

CELEBRATION

A COLLOQUIUM ON UNDERGRADUATE RESEARCH, CREATIVE ACTIVITY, AND COMMUNITY ENGAGEMENT

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Celebration

Celebration 2014

May 3rd, 8:00 AM - 5:00 PM

Celebration Schedule 2014 (Saturday)

Provost's Office
Gettysburg College

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Description

Full presentation schedule for Celebration, Saturday, May 3, 2014

Location

Gettysburg College

Disciplines

Higher Education

Posters

Poster Session I

9.00am - 10.15am

Science Center 2 and 3 Lobby

Aimee Becker '14
Aleksandra Petkova '14
Alex Delenko '17
Allison Cole '17
Amanda Miller '15
Ann Peirce '14
Anne Patterson '14
Celina Harris '17
Christina Soma '14
Elizabeth Andresen '14
Emily Healey '14
George Stewart '14
Grace Groover '15
Greyson Norcross '14
James Nguyen '15
Jasper Leavitt '15
Jessica Weathers '14
Jonathan Leonard '17
Joseph Robinson '14

Joshua Kiehl '17
Jovan Smith '14
Kenneth Anderson '14
Laura Brumbaugh '17
Leah Grandi '14
Lindsay Westberg '15
Madeline Price '15
Matthew Spano '14
Natalie Tanke '17
Paige Ruland '15
Rose Kell '14
Samantha Gagliano '14
Samantha Siomko '17
Sara Ketelsen '14
Sarah Francisco '17
Savannah Miller '17
Shannon Smith '14
Taylor Randell '17
Theresa Menna '17

Tiffany Ravelomanantsoa '17
Wesley Gregory '15
William Ueckermann '17
Zachary Witkower '15

Poster Session II

10.30am - 11.45am

Science Center 2 and 3 Lobby

Aidan Caravana '14
Alexandra Feuer '14
Alexandra Riddle '14
Amanda Brunt '14
Andrea Sitton '14
Augustus Masucci
Benjamin Rodgers '15
Bryan Stokes-Cawley '14
Colin Mancini '17
Darcy Merrill '14
Dorian Jones '15
Fangzhou Yuan '16
Gwen Houck '15
Hannah Fitzgerald '17

Hannah Joyce '14
Ida DiMucci '15
Jesse Siegel '16
Katerina Krohn '17
Katherine Innamorati '14
Kelly Murphy '14
Lauren FitzGerald '15
Layton Osgood '14
Lindsay Westberg '15
Malcolm Perry '14
Megan Gallagan '14
Megan Zagorski '16
Meghan Bond '14
Mia Gooding '14

Michelle Rainaldi '14
Miles Paszek '14
Rachel Fry '15
Rebecca Sponenburg '14
Ryan Kalafsky '16
Sabrina Waage '14
Sam Donnelly '17
Sarah Cucchiara '14
Sarah Watson '16
Stephanie Black '14
Tiara Gaines-Still
Travis Beard '14
Zachary Witkower '15

Poster Session III

1.15pm - 2.30pm

Science Center 2 and 3 Lobby

Adrienne Ellis '14
 Alexandra Dunn '14
 Alexis Grant '14
 Allison Taylor '14
 Anna Lipowitz '14
 Anna Neff '14
 Caitlin Hay '14
 Claire Zajackowski '14
 Elizabeth Marshall '14
 Emma Wells '14
 Gina Abraham '14
 Greyson Norcross '14

Holly Madland '14
 Jennifer Caplan '14
 Jennifer Rayne '14
 Jessica D'Alessandro '14
 Katherine Lynch '14
 Kathryn Bucolo '14
 Katlyn Corsentino '14
 Kelly Hagerty '14
 Kristen Emerson '14
 Kyle Akeley '14
 Macy Collins '14
 Mallory Sheer '14

Megan Ramage '14
 Molly Walsh '14
 Nicole Dibble '14
 Perri Finnican '14
 Rebecca Fisher '14
 Rebecca Kent '14
 Rebecca Szyszka '14
 Sarah Hayes '14
 Tara Lacy '14
 Timothy Claus '14
 Victoria Sharbaugh '14

Panels

Art History Seminar		9.30am - 10.15am Schmucker Hall 302
Emily Francisco '14	Tara Lacy '14	
G.C. Law		1.15pm - 2.30pm Breidenbaugh Hall 205
Conor Brooks '15 Harry Fones '15	Michael Smith '14	
German Studies Capstone: Memory Culture and Identity in German-Speaking Countries of the Present		9.00am - 10.15am Breidenbaugh Hall 307
Caleb Bowers '14 Charles Strasbaugh '14 Elizabeth Topolosky '14	Karolina Hicke '14 Nicole Elder '14 Sarah Hayes '14	Stephen Setman '14
Global Music Education Perspective		10.30am - 11.45am Schmucker Hall 222 Recital Hall
Alan Heise '14 Emily Zeller '14 Jane Best '15	John Grimsley '15 Lauren Mascioli '15 Lauren Satterfield '15	Samantha Moroney '16
Globalization Studies Honors Panel		1.15pm - 2.30pm Science Center 300
Christopher Dellana '14 Jessie Pierce	Maura Magistrali '14 Melanie Meisenheimer '14	
Lives Cast Asunder: The Stories of Civil War Amputees and their Experiences in Reentering Society After the War		1.15pm - 2.30pm Breidenbaugh Hall 209
Brianna Kirk '15 Bryan Caswell '15	Kevin Lavery '16 Sarah Johnson '15	

Participants listed by session and time

Mellon Summer 2013 Scholars		10.30am - 11.45am Breidenbaugh Hall 205
Alice Broadway '14 Chad MacLeod '14	Ethan Budgar '14 Weston Jackson '14	
Middle Eastern and Islamic Studies		9.00am - 10.15am Breidenbaugh Hall 205
Jessie Pierce '14 Natalie Zink '14	Samantha Smith '15 Victoria Mohr '15	
Models of Urban Educational Reform: Baltimore, MD		1.15pm - 2.30pm Science Center 151
Christopher Herron Connor Rose Jerome Clarke '17	Kamari Harrington '15 Oluwatobi Molokwu '17 Rachel Wilkins	Raksmeymony Yin '14 Yaou Liu '14
Reimaging Gendered Images		1.15pm - 2.30pm Breidenbaugh Hall 311
Angela Badore '14 Kaleigh Sosa '14	Kaleigh Teague '14	
Religion 460 - Individualized Studies		10.30am - 11.45am Breidenbaugh Hall 307
Elizabeth Marshall '14	Kelly Hagerty '14	
Religion and the World		1.15pm - 2.30pm Breidenbaugh Hall 307
Emily Costley '14 Emily Zolkower '14	Jessica Powell '14	

Spanish Capstones		10.30am - 11.45am Breidenbaugh Hall 112
Alison Cooke '14 Dylan Anderson '14	Molly Phillips '15 Rebecca Feters '14	Taylor Amato '14
Spanish: Who Cares?		9.00am - 10.15am Breidenbaugh Hall 112
Albert Then Paulino '15 Christopher Dellana '14 Elizabeth Pence '14 Emily Hauck '14	Erik Scalzi '14 Megan Bailey '14 Michelle Rainaldi '14 Rebecca Szyszka '14	Sarabeth Hamberlin '14
Special Topics in Literature		9.00am - 10.15am Breidenbaugh Hall 311
Kathleen Hoffman '14 Kathryn Bucolo '14	Rachel Barber '14 Robin Miller '14	
The Great War in History, Combat Experience Narrative, and Contested Memory		10.30am - 11.45am Breidenbaugh Hall 209
Marco Dracopoli '14 Natalie Sherif '14	Sarah Johnson '15 Valerie Merlina '14	
Uganda, Spain & Argentina Policy and Conflict		1.15pm - 2.30pm Breidenbaugh Hall 112
Joshua Alley '15 Karen Norris '14	Vasiljon Cobo '14	
Victorians Abroad: Six Intrepid Victorian Travellers		10.30am - 11.45am Breidenbaugh Hall 311
Athena Mandros '14 Chabeli Lajara '15 Christine Vahaly '16 Erin McGoldrick '14 Jacqueline Marotto '15	Katlin McAvoy '14 Maria Lawson '15 Nicole Elder '14 Pamela Thompson '16 Raksmeymony Yin '14	Ryan Bonner '14 Tara MacMahon '16

Art

Senior Art Portfolios

10.30am - 11.45am

Schmucker Hall Art Gallery

Danielle Janela '14
Erin Slattery '14

Lauren Kauffman '14
Rebecca Grill '14

Film

Film Capstones		10.00am - 11.45am
		Breidenbaugh Hall 201 Joseph Theater
Aaron Niles '14 Caleb Larsen '14	Jason Travaglini '14 Nathaniel Atwater '14	Pamela Giangreco '14
Film: Revolution de la mode Marocaine		1.15pm - 2.30pm
		Breidenbaugh Hall 201 Joseph Theater
AnnaMarie Houlis '14		

Music

Music Student Teaching Seminar

9.00am - 10.15am

Schmucker Hall 222 Recital
Hall

Alice Broadway '14
Hudson Gillot '14

Ian Steege
Jennifer Yealy '14

Piano Recital

1.15pm - 2.30pm

Schmucker Hall 222 Recital
Hall

James Nguyen

Lorela Ciraku '14

Theater

<hr/>		<hr/>
Bachelorette		10.30am - 11.45am
		Brua Hall 215 Stevens Theatre
Audrey Bowler	Katayoun Amir-Aslani	
Brendan Morgan	Nicole Powell '16	
Brett Stewart	Sarah Connelly	

Posters

Poster Session I

9.00am - 10.15am

Science Center 2 and 3
Lobby

Biology

Alex Delenko, Allison Cole, Celina Harris, Jonathan Leonard, Joshua Kiehl, Laura Brumbaugh, Natalie Tanke, Samantha Siomko, Sarah Francisco, Savannah Miller, Taylor Randell, Theresa Menna, Tiffany Ravelomanantsoa, William Ueckermann

Comparative Genome Analysis of Mycobacteriophage Tiffany

Alex Delenko, Celina Harris, Laura Brumbaugh, Sarah Francisco

Genome Organization in Cluster A Mycobacteriophages

Allison Cole, Jonathan Leonard, Joshua Kiehl, Natalie Tanke, William Ueckermann

The Function of tRNA in Mycobacteriophages in Cluster A

James Nguyen

acy-4 does not show a clear role in the *Caenorhabditis elegans* intestinal innate immune response

Jasper Leavitt

Determining Mechanisms of Algal Cell Entry into an Embryonic Salamander Host

Joseph Robinson

A Dual Reporter System for Screening Genes Involved in the Specificity of the Innate Immune Response

Kenneth Anderson

Establishment of symbiotic bacteria on *Plethodon cinereus* embryos

Leah Grandi

Tagging of immune genes induced by *Pseudomonas aeruginosa*-generated Exotoxin A

Poster Session I

9.00am - 10.15am

Science Center 2 and 3
Lobby

Biology

Matthew Spano

Bone Development in Metamorphosing *Xenopus tropicalis*

Rose Kell

The effect of multiple doses of antidepressants on foot detachment in marine snails

Samantha Siomko, Savannah Miller, Taylor Randell, Theresa Menna, Tiffany Ravelomanantsoa

Evidence of Selection in Cluster A Mycobacteriophage

Sara Ketelsen

Linnaean Hall of Pennsylvania College: A Golden Age of Collection and Curation

Environmental Studies

Madeline Price

The State of the Upper Bay of Panama Wetlands: Ecological Significance, Environmental Policy, Urbanization, and Social Justice

Poster Session I

9.00am - 10.15am

Science Center 2 and 3
Lobby

Psychology

Aimee Becker, Anne Patterson, Wesley Gregory

Conscientiousness, Approach and Avoidance, and Life Satisfaction

Aleksandra Petkova, Christina Soma

Going to the "Dark Side:" The Effects of Darkness and the Honor Code on Academic Integrity

Amanda Miller, Paige Ruland

Effect of Color on Taste Perception

Ann Peirce, Samantha Gagliano

The Effects of Expectations and Labeling on Taste Perception

Elizabeth Andresen

How round does that smell?

Emily Healey, Shannon Smith

The role of love and jealousy on attention to tastes

George Stewart, Grace Groover

Nasty Surprise: Effects of Disgust on Strength of Expectations

Greyson Norcross, Jessica Weathers, Jovan Smith

Moral Disgust and Odor Perception

Lindsay Westberg

Interrupting Violence: Testing the Short-Term Success of a Re-Appraisal Focused Aggression Reducing Intervention

Zachary Witkower

Perceptions of Time as a Function of Context

Poster Session II

10.30am - 11.45am

**Science Center 2 and 3
Lobby**

Center for Public Service

**Augustus Masucci, Hannah Fitzgerald, Katerina Krohn, Lauren FitzGerald,
Megan Zagorski, Ryan Kalafsky, Sam Donnelly, Sarah Watson, Tiara
Gaines-Still**

Nicaragua: Land and Food Issues

Chemistry

Aidan Caravana

Stability of Citrate Capped Gold Nanoparticles in Organic Solvents and the Formation of Polymeric Thin Films

Alexandra Riddle

Resonance Raman Spectroscopy of Episulfides

Andrea Sitton

Optical Detection of pH with Gold Nanorod-Infused Hydrogels

Bryan Stokes-Cawley, Ida DiMucci

Quantifying the partitioning of hydrophobic solutes into the surfactant bilayer on gold nanoparticles.

Darcy Merrill

α,β -Unsaturated Ketones Using a Pd-Catalyzed Cyclopropanol Ring Opening

Katherine Innamorati

Determining the Genetic Basis of Equine Deafness via a Candidate Gene Study

Kelly Murphy

Candidate Gene study of Melanophilin in Canis lupus familiaris in Causing Coat Color Dilution Alopecia

Poster Session II

10.30am - 11.45am

Science Center 2 and 3
Lobby

Chemistry

Mia Gooding, Stephanie Black

Application of the Copper-catalyzed Azide-Alkyne Cycloaddition reaction (CuAAC) to the Synthesis of Biocompatible, Sugar-appended Tripod Ligands.

Miles Paszek

Investigating the DNA binding and transcription activity of rdyCRX as a molecular basis for retinal dysplasia in *Felis catus*

Rebecca Sponenburg

Synthesis and Catalytic Activity of (cyclopentadienone)iron tricarbonyl Compounds

Travis Beard

Synthesis of Photo-cleavable Crosslinkers for Dental Resin Polymers

History

Fangzhou Yuan, Jesse Siegel, Rachel Fry

Ottoman Revelations: Achievements of 16th Century Istanbul and Echoes in Modern Culture

Poster Session II

10.30am - 11.45am

Science Center 2 and 3
Lobby

Psychology

Alexandra Feuer, Amanda Brunt

Moral Implications of Feedback Effects on Theory of Mind and Emotion Knowledge

Benjamin Rodgers, Colin Mancini, Dorian Jones

Correlational and Longitudinal Predictors of Cyberbullying: An Examination of Strength Differential and Computer Self-Efficacy

Gwen Houck, Sabrina Waage

Persistence of Preschool Aged Children while Frustrated: Emotion Regulation, Temperament, and Reward

Hannah Joyce, Megan Gallagan

Resource Allocation, Moral Development, and Gender Differences: Do children reward prosocial behavior differently based on gender?

Layton Osgood, Malcolm Perry

Children understanding of Merit & Fairness

Lindsay Westberg, Michelle Rainaldi

Children's Equity Knowledge for Self and Others

Meghan Bond, Sarah Cucchiara

Social Information Processing: The Interaction Between Responses to Social Conflict and Emotional Regulation of Preschoolers

Zachary Witkower

The Effect of Head Tilt on Physical Aggressive Intent.

Poster Session III

1.15pm - 2.30pm

**Science Center 2 and 3
Lobby**

Global Leadership Gettysburg College

Adrienne Ellis

Understanding How to Incorporate my Abroad Experience at Gettysburg

Alexandra Dunn

My Experience as a Global Leader of Gettysburg College

Alexis Grant

Global Leaders of Gettysburg College Alexis Grant

Allison Taylor

Global Leaders of Gettysburg College Poster

Anna Lipowitz

Global Leaders of Gettysburg College and IES Milan Ambassador

Anna Neff

My Experience in the Global Leaders of Gettysburg College

Caitlin Hay

After Study Abroad: A Reflection

Claire Zajackowski

My GLGC Experience

Elizabeth Marshall

Global Leaders of Gettysburg College Experience

Emma Wells

GLGC Reflection

Poster Session III

1.15pm - 2.30pm

**Science Center 2 and 3
Lobby**

Global Leadership Gettysburg College

Gina Abraham

Experiences as a Global Leader of Gettysburg College

Greyson Norcross

My GLGC Experience at Gettysburg College

Holly Madland

GLGC - Life After Abroad

Jennifer Caplan

Global Leaders of Gettysburg College Senior Presentation

Jennifer Rayne

Global Leaders of Gettysburg College: Post-Abroad Experience

Jessica D'Alessandro

This is for GLGC

Katherine Lynch

GLGC Experience

Kathryn Bucolo

Reflecting on my GLGC Experience

Katlyn Corsentino

Global Leader of Gettysburg College Poster Presentation

Kelly Hagerty

Global Leaders of Gettysburg College: Kelly Hagerty's ASE and GLGC Experience

Poster Session III

1.15pm - 2.30pm

Science Center 2 and 3
Lobby

Global Leadership Gettysburg College

Kristen Emerson

My Experience with the Global Leaders of Gettysburg College

Kyle Akeley

Queer Identities in Denmark/America

Macy Collins

Global Leader of Gettysburg College Presentation

Mallory Sheer

My experience being a Global Leader of Gettysburg College

Megan Ramage

Global Leaders of Gettysburg College Megan Ramage

Molly Walsh

Global Leaders of Gettysburg College Reflection

Nicole Dibble

Enriching Experiences with the Global Leaders of Gettysburg College (GLGC)

Perri Finnican

What GLGC has taught me

Rebecca Fisher

GLGC Poster

Rebecca Kent

GLGC and Me

Poster Session III

1.15pm - 2.30pm

**Science Center 2 and 3
Lobby**

Global Leadership Gettysburg College

Rebecca Szyszka

GLGC Poster Presentation

Sarah Hayes

GLGC Experience: Sarah Hayes

Tara Lacy

My Experience With GLGC

Timothy Claus

Global Leader of Gettysburg College: Post Paris Semester

Victoria Sharbaugh

Global Leader of Gettysburg College

Panels

Art History Seminar

9.30am - 10.15am

Schmucker Hall 302

Art and Art History

Emily Francisco

The Artist's Voice and the Written Word: Language in Art from 1960 to 1975

Tara Lacy

Transformation of Architecture: The Interplay of Style Between French and English Gothic Cathedrals

