



The Negative Effects of COVID-19 Quarantine on Attachment Styles



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Introduction

Many individuals experienced mental health issues during quarantine. The psychological challenges that were experienced during quarantine from COVID-19 still impact individuals to this day. Instead of having daily interactions with loved ones, majority of individuals were told that it was unsafe and therefore led to a “lock down” in many countries across the world. Researchers are beginning to discover the various ways that isolation from families, friends, and significant others have affected people’s mental health as well as their attachment styles.

Research Question

How has quarantine of COVID-19 negatively impacted attachment styles?

Methods

Participants

- Participants will be recruited through social media and through student email to those attending CSU Stanislaus.
- The incentive for participating in the survey will automatically place participants in a raffle for a \$10 gift card.

Measures and Materials

- The demographics questionnaire will consist of 5 questions designed to assess the participants’ personal characteristics.
- The Perceived Stress scale has 4 questions designed to measure the participants current state of emotions using a 5-point Likert-scale of measurement, with 1 being Not at All, and 5 being Extremely.

Design

- The research design is a non-experimental correlational design.

Procedure

- Once a participant agreed to participate, they were instructed on how to advance through all portions of each section, beginning with the Consent Form and completing a demographics questionnaire.
- Participants will then answer the Perceived Stress Scale about their attachment style before quarantine.
- Participants will answer the Perceived Stress Scale about their attachment style prior to quarantine.

Expected Results

It is expected that majority of participants will state that the impact of quarantine from COVID-19 has negatively affected their attachment styles. I also expect participants to say that their attachment style has changed to another attachment.



Background and Literature Review

Various studies have shown that when one forms an attachment to an individual, that person can “regulate our blood pressure, our heart rate, and our breathing, as well our hormones”(Levine & Heller, 2010). Attachment styles are shown to affect interpersonal relationships and mental health.

One study has shown that, “people who had both anxious and avoidant attachment were connected to having lower self-esteem and were also connected to having more mental health issues that involved having a negative self-perception of themselves and their value (Chen et al., 2022).

Regarding relationships, another study found that romantic couples that were in proximity with one another were more satisfied in their relationships than compared to those who were in long distance relationships and can potentially affect those with anxious and avoidant attachment styles (Shrivastava & Burianova, 2014).

Significance

This research would greatly benefit those that are researching in the field of psychology and possibly those that study biology to understand how the negatively impacted attachment styles from quarantine have impacted different areas of the brain.

This study would also help those that are researching how COVID-19 has impacted our lives and how it will continue to impact us in the future.



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The Relationship Between Perceived Self-Control and Positive Attributes

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Introduction

Attending an institution of higher education is an impactful part of people's lives. Post-secondary schooling provides the opportunity to sharpen professional skills but is also a fundamental aspect of developing self-control. Perceived self-control has been shown to be correlated with high scores on grade point average (Tangney, 2004), health (Infurna, 2014), and time management (Fee, 2000). Self-control can be defined as the regulation of emotion, actions, and thoughts that lead to achieving a goal or ultimately success. It is essential to conduct research including college students to understand potential achievement, health, and procrastination factors.

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Acknowledgements

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Research Question

What is the relationship between perceived control and positive behaviors including time management, health, and academic achievement in college students?



Figure 1. Student Wellness

Background and Literature Review

- Tangney et al. (2004) reported that people with higher reported self-control revealed to have higher grades than those reporting low self-control.
- A study shows that there is a correlation between shame-proneness and procrastination tendencies (Fee & Tangney, 2000).
- Moreover, it was found that between perfectionism and chronic procrastination, shame was an alleviator (Fee & Tangney, 2000).
- Previous research suggests that self-control may contribute as a driving force for positive health outcomes, including cardio-metabolic risk and physical activity (Infurna & Gerstorf, 2014)
- Past research also reports that stress has been linked to the onset of anxiety symptoms (Breslau, 1997).
- Bollini et al. (2004) found that self-control did not have any significant effect on cortisol levels, but participants who reported a high locus of control and control over the stressor showed a decline in cortisol in response to the stressor.

Method

Participants:

- The study will be made up of at least 100 students from CSU Stanislaus over the ages of 18.
- Students may be eligible for extra credit in their psychology classes as an incentive to participate in the study.

Materials

- The study will consist of a survey created through Qualtrics.
- The study first consisted of a demographic survey to identify participants' age, gender, race, ethnicity, and college year.
- The second portion of the survey consisted of several close-ended questions regarding self-perceived control and time management skills, health status and history, and additional open-ended questions regarding grade point average.

Design

- A non-experimental correlational design will be applied via a survey made available to students via Qualtrics.

Procedure

- Participants will give their informed consent, read a set of instructions, complete two questionnaires, and will be debriefed.



Figure 2. Self-Control

Expected Results

I predict to see a positive correlation between self-control and each variable of time management, health, and grade point average. Therefore, I expect to observe that college students will have higher grades, health status, and time management skills if higher self-control is reported.



Figure 3. Time Management

Significance

By conducting this study, we will learn more about the disadvantages that college students may face due to their lack of self-control. It is important to research this topic in order to ensure that all students have higher rates of success in their lives. I hope to bring more awareness on the potential factors involving time management, academic success, and health.

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Art therapy in Autism and ADHD

Leslie Figueroa

Introduction

Art therapy is a form of psychotherapy in which art is incorporated with psychology.

Autism and ADHD are common disorders found in children. These disorders can be challenging to deal with in a school environment as well as merely everyday life. It is essential to discover these types of issues early on in their lives while they are still developing.

Therefore, would children diagnosed with ASD or ADHD benefit from participating in art therapy?



Figure 2. Art piece from autistic patient (Durrani, 2021)

Background and Literature Review

Durrani's research was "Based on three case studies and rooted in grounded theory methodology." (Durrani, 2021, p. 78). Art therapy can be the exact tool to help ease autistic children with treating their sensory challenges. Sensory Integration Dysfunction (or SID for short) is a common issue among autistic children. In order to use art materials effectively, the therapist will have to analyze the patients to see if any sensory issues occur.

Disruptive behaviors may occur during the session, whether from overstimulation or anxiety.

"The majority of children with autism show signs of distress in the presence of strangers." (Evans, 2001, p. 40).

"DSM IV identifies three AD/HD core components – inattentiveness, impulsivity and hyperactivity." (Safran, 2002, p. 24). It may be a challenge for ADHD children to express their frustrations and confused emotions, to be able to use art as an outlet is beneficial.

Methods

Participants: The demographic of the participants in the study are specifically children who are diagnosed with ASD (autism spectrum disorder) or ADHD (attention-deficit/hyperactivity disorder)..

Materials: The ProQuest database from the Stanislaus State University Library was the main tool used to gather the appropriate resources for the study.

Design: The research design is non-experimental. Therefore, pre existing data was collected throughout various articles and books. The qualitative data was obtained through the clinicians, therapists and the study participants.

Procedure: Participants were selected on the basis of whether the children had a diagnosis of either autism or ADHD. The participants were all under 18 years of age. Written consent was obtained by the caregivers of the participants. The therapy sessions for the autistic patients lasted for 12 weeks, meanwhile the sessions for ADHD patients lasted for 8 weeks.

