

CELEBRATION

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

Do great work

Celebration

Celebration 2015

May 2nd, 8:00 AM - 5:00 PM

Celebration Schedule 2015 (Saturday)

Provost's Office
Gettysburg College

Follow this and additional works at: <https://cupola.gettysburg.edu/celebration>



Part of the [Higher Education Commons](#)

Share feedback about the accessibility of this item.

Provost's Office, "Celebration Schedule 2015 (Saturday)" (2015). *Celebration*. 2.
<https://cupola.gettysburg.edu/celebration/2015/Schedule/2>

This open access event is brought to you by The Cupola: Scholarship at Gettysburg College. It has been accepted for inclusion by an authorized administrator of The Cupola. For more information, please contact cupola@gettysburg.edu.

Description

Full presentation schedule for Celebration, Saturday, May 2, 2015

Location

Gettysburg College

Disciplines

Higher Education

Celebration '15: A Welcome from the Provost

I want to welcome you to Gettysburg College's Seventh Annual Colloquium on Undergraduate Research, Creative Activity, and Community Engagement.

Today is truly a cause for celebration as our students present the results of the great work they've been engaged in during the past year. Students from across the disciplines are demonstrating over the next two days what's best about the Gettysburg College experience— intentional collaborations between students and their mentors such that students acquire both knowledge and skills that can be applied to many facets of their future personal and professional lives.

The benefits for those who mentor these young adults may, at first, be more difficult to discern. Most of those who engage in mentoring do it because they enjoy being around students who are eager to learn what they have to teach them. They enjoy the one to one relationship that can be achieved mentoring a student through a research or creative project that they don't always have the opportunity to achieve when teaching in the classroom. Some faculty mentors do get assistance in their own research from their students and sometimes students come up with a novel way of thinking about a process or approaching a problem that also clarifies the faculty member's thinking. For the most part, however, those who serve as mentors derive satisfaction from passing on their intellectual legacy to the younger generation.

Thus, *Celebration* provides an excellent opportunity for the entire Gettysburg College community to reflect upon and share all that we have learned from one another over the past academic year.

I hope you enjoy these two days as you choose among the many posters, research papers, plays, films, and musical performances presented by our students. The excitement and energy generated by this event is made possible in no small measure because of those of you who will be attending the sessions.

We are grateful for your support.

Sincerely,

Christopher J. Zappe, Ph.D.
Provost

ACKNOWLEDGEMENTS

Celebration '15 would not have been possible if it weren't for the efforts of a good many people on campus. For this reason, we wish to thank the following individuals:

Bharath Srinivasan, John Whitehouse, and Gavin Foster, Instructional Technology, for facilitating the online registration and scheduling processes. We also wish to thank their wonderful and indispensable interns, Rachel Fry '15 and Jackson Davis '16;

The members of the Faculty and Administration who agreed to serve as Panel Facilitators...even on a Saturday morning;

Cathy Zarrella, College Scheduling Coordinator *extraordinaire*;

The Gettysburg College Offices of Communications, Marketing, and Media Relations—Thanks, Jaime Yates and Laura Carr for your patience and hard work;

RICOH – for printing the Program books, large and small;

Ali O'Brien & Dean Anthony, Catering, love those shrimp;

John Archer, Travis Mathna, and Mark Rosensteel, Sound and Technology;

Department of Public Safety;

Eric Richardson, Coltt Nelson, and Jim Baer, and the endless efforts of Facilities Services;

Kim Breighner, Poster Queen, and Digital Center Coordinator (we'll miss ya, Kim!);

Staff and Student volunteers;

Members of the *Celebration '15* Planning committee: Kathy Berenson, Josef Brandauer, Shannon Egan, Eleanor Hogan, McKinley Melton, Thomas Jurney, Carla Pavlick, and Carolyn Tuckey, for their continued support throughout the process. A special thanks to Eleanor Hogan and Josef Brandauer for taking on the huge task of organizing the poster session!

And, most of all...

All the student presenters and their faculty mentors

Thanks to everyone for your efforts!

Maureen & Paula



Saturday

May 2, 2015

Panel Presentations
Film Festival
Theater Performances



Breidenbaugh Hall

Schmucker Hall

Brua Hall

9:00 a.m.—11:45 a.m.

1:15 p.m.—2:30 p.m.



Abstract Listing by Department

Department	Page
Africana Studies	14
Anthropology	14
Art and Art History	15
Center for Global Education	18
Computer Science	18
Economics	21
Education	22
English	22
German Studies	24
History	26
Interdisciplinary Studies	27
Music	31
Political Science	33
Religious Studies	34
Spanish	35
Theatre Arts	36
Women, Gender, & Sexuality Studies	37

Panels

From Casablanca to Dubai: Middle Eastern and Islamic Studies

9:00am - 10:15am
Breidenbaugh Hall 205

Kelsey Chapman '15

Valerie Carroll '15

Tyobista Girma '15

Victoria Mohr '15

German Studies Capstone: Media Media in Germany: History and Theory I

9:00am - 10:15am
Breidenbaugh Hall 307

Ann Sasala '15

Martina Khalek '15

Leanne Woehleke '15

Music Education Student Teachers

9:00am - 10:15am
Schmucker Hall 222
Recital Hall

Jane Best '15

Lauren Satterfield '15

Lauren Mascioli '15

Samantha Moroney '16

Spanish Capstone I

9:00am - 10:15am
Breidenbaugh Hall 209

Eric Glass '15

Nancy Clark '15

Griffin Ahsler '15

Samantha Hartz '15

Shelby Creamer '15

Creative Experiences

10:30am - 11:45am
Schmucker Hall 214

Abigail Conner '15 Emma Rainoff '15
Elizabeth Sollecito '15 Sarah Connelly '15

German Studies Capstone: Media Media in Germany: History and Theory II

10:30am - 11:45am
Breidenbaugh Hall 307

Kaitlin Wingard '15 Stephany Harrington '15
Signe Carlson '15

Mellon Summer '14 Scholars

10:30am - 11:45am
Breidenbaugh Hall 205

Brenden McMahon '15 Cassandra Wells '16
Brianna Kirk '15 Daniel Oliver '16
 Sarah Johnson '15

Spanish Capstone II

10:30am - 11:45am
Breidenbaugh Hall 209

Alessandra Perez '15 Johanna-Rain Heimberger '15
Dakota Unger '15 Keelin Salisbury '15
 Stefany Laun '15

The Holocaust and Jewish Thought

10:30am - 11:45am
Breidenbaugh Hall 311

Natalie Wismer '15 Sarah Cunningham '15
Samantha Smith '15

Whitman, Womanist Literature and the Struggle for Racial Justice

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

Beauregard Charles '17 Peter Rosenberger '16
Katherine Aloisi '16 Stephen Puth '16

Participants

by session and time

AI: Poker Squares Challenge

1:15pm - 2:30pm
Breidenbaugh Hall 311

Amy Kaiser-Jones '17	Jerome Day '16	Melanie Holl '15
Anna Kane '15	Joseph Robinson '15	Michael Booz '16
Casey Uhrich '16	Lee Sieger '15	Noah Rossiter '16
Christopher Lasek '15	Luke Burtch '15	Rebecca Wiest '16
Erin Brady '15	Matthew Kuhl '15	Theresa Houtz '15

Research and Internship Experiences in Art History

1:15pm - 2:30pm
Breidenbaugh Hall 307

Caroline Wood '15	Emily Zbehlik '15
Devin Garnick '15	Miranda Johnson '15
	Shannon Callahan '15

Social Science Panel: Economics, Political Science, and IDS

1:15pm - 2:30pm
Breidenbaugh Hall 205

Benjamin Litwin '15	Kelly DiGeronimo '17
David Byerley '15	Maria Lombardi '15

The Price of Privilege: the Dynamic of Marginalization and Privilege in School Music Programs

1:15pm - 2:30pm
Schmucker Hall 214

Alexander Schweizer '17	Rei Phillippi '16
Emma Rainoff '16	Richard Thomas '16
	Scott Kaliszak '16

Women, Gender, and Sexuality Studies Capstone Presentations

1:15pm - 2:30pm
Breidenbaugh Hall 209

Aleecha McCune '15	Olivia Powell '15
Natalie Wismer '15	Sarah Connelly '15
	Yisbely Alevante '15

Creative Activities

Art

Senior Art Portfolio

11:00am - 12:00pm
Schmucker Hall
Art Gallery

Madison Senseney '15

Shannon Callahan '15

Film

Film Studies & Anthropology

10:00am & 1:15pm
Breidenbaugh Hall 201
Joseph Theater

Eric Lee '15

Morgan Marianelli '15

Joshua Ginder '15

Theater

The Compleat Wrks of Wllm Shkspr (Abridged)

