


share your intellectual passions **2011**

HOBART AND WILLIAM SMITH COLLEGES

April 15, 2011

Sponsored by the
Center for Teaching and Learning

**The Senior
Symposium** 

HOBART
AND
WILLIAM SMITH
COLLEGES

Office of the President

March 29, 2011

Dear Members of the Hobart and William Smith Community:

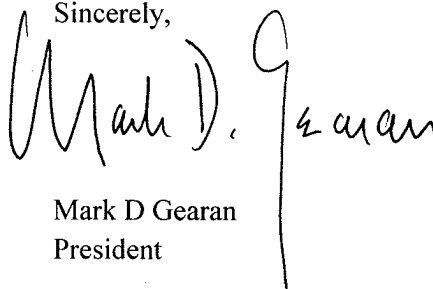
Hobart and William Smith Colleges have a long and proud history of academic success. Our Faculty members work in collaboration with our students in classrooms, laboratories, studios and in the community to foster a broad range of intellectual interactions and interests.

The Senior Symposium is an opportunity to come together as a community to celebrate that academic rigor and those rewarding collaborations. It is also an occasion to affirm the power and boundless possibility inherent in an HWS education.

Whether discussing their intellectual passions, independent projects, creative works, or scholarly research, students participating in the Symposium have the unique opportunity to voice their work to a broad audience and to engage in lively debate across the curriculum. The Senior Symposium is also an example to first-years, sophomores and juniors of the level of intellectual engagement we as an institution expect from our students.

I am proud of the more than 85 seniors who chose to participate in the Colleges third Senior Symposium. I am grateful to the many faculty members who mentored these students and who encouraged them to tackle complex research and creative topics. Finally, I am thankful to the Center for Teaching and Learning and to Dr. Susan Pliner and her staff for their vision and leadership in making the Senior Symposium possible.

Sincerely,

A handwritten signature in black ink that reads "Mark D. Gearan". The signature is written in a cursive style with a large, prominent "G" at the end.

Mark D Gearan
President

HOBART AND WILLIAM SMITH COLLEGES

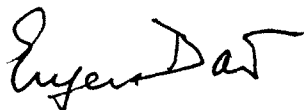
Member of the HWS Community,

The Senior Symposium is an exciting event which reflects and honors the depth and breadth of engagement among Hobart and William Smith students in a diverse spectrum of academic and creative interests. It makes visible that which is often invisible, the long hours and hard work students dedicate to the intellectual journey during their four years at the Colleges. Most importantly, it provides an opportunity for students, under the guidance of faculty advisors, to engage each other as teachers and learners.

The day long Symposium features presentations by Hobart and William Smith Seniors, arranged in panels and organized around a variety of research and experiential fields.

As your Deans, we join with the Center for Teaching and Learning in applauding those who are participating in the Senior Symposium as presenters. This is an important academic achievement that you now have as part of your legacy. We also want to applaud the volunteer stewards who will assist in the organization of the day and faculty and staff who will serve as panel moderators. The Deans also join in the welcoming of all members of the HWS community in this wonderful demonstration of student teaching and learning.

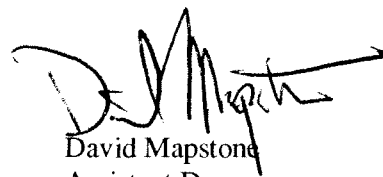
Sincerely,



Eugen Baer, Ph.D.
Dean
Hobart College



Chip Capraro, Ph.D.
Associate Dean
Hobart College



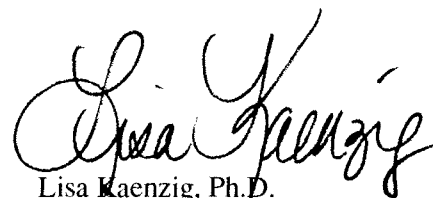
David Mapstone
Assistant Dean
Hobart College



Cerri A. Banks, Ph.D.
Dean
William Smith College



Valerie Gunter
Assistant Dean
William Smith College



Lisa Kaenzig, Ph.D.
Associate Dean
William Smith College

HOBART AND WILLIAM SMITH COLLEGES

Dear Hobart & William Smith Colleagues, Students, and Friends:

Welcome to the third annual Hobart & William Smith Senior Symposium, the third time the work of our graduating seniors is celebrated and highlighted in one collective event. On this day, April 15, 2011, we recognize the diversity and breadth of work here at the Colleges, and honor the academic interests, passion, and creativity of the Senior class.

The Senior Symposium reflects the mission of the Center for Teaching and Learning: cultivating, perpetuating, and sharing intellectual passion in all areas of study. As with many other CTL initiatives, the Senior Symposium is rooted in a love of learning and promotion of student academic engagement. The Symposium provides and prompts us to carry on an interdisciplinary dialogue across the diverse areas of study offered here at the Colleges, an essential part of a liberal arts education.

The Symposium also highlights the HWS curriculum goals, particularly Goals 1 & 2, as it is a way for students to communicate their ideas and demonstrate their ability to think critically, articulate questions, and access information. What better way to share their years of hard work in developing these skills than through this celebration in front of the HWS community?

The 2011 Senior Symposium allows graduating seniors to leave a legacy of their passions and pursuits to inspire upcoming classes to cultivate their own interests. This is the continuation of a rich tradition here at the Colleges.

I would like to extend my sincere thanks to Ruth Shields, Susan Hess, Evelyn Sperry, Sam Vann and the dedicated student staff at the CTL, Communications, and IT Services for their dedication and hard work towards making this event possible.

Sincerely,



Susan M. Pliner, Ed. D.

Associate Dean of Teaching, Learning, and Assessment

ACKNOWLEDGEMENTS

The third annual Senior Symposium 2011 was made possible by the vision, leadership, and efforts of many in the Hobart and William Smith community.

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Center for Teaching and Learning
Kathryn Bowering, Akilah Browne, Kate Cottrell, Brianne Ellis, Susan Hess, Haleigh Marshall,
Susan Pliner, Ruth Shields, David Silver, Evelyn Sperry, Sam Vann

Information Technology Services
Rob Beutner, Juliet Habjan Boisselle, Roy Dewar, Ed Edington, Kelly McLaughlin,
Ray Miller, Jeffrey Wetherill, Stan Weaver

Dining Services
Pat Heieck

Abstract Writing and Presentation Workshop Faculty Facilitators
Sarah Berry, Donna Davenport, Cheryl Forbes, Robert Pool

Sincere thanks are extended to the students, faculty advisors, faculty moderators, department administrative assistants, staff, alumnae, and all who have contributed to the success of this year's event.

RESEARCH SUPPORT AND AWARDS

Symposium students have received generous support for their academic projects from the following organizations, programs, and funds:

Andrew W. Mellon Foundation to the Finger Lakes Institute
Benjamin A. Gilman International Scholarship Program
Charles H. Salisbury International Internship Stipend
Ernest F. Hollings Fellowship-Sponsored by NOAA
National Science Foundation Grant
Office of the President
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SEAY Abroad Grant
Student International Initiatives Fund
William Smith Deans Discretionary Travel Fund
William Smith Deans' Office
Wyckoff Grant
Young Memorial Fund

Senior
Symposium
2011
Presenters

SENIOR SYMPOSIUM 2011 PRESENTERS

Last Name	Department/Program	Sponsor	Time	Room
Ahearn, Benjamin	Architectural Studies	Kirin Makker	2:50	Sanford Room
Allen, Shana	Psychology	Julie Kingery	8:50	Learn Lab
Amestoy, Christina	Political Science	DeWayne Lucas	1:40	Sanford Room
Aquadro, Alexandra G.	Architectural Studies	Kirin Makker	8:50	Geneva Room
Archibald, Kyli	English	Laurence Erussard	1:30	Geneva Room
August, Madeline	Psychology	Jamie Bodenlos	3:10	Learn Lab
Avelis, Cameron M.	Chemistry	Alan van Giessen	4:10	Geneva Room
Bair, Kelsey	Education	Khuram Hussain	11:20	Sanford Room
Beavers, Jennifer	Sociology	Jack D. Harris	10:00	Geneva Room
Becker, Jessica	Sociology	Jack D. Harris	1:50	Sanford Room
Beltz, Martha	Education	Cerri Banks	1:40	Learn Lab
Berkman, Gabrielle	English	Nicola Minott-Ahl	10:00	Learn Lab
Biggs, Kelly	Sociology	Jack D. Harris	10:00	Geneva Room
Biondolillo, Marissa	Sociology	Jack D. Harris	1:50	Sanford Room
Borsuk, Rebecca M.	Dance	Cadence Whittier	9:50	Learn Lab
Bowering, Kathryn	Dance	Cadence Whittier	4:00	Sanford Room
Browne, Akilah	Media and Society	Linda Robertson	2:40	Geneva Room
Burbank, Brian	Sociology	Jack D. Harris	4:10	Learn Lab
Burd, Sarah	Sociology	Jack D. Harris	3:00	Geneva Room
Campbell, Caleb	Education	Khuram Hussain	11:10	Geneva Room
Campbell, Nathan	Education	Khuram Hussain	11:20	Sanford Room
Carey, Katrina L.	Biology	Susan Cushman	2:40	Sanford Room
Caryl, Madeline	Political Science	Stacey Philbrick Yadav	2:00	Presentation Room
Chase, Alexandra	Architectural Studies	Kirin Makker	1:30	Sanford Room
Cleland, Virginia	Religious Studies	Richard Salter	8:40	Learn Lab
Collins, Andrew	Philosophy	Gregory Frost-Arnold	8:30	Geneva Room

SENIOR SYMPOSIUM 2011 PRESENTERS

Last Name	Department/Program	Sponsor	Time	Room
Cottrell, Kate	Philosophy	Rodmon King	4:00	Geneva Room
DeRemer, Erin	Education	Khuram Hussain	11:00	Geneva Room
Diamond, Sharlene	Africana Studies	Marilyn Jimenz	10:10	Sanford Room
Diamond, Sharlene	Sociology	Jack D. Harris	3:00	Sanford Room
Doane, Michael J.	Psychology	Portia Dyrenforth	8:30	Learn Lab
Eckerson, Eleanor	Women's Studies	Betty Bayer	8:30	Sanford Room
Egan, Millicent	Sociology	Jack D. Harris	3:00	Geneva Room
Farham, Lily	Centennial Center for Leadership	Susan Pliner	3:50	Learn Lab
Farnham, Lily	Sociology	H. Wesley Perkins	9:00	Learn Lab
Feldman-Piltch, Alyson	Education	Cerri Banks	11:10	Learn Lab
Giangregorio, Anna	Sociology	Jack D. Harris	1:50	Sanford Room
Gray, Melissa	Psychology	Julie Kingery	9:40	Learn Lab
Gregorek, Lawrence	Art	Michael J. Bogin	4:20	Sanford Room
Grogan, Kevin	Education	Khuram Hussain	11:10	Geneva Room
Hagan, Lindsey	Psychology; Education	Julie Kingery, Helen McCabe	2:00	Learn Lab
Havener, Neala	Writing and Rhetoric	Cheryl Forbes	3:00	Learn Lab
Hicks, Lyndsey	Sociology	Jack D. Harris	10:00	Geneva Room
Hineline, Anna	Education	Khuram Hussain	10:50	Sanford Room
Hineline, Anna	Sociology	H. Wesley Perkins	9:00	Learn Lab
Hoyle, Julia	Religious Studies	Etin Anwar	1:40	Presentation Room
Jordan, Anne	Psychology	Jamie Bodenlos	3:10	Learn Lab
Kimes, Zachary	Political Science	Jodi Dean	9:00	Sanford Room
Kincaid, Ryan	Religious Studies	Richard Salter	1:50	Learn Lab
Kress, Alexandra	Architectural Studies	Kirin Makker	4:20	Geneva Room
Leavengood-Boxer, Claire	Architectural Studies	Kirin Makker	3:50	Sanford Room
Levy, Amanda	Education	Khuram Hussain	3:50	Geneva Room

SENIOR SYMPOSIUM 2011 PRESENTERS

Last Name	Department/Program	Sponsor	Time	Room
Littlefield, Whitman	English	Melanie Conroy-Goldman	9:40	Geneva Room
Luongo, Marco	Sociology	Jack D. Harris	3:00	Sanford Room
Luton, Emma J.	Women's Studies	Betty Bayer	1:50	Presentation Room
Mahoney, Shannon	Biology	Susan Cushman	9:50	Geneva Room
Matteson, Kevin	Education	Khuram Hussain	11:10	Geneva Room
McLaughlin, Kelsey	Architectural Studies	Kirin Makker	4:10	Sanford Room
Michaels, Martin	Political Science	Stacey Philbrick Yadav	9:40	Sanford Room
Norris, Amy	Education	Khuram Hussain	11:10	Sanford Room
Philippone, Lisa	Anthropology	Brenda Maiale	1:30	Presentation Room
Pierce, Shelby	Political Science	Kevin Dunn	9:50	Sanford Room
Popp, Jessica	Biology	Meghan Brown	2:40	Learn Lab
Raufus, Taylor	Biology	Meghan Brown	1:50	Geneva Room
Raymond, Rachel	History	Clifton Hood	10:00	Sanford Room
Rocchio, Andrea	English	David Weiss	9:00	Geneva Room
Roka, Anjali	Writing and Rhetoric	Cheryl Forbes	2:50	Geneva Room
Roka, Ashmita	Education	Cerri Banks	8:40	Sanford Room
Rudman, Abby	Sociology	Jack D. Harris	3:00	Geneva Room
Rusch, Anna	Art	Patricia Mathews	8:50	Sanford Room
Schettine, Andrew	Sociology	Jack D. Harris	1:50	Sanford Room
Scott, Darren	Philosophy	Eugen Baer	1:40	Geneva Room
Shaw, Amanda	Environmental Studies	Susan Cushman	1:30	Learn Lab
Shumway, Andrew K.	Center for Global Education	Doug Reilly	8:40	Geneva Room
Slack, Amanda	Sociology	Jack D. Harris	3:00	Geneva Room
Soriano, April	Sociology	Jack D. Harris	3:00	Geneva Room
Stoll, Hannah	Sociology	Jack D. Harris	3:00	Sanford Room
Stoll, Hannah	Education	Khuram Hussain	10:50	Learn Lab

