



SEPCHE

**Nurturing Student Scholars in the
Humanities and Social Sciences**

Faculty-Student Undergraduate Research Project

Overview

“Nurturing Student Scholars in the Humanities and Social Sciences” is an undergraduate research project of the Southeastern Pennsylvania Consortium for Higher Education (SEPCHE) with support from The Barra Foundation and the Foundation for Independent Higher Education.

This initiative provided undergraduate students and their faculty mentors with an opportunity to conduct collaborative research through a summer research immersion experience. Project goals included: exposing students to modern research in the humanities and social sciences, increasing their understanding of the body of current knowledge in their field of study, and providing an opportunity to contribute new knowledge within their disciplines.

In summer 2008 the project matched sixteen undergraduate humanities and social science students with the research passions of eight faculty members from across the eight member colleges and universities to form eight research teams consisting of one faculty mentor and two students. Students participating in the summer 2008 immersion also participated in a series of colloquia bringing faculty mentors and student scholars together to share information about their work, experience the diversity of research under way, and make contact with the larger scholarly community than their own project would provide. They also presented their work at a fall 2008 SEPCHE symposium and presented or published their research at conferences and in journals in the 2008-09 academic year.

In summer 2009 the project enabled another eight teams to conduct summer research projects with two of the projects continuing work from summer 2008. Research teams consisted of a single undergraduate student and faculty member from seven SEPCHE institutions. Participating student researchers will present their work at a SEPCHE Honors Conference in March 2010 at Neumann University.

Faculty mentors introduced students to contemporary research tools and methods, and the activity of each team included identification of an investigative problem within a disciplinary or inter-disciplinary research field, conduct of the research, and dissemination of the student scholars' discoveries. Research was conducted in the following disciplines: Communications, Criminal Justice/Criminology, English, History, Political Science, Religious Studies, Psychology and Philosophy. Students were required to regularly report their research findings and submit a final report.

**SEPCHE - Faculty-Student Undergraduate Research Project
Nurturing Student Scholars in the Humanities and Social Sciences
RESEARCH PROJECTS**

Banning YouTube: Trends in Global Cybercensorship – A Comparative Analysis of Cases in China, the United States, Pakistan and Turkey (2009)

Through comparative analysis, this study offers a global overview of current internet video censorship practices and different motives behind the policies. It also examines the U.S. media attitude on ethical responsibilities of technological companies doing business abroad. Overall the research project sheds light on the impact of information technology and its challenges to traditional authorities and borders.

Faculty Mentor: Janice Xu, Ph.D., Communications Department, Cabrini College

Student Researcher: Morgan Miller

Chaucer's Intertextual Resonances with Sir Gawain and the Green Knight (2009)

In spite of the ongoing expansion of intertextual critique in Chaucer studies, significant research remains into its numerous literary influences. The relationship of *The Canterbury Tales* to another pivotal, and also contemporary, work of medieval literature, *Sir Gawain and the Green Knight*, impels further research through such similarities as each text's imaging of Arthurian legend and courtly love. This project expands upon their comparative analysis. Specific focus is given to addressing the irony within each text as an anti-romance highlighting feminism in particular.

Faculty Mentor: William J. Hamilton, Ph.D., English Department, Neumann University

Student Researcher: Jaclyn Argo

Civil War Letters of Major Griffith Jones, 9th PA Cavalry, Phase II (2008/2009)

The goal of this project is to complete the chronological arrangement, cataloguing and transcription of approximately 4000 pages of digital images taken from numerous archives in central and southeastern Pennsylvania pertaining to Major Griffith Jones, before, during and after the war and to his regiment. This project developing a complete, compact archive (both disk and hard copy format) is of exceptional value because no biography of Griffith Jones exists and no collections of his hundreds of letters have ever been compiled, transcribed, edited or published. Only one older book-length history of the 9th Pennsylvania Cavalry has ever appeared in print.

Faculty Mentor: Wayne Huss, Ph.D., History Department, Gwynedd-Mercy College

Student Researcher: Kimberly Kennedy (2008), Stephen Long (2008), Kelly Day (2009)

Creating the Juvenile Violence Epidemic (2008)

Distinct terminology used by the media and the frequency of these terms over a time period of five years (during which school shootings occurred) is examined. Research of the media coverage of school shootings is approached and maintained by objective research methods in order to study a few facets of how the media can create juvenile justice epidemics simply by the time and amount of certain terminology it (the media) uses.

Faculty Mentor: Leanne Owen, Ph.D., Criminal Justice/Criminology Department, Holy Family University

Students: Michael Cavanaugh, Chestnut Hill College; Jennifer Rizzo, Holy Family University

Freckleton: The Largest Civilian Air Disaster of World War II (2009)

This study assists in the compilation of the biographies of the nine American airmen who died in the crash as well as to assist with interviews of the civilian survivors. The investigation gathers and interprets media coverage of the crash from 1944 to the present.

Faculty Mentor: Dr. James Hedtke, Ph.D., History/Political Science Department, Cabrini College

Student Researcher: Joseph Kempflen (Junior History/Political Science Major)

Historicizing the Coast: Postcards in American History (2008/2009)

Using a primary source collection of thousands of postcards from the turn of the century to the present, this project examines the meanings American tourists place on their vacation environments during the 20th century with the goal of understanding how Americans construct their environments and what those constructions mean at a specific historical moment. This research will form the basis of a book proposal solicited by the University of North Carolina Press.

Faculty Mentor: Sarah Trembanis, Ph.D., History Department, Immaculata University

Student: Rebecca Hertzog, Immaculata (2008/9) and Lindley Rittweger, Rosemont College(2008)

How Race and Gender are Framed in the Black Press (2008)

This investigation analyzes coverage of the 1968 Memphis Sanitation Workers' Strike and then leads to further research of press coverage of the Black Power Movement in Black newspapers looking specifically at the roles of female and male journalists and the framing of race and gender.

Faculty Mentor: Darryl Mace, Ph.D., History Department, Cabrini College

Student: Bridget Cook, Rosemont College

How Race and Gender Are Framed in Local News Coverage (2008)

Scholars have found that consolidation of media outlets has created a phenomenon where media executives are making decisions about what to include in local news reports even though they do not live in the cities where they broadcast these stories. This paper argues that this has led to increasingly stereotypical reports about minorities and people from low socio-economic backgrounds.

Faculty Mentor: Darryl Mace, Ph.D., History Department, Cabrini College

Student: Chris Cantwell, Cabrini College

Internet Use among College Students: Frequency, Quality and Impact on Interpersonal Relationships (2008)

Much communication occurs over the internet and its impact on interpersonal relationships is unclear. The scope of internet usage has not been adequately gauged specifically in the young adult population. This study explores internet usage in young adults and to determine whether personality traits are altered in the online environment. 163 young adults participated in an electronic survey. The results highlight frequency of use, methodologies and reported personality traits on and off-line.

Faculty Mentor: Maria Cuddy-Casey, Ph.D., Psychology Department, Immaculata University

Students: Jessica Morgan, Immaculata University; Kristen Wayock, Immaculata University

Mirroring the Movement: Earl Caldwell and the Rise of Black Power (2008)

This research focuses on the role the media played in the 1968 Memphis Sanitation Strike, and the efforts of *New York Times* reporter Earl Caldwell. Caldwell, one of the first black journalists at the *Times*, highlighted Black Power militancy in his reports. This presentation argues that while covering the strike Caldwell began embracing Black Power ideology.

Faculty Mentor: *Darryl Mace, Ph.D., History Department, Cabrini College*

Student: *Ashley Rivera, Cabrini College*

Philadelphia's Contribution to the Golden Age of Children's Literature in the United States (2008)

The project analyzes the contributions of the Philadelphia area on the Golden Age of Children's Literature in the United States, from mid-19th century through the First World War. Philadelphia was a publishing hub for juvenile literature, both books and periodicals. The region was at the epicenter of the growing field of illustration with local artists A.B Frost, Howard Pyle, and N.C.Wyeth making major contributions. Area women were also making significant inroads in writing and illustrating for this market. Female illustrators included: Elenore Plaisted Abbott, Jessie Willcox Smith, Elizabeth Shippen Green, and Violet Oakley.

Faculty Mentor: *Gretchen Haertsch, Ph.D., English, Department, Arcadia University*

Students: *Alyssa Kirgan, Arcadia University; Tracy Paine, Holy Family University*

Religious Pluralism (2009)

This project explores several of the world's faiths and argues that all are responses to a common underlying reality which cannot be known in itself. This investigation focuses on the view of religious pluralism advocated by philosopher of religion John Hick and argues that his view most accurately represents the human religious experience.