10:00am - 11:15am
Brua Hall 215
Stevens Theatre

Emily Pierce '18

Madeline Price '15

Jeremy Savage '15

Mairead Kress '18

John Grimsley '15

Rachel Martinelli '15

Katherine Gulden '15

Victoria Reynolds '15

Krista McCormick '15

Warren Pace '15

Walt is Dead

11:30am - 11:45am
Brua Hall 215
Stevens Theatre

Alessandra DeMartino '16

Ryan Gallagher '16

Contemporary Theatre Performance

1:15pm - 2:30pm
Brua Hall 215
Stevens Theatre

Abigail Rice '16

Jennifer Wallisch '16

Andrew Gorelick '16

John Grimsley '15

Emily Lunardi '16

Kierstan DeVoe '16

Rachel Martinelli '15

Panels

Program by session and time

From Casablanca to Dubai: Middle Eastern and Islamic Studies

9:00am - 10:15am
Breidenbaugh Hall 205

Interdisciplinary Studies

Kelsey Chapman, Tyobista Girma, Valerie Carroll, Victoria Mohr

From Casablanca to Dubai: Middle Eastern and Islamic Studies

German Studies Capstone: Media Media in Germany: History and Theory I

9:00am - 10:15am
Breidenbaugh Hall 307

German Studies

Ann Sasala, Leanne Woehleke, Martina Khalek

German Studies Capstone I

Music Education Student Teachers

9:00am - 10:15am
Schmucker Hall 222
Paul Recital Hall

Education

Samantha Moroney

Bachelor of Science in Music Education: Samantha Moroney Portfolio

Music

Jane Best

Bachelor of Science in Music Education Capstone: Jane Best Portfolio

Lauren Mascioli

Bachelor of Science in Music Education Capstone: Lauren Mascioli Portfolio

Lauren Satterfield

Bachelor of Science in Music Education: Lauren Satterfield Portfolio

Program
by session and time

Spanish Capstone I

9:00am - 10:15am
Breidenbaugh Hall 209

Spanish

Eric Glass, Griffin Ahsler, Nancy Clark, Samantha Hartz, Shelby Creamer
Spanish 400 Capstone 1

Creative Experiences Panel

10:30am - 11:45am
Schmucker Hall 214

Center for Global Education

Abigail Conner
Art as an Educator for Memory: El Parque de La Memoria, Argentina

Music

Elizabeth Sollecito
Acting Music: Exploring Acting Technique in the Context of Opera

Emma Rainoff
"Fanga Alaafia," Invented Traditions, and the Need for Ethnomusicology in the Elementary School Curriculum

Women, Gender, & Sexuality Studies

Sarah Connelly
Adventures with Moxie: Using Feminist Humor to Battle the Patriarchy

German Studies Capstone: Media Media in Germany: History and Theory II

10:30am - 11:45am
Breidenbaugh Hall 307

German Studies

Kaitlin Wingard, Signe Carlson, Stephany Harrington
German Studies Capstone II

Program

by session and time

Mellon Summer '14 Scholars

10:30am - 11:45am
Breidenbaugh Hall 205

Economics

Daniel Oliver

Measuring Economic Uncertainty in the 2008 Recession

History

Brenden McMahon, Brianna Kirk, Cassandra Wells, Sarah Johnson

Humanities Mellon Scholars '14

Spanish Capstone II

10:30am - 11:45am
Breidenbaugh Hall 209

Spanish

Alessandra Perez, Dakota Unger, Johanna-Rain Heimberger, Keelin Salisbury,

Stefany Laun

Spanish 400 Capstone 2

The Holocaust and Jewish Thought

10:30am - 11:45am
Breidenbaugh Hall 311

Religious Studies

Natalie Wismer, Samantha Smith

The Holocaust and Jewish Thought

Sarah Cunningham

The Role of God and Religion in the Experiences of Holocaust Survivors

Whitman, Womanist Literature and the Struggle for Racial Justice

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

Africana Studies

Beauregard Charles

The Architecture of Intercourse: Thresholds in Womanist Literature

Katherine Aloisi

The Construction of the Kitchen Space in African American Womanist Literature

English

Peter Rosenberger

New Topics, New Powers, and New Spirit: Walt Whitman and Allen Ginsburg and the Power of the Poet.

Stephen Puth

Martyrs and Movements: Emmett Till, Michael Brown, and the Struggle for Racial Justice

AI: Poker Squares Challenge

1:15pm - 2:30pm
Breidenbaugh Hall 311

Computer Science

Amy Kaiser-Jones, Joseph Robinson

The Parameterized Poker Squares Challenge 6

Anna Kane, Christopher Lasek, Theresa Houtz

The Parameterized Poker Squares Challenge 2

Casey Uhrich, Noah Rossiter

The Parameterized Poker Squares Challenge

Erin Brady, Jerome Day

The Parameterized Poker Squares Challenge 4

Lee Sieger, Melanie Holl

The Parameterized Poker Squares Challenge 3

Luke Burtch, Matthew Kuhl

The Parameterized Poker Squares Challenge.

Michael Booz, Rebecca Wiest

The Parameterized Poker Squares Challenge 5

Research and Internship Experiences in Art History

1:15pm - 2:30pm
Breidenbaugh Hall 307

Art and Art History

Caroline Wood, Emily Zbehlik, Miranda Johnson, Shannon Callahan

Research and Internship Experiences in Art History

Devin Garnick

Interning in the Education Department at the de Young Museum

Social Science Panel: Economics, Political Science, and IDS

1:15pm - 2:30pm
Breidenbaugh Hall 205

Economics

Benjamin Litwin

Determining the Effect of the Minimum Wage on Income Inequality

Interdisciplinary Studies

David Byerley

Psychopathic Personality Traits and Their Effect on the Perception of Criminal Punishment.

Political Science

Kelly DiGeronimo

How the Privilege Discourse Fails to Promote Social Change

Maria Lombardi

The Evolution of Establishment Clause Jurisprudence and the Significance of Greece v. Galloway.

Program
by session and time

The Price of Privilege: the Dynamic of Marginalization and Privilege in School Music Programs

1:15pm - 2:30pm
Schmucker Hall 214

Music

Alexander Schweizer, Emma Rainoff, Rei Phillippi, Richard Thomas, Scott Kaliszak

The Price of Privilege: The Dynamic of Marginalization and Privilege in School Music Programs

Women, Gender, and Sexuality Studies Capstone Presentations

1:15pm - 2:30pm
Breidenbaugh Hall 209

Women, Gender, & Sexuality Studies

Aleecha McCune, Natalie Wismer, Olivia Powell, Sarah Connelly, Yisbely Alevante

Women, Gender, and Sexuality Studies Capstone Presentations

Creative Activities

Program

by session and time

Art

Senior Art Portfolio

11:00am - 12:00pm

Schmucker Hall

Art Gallery

Art and Art History

Madison Senseney

Senior Capstone: Ceramics

Shannon Callahan

The Cat's on the Roof

Film

Film

10:00am - 12:00pm

Breidenbaugh Hall 201

Joseph Theater

Interdisciplinary Studies

Eric Lee

Johnnie To and the Auteur

Morgan Marianelli

They Survived the Conversion from 35mm to Digital, So Now What? The Future of America's Small-Town Art House Theaters

Film

1:15pm

Breidenbaugh Hall 201

Joseph Theater

Anthropology

Joshua Ginder

We Are Sherpa

Theater

Contemporary Theatre Performance

1:15pm - 2:30pm
Brua Hall 215
Stevens Theatre

Theatre Arts

**Abigail Rice, Andrew Gorelick, Emily Lunardi, Jennifer Wallisch, John Grimsley,
Kierstan DeVoe, Rachel Martinelli**

Contemporary Theatre Performance

The Compleat Wrks of Wllm Shkspr (Abridged)

10:00am - 11:15am
Brua Hall 215
Stevens Theatre

Theatre Arts

**Emily Pierce, Jeremy Savage, John Grimsley, Katherine Gulden, Krista
McCormick, Madeline Price, Mairead Kress, Rachel Martinelli, Victoria
Reynolds, Warren Pace**

The Compleat Wrks of Wllm Shkspr (Abridged)

Walt is Dead

11:30am - 11:45am
Brua Hall 215
Stevens Theatre

Theatre Arts

Alessandra DeMartino, Ryan Gallagher

Walt is Dead

Africana Studies

The Architecture of Intercourse: Thresholds in Womanist Literature

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Beauregard Charles	McKinley Melton	10:30am - 11:45am Breidenbaugh Hall 112

Using womanist theory as a framework, I will analyze "thresholds" in a number of womanist novels. My goal is to transcend physical movement into the intercourse between characters and theory. Focusing on scenes in each work that take place inside the home, I will compare the movement and moments of passing through doorways and threshold points to the movement and moments of vaginal penetration. How do characters interact with thresholds, whether of building or body? How are womanist writers depicting the difference between invitation and force? How is ownership of space validated or invalidated, passageway granted or revoked? How is entrance to a home or a bedroom reflected in the entrance to a vagina? What do these relationships mean in terms of womanhood?