Expected Results

It is expected that art therapy can be a beneficial tool for children diagnosed with autism and ADHD. Not only could the therapy help to alleviate symptoms, but having access to therapy when the patients are children will help to learn healthy coping skills while they are still in the developmental stages of their youth. This includes management of SID (sensory integration dysfunction) in ASD and hyperactivity & distractibility in ADHD. Consistent therapy sessions are guaranteed to give positive results to the patients.

Acknowledgements

I would like to give a thank you to my honors professor and mentor for the Capstone project, Suditi Gupta.

Significance

Autism and ADHD are particularly common diagnoses for children to receive due to the significant recognition of developmental issues caused by either psychological disorder. Art therapy can be the answer to introducing coping skills to children in a creative way while also making an impact in their life and overall mental health.

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Research Question

Could Art Therapy be Beneficial for Children Diagnosed with Autism and ADHD?

Art therapy can help to deal with common symptoms that are present in ASD and ADHD disorders. When these symptoms are dealt with, the patients are able to have better control over their psychological disorder.

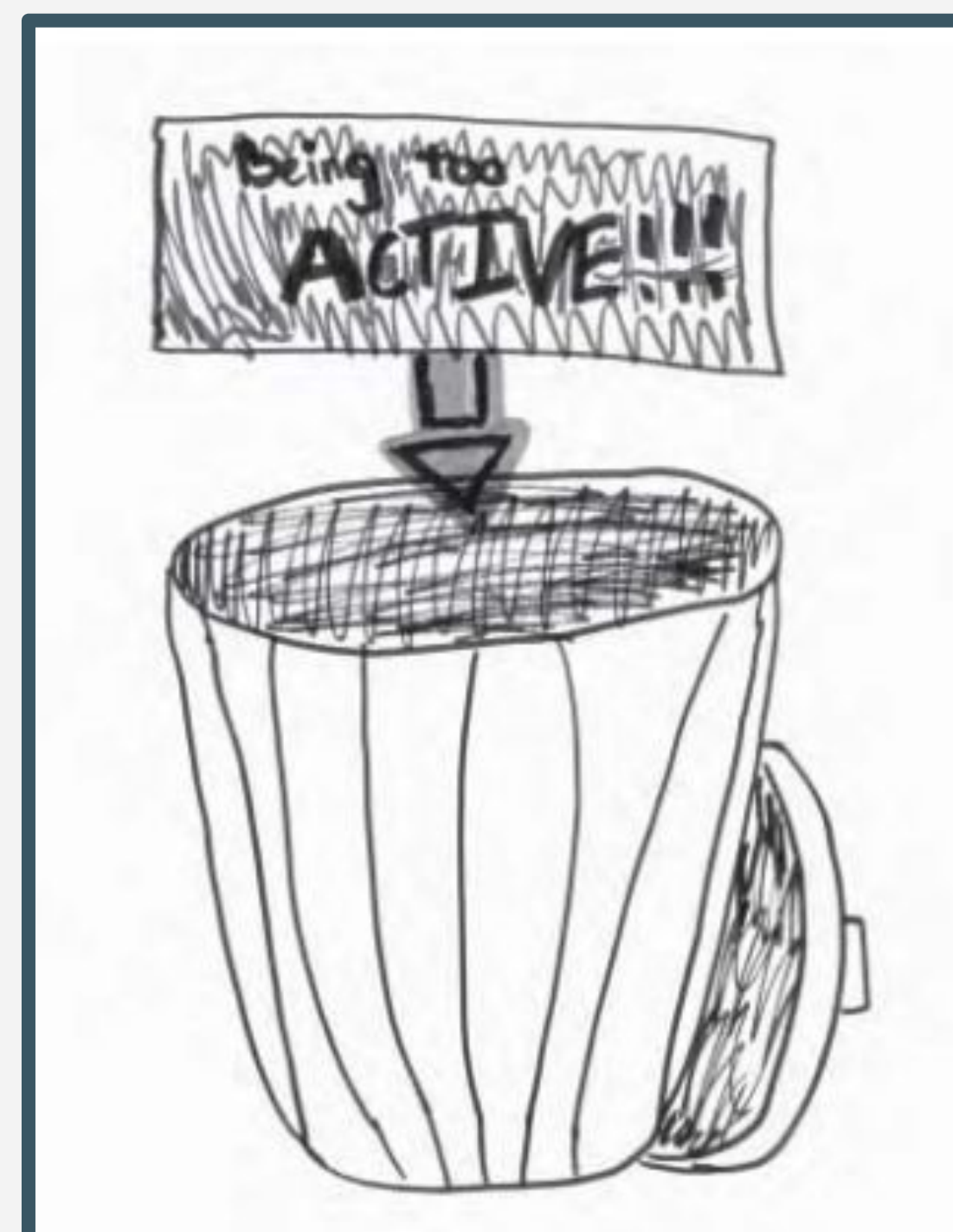


Figure 1. Art piece from ADHD patient (Safran, 2002)



Figure 3. Art piece from autistic patient (Durrani, 2021)

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Violent Video Games and their Effect on Aggression

By Kylie Sackett: Stanislaus State University, Psychology Major



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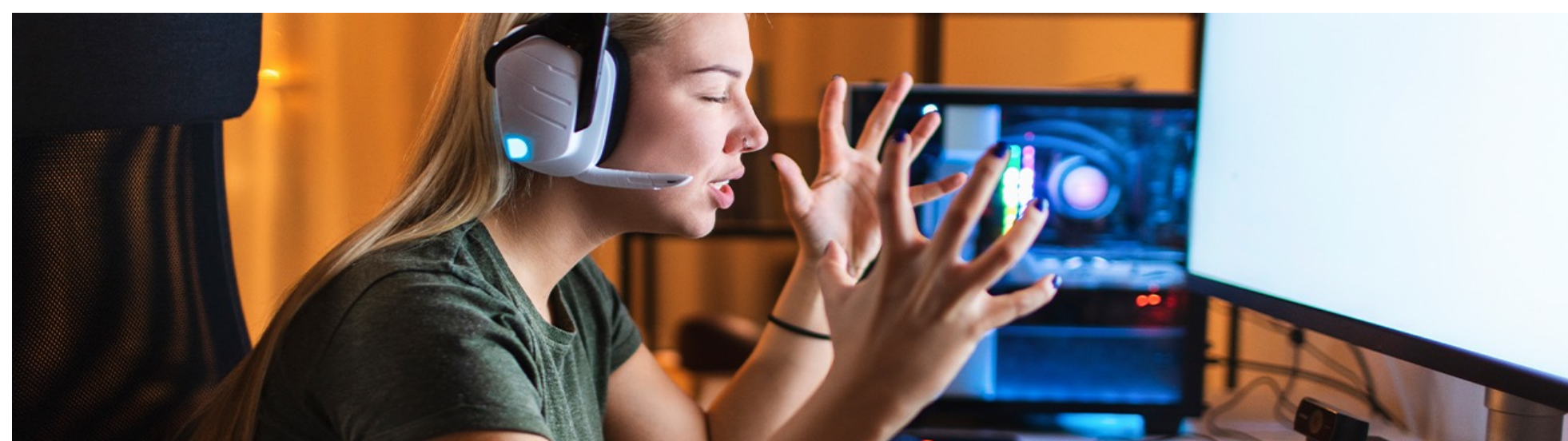
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Introduction

- It is no doubt that video games are one of the most popular hobbies and past times for adolescents and teens all over the world. The question is whether we understand the impact that video games have on our mental state. Many could say they have experienced feelings of anger or aggression after losing in a video game at some point in their life. The issue at hand is whether this could become a serious issue for those who play more violent video games on a weekly or even a daily basis.

