

Dr. Timothy Harvie - 2020 Lawless Award Winner

Annual award acknowledges scholarly achievement

Dr. Timothy Harvie is the most recent recipient of the Dr. David Lawless Award for Scholarly Achievement (2020). Throughout his career, his research has addressed a variety of intellectual figures, issues, and topics including politics, economics, history, philosophy, inter-religious dialogue, questions of religion and science, and public theology. Dr. Harvie's work is currently occupied with questions of ecology, critical animal studies, and issues pertaining to the politics of climate and extinction.

During a recent sabbatical, Dr. Harvie completed several research projects in these areas including a book on inter-religious dialogue between Christianity and Buddhism entitled: *Christian-Buddhist Conversations: Foundations for Dialogue* (Vogelstein Press, 2020), co-authored with Dr. A. W. Barber (University of Calgary). The time afforded by the sabbatical also allowed for the completion of a series of articles exploring the intersection of ecology, ethics, and politics. These articles had three distinct foci: 1) exploring the implications of scientific cosmology and biological evolution for certain aspects of religious epistemology, 2) outlining a programmatic sketch for food ethics in dialogue with Pope Francis and one that accounts for auto-immune illnesses impacting dietary practices (co-authored with Matthew Eaton), and 3) two articles outlining the potential for religious discourse in a critical account of a multi-species politics and a politics of climate which makes use of affective accounts of embodiment in dialogue with the French phenomenologist, Maurice Merleau-Ponty.

The thematics in this third grouping is what now animates Dr. Harvie's current work. The discipline known as "public theology" is an interdisciplinary dialogue between scholars of religion and those engaging the primary questions of public and civic importance today. However, the discipline has been governed by the apparent necessity of addressing various issues in an approach resonant with problem-based thinking which lends itself to an ad hocery that neglects examination of fundamental frameworks of what it means to be but one member-species of the Earth in evolutionary relationship with the Earth's processes. This lacuna in questions of both public theology and in political considerations reinforces an anthropocentrism within our societal institutions that is endemic to the consumptive activities driving the current ecological crisis and extinction of species.



Dr. Harvie's research explores the foundational possibilities of an evolutionary account of animality, embodiment and affective politics in dialogue with Merleau-Ponty and public theology. The role of embodied perception and physicality developed in Merleau-Ponty's metaphor of "the flesh of the world," which is explored in his posthumous work, has been described as "ecophenomenology." In bringing together, politics, economics, evolutionary science and a philosophy of embodied relationships, Dr. Harvie's research attempts to reconfigure the discipline of public theology in view of the embodied, evolutionary relationships with other animal species and the living forms of the Earth itself. This work will see publication in a monograph entitled: *Merleau-Ponty and the Politics of Transcendence: An Earthen Public Theology* (currently under contract with Lexington Books). The book will outline the public potential of this new form eco-religious dialogue in its programmatic outlines before going on to explore its praxis in a politics of (other) animals and a politics of plants.

In its essence, Dr. Harvie's research is about relationships. His work explores the ethics to be discovered in the ever-broadening relational frameworks that encounter individuals and society daily. These relationships are between humans in various power dynamics and institutional frameworks, but also between humans and other animals, plants, and even the Earth itself. He hopes his work inspires his students to envision new ways of participating in their civic and vocational settings to be compassionate and engaged members of society and the Earth.



Focus on Faculty - Dr. Laurie Hill

As an Associate Professor in Education at StMU, Dr. Hill's research focuses on the wellbeing, experiences, and identity of pre-service teachers. She is interested in the ways in which practicum experiences shape how pre-service teachers come to understand their emerging practice and sense of what it means to be, and to become, a teacher.

Part of Dr Hill's research involves collaboration with Dr. Alana Ireland, StMU Assistant Professor of psychology. Supported by an StMU Faculty Research and Scholarship Grant, their research examines school health and wellbeing. These topics are strong areas of interest for educators as teachers have the responsibility for creating a learning environment that supports the wellbeing of their students. The focus on exploring pre-service teacher patterns of beliefs and values related to wellness will offer information and insight that can inform Bachelor of Education program initiatives.