SENIOR SYMPOSIUM 2011 PRESENTERS

Last Name	Department/Program	Sponsor	Time	Room
Supernault, Alicia	Education	Khuram Hussain	11:00	Learn Lab
Swagler, Max	Education	Khuram Hussain	11:20	Learn Lab
Tarnas-Raskin, Andrew	Environmental Studies	Darrin Magee	2:00	Geneva Room
Taylor, Robert	Biology	Mark Deutschlander	2:50	Learn Lab
Tripoli, Samantha	Sociology	Jack D. Harris	10:00	Geneva Room
Walden, Cara	Sociology	Jack D. Harris	10:00	Geneva Room
Ward, Amanda	Education	Khuram Hussain	10:50	Geneva Room
Ward, Amanda	Political Science	DeWayne Lucas	4:00	Learn Lab
Whitley, Jalisa	Education	Khuram Hussain	11:00	Sanford Room
Whitley, Jalisa	Sociology	Jack D. Harris	4:10	Learn Lab
Wolfe, Katy	Philosophy	Steven Lee	10:10	Learn Lab
Woodruff, Benjamin	Sociology	Jack D. Harris	3:00	Sanford Room

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Schedule

Geneva Room

Panel Time	Presenters	Abstract Title	Department/Program
Creative Analysis (Moderator: Laurence Erussard)			
8:30 - 8:40	Collins, Andrew	All the Good Heroes are Taken	Philosophy
8:40 - 8:50	Shumway, Andrew K.	Surfing and Spirituality	Center for Global Education
8:50 - 9:00	Aquadro, Alexandra G.	Drawing as a Way of Seeing	Architectural Studies
9:00 - 9:10	Rocchio, Andrea	The Isle of Wight: Geology of Memory	English
9:10 - 9:30	Questions and Answers		
In the Place Where You Are (Moderator: Jonathan Forde)			
9:40- 9:50	Littlefield, Whitman	With Whom We Stand: A Search for Place	English
9:50- 10:00	Mahoney, Shannon	Effects of Stream Rainbow Trout (<i>Oncorhynchus mykiss</i>) Habitat Restoration on Bethnic Macroinvertebrates Communities	Biology
10:00 - 10:20	Beavers, Jennifer; Biggs, Kelly; Hicks, Lyndsay; Tripoli, Samantha; Walden, Cara	Cultivating the Revitalization of Downtown Geneva	Sociology
10:20 - 10:40	Questions and Answers		
Educate to Empower (Moderator: Charlie Temple)			
10:50 - 11:00	Ward, Amanda	Can "Truth and Reconciliation" Educate and Empower?	Education
11:00 - 11:10	DeRemer, Erin	Empowering Every Child: The Foundational Aims of Multicultural Education	Education
11:10 - 11:30	Campbell, Caleb; Grogan, Kevin; Matteson, Kevin	One Shining Moment	Education
11:30 - 12:00	Questions and Answers		

Panel Time	Presenters	Abstract Title	Department/Program
Immortality, Afterlife, or Nonexistence (Moderator: Mihaela Petrescu)			
1:30 - 1:40	Archibald, Kyli	"My Lady," "My Love": Images of Courtly Love in Dante's <i>The Divine Comedy</i>	English
1:40 - 1:50	Scott, Darren	It's Turtles All the Way Down, Then You Hit Heidegger...	Philosophy
1:50 - 2:00	Raufus, Taylor	The Road to Immortality: Exploring Resting Stages of Native and Non-Native Zooplankton in Seneca Lake, NY	Biology
2:00 - 2:10	Tarnas-Raskin, Andrew	Wildfire Prevention and Mitigation through Prescribed Burning in Hawaii, HI	Environmental Studies
2:10 - 2:30	Questions and Answers		
Civic and Civil at HWS? (Moderator: Richard Salter)			
2:40 - 2:50	Browne, Akilah	On the Road from Brown	Media and Society
2:50 - 3:00	Roka, Anjali	Artful Peace: A Documentary	Writing and Rhetoric
3:00 - 3:20	Burd, Sarah; Egan, Millicent; Rudman, Abby; Slack, Amanda; Soriano, April	A Life of Engaged Citizenship	Sociology
3:20 - 3:40	Questions and Answers		
Changing Shape & Shaping Change (Moderator: Alan Frishman)			
3:50 - 4:00	Levy, Amanda	Moving Toward Social Change in Democratic Classrooms	Education
4:00 - 4:10	Cottrell, Kate	Insert Sexy Title Here	Philosophy
4:10 - 4:20	Avelis, Cameron M.	The Effect of Amino Acid Sequence on Protein Structure as Revealed by the Potential Energy Landscape	Chemistry
4:20 - 4:30	Kress, Alexandra	Thinking Through Design	Architectural Studies
4:30 - 4:50	Questions and Answers		

Learn Lab

Panel Time	Presenters	Abstract Title	Department/Program
The Social in "Support" (Moderator: DeWayne Lucas)			
8:30 - 8:40	Doane, Michael J.	Religion and Health: How Do Religious Orientations and Social Support Relate to Religious Members' Health	Psychology
8:40 - 8:50	Cleland, Virginia	The Argentine Tango in My Life: A Personal Exploration of Tango in the United States and Argentina	Religious Studies
8:50 - 9:00	Allen, Shana	Wrapped in Care: Baby Steps to a Brighter Future	Psychology
9:00 - 9:15	Farnham, Lily; Hinline, Anna	Success for Geneva's Children	Sociology
9:15 - 9:30	Questions and Answers		
Me and the Masses (Moderator: Steven Lee)			
9:40 - 9:50	Gray, Melissa	Facebook Use and Associations with College Students' Social, Emotional, and Academic Adjustment	Psychology
9:50 - 10:00	Borsuk, Rebecca M.	From Concept to Concert: Exploring Social Theory Through the Art of Dance	Dance
10:00 - 10:10	Berkman, Gabrielle	How Advertising and Commodity Culture Shape Personal Identity in Four Nineteenth Century Novels	English
10:10 - 10:20	Wolfe, Katy	Passing the Peace and Carrots	Philosophy
10:20 - 10:40	Questions and Answers		
Educate to Enhance (Moderator: Renee Monson)			
10:50 - 11:00	Stoll, Hannah	Architecture as a Vehicle of Social Change	Education
11:00 - 11:10	Supernault, Alicia	M.A.P. ping Kid's Futures	Education
11:10 - 11:20	Feldman-Piltch, Alyson	Multiculturalism in Children's Literature	Education
11:20 - 11:30	Swagler, Max	Powering the Do-It-Yourself Community	Education
11:30 - 12:00	Questions and Answers		

Panel Time	Presenters	Abstract Title	Department/Program
Value(s?) Education (Moderator: Sarah Berry)			
1:30 - 1:40	Shaw, Amanda	Greening Orientation	Biology
1:40 - 1:50	Beltz, Martha	Inequalities in Education and No Child Left Behind	Education
1:50 - 2:00	Kincaid, Ryan	The Use of Narrative in Forming Members of a Morally-Conscious Community	Religious Studies
2:00 - 2:10	Hagan, Lindsey	Working to Help Families, Educators and Individuals with Autism in China	Psychology; Education
2:10 - 2:30	Questions and Answers		
Source and Sustenance (Moderator: Cheryl Forbes)			
2:40 - 2:50	Popp, Jessica	Cannibalism in Alaskan Waters: Determining the Cannibalistic Effect of Red King Crab in Different	Biology
2:50 - 3:00	Taylor, Robert	Energetics and Distribution of Black-Capped Chickadees (<i>Parus atricapillus</i>) during Irruptive Migrations	Biology
3:00 - 3:10	Havener, Neala	Food Poor, Poor Food	Writing and Rhetoric
3:10 - 3:25	August, Madeline; Jordan, Anne	Psychosocial Predictors of Weight Gain in College First Years	Psychology
3:20 - 3:40	Questions and Answers		
Youth, Imperative (Moderator: Pat Matthews)			
3:50 - 4:00	Farham, Lily	"We Serve Too!"	Centennial Center for Leadership
4:00 - 4:10	Ward, Amanda	The Missing Voice: Youth Engagement in the Vote	Political Science
4:10 - 4:25	Burbank, Brian; Whitley, Jalisa	Mentoring for the Future: Preparing DeSales Students for College & Careers	Sociology
4:20 - 4:50	Questions and Answers		

Presentation Room

Panel Time	Presenters	Abstract Title	Department/Program
Women and Resistance (Moderator: Stacey Philbrick Yadav)			
1:30 - 1:40	Philippone, Lisa	Drought, Flood, and Earthquake in North India: Development through Disaster	Anthropology
1:40 - 1:50	Hoyle, Julia	The Compatibility of Feminism: A Modernist and Islamic Debate	Religious Studies
1:50 - 2:00	Luton, Emma J.	What Were They Selling Before Cookies?	Women's Studies
2:00 - 2:10	Caryl, Madeline	Women's Education and the Logic of Competitive Authoritarianism in Yemen	Political Science
2:10 - 2:30	Questions and Answers		

Sanford Room

Panel Time	Presenters	Abstract Title	Department/Program
Resistance is Not Futile (Moderator: Pat Collins)			
8:30 - 8:40	Eckerson, Eleanor	Hidden Away? Feminism and Women's Domestic Violence Shelters	Women's Studies
8:40 - 8:50	Roka, Ashmita	Stories of Assimilation and Liberation at Hobart and William	Education
8:50 - 9:00	Rusch, Anna	The Resienstadt and the Art of Delusion and Reality	Art
9:00 - 9:10	Kimes, Zachary	The Actuality of Revolution: Organization from Lenin to Hardt and Negri	Political Science
9:10 - 9:30	Questions and Answers		
Opposition! Opposition? (Moderator: Patrick McGuire)			
9:40- 9:50	Michaels, Martin	Reforming to Restrict: Liberalization and the Production of Surveillable Opposition in Jordan	Political Science
9:50- 10:00	Pierce, Shelby	The Lord's Resistance Army	Political Science
10:00 - 10:10	Raymond, Rachel	The Other White: The Influence of Whiteness on New Immigrants to the United States	History
10:10 - 10:20	Diamond, Sharlene	"Ay Gyal, It's a Dancehall Ting"	Africana Studies
10:20 - 10:40	Questions and Answers		
Educate to Transform (Moderator: Portia Dyrenforth)			
10:50 - 11:00	Hineline, Anna	Success for Geneva's Children and Civil Rights	Education
11:00 - 11:10	Whitley, Jalisa	Civil Rights vs. Human Rights: How our Civil Rights Efforts Have Crippled our Humanity	Education
11:10 - 11:20	Norris, Amy	Syracuse "Say Yes to Education:" A Multi-Dimensional Model for Inner-City School District Reform and Community Transformation	Education
11:20 - 11:40	Bair, Kelsey; Campbell, Nathan	Dirty Pop: Civil Rights Narrative and Popular Culture	Education
11:40 - 12:00	Questions and Answers		

Panel Time	Presenters	Abstract Title	Department/Program
Solutions (Moderator: Beth Kinne)			
1:30 - 1:40	Chase, Alexandra	Portfolio Windows	Architectural Studies
1:40 - 1:50	Amestoy, Christina	Tackling Climate Change: Using States to Successfully Implement a Carbon Cap-and-Trade Market	Political Science
1:50 - 2:10	Becker, Jessica; Biondolillo, Marissa; Giangregorio, Anna; Schettine, Andrew	Recycling Practices in Seneca County, New York	Sociology
2:10 - 2:30		Questions and Answers	
In, On, Of: Environment (Moderator: Kirin Makker)			
2:40 - 2:50	Carey, Katrina L.	A Better Home: Enhancing Ecological Resources at Seneca Lake State Park	Biology
2:50 - 3:00	Ahearn, Benjamin	Sustainable Design: The Ability to Endure	Architectural Studies
3:00 - 3:20	Diamond, Sharlene; Luongo, Marco; Stoll, Hannah; Woodruff, Benjamin	Swimming on Seneca	Sociology
3:20 - 3:40		Questions and Answers	
Creation (Moderator: Donna Davenport)			
3:50-4:00	Leavengood-Boxer, Claire	Process in a Portfolio	Architectural Studies
4:00 - 4:10	Bowering, Kathryn	<i>Manifest</i> : A Study in Identity and Dance Composition	Dance
4:10 - 4:20	McLaughlin, Kelsey	Manipulating Design Space	Architectural Studies
4:20-4:30	Gregorek, Lawrence	HWS-Embrace the Moment: A View from Behind the Camera	Art
4:30 - 4:50		Questions and Answers	

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Abstracts

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SUSTAINABLE DESIGN: THE ABILITY TO ENDURE

Benjamin Ahearn

Currently the notion of sustainability is a mainstream phenomenon in both architectural study and practice. The recent technological innovations in both materials and building systems have generated much hype surrounding the topic. However through my interdisciplinary coursework at both Hobart and William Smith Colleges and the Danish Institute for study abroad, I have begun to see sustainable design as an enduring concept derived from necessity, rather than a new-age trend. I now seek to both study and experience the niche of “low-tech” ecologically friendly architecture as a way of defining what it means to “sustain”: the ability to endure.

