



# THE HONORS COLLEGE AT UW OSHKOSH

FALL 2023

HONORS THESIS SYMPOSIA

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MONDAY, DECEMBER 4

TUESDAY, DECEMBER 5

UNIVERSITY OF WISCONSIN  
OSHKOSH

— MONDAY, DECEMBER 4

4:30 p.m. —

OLIVER KRUEGER  
FINE ARTS

“Art of Mourning”

Grief and death imagery has been a part of civilization in many forms throughout human history, evolving and shifting with changes in culture. The creation of death imagery, known as memento mori, is often associated with religious beliefs, focusing on the inevitability of death and an afterlife. The experience of grief and death over time has become inherently intertwined with religious symbolism and ideology. This intersection of grief and religion can function as both an assistance in and a barrier towards grief resolution, specifically for those who have experienced religious trauma. In recent years, we as a society have begun discussing the history of abuse seen specifically in the Catholic Church. For these individuals, the aid of religion in grief resolution can create dependence due to their experiences of shame and ostracization. The promises of an afterlife with their loved ones may feel tainted or intangible. This thesis examines the history of grief in art, its connection to religion, and how religious trauma impacts individuals. A creative body of artworks was then created, utilizing the history of memento mori and commenting on the barriers mourners face when placed at the crossroads of trauma and grief.

Advisor: MS. SARAH DITTMANN, DEPARTMENT OF ART, COLLEGE OF LETTERS AND SCIENCE

5:00 p.m. —

MAE LORD

FINE ARTS; MINOR IN JAPANESE LANGUAGE AND CULTURE

“Our Story Defines Our Place: Narrative Work through Paintings”

Storytelling can stand the test of time and, whether in literature, performance, or visual art, in its most essential form has the shared goal of interpreting and understanding our existence in this world. For this body of work, I produced a series of paintings that use Celtic folklore as inspiration due to my cultural ties to Scotland, Ireland, and Wales. After studying Celtic myth and folklore, I combined what I have learned with my interest in world building and character creation in fantasy novels and tabletop roleplaying games. I created a fantastical world and a narrative of my own design that I am sharing through imagery in watercolor painting. In this story, Wren, the main character, lives what is considered a “normal” life, at least at the beginning. Then a threat that is referred to as “The Void” comes to their homeland. As a reaction to the threat, greater forces “gift” Wren power to fight The Void for them. This was an unwelcome gift that is now a curse that Wren has to bear. They then face The Void and manage to seal it, but not defeat it. The narrative explores expectations people impose on you and represents challenges I have had to go through in dealing with my mental health. Wren’s story is expressed through watercolor and gouache paintings on paper. Throughout the paintings, I try to convey not only Wren’s story but also their emotions as they walk through the narrative. This series suggests that we as people continuously search for meaning in our lives, whether there is a narrative or not. Narrative only strengthens our thoughts and ideas and has the capacity to ground us onto the earth we stand upon.

Advisor: MS. TRINA SMITH, DEPARTMENT OF ART, COLLEGE OF LETTERS AND SCIENCE

5:30 p.m.

BRIANNA SALM

NURSING

“An Integrative Review of the Barriers of Providing Nurse-Led Pain Management Interventions to Mechanically Ventilated Patients in the Critical Care Setting”

Pain in mechanically ventilated adult patients in intensive care is often underdiagnosed and undertreated and is a significant risk factor for poor outcomes. Patient self-report is the gold standard for pain assessment; however, mechanically ventilated patients cannot self-report pain due to the presence of the endotracheal tube and, oftentimes, sedation. Nurses play a vital role in pain management in intensive care and are responsible for providing evidence-based pain assessment. However, evidence-based pain management approaches for those experiencing mechanical ventilation are underutilized by nurses in the critical care setting. The purpose of this integrative review is to describe the barriers for nurses to implement evidence-based pain assessment and management for mechanically ventilated adult patients in the intensive care unit setting. Seven databases (Academic Search Complete, CINAHL Plus with Full Text, Health Source: Nursing/Academic Edition, APA PsychArticles, APA PsychInfo, MEDLINE with Full Text, and Alt Healthwatch) were searched to locate peer-reviewed articles published since 2015. Nine articles were included in this review. Thematic analysis identified essential themes related to organizational, communication, and knowledge barriers. Recommendations for addressing barriers include interdisciplinary approaches and increased support at the organizational and unit level to improve the use of evidence-based assessment tools for managing pain in mechanically ventilated, critically ill patients.

