2013 ACA-UNCA UNDERGRADUATE RESEARCH SYMPOSIUM

September 20 & 21, 2013
Program Schedule Overview

Friday, September 20, 2013 – Wilma Sherrill Center

4:00 – 6:00 p.m. Registration/Check-in – Sherrill Center Concourse

6:00 – 7:15 p.m. Welcome Remarks: UNC Asheville Provost Jane Fernandes
Dinner & Music – Sherrill Center Scholarship Deck

Saturday, September 21, 2013 – Wilma Sherrill Center

8:00 – 9:00 a.m. Breakfast – Sherrill Center, Scholarship Deck

9:10 – 10:50 a.m. Oral Session I – Sherrill Center 406 & 407

11:00 – 11:50 a.m. Plenary Session – Sherrill Center 417, Mountain View Room
Welcome Remarks: Dr. Paul Chewning
President of the Appalachian College Association

Guest Speaker: Paul Chaat Smith
Comanche Author, Essayist and Associate Curator at the
National Museum of the American Indian

12:00 – 1:00 p.m. Lunch – Sherrill Center, Scholarship Deck

1:00 – 2:40 p.m. Oral Session II – Sherrill Center 406 & 407

2:00 – 3:00 p.m. Refreshments/Break – Sherrill Center, Concourse

2:15 – 3:30 p.m. Poster Session – Sherrill Center, Concourse

3:40 – 5:00 p.m. Oral Session III – Sherrill Center 406, 407 & 410

5:00 p.m. Closing Remarks – Sherrill Center 417, Mountain View Room
Welcome to UNC Asheville

On behalf of the 2013 ACA-UNCA Undergraduate Research Symposium Committee and the faculty, staff and students at the University of North Carolina Asheville, welcome to our campus! We hope you enjoy your stay in Asheville and take advantage of the opportunity to experience the best of Western North Carolina. Please let us know if you have any questions or need assistance during your visit. Feel free to visit the ACA-UNCA Symposium check-in area on the Sherrill Center Concourse for University and area information. Please see one of our Symposium staff for information and assistance during the conference. We hope you enjoy your stay!

We are pleased to host the student researchers who will present their work at the third ACA-UNCA Undergraduate Research Symposium at UNC Asheville. Participating students are also invited to publish their scholarship in the Symposium Proceedings, with selected research papers chosen for an online journal. The deadline for paper submission is November 4, 2013 (see page 7 for details).

ACA-UNCA Partnership for Undergraduate Research

The ACA-UNCA Partnership for Undergraduate Research was established through a $500,000 grant from the Andrew W. Mellon Foundation awarded to the Appalachian College Association (ACA) in 2008 and a $570,000 renewal and expansion grant through 2014. The ACA-UNCA Partnership was formed to expand undergraduate research expertise and opportunities for faculty and students in the arts, humanities and humanistic social sciences at 36 colleges in Central Appalachia.
Mission Statement

The general mission of the Appalachian Colleges Association-University of North Carolina Asheville (ACA-UNCA) Partnership for Undergraduate Research is to develop region-wide strength in undergraduate research through:

1. Targeted institutional development,
2. Support for faculty-student projects, and
3. Symposia and publication outlets.

Appalachian College Association (ACA)

The Appalachian College Association is a non-profit consortium of 36 private four-year liberal arts institutions spread across the central Appalachian Mountains in Kentucky, North Carolina, Tennessee, Virginia, and West Virginia. Collectively these higher education institutions serve over 54,000 students.

The Association helps develop and share ideas, information, programs and resources to achieve its goals, which include promoting cooperation and collaboration among its member institutions to serve the people of Appalachia through higher education and related services. The ACA functions independently of any one institution to serve all its members.

More important than who we are is what we have done and what we expect to do. Our primary efforts are directed toward strengthening our faculty by helping them stay current in their subject matter through graduate and post-graduate study and research; giving students research experiences that supplement their basic academic courses; and encouraging each institution to reach out in service to its community and region through a variety of programs.

The ACA developed from a grant-funded project at the University of Kentucky over a 10-year period between 1980-1989. In 1990, the ACA became an independent organization, and in 1993 became its own tax-exempt classification under Section 501(c)(3) of the 1986 Internal Revenue Service Code. The ACA’s purpose is exclusively educational under this designation. Governance is by a board comprised of member institutions presidents and an executive committee, which is elected by the board each year.

Six research universities in the region (University of Kentucky, University of North Carolina, University of Tennessee, West Virginia University, University of Virginia, and Virginia Tech) are affiliated with the ACA. These institutions assist the ACA in reviewing grant and fellowship applications, conducting workshops and providing technical assistance. The assets of the ACA have grown from less than $1 million to over $27 million due primarily to the generosity of the foundations that have continued to fund its programs to benefit central Appalachia.
UNC Asheville

As the only dedicated liberal arts institution in the University of North Carolina system, UNC Asheville kindles learning by offering students an intellectually rigorous education that builds critical thinking and workforce skills to last a lifetime. Small class size, award-winning faculty and a nationally acclaimed undergraduate research program foster innovation as well as recognition.

The cornerstone of a liberal arts education is the ability to explore the connections between many different subjects as well as the options available. So learning here expands well beyond the classroom walls. Focusing on undergraduate studies, we help students dig into learning, whether they participate in faculty-mentored research projects, undertake career-related internships, study abroad, or join service projects aimed at improving the quality of life at home and around the world. We encourage everyone to seek challenges, seize opportunities and become a doer as well as a thinker.

At UNC Asheville, we’ve created an environment for exploring the world as well as 30 different majors. About 3,700 undergraduate students and about 330 full- and part-time faculty bring the campus alive with a genuine hunger to understand and contribute to the human experience. Amid the culturally rich setting of Asheville, North Carolina, in the Blue Ridge Mountains, it’s all designed to spark a lifelong quest to know more — a fire that will grow brighter in the future.

UNC Asheville ranks seventh in the nation among Public Liberal Arts Colleges, and is the only North Carolina institution listed among National Liberal Arts Colleges whose students graduate with the least amount of debt. - U.S. News & World Report's “Best Colleges 2014” (September 2013)

 UNC Asheville ranked 20th nationally in Forbes magazine’s “Top Colleges 2013: Best Value Colleges,” based on student evaluations of professors, career prospects, student debt levels and graduation rates. Rankings prepared by the Center for College Affordability and Productivity. - Forbes Magazine (released online, July 24, 2013)

UNC Asheville is named a "Best Buy," along with UNC-Chapel Hill - the only North Carolina public universities to earn a place on this national ranking list reflecting academic quality and affordability. For ten consecutive years, UNC Asheville’s Environmental Studies Program has been named to the list of pre-professional programs with unusual strength in preparing students for careers. - The Fiske Guide to Colleges, 2014 Edition (July 2013)
Undergraduate Research at UNC Asheville

From its modest beginnings in the early 1970s, UNC Asheville’s Undergraduate Research Program has pioneered the strategy of engaging students in collaborative research, with the opportunity to present results and to publish their work in national journals. This intensive level of research, usually reserved for the graduate level, is available to all students at UNC Asheville through the Undergraduate Research Program.

Our bold, imaginative faculty and students organized the first National Conference on Undergraduate Research (NCUR) in 1986 and hosted the second annual conference in 1987. Thanks to these enterprising students and professors, the conference has expanded annually, rotating to different colleges and universities around the country. NCUR returned to UNC Asheville for its 10th anniversary in 1996 and its 20th anniversary in 2006, bringing together more than 2,000 of the best and brightest student researchers from the U.S. and beyond. UNC Asheville will host the 30th National Conference on Undergraduate Research in 2016.

Welcome from the Chancellor

Welcome to the Appalachian College Association-University of North Carolina Asheville Undergraduate Research Symposium at UNC Asheville. Ours is a campus where students’ intellectual and creative energies thrive in an atmosphere of intellectual curiosity, regular faculty mentorship, diverse ideas, and student engagement. We are proud to host the member institutions of the Appalachian College Association in this celebration of research, creativity and scholarship, and we are honored to welcome you into our vibrant community of scholars. As you enjoy the wide variety of research presentations prepared by students, you will be reminded, as I am each year, that we are participating in the evolution of tomorrow’s great leaders, teachers, scholars, researchers and problem-solvers. Welcome to our beautiful campus, to Asheville and to Western North Carolina.

Chancellor Anne Ponder
University of North Carolina Asheville
2013 ACA-UNCA Staff & Advisory

Dr. Mark Harvey, Director  
UNC Asheville Department of Psychology  
Director, Undergraduate Research Program

Holly Beveridge, Coordinator  
UNC Asheville  
Director, Cultural Events & Special Academic Programs

Dr. Ed Katz, Advisory Committee  
Associate Provost, UNC Asheville

Dr. Paul Chewning, Advisory Committee  
President, Appalachian College Association

Dr. Irene Burgess  
Vice President for Academic Programs, Appalachian College Association

Acknowledgements

The 2013 ACA-UNCA Staff and Advisory Committee would like to offer our special thanks and appreciation to the following people who were instrumental in the planning, organization, implementation and support of the 2013 ACA-UNCA Undergraduate Research Symposium:

Chartwell’s Catering  
Nancy Lawing, Printing Services  
Mila Lemaster, Undergraduate Research Program  
Rochelle Mapp, Cultural Events & Special Academic Programs

UNC Asheville and ACA Faculty Session  
Moderators  
Brady Buresh, University Enterprises  
Wilma Sherrill Center Staff  
Cultural Events & Special Academic Programs Staff
General Information

FRIDAY EVENING CHECK-IN AND WELCOME DINNER
Please check in at the ACA-UNCA desk on the Sherrill Center Concourse between 4:00 p.m. and 6:00 p.m. on Friday evening. Then join us for a 6:00 p.m. Southern style welcome dinner and music reception at the Wilma Sherrill Center Scholarship Deck.

SATURDAY MORNING BREAKFAST
A full breakfast buffet will be served Saturday morning beginning 8:00 a.m. at the Wilma Sherrill Center Scholarship Deck.

