

2016

Using Digital Commons as a Bridge to the Campus Scholarly Community

Holly Mabry
Gardner-Webb University

Pam Dennis
Gardner-Webb University

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“USING DIGITAL COMMONS AS A BRIDGE TO THE CAMPUS SCHOLARLY COMMUNITY”

Transforming Libraries through Technology
Spartanburg, SC – May 5, 2016

Holly Mabry and Pam Dennis
Gardner-Webb University
Boiling Springs, NC



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Abandoning the Shadows and Seizing the Stage: A Perspective on a Feminine Discourse of Resistance Theatre as Informed by the Work of Susanna Centlivre, Eliza Haywood, Frances Sheridan, Hannah Cowley, and the Sistren Theatre Collective

[Brianna A. Bleymaier, Gardner-Webb University](#)

Date of Award
2015

Document Type
Thesis

First Advisor
Janet Land

Second Advisor
Shea Stuart

Abstract

This thesis considers the development of a unique form of theatre - feminine resistance theatre. Through the process, this work will consider the true nature and power of theatre as an artform, the placement of the problematized female voice within society, literature, and theatre, and how the theatrical form can create a unique catalyst for the female voice to be considered and implemented. In order to fully comprehend the nature of this exploration, this thesis discusses the placement and relevancy of the foundation eighteenth century theatre provides, by examining four of the women who fought for the validity of the female playwright as a relevant public figure-Susanna Centlivre, Eliza Haywood, Frances Sheridan, and Hannah Cowley. Following biographical overviews and textual analysis of the work of these authors, the study explores the importance of resistance in art, the relationship between gender and genre in these texts, and what it would mean to have a specifically feminine discourse in theatre. The study then looks to a modern example of another group of "other" voices, the Jamaican women of Sistren and their contribution to the feminine theatrical canon. The voices presented in this study all speak from points of location that are as varied and diverse as the women themselves, which points to the development of the unique nature of feminine resistance theatre.

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Current Issue: Volume 1, Issue 1 (2015)

Articles



Letter from the Editor
Steven Bingham



Keys to Reducing Summer Regression: The Reader, Routine, and Relationship
Morgan V. Blanton



Does mClass Reading 3D Predict Student Reading Proficiency on High-Stakes Assessments?
Amy S. Bowles



Program Evaluation of Alternative Schools in North Carolina: A Companion Dissertation
Michael O. Jones



Teacher Morale, Student Engagement, and Student Achievement Growth in Reading: A Correlational Study
Jenny T. Sabin

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The learning cycle featured in the modules in this resource is based on the STAR Legacy Cycle developed by the IRIS Center (2013); <http://iris.peabody.vanderbilt.edu/> and based on the work of Dr. John Bransford and colleagues (National Research Council, 2000).

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Facilitating Equitable Classrooms

Sara Arndt and April Guenzler

Public education serves all students and works to close the achievement gap currently present in our society. This [module](#) aims to help assist educational stakeholders best support all students through differentiation and best practices. Most of the suggestions and strategies can work in any classroom environment. At the core of this module, however, one must understand that respect is essential between all stakeholders especially teachers and students to have an effective classroom community.

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DigitalINC on Twitter



Top choices this morning at our biscuit tasting: @nealsdeli and Sunrise Biscuit kitchen. It's a hard life.



6h



Alma Mater
At the foot of the mountains
Is our College; proud she stands,
Serving all who want her service,
Blessing all with outstretched hands.

Alma Mater, Alma Mater,
We sing our love to thee;
We pledge our hearts in deep devotion
Our love, our faith, eternally.

In our hearts we enthroned thee
Pay thee homage far and wide,
Offer sacrificial service
To thee, our hope, our joy, our pride.

Alma Mater, Alma Mater,
We sing our love to thee;
We pledge our hearts in deep devotion
Our love, our faith, eternally.

