



OTHER UNITS

CHANGE: Performance and Installation Premiere

Academic Affairs and Learning Initiatives: ArtStreet | Performance - Course Project, UDI 372 M1

STUDENTS Kenneth Bester, Deidre Simone Cathey, Elizabeth A Clement, Veronica Lynn Colborn, Alexandra C Damiani, Christopher J Delanis, Garrett W Devore, William George Duritsch, Tara M Erhart, Joseph B Ferber, Sydney Rose Flora, Benjamin R Foppe, Lewis E Forman, Christopher S Garcia, Matthew Ryan Geraci, Angela N Giaquinto, Michael M Gilbert, Sarah M Gray, Conner M Haenszel, Elizabeth Anne Hertz, Catherine J Holt, Marissa Christine Jama, Colin H Joern, Mara M Kalinoski, Samantha Lynne Kasmer, Michael P Keller, Brittany R Kieffer, John G Lavins, Temira M Lewis, Christopher Stephen Lippiello, Grant A Lyons, Jennifer L Manka, Samantha N Mayne, Elizabeth M McCabe, Mollie C McDaniel, Jacob Thomas Michalakes, Katherine G Michel, Elizabeth A Moeller, Michelle L Naporano, John P Neenan, Josephine Cynthia O'Connell, Erin L Patterson, Scott D Peterson, Alissa Leigh Plenzler, James C Reckers, Kiersten S Remster, Elinor Louise Schuck, Jacob Ira Shea, Caroline Hope Speer, Gillian Claire Taylor, Madeline F Thomas, Quinton P Thomas, Allison R Vassanelli, Norbert Donald Wessels, Christa M White, Daniel A Williams, Elia E Wilson, Aaron O Winfrey, Lauren K Wolford, Eleanor V Worth, Jacqueline Christine Zondlo

ADVISORS Michael J Bashaw, Brian LaDuca, Karlos L Marshall

LOCATION, TIME ArtStreet White Box Gallery, 7:00–8:00

What happens when 70 students from diverse majors come together to think about the challenges embedded in nurturing a sustainable world? It's CHANGE. With guidance from Michael Bashaw, UD's Visiting Artist for Sustainability Initiatives, students

in the IAN II course will creatively apply innovative "solutions" to the collaborative and critical perspectives developed from the themes of the entire 2015–16 IAN Installation Series.

Solo Singers

Academic Affairs and Learning Initiatives: Intensive English Program | Poster - Independent Research

STUDENTS Rowaida Hamad S Al Habis, Abrar Saeed Alahmari, Ghadah M Alsaikhan, Khlood E Alshammari, Aml A Altwayjri, Arasseri Nanda Neetha

ADVISORS Cheryl Hils, Nichole Lucas, Janice Showers, Nicholas Taggart, Jeri Taylor

LOCATION, TIME RecPlex Main Gym, 9:00–10:45

The presenters are students from the Intensive English Program. The posters they have created are representative of an end of term project for the level 3 Oral Communication and Listening/Note-taking course; an intermediate class for English language

learning students at the intermediate proficiency level. The goal of this assignment is to give students an introduction to research and an opportunity to improve their speaking and presentation skills.

“We Want More than Just Small Talk”: Engaging in Intercultural Communication Through the iLEAD Program

Academic Affairs and Learning Initiatives: Intensive English Program | Panel Discussion - Independent Research

STUDENTS Modhe Abdullatif Almeebed, Sungmin Jeon, Sharon R Tjaden-Glass, Catherine G Thibault, Danielle P Tout

