



Student Conference & Game Jam

100% Online | Asynchronous
May 3-17, 2026

Contest Judges



Dr. Lesley Coote



Dr. Angela Weisl



Dr. Lauryn Mayer

Sessions

Sins and Sinning

1. The Seven Deadly Sins

Garrett Barber (Georgia Southern University; Prof. Carol P. Jamison)

For my digital project, I have decided to discuss the seven deadly sins. This will include exploring their origins, as well as discussing how we got the point we are at today with their representation in modern media. For my research strategy, I will first find sources that will help me understand the origins. I already know that there is a connection with the Bible and Christianity, but I am not entirely sure when the idea of the seven deadly sins gained traction. For the modern side of things, I have two main pieces of media that I want to explore. These include two Japanese animated shows, which are *The Seven Deadly Sins* and *Full Metal Alchemist Brotherhood*. Both of these shows have great representations of the seven deadly sins. I may also include the show *Re:Zero* if I need further examples to discuss on the topic. I have found two possible scholarly sources that I am considering using for this digital project. The first is *The Origins of the Seven Deadly Sins* by Krste Iliev, Natalija Pop Zarijeva, Maria Krsteva, and Dragan Donev. The second source is *GREED AND THE SEVEN DEADLY SINS: TREACHEROUS FOR THE SOUL AND LEGAL ETHICS* by Tory L. Lucas. Another preliminary search informed me that the seven deadly sins originally were considered by Evagrius Ponticus. He spoke about what he called the "Eight Evil Thoughts," or "Logismoi."

2. The Seven Deadly Sins in *Willie Wonka and the Chocolate Factory*

Anna Meyers (Georgia Southern University; Prof. Carol P. Jamison)

The Seven Deadly Sins are represented in the modern film, *Willy Wonka & the Chocolate Factory* through specific characters. I will create a slideshow presentation that explains the seven deadly sins and why they were important in medievalism. Then, I will discuss how the seven deadly sins are portrayed in modern times through the film, *Willy Wonka & the Chocolate Factory*. There are seven characters that represent a particular sin, and I will describe the way in which each character is exhibited. I will research through reliable websites and articles on the internet, as well as use the film (*Willy Wonka & the Chocolate Factory*). The seven deadly sins is an important topic to explore because it highlights the time during medievalism when monks were trying to cleanse themselves of their sins and identify the sins that were hindering them from doing good work. They were also meant to instruct the people. These are still applied today in modern society, and are oftentimes not taken as seriously as they should.

3. Soteriology in *Everyman* and *Dr. Faustus*

Chandler Potter (Georgia Southern University; Prof. Carol P. Jamison)

I wish to examine and research the development of the themes and structures within the play scene in England of both the Medieval morality play of *Everyman* to the Renaissance tragedy of *Doctor Faustus* by Christopher Marlowe. Also, I wish to inspect the doctrines of Christian theology found in each play. Therefore, the area of medievalism I want to explore is the Catholic Church and Christian theology. For instance, I would look at ideas of salvation, the sacraments, sin, and the devil, during the Medieval period. Nonetheless, one of the questions I hope to answer is how does this theology of the medieval world transfer into the world of the Reformation; what aspects of medievalism are kept or changed in Renaissance dramas, like *Doctor Faustus*? This topic is important because it looks at how the play scene developed in a religious framework. It shows how Christian theology is portrayed and used in the English drama. This project will hopefully contribute to how medievalism and medieval Christianity was not just used for nostalgia in Renaissance dramas but was an active part in shaping the ideas of Reformation theology in these plays, which is most obviously seen in *Doctor Faustus*. I plan to research this project through a historical and theological context found in these plays and how they portrayed their Catholic or reformed theological doctrine. For instance, Lawrence V. Ryan in his article, "Doctrine and Dramatic Structure in *Everyman*" details, "the preacher-playwright of *Everyman* is interested in answering the important question: what must a man do to be saved?" (723), which is one of the articles I will look at for my theological research. Another idea is how predestination functions in both plays. *Everyman* shows the idea of predestination from a Catholic perspective and *Doctor Faustus* shows a Calvinist view of double predestination. For these Christian doctrines I will look at specific Christian theologians, like St. Augustine and John Calvin for studying these ideas of Predestination as well. Also, I will need to look at the history of the English play itself and how it developed away from the Church, which is depicted in Hardin Craig's article "Morality Plays and Elizabeth Drama," which asks, "Did the morality play contribute anything to the dominant hero of romantic drama whose invention has been attributed to Marlowe?" (71). Overall, both these sources will help me in my research in the history of the play scene in England and the development of Christian doctrine in these plays.