Faculty Mentor: *Alan Preti, Ph.D., Philosophy Department, Rosemont College*

Student Researcher: *Lauren Rodino, Rosemont College*

Reluctant Warriors: Athena and Joan of Arc (Can Joan Be Considered "Reluctant?") (2008)

Our research has consisted of ancient cultures, religious studies with an emphasis in Christianity, and history of the Medieval Era. These themes that we have come across lead us to understand the mythology of Athena, the religious and militant life of Joan of Arc, the similarities between these two significant figures. However, the thesis question is still unanswered and debatable due to the lack of primary sources and the need for further research.

Faculty Mentor: *Marie A. Conn, Ph.D., Religious Studies Department, Chestnut Hill College*

Students: *Jessica Muff, Rosemont College; Margarita Rodrigo, Rosemont College*

Researching a Young Adult Historical Novel: The Effect of the Spanish Influenza on 1918 Philadelphia (2009)

This project involves research for a young adult historical novel set in the Philadelphia region during the fall of 1918. The first draft of *GRACE RISING* is complete; however, further fact checking and "enriching" with authentic period detail is desired. The novel centers on a 17-year-old girl's efforts to help save lives during the influenza pandemic of 1918. While the novel centers on the pandemic, it also has themes of civil rights, immigrant rights, and universal suffrage.

Faculty Mentor: *Gretchen Haertsch, Ph.D., English Department, Arcadia University*

Student Researcher: *Dana Dilliplane, Arcadia University*

With Liberty and Justice for All:” The Lives and Perspectives of Women in Islam (2009)

This project explores the status of women in Islam while including areas of particular research: sources of influence, early historical background, early reform under Islam, female education, female employment, marriage, divorce, sex segregation, financial matters/financial obligations, inheritance, rape, honor killings, and Islamic women’s religious status and “place.” This study seeks to recover some of Islamic women’s perspectives for an American audience via qualitative means, with significant emphasis and use of related literature, religious texts, and online articles of a scholarly nature.

Faculty Mentor: Catherine Looker SSJ, D.Min., Religious Studies Department, Chestnut Hill College

Student Researcher: Quishanna Lanise Lee, Chestnut Hill College

Researching a Young Adult Historical Novel: The Effect of the Spanish Influenza on 1918 Philadelphia (2009)

This project involves research for a young adult historical novel set in the Philadelphia region during the fall of 1918. The first draft of *GRACE RISING* is complete; however, further fact checking and “enriching” with authentic period detail is desired. The novel centers on a 17-year-old girl’s efforts to help save lives during the influenza pandemic of 1918. While the novel centers on the pandemic, it also has themes of civil rights, immigrant rights, and universal suffrage.

Faculty Mentor: Gretchen Haertsch, Ph.D., English Department, Arcadia University

Student Researcher: Dana Dilliplane, Arcadia University

Banning YouTube: Trends in Global Cybercensorship – A Comparative Analysis of Cases in China, the United States, Pakistan and Turkey (2009)

Through comparative analysis, this study offers a global overview of current internet video censorship practices and different motives behind the policies. It also examines the U.S. media attitude on ethical responsibilities of technological companies doing business abroad. Overall the research project sheds light on the impact of information technology and its challenges to traditional authorities and borders.

Faculty Mentor: Janice Xu, Ph.D., Communications Department, Cabrini College
Student Researcher: Morgan Miller



Banning YouTube: Trends in Global Censorship

Morgan Miller
Communications
Cabrin College
Radnor PA 19087

Research Investigation

Mentor: Dr. Janice Xu

Abstract

Through comparative analysis of recent cases involving restriction of YouTube access in the U.S., Thailand, Pakistan and Turkey, as well as five other countries, the study offers a global perspective to internet censorship practices and different motives behind the policies. The researcher uses a content analysis method by reviewing major news, 200 newspaper stories and news wire releases from 2007 to 2009. The study is based on the Lexis-Nexis database. The author finds that a majority of the blocking, whether the reasoning was given outright or hinted at, is in relation to politics, though the "other" option can often times stand for a cover-up for the real reason, which typically falls under one of the listed categories of political, cultural or religious.

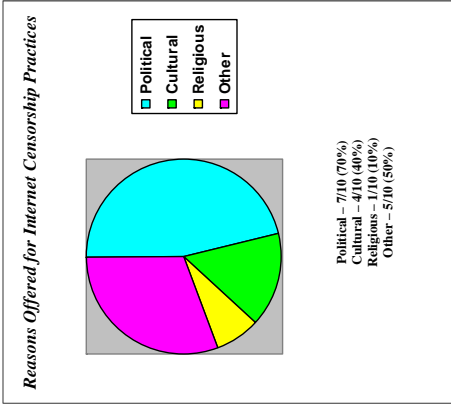
Background

Through comparative analysis of recent cases involving restriction of YouTube access in China, the U.S., Thailand, Pakistan and Turkey, as well as five other countries, the study offers a global perspective to internet censorship practices and different motives behind the policies. It also briefly examines the media attitude on ethical responsibilities of U.S. technological companies when doing business abroad.

The research project essentially sheds light on the impact of information technology and its challenges to traditional authorities and borders.

Methods

The researcher used a content analysis method by reviewing major newspaper stories and news wire reports from 2007 to 2009, accessed primarily through the Lexis-Nexis database of the Holy Spirit library. The total amount of articles is estimated to be 200. The study is based on the Lexis-Nexis database, coded by 1) lengths and forms of restriction, 2) reasons offered by authorities, 3) references to past censorship practices, 4) response of internet users, and, if applicable, 5) response of U.S. company. The researcher examined the various kinds of reasons offered for the censorship actions, and linked them with the types of government in these countries.



Results 1 ~ Pie Chart

The pie chart above depicts the visual aspect of global cyber-censorship, or global YouTube censorship, and the main reasoning behind the banning -cize. The chart is a visual aid for the literary aspect of the banning chart shows that a majority of the blocking, whether the reasoning was given outright or hinted at, is in relation to politics, though the "other" option can often times stand for a cover-up for the real reason, which typically falls under one of the listed categories of political, cultural or religious.

Results 2 ~ Country Chart

The chart above depicts the country, the type of government and the real reason for the internet censorship in various states, if there have been other bans of any sort in that particular country.

A majority of the reasons listed that differ from political motives, are typically a cover for the true political reasoning. The United States' case of internet censorship is an example of that, as it was put into place due to bandwidth, security and copyrighting issues.

There was a pattern throughout the research that showed countries with more strict forms of government typically 1) used a different reason to justify their censorship, 2) had other bans put into action in the past, and 3) had other bans put into place in the past.

Types of Government and Internet Censorship

Country	Government ^{a1}	Reasoning for Ban ^{a2}	Other Bans? ^{a3}
China	Authoritarian	Political/Cultural	Yes
Pakistan	Federal Republic	Political/Cultural/Religious	Yes
Thailand	Democratic Constitutional Monarchy	Political/Cultural	Yes
Turkey	Constitutional Republic	Political/Cultural	Yes
The United States	Federal Republic	Other	No

^{a1} Citing for Government types: (U.S. Department of State 2008).

^{a2} A majority of the other ban reasons, such as cultural, were covers for a political motive.

Conclusion

Countries that had more strict forms of government showed more frequent bans of YouTube, as well as various other bans throughout the countries. Most of the countries' citizens were not pleased with the bans, with some showing anger through demonstrations and websites, such as a Facebook group created about the YouTube banning in China.

The various categories used to place the reasoning behind the bans included "political," "cultural," "religious," and "other." Typically, the cultural, religious and other reasoning were obviously covers for a hidden political motive for blocking YouTube. The percentages for the different reasons were:

- Political - 7/10 (70%)
- Cultural - 4/10 (40%)
- Religious - 1/10 (10%)
- Other - 5/10 (50%)

It became apparent through my research that if a country felt threatened by the amount of freedom its country's citizens were getting, or felt threatened by information posted in a video on YouTube (or information on any other website for that matter), the countries' decision to block the video was typically based on the real reason, which typically falls under one of the listed categories of political, cultural, religious or religious. The various categories used to place the reasoning behind the bans included "political," "cultural," "religious," and "other." Typically, the cultural, religious and other reasoning were obviously covers for a hidden political motive for blocking YouTube. The percentages for the different reasons were:

Acknowledgements

The Southeastern Pennsylvania Consortium for Higher Education (SEPCHE) wishes to acknowledge the President for Independent Higher Education and the Baran Foundation for their generosity and support of this important endeavor.

In addition, We gratefully acknowledge:

- Cabrini College Holy Spirit Library for access to various databases used throughout the research process.
- Dr. Elizabeth Moy, Executive Director of Southeastern PA Consortium for Higher Education for her support throughout the process.
- Rosemont College for hosting the closing ceremonies and presentation session.