The Construction of the Kitchen Space in African American Womanist Literature

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Katherine Aloisi	McKinley Melton	10:30am - 11:45am Breidenbaugh Hall 112

This paper discusses the way in which authors, such as Toni Morrison, Alice Walker, Gloria Naylor, etc. construct the kitchen space in their novels as a reflection of Womanist rhetoric. Through a Womanist lens, the kitchen table and the kitchen as a whole is a space of production and consumption, as well as a space of discourse and political action. Given the significance of the kitchen in Womanist theory, this paper features a meta-analysis of kitchen scenes from select Womanist texts. The role of the woman in the kitchen space, as well as the kitchen as a space of power for female characters, will also be examined.

Anthropology

We Are Sherpa

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Joshua Ginder	Matt Amster	1:15pm - 2:30pm Breidenbaugh Hall 201

We Are Sherpa is an ethnographic film that aims to better understand how young Sherpas living in Nepal conceive of their culture. In the face of many other cultures, how are Sherpa traditions, and not least, the Sherpa language, being practiced by the younger generation that is markedly more mobile and educated than the generations before them. There are dedicated efforts to preserve the language, which is not formally written, and retain traditional music, dance, and religious practices through educational means and a Sherpa radio station. These Sherpas are actively involved in these efforts and believe that there is hope for their culture in the generations to come.

Art and Art History

Interning in the Education Department at the de Young Museum

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Devin Garnick	Yan Sun	1:15pm - 2:30pm Breidenbaugh Hall 307

In the summer of 2014, I had the opportunity to intern at San Francisco's de Young Museum. As an Education Intern, I instructed children ages 6 through 12 in the gallery spaces as well as in studio art classes. I was able to gain experience creating lesson plans, exploring the behind-the-scenes work in the museum, and begin networking in the museum world.

Research and Internship Experiences in Art History

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Caroline Wood, Emily Zbehlik, Miranda Johnson, Shannon Callahan	Carol Small Felicia Else	1:15pm - 2:30pm Breidenbaugh Hall 307

Art History majors from the class of 2015 present their thesis research and talk about their internships in the field of Art History.

Caroline Wood

Individual Abstract

Ai Weiwei: Dissidence and Deception

Over the past couple of decades, Chinese artist-activist Ai Weiwei has solidified his place in the contemporary art world on a global scale. His works have both provoked and criticized the Chinese government's stance on human rights and democracy. Works such as *Dropping a Han Dynasty Urn* (1995) and *Remembering* (2009), an installation of 9000 backpacks, are just a few examples of his relentless efforts to raise awareness about the corruption that plagues the Chinese government. In fact, the artist's family has a history of conflict with the government. For example, in 1958, when Ai was just one year old, his father was labeled an "enemy of the people" and therefore the entire family was sent to a labor camp and eventually exiled to rural China where they lived for 16 years. This would not be the last time that Ai would experience government brutality. In April of 2011 the artist was arrested without cause and detained for 81 days. His incarceration resulted in outrage and even protests around the world. Eventually, Ai was released and gradually gained recognition as the face of civil rights within China.

In my research, I plan to examine Ai's major works, the sense of illusionism they possess, and how this reflects a side of the Chinese government that many do not see. His art visually deceives the viewer, evident in works, such as his *Snake Ceiling* (2009) and *Sunflower Seeds* (2010). His audience often believes they are seeing one thing, when in reality they are looking at something completely different. Ai often speaks of this so-called "fake smile" that the Chinese state displays for the rest of the world. He believes this was especially present in the 2008 Summer Olympic Games in Beijing, which ironically Ai played a large role in as one of the architects of the main stadium, better known as the Bird's Nest. Using his art as a vehicle, Ai not only exposes this "fake smile" but questions it as well.

Emily Zbehlik

Individual Abstract

Visualizing Shakespeare: Iconography and Interpretation in the Works of Salvador Dali

Although William Shakespeare's 16th century classical literature is rarely contextualized with the eccentricities of 20th century artist Salvador Dali, Shakespeare's myriad of works have withstood the test of time and continue to be celebrated and reinterpreted by the likes of performers, scholars, and artists alike. Along with full-text illustrations of well-known plays, such as *Macbeth* (1946) and *As You Like It*, Dali returned to the Shakespearean motif with his two series of dry-point engravings (*Much Ado About Shakespeare* and *Shakespeare II*) in 1968 and 1971. The two series combine to formulate 31 depictions where Dali interprets Shakespeare's text in a single image with classics like *Romeo & Juliet* as well as some of Shakespeare's more obscure plays, such as *Troilus and Cressida* and *Timon of Athens*.

Shakespeare's plays are an eclectic repertoire of iconic characters such as Prince Hamlet and Othello as well as timeless themes (both comic and tragic) that easily lend themselves to an extraordinary diverse range of illustrations; from the 18th century historical narratives of Francis Hayman, 19th century whimsical paintings of William Blake, Victorian renditions of John Everett Millais, and then eventually leading to the 20th expressive freedom of Dali. Salvador Dali's representations, like his predecessors, aim to capture the essence of each Shakespeare play using specific iconographic elements in order to create a visual narration, bringing together the interpretations of the author, artist, and the viewer.

Miranda Johnson

Individual Abstract

Collections Management: My Time at The President Woodrow Wilson House, a Site of the National Trust for Historic Preservation, in Washington, D.C.

Over the winter break, I participated in an Individualized Study-Research with Stephanie Daugherty, Associate Manager and Curator at The President Woodrow Wilson House in D.C. During my time there, I was able to see a small-scale exhibit from start to finish, which is quite rare in the museum world. The Hillcrest Children and Family Center, a non-profit organization in D.C. that reaches out to families in need, had asked Stephanie to prepare an exhibit with the artifacts that they gave her. They asked her to use her own stands, Plexiglas, and felt-material for the objects. Together, Stephanie and I painted the stands, cleaned the Plexiglas, and chose which objects we would put on display. I wrote the exhibit labels and she had me review various art history texts on proper exhibit label writing. While we were preparing for the exhibit, there were various other tasks that I was able to help Stephanie with, such as using data loggers to check the humidity and temperature in each of the rooms and moving furniture for special events. I learned the proper way to carry various pieces of furniture and how to properly store and protect china and silver. Recently, I went back to the Wilson House to help Stephanie and Elena (the Collections manager) install an exhibit called *War & Art*, which documents the experience of Italian soldiers during WWI who protected monuments and sculptures from the inevitable damage of war.

Shannon Callahan

Individual Abstract

Beyond Rodin: Revisiting the Legacy of Camille Claudel

French sculptress Camille Claudel has gained recognition in the past 30 years due to a focus on her tragic life rather than her artistic talent. Despite critical acclaim and respect amongst her peers during the late 19th and early 20th centuries, her affair with Auguste Rodin and her struggles with mental illness have cast a dark, dramatic shadow over modern interpretations of Claudel's oeuvre. Considering how difficult it was for a woman to be working as an artist at this time, Claudel's sculptures should not be outweighed by her personal life. In order to challenge the reader not to accept a simple biographical analysis of her oeuvre, I am looking at select works and considering how Claudel incorporated other art genres, daily life and literature references. Just as Claudel is often overlooked in a biography of Rodin, this investigation into Claudel's inspirations does not simply accept him as the driving force behind her pieces, but instead chooses to go beyond Rodin in search of a renewed acclaim, and a new legacy, for Camille Claudel.

Senior Capstone: Ceramics

Student(s):

Madison Senseney

Mentor(s):

Tina Gebhart

Time/Location:

11:00am - 12:00pm
Schmucker Hall Art
Gallery

It's just a room pushed to the back of a house for its leaking smells and unspoken privacies. Its discussion is rare, limited to a few short questions. Guests are constantly looking for it, but do they continue to look once they find it?

Inspired by the bathroom rug that keeps my feet warm in the morning, I have explored the items existing in public and private bathrooms. The everyday, functional items existing within these spaces are commonly overlooked yet they present compelling complexities. With clay, I express, exaggerate, and define these complexities, while focusing on the object's form, movement, and conceptual absurdity.

The items represented are seen, felt, or used on a regular basis. They provide a reoccurring function to their handler; however, rarely receive the credit they deserve. As consumers, we invest a great deal of money and time in these objects, only to hide them among the soiled, private activities of society. Through the de-contextualization of these objects, I guide the viewer to perceive them differently, un-silencing their comic relief.

