# RONALD E. MCNAIR

## 2009

Summer Research Journal

Volume 14

TRiO
RONALD E. McNAIR
POST-BACCALAUREATE
ACHIEVEMENT PROGRAM

# 2009 Ronald E. McNair Summer Research Journal —Volume 14

The College at
**BROCKPORT**
STATE UNIVERSITY OF NEW YORK

## About TRiO Programs

TRiO refers to six programs funded by the Title IV of the Higher Education Act of 1965. The original TRiO Programs are Upward Bound, Talent Search, and Student Support Services. The name TRiO was retained even though more programs were added. The additional programs are Educational Opportunity Centers, the Ronald E. McNair Post-Baccalaureate Achievement Program, and a training program for TRiO staff. In general, TRiO programs are focused on providing educational opportunities to first-generation college students who come from low-income families and students with disabilities.

## About Ronald E. McNair

Ronald Erwin McNair was born on October 21, 1950, in Lake City, South Carolina. He attended North Carolina Agricultural and Technical State University, where he graduated magna cum laude in 1971 with a Bachelor of Science in physics. He continued his education at the Massachusetts Institute of Technology, earning his Ph.D. in 1976 and went on to become a recognized expert in the field of laser technology with the Hughes Laboratory. In 1978, McNair realized his dream of becoming an astronaut; selected from a pool of ten thousand applicants for the space shuttle program, McNair became the second African

American to fly in space. After his death aboard the space shuttle Challenger in 1986, Congress approved funding for the Ronald E. McNair Post Baccalaureate Achievement Program, which is dedicated to the support and promotion of the high standards of achievement exemplified by McNair. Those who knew McNair characterized him as fearless, determined, and accustomed to applying all available resources to any problem he faced.

## The Ronald E. McNair Post Baccalaureate Achievement Program at The College at Brockport, State University of New York

Designed for first-generation and low income students as well as students from groups underrepresented at the doctoral level, the Ronald E. McNair Post Baccalaureate Achievement Program at SUNY Brockport encourages talented students to pursue a doctoral degree. The program promotes graduate studies by providing participants with seminars and workshops germane to the pursuit of graduate education, a mentored summer research experience, and opportunities to present this research at professional conferences.

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# Introduction and Acknowledgements

## Barbara J. Thompson
Project Director, Ronald E. McNair Post Baccalaureate Achievement Program

## Dear Readers

I am pleased to introduce you to the 14th volume of the *Ronald E. McNair Summer Research Journal*. This journal is a compilation of the work our scholars complete each summer as they learn to conduct research in their chosen field.

Under the guidance of dedicated faculty members, McNair scholars design and implement projects that teach them the fundamentals of creating and using knowledge and provide them with their first taste of the graduate and professional world they are preparing to enter.

The Summer Research Program takes our students beyond the average undergraduate experience, setting them apart from their peers as it elevates their education to a level not usually available to students pursuing a bachelor's degree.

I am sincerely grateful to the 41 faculty members who invest so much of themselves in moving our students forward. The expertise and encouragement they provide is critical to the success of our McNair scholars, not only during their undergraduate years, but most importantly when they enter the competitive world of graduate school. The fact that 221 of our 557 McNair alumni have successfully earned master's degrees, 14 JD's, 4 MD's, and 27 doctoral degrees is a tribute to the quality of the work our mentors expect and elicit from their students. Those involved in nurturing our future professionals in this manner deserve to be highly recommended.

I look forward to seeing our scholars enter the ranks of academia and continue the process of personally investing in future generations, passing on what they have received through the dedication of our mentors, program staff, and campus community.

## Acknowledgements

# Food Aid Is Not the Answer:
# Wake Up, Africa

## Vanessa Babb

Mentor: John K. Marah, EdD
           African and African American Studies

Jeffrey Taylor
Director of Business Career Services

USAID defines food aid as edible commodities donated to needy populations. US government food aid is authorized under the agricultural appropriations bill, not foreign operations[1]. The purpose of the food aid was to rid America of its excess grain, but it was later seen as a way to earn additional funds without decreasing market prices of the nation's farmers. Food aid is also defined as the financial assistance intended to boost the standards of living in less-developed countries[2]. Another interesting origin of food aid is that of the US Food for Peace program, which is said to not really be an act of kindness, but is actually the surplus food purchased by foreign governments so that those governments may do with it as they please[3].

Though these are some of the definitions given, there are questions about the reality; do the definitions actually describe food aid and how it is practiced? This research will show that food aid is not the solution for the Sudanese crisis in Africa as it has been exploited; the results of food aid will leave a mind set of dependency, used as a weapon by both westerners and Africans. It has also affected the cultural and traditional practices of the Sudanese people. There are several questions that have not been addressed concerning food aid, such as: (1) What impact will food aid have on the local economy? (2) What efforts are being made in conjunction with the feeding program to address the underlying causes? (3) What is the root cause of the food crisis? (4) Is there food available within that country or in neighboring countries? In order for me to explain why the food aid is not a solution in Sudan we must first be knowledgeable of Sudan and the issue of food aid before it can be dissected concerning my arguments.