References

- Lexis-Nexis database
- JSTOR database
- Campbell, Richard; Fabos, Bettina; Martin, Christopher R. (2008) *Media and Culture: an Introduction to Mass Communication*. Boston/New York: Allyn and Bacon, Martin S.
- Nolan, Justice. 2008. *The China Dilemma: Internet Censorship and Corporate Responsibility*. University of New South Wales. Retrieved on June 17, 2009 from University of New South Wales Faculty of Law Research Series, 57.

**Full reference list is available upon request.*



Freckleton: The Largest Civilian Air Disaster of World War II (2009)

This study assists in the compilation of the biographies of the nine American airmen who died in the crash as well as to assist with interviews of the civilian survivors. The investigation gathers and interprets media coverage of the crash from 1944 to the present.

Faculty Mentor: Dr. James Hedtke, Ph.D., History/Political Science Department, Cabrini College

Student Researcher: Joseph Kempflen (Junior History/Political Science Major)



Joseph F. Kimpflen

History Department
Cabrin College
Radnor, PA 19087

The Freckleton Air Disaster

Research Investigation
Mentor: Dr. James Hedtke

Abstract

This project focused on reconstructing the lives of the men involved in the Freckleton Air Disaster of August 1944. Those servicemen who lost their lives in the events that day needed to have their stories found. In addition to the biographies of the men involved, the project also included study of newspaper from the time of the disaster and any subsequent stories focusing on the tragedy in Freckleton England that day. This project followed the media as well as the personal history of the servicemen responsible for the events of August 1944.



LANCASHIRE AIRCRAFT INVESTIGATION TEAM

Lieutenant John Bloemendal, who crash landed into the children's school in Freckleton, England on August 23, 1944.



The Communal Grave in Freckleton, England where the victims of the August 23rd crash are buried.

Background

On August 23, 1944, in Freckleton, England, an American bomber crash landed due to electrical interference from storm activity while on a training run. The plane was on a test flight when it crashed into a store and a children's school, killing sixty-one total people. There were two planes on the test run that day, one piloted by Lt. Peter Masserso and the other by Lt. John Bloemendal. When the weather forced an emergency landing, Masserso diverted course to land safely, while Bloemendal crash landed, resulting in the sixty one deaths that included thirty eight children at the school.

Methods

All of my methods involved the internet. I used the National Archives, the Air Force Historical Records Agency, the Archives World War Two records, and the National Personnel Records Center to follow up on getting the necessary personal records for the servicemen involved. As I followed up on the personnel records, I also attempted to find out broad information about the incident and start finding any news articles concerning Freckleton. I had more success finding news stories than military records. However, the internet produced several instances of media coverage of the incident itself.

Biographic Information

The American servicemen who died as a result of the events of August 23, 1944:

- John Bloemendal— 1917-August 23, 1944
- Arthur J. Rogney— 1918-August 23, 1944
- Samuel Mezzacappa— 1919 (est)-August 22, 1944
- Minas P. Ghisb— 1906- August 23, 1944
- Herbert G. Cross— 1913— August 23, 1944
- Theodore E. Nelson-1913-August 23, 1944
- George C. Brown— 1919-August 30, 1944
- Peter Masserso— Born 1916
- Frank L. Zugel— 1916-August 23, 1944
- Gordon W. Kinney— 1918-August 23, 1944
- James M. Purr— 1919-August 23, 1944

Media Coverage

There has been extensive coverage of the tragedy since August 1944.

The New York Times covered the tragedy in America after the crash.

The incident was covered in England by the London Times.

Ongoing coverage, including recaps of the tragedy at times of the anniversary, have been covered by the London Daily Mail.

Conclusion

The results of my work are still materializing. My main focus all summer has been on obtaining personnel records for the servicemen who were killed in the tragedy. I have had little success in finding this information. I am still waiting to hear from the National Personnel Records Center about military records, as the original leads I had led to that agency. I have found a few articles in the New York Times database concerning the events of August 1944, and more articles are coming in from the British newspapers. From a media aspect, my findings were slightly more substantial than the personnel records.

Acknowledgements

I would like to thank Dr. James Hedtke for his help in providing background information, basic biographic information, and several leads I was able to follow up on. His help and knowledge on this project was indispensable.

I would also like to thank Beth Moy for her help in coordinating my research efforts with Dr. Hedtke.

References

- The Historical New York Times Database
- The London Times
- The London Daily Mail
- Air Force Historical Records Agency
<http://www.afhra.af.mil/>
- National Archives—Access to Archival Database
<http://aad.archives.gov/aad/>
- National Archives—World War Two Records
http://www.ww2.archives.gov/research_ww2_index.html
- NARA National Personnel Records Center
<http://www.archives.gov/st-ba>
- Turner, Joyce. The Freckleton Tragedy. 1944. Blackpool, England. Landy Publishing. 2007.

With Liberty and Justice for All:” The Lives and Perspectives of Women in Islam (2009)

This project explores the status of women in Islam while including areas of particular research: sources of influence, early historical background, early reform under Islam, female education, female employment, marriage, divorce, sex segregation, financial matters/financial obligations, inheritance, rape, honor killings, and Islamic women’s religious status and “place.” This study seeks to recover some of Islamic women’s perspectives for an American audience via qualitative means, with significant emphasis and use of related literature, religious texts, and online articles of a scholarly nature.

Faculty Mentor: Catherine Looker SSJ, D.Min., Religious Studies Department, Chestnut Hill College

Student Researcher: Quishanna Lanise Lee, Chestnut Hill College



Can Joan of Arc Be Considered ‘Reluctant’?

Jessica Muff, Chestnut Hill College
Margarita Rodrigo, Rosemont College
Philadelphia, PA 19118

Research Investigation
Mentor: Dr. Marie A. Conn

Project Description

Growing out of an idea for a book with the tentative title, “Reluctant Warriors: Athena and Joan of Arc,” this project set out to explore the case. If there is one, for describing Joan of Arc as “reluctant.” The case for Athena as a warrior against her will can be made, both from mythology and from the work of the classical Greek playwrights. Describing Joan as “reluctant,” however, may or may not be more difficult to substantiate.

Much has been written about Joan, her life, her calling, and her trial. Much of that literature presumes that Joan heard voices and then jumped at the chance to lead an army. It is quite possible, however, that there is more to her decision than emotion or a peasant’s simple acquiescence.

This, then, is the project in which two Rosemont students agreed to play a part. Most of the work consisted of good old-fashioned research, making use of the many college/university libraries in our area. The web, of course, facilitated some of this.

Reluctant Warriors: Athena and Joan of Arc (Can Joan Be Considered Reluctant?)



Reluctant Warriors: Athena and Joan of Arc
Student researcher Margarita Rodrigo (Rosemont College) discusses her findings with a faculty member and student.

Relaxing after a successful and engaging poster session.



Reluctant Warriors: Athena and Joan of Arc
Faculty Mentor: Marie Conn, PhD, Chestnut Hill College
Students: Jessica Muff and Margarita Rodrigo

Related Findings

The project provided an opportunity to thoroughly learn researching skills using online databases, academic online sources, dissertations, and bibliographies for additional sources and other crucial strategies. With each source, direct quotes were typed into my notes in order to have the information available for the final paper. This was fairly time-consuming, but it proved very helpful in the end. Several other unread texts were noted in the information for Dr. Conn. Throughout the summer, all notes, sources, articles, and other paperwork were compiled in a binder, which was submitted to Dr. Conn at the final meeting.

Conclusion

While no definitive conclusion was reached about whether or not Joan could be described as “reluctant,” both Jess and Mara found Joan’s experience of the voices to be credible, and that she willingly set out on to do the task, she believed God had given her.

Acknowledgments

Thanks, SEPCHE. The three of us truly enjoyed our experience as part of the Undergraduate Research grant project.

The Hundred Years’ War

Research focused on the role of the Church, court life, the Hundred Years’ War, the religiosity of the period, and the role of women. Information was obtained about the wars, civil strife and foreign affairs in order to gain an understanding of the political and historical background of the Middle Ages. However, studying women’s roles led and shaped the project’s focus. Joan’s controversial and counter-cultural character was further examined in order to answer the question of whether she was reluctant or completely willing to fulfill her quest. Several texts and essays cite her military-role, her spiritual-role, her role as a prophet, and other aspects of her character and highlight how complex and multi-faceted she was, and at the same, how her simple and pure love of God molded her life.

This research led to several interesting findings, including information on the mystical superstitions and religious beliefs associated with Joan of Arc, such as disputed observations during her burning at the stake, her “powers” during battle, and the role of angels and divine intervention during her quest. It was also interesting to study literary allusions to her character, as well as literary figures during her lifetime. Information about her prosecution was the most interesting aspect about the project. There was so much bias, deceit and injustice in her case, and it was heart-wrenching to study her suffering. This research project took a passion for heroines to a higher level.