Research Question

- The main inquiry is whether there is enough factual evidence to prove the following: Are violent video games creating aggression in teens and adolescents, and does this also correlate with cybervictimization online?



Background and Literature Review

- There has been a great deal of research spanning all-across the globe covering the concern of whether violent video games cause aggression. When thinking of violent video games, it's common for people to think of games such as *Call of Duty* or *Grand Theft Auto*. At a certain point in time these games had become so controversial that the US had put laws in place to prevent children from accessing them (Ferguson et al., 2014).
- With today's ever-growing technology, cybervictimization also becomes a major threat to teens and adolescents. Social media and online gaming are easily available to online predators as they can trick others into thinking they are someone else. Makarova (2019) stresses the importance of keeping children safe and stopping the spread of false information as this can be detrimental for teens and adolescents.
- A possibility that many do not consider is the fact that the aggression displayed by gamers can be taken out on those around them, creating a negative effect on their social network. According to Greitemeyer (2019), increased aggression is also shown to affect those who do not even play. With this in consideration, the players are not the only ones affected, it is now their friends and family as well.

Method

Participants

- Extended literature review covering many different articles in past recent years.
- Wide variety of teen and adolescent video game players across the globe ranging in age from 10 to 21.

Materials

- Peer reviewed articles found in electronic databases including *PsycINFO*, *PsycARTICLES*, and *Google Scholar*.
- Focusing on different variables including video game violence, aggression, and cyber bullying.

Design

- Extended literature review with a mixed methods analytical approach.
- Most studies include qualitative research rather than quantitative.

Procedure

- Research based on peer reviewed studies gathered through the University's library databases.
- Using key words and a recent time span, I will be able to gather many articles that are relevant to my topic.
- Most, if not all studies examined will be observational and non-experimental studies.



Expected Results

- I expect to find that violent video games create more harm than good. As well as information based on previous research, I expect that violent video games will be around for many years and will continue to be an arising issue. I expect to find a strong positive association between video games and aggression as well as potential third variables that may have a correlation between the two.

Significance

- It is important to understand the dangers and possible results of violent video games in today's society because we live in a very technology driven generation. With a better understanding of the danger that teens and adolescents face online, we can do everything in our power to protect them.



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A Hidden Epidemic: The Relationship Between Academic Motivation and Seasonal Affective Disorder

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Introduction

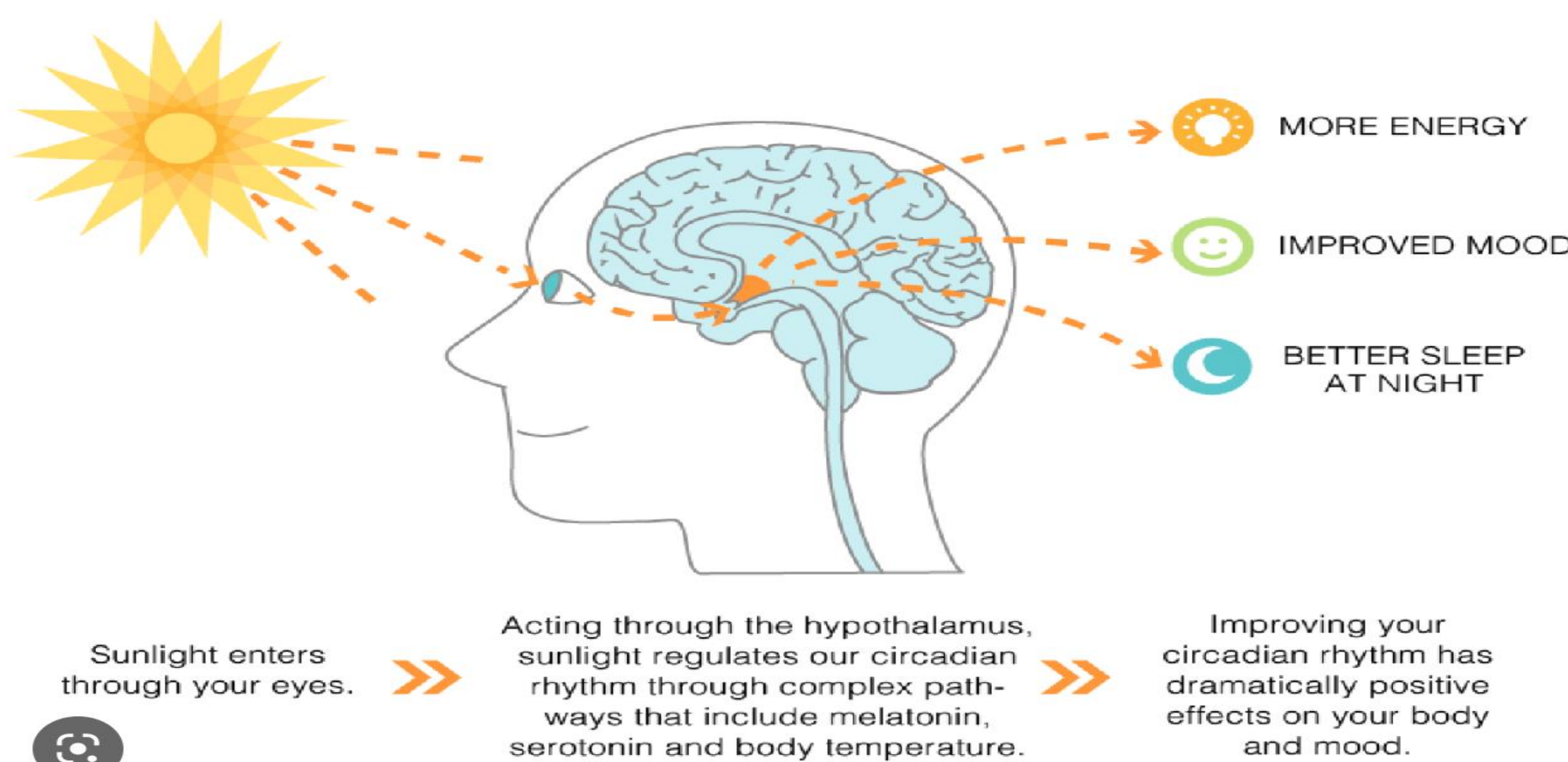
Almost every aspect of being a college can be overwhelming, but could the change in season also affect the stressors college students already face? Well, up to two-thirds experience depressive symptoms every winter (Nussbaumer et al.,2015). This is known as Seasonal Affective Disorder or SAD and is commonly known as seasonal depression. Seasonal affective disorder (SAD) is a seasonal pattern of recurrent major depressive episodes that most commonly occurs during Autumn or winter and remits in spring (Nussbaumer et al.,2015). Dealing with SAD makes it difficult for people to concentrate, they may lack motivation to get their responsibilities done, and they may even sleep more during this time. These symptoms although small can have a huge effect on College students and can lead to lower grades and GPAs and in worst case scenarios SAD can develop into Major Depression Disorder.

