



9TH ANNUAL

Andrews Research Conference 2023

Early Career Researchers and Creative Scholars in the Arts & Humanities



MAY 10–11, 2023 ANDREWS UNIVERSITY BERRIEN SPRINGS, MICHIGAN

A SPECIAL WELCOME



disciplines.

The Andrews University Office of Research and Creative Scholarship is pleased to host the ninth annual Andrews Research Conference: Early Career Researchers and Creative Scholars in the Arts and Humanities (inclusive of Theology). Our focus this year included dramatic and performance arts, as well as communications, graphic design, English & other languages, global studies, history, political science, theology, and related

Our hope for this conference is that it will support the formation of a strong network of young Adventist researchers with themselves and others to enhance their professional development and create opportunities for partnerships while providing a place for them to share their research and discoveries in the context of their faith.

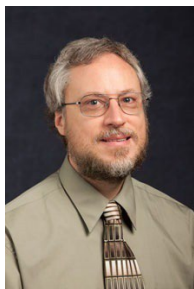
We are pleased that Dr. Vanessa Corredera and Dr. Rodney Palmer have consented to be our plenary presenters this year.

Vanessa Corredera, PhD, is the Department Chair and Associate Professor of English, winner of the 2021 Daniel S. Augsberger Excellence for Teaching Award, and she has most recently co-authored *Shakespeare and cultural appropriation (Routledge Advances in Theatre & Performance Studies)* with L. Monique Pittman, et. al. In our opening plenary presentation, Dr. Corredera will share insights from her one of her other monographs, *Reanimating Shakespeare's Othello in Post-Racial America* (Edinburgh University Press, 2022), in which she examines the comic series Kill Shakespeare to expose the problems with and limits of so-called “post-racial” thinking. Through an examination and close reading of Othello’s characterization and visual depiction within Kill Shakespeare, Dr. Corredera illustrates how “not seeing race” all too often leads to a reiteration of long held and damaging stereotypes, such as Black masculinity.

Rodney Palmer, PhD, Chair of the Department of Religion and Biblical Languages at Andrews University, is an ordained minister and Associate Professor of Religion specializing in Homiletics and Practical Theology. With a Doctor of Ministry Degree in Prophetic Preaching from United Theological Seminary, Dr. Palmer's research focuses on trauma-informed approaches to preaching and higher education, multigenerational preaching, and the development of calling in first-generation college students. As president-elect of the Adventist Society of Religious Studies, he also serves as an Advisory Board member for the International Center for Trauma Education and Care. Drawing from his expertise and experience, Dr. Palmer's plenary session will explore how to craft sermons that resonate with Gen Z and speak to their hearts and minds. Generation Z is the second largest living generation in the United States, totaling about 69 million. His presentation entitled, “Raising the Bar: Preaching that Connects with Generation Z” will draw on recent research and contemporary examples to explore how to communicate timeless truths in fresh and compelling ways to this demographic. Dr. Palmer’s presentation will close our two-day conference.

The Office of Research and Creative Scholarship is grateful for the help of Carlisle O. Sutton, Research Services Coordinator, Mordekai Ongo, Research Integrity and Compliance Officer, and Ethan Odiewuor, our student worker for organizing this conference. We look forward to our next ARC meeting, in May 2024, which will feature early career scholars in the Social Sciences.

Please visit us at <http://www.andrews.edu/research> to learn more about research and academic conferences at Andrews.



Sincerely,

A handwritten signature in black ink that reads "Gary W. Burdick".