Pre-Christian Religious Traditions

- “Pre-Christian” is another saying of the era, just before Christianity, the era when folk religions predominated in what would become Western Europe.
- “Paganism” has been broadly defined as any religious act, practice, or ceremony which is not Christian. In the strictest sense, paganism refers to the authentic religions of ancient Greece and Rome as well as surrounding areas. The term pagan is derived from the Latin word, *paganus*, which means a country dweller. Pagans usually *believed* on many gods and goddesses (polytheistic), but *worshipped* only one as the chief god and supreme godhead.
- Nature is central to pre-Christian religions. Nature gives life and life is sacred; thus, nature is the most sacred of all.
- The last stage to be discussed within the pre-Christian era is the concept of “evil” and the introduction of the “horned demon” in witchcraft.

Witch Hunts and “Heresy”

- In 1425, Joan began to hear her voices, which she attributed to the Archangel Michael, St. Catherine of Alexandria, and St. Margaret of Antioch.
- On January 13, 1431 Joan’s trial began. After being convicted of heresy and sorcery, she was sentenced to be burned at the stake on May 30, 1431.
- Joan was one of the first to suffer as result of what has come to be called the European “Witch Craze.” In 1450, the first major witch hunt took place in the town of Eyraud, France. The Church began the “witches” of Europe to be considered heretics. Historians have speculated that this religiously-inspired genocide was motivated by a desire by the Church to attain a complete religious monopoly; it was “a tool of repression” and a form of reining in women.

Research Approaches

Since Jessica Muff and Margarita Rodrigo were, naturally, interested in different aspects of the question, they quickly determined which threads of the research each would tackle.

Jessica Muff focused on the pre-Christian religious traditions that were predominant in France before the triumph of Christianity. Traditions that may have influenced Joan’s understanding of her “voices” and her divine mission. Jess was also interested in the “witch” craze which emerged in western Europe around the same period, noting that Joan was ultimately burned as a “witch.”

Margarita Rodrigo was interested in military history, so she chose to concentrate on the Hundred Years’ War. She was particularly interested in how the men who came under Joan’s command responded to her and regarded her. Mara also spent time with the actual transcript of Joan’s trial, trying to assess the justice of the procedure.

Civil War Letters of Major Griffith Jones, 9th PA Cavalry, Phase II (2008/2009)

The goal of this project is to complete the chronological arrangement, cataloguing and transcription of approximately 4000 pages of digital images taken from numerous archives in central and southeastern Pennsylvania pertaining to Major Griffith Jones, before, during and after the war and to his regiment. This project developing a complete, compact archive (both disk and hard copy format) is of exceptional value because no biography of Griffith Jones exists and no collections of his hundreds of letters have ever been compiled, transcribed, edited or published. Only one older book-length history of the 9th Pennsylvania Cavalry has ever appeared in print.

Faculty Mentor: Wayne Huss, Ph.D., History Department, Gwynedd-Mercy College

Student Researcher: Kimberly Kennedy (2008), Stephen Long (2008), Kelly Day (2009)

MICHAEL CAVANAUGH
JENNIFER RIZZO

Library Investigation

Creating the Juvenile Violence Epidemic

This project would take a social constructionist perspective to assessing the problem of juvenile violence by examining the nature and frequency of newspaper and magazine reports of the phenomenon since the early 1990s. Phrases such as “the juvenile violence epidemic” and epithets describing the “new breed of juvenile superpredator” are often bandied about quite readily, and the public and academics alike are often quick to respond by looking for solutions to the “problem” without ascertaining whether, in fact, the “problem” exists to the extent that it is portrayed. Influenced by the work of Howard Becker and Stanley Cohen on labeling and the social and political creation of moral panics, the proposed project would attempt to understand the process by which a social problem is constructed by claims-makers and moral entrepreneurs in the media. Consequently, the tone of reports in the print media will be analyzed, and predetermined keywords and phrases counted, in order to assess whether there appears to be a concerted effort to project and perpetuate the belief that juvenile violence is increasing in its frequency and severity.

Faculty Mentor: Leanne Owen, Ph.D.

Historicizing the Coast: Postcards in American History (2008/2009)

Using a primary source collection of thousands of postcards from the turn of the century to the present, this project examines the meanings American tourists place on their vacation environments during the 20th century with the goal of understanding how Americans construct their environments and what those constructions mean at a specific historical moment. This research will form the basis of a book proposal solicited by the University of North Carolina Press.

Faculty Mentor: Sarah Trembanis, Ph.D., History Department, Immaculata University

Student: Rebecca Hertzog, Immaculata (2008/9) and Lindley Rittweger, Rosemont College(2008)

Historicizing the Coast: Social and Cultural History in American Beach Postcards



Nurturing Student Scholars in the Humanities and Social Sciences



Rebecca Herzog and Sarah Trembanis

Immaculata University



Introduction and Research Questions

As part of the SEPICHE "Nurturing Student Scholars in the Humanities and Social Sciences" Summer Research Program, Rebecca Herzog researched the history of tourism and coastal engineering on the North Carolina coast. Herzog worked under the direction of Dr. Sarah Trembanis and engaged in significant and extensive primary and secondary research. Moreover, this project expanded on previous research undertaken by the team on tourism and marketing of American beaches.

The research team formulated a number of questions, both broad and narrowly focused. General research inquiries involved understanding the state of historical knowledge of postcards and beach tourism, interrogating the role of development on the mid-twentieth century shore, analyzing the influence of class and mass culture democratization on postcard marketing, and reconciling leisure trends with postcard imagery. Specifically, looking at North Carolina, the researchers examined the local and regional trends of tourism and coastal use in order to better contextualize the primary source material.

Postcard Collection



Thanks to the generosity of Arthur Trembanis and the Coastal Sediments, Hydrodynamics, and Engineering Lab (CSHEL) at the University of Delaware, researchers had full access to an immense (and heretofore unexamined) collection of over 2000 beach postcards. The postcards are held in physical and digital form and the research team worked with the postcards in both

To reduce the number of postcards to a more manageable amount for a summer research project, the researchers chose to limit the postcard study. Having previously examined postcards from the New Jersey shore, the researchers chose to look at North Carolina coastal postcards in order to compare and contrast marketing trends in the two regions. Moreover, as Carolina coastal tourism developed later in the century, the researchers were anxious to look for developmental models that could be applicable for studying the evolution of tourist sites in different regional and chronological settings.

Background

As early as the eighteenth century, Europeans came to America as tourists in search of natural beauty. At this point in time, tourism involving extensive travel was limited by both practicality and economic means. Only the wealthy were able to participate. By the nineteenth century, travel to formerly remote areas was made possible, and eventually the drive of westward expansion created new avenues for genteel tourists to explore. In the late nineteenth century, it became popular to write accounts of travels, and with the extension of rail lines, promotion by various companies became extremely widespread. With the approach of the twentieth century came better access to islands across the east coast, and many prospective developers and hotel owners seized the opportunity to start up successful businesses along the seashore. Postcards from island destinations revealed a somewhat disorganized, crowded beach resort scene, suggesting that around the beginning of the twentieth century, many lower-middle to lower-class Americans were able to bring their families to participate in what was becoming a new American pastime. By the 1940s, patterns emerged in postcards that exhibit a distinct marketing shift toward strictly middle- and upper-class Americans, who would appreciate an organized, clean, and natural, or authentic, beach vacation.

Methods

Primary methods include examining the electronically-formatted postcard collection. Examination of the postcards included a dating process and observation of trends within certain locations and time periods. Objects of study included type of activity promoted by specific locations in addition to quality of photographs and possible photographic alteration. Also, secondary source searches on the history of tourism and socio-cultural movements were conducted electronically. J-STOR and EBSCOhost were particularly useful. Physical searches through book sources were also conducted. Specific sources were compared and contrasted, such as Shaffer and Desmond, and Bird and Pilkey et al.

Findings

Examination of specific sources such as Desmond revealed more detailed theories regarding the practice of tourism, and offered talking points for new research questions. Shaffer's work on the development of national tourism added a new dimension to the history of tourism timeline that we have been working on since last summer, and also gave a good overview of tourism in the western United States. An electronic search regarding the literature on tourism in the West confirmed this general outline.

The compare and contrast method used specifically on Bird and Pilkey et al. confirmed our ideas gathered from the postcard that tourists' desire for natural and authentic environments can often be detrimental environmentally and economically. Furthermore, Overby summarized important information regarding the economical importance to reconsidering shoreline development, especially in the North Carolina barrier islands (notably, the Outer Banks).

