

3-19-2016

## 2016 Conference Program

Gardner-Webb University Life of the Scholar

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# LIFE-OF-THE-SCHOLAR MULTIDISCIPLINARY CONFERENCE

March 19, 2016



Sponsored by  
LIFE OF THE SCHOLAR  
UNDERGRADUATE RESEARCH  
ALPHA CHI



GARDNER-WEBB UNIVERSITY  
**LIFE of the SCHOLAR**





# Saturday, March 19, 2016

## Program of Events

8:00 a.m.-8:30 a.m ..... Registration  
*Ritch Banquet Hall*

8:30 a.m-8:50 a.m

Opening Remarks ..... Dr. Tom LeGrand

Welcome and Invocation .....Dr. Earl Leininger

Undergraduate Research at

GWU and History of LOTS ..... Dr. June Hobbs

Nuts and Bolts ..... Dr. Bruce Moser

9:00 a.m-10:15 a.m

Session I A ..... Psychology  
*Hamrick 116*

Session I B..... Social Issues and Ethics  
*Lindsay 103*

Session I C ..... Religious Studies  
*Hamrick 119*

Session I D ..... Literature and Creative Writing  
*Hamrick 120*

Session I E..... Athletic Training  
*Hamrick 117*

Session I F..... Health Sciences and Nursing  
*Lindsay 104*

10:30 a.m-11:45 a.m

Session II A ..... Exercise Science  
*Hamrick 116*

Session II B ..... Sociology and Social Science  
*Hamrick 117*

Session II C ..... Education  
*Hamrick 119*

Session II D..... Business (Undergraduate)  
*Hamrick 120*

Session II E ..... History  
*Lindsay 103*

Session II F ..... Music  
*Blanton Auditorium*

12:00 p.m.-1:20 p.m. ....Lunch  
*Ritch Banquet Hall*

Containing Ebola: An International Approach to Combatting an  
Infectious Disease Across Borders  
The Alpha Chi Collaborative Project Team: Taylor Schwartz,  
Nathan Lile, Brooke Rampy, AJ Horner, Connor Bos

*Musical Performance by the Gardner-Webb Trumpet Ensemble*

1:30 p.m.-2:45 p.m.

- Session III A.....Natural Science  
*Lindsay 104*
- Session III B..... Athletic Training  
*Hamrick 116*
- Session III C..... History  
*Hamrick 117*
- Session III D ..... Language Studies  
*Hamrick 119*
- Session III E ..... Religious Studies  
*Hamrick 120*
- Session III F ..... Business and Marketing  
*Lindsay 103*

3:00 p.m. ....Cake and Fabulous Prizes  
*Ritch Banquet Hall*

# Life-of-the-Scholar Multidisciplinary Conference

## March 19, 2016

### SESSION I 9:00 a.m.-10:15 a.m.

**I A Psychology ..... Hamrick 116**

**Chair: Chasity McCraw**

**Matt Autrey**

The Impact of Death in Videogames: An Exploration of *League of Legends*

Mentor: Dr. June Hobbs

**Merideth Byl**

Self-Efficacy of Sports and Romantic Relationships as Measured by Salivary Cortisol

Mentor: Dr. Iva Naydenova

**Juliette Ratchford**

Religiosity and Relationships: A Search for the Sacred with a Significant Other

Mentor: Dr. James Morgan

**Taylor Schwartz**

The Differences in Brain Activation between Social, Performance, and Pain-Related Anxiety

Mentor: Dr. Brooke Thompson

**I B Social Issues and Ethics ..... Lindsay 103**

**Chair: AJ Horner**

**Emily Christine DeVries**

Socially Conscious Coffee: An Examination of Fair Trade Programs in the Coffee Industry of Central America

Mentor: Dr. Ben Coates

**Rebekah Rhea**

Does This Wheelchair Make Me Look Dead? A Discussion of Disability and Mortality

Mentor: Dr. June Hobbs

**Madison Amelia Swift**

Female Reproductive Health Challenges in Africa and the Middle East (poster)

Mentor: Dr. Elizabeth Amato

**I C Religious Studies..... Hamrick 119**

**Chair: Mariah Case**

**Jeremiah Hamby**

A Greek Exegesis of I Corinthians 13

Mentor: Dr. Scott Shauf

**Josiah C. Parke**

Violence and Corporate Personality: Addressing Instances of Violence in Light of the God of the Old Testament

