2011 Research at Andrews

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Authorizing Shakespeare

What the Bard Has to Say to Modern Culture

Even in his time, Shakespeare's plays were progressive: female main characters, soliloquies that question the meaning of life, and productions portrayed women, people of different race, gender and social class. Monique Pittman's first monograph, Authorizing Shakespeare on Film and Television, restores attention to Shakespeare. Accompanying the Shakespearean Renaissance of the “Branagh Era” is an effort to make Shakespeare more accessible to younger audiences—resulting in films loosely based on his plays. Because film adaptations of Shakespeare range from period-accurate depictions on PBS to teen films “inspired by” Shakespeare, Pittman chose her material across a fidelity spectrum. “My working hypothesis was that the adaptations more faithful to Shakespeare’s text would have more potential to be quite conservative in their social constructs, and vice versa.” She divided her book into a film section followed by an examination of television shows, which she argues draw from Antony and Cleopatra and Julius Caesar.

Of course, studying film adaptations of Shakespeare doesn’t mean just sitting in front of a movie all day. Pittman began her research by transcribing all the director/producer commentaries on each DVD, examining paratextual information including interviews from the creators and producers of each project, and for many of the television shows, the actors’ previous theatre backgrounds. Her data collection involves copious frame-by-frame notes on every aspect of the film, from lighting to placement—when Shylock is consistently placed in the outskirts of a frame, for example, it signals how the director understands him. Costumes, lighting and tone of voice are all indicators of how the director wants his audience to view a subject. “You would think that less faithful adaptations would portray conceptions of OTHERNESS more widely,” she says. However, analysis shows that isn’t the case. “Across the board, the conservative understanding of gender, class and ethnic identity still dominates.”

This she ascribes in part to post-colonial studies that point to Shakespeare as a mechanism used to justify colonial rule. Ownership and authority to interpret his plays have resided with white males for so long that directors, in claiming themselves authoritative interpreters of the text, vote to these conservative interpretations.

She cites two examples: Michael Radford’s faithful rendering of Merchant of Venice starring Al Pacino and the less faithful Shakespeare’s film starring Amanda Bynes. Radford, of Jewish descent himself, insists in his commentaries and interviews that he does not see the play as anti-Semitic but as a criticism of fundamentalism and racism. But the film contradicts his stated viewpoint by continually forcing Shylock to the minimizing outer edges of the frame and placing the racist Portia in the dominant center. Additionally, portrayals of Portia’s non-white suitors, the African Moor and Spanish Aragon, are highly stereotypical, depicting the suitors simply as comic figures. Teen films such as She’s the Man present another paradox: although seemingly about rebellion and discovering identity, the supposed freedoms are often “suddenly and violently quenched by the introduction of romance.” At the end of She’s the Man, the heroine appears to achieve everything—social status, acceptance and, of course, a boyfriend. “It’s total fantasy and completely implausible; and a pretty conservative depiction of female identity,” she says. Pittman adds that the teen movies “accustom people to ideas about women and men that we should perhaps question.”

This project was “integrated to my beliefs as a Christian and how Christians should relate to those around them, regardless of gender, ethnicity or class,” says Pittman. To her, several of the adaptations were concerning “in light of the fact that as Christians, we are supposed to have compassion for everyone.”

Nonetheless, the way forward may be in the hands of younger directors and less faithful adaptations of Shakespeare’s plays, such as the Chicago Shakespeare Theater’s 2010 production of Taming of the Shrew. A frequent visitor of CST, Pittman has seen almost all of the productions in the past 10 years and is considering an analysis of their productions as a future project. “I’m not exactly sure what shape it will take,” she says, “but I can guarantee it will still be about gender, class and ethnicity because those are huge concerns of mine and endlessly fascinating.”

Single-authored publications are the research standard in the field of English. The students involved in Pittman’s project gained experience through bibliographic searches and copying editing assignments as well as through first-hand observation of the book publication process, experience that has sparked their own independent work. Two Andrews students involved in early stages of the project are pursuing graduate degrees in film studies, one a doctoral candidate at the University of Florida and the other an MFA student at the University of Southern California. Simultaneously, another student, a doctoral candidate at Northwestern University, has presented a conference paper on gender and race in Shakespearean film adaptations that grew out of foundational conversations with Pittman.

For her support, Pittman would like to thank Andrews University, her flowers colleagues and mentors, the English Department, the Office of Student Life, the Office of Student Affairs and the faculty research grant, her three of student workers who “slogged out all sorts of random tans,” and the group of colleagues who were so quick to do research.

The annual Siegfried H. Horn Excellence in Research and Creative Scholarship Award has been established to recognize lifetime scholarship achievement of Andrews University faculty members. The associate dean for research identifies names of eligible faculty members who have produced substantial scholarly contributions over the previous five years at Andrews University, and the members of the Scholarship Research Council vote on final recipients. One recipient is selected from each of four faculty categories: 1. Sciences and Mathematics 2. Arts and Humanities 3. Professions 4. Religion and Theology

The inaugural recipients received their awards during the annual faculty/staff awards ceremony, February 28, 2011, and are listed below.