This past summer, I was provided with the opportunity to return to Copenhagen to work as an intern at Force4 Architects. While living in one of the most environmentally conscious nations in the world for the second time, I set out to learn how select villages in Denmark employed the fundamentals of low-tech, environmentally responsible design in order to achieve virtually no impact on the planet. These grass-roots communities, aptly named “eco-villages,” embody the essence of sustainable living in the Scandinavian countryside.

By bicycle, I embarked on an eleven-day journey into the Danish landscape to visit and investigate five of the country’s most prominent eco-villages. Through my observations and interactions with both people and buildings in these self-sustaining hamlets, I began to understand how the combination of local resources, practical design decisions, and most importantly a supportive, tight knit community of neighbors can combine to enable a lifestyle capable of enduring for generations to come.

While my findings in the Danish eco-villages have no other physical manifestations than my quickly drawn visual records, the impact that this experience has had, and will have, on my work as both a designer and environmentalist is profound. Through this individual pursuit of knowledge and first-hand interaction, I have further developed my understanding of an alternative approach to sustainable architecture that has the potential to provide a viable substitute for today’s technological remediations to our built environment.

WRAPPED IN CARE: BABY STEPS TO A BRIGHTER FUTURE

Shana Allen

The current project is a multifaceted intervention for adolescent mothers in the Geneva area. Three agencies, including Head Start, Child and Family Resources and Finger Lakes Health, are working together to provide services for young mothers. Services include cooking classes, childbirth classes, an educational social support group and interactive visits to the infant classroom at Geneva General Child Care Center.

I became involved in this program through my volunteer work, and later a paid internship, at the Geneva General Child Care Center. My current project is to coordinate the hospital portion of a Wycoff Foundation grant that includes the childbirth classes and child care visits. My duties include recruiting teen moms to come to the program, collaborating with Child and Family Resources as well as Head Start, scheduling collaborative meetings, and reaching out to local businesses for donations to use as incentives. One challenge that I have faced is gaining trust from the young mothers in order to develop relationships. I have also faced the challenge of having to overcome community politics in order to serve the women's needs. The main lesson I have learned through my experience is that even with planning and collaboration, things do not always go as planned. The continuation of the project depends upon overcoming obstacles, and flexibility has been key to my work.

TACKLING CLIMATE CHANGE: USING THE STATES TO SUCCESSFULLY IMPLEMENT A CARBON CAP-AND-TRADE MARKET

Christina Amestoy

What are the United States' next steps toward combating global climate change? While current policy actions on this issue appear to be stalled in the US Congress, this project explores the question "If a national carbon cap-and-trade market *were* implemented, what would be the role of individual states?"

As a result of my previous work in an Environmental Economics course and my coursework in Political Science, I believe that environmental regulation policy will be the next challenge the US faces, and am interested in exploring how the fundamental ideas of federalism can be used to create a successful program.

In my investigative research, I examine the benefits and challenges of the current state and regional markets that exist in the US. Using the patterns found within the economic and political outcomes of the state markets, as well as the patterns in the European Union Emissions Trading Scheme, I propose that a collaborative federalist approach to a national market will be most successful in the United States. Creating a mandatory national market while providing states with an increased level of autonomy over the revenue earned from auctioned permits will increase the ability of individual states to successfully adapt to a federally mandated carbon cap-and-trade system.

DRAWING AS A WAY OF SEEING

Alexandra Aquadro

Creating a portfolio allows a designer to analyze design methods and skills. Through this process of documentation and organization to create my portfolio for the HWS Architecture program, I began to understand the importance of drawing in my designs.

When given a set of project guidelines I often start with a series of sketches. Sometimes these sketches are linked to outside inspiration from nature or other structures. While studying in Rome, I found that drawing became a form of analysis, allowing me to understand the significance of ancient structures.

As a William Smith College student, sketching became an important method both for critical thinking and for designing architectural models, and in the future sketches will provide clients with a clear representation of my ideas.

“MY LADY,” “MY LOVE”: IMAGES OF COURTLY LOVE IN DANTE’S
THE DIVINE COMEDY

Kyli Archibald

Throughout The Divine Comedy, Dante expresses ideas and practices of courtly love and the romance, along with the effects these amatory concepts inflict upon mankind. In The Inferno, Dante begins in journey with the idea of moving through the various realms, up to Paradiso, to be with his love, Beatrice. Different representations of love emerge from the descriptions of each of the three realms, from the unrepentant lovers in Inferno, to those going through purification in Purgatory, to Paradise, where Dante once again encounters Beatrice and is overcome with reverence for her. The unlikely use of the mentality of courtly love within a text devoted to a journey through God’s realms indicates the influence of the concepts upon the medieval mind.

My work on Dante began during my Dante course in the fall of 2010, and developed into a paper that I will be presenting for the Longwood University Undergraduate Medieval Conference in Farmville, Virginia.

In this paper I suggest that throughout his exploration of the divine, Dante is unable to escape the underlying connotations of passion and lust, on which the courtly tradition is based. Dante’s journey educated him on spiritual topics, focused on punishment and reward. The Inferno and Purgatory highlight punishment, and his reward is the guidance he receives from Beatrice as they explore the realm of Paradise. His reverence and passions toward Beatrice are juxtaposed with the ideas of divine love being portrayed throughout the final realm of the comedy.

PSYCHOSOCIAL PREDICTORS OF WEIGHT GAIN IN COLLEGE FIRST YEARS

Madeline August & Anne Jordan

The “freshman 15” is a common myth about the weight gained during the first year of college, but first-year students in college are a unique population as they are making the transition from living with their parents to living independently for the first time, and so may be especially vulnerable to weight gain and obesity. Therefore, it is important to understand factors that predict weight gain among young adults. Many of the lifestyle behaviors that begin in early adulthood, such as sedentary behavior, excessive drinking or consumption of high-fat foods, can have long-term effects on health including obesity. Therefore, it is important to understand factors that predict weight gain among young adults.

In this study, we sought to determine psychosocial factors associated with weight gain over the first year. Participants were recruited during the first few weeks of the fall semester. Participants (75 females, 24 males) were between the ages of 17-22 ($M= 18.1$, $SD=.58$) and predominantly Caucasian (85%). Students attended two study sessions, one at the beginning of the semester and one at the end. At both sessions, students completed a survey of health behaviors as well as the Center for Epidemiological Study of Depression (CES-D) and the Multidimensional Scale of Perceived Social Support, and had their weight taken. After completion of the questionnaires, participants received a \$5 gift card.

The average weight gain after the first semester was 4.75 lbs ($SD= 5.07$). Hierarchical multiple regression analyses, controlling for depressive symptoms and social support from friends and significant others, demonstrated a significant effect of family support and drinking behavior on weight gain. Higher levels of alcohol consumption and lower levels of support from family were associated with more weight gain among college freshmen ($p<0.05$). Findings from this study provide evidence that alcohol consumption and family support can affect weight gain in college. Programs to prevent weight gain on college campuses should target drinking behaviors and attempt to enhance support from family.

THE EFFECT OF AMINO ACID SEQUENCE ON PROTEIN STRUCTURE AS REVEALED BY THE POTENTIAL ENERGY LANDSCAPE

Cameron M. Avelis

This research for my Honors thesis, completed in conjunction with Professor Alan Van Giessen and his research group, explores the effect of amino acid sequence on the thermodynamics of protein folding as related to their underlying potential energy landscape (PEL). The PEL determines the structural and dynamical behavior of a protein; different proteins behave differently due to their different underlying PELs. The PEL of a protein has a characteristic funnel shape, with the native state occupying the global minimum. Proteins have many interactions that determine their structure; consequently there are many possible stable structures, each corresponding to a minimum in the PEL. The folding transition of a protein is not smooth because it gets “stuck” in these local minima as it folds. This corresponds to a roughness of the PEL.

A coarse-grained computer model of various proteins was implemented in order to investigate the effect of amino acid sequence on the PEL. The potential energy landscapes of several proteins were determined and correlated with the thermodynamics of their respective folding transitions.

DIRTY POP: CIVIL RIGHTS NARRATIVE AND POPULAR CULTURE

Kelsey Bair & Nate Campbell

In today's world of teen idols, mercurial careers, and formula-driven success, it is easy to forget that beneath all the glitz and glam, powerful, resounding messages exist that perpetuate narratives many artists likely are not even aware of. In American lore, perhaps no single subject has received more narration, interpretation, and manipulation, and subsequently produced more influential renderings of history than the Civil Rights Movement.

Through the examination of tween favorites such as the Black Eyed Peas, Janet Jackson, Rihanna, and of course, Justin Bieber, discussions of the problems and perpetuations of the Civil Rights Movement master narrative will be brought to life in the world that exists around America's most malleable minds. American children grow up in a world listening to their role models declare that "sticks and stones may break their bones, but whips and chains excite them", yet no popular culture icon will take on the responsibility of setting straight the history and sentiments surrounding the unheard voices of the Movement. By using music and other culturally relevant sources we will show how culture is explained both positively and negatively in twenty first century America.

CULTIVATING THE REVITALIZATION OF DOWNTOWN GENEVA

Jennifer Beavers, Kelly Biggs, Lyndsey Hicks, Samantha Tripoli, & Cara Walden

We have been asked to develop a document that the city of Geneva can use to cultivate its downtown revitalization. As members of the Geneva community, we recognize the uniqueness of Geneva—in its resources, community members, and aesthetics. In order to provide the city of Geneva with an effective plan for downtown revitalization, we hope to combine an understanding of “pride of place” with our comprehensive analysis of the appropriate literature and interviews with the people invested in making Geneva a vital attraction for community members and tourists alike.

We will be utilizing a three-pronged approach to the revitalization of downtown Geneva. First, we will survey documents provided by Geneva’s Business Improvement District (BID) that have previously proposed revitalization tactics for Geneva’s downtown. Second, we will provide a review of cities with similar characteristics of Geneva who have been successful, or unsuccessful, in creating a thriving downtown district. Third, we will interview key informants in the city of Geneva to understand what has brought businesses and community members to the city and kept them here, and what their visions are for downtown.

Our overall objective is to provide our clients with a vision for Geneva’s downtown that encompasses the best practices from the BID, our review of other communities, our literature review of effective downtown revitalization strategies, and the visions of Geneva’s own community members. By seeking the most feasible and most effective commonalities amongst our findings, we hope to comprise a plan that will revitalize Geneva’s pride of place—focusing on what is best for Geneva.

RECYCLING PRACTICES IN SENECA COUNTY, NEW YORK

Jessica Becker, Marissa Biondolillo, Anna Giangregorio, & Andrew Schettine

In partnership with Ave Bauder, of the Seneca County Cornell Cooperative Extension, this project seeks (1) to understand the recycling practices of Seneca County households and (2) to assess the knowledge base and practices of students who attend school in Seneca County. The project also includes an extensive literature search to determine the best practices for educating K-12 students and the general Seneca County population. In essence, our project asks, “what are the demographics of effective recyclers in Seneca County and how can the Seneca County Cornell Cooperative Extension better educate residents and students on recycling?”

To investigate the question, we constructed a survey and released it to the general population using an online survey program. The link to this survey was disseminated to Seneca County residents using newspaper ads, church bulletins, craigslist.com, flyers, topix.com, and word of mouth. Student surveys were conducted on line at Seneca County schools to assess student recycling practices and the student’s observations of household recycling practices.

We hope to present both our study findings and recommendations based on those findings.

INEQUALITIES IN EDUCATION AND NO CHILD LEFT BEHIND

Martha Beltz

Historically, education policy has been used as a way of both perpetuating and compensating for inequalities among groups living in the United States. In this project for Honors in Public Policy, I examine educational inequality by focusing on the No Child Left Behind Act (NCLB).

The NCLB Act was implemented by President George W. Bush in 2001 with the hopes of strengthening our education system for every child, regardless of race, ethnicity, or class. This is a commendable goal. Some of the objectives of the NCLB Act are unrealistic and overly ambitious; others allow for too much flexibility within school systems, undermining the ultimate goal behind the legislation, namely standardized proficiency. As a result, educators are often focused merely on passing the yearly progress standards, which has many consequences for the type of learning that occurs in schools and what is expected of students. However, statistics show improvements since the implementation of the NCLB Act.

It is crucial that we begin to take responsibility for the education of children in America, and the NCLB Act has been an important first step. However, we must use the NCLB Act as a stepping stone and learn from its weaknesses as well as its strengths.

HOW ADVERTISING AND COMMODITY CULTURE SHAPES PERSONAL IDENTITY IN FOUR NINETEENTH CENTURY NOVELS

Gabrielle Berkman

This project examines the social, economic, and cultural developments of 19th century Britain through William Thackeray's *Vanity Fair*, George Eliot's *The Mill on the Floss* and *Middlemarch*, and Anthony Trollope's *The Struggles of Brown, Jones, and Robinson*. These works explore the concept of lifestyle even as they reflect and question a prevailing commodity culture that increasingly encourages consumerism, upward mobility, and presentation of self as higher in status than is actually the case. In this project I ask the question, "What effect did these developments have on sense of self and individuality, and to what extent did they impact interpersonal connections that have emotional ties, rather than financial transactions, as their basis (at least in part), such as marriages and friendships?"

My idea for this study emerged from a love of literature and from my interest in the historical development of marketing and advertising, which arose, from marketing internships and a Media and Society Course entitled "The Cultures of Advertising."

Research into advertisements in the nineteenth century, the creation of shopping spaces and the development of the concept of the shopper, as well as economic and commodity theories, inform readings of four novels whose focus on social realism open a window on the many ways in which lifestyle, relationships, and identity were shaped and distorted by commodity culture in this period.

A publishable academic essay is the anticipated outcome of my project.