SATURDAY LUNCH
An Italian pasta buffet lunch will be served Saturday, from noon to 1:00 p.m. in the Wilma Sherrill Center Scholarship Deck.

TRAVEL REIMBURSEMENT PROCEDURES
Friday dinner and Saturday breakfast, hospitality break and lunch are provided and included with each Symposium registration at no charge to participants. Reimbursements will not be made for off-campus meals purchased during these scheduled meal times listed above.

Each institutional team is, however, eligible for up to $1,000 in reimbursement for other actual travel and approved meal expenses including lunch on the trip to Asheville, hotel costs, and meals on the return trip from Asheville to the home institution. If your vehicle expenses are not covered by your institution (i.e., through use of a college or university motor fleet vehicle) and you are required to use your personal vehicle or personally pay for a rental vehicle, you may be eligible for reimbursement of gas or mileage, and rental costs. For reimbursement of symposium-related meals and travel expenses, please refer to the form in your information packet. A printable reimbursement form will also be available on the website at urp.unca.edu after the symposium.

Please save your travel receipts as you will be required to mail them in along with the form in order to be reimbursed after the symposium. Please allow two to four weeks for processing and receipt of your reimbursement check.

SYMPOSIUM PROCEEDINGS – PAPER PUBLICATION
One benefit of presenting at the ACA-UNCA Undergraduate Research Symposium is the opportunity for students to publish their work in the Symposium Proceedings, edited and produced by the University of North Carolina Asheville. All student presenters at the Symposium are invited to submit manuscripts for review by the Proceedings Board. Submitting work to the Proceedings has many advantages, two of which are deemed especially important: [1] the opportunity to receive comments from faculty outside your college or university, thereby enhancing the paper for submission to other sources in your field, and [2] the opportunity to list your publication on your resume for graduate and professional school applications. Submission deadline is November 4, 2013. For more information, please visit the registration/check-in table in the Sherrill Center. You may also visit the website at urp.unca.edu or contact Mark Harvey (mharvey@unca.edu or 828/251.6831).
2013 ACA-UNCA UNDERGRADUATE RESEARCH SYMPOSIUM

CAMPUS MAP
A campus map is located on the back cover of this program book.

PARKING
ACA-UNCA Symposium participants may park in the Sherrill Center parking deck. Vehicles may not park in orange service spaces, 30-minute spaces or handicapped spaces (without a permit).

ACCESSIBLE PARKING AND TRANSPORTATION
Several handicapped parking spaces are available throughout campus and near the registration area. Participants in need of special assistance should notify symposium staff at the ACA-UNCA table located in the Sherrill Center.

MOBILITY
All conference areas are wheelchair accessible. If assistance is needed, please notify symposium staff at the ACA-UNCA table located in the Sherrill Center or call the office of Cultural Events & Special Academic Programs at 828/251.6674 or 828/250.3833.

EMERGENCY CONTACT INFORMATION
In case of a medical emergency, please dial 911 immediately and provide your location. In case of other emergencies, please contact UNC Asheville campus police at 828/251-6710 or use any of the emergency call boxes located on kiosks throughout campus.

Session Information

ORAL SESSIONS Three Oral Sessions are held in the Sherrill Center on Saturday. See Program Schedule for session times. Oral presentations are fifteen (15) minutes in length, followed by a five (5) minute question and answer period. Presenters should adhere to the presentation order they have been assigned. If a specific presenter does not show up for his or her scheduled session, the group may take a short break until the next presentation is scheduled to begin. Your session moderator will make this determination. Oral presentations are held in smart classrooms, which contain a Windows PC with standard Microsoft Office programs and an LCD projector. If you experience any technical difficulties, please inform your session moderator who will contact symposium staff.

POSTER AND DIGITAL PRESENTATION SESSION The Poster Session is held on the Sherrill Center Concourse on Saturday and will include digital presentations this year. Poster session presenters should check in on the Concourse 20-30 minutes in advance of session start for set up. Presenters must stand near their posters or digital displays and be available to discuss their research during their assigned one-hour and 15-minute session. Poster presentations should be prepared in advance. One side of a freestanding display board measuring 48” wide by 36” high will be provided for each poster presentation. Posters should be readable from at least three feet away. The presentation title should be about two inches high. Beneath the title, the name(s) of the student author(s), faculty advisor(s) and home institution should be included and legible.
PROFESSIONAL COURTESY
The ACA-UNCA Undergraduate Research Symposium offers an opportunity for participants to observe, learn and practice professional etiquette common to all the disciplines. Presenters and other attendees should remain in the room after presenting their own research for Q&A. Presenters should remain in their room for the full allotted time period to hear the other presenters in their session. All presenters deserve the same full audience and respect. Please be sure that all cell phones are turned off. Text messaging is prohibited during the sessions.

Plenary Session Speaker
Saturday, September 21, 2013 ~ 11:00-11:50 a.m.
Sherrill Center 417, Mountain View Room

Paul Chaat Smith: Comanche Author, Essayist and Associate Curator at the National Museum of the American Indian

As an associate curator at Smithsonian’s National Museum of the American Indian, author and essayist Smith focuses on the contemporary landscape of American Indian politics and culture. His most recent book, Everything You Know about Indians Is Wrong, is a collection of essays—funny and painful—about the ways Indian stereotypes infiltrate culture.
Friday, September 20, 2013

Registration & Check In (4:00-6:00 p.m.)
Sherrill Center Concourse

Welcome Dinner (6:00-7:30 p.m.)
Sherrill Center Scholarship Deck

Saturday, September 21, 2013

Breakfast (8:00-9:00 a.m.)
Sherrill Center Scholarship Deck

Oral Session I (9:10-10:50 a.m.)
Sherrill Center 406 ▪ Moderator: Ellen Pearson

9:10-9:30 a.m.
The Homeplace on Green River: The Life of Sharecroppers. Nicole Burton (Lindsey Wilson College)

9:30-9:50 a.m.
The Asheville Community Design Lab and The Study of Community Based Arts Bridging Collective Action Barriers, After School Programs; In Real Life (IRL) in Asheville, NC. Leslie Davis (University of North Carolina Asheville)

9:50-10:10 a.m.
The Paine-Tucker Agreement. Chelsea Beresford (University of North Carolina Asheville)

10:10-10:30 a.m.
Young, Single Mother in Rural Appalachia: An Oral History. Samantha Davis (Lindsey Wilson College)

10:30-10:50 a.m.
CANCELLED

Sherrill Center 407 ▪ Moderator: Surain Subramaniam

9:10-9:30 a.m.
The Representation of the Chinese Male in Contemporary Hollywood Cinema. Jenatha Craven (University of North Carolina Asheville)

9:30-9:50 a.m.
From the Virgin Wilderness to Scales and Tails: An Ecofeminist Approach to Margaret Atwood. Kimberly Alexander (Union College)

9:50-10:10 a.m.
Collections on Display: Redefining “Curiosity” for the 21st Century. Wallis Ahern (University of the South - Sewanee)
Oral Session I (9:10-10:50 a.m.)
Sherrill Center 407 (continued)

10:10-10:30 a.m.
The A, B, Cs of Literacy in Appalachia: An Acrostic Essay. Julia Davis (Lincoln Memorial University)

10:30-10:50 a.m.
CANCELLED

Plenary Session (11:00-11:50 a.m.)
Sherrill Center 417, Mountain View Room

Paul Chaat Smith: Comanche Author, Essayist and Associate Curator at the National Museum of the American Indian

Lunch (12:00-1:00 p.m.)
Sherrill Center Scholarship Deck

Oral Session II (1:00-2:40 p.m.)
Sherrill Center 406 ▪ Moderator: Ellen Pearson

1:00-1:20 p.m.
Uneven Modernity: Elements of Chinese Soft Power. Tarek Inkidar (University of North Carolina Asheville)

1:20-1:40 p.m.
Love in Action – One Group’s Efforts to Encourage Literacy in Southern Appalachia. Cheryl Shoults (Lincoln Memorial University)

1:40-2:00 p.m.
The Homeplace on Green River: Advanced Farming Technology. Ulis Lingar (Lindsey Wilson College)

2:00-2:20 p.m.
Common Ground: The Land Question and Multi-Racial Class Consciousness in Early Twentieth Century Oklahoma. David Wiley (University of North Carolina Asheville)

2:20-2:40 p.m.
The Ostrich Egg: A Vessel for Imagination, Invention, and Comprehending the Past. Caroline Byrd (University of the South - Sewanee)
Oral Session II (1:00-2:40 p.m.)
Sherrill Center 407  ▪  Moderator: Ellen Bailey

1:00-1:20 p.m.
Lindsey Wilson College: The Symbolic Leader. Emily Ramage (Lindsey Wilson College)

1:20-1:40 p.m.
Economic Growth and Uneven Development in China. Zachary Hefner (University of North Carolina Asheville)

1:40-2:00 p.m.
The Tablet, the Prince, and the Colonies: Examining French Colonialism in Western Africa through a Wooden Writing Tablet. Nathan Westray (University of the South - Sewanee)

2:00-2:20 p.m.
Encouraging Imagination - The Inspirational Objectives of The Children’s Reading Foundation of Appalachia. Felicia Crockett (Lincoln Memorial University)

2:20-2:40 p.m.
Achieving Sustainability: Effective Models of Lay Health Advisory With the Latino Community. Marah Laurie (University of North Carolina Asheville)

Poster Session (2:15-3:30 p.m.)
Sherrill Center Concourse

Traditional Poster Presentations

Change for the Better: How Revised National Nutrition Standards will Change School Snack and Beverage Offerings. Carolyn Bacchus (University of North Carolina Asheville)

Rural Appalachian Attitudes and Perceptions Regarding the End of Life: What Doctors Should - and Should Not - Do to Best Serve Their Patients. Caitlin Connelly (University of North Carolina Asheville)

Community Awareness of Minority-Owned Businesses in Hickory, NC. Micah Krey (Lenoir-Rhyne University)

Evaluation of the Living Healthy and Living Healthy with Diabetes: Building the Evidence for an Effective Program. Stephanie Stewart (University of North Carolina Asheville)

Lindsey Wilson College: Preserving a Lifetime of Memories. Taylor Watson (Lindsey Wilson College)