G.C. Law

1.15pm - 2.30pm

Breidenbaugh Hall 205

Interdisciplinary Studies

Conor Brooks, Harry Fones, Michael Smith

Gettysburg Students and the Law

German Studies Capstone: Memory Culture and Identity in German-Speaking Countries of the Present

9.00am - 10.15am

Breidenbaugh Hall 307

German Studies

Caleb Bowers, Charles Strasbaugh, Elizabeth Topolosky, Karolina Hicke, Nicole Elder, Sarah Hayes, Stephen Setman

German Studies Capstone: Memory Culture and Identity in German-Speaking Countries of the Present

Global Music Education Perspective

10.30am - 11.45am

Schmucker Hall 222 Recital
Hall

Music

**Alan Heise, Emily Zeller, Jane Best, John Grimsley, Lauren Mascioli, Lauren
Satterfield, Samantha Moroney**
Global Music Education Perspectives

Globalization Studies Honors Panel

1.15pm - 2.30pm

Science Center 300

Globalization Studies

Christopher Dellana, Jessie Pierce, Maura Magistrali, Melanie Meisenheimer
Globalization Studies Honor Student Panel

Lives Cast Asunder: The Stories of Civil War Amputees and their
Experiences in Reentering Society After the War

1.15pm - 2.30pm

Breidenbaugh Hall 209

Civil War Era Studies

Brianna Kirk, Bryan Caswell, Kevin Lavery, Sarah Johnson
Lives Cast Asunder: The Stories of Civil War Amputees and their Experiences in
Reentering Society After the War

Mellon Summer 2013 Scholars

10.30am - 11.45am

Breidenbaugh Hall 205

Music

Alice Broadway

Musical and Linguistic Negotiations in a Balinese Music Learning Context

Sociology

Chad MacLeod, Ethan Budgar, Weston Jackson

Mellon Summer 2013 Scholars

Middle Eastern and Islamic Studies

9.00am - 10.15am

Breidenbaugh Hall 205

Interdisciplinary Studies

Jessie Pierce, Natalie Zink, Samantha Smith, Victoria Mohr

Middle Eastern and Islamic Studies

Models of Urban Educational Reform: Baltimore, MD

1.15pm - 2.30pm

Science Center 151

Center for Public Service

**Christopher Herron, Connor Rose, Jerome Clarke, Kamari Harrington,
Oluwatobi Molokwu, Rachel Wilkins, Raksmeymony Yin, Yaou Liu**

Models of Urban Educational Reform: Baltimore, MD

Reimagining Gendered Images

1.15pm - 2.30pm

Breidenbaugh Hall 311

Women, Gender, & Sexuality Studies

Angela Badore, Kaleigh Sosa, Kaleigh Teague

Reimagining Gendered Images

Religion 460 - Individualized Studies

10.30am - 11.45am

Breidenbaugh Hall 307

Religious Studies

Elizabeth Marshall

The Role of Religion and Culture on Educational Decisions for Young Women in
Nepal and Kenya

Kelly Hagerty

"God Himself Could Not Sink This Ship": The Altered Perceptions of God in
Response to the R.M.S. Titanic.

Religion and the World

1.15pm - 2.30pm

Breidenbaugh Hall 307

Interdisciplinary Studies

Emily Zolkower

Fatah and the Popular Front for the Liberation of Palestine: Why One Succeeded and the Other Failed

Religious Studies

Emily Costley

"I Am Because We Are"

Jessica Powell

American Churches' Involvement in the Arab-Israeli Conflict

Spanish Capstones

10.30am - 11.45am

Breidenbaugh Hall 112

Spanish

Alison Cooke

A Analysis of the Literature of Rigoberta Menchú, Domingo Sarmiento and José Hernández with a Focus on Civilization versus Barbarianism within the Gaucho and Indigenous Cultures

Dylan Anderson

The Use of Music in the Creation of a Transnational Identity

Molly Phillips

Rigoberta Menchú and Her Impact as an Indigenous Women on the Interpretation of Testimony

Rebecca Feters

Activism in Nicaragua: The Representation of Women Revolutionaries in Literature

Taylor Amato

The Intersection of Space, Gender and Magic in Federico García Lorca's 'La Casa de Bernarda Alba' and Gioconda Belli's 'La mujer habitada'.

Spanish: Who Cares?

9.00am - 10.15am

Breidenbaugh Hall 112

Spanish

Albert Then Paulino, Christopher Dellana, Elizabeth Pence, Emily Hauck, Erik Scalzi, Megan Bailey, Michelle Rainaldi, Rebecca Szyszka, Sarabeth Hamberlin
Spanish: Who Cares?

Special Topics in Literature

9.00am - 10.15am

Breidenbaugh Hall 311

English

Kathleen Hoffman

Virginia Woolf and the War of Self-Expression: The Great War and the Space-time Continuum in Mrs. Dalloway and To the Lighthouse

Kathryn Bucolo

Wilderness

Rachel Barber

Revealing God in the Mundane: Sacramentality and Incarnation in the Poetry of Christopher Smart

Robin Miller

"An Imperialism of the Imagination": Muslim Characters and Western Authors in the Nineteenth and Twentieth Centuries

The Great War in History, Combat Experience Narrative, and Contested Memory

10.30am - 11.45am

Breidenbaugh Hall 209

Civil War Era Studies

Marco Dracopoli, Natalie Sherif, Sarah Johnson, Valerie Merlina

The Great War in History, Combat Experience Narrative, and Contested Memory

Uganda, Spain & Argentina Policy and Conflict

1.15pm - 2.30pm

Breidenbaugh Hall 112

Interdisciplinary Studies

Karen Norris

The Effects of American Involvement in Northern Uganda's Conflict with the Lord's Resistance Army

Vasiljon Cobo

Analyzing Language in Conflict: Co-official Languages of Spain.

Political Science

Joshua Alley

Argentina's 2001 Default: Foreign Policy Considerations and Consequences

Victorians Abroad: Six Intrepid Victorian Travellers

10.30am - 11.45am

Breidenbaugh Hall 311

English

Athena Mandros, Chabeli Lajara, Christine Vahaly, Erin McGoldrick, Jacqueline Marotto, Katlin McAvoy, Maria Lawson, Nicole Elder, Pamela Thompson, Raksmeymony Yin, Ryan Bonner, Tara MacMahon

Victorians Abroad: Six Intrepid Victorian Travellers

Art

Senior Art Portfolios

10.30am - 11.45am

Schmucker Hall Art Gallery

Art and Art History

Danielle Janela

Revealed

Erin Slattery

Senior Capstone: Journey through Emotions

Lauren Kauffman

Turtle: Studio Art and Biology

Rebecca Grill

Senior Capstone: Personal Mythology

Film

Film Capstones

10.00am - 11.45am**Breidenbaugh Hall 201
Joseph Theater***Interdisciplinary Studies***Aaron Niles**

The Use of New Media in the Arab Spring - Egypt

Caleb Larsen, Jason Travaglini

Them

Nathaniel Atwater

"A Place to Sing"

Pamela Giangreco

The Dogma 95: An Applied Exploration of Danish National Filmic Identity

Film: Revolution de la mode Marocaine

1.15pm - 2.30pm**Breidenbaugh Hall 201
Joseph Theater***Interdisciplinary Studies***AnnaMarie Houlis**

"Révolution de la Mode Marocaine": Exploring Westernization's Paralyzing Effect on Contemporary Fashion in Morocco

Music

Music Student Teaching Seminar

9.00am - 10.15am

**Schmucker Hall 222 Recital
Hall**

Music

Alice Broadway, Hudson Gillot, Ian Steege, Jennifer Yealy

Music Education Professional Portfolio Presentation

Piano Recital

1.15pm - 2.30pm

**Schmucker Hall 222 Recital
Hall**

Music

James Nguyen, Lorela Ciraku

Piano Recital

Theater

Bachelorette

10.30am - 11.45am

**Brua Hall 215 Stevens
Theatre**

Theatre Arts

**Audrey Bowler, Brendan Morgan, Brett Stewart, Katayoun Amir-Aslani, Nicole
Powell, Sarah Connelly**
Bachelorette by Leslye Headland

Art and Art History

Revealed (Art)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Danielle Janela	Amer Kobaslija	10:30am - 11:45am Schmucker Hall Art Gallery

The vast complexities of human beings are not always easily perceived. One's physical appearance acts as a veil that can conceal the most intimate and interesting part of a person: their mind. My work invites viewers to see past this veil and take the phrase "don't judge a book by its cover" to a new extreme. Mannequin heads serve as my initial canvas. I use paint, fabric, yarn and ordinary objects to give the mysterious depth of the human mind a visible representation. With my work I strive to look past the veil of physical appearance and reveal both the darkness and lightness of human thought and feeling.

Senior Capstone: Journey through Emotions (Art)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Erin Slattery	Amer Kobaslija	10:30am - 11:45am Schmucker Hall Art Gallery

For me, art is an essential tool I use to express myself. I have worked with 2D media for most of my life, so gravitating towards painting was the most natural choice for my body of work. The oil paintings I have been working on all semester are skyscapes that represent my deepest emotions, from positive feelings like elation and affection, to darker feelings like anxiety and hopelessness. The ever changing nature of the sky and clouds seemed a perfect match to the ever changing nature of the way we feel as humans, while the plexiglass sheets I chose to paint on lend another layer of depth to my work by letting light from behind shine through my skies. The solitary figure that features in my work serves as a gateway to experience these emotions first hand; through my eyes as an artist, I hope to connect with the audience through these common human feelings.

Senior Capstone: Personal Mythology (Art)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Rebecca Grill	Amer Kobaslija	10:30am - 11:45am Schmucker Hall Art Gallery

Traditional stories - fairy tales, folktales, legends, and mythologies - are a record of human nature. They were made to explain life and its mysteries in a time when there was no science to explain it for them. In my paintings, I sought to revisit my childhood imagination by using the tropes and imagery of fables - animals, nature, and generic human figures - to focus on the subjective way that the universal themes in these stories exist in each individual's thought and memory. I alluded to them in whimsical, brightly-colored paintings on wood, small and contained glimpses of my personal interpretation of these tales. I also aimed to make the references quiet, veiled, not immediately apparent, allowing the viewer to draw their own conclusions about the events portrayed, much as every culture drew their own conclusions about the world in their traditional stories.

The Artist's Voice and the Written Word: Language in Art from 1960 to 1975 (Art)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Emily Francisco	Yan Sun	9:30am - 10:15am Schmucker Hall 302

Between 1960 and 1975 there was an outpouring of artists writing critically in the United States, reflecting a mass desire to reclaim the voice of the artist in a critic-dominated art world. Texts in general rapidly spread throughout the artistic landscape during this period; as Conceptual artists challenged notions of visibility and viewership, we see a dramatic increase in artists engaging with experimental writing. This generation of artists, which included Dan Graham and Robert Smithson, had a fascination with the written word's potential as an art medium, many using the art magazine as an alternative venue to the "elitist" art gallery or museum. This thesis explores the fluid boundaries between art and text during this integral period, bringing to light the ways in which visual language and written language were seamlessly integrated through Conceptual Art in order to challenge the meaning of what art and art writing should be.

Transformation of Architecture: The Interplay of Style Between French and English Gothic Cathedrals (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Tara Lacy	Yan Sun	9:30am - 10:15am Schmucker Hall 302

The twelfth and thirteenth centuries were a period of great architectural innovation, especially in France and England. During this time, the Church regained its power through the use of Gothic architecture. Cathedrals evolved from heavy Romanesque structures to extravagantly detailed Gothic edifices providing Christians with a supernatural experience. Gothic cathedrals were used as a means to impart the feeling of connecting with God as light shines through stained glass filling the entirety of the record-breaking heights of the naves. There is a great deal of structural, as well as decorative similarities and differences exemplifying the High Gothic classical cathedrals of France and the Early English Gothic cathedrals. Respectively, the cathedrals of Chartres and Salisbury represent typical aspects of the two different fashions. This paper will discuss not only the intricacy of Gothic cathedrals as they were developed in France within the second half of the twelfth century, but also the transformation that took place when it became the national style of England and why certain changes took place. I will also question as to whether or not Gothic should be considered purely French and that all of styles should be compared to and modeled after, or if the United Kingdom had a hand in the establishment of the period.

Turtle: Studio Art and Biology (Art)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Lauren Kauffman	Amer Kobaslija Tina Gebhart	10:30am - 11:45am Schmucker Hall Art Gallery

I addressed the topic of "turtle" in two ways this semester: artistically and biologically. In my artwork I explore the role the turtle plays, not just in shared cultural beliefs, but as an ideal in my personal life journey. "Turtle" is slow and determined movement through life. It is an ancient sanctuary, a spiritual home, found in all of nature. I created my turtle works in ceramics, a medium as enduring and earthen as "turtle" itself. My understanding of "turtle" is enhanced by what I have learned about its biology, morphology, and evolution, which combines with my art to form an interdisciplinary view of this organism.

Biology

A Dual Reporter System for Screening Genes involved the Specificity of the Innate Immune Response (Poster)

Student(s):

Joseph Robinson

Mentor(s):

Jennifer Powell

Time/Location:

9:00am - 10:15am

Science Center 2 and 3
Lobby

The most widely conserved form of immunity is the innate immune system; it is present in all metazoans and is required for defense against diverse pathogens. The innate immune system consists of both passive barriers to infection and active responses, such as the production of antimicrobial proteins. In the model organism *C. elegans*, transcriptional profiling experiments have revealed distinct sets of immune response genes induced by infection with distinct pathogens. The mechanism by which this specificity is regulated is not well understood because *C. elegans* lacks the canonical pathways that are known to be involved in other organisms. To dissect the molecular mechanisms behind innate immune specificity, we have designed a *C. elegans* strain containing two reporter transgenes: PF35E12.5::GFP, which is activated by infection with Gram negative bacteria, and Pclec-60::mCherry::clec-60 3' UTR, which is activated by infection with Gram positive bacteria. This dual reporter strain will fluoresce green when worms are infected with a Gram negative pathogen and will fluoresce red when infected with Gram positive bacteria. This transgenic strain will permit us to perform several different screens that could reveal genes involved in the regulation of immune response specificity. For example, we could do a forward genetic screen to find mutants that have aberrant fluorescence patterns, such as both reporters being induced by a single pathogen. This screen will allow us to elucidate the components of an important but largely unstudied facet of innate immunity.

acy-4 does not show a clear role in the *Caenorhabditis elegans* intestinal innate immune response (Poster)**Student(s):****James Nguyen****Mentor(s):****Jennifer Powell****Time/Location:****9:00am - 10:15am****Science Center 2 and 3
Lobby**

The innate immune system is an evolutionarily ancient defense mechanism that represents the first line of defense in fighting off infection in invertebrates and vertebrates, as well as plants.

Caenorhabditis elegans is an excellent model organism for studying innate immunity because it possesses a simple immune system with many similar components to those of the mammalian innate immune system. Furthermore, *C. elegans* are easily infected in the intestine by replacing their normally ingested bacteria with pathogenic bacteria. In response to recognizing pathogenic infection, *C. elegans* activates several signal transduction pathways that result in the expression of antimicrobial compounds. FSHR-1 is an intestinal G protein-coupled receptor (GPCR) that plays a central role in the *C. elegans* innate immune response. While the downstream transcriptional targets of FSHR-1 are known, the specific components of the signaling cascade are yet to be determined. Based on the identity of FSHR-1 as an LGR class GPCR, we propose the detection of pathogenic infection results in the activation of a heterotrimeric G-protein and subsequent activation of an adenylyl cyclase.

However, of the four known adenylyl cyclases, none show a clear intestinal innate immunity phenotype. Because of this somewhat puzzling result, we have redirected our attention on *gsa-1*, a heterotrimeric G protein alpha subunit. As with an *fshr-1* mutation, we have previously shown that a *gsa-1* mutation results in an increase in the worms' sensitivity to infection. We therefore hypothesize that *gsa-1* is a downstream target of *fshr-1*. In order to test this, we will perform an epistasis experiment with *gsa-1* and *fshr-1*. Because a *gsa-1* mutation and systemic RNAi results in embryonic lethality, we are constructing a strain that contains a mutation in *sid-1*, a channel required for uptake of dsRNA for systemic RNAi, a transgenic array rescuing this *sid-1* mutation specifically in the intestine, and a null mutation

Bone Development in Metamorphosing *Xenopus tropicalis* (Poster)**Student(s):****Matthew Spano****Mentor(s):****Ryan Kerney****Time/Location:****9:00am - 10:15am****Science Center 2 and 3
Lobby**

Skeletal formation in frogs consists of two distinct stages, hatching and metamorphosis. A newly hatched tadpole only has cartilage, while adult frogs have cartilage and bone.

Both the cartilage and bone cells of the face come from the same embryonic precursors: Cranial Neural Crest Cells (CNCC). This implies that during the first stage of skeletal formation, only some of the CNCC differentiate into cartilage while others, which become adult bone, wait until metamorphosis. The purpose of this research is to combine bioinformatics and molecular genetic techniques to determine where the bone-forming CNCC population is in tadpoles by making transgenic frogs that express osterix reporter constructs. Thus far, bioinformatic data lead to the discovery of a putative Runx2 binding site on the Osterix gene. The gene's promoter and intronic regions have been amplified and the every other component of the reporter construct has been cloned. Future steps involve creating the reporter construct and injecting it into frogs to determine the location of the population of precursor bone cells.

Comparative Genome Analysis of Mycobacteriophage Tiffany (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Alex Delenko, Allison Cole, Celina Harris, Jonathan Leonard, Joshua Kiehl, Laura Brumbaugh, Natalie Tanke, Samantha Siomko, Sarah Francisco, Savannah Miller, Taylor Randell, Theresa Menna, Tiffany Ravelomanantsoa, William Ueckermann	Gregory Krukoniś Veronique Delesalle	9:00am - 10:15am Science Center 2 and 3 Lobby

The unique mycobacteriophage Tiffany was isolated from the Gettysburg College campus, as part of HHMP's SEA-PHAGES initiative, based on its ability to lyse *Mycobacterium smegmatis*. Tiffany was sequenced at the University of Pittsburgh and was assigned to cluster A3. The addition of this new phage to the database of sequenced mycobacteriophages allows further comparison of Tiffany to all other cluster A phages (N = 243).

Tiffany's genome is 50,768 bp long and contains 89 putative coding genes and 3 tRNA genes, with a GC

content of 64.0%. Although phages as a whole are incredibly diverse, the members of subcluster A3, including Tiffany, are highly homogeneous (Average Nucleotide Identity > 86.7%).

Tiffany had no unique genes; all of its genes belong to gene families ("phams") found in other A3 phages. Among the A subclusters, A3 phages share more similarities with members of subclusters A10, A4, and A2.

All sequenced subcluster A3 phages have either one or three tRNAs, in the left end of before the lysin and terminase genes. This suggests these genes are expressed during lysis. The tRNA for Tryptophan is always included in the A3 phages. If they have more tRNAs, these code for Asparagine and Leucine. The function of tRNAs is discussed in another poster.