FROM CONCEPT TO CONCERT:
EXPLORING SOCIAL THEORY THROUGH THE ART OF DANCE

Rebecca M. Borsuk

What influences in our society cause individuals to conform and think/act within groups? Under what conditions are individuality or conformity beneficial? Mass media, specifically, have an incredible ability to shape public perceptions of important social issues. Because of a personal interest in this phenomenon and my studies in dance and aesthetics, I was inspired to explore how these ideas about conformity and individuality could be expressed through the medium of dance in my Senior Seminar project.

The art of making concert dance is based on the manipulation of the abstract elements of human movement, including space, shape, time and energy, within an emotional or non-literal context for the purpose of expressing ones unique creative voice to an art-world public.^{1,2} My goal in my choreography for the HWS Senior Choreographers' Concert was to juxtapose conformity and individuality within a group of seven dancers and examine several different influences that would cause these individuals to either accept or resist conformity. I aimed to portray this theoretical concept by manipulating the structure, tone, and energy of movement.

Through the presentation of my choreographic work and by analyzing my creative process, I hope to impart on my audience an understanding of dance creation and inspire them to question what art is and what purposes it serves.

¹ Blom, Lynne Anne, and L. Tarin Chaplin. *The Intimate Act of Choreography*. Pittsburgh, PA: University of Pittsburgh, 1982. Print.

² Dickie, George. *The Art Circle: A Theory of Art*. New York: Haven, 1984. Print.

MANIFEST: A STUDY IN IDENTITY AND DANCE COMPOSITION

Kathryn Bowering

My project explored two questions: “How can we apply and translate theory to movement?” and “How do different parts of our identity manifest themselves?” My goal was to choreograph three very different, very abstract statements about personal identity with three separate vignettes of movement.

My interest in this project stemmed from my independent study last fall, where I analyzed feminist writings and studied literary archetypes of the early 20th century. This work led me to explore the meaning of identity through the medium of dance. In creating my new piece *Manifest*, I transformed theoretical and literary concepts into movement based on structure, tone/mood, and energy, manipulating movement to elicit heightened versions of the feelings we may experience when reading.

Through my work, I have discovered just how individualized the above questions are, and I continually faced the challenge of creating a cohesive piece with eight dancers who brought very different backgrounds, ideas, and beliefs into their movement. Contradictions such as individual/group, control/escape, and separateness/togetherness informed both the content and structure of my choreography. Ultimately, *Manifest* challenges our preconceived beliefs about what a dance is, what it looks like, and how to view it.

ON THE ROAD FROM BROWN

Akilah M. Browne

On the Road from Brown is a reflective documentary that points to the explicit conflict that there is racial self-segregation on this campus, but also points to the implicit conflict of determining whether this phenomenon is beneficial or detrimental. It has been over 50 years since our courts overturned the separate but equal doctrine and fostered school and social integration; however, today, we have brought separation practices into our own personal lives. When we look at the public spaces on the Hobart and William Smith campus such as the Quad, SAGA and classrooms, we are able to see this played out on a larger scale. Some might say that we separate on the simple basis of common interests; however, what we will find is that this separation is primarily racial.

Born in the nexus among my Media & Society major and my Public Policy and Writing and Rhetoric minors, this documentary was created as a part of my capstone production course, “Social Documentary.”

By using a visual exploration of distinct spaces on the HWS campus and expert interviews, *On the Road from Brown* attempts to flesh out this conflict by showing that while segregation, for the most part, is detrimental for our society, it can be beneficial for students of color on the HWS campus.

MENTORING FOR THE FUTURE:
PREPARING DESALES STUDENTS FOR COLLEGE & CAREERS

Brian Burbank & Jalisa Whitley

DeSales is a Roman Catholic high school of the Diocese of Rochester which provides students with “a faith-inspired education based on excellence in soul, safety, scholastics and sports.”¹ This mission statement illustrates the goals of DeSales as an institution.

Our interest in this project stems from courses in Sociology, and was made possible specifically through our Senior Seminar. The principal of DeSales came in and spoke about this project of creating a mentoring program, and explained how such program would further contribute to the success of the school’s objectives.

In the investigation portion of our project, we have studied and explored a variety of mentoring programs, taking note of their successes and failures. We will continue this process as more examples will only help us create a more well-rounded program.

In the creation portion of our project, we will be developing a pilot model program, specifically for 9th and 10th graders of DeSales. Within this proposed 21-week pilot program, we will provide detailed session outline, speakers, trips, and possible collaborations with various HWS offices.

¹DeSales High School, Rochester, NY. Mission 2nd Philosophy Statements. Edline. 13 February, 2011. Obtained from <http://www.edline.net/DocView.page>

A LIFE OF ENGAGED CITIZENSHIP?

Sara Burd, Millicent Egan, Amanda Slack, April Soriano, & Abby Rudman

The Center for Civic Engagement and Service Learning (CCESL) provides programs, experiences, and opportunities that help lay the foundation for a life of active and engaged citizenship. We set out to assess students' the relationship between Hobart and William Smith (HWS) student involvement in CCESL programs and students' continued commitment, or lack thereof, to lives of civic engagement.

For this study, we first examined the existing Assessment of Service and Civic Engagement (ASCE) survey data gathered by the Siena College Research Institute on current HWS student involvement in service learning and community service activities. We also will administer a confidential online survey to HWS alumni via the Hobart and William Smith Alumni Associations to examine whether involvement in service learning and/or community service has impacted their current level of civic engagement post-graduation.

We will compare and analyze the data collected from both current students and alumni to determine whether the services provided by CCESL prepare HWS students for future civic engagement.

ONE SHINING MOMENT

Caleb Campbell, Kevin Grogan, & Kevin Matteson

The goal of this paper is to trace the path of college basketball integration. We focus on the 1966 NCAA collegiate basketball championship, a game that was the inspiration to the movie “Glory Road”, produced by Disney in 2006. Texas Western, the first team to start five African American players, won the national championship.

While African Americans had been recruited before this title game, never before had there been a team that started five African Americans at once. We will research the impact that this national championship game had on future integration practice of other academic institutions associated with the NCAA.

Through an analysis of previous integration techniques of teams affiliated with the NCAA prior to this game and after, we will determine the impact and importance that the 1966 NCAA basketball championship game had in terms of the empowerment and equality afforded to African Americans in intercollegiate athletics.

A BETTER HOME: ENHANCING ECOLOGICAL RESOURCES AT SENECA LAKE STATE PARK

Katrina L. Carey

Recreational areas, like state parks, are designed to reconnect humans to nature. Historically, the area that is now Seneca Lake State Park in Geneva, New York has served multiple purposes, including recreation, transportation, and green space. Overtime, this environment has deteriorated due to invasive species, while priorities for park land use has changed. Enhancement and restoration of the park's environment will promote its ecological value, a goal necessary to keeping the park attractive to both humans and wildlife. In support of this work, my research encompasses two parts: biological surveys and educational signs.

A monitoring program of the ecological communities, both terrestrial and aquatic, is being developed prior to active restoration. These data will provide the basis for evaluating and promoting ecological restoration, giving both researchers and managers the background knowledge of what species currently inhabit the park and how to design new habitats to attract others. In addition, educational material for interactive natural trail signs will be produced on topics such as wetlands, pond ecology, invasive and native species, and ecological restoration. These signs will be used to help educate citizens about the importance of protecting, conserving, and restoring our natural environment.

Together, this research will support the future enhancement and restoration of natural areas in the Seneca Lake State Park by providing a picture of its current biological status. Enhancement of the park will not only beautify an environment frequently used by humans, but allow native flora and fauna to flourish in a more natural habitat.

WOMEN'S EDUCATION AND THE LOGIC OF COMPETITIVE AUTHORITARIANISM IN YEMEN

Madeline Caryl

This project explores the question “Does Islamist activism negatively impact women’s education in Yemen?” and seeks to explore the political context of women’s education in Yemen, including who formulates education policy, who funds it, what types of education are valued, and what improved education means for Yemeni politics. This presentation comes out of a collaborate research project undertaken with Professor Stacey Philbrick Yadav in the Political Science Department, presented as part of a year-long initiative entitled “Why Educate Women?” at the Kahn Liberal Arts Institute at Smith College. I will be highlighting several key findings of particular interest.

To understand the contemporary politics of education in Yemen, our paper first surveys the education policies of the former People’s Democratic Republic of Yemen (South Yemen) and the former Yemen Arab Republic (North Yemen), as well as the political conditions that led to and shaped their unification in 1990. We examine the competing moral frameworks that inform ideologies on women’s rights and education, as well as the political system of unified Yemen. In contrast to the idea that Islamist activism inhibits women’s rights, we argue that it is the logic of competitive authoritarianism that has posed the greatest threat to women’s educational and political opportunities. Despite pervasive Islamization of the public sphere since 1990, women’s education has been rising steadily, as indicated by literacy and enrollment rates, which suggests that Yemeni women will be increasingly capable of pressing for political reform.

PORTFOLIO WINDOWS

Alexandra Chase

A portfolio should describe a designer. However, what does a designer do? A designer creates tangible or intangible objects that allows for the development of solutions. These solutions are the final product and are usually thought of as commercial needs that require the balancing of technical, commercial, human and aesthetic requirements. An architect's portfolio is no different. It is a marketing tool that displays the best range of what is offered.

In my portfolio, created for the Architectural Studies Portfolio course, process was the key ingredient to its overall composition; it is important to realize the "solutions" will be much harder to understand and appreciate if process is not visible in the work.

This portfolio was designed to focus on telling a story of how one project affects the other, and to show that without each step, the final achievement would never have been realized. Being able to visually and physically explain a thought process enhances all the projects and gives clarity to the reader.

THE ARGENTINE TANGO IN MY LIFE: A PERSONAL EXPLORATION OF TANGO IN THE UNITED STATES AND ARGENTINA

V. Rosina Cleland

My study of the Argentine tango delved into three different aspects of tango, the technique, the culture, and teaching methods, in a three-phase study, looking first into the history of the dance, learning the dance, next learning the dance and becoming a member of the community here in the USA, and lastly traveling to Argentina to observe and experience tango in its native land.

My affection for the tango stems from its harmony and close intertwining of people, movement and music, as well as the cultural community in which it lives. My investigation has included an in depth presentation on the history and learning to dance the tango as both a leader and follower. I reinvented the tango club on campus and taught beginner tango to students. It culminated in a study abroad semester in Mendoza, Argentina where I took lessons, participated in a tango show, and began to become integrated into the community.

In this presentation, I hope to share my passion for the tango with the community and give back a little of what I have gained. I also hope to honor those who have supported me, particularly the Benjamin A. Gilman International Scholarship Program and the Student International Initiatives Fund, which supported my trip to Argentina.

ALL THE GOOD HEROES ARE TAKEN

Andy Collins

To cap off my senior year, I have combined my interest in English, art, psychology, philosophy and visual representation by writing, paneling, illustrating and inking my own comic book. I've read comic books for as long as I can remember and still remember the very first Spiderman that my dad gave me as a birthday present. While I don't read comic books as actively as I used to, I recently experienced a revival of my love for graphic novels after re-reading some of my old favorites and some notable new series.

Coming up with a story that is worth telling that will encourage people to continue reading is a daunting challenge. Coupling that with removing the reader's visual imagination presents an even bigger task. A graphic novel combines creating an entire universe for a story and inhabiting it with imagined characters dynamic enough to occupy that universe. Each one of those characters also has to be developed aesthetically and given a personality so that their actions align with that personality.

For my presentation, I will show samples from my work, and discuss the process through which the basic idea for a superhero's costume can spiral into a fully-fledged comic book, complete with an entire cast of characters each with their own personality. But most importantly I think, how my experiences of a philosopher and studying ethics in particular helped develop and shape my characters, my universe and my graphic novel.

INSERT SEXY TITLE HERE

Kate Cottrell

I am enthralled by words and so are you. This project explores the power of words in two modern examples: the Obama “Yes We Can” campaign video and the proliferation of “That’s What She Said” jokes.

The recognition of the power of language is hardly new, however, and finds its roots in the Pre-Socratics in Ancient Greece. In the *Encomium of Helen*, Gorgias presents an account of how powerful words are in altering epistemic states within his argument for the absolution of Helen. Gorgias argues that words are vehicles for altering epistemic states. Specifically, Gorgias talks of words as agents in swaying public opinion. Similar projects of persuasion are openly undertaken in modern political campaigns and the “Yes We Can” video serves as an example of a well-crafted persuasive tool. Its power to persuade is brought out when considered through the lens of semiotic analysis.

Gorgias’ *Encomium* is also concerned with aspects of gender and knowledge. The recent phenomenon of “That’s What She Said” jokes has implications for heteronormativity: these seemingly harmless jokes perpetuate the idea of heterosexual as normal, and help contribute to a culture of heteronormativity.

In using Gorgias’ argument as a model I aim to analyze two modern practices as examples for the larger ways in which language influences our world, offering insight about both the overt and subvert ways that language shapes our choices and perception of reality.

EMPOWERING EVERY CHILD:
THE FOUNDATIONAL AIMS OF MULTICULTURAL EDUCATION

Erin DeRemer

This presentation explores the foundational concepts of multicultural education within the context of white supremacy, identity politics, and the wider struggle for equality of educational opportunity.

The United States of America was created and continues to grow because of the immigration and migration of people from many different countries. People made the decision to come to America in the hopes of a better life and education; instead of acceptance, they were faced with a struggle for equal rights, including equal educational opportunities for all children. This struggle has created a movement, commonly known as “multicultural education,” that looks at the importance of incorporating all ethnicities into school culture. Multicultural education puts an emphasis on individual social identities and promotes an environment where each person can have the freedom to speak from their lived perspectives.

This presentation will illustrate how multicultural education attempts to develop individual voice in order to create a more empowering learning environment for all in the fight for equality.