The Cat's on the Roof (Art)

Student(s):

Shannon Callahan

Mentor(s):

Tina Gebhart

Time/Location:

11:00am - 12:00pm
Schmucker Hall
Art Gallery

How can you simultaneously celebrate someone as you grieve his loss? After his cancer prognosis took a turn for the worse, I spent the summer of 2014 with my father and with such questions. The resulting series of work can be both haunting and celebratory. The pieces challenge the viewer to meet my father while also feeling his absence. All of the pieces are linked through a more conceptual meaning and value of time, allowing each viewer to have a personalized interpretation. Flexibility in media and format presents the public with a variety of ways to experience this body of work. By suggesting a presence or representing past moments, the work speaks to the pain that comes with losing someone as well as the joy of sharing the memories left behind. Completing this series has given me an outlet to think abstractly about the various stages of grief and loss, while forcing me to confront anxieties I had previously ignored. The outcome is a body of work that allows the viewer to enter and exit safely, with a variety of emotions and new understandings of loss experienced in between.

Center for Global Education

Art as an Educator for Memory: El Parque de La Memoria, Argentina

Student(s):

Abigail Conner

Mentor(s):

Daniel Albertson

Time/Location:

10:30am - 11:45am
Schmucker Hall 214

This paper discusses how el Parque de la Memoria in Buenos Aires, Argentina works to educate children through art about the state terrorism that occurred 30 years ago. The piece discusses each sculpture and discusses the benefits of this method of presentation for youth as well as adults to learn about their history and to construct a basis of memory.

Computer Science

The Parameterized Poker Squares Challenge

Student(s):

Casey Uhrich, Noah Rossiter

Mentor(s):

Todd Neller

Time/Location:

1:15pm - 2:30pm
Breidenbaugh Hall 311

Given a shuffled deck, 25 cards are individually dealt and placed into a 5-by-5 grid. Each row and column is scored as a Poker hand according to a given point system. Challenge: Create a computer Poker Squares player that can play Poker Squares given any point system. In this class presentation, competing teams will overview their approaches to this challenge. Attendees will have the opportunity to not only see a demonstration, but also interactively compete with the winning AI player.

The Parameterized Poker Squares Challenge 2

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Anna Kane, Christopher Lasek, Theresa Houtz	Todd Neller	1:15pm - 2:30pm Breidenbaugh Hall 311

Given a shuffled deck, 25 cards are individually dealt and placed into a 5-by-5 grid. Each row and column is scored as a Poker hand according to a given point system. Challenge: Create a computer Poker Squares player that can play Poker Squares given any point system. In this class presentation, competing teams will overview their approaches to this challenge. Attendees will have the opportunity to not only see a demonstration, but also interactively compete with the winning AI player.

The Parameterized Poker Squares Challenge 3

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Lee Sieger, Melanie Holl	Todd Neller	1:15pm - 2:30pm Breidenbaugh Hall 311

Given a shuffled deck, 25 cards are individually dealt and placed into a 5-by-5 grid. Each row and column is scored as a Poker hand according to a given point system. Challenge: Create a computer Poker Squares player that can play Poker Squares given any point system. In this class presentation, competing teams will overview their approaches to this challenge. Attendees will have the opportunity to not only see a demonstration, but also interactively compete with the winning AI player.

The Parameterized Poker Squares Challenge 4

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Erin Brady, Jerome Day	Todd Neller	1:15pm - 2:30pm Breidenbaugh Hall 311

Given a shuffled deck, 25 cards are individually dealt and placed into a 5-by-5 grid. Each row and column is scored as a Poker hand according to a given point system. Challenge: Create a computer Poker Squares player that can play Poker Squares given any point system. In this class presentation, competing teams will overview their approaches to this challenge. Attendees will have the opportunity to not only see a demonstration, but also interactively compete with the winning AI player.

The Parameterized Poker Squares Challenge 5

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Michael Booz, Rebecca Wiest	Todd Neller	1:15pm - 2:30pm Breidenbaugh Hall 311

Given a shuffled deck, 25 cards are individually dealt and placed into a 5-by-5 grid. Each row and column is scored as a Poker hand according to a given point system. Challenge: Create a computer Poker Squares player that can play Poker Squares given any point system. In this class presentation, competing teams will overview their approaches to this challenge. Attendees will have the opportunity to not only see a demonstration, but also interactively compete with the winning AI player.

The Parameterized Poker Squares Challenge 6

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Amy Kaiser-Jones, Joseph Robinson	Todd Neller	1:15pm - 2:30pm Breidenbaugh Hall 311

Given a shuffled deck, 25 cards are individually dealt and placed into a 5-by-5 grid. Each row and column is scored as a Poker hand according to a given point system. Challenge: Create a computer Poker Squares player that can play Poker Squares given any point system. In this class presentation, competing teams will overview their approaches to this challenge. Attendees will have the opportunity to not only see a demonstration, but also interactively compete with the winning AI player.

The Parameterized Poker Squares Challenge.

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Luke Burtch, Matthew Kuhl	Todd Neller	1:15pm - 2:30pm Breidenbaugh Hall 311

Given a shuffled deck, 25 cards are individually dealt and placed into a 5-by-5 grid. Each row and column is scored as a Poker hand according to a given point system. Challenge: Create a computer Poker Squares player that can play Poker Squares given any point system. In this class presentation, competing teams will overview their approaches to this challenge. Attendees will have the opportunity to not only see a demonstration, but also interactively compete with the winning AI player.

Economics

Determining the Effect of the Minimum Wage on Income Inequality

Student(s):

Benjamin Litwin

Mentor(s):

Zhining Hu

Time/Location:

1:15pm - 2:30pm

Breidenbaugh Hall 205

Many recent studies have shown a significant increase to income inequality recently. One of the proposed methods for fixing this trend is to increase the minimum wage. To analyze the effectiveness of this policy, we studied data from countries that are part of the Organization for Economic Development and Cooperation. By forming an econometric model to account for many factors that affect income inequality in nations around the world, including the minimum wage, we can determine the relationship and provide recommendations for future policy. We conclude that increases to the minimum wage can cause a decrease to income inequality until the minimum wage exceeds a maximum effectiveness value, at which point the effect starts to level off.

Measuring Economic Uncertainty in the 2008 Recession

Student(s):

Daniel Oliver

Mentor(s):

Tsu-ting Lin

Time/Location:

10:30am - 11:45am

Breidenbaugh Hall 205

This research seeks to develop an index for economic uncertainty in regards to the 2008 recession and subsequent recovery. By using macroeconomic data about job, stock, and commodity markets, this project devised a formula for creating an index of uncertainty. The aggregation of these data has yielded a numeric value for each quarter from 2007 until 2012 as a measure of economic uncertainty. Comparing this index to some other macroeconomic data such as GDP, sheds new light on potential reasons for the economic recession of 2008 and subsequent recovery.

Education

Bachelor of Science in Music Education: Samantha Moroney Portfolio

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Samantha Moroney	Brent Talbot	9:00am - 10:15am Schmucker Hall 222 Recital Hall

Compilation

English

Martyrs and Movements: Emmett Till, Michael Brown, and the Struggle for Racial Justice

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Stephen Puth	McKinley Melton	10:30am - 11:45am Breidenbaugh Hall 112

The 1955 death of fourteen-year-old Emmett Till, and the subsequent trial of his killers, emblematically serves as one of the preceding racial injustices that ignited the Civil Rights Movement. The brutal mutilation of Till and later wrongful acquittal of his murderers provided clear evidence that racial disparity was a major concern in The South. Moreover, the nationwide coverage revealed that the consequences of racial disparity and acts of violence were not confined to one region of the United States. Since the inception of our young country, equality for African Americans has continuously been an enduring struggle. Today, nearly 60 years later, racism and structural inequality continue to be prevalent issues nationwide. The 2014 shooting of eighteen-year-old Michael Brown has once again demonstrated that racial equality is far from being realized. Despite the conflicting information and the controversy surrounding the non-indictment of Officer Wilson, the subsequent protests and riots that ensued nationwide are key indications that a collective effort is needed to resolve and abolish racism in our society. This discussion will consider Emmett Till and Michael Brown side by side, examining the responses of popular media, journalists, and creative writers to their deaths, in order to better understand why these young men have come to be so symbolically important. Within this examination, this discussion will also consider how the parallel responses to their deaths have become foundational to the struggle for equality and civil rights.

New Topics, New Powers, and New Spirit: Walt Whitman and Allen Ginsburg and the Power of the Poet.