To understand why Africa is referred to as "underdeveloped and unsuccessful" on so many levels, it is imperative to consider modern history, with particular emphasis on the impacts of food aid on African development[4]. It is believed that Africa can do better, but must do so with an effective plan to combat hunger and famine and thereby eliminate the need for food aid and all else that come with dependence on the outside world.

[1] USAID, (2006) *USAID terminology*, *http://www.usaid.gov/our_work/humanitarian_assistance/ffp/crg/annex-.htm*

[2] Cunningham Mary Ann, Vassar College, Cunningham William P, University of Minnesota, Woodworth Barbara Saigo, *St. Cloud State University Environmental Science: A Global Concern*, 7/e, http://highered.mcgraw-hill.com/sites/0070294267/student_view0/glossary_e-l.html

[3] Collins Joseph, Kinney David, and Lappé Frances Moore (1980) *Aid as Obstacle twenty questions about our foreign aid and the hungry.* Institute for food and development policy San Francisco, CA pg 93-122.

[4] Cassen Robert, and associates,(1994) *Does Aid Work 2nd Edition,* Associate Clarendon press oxford

# Attitudes of Nursing Students towards Caring for the Elderly Population

## Roshoyah Bernard

Mentor: Dr. Margie Lovett-Scott EdD, FNP, RN
Nursing

## Background:

The elderly population in the United States is large and growing steadily. Currently, the elderly population is estimated to be around 35 million people (United Stated Census Bureau, 2008). It is estimated that by the year 2030 this number will grow to about 80 million people. The elderly (aged 65 and above) make up a majority of hospitalized patients. Why are nursing students so reluctant to work with them? In fact, Herdman (2000) suggests that gerontology is among the least preferred specialties chosen by nursing students.

The purpose of this study was to examine "Attitudes of Nursing Students towards Working with Elderly," in hopes of identifying and addressing factors which attribute to students decisions about working with this patient population. This study will make recommendations to address negative attitudes and accentuate positive attitudes in order to encourage gerontology as a career choice.

## Methodology:

An extensive review of the literature was conducted during summer 2009. Although a major gap in the literature was discovered on this topic, only articles published within the last nine years were included. A total of 15 articles dating from November 2000 to June 2009 were selected using the search engines Science Direct and EBSCO Host. Many of the articles suggested specializing in the field of gerontology was among the bottom career choice made by nursing students. The literature suggests a number of causes responsible for creating negative attitudes in nursing students. Abbey (2006) suggests that negative attitudes are formed during unpleasant clinical experiences. According to Cozort, (2008) nursing educators have a responsibility to increase knowledge and promote positive attitudes in their students. Nursing research done in other countries including Switzerland, Greece, Spain and Australia suggest that their nursing students had more positive attitudes because of the value their societies place on the elderly population.

Dr. Margie Lovett-Scott, a nursing educator in the Department of Nursing at the College at Brockport, has collected five years of career preference surveys from over 300 former nursing students. This data will be analyzed and interpreted. Recommendations for improving attitudes in nursing students towards working with the elderly will be made based upon the study findings and recommendations by previous researchers.

# Community Involvement in Families of Children Diagnosed with an Autism Spectrum Disorder

Jordynn Bree

Mentor: Tamara Sullivan, MA
Psychology

Parents of children diagnosed with autism have reported higher levels stress than parents of children with other types of developmental disabilities (Estes et al., 2009). These parents also report more stress than parents of non-disabled children (Baker et al., 2002). Parents of children who engage in problem behaviors have greater difficulty going out into the community and participating in daily activities. These challenging behaviors often lead parents to choose isolation over the stress of trying to manage their child's challenging behaviors in social and community situations. As a result, their social networks and family systems are greatly affected (Fox et al., 2002). Further research has found that social and community supports serve as a mediator to family stress (Bristol, 1985; Boyce et al., 1991; Koegel & Koegel, 1995), and distressed patterns of family functioning are often a result of the mother's unmet need for support (Mahoney & O'Sullivan, 1992).

Previous research has shown a clear need for support that goes beyond mandated educational programming for families of children with autism. This study strives to create a model that can be implemented in a variety of community programs and demonstrate that the incorporation of best strategies can offer more inclusive opportunities. Additionally, this study also looks at the layers of the families' lives that cause them to be isolated, how they are being marginalized, and why there is a need for support in community programming. A key element of this research is the development of a respite program. The major focus of this program is to improve the lives of parents by providing supports as an opportunity for them to participate in community activities. While the children participate in the program, their parents are encouraged to use this time to participate in social and community activities, that may not always be conducive to their child's special needs.