Digital/Video Presentations

Cultural Appropriation and Sexual Violence against Native Women. Erin Bridges (University of North Carolina Asheville)

Realizing Racism. Randi Carter (University of North Carolina Asheville)

The Hollywood Indian. Talene Dadian (University of North Carolina Asheville)
Poster Session (2:15-3:30 p.m.)
Sherrill Center Concourse (continued)

Empowerment of Korean Women through Shamanism. Natalie Gladden (University of North Carolina Asheville)

The Unspoken Genocide: America’s Treatment of the American Indians. Joshua Huetter (University of North Carolina Asheville)

Eastern Band of Cherokees: Health and Medical Division. Brittany Jackson and Carolyn Milliman (University of North Carolina Asheville)

Treatment Done the Right Way. Chava Kirvchenia (University of North Carolina Asheville)

Weaving Healing Tales to Cope With American Indian Historical Trauma. Sophi Link (University of North Carolina Asheville)

What We Can Learn From the Native People of America. Éowyn Lucas (University of North Carolina Asheville)

Terra’s Story. Jay Ludden (Lindsey Wilson College)

Barriers to Cross Cultural Understanding: The Cherokee Experience. Sarala Mahlin Korn (University of North Carolina Asheville)

Trust Funds and the Land Trust of the Cherokee Tribe. Arthur Shain (University of North Carolina Asheville)

Through the Life. Macayla Vaughan (Lindsey Wilson College)

What Mother Nature Offers Us. Lacie Wallace (University of North Carolina Asheville)

Oral Session III (3:40-5:00 p.m.)
Sherrill Center 406 ▪ Moderator: Laura Bond

3:40-4:00 p.m.
Candida Sullivan’s Involvement in the Children’s Reading Foundation. Christine Hickman (Lincoln Memorial University)

4:00-4:20 p.m.
CANCELLED

4:20-4:40 p.m.
The Homeplace on Green River: Reflecting on Childhood. Abigail Calhoun (Lindsey Wilson College)

4:40-5:00 p.m.
The Hidden Single Welfare Mother. Kathryne Jaggers (Lindsey Wilson College)
Oral Session III (3:40-5:00 p.m.)
Sherrill Center 407 ▪ Moderator: Ken Betsalel

3:40-4:00 p.m.
Memory, History, and Forgetting: Memory on Film. Cassandra McIntosh (Lenoir-Rhyne University)

4:00-4:20 p.m.
Poetry In Motion: Empowering Youth Through Spoken Word Poetry. Colette Heiser (University of North Carolina Asheville)

4:20-4:40 p.m.
The University Art Gallery: A Video Exploration. Monique Stitts (University of the South - Sewanee)

4:40-5:00 p.m.
The Infamous Pirate of Lincoln County. Woodrow Boyles (Lenoir-Rhyne University)

Sherrill Center 410 ▪ Moderator: Mark Harvey

3:40-4:00 p.m.
A Divorced Mother: Julie Franklin. Emily Franklin (Lindsey Wilson College)

4:00-4:20 p.m.
A Museum on Paper? The Importance of Imagery in the Dissemination of Natural Historical Knowledge. Chloe Nigro (University of the South - Sewanee)

4:20-4:40 p.m.
Want to Come to Dr. Seuss’s Appalachian Birthday Party? Hannah Wilson (Lincoln Memorial University)

4:40-5:00 p.m.
The Ariadne Theater Project: Radical Storytelling and Theater Arts as a Pathway to Individual and Collective Transformation within Western North Carolina’s Mental Health Community and Beyond. Griffin Payne (University of North Carolina Asheville)

Closing Remarks (5:00 p.m.) Sherrill Center 417, Mountain View Room

CANCELLATIONS
Jessica Caldwell (Lindsey Wilson College)
Robin Garrison (Union College)
Megan Goetzl (University of North Carolina Asheville)
Abigail Gruchacz (University of North Carolina Asheville)
Heather Hankins-Koppel (Lincoln Memorial University)
Anthony Hubbard (Lindsey Wilson College)
Abigail Keller (Lindsey Wilson College)
Annie Lyon (University of North Carolina Asheville)
Justine Reid (University of North Carolina Asheville)
A Divorced Mother: Julie Franklin. Emily Franklin, Lindsey Wilson College (Advisor: Molly Ferguson, Women's Studies)

ABSTRACT: Divorce affects more and more people at an increasing rate; it affects the children and the parents. The ideal with divorce is that both parents will help raise the children but unfortunately that is not always the case. This is the case of the woman I chose to interview. She was married when she had her four children while she was very young. She could not complete her education because she had to raise her children. Julie Franklin raised her four children on her own while working multiple minimum wage jobs. What is the difference between raising children with a husband and raising children as a divorcée? It was not easy for Julie to raise her four children. She did not have the means to support four children on her own. She did not receive help from her ex-husband and did not have a way to force him to help. They lived on a day to day basis because money was not easily saved. I asked Ms. Franklin a series of questions most of which pertained to how she survived and provided for her children with little to no money. My questions coincided with course readings about single mothers getting federal aid (food stamps, government housing, and welfare), how minimum wage jobs are not enough to raise a family, and how married families are not necessarily the best for the children. My presentation will show the reality of single parenthood and the struggles that reality entails.

Sherrill Center 410, Oral Session III (3:40-5:00 p.m.)

A Museum on Paper? The Importance of Imagery in the Dissemination of Natural Historical Knowledge. Chloe Nigro, University of the South - Sewanee (Advisor: Kelly Whitmer, History)

ABSTRACT: Several scholars, including the well known art historian David Freeburg, have recently drawn attention to the powerful relationships between early modern curiosity cabinets, their catalogues, and paper museums—all of which use images to communicate knowledge. In their work, however, these scholars have tended not to clarify the differences and similarities between catalogues and paper museums. Using the paper museum of Cassiano dal Pozzo, my paper explores the distinctive features of this particular visual tool. Paper museums and catalogues are similar in that they convey a preoccupation with encyclopedic knowledge and with ongoing efforts to organize existing knowledge about bio-diversity; however, I argue that the paper museum offers a more de-contextualized and deliberately lively presentation of the species it portrays. In the case of dal Pozzo, this was because he was interested in using his paper museum to explore the Aristotelian idea that nature is animate, playful and can even at times be entertaining. The paper places the dal Pozzo paper museum in dialogue with the famous curiosity cabinet catalogue of Albert Seba, which portrayed species within their habitats and displayed a more mechanical view of the natural world. Both Seba and dal Pozzo’s efforts to use images to disseminate natural historical knowledge are best understood within their unique historical contexts, and the different motivations or aspirations behind their creation in mind.

Sherrill Center 410, Oral Session III (3:40-5:00 p.m.)

Achieving Sustainability: Effective Models of Lay Health Advisory With the Latino Community. Marah Laurie, University of North Carolina Asheville (Advisor: Ellen Bailey, Foreign Languages)

ABSTRACT: Over the past ten years, the number of Latinos living in North Carolina has increased dramatically. With this increase have come many efforts to promote healthy living within the Latino community. One such effort utilizes lay health advisors (LHAs), often referred to as community health workers. Lay health advisors, first sanctioned by the US government in the 1960’s, serve as a link between organizations and members of the community. LHAs, chosen for their knowledge of the community they
serve in and ability to connect with members of the community on a linguistic and cultural level, are able to relay information and relate to members of the community in a way others cannot. Based on a review of literature and 15 different organizations’ LHA models, this research identified the most effective and sustainable strategies and models of LHA within the Latino community. This research was then applied to support the YWCA of Asheville, whose program entitled, Salsa, Salud y Sabor aims to promote healthy living among members of the Latino community. Based on the relevant research and the YWCA’s program needs, goals and limitations, a developmental phase of a LHA model was created to help sustain the Salsa, Salud y Sabor program.

Sherrill Center 407, Oral Session II (1:00-2:40 p.m.)

**Barriers to Cross Cultural Understanding: The Cherokee Experience. Sarala Mahlin Korn,** University of North Carolina Asheville (Advisors: Blake Hobby, Literature and Language; and Laura Bond, Drama)

ABSTRACT: Every culture has a history, rich with its own principles, values, and traditions. A significant tradition for many cultures is storytelling. Both the storytelling process and the content of the stories play important roles in defining a culture. Scholars have asserted, “that the storytelling desire is the ‘common thread’ that all humans have...’” (Hannah). Therefore, through traditional lore, we have a chance at appreciating not only our own culture, but others as well, even those most foreign to us. Though native to our land, American Indians and their cultures are not well understood by many contemporary Americans. Because American Indians were an integral part of our country’s birth, it is important to try to understand their cultures both to value them and to recognize the entirety of American history. In Western North Carolina, the Indians who originally stewarded the land upon which we live were the Cherokee. This paper briefly explores the purpose of the story in Cherokee culture, the significance of how the story is communicated, and the difficulty inherent in contemporary Americans grasping the true essence of the culture through the stories. The nature of the storytelling tradition is critical to Cherokee culture, but there are barriers to understanding the real significance.

Sherrill Center Concourse, Poster Session

**Candida Sullivan’s Involvement in the Children’s Reading Foundation. Christine Hickman,** Lincoln Memorial University (Advisors: Elissa Graff, English; and Darnell Arnoult, Humanities and Fine Arts)

ABSTRACT: This documentary film focuses on a particular relationship between the Children’s Reading Foundation (CRF) and Candida Sullivan, a local children’s book author and CRF advocate. CRF’s mandate is to engage children in positive reading experiences and educate parents, relatives, caregivers, and other adults to read to a child 20 minutes a day, a proven method to improve a child’s reading skills and academic success. CRF also distributes thousands of free books every year to the community. CRF relies heavily on volunteers. Sullivan volunteers with CRF and also strives to use books to lift children’s self-esteem and confidence. Candida suffers from Amniotic Band Syndrome, which affects her hands mostly. Candida’s characters’ experiences are metaphors for her struggles throughout life because of her handicap. Her books are also about how one can overcome obstacles, even physical differences. This video project documents the impact finding Candida Sullivan has made on the Children’s Reading Foundation such as promoting the foundation through radio interviews, local readings, and through her website. Sullivan has been a face to the Children’s Reading Foundation and gives parents and children from the Bell County area hope. Candida inspires children to read and become more courageous and self-confident. Candida promotes the Children’s Reading Foundation slogan of Read to your child 20 minutes every day, and promotes the idea of how important reading is in the community. The film demonstrates the importance of a “local celebrity’s” involvement in CRF’s activities and the added benefits of compatible agendas for success.