Research Question

As a college student myself experiencing the stressors of college as well as SAD symptoms and changes in mood during the Fall/ Winter seasons which in turn affects my motivation in school, I was curious to see how many other students also feel the same. The study aims to show whether or not there is a correlation between SAD symptoms and mood and how this affects academic success/motivation in college students.

Background and Literature Review

- SAD is very common “about 5 percent of the U.S. population experiences seasonal affective disorder, with symptoms present for about 40 percent of the year” (Kurlansik and Ibay, 2012).
- There is a correlation between external and internal factors that affect students' achievements (temperature and light). In 259 (32.1%) students, their spring GPA scores were reliably greater than their fall scores (Besoluk & Onder, 452).
- “Over half of this sample of college students at a Northeastern university demonstrated a significant winter mood pattern, associated with decreased mood, energy level, and social activity and increased weight gain, appetite, and sleep length throughout the winter months (i.e., December, January, and/or February). Over 16% of the sample met SPAQ-derived criteria for Subsyndromal Seasonal Affective Disorder and over 5% met criteria for Seasonal Affective Disorder” (Rohan & Sigmon, 2000).



Methods

Participants

- 100 undergraduate and graduate students from CSU Stanislaus, who are 18 and older

Materials

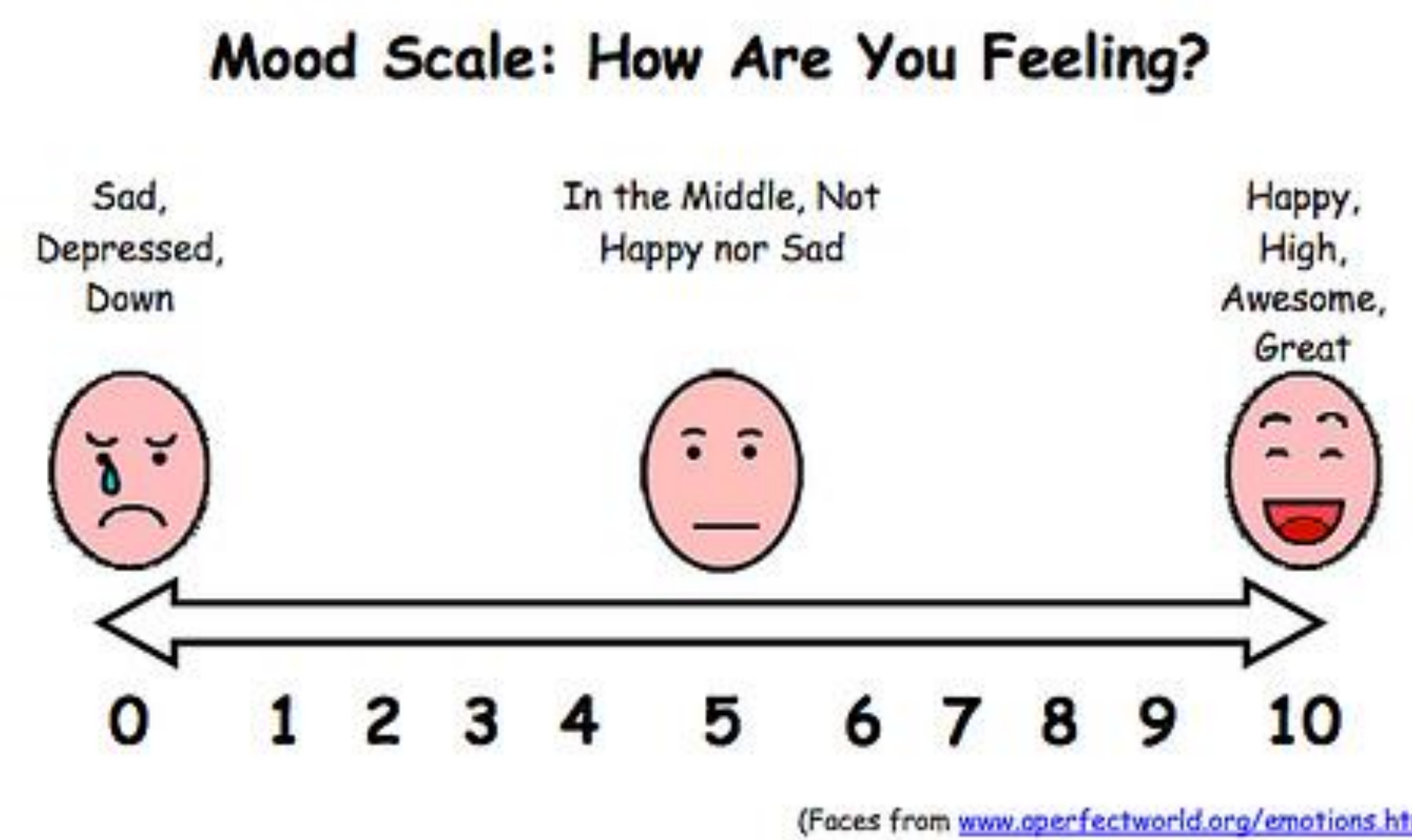
- The survey will consist of questions regarding lifestyle in the winter/ spring seasons to determine a correlation between academic motivation and SAD in college students.

Design

- A non-experimental correlational design using a survey that will be provided to CSU Stanislaus students.
- The questions will be based on a 7-point scale

Procedure

- The survey will be provided via Google forms or Survey Monkey via social media platforms with a link. Students will agree to the conditions of the study after viewing an informed consent form. After answering the survey questions there will be a thank you for your participation message. In addition to the thank you message there will be a debriefing statement stating what the purpose of the study was along with the importance. I plan to leave the survey open for a month or so and allow myself 2-3 months to analyze the data.



Expected Results

The relationship I expect to find based on academic motivation and lifestyle/ mood during certain seasons is that during the colder months such as Fall and Winter lifestyle/ mood will decrease as well as academic motivation. I expect that during Spring/ Summer Lifestyle/ mood and academic motivation will increase. Showing that SAD in fact does have an effect on college students.

Significance

It is important to study the effects of mood and SAD symptoms on college students as there is little research done specifically on college students. I hope that my study can contribute more information on how many college students are being affected. I hope it also contributes to other studies on treatment plans available to college students in hopes that those suffering with SAD symptoms can gain more motivation and maintain or gain a higher GPA.