Families of children with autism were invited to participate in a Sunday morning respite program hosted at a local church. These families were recruited by advertisement and referrals from school mental health personnel. Recruitment using a snowball sample methodology from a larger mental health study will also be employed. Local college student volunteers were recruited from the psychology, education, and physical education departments. These volunteers completed training on the special needs of children on the autism spectrum, child safety and abuse, and how to use best practices. A special feature of this program is that it is designed to meet the needs of these children by implementing a best strategies approach for working with children with autism. These strategies include small groups, physical structure, visual schedules, sensory play, social skills development, work systems, small student to staff ratio, and gross and fine motor activities.

Through respite that is designed to meet the needs of these children by adapting to their individual needs, quality programming is provided to both parent and child. The program seeks to improve the lives of families through supports that benefit the whole family. The interdisciplinary program is currently in progress. A final model is expected at the end of 2009.

# "A Little Bit Won't Hurt:"
# The Gluten Free Diet, Celiac Disease, and Social Support

## Jessica Callea
### Mentor: Denise Copelton, PhD
### Sociology

Celiac disease (CD) is an autoimmune disease caused by gluten, a protein in wheat, rye, and barley. The immune response destroys small intestinal villi leading to malabsorption of nutrients, and long-term health problems like osteoporosis or intestinal cancer. The only treatment is a gluten free diet, which consists of eliminating obvious sources of gluten like breads and pasta, and hidden gluten in things like malt flavoring and food starch. The goal of this research was to explore the role of social support for dietary adherence.

Many people experience the gluten free diet as a social burden (Ciacci 2006; Ciacci et al. 2003; Hallert et al. 1998; Hallert et al. 2002; Hallert, Sandlund, and Broqvist 2003; Pietzak 2005; Roos, Karner, and Hallert 2006; Sverker et al. 2007; Sverker, Hensing, and Hallert 2005; Zarkadas et al. 2006). Individuals following the diet find social situations involving food to be especially challenging and may avoid these situations to stay adherent (Ciacci et al. 2003; Lefflet et al. 2008; Pietzak 2005; Roos et al. 2006; Sverker et al. 2007; Sverker et al. 2005; Zarkadas et al. 2006). To maintain a strict gluten free diet, it is important that persons with CD are educated about the disease (Cranney et al. 2007; Lee and Newman 2003; Lefflet et al. 2008; Nelson, Mendoza, and McGough 2007; Pietzak 2005; Zarkadas et al. 2006; Zarkadas and Case 2005). However, patients often find information provided by doctors and dietitians to be inadequate (Cranney et al. 2003; Hauser et al. 2007; Lee and Newman 2003; Lefflet et al. 2008; Zarkadas et al. 2006). The newly diagnosed benefit from self-help organizations and support groups, including those on the internet (Cranney et al. 2003; Hauser et al. 2007; Lefflet et al. 2008; Mustalahti et al. 2002; Pietzak 2005; Zarkadas et al. 2006). Persons rated information from these organizations as more helpful than information from doctors (Cranney et al. 2003; Hauser et al. 2003; Lefflet et al. 2008; Zarkadas et al. 2006).

For this research, I conducted a virtual ethnography of an online CD discussion board. The board consisted of 20 topic-specific forums covering issues such as traveling on a gluten free diet and coping with CD. I downloaded all threads from January to July 2004 from the forum pertaining to recovery and treatment, totaling 174 threads. I used grounded theory to analyze these posts, inductively coding threads and gathering reoccurring themes related to social support.

I found that education is important for dietary adherence. According to participants, doctors and dietitians may give misleading or inadequate information, causing a person to lose hope of living a normal life and making it difficult for those just starting the diet. My findings suggest lack of support from people around persons with CD, not the diet itself, makes the diet feel like a burden. Friends may not accommodate the diet, believing it is not serious. People with CD may gain support from online discussion boards, which show the individual that he or she is not alone.

# Early 20th Century Farm Abandonment in the Finger Lakes National Forest

## Dustin Conklin

Mentor: LouAnn Wurst, PhD
Anthropolgy
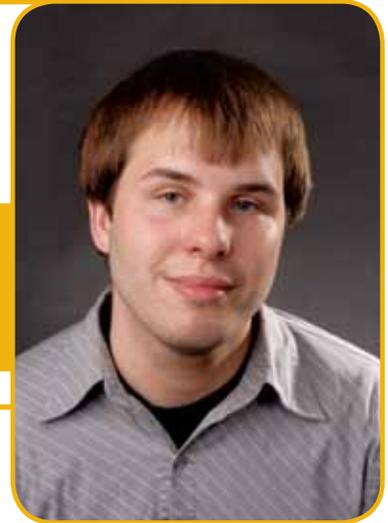
The Finger Lakes National Forest was created when the federal government purchased individual farms located in higher elevations based on the assumption that the farms were on sub-marginal land that was considered to be unsuitable for farming. However, it is not clear that the assumptions made by the federal government were accurate. An analysis of historic records, historic maps, and historic orthographic photos make it possible to test these ideas. The goal of this investigation is to ultimately examine factors such as location, elevation, and soil composition of the farms that eventually became part of the present day Finger Lakes National Forest.