4. The Seven Deadly Sins

Kenneth Clinton (Georgia Southern University; Prof. Carol P. Jamison)

Abstract Not Available

Mystical/Magical Creatures

1. Elves and Fae: A History Throughout Literature

Sarah Brodmann (Georgia Southern University; Prof. Carol P. Jamison)

The topic I would like to pursue is rooted in folklore and Anglo-Saxon mythical beings. This includes specific creatures such as Grendel, or broader beings like giants, dragons, and elves. I plan to examine these ideas across time in literature and, even further, in film. Over time, folklore and myth have changed. I want to research and dive into some of the reasons for the adaptation and reinterpretation of this history. I really want to focus on Anglo-Saxon folklore, stretching into medieval folklore such as Robin Hood and King Arthur. Most modern adaptations are seen in movies, but some authors, such as C. S. Lewis, Tolkien, and even George R. R. Martin, have used folklore in their books. I would like to mainly focus on the literary side of research, but research takes scholars to many places. Researching through movies and films will also broaden my scope of research and hopefully give me more information to work with.

2. Ravens, Symbolism and Medievalism

McKenzi Jackson (Georgia Southern University; Prof. Carol P. Jamison)

I would like to look at how the symbolism of ravens has changed over time. In the beginning, ravens were associated with death, or they were there to symbolize a prophecy or deliver a message. This was mostly common in the medieval time period. Medieval messages and themes have transformed over the years and evolved beyond previous understandings. We see them not only in literature but in media and television as well. I want to dive into how ravens have grown into different meanings during different periods and what they meant during these different eras. I think this is considered an important topic because it shows how medieval themes are constantly able to adapt with time. They play a huge role in certain stories and carry meanings that are deeper beyond the eye. I want to compare the raven's symbolism from more recent modern works versus the symbolism for ravens during earlier medieval works. Through doing this I will also be able to look at what stayed the same versus what did not. I want to look at what ravens mean to different cultures and religions as well, honestly any context they exist in outside of literature if possible.

3. William and the Werewolf: A Scholarly Analysis of Character Development

Anna Miller (Kent State University; Prof. Carol Robinson)

I hope to conduct a scholarly analysis of the work "William and the Werewolf" to examine its character development. In this project, I will explore how the main character, William, grows and develops throughout the text, and how this character growth affects the storyline. I will also explore why William's character growth occurs and what causes it (i.e., the surrounding characters and other events in the storyline).

4. William and the Werewolf: An Exploration of Identity in Medieval Literature

Robin Webb (Kent State University; Prof. Carol Robinson)

For my presentation, I will be analyzing the poem "William and the Werewolf," exploring its themes of identity and humanity as well as its comparatively positive depiction of werewolves in the broader landscape of werewolves and monsters in medieval literature.

The Games People Play

1. The Miller's Tale: A Deeper Look

Dylan Acierno (Kent State University; Prof. Carol Robinson)

My research project will cover "The Miller's Tale" from Geoffrey Chaucer's *The Canterbury Tales*; I will cover Chaucer's intent with the story, Chaucer's reasoning for writing the story, and cover the themes inside the story itself. I will look into the different meanings in the figurative language of the story and how it represents Chaucer's philosophical ideals. I will also be looking into what defines Chaucer's tale as a fabliau, and how that separates it from his other stories.

2. Women in Medieval Literature and Geoffrey Chaucer's "The Wife of Bath"

Bambi Vornheder (Kent State University; Prof. Carol Robinson)

I propose a research project that adapts a medieval work into a comic page. The research project in question will be a creative pedagogy focused on Geoffrey Chaucer's "The Wife of Bath" from the *Canterbury Tales*. The comic strip will be written and drawn teaching "The Wife of Bath" story to the readers. The work will be abbreviated into a sequence of scenes covering the main plot points of the story, coupled with a narrative that tells the reader why certain aspects of the story are intentional or significant. My research plan includes covering these four questions:

- How did the Wife of Bath compare to other depictions of women in literature of the time?
- What do the reactions of other characters say about contemporary attitudes?
- What point did Chaucer intend to make with the Wife of Bath's tale?
- What reaction did readers of the time have to "The Wife of Bath?"