ADVISORS Sharon R Tjaden-Glass

LOCATION, TIME Kennedy Union 331, 3:00–4:00

Building a welcoming community for international students at the University of Dayton supports the characteristics of a Marianist education, especially the goal of educating in family spirit and educating for adaptation and change. With this spirit in mind, the Intensive English Program and the Department of Teacher Education collaborated to reimagine one of the IEP's staple programs, Conversation Groups. From 2012–2015, IEP's Conversation Groups provided a relaxed space for international and domestic students to speak informally about cultural topics. Although Teacher Education and IEP students enjoyed the relaxed environment of Conversation Groups, students also desired to have more meaningful, in-depth interactions that went beyond “small talk.” To meet this need, the IEP piloted a more structured and committed version of Conversation Groups, called

iLEAD (International Language Exchange and Dialogue). In this program, Teacher Education and IEP students met for one hour each week for an entire semester with a small group of students. iLEAD sessions were planned by a teacher-facilitator but implemented in small student-run groups. iLEAD sessions moved participants through several stages for improving intercultural competence: exploring cultural identities, exploring cultural values, and navigating difficult cross-cultural conversations. In this panel presentation, several iLEAD participants will share the benefits and challenges of participating in their iLEAD groups. Session attendees will gain an understanding of how they can improve their intercultural competence as well as the obstacles that continue to impede cross-cultural understanding at the University of Dayton.

International Study Abroad Experiences

Academic Affairs and Learning Initiatives: University Honors Program | Oral Presentation - Independent Research

STUDENTS Thomas E Cook, Reine-Marie Hammonds, Kelli Renee Marquardt, Karen N Noonan, Julia Kristine Russell

ADVISORS Laura Cotten, Heather Schieman

LOCATION, TIME Kennedy Union West Ballroom, 3:00–4:00

Are you interested in studying abroad but don't know your options? Come learn about international opportunities for UD students from other UD students who have been there and done that! Students will present on their time abroad through breakout experiences in Nicaragua, Belize and Mexico in addition to the

summer in Guatemala program! In addition, Center for International Programs Study Abroad Coordinator Heather Schieman will be on hand to answer your questions about studying abroad. Associate Director Laura Cotten will also be available to discuss financing your time abroad.

Encounter and Kinship: Lessons from the Marianist Universities LA Immersion

Campus Ministry: Campus Ministry | Panel Discussion - Independent Research

STUDENTS Elizabeth A Abrams, Timothy K Fasano, Brandon Paluch, Kristine T Perez | ADVISORS Brandon Paluch

LOCATION, TIME LTC Forum, 3:00–3:40

Students from all three Marianist Universities (Chaminade in Honolulu, St. Mary's in San Antonio and the University of Dayton) lived together in community for a week in Los Angeles, learning about its cultural richness as well as issues of poverty, homelessness, immigration and criminal justice. They served

on Skid Row, at a domestic violence shelter and urban Catholic schools, praying and reflecting on how to be leaders advancing social justice in the Marianist spirit. Hear what lessons they learned about encounter and kinship.

Avoiding the Guillotine: The Need for Balance and Purpose in Determining Fundamental Rights under the Fourteenth Amendment

Law Library: Law Library | Oral Presentation - Graduate Research

STUDENTS Timothy A Campbell | ADVISORS Susan N Elliott

LOCATION, TIME Kennedy Union 207, 1:40–2:20

This paper argues the need for a balanced approach between traditionalism (including history) and rationalism to determine fundamental rights under the Fourteenth Amendment of the U.S. Constitution. The issue of how to determine fundamental rights has intrigued the Supreme Court of the United States since 1798. The Supreme Court has desired an "objective" approach to determine what rights are "fundamental." However, the Supreme Court has had difficulty finding an objective approach. This is because, as E.O. Wilson and Joshua Greene observed, rights are naturally subjective creations of an individual's values. Thus, any test to determine fundamental rights will be subjective rather than objective. The debate over how to determine fundamental rights is also shaped by the rationalist and traditionalist schools

of thought. Rationalists argue that fundamental rights should be determined by objective reasons, rather than history. The latter, on the other hand, argue that history still has value, and is a required component of legal analysis. Both sides of the debate bring out valid points in favor of their claims. However, neither side alone can provide a solution to the debate. As a result, what is needed is a balanced test between rationalism and traditionalism. Specifically, the test examines four factors: specificity of the right, purpose of the right, legal precedent, and history. In order for a proposed right to be fundamental, the sum of the specificity and the purpose must be greater or equal to the sum of legal precedent and history.