Mentor: Dr. Paula Qualls

**Hannah Joy Wilson**

Infertility, Depression, and Treatment: The Story of Hannah (1 Samuel 1-2)

Mentor: Dr. Paula Qualls

**I D Literature and Creative Writing..... Hamrick 120**

**Chair: Seth Perry**

**Jen Guberman**

The Process, Progress, and Plot of *Eos*

Mentor: Mrs. Rebekah Hutton

**Katie Hudson**

“Stealing Past Society’s Dragons”: Positive Portrayals of Death and Afterlife for Children in C.S. Lewis’ Fantasy Literature

Mentor: Dr. Janet Land

**Daniel Napier**

Using Symbol Theory to Transcend Boundaries in Immigrant Fiction

Mentors: Dr. Cheryl Duffus and Dr. Joe Webb

**I E Athletic Training ..... Hamrick 117**

**Chair: Sarah Lynch**

**Matt Bogart**

Uncontrollable Muscle Spasms in a Collegiate Swimming Athlete:  
A Clinical Case Study

Mentor: Dr. Heather Hudson

**Victor Griffin**

Vasovagal Syncope in a Male Division I Soccer Athlete

Mentor: Dr. Heather Hudson

**Alanna R. Costigan**

Concussions within a Division I Female Soccer Athlete: A Clinical  
Case Study

Mentor: Dr. Heather Hudson

**I F Health Sciences and Nursing..... Lindsay 104**

**Chair: Kevin Mills**

**Victoria Ashlyn James**

The Effects of Caffeine on Parkinson's Disease

Mentor: Prof. Stacie Smith

**Rachel Sedota**

Vasodilation Therapy on Mortality Rates of Patients with  
Congestive Heart Failure

Mentor: Dr. Tracy Arnold

**Starr Tate**

Fighting Fate: Hospital Heroism v. Menacing Mortality

Mentor: Dr. June Hobbs

**SESSION II 10:30 a.m.-11:45 a.m.**

**II A Exercise Science ..... Hamrick 116**

**Chair: Emily DeVries**

**Mary Toohey**

Post-Recovery Emotional and Behavioral Consequences of  
Concussions in Division I Soccer Players

Mentor: Dr. Jeffrey Hartman



**Lauren Dunn**

A Comparison of Energy Expenditure Estimations of the Apple Watch and Fitbit Charge HR

Mentor: Dr. Jeffrey Hartman

**II B Sociology and Social Science ..... Hamrick 117**

**Chair: Taylor Schwartz**

**Alexis Gardenhire**

The Comedy of Pain

Mentor: Dr. Dianne Sykes

**Natalie Green**

Happiness in the United States and Honduras: A Look at Durkheim's Concept of Anomie

Mentor: Dr. Dianne Sykes

**AJ Horner**

The Power of Consensus: The Eisenhower Doctrine and How It Attempted to Unite Congress and the Presidency

Mentor: Dr. Elizabeth Amato

**II C Education..... Hamrick 119**

**Chair: Moriah Oswald**

**Shaquavia Chiles, Leslea Everett, Amber Townsend,  
Jessica Shortt, Courtney Tucker**

Literacy and Technology Integration in the 21st-Century Classroom (panel discussion)

Mentor: Dr. Anita Sanders

**II D Business (Undergraduate) ..... Hamrick 120**

**Chair: Josiah Parke**

**Connor Bos**

Pepsi or Coke: Which One Makes Your GPA a Joke?

Mentor: Dr. Felice Policastro

**Kevin Mills**

Creating an Alternative Meal Plan Using Cost Accounting Principles at Gardner-Webb University

Mentor: Dr. Steven G. Johnson

## **II E History ..... Lindsay 103**

### **Chair: Katie Hudson**

#### **Chris Beguhl**

“Politer Ladies”: Cherokee Women’s Perspectives on Sex with European Men during American Colonization

Mentor: Dr. Joseph Moore

#### **Lindsay Frazier**

The Use of Magazines as Propaganda Aimed at Middle-Class Women during the Second World War

Mentor: Dr. David Yelton

#### **Kayla McNeilly** (Graduate student)

Bede: A Multidisciplinary Scholar

Mentor: Dr. Steve Harmon

#### **Sarah Lynch**

Exhibiting the Material Culture of a Small Town: The Challenge of “Best Practices” and Reality (poster)