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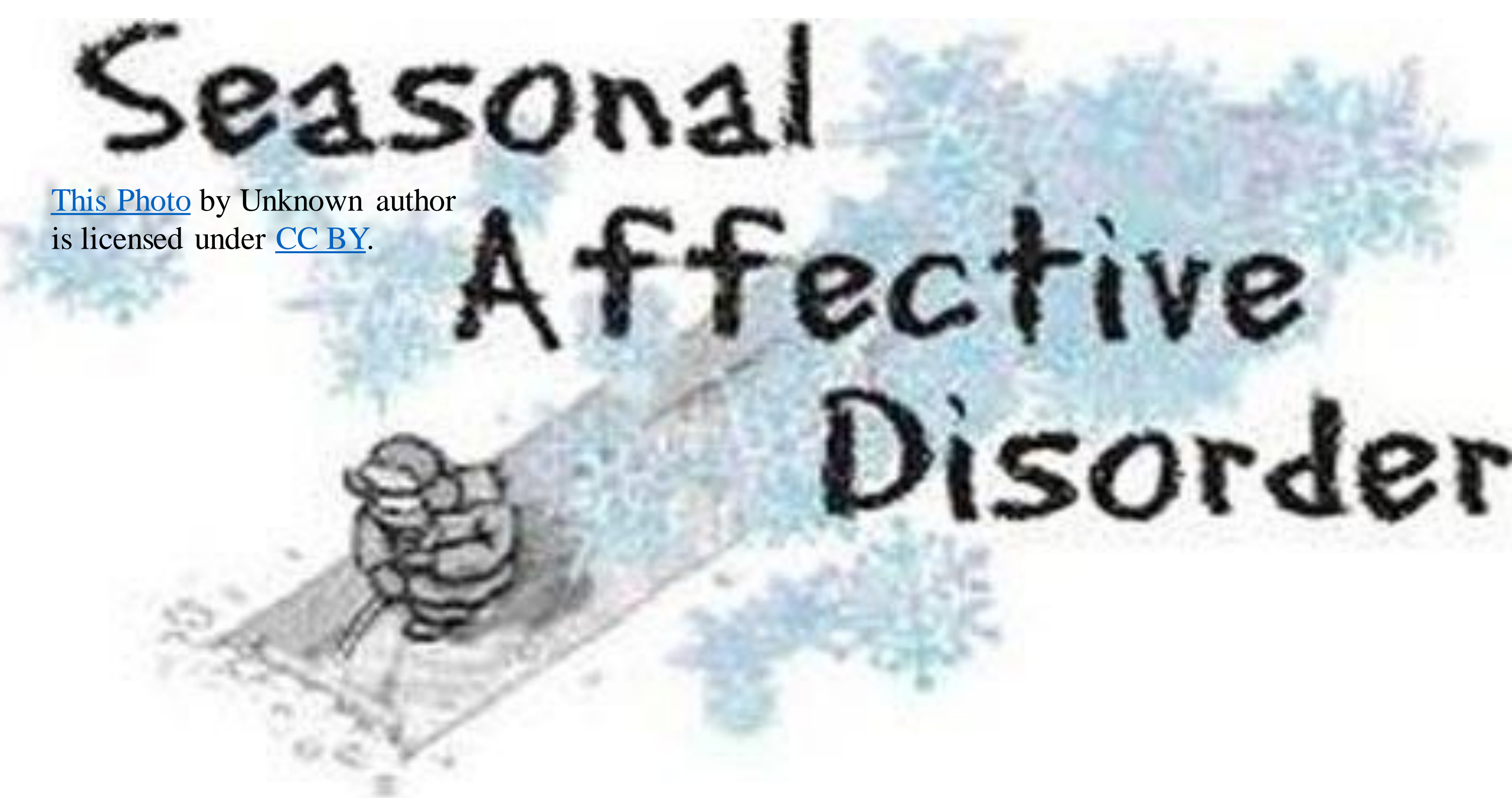
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Positive Discipline

Connecting teachers, families and Children

Jordan Miller

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Introduction

Positive discipline and gentle parenting is seen to be quite constructive in a child's social and emotional developmental process. The philosophy of Positive Discipline was founded by an educator and psychologist- Dr. Jane Nelson. "It is based on the work of Alfred Adler and Rudolf Dreikurs and designed to teach young people to become responsible, respectful and resourceful members of their communities" (Nelson, 2021). The five foundations of positive discipline are; being kind and firm, helping the children learn their sense of belonging, building social skills and life skills, having them gain strength with their capabilities and giving them tools to help them throughout life. This philosophy is one used at the early childhood education center I teach at. As a teacher, mother and now researcher I have the opportunity to educate families about these techniques used in the classrooms to help improve behaviors the children conduct in their home lives.

Research Question

I would like to explore deeper on the results of using Positive Discipline with children in early childhood education. Positive Discipline has been seen to be effective. My goal is to strengthen that consistency and confidence in the primary caretakers and the teachers. This will be done by a series of parenting classes available to the families of the children who attend the center conducted by myself and my mentors, Lead teacher- Lily McMurray and Program director- Kelly Thomas. Can this series of parenting classes help families feel more connected with their children, confident in their parenting styles and strengthen the tripartite relationship between the teachers and the children?

Literature Review

Dr. Jane Nelsen is a leading researcher in the Child Development industry. She is one of the pioneers of further research and education regarding PD. My goal is to take her research one step further and take her findings into the families of our child care's home life. Gazi Azad states that "parents and teachers were concerned about different aspects of communication with each other: Neither party wanted to ask the other for more involvement, and both attributed resistance to a lack of confidence in their expertise" (Azad, et Al., 2018). My goal is to diminish those concerns that both teachers and families may have through a parental education course.

Paul Carroll found that after a seven week parenting class "positive discipline parenting workshops may alter parenting style and may positively impact children of parents who attend" (Carroll, 2022). In his study titled "Effectiveness of Positive Discipline Parenting Program on Parenting Style, and Child Adaptive Behavior". Francis Aboud (who studied 436 children) found significant findings in her study. It states "demonstrated that the parenting program was effective in promoting cognitive and language development of children" (Aboud, 2013). These two studies show how important it is for families, teachers and children to have a strong relationship.

Methods

Participants The participants of this study will consist of the families who have children from the ages 0-5 enrolled at the Columbia College Child Care Center. This study could have the potential of having up to forty families. The families come from various backgrounds and have a variety of different family dynamics. **Materials** The families will be given a survey created by myself and my mentors in a likert scale asking questions about positive discipline, general parenting, and parenting strategies. before and after the parenting classes. The survey will consist of questions that are rated from strongly disagree (1), disagree (2), neither agree or disagree (3), agree (4) to strongly agree (5). The families will be invited to participate in a 8 week workshop geared towards improving the quality of the parenting style. **Procedure** Families will first sign a consent form. Families will then attend a lecture style parenting class once a week for 8 weeks. Each week we will cover a different topic. Families are encouraged to ask questions and enhance to further discussions. During the eighth week, families will be given the same survey. We will compare data to see the improvement and importance of positive discipline and gentle parenting. **Design** This is a pretest/posttest design. Data points will be gathered and compared with the first test compared to the last test.

Expected Results & Significance

We are expecting to see a positive result in this research study. This will help parents feel better educated, confident and stronger bonds with the teachers and the children. This is an experimental approach due to the nature that parents will attempt to use positive discipline and gentle parenting techniques at home. The data will be qualitative because the parent confidence survey will be a likert rating scale 1-5.

This study will show the potential benefits of the use of positive discipline. It will also encourage educators and parents to strengthen their relationships. Most importantly, it will ultimately help the children through their early years of life. The potential advantage is that it will help the children and families in our community. However, the biggest disadvantage is that our community is small. We have a maximum of 40 families in our child care center, which may result to a small sample size.

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The Relationship between traditional Latino cultural values and parent conflict among young Mexican-American adults and Mexican immigrant parents



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Introduction

The primary goal of the study is to research the association between the presence of traditional Mexican cultural values and parent conflict among college students from immigrant families. Many Mexican immigrant parents are seen as being strict and following traditional cultural values, such as respect or family obligation (Knight et al., 2010). When these parents immigrate to a new country, such as the U.S., they bring these values with them and attempt to push them upon their U.S. born children. When the child doesn't agree with the cultural values of their parents, it causes tension.