Determining Mechanisms of Algal Cell Entry into an Embryonic Salamander Host (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Jasper Leavitt	Ryan Kerney	9:00am - 10:15am Science Center 2 and 3 Lobby

Mutualistic endosymbioses are relationships between organisms in which one symbiont enters the cells of a host, and both organisms benefit from the relationship. While there are many examples of this in invertebrates, the only known example of a mutualist entering the cells of a vertebrate is in *Ambystoma maculatum*, commonly known as the spotted salamander. This Pennsylvania-native species almost always has an algae inside of its egg capsules, and this algae enters cells during development. The mechanism of cellular entry is currently unknown. Two likely candidates are: a.) an invasion by the algae, similar to what is utilized by vertebrate pathogens, or b.) a recruitment by the host, which is found in many invertebrate endosymbioses. To study this, I will set up co-cultures of *A. maculatum* and a sister species that does not have cellular entry (*Ambystoma gracile*, the Northwestern salamander). These reciprocal co-cultures will be performed by inoculating *A. gracile* embryos with *A. maculatum* algae, and vice versa. Then I will determine whether there is cellular entry by sorting the cells through auto-fluorescence and DNA staining at the American Museum of Natural History. This experiment has four potential outcomes: *A. maculatum* algae entering *A. gracile* embryos (invasion), *A. gracile* algae entering *A. maculatum* embryos (recruitment), neither algae entering the opposite host (host-specificity), or both algae entering the opposite host (no host-specificity).

Establishment of symbiotic bacteria on *Plethodon cinereus* embryos (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Kenneth Anderson	Ryan Kerney	9:00am - 10:15am Science Center 2 and 3 Lobby

Skin swabs were collected from *Plethodon cinereus* individuals and from egg clutches over the summer of 2013. Bacterial DNA was amplified from the swabs and eggs using polymerase chain reactions. The DNA was then sequenced and used to establish where bacterial populations emerged over the course of the embryo's development.

Evidence of Selection in Cluster A Mycobacteriophage (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Samantha Siomko, Savannah Miller, Taylor Randell, Theresa Menna, Tiffany Ravelomanantsoa	Gregory Krukonis Veronique Delesalle	9:00am - 10:15am Science Center 2 and 3 Lobby

We employed bioinformatic analyses to identify which regions of the genome exhibited signs of selection in all cluster A bacteriophages of *Mycobacterium smegmatis* mc2155. We aligned genome sequences across all cluster A subclusters and then generated phylogenetic hypotheses consistent with these alignments. We then found sequence features associated with recombination events. We identified sites under selection, both diversifying and purifying. Statistically significantly higher or lower frequencies of amino acid changes than expected in a specific section of a genome would respectively indicate diversifying or purifying selection. Not all amino acid changes result in changes in protein structure and function, so we also identified site-specific changes in amino acid functional properties. We further searched for evidence of epistasis, coevolution, and amino acid toggling.

Genome Organization in Cluster A Mycobacteriophages (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Alex Delenko, Celina Harris, Laura Brumbaugh, Sarah Francisco	Gregory Krukonis Veronique Delesalle	9:00am - 10:15am Science Center 2 and 3 Lobby

Bacteriophages are the most abundant and diverse entities on the planet. Despite this diversity, there are common patterns to the organization of their genomes. Taking advantage of the many sequenced cluster A mycobacteriophages, we can gain a better understanding of genome organization in this group. To do this, we identified noncoding regions such as promoters and terminators. We searched for evidence of horizontal gene transfer among cluster A phages. Transferred genes can be identified in two ways. First, homologous genes found in different locations in different genomes are thought to be “morons,” which often include their own promoter and terminator. Second, genes with %GC content that differ from the rest of the phage genome are believed to be newly inserted. Finally, we explored the causes of variation in genome length among these phages.

Linnaean Hall of Pennsylvania College: A Golden Age of Collection and Curation (Poster)**Student(s):****Sara Ketelsen****Mentor(s):****Ryan Kerney****Time/Location:****9:00am - 10:15am****Science Center 2 and 3
Lobby**

From 1846 to 1942, the now empty space between Pennsylvania Hall and Glatfelter Hall was graced by a simple, Greek-styled building called Linnaean Hall. This building was built primarily with student labor to house the impressive collection of antiquities and natural specimens obtained by one of the most prolific student societies on campus at the time, the Linnaean Association. The Hall stood as a testament to the enterprise and dedication of these young men who wanted to foster a “spirit of investigation and a love for the works of Nature.” The Association was innovative in that they established a collection that embraced many areas including zoological specimens, which was rare for the time. However, the students did not stop at building and maintaining a museum, they also wrote and published a monthly journal, hosted yearly addresses, and worked to beautify the campus. A few revivals were attempted but the Association faded into extinction. Finally, the Hall itself fell into disrepair and was torn down marking the end of a golden age of collection and curation of natural history at the college. There is little definitive information available on the fate of the vast and valuable collection that the young Linnaeans worked so ardently to obtain. A recent effort to identify specimens that once resided in the Hall yielded very few items. The question remains, are there any other artifacts remaining from Linnean Hall? And if so, what do they have yet to teach us about ourselves and our history?

Tagging of immune genes induced by *Pseudomonas aeruginosa*-generated Exotoxin A (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Leah Grandi	Jennifer Powell	9:00am - 10:15am Science Center 2 and 3 Lobby

Innate immunity is the first line of defense against pathogens and is conserved across metazoans. To help further our understanding of the interaction between microbial pathogens and animal host cells, we use the nematode *C. elegans* as a model system. *C. elegans* is a useful tool for studying genetic variations in innate immunity because there are many powerful molecular genetic tools available for use and it lacks an adaptive immune response that could complicate experimental interpretations. Our typical model pathogen for infection in *C. elegans* is the pathogenic bacteria *Pseudomonas aeruginosa*, a human pathogen that is a major source of hospital-acquired infections.

ToxA encodes Exotoxin A, one of the most potent exotoxins produced by the pathogenic *P. aeruginosa*. In our model, the worm recognizes the cell damage caused by Exotoxin A and initiates an immune response. Recently, two novel genes have been identified as possibly having a role in the ToxA immune response pathway: *arrd-3* and *T19C9.8*. We are especially interested in these genes because they are induced by a strain of non-pathogenic *Escherichia coli* that has been genetically engineered to express ToxA, suggesting that this single toxin is sufficient for their induction. This process is dependent on FSHR-1, a G-Protein Coupled Receptor (GPCR) that defines an important but poorly understood immune signaling pathway in *C. elegans*. To better understand the relationship between Exotoxin A production, the expression of *arrd-3* and *T19C9.8*, and the FSHR-1 signal transduction pathway, we will create transgenic reporter strains of *C. elegans* with the Green Fluorescent Protein (GFP) gene fused to the *arrd-3* and *T19C9.9* promoters.

The effect of multiple doses of antidepressants on foot detachment in marine snails (Poster)**Student(s):****Rose Kell****Mentor(s):****Peter Fong****Time/Location:****9:00am - 10:15am****Science Center 2 and 3
Lobby**

The discharge of human pharmaceuticals into municipal wastewater and eventually downstream into aquatic ecosystems is a growing environmental problem. Antidepressants such as Effexor and Prozac are common pharmaceuticals that have been measured in wastewater and downstream waters. These antidepressants can have important effects on the behavior of aquatic animals. Previous experiments in our lab have documented disruption of important physiological mechanisms by antidepressants including foot detachment from the substrate in aquatic snails. Surprisingly, we do not know how sensitive individual animals are to periodic doses of antidepressants that could be experienced in nature. Animals could become more sensitive, less sensitive, or even maintain the same sensitivity. These experiments have implications for aquatic environments downstream from treatment plants and even for water entering domestic wells.

We dosed two species of marine snails (*Urosalpinx cinerea* and *Tegula fasciatus*) with antidepressants four times over a three-week period, each time measuring the time to foot detachment. After each dose, snails were allowed to recover for one week prior to the next dosing.

Results indicated that *Urosalpinx* maintained the same level of sensitivity to Effexor. *Tegula* showed an increase in sensitivity to Effexor by detaching from the substrate faster during later dosings. However, snail health could have affected the results. Experiments with Prozac are in progress.

The Function of tRNA in Mycobacteriophages in Cluster A (Poster)**Student(s):**

Allison Cole, Jonathan Leonard, Joshua Kiehl,
Natalie Tanke, William Ueckermann

Mentor(s):

Gregory Krukonis
Veronique Delesalle

Time/Location:

9:00am - 10:15am
Science Center 2 and 3
Lobby

Bacteriophages are viruses that infect bacteria. They are intracellular parasites relying on their host's machinery for DNA replication and transcription/translation. In mycobacteriophages of cluster A, tRNAs represent the sole translational features in the phage genomes. Forty of the 243 sequenced cluster A phages contain at least one tRNA. Through the use of bioinformatics programs and web-based analyses, the tRNAs of sequenced and annotated cluster A phages were compared among subclusters A2, A3, and A6. We determined whether all cluster A phages with tRNAs possessed the same tRNA species and in the same location in their genome. We also evaluated the role of codon usage in the maintenance of these tRNAs in the phages' genomes. Phage tRNAs are thought to correspond to codons frequent within the phage and rare in the host. The incorporation of this tRNA within the phage's genetic information facilitates the more efficient translation of phage codons. Consequently we expect phages with and without tRNAs will differ in their codon usage, with phages with no tRNA having a codon usage that more closely matches their host. We tested this hypothesis by comparing coding usage in cluster A phages with and without tRNAs.

Center for Public Service

Models of Urban Educational Reform: Baltimore, MD (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Christopher Herron, Connor Rose, Jerome Clarke, Kamari Harrington, Oluwatobi Molokwu, Rachel Wilkins, Raksmeymony Yin, Yaou Liu	Scott Wojciechowski	1:15pm - 2:30pm Science Center 151

"Models of Urban Educational Reform" is a Spring Break Immersion Project sponsored by the Center for Public Service. Participants on this trip spent a week in Baltimore, Maryland in order to learn both what is Baltimore city working and what is broken in urban education. Before the trip, students attended training sessions that serve as introduction to urban educational reform, and discussed on factors that influence urban education and students living in urban areas. During the trip, students visited several schools to explore different models of reform and learn how educators are attempting to creatively address some of the challenges; spoke with a nonprofit organizations and their role in solving urban inequalities; and explored urban development and its' role to education. This presentation serves as the closing of the students' immersion project experience.

Nicaragua: Land and Food Issues (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Augustus Masucci, Hannah Fitzgerald, Katerina Krohn, Lauren FitzGerald, Megan Zagorski, Ryan Kalafsky, Sam Donnelly, Sarah Watson, Tiara Gaines-Still	Gerardo Carfagno	10:30am - 11:45am Science Center 2 and 3 Lobby

As part of the Center for Public Service's Immersion Project initiative, nine students from Gettysburg traveled to Nicaragua. Our main goal was to gain a better understanding of the local culture, while sharing our own. Although Nicaragua is the second "poorest" country in the Western hemisphere, we discovered that economic poverty is only one measure of a country's wealth. We experienced a variety of rich cultural events, including learning to salsa dance and paint in the traditional primitivism style. In addition, we stayed with host families who provided us with a window into daily Nicaraguan life despite the language barrier that was a challenge at times. These homestays occurred in both the city of León and the rural village of Matapalo, allowing us to compare life in the city and in the campo. By the end of the trip we concluded that despite the uniqueness of each culture, the similarities our cultures share are greater than the differences.

Chemistry

α,β -Unsaturated Ketones Using a Pd-Catalyzed Cyclopropanol Ring Opening (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Darcy Merrill	Timothy Funk	10:30am - 11:45am Science Center 2 and 3 Lobby

Cyclopropanols are versatile synthetic intermediates that undergo regioselective ring-opening reactions. Previous research in our group led to the development of a selective, iridium-catalyzed, cyclopropanol ring-opening isomerization to access unsymmetrical α -methyl ketones. In an attempt to introduce groups other than methyl to the α position, we sought to develop a palladium-catalyzed oxidative coupling of cyclopropanols with boronic acids. The desired coupling product was never observed, but an α,β -unsaturated ketone was isolated in high yield. A palladium-catalyzed reaction using similar conditions was published by Park and Cha, but catalyst loadings of 10 mole % were used. We have found that palladium loadings of 0.5 mole % or less can be used with our conditions, and the oxygen atmosphere can be replaced with air in some cases. This poster focuses on the discovery of the current process and its substrate scope.

Application of the Copper-catalyzed Azide-Alkyne Cycloaddition reaction (CuAAC) to the Synthesis of Biocompatible, Sugar-appended Tripod Ligands. (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Mia Gooding, Stephanie Black	Donald Jameson	10:30am - 11:45am Science Center 2 and 3 Lobby

As part of a project to develop biocompatible organometallic complexes for potential medical applications, we have made a series of modifications to the “tail” of two tripod N₃ ligands: tris(2-pyridyl)methane and tris(N-methyl-2-imidazolyl)methane. These ligands bind the organometallic fragment of interest, Re(CO)₃⁺, with different binding modes depending on the tail modification and reaction conditions. The Re-186/188 isotopes are radioactive and have been used to treat cancers in what is termed targeted radionuclide therapy. The potential of Re (and the closely related and radioactive Tc) in radionuclide therapy has prompted us to explore appending carbohydrate residues to tripod ligands. Carbohydrates offer the possibility for binding specificity as well as attenuating lipophilicity and therefore controlling clearance. The Copper-catalyzed Azide-Alkyne Cycloaddition reaction (CuAAC), also referred to as the “click” reaction is the most common strategy for linking synthetic molecules and biomolecules. This poster will present the results of the successful synthesis of both tris(2-pyridyl)methane and tris(N-methyl-2-imidazolyl)methane tripod ligands with β -D-glucose tetra-acetate tails.

Candidate Gene study of Melanophilin in *Canis lupus familiaris* in Causing Coat Color Dilution Alopecia (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Kelly Murphy	Koren Lipsett	10:30am - 11:45am Science Center 2 and 3 Lobby

Coat Color Dilution Alopecia (CCDA) is an autosomal recessive condition that is often inherited in conjunction with dilute coat color in canine breeds often called blue (dilute black) or fawn (dilute red). This condition occurs most frequently in the Doberman Pinscher breed of *Canis lupus familiaris*, while it occurs less frequently in other breeds such as the American Staffordshire terrier. The melanophilin (MLPH) gene has been accepted as a gene responsible for the dilute coat condition in canines as well as other species due to its crucial function as a linker protein between the melanosome Rab27a receptor and the myoVa motor protein. However, the cause of CCDA has yet to be determined due to the high variation of the canine genome amongst populations of the same breed and the variety of the disease progression. The 17 exons of the MLPH gene in a pedigree of Doberman Pinschers and a blue American Staffordshire terrier were amplified and sequenced to determine the genetic variation among affected and unaffected individuals.

Determining the Genetic Basis of Equine Deafness via a Candidate Gene Study (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Katherine Innamorati	Koren Lipsett	10:30am - 11:45am Science Center 2 and 3 Lobby

White fur or coat pigmentation and the presence of blue eyes have been linked to cochleosaccular deafness in multiple mammalian species. At this time, no hereditary explanation has been presented for this pattern as it appears in horses. A candidate gene study was established to determine the genetic basis for this disorder in a pedigree of Spanish Mustangs. KIT, a receptor tyrosine kinase implicated in multiple mammalian deafness studies, and EDNRB, the endothelin B receptor, were both sequenced in both the affected Spanish Mustangs and related members of the pedigree. A mutation (KI16 + 1037A) in the 5' splice junction of exon 17 known to cause sabino coloration was conclusively determined to not be linked to deafness. Future research will focus on the completion of 15 more exons of KIT, and the sequencing of additional candidate genes, including MITF, PMEL17, and Sox10.

Investigating the DNA binding and transcription activity of rdyCRX as a molecular basis for retinal dysplasia in *Felis catus* (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Miles Paszek	Koren Lipsett	10:30am - 11:45am Science Center 2 and 3 Lobby

Optical Detection of pH with Gold Nanorod-Infused Hydrogels (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Andrea Sitton	Lucas Thompson	10:30am - 11:45am Science Center 2 and 3 Lobby

Gold nanoparticles have been attracting attention due to their unique optical properties, which can be harnessed to increase the efficacy of chemical sensors. Previous studies have established that the swelling or shrinking of a hydrogel in response to its chemical environment can induce an effective change in the refractive index, which, when coupled with the resonant modes of a plasmonic crystal, can be used to detect changes in pH. Further research has revealed that the insertion of gold nanospheres into the hydrogel enhances the sensitivity of the detector, allowing for smaller changes in pH to be monitored. The current focus of our research is understanding how the enhanced electromagnetic fields of nanorods, relative to nanospheres, will engender improved pH sensors. However, integrating water-soluble nanorods into the hydrogel monomer mixture typically leads to aggregation. The detection capabilities of the aggregate are not well defined, which makes them ill-suited for systematically studying sensing processes as a function of aspect ratio. We have determined that a layer-by-layer approach of successive polymer coats stabilizes nanorods embedded in the hydrogel such that these composite thin films can be utilized as sensors.

Quantifying the partitioning of hydrophobic solutes into the surfactant bilayer on gold nanoparticles. (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Bryan Stokes-Cawley, Ida DiMucci	Lucas Thompson	10:30am - 11:45am Science Center 2 and 3 Lobby

Nanoparticles have become an increasing field of study due to their optical properties and increased ability of shape selective synthetic methods. As nanoparticles gain traction in fields such as drug delivery and biological sensing, it is important to gain a fundamental understanding of how small molecules interact with the particles. Our work uses gold nanorods that have been synthesized via the seed mediated growth mechanism resulting in a surfactant bilayer of cetyltrimethylammonium bromide (CTAB) on the surface. Two naphthol derivatives, 6-methoxy-2-naphthol and 4-methoxy-1-naphthol, have been used to determine the partitioning coefficient of the hydrophobic molecules into the surfactant bilayer on the surface of the gold nanorods using UV-Vis spectroscopy. By quantifying the partitioning coefficient and number of molecules that partition into the surfactant bilayer, the impacts of the molecular properties, specifically polarity, have been determined. The partitioning coefficients for the two molecules have been determined for a given nanorod aspect ratio, and those results have been compared to a nanosphere. This approach has provided some quantifiable measurements that help to describe the CTAB packing as a function of particle shape, which has engendered increased understanding of the role that CTAB plays in the synthesis.

Resonance Raman Spectroscopy of Episulfides (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Alexandra Riddle	Michael Wedlock	10:30am - 11:45am Science Center 2 and 3 Lobby

My research project uses resonance Raman spectroscopy to understand the geometric changes involved in molecular photodissociation. The difference between the energy of the emitted photons and the energy of the photons discharged from the laser tells us how much vibrational energy is left in the molecule. We can understand the dynamics of the molecule as it leaves the Franck-Condon region by analyzing the vibrational modes that appear in the resonance Raman spectrum. The goal of my project was to learn more about the dissociation dynamics of two molecules: ethylene sulfide and propylene sulfide. The resonance Raman spectra of both molecules show a long progression of the carbon sulfur anti-symmetric stretching vibration. We have also been able to determine the anharmonicity constants for this vibration. My research experience has been in the laboratory of Dr. Michael Wedlock of Gettysburg College.