Overby's article also raised interesting points regarding the politics of shoreline development on the east coast and the Gulf coast, and this could lead to further research. In particular, analysis of the (datable) postcards from this time period highlights the degree to which the North Carolina shore was marketed as a natural retreat. This strategy is in striking contrast to similarly dated postcards of the New Jersey shore. In the New Jersey postcards, marketers highlighted scarce crowds rather than ruggedness or lack of development in order to attract the postwar tourist. Integration of critical works on shoreline health, however, indicate that the interest in the "natural" led to large scale dredging and engineering programs designed to halt the dynamic nature of beach processes. This interesting contradiction between desire and design is a factor that we will continue to explore in greater depth.

Overall, we found that physical examination of the postcards would be more desirable because of difficulties in dating them; however, the secondary source search methods were highly successful and will be used in future work.

Summary

Our research is in its early stages. Although we are building upon previous work on New Jersey shore postcards, our geographical and chronological shift has required significant literature review and primary source searching in order to establish the necessary context for reading the postcards. As we begin to read conclusions about the difference and similarities in the postcard marketing of the New Jersey shore and the North Carolina coast, general patterns of American tourism development are emerging that reflect the changing leisure ideologies held by Americans during the twentieth century.



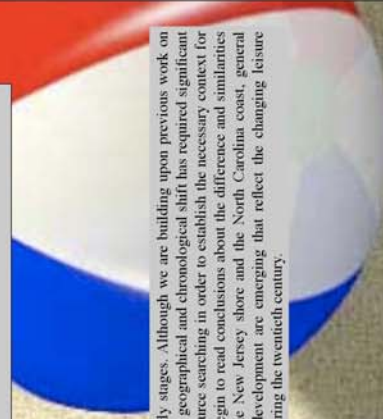
Undated Long Beach, NC



1953 Nags Head postcard



1972 Outer Banks postcard



KRISTEN L. WAYOCK
JESSICA MORGAN

Library and Field Investigation

#. Internet Use Among Young Adults: Frequency, Quality, and Impact on Interpersonal Relationships.

It has been theorized that personality impacts Internet usage—why it is used, and what it is used for. Due to the exploratory nature of the study, no specific hypotheses were formulated. However to give direction to the data analyses, research questions were devised pertaining to how frequently young adults use the Internet and if participants report different personality styles online vs. offline. One hundred forty-nine young adults (44 males and 105 females) ranging from 17 to 30 years of age participated in this survey through a web link, which was distributed via social networking tools such as MySpace and Facebook, as well as e-mail, Instant Messengers and by word-of-mouth. Participants followed a link to a survey that assured anonymity and consisted of 43 questions. According to the survey results, the participants (N=149) were online 6.63 days out of the week, and they (N=135) spent approximately 4.44 hours online per day. Overall, the majority of the participants disclosed that they behave similarly online during communication with others when compared to face-to-face communication with respect to certain personality traits. Notably, a large percentage of participants responded they are more curious while online than offline (43.0%). A likely reason for this result could be the sense of privacy often associated with online “travel.” In addition, the results of the survey indicate a significant percentage (44.1%) of participants feel that they are more articulate online than offline. This result can be attributed to the fact that with regard to computer-mediated communication individuals have more time to formulate what and how they communicate. This study served to explore the frequency and modality of Internet usage among young adults and empathically maintains that this modality of communicating has the potential to enhance interpersonal relationships.

Thesis Mentor: Maria Cuddy-Casey

Internet Use Among Young Adults: Frequency, Quality, and Impact on Interpersonal Relationships

Maria Cuddy-Casey, Ph.D., Assistant Professor, Jesse Matthews, Psychology Doctoral student, Jessica Morgan & Kristen Wayock, Undergraduate SEPCHE researchers

Immaculata University

Results

The Internet: A Universal Conduit of Communication
 For a number of years computers were inaccessible to most. However, with the development of Personal Computers (PCs) by IBM in the 1980's, followed by the rapid increase in accessibility to computers and the Internet in the 1990's, computers have become an important part of many individuals' daily lives. The Internet was designed for communication and is currently used by much of the world (Zakon, 2006; King, Grimler, & Florkening, 1997). As of December 31, 2007, it was estimated that just over 73% of the North American population uses the Internet regularly, accounting for close to 337 million people (<http://www.internetworldstats.com/dats.htm>). As most Internet content remains textual, it has been argued that computer-mediated communication (CMC) is impersonal and lacks certain cues (i.e. nonverbal, voice intonation) to establish meaning, compared to face-to-face (FTF) encounters (Crystal, 1995). How this impacts interpersonal communications is less known.

Personality and Internet Use
 It has been theorized that personality impacts Internet usage, why it is used, and what it is used for. For example, Kooh and Praterelli (2004) found that introverts tend to use the Internet more for anonymous socialization than extroverts and introverts also showed a preference for CMC. Praterelli, Brown, and Johnson (1999) have suggested that Internet communication is easier for some individuals because it removes certain anxieties or fears associated with FTF, such as "embarrassment, rejection, or exposure to critical scrutiny" (Kooh & Praterelli, 2004). Chak and Leung (2004) found that shy individuals utilize CMC more than FTF, postulating that this trend arises because the Internet allows shy individuals more control of their social environment by putting forth a profile of themselves that they deem most desirable (Chak & Leung, 2004). A related concept is social anxiety, which Kaplan (2007) found to be related to higher use of CMC than FTF, because socially-anxious individuals can have greater control over their self-presentation online.

Purpose of Study:
 The purpose of this study is to explore the frequency and usage of the internet in young adults and to determine whether personality traits are altered in the online environment. The research questions are as follows:

- How frequently do young adults use the internet?
- Will participants report different personality styles online vs. offline?

Participants & Procedure:
 163 young adults ranging from 17 to 30 years of age participated in this survey through a web link, which was distributed via social networking tools such as MySpace and Facebook, as well as e-mail, Instant Messengers and by word of mouth. The survey was open to responses for a period of approximately five weeks. Participants followed a link to a survey that assured them their anonymity and provided consisting of 43 questions for them to respond.

A highlight of a few of the research findings are included here. 47 males and 116 females participated in this on-line survey.
 Chart 1. Shows the breakdown of participants by gender.

Chart 1. Shows the breakdown of participants by gender.

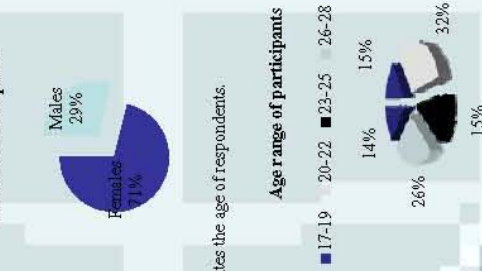
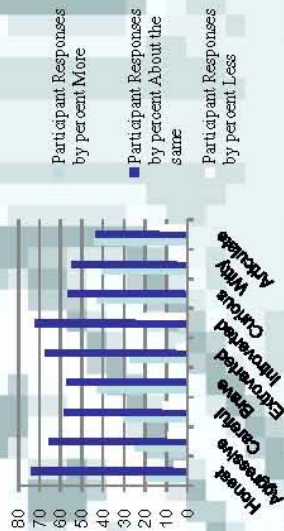


Chart 2. Demonstrates the age of respondents.



Chart 3. Depicts responses from survey question: When you are online, do you feel that you are more, less or about the same as you are in face to face interactions?



The results described here are merely a few summative points. According to the survey results, the participants were online 6.63 days out of the week and spent approximately 4.44 hours online per day. Beyond these more simplistic measures of Internet use, the survey also shed light to participants' behavior online, particularly how this behavior compared to their typical off-line behavior; though numerous personality traits were included in the original survey question, a more truncated list is supplied here.

The following personality traits are of particular interest based on their notable findings. The results of the survey depict the percentage of participants that reported to act the same when online:

- honest (73.7)
- aggressive (65.7)
- careful (58.3)
- brave (57.1)
- extroverted (67.4)
- introverted (72.3)
- outious (56.5)
- witty (54.8)

Interestingly, more participants responded that they feel more:

- articulate online (43.9%) than face to face
- honest (19.1%)
- aggressive (25.0%)
- careful (30.2%)
- brave (42.9%)
- extroverted (27.5%)
- outious (42.8%)
- witty (40.7%)

On the contrary, 24.1% of participants feel they are less introverted when communicating online than when communicating off-line.