Gary Burdick, PhD
Dean of Research
Professor of Physics

CONFERENCE SCHEDULE

WEDNESDAY, MAY 10, 2023

- 4:00 pm **Registration:** Room 238, Buller Hall
- 5:00 pm **Dinner:** Room 238, Buller Hall
- 6:30 pm **Welcome & Opening Remarks:** Room 208, Buller Hall
Gary Burdick, Professor of Physics and Dean of Research,
Andrews University
- Opening Plenary:** Room 208, Buller Hall
“**Objectifying Images and the Imagination Gap: The Post-Racial Problem in *Kill Shakespeare*.**”
Vanessa Corredera, Chair and Associate Professor English, Andrews University

THURSDAY, MAY 11, 2023

- 8:00 am **Breakfast,** Room 238, Buller Hall
- 9:00 am **Devotional,** Room 208, Buller Hall
Heather Thompson-Day, Associate Professor of Communications,
Andrews University
- 9:30 am “**Searching for the *Essential* in Mark Osborne’s *The Little Prince*.**”
Sonia Badenas, Associate Professor of French, Andrews University
- 10:00 am “**Reception and Mediations Involved in Adventist children. A Novel Phenomenological Perspective On The Viewing Of Animated Content And Their Beliefs.**”
Benjamin Garcia, teacher and researcher at the School of Arts, Architecture, Design, and Communication, director of the Research Center, University of Montemorelos
- 10:30 am **Break**
- 10:45 am “**The Mediating Effect of COVID-19 Pandemic on Heuristic Techniques and Cognitive Biases on Investment Decision-Making.**”
Williams Kwasi Peprah, Associate Professor of Finance, Andrews University
- 11:15 am “**Japanese Supreme Court’s Usage of the Secular Purpose Test in Nakaya v. Japan Reflects A Legal Tradition Going Back To The Nineteenth Century U.S. Supreme Court’s Jurisprudence Of Weaponizing Secularity To Preserve Outdated Religious Laws.**”
Guilherme Brasil de Souza, Princeton Theological Seminary
- 12:00 pm **Lunch,** Terrace Café
- 2:00 pm “**Applying the Study of Linguistics to Create A Balanced Approach For Teaching *Koine Greek*.**”
Jose Diaz, Andrews University
- 2:30 pm “**Site Custody Activism: A Case Study of the Hisban Cultural Heritage Project, Jordan.**”
Lily Burke, Andrews University
- 3:00 pm **Break**
- 3:15 pm “**Program Evaluation in Religious Domain: A Systematic Review of Academic Discussions Around Program Evaluation in Religious Studies.**”
Injae Son, Western Michigan University
- 3:45 pm “**Theological Model of Divine Attachment As A New Methodology For Personal and Corporate Discipleship.**”
Kristina Freed, Andrews University
- 5:00 pm **Dinner,** Room 238, Buller Hall
- 6:00 pm **Closing Plenary Address,** Room 208, Buller Hall
“**Raising the Bar: Preaching that Connects with Generation Z.**”
Rodney Palmer, Chair of the Department of Religion and Biblical Languages and Associate Professor of Religion, Andrews University
- Closing Remarks: Room 208, Buller Hall**
Gary Burdick, Professor of Physics and Dean of Research, Andrews University

PLENARY PRESENTERS



“Objectifying Images and the Imagination Gap: The Post-Racial Problem in *Kill Shakespeare*.”

Vanessa Corredera, Chair and Associate Professor English, Andrews University

Abstract:

In an excerpt from her recent monograph, *Reanimating Shakespeare’s Othello in Post-Racial America* (Edinburgh University Press, 2022), Dr. Corredera turns to the comic series *Kill Shakespeare* in order to expose the problems with and limits of so-called “post-racial” thinking. Through an examination and close reading of Othello’s characterization and visual depiction within *Kill Shakespeare*, Dr. Corredera illustrates how “not seeing race” all too often leads to a reiteration of long held and damaging stereotypes, in this case, of Black masculinity. Dr. Corredera thereby interrogates the ways that reanimations of Shakespeare’s *Othello*—or modern moments in which the play is brought back to life—contribute to an anti-Black racial imaginary within the U.S. (and beyond).