Literature Review

Studies have shown conflict and problem behaviors arise due to children being more acculturated (i.e. more assimilated to current culture in their area) (Basáñez et al., 2014). As children become more acculturated, their values and beliefs may no longer align with that of their parents, creating differences.

Many scholars have found that conflict arises due to the acculturation gap among adolescents and parents. An article that focused on relationships among the generations in immigrant families stated "Tension between children and parents in the United States is more intense in immigrant families due to the cultural differences between values, norms, etc. of a parents home-country and American culture which the children who were raised in the U.S. are exposed to" (Foner & Dreby, 2011).



Some of the main Latino/Hispanic cultural values reported by a group of Mexican Americans were: Familism support, familism obligations, respect, religion and traditional gender roles (Knight et al., 2010)

Research Question

Is there an association between a strong or weak presence of culture values and conflict? Does each group (i.e. group that reports weak presence and group that reports strong presence) report the same amount of conflict?

Methodology

A mixed method will be used to collect data. The plan is to conduct surveys and a small amount of semi-structured interviews to collect specific experiences:

- Ideally 45 participants are needed for surveys & 10 for semi-structured interviews
- Participants will access a flier provided with a link to the survey; They will initially be presented with a consent form and information regarding the study
- At the beginning of the study, participants will be given multiple demographic questions regarding their gender, race, age, etc.
- After, students will be given a survey consisted of questions from The Mexican American Cultural Values Scale (MACVS) and the Acculturation Gap Conflict Inventory (AGCI)
- Semi-structured interviews will consist of open-ended questions to capture their experiences of parent conflict due to their cultural value differences
- Upon completion of the survey, participants will be given the option to be entered into a raffle to win a \$30 gift card of their choice

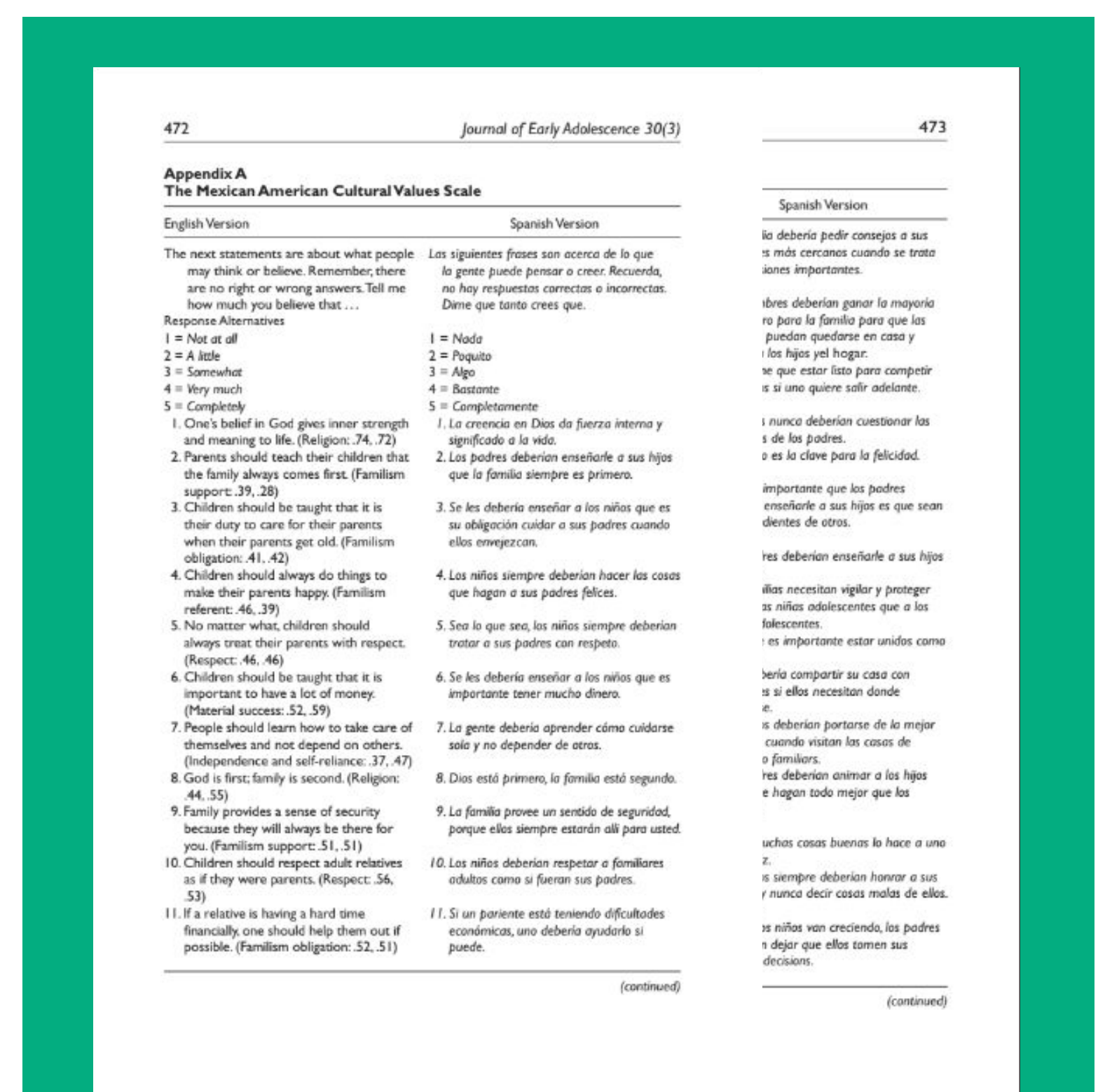


Figure 1: Pictures of The Mexican American Culture Values Scale

Expected Results

I hypothesize that individuals with a weaker presence of traditional Mexican cultural values (i.e. more acculturated) will report more conflict with parents than individuals with a stronger presence of cultural values.

I also hypothesize that second-generation college students will report a lower presence of traditional Mexican cultural values since they have been more exposed to American culture.

Significance

The research conducted will add more valuable information to literature regarding cultural values and conflict with parents among college students. Much of the literature focuses mainly on young adolescents rather than young adults therefore, it's important to conduct more research on this age group. The results can also help professionals create solutions on how to better support young adults and immigrant parents on how to navigate conflict that arises from cultural differences.

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Heller and McDonald: A Look at the Influence of the Supreme Court on Second Amendment Interpretation

By: Michael Hopkins, A Political Science Major

Introduction

In 2008, the *D.C v. Heller* decision was made by the Supreme Court and by a narrow margin, the Supreme Court affirmed that the Second Amendment to the United States conferred an individual right to keep and bear arms. In 2010, the *McDonald v. City of Chicago* decision incorporated this right to the States. This new interpretation of the Second Amendment changed the legislative and judicial landscape quite majorly. This research project intends to take a look at these changes and discover how these Supreme Court decisions influenced them, if at all.

Methods to be Used

DESIGN

1. This research project is of a non-experimental design.
2. This research project uses a mixed method approach that focuses on qualitative data and some small looks at quantitative data.

PARTICIPANTS

1. Because of the non-experimental design of this project, the participants are the numerous studies and reports found, used, and referenced in this project.

MATERIAL

1. Using the OneSearch program to go through various articles, I was able to find effective peer-reviewed articles and studies.
2. In addition to this, PubMed and the American Journal for Public Health were also big sources.
3. Finally, EBSCOHost seems to be my most used to find materials after reviewing my work.