Discussion

Overall, the majority of the participants disclosed that they behave similarly online during communication with others when compared to face-to-face communication with respect to certain personality traits. As seen above, participants rated themselves as being just as honest, aggressive, careful, brave, extroverted, introverted, curious, and witty online as they are offline; this data analysis is based on majority percentages. Perhaps more compelling that the majority of participants feel they act as honest online as offline with regard to communication, a larger percentage responded they act more honest online than the percentage that responded to being less honest online. This greater inclination toward honesty could be a result of the assumed anonymity associated with online communication in some instances; in addition, individuals may feel less pressure to please whom they are communicating, hence the more truthful disclosure of information. Also notable, is the large percentage of participants who responded they are more curious while online than offline (42.8%). This notable percentage could be accounted for by numerous factors, one of being the sense of privacy often associated with online "travel." One can explore different topics online without fear of being made fun of for not knowing about the topic at hand. The freedom of the internet allows the user to utilize its different facets with greater anonymity and privacy than more public resources.

However, the researchers found that with certain personality characteristics a larger percent of participants admitted to being more of the purported characteristic than less, and vice versa. For example, the results of the survey indicate a significant percent (nearly 44%) of participants feel that they are more articulate online than offline. This result can be attributed to the fact that with regard to computer-mediated communication individuals have more time to formulate what and how they communicate. This study served to explore the frequency and modality of internet usages among young adults and empirically maintains that this modality of communicating has the potential to enhance interpersonal relationships.

Chaucer's Intertextual Resonances with Sir Gawain and the Green Knight (2009)

In spite of the ongoing expansion of intertextual critique in Chaucer studies, significant research remains into its numerous literary influences. The relationship of *The Canterbury Tales* to another pivotal, and also contemporary, work of medieval literature, *Sir Gawain and the Green Knight*, impels further research through such similarities as each text's imaging of Arthurian legend and courtly love. This project expands upon their comparative analysis. Specific focus is given to addressing the irony within each text as an anti-romance highlighting feminism in particular.

Faculty Mentor: William J. Hamilton, Ph.D., English Department, Neumann University

Student Researcher: Jaclyn Argo



SEPCHE

Intertextuality in Medieval Literature

Revisionist Romances: Sir Gawain and the Green Knight & The Knight's Tale

English
Neumann University
Aston, PA 19014

Research Investigation

Mentor: Dr. William Hamilton
Jaelyn Argo

Abstract

For my research project as a SEPCHE Summer Scholar, I chose to embark upon the broad topic of intertextuality in medieval literature, focusing on *Sir Gawain and the Green Knight* and Geoffrey Chaucer's *Knight's Tale*. I decided specifically to address both poems in each text as an intertextual relationship, highlighting myself around the early romance of chivalric knights and fair maidens, each poet actually critiques the lives and situations of these esteemed characters.

Background

In the fall of 2003, I enrolled in a survey course of medieval and renaissance literature. The first text we read was the poem, *Sir Gawain and the Green Knight*, and I fell in love. Intrigued by the fact that it had been written over six hundred years after its completion, I wanted to learn more, yet the opportunity did not present itself immediately. Four years later, I read the *Knights Tale*, the first story in Geoffrey Chaucer's *The Canterbury Tales*. Replete with knights, courtly love, and chivalric ideals, I found myself comparing and contrasting it with my first taste of medieval literature: *Sir Gawain and the Green Knight*. I conducted some very brief research then, and failed to find a single scholar who connected those two particular texts, and again, I was intrigued, but also intimidated by that starting point—discovery. I did not pursue any further research at that time, nor did I think I would return in my attempt to link them again.

However, at the end of the spring of 2009, my Chaucer professor, Dr. William Hamilton, approached me about a grant for which he thought I should apply. He encouraged me to submit a proposal that would enable me to continue my exploration of the intertextuality between *Sir Gawain and the Green Knight* and the *Knights Tale*. Much to my dated surprise, SEPCHE granted me the opportunity this summer.

Methods

My faculty mentor, Dr. Hamilton, and I met in early June to establish my research schedule for the summer. We decided to meet for two hours every Tuesday evening, and in that time, we discussed *Sir Gawain and the Green Knight* and the *Knights Tale* since several years had transpired since my last reading of them. For the first few weeks, in addition to re-reading my primary sources, Dr. Hamilton provided me with several scholarly and critical articles that he felt might apply to my work. By the end of June, however, I was responsible for selecting all secondary source materials, and although I found a few, I was facing the same lack of research on the conjunction of these two particular texts. I met with Tiffany McGregor, Neumann University's coordinator of information literacy, and I learned many new strategies for which to locate and obtain relevant sources for my work. By the middle of August, I began writing independently, in order to produce my final report.

Conclusion

I found many additional connections between *Sir Gawain and the Green Knight* and the *Knights Tale* during my research this summer than I anticipated I would, which was a pleasant surprise indeed. I initially wanted to look into the similarities of the courtly romance and chivalric knights within the two texts, but I ended up taking an entirely different viewpoint and looking through a variety of articles, which led me to discover two particular resources that really enlightened me: Kinsey's, "The Best Book of Romances: *Sir Gawain and the Green Knight*" (1990) and Green's, "Irony and Medieval Romance" (1970). These two works also coincided with a chapter, "Rebels in the History of Laughter," from Mikihiko Babkin's book *Rebels and His World* (1968), which I read early on in my research endeavor. It was after reading the aforementioned articles that I began to focus on *Sir Gawain and the Green Knight* and the *Knights Tale* as anti-romances, teeming with irony. From the beginning of the summer, I was intrigued by the descriptions of the women in the two poems, and I decided to examine their roles and how each was an agent of her respective plays' irony.

Acknowledgements

I, Jaelyn Argo, student researcher from Neumann University express my deepest gratitude to:
Dr. William Hamilton, for encouraging me to embrace my instincts and listen to my gut, for his time and dedication as a mentor, and for his unwavering confidence in my abilities as a student and a writer.

Tiffany McGregor, reference librarian and coordinator of information literacy at Neumann University, for graciously showing me the tricks of her trade, making my life as a researcher much easier, efficient, and effective.

Barbara Salletti, head of interlibrary loans/reserves at Neumann University, for patiently helping me track down and obtain the numerous requests with which I flooded her inbox.

The Southeastern Pennsylvania Consortium of Higher Education (SEPCHE) for giving me the wonderful opportunity to spend significant time and energy digging deeper into two texts that have struck a chord and held the note for several years.

Selected References

For complete list, see annotated bibliography
Anonymous. *Sir Gawain and the Green Knight*. Trans. Simon Armitage. New York: W.W. Norton & Company, 2007.
Benson, Larry D. "Art and Tradition in *Sir Gawain and the Green Knight*." In *Medieval Literature: A Critical Companion*, ed. Jonathan G. R. S. Cross. Ithaca, NY: Cornell University Press, 1987. 23-34.
Chaucer, Geoffrey. *The Canterbury Tales*. Ed. V. A. Kolve and Glending Oakes. 2nd ed. New York: W. W. Norton & Company, 2005.
Fishbane, John. "Definitions of Middle English Romance." *The Chaucer Review* 15.2 (1980): 168-181.
Green, D.H. "Irony and Medieval Romance." *Arthurian Romance*. Ed. D.D.R. Owen. New York: Barnes & Noble, 1970. 49-64.
Kinsey, Clare R. "The Best Book of Romances: *Sir Gawain and the Green Knight*." *University of Toronto Quarterly* 59 (1990): 457-473.
Loomis, Laura Hibbard. "*Gawain and the Green Knight*." *Arthurian Literature in the Middle Ages*. Ed. R.S. Loomis. Oxford: Oxford University Press, 1959.

Woodcut Illustration from a 1561 edition of The Canterbury Tales



This edition contained a woodcut illustration for each of the tales.

The Ellesmere Manuscript



The most complete, authentic version of the *Canterbury Tales*. It contains 240 leaves, of which 232 contain the tales. It is likely that only one scribe employed, but possibly three artists produced the illustrations.

The Green Knight Beheaded



Illustration from the song original manuscript, Cotton Nero A.x., the name of one of its owners, Sir Robert Cotton (1570-1651)

Lady Bertilak at Gawain's bedside



Illustration from the manuscript, Cotton Nero A.x.

Religious Pluralism (2009)

This project explores several of the world's faiths and argues that all are responses to a common underlying reality which cannot be known in itself. This investigation focuses on the view of religious pluralism advocated by philosopher of religion John Hick and argues that his view most accurately represents the human religious experience.

