



NCUR 2021 Proceedings

“Fantasy and reality distinction in children”

Psychology - Time: Wed 1:30pm-2:30pm - Session Number: 6655

Sarah Hohl and Dr. Justin Couchman, Department of Psychology, Albright College, 1621 N. 13th Street, Reading PA 19604

Sarah Hohl

According to Vygotsky (2004), the brain utilizes elements of previous experiences to generate new thoughts and ideas and this reproduction of experiences has been termed “imagination” or “fantasy” in psychology. Play represents the most authentic and truest creativity because it is a combination of what they have experienced, a reworking of those experiences, and generating new ideas based on those experiences. Imagination itself is an abstract concept not easily defined, especially in children. It is a concept that cannot be seen or directly taught to children, but it is extremely common for adults to teach it indirectly (e.g., “go play with your toys”). This activity involves the imagination and the child’s ability to simulate a world inside their own mind. By making an inanimate object “come to life” during play for a child, they are developing their imagination. Is it through mirroring behaviors, undiscovered cognitive abilities, or some combination that allows children to play with and without toys and be satisfied with the “world” they have “created”? This study examined the ability of young children to distinguish fantasy from reality and a possible method to explain imagination to children. We tested 29 children on their ability to understand real versus imaginary objects using a categorization task with recognizable pictures for their age group. We also utilized a pre-test and post-test design with an intervention and attempted to improve their understanding with the short intervention. Results supported previous findings showing that younger children have a harder time understanding real and imaginary. There was an effect of age for pre-intervention performance and post-intervention performance by age for three-year-old and four-year-old children, $F(1, 20) = 4.857, p < 0.05$. Another significant effect of age occurred for pre-intervention imaginary versus pre-intervention real performance, $F(1, 20) = 6.253, p < 0.05 \eta^2 = 0.238$.

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Decomposition of U.S. Urban-Rural Racial Wage Gaps

Economics - Time: Wed 12:00pm-1:00pm - Session Number: 916

Evan Carr, Dr. Lisa Wilder, Department of Economics, Albright College, 1621 N 13th St, Reading, PA 19604

Evan Carr

In an increasingly polarized and unequal U.S. economy, one of the primary determinants of economic performance is race. In 2019, the median household income for black families was \$46,073 compared to \$76,057 for whites (Wilson, 2020). Reasons indicated for the race wage gap include differences in education, occupation, and discrimination (people with the same characteristics being paid differently).

Our study pays attention to where one lives, specifically, urban compared to rural areas. Through the Oaxaca-Blinder decomposition, the wage gap observed between two groups can be decomposed into an explained proportion based to worker characteristics and an unexplained portion resulting from the returns to productive factors. This study will examine the Oaxaca-Blinder decomposition of the wage difference between black and non-hispanic white workers in 2019 based on urbanization.

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Double Marginalization in Literature: the Timeline from Slavery to the Present

English & Literature - Time: Wed 3:00pm-4:00pm - Session Number: 1117

Isabella Goncea and Dr. Teresa Gilliams, Department of English, Albright College, 1621 N. 13th Street, Reading, PA 19604

Isabella Goncea

This research paper discusses the relationship between double marginalization and adultification during slavery and the portrayal of it in novels from the Harlem Renaissance and the present. The paper takes a thorough dive into the relationships between men – both white and black – and black women during slavery and the Harlem Renaissance, concentrating on how men treat women (and young girls) as animals, objects to be controlled, and sexual objects. By studying Zora Neale Hurston's *Their Eyes Were Watching God*, Wallace Thurman's *The Blacker the Berry*, and Jean Toomer's "Karintha" (*Cane*), the

research determines that Harlem Renaissance authors use personal experiences to depict the double marginalization of women during the Harlem Renaissance. Additionally, this paper analyzes how Toni Morrison and Colson Whitehead combine their personal experiences with research on slave narratives to depict double marginalization during slavery with their respective novels, *A Mercy* and *The Underground Railroad*. This research concludes that modern authors more accurately depict double marginalization.

