

Bates College

2007 – 2008 Honors Theses Abstracts

BATES COLLEGE
2007-2008 HONORS RECIPIENTS

AMERICAN CULTURAL STUDIES

Margaret M. Kinney

ANTHROPOLOGY

Kristofer T. Jönsson
Emily A. Maistrellis
David M. Miller*
Michelle B. Sisco

CLASSICAL AND MEDIEVAL STUDIES

Anne. L. Barton
Alison R. Schwartz

ECONOMICS

Emmanuel F. Drabo**

ENGLISH

Claire M. Jakimetz
James B. Lynch
Kathryn Allison Mann*
Franz J. Ritt
Nina C. Schwabe
Emmy A. Spencer
Ethan R.A. Warren

ENVIRONMENTAL STUDIES

David M. Miller*

GEOLOGY

Stephanie A. Higgins

HISTORY

Jacob L. McChesney
Eliza H. Reed
Lauren E. Tempest

INTERDISCIPLINARY STUDIES

Meaghan A. Creedon

MATHEMATICS

Emmanuel F. Drabo**

NEUROSCIENCE

Jared J. Cassin
Kathryn C. Schierberl

PHILOSOPHY

Simon B. Griesbach
Kathryn Allison Mann*
Anna C. Stockwell

PHYSICS

Zachary J. Lapin

POLITICAL SCIENCE

Beth D. Brown
Besir Ceka
Elizabeth J. Murphy
Kathryn A. Nickerson

PSYCHOLOGY

Rae E. Bacharach
Emily E. Howard
Leah M. Roberts
Jonathan P. Stange
Alix M. Zamansky

ROMANCE LANGUAGES AND LITERATURES

FRENCH

Caitlin J. deWilde

SOCIOLOGY

Dionne L. Akiyama
Lauren A. Pluchino

THEATER AND RHETORIC

RHETORIC

Geoffrey C. Abbott
Marisela A. Fermin
Breana P. Milldrum

THEATER

Samuel G. Leichter

*Denotes a combined thesis

**Denotes a double major with
2 separate thesis

American Cultural Studies

Margaret M. Kinney

Advisor: Anita Charles

Socioeconomic Integration in Urban Public Schools

Historically, cities have used race as a factor in integrating neighborhood schools to compensate for the de facto segregation among neighborhoods. This summer, a set of court cases brought before the Supreme Court significantly restricted the use of race as a factor in determining public school placement. Many current racial integration programs are, by default, unconstitutional, which may lead to a shift in the demographics of a number of school districts. To circumvent this shift, several schools have replaced race with socioeconomic status as an important factor in making school assignments. My thesis investigates the feasibility and effectiveness of these new school assignment programs. Through academic research, interviews with public school graduates and administrators, and participant observation in school districts registration processes, I analyze the effectiveness of this program. Effectiveness is defined in terms of students' performance on standardized tests and college attendance rates. I speculate that the use of socioeconomic status as a defining factor in school assignment policies will be as successful as well-implemented racial integration programs in creating equal and balanced schools that allow students to excel academically.

Anthropology

Kristofer T. Jönsson

Advisor: Charles V. Carnegie

The Way Life Should Be? – Negotiating Maine as “Vacationland”

This thesis investigates what Maine means to the people who live there, as well as to visiting tourists. In particular, it asks three pertinent questions: How has the “Vacationland” slogan risen to prominence as Maine’s alternative state motto? How does Maine perpetuate the image of untouched wilderness when, in fact, the vast forests have a long history of management and settlement? Why is tourism a political issue in many Maine communities? To answer these questions, this thesis draws on a case study of the Plum Creek Corporation’s land development proposal for Moosehead