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Peter Rosenberger	John Ryan	10:30am - 11:45am Breidenbaugh Hall 112

Walt Whitman was an enormous influence on Allen Ginsberg, which Lawrence Ferlinghetti recognized at the first public reading of “ Howl ” in 1955. Leaves of Grass, first published in 1855, featured untitled twelve poems without rhyme, meter, or traditional line breaks. However, acknowledging a single influential figure for a countercultural writer is a somewhat uncommon phenomenon. Countercultural movements and countercultural artists tend to define themselves by standing against the dominant culture, an understandable instinct that yields important insights. Still the link between Ginsberg and Whitman is unmistakable. By analyzing the complex ties between an example of Whitman ’ s and Ginsberg ’ s major work and by exploring the personal intricacy of both men ’ s lives within their own cultural periods, I will reveal how each poet absorbed his country only to be sorely disappointed. Using Whitman ’ s “ Song of Myself ” and Ginsberg ’ s “ Howl, ” I will compare the startlingly modern use of free verse, poetic convention, and thematic unity in each poem. In addition, an analysis of each poet ’ s lived experience will provide insight into how these men, who lived a century apart, recognized the artistic value of their time in American history and utilized this cultural awareness to fuel their unique contributions to American poetry. Both men grappled with their sexuality, which made them outcasts; they both had strong feelings about the politics of their times; they both sought the companionship of unsavory people; and they both yearned to speak directly about American life. Whitman and Ginsburg cut against the grain of their respective literary and cultural backdrops, and my investigation of their similarities will reveal how their willingness to pursue what Ralph Waldo Emerson called “ new topics, new powers, and a new spirit ” challenged what their dominate cultures called poetry.

German Studies

German Studies Capstone: Media Media in Germany: History and Theory I

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Ann Sasala, Leanne Woehleke, Martina Khalek	Henning Wrage	9:00am - 10:15am Breidenbaugh Hall 307

German Studies Capstone I

Ann Sasala

Individual Abstract

In the Limen: Scientology and the Media

An der Schwelle (In the Limen) seeks to find the middle ground between Scientologist and Anti-Scientologist rhetoric through the lens of German Studies and Media Studies. This paper discusses ways in which the internet influences perceptions of Scientology in both Germany and the United States, provides historical and contemporary context, and ultimately deconstructs current misconceptions stemming from both sides.

Leanne Woehleke

Individual Abstract

Accident or not? How media influenced the fall of the Berlin Wall

Twenty-five years after the fall of the Berlin Wall on the night of November 9, 1989, we look back upon this event and analyze what led to the opening of the border between West Germany and East Germany. While events earlier in 1989, such as the Tiananmen Square protests and massacre, as well as the Pan-European Picnic and the opening of the border between Hungary and Austria, contributed to the political climate in East Berlin (which ultimately made way for the collapse of the wall), events on the preceding days of November 9 are what truly contributed to the total collapse of the wall on that night 1989. Miscommunications among Politburo members and the Soviets are what ultimately led to the fall of the Berlin Wall and the complete opening of the border between East and West. Instead of a gradual lifting of the traveling restrictions for East Germans, a miscommunication between top officials led to the fateful press conference on the evening of November 9, 1989. Without media and the improved technology (such as satellites) that allowed for live televised events, would the wall have fallen this quickly?

German Studies Capstone: Media Media in Germany: History and Theory II

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Kaitlin Wingard, Signe Carlson, Stephany Harrington	Henning Wrage	10:30am - 11:45am Breidenbaugh Hall 307

Media is extraordinarily pervasive in today ' s globalized world. Our group will cover three phenomena of German media: sexism in German commercials, short films from the DDR, and video games in Germany. These topics are particularly interesting, as they cover media throughout the years during various political regimes.

Kaitlin Wingard	Individual Abstract
------------------------	----------------------------

Das Stacheltier: East German Satirical Short Films

By using East German satirical short films as the medium, this paper will attempt to see how DEFA censorship affected the short films throughout their duration and how the authors and producers perceptions changed with different censorship regulations. The Stacheltier films that will be analyzed are "Eine Liebesgeschichte" and "Ein freier Mensch" because they stand out the most, in terms of disregarding DEFA and SED censorship.

Signe Carlson	Individual Abstract
----------------------	----------------------------

Video Games in Germany: Culture and Ratings Systems

This paper examines the German video games rating system (the USK) in comparison to the American video games rating system (the ESRB). The idea that German cultural and moral standards, specifically referencing sex and violence, contribute to the way that their ratings system is formed will be explored. Additionally, the stigma surrounding violent video games in German and international media will be discussed. Finally, a case study of the video game Call of Duty: Black Ops II and its cross-cultural differences will conclude the paper.

Stephany Harrington	Individual Abstract
----------------------------	----------------------------

The Ultimate Object: Sexism and the Representation of Women in German Media

This paper examines the representations of women in German advertisements from the 1950s and the present. It argues that sexist concepts of the domesticated woman and the woman as a sexual object from the 1950s still exist in advertisements in the modern media. In this investigation, women were often placed into those specific gender role stereotypes. Through an examination of sources from the well-known German magazine, Der Spiegel, and several television commercials, this paper argues that despite advancements in gender equality, women are still often perceived in current society as sex objects or women who only work in the home.

Humanities Mellon Scholars '14

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Brenden McMahon, Brianna Kirk, Cassandra Wells, Sarah Johnson	Dina Lowy Maureen Forrestal	10:30am - 11:45am Breidenbaugh Hall 205

A panel of the Mellon Scholars from the summer of 2014. These four presentations are all humanities based, though they span a variety of subjects and time periods.

Brenden McMahon**Individual Abstract**

Establishing a Continuity between China under Mao Zedong and China under Deng Xiaoping: An Examination of the Mao Zedong-Deng Xiaoping Relationship

The close but often complicated relationship between Deng Xiaoping and Mao Zedong greatly influenced the Chinese Communist Party's (CCP) struggle for legitimacy, its struggle for control over China and the Chinese people, and its vision for China's development. Mao and Deng held contrasting views on the relationship between the CCP and the Chinese people, the involvement of the Chinese people in policy-making, the role of ideology in the formation of policies, and the economic policies of the Chinese state. Between the founding of the People's Republic of China on October 1, 1949 and the end of the twentieth century China changed radically from a nation driven by the ideology of Marxism-Leninism-Mao-Zedong-Thought to a pseudo-capitalist state. As radically as China changed over the course of the twentieth century, the relationship between Mao and Deng cycled through its own changes. The changes in their relationship were affected by the political forces within the CCP, the societal reactions to the government's policies and the personal differences between the two of them. As I traced their relationship through some of the key points in China's history a continuity stood out to me; despite Deng's desire to pull China away from Mao's radicalism and his ideology, he recognized the need to maintain a connection with Mao in order to legitimize his rule, but even more interestingly he still carried the core set of beliefs they shared into his leadership.

Brianna Kirk**Individual Abstract**

Jeff Davis, A Sour Apple Tree, and Treason: Fear in the Post-Civil War North

The end of the Civil War raised many questions, and one of the thorniest was how to piece the Union back together. After such an unprecedented war, the exact course of how to survive Reconstruction was unknown. Furthermore, the question of what to do with Jefferson Davis, leader of the Confederate rebellion, lingered. While many Union veterans dreamt of "hanging Jeff Davis from a sour apple tree," Northern civilians recoiled in fear, quickly embracing sectional reconciliation and dropping all charges of treason. What would such a high profile trial and execution say about a democracy staggering away from the battlefields of war? Would it destroy the tentative peace, thereby complicating Reconstruction? My project will examine this fear in the immediate post-war period and work to explain why Northerners were so eager to spare Davis from the gallows and forget the four bloody years of war.

Cassandra Wells

Individual Abstract

Brown v. Board of Education and Evangelical Missions: Motivations to support the 1954 decision

Cassandra Wells '16, a history and religious studies double-major, combined her academic interests in a project that examines the use of religion in arguments for and against segregation following the Supreme Court's 1954 Brown vs. Board of Education ruling. Specifically looking at the impact that international missions had in supporting the Brown decision. Wells was mentored by the Associate Director of the Civil War Institute, Dr. Jill Titus.

Sarah Johnson

Individual Abstract

"Yankees to the Ranks from the Towns and the Tanks:" Gettysburg and the Great War

This paper examines the impacts of the Great War, 1914-1918, on the town of Gettysburg and the greater Adams County Community. Research reveals interest in and impact from the war inflicted on Gettysburg as early as September 1914 and traces a local community's transformation from commercial concerns under neutrality to full mobilization and militarization of the Home Front. The paper also examines briefly examines issues of American identity and war memory.

Interdisciplinary Studies

From Casablanca to Dubai: Middle Eastern and Islamic Studies panel

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Kelsey Chapman, Tyobista Girma, Valerie Carroll, Victoria Mohr	Megan Sijapati	9:00am - 10:15am Breidenbaugh Hall 205

Students will present a variety independent research projects related to Middle Eastern and Islamic Studies.