Stability of Citrate Capped Gold Nanoparticles in Organic Solvents and the Formation of Polymeric Thin Films (Poster)**Student(s):****Aidan Caravana****Mentor(s):****Lucas Thompson****Time/Location:****10:30am - 11:45am****Science Center 2 and 3
Lobby**

The unique optical and electronic properties of gold nanoparticles give nanoparticle-polymeric thin films potential applications in several areas such as sensors, optical filters, and solar cells. In aqueous solution, nanoparticles can be protected from aggregation by citrate anions, which bind to each particle giving the particles a negative charge and causing them to repel each other. However, many polymers that are used in advanced devices are only soluble in organic solvents, so it is necessary to create stable gold colloidal solutions in organic solvents in order to evenly disperse nanoparticles throughout hydrophobic polymer composites. In organic solvents the repulsion between citrate-protected nanoparticles is greatly reduced due to the lack of solvent polarity leading to aggregation and precipitation of the particles. The ability of hydrophobic polymers to stabilize citrate capped gold nanoparticles in organic solvents has been investigated. Polymethyl methacrylate, polyvinyl acetate, and polyvinyl pyridine have been found to help prevent aggregation during the transfer of gold nanoparticles from aqueous to organic solutions. Additionally, the polymers increase the stability of particles in the formation of thin films and the resuspension of nanoparticle-polymeric composites in various organic solvents.

Synthesis and Catalytic Activity of (cyclopentadienone)iron tricarbonyl Compounds (Poster)**Student(s):****Rebecca Sponenburg****Mentor(s):****Timothy Funk****Time/Location:****10:30am - 11:45am****Science Center 2 and 3
Lobby**

Alcohol oxidations and carbonyl reductions are two of the most basic, yet crucial reactions in organic chemistry. However, these reactions traditionally produce a stoichiometric amount of waste which can be toxic or dangerous. Therefore, the search for compounds that can successfully catalyze these reactions is an important development in organic synthesis. The goal of this research was not only to make these organic reactions more efficient and affordable, but to do so in a way to minimize negative environmental effects. Previous research in this area led to the development of a (cyclopentadienone)iron carbonyl catalyst which showed desirable reactivity, and during that work it was noted that the cyclopentadienone substitution had a substantial impact on the reactivity of the catalyst. The current project focused on the synthesis of several additional modified iron-based catalysts, and is in part a continuation of a project designed to systematically explore how cyclopentadienone substitution affects the reactivity of these catalysts. The new modified catalysts are, along with previously synthesized catalysts, being tested in various alcohol oxidations and carbonyl reductions, the data for which is still being compiled for further analysis.

Synthesis of Photo-cleavable Crosslinkers for Dental Resin Polymers (Poster)**Student(s):****Travis Beard****Mentor(s):****Timothy Funk****Time/Location:****10:30am - 11:45am****Science Center 2 and 3
Lobby**

Dentistry has come a long way since the age of wooden and ivory teeth in the 1800s. While technology has improved dentistry over the past two-hundred years certain issues persist, mainly the tradeoff of durability and ease of removal of dental resins. The most common dental resins are based on poly-methyl methacrylate (PMMA) and use a dimethacrylate crosslinker (bisphenol A glycidyl methacrylate, or Bis-GMA) to create a durable crosslinked polymer stabilized by hydrogen bonding.¹ The crosslinks give the polymer strength but also make it more difficult to easily remove, whereas PMMA-based polymers without crosslinks are easy to remove but not very durable. Our lab is interested in synthesizing a dental resin crosslinking unit that has a photo-cleavable triazene group that decomposes upon exposure to UV light. The resulting polymer should be durable due to the crosslinker, but upon exposure to UV light the triazene will decompose and the crosslinks will be destroyed. The photo-treated polymer should be easy to remove from a patient's teeth because the structural integrity of the polymer would be lost upon triazene cleavage. We have successfully synthesized a triazene-containing monomer and are currently running tests to obtain mechanical data of the polymer before and after irradiation. A discussion of the synthesis, photochemistry, and properties of the triazene-containing monomer and polymer will be presented.

Civil War Era Studies

Lives Cast Asunder: The Stories of Civil War Amputees and their Experiences in Reentering Society After the War (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Brianna Kirk, Bryan Caswell, Kevin Lavery, Sarah Johnson	Ian Isherwood	1:15pm - 2:30pm Breidenbaugh Hall 209

The American Civil War is widely known to be the bloodiest conflict the United States of America has ever been involved in. Recent estimates place the cost of the war at over 750,000 American casualties, not counting the deaths of civilians. Many of these casualties were not left on the battlefield, but were men who survived their wounds only to lose limbs to the surgeon's knife. While these veteran amputees' stories are their own, all were faced with the daunting task of returning to civilian life and becoming a productive member of society without the benefit of their entire body.

Brianna Kirk **Individual Abstract**

Was Your Civil War Ancestor A Liar?: Clark Gardner, Trauma, and Pension Fraud

Private Clark A. Gardner of the 10th New York Heavy Artillery, Company B was mustered into service in late 1862. Injured during his time in service, he became a double amputee after the war, losing his left arm and right leg. The ways in which Gardner was wounded remains a mystery; it is unclear whether he was wounded during battle or on accident, and also whether it actually occurred during his time of service. His pension records only offer ambiguity; they not only expose several lies in Gardner's explanations but complicate the story tremendously with testimonies from investigators, neighbors, and friends. His multiple attempts to increase his pension were met with suspicion. This micro history of Gardner and his pension problems speak to a greater context of struggles with manhood and cowardice many soldiers wrestled with on the battlefield and on the return home during the Civil War

Bryan Caswell **Individual Abstract**

"Wrecked Cars and Suffering Humanity:" Sanford Pettibone and the 33rd Illinois

The medicinal and surgical practices used by both sides in the American Civil War are notorious for their liberal use of amputation to treat shattered limbs and infected wounds. Legions of men reentered civilian life after the war literally having left a piece of themselves on the battlefield. For many, this sacrifice could be endured, even born with pride, as they had suffered in the line of duty fighting for the survival of their nation. So much the greater, then, was the misery of those who never saw combat and were gravely injured before they could discharge their duty as a soldier and a man. Among their number was a boy named Sanford Pettibone.

Kevin Lavery **Individual Abstract**

The Wounds that Never Heal: Richard D. Dunphy

In the wake of the 1863 New York Draft Riots, Richard D. Dunphy enlisted in the United States Navy as a coalheaver aboard the USS Hartford. Within months of his enlistment, he was wounded in the Battle of Mobile Bay while performing admirable service which would earn him the attention of Admiral David Farragut and Secretary of the Navy Gideon Welles and the distinction of the Congressional Medal of Honor. The same action would cost him both of his arms and led him down a path to alcoholism and domestic violence. Drawing from Dunphy's federal pension files, letters to Welles affirming his worthiness of the medal, and news clippings from his post-war hometown of Vallejo, California, this project sought to reconstruct the post-war experience of a man damaged physically and mentally by the terrible conflict.

Sarah Johnson

Individual Abstract

Lewis Horton's War: Honor, Trauma, and Recovery in the American Civil War, 1861-1865

The story of United States seaman Lewis Augustine Horton covers a variety of experiences within the Civil War and its aftermath. As a sailor, prisoner of war, Medal of Honor recipient, double arm amputee, recovered veteran, and contributing member of society in the decades after the war, Horton is a good example of a Civil War veteran both for his uniqueness and variety of experience but also for the way in which he remained an ordinary man throughout it all. His story complicates the popular myth that all Civil War veterans, especially amputees and prisoners of war, turned to alcoholism and were unable to reenter civilian life in a meaningful way after the war ended. Once the guns ceased firing, Horton's continued fight to win the Peace and overcome the new challenges of life as a double amputee poignantly demonstrates the human being's ability to overcome and cope with great trauma while maintaining personal dignity.

The Great War in History, Combat Experience Narrative, and Contested Memory (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Marco Dracopoli, Natalie Sherif, Sarah Johnson, Valerie Merlina	Ian Isherwood	10:30am - 11:45am Breidenbaugh Hall 209

Due to the contested nature of World War I history and memory, it is necessary to examine what makes it so. This panel will identify, explore, and analyze various aspects of the military experience during WWI, including: British leadership, the American contribution, Irish identity in the British Army, and the POW experience. The narratives of those involved in WWI, as well as the historical analysis of the period, offer an understanding of both the events and the ways in which WWI history is remembered.

Marco Dracopoli**Individual Abstract****British Leadership in the Trenches of the Great War**

World War One brought dramatic changes to the officer corps of the British Expeditionary Force (BEF) fighting on the Western Front. The heavy casualties sustained meant that the mass mobilization at home had to take place in order to replace combat losses. As a result, the previously small, but professional British army was forced to transition into a large citizen-soldier army. This new force required not just new officers, but an entirely new leadership model. The formation and exercise of this new style of leadership is examined through the letters of Major John Hugh Chevalier Peirs, executive officer and later commander of the 8th Queen's Royal West Surrey Regiment who served on the Western Front from 1915-1918. Combined with significant secondary research, Major Peirs' letters highlight the emergence of this new breed of leadership within Kitchener's New Army and make clear why its emergence was so important to the overall moral and success of the BEF.

Natalie Sherif**Individual Abstract****The Prisoner's War: How J.L. Hardy's escape narrative illustrates a different kind of battle**

Not all soldiers in the British Expeditionary Force during WWI experienced the same war. Over 175,000 British combatants were held captive in German POW camps and witnessed a drastically different war experience than those on the Front. This paper examines the captivity narrative of Captain J.L. Hardy, a British POW and noted escapee who spent three and a half years in various German camps. While many of those in the trenches experienced disenchantment with combat in the early years of the conflict, Hardy's book *I Escape!* demonstrates that, while a prisoner, he held onto grand illusions of heroism, courage, and duty typically seen in fresh recruits. Though his prisoner of war experience was exceptional, Hardy demonstrates that British POWs followed a similar but delayed psychological trajectory as those men fighting in the trenches.

Sarah Johnson

Individual Abstract

Growing Up in the Trenches: Fritz Draper Hurd and American Memory of the Great War

American memory of the First World War is plagued by ambiguity, stereotype and general misunderstanding. In the nearly one hundred years after the conflict, two competing and deeply conflicted memories have risen to the foreground. The first is the notion that General Pershing and the gallant American Expeditionary Force (AEF) crossed the seas to save the helpless French and feeble British soldiers from certain doom and single-handedly drive back the German Army, winning the war for the Allies. The second, and perhaps more prevalent memory, is of the First World War as a futile struggle of industrialized killing, rat-filled trenches, and mud-splattered doughboys. Both of these narratives are deeply reductive and do not represent the views of many who fought in the war and returned home afterwards. Instead, through the memoir of Fritz Draper Hurd, a more nuanced picture of war emerges. Enlisted in the Hospital Corps and later transferred to become an officer in the Field Artillery, Hurd presents a perspective of war different from the one usually envisioned. Instead of telling a shell-shocked horror story, Hurd, dictating his memoir at eighty-four years old, was able to remember war in a way that acknowledged suffering and yet shaped and defined him as a man. This paper will show original research of Hurd's papers at Musselman Library, Gettysburg College within the context of memory(ies) of the First World War in America.

Valerie Merlina

Individual Abstract

Irish Soldiers of WWI: Politics, Motivations, & Contested Memory

During a period of violent social unrest due to British presence in Ireland, Irish nationals nonetheless enlisted in the British Expeditionary Forces. Their motivations varied greatly: Unionists fought to prove their loyalty to Great Britain, while Nationalists fought to not only prove their ability, but to receive weapons training to use against the British after the war. The contested memory of WWI, both north and south, remains a painful memory for Ireland because of a question of identity.

English

“An Imperialism of the Imagination”: Muslim Characters and Western Authors in the Nineteenth and Twentieth Centuries (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Robin Miller	Leonard Goldberg	9:00am - 10:15am Breidenbaugh Hall 311

This paper specifically discusses the cultural attitudes that made writing fully realized Muslim characters problematic for Western authors during the 19th and 20th centuries and also how, through their writing, certain authors perpetuated these attitudes. The discussed authors and works include William Beckford's *Vathek*, Lord Byron's poem “The Giaour,” multiple short stories from the periodical collection *Oriental Stories*, one of Hergé's installments of *The Adventures of Tintin*, and E.M. Hull's novel *The Sheik*. Three “types” of Muslim characters emerge in these works: the good, the bad, and the white. All three reflect Western attitudes towards the East as a place full of indolence, luxury, and childish vice. This paper draws heavily on Edward Said's notions of Orientalism but focuses more specifically on how Western authors wield their power and how readers can be more active in questioning stereotypes found in literature.

Revealing God in the Mundane: Sacramentality and Incarnation in the Poetry of Christopher Smart (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Rachel Barber	Joanne Myers	9:00am - 10:15am Breidenbaugh Hall 311

Impacted by Latitudinarian schools of thought that tended to soften mystery and high theology in Christianity, eighteenth-century England moved increasingly toward an understanding of the divine and the earthly as separate entities. Moreover, even Anglican sacramentality, which traditionally acknowledged the coexistence of the physical and the spiritual in the sacrament of communion, was increasingly subjected to dialectics emphasizing the dichotomy between the spiritual and physical and the sacred and mundane. In my thesis, I demonstrate that the poet Christopher Smart reacted against such dichotomies of the earthly and heavenly and sacred and profane. I stress that Smart animated his poetry with a sense of sacredness, which he applied to all creation, even the seemingly mundane. I point out that Smart, emphasizing Christ throughout his poetry as the ultimate joining of God and man, restored to language a sense of all of creation as holy, of all of creation as an image of the union of heaven and earth which Christ himself perfects. I examine as well Smart's understanding of the poet and language as prime examples of mediators which, in the manner of Christ, restore a revelation of the divine to creation.

Victorians Abroad: Six Intrepid Victorian Travellers (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Athena Mandros, Chabeli Lajara, Christine Vahaly, Erin McGoldrick, Jacqueline Marotto, Katlin McAvoy, Maria Lawson, Nicole Elder, Pamela Thompson, Raksmeymony Yin, Ryan Bonner, Tara MacMahon	Suzanne Flynn	10:30am - 11:45am Breidenbaugh Hall 311

This panel will cover the extraordinary journeys of six British travelers who, over the course of the mid to late nineteenth century, traveled extensively around the globe. The advent of the steam engine ushered in a new age of rail and sea travel, and along with it came a rise in middle-class tourism and travel. For the first time, middle class men and women were able to reach beyond the familiar confines of Europe to explore more far flung destinations, from the Holy Lands of the Middle East to island paradises of the South Pacific. The six travelers highlighted in this panel were among the most stalwart and ambitious of travelers; their journeys and the writings in which they recorded their travels give us fascinating insights into the cross-cultural encounters between the British and people around the globe.

Using new technology developed by Google Earth, the student researchers will give multi-media presentations covering the global journeys of the following intrepid Victorian travelers: Anthony Trollope, Isabella Lucy Bird, Richard Francis Burton, Constance Gordon Cumming, Charles Darwin, and Anna Leonowens. Between them, these individuals traveled across continents and oceans to reach destinations in the Middle East, India, Southeast Asia, China, Japan, Australia, New Zealand, the South Pacific, North and South America, and Africa.

Anna Leonowens	: Chabeli Lajara and Tara MacMahon
Anthony Trollope	: Jackie Marotto and Ryan Bonner
Charles Darwin	: Raksmeymony Yin and Pamela Thompson
Constance Gordon Cumming	: Nicole Elder and Erin McGoldrick
Isabella Lucy Bird	: Athena Mandros and Christine Vahaly
Richard Francis Burton	: Katlin McAvoy and Maria Lawson

Virginia Woolf and the War of Self-Expression: The Great War and the Space-time Continuum in Mrs. Dalloway and To the Lighthouse (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Kathleen Hoffman	Suzanne Flynn	9:00am - 10:15am Breidenbaugh Hall 311

While many consider Virginia Woolf to be one of the leading Modernist writers in the English artistic avant-garde movement, few take into consideration the challenges which she faced as she created some of her most critically acclaimed work. In this study I investigate the manifestation of both the Great War and an advanced understanding of the space-time continuum in Virginia Woolf's personal understanding of the struggle with self-expression. I chose these two subjects of study because the destructiveness of the Great War forced an entire culture to face the inhumanity of mankind while an advanced understanding of space and time dictated that the teleological notion of immutable space time be abandoned to the discontinuous and chaotic nature of quantum theory. I examine Woolf's diaries, letters, and two of her post-war novels, Mrs. Dalloway and To the Lighthouse, in an effort to explore the method she found by which one can overcome the alienation incurred by the inexpressible nature of the self and the unknowability of the other, both of which have been exacerbated by the fragmentation of the Modern era. Through the triumphant moments of self-expression of three of her characters and the desperate suicide of one, Virginia Woolf illustrates how the search for any grand meaning in life is futile; however, if one is able to notice minor daily miracles, the ultimately insignificant battles one faces are made more worthwhile, and one may still be able to find beauty in something as arduous as life.

Wilderness (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Kathryn Bucolo	Fred Leebron	9:00am - 10:15am Breidenbaugh Hall 311

The collection of short stories I have written focuses on how people process (or do not process) tragedy, especially as related to themes of grief, memory, and faith. Most of the stories I have written are dysfunctional narratives in that they do not necessarily provide solid conclusions or solutions for the characters or readers, reflecting current trends in literature to move away from the didactic and moralistic in favor of the ambiguous and unstable, the hopeless and sorrowful. In "Wilderness", one of the pieces I wrote for my collection, Robert struggles with the death of his wife when he realizes that there were aspects of her life about which she never told him, leading him to fear that she never really loved him. I chose to title the collection after this story because in each story, the characters are unable to see the purposes in their sufferings, feel abandoned or alone, and are frustrated by the wildernesses of questions, doubts, and loss in their lives.

