

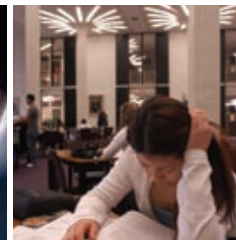
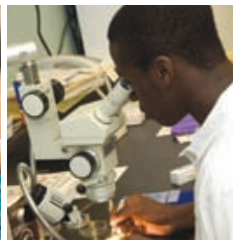
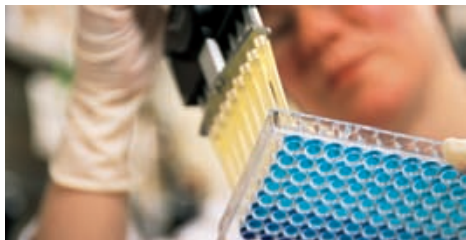


UNIVERSITY
AT ALBANY

State University of New York

Undergraduate Research at the University at Albany

Reaching Higher. Achieving More.





“Inquiry and exploration

are the driving forces behind the University at Albany’s undergraduate research experience. Accomplished faculty share with students their passion for discovery and their collaboration leads to exciting new knowledge and unparalleled academic opportunities.”

—*President Kermit L. Hall*



Research is a vital part of the University at Albany undergraduate experience. Research stimulates critical thinking, encourages experimentation and promotes intellectual accomplishment. Abundant opportunities exist for students to partner with faculty researchers in a variety of disciplines—from the arts to the social sciences to the nanoscale sciences. UAlbany faculty are more than teachers: they are mentors who actively collaborate with students to share their knowledge and skills and offer hands-on research experience.

Many opportunities exist for undergraduates to obtain mentored research experiences at UAlbany. Here are examples of the extraordinary undergraduate research that takes place.



(Left to right: Kimberly Dryden, Faculty mentor Lee Bickmore)

Kimberly Dryden

Phonetic Measurements of Vowel Length in Chilungu

“It was such a unique experience to be able to do research with faculty in my freshman year. I appreciated the everyday application of what I was studying and I am now excited about being an anthropology major.”

—Kimberly Dryden

Kimberly Dryden

Hometown: Baldwinsville, NY

Major/minor: Anthropology major/
Africana studies minor

University Scholars program

Professional goals: Peace Corps,
graduate school, archaeologist or
anthropologist specializing in
African cultures

Faculty mentor

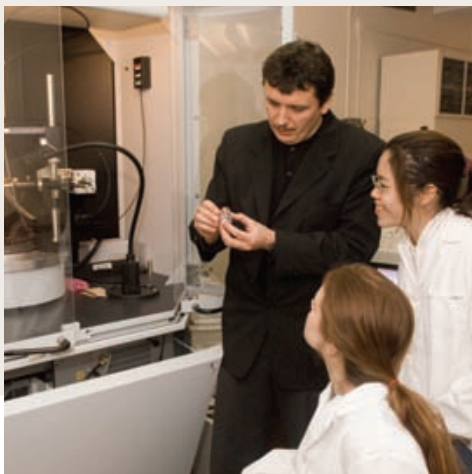
Lee Bickmore Anthropology

Professor Bickmore is a linguistic anthropologist and phonologist whose research focuses on the description and analysis of tone or tonology. He primarily works on the Bantu languages of Africa. His field work has led to the first published accounts of the tonology of a number of languages in eastern and southern Africa. He recently completed a 15-year project which provides a comprehensive description and analysis of Chilungu, a language spoken in the Northern Province of Zambia. For the past eight years, it has been his pleasure to direct the University Scholars program.

Research Project

In Chilungu, a vowel length can vary due to the influence of the sound that precedes and follows that vowel. This study analyzed the precise effects that preceding and subsequent consonants have on vowels. The work was accomplished by first measuring the length of vowels in digitized sound samples and then logging the results into a database where the statistical generalizations could then be extracted. The results were compared to similar studies of other Bantu languages to determine what cross-linguistic variation there might be in the influence of phonetic environment on vowel length.

Supported by the Adrienne Zimberg, '83 Endowment



(Clockwise from top: Faculty mentor Evgeny Dikarev, Wendy Chan, Kaitlyn Peck)

Wendy Chan, Kaitlyn Peck

Playing with Gigantic Bismuth Clusters

“This research has shown me that chemistry is more than just numbers and facts; it’s a creation of something beautiful.”