Kelsey Chapman

Individual Abstract

Economic Development and Female Labor Force Participation in the Middle East and North Africa: A Test of the U-Shape Hypothesis

This paper investigates the relationship between economic development and female labor force participation in the Middle East and North Africa (MENA). Using a panel data set of 20 countries in the region for the period of 1990-2012, I develop an econometric model that tests the U-shape hypothesis. This study builds upon previous literature examining the U-shape hypothesis in time series studies for developing countries, and cross-country studies. The results of this paper suggest that there is a U-shaped relationship between economic growth and female labor force participation rates. The MENA region's low female labor force participation rates can be explained in part by their transition towards the bottom of the U-shaped curve.

Tyobista Girma

Individual Abstract

“... a Black African Woman ...”

Many people believe that racism against dark/brown-skinned people only exists in the West. However, this research project shows that such racism exists beyond the West. I conducted anthropological research in Morocco hoping to explore the experiences and challenges that non-Moroccan Christians face because of their religion. After conducting several interviews, I found out that women who are black and from West and Central Africa don't face many problems being Christians living in a Muslim country. However, they face many challenges, discrimination and harassment because of their skin color. Through telling the women's stories and some of my own experiences, this research presents what racism is like in Morocco and the historical context that led many Moroccans to have such mentality.

Valerie Carroll

Individual Abstract

LGBT Community in Post-Revolution Tunisia: Globalization of Women's Networks and Identities in an LGBT Rights Group

Tunisia is in a post-revolution environment of sociopolitical change after sparking the revolutionary chain known as the Arab Spring. This cascade of revolution brought international attention to Tunisia who now faces an era of democratic reconstruction and social rights movements. This research looks into the status of the LGBT rights movement in post-revolution Tunisia, utilizing online research into social media where LGBT activism occurs, interviews with members from an all women's underground LGBT network, and a composed online survey sent out via social media to LGBT Tunisians. This research represents globalization not as a domineering, absorbing force of Westernization, but as a complex system of elements which can be utilized by smaller communities as a way to navigate the interconnected world. This study addresses the issue of traditional ideas of Islamic countries as always in relation to the West as “other” rather than holding their own agency by showing how western ideas, tools, and elements are utilized by the LGBT movement in Tunisia, but is not defined by these external elements. This research asks about the status and environment for LGBT persons in Tunisia currently, how their status developed after the 2011 Tunisian Revolution, and how do LGBT persons construct their identity and networks by using elements of globalization to react to a globalized world in a nation-state where such identities and practices are social taboo and legally criminalized.

Victoria Mohr

Individual Abstract

In Light of Real Alternatives: Negotiations of Fertility and Motherhood in Morocco and Oman

Many states in the Arab world have undertaken wide-ranging family planning policies in the last several decades in an effort to curb high fertility rates. Oman and Morocco are two such countries, and their policies have had significantly different results. While many point to religion to explain fertility trends, looking at economics and culture sheds light on a much more holistic explanation. Integrating these explanations into a cohesive whole allows us to see women as rational actors who make the best choices for their own context. This paper synthesizes existing literature on religion, culture, medicine and economics with field experience to comprehensively examine the multifaceted fertility decision making process of women and couples in Morocco and Oman.

Johnnie To and the Auteur. (Film)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Eric Lee	James Udden	10:00am - 12:00pm Breidenbaugh Hall 201 Joseph Theater

Follow the decline of Hong Kong cinema in the 90s, Johnnie To has found a way to adapt to the invasion of Hollywood. Creating films for the festival circuit and commercial, To has be economically safe. However, it is To's use of themes that let his stand out compared to his peers. My project is to simulate To's style and storytelling by shooting my own film. Inspired by five To films, I will also add my own flare of creative direction to this film and create a homage to one of the most prolific directors from Asia.

Psychopathic Personality Traits and Their Effect on the Perception of Criminal Punishment.

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
David Byerley	Kathy Berenson Thomas Journey	1:15pm - 2:30pm Breidenbaugh Hall 205

This experiment sought to gain insight on how those with psychopathic traits perceive criminal punishment. The participants filled out a questionnaire that asked them to rate from one to ten (" too lenient" to " too harsh") a list of forty-three criminal scenarios and their punishments. It was hypothesized that those with psychopathic traits would rate punishments as being more lenient than those without psychopathic personality traits. The study found that those with psychopathic traits rated punishments that involve physical pain, executions, or a combination of the two as being " fair" or " too lenient" significantly more often than those participants who did not posses psychopathic traits. There were no significant findings associated with imprisonment or fines between the two groups. The findings indicate consistency with the lack of the empathy trait that characterizes psychopathic personalities, but only when it comes to physical pain or death for those convicted or a crime.

**They Survived the Conversion from 35mm to Digital, So Now What? The Future of America's
Small-Town Art House Theaters**

Student(s):

Morgan Marianelli

Mentor(s):

James Udden

Time/Location:

10:00am - 12:00pm

Breidenbaugh Hall 201

Joseph Theater

My presentation is based on the research paper I am completing for my IDS Film Studies major, "Media in a Modern World." My paper explores the vital role art house movie theaters play in their communities, particularly in bringing film culture to small towns. The topic for this paper was inspired by an internship I completed at a live entertainment venue while studying abroad in Bath, England. The venue specialized in live music and comedy, but also showed films in collaboration with Bath's local independent cinema. For the internship, I completed a dissertation comparing the variety of entertainment Komedia offered to the tradition of music halls in Britain. When I returned to campus, I worked with my advisor, Professor Udden, to come up with a project that could be inspired by my experience. While I do not discuss my internship experience in this paper, it informed my decision to do a study on art house theaters in small-town America. In my paper, I argue that art house theaters have a symbiotic relationship with their communities (particularly small towns) in which the art houses play a vital role in bringing culture to their downtown communities, and these communities are ardent supporters of art house theaters, helping them convert from 35mm to digital and continue to thrive. I will present the thesis and main points from my research paper in a PowerPoint presentation, accompanied with photos I've acquired from the two theaters I am conducting case studies on: The County and The Majestic.

Music

“Fanga Alaafia,” Invented Traditions, and the Need for Ethnomusicology in the Elementary School Curriculum

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Emma Rainoff	Paul Austerlitz	10:30am - 11:45am Schmucker Hall 214

A song called “ Fanga Alaafia ” has been used prominently in northeastern U.S. elementary school music curricula in the last three decades. Most teachers are unaware of its origins, and simply tell students that it is “ West African, ” but in reality the song ’ s history is far more complicated. Combining many musical and cultural influences, Laroque Bey, founder and director of the Laroque Bey Dance Company, created “ Fanga Alaafia ” in Harlem in the early 1960 ’ s for his company, which performed “Fanga Alaafia” widely. It spread through informal networks among dancers and teachers in New York City ’ s African American community, eventually making its way into elementary school curricula. Invoking Hobsbawm and Ranger ’ s concept of “ invented traditions ” as well as Lorand Matory ’ s arguments regarding ongoing dialogues between Africa and the Americas, this paper argues that “Fanga Alaafia” is a new tradition, composed to reinvent “Africanness” in an endeavor whose success is evidenced by its popularity among teachers seeking “ world music ” repertoires that are easily taught. However, in the new tradition created by Bey as promoted by elementary school teachers using “ Fanga Alaafia ” in American classrooms, the history and culture behind the song is lost. Using “ Fanga Alaafia ” and its story as an example, this paper examines the rich history behind “Fanga Alaafia,” examines the problems with its use in American schools, and argues for the need for contextualized study of world music repertoires based in ethnomusicology, or the study of music in its cultural context, in music education.

Acting Music: Exploring Acting Technique in the Context of Opera

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Elizabeth Sollecito	Stacey Mastrian	10:30am - 11:45am Schmucker Hall 214

Many years ago, Opera singers were able to make a living from nothing more than a beautiful voice. To have a career in Opera in the world today, it is far more complicated. One must have a beautiful voice, and be able to act the part. Singers who are unable to act are considered unmarketable, and thus have trouble finding jobs. The question is, how do we marry the two together? This semester, I am completing a course cluster with Opera Workshop (MUS_CLAS 250) and Advanced Acting (THA 220) to answer this question. I hope to explore advanced concepts in acting with the participants in Opera Workshop to assist in honing the objectives and feelings of their characters, and thus the performance.

Bachelor of Science in Music Education Capstone: Jane Best Portfolio

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Jane Best	Brent Talbot	9:00am - 10:15am Schmucker Hall 222 Recital Hall

This is a compilation of my work done throughout the four years of this degree program.

Bachelor of Science in Music Education Capstone: Lauren Mascioli Portfolio

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Lauren Mascioli	Brent Talbot	9:00am - 10:15am Schmucker Hall 222 Recital Hall

Compilation of work from the past four years

Bachelor of Science in Music Education: Lauren Satterfield Portfolio (Poster)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Lauren Satterfield	Brent Talbot	9:00am - 10:15am Schmucker Hall 222 Recital Hall

I will be presenting my capstone for my BSME.