Biography:

Vanessa I. Corredera is an Associate Professor and Chair of English at Andrews University. Her scholarship examining Shakespeare and race in pop culture, adaptations/appropriations, and performance includes *Reanimating Shakespeare’s Othello in Post-Racial America* (Edinburgh University Press, 2022), articles in *Literature Compass*, *The Journal of American Studies*, *Borrowers and Lenders*, and *Shakespeare Quarterly*, and essays in several edited collections, including the forthcoming *The Oxford Handbook of Shakespeare and Race*. She is also co-editor, alongside L. Monique Pittman and Geoffrey Way, of *Shakespeare and Cultural Appropriation* (Routledge, 2023). Her pedagogy focuses on the ethics of art in the past and present, and in 2020, she won the Daniel A. Augsburg Excellence in Teaching Award. She is also dedicated to professional service within her field through her work as a Modern Language Association Delegate in Race and Ethnicity in the Profession, a trustee of the Shakespeare Association of America, and as a newly appointed general co-editor of *Borrowers and Lenders: The Journal of Shakespeare and Appropriation*.



Raising the Bar: Preaching that Connects with Generation Z.”

Rodney Palmer, Chair of the Department of Religion and Biblical Languages and Associate Professor of Religion, Andrews University

Abstract:

Generation Z (Gen Z) is the second largest living generation in the United States, totaling about 69 million. According to recently released research by the Barna Group, this generation includes individuals born between 1999 and 2015, whose worldview is shaped by six significant trends. Preaching sermons that connect with Generation Z requires understanding their unique worldview and challenges. Drawing on recent research and contemporary examples, we will explore how to communicate timeless truths in fresh and compelling ways. We will also discuss the importance of utilizing multimedia and technology to engage Gen Z and create interactive and participatory experiences. This plenary session will explore how to craft sermons that resonate with Gen Z and speak to their hearts and minds.

Biography:

Dr. Rodney Palmer is the Chair of the Department of Religion and Biblical Languages and an Associate Professor of Religion, specializing in Homiletics and Practical Theology at Andrews University (AU). He is an ordained minister, a Formative Dialogue on Teaching Faculty Colleague, a Certified Trauma Support Specialist, an AU Advisory Board member for the International Center for Trauma Education and Care, and president-elect of the Adventist Society of Religious Studies. Before joining AU, Dr. Palmer served as an ordained pastor in Jamaica (his native land) and Wisconsin, USA. He holds a Doctor of Ministry Degree in Prophetic Preaching from United Theological Seminary. His research agenda and published peer-reviewed articles focus on trauma-informed approaches to preaching and higher education, multigenerational preaching, and the development of calling in first-generation college students. Dr. Palmer is married to Alyssa (J.D., UW-Madison), the Dean for Student Life and Senior Deputy Title IX Coordinator at AU. The Palmers are the proud parents of Luke and Emerson.

DEVOTIONAL PRESENTER



Heather Thompson-Day

Associate professor of Communications, Andrews University

Biography:

Dr. Heather Thompson Day is an interdenominational speaker and has been a contributor for Religion News Service, Christianity Today, Newsweek and the Barna Group. She is also the host of Viral Jesus, a new podcast with Christianity Today that has already received over 100k downloads.

Heather is passionate about supporting women, and runs an online community called I'm That Wife which has over 260k followers. Heather's writing has been featured on outlets like the Today Show, and the National Communication Association. She has been interviewed by BBC Radio Live and has been featured in Forbes. She believes her calling is to stand in the gaps of our churches for young people. She is the author of 8 books; including It's Not Your Turn, and I'll See You Tomorrow.

Dr. Heather Thompson Day resides in Michigan, with her husband, Seth Day, and their three children, London, Hudson, and Sawyer Day.

ARC PRESENTERS



“Searching for the *Essential* in Mark Osborne’s *The Little Prince*.”

Sonia Badenas, Associate Professor of French, Andrews University

Abstract:

Mark Osborne’s animated version of *The Little Prince* offers a fresh look on Saint-Exupéry’s bestseller. Far from being a spoiler to the content of the book, Osborne’s movie articulates and develops different perspectives on the crucial issues of friendship, adulthood, and the meaning of life, taking the famous book as his privileged starting point.