3. Beyond the Monster: Individuation and Female Agency through the Loathly Lady Motif

Michaela Rich (Kent State University; Prof. Carol Robinson)

This digital project is a scholarly analysis of the Middle English romance "The Wedding of Sir Gawain and Dame Ragnell," examining the intersection of power and identity through a dual feminist and psychological lens. It focuses specifically on how Ragnell's transformation mirrors Sir Gawain's psychological growth and the reclamation of female autonomy within the patriarchal Arthurian Court. This research will explore Late Medieval English romance, specifically the "Loathly Lady" motif and its subversion of chivalric norms. This research is important because understanding Ragnell's agency is important. Specifically, it disrupts traditional gender hierarchies and challenges the sovereignty usually reserved for male figures in Arthurian legend. I plan to use a Jungian psychological approach to analyze how the anima archetype and the process of individuation as Gawain moves towards wholeness by granting Ragnell authority. For the feminist analysis, I will evaluate how Ragnell's physical transformation serves as a metaphorical quest for freedom from societal constraints. Two potential scholarly sources are the following: "A Woman Circumvents the Laws of Primogeniture in The Wedding of Sir Gawain and Dame Ragnell" by Sheryl L. Forste-Grupp and "The Process of Transformation - The Core of Analytical Psychology and How It Can Be Investigated" by Christian Roesler.

4. Charms as a Speech Act

Robin Eaken (Kent State University; Prof. Carol Robinson)

My research is focused on charms in performance through discussion of the Nine Herbs Charm. Charms in their original context lived in an oral tradition and through reading of the work, it then can exist as a performance and bring the text on a page to life. I am using Garner's paper "Anglo-Saxon charms in performance" as a research source on the value of this method to understanding of the piece. I will be taking a pedagogical approach by creating a video that would give a viewer the task of preparing the charm to be performed using techniques outlined by Richard Cohen in *Acting One*. As part of my research, I plan to compile performances of charms in both the original Old English and translations into the modern version. I also want to deepen my understanding of how oral and literary tradition intertwine and differ. Of course, I will also develop my own version of the Nine Herbs Charm as an example, including the research one would do when tackling any historical monologue.

5. Riddles and Charms Escape Room

Kiersten Grantz (Kent State University; Prof. Carol Robinson)

I will create or explain the thought process of riddles and charms with a hyper focus on Exeter Riddles 68 and 69 as well as The Franks Casket to make an interesting visual for how a classroom of students might solve this, and in the end, the overall answer from the small riddles will reveal an answer that is creative and makes them see an overall picture. The goal of this project is to deep dive into the riddles, find answers, and then have to solve a puzzle in the end. I will also pull from research through my annotated bibliography as well as some other outside sources I have been researching. This area is important because I believe it is how people in the medieval times could find some emotional appeals through writing. Students will also become more engaged. I will continue my research about what makes an interesting escape room and how I might go about this.

War and Peace: Warriors, Knights, Lords, and Kings

1. The Timeless Tale of *Beowulf*

Zoe Credico (Kent State University; Prof. Carol Robinson)

I intend to make a creative pedagogy on the medieval work *Beowulf*. I wanted to make a slide presentation that could be included in a museum to help teach people more about past literature and their effects today. Some potential research questions I plan to base the project on are:

- How is *Beowulf* a blend of both Christianity and Paganism?
- How has *Beowulf*, a story created over a thousand years ago, still relevant today?

2. How *Game of Thrones* changes the medieval concept of "The King's Peace"

Paloma Romero-Gómez (Universidad de Cantabria; Prof. Jesús Ángel Solórzano Telechea)

In medieval political thought, the concept of "the King's Peace" represented the monarch's authority to suppress private violence and impose order, marking the transition from feud-based justice to centralized sovereignty. The King's Peace was not merely legal but ideological: it framed royal power as the guarantor of social stability, justice, and moral legitimacy. This paper examines how *Game of Thrones* radically reimagines—and destabilizes—this medieval concept for a modern audience.