The Price of Privilege: The Dynamic of Marginalization and Privilege in School Music Programs

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Alexander Schweizer, Emma Rainoff, Rei Phillippi, Richard Thomas, Scott Kaliszak	Brent Talbot	1:15pm - 2:30pm Schmucker Hall 214

Using a qualitative model, our research explores the ways in which marginalization and privilege operate within and through school music programs. Each of five researchers identified one participant to interview using the following ideal-typical case selection (LeCompte and Preissle 2003):

1. The participant has been involved in multiple years of school music;
2. The participant has experienced and/or witnessed privilege and marginalization in their respective school music programs.

Each interview was recorded, transcribed, and coded, and each participant took part in a focus group-style conversation, which was also recorded, transcribed, and coded. A literature review of peer-reviewed articles in related fields, including, but not limited to, the fields of education and music education, was used to reference and connect to issues of privilege and marginalization in school music programs. Preliminary findings indicate that socio-economic factors, peer pressure, and program structure may contribute to further separation between marginalized and privileged populations within and across school music programs.

Political Science

How the Privilege Discourse Fails to Promote Social Change

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Kelly DiGeronimo	Gary Ciocco	1:15pm - 2:30pm Breidenbaugh Hall 205

One of the most pervasive topics in today's social justice discussions is that of privilege. This general concept that one social group maintains an advantage relative to others, has been developing in academia for decades, and has more recently become common today not only in the blogosphere, but throughout the news media and the general public. However, discussion of privilege today is highly problematic in that it has promoted within the conversation a potentially negative culture of seeking legitimacy through proving one's status as "most oppressed", and thus undermines the original goals of voices against oppression - to eradicate the social systems through which privilege is provided. In this manner, the privilege discussion, perhaps because it now occurs more commonly outside of academia and is thus increasingly accessible for the average American through its representation in the media, has shifted away from its original status as a source from which to achieve systemic change. Instead, privilege discourse may in many cases give power to opposition parties through the accidental inclusion of uninformed radicals on both sides, while even the most informed often choose to focus on identifying and in many cases perpetuating every potential form of privilege while neglecting to seek pathways to actually end oppression. In this way, privilege theory has become highly controversial and faces attacks from both opposers of the very idea of privilege and promoters of social change over whether or not it is helpful, legitimate, or constructive.

The Evolution of Establishment Clause Jurisprudence and the Significance of Greece v. Galloway.

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Maria Lombardi	Kenneth Mott	1:15pm - 2:30pm Breidenbaugh Hall 205

Founded upon the ideals of those fleeing religious persecution, America is a country committed to the principle that all citizens should be free to worship as they please without fear of governmental retribution or interference. This belief was so powerful that the Founding Fathers declared in the First Amendment of the United States Constitution, "Congress shall make no law respecting an establishment of religion..." otherwise known as the Establishment Clause. Nevertheless, through the years, government has been inundated with pressures from the dominant national heritage of Christian-Judeo traditions, resulting in an inextricable intertwining of religion and government. Because of this, the Establishment Clause became, and continues to be a political and legal battleground. The Supreme Court has been barraged with conflicts resulting from individual claims of religious liberties and the role of state power. Heightened pressure fell to the Court in the middle of the 20th Century to monitor these competing interests, but disagreements amongst those on the bench resulted in remarkably murky legal precedent, such as the Lemon Test, Endorsement test, and the Coercion Test. This lack of consensus contributes to a sense of frailty surrounding Establishment Clause jurisprudence. While many would argue that religious freedom is not a pressing issue facing the Court in modern times, the fact is that the United States still remains an overwhelmingly Christian nation with religious traditions apparent in every facet of the government. Most recently, the Court decided the case of Town of Greece v. Galloway, in favor of legislative prayer. To understand the 5-4 ruling in Greece, it is important to understand the intricacies of the case.

Religious Studies

The Holocaust and Jewish Thought

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Natalie Wismer, Samantha Smith	Stephen Stern	10:30am - 11:45am Breidenbaugh Hall 311

Students are presenting their final projects completed as part of their coursework for the Religious Studies course, The Holocaust and Jewish Thought.

Samantha Smith

Individual Abstract

The Pink Zone

There are forgotten victims of the Holocaust, and the LGBTQ's community has no names to match to our dead.

The Role of God and Religion in the Experiences of Holocaust Survivors

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Sarah Cunningham	Stephen Stern	10:30am - 11:45am Breidenbaugh Hall 311

The declining population of Holocaust survivors in our society poses an urgency to educate ourselves and future generations on the experiences of these victims. My paper is an anthology of Jewish survivor experiences with an emphasis on the role of religious faith and God in the face of trauma. Survivors presented an array of religious attitudes and shifts in faith during the Holocaust and post-Liberation period, which were shaped by prolonged exposure to suffering and grief inflicted by Nazis and the Nazi Regime. The effects of the Jewish population 's extreme persecution during World War II has left a lasting impression on those individual survivors, non-Holocaust Jews and even succeeding generations of Jews. Given the severe and obscure conditions of the Holocaust, my research ultimately revealed the inability to group survivor experiences under a collective religious path or assertion ensued by the Holocaust.

Spanish

Spanish Capstone I

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Eric Glass, Griffin Ahsler, Nancy Clark, Samantha Hartz, Shelby Creamer	Beatriz Trigo	9:00am - 10:15am Breidenbaugh Hall 209

Spanish Capstone 1

Spanish Capstone II

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Alessandra Perez, Dakota Unger, Johanna-Rain Heimberger, Keelin Salisbury, Stefany Laun	Beatriz Trigo	10:30am - 11:45am Breidenbaugh Hall 209

Spanish Capstone 400 Presentation

Theatre Arts

Contemporary Theatre Performance (Theatrical)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Abigail Rice, Andrew Gorelick, Emily Lunardi, Jennifer Wallisch, John Grimsley, Kierstan DeVoe, Rachel Martinelli	Christopher Kauffman	1:15pm - 2:30pm Brua Hall 215 Stevens Theatre

Original creation. We mined our creative energies to find our unique voices in theatre performance. We collaborated with others to create ensemble work. We examined writers and performers of contemporary work. We performed over and over again to engage with our potentialities - "charged moments of becoming and belonging that occur at and beyond the edges of anything like a bound event." - Della Pollock

The Compleat Wrks of Wllm Shkspr (Abridged) (Theatrical)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Emily Pierce, Jeremy Savage, John Grimsley, Katherine Gulden, Krista McCormick, Madeline Price, Mairead Kress, Rachel Martinelli, Victoria Reynolds, Warren Pace	Christopher Kauffman	10:00am - 11:15am Brua Hall 215 Stevens Theatre

The Complete Works are long, but life is short, so we'll be bringing you all the Bard's 37 plays & 154 sonnets in less time than it takes to see 1 production of Hamlet! This fast-paced, comedic parody of all Shakespeare 's works is delivered in the form of a full-length blackbox production.

Walt is Dead (Theatrical)

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Alessandra DeMartino, Ryan Gallagher	Christopher Kauffman	11:30am - 11:45am Brua Hall 215 Stevens Theatre

This short play is about the the rebirth of Mr. Walt Disney and his encounters with a journalist of his park. The journalist, Lena, is called into Mr. Disney's office where she is confronted about an article she published exposing the Disney company. Mr. Disney tries to sway her to remove the article through his Disney antics and seduction.

Women, Gender, & Sexuality Studies

Adventures with Moxie: Using Feminist Humor to Battle the Patriarchy

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Sarah Connelly	Stephanie Sellers	10:30am - 11:45am Schmucker Hall 214

In my project, I used Feminist Humor Theory to create a feminist webcomic for a humor blog called Power Pussy Says. Feminist Humor Theory is the concept that humor can be used to undermine patriarchal values because humor in itself is a tool for reinforcing or subverting power dynamics. The webcomic is "Adventures with Moxie," about a kitten who wants to be a feminist but is too young to really understand what feminism really entails. The comic follows her feminist journey along with the help of her sister Bea and her mentor, a tortoise named Doll. Moxie represents a childish hope to fight inequality as simply as one sees in picture books, where there is only one bad guy and once the battle is over, it's finished. Her journey is educational but not without hope, which is the basic principle of Feminist Humor Theory.

Women, Gender, and Sexuality Studies Capstone Presentations

<u>Student(s):</u>	<u>Mentor(s):</u>	<u>Time/Location:</u>
Aleecha McCune, Natalie Wismer, Olivia Powell, Sarah Connelly, Yisbely Alevante	Erin Duran Nathalie Lebon	1:15pm - 2:30pm Breidenbaugh Hall 209

This panel includes five presentations by seniors in Women, Gender, and Sexuality Studies on their year-long Capstone research projects. The topics include the feminist community of practice on Tumblr, understanding hook up culture at Gettysburg College, gender performativity and college athletics, specifically cross-country running, and responding to trans* homelessness needs in the Pennsylvania public shelter system, and by New York 's lgbtq organizations.