The 1953 ANCHOR

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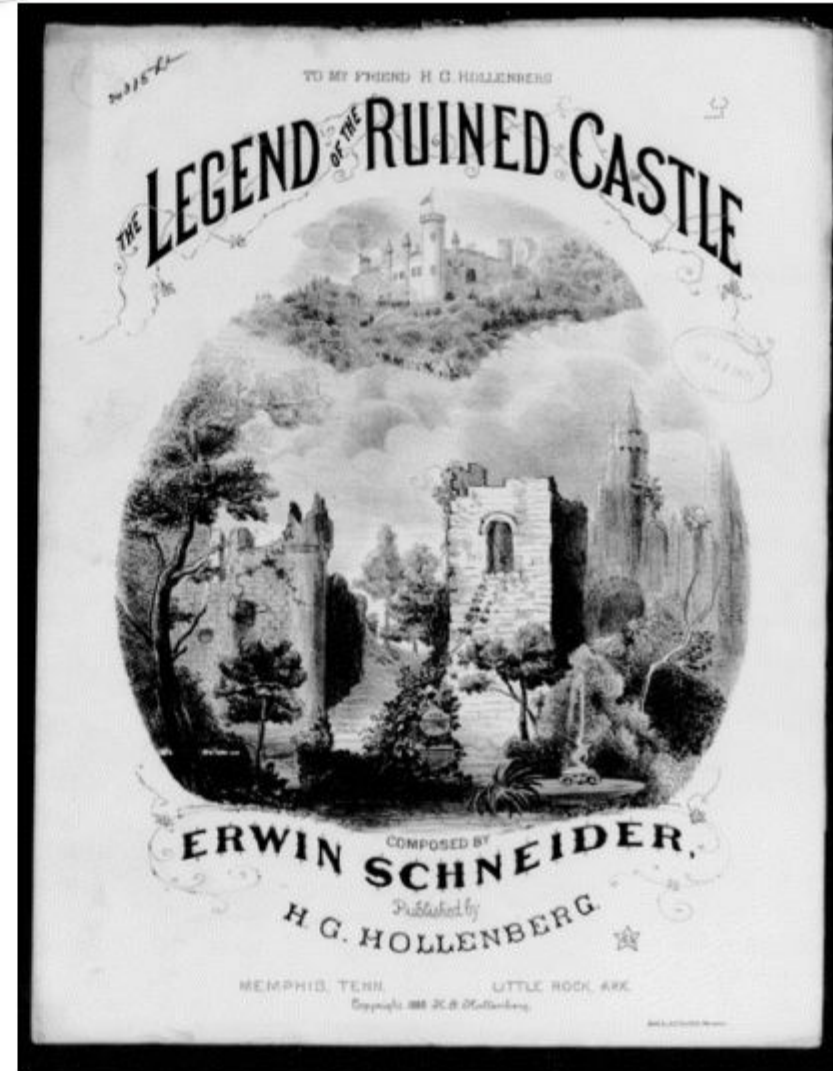
University of Virginia Summer Session Bulletin (1916)

- WELDON THOMAS MYERS.....English
(Professor of English, Converse College Spartanburg, S. C.).
B. A., Bridgewater College; M. A., Ph. D., University of Virginia; Professor of Ancient Languages, Bridgewater College, 1901-1905; Instructor in Latin, University of Virginia, 1906-1909; Instructor in English Literature, University of Virginia, 1909-1911.
- GEORGIA O'KEEFEDrawing
(Instructor in Drawing, Columbia College, S. C.).
Supervisor, Drawing, Amarillo, Texas; Student Teachers College, N. Y.; Graduate Chatham Institute; Student Chicago Art Institute; Student New York Art League.
- JAMES MORRIS PAGE.....Mathematics
(Dean of the University of Virginia).
M. A., Randolph-Macon College; Ph. D., University of Leipzig; Fellow in Mathematics, Johns Hopkins University; Professor of Mathematics, University of Virginia.
- THOMAS WALKER PAGE.....History and Civil Government
(Professor of Economics, University of Virginia).
M. A., Randolph-Macon College; Ph. D., University of Leipzig; Student London, Berlin; Lecturer in Chicago University; Professor, University of California; Professor, University of Texas; Member Tariff Board; Member State Tax Commission.
- JOHN SHELTON PATTON.....Library Methods
(Librarian of the University of Virginia).
Former Secretary of the Faculty, University of Virginia; Author of "Jefferson, Cabell and the University of Virginia;" Joint Editor of "The Book of the Poe Centenary," and of "Jefferson's University."
- ELIZABETH TRIPPE PICKETT.....Physical Education
(Primary Teacher, Public Schools, Norfolk, Virginia).
Student, Norfolk College; Graduate and Post-Graduate Student, Kindergarten Training School, New York; Instructor, Childrens' School Farm, Jamestown Exposition; Director, Ghent Kindergarten, Norfolk.
- L. L. PRATT.....Chemistry
(Instructor in Organic Chemistry, University of Virginia).
A. B., Bowdoin College; Ph. D., Johns Hopkins University.
- LINDSAY ROGERS.....International Law and Politics
(Adjunct Professor of Political Science, University of Virginia).
A. B., Johns Hopkins University; University Fellow in Political Science, and Ph. D., Johns Hopkins University; LL. B., University of Maryland; Member of the Maryland Bar; Editor-in-Chief, the University of Virginia Alumni Bulletin; Author, "The Postal Power of Congress;" "The Webb-Kenyon Act," etc., and contributor to various American and foreign journals on questions of constitutional law and domestic and international politics.
- RENA ROSSMANNDomestic Economy
(Supervisor Domestic Art Department, Miller Manual Labor School, Virginia).
Graduate Western High School, Baltimore; School of Household Economics, Chicago; Special Teacher Pratt Institute, New York.
- HERR ERWIN SCHNEIDER.....Piano and Violin
Graduate of the Royal Music School at Montabau, Province of Hessen Nassau, Germany; Pupil of Capellmeister Jane at Wiesbaden and Joseph Schneider, Bandmaster of the Duke of Nassau; Musical Director, Nashville College for Young Ladies, Nashville, Tenn.; Southwestern Baptist University, Jackson, Tenn.; Virginia College, Roanoke, Va.; and Lewisburg Seminary and Conservatory of Music; Lewisburg, W. Va.