Environmental Studies

The State of the Upper Bay of Panama Wetlands: Ecological Significance, Environmental Policy, Urbanization, and Social Justice (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Madeline Price	Monica Ogra	9:00am - 10:15am Science Center 2 and 3 Lobby

I conducted this research while studying abroad with SIT Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation. This is a multidisciplinary investigation of the Upper Bay of Panama wetlands, a 49,000 hectare region east of Panama City that features mangrove, intertidal mudflat, and grassland habitat internationally recognized as a stopover site for two million shorebirds every migration season. However, with economic pressure to increase urban development in the area, this land's protected status under the Ramsar convention was suspended for a year in April 2012. By compiling scientific studies, news articles, photographs, and interviews with local conservationists and community members, this project describes the ecological, political, and social conditions surrounding this area today. I found that this ecosystem contains plentiful nutrients from both seasonal upwelling and mangrove detritus, supporting a thriving aquatic food chain, including major fisheries, but also experiences garbage, agrochemical, and heavy metal inputs from human activities. Because of reduced infiltration caused by new developments, plus ongoing construction, much of the eastern Panama City district of Juan Díaz is now regularly subject to flooding too severe for its current drainage system to control, for which I provided photographic evidence, and receives little compensation. By law, though, Panama's government is obligated to protect these people's right to live in a healthy environment. Strategies for ecosystem management should be planned for the long-term and include economic incentives, citizen involvement, and government support. There is also a need to promote education of wetlands ecosystem benefits and the repercussions of their removal.

German Studies

German Studies Capstone: Memory Culture and Identity in German-Speaking Countries of the Present (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Caleb Bowers, Charles Strasbaugh, Elizabeth Topolosky, Karolina Hicke, Nicole Elder, Sarah Hayes, Stephen Setman	Laurel Cohen-Pfister	9:00am - 10:15am Breidenbaugh Hall 307

This panel presents research from the German Studies Senior Seminar. The seven presentations deal with different aspects of memory studies in contemporary German culture. They explore the far-reaching effects of the past on the present and illuminate different sides of German culture. Covering topics in music, art, architecture, history, sociology and politics, the presentations reflect the diversity of our subject and the implications our research has in many other academic fields.

Caleb Bowers **Individual Abstract**

The Reichstag as a new form of collective memory through the use of art and architecture

Since April 1998 Germany has had a new symbol for unity and democracy. The Reichstag provides not only a space for the Bundestag but also a living history icon, which builds a connection between the past, present, and future. Norman Foster, a British architect, designed the Reichstag, which allowed the building to become a dynamic place that represents reunified Germany. The Reichstag takes on the role of the memory site, where history is collectivized. The Reichstag makes us think about the present and future. It is a mnemonic symbol that changes through time, because the building changes all the time. The Reichstag makes an attempt to avoid, what Anna Rigney calls the „road to amnesia“ when a memorial is established. This project focuses on the success which the Reichstag has experienced, in becoming a collective memory landmark. This project will analyze, through the use of art and architecture, how the exhibits and designs of the Reichstag give reason to argue that the Reichstag takes on a new form of collective memory. It allows us to think and remember. The paper will also discuss the democratization of art and how that has either negatively or positively affected the Reichstag.

Charles Strasbaugh **Individual Abstract**

We Were There: A Recognition of (the Absence of) Guest Workers in German Museums

This paper will note how, in the development of German history since World War II, one of the major groups of people involved, the Guest Workers, are underrepresented in museums, which reflect cultural memory. The reasons for it will be examined, as well as the social implications in present-day Germany.

Elizabeth Topolosky **Individual Abstract**

Desert Fog: The Disappearing Memory of the Herero Genocide

This paper examines why certain human-created traumas, especially genocides, are forgotten while others become established topics of public and intellectual discourse. The Herero Genocide in German West-Africa of 1904 to 1907 serves as the main example of these "forgotten traumas." In particular this paper focuses on the time period of the genocide, the progress of technology at this time, and the identity of the victims as possible reasons for the "weakness" of the memory of this event.

Karolina Hicke

Individual Abstract

My grandmother's memoirs in exile

The phenomenon of family memories has been popular since the 1980s when memory studies began experiencing a boom in the media. Globalization and the acceleration of time evoke a need for people to seek comfort, which in turn causes memory to have a greater effect on identity formation. Communicative memory is a type of memory where each family acts as a means of communication. The stories that transcend generations play an important role in self-identity. Another aspect of memory studies involves the role of trauma in memory formation and its effect on self-identity. Trans-generational trauma is said to be silenced in many families of WW II survivors. My grandmother's war memoirs will serve as an example in the analysis of the cause of silence. This research has a unique perspective in that it looks into a case of WWII survivors, who were victims of the Soviet rather than the Nazi aggression in Eastern Europe.

Sarah Hayes

Individual Abstract

'Spark Across the Ages': Freya von Moltke in the Memory of the German Resistance to National Socialism

Freya von Moltke was a member of the Kreisau Circle, a German resistance group to Nazism that was active from 1940-1944. Although the group's existence was uncovered in the wake of the July Plot in 1944, von Moltke became highly influential in preserving the history of the Circle until her death in 2010. This paper will examine the role of von Moltke in the German collective memory today due to her exemplification of the values of the Berlin Republic.

Stephen Setman

Individual Abstract

The Artist and the Rebel: The Art of Graffiti and Its Impact on Memory Architecture

The lasting presence of graffiti in major cities like Berlin raises the question, what kind of perspective does such an art form have on memory? Given that graffiti are written or painted on structures and buildings, which are already their own kind of monument, and that the content of graffiti tends towards the politically and socially critical, how are we to understand the relationship of these works to places of memory creation? Why, for example, do we sometimes give monumental protection (Denkmanlschutz) to works of graffiti, and why so often not?

My research investigates the roll of graffiti in cultural memory and follows both after the theoretical work of Friedrich Nietzsche and Jan Mieszkowski and the empirical works of Dennis Beyer and Uta Papen, the latter of whom analyze the monumental value of graffiti and the roll of the public space. I expect that the graffiti artist is to be seen not as historically, but anti-historically minded and therefore critically engaged with the places that influence memory creation. This discourse will be shown to reveal, very much through graffiti's own ephemeral and transient nature, the capacity of these messages to re-open the canvas of the public space to critical dialogue between peoples.

Global Leadership Gettysburg College

After Study Abroad: A Reflection (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Caitlin Hay	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

Returning from Study Abroad is never easy. Joining the Global Leaders of Gettysburg College helped me reflect on my experience. During my senior year I became a more informed citizen of the world as I looked back at my time abroad. Through the GLGC I have continued to learn from living in Argentina.

Enriching Experiences with the Global Leaders of Gettysburg College (GLGC) (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Nicole Dibble	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

When I came back to Gettysburg after my semester abroad in Cusco, Peru, I was so excited to share my experiences with others. GLGC has allowed me to discuss a lot of the common difficulties and rewards of studying abroad I experienced with people who are willing to share stories and global perspectives with me and with the Gettysburg community. I have been offered opportunities for mentoring students getting ready to go abroad and for having conversations with students who have returned from studying abroad. My participation in GLGC has kept me connected to a global community and broadened my perspective of what I can do with all of my experiences now that I have returned to the United States.

Experiences as a Global Leader of Gettysburg College (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Gina Abraham	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

This presentation is a reflection of my time as a Global Leader of Gettysburg College, or GLGC, and is also an explanation of how I have applied the pillars of mentorship, scholarship, and activism to my experience at Gettysburg College. My time as a GLGC member has helped cultivate my leadership skills and my knowledge of other cultures while helping me connect with a network of like-minded individuals. GLGC has both personally and professionally enriched my time at Gettysburg by offering a platform through which I can apply skills I learned abroad to my future career goals.

GLGC - Life After Abroad (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Holly Madland	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

Studying abroad in Madagascar was a rapid expansion of my understanding of culture and my personal role in global activity. I returned to America with a sense of independence and willingness to take risks. With such a new outlook on the world, the culture shock I experienced upon re-entry to Gettysburg College was immense. The three pillars of GLGC - mentorship, scholarship, and activism - have helped me to re-interpret my experiences into useful tools that I can utilize in sharing what I've learned and incorporating it into my academic and personal life.

GLGC and Me (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Rebecca Kent	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

At the beginning of my senior year I joined an organization known as the Global Leaders of Gettysburg College (GLGC). Throughout my experience as being a part of the GLGC, I have made a point to never neglect my semester abroad and successfully incorporate it into my life here at Gettysburg. I have taken many things away from being apart of this organization and I hope my poster can fully capture and reflect my experience in GLGC.

GLGC Experience (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Katherine Lynch	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

This poster reflects my post-abroad experience working with GLGC and how the mentorship process has impacted my remaining time on campus.

GLGC Experience: Sarah Hayes (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Sarah Hayes	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

After returning from studying abroad in England and Germany, I was apprehensive about adapting what I had experienced to my life here on campus. However, through my involvement with the GLGC, I was able to stay engaged with my year abroad in a number of different ways. It was extremely rewarding to use what I had learned in my everyday life and to mentor other students considering study abroad.

GLGC Poster (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Rebecca Fisher	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

I will be presenting a poster in accordance with GLGC on how my study abroad experience relates to my life at Gettysburg College.

GLGC Poster Presentation (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Rebecca Szyszka	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

Reflection on time in the GLGC

GLGC Reflection (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Emma Wells	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

The opportunity to both study and intern while abroad in Shanghai, China greatly influenced my approach to learning both inside and outside the classroom. This poster is a reflection of the impact of my study abroad experience on my academic path.

Global Leader of Gettysburg College (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Victoria Sharbaugh	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

My poster presentation will focus on my experience as a member of the Global Leaders of Gettysburg College (GLGC) and how that has affected my Gettysburg career. I will show how my experiences abroad in Vienna, Austria were brought back to campus and how I used those experiences to mentor and influence other students on campus. In addition, I will describe how being a member of the GLGC helped me keep engaged with my abroad experience.

Global Leader of Gettysburg College Poster Presentation (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Katlyn Corsentino	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

Reflection on GLGC experience at Gettysburg College.

Global Leader of Gettysburg College Presentation (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Macy Collins	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

I will be presenting a poster on my experience as a Global Leader of Gettysburg College and what I've done and accomplished as a member of this organization.

Global Leader of Gettysburg College: Post Paris Semester (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Timothy Claus	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

Global Leaders of Gettysburg College Alexis Grant (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Alexis Grant	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

Global Leaders of Gettysburg College and IES Milan Ambassador (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Anna Lipowitz	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

A poster presentation of my year as a member of the GLGC as well as my experience as an IES Abroad Ambassador.

Global Leaders of Gettysburg College Experience (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Elizabeth Marshall	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

Presentation on experience in Global Leaders of Gettysburg College, where I continued to learn from my abroad experience through mentorship, scholarship, and activism.

Global Leaders of Gettysburg College Megan Ramage (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Megan Ramage	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

Global Leaders of Gettysburg College Poster (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Allison Taylor	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

A poster detailing my experience with the Global Leaders of Gettysburg College since returning from studying abroad.

Global Leaders of Gettysburg College Reflection (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Molly Walsh	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

Reflection on GLGC experience.

Global Leaders of Gettysburg College Senior Presentation (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Jennifer Caplan	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

Global Leaders of Gettysburg College: Kelly Hagerty's ASE and GLGC Experience (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Kelly Hagerty	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

A reflection of my time abroad in Bath, England through Advanced Studies in England, and how the Global Leaders of Gettysburg College helped me acclimate and engage in active discourse with other students about their studies abroad. The poster will incorporate a mix of my memories of England and my experiences back in Gettysburg with other students.

Global Leaders of Gettysburg College: Post-Abroad Experience (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Jennifer Rayne	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

As a senior member of the Global Leaders of Gettysburg College, I will be presenting a poster depicting how my time spent abroad has made me a more engaged global citizen, as well as a more engaged and aware member of the Gettysburg College community. I traveled abroad during the fall semester of 2012 to Aix-en-Provence, France where I learned the language, the culture, and built a relationship with my host family and my professors of the Institute for American Universities. My time there and the knowledge and experiences I gained during my semester in France were invaluable and I knew I wanted to make use of everything that I had I gained. GLGC was the perfect opportunity to help me adapt back to life on campus and make sense and meaning out of my time abroad. As a member of GLGC I have had endless opportunities to put my experiences to use, exchange thoughts and stories with people who have had similar encounters abroad, and most of all, I have been able to help others prepare for their own time abroad and help them get ready for a semester of constant cultural learning, adaptation, and how to make the most of these experiences.

My Experience as a Global Leader of Gettysburg College (Poster)**Student(s):****Alexandra Dunn****Mentor(s):****Stephanie Gulden****Time/Location:****1:15pm - 2:30pm****Science Center 2 and 3
Lobby**

This poster details how I have grown after my experience studying abroad in Florence, Italy and joining Global Leaders of Gettysburg College. Through Global Leaders of Gettysburg College, I have developed a global awareness in regards to the plight of others who do not live in the United States and what alternative cultures there are to the one that I have become accustomed to. The poster will detail how I have been able to apply my new global awareness to not only activism, but also to the classroom and my new found role as a mentor to those about to go abroad and to those who have just returned.

My experience being a Global Leader of Gettysburg College (Poster)**Student(s):****Mallory Sheer****Mentor(s):****Stephanie Gulden****Time/Location:****1:15pm - 2:30pm****Science Center 2 and 3
Lobby**

Through my time being a Global Leader of Gettysburg College, I have been able to accomplish many things. I was able to be a mentor to many students. I have talked with numerous underclassmen about my great experience abroad so that they could have a similar experience. I was offered the opportunity to speak with other GLGC members about their experience abroad and was able to share my own stories from my time in Copenhagen, Denmark.

My Experience in the Global Leaders of Gettysburg College (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Anna Neff	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

The Global Leaders of Gettysburg College (GLGC) is a 3-pillar program that affords each member the unique ability to suffuse their individual experiences obtained while studying abroad into their life on campus as well as procure any future undertakings that may be had through scholarship, mentorship, and activism. From the very first day of my study abroad in Cairns, Queensland, Australia during the fall semester of 2012, I learned to become more self-confident, more outspoken, and more engaged in all of my endeavors both inside the classroom, but especially in my life experiences. This social and personal growth was not conscious at the time, but reflecting back was a welcomed result of having to live and be productive in a foreign country, especially when you were traveling alone. I quickly made new friendships, as the IFSA-Butler program provided numerous opportunities to do so. These newly developed bonds with students from around the world not only enhanced my experience but made it, through new ideology and broadened lines of thinking. Upon returning to Gettysburg College and becoming a member of the GLGC, these newfound traits were harnessed and refined by the GLGC program and have continued to influence my life skills into a productive member of the GLGC, the happenings around the Gettysburg College campus, and the community.

My Experience With GLGC (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Tara Lacy	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

Global Leaders of Gettysburg College, or GLGC, welcomed me as a member after returning from studying abroad and then I continued to welcome new experiences via GLGC and passed my knowledge onto other students. This is a culmination of what I have learned through GLGC and how I have helped other students on and off campus.

My Experience with the Global Leaders of Gettysburg College (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Kristen Emerson	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

The experiences I had while in the Global Leaders of Gettysburg College

My GLGC Experience (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Claire Zajackowski	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

This is a reflection on the work and opportunities I have been involved through the Gettysburg Global Leaders Program. I have had the opportunity to mentor, and be mentored by fellow students and have worked to help enhance Gettysburg students' experiences abroad.

My GLGC Experience at Gettysburg College (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Greyson Norcross	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

Queer Identities in Denmark/America (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Kyle Akeley	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

After studying abroad in Copenhagen, Denmark and observing and experiencing the queer community, I came back to Gettysburg excited to get involved and explore the topic more. I have since gotten more involved with ALLies and am writing a thesis about queer identities in Asia, inspired by my experience in Denmark. Without my study abroad experience, I would not have gotten involved with the queer community and I would not be studying what I am studying.

Reflecting on my GLGC Experience (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Kathryn Bucolo	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

During my junior year, I studied abroad for one semester in Bath, United Kingdom and then a second semester in Mendoza, Argentina. The experiences I had abroad were invaluable personally, academically, and professionally and, in coming back to the Gettysburg College community, I have found a whole new set of ways in which I can inform, inspire, and encourage those around me to think with a broader perspective in more global context.

This is for GLGC (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Jessica D'Alessandro	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

Understanding How to Incorporate my Abroad Experience at Gettysburg (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Adrienne Ellis	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

After returning from Australia in December, 2012, I joined the Global Leaders of Gettysburg College. Through scholarship, mentorship and activism, I've learned how to incorporate and understand my experiences abroad into my academics, job, and future plans. I will discuss what my experience with GLGC has been like.

What GLGC has taught me (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Perri Finnican	Stephanie Gulden	1:15pm - 2:30pm Science Center 2 and 3 Lobby

Coming back from abroad is an experience within itself. Saying goodbye to everything that has become all too familiar in your new home away from home is traumatic to say the least. Having the ability to join The Global Leaders of Gettysburg College (GLGC) upon my arrival back to campus has opened many different doors for me to further my abroad education, even while being in Gettysburg. This poster presentation will discuss how GLGC has positively assisted in my reintegration back to campus, while still holding onto the person I was in Copenhagen.

Globalization Studies

Globalization Studies Honor Student Panel (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Christopher Dellana, Jessie Pierce, Maura Magistrali, Melanie Meisenheimer	Monica Ogra	1:15pm - 2:30pm Science Center 300

Evidence of globalization, and especially its close companion, Westernization, is all around us. The introduction of Western technologies and medical methods are reducing maternal mortality in Western Africa. Indians are consuming more meat, and using Westernized methods of production to do so. Microfinance offers women in sub-Saharan Africa the opportunity to participate in global food systems. At first glance, all of these phenomena appear to facilitate beneficial outcomes for the people involved. However, globalization also has a darker side, as observed through some of its negative consequences, like the loss of culture and the perpetuation of inequalities. What forces are behind globalization? What are its positive and negative effects? Though globalization is a term often thrown around by journalists, politicians, and academics, it is rarely evaluated for its complex and multifaceted meaning, with consideration of both its benefits and its drawbacks. Through a panel discussion, the honor students of the Globalization Studies department will explore some of the main concepts of globalization, drawing from their experiences abroad and using examples from their capstone research projects.

Christopher Dellana

Individual Abstract

Human Disease - Unintended Globalization

Before man was exchanging goods and ideas, he was exchanging germs. As such, the spread of infectious disease constitutes the first truly global phenomenon and, therefore, marks the beginnings—primitive though they may have been—of what today we have finally termed ‘globalization.’ The global spread of disease, then, proves that globalization is not new and that its origins were the result of a different narrative than the ones we read from globalization theorists; it further demonstrates that the modern conception of the phenomenon is only now so well recognized because the accelerated and efficient processes that inform its daily activities have heightened our conscious acknowledgement of its existence.

History

Ottoman Revelations: Achievements of 16th Century Istanbul and Echoes in Modern Culture (Poster)

Student(s):

Fangzhou Yuan, Jesse Siegel, Rachel Fry

Mentor(s):

**Karen Pinto
Timothy Shannon**

Time/Location:

**10:30am - 11:45am
Science Center 2 and 3
Lobby**

The Ottoman Empire left a definitive imprint on the world. Its cultural achievements reverberate through the ages, manifesting themselves even now in popular culture. Our project examines this Ottoman lore through the lens of Assassin's Creed: Revelations, specifically how elements of the video game were transmuted from the reality of the 16th century to the prominent franchise. An extensive map of Istanbul's marketplaces and merchant stalls will be on display alongside costumes depicting both the historical and virtual representations of Ottoman royalty and elite Janissary guard.