Sherrill Center 406, Oral Session III (3:40-5:00 p.m.)

ABSTRACT: Childhood obesity and poor nutrition are substantial problems in the United States, leading to heart disease, diabetes, and related chronic illnesses. Foods and beverages offered in schools influence children’s diets. Recently-updated nutrition standards will soon apply in schools nation-wide, ensuring that a la carte and vending snacks and beverages meet healthier nutrition and serving size requirements. The purpose of this research was to determine the extent to which the new national standards will affect the food and beverage offerings in one local school district. In order to meet the new standards, snack foods must contain: <35% of calories per serving from fat, < 10% of calories from saturated fats, zero trans fats, < 200mg of sodium, and < 200 calories. Currently, of the 47 different snack food items sold in the school system, 22 items meet and can remain under the new standards. Only 5 of 21 beverages currently sold meet the new requirements, which include: only 100% juice, no caffeinated beverages for elementary and middle school students, and size restrictions based on grade level. While the proposed national nutrition standards are different and will require major changes in the a la carte menu, the benefits seem to outweigh the anticipated decline in revenues. There are many items that can be sold at similar or lower price points, and the schools will have time to plan and adjust before the restrictions go into effect. Hopefully school districts will choose to be early adopters of the newly revised standards.

Sherrill Center Concourse, Poster Session

Collections on Display: Redefining “Curiosity” for the 21st Century. Wallis Ahern, University of the South - Sewanee (Advisor: Jeffrey Thompson, Art and Art History)

ABSTRACT: In examining a collection of objects in any context, a number of questions might come to mind. What criteria determine the value of objects? Why are these particular objects special? How are these items arranged, and to what purpose? Artists Sarah Sze and Mark Dion with their art works filled with objects, animals, and artifacts address these ideas of value and usefulness and their work intentionally opens up questions around the function of collections and their cultural value. The proponents of the 17th century Wunderkammer, or cabinet of curiosities, sought to acquire precious or exotic objects, the contents of which were exceeded in value only by their exclusivity. Applied to a contemporary exploration, Sarah Sze and Mark Dion channel this method of collecting and seek to address questions of value as well as environmental issues and the impact of technological and scientific development on our society. Sze incorporates a multitude of everyday household items into the collections comprising her work, inviting the viewer to question the value of such objects commonly dismissed as ordinary or inconsequential. Dion similarly addresses notions of permanence and transience, often enclosing an object or creature from the natural world, subject to the principles of natural selection and time, within a permanent casing. These permanent structures may be equated with the structure of the natural history museum, which serves to organize and provide meaning for cultural artifacts. These questions of who and what factors determine what is worthy of permanent preservation are underlying themes in the work of both Sze and Dion.

Sherrill Center 407, Oral Session I (9:10-10:50 a.m.)


ABSTRACT: Studies of the struggle for justice among Oklahoma laborers and farmers in the first years of the twentieth century have brought to light the influence of the Socialist Party and that of radical industrial and agricultural trade unions. Other studies of this same time and place have examined the allotment of Native American lands by means of the Dawes Act of 1887 and the Curtis Act of 1898. These
acts of congress abrogated the treaties that created the nations of the Indian Territory and allotted communally held land to individual members of the Five Civilized Tribes. Control of most of this land gradually shifted to wealthy white landowners and big business. Native Americans resisted this process, both through legal means and violent direct action during the Snake Rebellion of 1901. Populist and socialist politics radicalized white tenant farmers in eastern Oklahoma in response to unfair treatment by big business and wealthy landowners. These farmers pursued legal strategies as well as violent tactics, culminating in the Green Corn Rebellion of 1917. The commonalities in philosophy and tactics between these two apparently disparate movements leads to the question: How did Native Americans influence the development of radical political movements in early twentieth century Oklahoma, and how do these events affect present-day political protest? This paper will attempt to show that Native Americans not only influenced but directed important parts of this movement, and how the legacy of this multi-racial movement affects the development of left-wing resistance up to the present day.

Sherrill Center 406, Oral Session II (1:00-2:40 p.m.)

Community Awareness of Minority-Owned Businesses in Hickory, NC. Micah Krey, Lenoir-Rhyne University (Advisors: Veronica McComb, Paul Custer, Michael Deckard and Amy Hedrick; History)

ABSTRACT: The purpose of this study is to measure the level of awareness that the residents of Hickory have for minority-owned businesses. This study defines minority business per the guidelines and demographics of the Survey of Business Owners (including: Black-owned firms, American Indian- and Alaska Native-owned firms, Asian-owned firms, Hispanic-owned firms, and Women-owned firms). According to this survey, there are very few minority-owned businesses in Hickory. The survey of this study is intended to discover the awareness of physical minority-owned businesses in Hickory and whether residents frequent them. The survey was conducted in a variety of churches in different sections of Hickory (and other common places of gathering) in which 10-20 members of each congregation completed the survey. They were asked open-ended questions on their own personal demographics, how long the subject lived in Hickory, NC and whether they have ever met a minority business owner. Results may show that many people in each community are not aware of minority-owned businesses or have not thought about their presence. Other possibilities could include awareness of minority-owned businesses in certain sections of Hickory while others have lesser or no awareness of these businesses.

Sherrill Center Concourse, Poster Session

Cultural Appropriation and Sexual Violence against Native Women. Erin Bridges, University of North Carolina Asheville (Advisors: Blake Hobby, Literature and Language; and Laura Bond, Drama)

ABSTRACT: Colonization brought more than disease and genocide to the indigenous peoples of America. Europeans brought and enforced stereotypes against the Native Americans that have lived and transformed through the centuries. Native women, in particular, have suffered from such stereotypes, namely the sexual image incurred upon them by white males throughout history. Native American cultural appropriation in modern times continues this history, perpetuating the sexualized image of Native women and contributing to the abnormal amount of sexual violence they suffer today. This presentation will examine the history, namely the colonization period, of American Indian sexual exploitation and its effects on Native women. Furthermore, it will highlight cultural appropriation as the source of this sexual exploitation in modern times and argue that this appropriation carries responsibility for increased sexual violence against Native women.

Sherrill Center Concourse, Poster Session
**Eastern Band of Cherokees: Health and Medical Division. Brittany Jackson and Carolyn Milliman,**
University of North Carolina Asheville (Advisor: Anne Slatton, Mass Communication)

ABSTRACT: Six public service announcements were crafted for specific divisions within the Eastern Band of Cherokees Health and Medical Center with the hope of raising public awareness of services offered in Cherokee.

**Sherrill Center Concourse, Poster Session**

**Economic Growth and Uneven Development in China. Zachary Hefner,** University of North Carolina Asheville (Advisors: Jinhua Li and Surain Subramaniam, International Studies)

ABSTRACT: Following a path of development and expansion, China’s economy has experienced significant growth over the last few decades. However, due to its large geographical territory and regional differences, this economic boom has resulted in uneven development in economy, urban construction, and social status. Observing how this uneven economic development has taken shape, my research specifically examines four cities in China. The four cities that I visited in China provide valuable research and useful observations, and they also represent distinctive social, economic, and cultural models within the bigger framework of China’s globalizing economy. I will use detailed images that reflect China’s remarkable economic growth, as well as the burdens of uneven development. This presentation discusses architectural achievements, infrastructural development, and the proportionality of social status to exemplify how even development impacts China’s economy.

**Sherrill Center 407, Oral Session II (1:00-2:40 p.m.)**

**Empowerment of Korean Women through Shamanism. Natalie Gladden,** University of North Carolina Asheville (Advisors: Blake Hobby, Literature and Language; and Laura Bond, Drama)

ABSTRACT: Korean shamanism empowered women during times of oppression in a male dominated society yet also created a way for government officials and reformers to discriminate against them. Women benefited from shamanism economically and mentally. Authority figures degraded shamanism because it went against neo-Confucian beliefs and the accepted social order. Korean feminists see shamanism as a way of encouraging the male dominated culture in Korea. However, through years of discrimination and attempts of eradication, Korean shamanism continually gave women economic and mental power in a man’s world.

**Sherrill Center Concourse, Poster Session**

**Encouraging Imagination - The Inspirational Objectives of The Children’s Reading Foundation of Appalachia. Felicia Crockett,** Lincoln Memorial University (Advisors: Elissa Graff, English; and Darnell Arnoul, Humanities and Fine Arts)

ABSTRACT: This project is a comprehensive film about the Children’s Reading Foundation (CRF) of Appalachia, Bell County division. The piece will cover history, goals, and needs relevant to the organization’s current mission and objectives. Methodologies include statistical and anecdotal research and interviews with key staff of the foundation and other person’s of interest. Motion graphics, charts, and other pertinent footage will be appropriately incorporated. The film will focus on efforts to fundraise and increase parent involvement. There will be extensive footage of this summer’s fundraising events and interviews with supporting attendees about their thoughts on the regions literacy problems and programs. The film will include interviews with Dr. Tony Maxwell about his personal literacy history, his role with the CRF, and his vision for the future. Interviews with Debbie Knuckles will focus on pertinent statistics and identified needs. Historical and current video clips will document additional counties served by the Bell County division of the CRF. The entire documentary will be peppered with shots of summer’s
CRF events and the community’s participation in these activities. Goals for this film include: rendering the engaging story of the CRF-Bell County Division, exhibit the effective work of staff, volunteers, and beneficiaries of CRF, and to leave viewers with a sense of hope about the potential for change CRF facilitates. The film will become a record and a tool intended to inspire more support and encourage more involvement at the local level and beyond.

Sherrill Center 407, Oral Session II (1:00-2:40 p.m.)