This research will specifically focus on what is “essential” as it is perceived from the different characters’ point of view. We will pay special attention to the symbolic role played by the “stars” in the oneridic planet.

Biography:

A citizen of the world, Dr. Sonia Badenas has lived and worked in several countries. Her love for languages pushed her to study both Language and Literature with an emphasis in Education. Dr. Sonia Badenas’ dissertation explored the use of francophone short stories in developing written expression in the French classroom. It informs my current research which looks at the use of short stories and fairy tales in movies with the aim of expanding proficiency in second language education classes. Dr. Badenas is currently the Adventist Colleges Abroad Coordinator at Andrews University and I also serve on ACA the Curriculum Board. She firmly believes that full immersion experiences are the best way to get fluent in a language and have a great impact in the life of our students.

Dr. Badenas has earned the following degrees English, Spanish and Linguistics, MA, University of Genève (Switzerland), French as a Second Language, MA, University of Grenoble (France), and Didactics of Language and Literature, PhD, Universitat Politècnica de València (Spain).



“Reception and Mediations Involved in Adventist children. A Novel Phenomenological Perspective On The Viewing Of Animated Content And Their Beliefs.”

Benjamin Garcia, Teacher and Researcher at the School of Arts, Architecture, Design, and Communication, Director of the Research Center, University of Montemorelos

Abstract:

When Adventist children watch animated movies with content that goes against their beliefs, various readings and mediations come into play. Therefore, the present study aims to analyze the reception and mediations involved in the viewing of animated movies with content that goes against the beliefs of children belonging to Seventh-day Adventist families. It analyzed the types of readings that Adventist children make of animated content that goes against their beliefs; the way in which family mediation intervenes in the viewing of animated content that goes against the beliefs of Adventist children; and how institutional mediation of the church is presented. The study was conducted with children between the ages of nine and ten who were considered Adventist. Their parents

are baptized members of the Seventh-day Adventist Church who regularly attend church services. All the children studied were in the fourth grade of a Seventh-day Adventist school in Mexico. Regarding the readings that Adventist children make of animated content that goes against their beliefs, in general, a sophisticated rejection reading was found, in which there is an awareness of the reasons why the content that goes against the beliefs of the studied children is rejected. Through a discussion group, the participating children identified several contents that go against their beliefs as members of the Seventh-day Adventist community. Among them are the resurrection or life after death, homosexuality, idolatry, superpowers, the creation of living beings, evolution, murders, magic, demons, and spiritualism. Regarding family mediation, it was found that parents exert greater control over movies considered demonic and those that depict homosexuality. Regarding institutional mediation by the church, it was found that Adventist beliefs have been transmitted to the studied children in such a way that they are able to identify content that goes against their beliefs.

Biography:

Benjamín García holds a Bachelor's degree in Theology and a Bachelor's degree in Communication Sciences from the University of Montemorelos, a Master's degree in Pastoral Theology from Andrews University, and a Master's degree in Communication from Universidad Regiomontana. Currently, he works as a teacher and researcher at the School of Arts, Architecture, Design, and Communication at the University of Montemorelos, where he also directs the research center of the school.

Benjamín García teaches courses such as Communication Theory, Public Relations, Journalism, Media Effects, and Research, among others, in the Communication and Media program.



“The Mediating Effect of COVID-19 Pandemic on Heuristic Techniques and Cognitive Biases on Investment Decision-Making.”

Williams Kwasi Peprah, Associate Professor of Finance, Andrews University

Abstract:

The uncertainty of the global economy due to the covid-19 pandemic has heightened the risk of investments. The social environment in which investors operate also shapes their sentiments, feelings, optimism, and pessimism regarding future stock prices. Could it be that the capital market has been impacted by investors' psychology over the covid-19 pandemic and has provided information about what drives speculative tendencies, market anomalies, and extreme market crash scenarios? During the Covid-19 period, the stock markets experienced a rapid decline in response to the investors' unpredictable emotions. This research gap requires investigation to understand how and why covid-19 pandemic mediates investors' decision-making as correlated to the existing heuristic techniques and cognitive biases. The study uses mediation research design and snowball sampling to get 108 investors who have directly and indirectly authorized stock trading in the United State of America from March 11, 2022, when the World Health Organization (WHO) declared covid-19 as pandemic to respond to self-constructed cross-sectional Likert-scale questionnaire collected with a first-party approach. The instrument was validated with exploratory factor analysis and reported as *good*, where the KMO Measure of Sampling Adequacy was 0.7 and the Bartlett's Test of Sphericity ($X^2 = 1414$, $p = <.001$). The findings of the study revealed that *were high positive significant* relationships between heuristic techniques, cognitive biases on investment decision-making and *a moderate positive significant relationship between* on investment decision-making. The predictors of investment decision-making were heuristic techniques (14.9%), cognitive biases (27.88%) and covid-19 pandemic was excluded. There was *partial significant 14.8% mediate* role of covid-19 pandemic on the relationship heuristic techniques and investment decision-making and *partial non-significant 6.78% mediate* role of covid-19 pandemic on the relationship cognitive biases and investment decision-making.

Biography:

Williams Kwasi Peprah, PhD is an Associate Professor of Finance at Andrews University in Berrien Springs, Michigan. Dr. Peprah is a Fellow and a Chartered Financial and Investment Analyst, a Member of the Institute of Public Accountants, Australia, an Associate Member of the Institute of Financial Accountants, Australia, Certified Investment Advisor in the Security Industry of Ghana and Ghana Stock Exchange, Certified Green Belt in Six Sigma for lean operations and Internal Auditor for Integrated Management System. Dr. Peprah has published more than 40 articles in peer-reviewed journals, 2 books and 23 online media articles. He obtained his Ph.D. in Commerce majoring in Accounting and Finance from Adventist University of the Philippines. MBA in Finance from University of Ghana, (Wisconsin International University College, Ghana) and BBA in Accounting from Valley View University, Ghana. He has presented more than 10 papers at international conferences. Before his appointment at Andrews University, he was the Chief Finance Officer at Valley View University, Ghana, and a Senior Lecturer.



“Japanese Supreme Court’s Usage of the Secular Purpose Test in *Nakaya v. Japan* Reflects A Legal Tradition Going Back To The Nineteenth Century U.S. Supreme Court’s Jurisprudence Of Weaponizing Secularity To Preserve Outdated Religious Laws.”

Guilherme Brasil de Souza, Princeton Theological Seminary

Abstract:

The following paper defends the thesis that the Japanese Supreme Court’s usage of the secular purpose test in *Nakaya v. Japan* reflects a legal tradition going back to the nineteenth century U.S. Supreme Court’s jurisprudence of weaponizing secularity to preserve outdated religious laws in order to order to revive, maintain, and establish State Shinto at the expense of religious Christian minorities. This paper attempts to make this case by looking at the case *Nakaya v. Japan* in order to show how the Japanese Supreme Court’s usage of secularity in this particular case reflected the constant theme of religious indifference typical of religion and state relations of this juridical system. This article has chosen *Nakaya v. Japan* because it is one of the most representative cases pertaining to the Japanese Supreme Court’s usage of secular purpose to deny an appellee a free exercise of religion claim. This article will look at this case in order to compare it with a similar development happening in the U.S. in *Employment Division of Oregon Resources v. Smith* only two years after the decision of the Japanese Court. The purpose of this is to show how a restrictive concept of religion reflected in the decision of a culturally Shinto/Buddhist Japanese court in the case of *Nakaya v. Japan* and of a conservatively Catholic Supreme Court Justice, Antonin Scalia in the case of *Employment Division of Oregon vs. Smith (1990)* led to the disenfranchisement of religious minorities in both countries. The purpose of this is to provide, through a comparative and transnational lens, a broader context for understanding and thinking about religious freedom issues in the U.S. especially in light of the jurisprudence of religious freedom after *Employment Division of Oregon vs. Smith (1990)*.