The historic account suggests that the farms located on the Hector Backbone were unable to productively farm their land, due to poor soil conditions or the inability to utilize more advanced farming technologies and that after experiencing an economic boom, settlers began to leave the area after 1850. This also suggests that farmers on the Hector Backbone were not actively engaged in popular consumer culture after 1850, due to strained economic circumstances. This suggests that the industries located in the town of Hector would not be growing.

After 1900 the farms of Hector, New York, became a target of Federal Management Programs. During the Great Depression, the government began to conduct land classification and soil surveys to determine an appropriate course of action. The resulting Land Classification Survey defined the land on the Hector Backbone as submarginal and not suitable for agricultural activity.

However, by utilizing a GIS (Geographic Information System) it may be possible to demonstrate, though the comparison of the land classification survey and more modern soil surveys, that the land was in fact suitable for agricultural production. It may also be possible, through comparison of historical maps, to demonstrate that people were not leaving Hector at the rate suggested, and that many industries and institutions may have been expanding. The archaeological data makes it possible to examine whether or not people were continuously engaged in the consumer culture of the day, and the possibility that the farmers may have been utilizing modern farm machinery.

This may provide insight into factors that may have contributed to the creation of the Finger Lakes National Forest, and ultimately evaluate the legislation and policies involved in the new deal , as it pertains to rural America. The abandonment of the farms in the Finger Lakes National Forest may be based more on changing means of production, and a shift in the dominant ideology, in reference to how a successful farm should operate.

The findings of this project may show that the criteria that the Resettlement Administration cited may not be what the policies where based on. The findings may also show that the farmers on the Hector Backbone were actively engaged in consumer culture, indicating that they were not in dire need of assistance. This may indicate that the legislation and policies enacted by the new deal were based on false premises.

# Do Children of Domestic Violence Become Abusive Adults?

## Sharon Frazier
Mentor: Maureen Murphy, LCSW
Social Work



## Background

Within my educational experience studying in the field of social work and human services, I have had the opportunity to intern at Child Protective Services (CPS). During this internship I have worked with many individuals entering into the system as either being the victims of abuse or the abusers themselves. Reviewing their histories with the CPS system revealed that many of those individuals were exposed to domestic violence as children. I began to hypothesize that those children who have been exposed to domestic violence would display those same negative behaviors once into adulthood.

## Purpose

The goal of this research was to explore previous literature that was conducted on a longitudinal scale to distinguish if children who were exposed to domestic violence would display those same negative behaviors within their own family dynamics once into adulthood. However, during the initial stages of the research, I realized that it was impossible to successfully answer this question due to a number of factors. I found that children are exposed to many forms of violence. (Gosselin, 2005) emphasized that "8.8 million youth have witnessed someone being shot, stabbed, sexually assaulted, physically assaulted, or threatened with a weapon outside the home." There are also many other ways children can be exposed to violence. There is adult on adult violence, adult on child, and child on adult violence. Children can also be exposed to violence through the media, within the community, family, and schools.

This research explored the effects that domestic violence could have on children; it was determined that children who have been exposed to domestic violence suffer an array of issues such as emotional, social, and cognitive problems. Other childhood problems that have been linked to the exposure to domestic violence range from increased aggression, hostility, anxiety, and depression which will more than likely follow throughout their lifespan.

The (Attorney General's Task Force, nd) stated that "A great proportion of those who assault both strangers and loved ones were raised themselves in violent households as this is learned behavior". Learning occurs through a variety of mechanisms, operant conditioning, classical conditioning, and vicarious learning. Although there are numerous ways as to how a child can be exposed to violence, the exposure from domestic violence can be viewed as the most influential source of that child becoming an abusive adult. The (Attorney General's Task Force, nd) stated "To tolerate family violence is to allow the seeds of violence to be sown into the next generation."

## Conclusion

My hypothesis states that children who were exposed to domestic violence would, as adults, become the victim of abuse or the abuser within their own family dynamics. However, a review of the literature found that negative behaviors can be imitated throughout the lifespan into adulthood, but it cannot be the sole basis as to why children who were raised in abusive homes become the abusive adults.

# Silent but Real:
# The Struggle of Racial Identification for Multiracial People in Modern America

## Samuel Hickson

Mentor: Lynne Moulton, PhD
Sociology
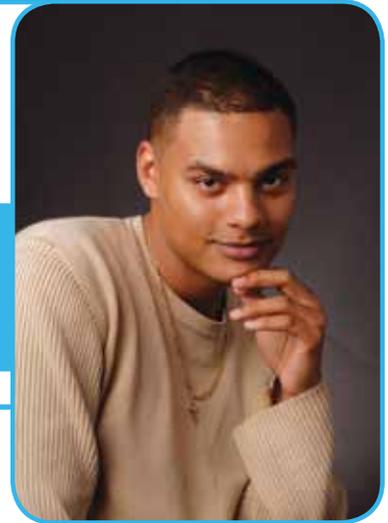
## Background:

In the year 2000, the United States census caused a pandemonium as it was estimated that some 6 million people identify themselves as multiracial. For the first time in U.S. history people were allowed to identify themselves as being of more than one racial category. A recent review of the literature indicates that the development of such an option has been a long and gruesome battle for the country. More importantly, those who identify themselves as being multiracial indicate that the process of forming an identity of multiracialism has been one of great turmoil. This research will actively seek to identify the process of racial construction for multiracial people and the cause and effects of their choice. This research will also examine the role of higher education in the development of racial development. Specifically, this research will examine the diversity requirement mandated by the State University of New York System (SUNY) and its effect on racial development of multiracial students at The College at Brockport, State University of New York.