—Wendy Chan

Wendy Chan

Hometown: New York, NY

Major/minor: Biochemistry major/
Music minor

University Scholars program

Professional goals: bio-organic chemist

Kaitlyn Peck

Hometown: Canastota, NY

Major/minor: Chemistry major

University Scholars Program

Professional goals: attend graduate school to earn doctoral degree

Faculty mentor

Evgeny Dikarev

Chemistry

Evgeny Dikarev is an expert in the coordination and organometallic chemistry of transition metals, solid-state and materials chemistry. He has authored 96 papers on these topics. Raised in Russia, he received his M.S. in chemistry (cum laude, 1985) and his Ph.D. in inorganic chemistry (1990) from Moscow State University (MSU), where he then joined the department of chemistry as a research scientist in 1991. In 1995 he joined Texas A&M University as a senior postdoctoral associate and in 2001 moved to the University at Albany as an assistant professor.

Research Project

Bismuth is a fascinating metal, the heaviest non-radioactive chemical element of the Periodic Table. Besides its uses in everyday life, bismuth has the greatest potential for applications within the context of green chemistry. Professor Dikarev’s research group recently discovered an unprecedented family of giant bismuth clusters. One of the most striking features of these species is their solubility in a variety of common solvents. Such highly unusual compounds are very interesting for prospective applications in materials science and medicine. The students researched the synthesis and crystal growth of gigantic bismuth clusters, their modification, and characterization by a broad array of modern instrumental techniques.

Supported by the Lita and Stephen Greenwald, '40 Research Fund



(Left to right: Kimberly McAdams, Faculty mentor Susan Gauss)

Kimberly McAdams

Development Politics in Twentieth-Century Mexico

“I am very thankful for the opportunity to participate in this research. It was great to work one-on-one with a professor and have that personal attention.”

—Kimberly McAdams

Kimberly McAdams

Hometown: Andes, NY

Major/minor: Political Science major/
Psychology minor

University Scholars Program

Professional goals: law school

Faculty mentor

Susan Gauss

Latin American, Caribbean, and U.S. Latino Studies/History

In her current research, Assistant Professor Susan Gauss focuses on the politics of industrial development in mid-twentieth century Mexico. She has a joint appointment in the departments of history and of Latin American, Caribbean, and U.S. Latino Studies.

Research Project

The project focused on the illegal movement of people and goods across the U.S.-Mexican border in the early twentieth century, and analyzed U.S. government policy and popular perceptions of the issues. In particular, we examined smuggling and contraband with the goal of understanding how the meaning of these concepts has changed in response to shifting security and development concerns. However, we also considered how Mexican definitions of contraband and smuggling differed from those of the U.S., and how this shaped efforts by the U.S. to regulate the border.

Supported by the Adrienne Zimberg, '83 Endowment



(Left to right: Jennifer Higgins, Faculty mentor Elana Gordis)

Jennifer Higgins

*Family Violence Exposure and Later Adjustment:
Role of the Physiological Response to Interpersonal Stress*

“This research project gave me a chance to work with a professor in the psychology department and to do hands-on research that will be useful in my future career.”

—Jennifer Higgins

Jennifer Higgins

Hometown: East Syracuse, NY

Major/minor: Psychology major/
Business minor

University Scholars Program

Professional goals: graduate school for
industrial organizational psychology

Faculty mentor

Elana Gordis
Psychology

Elana Gordis, in her research, examines the effects of family violence and child maltreatment on children’s adjustment. Through a prestigious career development award from the National Institute of Child Health and Human Development, she investigated how child maltreatment affects adolescent psychophysiology and aggression, and she has conducted studies on psychobiological stress reactivity and aggressive behavior in maltreated youth. She earned her B.A. in chemistry from Yale University and her Ph.D. in clinical psychology from the University of Southern California.

Research Project

Exposure to family violence and child maltreatment are linked to a variety of adjustment difficulties, such as aggression, delinquency, and depression. Professor Gordis’ research examines the role that alterations in behavioral and physiological responses to interpersonal stress play in the effects of violence exposure. We studied behavioral responses, autonomic nervous system activity, and adrenocortical activity to see if functioning in these systems is related to the trauma of exposure to family violence. Further, we examined whether alterations in these systems mediate mental health outcomes.

