

Archive of prior Works in Progress presentations by semester

Spring 2020

Presenter: Panel Discussion (Professors Walter Greason, Hettie Williams, and Cory Cummings)

Title: Teaching with Technology

Wednesday, January 22, 1:15 pm to 2:15 pm HH 342

Synopsis: Please join a multidisciplinary panel of Monmouth faculty for a discussion on “Teaching with Technology.” The panel will discuss (1) digital classrooms and social media, (2) website development for student engagement, and (3) design strategies for online curriculum. The discussion will be open to the audience, and may cover specific cases for broader discussion. The goal of the session is to introduce new learning techniques and tools to complement current curriculum.

Presenter: Dr. Kenneth L. Campbell

Title: Help! The Beatles and the Culture of the mid-1960s

Wednesday, February 26, 1:15 pm to 2:15 pm HH 342

Synopsis: The Beatles’ second film, released in 1965 was called *Help!* This was also, of course, the name of the title song for the film and the opening song on the soundtrack album. In addition, this could very well have been the theme song for Britain in 1965. In that year, an economic crisis threatened to drag down Harold Wilson’s Labour government, which had ascended to power in the aftermath of the Profumo scandal. This talk will draw parallels between the Beatles’ second film and the songs written for it and the general mood and atmosphere in 1965 Britain. A cry of “Help” would also have been appropriate in the United States as racial tensions and the Vietnam War continued to escalate. In this talk, I will interweave popular reactions to the film and album in Britain and the United States with a discussion of both in the context of political and cultural developments in both countries.

Remaining presentations suspended in Spring 2020 due to COVID-19 pandemic

Fall 2020

Presenter: Dr. Kristin B. Bluemel

Title: Preserving *Peter Rabbit*: Beatrix Potter, the Lake District, and Conservative Modernity

Wednesday, September 23, 1:15 pm to 2:15 pm on Zoom

Synopsis: In 1905 Beatrix Potter purchased Hill Top Farm in Near Sawrey, Lancashire, England, the first of what was to become a collection of sixteen working farms amounting to over 4,000 acres of land. She was 39, an acclaimed children’s book author and illustrator, naturalist, and self-made business woman. She was also a devoted land preservationist. Although she did not publish any truly original tales after 1913, her promotion of sustainable, traditional Herdwick

sheep farming and wool production in the Lake District during a time of massive rural development is, arguably, as important a part of her legacy as her beloved little books.

Potter's story (biography) and her stories (art) challenge preconceptions about the "natural" alliance between progressive politics and eco-justice work. Potter's world-transforming, revolutionary children's books and world-preserving, conservative land politics raise difficult, but interesting, questions for left-leaning book historians and literary critics: What is Potter's role within a tradition of English children's books promoting care of animals and the natural environment? Are the particular forms her books take to communicate this care consistent with current understanding(s) of sustainability and eco-justice? Put bluntly, is affirmation of Potter's conservationist politics worth the price of her conservatism?

My presentation of this work-in-progress uses Potter's extraordinary investments in children's books and rural England to trouble assumptions about political and literary genealogies and possible ecological alliances within and between disciplines in the humanities. Telling a scholarly tale of communication and exchange between typically opposed textual, cultural, and geographic constructs – between development and preservation; books and sheep; adults' and children's literatures— this paper situates Beatrix Potter and her visual-verbal art at the center of debates about nature, sustainability, modernity, and children's literature.



Beatrix Potter, children's book author, conservationist, and sheep-breeder, here with her award-winning Herdwick sheep, at that time a threatened native breed

Presenter: Dr. Stanton Green

Title: Engaging with Millennials about Climate Change

Wednesday, October 28, 1:15 pm to 2:15 pm on Zoom

Presented jointly with Monmouth University's [Climate Crisis Teach-In](#)

Synopsis: Counter to the common portrait of millennials as indifferent and even selfish, I will argue that they are not only motivated but uniquely knowledgeable and skilled to lead the scientific and policy endeavor necessary to ward off global warming over the next 20-30 years. Millennials are especially motivated because their knowledge is not limited to historic and theoretical learning, but enhanced by lifetimes of real-time experience. They are the first

generation to have experienced the dramatic increase in extreme weather and weather related events like forest fires during their entire lifetimes. They have also witnessed the inadequacy of municipalities to respond to extreme weather events. They “know” about climate change differently than their parents and grandparents generations.