This award has been established to honor Siegfried H. Horn’s legacy of scholarly contributions to the field of Biblical archaeology at Andrews University, and his impact upon the world church and the wider community of scholars. Siegfried H. Horn was the premier biblical archaeology professor, with many of the projects begun under his leadership still continuing to produce fruitful results today. Horn was the embodiment of a life dedicated to scholarship and, he influenced every student in his contemporary Seventh-day Adventist theological and biblical archeology in secondary additionally impacting the larger world of Old Testament scholarship and Biblical Archaeology.

Horn was the child of a Bible teacher and one of Germany’s earliest aviators. From his mother, he learned a love of the bible, history, and archeology; his father imparted to him a love of travel and adventure. During World War II, he was imprisoned with other Germans first in Java and then in India. In his seven years in internment camps, he followed a rigorous schedule of study, as well as teaching Greek, Hebrew and Bible classes to his fellow detainees.

Inaugural Year for the Siegfried H. Horn Excellence in Research and Creative Scholarship Award
He and his books survived the internment camp, and in 1947 he came to Walla Walla College in Washing-
ton where he received a BA. He then studied for an MA from the Seven-
th day Adventist Theological Seminary, then in Washington, D.C., and went on
to earn a PhD in Egyptology from the
Oriental Institute.

He began teaching at the Seminary in
1951, and remained there until his retire-
ment in 1976. While teaching, he became
involved in excavations at Heshbon in 1968.
He was appointed to the editorial board of the
Journal of Biblical Literature. In 1976, while
continuing to teach, he began publishing the
journal Andrews University Seminary Studies. He
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Shandelle Henson
Sciences and Mathematics

Shandelle Henson, chairman of the
department of mathematics, arrived at Andrews
University in 2001 with a vision of establishing a
strong research program, attracting external fund-
ing, and mentoring students in research. She
continues to fulfill that vision in a truly
outstanding way.

Henson's specialty is mathematical
ecology, a field of study that combines
mathematics with biology. She has used
groundbreaking mathematical models
describing the behavior of fox beetles,
saltwater, and harbor seals. Much of her work
has been with the Seabird Ecology Team,
a group of biologists and mathematicians
from Andrews University, the University of
Arizona, and Walla Walla University. The Team,
which includes graduate and undergradu-
ate students, uses mathematical models,
field observations and statistics to study
the behavior of animal populations.

Students participating in Henson's
research are involved in all aspects of the
research process, from data collection to
the development of mathematical models. Many
of their names have appeared as coauthors
of refereed journal articles. More than 100 of her
many refereed articles have appeared in the
Journal of Adventist Education, Religious
Education, Religious Education Research,
Journal of Research on Christian Education,
which he has edited since 2004. He is the author
or co-author of more than 40 refereed journals
and conference presentations or papers. As a
recognized scholar in the fields of curriculum
studies and private education, Burton was a
leading contributor to the Encyclopedia of
Curriculum Studies (Routledge, 2010) and
the Encyclopedia of Educational Reform
and Dissent (Sage, 2010). In the past four
years, he has been the author or co-author of 14
research reports evaluating curriculum
implementation and faith integration. He has
also been on many boards including the
Editorial Advisory Board for U.S. Substance Abuse
and Mental Health Services Administration's
Center for Substance Abuse Treatment where he
was asked, after the completion of his
dissertation, to become a faculty member
and researcher.

Davidson's research record has exceeded
even his exceptional teaching reputation.
His book, Flame of Yahweh: Sexuality in the
Old Testament (Hendrickson, 2007), is in the
most comprehensive study to date on biblical
sexuality. Other academic and professional
books include Typology in Scripture, in the
Footsteps of Joshua and A Love Song for the
Sabbath.

He has contributed 36 chapters to
various books, Bible institute publica-
tions, and writings on specific topics in his
area of expertise, which include
sexuality, biblical archaeology, creation, sanctity, biblical sexuality and
ecology. He has written 25 articles for refereed
scholarly journals, such as Andrews
University Seminary Studies, Journal of the
Adventist Theological Society and
educational journals like Adventist
Review. Perspective Digest, Shabbot Shalom,
New Zealander, and the Adventist Review.

In addition to his writing projects, he has
read 94 scholarly papers in a variety of venues
such as the Society of Biblical Literature,
the Evangelical Theological Society and
the Adventist Theological Society. Additionally,
between 2005 and 2010 he presented
approximately 120 lectures and sermons in
different seminars, Bible conferences
and symposiums around the world. He
has presented in countries like Canada,
Mexico, Argentina, Brazil, Australia, New Zealand,
Russia, Romania, Netherlands, Czech
Republic, Germany, Norway and Austria.
He and his books survived the internment camp, and in 1947 he came to Walla Walla College in Washing-

ton where he received a BA. He then studied for an MA from the Seventh-

day Adventist Theological Seminary, then in Washington, D.C., and went on
to earn a PhD in Egyptology from the Oriental Institute.