3. The Death of Arthur: A Scholarly Analysis on Wace's Interpretations, the Relevance of His Work in It's Era of Origin, and the Impact It Has on Literature throughout the Ages

Hayley Nieves (Kent State University; Prof. Carol Robinson)

I will be deep-diving into *The Death of Arthur* by Wace through a researched scholarly presentation! I will be bringing to the surface: cultural significance, past to present adaptations, writing techniques by the author, imagery, theme and more to help my audience fully understand the morality (and immortality) of this story and what it has to offer: it's great importance in literature and how it changed it for the better.

4. Now and Then: Battlespaces of the U.K.

William Daughtry (Georgia Southern University; Prof. Carol P. Jamison)

For my digital project, I want to discuss how the landscapes of two major early English battles, the Battle of Maldon (991) and the Battle of Brunanburh (937), have changed across history. Since both battles inspired Old English poems we studied, this project will let me connect the literary descriptions with the physical places that shaped those narratives. Understanding how these sites looked during the battles, and how they have transformed over time, can offer deeper insight into both the historical events and the poems that commemorate them. My research will focus on how the areas surrounding the battlefields have evolved. I plan to look at whether modern cities or towns now cover the locations, how much of the original terrain still exists, and how these battles are remembered, or forgotten, by local communities today.

5. An Analysis of Chivalry: Sir Gawain & Medieval Perspectives

Rebekah Moss (Kent State University; Prof. Carol Robinson)

In this presentation project, I would like to explore the origins and evolution of chivalry through the lens of Arthurian legend and specific character arcs therein, such as Sir Gawain. This topic is important because it helps analyze the development of gender roles, aristocratic power structures, and the roots of modern concepts of honor. The research would be done through the analysis of Arthurian legend, peer-reviewed articles, and modern perspectives.

Modern Media Medievalism

1. Swords, Sabers, and Dragons: Weaponry Personification in Medieval and Popular Culture

Ariana Taylor-Williams (Georgia Southern University; Prof. Carol P. Jamison)

Weaponry personification is an integral part of the heroic tale in medieval literature. It defines the action of the hero, and plays into the “boasting” aspect of heroism. From swords to crosses, objects and weaponry are not only used in the plight of battle in medieval literature, but are actually heroes themselves. Weapons and objects serve as part of the soul for heroes. However, while we acknowledge the importance of weaponry and object personification in medieval literature, scholars seldom analyze these objects as heroic figures, or analyze the impact of medieval weaponry personification in modern-day literature and storytelling. Visual storytelling, such as video games and movies, emulates the motifs of weaponry personification. Games such as Sonic and the Black Knight are not only heavily inspired by medieval literature and medievalism, but also play directly into the theme of weaponry personification. Within this story, Sonic the Hedgehog is transported to the world of Camelot, where he, alongside his personified sword Caliburn, must defeat the Black Knight or King Arthur. Through this story, the sword, Caliburn, becomes an extension of the main character, Sonic’s soul, acting as a voice of reason, reassurance, and heroism for Sonic through his heroic journey. Movie franchises such as the Star Wars franchise, Game of Thrones, and more also explore these themes through weapons such as lightsabers, swords, and even dragons. Through this project, I aim to examine how medieval object personification has extended into modern-day literature, specifically through visual modes of storytelling such as movies and video games. I will compare visual storytelling modes such as Sonic and the Black Knight, Star Wars, and Game of Thrones, to “The Dream of Rood” and Beowulf, and explore how weaponry is not only an extension of the soul itself in heroic literature, but also an extension of reason, hope, and overall heroism.

2. Translating Medieval Vikings: Texts, Adaptations, and Modern Media

Yasmin Lewis (Georgia Southern University; Prof. Carol P. Jamison)

My digital project will be about how modern media adapts medieval texts and ideologies, so they fit modern narratives. I have decided to achieve this through the dissection of the 2013 show “Vikings” which followed the lives of Ragnar Lothbrok and his descendants. I will compare and contrast the portrayal of the main characters/events of the show with the real-life historical accounts. With an emphasis on how certain aspects of history have been altered for modern consumption. I will limit myself to the show and whatever online historical accounts I can find. A description of your research plan that clearly states the area of medievalism you wish to explore, why it is important, and how you plan to go about researching it. The area of medievalism I will be exploring is the 8th & 9th century as that is the time the show is set. My topic is important because it shows how the historical ideas of yesterday have continued to shape today. Shows like the “Vikings” can function as a window to show what parts of history have been altered for the understating of modern society.