In addition, Dr. Hill is currently collaborating with provincial Field Experience Directors in 10 teacher education programs on an Alberta Education grant titled, 'Field Experience

Assessment and Teaching Quality Standards'. This research is providing a review of the alignment between teacher education field experience placements and the Teaching Quality Standard, providing an assurance model for Alberta Education regarding the alignment of competencies across practicum programs in post-secondary institutions. To complement this study, a podcast series for mentor teachers to support their work with pre-service teachers is also in development. Another project Dr. Patricia Danyluk from the University of Calgary, along with provincial Field Experience Directors, seeks to address how Bachelor of Education programs and teachers in Alberta are taking up the work of antiracism by integrating Indigenous perspectives into their programming.

Finally, with interest in issues of gender, social justice, and diversity,

Dr. Hill is examining the experiences of women scholars writing for academic publication. The complexities of what it means to be a woman scholar in academia will be considered and aspects such as conflicting academic identities, solidifying one's own research agenda, the dissemination of knowledge, and sitting with the possible discomfort of competition will be explored.



Dr. Laurie Hill, Associate Professor in Education at St. Mary's University



St. Mary's University students Jessica Jones & Devin Karran sampling soil for salt tolerant microbes beside a parking lot in Fish Creek Park.

Teaching and Learning During Covid:

Reflections from the St. Mary's University Biology Program

Teaching during the pandemic has presented unique challenges in Biology. While lectures are easier to adapt to an online format, students learn critical techniques in laboratory (lab) that must be learned hands-on in person. Thanks to StMU's small class sizes many Biology labs were permitted, complying with AHS regulations such as space between students, masks, face shields and of course, lab coats.

This past year Dr Mary Ann McLean and Dr Gary Grothman and the Biology Lab Coordinator, Ms Krista Larsen invested considerable time and energy identifying critical biology skills that need to be experienced in person.

For example, Dr McLean rewrote 10 microbiology labs so that half could be conducted in person allowing students to practice essential skills in lab. Since live teaching have been limited Dr McLean took extra care to enhance the lab experience when developing these labs. For example, a field lab allowed students to test hypotheses about what type of microbes might be expected to occur in different parts of the environment. The students enjoyed being outside and discovered that salt tolerant microbes are found even 5m away from parking lots. With the remaining labs occurring at-home this was a challenge. Students needed high quality detailed photos of their plates & tubes to interpret



St. Mary's University student Emma Heeg sampling creek water for microbes.

their results. Luckily, thanks to the photographic contributions of Biology lab assistant, Mr Dylan Thompson, this was possible despite taking several hours each week to compile.

The pandemic has also presented a unique opportunity for students to apply knowledge through in class discussion of the coronavirus SARS-CoV-2. Dr Grothman observed a great deal of interest in the topic, and used it as a focal point for discussing, for example, viral mutations. He says "There is natural engagement in this material because it's top of mind for most people. Students are excited to make and explore these links."

Although Dr McLean and Dr Grothman have adapted their pedagogy to cope with the limitations presented by the pandemic, they look forward to returning to on-campus, 'live', learning. Both have been impressed by their student's motivation and commitment, and persistent engagement despite the distractions, and occasional 'dullness' of online learning. This experience has only confirmed how much both professors value personal interaction and they look forward to seeing their students again face-to-face. As Dr McLean says, "Those personal interactions matter SO much. Through this pandemic we have coped, we have made it work. But I can't wait to get back into the classroom!"

Recent Faculty Activity

Baltutis, P. (2020). The bishops and laity as collegial partners in social justice: The Canadian Catholic organization for development and peace. In D. L. Orsuto & R. S. White (Eds.), *Full, conscious, and active: Lay participation in the church's dialogue with the world* (pp. 43-55). Libreria Editrice Vaticana.