Evaluation of the Living Healthy and Living Healthy with Diabetes: Building the Evidence for an Effective Program. Stephanie Stewart, University of North Carolina Asheville (Advisor: Ameena Batada, Health and Wellness)

ABSTRACT: Stanford University’s Chronic Disease Self-Management Program (CDSMP) and Diabetes Self-Management Program (DSMP), known in North Carolina as Living Healthy and Living Healthy with Diabetes, is a nationally-recognized evidence-based model to address the burden of disease on individuals living in communities with many stresses. Several organizations in North Carolina are collaborating to evaluate the program. This project is part of a local effort, led by the Area Agency on Aging, at Land-of-Sky Regional Council, to collect and analyze pre- and post-survey data from workshops offered in Buncombe, Henderson, Madison and Transylvania counties. The results from the surveys suggest that participants gain skills and knowledge that continues to stay with them even six months after the program. Participants experience positive changes in their lives as a result of being in the program. This research will support continuation of the program and hopefully will assist in securing funds to sustain the program in the future.

Sherrill Center Concourse, Poster Session

From the Virgin Wilderness to Scales and Tails: An Ecofeminist Approach to Margaret Atwood. Kimberly Alexander, Union College (Advisor: Shayne Confer, English)

ABSTRACT: The work of Margaret Atwood has always been characterized by feminist and ecological concerns, from her early short novel Surfacing to her more recent forays into speculative fiction, Oryx and Crake and The Year of the Flood. This paper will explore the connection between these concerns as presented by Atwood; essentially, she aligns the natural world with the feminine in opposition to a more masculine concern with commodification. These alignments and oppositions are fairly common throughout the Western literary tradition, but are often unquestioned by male writers; Atwood both interrogates and subverts these conventions in increasingly striking ways as her work moves from depicting the present to an eerily dystopian near future. There will be two avenues of exploration in the paper. First, the literary aspects of Atwood’s connection of the natural environment and the female body will be established, with special reference to the role of hierarchical male structures in both ‘improving’ and exploiting them. These features will then be situated in the larger context of ecofeminist literary criticism and theory to demonstrate how Atwood depicts the struggles of her female protagonists to forge a less exploitative relationship with nature and their own sexuality.

Sherrill Center 407, Oral Session I (9:10-10:50 a.m.)
**Lindsey Wilson College: Preserving a Lifetime of Memories. Taylor Watson**, Lindsey Wilson College (Advisor: Benson Sexton, Communication)

ABSTRACT: The methodological approach of an oral history was used to obtain stories about Lindsey Wilson College by interviewing a former student of the college and a long-time resident of Columbia, Kentucky, Mrs. Francis Glasgow. Ms. Glasgow shared her memories of the campus atmosphere in the 1940’s, the aesthetic nature of the college, the buildings, and the activities in which students participated. The oral history also includes the average number of students in classes, what the food in the cafeteria was like, and how much the tuition was at the time. By way of the oral history interview, there were several memories that were mentioned that demonstrates the passion Ms. Glasgow has for the college and how involved her family was with Lindsey Wilson. Throughout the interview, Ms. Glasgow discussed traditions and events that made Lindsey Wilson special. Ms. Glasgow’s stories are fascinating to hear and demonstrate how much a college can mean to someone and a family. As Ms. Glasgow recalled friendships she made with other students and teachers while at the college, she shared many fond memories. This oral history represents significant historical information for Lindsey Wilson College as it preserves many stories’ that reflect the culture of the college.

*Sherrill Center Concourse, Poster Session*

**Lindsey Wilson College: The Symbolic Leader. Emily Ramage**, Lindsey Wilson College (Advisor: Benson Sexton, Communication)

ABSTRACT: The methodological approach of oral history was used to preserve the history of Lindsey Wilson College located in Columbia, KY. This preservation provides an account of personal experiences and reflections on the past. Former President of the college and current Chancellor Dr. John Begley was interviewed. During the interview, Dr. Begley provided a reflection of the state and condition of the college when he arrived in the late 1970s. The low enrollment numbers and the financial situation of the institution encouraged Dr. Begley to make many changes. The former President of the college gave an in-depth account of the atmosphere of the campus and how it changed during his time of leadership. When he arrived, the campus was in need of many repairs and Dr. Begley began his renovations by installing a brass railing in front of the administration building of the campus as a symbol of his vision for Lindsey Wilson College. Dr. Begley told his vision of change, vibrant growth, and enhanced higher education for the college. The relationship between the college and the community has positively changed and grown during Dr. Begley’s time here, as he shared during the interview. This symbolic leader also reflected upon the influential people that have brought Lindsey Wilson College to its current state and the positive change in the atmosphere of the campus. Dr. Begley’s reflections on the past provided a vivid picture of some of the history of Lindsey Wilson College.

*Sherrill Center 407, Oral Session II (1:00-2:40 p.m.)*

**Love in Action – One Group’s Efforts to Encourage Literacy in Southern Appalachia. Cheryl Shoults**, Lincoln Memorial University (Advisors: Elissa Graff, English; and Darnell Arnoul, Humanities and Fine Arts)

ABSTRACT: On January 2013, the Young Women (YW) of the Cumberland Gap Ward (congregation), Church of Jesus Christ of Latter-day Saints heard that literacy rates have dropped over the past ten years in Southern Appalachia. Illiteracy is a foreign concept to the YW, a group of twelve to eighteen-year-old women, because of standards taught through their religion highlights and values education. The religious philosophy teaches that to reach one's individual potential - to become who and what one is "meant" to be - and understand one's individual worth, one must be able to read. While formal education is highly valued in the micro-culture, it is understood that the ability to self-educate is more important than the ability to be taught in a formal setting. The YW wanted to do something as a group to help the people and region they love. The YW desire for all to have the same blessings of knowledge and education they and their families enjoy. After hearing about the Children's Reading Foundation in Appalachia Kentucky, they
decided to start their own chapter of the Children's Reading Foundation in Claiborne County, Tennessee as the vehicle for helping their community. This is the story of how they began, what they've done, and their hopes for future service.

Sherrill Center 406, Oral Session II (1:00-2:40 p.m.)

Memory, History, and Forgetting: Memory on Film. Cassandra McIntosh, Lenoir-Rhyne University (Advisors: Veronica McComb, Paul Custer, Michael Deckard and Amy Hedrick; History)

ABSTRACT: Memory is a concept that philosophers have studied for hundreds of years. Many of the ideas that philosophers have written about memory and its importance to the human identity are seen in film. Because films show these same ideas that philosophers have we are able to draw similar conclusions as these philosophers by simply watching particular films. This project asks, can people see the same philosophic ideas about memory without reading these philosophers? Volunteer students participated in the viewing of three films that have memory as a theme and participated in a discussion afterward. Through my research I found that film can be a great way to understand topics and can make philosophy accessible to students. The major conclusion of my research is the idea of film as philosophy; that films can be seen to reflect on the human condition and be viewed to engage in systematic and sophisticated thinking about a given theme—films can philosophize.

Sherrill Center 407, Oral Session III (3:40-5:00 p.m.)

Poetry In Motion: Empowering Youth Through Spoken Word Poetry. Colette Heiser, University of North Carolina Asheville (Advisor: Lise Kloeppe, Drama)

ABSTRACT: Spoken word poetry serves as a tool for healing, nonviolent resistance, and community building. By facilitating poetry workshops with local youth, I will examine the socio-political ways that this medium stimulates youth to become more active participants in their lives. An academic and practical exploration of the Spoken Word Poetry movement sweeping the nation and the role it may play is vital in addressing the challenges of the future.

Sherrill Center 407, Oral Session III (3:40-5:00 p.m.)

Realizing Racism. Randi Carter, University of North Carolina Asheville (Advisors: Blake Hobby, Literature and Language; and Laura Bond, Drama)

ABSTRACT: With the assignment of researching Native American culture, came great hesitation. A disinterest in learning about the enduring past and ultimate dislike for this culture led me to believe that my own hesitation and contempt brought about by something else, something psychologically deeper. My hesitation was not just a rejection to learning, but a subconscious form racism. Where did this racism come from and how was it transmitted? I conclude that Americans learn racism from biased history and from their families.

Sherrill Center Concourse, Poster Session


ABSTRACT: Previous research suggests variations in health care experiences of older adults living in rural areas and across backgrounds. The purpose of this study is to examine attitudes toward End of Life care among older adults living in rural Appalachia. Institutional Review Board approval was obtained through the University of Virginia. The study involves a mixed-methods study with 100 research participants located in two rural sites (Luray, Virginia and Waynesville, North Carolina). Participants were recruited in
each of the communities. All participants completed a written questionnaire, including closed-ended questions on Likert scales. About 10% of participants also completed an open-ended semi-structured interview. Analyses included simple statistical approaches as well as qualitative grounded theory processes. This pilot study will eventually be expanded to include research participants from Cherokee and African-American communities in North Carolina. Data were collected in summer of 2013 and include a comparison of the attitudes of the two rural cohorts. Study findings will provide important insights for End of Life care in rural Appalachian communities.

Sherrill Center Concourse, Poster Session

**Terra's Story. Jay Ludden**, Lindsey Wilson College (Advisor: Molly Ferguson, Women's Studies)

ABSTRACT: Systems of privilege and oppression define all of our lives, informing our multiple modalities of identity. When people belong to multiple disenfranchised communities, they can be further marginalized. Moreover, the silencing of these communities further contributes to oppression. In Terra’s Story, I take an intersectional approach to her life as a single parent. I conducted an oral history of Terra, which is documented on video. I asked her about how she defines home, community, wealth, and privilege, how those have impacted her life or changed since having a child, and the role silence has played in her life. The final production is a short film that includes selected pieces from the interview. Although Terra is going to college in an attempt to break free of the many factors that contribute to her disenfranchisement, the social stigma of teen motherhood and the working class community she comes from makes her struggle all the more difficult. Terra feels unable to speak to people in her community about the discrimination she has faced in rural Appalachia. She explains that in one sense, family is only her and her baby. However, she finds strength in her extended family and community. Since having her baby, she has become closer to her family, even though at first, they were opposed to her pregnancy. Her family will often watch her child when she is out, and they spend time together every Sunday as a family. She considers her church community to be family as well. While at times Terra struggles to make ends meet, she considers herself to be “the luckiest person”.

