

Dr. Jennifer Garrison Publishes Major Study of Eucharist in Middle Ages

On March 22, faculty, students and staff gathered to celebrate the publication of Dr. Jennifer Garrison's new book, *Challenging Communion: The Eucharist in Middle English Literature* (Ohio State University Press). In this book, Dr. Garrison examines literary representations of the central symbol of later medieval religious culture: the Eucharist. In contrast to scholarship that depicts mainstream believers as enthusiastically and simplistically embracing the Eucharist, *Challenging Communion* identifies a pervasive Middle English literary tradition that rejects basic notions of eucharistic promise.

Through new readings of texts such as *Piers Plowman*, *A Revelation of Love*, *The Book of Margery Kempe*, and John Lydgate's religious poetry, Dr. Garrison shows how writers of Middle English often take advantage of the ways in which eucharistic theology itself contests the boundaries between the material and the spiritual, and how these writers challenge the eucharistic ideal of union between Christ and the community of believers. By troubling the definitions of literal and figurative, Middle English writers respond to and reformulate eucharistic theology in politically challenging and poetically complex ways.



Dr. Garrison

Dr. Garrison argues that Middle English texts often reject simple eucharistic promises in order to offer what they regard as a better version of the Eucharist, one that is intellectually and spiritually demanding and that invites readers to transform themselves and their communities.

Student Develops Business Plan to Acquire Live Materials for Labs

Capstone projects in Biology (BIOL 493) at St Mary's are diverse, giving students experience with real-world issues and transferable skills. Some students are doing conventional lab or field experiments; others are engaged in cross-disciplinary projects that explicitly link Biology and Chemistry, for example, or even Biology and Business. One such project is being conducted by Justin Fry, who will graduate in 2018 with a B.Sc. in Biology and a minor in Management. His mentors are Eric McLeod and Sonja Johnston, who are instructors in chemistry and management studies, respectively.

Fry's project grew out of difficulties in obtaining live materials (e.g., invertebrates like flatworms or *Daphnia* and protists like *Paramecium* or *Euglena*) for biology labs. Almost all universities and high schools in Canada require living

specimens for their biology labs, but there are currently no wholly Canadian suppliers of these materials. As a result, many live organisms must be imported from the U.S., which often increases the cost or reduces shipping reliability. Justin will be developing a business plan for an Alberta-based biological supply company. The first step in this project involves surveying biology instructors in Alberta to assess the demand for such materials. He attended the Alberta Introductory Biology Association (AIBA) meeting in early May to present his survey and network with biology instructors from across Alberta. Survey results will allow him to estimate the financial viability of a new biological supply company. The final part of the project will investigate the logistical aspects of supplying live goods, such as how these organisms need to be cultured and how to ship them in a timely and reliable fashion.

OPINION:

Integrating Teaching and Research

After graduation from York University, I applied for a Killam Postdoctoral Fellowship. In the application I was asked to consider how I would integrate my research into my future teaching. At the time, I was a bit taken aback by the question, as I had little teaching experience, beyond facilitating tutorial groups as a teaching assistant, and had not really thought about the relationship. The question has stayed with me throughout my career, however, and I regularly re-ask myself questions about how I integrate my research and teaching.

I find that maintaining an active program of research ensures that I am constantly instilling fresh material in the classroom. Students strive for concrete examples and applications of concepts to the world that they know—which is, incidentally, different from the world we knew when we were students. New research results represent prevailing theories, the outcome of our cumulative understanding, and the application of concepts to the most relevant problem domains of our time. I find that there is no better way to keep my course material current than to peruse the latest research and update the material so that it reflects current understanding. One of my most disappointing experiences as an undergraduate student was attending a course taught by a professor who had not changed his lectures in twenty years.

I have also discovered over the years that investing effort in teaching has in fact made me a better researcher. I am always surprised to find colleagues at larger institutions than ours who are all too eager to minimize their teaching responsibilities so that they can get more research done. While we all sometimes bemoan

the administrative aspects of teaching (reading papers, grading examinations, responding to student e-mails), I find the intellectual challenges of teaching are an indispensable aspect of my own efforts to become a better researcher. More than once, a question or insight from students has caused me to reconsider my own understanding or prompted me to dig deeper. Teaching forces us to consider what “really matters” about a particular research contribution. As an instructor, I strive to think about the big picture, and why students should care about a particular event, idea, or concept five or ten years down the road, long after they have left my classroom.