Interdisciplinary Studies

"A Place to Sing" (Film)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Nathaniel Atwater	James Udden	10:00am - 11:45am Breidenbaugh Hall 201 Joseph Theater

A narrative portrait of a 14 year old girl living in Lukaya, Uganda.

"Révolution de la Mode Marocaine": Exploring Westernization's Paralyzing Effect on Contemporary Fashion in Morocco (Film)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
AnnaMarie Houlis	Jeffery Williams Joel Berg	1:15pm - 2:30pm Breidenbaugh Hall 201 Joseph Theater

At the turn of the 21st century, a pioneer generation of Moroccan fashion designers emerged faced with integration into global markets and ensuing liberalization movements, like the Arab Spring. Unlike earlier generations, these designers no longer live under severe censorship. Instead, they seize a growing freedom to express critical convictions through fashion, analyzing their cultural heritage against a global background and revolutionizing national identity. Designers of this generation are no longer producing traditional caftans and djellabas. Nor are they designing motifs of folkloric mosaics and embroidery; they are interpreting and materializing Morocco as they see it through dress. But they are also vying in today's competitive global market, as Western clothing production and franchises continue to delocalize to low-wage North African countries. It is a universal misconception that the garment industry now surging cross borders has only facilitated the development of countries like Morocco by creating jobs and generating capital. Western brands have pervaded Morocco, hoarding both investors and consumers, essentially leaving authentic Moroccan designers working in relative obscurity in their own country. I studied abroad in Morocco in the Fall 2012 semester, investigative reporting and covering FestiMode Casablanca Fashion Week in collaboration with Round Earth Media, a nonprofit international news website. In January 2014, I was granted funding through the Middle Eastern Islamic Studies Department to go back to Morocco to conduct follow-up interviews, collect further research on Westernization's paralyzing effect on contemporary Moroccan design, write a follow-up story and produce a short documentary, "Révolution de la Mode Marocaine."

Analyzing Language in Conflict: Co-official Languages of Spain. (Panel)**Student(s):****Vasiljon Cobo****Mentor(s):****Lisa Portmess****Time/Location:****1:15pm - 2:30pm****Breidenbaugh Hall 112**

Post-1976, Spain has had to form a new identity for itself and its people domestically and internationally. The 1978 Constitution laid the groundwork for a new Spain that would, unlike the dictatorial regime that preceded it, be culturally and linguistically inclusive. However, this has left the Spanish government and its Autonomous Communities with conflicting interests. Catalonia, Galicia and Basque Country are all in charge of their own language policy, which influenced by the distinct cultural movements in each territory, has the potential to either unite the nation or deepen the divisions already in place, perhaps even conceding ground to independist movements. It is argued here that the way in which the central and regional governments interact and the steps that they take can have a uniting effect on the Spanish nation. The idea that multilingualism can be detrimental to national unity is not without merit, and is to no degree a stranger to former Spanish policies; however, the center of this argument is that a Spanish identity does not have to rely on monolingualism to nurture a cohesive and harmonious state. Language policy that involves the central government, the autonomous communities and the local government can put into play the right strategies to broaden what being a citizen entails linguistically for the people of Spain. The same weapon that was before used to oppress Spanish citizens' different cultures can now be used as a remedy to aid in the creation of a healthier national identity for all of Spain.

Fatah and the Popular Front for the Liberation of Palestine: Why One Succeeded and the Other Failed (Panel)

Student(s):

Emily Zolkower

Mentor(s):

Stephen Stern

Time/Location:

1:15pm - 2:30pm

Breidenbaugh Hall 307

Between 1967 and 1987 the Palestinian Liberation Organization (PLO), a conglomeration of different Palestinian groups, was considered the sole legitimate representative of the Palestinian people. The organization, however, was dominated by two main factions: Fatah and the Popular Front for the Liberation of Palestine (PFLP). Though these two groups competed for power, Fatah, and more specifically its leader Yasir Arafat, were considered the true spokesmen of the PLO, marginalizing the PFLP and its head, George Habash. Over the course of two decades, Fatah and Arafat were more successful in gaining international and domestic legitimacy over the PFLP through Arafat's ability to self-promote, his relations with other Arab and international governments, and the more moderate goals expressed in Fatah's charter. All of these factors combined enabled Arafat and Fatah to keep Palestinian public opinion in their favor through propaganda and buying the support of the public and on occasion opposition. It was through these means that Fatah was able to come out as the main negotiating power of the Israeli-Palestinian conflict, and Arafat as the sole leader and representative of the Palestinian people on the international stage, while the PFLP and Habash were forced into irrelevance.

Gettysburg Students and the Law (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Conor Brooks, Harry Fones, Michael Smith	Thomas Journey	1:15pm - 2:30pm Breidenbaugh Hall 205

Michael, Conor, and Harry all had law centered research topics during the school year of 2014. Each has explored a different topic in length. Michael: The Effects of Tort Reform and Socialized Medicine on a Law Firm Conor: The Supreme Court takes on Fitzgerald v. Barnstable School Committee and the Title IX, Section 1983 debate. Harry: The Hicks 180 Date and the Right to a Speedy Trial in Maryland. Each will discuss briefly their personal subject, experiences, and what it mean to study the law as an undergraduate at Gettysburg College.

Harry Fones

Individual Abstract

Hicks 180 Date: The Right to a Speedy Trial in Maryland

On almost every document found in the Montgomery Court System of Maryland there is a bolded set of words Hicks Trial Date followed by a date in the future. This date is an integral part of the criminal justice system in Maryland as it determines when a criminal trial must begin for the state to prosecute. The Hicks namesake stems back to the 1978 trial of State of Maryland v. Harley Robert Hicks. My research is focused on exploring the legal of right to a speedy trial in Maryland before the Hicks Case, analysis of the case and why the legal thought on trial date had changed, and finally how the court's decision has impacted the setting of trial dates. The researching of this topic is crucial in the larger understanding of how our basic right to a speedy trial, guaranteed by the 6th amendment, has filtered down to the state and local levels of law.

Michael Smith

Individual Abstract

The Effects of Tort Reform and Socialized Medicine On Today's Law Firms

Middle Eastern and Islamic Studies (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Jessie Pierce, Natalie Zink, Samantha Smith, Victoria Mohr	Amy Evrard Megan Sijapati	9:00am - 10:15am Breidenbaugh Hall 205

Research on a variety of topics concerning the Middle Eastern and Islamic worlds will be presented.

Jessie Pierce**Individual Abstract****IS ETHANOL HARAM? ISLAM, ALCOHOL PROSCRIPTION, AND THE FUTURE OF THE SUSTAINABLE COOKSTOVE MOVEMENT**

Indoor air pollution (IAP) kills as many as 4 million people each year, mostly women and children. Project Gaia, Inc. (PGI), an NGO based in Gettysburg, PA, seeks to combat the effects of IAP by assisting communities in transitioning to the use of the CleanCook stove, a cookstove that uses clean-burning ethanol fuel. The Islamic world generally accepts alcohol to be prohibited; ethanol is an alcohol substance. This paper evaluates the potential of Islamic alcohol proscription as an implementation barrier for PGI projects in communities with Islamic populations, using the case study of Gaidikhatta, a village in Uttarakhand, India. Gaidikhatta contains a population of Van Gujjar, a tribe that traditionally practices Islam. The study finds that although the Van Gujjar respondents were ambivalent about whether they could use alcohol for practical purposes, a majority did not subject ethanol to the same religious restrictions as alcohol. Additionally, an overwhelming majority supported the introduction of ethanol fuel in the village.

Natalie Zink**Individual Abstract****"How Do I Talk?"**

Examining the Question of Arabic Dialect Choice and the Attitudes towards Different Dialects in Amman, Jordan

This research project explores the attitudes towards and different uses of Arabic dialects among young Arab women between the ages of seventeen and twenty-five who are pursuing an undergraduate degree in a Jordanian university. The research question of how Arabic language is used as a factor of identity was paramount. It was hypothesized that members of the study group would change the dialect they use in different situations and that some dialects were typically viewed as more masculine or feminine. It was also hypothesized that men would use certain colloquial Arabic dialects more often than women because they are viewed as more masculine. Additionally, women would adjust their accent to one viewed as more feminine when talking to a man in order to comply with established social expectations. This would reflect how women and men are viewed in Amman society. This project was conducted during a semester abroad in Jordan during the Spring 2013 semester.

Samantha Smith**Individual Abstract****The Shortest Distance between Two People is a Story: Soldiers' Stories from the Gulf**

Over the summer of 2013 veterans who served abroad in the Middle East during the Gulf War, Iraqi War, Afghani War, and the years in between discussed their experiences with Miss Smith. The oral histories she compiled offer perspective into many aspects of their service and interaction with civilians in the Middle East.

Victoria Mohr**Individual Abstract****Lost in Translation: Iraqi Interpreters and the American War Narrative**

The resettlement and failure to resettle Iraqi Interpreters who worked for the United States during the invasion of Iraq is examined with the larger context of the Iraq War.

The Dogma 95: An Applied Exploration of Danish National Filmic Identity (Film)**Student(s):****Mentor(s):****Time/Location:****Pamela Giangreco****James Udden****10:00am - 11:45am****Breidenbaugh Hall 201
Joseph Theater**

The Dogma 95 was a film movement that came out of Denmark in the mid-1990's. The movement was able to transcend its national boundaries and insight a global artistic pursuit. My presentation is an examination of the movement's influence through an exploratory paper on the identity of the movement, and a direct application of the manifesto in an original film.

The Effects of American Involvement in Northern Uganda's Conflict with the Lord's Resistance Army (Panel)**Student(s):****Mentor(s):****Time/Location:****Karen Norris****Lisa Portmess****1:15pm - 2:30pm****Breidenbaugh Hall 112**

This project explores the impact of American governmental and non-governmental actors in the Lord's Resistance Army (LRA) conflict in northern Uganda and southern Sudan, particularly the U.S. military, United States Agency for International Development (USAID), and various non-governmental organizations (NGOs). It also examines the efficacy of these various forms of intervention, specifically the deployment of U.S. Special Forces tracking the LRA, and the initiation of various soldier reintegration, governance, and sustainability programs organized by USAID and NGOs such as Invisible Children. Additionally, this project seeks to uncover underlying geopolitical objectives, such as gaining alliances in the 'Global War on Terror' and protecting regional oil interests, that have motivated these U.S. government policies. Overall, this project has sought to critically examine the impact of American involvement in the northern Uganda conflict, both positive and negative, and evaluate the human impact of these international geopolitical influences on the people of northern Uganda, southern Sudan, and beyond.

The Use of New Media in the Arab Spring - Egypt (Poster)**Student(s):****Aaron Niles****Mentor(s):****James Udden****Time/Location:****10:00am - 11:45am
Breidenbaugh Hall 201
Joseph Theater**

This paper will discuss the direct role of new media in a few of the key uprisings of the Arab Spring. While I will give an overview of the Arab Spring as a whole, my main case study will focus on Egypt. The paper will provide an overview of the key events that took place in surrounding countries leading up to the first protests in Egypt, known as the January 25th Movements. I will analyze and give specific examples of how new media technologies were used during these uprisings, and seek to provide insight as to the positive results that ensued. The paper will discuss, in detail, the important new role that Egyptian youth has played in the democratization of the country with the onset of social networking sites and other new media technologies. I also intend on analyzing and discussing several relevant films and documentaries as they contain some of the most up-to-date topics, news, and information the uprisings of the Arab Spring.

Them (Film)**Student(s):****Caleb Larsen, Jason Travaglini****Mentor(s):****James Udden****Time/Location:****10:00am - 11:45am
Breidenbaugh Hall 201
Joseph Theater**

Them is a zombie film shot in the film noir tradition. The film is an homage to Romero's classic narratives while exploring the unique cinematic style of film noir. Zombies continue to captivate audiences and are pervasive in our modern society. Known for dealing with human fears of death, disease and consumerism, zombie films often deliver profound commentaries on the human condition while still keeping audiences enthralled by their special effects and creepy themes. Them is designed to pay tribute to past zombie films while adding a new twist by incorporating film noir.

Music

Global Music Education Perspectives (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Alan Heise, Emily Zeller, Jane Best, John Grimsley, Lauren Mascioli, Lauren Satterfield, Samantha Moroney	Brent Talbot	10:30am - 11:45am Schmucker Hall 222 Recital Hall

As a class, we are designing a research project for investigating how music teachers from counties in South-Central Pennsylvania use music from outside the Western canon (i.e. "world music"). We are performing a qualitative study by interviewing k-12 music teachers from school districts in South-Central Pennsylvania. Teachers may choose to participate in a focus group interview with other teachers or in one-on-one interviews. The focus group interview will not exceed two hours and the one-on-one interviews will not exceed an hour. The interviews will be guided using a questionnaire (see attached), but the conversation may deviate from these questions at the discretion of the interviewer(s). We will transcribe these interviews to extract common thematic materials and relevant information. We will also compile a literature review of relevant peer-reviewed articles and use the data from said articles to expand upon our gathered information.

Music Education Professional Portfolio Presentation (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Alice Broadway, Hudson Gillot, Ian Steege, Jennifer Yealy	Brent Talbot	9:00am - 10:15am Schmucker Hall 222 Recital Hall

Professional portfolios are part of the capstone for the degree in music education. This work will represent each students' best artifacts from four years of experience in music teaching developed at Gettysburg College, in conjunction with partnerships with schools in south central Pennsylvania.

Musical and Linguistic Negotiations in a Balinese Music Learning Context (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Alice Broadway	Brent Talbot	10:30am - 11:45am Breidenbaugh Hall 205

This research examined how meaning is constructed in three cross-cultural learning environments involving gamelan music in Bali, Indonesia. Data was collected through rehearsal recordings and semi-structured interviews with American and Balinese participants. Results showed change in discourse surrounding transmission, where learning shifted from a focus on needs and meaning-making of the individual towards that of the group. Findings indicated that linguistic, cultural, and musical repertoires employed do not maintain their shape, form, and function when placed in new contexts. However, their new shapes, forms, and functions were found to assist and support the process of transmission and music-making within each context.

Piano Recital (Musical)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
James Nguyen, Lorela Ciraku	Jocelyn Swigger	1:15pm - 2:30pm Schmucker Hall 222 Recital Hall

L.W.Beethoven - Appassionata (Sonata in F minor, Op. 57, No. 23)
 J. Brahms - Hungarian dances WoO 1, No 1 & No 4 with Elizabeth Andresen
 A. Dvorak - 4 Romantic pieces for violin and piano , Op. 75 with James Nguyen

Political Science

Argentina's 2001 Default: Foreign Policy Considerations and Consequences (Panel)

Student(s):**Joshua Alley****Mentor(s):****Caroline Hartzell****Time/Location:****1:15pm - 2:30pm****Breidenbaugh Hall 112**

Argentina's 2001 default was at the time the largest in history, with the Peronist government of Adolfo Rodríguez Saá declaring a cessation of payments on over 80 billion dollars in government bonds. Historically, the political science and economics literatures have emphasized the economic considerations surrounding the decision to default. Recent literature has explored the political motivations for default, but there has been little scholarship on the possible political consequences of default. Some authors have emphasized that default can have important audience costs for leaders, but other issues have been left unexplored. However, it is clear that Argentina's 2001 default had important consequences in the international political arena, departing as it did from the international norms surrounding default and serving as an important signal of Argentina's shifting international orientation.

Psychology

Children understanding of Merit & Fairness (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Layton Osgood, Malcolm Perry	Kathleen Cain	10:30am - 11:45am Science Center 2 and 3 Lobby

We designed a study based on research indicating that children as young as three years old are able to recognize unfairness and inequality (LoBue, Nishida, Chiong, DeLoache, & Haidt, 2009; Olson & Spelke, 2008) in instances of unequal contribution (Baumard, Mascaro, & Chevallier, 2012; Hamann, Bender, & Tomasello, 2014; Ng, Heyman, & Barner, 2011). We suggested that even three-year-olds would be able to use their understanding of fairness and merit to divide rewards based on contribution, resulting in a just but unequal distribution. After participating in a joint play activity, preschool children were either asked to clean up or directed to another play activity, forcing their contributions to conflict. We separated the children to show them six stickers we would distribute between them as a reward for their participation. We recorded their responses to questions asking how many of the stickers they want, how many they deserve, and how many they believe the other child deserves. Lastly, we reunited the pair to ask them to decide together how to fairly distribute the six stickers. Statistical analyses focused on the individual children's responses and the pair's decision and their implications discussed.

Children's Equity Knowledge for Self and Others (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Lindsay Westberg, Michelle Rainaldi	Kathleen Cain	10:30am - 11:45am Science Center 2 and 3 Lobby

Research has indicated that varying circumstances greatly influence children's abilities to distribute goods in an equitable manner. This study investigated how children's distribution may change based on if the child was involved in the distribution or not, as well as if fair equity was his or her preference in distributing goods. Researchers had preschoolers distribute three stickers after hearing a story in where either the children themselves were in a non-helping role (experimental) or another character was in a non-helping role (control). We predicted that children would be more likely to distribute all three stickers and give more stickers to the non-helping character if they were in the story themselves. Analyses focused on the question of whether or not young children's ability to judge distribution based on merit was clouded by their own selfish wish to have the goods to themselves.

Conscientiousness, Approach and Avoidance, and Life Satisfaction (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Aimee Becker, Anne Patterson, Wesley Gregory	Kathy Berenson	9:00am - 10:15am Science Center 2 and 3 Lobby

This study explores the relationship between conscientiousness, implicit motives for approach versus avoidance goals, and well-being. We hypothesized that individuals high in conscientiousness would have faster response times for motives consistent with conscientiousness (to approach conscientiousness and avoid non-conscientiousness), than individuals low in conscientiousness. We also predicted that among highly conscientious individuals, those with implicit approach-oriented motives would have higher life satisfaction than those with implicit avoidance-oriented motives.

Correlational and Longitudinal Predictors of Cyberbullying: An Examination of Strength Differential and Computer Self-Efficacy (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Benjamin Rodgers, Colin Mancini, Dorian Jones	Christopher Barlett	10:30am - 11:45am Science Center 2 and 3 Lobby

The cyberbullying literature often differentiates traditional bullying from cyberbullying in terms of the bully's strength differential relative to the victim. Indeed, the stronger or physically bigger kids often bully their weaker peers. Such power differentials may not be as important in the online world. Consistent with this reasoning, Barlett and Gentile (2012) proposed and found support for a theoretical model delineating how the perceived lack of strength differential in the online world is directly and indirectly (through pro-cyberbullying attitudes) related to cyberbullying. Although Barlett and Gentile found support for their model, researchers have argued that in the online world, the strength differential may shift from physical stature of the bully to computer skills. In other words, the bully need not be the strongest, but rather the most technologically savvy. However, there is a paucity of empirical research testing this claim. This was the focus of the current research. In Study 1, college-aged participants (N = 211) completed measures of cyberbullying, perceived lack of strength differential, and computer self-efficacy. Results showed that cyberbullying was correlated with lack of strength differential, but not computer self-efficacy. Study 2 (a three wave longitudinal study; N = 146) found that Time 1 strength differential significantly predicted Wave 2 pro-cyberbullying attitudes, which predicted subsequent Time 3 cyberbullying. Mediation tests confirmed this indirect effect. These findings were not found when Time 1 computer self-efficacy was in the model. Overall, results support the Barlett and Gentile model while adding theoretical attention to the strength differential postulates.

