

Editorial Introduction

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Greetings Readers,

Welcome to the Spring 2021 Edition of the University of Colorado Colorado Springs Undergraduate Research Journal. First and foremost, this past year brought many unforeseen obstacles for students, faculty, and staff at UCCS. It has been unpredictable, exhausting, and anxiety-ridden for countless people. Through all of that, the URJ cannot thank all the authors and reviewers enough, for being patient and working tirelessly to make this issue happen. Thank you. Now, we are excited to introduce the published works of six undergraduate students for the URJ! Read below to browse the titles, authors, and a partial abstract preview of the papers found in this issue.

“Alfred the Raider: Capitalizing on the Warrior-King Relationship, Morale, and Reputation to Become the Greatest Anglo-Saxon” by Benton Nissen: Despite the vast research on Alfred the Great’s Viking Wars, many historians fail to acknowledge the Germanic warrior-king relationship that defined the Anglo-Saxon Age, and how instrumental this relationship was to King Alfred’s success. This warrior-king relationship seems to be overlooked for the more exciting stories of blood and gore that overshadow the accomplishments and failures of ninth-century leaders.

“Is There a Correlation Between Biblical Errancy and Gender Equality?” by Brandon Flanery: Is there a correlation between someone’s relationship to Biblical text and their views of gender equality? To answer this question, 159 individuals were surveyed, and five women were interviewed. Rather than focusing on more abstract questions to measure one’s perceived views of gender equality (e.g. Do you believe men and women are equal?), this study zeroed in on the question “Do you believe that women can be in all forms of church leadership and carry the title of pastor?”

“Discovering and Decoding Sexuality at the Collegiate Level: How Does Sex Education Shape Our Sexual Identity and Expression?” by Ally Mosely: This exploratory research project investigates the ways in which formal and informal sex education during high school influences an individual’s development of their sexual identity. Due to changes in federal funding, formal sex education curriculum shifted from an abstinence-only model to a medical model, which focuses on information regarding birth control and self-health.

“Historical View of Intellectual Influences on Regimes in Germany, Italy, and France, with a Primary Focus on Germany” by Caitlyn Dieckmann: This research attempts to discover the intellectual influences that resulted in either successful or unsuccessful regimes in Europe with a focus on Germany. Germany is a perfect example of intellectual influences as it has been affected by philosophical political thought through its Weimar republic, under Adolf Hitler’s Nazi regime, and after governing systems after World War II.

“Many Souls, One Self: A Comparative Study of Multilingual Writing and Western Rhetoric” by Zhané Williams-Hensley: This essay investigates the connections between the experiences of multilingual students in L2 composition and the principal appeals of Western rhetoric. The purpose in doing so is to illustrate ways in which writers might be improved in the classroom with little to no expense to their specific ethnic and cultural backgrounds.

“Is *The Legend of Zelda: Breath of the Wild* a Modern Day Fairy Tale?” by Cody Reed: Are fairy tales still receiving cultural significance in modern-day mediums – such as within the gaming industry? This essay aims to answer that question by analyzing the relationship *The Legend of Zelda: Breath of the Wild* has with Masculinity and Queer Theory, and how this directly parallels the lesser-known fairy tale of Iron Hans, written by the Jacob and Wilhelm Grimm.

The URJ would like to once again extend our sincerest thanks to everyone who was involved in making this issue possible for this semester, and we hope that each reader will be drawn in by the previews and sit down to explore all the papers published. Thank you to all our authors, reviewers, editors, faculty advisors, and readers!

Acknowledging the URJ's Reviewers

The *Undergraduate Research Journal* would like to sincerely thank the following reviewers that helped make this issue possible:

Kathryn Palm*

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The students of the 2020 Undergraduate Research Academy

*Indicates senior reviewer