Faculty Mentor: Alan Preti, Ph.D., Philosophy Department, Rosemont College

Student Researcher: Lauren Rodino, Rosemont College



Lauren Rodino

Religious Pluralism

Philosophy
Rosemont College
Rosemont, PA 19010

Library Investigation
Mentor: Alan Preti

Abstract

The main objective of my paper is to support John Hick's argument in favor of religious pluralism, or the theory that all religions are responses to the same Ultimate Reality. The Ultimate Reality is interpreted variously throughout different cultures, and defined as God, Allah, or even the impersonal Brahman. I intend to argue this point from a practical point of view—one that religious pluralism is the most beneficial way to look at religion, and probably one that will inevitably come to replace old religious exclusivism. In this paper I will specify why religious exclusivism and also inclusivism are less fitting positions to assume. Frequently hearing my argument off of Hick's own, I then support the theory with an expository section which highlights some major objections to the thesis, and which includes responses to each.

Background

The goal of this project was to allow me to familiarize myself with philosophical field research. I based my project off of John Hick's theory of religious pluralism and developed my thesis supporting his work. My thesis states that pluralism, or the idea that all religions are the result of an interface with the same Ultimate Reality, is the most acceptable view regarding the diversity of religious belief.

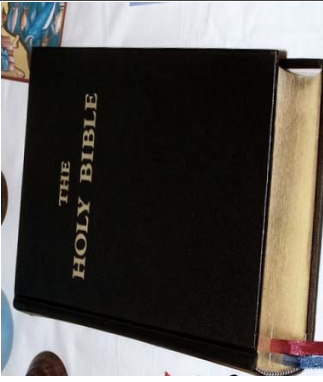
Methods

The execution of the project took several phases. In the first portion of the project I spent my time researching the topic and acquiring enough information to develop a position. At this time I was looking up the most recent relevant journal articles to read and summarize. I then extended this research to all articles and books on the topic, and spent the majority of this next section reading and outlining information that would become helpful in writing the paper. I wrote a few précis to become acquainted with the process of reading and using the information in a philosophical article, the information from which I then used in my paper. Following this phase of the project was the portion in which I finally began to compose my thesis and write my paper. I wrote a few rough drafts, revised them, and completed my final draft.

A Muslim Mosque



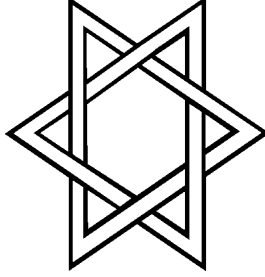
The Christian Bible



A Statue of Buddha



The Star of David



Acknowledgements

First, I would like to thank SEPCHE for allowing me to take part in this research project—not only did I receive credits towards my college education, I gained a great deal of confidence in the field I wish to pursue. Completing this project allowed me to gain an inside look of what I might be doing in the future with my philosophical research.
Second, I would like to thank my mentor for alerting me to this fantastic opportunity. In addition to this, he was a tremendous help throughout the duration of the project. I certainly would have not been able to do as well as I did without his philosophical knowledge and support.
Third, I would like to acknowledge my parents for financially funding this venture—I may have not been able to make the drive to the libraries without their financial backing, as well as purchasing some literature I could not find.

Results

This project allowed me to discover a great deal regarding not only the topic of religious pluralism, but also of the methods of the philosophical community. I have discovered that even though John Hick presented his thesis many years ago, he still continues to revise and defend it against serious objections. Reading his work over the years allowed me to take notice of how defending a topic over time allows it to strengthen and grow to be most convincing. This project also made me note that one's thesis can never go undisputed—much controversy regarding this topic has been caused by those who are loyal to literal interpretations of their scriptures. Reading his literature assisted me in learning how to politely and respectfully address and defend these objections. But most importantly, this project opened my eyes to a new way of looking at religion. I have discovered that I am, as a matter of fact, a religious pluralist myself. Hick's ideas have great relevance to me, which is what made defending this thesis an easier task for me.

Conclusion

Pluralism is a suitable solution to the problem of religious diversity. It would eliminate conflict, best of all, the participants of the religion such as those which are found in this very day. It also provides a well-developed theory for the ever-changing face of religion, which would perhaps verify its practice for intellectuals of this new age. Of course this perspective will not be accepted by all—strict devotees who follow a literal interpretation of scripture will certainly find cause for this theory, but then again, it is not their intention to do so. Pluralism may answer some questions of the ineffable nature of the Ultimate Reality.

References

Hick, John. *An Interpretation of Religion: Human Responses to the Transcendent*. 2nd ed. New Haven: Yale University Press, 2004.
---. *God and the Universe of Faiths*. London: Macmillan Press Ltd., 1973.
---. *God Has Many Names*. Philadelphia: Westminster Press, 1982.
---. "The Non-Absoluteness of Christianity." *The Myth of Christian Uniqueness*.
Ed. John Hick and Paul F. Knitter. Maryknoll: Orbis Books, 1987. 16-35.
---. "The New Map of the Universe of Faiths." *God and the Universe of Faiths*. London: Macmillan Press Ltd., 1975. 132-147
---. "The Real and its Personae and Impersonae." *John Hick: The Official Website*. 2004. 6 June 2009.
---. "Who or What is God?" *John Hick: The Official Website*. 2004. 6 June 2009.
Noss, David S., and John B. Noss. *Man's Religions*. 7th ed. New York: Macmillan Publishers, 1984.
Rowe, William L. "Many Religions." *Philosophy of Religion*. 4th ed. Belmont: Thompson Wadsworth, 2007. 178-189
"Major Religions Ranked by Size." *Adherents.com*. 2007. 14 August 2009. <http://www.adherents.com/Religions_By_Adherents.html>.

How Race and Gender are Framed in Television News Coverage

One of the newest areas of research within the field of media studies is community empowerment through local ownership. As media conglomerates consolidate television networks, print media sources and radio stations, local audiences find rapidly decreasing news sources, and this trend is particularly striking on the local level. This research project looked at how race and gender are framed in local news coverage, using the following research questions:

- Who are the newsmakers?
- How much time do they get in front of the camera?
- How are the people and the neighborhoods portrayed?
- What stereotypes (if any) do these reports engender?
- How relevant are the images to the story?
- What is the placement of the news segment in the broadcast?
- Who are the reporters chosen to cover the story?

By compiling research on news coverage throughout the area, this study shows that minority newsmakers receive less airtime than white newsmakers; minorities are more often portrayed as criminal; and minority newsmakers are framed as urban residents. This leads to an even more interesting phenomenon. Since minorities are framed as criminal and urban networks are able to establish a false urban/suburban binary that corresponds with an even more inflammatory minority/white binary. Therefore, the cities are full of non-white criminals while the suburbs contain white law-abiding citizens. These false binaries are responsible for what Dr. Danilo Yanich calls Crime Creep. (Yanich, 2004, *J. Urban Affairs*. 26:5) I am continuing my research by analyzing a constructed week of news coverage from an urban/suburban and suburban/rural affiliate of NBC. I will compare the coverage on these two stations and document my findings in an article that I hope to submit for publication in 2010.

Thesis Mentor: Darryl Mace

How Race and Gender are Framed in the Black Press

This project was originally going to analyze the 1968 Memphis Sanitation Workers' Strike. Preliminary research questions included:

- Who was selected to cover the strike and why?
- How did papers from across the country view the Sanitation Workers' Strike and King's involvement?
- Why did different outlets and different journalists view the same story from different perspectives?
- What were the most important factors influencing the tenor of coverage?

While these questions remained an integral part of the research, as I was conducting my textual analysis of the Black Press coverage of the Strike, I began to focus on the important role gender played in the coverage. I found that the women who took part in the Strike were relegated to the background. Additionally, Black papers selected men to cover the Strike and these reporters framed the Strike as a masculine effort.

This led to further research of the coverage of the Black Power Movement in Black newspapers. I found, through my textual analysis of five Black press, from 1964 – 1968, that female reporters and female activist struggled against a patriarchal system in a threefold effort to amplify black women's voices, empower their communities, and bolster the male figureheads of the Civil Rights /Black Power Movement.

Thesis Mentor: Darryl Mace

ALYSSA KIRGAN
TRACY PAINE

Library Investigation

Philadelphia's Contribution to the Golden Age of Children's Literature in the United States

The Project analyzes the contributions of the Philadelphia area on the Golden Age of Children's Literature in the United States, from mid-19th century through the First World War. Philadelphia was a publishing hub for juvenile literature, both books and periodicals. The region was at the epicenter of the growing field of illustration with local artists A.B Frost, Howard Pyle, and N.C Wyeth making major contributions. Area women were also making significant inroads in writing and illustrating for this market. Female illustrators included: Elenore Plaisted Abbott, Jessie Willcox Smith, Elizabeth Shippen Green, and Violet Oakley.

Faculty Mentor: Gretchen Haertsch, Ph.D.