## Purpose:

Despite what is known about multiracial people, the United States continues to deny the existence of such people. More importantly, the world of academia has increasingly intensified the process by forcing multiracial people to choose one race over the other. The current research focuses on racial development processes in children. However, researchers have proven that race is not prevalent in pre-adolescent behavior because the idea of racial difference is a learned behavior. The purpose of this study, therefore, is to examine the factors that lead to the development and continued sustainability of a racial category of adults with collegiate education and the consequences of their choices in regards to their racial preferences. In addition, this study seeks to investigate the diversity requirement held by The State University of New York System and its effects of racial development for its students.

## Method:

This research will provide a pilot study to the SUNY System and consist of a survey administered to 100 multiracial students at The College at Brockport, State University of New York. The survey will obtain data on the factors that lead to the development of their racial categorization, the effects of the diversity requirement on sustaining that racial choice, and the effects of their racial choice. While the research stands as a pilot study, it is hoped that the findings will help inform understanding of multiracial identity and the need for inclusion of this category in diversity policies at institutions of higher learning on a wider scale.

## Preliminary Findings:

Based on preliminary findings through informal dialogue and literature reviews, multiracial students reveal racial tension in the development of their racial identity, which has an adverse effect on their ability to be socially active and academically successful. In addition, they also experience some psychological discomfort in regards to race and self-image of the student. My survey will further explore and document these patterns.

# Interpretations of Christianity

## William Liktor

Mentor: Gordon Barnes, PhD
Philosophy

This project presents two alternative (and opposing) interpretations of traditional Christian doctrine as proposed by the nineteenth century German philosophers G.W.F. Hegel and Ludwig Feuerbach. The purpose of this project is first to critically assess Hegel's view of God, and second to examine how Feuerbach responds to him.

Hegel is an absolute idealist. To take each term in turn: First, he believes in the absolute which he also seems to regard as synonymous with God. The absolute can be defined as that which is in itself and through itself, or that whose existence is not determined through some other thing. Second, idealism maintains that the only substance which truly exists is the mind or spirit. Matter only exists in relation to a mind perceiving it and not as a distinct substance. Hegel's whole philosophical project is an attempt to show how everything in existence stands in relation to the absolute. His method of proof is the dialectic method.

The purpose of the dialectic process is to explain how all the contradictions and tensions found throughout history are in reality parts of an evolving progressive history. This dialectic method consists of a three-fold process of thesis, antithesis, and synthesis. The goal of this process (and history itself) is a final synthesis in which the Absolute achieves full self-awareness. So for Hegel, God can be defined as immanent, embodied in the universe, is inseparable from the universe, is not reducible to the universe, does not transcend the universe, is the foundation of its embodiments, and is something more than its embodiments. With Hegel's view set down we can now turn our attention to Feuerbach's response to this system.

Feuerbach's goal is to show that God is not an actual deity, but rather is an involuntary projection of the essential attributes of human nature. To accomplish this Feuerbach relies heavily on Hegel to explain how this projection works.

Feuerbach believes consciousness is obtained only in relation to another person. Once this happens, a person will realize that they are both distinct from others, and at the same time, part of the same species. Consciousness also makes essential the predicates of human thought which are reason, will, and feeling. In itself, the consciousness sees a finite or limited nature. But in the species the consciousness sees infinite or limitless nature. The consciousness takes the infinite or limitless essential predicates it sees in the species and projects them outward onto God.

Feuerbach believes that the process of self-knowledge involves objectification, alienation, and reconciliation. Instead of saying, as Hegel did, that the absolute achieves self-knowledge by objectifying itself in the finite world, Feuerbach maintained that the human spirit comes to self-knowledge by objectifying itself in the idea of God. The idea of God is really an alienation of the essential human predicates. Just as Hegel thought that the absolute must reconcile its alienated being, Feuerbach believes that the human spirit must reconcile its alienated image embodied in the idea of God. Once this is accomplished people will realize that what they are really worshipping is human nature.

# Factors That Impact the Learning of Minority and Marginalized Students in Literacy

## Debra Joseph McEwen

Mentor: Allison Wright, MS Ed
Education and Human Development

Literacy is the foundation upon which all learning is built. It is a complex process, consisting of reading, writing, and comprehension. This research project sought to answer the question of how various factors such as teacher's pedagogies, perceptions, assumptions, and expectations of African-American and marginalized white students impact their developmental learning in literacy. Studying previous scholarly research in this area will provide teacher educators at all levels of educational instruction insight on how best to facilitate the learning of such students and prepare them to be academically successful.

