winter I participated in the annual College Art Association Conference which was held in New York City during February 2013. While at the conference I presented my recent artwork and visual research during a juried event called ART Exchange. This event is an important function in terms of networking with peers, and forming connections with curators. I brought 14 pieces of artwork to set up for a one night only exhibition with 39 other artists from the United States and Canada. The second part of my poster presentation is connected to my pedagogical growth. I purchased screen printing equipment for my Special Topics: Ceramic Sculpture class for the purpose of teaching students how to screen print imagery onto clay. This technique is being brought to the forefront of contemporary ceramics and is a prominent discussion within the field of critical discourse. My students worked to create inventive forms based on their own visual research and personal artistic coordinates. Students in this class were encouraged to exchange artwork with each other or work collaboratively on prints, which makes a connection to traditional printmaking studio practices.

Devouring the Green: Fear of a Human Planet: Anthology of the Cyborg Lyric

Sam Witt

Presentation

We live in an increasingly transhuman world, ecologically, medically, metaphysically, and with each passing day, humans are seeing not just the ecological and natural consequences of even the smallest actions as giant consumers, but a radical transformation taking place within the spheres of our body as well, as our minds and in some instances our limbs become increasingly merged with machines. You don't have to have an artificial prosthetic, for instance, to be a part of this new cyborg landscape we're all increasingly plugged into. This presentation chronicles a panel discussion in Paris, at the Sorbonne, at the &Now Conference of Experimental Writing, with other representatives of Jaded Ibis Press, which sought to stir interest in a new poem, which we are calling the Cyborg Lyric, and to announce an anthology of poems which will be published in 2014 by our press. The panel in Paris, and the presentation at the Day in May, will run over some of the issues below, and will end with a presentation of a sample poem that would be appropriate for the anthology.

- If the transhuman world were to speak in human language, what would its poetry sound like?
- If a carbon-based species were to plead to a silicon species, what might its lamentation beget?
- How is the transhuman tidal shift altering culture and politics?
- Is there a discernible drift toward language that exacerbates our impending extinction?
- What role does/can poetry play in discussing these questions?