College of Humanities and Social Sciences
2016 Summer Research Grant Recipients Project Summaries

Andrew Pieper, Associate Professor of Political Science
Title: George F. Will and the Evolution of Conservative Punditry in America
Summary: George Will may be the most important political columnist of the late 20th Century. This project explores the evolution of Will's political positions, using the theoretical constructs of "agenda setting" and "framing," from 2001-2016, a period that covers important changes in partisanship, the media, and American conservatism. Using content analysis, this project examines if, and how, Will's own positions have changed to meet the changing media and political landscape. Using scholarship of discovery and integration, the project will enhance my Research Methods course, and engage the campus community in a discussion of partisan media in the digital age.
Awarded $6,000

Ebony Glover, Assistant Professor of Neuroscience
Title: An Affective Neuroscience Approach to Studying Sex Differences in Emotion Regulation
Summary: Women are two times more likely than men to be diagnosed with an anxiety disorder. However, very little is known about the underlying biology of sex-specific fear behaviors. Men and women face different reproductive challenges across the lifespan, which might interact with sex differences in emotion response patterns. The proposed project examines menstrual cycle phase and sex hormone effects on fear behaviors in women and men. Students in this lab gain a solid foundation in neuroscience research and have the opportunity to make fundamental contributions to our understanding of neurobiological factors contributing to emotional regulation and their clinical implications.

Jeanne Bohannon, Assistant Professor of English and Digital Writing
Title: Learning Information Literacy Across the Curriculum (LILAC): Measuring Students' Research Writing Behaviors Through Attitudinal Assessments and Research Aloud Protocols
Summary: My mixed-methods study is an IRB-approved partner-project of the multiinstitutional LILAC (Learning-Information-Literacy-Across-the-Curriculum) initiative, comprised of faculty from Georgia Southern University, Lamar University, the University of Miami-Ohio, and KSU. This important research demonstrates a commitment to the Scholarship of Teaching and Learning (SoTL) and quantitatively and qualitatively documents and analyzes trends in students' information-seeking behaviors and assesses attitudes towards digital research. My KSU-LILAC research will yield data to assist instructors across curricula in developing pedagogical interventions that will increase students' research prowess and digital literacies. My project impacts student learning with minimal funding yielding maximum results, including cross-institutional collaborative knowledge production.

Jen Willard, Associate Professor of Psychology
Title: Situational Influences on Voluntary False Confessions
Summary: In some cases, people admit guilt, plead guilty, and confess to wrongdoings for which they are innocent in order to protect the true perpetrator. Using hypothetical scenarios, I have identified situational factors associated with people's self-reports of voluntary false confessions. However, people's beliefs about what they think they would do in a given situation can be very different from their actual behavior. I am seeking support in order to become trained on a behavioral paradigm used to examine false confessions, to modify the paradigm and develop materials for a study, and to write a grant proposal to support data collection.

Lauren Taglialatela and Suma Mallavarapu, Associate Professors of Psychology
Title: Visitor Behavior and the Utilization of Conservation Education Displays at Zoological Parks
Summary: Human activities continue to negatively impact the environment; therefore, public conservation education is critical. Most accredited zoos have conservation education in their mission statement, and provide conservation displays on-site. However, the effects of conservation displays on zoo visitors remain unclear. We collected survey and behavioral data from 307 Zoo Atlanta visitors to determine the impact of these displays. The CHSS Summer Research Grant will provide dedicated time required to complete data analyses, and to prepare and submit two manuscripts to peer-reviewed journals. Additionally, these manuscripts will be the basis for two conference presentations and a National Science Foundation grant submission.

Saul Alamilla, Assistant Professor of Psychology
Title: Psychometric and Cultural Validity of Two Mental Health Related Measures
Summary: The dearth of valid mental health measures for Latino/as in the U.S. has hampered efforts to address health disparities for Latino/as. Culturally and psychometrically valid measures may aid in further understanding and reducing health disparities. The proposed project will examine the cultural validity of Spanish-translated versions of two measures: The Health Dynamics Inventory-Self, a relatively brief measure of mental health and treatment outcomes, and the Latino/a Values Scale, a measure of adherence to traditional Latino/a values. The proposed study would conduct a series of analyses on the general psychometric properties and cultural validity of these translated measures.

Sharon Pearcey, Associate Professor of Psychology
Title: *Surgical Stress and Post-operative Delirium*
Summary: The research study that I will be working on for this project investigates the relationship among post-operative delirium, perioperative temperature, and biomarkers (Cortisol, CRP, IL6, and S100β) of surgical stress in patients having elective hip replacement surgery. Specifically, for this project I will be familiarizing myself with the new assay procedures and conducting assays to assess levels of the biomarkers in human serum and plasma. In addition, I will be working on data analysis for the study. This grant will allow me to complete the assays in a short time span which is best for procedural and environmental consistencies. Awarded $6,000