“AY GYAL, IT’S A DANCEHALL TING”

Sharlene Diamond

Contemporary Dancehall culture in Jamaica is condemned for being the root of social problems that promote and uplift a hostile environment in which some members of society are devalued and ridiculed. In this thesis for my Honors project, I seek to show how contemporary Dancehall culture can be both a controversial outlet of expression in Jamaica and an important outlet for agency for a marginalized group of people who otherwise would be invisible to society.

Dancehall is more than a genre of music; it is a culture that has engrained itself in Jamaican identity and has almost become synonymous with what it means to be Jamaican. Dancehall culture not only shapes how Jamaicans are perceived but it also shapes how Jamaicans who are a part of this culture interact with each other. To adequately understand the reach of Dancehall, I explore the roles of men and women in contemporary Dancehall culture and how their position in Dancehall impacts their view and interactions not only within the Dancehall culture but also within the larger society.

I offer that Dancehall is not the source of the problem, but is instead a site through which other social problems within Jamaica can be recognized. From this perspective, Dancehall should not be condemned as the sole proprietor of all things negative in Jamaica, but may be viewed as an alternative medium through which a disenfranchised group -- the lower echelon of Jamaican society -- is able to gain agency and formulate an identity.

SWIMMING ON SENECA

Sharlene Diamond, Marco Luongo, Hannah Stoll, Benjamin Woodruff

Geneva, New York is located near one of the deepest fresh water lakes in the country: Seneca Lake. However, there is no clean and safe public beach close to downtown Geneva for the residents of Geneva to utilize. There is an unofficial swimming beach; however this beach is problematic because it is unregulated. This project seeks to examine the feasibility of having a publically accessible beach in Geneva along the North shore of Seneca Lake at a site sufficiently close to downtown Geneva to be within easy walking distance of the town and to help Geneva capitalize on this resource.

Through investigatory research and analysis that gauges public interest, we will measure the feasibility of having a publically accessible swimming beach. Examining factors such as environmental regulations and restrictions, the legal framework necessary to open a beach, and financial costs vs. economic cost will be instrumental in providing clarity as to whether or not it would be feasible to have a swimming beach in Geneva.

RELIGION AND HEALTH: HOW DO RELIGIOUS ORIENTATIONS AND SOCIAL SUPPORT RELATE TO RELIGIOUS MEMBERS' HEALTH?

Michael J. Doane

Previous research has demonstrated that religious individuals experience healthier, happier, and longer lives that include greater life satisfaction and lower rates of mortality (Hackney & Sanders, 2003; McCullough, Hoyt, Larson, Koenig, & Thoresen, 2000). However, researchers have noted at least two issues that plague previous research on the relationship between religion and health: broad measures of religiosity as well as understudied mechanisms by which religion affects health.

The present study addresses these concerns by measuring a specific facet of religion, religious orientation: some may become religiously involved due to a deep, personal motivation, whereas others may do so for superficial reasons (e.g. familial obligations) (Allport & Ross, 1967). An assessment of religious orientation will provide the opportunity for a nuanced understanding of the health benefits conferred to religious members.

This study also examines the role of religious social support as one explanation for the health benefits of religious involvement. Religious members may experience health benefits due to the protective effects of perceived social support from a religious community, religious leaders, and God. That is, one may perceive religious involvement as providing a wealth of support; this specific source of support may be beneficial for an individual's health.

Three samples of participants completed survey items: students in the USA, students in the Republic of Ireland, and community church members in the USA. I will examine whether religious orientations are associated with different psychological and physical health benefits. I will also test the importance of religious social support and its relationship to religious members' health.

Allport, G. W., & Ross, J. (1967). Personal religious orientation and prejudice. *Journal of Personality and Social Psychology*, 5(4), 432-443.

Hackney, C. H., & Sanders, G. S. (2003). Religiosity and mental health: A meta-analysis of recent studies. *Journal for the Scientific Study of Religion*, 42(1), 43-55.

McCullough, M. E., Hoyt, W. T., Larson, D. B., Koenig, H. G., & Thoresen, C. (2000). Religious involvement and mortality: A meta-analytic review. *Health Psychology*, 19(3), 211-222.

HIDDEN AWAY? THE RELATIONSHIP BETWEEN FEMINISM AND WOMEN'S DOMESTIC VIOLENCE SHELTERS

Eleanor Eckerson

Has feminism hidden women's shelters from women's history? 1970s feminism brought forward the issue of violence against women, making public what had been considered a private domestic issue. It may seem counter-intuitive then to question whether women's shelters, safe spaces for women who have experienced domestic violence, have been hidden away by the very movement that sought to bring the issue into view. But this paradox is exactly what I, as a young feminist, am examining in my research.

My project stems from what appeared to me to be a contradiction: I had interned at domestic violence shelters in both the United States and Wales, yet, nowhere in my feminist history or theory course material did I come across the story of domestic violence shelters. This absence sent me on the trail of what I took to be the missing story of domestic violence shelters in the history of feminism and women's movements. What role did feminism play in movements for domestic shelters? And what role do shelters play in changing women's lives? How might one determine whether shelters are feminist, and does this matter?

Using mission statements from six founding shelters, memoirs of women who started shelters, and interviews, my project seeks to address the question of the relationship between feminism and the women's shelter movement. My research argues that the hiding of shelters happens in a variety of forms; not only have I found women's shelters missing from our books on the women's movement and in feminist theories, but also the public face of shelters is often a feminist organization and not the shelter itself. Shelters, meanwhile, instead of bringing domestic violence into public view, reposition themselves as private domains. Considering the number of ways in which shelters are hidden, I have been forced to rethink what makes something "feminist."

“WE SERVE, TOO!”

Lily Farnham

“We Serve, Too: Military Kids Community Service Camp” is the program I designed and implemented based on the needs of military children and families in Vermont. Last year, the need for programming was especially high since Vermont was experiencing its largest deployment since World War II, with more than three quarters of all National Guard members being deployed overseas.

After working with “Operation Military Kids: Vermont” in my hometown Burlington, Vermont, I was inspired to create and lead my own program that supported military children, ages 8-16, while benefiting the greater community. I wanted to create a safe environment for children who were experiencing deployment of one or more family members by interacting with those having similar experiences. While there are many programs that exist to support military families, none of the programs were designed to create a sense of community among military children or to benefit the community through the promotion of volunteer service.

Participants of the program prepared a meal for a local homeless shelter, played ‘bingo’ with senior citizens and learned about animals at the Humane Society. The program was ultimately successful in addressing the needs of children and the community, and the feedback from all involved was overwhelmingly positive. As Kevin (9 years old) said, “It is the same if you are serving your country or your community. I feel proud to help people and my Dad would be proud of me. I feel proud that I am helping my community.” His father wrote, “This is MAJ Papariello logging in from Afghanistan. I want to thank you for everything you did this year. Kevin LOVED the events and he raved about all of the volunteers.”

“We Serve, Too” was made possible through the help of numerous volunteers and a generous fellowship from the Centennial Center for Leadership.

SUCCESS FOR GENEVA'S CHILDREN

Lily Farnham and Anna Hinline

The mission of *Success for Geneva's Children* is to mobilize the community to improve the health and well-being of all Geneva's children and their families. *Success* strives to build effective interventions and supports when children are younger, focusing on the first twelve years, knowing their profound and beneficial impact on the individual child, the family, and the community. Bi-annually, Success produces over twenty data points that reflect Geneva's demographics, which often vary greatly from Ontario County. The data booklet provides vital information in areas such as poverty, education, housing and crime, which informs outreach efforts and is a key component to countless grant applications.

In this study we will present updated data for the 2011 report, which involves examining data from past reports and contacting local community leaders to get current statistics. Additionally, we look at county and state data for comparison. We are also adding a few additional data points based on the needs of local agencies and advice from the *Success* board members. Some of the data points include: graduation rates, instances of domestic violence, poverty rates and health insurance coverage in Geneva.

We chose to participate in this for Community Engagement and Service Learning research project due to our interests in social policy challenges and our investment in the Geneva community. This project has strengthened our relationship with community partners, helped to develop our research skills and increased our awareness of the challenges that face children and families in the Geneva community. We have learned about the importance of collecting reliable data to be used in grant writing for the city of Geneva; over the course of its existence, the *Success for Geneva's Children* Data Book has helped bring \$3.8 million to Geneva.

MULTICULTURALISM IN CHILDREN'S LITERATURE

Alyson Feldman-Piltch

My project explores the availability of multicultural readings to young children and the lessons these books teach, and explains why and how multicultural literature is crucial for children. My interest in this project stems from course work in the Education department surrounding storytelling and multiculturalism, as well as an independent study which I pursued my senior spring. My desire to pursue a degree in Library Sciences, specifically in becoming a Children's Librarian, has further fueled my interest in this topic.

In the research part of my project, I have collected and read through numerous books on multiculturalism in children's literature as well as books written specifically for children regarding multiculturalism. I've also read through various other media, such as magazines, and websites, and conducted interviews with storytellers and librarians. The result of this research is creation of criteria for a successful children's book that touches on issues of multiculturalism, as well as a list of multicultural children's books for libraries.

In the creative aspect of my project, I have created my own multicultural children's book. The story centers on characters that claim different identities, and it also shows how the characters come together to see past their differences.

FACEBOOK USE AND ASSOCIATIONS WITH COLLEGE STUDENTS' SOCIAL, EMOTIONAL, AND ACADEMIC ADJUSTMENT

Melissa Gray

The recent surge in online social networking sites has transformed adolescents' social interactions, providing a new tool for them to connect with peers. The majority of college students report logging onto Facebook one or more times a day, spending approximately 30 minutes per day on this site, and having several hundred friends (Pempek et al., 2009; Sheldon, 2008). Previous research on adolescents' online communication has focused on instant messaging and chat rooms, with little focus on social networking websites (e.g. Facebook). Thus far, findings have shown online interactions to be beneficial in terms of higher quality friendships and greater life satisfaction (Valkenburg & Peter, 2007). However, there is limited research examining associations between online communication and adolescents' social and emotional development, with no studies considering academic performance.

The present study investigates how Facebook usage relates to various aspects of college students' adjustment, including their social, emotional, and academic functioning. Participants include 290 Hobart and William Smith Students (212 females) who completed the Revised UCLA Loneliness Scale and the Social Anxiety Scale for Adolescents. They listed the names of their close friends (unlimited, non-mutual nominations) and completed the McGill Friendship Questionnaire-Friend's Functions for their closest friendship, as well as questions about their Facebook use. A cumulative grade point average was obtained from school records for each participant that gave consent.

Associations between the Facebook and adjustment variables will be examined, and specific findings will be presented.

- Pempek, T.A., Yermolayeva, Y.A., & Calvert, S.L. (2009). College students' social networking experiences on facebook. *Journal of Applied Developmental Psychology, 30*, 227-238.
- Valkenburg, P.M., & Peter, J. (2007). Preadolescents' and adolescents' online communication and their closeness to friends. *Developmental Psychology, 43*(2), 267-277.

HWS - EMBRACE THE MOMENT: A VIEW FROM BEHIND THE CAMERA

Lawrence Gregorek

My project was tied to my Art Independent Study and explored the connection between, and creative aspects of, art and media and film production. Working in conjunction with the HWS Communications department and fellow students I created a promotional video about the Colleges that incorporates multiple film and video techniques. The result is a video that provides prospective students with a unique and humorous view of life at Hobart and William Smith Colleges.

My interest in this project stems from my passions for art and for video production as well as from my course work at HWS in Studio Art and Media and Society. This project was a natural progression for me as it enabled me to build on earlier work I had done in this area, with several of my videos already achieving some level of success on social media.

In the investigative portion of my project I explored new techniques in film and media production. I also reviewed and utilized various tools used in the creative process, such as brainstorming of ideas, story boarding, script-writing, filming, directing, producing and editing (both video and sound), and studied how others approached similar projects across different media outlets and incorporated what I learned into my project.

The final product should appeal to a college-age audience and will be used on the HWS web site as a tool to attract prospective students to our college.

WORKING TO HELP FAMILIES, EDUCATORS AND INDIVIDUALS WITH AUTISM IN CHINA

Lindsey Hagan

Individuals with disabilities in China are frequently denied an education. This is especially true for individuals with autism. While the awareness of the importance of educating people, regardless of ability, slowly is emerging in China, the resources for families of individuals with autism are often inaccessible and unaffordable, and lack a foundational knowledge of how best to help people with autism.

I worked with the Massachusetts based non-profit organization, The Five Project, Inc., to provide quality, free information and support to families and teachers of individuals with autism. I began by editing the footage of The Five Project's first informational DVD, "Understanding Autism: Characteristics and Methods for Language and Communication." This video was viewed many thousands of times in just a few months, making the need for information clear. A second video, "Facing Autism: Methods and Examples for Managing Behavior," and was received equally well.

My focus was then shifted towards providing Onsite Extended Training Programs. As part of The Five Project, I spent three weeks at two separate programs for individuals with autism, working intensely with teachers and parents to improve quality, structure and teaching methods. Both trainings yielded positive increases in knowledge and understanding of autism; the demand for us to provide similar trainings at other programs is high.

I continue to be active with The Five Project, Inc. In progress is an informational DVD on Asperger's Syndrome. With questions and requests for information and/or training sessions frequent, the desire and need for information remains ever present.

FOOD POOR, POOR FOOD

Neala Havener

Former President Harry Truman signed the National School Lunch Program (NSLP) into law in 1946; by 2009, the federal government provided funding for public schools to offer free or reduced priced lunches to over 31 million children. Since its legal existence, the NSLP has undergone serious revisions because of attempts to eradicate inequalities originally established by its infrastructure. The NSLP Act has undergone two major periods (1960s and current day) of change. In both instances of revision, women have played or are playing a major role in the reinvention of the program's parameters to provide children with nutritious school lunches and provide more children across the nation with access to school lunches.