The knowledge and skills that they bring to deal with climate change derive from the fact that those born since the early 1980’s have lived coincident with three revolutionary culture change catalysts: 1) the personal computer; 2) the world wide web and 3) the modern environmental movement and its spawning of major qualitative technological advances.

This presentation argues that in order for older generations like the boomers and echo-boomers to mitigate global warming they need to engage millennials (and younger students, in general) by first recognizing the knowledge they bring to the table and learn from them. This talk describes the historic connections between millennials and the ‘whitewater’ change of the late 20th and early 21st centuries using Margaret Mead’s simple, yet profound, model of generational change. It concludes with recommendations on how educators can engage today’s students in mitigating global warming with some illustrations drawn from my experience in teaching cultural ecology over the past four decades.



A millennial protesting for climate change awareness

Presenter: Professor Pat Cresson

Title: The Interface Between Marine Biology and Creative Microscopic Inhabitants of the Sea

Wednesday, November 18, 1:15 pm to 2:15 pm on Zoom

Synopsis: This presentation will cover preliminary art work on my current Urban Coast Institute 2020 Faculty Enrichment Grant. The grant and presentation are entitled *The Interface Between Marine Biology and Creative Microscopic Inhabitants of the Sea*. This visual presentation will show the evolution of my observation, study and art series.

I will be showing a series of detailed ink drawings based on first studying Covid 19 virus models and then moving to a series of ink drawings based on the historical drawings or source material, scientific sketches done by the scientist Ernst Haeckel. Haeckel was the noted German biologist and philosopher (1834-1919) who while on the exploratory *Challenger* sail around

many parts of the world, illustrated hundreds of microbes and examples of sea life. His book from that sailing expedition, *Art Forms from the Abyss: Ernst Haeckel's Images from The HMS Challenger* was an inspiring resource to study.

His awe-inspiring scientific illustrations moved me to first do a series of microbial and macroscopic drawings (sometimes as diptychs and triptychs), then to do studies of sea life embedded in blue tinted epoxy resin and finally collages related to the sea. In particular, I have been interested in microbe models, marine protozoa, jelly fish, flagellates, hydras, corals, ancient fish and other sea life. I will also be addressing the accompanying student project in my Advanced Digital Imaging class where graphic design students will create two opposing digital collages in Project 1 "The Intersection of Art and Science: Finding Examples in Microscopic Marine Biology", Two Traditional and Two Digital Collages.



Samples of Professor Pat Cresson's work

Spring 2021

Presenters: Jon Gibbons and Geoffrey Fouad

Title: A patchwork for wildlife and impervious surface monitoring program for the Borough of Lake Como, New Jersey

Wednesday, February 24, 1:15 pm to 2:15 pm on Zoom

Synopsis: The Borough of Lake Como sits near the New Jersey shore, but has no shoreline. Instead, a lake for which the Borough gets its name is central to this community. The lake was once used for recreation and fishing, but is now largely unused due to the infilling of sediments and potentially harmful water quality. Sediments and contaminants that degrade the water quality of the lake may be traced to residential land uses in the surrounding community. Yards covered in impervious surfaces and landscaping requiring chemical treatments are a source of harmful water runoff to the lake. The Borough of Lake Como is developing a comprehensive strategy to reduce water runoff to the lake, and in the process, create an urban "Patchwork for Wildlife." The patchwork program is not like a conventional yard of the month club because it encourages residents to plant native species rather than evaluating yards purely on their aesthetic quality. Residents are given award certificates for their efforts to plant native species and curb harmful runoff to the lake. In collaboration with Monmouth University's Geographic Information Systems Program, the Borough of Lake Como is monitoring the success of the Patchwork for Wildlife program. Certificates awarded to individual property parcels are tracked, and the growth of the program will be mapped over time. To monitor the conversion of impervious to pervious surfaces, a student service-learning program has been developed, which was first deployed in a

National Aeronautics and Space Administration (NASA) sponsored technology training program for middle school and high school students. The students learn how to analyze aerial imagery for the classification (mapping) of impervious and pervious surfaces. The program can be employed in a newly approved Monmouth University remote sensing course, and used to monitor land surface changes over time in the Borough of Lake Como. These changes may then be tied to ongoing water quality monitoring in the lake conducted by Monmouth University's Coastal Lakes Observing Network. The presentation demonstrates a mutually beneficial relationship between a nearby community and a university in which a service-learning program (i.e. student-led aerial image analysis) complements a community-based initiative (i.e. the Borough of Lake Como's Patchwork for Wildlife).