This exercise of thinking about broader implications can make classroom material more palatable to students, most of whom will not specialize in the particular field you happen to be teaching. But it also forces us as researchers to step back and think about why the problems we are working on have broad impact and why they matter to society at large. Explaining to a classroom of students why a particular research problem or topic matters is perhaps one of the most useful exercises for distilling a research contribution to its essence.

Providing students with a thirst for knowledge to the point that they want to not just consume existing knowledge but make discoveries themselves is a unique opportunity that we have as educators. This is best achieved, I believe, when we strive to integrate our research and teaching.

Norman Knowles
Director of Research

St. Mary's Participates in Reformation Speaker Series

2017 marks the five hundredth anniversary of the beginning of the Reformation. On October 31, 1517, Martin Luther, an Augustinian Monk and Professor of the New Testament at Wittenberg University, posted his 95 theses against the sale of indulgences on the door of the university church. Luther had no intention of starting a religious revolution. Posting notices on the door of the church was in many ways the equivalent of publishing a paper today. Luther was simply inviting fellow professors, students and church men to engage in a scholarly debate over what he considered to be a pressing current issue for the church. Luther's legacy is the subject of a lecture series, **Re-visiting the Reformation: Luther after 500 years**, co-sponsored by St. Mary's University, Ambrose University, Mount Royal University and the University of Calgary this coming fall.

On **Tuesday, September 19** St. Mary's will host a roundtable discussion on the significance of the Reformation today and its implications for ecumenical relations with the Most Rev. Gregory Kerr-Wilson, Anglican Archbishop of Calgary; the Rt. Rev. Dr. Larry Kochendorfer, Bishop of the Evangelical Lutheran Synod of Alberta and the Territories, and the Most Rev. William T. McGrattan, Bishop of the Roman Catholic Diocese of Calgary. The roundtable will be held in McGivney Hall at 7:00 p.m.

On **Thursday, October 19** Professor Mark McGowan of the University of Toronto will present “A Canadian Roman Catholic Perspective on the Legacy of Luther and the Reformation” at St. Mary's in McGivney Hall at 7:00 p.m.

Watch for postings for the times and dates of other talks.

The **Teaching and Research Newsletter** is published by St. Mary's University and distributed to faculty, staff, alumni, friends and supporters to celebrate the accomplishments of the University's faculty and share news and information throughout the St. Mary's community.

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Dr. Michael MacLeod On Multinationals and Social Responsibility

After graduating from Queen's University with my BA & MA degrees, I became a political risk consultant for multinational corporations. In this role, I became intensely interested in the changing power and responsibilities of businesses to the societies in which they operated. In travelling the globe and speaking to experts in various countries, I realized that very little in-depth analysis was being done in this area, so I decided to return to academia for my PhD.

During my doctoral studies at George Washington University in Washington DC, I developed an agenda to understand the evolution of the power of multinational corporations and to explain the emerging trend towards corporate social responsibility. Later, I received a post-doctoral research fellowship in Boston that helped facilitate work with colleagues doing similar explorations at Harvard University and other nearby institutions.

My research has been presented at over 25 different conferences and published in numerous articles

in leading academic journals and as book chapters in edited volumes from Cambridge University Press, Rowman & Littlefield, and Bloomsbury Press. In 2012, I received a \$10,000 Research Studies Grant from the Canadian government to undertake a comprehensive assessment of shareholder activism in Canada and the US, and its impact on environmental degradation. I attended a UN conference in 2014 that brought together representatives from government, business and academia to discuss the UN's Principles on Responsible Investment. I was invited to be part of the UN's Academic Network for the PRI and share my research with fellow scholars and the international business community.



Dr. MacLeod

Education Faculty Deliver Paper at Hawaii Conference

Dr. Laurie Hill and Dr. Paolina Seitz presented a paper, "Interdisciplinary Approaches to Creating Authenticity in a Bachelor of Education Program," at the Hawaii International Conference on Education in Honolulu in January. Hill and Seitz used the Bachelor of Education program at St. Mary's as a case study to explore the connections between an instructor's use of integrative learning and interdisciplinary studies, and the implications for student learning and the outcomes achieved.