Effect of Color on Taste Perception (Poster)**Student(s):****Amanda Miller, Paige Ruland****Mentor(s):****Daniel McCall****Time/Location:****9:00am - 10:15am****Science Center 2 and 3
Lobby**

Prior research regarding color-odor interactions has suggested that people's perceptions of odors are changed when the odors are accompanied with colors. Specifically, participants identify odors more quickly and accurately when presented with a particular odor and a corresponding color, such as strawberry with pink, than when presented with an incongruent color-odor pair (Zellner 2012). Color also influences taste perception. Johnson and Clydesdale (1982) found that increasing in the amount of red food coloring in drink solutions increased the perceived sweetness of sucrose solutions and strawberry drinks. In the present study, we examined the effect of color on participants' attentiveness to sweetness and sourness by manipulating the color of drink solutions (red, green, or colorless). We hypothesized that color would impact participants' perceptions of the drink solutions in that color would override the actual flavor of the stimuli. Specifically, we hypothesized that the color red would cause participants to pay more attention to sweetness rather than sourness regardless of the actual flavor of the beverage, and that the color green would cause participants to pay attention to sourness rather than sweetness. Lastly, we hypothesized that participants in the colorless condition would be evenly split in their attention to sour and sweet, as they did not have a color to influence their taste perception.

Going to the "Dark Side:" The Effects of Darkness and the Honor Code on Academic Integrity (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Aleksandra Petkova, Christina Soma	Rebecca Fincher-Kiefer	9:00am - 10:15am Science Center 2 and 3 Lobby

Previous research has demonstrated that darkness increases self-interested and unethical behaviors (Zhong, Bohns, & Gino, 2010). Zhong et al. (2010) found that participants who performed a computational task in a dim room significantly over-reported their number of correct answers compared to participants who performed the same task in a bright room. The present study examined dishonesty as a function of darkness, as well as whether the effect of darkness on dishonesty would be mediated by academic integrity. Similar to the previous study, we predicted that participants in a dim room would significantly over-report their performance compared to participants in a bright room. However, when primed with the Gettysburg College Honor Code, we predicted participants in the dim room would show a significant reduction of the darkness effect and would thus not over-report their performance compared to primed participants in the bright room. Results from Experiment 1 showed a trend of replicating the effect of darkness on performance. However, more over-reporting of performance occurred in the Honor Code condition than in the control condition. Experiment 2 explored the nature of the task as a potential explanation for the results of Experiment 1.

How round does that smell? (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Elizabeth Andresen	Nathalie Goubet	9:00am - 10:15am Science Center 2 and 3 Lobby

Previous research has indicated evidence of cross-modal relationships between olfactory and visual modalities. For example, adults consistently mapped sweet-tasting olfactory odors with round shapes, and sour-tasting trigeminal flavors with pointed shapes (McCall & Dochat, 2013). The goal of this experiment was to examine the existence of this mapping pattern in children – specifically, kindergarteners and fourth graders. We aimed to determine when in development cross-modal relationship appear. Participants smelled four olfactory odors and four trigeminal odors, and chose a shape that went best with that smell. The shapes used were either round or sharp. We predicted that our results would be consistent with those of McCall and Dochat in both kindergarteners and fourth graders, suggesting that cross-modal relationships are present in early childhood.

Interrupting Violence: Testing the Short-Term Success of a Re-Appraisal Focused Aggression Reducing Intervention (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Lindsay Westberg	Christopher Barlett	9:00am - 10:15am Science Center 2 and 3 Lobby

We tested the short-term effectiveness of a re-appraisal focused intervention aimed at reducing hostile attributions. The intervention focused on how to use re-appraisal processes to be less aggressive. Results showed that participants who received the intervention had a decrease in anger and an increase in re-appraisal time from baseline to post-intervention. Additionally, anger was lower and time to re-appraise was higher for intervention, compared to control, participants.

Moral Disgust and Odor Perception (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Greyson Norcross, Jessica Weathers, Jovan Smith	Daniel McCall	9:00am - 10:15am Science Center 2 and 3 Lobby

This study examined the effect of moral disgust on the perception of odors. Participants were primed by reading moral disgust, core disgust, and neutral vignettes. Participants were next directed to smell a series of odors. There were six pleasant odors and six unpleasant odors presented to the participants. Participants ranked each odor on intensity, pleasantness, liking, familiarity, and if they could identify the odor. These rankings were then compared across the three priming conditions to see if moral disgust influenced the perception of odors the way a core disgust would.

Moral Implications of Feedback Effects on Theory of Mind and Emotion Knowledge (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Alexandra Feuer, Amanda Brunt	Kathleen Cain	10:30am - 11:45am Science Center 2 and 3 Lobby

Theory of mind and emotion understanding are important factors in how children develop social and emotional capabilities. The study aimed to determine whether feedback affects preschoolers' theory of mind comprehension and emotional understanding. Differences in theory of mind and emotion understanding were examined as a function of different types of feedback (authoritarian, questions, attention to feelings) following moral transgressions. Preschool aged participants were presented a story depicting a hypothetical moral transgression, followed by manipulated feedback. Preschoolers were tested using false belief theory of mind tasks and affect knowledge tests. Analysis of variance examined whether children's theory of mind performance differed as a function of responding to different forms of feedback. Results have the potential to determine how adults should handle moral situations involving preschool children in order to foster good moral development and promote theory of mind and emotional understanding.

Nasty Surprise: Effects of Disgust on Strength of Expectations (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
George Stewart, Grace Groover	Daniel McCall	9:00am - 10:15am Science Center 2 and 3 Lobby

There have been many studies exploring the effects of emotional states on flavor perception. Disgust in particular has been shown to strongly affect taste perception as measured by liking ratings. Expectations have also been examined for an effect on taste perception and liking, and results seem to suggest that assimilation or violation of expectations can strongly impact liking. This study investigates the combination of these concepts by priming participants with disgust and then asking them to rate a series of labeled solutions based on flavor and liking. We expect that those in the disgust condition will react more strongly to the labels, either liking more when the expectation is assimilated, or disliking more if the expectation is violated.

Perceptions of Time as a Function of Context (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Zachary Witkower	Nina Turner	9:00am - 10:15am Science Center 2 and 3 Lobby

Although time is an objective measurement, perceptions of time tend to be very malleable. While research has shown that familiar activities can decrease perceptions of time (Babad & Ritov, 2003), and other research has shown that environmental contextual changes can alter perceptions of time (Block 1982), research is yet to evaluate whether familiar contexts can decrease perceptions of time. In the current study we evaluated how novel and familiar contexts can alter perceptions of time, happiness, and liking. We predicted that participants exposed to a familiar context would show significantly lower interval estimations compared to participants exposed to a novel context.

Persistence of Preschool Aged Children while Frustrated: Emotion Regulation, Temperament, and Reward (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Gwen Houck, Sabrina Waage	Kathleen Cain	10:30am - 11:45am Science Center 2 and 3 Lobby

The current study examined how coping strategies and temperament affect persistence in preschool aged children when promised a reward during a frustrating task. Observers coded a child's coping strategies during a frustrating task after being promised a big or a small reward. The children's teacher filled out the short form of the Teacher Temperament Questionnaire to get a temperament assessment of the child. Hypothesis 1 stated that children that used more coping strategies would be more persistent during an unsolvable task. Hypothesis 2 stated that a child who received a big reward would be more likely to persist during a frustrating task. Hypothesis 3 stated that a child with irritable temperament would be more likely to persist when receiving a big reward during a frustrating task. In comparison, the children with easy temperament would not be as affected by the reward. The analysis focused on the question of persistence on the basis of coping strategies and temperament as a function of size of a reward.

Resource Allocation, Moral Development, and Gender Differences: Do children reward prosocial behavior differently based on gender? (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Hannah Joyce, Megan Gallagan	Kathleen Cain	10:30am - 11:45am Science Center 2 and 3 Lobby

In this study, we examined whether gender factors influenced children's rewarding of prosocial and antisocial behavior. We showed preschoolers a video in which puppets helped a protagonist puppet or hinder a protagonist puppet. Then, the children were asked to distribute 5 chips to the puppets. Half the children viewed scenes which involved a female helper and a male hinderer, and the other half viewed scenes which involved a male helper and a female hinderer. To determine the extent to which the participants favored the helper, the dependent variable indicated the number of cookies distributed to the helper minus the number of cookies distributed to the hinderer. Analyses focused on whether the children showed same-gender favoritism towards helpers, and whether the children showed a preference for behavior that is consistent with gender stereotypes. This study will help future researchers understand how gender affects children's moral understanding.

Social Information Processing: The Interaction Between Responses to Social Conflict and Emotional Regulation of Preschoolers (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Meghan Bond, Sarah Cucchiara	Kathleen Cain	10:30am - 11:45am Science Center 2 and 3 Lobby

This study further investigated the social information processing theory and how this cognitive process mediated preschoolers' emotional regulation and their ability to resolve social conflicts. Teacher evaluations categorized children into low or high levels of emotional regulation. Half of the participants in both, the high and low emotional regulation conditions received frustration tasks. Then the participants watched a television cartoon clip that demonstrated episodes of both verbal and physical aggression. The preschoolers gave free responses about how they would resolve each type of conflict and selected the best and worst ways to resolve the conflict from a list of provided choices. We predicted that emotionally regulated children would be more effective in selecting the appropriate choice responses and express less aggressive solutions in their free responses. We also hypothesized that emotionally unregulated children would be more efficient in resolving physical conflicts than verbal conflicts. This study helped to identify factors in maladaptive emotional regulation in hopes to support early intervention of preschoolers' social development.

The Effect of Head Tilt on Physical Aggressive Intent. (Poster)**Student(s):****Zachary Witkower****Mentor(s):****Christopher Barlett****Time/Location:****10:30am - 11:45am****Science Center 2 and 3
Lobby**

Human beings often convey their feelings and intentions through non-verbal displays, such as the tilting of one's head. This behavior has clear implications for how we perceive the intent of a provocateur. Indeed, research has shown that an upward head tilt can increase perceptions of dominance (Mignault & Chaudhuri, 2003). However, there is a paucity of research examining how these perceptions influence aggressive behavioral intent. Using an online study, participants (N = 300) read a provoking scenario and then saw a picture of the provocateur who either had their head tilted up, tilted down, or level. Participants then rated the picture on several attributes (e.g., aggressive, mean, dominant, etc.) prior to completing an aggressive intent measure (from Archer & Benson, 2008). A one-way ANOVA showed a main effect of head tilt on physical aggressive intent, such that those in the head up and head down condition had higher levels of aggressive intent relative to the level condition. Follow-up mediation tests showed that the reason why head up differed from the level condition was due to ratings of aggressiveness. This mediation analysis was not found when comparing head down to the level condition. Overall, this study filled a gap in the literature by showing (a) whether head tilt was related to aggressive intent, (b) pitting head tilt down, head tilt up, and level conditions against each other, and (c) testing for mediating mechanisms. Results support the past literature showing how aggressive intent can change as a function of subtle situational cues.

The Effects of Expectations and Labeling on Taste Perception (Poster)**Student(s):****Ann Peirce, Samantha Gagliano****Mentor(s):****Daniel McCall****Time/Location:****9:00am - 10:15am****Science Center 2 and 3
Lobby**

Prior information about a stimulus is able to create a top-down influence on a perceiver's sensory processes. The information can lead to expectations of the stimulus, which then affects a person's perception of the stimulus. In the present study, we examine the effects of contrast and assimilation on participants' ratings of two different types of chocolate (milk and dark). We have four main hypotheses: 1) Giving participants the expectation that the type of chocolate that they prefer of the two is going to taste really bad will result in higher ratings of the chocolate due to contrast effects; 2) Giving participants the expectation that the type of chocolate that they do not prefer is going to taste really good will result in lower ratings of the chocolate due to contrast effects; 3) Giving participants the expectation that the type of chocolate that they prefer of the two is going to taste really good will result in higher ratings of the chocolate due to assimilation effects; 4) Giving participants the type of chocolate that they do not prefer and give them the expectation that it is going to taste really bad will result in lower ratings of the chocolate due to assimilation effects.

The role of love and jealousy on attention to tastes (Poster)**Student(s):****Emily Healey, Shannon Smith****Mentor(s):****Daniel McCall****Time/Location:****9:00am - 10:15am****Science Center 2 and 3
Lobby**

Prior research shows that the emotion of love can influence basic perceptual judgements by rating tastants as sweeter than when induced with emotions of jealousy, neutral, or happiness (Chan, Tong, Tan, & Koh, 2013). The present study investigated whether the emotions of love and jealousy creates an attentional bias towards corresponding aspects of a stimulus. Participants were primed with the emotions of love, jealousy, and control and then asked to complete a matching taste task. We predicted that participants primed in the love condition would be biased to attend to sweet, whereas participants primed in the jealousy condition would be biased to attend to sour.

Religious Studies

"God Himself Could Not Sink This Ship": The Altered Perceptions of God in Response to the R.M.S. Titanic. (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Kelly Hagerty	Charles Myers	10:30am - 11:45am Breidenbaugh Hall 307

In the early twentieth century, God was no longer unanimously seen as omnipotent, and variations of his role in humanity began to emerge. Through the sinking of the R.M.S. Titanic, one can define three distinct perceptions of God: the All-Powerful God of Wrath, the Benevolent God of Free Will, and the God of Uncertainty. Through showing the responses to a tragedy that affected the layers of Western society in the early twentieth century, this research highlights the significance of the sinking of the Titanic and the gradual transformation of religion in the Progressive Era.

Charles Darwin's *The Origin of Species* was first published in November 1859, and the destabilizing effect of his discoveries continued into the new century. The result was an overcompensating need for progress and the development of these three distinct, yet inherently related, perceptions of God's role in humanity. On the night of April 14, 1912, one singular incident managed to confront these giant issues of the day. The R.M.S. Titanic represented a slice of the divisions in society, and as a result the world found itself in a unique position. The theories Darwin introduced led to religious questions and a universal uncertainty that caused an altering perspective of God and religion as a whole. The hope of God's benevolence, the question of His role, and the fear of His wrath are all uniquely captured in the sinking of the R.M.S. Titanic.

"I Am Because We Are" (Panel)**Student(s):****Emily Costley****Mentor(s):****Stephen Stern****Time/Location:****1:15pm - 2:30pm****Breidenbaugh Hall 307**

This presentation focuses on the impact of the black church on the Civil Rights Movement. The black church provided an integral support system to African American communities. The importance of the role of the black church cannot be overstated—it not only provided the necessary infrastructure to effectively organize, but also created a “cultural blueprint for civic life.” This is to say, the black church fostered strength within African American communities that was translated into political action toward racial equality. I assert that the *Brown v. Board of Education* ruling in 1954 and the Montgomery Bus Boycott in 1955 were the two major catalysts of the Civil Rights Movement. While the growth that took place during the Civil Rights Movement is something to be celebrated, progress has since plateaued. This plateau has occurred in concurrence with a decline in church culture and involvement. Race relations in the United States are still a major issue and need to be actively confronted. Using two southern, multiracial churches in Decatur, Georgia as examples—Oakhurst Presbyterian Church and Oakhurst Baptist Church—I posit that church communities can still effectively confront racial equality and should take the initiative to do so.

American Churches' Involvement in the Arab-Israeli Conflict (Panel)**Student(s):****Jessica Powell****Mentor(s):****Stephen Stern****Time/Location:****1:15pm - 2:30pm****Breidenbaugh Hall 307**

Several American churches and their members recognize that both the Israelis and the Palestinians have legitimate claims on the land over which they fight. Ways to satisfy both groups' claims on the land are constantly debated. This report intends to examine the process towards peace through the lens of the work of American churches in the conflict. The approaches and reactions of the Evangelical Lutheran Church in America, the Presbyterian Church, and the Roman Catholic Church are examined here.

Zionism has played a critical role in this conflict from its inception. The concept of Zionism began in biblical times. One key issue for the churches involved is the concept of the state of Israel as fulfillment of Biblical prophecy, which connects to Zionism. Zionism currently also has some political connotations, which complicate American churches' connections to Zionism.

One of the key problems at the root of the conflict occurs when churches choose to aid one side of the conflict over the other. Often American churches choose to aid Christians on either side, but this is not always true. This behavior unintentionally continues the conflict because it reinforces the divisions between the two sides. Peace can only come from the two sides working together, which American churches should encourage if they choose to become involved. Fortunately, many American churches recognize the dialogue that needs to occur as well as the connections between Judaism and Christianity and encourage them.

The Role of Religion and Culture on Educational Decisions for Young Women in Nepal and Kenya (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Elizabeth Marshall	Kaoru Miyazawa Megan Sijapati Stephen Stern	10:30am - 11:45am Breidenbaugh Hall 307

In developing countries such as Kenya and Nepal, many factors can interfere with a female's educational achievement such as cultural norms, family wishes, religious beliefs, or costs of education. This presentation is a comparative analysis of women's education in two case studies that took place in Kathmandu, Nepal and Kisumu, Kenya. Through interviews with eighteen different married, educated, and middle-class young Newari women in Kathmandu and twelve young women who have all been students in the Sisterhood for Change program at KMET (an NGO) in Kisumu, Kenya, I argue that family and social contexts are the main factors that influence educational decisions. I also discuss the connections that women see between their religion and education and how that has played a role into the educational decisions that they have made for themselves as well as for their children. Lastly, I conclude the strong link between attainments of high levels of education with confidence levels in the young women.

Sociology

Mellon Summer 2013 Scholars (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Chad MacLeod, Ethan Budgar, Weston Jackson	Craig Lair Susan Russell	10:30am - 11:45am Breidenbaugh Hall 205

Chad MacLeod

Individual Abstract

Making Visible Employers' Expectations of Domestic Work: The Good, the Bad, and the Ugly

Domestic work is a quintessential form of invisible work. However, what is quite visible in this occupation are the variety of abusive and exploitative conditions that domestics face (e.g. long hours, being paid less than the minimum wage, a lack of formal contracts, etc.). To date, knowledge of these conditions has come mostly from interviews and surveys of domestics and their work situations. This study is unique in that we try and assess the expectations that employers have of their domestic workers, a topic that has received little to no attention in the literature. To study this issue, we conducted a content analysis of nearly 1,500 Craigslist classified advertisements of employers seeking employees from the following metropolitan areas: New York, San Francisco, Los Angeles, and Georgia. For each ad we determined various expectations employers had regarding domestics (e.g. personality traits, human capital skills, etc.) and their work situation (e.g. wages, hours, duties, etc.). In the end we found that these expectations varied from the Good (satisfactory and reasonable expectations), to the Bad (legally acceptable, but less than ideal, expectations), to the Ugly (illegal and/or exploitative conditions).