The provision of school lunches allows students to excel academically in schools and reduces the number of children living in hunger in the United States. Moreover, education on nutritious eating habits through school lunches allows students to control the outcome of their own health and in theory could address the nation's childhood obesity problem.

Through discourse analysis of a secondary literature review, I attempt to look at how women served or are serving as the catalyst of change for the NSLP Act.

SUCCESS FOR GENEVA'S CHILDREN AND ITS IMPACT
ON EDUCATION IN GENEVA

Anna Hinline

This semester, I worked to update the *Success for Geneva's Children* Data Book with William Smith senior Lily Farnham. The mission of *Success for Geneva's Children* is to mobilize the community to improve the health and well-being of all Geneva's children and their families. *SUCCESS* strives to build effective interventions and supports when children are younger, knowing the profound and beneficial impact of early intervention on the individual child, the family, and the community. The data booklet provides vital information in areas such as poverty, education, housing and crime, which informs outreach efforts and is a key component to countless grant applications.

This presentation highlights the ways in which the *Success for Geneva's Children* Data Book can be used by Geneva City Schools as well as Hobart and William Smith Colleges to provide a well rounded understanding of many of the civil rights issues that are faced by the children and families of Geneva. I am a firm believer that students, at any age, can become inspired to become civically engaged and involved in their community. Statistics like those seen in the *Success for Geneva's Children* data book can be the first step of this civic engagement.

THE COMPATIBILITY OF FEMINISM: A MODERNIST AND ISLAMIST DEBATE

Julia Hoyle

In recent decades, the Transnational Feminist Network, an organization with roots in the West but used by both Western and Middle Eastern feminists, has allowed for the transfer of concerns from all different communities of feminists. At times, rifts appear between feminist groups that focus in on one or two differences as opposed to all of their similarities. This is most apparent when comparing communities of Western feminists to those of Muslim feminists. My research explores the question: Is feminism compatible with Islam?

My research and resulting paper seek to examine the ways in which Islam and feminism are based on similar values. I use Egypt and Iran as two case studies to compare the tensions and advancements of the feminist movement in the respective countries.

This research is significant in the context of political globalization, which places Western and Islamic ideals in opposition to one another by focusing on the breadth of commonalities rather than the minutiae of differences, however, my research suggests that Islamic feminists in Egypt and Iran seek rights for their supporters that resonate with a Western perspective: equality, social justice and recognition as important members of the global community.

THE ACTUALITY OF REVOLUTION: ORGANIZATION FROM LENIN TO HARDT AND NEGRI

Zachary Kimes

My project engages contemporary debates about what kind of organization successfully leads a revolution. This presentation will focus on Michael Hardt and Antonio Negri's theory of revolution.

My interest in this project stems from courses in the Political Science department with Jodi Dean, David Ost, and Paul Passavant. The project continues the interest I have had in political theory since high school, an interest enhanced by recent revolts across the world, particularly in the Middle East and North Africa.

The project focuses on some key thinkers of revolutionary organization: Vladimir Lenin, Antonio Gramsci, and Michael Hardt and Antonio Negri. Hardt and Negri argue that all party politics is inherently counter to the goals of revolution: having a centralized organization with clearly stated principals actually inhibits revolutionary change. They claim that the multitude is inherently revolutionary and do not require a centralized entity to give guidance to a revolutionary movement: "the multitude is able to organize itself without a centre – that the imposition of a leader or being co-opted by a traditional organization would undermine its power."¹

In this presentation I examine the validity of Hardt and Negri's claims. I raise two questions: "Were the recent upheavals successful because they had no center, or were centralized labor organizations key to its success?" and "Can these revolutions be sustained without organization?"

¹ Michael Hardt and Antonio Negri, "Arabs are democracy's new pioneers," *The Guardian* (24 February 2011). <http://www.guardian.co.uk/commentisfree/2011/feb/24/arabs-democracy-latin-america>.

THE USE OF NARRATIVE IN FORMING MEMBERS OF A MORALLY CONSCIOUS COMMUNITY

Ryan Kincaid

How does a society pass information to the next generation? As a future educator I am extremely interested in *what* and *how* we teach our children. As Americans struggle to find solutions to issues of intolerance, crime, and injustice, it is critical that we examine possible alternatives to the current system of education. A sense of community that is pervasive across a society, and which is reiterated through the use narrative in a myriad of settings, could be the answer to some of the questions we find most troubling in the United States – and around the world - today.

My project on the use of narrative as a community building learning technique focused on a local Mennonite community. My investigation began by talking with a worker at Sauder's, and blossomed into visits to a nearby Mennonite church where I engaged in multiple conversations with members of the congregation. Throughout the process the method of study has involved participant observation, paired with the examination of texts published by and about Amish and Mennonite people and the use of narrative in the instilling of ethics and virtues.

My findings suggest that in the Anabaptist tradition, the stories parents tell their children and those heard in sermons at church support the formation of people as conscious and thoughtful individuals and cooperative members of a Christian community.

THINKING THROUGH DESIGN

Alexandra Kress

As designers we are always thinking, thinking of new ideas and working through old ones, breaking down ideas and building them back up. Over these past four years at Hobart and William Smith Colleges, from the minute I started in the Architecture program, through today, my thoughts are in an ongoing process that have helped me to develop the designer I am. Designers think in images, diagrams, words, and movements.

We are asked to create our portfolios as a final accumulation of design process. The portfolios in turn become a declaration, an artistic statement of the individuals we have become through design. In a visual form, we are asked to show the unfamiliar eye what leads us to our “a-ha” moment. That moment, when all the pieces fall together either through systematic process or a spontaneous combustion of our thoughts connecting, is what we work for.

Design to me has become about trust: trust in myself that I am a good designer, trust that the intuitive instinct is right and will create something incredible, trust the process, trust in the layers of inspiration, creativity, and organization that run through my designs. There is always a surprise, something that can be easily overlooked.

PROCESS IN A PORTFOLIO

Claire Leavengood-Boxer

This portfolio is a compilation of my work, both 2 dimensional and 3 dimensional, whose purpose is not only to depict final designs, but to show the process that lead to finalized concepts. Without seeing and understanding this process, the model maintains no meaning and is just an object. This is similar to a painting or drawing, which is only as good in its entirety as every brush stroke that was necessary to make up the final piece. My portfolio provides me with the ability to narrow in on every stroke and element of the process and provide my viewer with a vision of the many small pieces that lead up to my finalized design.

For me, portraying process in my portfolio is essential, as my work is based on a long progression of development, often playing between 2 dimensionality and 3 dimensionality, and so my portfolio includes both 2 dimensional sketches, diagrams, renderings, and paintings, as well as 3 dimensional study models and finalized models. My portfolio allows the viewer to see the many steps of my process and examine every brush stroke. From the work on the pages to the design of the pages themselves, my portfolio serves to portray my characteristics as a designer, where emphasis is put on the details and process that compose the whole.

MOVING TOWARD SOCIAL CHANGE IN DEMOCRATIC CLASSROOMS

Amanda Levy

In Secondary Social Studies classrooms, we teach our students the facts but we rarely have time to address the social concepts and advocate for marginalized groups. A curriculum on social movements can highlight the possibilities and limitations for power in America and empowers students to be a part of living history.

To explore teaching about American social movements in a democratic way, this project seeks to do so by engaging students in critical thinking, integrating social justice movements into curriculum and the best practices for democratizing classrooms. I created a curriculum outline and example lesson plans on Abolitionism and Civil Rights, Women's Rights, and Immigration Rights. By including a historical lesson plan and a current lesson plan on the same topic, I can help students learn how the movement began and how it's still happening today.

My interest in this subject derives the Hobart and William Smith Colleges Teacher Education Program, previous coursework in Education and American Studies disciplines, and my personal experience teaching Social Studies.

WITH WHOM WE STAND: A SEARCH FOR PLACE

Whitman Littlefield

My project combines oral history and creative nonfiction to produce a “people-scape” of several Geneva individuals. By researching and interviewing select members of the community, I will create a narrative of place weaving my subjects’ colorful accounts and interactions of the greater Geneva community with my own authorial introspection, and with my own history and understanding of place.

Throughout the project, I will be simultaneously generating and responding to individual narratives. The implicit argument within this approach is that through unique lives and respective socio-historical stories, we as readers can extrapolate a better understanding of the individual American and thus ourselves.

These highly personal “people-scapes” will be informed by the reflections stemming from my courses in American Studies, Psychology, Religion, English and Political Science; although I have undertaken this project as work to fulfill Honors in English, the project is inherently interdisciplinary.

WHAT WERE THEY SELLING BEFORE COOKIES?

Emma J. Luton

Despite today's close association between "Girl Scouts" and "Thin Mints," fundraising cookie sales did not exist in the earliest years for the Girl Scouts – the first standardized sale took place in 1922. So what were the Girl Scouts "selling" in the beginning. What did they have to offer?

In my Honors thesis, I am seeking answers to these questions by examining changes between the 1913 and 1920 Girl Scouts handbooks. These texts are set within the context of women's clubs, women's colleges, and girls' clubs in the era, a proliferation of women-only organizations that corresponds with women's continued agitation for their right to vote and their struggle to improve the working and living conditions of women and children. In this twilight of the Victorian Era, women were seeking and gaining unprecedented access to professions and institutions. How did the Girl Scouts maneuver their promotion of behaviors and activities that were unconventional for girls in the volatile political and social terrain of the early 20th century?

Through the use of archival documents, I explore some of the strategies the Girl Scouts used and offered girls to address concerns for women and girls, including women's entry into competitive sports colleges, and the professional workplace, the suffrage question, and World War I. I track content, continuity, and changes between the two.

My finds suggest a need to reconceptualize the Girl Scouts from an activity club for young girls ("sell cookies") to an organization championing the self-sufficiency and physicality of girls and young women.

Girl Scout Website. The History of Girl Scout Cookies: Early Years: 4 March 2011.

http://www.girlscouts.org/programs/gs_cookies/cookie_history/early-years.asp.

Girl Scouts of the United States of America. *Scouting for Girls: Official Handbook of the Girl Scouts*. New York: Girl Scouts Inc., 1920.

Hoxie, W.J. *How Girls Can Help Their Country: the 1913 Handbook for Girl Scouts*. Bedford, Mass.: Applewood Books, originally published 1913.

EFFECTS OF STREAM RAINBOW TROUT (*Oncorhynchus mykiss*) HABITAT RESTORATION ON BENTHIC MACROINVERTEBRATE COMMUNITIES

Shannon Mahoney

The aim of this study is to determine the success of stream habitat restoration for Rainbow Trout (*Oncorhynchus mykiss*) within Cold Brook (Hammondsport, NY) by analyzing the shifts in densities and composition of benthic macroinvertebrate (larval and juvenile stages of aquatic insects and other invertebrates) communities.

Macroinvertebrates not only are food resources for juvenile Rainbow Trout, but they also can act as indicators of general stream health because they are affected by the physical, chemical and biological conditions of the stream, and the way they respond to changes in these stream conditions can show habitat loss impacts that other water quality assessments may not. Due to degradation of the stream habitat, the stream banks were stabilized by DEC in late 2006 and pool habitats were created to encourage adults to spawn and juveniles to colonize the stream. By examining the differences in macroinvertebrate diversity, community composition, and density in stream samples of subsequent years, the success of the stream restoration project can be assessed. A control reach upstream of the restoration and two restoration reaches downstream were sampled with D-nets and sieved following the DEC guidelines for macroinvertebrate collection during the years following the restoration. The samples were then stored in collection bottles in 95% ethanol. The stream macroinvertebrate samples were separated from the organic matter and classified to family. Healthy communities of benthic macroinvertebrates are an integral part in the aquatic food web and help support fish populations in streams; differences in diversity and density of between the sites sampled and years could indicate a change in the stream habitat due to the Cold Brook stream bank restoration project.

MANIPULATING DESIGN SPACE

Kelsey McLaughlin

I try to view design as a manipulation of space; and becoming a part of this space allows me to experience the progression through a design. My inspiration for architecture as a whole ignites when I am able to experience designed spaces, not just view them, and I am most inspired when I can experience a design's scale, daylight, shapes, solids and voids form and transform the space.

Although a portfolio is two-dimensional, one can experience the space of a portfolio just as one would experience the space of a building: by becoming a user of it. The process of designing my portfolio for the Architectural Studies program was much the same as my process in designing the work within it. Although the end result evokes a linear sequence of designs building into the final finished piece, no design I have completed thus far has followed a single path. Rather, my process contains many different paths that interweave together to create the final product. I tend to work in a tangle of confusion, holding on to some ideas and letting go of others as I mold them into a working whole.

Once I have overcome the chaos of ideas, I begin to establish a particular language throughout the design, allowing it to come together into a unified whole. My portfolio attempts to provide the opportunity where one can experience both the manipulation of space within my designs themselves and within my portfolio as a whole.

REFORMING TO RESTRICT: LIBERALIZATION AND THE PRODUCTION OF SURVEILLABLE OPPOSITION IN JORDAN

Martin Michaels

To understand the relationship between the political parties in Jordan and the ruling monarchy, my research asks the following questions: How do regime rules in Jordan structure party development? How have new modes of surveillance made available during major liberalizing reforms affected party capacity?

To answer these questions, I use a single synchronic case study (Jordan) that traces party participation before and after major political liberalizations in 1989. This chronological comparison covers the differences between the reign of two Kings--Hussein and the current King Abdullah II, and is based on both interviews conducted while studying in Amman, Jordan, and a review of existing secondary literature. My findings indicate that the liberalizing reforms of 1989 were undertaken as a survival measure by the monarchy, producing new modes of government surveillance. These gave the appearance of increased political participation, but in fact have allowed for tighter control and sanction of unfavorable parties seen as threatening to the ruling regime, mainly Islamist and leftist elements.