Mentor: Dr. Joseph Moore

## **II F Music ..... Blanton Auditorium**

### **Chair: Mariana Mellado**

#### **Christian Taylor Jessup**

The “Falling for Her” Suite—A Musical Composition and Analysis

Mentor: Dr. Bruce Moser

#### **Seth Perry**

Percussion Discussion

Mentor: Dr. Mark Cole

#### **Adam C. White**

Concerto for Trumpet and Strings in E flat Major by Johann Baptist Georg Neruda

I: Allegro

II: Largo

III: Vivace

Mentor: Professor Tim Hudson

## SESSION III 1:30 p.m.-2:45 p.m.

III A Natural Science ..... Lindsay 104

Chair: Starr Tate

**Michelle Evans**

Religion and Medicine: An Argument as to Why Medical  
Advances Should Not Be Against Religious Ethics

Mentor: Dr. Don Olive

**Wendy A. Harmon**

The Effects of Severe Drought on Dispersion Patterns of Local  
Salamander Populations in Streams near Boiling Springs, North  
Carolina

Mentor: Dr. Joseph Oyugi

**Nikole Roland**

Analysis of Para-aminobenzoic Acid

Mentor: Dr. Benjamin Brooks

III B Athletic Training ..... Hamrick 116

Chair: Matt Autrey

**Taylor Thompson**

Vasovagal Syncope in a Female Collegiate Soccer Athlete

Mentor: Dr. Heather Hudson

**Karsen Elizabeth Moody**

Conservative versus Surgical Treatment for Patients Suffering  
from Ulnar Collateral Ligament Tears of the Elbow

Mentor: Dr. Heather Hudson

**Susan Ward**

The Effects of Thermotherapy in the Breathing Quality of  
Asthmatic Collegiate Swimmers

Mentor: Dr. Heather Hudson

III C History ..... Hamrick 117

Chair: Hannah Wilson

**Elisabeth Moore**

The Contingency of *Appalachia on Our Mind*: An Exploration of the  
Self-Perception of Bourgeois Mountain Print Culture, 1870-1890

Mentor Dr. Joseph Moore

**Samuel M. Vining**

Comparing the Views of Adolf Hitler and Martin Luther on Jews  
Mentor: Dr. David K. Yelton

**Rachael Zimmerman**

Evangelizing Southern Africa: How Missionary Assumptions  
Evolved and Impacted Native Culture  
Mentor: Dr. David K. Yelton

**III D Language Studies..... Hamrick 119**

**Chair: Taylor Schwartz**

**Nathan Wangerin Lile**

Artificial Neural Networks for Parts-of-Speech Tagging  
Mentor: Dr. Mirek Mystkowski

**Mariana Mellado**

*Running to the Towers*: Examining the Oral Histories of 9/11 First  
Responders  
Mentor: Dr. Cheryl Duffus

**Karen Taylor** (Graduate Student)

A Look at How a Developmental English Class Studied the  
Television Show *Empire* through the Lens of Hip Hop Studies  
Mentor: Dr. Jennifer Buckner

**III E Religious Studies..... Hamrick 120**

**Chair: Natalie Green**

**Mariah Case**

The Sacred Way: A Reflection of Orthodoxy  
Mentor: Dr. Nancy Bottoms

**Rebecca Craig**

The Voice of the Victim: A Feminist Theological Reading of 2  
Samuel 13: 1-22 with Ties to Human Trafficking in the United  
States  
Mentor: Dr. Paul Qualls

**Zachary Emory** (Graduate Student)

The Use of Entheogens as a Spiritual Discipline  
Mentor: Dr. Kent Blevins

**Cedric D. Starr** (Graduate Student)

The Return of the Prophetic Ministry of the Western Church  
within the Context of Liberation Theology and the Prophets

Mentor: Dr. Paula Qualls

### III F Business and Marketing ..... Lindsay 103

**Chair: Michelle Evans**

**Jenny Bardoczi** (Graduate Student)

Effectiveness of Marketing Events via Email and Other Marketing  
Techniques: An Empirical Analysis

Mentor: Dr. Donald W. Caudill

**Craig Harper** (Graduate Student)

Glucophage Adherence, Marketing Logistics, and Distribution:  
From Manufacturing to Consumers