He began teaching at the Seminary in 1951, and remained there until his retire-

ment in 1976. While teaching, he became actively involved, with excavations at

Shechem from 1960-1964. This inspired him to institute and direct excavations at

Heshbon in 1968. He began publishing the journal Andrews University Seminary Studies in 1963, and the journal became a forum for theological research in all disciplines.

Early in his career, Horn began to collect artifacts from his excavations and bring them to his classes. The early collection fills his cabinet, but his efforts expanded into the Horn Archaeo-

logical Museum, which now houses one of the largest cuneiform collections in the United States.

In the early 1970s, Horn became the first director of the THG program. Through his guidance, doctoral work in the Seminary was emphasized and strengthened.

Even after retirement, Horn continu-

ed to lead a prolific scholarly life. In the ten years following his retirement,

he published 12 books and 57 articles, and continued to teach seminars worldwide as a visiting professor. Horn’s legacy continues today with the work of his students, and his students’ students’ work in the field of biblical archaeology. The guidelines under which he worked have been established as the “Andrews Way” of doing archaeology—guidelines still followed by workers in biblical archaeology:

1. Be forthright with findings. Do not minimize problems or stretch interpretations of data to explain things away.

2. Do not make claims beyond what the data can support.

3. Be quick and complete in publishing results.

4. Engage and work within mainstream scholarship.

5. Include a diversity of people and specialists.

6. Take the history of the Bible seriously, but do not place upon archaeology the burden of “proving” the Bible.

Shandelle Henson

Shandelle Henson, chair and professor of mathematics, arrived at Andrews University in 2001 with a vision of establishing a strong research program, attracting external fund-

ing, and mentoring students in research. She continues to fulfill that vision in a truly outstanding way.

Henson’s specialty is mathematical biology, a field of study that combines mathematics and biology, which produces groundbreaking mathematical models describing the behavior of four beetles, seabirds, and harbor seals. Much of her work has been with the Seabird Ecology Team, a group of biologists and mathematicians from Andrews University, the University of Arizona, and Walla Walla University. The team, which includes graduate and undergradu-

ate students, uses mathematical models, field observations and statistics to study the behavior of animal populations.

Students participating in Henson’s research are involved in all aspects of the research process, from data collection to the development of mathematical models. Many of their names have appeared as coauthors of refereed journal articles. Through courses that introduce students to her area of research, Henson’s research has enhanced her students’ understanding of mathematics.

Karen Allen

Karen Allen is professor of nursing and chair of the Department of Nurs-

ing. Since joining the faculty in 1988, Allen has shown an outstanding commitment to scholar-

ly endeavors. For over 20 years, Allen has been engaged in substance abuse and addictions research and scholarship. She has received funding from the U.S. Substance Abuse and Mental Health Services Administration’s Center for Substance Abuse Treatment (CSAT) through the National Institute on Drug Abuse for two studies of which she was co-investigator, and the Centers for Disease Control, Funding from CDC supported her development of the Barriers to Treatment Instrument, a question-

naire used in a national cross-site study required by U.S. Congress and commissioned by CSAT. For the past 5 years, Allen has been the principal investigator on a national study on “Outcomes of Substance Abuse Treatment for Addicted Women and Their Children.”

Allen regularly presents at conferences and meetings on behalf of the U.S. Federal Government. She has given more than 50 professional seminars, workshops and poster presentations.

Allen is the author of Nursing Care of the Addicted Client (1998), and coauthor of Women’s Health Across the Lifespan: A Comprehensive Perspective (1997). Since 2003, Burton has led out in Profile, a national magazine focusing on substance abuse and addictions research and scholarship. She has received funding from the National Institute on Drug Abuse to conduct a national study on “Outcomes of Substance Abuse Treatment for Addicted Women and Their Children.”

Larry Burton

Larry Burton, professor of teacher education, has taught in the School of Education since 1985. He encourages professors and students to engage in research education research has made him a leader in his field and garnered the support of his colleagues.

Since 2003, Burton has led out in Profile, a research initiative exploring implementation of the curriculum adopted for K–12 schools for the No Drug Office of Education. For the past four years he has led a study identifying the factors in the Department of Biology’s suc-

cess rate, funded by the National Science Foundation. Between 1998 and 2001, Burton, in collaboration with Sharon Prest, associate professor of technology education, developed and directed the Info-Evolution Expeditions Program, a Web-based learning system that has been used in more than 100 K–12 schools around the world.

He is the co-author of Teaching the Faith: An Essential Guide for Raising Faith-shaped Kids (Review & Herald, 2004), which has also been translated into Spanish by Burton. His many refereed articles have appeared in the Journal of Adventist Education, Religious Education, Private School Monitor, and the Journal of Research on Christian Education, which he has edited since 2015. He is the cur-

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corner of the “Andrews University Way” of Doing Archaeology, in which two of his students have been authors.

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