PROCEDURE

1. I made sure to do two different searches, 2008-2010, which is the pre-McDonald but post-Heller era, and then 2010 to 2022, which is post-McDonald. After this, I made sure to only use studies and articles that, one, directly mentioned either the Heller or McDonald decisions,
2. I made my research go down a specific path: (1) History of the Second Amendment (pre-2008), (2) The culture and attitudes of the country when the decisions were made (2008-2010), (3) The culture and attitudes of the country after the decisions (2010-2022) and (4) the laws that changed after the decisions (2010-2022)

Significance

I believe that this research project is significant for a couple of reasons. I believe it is important to analyze how the states recognize and respond to the decisions of the Supreme Court. Do the states respect the Court as an institution or only when it agrees with their ideals? In addition to this, this project is significant because it will be one of the first that looks at how the laws changed in effect.

Background and Literature Review

1. 'State Gun-Control, Gun-Rights, and Preemptive Firearm-Related Laws Across 50 US States for 2009–2018' by Jennifer L. Pomeranz, JD, MPH, Diana Silver, PhD, MPH, and Sarah A. Lieff, MPH from the American Journal of Public Health. In this article, they mention that, "...the number of gun-control measures in effect remained constant in most states between 2009 and 2018" (Pomeranz et al., 2021, p.1275). This is referenced in figure One.
2. Firearm-Related Laws in all 50 U.S States, 1991-2016". This took a look at raw numbers to determine how many laws changed numerically. Gun friendly states stayed that way and states unfriendly to guns stayed that way. Figure Two is from this study.
3. State Constitutional Rights To Bear Arms Ten Years After Heller/McDonald" from Nino Monea of the University of Pittsburgh Law Review. In this study, Nino is able to show that states, even when their own courts and constitutions state something different than the federal courts and constitutions, they almost always defer to the federal laws and courts. With this in mind, we can see that the Supreme Court decision was going to have an impact regardless because of the way states usually defer to the federal system.

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The Second Amendment

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Research Question

How did state firearms law change after the Supreme Court decisions in *D.C v. Heller* and *McDonald v. City of Chicago*?

Instead of looking at pure numbers to determine how many laws changed, we want to look at the numbers to see how the laws changed in effect. Did the laws change to ban new things or deregulate others? Were new laws introduced or old ones repealed? All of these are sub questions to the larger question mentioned above.

Expected Results

I expect the results to show that the Supreme Court decisions did have a big impact on how the laws changed. I also expect to see a drastic change in laws in the years directly following the decisions, be it in the direction of restriction or the direction of deregulation. I also expect the laws to have changed quite quickly, as I expect to find that legislators jumped at the chance once the decision was made.

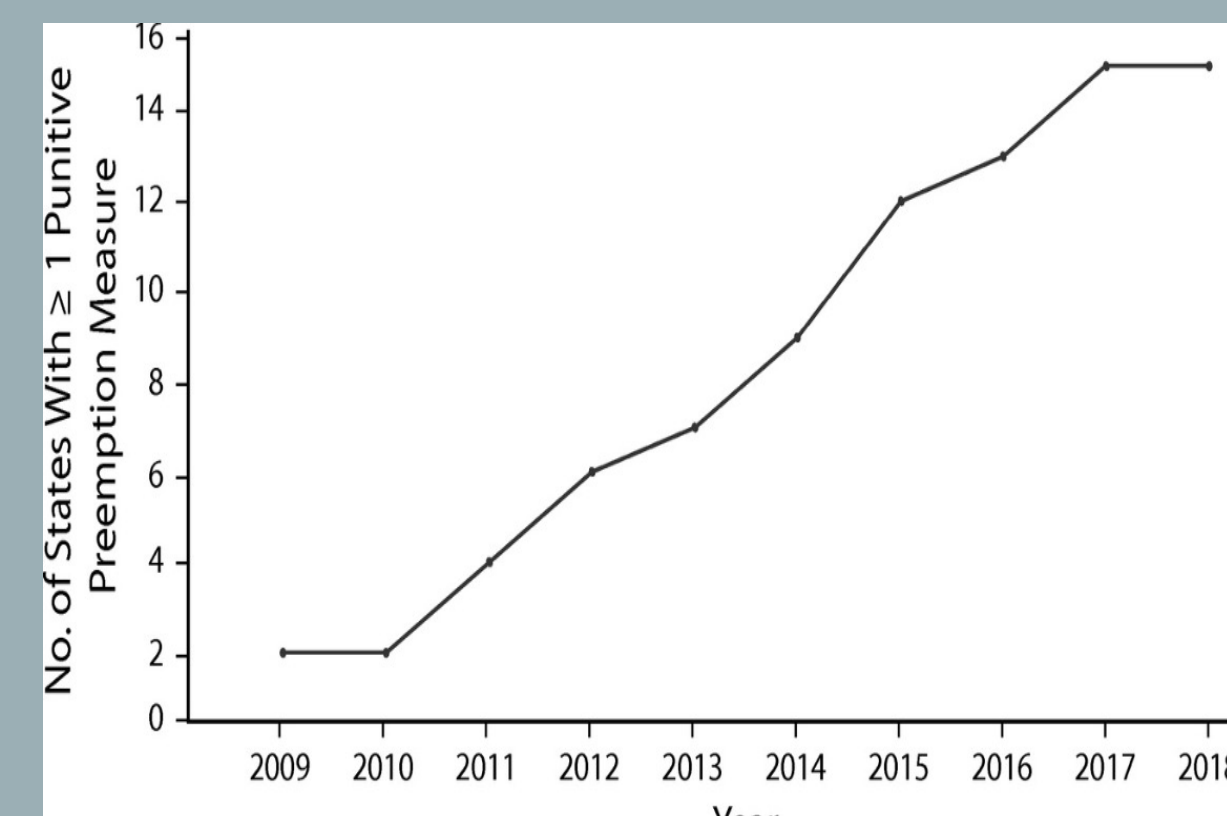


FIGURE ONE: Number of States With Gun-Related Punitive Preemption Measures: United States, 2009–2018