Ethan Budgar

Individual Abstract

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Spanish

A Analysis of the Literature of Rigoberta Menchú, Domingo Sarmiento and José Hernández with a Focus on Civilization versus Barbarianism within the Gaucho and Indigenous Cultures (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Alison Cooke	Veronica Calvillo	10:30am - 11:45am Breidenbaugh Hall 112

Through their literature, Rigoberta Menchú, Domingo Sarmiento and José Hernández illustrate the cultural differences and struggle for survival that was experienced by the Gauchos of Las Pampas and the indigenous Mayan community of Guatemala. Comparing the views of the authors' about the humanistic and environmental issues in Central America, it is obvious that the settlers of these lands could have learned important skills about preserving culture and the environment from the indigenous that had previously inhabited the land. The focus of this work will demonstrate the thematic interpretation of these texts and their presentation of the battle between civilization and barbarism.

Activism in Nicaragua: The Representation of Women Revolutionaries in Literature (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Rebecca Fetters	Veronica Calvillo	10:30am - 11:45am Breidenbaugh Hall 112

This paper/presentation is the final requirement for my Spanish Literature Capstone. My paper will focus on the role women revolutionaries played in the uprising against the Nicaraguan government during the 1970s. More specifically, it will analyze the way women are represented in two novels, *Somos Millones...la vida de Doris Tijerino* by Doris Tijerino and *La muerte habitada* by Gioconda Belli. In order to understand what led women into the movement and how this shaped their identity, this paper explores themes such as feminism, liberalism and social norms. It argues that the dichotomy between socioeconomic classes, as well as the desire for personal freedom felt by the protagonists plays a large role in forming the female identity. It is this dichotomy, as well as the inequality between genders, that causes women, like the protagonists in *Somos Millones* and *La muerte Habitada* to join the revolution in order to break with social norms.

Rigoberta Menchú and Her Impact as an Indigenous Women on the Interpretation of Testimony (Panel)

Student(s):

Molly Phillips

Mentor(s):

Veronica Calvillo

Time/Location:

**10:30am - 11:45am
Breidenbaugh Hall 112**

I am presenting this paper as part of a requirement for my capstone class. It tells the story of an indigenous women, Rigoberta Menchú, and her impact in the world of testimony. Given that Menchú is an indigenous women, there is a lot of criticism aimed towards her work and her own individual testimony about the consequences of the Conquest of the Spanish on the indigenous communities in Guatemala, more specifically, the Mayans. The work of an anthropologist, David Stoll, intends to falsify Menchú's testimony and deem it all a lie. There are other anthropologists and critics that hint at the possibility that if Menchú were a man, her own testimony might be more believable.

Spanish: Who Cares? (Panel)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Albert Then Paulino, Christopher Dellana, Elizabeth Pence, Emily Hauck, Erik Scalzi, Megan Bailey, Michelle Rainaldi, Rebecca Szyszka, Sarabeth Hamberlin	Jennifer Dumont	9:00am - 10:15am Breidenbaugh Hall 112

The importance of the Spanish language in the United States cannot be ignored any longer. For our capstone, our class has set out to discover how the Spanish language is relevant in the lives of those who live Adams County and Montgomery County.

Albert Then Paulino**Individual Abstract**

Linguistics differences: Urban and Rural

It is almost impossible to ignore the effect that Latinos have had in the United States. The impact can be seen in various aspects of the culture, one of the most important is the presence of the Spanish language. Gettysburg, part of Adams County, has a significant population of Hispanics, mostly Mexicans given this; the Spanish language is present in the lives of many who reside in Gettysburg. We compare this population to Montgomery County, which also has a significant Hispanic populations of Mexicans and Salvadorians, although this is a more urban environment than Adams County. We compare patterns of language use in these two communities and, more specifically, we predict that language use will be different between the two communities.

Christopher Dellana**Individual Abstract**

Attitudes and Use of Spanish in Adams County, PA

With the growing interaction between Spanish and English in the United States, it is important to study the differing attitudes toward both languages among different groups. The purpose of studying these attitudes is to determine the central issues that arise in a situation of language contact between these two languages and between the people who speak them. Because immigration is very prevalent in the current political discourse in this country, a study about linguistic attitudes toward English and Spanish could offer a more complete understanding of the issue from a new perspective.

This present study will focus on the attitudes toward Spanish and subsequent manner of use of the languages in a specific migrant group of Hispanic descendants in Adams County, Pennsylvania and their children. The study group will be part of a program called "Sunday Swimming" where migrant adults bring their children to Gettysburg College to participate in swimming lessons.

To determine the nature of their attitudes toward the two languages, this study will examine some specific factors that influence the use of Spanish through surveys and semi-structured interviews. The following are a couple examples of these factors to be examined:

- Age of arrival in the United States
- Use of Spanish/English
- Characteristics of their social network

We anticipate that there will be a difference between the attitudes toward the languages according to generational lines. We hypothesize that adults will have a more positive attitude and therefore use the Spanish language more than their children.

Emily Hauck

Individual Abstract

Attitudes and Use of Spanish in Adams County, PA

With the growing interaction between Spanish and English in the United States, it is important to study the differing attitudes toward both languages among different groups. The purpose of studying these attitudes is to determine the central issues that arise in a situation of language contact between these two languages and between the people who speak them. Given that the issue of immigration is very prevalent in the current political discourse in this country, a study about linguistic attitudes toward English and Spanish could offer a more complete understanding of the issue from a new perspective. Studying these attitudes reveals their correlation to language use.

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To determine the nature of their attitudes toward the two languages, this study will examine some specific factors that influence the use of Spanish through surveys and semi-structured interviews. The following are a couple examples of these factors to be examined:

Age of arrival in the United States

How they use the language

Use of Spanish

Use of English

Characteristics of their social network

We anticipate that there will be a difference between the attitudes toward the languages according to generational lines. We hypothesize that adults will have a more positive attitude and therefore use the Spanish language more than their children.

Erik Scalzi

Individual Abstract

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Megan Bailey**Individual Abstract**

Spanish: Who Cares?

A Latino Group in Montgomery County, MD

This study aims to describe language use in one group of Spanish-speakers in Montgomery County, Maryland. The individuals included in this study are parents and students affiliated with Collegiate Directions, a program that guides high school students and their families through the college application process and provides support to students through their college graduation. This study attempts to understand the use of language and the attitudes toward English and Spanish in this environment and among these individuals. Specifically, generational differences in use and attitudes in the Montgomery County group are considered. Information was gathered through informal conversations as well as a survey, which focuses on unique aspects of defining linguistic communities: biographical information, language uses, language attitudes and social networks. We expect to observe differences in uses and attitudes between the two generations of Spanish-speakers. This study gives insight into how this particular community uses and feels about Spanish, information that can be used to better serve and work with this population.

Michelle Rainaldi**Individual Abstract**

Spanish Spoken in Adams County

The purpose of this Spanish Linguistic capstone study was to determine if there was transfer of English phonemes on the Spanish spoken by the Spanish-speaking community of Adams County, Pennsylvania. To examine this question, we collected biographical information (age, gender, native country, and years in the U.S.) of the community as well as recorded the participants reading a text. In particular, we looked at /p/, /t/, /h/, /r/, and /v/ pronunciations to see if the Spanish speech patterns were altered due to English influence. For example, the English /t/ is pronounced with a swift breath of air, while the Spanish /t/ does not, so both languages have their distinct pronunciations and would sound differently when spoken. We recorded 5 mothers and 6 children (3 boys, 3 girls) reading a fairytale in Spanish to listen for the pronunciations of those sounds and then discussed their viewpoints on the use of each language in the United States. We hypothesized that the Spanish speakers who were younger and spent more time in the United States, would use more English and show more influence from English in their Spanish pronunciation. Specifically, we predicted a generational gap between the children and mothers, since we find children have more English exposure due to the public school system and peer interactions.

Rebecca Szyszka**Individual Abstract**

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Sarabeth Hamberlin**Individual Abstract****Attitude and Use of Spanish in Adams County, PA**

With the growing interaction between Spanish and English in the United States, it is important to study the differing attitudes toward both languages among different groups. The purpose of studying these attitudes is to determine the central issues that arise in a situation of language contact between these two languages and between the people who speak them. Given that the issue of immigration is very prevalent in the current political discourse in this country, a study about linguistic attitudes toward English and Spanish could offer a more complete understanding of the issue from a new perspective. Studying these attitudes reveals their correlation to language use.

This present study will focus on the attitudes toward Spanish and subsequent manner of use of the language in a specific migrant group of Hispanic descent in Adams County, Pennsylvania and their children. The study group will be part of a program called "Sunday Swimming" where migrant adults bring their children to Gettysburg College to participate in swimming lessons.

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The Intersection of Space, Gender and Magic in Federico García Lorca's 'La Casa de Bernarda Alba' and Gioconda Belli's 'La mujer habitada'. (Panel)

Student(s):

Taylor Amato

Mentor(s):

Veronica Calvillo

Time/Location:

10:30am - 11:45am

Breidenbaugh Hall 112

This is a comparative work, looking at how two authors construct gender in their works through physical spaces. I also investigate how the magical realism of both works is an outlet to make a space for the woman. This work also considers the historical contexts, and how all of the above factors contribute to the construction of a female identity and exclusion of the female from space and history.

The Use of Music in the Creation of a Transnational Identity (Panel)

Student(s):

Dylan Anderson

Mentor(s):

Veronica Calvillo

Time/Location:

**10:30am - 11:45am
Breidenbaugh Hall 112**

This paper will analyze how the use of music, particularly hip-hop, can be used to form an identity for Puerto Ricans living in New York while still holding on to their Latinidad. As each generation passes, the definition of what it means to be Latino changes little by little. In order to have a transnational identity, one must have some sort of ethnic identity separate from their identity here in this country. Music can help serve as a way for Puerto Ricans to maintain their Latino identity within the United States.

Theatre Arts

Bachelorette by Leslye Headland (Theatrical)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Audrey Bowler, Brendan Morgan, Brett Stewart, Katayoun Amir-Aslani, Nicole Powell, Sarah Connelly	Christopher Kauffman Susan Russell	10:30am - 11:45am Brua Hall 215 Stevens Theatre

Ten years after graduating high school, three friends reunite for a mutual friend's wedding. Throughout the night they express their unfulfilled desires and battle their inner demons. This black comedy examines female friendship and dealing with life after college.

Women, Gender, & Sexuality Studies

Reimagining Gendered Images (Panel)

Student(s):

Angela Badore, Kaleigh Sosa, Kaleigh Teague

Mentor(s):

Catherine Batza

Time/Location:

1:15pm - 2:30pm

Breidenbaugh Hall 311

This panel consists of senior WGS students, three of whom will be presenting their capstone projects. These projects are based largely around issues of gender in popular media, ranging from World War II to the present day.

Angela Badore

Individual Abstract

Gender of a Nation: Propaganda in WWII and the Atomic Age

This presentation examines the role of gender in wartime propaganda, exploring the changing roles of men and women as the U.S. moved from World War II into the Atomic Age.

Kaleigh Sosa

Individual Abstract

Portrayal of a Princess: The Problem with Happy Endings

Possessing a slim body, utilizing stereotypical gender roles, and having limited interactions with other females are all key to a Disney princess finding her happy ending. Disney is a staple of childhood memories for many people. Though many have a fond recollection of these movies, they often send negative messages to viewers that in order to get their happy ending, they must meet certain criteria that the movies display in both image and song. Though the focus of this paper will be on movies that are centered around a princess, other Disney works will be referenced. A Disney happy ending only comes to those who meet the specific qualifications that it has set up for the princess.

Student index

Abraham, Gina	68	Francisco, Emily	34
Akeley, Kyle	78	Francisco, Sarah	39,41
Alley, Joshua	91	Fry, Rachel	81
Amato, Taylor	112	Gagliano, Samantha	101
Amir-Aslani, Katayoun	114	Gaines-Still, Tiara	47
Anderson, Dylan	113	Gallagan, Megan	99
Anderson, Kenneth	40	Giangreco, Pamela	87
Andresen, Elizabeth	95	Gillot, Hudson	89
Atwater, Nathaniel	82	Gooding, Mia	48
Badore, Angela	115	Grandi, Leah	43
Bailey, Megan	109	Grant, Alexis	72
Barber, Rachel	60	Gregory, Wesley	93
Beard, Travis	54	Grill, Rebecca	34
Becker, Aimee	93	Grimsley, John	89
Best, Jane	89	Groover, Grace	97
Black, Stephanie	48	Hagerty, Kelly	74,102
Bond, Meghan	99	Hamberlin, Sarabeth	109
Bonner, Ryan	61	Harrington, Kamari	46
Bowers, Caleb	65	Harris, Celina	39,41
Bowler, Audrey	114	Hauck, Emily	109
Broadway, Alice	89,90	Hay, Caitlin	67
Brooks, Conor	85	Hayes, Sarah	65,69
Brumbaugh, Laura	39,41	Healey, Emily	101
Brunt, Amanda	97	Heise, Alan	89
Bucolo, Kathryn	62,78	Herron, Christopher	46
Budgar, Ethan	106	Hicke, Karolina	65
Caplan, Jennifer	73	Hoffman, Kathleen	62
Caravana, Aidan	52	Houck, Gwen	98
Caswell, Bryan	56	Houlis, AnnaMarie	82
Ciraku, Lorela	90	Innamorati, Katherine	49
Clarke, Jerome	46	Jackson, Weston	106
Claus, Timothy	72	Janela, Danielle	33
Cobo, Vasiljon	83	Johnson, Sarah	56,58
Cole, Allison	39,45	Jones, Dorian	93
Collins, Macy	71	Joyce, Hannah	99
Connelly, Sarah	114	Kalafsky, Ryan	47
Cooke, Alison	107	Kauffman, Lauren	35
Corsentino, Katlyn	71	Kell, Rose	44
Costley, Emily	103	Kent, Rebecca	69
Cucchiara, Sarah	99	Ketelsen, Sara	42
D'Alessandro, Jessica	78	Kiehl, Joshua	39,45
Delenko, Alex	39,41	Kirk, Brianna	56
Dellana, Christopher	80,109	Krohn, Katerina	47
Dibble, Nicole	67	Lacy, Tara	35,76
DiMucci, Ida	51	Lajara, Chabeli	61
Donnelly, Sam	47	Larsen, Caleb	88
Dracopoli, Marco	58	Lavery, Kevin	56
Dunn, Alexandra	75	Lawson, Maria	61
Elder, Nicole	61,65	Leavitt, Jasper	40
Ellis, Adrienne	79	Leonard, Jonathan	39,45
Emerson, Kristen	77	Lipowitz, Anna	72
Fetters, Rebecca	107	Liu, Yaou	46
Feuer, Alexandra	97	Lynch, Katherine	69
Finnican, Perri	79	MacLeod, Chad	106
Fisher, Rebecca	70	MacMahon, Tara	61
Fitzgerald, Hannah	47	Madland, Holly	68
FitzGerald, Lauren	47	Magistrali, Maura	80
Fones, Harry	85	Mancini, Colin	93
Mandros, Athena	61	Smith, Samantha	86

Student index

Marotto, Jacqueline	61	Smith, Shannon	101
Marshall, Elizabeth	72, 105	Soma, Christina	95
Mascioli, Lauren	89	Sosa, Kaleigh	115
Masucci, Augustus	47	Spano, Matthew	38
McAvoy, Katlin	61	Sponenburg, Rebecca	53
McGoldrick, Erin	61	Steege, Ian	89
Meisenheimer, Melanie	80	Stewart, Brett	114
Menna, Theresa	39, 41	Stewart, George	97
Merlina, Valerie	58	Stokes-Cawley, Bryan	51
Merrill, Darcy	48	Strasbaugh, Charles	65
Miller, Amanda	94	Szyszk, Rebecca	70, 109
Miller, Robin	60	Tanke, Natalie	39, 45
Miller, Savannah	39, 41	Taylor, Allison	73
Mohr, Victoria	86	Teague, Kaleigh	115
Molokwu, Oluwatobi	46	Then Paulino, Albert	109
Morgan, Brendan	114	Thompson, Pamela	61
Moroney, Samantha	89	Topolosky, Elizabeth	65
Murphy, Kelly	49	Travaglini, Jason	88
Neff, Anna	76	Ueckermann, William	39, 45
Nguyen, James	37, 90	Vahaly, Christine	61
Niles, Aaron	88	Waage, Sabrina	98
Norcross, Greyson	77, 96	Walsh, Molly	73
Norris, Karen	87	Watson, Sarah	47
Osgood, Layton	92	Weathers, Jessica	96
Paszek, Miles	50	Wells, Emma	70
Patterson, Anne	93	Westberg, Lindsay	92, 96
Peirce, Ann	101	Wilkins, Rachel	46
Pence, Elizabeth	109	Witkower, Zachary	98, 100
Perry, Malcolm	92	Yealy, Jennifer	89
Petkova, Aleksandra	95	Yin, Raksmeymony	46, 61
Phillips, Molly	108	Yuan, Fangzhou	81
Pierce, Jessie	80, 86	Zagorski, Megan	47
Powell, Jessica	104	Zajackowski, Claire	77
Powell, Nicole	114	Zeller, Emily	89
Price, Madeline	63	Zink, Natalie	86
Rainaldi, Michelle	92, 109		
Ramage, Megan	73		
Randell, Taylor	39, 41		
Ravelomanantsoa, Tiffany	39, 41		
Rayne, Jennifer	74		
Riddle, Alexandra	51		
Robinson, Joseph	36		
Rodgers, Benjamin	93		
Rose, Connor	46		
Ruland, Paige	94		
Satterfield, Lauren	89		
Scalzi, Erik	109		
Setman, Stephen	65		
Sharbaugh, Victoria	71		
Sheer, Mallory	75		
Sherif, Natalie	58		
Siegel, Jesse	81		
Siomko, Samantha	39, 41		
Sitton, Andrea	50		
Slattery, Erin	33		
Smith, Jovan	96		
Smith, Michael	85		

Abstract Listing By Discipline

Art and Art History	33
Biology	36
Center for Public Service	46
Chemistry	48
Civil War Era Studies	55
English	60
Environmental Studies	63
German Studies	64
Global Leadership Gettysburg College	67
Globalization Studies	80
History	81
Interdisciplinary Studies	82
Music	89
Political Science	91
Psychology	92
Religious Studies	102
Sociology	106
Spanish	107
Theatre Arts	114
Women, Gender, & Sexuality Studies	115