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Mom's the Word: Marketing to Moms in the New Normal

Business - Time: Wed 12:00pm-1:00pm - Session Number: 909

Natasha Halulakos, Jayanthi Rajan, Department of Business Administration, Albright College, 1621 N 13th St, Reading, PA 19604

Natasha Halulakos

Millennial and Gen Z mothers prove to be one of the most lucrative segments for marketers due to their purchasing power. However, new social media purchasing trends among mothers along with the recent COVID-19 pandemic has blurred perception and reality in the lives of moms, presenting unexpected challenges to marketers that make targeting this specific group complex. Brands targeting moms during COVID-19 must adjust their messaging to maintain a sustainable relationship with their target audience. The goal of this research is to examine successful brand communication strategies to Millennial and Gen Z moms on social media amid the COVID-19 pandemic. From innovative activities for kids to fitness motivation, marketers have an opportunity to meet moms' most pressing needs in meaningful ways.

Our research builds on the Mintel (2020) research which finds 99% of moms are social media users, the majority visiting Facebook, YouTube, Instagram, and Pinterest on a weekly basis, and make purchases through social media websites. The methodology involves categorizing the top 200 American consumer and retail brands into the six trend driver categories identified by Mintel (2020) research and tracking brand mentions and sentiments on social media platforms using social media analytic tools. Based upon our analysis, we will map buyer personas of moms interacting with brands on social media and identify successful brand communication strategies. We will outline successful integrated marketing communication strategies for brands to reach and communicate effectively with their target audience of moms.

This study will be relevant to lesser known brands and local brands striving to target one or multiple segment(s) of moms. The consumer behavior of moms during COVID-19 will aid present and future brands wishing to sustain long term relevance with their target market of moms.

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Pervasive Whiteness in American Public School Classrooms: A Proposal for the Integration of Texts by Black Authors into the English Curriculum

English & Literature - Time: Wed 3:00pm-4:00pm - Session Number: 1117

Lauren Trace and Dr. Teresa Gilliams, Department of English, Albright College, 13th & Bern Streets, Reading PA 19604

Lauren Trace

The 2018 United States Census reported the Berks County, Pennsylvania population as being 87.2% white and 7.2% black; however, one school district within the county is reported by the National Center for Education Statistics as being 96% white and <1% black. This district, with the highest disparity between white and black citizens, has an English curriculum that includes virtually no texts by black authors. In the environment that these racial demographic statistics suggest, it is unacceptable for the curriculum of English classes to focus exclusively on white authors. This exclusivity causes students to become comfortable in their own whiteness, which subsequently forces discussions of race to become increasingly difficult to have in classrooms. Therefore, students are implicitly educated to avoid discussions of race and to accept the bended and white-washed perspectives with which they are presented. Therefore, this paper seeks to combat the misrepresentation of literature as an exclusively white medium, as it unfolds a proposal for the integration of texts by black authors into the English curriculums of predominantly white public high schools. Using this one Berks County high school as a case study, this paper examines the benefits of exposure to black character and culture through literature. The primary goal of this paper is to identify key texts in the subject high school's curriculum and to pair them with texts by black authors that espouse similar lessons. The proposal undergoes this process with eight texts, and suggests texts from Ellison, Coates, Walker, Meyers, and several other notable black

authors whose texts are fundamental to a complete education in English literature. As the necessity for change in the English curriculum of predominantly white classrooms is revealed, this paper proposes the changes that should be made and examines just how easy, and necessary, it is to make them.

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Sesquiterpene Conformational Data Describes Reaction Pathways

Chemistry - Time: Tue 11:00am-12:00pm - Session Number: 3544

Julie Schrey and Dr. Christian Hamann, Department of Chemistry, Albright College, 1621 N 13th Street, PA 19604

Julie Schrey

Sesquiterpenes are molecules containing 15 carbons and have great structural diversity. These secondary metabolites are widely used in the flavors and fragrances industry; some common examples are santalene, which is the characteristic sandalwood scent, and zingiberene, the characteristic flavor of ginger. Scientists estimate that there could be upwards of 150,000 representative conformations and an overwhelming number of carbocation pathway intermediates, however, there is currently no effective way to organize them. This chaos can be ordered using dihedral angle analysis and a systematic numbering system to develop a searchable database, significantly enhancing the accessibility of the data.