Mirroring the Movement: Earl Caldwell and the Rise of Black Power

This project focused on the intriguing and indispensable story of Earl Caldwell, the black New York Times journalist who covered the 1968 Memphis Sanitation Workers' Strike. Caldwell's claims to fame go far beyond being the only journalist to witness the assassination of Dr. Martin Luther King, Jr. Even as late as 1968, many major mainstream newspapers did not send black reporters to cover the Civil Rights Movement. Therefore, this research projects asks the following questions:

- Why did the New York Times (NYT) send a reporter to Memphis?
- How did the NYT cover the situation in Memphis?
- Why did the NYT send Caldwell?
- Why was Caldwell the only reporter to witness the assassination?
- What events in this country's history led to changes in the way newspapers covered movements like the strike?
- How did the events in Memphis affect Caldwell in later years?

To begin to answer these questions I conducted a textual analysis of mainstream newspaper coverage of the Strike and assassination.

I concluded that, by assigning Earl Caldwell to cover the Strike, the New York Times challenged prevailing trends and gave a young African-American journalist the opportunity to prove his professional worth. Additionally, as evidenced by the fact that he was the only reporter to witness the assassination, Caldwell was able to establish insider status and cover the Strike more closely than white reporters. Finally, the Strike and assassination had a profound effect on Caldwell, and, in subsequent years, Caldwell was a central defendant in *Branzburg v. Hayes*, where the Supreme Court ruled that he would have to disclose to the government his sources within the Black Panther Party. Clearly, in moving to a more militant and Afro-centric stance in his reporting and his professional development, Earl Caldwell's coverage of the Civil Rights/Black Power Movement mirrored the ideological and strategic changes in the struggle for black equality.

Thesis Mentor: Darryl Mace



SEPCHE

The Southeastern Pennsylvania Consortium for Higher Education Proudly Presents:

‘Nurturing Student Scholars in The Humanities and Social Sciences’

With Support from the Barra Foundation and the Fund for Independent Higher Education

Project Summary

With support from The Barra Foundation and The Fund for Independent Higher Education, the Southeastern Pennsylvania Consortium for Higher Education (SEPCHE) provided a summer research immersion experience for student-faculty research teams at member institutions.

- Project goals included:
 - exposing students to modern research in the humanities and social sciences,
 - increasing their understanding of the body of current research in their respective fields,
 - providing an opportunity to contribute new knowledge within their fields.

During the summers of 2008 and 2009, a total of sixteen student-faculty teams completed contemporary research in their respective fields.

Students and their faculty mentors found this project to be academically and professionally valuable both in terms of the experience and the opportunity to work together in increasing their research skills and subsequent opportunities for further research and broader publication of their work.



Internet Use Among College Students: Frequency, Quality and Impact on Interpersonal Relationships

At Immaculata University, students Jessica Morgan and Kintien Waycock worked with Maria Cuddy-Casoy, Ph.D. (Assistant Professor of Psychology) to survey college students on how their use of the Internet affected interpersonal relationships.



How Race and Gender are Framed in Print and Television News Coverage

Cabrini College student Chris Canwell examined the media's influence on public perception of events during the Civil Rights Movement with Darryl Mace, Ph.D. (Assistant Professor of History and Political Science at Cabrini College).

2008 Research Teams

Philadelphia's Contribution to the Golden Age of Children's Literature in the United States
 Acadia University
 Alyssa Krizan, Acadia University
 Tracy Paule, Holy Family University

Movements: Earl Caldwell and the Rise of Black Power
 Barry A. Conn, Cabrini College
 Ashley Rivera, Cabrini College

How Race and Gender are Framed in Local News Coverage
 Darryl Mace, Ph.D., History, Cabrini College
 Chris Canwell, Cabrini College

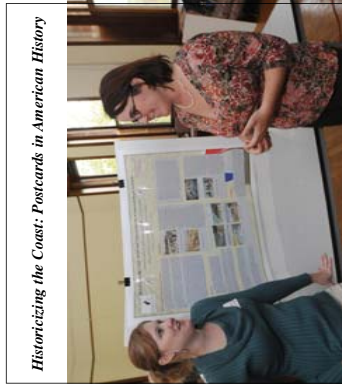
Reluctant Warriors: Athena and Joan of Arc
 Marie A. Conn, Ph.D., Religious Studies, Chestnut Hill College
 Jessica Muff, Rosemont College
 Margarita Roldaga, Rosemont College

The Civil War Letters of Major Griffith Jones, 9th Pa. Cavalry
 Wayne A. Huss, Ph.D., History, Gwynedd-Mercy College
 Kimberly Kennedy, Gwynedd-Mercy College
 Stephen Long, Gwynedd-Mercy College

Creating the Juvenile: Violence Epidemic
 Leanne Owen, Ph.D., Criminal Justice/Criminology,
 Holy Family University
 Michael Cavanaugh, Chestnut Hill College
 Jennifer Kizzo, Holy Family University

Internet Use among College Students: Frequency, Quality and Impact on Interpersonal Relationships
 Maria Cuddy-Casoy, Ph.D., Psychology, Immaculata University
 Jessica Morgan, Immaculata University
 Kintien Waycock, Immaculata University
 Katharine Young, Acadia University

Historicizing the Coast: Postcards in American History
 Sarah Trembans, Ph.D., History, Immaculata University
 Kelly Day, Gwynedd-Mercy College
 Lindley Ritweger, Rosemont College



Historicizing the Coast: Postcards in American History

Sarah Trembans, Ph.D., Assistant Professor of History, Immaculata University, worked with Sarah Rosemont, History, Rosemont College, Lindley Ritweger (Rosemont College) to examine historical views of the New Jersey and Delaware Coast through popular culture using a collection of thousands of postcards from the turn of the century to the present.

Results

Students participating in the 2008 summer research immersion also participated in a series of colloquia during faculty mentor and student scholars together to share their research findings. The diversity of research under way, and make contact with the larger scholarly community than their own project would provide.

Student researchers also presented their work at a full 2008 symposium and presented or published their research at conferences and in journals in the 2008-09 academic year.

Students participating in the summer 2009 immersion will be invited to present their work at the 2010 SEPCHE Honors Conference in March 2010 at Neumann University.

This highly successful project has prompted additional research and broader publication by participating students.

2009 Research Teams

Reverend & Young Adult Historical Novel
 Gretchen Haensch, Ph.D., Acadia University
 Dana Dilliplane, Acadia University

Running You True: Trends in Global Cyberconsciousness—The Internet and the Internet
 Janice Xiu, Ph.D., Communications, Cabrini College
 Morgan Miller, Cabrini College

Frederick: Largest Civilian Air Disaster of World War II
 John Henke, Ph.D., History/Political Science, Cabrini College
 Joseph Kemplien, Cabrini College

"With Liberty and Justice for All": The Laws and Perspectives of American Slavery
 Catherine Foster, SSI, D.Min., Religious Studies,
 Chestnut Hill College
 QuShanna Laisee Lee, Chestnut Hill College

The Civil War Letters of Major Griffith Jones, 9th Pa. Cavalry
 Wayne A. Huss, Ph.D., History, Gwynedd-Mercy College
 Kelly Day, Gwynedd-Mercy College

Historicizing the Coast: Postcards in American History
 Sarah Trembans, Ph.D., History, Immaculata University
 Rebecca Herrig, Immaculata University

Chaucer's Intertextual Resonances with Sir Gawain and the Green Knight
 William J. Hamilton, Ph.D., English, Neumann University
 Judith Algo, Neumann University

Religious Pluralism: Is John Hick an Advaitist?
 Alan Preti, Ph.D. Philosophy, Rosemont College
 Lauren Rodino, Rosemont College

Acknowledgements

The Southeastern Pennsylvania Consortium for Higher Education (SEPCHE) wishes to acknowledge the Barra Foundation for their generosity and support of this important endeavor.

In addition, SEPCHE gratefully acknowledges:

- The Summer 2008 and Summer 2009 research teams participating in the Nurturing Student Scholars in the Humanities and Social Sciences for their ongoing commitment and Dr. Gerard O'Sullivan, Vice President for Academic Affairs at Neumann University and Project Manager for this significant undertaking, and the SEPCHE Chief Academic Officers and the individuals who conceived, developed and ensured the success of this collaborative research project.
- Chestnut Hill College and Rosemont College for hosting the closing ceremonies and poster presentation sessions.
- Dr. John Hoffman, Dean of the College of Business, Health and Sciences at Acadia University, for his invaluable advice and assistance in preparing the posters and abstracts for the presentation session and the SEPCHE website.



**The Southeastern Pennsylvania Consortium
for Higher Education:**

Arcadia University
Cabrini College
Chestnut Hill College
Gwynedd-Mercy College
Holy Family University
Immaculata University
Neumann University
Rosemont College

Funded by the Foundation for Independent Higher Education and The Barra Foundation, this project provided undergraduate students the opportunity to engage in collaborative research projects with professors from SEPCHE colleges and universities.