Supported by the Adrienne Zimberg, ’83 Endowment



(Left to right: Faculty mentor Anne Hildreth, Laura Fattaruso)

Laura Fattaruso

A War of Words? National Polls and Local Letters to the Editor

“It was a unique opportunity to be able to do original research so early in my college experience. I was thrilled to have the chance to learn about the process and work closely with a professor.”

—Laura Fattaruso

Laura Fattaruso

Hometown: Ithaca, NY

Major/minor: Physics major
University Scholars Program

Faculty mentor

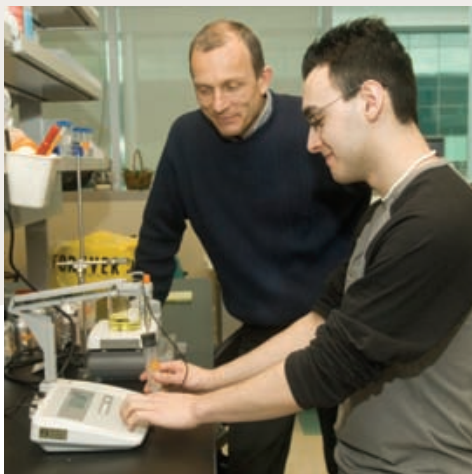
Anne Hildreth
Political Science

Anne Hildreth’s research and teaching focus on citizen-level participation and discourse. She teaches such courses as: “Public Opinion, Campaigns and Elections,” and “Running for President.” Her research includes examination of popular decisions to act collectively (*The Importance of Purposes in Purposive Groups*), individual-level consumption of polls (*What the Public Thinks About How We know What It Is Thinking*) and the character of civic education projects aimed at high school students (*The Limitations of E-Democracy*). She is an associate professor of political science at the Rockefeller College of Public Affairs and Policy and associate dean in the office of undergraduate education.

Research Project

The work examined community-level discourse evident in letters to the editor on national policy regarding Iraq. These letters provided a distinct venue for the expression of public opinion. We assessed the patterns in publication of letters in different local and regional newspapers as the decision to intervene in Iraq unfolds. In addition, we analyzed the content of letters as representations of horizontal and vertical communication: What is the range of arguments present? To what extent do writers engage other letter writers, previous coverage, and public statements by political leadership? How is national policy connected to local concerns? We also explored the interesting gate-keeping feature of letters; not all letters sent are published and those that make the cut are not free of an editor’s hand, yet letters can be understood as a window into a community’s public discussion.

Supported by the Adrienne Zimberg, ’83 Endowment



(Left to right: Faculty mentor Igor Lednev, Evan Delgado)

Evan Delgado

Modern Spectroscopic Techniques

“This research opportunity opened my eyes to the capabilities of the University’s research facilities and faculty. It has motivated me to continue to produce results while conducting research and to have it published as a scientific reference.”

—Evan Delgado

Evan Delgado

Hometown: Bloomingburg, NY

Major/minor: Biochemistry and Molecular Biology major
University Scholars Program

Professional goals: to work in bio-nanotechnology

Faculty mentor

Igor Lednev

Chemistry

Professor Igor Lednev’s research focuses on the development and application of novel laser spectroscopic methods for biological and chemical studies. His innovative contributions include building the first nanosecond time-resolved ultraviolet Raman spectrometer combined with a temperature-jump technique for protein folding studies, applying, for the first time, two-color diffuse-reflectance flash photolysis for characterizing fast reactions on the surface, and developing a non-invasive glucose sensor for diabetes. He has co-authored more than 70 research papers, and received two patents. Professor Lednev received the Research Innovation Award in 2003. His research group develops and applies a novel deep UV Raman spectroscopic methodology for studying amyloid fibril formation, intracellular signaling processes, and ligand-metal complexes of lanthanides and actinides. He earned his Ph.D. from Moscow Institute of Physics and Technology.

Research Project

The understanding of structural aspects of protein-small molecule interactions is important for efficient drug discovery. Our laboratory develops and utilizes a novel methodology based on the most advanced laser spectroscopy and statistical analysis for structural characterization of proteins. In particular, we study the interaction of calcium binding protein S100A12 with target proteins and small molecules. S100A12 was reported to have antimicrobial activity. It has been recently reported that anti-allergic drug Cromolyn, which inhibits Ig-E-mediated degranulation of mast cells, binds to S100A12. Evan studied the mechanism of interaction between Cromolyn and S100A12 using various spectroscopic techniques with particular focus on the calcium regulatory role.