3. The Heroic Code & Ironman

Mallory Dent (Georgia Southern University; Prof. Carol P. Jamison)

For my Digital Project I plan to examine Beowulf and how it represents the Anglo-Saxon heroic code in order to compare and contrast it to the modern day superhero: Iron Man. I plan to examine primary sources (Beowulf and Iron Man) and secondary sources. I will first start by establishing how Beowulf is an example of the Anglo-Saxon heroic code, and the values it emphasized. Within Beowulf, Beowulf is the hero whose character and actions encompass these values. The heroic code is important as it is not only prevalent within stories from Anglo-Saxon societies, but also gives us a glimpse into the culture as well. To further examine this, I will be examining sources such as “The Epic Hero and Society: Cuchulainn, Beowulf, and Roland” by Eleanor Farrell. In this scholarly source, Farrell compares heroes, such as Beowulf, to see how they represent heroes and values in their respective cultures.

After this, I will compare and contrast Beowulf to Iron Man. First, I would like to look at the similarities, such as their courage, to show how Iron Man, despite the difference in times, is still a hero reminiscent of the heroic code in Beowulf. While I think the comparisons are important to look at as they showcase the consistencies of values within societies over time, the differences can also provide an insight into how values have shifted. For example, while strength is represented in both, it is done so differently. In Beowulf, the hero’s strength is physical. In contrast, Iron Man’s strength relies upon his suit. To further examine this, I will look at sources like “Between Man and Machine: The Liminal Superhero Body” by Vincent M. Gaine, a scholarly article that examines how superhero identities, such as Iron Man, are constructed and change through technology and otherwise.

4. Film Adaptations of *Beowulf*

Alisha Wolfgang (Kent State University; Prof. Carol Robinson)

I'm going to examine how *Beowulf* has been adapted into a modern work, such as a movie. This project will be a Scholarly analysis of Adaptation, Adoption, and Appropriation of the Medieval. The questions that I want to address in this project are: To what extent does the portrayal of monsters in *Beowulf* serve to define the limits of heroic behavior in Anglo-Saxon society? How does modern fantasy literature (e.g., *Beowulf*) adapt or misunderstand the themes of medieval romance? How has the popular image of the Middle Ages as a "dark age" been constructed or deconstructed through historical literature? Who is the real hero in *Beowulf*?

5. Reliving and Mobilizing the Medieval: Archaeological After Lives of Medieval Texts and Ideologies

Kejhauni Jones (Georgia Southern University; Prof. Carol P. Jamison)

This presentation explores how medieval texts and ideologies are adapted, reinterpreted, and mobilized in post-medieval and contemporary contexts through an archaeological lens. Rather than treating the medieval period as a closed historical era, the presentation examines its "afterlives" in material culture, landscapes, and heritage practices. The talk will begin by outlining key medieval ideologies, such as chivalry, religious authority, and imagined communal identities, and how these concepts are selectively revived in later periods. It then demonstrates how archaeology can trace these revivals through the reuse of monuments, reconstructed architecture, commemorative landscapes, and curated heritage sites. Case studies will highlight how medieval symbols are employed to legitimize modern political, religious, and nationalist narratives, as well as how they are commodified through tourism, reenactment, and popular culture. Particular attention is given to the tension between historical accuracy and modern ideological needs, showing how material evidence often reveals significant gaps between medieval realities and their contemporary representations. The presentation argues that archaeology is uniquely positioned to expose how the medieval past is materially constructed and strategically used to shape identity, memory, and authority in the present. By focusing on post-medieval adaptations rather than original medieval contexts alone, this talk emphasizes the ethical and interpretive responsibilities of archaeologists when engaging with revised and politicized pasts.

Exile and Grief

1. An Analysis of Wulf and Eadwacer

Ryan Spalding (Kent State University; Prof. Carol Robinson)

I will write a research paper on this poem and dive into how the time period may have impacted the interpretations that can be taken from the poem. I will go into detail about how exile, and the culture surrounding it, may have played a role in this poem and its meaning. What does exile mean in the context of Medieval Literature? What themes are present in “Wulf and Eadwacer”? In what ways does this poem use figurative language to further its ideas? What is the importance of “Wulf and Eadwacer”? In depth analysis of the poem, answering the proposed questions, looking at the narrator and how the time period impacted the poem’s meaning, how the culture is reflected in this poem.