Sherrill Center Concourse, Poster Session

**The A,B,Cs of Literacy in Appalachia: An Acrostic Essay. Julia Davis**, Lincoln Memorial University (Advisors: Darnell Arnoul, Humanities and Fine Arts; and Elissa Graff, English)

ABSTRACT: The people of Appalachia have a long and proud tradition of self-sufficiency. They have carved out for themselves not only livelihood but also a unique culture and sense of community. For the greater part of the nineteenth and well into the twentieth century it was a necessity for the majority of people in the region to place sustenance above literacy. As the world outside the rim of these mountains changed, rapidly becoming more literate, many mountaineers were left behind. Unfortunately, many from outside the region shape their opinion of the place and its people as an uneducated population who have no desire to learn. This view largely comes from type casting based on stories and documentary works of the past and present made mostly by outsiders. It is true; there is illiteracy in this region, as well as unemployment and crime rates resulting from illiteracy. This project, through the use of lyrical essay and photography, will illuminate the proud Appalachian tradition of resiliency and the actions of both individuals and foundations working to solve the problems related to low literacy rates. What began as a compilation of data has become the story of a people in their struggle to overcome illiteracy. From the viewpoint of an insider who has experienced her own struggle, this is the story of learning to read in Appalachia.

Sherrill Center 407, Oral Session I (9:10-10:50 a.m.)
2013 ACA-UNCA UNDERGRADUATE RESEARCH SYMPOSIUM

The Ariadne Theater Project: Radical Storytelling and Theater Arts as a Pathway to Individual and Collective Transformation within Western North Carolina’s Mental Health Community and Beyond. Griffin Payne, University of North Carolina Asheville (Advisors: Lise Kloeppel and Scott Walters, Drama)

ABSTRACT: Like Ariadne’s thread, it is mastery of our stories that leads us through the labyrinths of our individual lives and weaves us more strongly within the collective of our respective communities. In Summer of 2013, I will be drawing on the practical and philosophical body of work within the field of Community Arts Development in order to launch and facilitate The Ariadne Theater Project in collaboration with The National Alliance on Mental Illness – Western North Carolina (NAMI-WNC). The project will consist of three phases. Phase one is Process; during this time I will facilitate eight workshops over eight weeks in expressive movement, poetry, and theater arts that will be free and open to anyone in Western North Carolina who has been affected by mental illness. Phase two is Production; throughout the eight weeks of Process, I will gather participants’ stories and (with their permission) compose a sixty-minute theatrical collage in which participants will perform as I direct. Phase three is Structural Change; over the course of the first two phases, I will identify and mentor leaders to initiate structures of radical storytelling and theater arts within the organization of NAMI-WNC. Furthermore, I will provide the NAMI-WNC administration with a resource guide that I will compile which will then serve as a reference throughout the process of implementing self-determined structural changes. Enfolded within the culmination of these three phases and aspects of the project is the overarching goal of facilitating individual transformation through creative expression while also giving the tools for collective, self-determined empowerment, thus opening new pathways to bolster NAMI-WNC’s work of raising awareness, combatting stigma, and effecting policy on behalf of people affected by mental illness.

Sherrill Center 410, Oral Session III (3:40-5:00 p.m.)

The Asheville Community Design Lab and The Study of Community Based Arts Bridging Collective Action Barriers, After School Programs; In Real Life (IRL) in Asheville, NC. Leslie Davis, University of North Carolina Asheville (Advisor: Brent Skidmore, Art)

ABSTRACT: Community Based Arts is the accumulation of individuals from the community forming an artistic proposal and executing it together. Community arts projects take the form of painted and tiled murals, landscape design, product design and other beautification projects at schools, community centers, bus stops, etc. Murals provide an attainable goal that the community can achieve together and allow a lot of people to play a role, in design as well as action while also leaving the community with a finished product to remind one another of their collective efforts. The Asheville Community Design Lab offered an open platform for young teens to work with college students to better their community through collaborative art and design. UNC Asheville engaged each student in a comfortable creative learning environment filled with trust and respect, where each student could feel free to speak their minds and apply their thoughts and feelings to their individual art and collaborative projects. The students had the opportunity to work with an abundance of different mediums and be introduced to the vast processes of art and design. The students also had the goal to beautify their local community by implementing the art they created into the public sphere. The program was designed in accordance with the Common Core Standards to prepare students with the necessary skills to develop their strengths for future academic goals. Students were challenged socially and intellectually to develop a firm capacity to perform in society as a global citizen. Across the nation community based arts have become an effective tool in connecting communities with social issues such as high crime and behavioral health. Supporting research has come from the Mural Arts Program (MAP) in Philadelphia, PA. The MAP initiative has made great strides in developing the community through different art programs for youth, adults and the incarcerated.

Sherrill Center 406, Oral Session I (9:10-10:50 a.m.)
**The Hidden Single Welfare Mother. Kathyre Jaggers**, Lindsey Wilson College (Advisor: Molly Ferguson, Women's Studies)

ABSTRACT: I interviewed a middle-aged single mother named Valeria. She was married for ten years, had two children and was a stay at home mother. Her family had everything they needed and more. One Christmas Valeria was faced with a terrible family in-law trauma. Her husband’s father had been molesting her two nieces. In her interview Valeria claimed that this incident had ended her marriage because her husband’s family was trying to cover up the issue. She wouldn’t have any part in it. Soon after her marriage ended she was forced to put herself and her two kids on welfare. Her ex-husband had made all of the money in their past relationship. Valeria was treated much differently after her divorce. When going to get food stamps she was criticized for not working, not taking care of her children, and not doing enough as a mother. She was seen as a “welfare queen”. This paper describes my mother’s experience and sought to examine her difficulties protecting her children against the pain of divorce and hiding the fact that she was on welfare. Not many people who come from wealth end up on welfare. This presentation will analyze the oral history project and discuss its impact in relation to readings done in the course.

**Sherrill Center 406, Oral Session III (3:40-5:00 p.m.)

The Hollywood Indian. Talene Dadian, University of North Carolina Asheville (Advisors: Blake Hobby, Literature and Language; and Laura Bond, Drama)

ABSTRACT: A recent article about actor Johnny Depp’s latest project, as Tonto in a remake of “The Lone Ranger.” was quoted, "I remember watching as a kid...and going: ‘Why is the f--ing Lone Ranger telling Tonto what to do? ... I started thinking about Tonto and what could be done in my own small way try to – ‘eliminate’ isn’t possible – but reinvent the relationship, to attempt to take some of the ugliness thrown on the Native Americans, not only The Lone Ranger, but the way Indians were treated throughout history of cinema, and turn it on its head". Can Johnny Depp help undo the enduring Native American film stereotypes by playing the role of Tonto? History’s current path indicates that the answer is no. Since the initial popularity of the Western film genre in the 1900s, Native American film representation has been unjust. Up until 1950, Hollywood productions portrayed Native Americans as savage, blood-thirsty animals (Fenin and Everson). After 1950, the stereotypes did not disappear. Rather, the labels simply evolved as predominately white filmmakers simplified Indian cultures to create a single Indian identity. The stereotypical Indian embodied the Plains Indians, type casted as a silent, nature-oriented Indian with backwards English, played by a non-Native. The countless misrepresentations of Native Americans continue to validate the dominant cultural and value structure imposed by manifest destiny.

**Sherrill Center Concourse, Poster Session

The Homeland on Green River: Advanced Farming Technology. Ulis Lingar, Lindsey Wilson College (Advisor: Benson Sexton, Communication)

ABSTRACT: Every neighborhood, every community, every person has a story to tell. Most stories end up dying a very slow death as they dwindle from generation to generation. The story of the Homeland on Green River in Taylor County, Kentucky is a place where every story needs to be told and preserved. The stories of the individuals in this oral history interview have shaped the area in many ways, many of which still affect the region. The technology of the farm on the Homeland, from walking to school, building silos, methods of plowing, and feeding their families, provided jobs in the community. The individuals from this interview either lived on or near the Homeland through some of the most trying times of American history from the Great Depression to two major wars and kept in touch with current events broadcasts. Modern technology has changed many things, but the simplicity of technology during the aforementioned time span was intriguing. The occupants of the Homeland were well known for their
use of farming technology. The tales of Garland Hayes, Ernest and Letha Johnson, Bobby Johnson, Karalee Jones, George Johnson Jr, and Billy B Smith are preserved in this project. The stories of their struggles, their friendships, and their memories are documented.

Sherrill Center 406, Oral Session II (1:00-2:40 p.m.)

The Homeplace on Green River: Reflecting on Childhood. Abigail Calhoun, Lindsey Wilson College (Advisor: Benson Sexton, Communication)

ABSTRACT: Based on the interviews that were conducted with six participants who grew up in the Green River Valley of Kentucky during the mid 1900’s, several conclusions can be made concerning the typical childhood and the nature of schools during this time and in this area. In rural Kentucky during the early and mid-twentieth century, children attended one-room schoolhouses until the eighth grade. All ages of children were taught together, and there were separate schools for white and black children. Based on the answers and attitudes of the interviewees, this racial segregation was simply the norm for that time period. Also, aside from descriptions of the basic structure of the schools, several anecdotes were told that displayed the essence or what schools were like in rural America for children. When not in school, children spent their time playing together and having fun much the same as children do today, but without modern technologies and commodities that are so easily accessible to boys and girls in our current society. For instance, young boys would play together using just a simple rubber ball and a piece of scrap wood. Young girls would play pretend with random household items and other farm scraps rather than store bought dress up clothes and toys. The facts gathered in this oral history have provided ample insight into the childhoods of children in the Green River Valley, displaying both the similarities and differences of the lives of children in rural America in the mid-twentieth century and in the lives of children in today’s society.

Sherrill Center 406, Oral Session III (3:40-5:00 p.m.)