Hill and Seitz used Schön's (1983) theory of reflective practice, which includes reflection-in-action and reflection-on-action. Their goals were to find a common vocabulary for thinking and talking about their practices, "for questioning the sometimes contradictory beliefs underpinning" their practices, and for "taking greater control" over their own professional growth (Wlodarsky, 2005, p.157). They identified how their students at St. Mary's responded to the integrated

learning project, reflected on the pedagogical decisions they had made, and considered further steps for improving learning experiences for their students in an interdisciplinary context. Finally, they considered the lessons they learned, and suggested implications for conceiving further integrative learning projects in interdisciplinary contexts in a teacher education program.



Dr. Hill



Dr. Seitz

Recent Faculty Activity

Lourdes Arciniega, Peter Baltutis, Trent Davis, Michael Duggan, Norman Knowles, Michael MacLeod, and **Gayle Thrift** presented papers at the Annual Meeting of the Pacific Northwest Conference of the American Academy of Religion and Society of Biblical Literature held here at St. Mary's between May 5-7, 2017.

Linda Dudar has co-authored *Accelerating Change in Schools: Leading Rapid, Successful, and Complex Change Initiatives* published by Emerald Insight.

Gary Grothman co-authored two papers, "Gilbert Rahm and the Status of Mesotardigrada Rahm, 1937" and "Meiofaunal Richness in Highly Acidic Hot Springs in Unzen-Amakusa National Park, Japan, Including the First Rediscovery Attempt for Mesotardigrada," which appeared in volume 34 of *Zoological Science*.

Timothy Harvie contributed a paper, "Protest As Prayer: Paul Ricoeur and the Surplus of Political Meaning" to vol. 6 of the *International Journal of Religion and Spirituality in Society*.

Timothy Harvie and **Michael MacLeod** have a forthcoming article, "In God's Country: Spatial Sacredness in U2," which is to appear in *U2 and the Religious Impulse: Take Me Higher* (Bloomsbury Press).

Linda Henderson has been awarded a St. Mary's Research Grant of \$2,500.00 to support her research on Mixed Sex Experiences of Equestrians.

Norman Knowles contributed "'O Valiant Hearts who to your Glory Came:' Protestant Responses to Alberta's Great War" to *The Frontier of Patriotism: Alberta and the Great War* (University of Alberta Press) and has coauthored *Conflict and Compromise: A History of Canada* (University of Toronto Press).

Helen Kominek and **Gayle Thrift** contributed "Father Albert Lacombe, 'The Man of Good Heart'" to volume 2 of *In the Footsteps of Giants*, a local history anthology for young readers published by the Chinook County History Society.

Mary Ann McLean made a presentation to the Alberta Invasive Species Council on "The Biology and Control of *Thesium ramosum* in Fish Creek Provincial Park" on March 23 and to the Alberta Introductory Biology Association on "Building Collaborations & Better Proposals in a Capstone Course" on May 3.

Michael MacLeod contributed "Religion and Corporate Social Responsibility" to *Religious Activism in the Global Economy* (Rowman and Littlefield).

Alisa McArthur and **Corrine Syrnyk** have co-authored an article, "On-campus animal-assisted therapy events: Post-secondary students' reactions and mood," which has been accepted for publication in *Society & Animals* and presented a paper, "Who are animal-assisted therapy volunteers? Characteristics and motivations," at the Association for Psychological Science Annual Convention held in Boston (May 25-27).

Carolyn Salomons gave a paper at the 48th Annual Meeting of the Association of Spanish and Portuguese Studies on March 17 in New York City and has an article, "'An impossible quid pro quo': Representations of Tomás de Torquemada," in volume 41 of the *Bulletin for Spanish and Portuguese Historical Studies*. Another article, "A Church united in itself: Hernando de Talavera and the religious culture of fifteenth century Castile," has been accepted for publication in *The Catholic Historical Review*.

Gayle Thrift has been awarded a St. Mary's University Research Grant of \$1,600.00 to support her research on Protestant Churches in Cold War Canada.

Gerry Turcotte is one of the editors of *The Oxford History of the Novel in English Volume 12: The Novel in Australia, Canada, New Zealand, and the South Pacific Since 1950*. He has also contributed a chapter, "Postcolonial Gothic (Australia, Canada, New Zealand, South Pacific)" as has **Tara Hyland-Russell**, "Indigenous Novels in Canada."