Supported by the Lita and Stephen Greenwald, '40 Research Fund



(Left to right: Faculty mentor George A. Levesque, Lana Bunning)

Lana Bunning

*One Nation, Two Cultures:
Political Correctness/Censorship in Higher Education*

“I learned fascinating information in a field other than my major. Working with a member of UAlbany’s distinguished faculty, I did research on an interesting, ever-growing controversy.”

—Lana Bunning

Lana Bunning

Hometown: Commack, NY
Major/minor: Biology major
University Scholars Program
Professional goals: forensics
at the graduate level

Faculty mentor

George A. Levesque **Africana Studies**

Professor Levesque is among the nation’s leading authorities on African-American life and culture. He is a prolific author in his areas of expertise: slavery and non-slave Blacks in America before the Civil War. His study of the Free Black community in Boston in the period 1750-1865 was nominated for the Pulitzer Prize in history in 1995. A past senior research fellow in ethnic studies at Harvard, Professor Levesque has held senior Fulbright professorships in France, Africa (Cameroon), and Australia. In 1984 he held the prestigious Kennedy Professorship in American Studies at the Free University of Berlin. Professor Levesque joined the Department of Africana Studies at the University at Albany in 1981. A native New Englander, he is a graduate of Brown University and Binghamton University.

Research Project

We are living in an age of censorship! Impelled by the notions that science is oppression and criticism is violence, the regulation of debate and inquiry is returning to respectability. Thus, the Right wants to censor pornography and rap singers, J.D. Salinger’s *Catcher in the Rye*, and the burning of the American flag. Meanwhile, the Left wants to censor tobacco ads, girlie magazines, sex jokes in the workplace, overly Eurocentric textbooks, Andy Rooney, college newspapers, and the waving of the Confederate flag! In an effort to understand and promote pluralism and academic freedom on campus, this topic invited student research to engage in an open, unfettered, investigation of the new attacks on “Freedom of Thought,” (political correctness) and what this ominous trend portends for higher education in America.

Supported by the Adrienne Zimberg, ’83 Endowment



(Left to right: Faculty mentor Edward Schwarzschild, LeeFrances Rappaport)

LeeFrances Rappaport

Hometown: Cranston, RI

Major/minor: English major
University Scholars Program

Professional goals: author, focusing
on creative short stories and novels

LeeFrances Rappaport

Using History to Write Contemporary Fiction

“This research project pertained directly to my interests and I was happy for the opportunity to write a piece of historical fiction in collaboration with a professor who is also a published author.”

—LeeFrances Rappaport

Faculty mentor

Edward Schwarzschild English

Assistant Professor Edward Schwarzschild’s first novel, *Responsible Men*, was published in 2005 and it was named one of the best books of the year by the *San Francisco Chronicle*. His next book, a collection of short stories entitled *No Rest for the Middleman*, will be published in 2007. A former Helen Deutsch Fellow in Creative Writing at Boston University and a recent Wallace Stegner Fellow at Stanford University, he has published stories and essays in the *Virginia Quarterly Review*, *Southwest Review*, *StoryQuarterly*, *Moment Magazine*, and *The Yale Journal of Criticism*. He holds a joint appointment in the English department and the New York State Writers Institute.

Research Project

The project focused on writing fiction that is at once historical and contemporary. We studied how to read and write narratives that incorporate historical research. We were challenged to investigate and analyze the ways in which specific knowledge about the particulars of the past can help to create a more “real” fictional world and we put what we learned into practice as we wrote fiction about 20th century Russia and Germany.

Supported by the Clyde, '28 and Virginia Roosa, '32 Slocum Fund



Left to right: Audrey Lynn Comstock, Laura Covey, Jennifer Roman, Faculty mentor Thomas Walker)

Audrey Lynn Comstock, Laura Covey, and Jennifer Roman

The Origins of International Cooperation

“As college students, we all have goals to lead successful lives. Part of that success comes from exposure to many different subjects. It also comes from learning in different ways. By working on this research project, I am rewarded by being able to study my interests in a new light, while also participating in important research.”