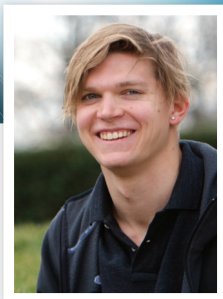
Mentor: Dr. Donald W. Caudill



## SPOTLIGHT ON ELISABETH MOORE

### *Summer Undergraduate Research Scholar*

When I began research on my thesis last spring, I was an entirely different person. I was insecure in my research abilities, had little knowledge of my subject matter and struggled to analyze historical arguments in a meaningful way. I knew I wanted to pursue graduate study but only had a tiny inkling of how to get there. I reached out to Dr. Joseph Moore for assistance, and he willingly assisted me with the methodology and the “how to” of historical inquiry. My thesis focused on the creation of a regional self-conception by middle-class mountaineers in the latter part of the nineteenth century. The existing literature on the history of Appalachia in the nineteenth century seeks either to understand the evolution of the construction of the mountaineer stereotype by Northern Local Color Writers or the reality of life in Appalachia during the period. It does not seek to understand how mountaineers conceived of themselves. My study helps fill that gap by analyzing the idea of Appalachia in the minds of middle-class mountaineers. Dr. Moore also encouraged me to apply for the Summer Undergraduate Research Fellowship, which allowed me to stay on campus and spend my days in front of a microfilm machine combing through newspapers and my nights consuming the secondary literature. I began to wrap my head around what it means to make an original contribution to my field, something very few undergraduates ever get the opportunity to consider. Dr. Moore, Dr. David Yelton and Dr. Tim Vanderburg all provided invaluable assistance by pushing me to ask questions I never thought to ask and to write better than I ever thought I could. My thesis assisted me in getting into graduate school and will pave the way for my dissertation research. Once I completed my thesis, I presented it at the National Collegiate Honors Council Conference in Chicago, Illinois, this fall, where it earned first prize in the Social Sciences category. As a result of my scholarship, I have been accepted for graduate study at the University of Kentucky, NC-State University and West Virginia University, all with full funding.



## SPOTLIGHT ON NATHAN WANGERIN LILE

*Summer Undergraduate Research Scholar*

When I first heard about the Summer Undergraduate Research Scholarship, I was halfway through Artificial Intelligence with Dr. Mirek Mystkowski. The whole semester I had been wishing I had extra time to devote to implementing one of the AI algorithms we were learning about. When I mentioned the possibility of summer research to Dr. Mystkowski, he was more than willing to help me research and design a proposal. Thanks to Dr. Mystkowski's help and the Summer Scholars program, I was able to spend several weeks over the summer designing an artificial neural network and then training it to recognize parts-of-speech tags. Without the help of a great program and an even better mentor, I would never have been able to successfully devote enough time to make this project a success.



## SPOTLIGHT ON TAYLOR SCHWARTZ

### *Summer Undergraduate Research Scholar*

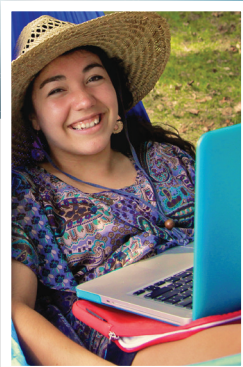
I had the privilege of receiving the Summer Undergraduate Research Scholarship this past summer at GWU. As my journey within the undergraduate psychology program at Gardner-Webb progressed, I became aware of my passion for research and the study of the brain.

Thanks to Dr. Brooke Thompson's experimental psychology class, she and I were able to develop a great relationship that turned into an idea that we could take the hypothesis from her dissertation and attempt to support it with cognitive neuro-feedback research.

We were seeking to uncover the difference in brain activation between different types of anxiety, specifically: performance, social, and pain-related anxieties. Through the summer research scholarship, I was able to spend five concentrated weeks testing participants and analyzing biofeedback results. It was an incredible opportunity to do primary research and develop my skills as an academic. This experience provided me with tools to design, run, and write about my own attempt to understand the brain. This alone is a great contribution to my graduate school applications and enabled me to stand out from others in my field.

Dr. Thompson was incredible to work with, as she supported me, worked alongside me, and mentored me through the entire process. To anyone seeking a research opportunity, I would highly recommend applying for this scholarship. It's possible to get a liberal arts education and research experience if one is active in pursuing it.