The research project was conducted via a literature review. It examined the findings of previously published studies conducted with regards to the pedagogy and methodology employed by teachers when facilitating the learning of minority and marginalized students in the area of literacy. The study focused on how teachers' beliefs correlated with the standardized test scores of the African-American students (grades kindergarten through fifth) within the classroom. As part of the study, teacher participants completed a survey with a 5-point scale ranging from 0 (strongly disagree) to 5 (strongly agree), consisting of six dimensions of statements on beliefs (i.e. knowledge, students' race, ethnicity, and culture; social relations in and beyond the classroom, teaching as a profession, teaching practice, and students' strengths and needs)

This literature review also includes insight into the impact of pre-service teachers' multicultural educational preparation and perceptions upon understanding, facilitating, and supporting the literacy learning of marginalized white students. The research documented the field service experiences of 54 pre-service teachers in rural, urban, and suburban environments in the Midwest. The qualitative data consisted of detailed field notes documenting class discussion and activities, classroom observation school visits, students' reflective course assignment writings including field experience reports and a Cultural Self-Analysis paper, and students' written in-class responses to course materials and published research.

The results of the research conducted suggest there is a strong correlation between successful, positive, and supportive teacher beliefs, pedagogies and the academic success of African-American students on standard achievement tests. Also, marginalized white students have a greater academic success rate when their culture, language, background knowledge, and learning experiences are understood and valued within the classroom and incorporated into classroom instruction by teachers and pre-service teachers alike. Such understanding may deepen with more multicultural courses, pre-service experiences, and interactions with the marginalized demographics of our society. This invaluable insight can assist teacher educators in meeting the needs of students and helping them become literate beings.

In conclusion, further research will be performed to examine other factors that impact the learning of African-American and marginalized white students such as parental involvement, student motivation, and socioeconomic status.

# The Latino Impact on the Civil Rights Movement

## Karin Pena

Mentor: Barbara J. Thompson, MA
History



During the Civil Rights Movement of the 1960s and early 1970s, Americans watched as the country divided over the issues of segregation and racial inequalities. This research will explore how the Latino community, independently and in conjunction with the African American community, impacted the Civil Rights movement. Living in segregation and oppression as well, the Latino community in this country did not sit idly by and watch. Instead, Latinos organized and protested, both passively and aggressively, to change the policies and laws that caused the segregation and oppression.

Although the Latino impact on the Civil Rights movement often goes untold, there are, however, many incidences of Latino involvement. For instance, there is the case that struck the first blow against segregation in the United States. This 1945 case, known as Mendez v. Westminster, involved Thurgood Marshall and the NAACP almost a decade before Brown v. Board of Education. Fighting for the de-segregation of public schools in California, this case did not make the Supreme Court's docket because the lower federal courts decided in favor of Mexican Americans integrating into the public schools in California.

On the East Coast, the Young Lords Party began as a street gang and evolved into a political force that organized and protested alongside the black panthers. Their aggressive and militant approach to their activism was not received with any more favor than that of the Black Panthers by most white Americans, yet, the relationships formed by the leaders of these two groups helped to bridge a gap between African Americans and Latinos in a coordinated effort to advance the movement.

Latinos, like African Americans, believed in the same fundamental principles: liberty, respect and dignity. Activists such as Cesar Chavez protested for the labor rights of migrant farm workers who had not yet earned the recognition for a fair wage. All of this activity is often overshadowed by the black and white dichotomy of the American Civil rights movement. These Latino activists and the events surrounding their movement need to be included in future curriculums in order to expand the black and white dichotomy and to reflect the actual diversity of the cause.

# Black Migration Patterns from the South to Rochester, New York: 1914-1970

## Angela Robinson

Mentor: Michael Boston, PhD
African and African American Studies

## Introduction:

The first mass black migration began as early as 1879. Black people migrated to the North in search of social and economic freedom. Some wanted to escape the hardships of the South, such as lynching and other forms of overt racism. These migration patterns continued between 1940 and 1970, causing a great influx of the African American population in the North. Blacks migrated to northern cities such as New York, Philadelphia, Boston, Buffalo, Baltimore, and Rochester. The focus of this research will concentrate on migration patterns to Rochester, NY.

## Historical Background:

In 1913 world cotton prices plummeted. World War I called white men to war, which opened jobs for black men. In 1915 the Mississippi Valley floods devastated crops. From 1919 through 1926, the Harlem Renaissance attracted African Americans to New York City. World War II also provided opportunities to African Americans. School segregation ended in 1954, and in 1964 the Civil Rights Act was passed, making segregation and discrimination in public places illegal.