—Jennifer Roman

Audrey Lynn Comstock

Hometown: Bridgewater, NY

Major/minor: Political Science major/
Geography minor

University Scholars Program

Professional goals: a Ph.D. in political science, work on campaigns, write speeches, travel to study other governments and maybe become a university professor.

Laura Covey

Hometown: Binghamton, NY

Major/minor: Double major in
Political Science and Criminal Justice
University Scholars Program

Professional goals: law school, Ph.D.,
become a professor

Jennifer Roman

Hometown: Hammondsport, NY

Major/minor: Major undecided
University Scholars Program

Professional goals: continued study in
psychology, foreign affairs and languages
to work as an ambassador or liaison to
enhance global communications.

Faculty mentor

Thomas Walker Political Science

Assistant Professor Thomas C. Walker’s research interests include the history of international thought, American foreign policy, and international conflict. With colleagues from the Rutgers Center for Global Security and Democracy, he recently coauthored a book entitled *Presence, Prevention, and Persuasion: A Historical Analysis of Military Force and Political Influence*. He has published articles in *International Studies Quarterly*, *Naval War College Review*, and *International Studies Review*. He also worked as an undergraduate research assistant for J. David Singer, who initiated work on alliance data at the University of Michigan.

Research Project

Formal military alliances constitute the most fundamental form of international cooperation. Data on military alliances, however, has progressed little beyond the initial efforts conducted in the 1960’s by David Singer’s *Correlates of War Project*. In this study we extended the database on formal alliances by identifying the sources and motives of alliance formation from 1816 to 2000. We examined original texts from alliances and the associated secondary historical sources. The goal is to identify differing motives for alliance formation and to discern whether different types of alliances are followed by patterns of future cooperation or conflict. Ultimately this data will be useful for exploring questions of international polarity and peace, whether alliances ultimately deter or provoke specific adversaries, and how the moral hazard problem may play out in the wake of alliance formation.

Supported by the Adelaide Schmid, ’38 Endowed Research Fund

Michael Tyler

Faculty mentor

John Schmidt

Biological Sciences

Project title

Effects of GAP-43 Phosphorylation on Retinotectal Arbors in Zebrafish and its Role in Activity-Driven Sharpening

Abstract

NMDA receptors help refine retinotectal maps by way of specific pre-synaptic pathways. Retrograde signals from postsynaptic targets have been shown to stabilize branching in the tectum, but it is unclear which pathway acts on it. A candidate pathway involves Arachidonic Acid (AA) as the retrograde messenger which in effect stimulates PKC phosphorylation of Growth Associate Protein (GAP-43) to simulate F-action production, stabilizing the axon. Zebra fish eggs were injected with FullGAP43, S41R and 20aaGAP43 immediately after fertilization and developing arbors were viewed both ~74 and ~104 hours post-fertilization at 30-minute time lapse intervals. Both arbors expressing FullGAP43 and S41R exhibited a significant increase in size and branching, while arbors expressing 20aaGAP43 showed no significant increase in size, but an increase in branching. The significant differences in size, complexity and dynamics suggest that GAP-43 and its phosphorylation play an important role in regulation retinal axon stability in the tectum and show how it does.

Heather Miller

2006-07 Barry M. Goldwater
Scholarship program—Honorable
Mention

Faculty mentor

Caro-Beth Stewart

Biological Sciences

Project title

Molecular basis for resistance to SIV Infection and AIDS Disease Progression in African Monkeys

Abstract

African monkeys and chimpanzees are natural reservoirs of simian immunodeficiency viruses (SIV); some of these strains have recently jumped to humans, resulting in the HIV viruses which cause AIDS. Remarkably, the natural hosts of SIVs appear not to progress to AIDS, leading to the hypothesis that they are naturally adapted to these lentiviruses. To look for potentially adapted proteins, my research focused on phylogenetic analysis of a subset of co-receptors that can be used by HIV and SIV to enter host cells. ANS and protein sequence alignments were created for four of these co-receptors from primate gene sequences. Most ancestral lineages showed no replacements, whereas many of the terminal ones displayed multiple amino acid mutations. The replacements may hinder or prevent the binding of HIV or SIV to CSC24, thus preventing the virus from entering cells using this co-receptor.