Biography:

Guilherme Brasil de Souza was born in Brazil and grew up in Berrien Springs Michigan. Guilherme obtained his B.A. in Theology (Ministerial) and Ancient Near Eastern Archaeology from Southern Adventist University in 2016. He subsequently went on to earn a Master of Arts in Religion (M.A.R) from Yale University in History of Christianity in 2019. After obtaining his Masters, Guilherme worked at the office of Public Affairs and Religious Liberty at the General Conference of Seventh-day Adventists in Silver Spring, MD and with Academic Affairs at the Institute for Humane Studies at George Mason University. In 2020, Guilherme moved to Princeton NJ, where he is currently pursuing a PhD in Religion and Society at Princeton Theological Seminary. He is studying Church and State Relations and Religious Liberty among Seventh-day Adventists in Brazil. Guilherme is passionate about learning about different cultures and is interested in the intersections of religion, politics, and human rights. He loves to learn different languages and engage in interfaith dialogues with anyone that has questions about his Seventh-day Adventist beliefs.



“Applying the Study of Linguistics to Create A Balanced Approach For Teaching *Koine* Greek.”

Jose Diaz, Andrews University

Abstract:

Seminaries and Bible Colleges claim that students should learn Koine Greek because they will be able to read God’s Word at a deeper level, develop a closer relationship with God, and be able to use it in their ministry. This is an excellent goal for students to always keep in mind. Nevertheless, students may not reach their goals unless Greek professors and instructors update their pedagogy and enrich their teaching methodology considering the study of linguistics, especially Applied Linguistics. Frequently, students get overwhelmed, lose sight of their final goal, and forget that their ministry depends on the appropriate use of their Greek knowledge to interpret the Bible, use it for preaching, teaching, and counseling. The inevitable question arises: Is there a balanced teaching approach which professors could adopt to help their students develop the necessary skills at every stage of their learning, keep them motivated, and empower them to become lifelong readers of the Bible in its original language?

The purpose of this research paper is to tap into the study of linguists and foreign language pedagogy to bring together best practices from the main teaching approaches to create a balanced approach. Halcomb suggests a holistic and embodied approach which includes: 1) imitation, 2) listening, 3) reading, 4) writing, 5) speaking, 6) grammar study, orbiting around and deriving from text. In this paper, we will explore the Greek Active Reading Method (G-ARM), which includes Reading, Listening, Speaking, Writing, and additional practices derived from the study of linguistics.

Biography:

Jose Diaz was born in Mexico and lived there until he was 15 years old. Then, he moved with his mother to California where he learned English as a Second Language while enrolled in High School. After graduating from High School, he went back to Mexico and obtained a BA in Theology at Universidad de Montemorelos. After acquiring a Master’s Degree in Pastoral Ministry, he obtained a scholarship to participate in a Transition to Teaching Program and graduated with a Master’s Degree in Education with concentration in English as a Second Language and Bilingual Education. He was the founder of the first Dual Language School in Berrien County, Michigan; and worked as a teacher and administrator before starting the PhD program with concentration in New Testament. He has 20 years of experience as an educator. He currently teaches Koine Greek at Andrews Academy and has been tutoring Greek for the past two years at Andrews University. His research interests include the application of Discourse Analysis to Petrine and Johannine Writings. Jose is passionate about teaching Biblical Languages, mainly Koine Greek, and would like to make an impact by introducing teaching methods developed by the study of Applied Linguistics (Second Language Acquisition).



“Site Custody Activism: A Case Study of the Hisban Cultural Heritage Project, Jordan.”