## Method:

My research was conducted using a quantitative analysis of county-level data and several case studies. Data was collected from archives, photos, newspapers, published reports, and oral and taped interviews: firsthand accountings of people who actually participated in the migration movement to Rochester

## Sample Interview Questions:

What brought you to Rochester? Where did your family come from? Where did your family live when they first came to Rochester? Were blacks clustered in certain areas in Rochester? What types of work did early blacks do? Do you remember blacks who had their own businesses?

## Answers:

There was a consistency in the data concerning the reasons for the migration. Jobs were plentiful; Kodak was producing film for night vision and aerial photography for war efforts (WWI). Bausch and Lomb produced lens for missile guidance systems. The Haloid Company, now referred to as Xerox, competed with Kodak and produced photo paper. The Railroad allowed easier transportation of goods and services. The L. Adler Brothers & Co was awarded contracts for U.S. Army officers' overcoats during World War I. Maid service or "day work," as some of the interviewees called it, was one of the few jobs that black women could get besides child care. Craftsmen or laborers, such as tailors, shoemakers, blacksmiths, masons, stone cutters and cabinet makers, were all skilled trades that were usually handed down from one generation to the next.

## Notable Migrant:

Dr. Charles Terrell Lunsford was the first licensed black physician, born in Macon, Georgia in 1891. He later moved to Rochester in 1921where he opened one of the first black owned medical practices. In 1978 he surrendered his medical license due to unfounded allegations. In 1985 Dr. Lunsford died. As an honor and a tribute, School 19 was renamed Dr. Charles T. Lunsford as well as Plymouth Park changed to Charles Lunsford Park.
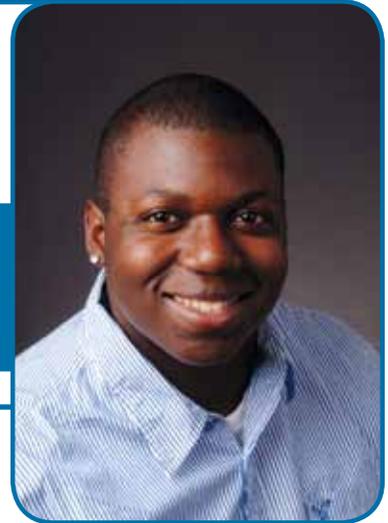
## Conclusion/Recommendations:

It is important to have firsthand knowledge from people who are still with us. I recommend that this research be continued on a larger scale by ongoing interviews with black families in the Greater Rochester area.

# The Effect of Imagery on the Non-Dominant Bicep Muscle

## Allie Scott

Mentor: Melissa M. Brown, PhD
Psychology

Studies done in the imagery field suggests that mental imagery and practice have an effect on physiological functions. Lesley, Jones and Stuth, Gretchen (1997) demonstrated how mental imagery, also referred to as mental practice of motor imagery, can be a performance enhancer. Specifically, they looked at the uses of mental imagery in athletics in four categories: performance enhancement, rehabilitation, affective and cognitive modification, and arousal regulation. Results revealed that mental imagery is effective in increasing skill acquisition, pain control, anxiety management and self-confidence. It is an effective tool when used alone or when combined with another cognitive strategy. Cumming et al, (2007) analyzed motor imagery and it's relation to muscular activity. The research indicates that there is a correlation between physiological activity and motor imagery. Subjects in the study were told to imagine lifting a dumbbell at a low, medium and high intensity and an EMG recorded the activity of the muscles in the dominant hand as well as the non-dominant hand. This study suggests that the amount of thought required to lift an object is still required to affect muscular activity even when there was no object to be lifted. The above research also suggests that there is significant scientific evidence that mental imagery can affect physical functioning.

The effect of imagery on the non-dominant bicep muscle study investigates the outcome of mental imagery plus strength training on the strength gain of the non-dominant bicep muscle, compared to strength training alone. The plan is to incorporate an imagery component to a training regimen, thus allowing subjects to alter their thinking process while weight lifting. The imagery component for this study is a set script prepared by the researcher. The experimental group will receive the imagery script in the form of an mp3 format file and listen to it while doing bicep curls on a preacher bench. Over the course of 15 weeks, the progress of strength gain in the experimental and control groups will be measured periodically then fully analyzed at the culmination of the study. The expected results should suggest that the experimental group will gain a significant increase in muscular strength compared to the control group. Thus, reaffirming the idea that there is an effect on health and other bodily functions based on an individual's state of mind. Future research can test the hypotheses about the mechanism of the effect. Perhaps the combination of mental practice and strength training makes individuals more confident in their muscular abilities. Or perhaps, the extra mental preparation allows the participant's body to have more "mental strength" to aid with muscular activity. This research may ultimately have implications in the field of medicine. It is possible that mental practice can aid in the prevention or treatment of people with motor neuron diseases such as Amyotrophic lateral sclerosis (Lou Gehrig Disease), Parkinson's disease and Huntington's disease.