Hudson Lo

Faculty mentor
John Schmidt

Biological Sciences

A Test of the Role of GAP43 protein and Phosphorylation of GAP43 in the Activity Dependent Sharpening of Retinotopic Arbors in Zebrafish

Abstract

Visual and neural activity refines the retinotopic map in regeneration and development. In this experiment, I studied the role of GAP-43 and its phosphorylation in the activity-dependent mechanism. Injecting a DNA expression vector coding for green fluorescent protein (GFP) into fertilized eggs, I screened for only expressing excess GAP-43 in ganglion cell arbors in tectum and imaged in time lapse to follow growth. Through measuring and analyzing the time lapsed images of the arbors, we assumed that GAP-43 is an essential component of promoting growth and its phosphorylation stabilization of arbors.

Stephanie Lin

Faculty mentor
Mark Blum
East Asian Studies

Project title

Humanistic Buddhism in Contemporary Taiwan

Abstract

My paper examined Humanistic Buddhism (renjian fojiao), a unique development of Buddhism that is practiced widely in contemporary Taiwan. Humanistic Buddhism seeks to refocus the religion on the human world. While Humanistic Buddhism is traditional in that it claims to revert back to the pure teachings of the Buddha, its practices are modern to the core. Taiwan's main Buddhist organizations, which boast several million followers, are incredibly efficient in gathering both donations and members to provide services to regions of the world struck by natural and human disasters. However, as modern as these institutions are, a significant part of their appeal is their promotion of traditional Chinese values; their membership is overwhelmingly ethnic Chinese. By eliminating the particularly Chinese elements of their practices in favor of a more universal appeal, these organizations risk alienating their core of support.

Steven Hornbeck

Faculty mentor

Helen Elam

English

Project title

Emily Dickinson: Number and Space, Math and Gender

Abstract

My thesis explored the use of mathematical terms and concepts in the poetry of Emily Dickinson. The central issue being addressed in mathematics in the 19th century was the division between discrete entities and continuous entities, with profound attempts being made to bridge this division. The mathematical within the poems is examined as a manifestation of Dickinson's concern with notions of discretion and continuousness. The discrete/continuous division is further explored in the philosophical sense and Dickinson's concern with these notions is assessed as a primary factor in determining the ways the poet deals with issues of indeterminacy, boundedness and identity. Finally, the concerns of the poet with the discrete/continuous division is examined in the way she presents gender and gender roles, employing elements of continuousness to entities that would normally be considered discrete.

William Whalen

Faculty mentor

Walter Payne

English

Project title

Usin' My Religion: Tupac Shakur's Self-Evacuating Discourse in Search of the G

Abstract

Usin' My Religion conjoins in dialogue the lyrics of hip-hop icon Tupac Shakur, the deconstructive practices limned out by Jacques Derrida, and sacred texts. Michael Eric Dyson's work *Holler if you Hear Me: Searching for Tupac Shakur* attempts to position Tupac's corpus in relation to the sacred. It succeeds as a sociological, journalistic, and political rallying cry to America concerning the wretched plight of many young black men living in the ghetto. However, it fails to explore Tupac's lyrics. *Usin' My Religion* picks up where Dyson leaves off and marks Tupac Shakur as a contemporary deconstructionist mystic and revolutionary through and through.

Vincent Porfirio

Faculty mentor

Charles Shepherdson

English

Project title

The Perversion of the Father: Polanski, Lacanian theory, Zizek and film noir

Abstract

My thesis analyzes three films by Roman Polanski with film noir as a frame. Slavoj Zizek's adaptation of Jacques Lacan's theory provides an interpretive lens for exploring the existential corruption of the world that links film noir and Polanski's cinematography. By examining *Rosemary's Baby*, *Chinatown*, and *The Ninth Gate*, the thesis shows how the psychoanalytic aspect of Lacan's theory revises the Freudian concept of the father in symbolic terms, and clarifies the role of the detective in the genre of *film noir*.

Jeffrey Fiut

Faculty mentor

Ronald Berger

History

Project title

JFK and the Origins of the War in Vietnam

Jesse Carradino

Faculty mentor

Lindsay Childs

Mathematics

Project title

Equivalence Classes of Regular Embeddings of a Group into its inner Holomorph

Abstract

Given a group $G=H \times K$ with trivial center, let $\text{InnHol}(G)$ be the semi direct product of G and its group of inner automorphisms. We look at equivalence classes of regular embeddings of G into $\text{InnHol}(G)$ where the equivalence relation is conjugation by automorphisms of G . If H is a cyclic group of odd prime power order, we show that the number of equivalence classes of regular embeddings is equal to twice the number of fixed point free endomorphisms of G .