Patchwork for Wildlife sample yards employing a “formal” (left) and “informal” (right) style to reduce impervious surfaces and introduce native plants for New Jersey wildlife



Borough of Lake Como (black boundary) map of impervious surfaces (gray colors) and pervious surfaces (green colors) generated by a student in the service-learning program

Presenters: Professors Hettie Williams, Melissa Ziobro, and Geoffrey Fouad; with Kay Harris of the Asbury Park Historical Society and Asbury Park Museum

Title: Campus / Community Partnership Records Asbury Park History

Wednesday, March 24, 1:15 pm to 2:15 pm on Zoom

Synopsis: Join Professors Williams, Ziobro, and Fouad as they discuss their work to date on their digital humanities project, “Paradoxical Paradise: An African American Oral History and Mapping Project.” This multiyear initiative seeks to explore the largely untold experiences of African Americans in Asbury Park, New Jersey from the founding of the city in the 1870s to the present. Asbury Park is well-known as a site of urban rebellion, but it has also been a pivotal center of black settlement, Jim Crow-era segregation, American music culture, and social justice. In many respects, the story of African Americans in Asbury Park provides us with a window into the larger history of African Americans in the United States. See more about “Paradoxical Paradise” [here](#). In doing their work, these faculty members are collaborating with stakeholders from the community like Kay Harris, who will speak to existing community-based efforts to record Asbury Park’s past, why coordinating with the University is welcome, and how you might get involved.

Presenters: Matthew L. O’Brien

Title: Sir Walter Raleigh: The Crafting of a Protestant Martyr

Wednesday, April 28, 1:15 pm to 2:15 pm on Zoom

Synopsis: On October 29, 1618, Sir Walter Raleigh went to the block “in the place of the Old Palace” at Westminster before a sizable crowd of courtiers, officials, and others. Raleigh’s sentence of execution was carried out almost fifteen years, after he had been convicted in 1603 of treason for his part in the Main Plot, a rather murky and loose conspiracy against James VI/I, who had recently acceded to the throne of England. From the time of his conviction until 1616, the one-time Elizabethan favorite languished in prison in the Tower of London. During his confinement, Raleigh’s reputation as a Protestant hero in opposition to Spanish designs grew. Raleigh himself cultivated that image with appeals to the patronage of the Prince of Wales and his own authorship of a History of the World. In 1616, the Stuart monarch granted Raleigh’s appeal for release to set out on a voyage to discover legendary silver and gold in Guiana with the proviso that Raleigh promise not to engage the Spanish militarily in their outposts nearby.

Raleigh’s expedition ended in disaster. After setting sail in June 1617, bad weather, poor navigation, and illness plagued the convoy of ships across the Atlantic. Raleigh and his men did not reach Guiana until November. While Raleigh remained behind due to illness, others in his expedition, including his son Walter, sailed onward. When they encountered the Spanish settlement of San Thomé in early January 1618, the English attacked it, resulting in the death of both the Spanish governor and the younger Walter Raleigh. An initial trek in search of treasure discovered none. Further searches proved futile. By the end of March 1618, most of his men had

deserted him, and Raleigh with his remaining crew sailed to Newfoundland and then set course back to Europe.

After a near escape to France, Raleigh returned to England in June, where he was arrested on violation of the terms of his release. After examinations and investigations by a commission, the privy council interrogated Raleigh in October and found him guilty of abandonment of his men, intrigue with France, inciting war against Spain, and treachery to the king. Yet, all this proved extraneous to the sentence of death meted out to him. By law, Sir Walter Raleigh went to his execution in 1618 having been sentenced for treason in November 1603.

Accounts and news of Raleigh's last voyage, his final months, and his execution circulated widely among a network of Englishmen and others who sought a more militantly Protestant policy from the Stuart king. This intelligence and, especially, the accounts of his execution crafted an image of Raleigh as a martyr to the Protestant Cause under threat from Spain. These narratives build upon the rehabilitation of Raleigh's image that commenced while he was in prison. They also stand in marked contrast to the crafting by the Stuart king himself of the image of what a true hero was, whom James VI/I found in his own favorite, the earl of Buckingham.



Sir Walter Raleigh's Raid on the Island of Trinidad, 1595