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Spanish Lessons: The Translation of Sally McKean

History - Time: Tue 3:30pm-4:30pm - Session Number: 5162

Lauren Huber and Dr. John Pankratz, Department of History, Albright College, 1621 N. 13th Street, Reading, PA 19604

Lauren Huber

Spanish Lessons: The Translation of Sally McKean

This research examines Sally McKean as she moved from life as a prominent young woman in the “republican court” of early national Philadelphia into her marriage to an aristocratic Spanish diplomat. Born in 1777, Sally was the daughter of Thomas McKean – Representative of Delaware in the Continental Congress, a Signer of the Declaration of Independence, Chief Justice of the Pennsylvania Supreme Court, and Governor of Pennsylvania – and his second wife, Sarah Armitage. In 1798 she married Carlos Maria Martínez de Yrujo y Tacón, the Minister of Spain to the United States. The marriage obliged Sally to negotiate a series of transitions, which are in turn detailed in my research: from Presbyterianism to Catholicism; from Philadelphia to Washington to Madrid, from an evolving American elite to an established Spanish aristocracy, and from the Governor’s daughter to the Marquise de Casa Yrujo. Family correspondence primary sources and the writings of contemporary observers help to trace these transitions, these translations, which shed light more broadly on female education, the role of women in the politics of the New Nation, and the influence of the Revolution on personal identity. Ultimately, Thomas McKean’s keen sense of ambition and Sally’s own eased and normalized these transitions that the woman experienced, all of which are analyzed through this research.

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Status, Detention, and Deportation: Uncertainty Among Immigrant Communities in the United States

Sociology - Time: Wed 1:30pm-2:30pm - Session Number: 1047

Jennifer Vasquez, Dr. Kiestler, Department of Sociology, Albright College 1621 N. 13th Street, Reading, Pennsylvania 19604

Jennifer Vasquez Merino

Dr. Kiester and Jennifer Vasquez conducted 19 interviews via zoom with immigrant service providers including lawyers, caseworkers, clergy/religious leaders, advocates, and politicians to better understand the impact that Covid-19, detention, deportation, and immigrant legal status uncertainty have on immigrant communities. In reviewing the interviews, three key themes emerged: the emotional and psychological effects on mixed-status families, the financial burden on the family members who are not detained, and the impact of Covid-19 on immigrant communities and the immigrant service providers' ability to provide adequate services. Findings suggest that communities bear the cost of the way we treat immigrants.

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the Growth Curve of Crithidia Fasciculata

Biochemistry - Time: Mon 1:30pm-2:30pm - Session Number: 2116

Ronald Andanje, Dr. Amy Greene, Department of Biochemistry, Albright college 1621 N 13th street, Reading, PA 19604.

Ronald Andanje

We studied the growth curve of *Crithidia fasciculata*. They have similar characteristics to *Trypanosoma brucei* which are the parasites responsible for the African Trypanosomiasis (sleeping sickness). Understanding how *C. fasciculata* grows and replicates may help us in understanding how its parasitic counterparts, *Trypanosoma brucei rhodesiense* and *Trypanosoma brucei gambiense* may behave and grow in humans. We used OD600 to measure its optical density in a spectrophotometer. We also used a hemocytometer to measure the cell count. We used data from both to come up with a formula to predict the cell number using the OD600 for future experiments. The formula was $OD600 = 0.0513(\text{cells} * 10^6)$. This formula also provided a faster way of finding out how they divided. We also found out that they doubled every 4.3 hours. We plan to use the data to find other ways as to how the cells would grow in response to oxidative stress from different components.

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