The Homeplace on Green River: The Life of Sharecroppers. Nicole Burton, Lindsey Wilson College (Advisor: Benson Sexton, Communication)

ABSTRACT: This oral history, taken from a group interview, covers several aspects of the life of an African American sharecropper in central Kentucky during the early 20th century. Specifically, this research describes the lives of those sharecroppers who lived and worked at the Homeplace on Green River in Campbellsville, Kentucky. Sharecropping at the Homeplace does not seem to have been as negative an experience for the members involved as sharecropping was elsewhere in the country. The relationship between the African American sharecropper families and the owners of the land at the time, the Buchanans, seems to have been a relationship that included some level of affection. The interviewees, Bobby and Ernest Johnson, recall a couple of instances throughout this interview that describe this level of affection. The life of the sharecropping family Johnson at the Homeplace was a simple one. The home was not extravagant, but was large enough to be functional. Family was of utmost importance to these sharecroppers; family gatherings, especially meals, were not just events, they were a part of the day-to-day culture. Bobby Johnson, and his brother Ernest Johnson, talk about the work they did while living and sharecropping at the Homeplace. While Ernest was just a child, he still had many duties to perform- with special emphasis on helping with the running of the Buchanan’s household. Bobby Johnson worked with his family running the land. The African American sharecroppers who worked at the Homeplace were extremely hard workers, as evidenced even by the white men who lived in the area at the time.

Sherrill Center 406, Oral Session I (9:10-10:50 a.m.)
The Infamous Pirate of Lincoln County. Woodrow Boyles, Lenoir-Rhyne University (Advisors: Veronica McComb, Paul Custer, Michael Deckard and Amy Hedrick; History)

ABSTRACT: In the early nineteenth century Lorendzo Ferrer appeared in Lincoln County. He claimed that he was from Lyon, France, and had fought for France in the Napoleonic Wars. But who was this man really? Rumors quickly spread that he was actually the infamous pirate Jean Laffite, hiding and living out the rest of his life in the quiet of the small town of Lincolnton. This folktale has survived in Lincolnton over the years and has become a local legend. This paper will delve into the local lore and evidence surrounding M. Ferrer and his possible connection to the larger legend of the pirate Jean Laffite. The initial research questions were: why, despite a high improbability, a lack of sufficient evidence, and being grounded entirely on hearsay, 1) has the legend of the pirate in Lincoln County survived for so long? and 2) Does the legend remain simply due to the fact that there is a willingness to believe it? After investigating and speaking to inhabitants of the city it became apparent that the amount of variation in the folktale was great. This paper concentrates on mapping the variation in the story and following the common threads rather than searching for “the truth.” This paper’s purpose is to attempt to discover what elements of the story are essential for the folktale’s survival and which ones are not, as well as which elements are memorable and which are not. In this way both history and memory are essential to the understanding of the creation and lifespan of folktales.

Sherrill Center 407, Oral Session III (3:40-5:00 p.m.)

The Ostrich Egg: A Vessel for Imagination, Invention, and Comprehending the Past. Caroline Byrd, University of the South - Sewanee (Advisor: Kelly Whitmer, History)

ABSTRACT: The ostrich egg has long held a prominent place in medieval and early modern collections; however, the reasons for its value have shifted substantially over time. This paper uses the ostrich egg, and its place in collections, as a lens through which to better understand the broader shifts or changes in collecting practices, and in the status of the collector, from roughly 1200 to 1800, in a variety of Western European cities. Modern scholars have studied the ostrich egg and its symbolism, but always concretely boxed it into one time frame. This paper focuses on the changing role and status of the ostrich egg, and the way in which it corresponds to the shifting and recalibration of the relationships between the study of nature, myth, and religion across these periods – including new efforts to distinguish between miracles, marvels, and natural processes. Whereas in the medieval period ostrich eggs served as “containers of mythical beasts” and “spaces for religious symbolism,” by the 15th and 16th centuries they were closely tied to alchemical experimentation, didactic artwork, and heightened efforts to imitate nature more realistically. The ostrich egg came to symbolize the artisan’s ability to generate things from matter – but, perhaps more importantly the ability to comprehend the mysteries of generation as a result of the applied knowledge of materials. The egg ultimately serves as a beacon of change in collecting and production of knowledge between the medieval and early modern periods.

Sherrill Center 406, Oral Session II (1:00-2:40 p.m.)

The Paine-Tucker Agreement. Chelsea Beresford, University of North Carolina Asheville (Advisor: Ellen Pearson, History)

ABSTRACT: The United States and Great Britain both passed laws prohibiting the Atlantic Slave Trade in 1807, but simply passing a law does not ensure its enforcement. When the British accused the United States of fostering the slave trade, the United States sent a small squadron to West Africa under the command of Lieutenant John S. Paine. Lieutenant Paine, under his duty to stop the use of the American flag by slavers, made an agreement with his British counterpart, Commander William Tucker. The Paine-Tucker Agreement established Right of Search between the two squadrons. The Agreement was
consistent with British interests, but shunned by the United States. The United States first suggested that Lieutenant Paine turn a blind eye to the continuing slave trade, then disavowed his Agreement. The dismissal of the Paine-Tucker Agreement revealed that the American law that prohibited slave ships in the Atlantic was a mere diplomatic gesture, rather than the true humanitarian gesture it was meant to be. The horrors of the slave trade continued under the American flag until the American Civil War.

Sherrill Center 406, Oral Session I (9:10-10:50 a.m.)

The Representation of the Chinese Male in Contemporary Hollywood Cinema. Jenatha Craven, University of North Carolina Asheville (Advisors: Jinhua Li, Interdisciplinary Studies; and Grant Hardy, History)

ABSTRACT: Hollywood cinema had a history of emasculating the Chinese during the early and mid-20th century that resulted in an emasculated Chinese male stereotype. This stereotype of Chinese men was not challenged in Hollywood until the globalization of Kung Fu cinema, with the introduction of Bruce Lee. Since then, however, overseas Chinese have faced new stereotypes and in some ways even a regression towards an emasculated Chinese in Hollywood that is reminiscent of the practices of studios before the emergence of Kung Fu cinema. Since the decline of Chinese Kung Fu films there has been a striking absence of Asian representation in Hollywood. Through interviews and film analysis this research hopes to bring attention to lack of Asian representation in Hollywood and TV as well as the new stereotypes that Chinese American men have had to face. Through an analysis of both contemporary and historical American film this paper follows the historical evolution of Asian representation and the impact these representations have had on the acculturation of Chinese-American men. Additionally, through comparative film analysis of martial arts films produced in Taiwan and the US in the last decade the struggle for more accurate portrayals of Chinese masculinity are made more apparent.

Sherrill Center 407, Oral Session I (9:10-10:50 a.m.)

The Tablet, the Prince, and the Colonies: Examining French Colonialism in Western Africa through a Wooden Writing Tablet. Nathan Westray, University of the South - Sewanee (Advisor: Kelly Whitmer, History)

ABSTRACT: This paper is an exploration of a particular object in Sewanee’s archives and special collections, a wooden writing tablet covered on both sides with Arabic script. The purpose of this project is to identify precisely what it is and, more importantly, to see what it says about the transference of objects from colonized regions to collectors in the West. The tablet was originally produced to help non-native Arabic speakers learn to read and write in Arabic; identical tablets are described in scholarly articles on the subject of Islamic education, and exhibited in the University of Pennsylvania’s Museum of Anthropology and Archaeology. Use of such tablets has been recorded in most majority Islamic regions outside of the Arabian Peninsula, but clues from the object’s known past suggest a former French colony in Africa. For the sake of argument, this paper treats the object as Algerian in origin, and uses its story of acquisition, transference, and rediscovery to examine the relationship between France and its colonial projects and the role and importance of collecting in the transference of artifacts across cultural boundaries. By examining general sources about French colonialism in Algeria, specific histories of this type of object, and Western attitudes about collections and collecting, a speculative history can be traced, using the presence and known history of the object – if not its entire story – to better understand how artifacts move, how Western colonizers relate to the cultures of their colonies, and what the two in combination mean for the process of collecting.

Sherrill Center 407, Oral Session II (1:00-2:40 p.m.)
The University Art Gallery: A Video Exploration. Monique Stitts, University of the South - Sewanee (Advisors: Shelley MacLaren and Jeff Thompson, Art and Art History)

ABSTRACT: I began my project with the purpose of exploring the University Art Gallery as an educationally useful and relevant space to students of all areas of study on the Sewanee campus, but particularly to those of the seemingly opposite disciplines of art and science. Through a combination of historical evidence and personal interviews, I had hoped to bring forth the history of the UAG’s influence on campus, and its role in communicating the impact of art in education and in bridging the gap between “art students” and “science students.” After extensive research and many interviews, I have discovered a common ground between the art and science communities; while they may possess different methods of experiment and expression, they appear to stem from the same place of human curiosity—from a desire to name and reason with our physical, spiritual, and emotional selves. This is most often done, in both disciplines, with visual material; therefore, it seems fitting to present my findings in a very visual way, through a combination of video and still images. The video attempts to shed light on the inner workings of the arts and sciences, and shows how the line that seems to separate them is not as clearly drawn as some may think. Most of all, though, I hope that the images and opinions gathered here come to act as evidence for the gallery’s role in bridging this gap, as well as for its ability to supplement our overall education by giving our over-worked minds new ways to contemplate, articulate, and enjoy. A clip from the documentary can be found on the University Art Gallery webpage, at http://gallery.sewanee.edu/?page_id=629.

Sherrill Center 407, Oral Session III (3:40-5:00 p.m.)

The Unspoken Genocide: America’s Treatment of the American Indians. Joshua Huetter, University of North Carolina Asheville (Advisors: Blake Hobby, Literature and Language; and Laura Bond, Drama)

ABSTRACT: Most people here in America would agree that the Holocaust must never be forgotten, it must never be erased from the back of everyone’s mind, lest it ever happen again. What these very same Americans do not know, and would probably instinctually deny if told, is that they live under the shadow of great genocide as well, a genocide that parallels, if not exceeds, that of the Jews. Although lacking in the mechanic nature of the holocaust, the extermination of the American Indians exceeded that of the Jews in time, numbers, and percentage of population murdered. For some reasons, however, few are aware of these facts. America is in denial; she does not want to admit that she is responsible for such a heinous crime. The world must become aware of this fact however, for the same reason that the Holocaust must never be forgotten. Memory is a powerful tool of prevention, and only memory can prevent history from repeating itself.