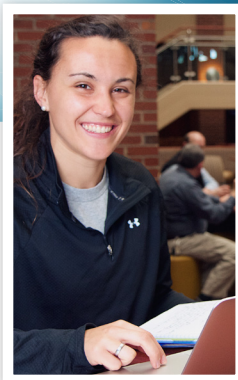
## **SPOTLIGHT ON MARIANA MELLADO**

***Undergraduate Research Grant Winner***

When I went to my mentor, Dr. Cheryl Duffus and told her about my crazy idea to do research at the Library of Congress in Washington D.C., and Columbia University in New York City, she encouraged me to pursue my goals for the project.

Thanks to Dr. Duffus' guidance, I learned about Undergraduate Research funding. I applied for the program and was fortunate to obtain funds to help pay for my scholarly trip in December.

Undergraduate Research and my mentor provided the support I needed to take on the challenge of collecting data from oral histories found at both archives. This has given me the momentum to explore the different patterns found in 9/11 first responders' oral histories as part of my thesis research and writing process.



## SPOTLIGHT ON MERIDETH BYL

### *Undergraduate Research Grant Winner*

When I was choosing the topic for my honors thesis, Dr. Iva Naydenova, my mentor, said I could do whatever I wanted! With that freedom, I decided to compare the self-efficacy of sports and romantic relationships in female athletes on our campus. While that experiment on its own would have been cool, it was missing a component that would take it to the next level. I wanted to use salivary cortisol as a mean of measuring stress in the participants and if it were not for the financial support of Undergraduate Research, my experiment would not have been possible in its entirety.

Without the guidance and encouragement of Dr. Naydenova and the sponsorship of Undergraduate Research, my honors thesis experiment would not have been a success. They both allowed me not only to explore what I am passionate about but also the opportunity to discover information that no other researchers have found before.



## The Caudill Prizes

The Alfred and Shirley Wampler Caudill Life-of-the-Scholar Multidisciplinary Conference Best Paper and Best Presentation Awards are funded from an endowment at Gardner-Webb University created in 2008 by their son, Dr. Donald W. Caudill, Professor of

Marketing. In addition to the LOTS-MC awards, which recognize outstanding undergraduate research in any field, the endowment also provides awards for service learning and exemplary academic achievement in marketing. While neither of Dr. Caudill's parents had more than an eighth-grade education, both held higher education in great esteem and made tremendous personal and financial sacrifices so that Dr. Caudill could achieve a bachelor's degree (the first in many generations of his family), two master's degrees, and a Ph.D. degree. It is only through his parents' sacrifices that Dr. Caudill has been able to publish nearly one hundred research articles in journals and professional publications, present at over fifty conferences, receive both the Godbold School of Business (2010) and the University (2011) Research Awards, and serve as the editor of the *Journal of Ethics & Entrepreneurship*. Being blessed with successful businesses and a meaningful professional career, Dr. Caudill has been able to fund endowments at various colleges and universities in memory of his father and in honor of his mother. These endowments are his way of expressing appreciation for the gift of education made possible by Alfred and Shirley Wampler Caudill.



ALFRED & SHIRLEY WAMPLER  
**CAUDILL**  
ENDOWED FUND

at

**GARDNER-WEBB**  
UNIVERSITY

# History of Life of the Scholar

On November 18, 1995, Dr. Les Brown, Professor of Biology, sent a memo to the Administrative Advisory Committee that began with these words:

The Writing Across the Curriculum Retreat at Wildacres has been a wonderful venture into faculty development in writing. Parallel to the development of techniques for incorporating writing into the educational process, other issues emerge. The whole Wildacres experience is somewhat like a “think tank” for reaching out to our students, for improving student scholarship.

I wish to articulate an idea that came to me while listening to the reports at our wrap-up session. Comments were made about the many ways students grow in their academic disciplines, in their thought processes, and in self expression. Questions were raised regarding methods of involving students in their learning processes.

A week or so before the retreat I had been talking to one of my classes about how wonderful it would be if we could see groups of students sitting under the trees, at the lunch table, in the dorm rooms, or elsewhere discussing a major work of literature, a scientific concept, a theological or philosophical idea. Would it not be great if we could get the students to collectively explore themes or ideas in depth beyond the formal classroom? And, would it not be great if they did it because they intensely wanted to be involved, to think, to argue, to explore, to analyze, and to respond in an atmosphere of open, frank campus-wide acceptance?