Dr. Tom Schneider



Erwin Schneider
1843-1922



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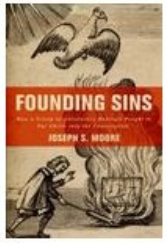
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[PDF](#) [Design With Diversity in Mind: Online Information Literacy Instruction for Nontraditional Students](#), Holly Mabry and Natalie Bishop



Founding Sins: How a group of antislavery radicals fought to put Christ into the Constitution

Joseph S. Moore, Gardner-Webb University

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Despite being one of North America's smallest religious sects, the Covenanters found their way into every major revolt. They were God's rebels—just as likely to be Patriots against Britain as they were to be Whiskey Rebels against the federal government. As the nation's earliest and most avowed abolitionists, they had a significant influence on the fight for emancipation. In *Founding Sins*, Joseph S. Moore examines this forgotten history, and explores how Covenanters profoundly shaped American's understandings of the separation of church and state.

ISBN

978-0190269241

Publication Date

10-13-2015

Publisher

Oxford University Press

City

Cary

Keywords

Covenanters, christian nation, Presbyterian, religious sect, abolitionist, church and state

Disciplines

Christian Denominations and Sects | History of Religion | United States History

Recommended Citation

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Founding sins : how a group of antislavery radicals fought to put Christ into the constitution