While this research cannot fully account for the current wave of growing discontent in partially liberalized, hegemonic authoritarian regimes elsewhere in the region, it contributes to the explanatory puzzle of why authoritarian regimes engage in partial liberalization. At the same time, the current popular protests directly opposed to ruling regimes in Jordan (and elsewhere) can be read as the result of this tenuous relationship between reform and restriction, as expressed through these new modes of government surveillance.

“SAY YES TO EDUCATION”: A MULTI-DIMENSIONAL MODEL FOR INNER-CITY SCHOOL DISTRICT REFORM AND COMMUNITY TRANSFORMATION

Amy Norris

A college education has never been as important as it is today, while no socioeconomic group faces more barriers to college than inner-city youth, barriers that are financial, academic, health, and social/emotional. “Say Yes to Education” is a national non-profit foundation that addresses these barriers and promises free tuition, fees, and books to students who participate in their program and are accepted to college.

In 2007, “Say Yes” started a program in Syracuse, NY and developed a groundbreaking model that incorporated their initiative into an entire school district serving 22,000 students. This model for educational reform has bridged the concerns of the school district, government, parents, community organizations and businesses.

By partnering with Syracuse University, “Say Yes” provides academic support, as well as a plethora of other services such as counseling, legal aid, and health care to children and families. Graduates of the program, who have been accepted at SUNY and CUNY and several other private institutions (including HWS) can attend college free of cost. This program has and will continue to dramatically increase high school and college graduation rates and help resolve issues of civil rights and social justice in the US.

This project assesses the revolutionary process that is taking place in Syracuse, highlights selections by program participants, and evaluates the program’s sustainability in the city and adaptability nationally.

DROUGHT, FLOOD, AND EARTHQUAKE IN NORTH INDIA: DEVELOPMENT THROUGH DISASTER

Lisa Philippone

Women in Rajasthan walk for hours a day through the Thar Desert to obtain their family's water, while women in Bihar trek miles with their babies to avoid the flooding Kosi River. Nature's most precious resource, water, takes many lives a year, either through deluge or scarcity. The people who are most effected are usually women.

My project explores the idea of improving the lives of people, especially women, in India through natural disaster recovery and relief. My interest in this topic stems from research for my Honors Project in Anthropology that focused on the drought in rural Rajasthan, a large state in Northwestern India. I lived in India for a total of seven non-consecutive months and researched how Hindus reconcile their beliefs with the purifying aspects of water when it is either scarce or polluted. It was this research that sparked my interest in the impetus for social change that natural disasters provide.

While women are often the ones struggling the most during environmental disasters, they are also at the heart of many of the relief programs and efforts, working to help other women in need. These environmental obstacles are destructive, but they can be a way to improve pre-existing conditions as well. Development efforts include strengthening opportunities for the under-privileged, improving living conditions for women, and addressing sex inequality. This presentation will examine the ways in which and reasons why the lives of women in India are impacted the most by drought, flood, and earthquake, and what is being done to help them. It will also address how women are affected, what is being done by other women and the government in aid efforts, and ultimately how these natural acts provide an avenue to improve the lives of many women in India.

THE LORD'S RESISTANCE ARMY

Shelby Pierce

Western media reports of the “invisible children” kidnapped and forced into war by the “evil” Lord’s Resistance Army (LRA) of Uganda sensationalize the LRA in a way that illustrates a poor understanding of the conflict, as well as hindering its peaceful resolve.

During my Honors project, I have explored the rise and development of the LRA in comparison to other African guerilla movements. My thesis locates the rise of the LRA in Uganda’s struggle to transition from colonialism to an independent state, in a constant solidification of political identities based on ethnicities, in the weakness of the national government, and in the unequal allocation of resources seen in many African nations that allowed for this anti-national guerrilla movement to rise and thrive in this region. These causes are common to guerrilla movements that have arisen across East Africa.

Through this in-depth analysis of the LRA, I provide a general guide to understanding the LRA and its brutality beyond the portraits promulgated by Western print media, and create a basis for understanding African conflict overall.

CANNIBALISM IN ALASKAN WATERS: DETERMINING THE CANNIBALISTIC EFFECT OF RED KING CRAB IN DIFFERENT HABITAT TYPES

Jessica Popp

Red king crab (RKC), *Paralithodes camtschaticus*, is an important fishery species in Alaska. Juvenile RKC are highly susceptible to predation, not only by other species, but also by larger RKC. RKC cannibalism could potentially alter recruitment success, especially since year-0 crabs settle in the same structurally complex habitats used by older RKC.

In order to provide insight into the general ecology of RKC and help identify critical nursery habitats, I determined the functional response, or the effect of prey density on predation rate, of year-1 RKC feeding on year-0 RKC in different habitat types in a laboratory experiment, using three habitats that varied in their structural complexity: bare sand, sand with shell hash, and sand with shell. Five replicates of each of five prey densities (2, 5, 10, 18, and 25 crab per tank) were run in each habitat type. Trials used a single year-1 RKC crab as the predator, which were starved for 48 hours before trials. The number of crabs retrieved from the control trials with no predators was 98%. Using maximum likelihood estimation, the data was fit to Type I (density independent), Type II (inversely density dependent), and Type III (sigmoid) functional response models and the best model was selected using Akaike's information criterion corrected for small sample size.

Qualitatively, year-1 RKC exhibited a Type II functional response on juvenile RKC in all habitat types; however, the predation rate was significantly higher in sand and sand with shell hash than in sand with shell. The laboratory evidence suggests that juvenile red king crabs have a high-density refuge from predation and that structurally complex habitats are important to reduce predation rates. Further work needs to be done to examine the functional response of other predators on juvenile crab and the effect of multiple predators and alternative prey on the predator functional response.

This research was performed in Icodiak, Alaska, under the direction of the National Oceanic and Atmospheric Administration.

THE ROAD TO IMMORTALITY: EXPLORING RESTING STAGES OF NATIVE AND NON-NATIVE ZOOPLANKTON IN SENECA LAKE, NY

Taylor Raufus

Zooplankton are ubiquitous members of aquatic ecosystems that are the primary consumers of algae and important food sources for fish. Many freshwater zooplankton produce resting eggs as a means to disperse between lakes or to persist despite harsh conditions such as winter or intense predation by fish. The production of resting eggs typically involves a switch from asexual to sexual reproduction. Little information is known about when and in what quantities resting eggs are produced in the wild.

My project focuses on the non-native predatory zooplankton *Cercopagis pengoi* (the fish-hook water flea) that has established in Seneca Lake and has impacted the native zooplankton genera, including *Bosmina*, *Ceriodaphnia* and *Daphnia*. I aimed to answer the following: (1) What is the timing and magnitude of resting egg production of *Cercopagis*? (2) How does this phenology compare to three native genera of zooplankton in Lake Seneca? And, (3) how does egg production compare to population density within the water column?

In Seneca Lake, *Cercopagis* produced resting stages when their planktonic populations were declining. *Cercopagis* was the only species studied that produced two pulses of resting eggs, one in summer and another in autumn. However, the magnitude of its cumulative egg production was less than that of most native species. Egg density for all taxonomic groups was greater in the hypolimnion than in the epilimnion, indicating that eggs deposited on the sediment surface are concentrated from a broad area in the open water zone.

In summary, knowledge about the location, timing and magnitude of resting egg production provides valuable information to limit the spread thought to be facilitated by the resting egg stage, of *Cercopagis* to other regional lakes.

THE OTHER WHITE: THE INFLUENCE OF WHITENESS ON NEW IMMIGRANTS TO THE UNITED STATES

Rachael Raymond

This project seeks to explore how notions of whiteness affected immigrants once they came to the United States. How did Americans perceive these immigrants, and how did they see themselves? What factors determined whether particular immigrant groups were viewed as “white” or “non-white”? What made it possible for groups initially deemed to be non-white to assimilate into the dominant white culture of the United States? From 1921 until 1965 immigration was based on a quota system that heavily favored those born in Western European countries--how have the ideas about race and ethnicity changed over time? In particular, how have understandings about race and ethnicity affected the newest immigrants who have entered America since 1965?

The motivation behind my project comes from my previous coursework in “Immigration and Ethnicity in America” and from my current independent study, an analysis of the historiography of whiteness in immigration scholarship. Immigration to the United States has changed dramatically over the past few decades since the Hart-Celler Act of 1965. To fully understand popular responses to this current immigration to the United States, one must first understand its history.

This project is also based upon an upcoming conference, “What’s New about the New Immigration to the U.S.? Traditions and Transformations since 1965.” hosted by the Massachusetts Historical Society in April. By analyzing the scholarship of speakers at the conference and engaging in conversations with them, I intend to explore the current studies on immigration.

THE ISLE OF WIGHT: GEOLOGY OF MEMORY

Andrea Rocchio

My project is a reading from selected parts of my working novel, entitled *The Isle of Wight: The Geology of Memory [IOW]*. The story begins in 1895, on the Isle of Wight—an island off the south coast of England. *IOW* is about memory, but what makes the piece different from traditional fiction is that it tells its story from the perspective of objects. Some objects have a limited yet vital contribution, like the letter Vega, one main character, receives to inform her that her parents have been murdered. Personifying objects allows the reader to move into the role of an inanimate object.

Eight years ago I started crafting this potential novel, *IOW*, in Creative Writing Club. It has taken me on a journey about how to write with meaning, how to use story as a tool of teaching and sharing, and how to give a voice to something that may never be heard.

The research for this project has included a journey to the Isle of Wight funded through a SEAY abroad grant from HWS for Fall of 2009. On the trip I interviewed people of all ages and occupations, trying to find the voice of the island. In Chale, where the main characters live, I interviewed a woman named Elizabeth. After listening to her life and her story, I realized she was my main character, one I had created years before I even met her. With this inspiration, I decided it was time to write more of this untold story.

ARTFUL PEACE: A DOCUMENTARY

Anjali Roka

My research addresses the following question: How do HWS students use art as a means to overcome of social oppression?

This project is based on the teachings of my Political Science courses and a Peace Activist, Irakli Kakabadze, who has embraced a new way of teaching in order to promote peace. Kakabadze emphasizes his beliefs that art can create revolutionary innovation that can resolve any conflict.

In order to examine the power of art and its influence on HWS students, I am to creating a documentary focused on students who are involved in this creative approach. For this project I am collecting footage from classrooms, student clubs, and any other events that utilize art as a resource to overcome oppression and promote peace. I will feature footage of my class project with Professor Kakabadze, which involves a creative play that illustrates a new solution for historical tragedies. His teaching emphasizes that art is a catalyst for change.

Through art, HWS students are acknowledging the power of peacefully overcoming conflict and using it to help themselves and others overcome oppression and promote peace; my documentary will bring these efforts to a wider audience.

STORIES OF ASSIMILATION AND LIBERATION AT HOBART AND WILLIAM SMITH COLLEGES

Ashmita Roka

My research answers the question, “How do minority students use an assimilationist perspective or a liberationist perspective to negotiate social differences at Hobart and William Smith Colleges?”

Race, class and gender govern the academic and social life of the students at Hobart and William Smith Colleges. As a minority student throughout the four years of my college education, I found that people either use an assimilationist or liberationist perspective for social change or to negotiate race, class and gender differences. “Assimilation” means integration into contemporary society and working within the current structure. An assimilationist uses an insider perspective for social and political change. “Liberation” means to challenge existing structures that have been discriminatory. A liberationist uses an outsider perspective for social and political change. For my research, I am going to collect data on the experiences of Higher Education Opportunity Program (HEOP) students. My data collection will include in-depth interviews and surveys of HEOP students. Using this data I will make connection with my senior seminar, readings, and my experience as a HEOP student.

Our college life depends on positionality, and the only way we can make change happen is by talking about our differences. In my presentation, I will tell the stories of assimilation and liberation at Hobart and William Smith Colleges.

THE RESIENSTADT AND THE ART OF DELUSION AND REALITY

Anna Rusch

My project focuses on a group of three artists who worked in the Theresienstadt Ghetto during the Holocaust. During the day they were forced to make propaganda images for the Nazis; on their own time they risked their lives to create a record of their reality in the life inside the ghetto.

The Nazi Party sought to deceive the world and the inmates by creating a model ghetto complete with concerts, shows, fake cafes, stores and parks—stores that sold nothing and parks that no one was allowed to enter. This “beautification” sought to cover the reality of the inmates’ daily lives, which was starvation, overcrowded conditions, separation from their families, and the constant threat of being deported to the East.

The artists recorded the truth in hopes that the world would someday see the accurate treatment of the Jews in Terezin. For my Honors project in Art History, I am looking at the conflict between delusion and reality in the artists’ lives, and how that conflict manifests in the works that they secretly created.

IT'S TURTLES ALL THE WAY DOWN, THEN YOU HIT HEIDEGGER

Darren Scott

Philosophy is the study of human thought and its history. As one follows the time line of the ever-changing landscape of ideas, there exist certain landmark figures and names such as Socrates, Aristotle, and Descartes all are at least vaguely familiar regardless of whether or not you have actually read them. Why is this?

One reason that these esoteric and difficult to access authors are so well known is that we are affected by their theories and the power of their thoughts every day. Martin Heidegger is another one of those seminal figures, yet he is not commonly known outside of philosophical circles. The German philosopher delivers some of the most important and beautiful ideas in all of philosophy, yet the difficulty of access of his text means that it often goes unconsidered in an undergraduate setting.

My goal is to explain in a fun and easy to understand fashion the main ideas of Martin Heidegger and explain why this esoteric German philosopher is important to more than just philosophy nerds. My secondary goal is to make a case for the value of philosophy and the philosophical mindset in everyone's lives.