2. Analyzing The Wanderer: Grief, Religion, Culture

Emily Stephens (Kent State University; Prof. Carol Robinson)

I’d like to do a scholarly analysis on “The Wanderer” where I will explore the motifs of the poem. It will include themes of grief, loss, and the unknown. Questions that may arise in this new piece of work are (1) what is the importance of religion in this work and how does it tie to the motifs of grief and loss?, (2) how does loss show itself in “The Wanderer?”, (3) what is the purpose of this poem?, and (4) what is the cultural significance of this poem?

3. The Wanderer: An Analysis of Modern Representation of the Classic Old English Elegy

Ryan McKnight (Kent State University; Prof. Carol Robinson)

I intend on doing a scholarly presentation on The Wanderer and want to explore modern works that might have been inspired by the poem’s themes. However, this idea could be the biggest limitation of my project, since I do not yet know how many connections there are to be made. I am nervous but remain excited to make connections, and in the case that I do not find as many connections as I would like, I plan on redirecting my focus and talking about how this elegy could be applied or connected in a modern sense. I think that the mentality on display in The Wanderer shows how important honor, reliability, unity and strength were in medieval, Anglo-Saxon culture. While keeping this project in mind, I keep making connections between The Wanderer and other works that we are covering in my other two literature courses. For example in Macbeth, Shakespeare makes a clear statement on what masculinity should and should not be. When Lady Macbeth criticizes Macbeth’s masculinity after he originally refuses to kill Duncan, I thought that the points that she raised were not at all like characteristics of the soldier in The Wanderer, who favors qualities like loyalty and honor. So, I plan to continue looking at famous works that tackle themes of exile and honor. One source that I found goes into depth on the elegies themes, giving a thorough overview of the poems contents. Another potential connection that I found could be Nietzsche’s The Wanderer and His Shadow. I found an article by Joachim Krueger (Ph. D.) who discusses the themes of exile in Nietzsche’s work, that I think I could connect to the Old English elegy.

4. Female Expressions of Grief from the Exeter Book’s Elegies to Victorian Poetry

Natalie Fitts (Georgia Southern University; Prof. Carol P. Jamison)

My digital project will examine how themes of loss and grief are expressed by women in early British literature, specifically in two of the Exeter Book’s elegies, and compare them to the Victorian poet Emily Brontë’s poems in which she, unintentionally, echoes the grieving women in the elegies. Through comparing the female expressions of grief in “The Wife’s Lament” and “Wulf and Eadwacer” to Brontë’s “Remembrance” and “Geraldine,” it becomes clear that loss and grief are themes that transcend time and circumstance. The tone of each poem is hopeless because these women are experiencing loss and grief in isolation, rather than with the support of a community that can provide them with the emotional solace necessary for persevering through grief. The majority of my research will cover female expressions of grief as it is displayed in “The Wife’s Lament,” “Wulf and Eadwacer,” “Remembrance,” and “Geraldine.” One or two sources will discuss the Kübler-Ross model of grief, or the five stages of grief, in order to carefully assess the nuanced and complex feelings these women are experiencing as they grieve. One potential source is Steven Vine’s essay “Romantic Ghosts: The Refusal of Mourning in Emily Brontë’s Poetry” (1999). In part of the essay, Vine discusses Brontë’s “Geraldine” and its self-exiled speaker who is struggling to mourn her lover’s death, as her baby’s appearance reminds her of him. Another potential source is Fiona and Richard Gameson’s essay “Wulf and Eadwacer, The Wife’s Lament, and the Discovery of the Individual in Old English Verse” (1996). In the section labeled “The Expression of Personal Emotion,” the authors examine how the female, first-person narration of “The Wife’s Lament” and “Wulf and Eadwacer” allows the speakers to poignantly convey their personal experiences of losing loved ones and the intricate emotions they feel in their bereavement.

5. Women’s Roles/Rights in the Time of “Wulf and Eadwacer”

Tana Leasure (Kent State University; Prof. Carol Robinson)

I am researching women roles in Medieval Times. What the laws were, what titles they could hold, as well as the involvement of the government and church.