Advisor: DR. WENDY BAUER, COLLEGE OF NURSING

6:00 p.m.

TAYLOR NICHOLSON

NURSING

“Getting to the Root of Alarm Fatigue and Its Consequences”

The purpose of this research is to determine the root of alarm fatigue and its consequences. This study delves into alarm fatigue and tries to find its roots. The more alarms nurses are exposed to contributes to the number of extraneous noises they experience as well. The work of nurses is impaired due to these distractions, which then causes harm to patients and potentially failure to rescue. Research in this field is significant because a failure to act can lead to serious consequences. The severity of the harm can vary, but the goal of nursing is to prevent injury to patients. To prevent harm to patients, the issue of alarm fatigue must be addressed. The method of research in this study was a survey composed of various questions regarding the topic of alarm fatigue. The survey was sent to students in the College of Nursing at UW Oshkosh. The consensus regarding this survey is that many people in healthcare have experienced some form of alarm fatigue. While the number of students in the College of Nursing at UW Oshkosh is small, the survey results do provide a reflection of the nursing population. If the majority are feeling fatigued, then we must take into consideration the widespread nature of this issue. Alarms are important safeguards as they notify providers when something is wrong; however, solutions to alarm fatigue must be addressed. Possible solutions could range from better staffing ratios to something as simple as alarm and call light education.

Advisor: MS. JENNIFER BECKER-MANTHEY, COLLEGE OF NURSING

—————TUESDAY, DECEMBER 5

4:30 p.m. —————

ANDREW O'NIEL  
ENGLISH EDUCATION

“*Northanger Abbey*: Partly Gothic, Partly Satire, Wholly Austen”

Jane Austen’s *Northanger Abbey* (1817) explores female education, the dangers surrounding incomplete or haphazard education, and the literary merits of the emerging novel form. Austen achieves this through a sharp satire of both the gothic novel, whose conventions she variously examines and parodies in the context of her own text’s emphasis on the value of novel reading, and the serious novel as a form capable of staging complex psychological analysis. Drawing heavily upon both the first gothic novel, Horace Walpole’s *The Castle of Otranto* (1764), and Ann Radcliffe’s popular *Romance of the Forest* (1791), Austen’s *Northanger Abbey* nimbly incorporates key archetypal features of such texts, from their villains and heroines to their settings and situations, in order to stage the drama surrounding her own unlikely heroine, Catherine Morland. In Austen’s novel, Catherine uses her knowledge of gothic literature as a guide, mapping what she has read onto her first foray into society as a young woman. In doing this, Austen underlines the ways in which our reading practice shapes our capacity to understand the world in which we live. Critics often represent Catherine as a girl who “mis-reads” her situations due to inadequate education, but Austen gives both Catherine and gothic literature more credit, allowing her protagonist to ultimately correctly identify the villain in her life. In *Northanger Abbey*, Austen represents the complex literature her novel is ultimately arguing for while also preserving the pleasure of reading, thus countering the label of “frivolity” that so many of Austen’s contemporary critics associated with novel reading. This essay examines Austen’s employment of satire and parody to make a case for the importance of women’s education and of reading (whether of texts, people, or situations). I argue that Austen’s text makes a case for the novel as an artform whose capacity to enter its readers’ imaginations uniquely positions it to educate their knowledge and desires, empowering them to understand (or “read”) the forces shaping their experience.

Advisor: DR. PASCALE MANNING, DEPARTMENT OF ENGLISH, COLLEGE OF LETTERS AND SCIENCE

5:00 p.m. —————

GLORIA EDDY  
ANTHROPOLOGY

“Estimating Age-at-Death in Adults Using the Calce Method”

Age estimation is an integral part of producing a biological profile to aid law enforcement in identifying human remains. The Calce method suggests using morphological characteristics of the acetabulum of the os coxa to estimate age-at-death. Observable changes to osteophyte development, the acetabular groove, and apex growth are used to provide an age-at-death estimation of young adult (17-39 years), middle adult (40-64 years), or old adult (65+ years). Digital renderings along with morphological descriptions of the traits in their different stages are provided to guide the individual employing the method. The Calce method was originally found to have 81% accuracy at estimating age-at-death for both males and females. Intraobserver and interobserver tests found the method to display moderate to substantial agreement as well. The present study applied the Calce method to a sample of 476 individuals of known sex, age, and ancestry from the Hamann-Todd Human Osteological Collection at the Cleveland Museum of Natural History. The method exhibited an accuracy of 56.51% with the intraobserver test showing substantial agreement and the interobserver test showing fair agreement. The results suggest that substantial revision and further testing of the Calce method are necessary before it is applied in forensic casework.