The Controversy about St. Gregory Palamas and Mary's Immaculate Conception

Marian Library: Roesch Library | Oral Presentation - Course Project, MRI 627 01

STUDENTS Emmanuel L Fale | ADVISORS Gloria Dodd

LOCATION, TIME LTC Team Space, 2:40–3:00

St. Gregory Palamas (1296 – 1359), perhaps "the most influential theologian and mystic of the Orthodox Church of the Middle Ages," considers the divine maternity as Mary's greatest prerogative because "she made God the Son of man, and makes men the sons of God." She gained other privileges only in view of her divine maternity. Accordingly, she was clothed with a likeness to her Son. Martin Jugie claimed St. Gregory as supporting the

doctrine of the Immaculate Conception, but Hilda Graef and John Meyendorff disagreed. Later, Pope Saint John Paul II cited Palamas as one of the Eastern theologians that expounded the truth of the Immaculate Conception. This presentation will examine what St. Gregory Palamas actually held about Mary's Conception in comparison with the Catholic understanding of the Immaculate Conception.

Suarez's Use of the Fathers of the Church in His Exposition of Mary's Virginity While Giving Birth

Marian Library: Roesch Library | *Oral Presentation - Course Project, MRI 627 01*

STUDENTS Christopher G Roberts | ADVISORS Gloria Dodd

LOCATION, TIME LTC Team Space, 3:00–3:20

This project will examine the manner in which the Baroque Jesuit theologian, Francis Suarez, used the Fathers of the Church to interpret the Bible in his discussion of Mary's virginity while giving birth to Jesus (virginitas in partu). While Scripture was an important norm for Suarez, the Fathers of the Church provided a singular testimony to the rule of faith for biblical passages that were difficult to interpret. Rather than merely appealing to

their authority as witnesses to the antiquity of a belief, Suarez evaluated the strength of their arguments. He recognized that some Fathers effectively employed semantic analysis, recourse to apocryphal sources and intertestamental typology to support their arguments. The manner in which Suarez used the Fathers to interpret the Bible provides a methodological standard for appeals to the Fathers of the Church in doctrinal controversies.

The Virgin Mary kissed by the mouth of God, Song of Songs 1:2a

Marian Library: Roesch Library | *Oral Presentation - Independent Research*

STUDENTS Maria Enriqueta Garcia | ADVISORS Gloria Dodd

LOCATION, TIME LTC Team Space, 3:20–3:40

The Blessed Virgin Mary is often associated with the bride of the Song of Songs. In this holy poem, the bride asks to be kissed by her beloved. Through spiritual interpretations, the Song of Songs expresses the love between Israel and God, between the Church and Christ. In the Virgin Mary, this love becomes concrete in

her womb. The kiss is the beginning of the intimacy between husband and wife, when they start to become one. This presentation will explain the importance of understanding a kiss from the mouth of God in the biblical context, and its implications in the Mystery of Incarnation.

Sexual Violence Prevention Programming for International Students With a Focus on Saudi Arabia

Student Development: Sexual Violence Prevention Educ. | *Oral Presentation - Independent Research*

STUDENTS Mary Margaret Whitney | ADVISORS Kristen Keen

LOCATION, TIME Kennedy Union 207, 3:40–4:00

Colleges around the country, including the University of Dayton, have made major strides in the area of sexual violence prevention education (SVPE). One area that can still use improvement is SVPE for international students. This project will focus specifically on students from Saudi Arabia. By analyzing the current work being done at UD and taking into consideration cultural

practices and norms of international students, a more comprehensive SVPE program can be formulated. Once this standard has been set, this work can be adapted for international students from other regions. In doing so, the UD community can be made safer and healthier.