GREENING ORIENTATION

Amanda Shaw

My project explores two questions: What are the best ways to educate incoming first year and transfer students about environmental issues? How can Hobart and William Smith Colleges make Orientation Weekend more sustainable?

As a staff member of the Environmental Studies Summer Youth Institute at Hobart and William Smith Colleges for the past two years, my interactions with high school students interested in the environment has inspired me to increase awareness of sustainable living on campus. I have volunteered as an Orientation mentor for the past three years and I feel that Orientation can be transformed into a teaching moment for the incoming first years. If all incoming new students receive a general education on important environmental issues, they will be able to live a more sustainable life at Hobart and William Smith Colleges and help the colleges reach the goals of the Presidents' Climate Commission.

For this project I am conducting research to find the best ways to educate students about key environmental issues. I have also begun a dialogue with James Landi, the sustainability Coordinator, and the Orientation team, and contacted other college sustainability coordinators to share ideas for greening Orientation activities.

I plan to develop, present and implement activities and lessons that will stay with the incoming first years for years to come so they can help Hobart and William Smith Colleges be a more sustainable college.

SURFING AND SPIRITUALITY

Andrew K. Shumway

Religious and spiritual experiences manifest themselves in a myriad of ways. My project investigates the extent to which surfing can be spiritual experience.

In my study, I examine the historical origins of surfing, tracing its journey from Polynesian settles across the Pacific Islands, through its near eradication by Christian missionaries in Hawaii in the 19th Century, to its explosion into pop culture in the United States in the 1960's. I then apply several religious teachings to surf practice, relying primarily on the writings of self-proclaimed spiritual surfers, as well as excerpts of religious texts.

I became interested in this subject as I prepared to travel to New Zealand with the Education department. Surfing was something I had wanted to learn how to do since I was a little kid, a difficult prospect for a child growing up in the Finger Lakes. Studying spirituality in surfing allowed me to take my personal interest in surfing and apply my academic interests in philosophy and religious studies. By actually going out and experiencing surfing, I was better able to understand both other's attachment to spirituality and surfing, as well as my own.

ARTS, EDUCATION, AND SKID ROW: ARCHITECTURE AS A VEHICLE FOR CHANGE AND EMPOWERMENT

Hannah M. Stoll

“Inner-City Arts” is a self-described oasis of learning in the heart of Los Angeles’ infamous skid row. After severe budget cuts led to the elimination of art programs in Los Angeles’ public schools in the 1970’s, Bob Bates and Irwin Jaeger founded “Inner-City Arts” in 1989 to ensure that art would not disappear from the already disadvantaged children of downtown. In 2002 the organization received \$1.24 million to expand the arts campus and continue their mission to bring empowerment to inner-city students through the fine and performing arts. The resulting building is a white and bright beacon of hope in the impoverished LA neighborhood.

This project is an exploration of the impact architecture can have on a community when it is combined with arts education. “Inner-City Arts” provides free art classes taught by professionals to nearly ten thousand at-risk children and the specific design of the building and campus enhance the experience and make the children and their work center stage. This project will open our eyes to the effectiveness and importance of architecture in social change, social engagement, education and community solidarity.

M.A.P.PING KIDS' FUTURES: ASSESSING THE INFLUENCE OF PROGRESSIVE EDUCATIONAL PROJECTS

Alicia Supernault

Despite the steps taken following *Brown v Board of Education* (1954) to eliminate segregation and more recent laws such as the No Child Left Behind Act, racial and economic disparities still exist in education. My project seeks to explore the effect alternative educational resources have on shaping children's development and life outcome options.

The alternative form of education I have focused on is the Massachusetts Avenue Project (MAP), an organic farm located on the West Side of Buffalo, New York. The program seeks to stimulate the community's economy and provide low income families access to affordable healthy food while providing progressive educational projects to children from their surrounding low income neighborhoods. Through their Growing Green program they have provided children in the community an opportunity to learn about farming, healthy eating habits, entrepreneurship, policy making and teaching.

My project seeks to place MAP in the overall context of educational reform and to understand the roles the project plays in the lives of the children. MAP and programs like it have the potential to provide new skills and opportunity for underprivileged youth in the community, and to assess whether MAP can be classified as a site of civil rights and educational change.

POWERING THE DO-IT-YOURSELF COMMUNITY

Max Swagler

This paper presents a study of the Do-It-Yourself (DIY) movement as a catalyst to empower and improve local communities. DIY practices have always been a part of our societal culture, but in recent history, when tangible things can easily be bought and professionals can be hired to build and repair, the principle of self-reliance has taken a backseat to the culture of our consumer economy. DIY culture opposes this consumerism; it emphasizes the ability of any individual to complete a task.

Empowerment of individuals and communities is central to the DIY ethic, encouraging the utilization of alternative approaches when faced with bureaucratic or societal obstacles to community goals or objectives. In addition, thanks to ever-increasing availability of technology, unprecedented amounts of information and tools can facilitate collaboration between citizens. These tools have the potential to galvanize a grassroots movement where community change comes from within.

This paper will focus on how the unique values of the DIY movement can empower and make positive changes in struggling communities, including (1) greater participation and engagement in democracy, (2) changes in attitudes towards community empowerment and (3) improved public resources and quality of life.

WILDFIRE PREVENTION AND MITIGATION THROUGH PRESCRIBED BURING IN HAWAII, HI

Andrew Tarnas-Raskin

Wildfire is a natural hazard that occurs regularly throughout much of the United States, and increasingly in Hawaii County, HI. One means of reducing the severity and frequency of uncontrolled fire is through prescribed burning, the controlled use of fire to reduce accumulation of underbrush and ground fuels. In this project, I conceptualize prescribed burning as an ecologically and economically beneficial practice, clarify the necessary conditions for prescribed burning, and produce GIS maps that represent ideal prescribed burn sites in Hawaii county.

The big Island of Hawaii is the focus region of this study due to the extraordinary encroachment of invasive exotic savannah grasses on the island such as Fountain grass (*Pennisetum setaceu*), buffel grass (*Cenchrus ciliaris*), and Barbed Wire grass (*Cymbopogon refractus*). These floraes spread rapidly by out-competing natives species and are extremely prone to fire.

The resulting GIS maps and compilation of contemporary literature will be utilized by wildfire prevention and mitigation organizations such as Hawaii Wildfire Management Organization, State Department of land and natural Resources, Division of Forestry and Wildlife, U.S. Army, Pohakuloa Military Training Center and other organizations in order to more effectively and efficiently control fires in Hawaii county.

ENERGETICS AND DISTRIBUTION OF BLACK-CAPPED CHICKADEES
(*POECILE ATRICAPILLUS*) DURING IRRUPTIVE MIGRATIONS

Robert Taylor

The purpose of this study was to clarify the energetic strategy of Black-capped Chickadees (*Poecile atricapillus*) during “irruptive” migrations—migrations that consist of a periodic exodus from a species’ normal range because of poor resource availability. This work proposes a “fall leaner” hypothesis to describe BCCH energetics, whereby irruptive individuals show decreased energetic condition in the fall as an accompaniment to exodus from resource-poor habitats.

This work, performed in collaboration with Professor M. Deufchlander and in fulfillment of my Honors project, built from previous research by HWS students Christie Eldredge and Brian Monaco, who found that there was a significant difference in the energetic condition of irruptive BCCH between fall and spring. This difference was explained in light of the ‘spring fatter’ hypothesis, which suggests that obligate migrants carry excess fat during spring migration, as either insurance against poor spring conditions or in preparation for the energetic demands of breeding.¹ Eldredge and Monaco concluded that during irruptive years, BCCH demonstrated an energetic profile similar to that of obligate annual migrant species, following a “spring fatter” strategy.

The refinement of this conclusion was a major focus of our study. While the “spring fatter” hypothesis may hold true for obligate migrants, it does not accurately describe the strategy employed by irruptive migrants. We proposed that irruptive migrants follow a unique energetic strategy, described by our “fall leaner” hypothesis, which is entirely different from that of obligate migrants.

Our study involved a synthesis of data from multiple sources in order to test this hypothesis. First, we used data from Project Feederwatch, a citizen-science program mediated by the Laboratory of Ornithology at Cornell University, to attempt to clarify which years in our study period were irruptive. We then used banding data from the Braddock Bay Bird Observatory in Greece, NY to create a profile of BCCH energetics, using three different indices to describe body condition. We concluded that the “fall leaner” hypothesis is a more accurate descriptor of irruptive BCCH energetics than the “spring fatter” hypothesis.

¹ Sandberg, R. and F.R. Moore. 1996. Fat stores and arrival on the breeding grounds: Reproductive consequences for passerine migrants. *Oikos* 77: 577-581.

CAN TRUTH AND RECONCILIATION EDUCATE AND EMPOWER?

Amanda Ward

In countries and communities that have been devastated by civil war or ethnic violence, citizens want the past to be uncovered in order to answer questions that remain unanswered. Getting the facts to such questions, can at least in theory provide closure, making it possible for perpetrators to be confronted for their past crimes and allowing communities to become empowered to move into a future without violence. One such way to find the answers to these questions has been to establish truth commissions.

Truth commissions have taken place in Argentina, South Africa, Sri Lanka, Cyprus, El Salvador, Guatemala, Haiti, Uganda, Sierra Leone, the Balkans, and Nigeria. All have or had a mandate to find out what happened, who ordered it to happen and why. The Greensboro Truth Commission was the first truth and reconciliation commission held in the United States. Its goal was to investigate an incident that occurred on November 3, 1979, dubbed the “Greensboro Massacre”.

In my project, I evaluate whether the Greensboro Truth Commission can be considered a site of change and social justice: did this truth commission lead to the education and empowerment of their community? Furthermore, I will compare the Greensboro Commission’s recommendations and outcomes with the outcomes of other Truth Commissions. I hope to present a comprehensive view of truth commissions and to explore the negative as well as the positive influences of these phenomena.

THE MISSING VOICE: YOUTH ENGAGEMENT IN THE VOTE

Amanda Ward

In 2008 only 51.1% of the youth electorate were concerned enough to vote in the Presidential Election.¹ In a country that places considerable emphasis on the importance of citizen participation through voting, why do youth not turn out to vote?

My interest in this topic stems from my involvement as campus coordinator of HWS Votes. After investing three years into registering the students at Hobart and William Smith Colleges to vote, I have seen that we as the youth voter demographic are still not making an effort to express ourselves through our right to vote. Even among countries such as Australia and Belgium, where voting is compulsory, turnout has dropped by about 10 percentage points between the 1960s and the 2000s.² In a world with increasing education and access to information, why are we seeing not only a decrease in voting but also a stall in other forms of direct engagement in politics?

In this project I examine the possible causes of a declining youth vote, including the barriers placed on young voters, both in the United States and abroad. I also examine the attitudes that have developed around the right to vote and how youth at home and in Europe view political parties and the government. Finally, I conclude by looking at youth voting movements, whether they have worked to increase participation, and how we can work as a society to help engage our young voters.

¹ "Youth Voting" *CIRCLE*. Tufts University: Jonathan M. Tisch College of Citizenship and Public Service, 2010. Web. 20 Feb. 2011. <<http://www.civicyouth.org/quick-facts/youth-voting>>.

² Niemi, Richard, Herbert Weisberg, and David Kimball. 2010. *Controversies in Voting Behavior*. Fifth Edition. CQ Press: Washington DC. Pg. 25

HOW OUR CIVIL RIGHTS ARE CRIPPLING OUR HUMANITY: THE BLACK POWER MOVEMENT AND THE STRUGGLE FOR HUMAN RIGHTS

Jalisa Whitley

My project is an exploration into the tactics and voices that were influenced by, a part of, and a reaction to the Black Power movement. Methods include examining the history of the Black Panther Party, the writings of individuals who influenced the movement's leaders, the writings and speeches of some of the prominent spokespeople of the Party, and those who wrote in reaction to the party. I hope to call into question the viability and effectiveness of a civil rights struggle and explore the promise of human rights struggle for the most disadvantaged members of society.

I argue that the mainstream Civil Rights Movement of the 1960's strayed away from the most important ideals of a Black freedom struggle—self-determination, counter-acting both physical and psychological colonization, and ensuring that the interests of those most marginalized are brought to the forefront of the discussion—and that despite popular belief the Black Power movement was not a break from the Civil Rights struggle, but the growth of this struggle, and a transformation into something bigger and more firmly rested in the ideals that the Civil Rights movement had left behind.

This project is an exercise in taking the lived experiences of the most marginalized members of society seriously, bringing their voices to the forefront in all of their honesty and anger, and then listening a little harder in or to hear their hope and desire for change to provide a case study in community-controlled, transformative, consciousness-raising and learning.

PASSING THE PEACE AND CARROTS

Katy Wolfe

As an example of how an individual can stand out among a mass of others and work toward moving that mass, I created a magazine for a course project called *Please Pass the Peace and Carrots*. I have continued the production of the magazine as an independent study, and I am now creating monthly issues. (The magazine is currently funded through the Young Memorial Trust for International Peace and Understanding). This magazine is meant to be a venue for members of the HWS community to share thoughts of peace through various forms and areas of study. I hope to create an indirect, ongoing dialogue about varying perspectives of peace, to help cultivate a community that is educated enough to see the equality in others' ideas.

Underlying this project has been an exploration of the types of actions that most successfully lead to sustained peace and security. When it comes to political, historical, and large-scale movements in general, both the mass and the individual are vital. Mohandas Gandhi and Martin Luther King, Jr. are two individuals well-known as nonviolent peace activists. What is the difference between movements led by such individual, well-known faces, and movements led by the collective face of the general population? How can collective action help us reach a living understanding of peace and security?

While it may not lead to a movement as significant as the Salt March, my magazine can bring the idea of peace into people's minds, which may in time lead to significant collective action.