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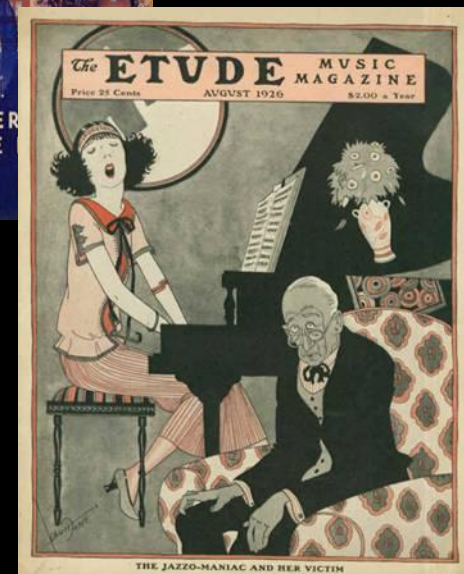
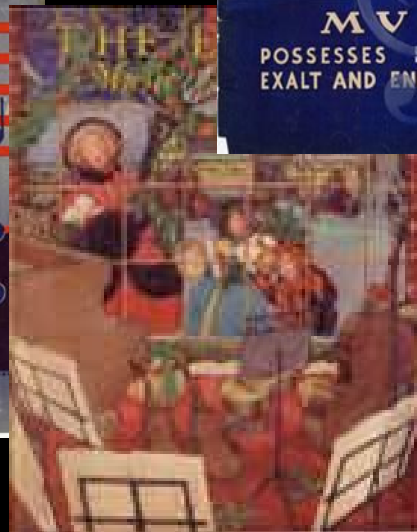
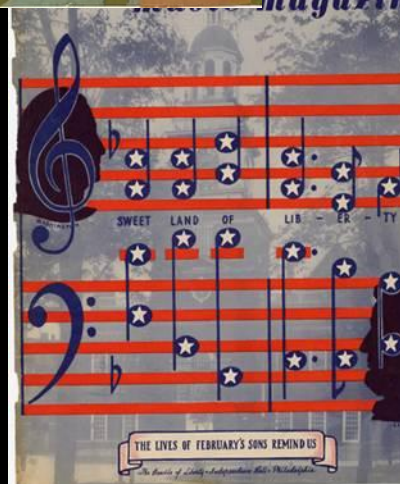
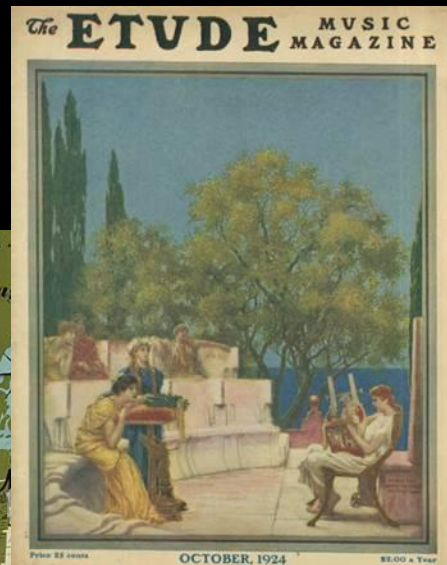
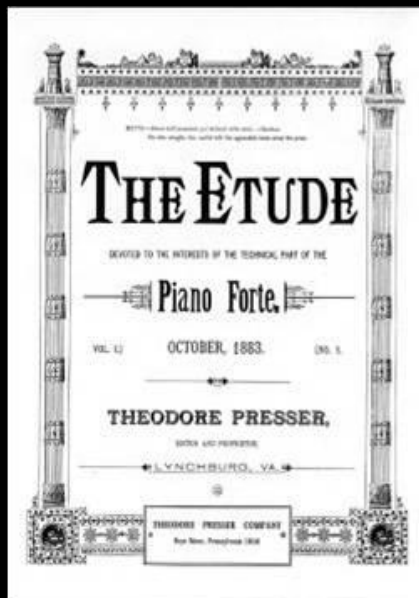
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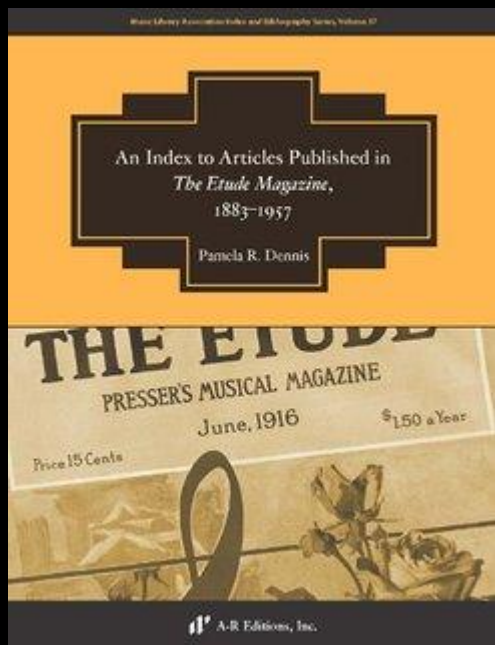
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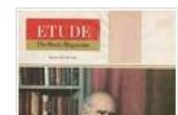
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Introduction and Acknowledgements

Pamela Dennis



Volume 75 (1957)

Guy McCoy



Etude, August 1945, p. 426

Schedule



2016

Saturday, March 19th

9:00 AM

[Artificial Neural Networks for Parts-of-Speech Tagging](#)

Nathan Wangerin Lile, *Gardner-Webb University*
Tucker Student Center
9:00 AM

[Creating an Alternative Meal Plan Using Cost Accounting Principles at Gardner-Webb University](#)

Kevin Mills, *Gardner-Webb University*
Tucker Student Center
9:00 AM

[Does This Wheelchair Make Me Look Dead? A Discussion of Disability and Mortality](#)

Rebekah Rhea, *Gardner-Webb University*
Tucker Student Center
9:00 AM - 12:00 AM

[Evangelizing Southern Africa: How Missionary Assumptions Evolved and Impacted Native Culture](#)

Rachael Zimmerman, *Gardner-Webb University*
Tucker Student Center
9:00 AM

[Female Reproductive Health Challenges in Africa and the Middle East \(poster\)](#)

Madison Swift, *Gardner-Webb University*
Tucker Student Center
9:00 AM

Companion Alpha CHI paper titled: "Female Genital Mutilation: An Argument Against the Controversial Practice."

["Politer Ladies": Cherokee Women's Perspectives on Sex with European Men during American Colonization](#)

Chris Beguhl, *Gardner-Webb University*
Tucker Student Center
9:00 AM

[Running to the Towers: Examining the Oral Histories of 9/11 First Responders](#)

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- Project completion
- Building collections that can adapt for long-term growth and change
- Understanding open access and copyright



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Build a connection between the university and community

- local churches, museums, and organizations
- more dynamic research publishing platform

Make the collection more self-directing

- students and faculty can submit directly to the repository



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Questions and Sharing

Contact information

Holly Mabry

Digital Services Librarian

hmabry@gardner-webb.edu

704-406-2184

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Pam Dennis

Reference and Instruction Librarian

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