Baltutis, P. (in press). Making the abstract real: Teaching the Catholic intellectual tradition through experiential learning. *The Journal of Catholic Higher Education*.

Davis, T. (2020). Adventures in teaching at home: "Mr. Knuckles" becomes "Mr. Knucklehead." *Antistasis*, 10(3).

Garrison, J. (in press) Reforming community: Women's rape narratives and Gower's confession amantis. [Special issue: Women's arts of the body]. *Medieval Feminist Forum*.

Harvie, T. (2020). Our intertwined animality: Forgoing ultimacy for intimacy in dialogue with echatology and science. *Studies in Religion/Sciences Religieuses*, 49(1), 73-85.

Harvie, T. & Eaton, M. (2020). Laudato si and animal well-being: Food ethics in a throwaway culture. *Journal of Catholic Social Thought*, 17(2), 241-260.

Harvie, T. (in press). Political lament: Extinction, grief, and embodied silence. *Studies in Religion/Sciences Religieuses*.

Danyluk, P., Burns, A., Crawford, K. & **Hill, S. L.** (2020). Preservice teachers' perspectives of failure during a practicum. *Teaching Education*. <https://doi.org/10.1080/0476210.2019.1693536>

Hill, S. L. (2020). Professional identity: Creating stories in the academy. In A. Burns & S.Eaton (Eds.), *Having it all: Women negotiating life in the academy* (pp. 67-77). Springer Publishing.

Hill, S. L. (in press). *Authoring professional identity: Pre-service teachers and ways of knowing*. McGill Journal of Education.

Lock, J., Johnson, C., **Hill, S. L.**, Ostrowski, C. P., & da Rosa dos Santos, L. (in press). From assistants to partners: A framework for graduate students as partners in SoTL research. *Teaching & Learning Inquiry*.

Ireland, A., & Russell-Mayhew, S. (in press). Working together? A situational analysis of combining prevention efforts targeting obesity and eating disorders in schools. *The Qualitative Report*.

Lovell, S. F., Lein, M. R., & Rogers, S. M. (2021). Cryptic speciation in Warbling Vireo (*Vireo gilvus*). *Ornithology*, 138(4), <https://doi.org/10.1093/ornithology/ukaa071>

Knowles, N. (in press). Behold the deaconess and the rector of St. George's': Sexual harassment, church polity, and middle class respectability in early twentieth-century Canadian Anglicanism. In J. Loft & T. Power (Eds.), *Trauma and survival in the contemporary church: Historical, archival, and missional responses*. Cambridge Scholars Press.

O'Briain, K. (2020, reprint). Dryden's georgic fictionality. *Eighteenth-Century Fiction*, 30(3), 317-38.

Scott, M.E. (2020). Making space in the academy for the curriculum of belonging: Exploration of Indigenous self, coloniality and relationships to Land. *Journal of the Canadian Association for Curriculum Studies*, 18(1), 81-82.

Seitz, P. & Hill, S. L. (In press). Cognition in 21st century skills: A mixed methods study. *International Journal of Curriculum and Instruction*.

Syrnyk, C., & McArthur, A. (in press). The characteristics and motivations of human volunteers of animal-assisted interventions. *Human Animal Intervention Bulletin*.

Williams, J. (2020). Hers. *Bacopa Literary Review*.

Williams, J. (2020). I do: Not my short story with the soldier. *Stories Anthology*, 42

Williams, J. (2021). This Ends in in Betrayal. *Prism International*, 59(3), 70.

Colwell, R., & **Wright-Maley, C.** (2020). Nothing to fear: Teaching to transcend transphobia in Catholic contexts. In S. W. Woolley & L. Airtion (Eds.), *Teaching about gender diversity: Teacher-tested lesson plans for K-12 classrooms*. Canadian Scholars Press.

Wright-Maley, C., & Van Kessel, C. (2020, November 30-December 4). *Seeking an antidote to radical right-wing populism: Do the Blackfoot have an answer for us?* [Paper presentation]. College and University Faculty Association of the National Council of the Social Studies, Virtual Conference.