Aleecha McCune

Individual Abstract

Exploring the Hook Up Culture at Gettysburg College: An Intersectional Approach

Through 30 focus groups with students from many different backgrounds I explored their experiences, interactions with, and perceptions of hook-up culture at Gettysburg College. Although hook up culture is a central part of the Gettysburg College student experience, whether one chooses to participate or not, it is composed of a multitude of experiences. Analysis of the focus groups revealed that the gap between expectations of hooking up and its realities create a love-hate relationship, with simultaneous or alternating positive and negative feelings towards hooking up among the students interviewed.

Natalie Wismer

Individual Abstract

Addressing Transgender Homelessness: HAP Shelter Reform in Pennsylvania

The transgender community has been disproportionately affected by homelessness, in large part due to widespread and often systematic discrimination. Although shelters in Pennsylvania are doing their best to serve all clientele equally, the needs of the transgender homeless community are not fully being met, necessitating reform. In my research, I analyze the Pennsylvania Department of Human Service's Homeless Assistance Program (HAP) policies. As part of this analysis, I explore the unique challenges HAP shelters face based upon their location in either rural or urban settings. Bearing these challenges in mind, I offer my recommendations for HAP reform in both rural and urban areas through the implementation of transgender inclusive policy.

Olivia Powell

Individual Abstract

Running through Gender: Cross Country as a Gendered Experience

Participation on the cross country team at Gettysburg College is unique due to its coed composition. While the mixing of genders has led to decreased beliefs in gender stereotypes among participating athletes and fostered a cohesive unit, hegemonic masculinity and femininity persist and influence practices that prompt gender performance and reinforce gender stereotypes. In order to discover these complexities, 16 members of the Gettysburg College cross country team (8 male and 8 female) were interviewed on topics such as body image, team dynamics, coaching staff, and running attire.

Sarah Connelly

Individual Abstract

Tumbling into Communities: Tumblr, Feminism, and the Internet Generation

My research delves into the feminist community on Tumblr in order to understand how the site is used as both a tool for education and as a place of identity creation for a younger generation of feminists. When I refer to this “younger generation” or “internet generation,” I am referring to the largest age demographic represented on Tumblr, mostly U.S. youth from the ages 13-24. In the wave of feminist activism online, there are inevitable growing pains. The internet is an entirely new space to navigate, meaning that feminism is being translated into the words and experiences of the internet generation. This feminist “world-building” in turn means that feminism is being portrayed, shaped and used in revolutionary ways through Tumblr content, creating new locations for community, identity formation, and dialogue. In other words, Tumblr is a community of practice, in which the repetition of actions— on the internet, actions included shared phrases, humor, modes of communication, etc— creates a community through the process of “collective learning.” There are many examples of this community of practice and “world-building” in the evolution of an accessible feminist rhetoric being used to shape feminist thought within the Tumblr community. Also, the exaggerated anonymous backlash against the online feminist movement illustrates that feminism is significant enough to cause stirring in the larger internet community.

Yisbely Alevante

Individual Abstract

New York LGBT Organizations Respond to Transgender Youth Homelessness

The recent rise in transgender youth homelessness has generated a great need for more programs and services. In New York City, where the gay liberation movement started in 1960 and a vibrant LGBTQ community has thrived, many programs and services are dedicated to helping the transgender homeless youth population. Still, resources are extremely scarce. Nonetheless, organizations with roots in LGBTQ movements, such as the Ali Forney Center and the Silvia Rivera Law Project, have devised cutting-edge programs that go beyond the mere survival needs of transgender homeless youth, and lead the way and inspire other organizations to offer not only inclusive services, but truly transformational experiences for homeless transgender youth. Information about transgender-focused programs in these organizations was gathered through content analysis of their websites. Additional research was done through on-site observation of other organizations that serve the transgender homeless population.

Name	Page Numbers	Name	Page Numbers
Ahsler,Griffin Lee	1, 6, 35	Kaliszak,Scott Daniel	3, 11, 33
Alevante,Yisbely Ramona	3, 11, 37	Kane,Anna Victoria	3, 9, 19
Aloisi,Katherine Michelle	2, 8, 14	Khalek,Martina Elizabeth	1, 5, 24
Best,Jane Anna	1, 5, 32	Kirk,Brianna Elizabeth	2, 7, 26
Booz,Michael Thomas	3, 9, 20	Kress,Mairead Fallon	4, 13, 36
Brady,Erin Elizabeth	3, 9, 19	Kuhl,Matthew Jason	3, 9, 20
Burtch,Luke Douglass	3, 9, 20	Lasek,Christopher Ryan	3, 9, 19
Byerley,David James	3, 10, 29	Laun,Stefany Nicole	2, 7, 35
Callahan,Shannon Rae	3, 4, 10, 12, 15, 17	Lee,Eric Justin	4, 12, 29
Carlson,Signe Lynn Swallow	2, 6, 25	Litwin,Benjamin Samuel	3, 10, 21
Carroll,Valerie Rose	1, 5, 27	Lombardi,Maria Elizabeth	3, 10, 34
Chapman,Kelsey Anne	1, 5, 27	Lunardi,Emily Wray	4, 13, 36
Clark,Nancy Jeanne	1, 6, 35	Marianelli,Morgan Hope	4, 12, 30
Connelly,Sarah Marie	2, 3, 6, 11, 37, 39	Martinelli,Rachel L	4,13, 36
Conner,Abigail Breen	2, 6, 18	Mascioli,Lauren Michelle	1, 5, 32
Creamer,Shelby Lynne	1, 6, 35	McCormick,Krista Lyn	4, 13, 36
Cunningham,Sarah Anne	2, 7, 35	McCune,Aleecha Marie	3, 11, 37
Day III,Jerome Corbin	3, 9, 19	McMahon,Brenden Alec	2, 7, 26
DeMartino,Alessandra Lorenn	4, 13, 36	Mohr,Victoria Elizabeth	1, 5, 27
DeVoe,Kierstan Noelle	4, 13, 36	Moroney,Samantha Frances	1, 5, 22
DiGeronimo,Kelly Judith	3, 10, 33	Oliver,Daniel Frederick	2, 7, 21
Gallagher,Ryan Edward	4, 13, 36	Pace,Warren James	4, 13, 36
Garnick,Devin Nicole	3, 10, 15	Perez,Alessandra Jo	2, 7, 35
Girma,Tyobista	1, 5, 27	Phillippi,Rei Ueno	3, 11, 33
Glass,Eric William	1, 6, 35	Pierce,Emily Dawn	4, 13, 36
Gorelick,Andrew Scott	4, 13, 36	Powell,Olivia Dale	3, 11, 37
Grimsley Jr,John Fitzgerald	4, 13, 36	Price,Madeline Anne	4, 13, 36
Gulden,Katherine Mary	4, 13, 36	Puth,Stephen Carl	2, 8, 22
Harrington,Stephany Widmann	2, 6, 25	Rainoff,Emma	2, 3, 6, 11, 31, 33
Hartz,Samantha Elizabeth	1, 6, 35	Reynolds,Victoria Jean	4, 13, 36
Heimberger,Johanna-Rain	2, 7, 35	Rice,Abigail Diane	4, 13
Holl,Melanie R.	3, 9, 19	Robinson,Joseph Dehoney	3, 9, 20
Houtz,Theresa Kathryn	3, 9, 19	Rosenberger,Peter William	2, 8, 23
Johnson,Miranda Elizabeth	3, 10, 15	Rossiter,Noah Benjamin	3, 9, 18
Johnson,Sarah Marianne	7, 26	Salisbury,Keelin Clare	2, 7, 35
Kaiser-Jones,Amy Melissa	3, 9, 20	Sasala,Ann Marie	1, 5, 24

Name	Page Numbers
Satterfield, Lauren Agnes	1, 5, 32
Savage, Jeremy Mitchell	4, 13, 36
Schweizer, Alexander Konrad	3 11, 33
Senseney, Madison Marie	4, 12, 17
Sieger, Lee Edward	3, 9, 19
Smith, Samantha Kathryn	2, 7, 34
Sollecito, Elizabeth Claire	2, 6, 31
Thomas II, Richard James	3, 11, 33
Uhrich, Casey Anne	3, 9, 18
Unger, Dakota Allen	2, 7, 35
Wallisch, Jennifer Lynn	4, 13, 36
Wells, Cassandra Leigh	2, 7, 26
Wiest, Rebecca Taylor	3, 9, 20
Wingard, Kaitlin Elle	2, 6, 25
Wismer, Natalie Elizabeth	2, 3, 7, 11, 34, 37
Woehleke, Leanne Christine	1, 5, 24
Wood, Caroline Morris	3, 10, 15
Zbehlik, Emily Anne	3, 10, 15
Ginder, Joshua	4, 12, 14