Elizabeth Quinn Gray

Faculty mentor

Bonnie Steinbock

Philosophy

Project title

Socrates and Dr. Martin Luther King, Jr., on the Moral Obligation to Obey the Law

Abstract

My paper compared the views of Socrates and Martin Luther King, Jr. on the moral obligation to obey the law. Through a careful analysis of *The Meno*, in which Socrates presents an explanation of his moral obligation to obey the states command, and *Letter from Birmingham Jail*, in which King explains his moral obligation to disobey segregation laws, I show that despite apparent differences, King and Socrates ultimately share the same philosophy on moral obligation to obey the law. Sharing a commitment to justice and morality, both respect and have an obligation to the institutional legal arrangement of their society, and both find they have an obligation to resist substantively unjust laws.

Caryn Duffy

Faculty mentor
Cheryl Frye
Psychology

Project title

Effects of Estrogens and Progestins on Rats' Learning in the Object Placement Task

Abstract

Research on effects of gonadal hormones on cognitive function has been primarily focused on estrogen; however, progestins also vary across endogenous hormonal cycles with estrogen and may influence learning. The present studies investigated cognitive-enhancing effects associated with endogenous or exogenous estrogens and progestins in the object placement task, which is spatial task mediated by the hippocampus, and important area of the brain for learning and memory. Through a series of experiments, the data suggest that E2 and progestins can enhance spatial performance in the object placement task.

Ken Weinberg

Faculty mentor
Andi Lyons
Theatre

Project title

Lighting Design of the Production of Trojan Women

Leigh Vandebogart

Faculty mentor

Bonnie Spanier

Women's Studies

Project title

Performative Violence as Catharsis: Analyzing Feminist Expression and Representation within Cultural Texts

Abstract

Revenge and retribution for violence against women is portrayed in various feminist cultural texts, such as Diane DiMassa's collection of graphic novels *HotHead Paisan: Homocidal Lesbian Terrorist*, Pat Califia's novel *Doc & Fluff*, and Valerie Solanas's *S.C.U.M. Manifesto*, though such "radical" views are, by far, not the accepted politic of much of the feminist community. Yet, such violence within feminist cultural texts is not always counter-productive to the larger "feminist movement," but instead extremely empowering and cathartic for many readers, as well as the impetus for healing. Through my analysis of these three feminist cultural texts, all of which exhibit strong instances of violence against men as acts of retaliation and retribution, as well as the surrounding literature and theory regarding this controversial topic, I hope to illuminate the ways in which such literature is cathartic, helpful, and empowering for many women, and should be embraced as such.

Alissa Credidio

Faculty mentor

Bonnie Spanier

Women's Studies

Project title

The Effects of Incarceration on Women and their Children

Abstract

My paper analyzes research in the area of women in prison and the effects on their children. The importance of maintaining mother-child relationships while incarcerated is discussed and existing prison programs are evaluated for their effectiveness or lack thereof. I have asserted that treatment programs and alternative sanctions may be more beneficial than incarceration for women suffering from substance abuse problems, and these treatments may decrease recidivism and the prison population. Increasing prison populations may be attributed to larger societal problems such as race and class biases, and suggestions for change are provided.

College of Arts & Sciences

Sara Querbes

Faculty mentor

Bonnie Spanier

Women's Studies

Project title

Abstinence-only Sexual Education: Reducing the Risk?

Abstract

This essay begins by focusing on morality politics and the unstated consequences of legislating morality. Abstinence-only sexual education began with a federal grant to fund abstinence-only programs in schools across the country. The grant was a result of the Personal Responsibility and Work Opportunity Reconciliation Act. The language of the act and its limitations are evaluated and many examples of these actual programs are referenced to gain a full understanding of what is taught in these programs and whose morals are being held up as a standard for all students. Also, many negative aspects of these programs, including their distortions of scientific facts and the elimination of accurate contraceptive information, and the regional variation in quality and depth of sexuality education in the United States are of particular concern. Finally, I propose possible solutions for dealing with abstinence-only programs in our communities.