Sherrill Center Concourse, Poster Session

Through the Life. Macayla Vaughan, Lindsey Wilson College (Advisor: Molly Ferguson, Women’s Studies)

ABSTRACT: Growing up living with mainly one parent was a difficult process. I was curious about how this experience shaped my own mother and so began to research the effects of single parenthood. My parents divorced when I was four years old and we left the house that I was born into when I was seven. This project sought to discover how my mother faced such a difficult experience. Interview questions included “How has society treated you, in your opinion, as a single mom?” The struggle that single mothers face every single day (e.g., money, stereotypes, and conflict) during and after divorce is something that my mother has faced for 15 years. In this presentation, the research that led to the oral history will be briefly explained as well as analysis of the responses through a photo-voice project.

Sherrill Center Concourse, Poster Session
**Trust Funds and the Land Trust of the Cherokee Tribe. Arthur Shain**, University of North Carolina Asheville (Advisors: Blake Hobby, Literature and Language; and Laura Bond, Drama)

ABSTRACT: In 2009, the New York Times stated that: “The Obama administration announced a $3.4 billion settlement today in a 13-year-old legal battle over the Interior Department’s mismanagement of land trust accounts for American Indians” (New York Times). Hundreds of thousand of Native Americans were seeking compensation for the loss of assets placed in their name by previous agreements with the U.S. Government. Policies instituted by the Federal Government more than a century ago had led to the fragmentation of land properties into often-minuscule private interests. Due to this administrative mismanagement, some shareholders would potentially earn as little as a cent every century. Fortunately, reparative measures taken in 2009 would provide some compensation to impoverished Native Americans across the country. The next year, a Boston magazine, the Atlantic, reported: “The $3.4 billion will be placed in a still-to-be-selected bank and $1.4 billion will go to individuals, mostly in the form of checks ranging from $500 to $1,500 ... As important, $2 billion will be used to buy trust land from Indian owners at fair market prices, with the government finally returning the land to tribes.” A significant sum was therefore used to create trust funds that would provide long-term benefits to individual beneficiaries. The owners of ineffectively allocated land trusts could sell their concessions at fair prices, while larger trusts would be formed and placed in the hands of Native American communities. Finally, immediate cash benefits were also distributed among defendants. What historical events led the U.S. Government to concede land trusts to Native Americans? What are the different trust funds created by the Cherokee tribe? How were these trust funds created and how do they function? How do trusts benefit tribe members? What shortcomings have trust funds revealed?

*Sherrill Center Concourse, Poster Session*

ABSTRACT: With globalization, a country's global image has become one of the most important factors, specifically for stronger nations that possess substantial economic influence and that are regarded as key players in the globalized world economy. The most effective asset used to ensure a positive global image is “soft power.” Ultimately, China is seeking to develop an image of rapid modernization alongside its ancient culture and history. This paper argues that the concept of uneven modernity demonstrates the coexistence of modernized China and ancient China. Through this uneven modernity comes an increase in Chinese Soft Power and increasing relevance in a globalized world, while maintaining its ancient past throughout this modernizing future.

Sherrill Center 406, Oral Session II (1:00-2:40 p.m.)

Want to Come to Dr. Seuss's Appalachian Birthday Party? Hannah Wilson, Lincoln Memorial University (Advisors: Arnoult Darnell, Humanities and Fine Arts; and Elissa Graff, English)

ABSTRACT: The Children’s Reading Foundation (CRF) participates annually in Read Across America (RAA), a cross-country event that celebrates Dr. Seuss’s birthday and targets families who have not had access to educational and economic opportunities. Like CRF, RAA tries to prepare children for academic success by encouraging a daily reading habit. After visits and a remedial reading classroom and an interview with Dr. Tony Maxwell of Middlesboro City Schools and CRF, and considering that family histories of poor relationships with education institutions may play a role in parent involvement in childhood education, an idea surfaced for a video that would appeal to children and parents who might have reading differences and who may need a more visual message and encouragement to get involved in CRF and RAA generated initiatives. This documentary film project is designed to serve as an invitation for children (and parents) to participate in literacy programs in Appalachia. Drawing on iconic children's educational television personalities and other characters designed to appeal to young readers, are portrayed in a scripted PSA-type video. The project takes advantage of most children's natural proclivity for visual literacy, their familiarity with television as a narrative medium and advertising vehicle, and their romance with iconic children's educational television personas and similar celebrity-like characters. The video advocates for literacy building among children and adults through visual engagement. By focusing attention on attendance at the annual Read Across America Event, parent-child participation will be reinforced for families challenged by poverty and problems in school.

Sherrill Center 410, Oral Session III (3:40-5:00 p.m.)

Weaving Healing Tales to Cope With American Indian Historical Trauma. Sophi Link, University of North Carolina Asheville (Advisors: Blake Hobby, Literature and Language; and Laura Bond, Drama)

ABSTRACT: A native people lived in a land that lived within them. They travelled from season to season and forged a balanced existence. Without the aid of writing, they enlivened their culture through stories. There were family stories, seasonal stories, and traditional stories. These brought the community together into a whole and allowed each individual an understanding of his or her place in the world. Then strangers came to their land and began to claim it as their own. There was no room for the natives anymore, and they were pushed farther and farther out of their homelands. They were brave and they fought for their way of life, but the strangers were too numerous and came bearing weapons and diseases the likes of which the natives had never seen before. As more strangers flooded to their shores, the natives became fewer and fewer. With every life taken, a piece of the culture was lost for their culture was embedded in the stories that every native carried around with them. These stories contained wisdom passed down from generations past and formed the structure of their daily life. Not content with near eradication, the

strangers took it upon themselves to round up the remnants of a once-proud people and super-impose their own values and ways of life over them.

**Sherrill Center Concourse, Poster Session**

**What Mother Nature Offers Us. Lacie Wallace**, University of North Carolina Asheville (Advisors: Blake Hobby, Literature and Language; and Laura Bond, Drama)

ABSTRACT: As modern medicine advances, we become more disconnected with the earth and what it offers. Although modern day synthetic drugs save many lives, we face a new dilemma: the overuse of medication and the detachment from medicine found in nature. Antibiotics continue to lose their effectiveness. In 1947, just three years after Alexander Fleming discovered the first antibiotic called, Penicillin, “microbes began appearing that could resist it” (Lewis). This unsettling discovery should have been a sign that relying on “modern” drugs could become very dangerous, but instead of taking heed of the warning, the Western world’s movement toward the “pill generation” marched on. Some fifty years later, pharmacists seem almost entirely disconnected from plants’ essential function in the medical field. “Many pharmacists know that plants once played an important role in healing, but few are aware that potent anesthetics and glaucoma treatments were derived from studies of arrow poisons and witch ordeals, respectively” (Balick). Today when we visit our doctors for something as simple as a cold, it seems as though they immediately prescribe medication rather than studying the whole picture. The disconnection grows more and more evident, and we need to take a step back in time and view how humans treated illnesses before modern medicine existed. For non-industrial, nature-based, sustainable treatment, we can observe how the indigenous people of North America embrace the land on which we now live. American Indians base their lives upon the connection between man and nature. Right in our back yards, there could hide a cure for the diseases we still fight. It would be of great benefit to us to “study the plants used by indigenous peoples in healing for clues to biochemical function, in the hope of developing better pharmaceuticals” (Balick vii). The ethnobotanical practices of American Indians must be incorporated into western culture in the interest of our earth’s posterity. How does their special connection to nature benefit them? How do they cure their ailments? We must research and explore their traditions so that we may learn from them to benefit our future generations.

**Sherrill Center Concourse, Poster Session**

**What We Can Learn From the Native People of America. Éowyn Lucas**, University of North Carolina Asheville (Advisors: Blake Hobby, Literature and Language; and Laura Bond, Drama)

ABSTRACT: The United States is experiencing an environmental crisis that we have caused. We are fueling our society with nonrenewable sources such as coal, oil, and natural gas, that also pollute our environment with particles and greenhouse gases. Our food production industry is also environmentally insensitive. Agriculture in the United States has turned vast plots of land cover into a single type of genetically modified food that has been sprayed with pesticides. This way of growing is harmful to the land it is on and the crops are harmful to the people who eat them. Our culture is completely based around types of energy and agriculture that damage the earth. Humans created this harmful situation and must provide the remedy. Many different ideas and solutions have been found, but none of them have been applied in a powerful enough way. There is still a large percent of the population that does not see any problem with the way we live and therefore does not see the need for solutions. The most important part to getting out of our environmental crisis is to alter our culture so that more people become informed of the problems and are better equipped to help solve them. It would be helpful to have a model to base this new culture on. One place where we can find that model is in the Native American culture, the way they lived before Europeans came to the new world. The people of the United States can learn from the Natives cultural beliefs in spirituality, agriculture and general way of life to form a more sustainable life style and therefore reduce our impact on the environment.

**Sherrill Center Concourse, Poster Session**

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Young, *Single Mother in Rural Appalachia: An Oral History.* Samantha Davis, Lindsey Wilson College
(Advisor: Molly Ferguson, Women's Studies)

ABSTRACT: Too often, the voice of the everyday woman is lost in a history dominated by the most influential and famous, usually men. However, there is much to be learned from the narratives of common women in their everyday experiences. This projected aimed at capturing the stories of such a woman that demonstrates the unique struggles of being a young, single mother in rural Appalachia. The research was centered around the impact that the individual’s family had in supporting her and her child emotionally and financially. Many women do not have such a support system and are acutely vulnerable to falling into a cycle of poverty that can be a precondition for victimization and further marginalization. Hearing the interviewee’s account of her experiences with pregnancy and parenting alone as a teen revealed the fragile state that could manifest a variety of negative consequences with the slight changing of minor conditions. This presentation will involve the overview of the oral history and its findings, as well as a display of the photo-voice project including an audio sample from the interview.

Sherrill Center 406, Oral Session I (9:10-10:50 a.m.)
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