Lily Burke, Andrews University

Abstract:

How can informational booklet content development support site custody activism? The Hisban Cultural Heritage Project (HCHP) aims to provide for a sustainable future for the archaeological site of Tall Hisban, Jordan. In Jordan, HCHP has pioneered site custody activism, defined by LaBianca as an archaeological team empowering their host community as partners in site maintenance. Recently, the HCHP signed a contract with the Department of Antiquities of Jordan to arrange for archeologist-supervised site maintenance work to improve the visitor experience. The next step is to provide the local community and visitors with information about the history of the site. Through a review of the literature on best practices of informational booklets of heritage sites; I will create a booklet that will educate visitors and local community stakeholders on the history of the site. Informational booklet content development can support site custody activism by educating both local community and outside visitors about the discoveries at the

site and their significance for understanding the past, present, and future. The booklet will also address the logistics of facilitating visitors, supporting the local economy by listing local food and transportation services.

Biography:

Lily Burke is a senior at Andrews University majoring in Anthropology, English literature, and Spanish. She is a member of the J.N. Andrews Honors program and works as the Writing Center coordinator and Student Movement newspaper copy editor. Previously, she has presented research at the Adventist Human Subjects Research Conference, Andrews Research Conference, and twice at the Michigan Academy of Science, Arts, and Letters conference.



“Program Evaluation in Religious Domain: A Systematic Review of Academic Discussions Around Program Evaluation in Religious Studies.”

Injae Son, Western Michigan University

Abstract:

Research and discussions around program evaluation have produced evaluation theories and approaches that help improve or determine the merit or worth of activities with goals to achieve. Besides, programs and initiatives in the religious domain are often evaluative and meet the criteria for proper evaluands. However, it is unknown whether religious entities are sufficiently taking advantage of the existing knowledge in the evaluation community to improve their activities or inform better decision-making.

This research aims to reveal where program evaluation stands within the activities of religious communities and identify the discussions around the characteristics of evaluation regarding its purpose, evaluand, and methods by examining the academic literature on religious studies. Sample articles were gathered from peer-reviewed journals in Religion according to the preset criteria and reviewed for findings. The results revealed the trend of evaluation-related studies in the religious domain and found some efforts made to incorporate program evaluation as well as ignorance or distrust of it. Also, the findings identified fields where program evaluation is more prevalent than others, evaluation approaches sought, and motivation often drives or supports the importance of conducting program evaluation.

Biography:

Injae Son is a Ph.D. candidate in the Interdisciplinary Ph.D. in Evaluation (IDPE) program at Western Michigan University. He is also an Associate Researcher at the Institute of Church Ministry (ICM), Andrews University. Injae received his Master of Divinity and Master of Science in Community and International Development (MSCID) from Andrews University and has worked in various professional fields, including youth and young adult ministry, higher education, humanitarian service, nonprofit organization management, and evaluation and research. His topics of interest are empowering the next generation, innovative church, program evaluation, evaluation capacity building, and evaluating faith-based organizations (FBOs).



“Theological Model of Divine Attachment As A New Methodology For Personal and Corporate Discipleship.”

Kristina Freed, Andrews University

Abstract:

This paper presents a theological model of divine attachment as a new methodology for personal and corporate discipleship. The first section introduces the concept of attachment theory, one of the most comprehensive explanations of human development. Attributes of a healthy attachment figure are discussed, as is the quality of care that may be expected from such an individual. The influence of attachment on an individual’s perception of self, others, and the quality of human relationships is identified. Building upon this, the second section recognizes that religion may be interpreted as an attachment process. Divine attributes are examined for the purpose of identifying a model of divine love that best supports the kind of love expected of a healthy attachment figure. Canonical evidence is presented that God self-identifies in ways that may be interpreted as engaging

in attachment behaviors, with special consideration given to attachment behaviors in the life of Jesus. In the third section, the role of the imago Dei is briefly discussed as the means by which the application of divine attachment behaviors may be incorporated into human experience. Divine attachment is then recommended as a new way of understanding and experiencing the plan of salvation personally, corporately, and evangelistically.

Biography:

Kristina Freed is a wife, mother of three young adult sons, and a Discipleship and Lifespan PhD student. Her doctoral research involves examining the biblical canon for evidence that God self-identifies in ways that can be interpreted as providing attachment caregiving. When she’s not contemplating the intersection of theology and psychology, she may be found in the mountains or on a beach.



Office of Research & Creative Scholarship

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