The following proposal was favorably received by the group. There was enthusiasm for pressing for its implementation.

I propose that we name next year “The Year of the Scholar,” that we press for exactly what I envisioned. The whole university community would be involved in building an ethos of scholarly pursuit.

Following this introduction was a list of objectives and proposed activities for the year. Eventually, the objectives for the Year of the Scholar were stated thus:

1. To foster learning for its own sake
2. To be a catalyst for life-long learning
3. To promote scholarly activity
4. To bring recognition for scholarly activity
5. To unify the university experience
6. To stimulate educated inquiry and discussion
7. To break down barriers of provincialism
8. To expose one’s precepts to rigorous examination in a non-threatening environment.

The GWU faculty greeted Dr. Brown’s proposal with great enthusiasm. During the Year of the Scholar (1996-1997), faculty members organized a 100 Books reading group and a film festival, made initial plans for a journal that became *The Gardner-Webb Review*, expressed an interest in starting a Coffee House to stimulate scholarly conversation, sponsored “Dining with a Professor,” paired with Dimensions to bring scholarly speakers to campus, and held the first Scholarship Showcase on September 26, 1996. The showcase, run by Professor Tom English, was mostly a poster session in Ritch Banquet Hall. Both students and professors participated. As Dr. Brown wrote in his Year of the Scholar newsletter (*YOTS Sailing*), the purpose of the showcase was to help the University community “realize and appreciate the depth and diversity of scholarly activity that is going on on campus.” This first scholarly colloquium grew into the Life-of-the-Scholar Multidisciplinary Conference.

When the Year of the Scholar ended, the committee that had promoted its ends sponsored a contest to rename the initiative as it grew into an established campus program. The name “Life of the Scholar” was proposed independently by Dr. Gayle Price and Dr. June Hobbs. The name has stuck. Today, Life of the Scholar continues Dr. Brown’s vision with larger programs such as the Southern Appalachian Culture Conference and the Joyce Compton Brown Lecture Series, named in honor of Professor of English, Dr. Joyce Compton Brown. One beauty of LOTS is that it is still a labor of love for the LOTS Advisory Board and others who promote scholarship that escapes the boundaries of the classroom to become a lifestyle.

# Undergraduate Research at Gardner-Webb University

## Mission Statement

In accordance with the University's mission to "[provide] outstanding undergraduate. . . education that is strongly grounded in the liberal arts," the Undergraduate Research Program's mission is to involve students and professors in scholarly projects that come to fruition outside the boundaries of the classroom.

### To meet these goals, the Undergraduate Research program:

1. Funds student research in all disciplines. Students who have received UR funds have, for example,
  - developed techniques for retrieving algae to use in the extraction of biodiesel fuel;
  - written a symphonic version of *Beowulf*, which debuted at GWU conducted by the student composer;
  - participated in the Modern Arab League, in which students simulate interaction between Arab countries;
  - studied the difference between actual and real fitness levels of students in a controlled experiment.
2. Pairs students with professors who serve as mentors/collaborators. One of these collaborations led to the publication of an article co-authored by Jesse Roberts and Dr. Jim Morgan called "Helping Bereaved Children and Adolescents: Strategies and Implications for Counselors." The article was published in the *Journal of Mental Health Counseling*. Roberts is now a professional counselor.
3. Helps fund student trips to national conferences such as the national Alpha Chi honor society conference, the Southeast Psychological Association conference, and the North Carolina Academy of Science conference.
4. In conjunction with Life of the Scholar, hosts an on-campus multidisciplinary scholarly conference for undergraduates each spring. This conference is modeled on professional scholarly conferences that professors attend.
5. Began the Summer Undergraduate Research Scholars program in the summer of 2012. This program pays tuition, room, and board and provides mentors for students who spend five weeks on campus focusing on undergraduate research projects.
6. Encourages students to combine community research with service learning activities.





*Upon request, this publication can be made available in an alternate format. Please make a request by calling 704-406-4412 or emailing [jhobbs@gardner-webb.edu](mailto:jhobbs@gardner-webb.edu).*