# Street Gangs:
# Crusaders of Social Unrest

## Jermaine Sprague
### Mentor: Addrain Conyers, PhD
### Criminal Justice

## Background:

In the "National Gang Assessment 2009" published by the Federal Bureau of Investigation (FBI), there is estimated to be over 2,000 active gangs in the U.S. with more than 1 million members. This violent subculture has been responsible for criminal activities ranging from burglary to murder. Despite the many efforts to suppress their activities, gangs still pose a threat to public safety in many communities. Studies have shown individuals as young as 7 years old have joined a gang for a variety of reasons, such as: financial stability, social acceptance, protection, discipline, and coercion. In an effort to address this issue, many social scientists have explored societal factors throughout history which may have contributed to the prevalence of this subculture in America. Governments went as far as to fund special task force units to counteract this threat, and make the streets safe for local citizens. Also the formation of special interest programs, such as Gang Resistance Education and Training (G.R.E.A.T.) and Drug Abuse Resistance Education (D.A.R.E.) are amongst some of the programs designed to provide an alternative to gang involvement. These programs empower juveniles with the tools to cope with a variety of situations, teach life skills so juveniles can recognize the dangers of gang affiliation, and build confidence in regards to education thus reducing school dropouts, and recidivism rates for status offenders and delinquents.

## Method:

A literature review was conducted on several books published about gangs in the U.S., as a basis to propose new programs desperately needed to address this current issue. Future surveys will be conducted by me on both active and former gang members to gain an actual perspective on gangs.

## Conclusion:

Despite periods of declined gang activities throughout the U.S., this is not a definite indicator this issue has been resolved. Studies have shown the decline is not due to decreases in gang memberships, on the contrary their numbers continue to rise, but shows a shift in a particular gang's strategies to advance their best interest. Gangs are becoming increasingly resilient making it more difficult for law enforcement to completely remove this threat from a community. The use of cell phones, computers and other devices has given gangs the necessary tools needed to stay one step ahead of law enforcement. Still governments continue to fund initiatives designed to maintain a high police presence in a community, along with the formation of units specifically trained to combat gangs. In addition the development of community base programs have not proven effective in providing safe and supportive alternatives to joining a gang. Indeed communities need a proactive law enforcement approach to solving this issue, but mostly scientist need to address this issue from a more current view of the social issues that causes a person to affiliate themselves with a gang.

# Post Partum Depression Among Low-Income Minorities

## Andrea Westmoreland
### Mentor: Diane Dwyer, LMSW
### Social Work

## Introduction

Postpartum depression affects a half million women yearly (NIH, 2003). It results in negative consequences and interferes with mother-infant bonding. It is a serious problem especially among low income minorities. According to research individuals who live near or below the poverty line have higher rates of psychiatric problems than do individuals in higher socioeconomic brackets.

The objective of this literature review is to determine how postpartum depression affects low-income minorities. The literature reviewed focused specifically on the social cultural dimensions, types of depression, issues and barriers to treatment among low-income minorities, and social work implications.

## Types of Post Partum Depression

Postpartum follows a continuum starting with the "Baby Blues," postpartum depression, postpartum OCD, postpartum panic attacks, and postpartum psychosis.

## Post Partum Depression: Prevalence and Consequences

For some mothers feelings of sadness, irritability, and fatigue, can be overwhelming. "Baby Blues are known to affect 50 to 80 % on new mothers during the first two weeks postpartum; yet, many new mothers never heard of it. PPD is a more severe and longer lasting condition (Robinson, Grace, Wallington, & Stewart, 2004). The onset of PPD usually begins one month postpartum and can last up to a year (Boyd, Pearson, & Blehar, 2002). Postpartum psychosis is a much rarer and more severe mood disorder. It affects less than 1% of new mothers and is characterized by symptoms such as delusions, paranoia, and hallucinations (Beck 2002).

## Problems and/or Barriers for Low-Income Minorities

Minority women represented a small portion of research samples used. For example; O'Hara et al., (2000) reported their samples were mostly "white" and Chabrol et al., (2000), referred to their participants as "all Caucasian."

Research found that 33.4% of minorities did not seek help when they really needed it. Yet, mothers who wanted help experienced frustration and humiliation when they made initial calls to health care providers. In the Amankwaa (2003) study of African American women with PPD, women favored images of "strong black women" and held a cultural belief that depression is a form of weakness.

Low income minorities were less likely to report symptoms of PPD because they feared being reported to a child protective worker.

## Intervention Research

Two different research studies were based on the assumption that PPD causes women great suffering and has negative consequences for social relationships and the development of infants. The studies included interpersonal psychotherapy interventions. However, the studies' findings conflicted with each other. Small sample sizes in both studies limited generalization. Nevertheless; common tends existed, such as low participation (50%) and high dropout rates (25%).

## Social Work Implication and Conclusion

Currently, there is lack of research among social work literature; therefore, more research is needed to explore the prevalence rates of PPD among mothers, particularly if suicidal ideations or the risk of child abuse exist. This should prompt social workers to develop creative strategies. This literature review also found conflicting results suggesting a need for further research.

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