Advisor: DR. JORDAN KARSTEN, DEPARTMENT OF ANTHROPOLOGY, GLOBAL RELIGIONS, AND CULTURE, COLLEGE OF LETTERS AND SCIENCE

# FALL 2023 HONORS THESIS SYMPOSIA

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5:30 p.m.

## EMMA SMITH

BIOLOGY (CELLULAR/MOLECULAR); MINOR IN MICROBIOLOGY

“Exploration into the Function Conservation of the Kinesin-7 in *Arabidopsis thaliana*”

This thesis examines whether the function of kinesin-7 proteins in mitosis is conserved from kingdom Animalia to Plantae using the model organism *Arabidopsis thaliana*. Mitosis is the process of cell division that results in two new daughter cells being formed, allowing organismal growth. While both animal and plant cells possess the genes that encode the kinesin-7 protein, the characteristics of the proteins differ, like size. The *Arabidopsis thaliana* kinesin-7 protein is 823 amino acids long while the human CENPE protein is 2071 amino acids long. There is a 1248 amino acid difference in length between the two proteins. When proteins differ so greatly in size, the functionality will commonly vary because of the difference in domains, or functional units. Domains in the protein are responsible for conducting function, so differences in the size or number of domains will affect how the protein carries out vital cell functions. To achieve the results, strains of the genetic model flowering plant *Arabidopsis thaliana* that held a predicted insertion allele at the kinesin-7 gene locus were obtained from the Arabidopsis Biological Resource Center. A PCR/gel electrophoresis genotyping protocol was created to enable genotyping of each mutant plant until a homozygous recessive, or full mutant, plant was identified. Genotyping pinpoints differences in DNA sequences of individuals, which enables comparison of differences between organisms. Resulting genotypes can then be linked to physical features, or phenotypes, of each plant, which aids in revealing the plant protein's functionality and highlighting the differences in the protein across kingdoms.

Advisor: DR. JESSICA LUCAS, DEPARTMENT OF BIOLOGY, COLLEGE OF LETTERS AND SCIENCE

6:00 p.m.

## LUIZA NELSON

SOCIAL SCIENCE EDUCATION; MINOR IN HISTORY

“Act 31 and Indigenous History and Education in Public Schools in Wisconsin”

In 1989, Wisconsin passed a law mandating all public schools to instruct on the history, culture, and sovereignty of the state's eleven federally recognized Indigenous nations between grades 4 and 12. The legislature passed the law, commonly known as Act 31, in response to anti-Indigenous protests against off-reservation spearfishing and the non-Native population's ignorance about the treaties negotiated between sovereign Native nations and the United States. Act 31 also requires preservice teachers to receive instruction on Indigenous history to obtain their teaching license. Despite the legislation's good intentions, government reports and scholarly studies show that, thirty years since Act 31's origins, Indigenous histories remain a low priority for most teachers and school districts. Bringing together scholarship on education and Indigenous Studies methodologies, I consider the institutional and individual barriers to preparing teachers to implement Indigenous histories in their classrooms by investigating teacher preparation at the University of Wisconsin Oshkosh. To understand persistent gaps, I examine course syllabi and curricular content as well as publicly available resources and propose a more purposeful, robust inclusion of Act 31 throughout teachers' preparation courses. Fulfilling UWO's statutory obligations under Act 31 means mobilizing existing resources, including introductory Education courses, the Indigenous Studies certificate, and campus programming, to ensure that all teachers enter their districts with the knowledge and resources they need to support both Native and non-Native learners.

Advisor: DR. MARGARET HUETTL, DEPARTMENT OF HISTORY AND INDIGENOUS STUDIES DIRECTOR, COLLEGE OF LETTERS AND SCIENCE



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THE HONORS COLLEGE AT UW OSHKOSH

DR. LAURENCE D. CARLIN, DEAN

(920) 424-7364 • [carlin@uwosh.edu](mailto:carlin@uwosh.edu)

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