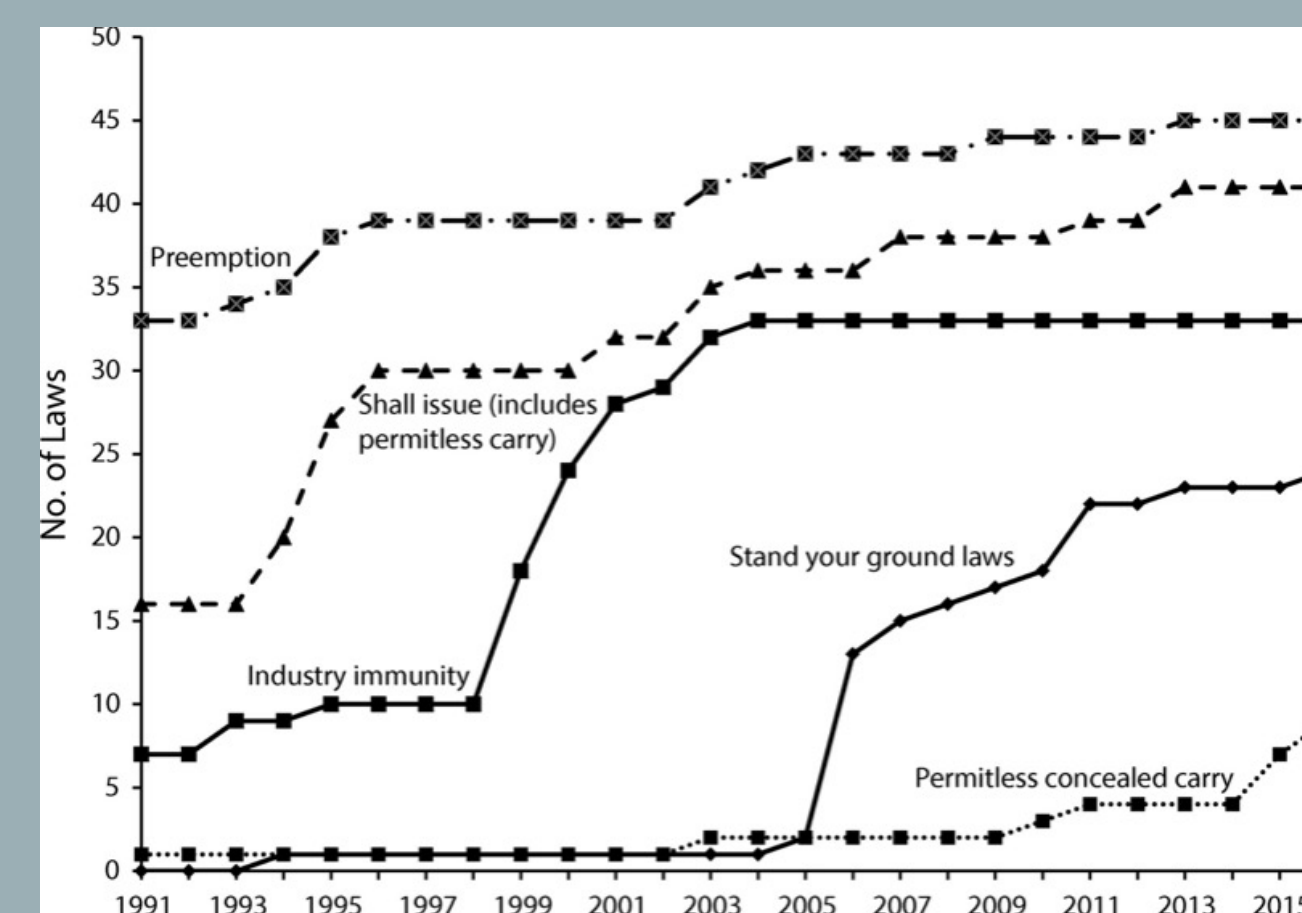


FIGURE TWO: Laws Intended to Protect Gun Rights or Gun Manufacturers, Total Number by Type: All 50 US States, 1991–2016

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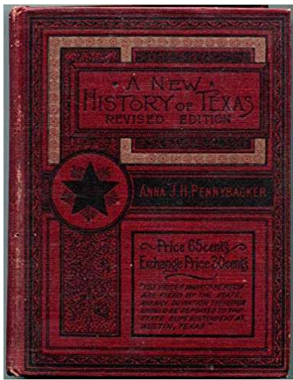
A Lost Cause:

The Daughters of the Confederacy's Impact on a Generation



Introduction

In the modern era, there are many conflicting viewpoints surrounding the Civil War Era, with some viewing the Confederates as heroes and others viewing them as traitors. The viewpoint that the Confederates were patriots, can be traced back to Lost Cause Ideology. One major group committed to spreading Lost Cause Ideology are The Daughters of the Confederacy. The Daughters are a pro Confederate group that formed after the Civil War. They formed in 1894 and consisted of the female relatives of Confederate soldiers. Initially they were dedicated to helping former Confederate members as they began to age, but as the organization started to gain mobilization, they started to shift towards a new goal (Whites, 2005). The Daughters of the Confederacy began to push pro Confederate narratives all around the south. They were responsible for many of the Confederate monuments that are currently in the South (Maurantonio, 2021). The Daughters also focused their attention on children. They wanted to make sure that children were being taught a pro Confederate version of history (Whites, 2005). They played a big part in approving what textbooks could be used to teach children about the Confederacy, while also writing textbooks of their own. Another way that The Daughters spread their pro Confederate narrative was through their subgroups, The Children of the Confederacy. In these groups, The Daughters would teach children pro Confederate catechisms and have the children memorize them.



Research Question

The question I am going to research is, how did The Daughters of the Confederacy effectively spread Lost Cause Ideology to children, and are there still lasting affects from this today?



Expected Results

I expect to find that The Daughters of the Confederacy spread Lost Cause Ideology by using catechisms, censoring textbooks, and building monuments. I also expect to find that this still has a considerable impact within the South today.

Significance

This is an important subject to research because the actions The Daughters took are still affecting us today. With the current struggle surrounding the Confederate monuments it is important to look at how they got there. The Civil War happened 158 years ago, and people still feel emotionally attached to the Confederacy, a nation that only lasted for 4 years (Maurantonio 2021). In order to address the current struggle ongoing within the South, it is important to look at why people feel so strongly about preserving the Confederacy.

Background/Literature Review

One way the Daughters preserved the memory of Confederate culture was through teaching catechisms to children. After the Daughters of the Confederacy formed, they created a sub-group called The Children of the Confederacy. The Daughters were the leaders of these groups of children, and they would teach them Confederate history through catechisms (Heyse, 2011).

A second way the Daughters of the Confederacy sought to spread Lost Cause Ideology was through the censorship of textbooks. They considered themselves one of many groups dedicated to providing an "unbiased" version of history for the general public (Bailey, 1991). They had their own historical committee that would vet textbooks before letting them be used in classrooms. They also had historians within their ranks who would write their own textbooks that would be used to teach children their version of history. (Bailey, 1991).

One final way The Daughters of the Confederacy sought to promote Lost Cause ideology throughout the south was through the construction of Confederate monuments. Through the building of Confederate monuments, The Daughters hoped to create a collective memory around the Confederacy. The collective memory would be one of pride, and honor (Heyse, 2010). The Daughters wanted southerners to feel a sense of pride in their ancestors, and the decisions they made. They also wanted the public to view those who fought and died on the Confederate side as honorable. The creation of monuments were physical embodiments of the pride and honor that The Daughters wished to preserve.



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Methods

Participants:

- ❖ The Daughters of the Confederacy, The Children of the Confederacy, and people living in the South today
- ❖ Susan Pendleton Lee, Caroline Brevard, Mary Tucker Magill, Anna J.H. Pennybacker, and Mrs. S.E.F. Rose.

Materials:

- ❖ The Library's archives, for example JSTOR

Procedure:

- ❖ I will type key words into the archive like "The Daughters of the Confederacy", "The Children of the Confederacy", "Lost Cause Ideology", and "Textbooks from the lost cause era".
- ❖ Then I will look at the results to determine what sources will work best for me. Using these sources, I will synthesize information about The Daughters of the Confederacy.
- ❖ I estimate this will take me about 3 months.

Design:

- ❖ This is going to be a literature review and it is qualitative research. The Daughters of the Confederacy will be assessed through their actions to spread lost cause ideology throughout the South, and the affects that has on the South today.

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