School of Criminal Justice

Rebecca Wunning

Faculty mentors

James Acker & David Clark

Project title

An Exploratory Conceptual Analysis of the Ability of the American Criminal Justice System to Adequately Respond to the Contemporary Terrorist Threat

Abstract

Shortly after the terrorist attacks of September 11, 2001, President George W. Bush declared war on terrorism. Some Americans viewed this as a true declaration of war comparable with wars of the past, while others argue that the current "war on terror" is not a real war, but rather a metaphor applied to a social problem. Since proponents of this idea view the "war on terror" no differently than the "war on drugs" declared in the 1990's by Republican and Democratic presidents, they argue that terrorist incidents should be viewed as violations of the criminal law, not as their own separate issue. In essence, these proponents assert that terrorists should be treated in the same manner as criminals. The problem with this assumption is that criminals and terrorists do not have the same goals or rationales. The criminal justice system as it is currently structured may not be capable of handling this contemporary threat. Rather, the answer to this problem may lie in the development of new approaches that would lead to a 21st century penology capable of dealing with the contemporary terrorist threat.

School of Business

Timothy McKown

Faculty mentor

Wendy Becker

Project title

Team Decision Making and Empowerment in High Technology Industries

Abstract

The project tasks involved compilation of a business database of full-text journal articles, references and abstracts. The end product was an annotated bibliography of 300 academic articles with linked references and PDF files. The bibliography will assist research collaboration and provide support for future publications in scholarly, peer-reviewed journals, conference proceedings and technical reports.

Goldwater Scholar



(Left to right: Faculty mentor Igor Lednev, Laura Fredriksen)

Laura L. Fredriksen

Faculty mentor

Igor Lednev

Laura L. Fredriksen, a chemistry major, was named a 2006-07 Barry M. Goldwater Scholar. Her research advisor was Professor Lednev. Under his tutelage, she studied the mechanism of amyloid fibril formation which is associated with several degenerative diseases, including Alzheimer's and Parkinson's. The Goldwater awards program, which provides \$7,500 per year to recipients, was established by Congress to encourage exceptional students to pursue careers in mathematics, the natural sciences and engineering.

About the University at Albany

The University at Albany offers a highly selective undergraduate program with 54 bachelor's programs and more than 30 accelerated bachelor's/master's options. Joint degrees and special programs also exist with Albany Medical College, Albany Law School, Rensselaer Polytechnic Institute and other leading institutions.

Highlights

- The Honors College offers an academically challenging curriculum taught by UAlbany's best faculty
- University Scholars Program provides outstanding students with scholarships, special housing and other benefits
- Project Renaissance offers first-year students an innovative living-learning environment
- Study abroad in more than 50 countries
- Internships abound in government, health, law and business

Distinguished Teachers & Researchers

Our faculty are devoted teachers and researchers who are nationally recognized for their scholarship, commitment to education, and research.

Nationally Ranked Programs

According to *US News & World Report*, many of UAlbany's graduate programs rank among the nation's best. The University boasts academic strengths in sociology, demography, education, anthropology, social work, clinical psychology, creative writing earth and atmospheric sciences, ethics, public policy, criminal justice and nanoscale science. UAlbany is home to the New York State Writers Institute.

Libraries

Three libraries rank among the nation's top 100 research libraries.

Colleges and Schools

College of Arts & Sciences
College of Computing & Information
College of Nanoscale Science & Engineering
Rockefeller College of Public Affairs & Policy
School of Business
School of Criminal Justice
School of Education
School of Public Health
School of Social Welfare
The Honors College

Enrollment Profile

Freshman applicants:	18,500
Acceptance rate:	53%
Enrolling freshman class:	2,350
Undergraduate enrollment:	12,015
Graduate enrollment:	5,027

Students come from 46 states and 83 countries.

Faculty

Full and part-time faculty	940
Faculty to student ratio:	19:1
Median class size:	30

Costs (2005-06)

The 2005 Fiske Guide to Colleges cites UAlbany as a "best value for your tuition dollar."

\$4,350	New York State resident tuition
\$10,610	Non-New York State resident tuition
\$9,580	Room, board, fees

For more information, visit: www.albany.edu



UNIVERSITY
AT ALBANY

State University of New York

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