

**College of Humanities and Social Sciences**  
**2019 Summer Research Grant Recipients Project Summaries**

**Christopher Allen**, Assistant Professor of Psychology

**Title:** *Retrospective Longitudinal Assessment of Intimate Partner Violence Polyvictimization among Undergraduates to Advance Higher Education Violence Prevention Practices*

**Summary:**

Previous studies of intimate partner violence (IPV) have identified undergraduate populations to be at particularly high-risk for experiencing such violence. As different forms of IPV (e.g., physical, sexual, psychological, stalking, etc.) often co-occur (i.e., “polyvictimization”), integrated models of violence are critical to moving prevention efforts forward. The objectives of this project are to develop conceptual and temporal models of undergraduate IPV polyvictimization. The 2019 CHSS Summer Research Grant will provide: 1) funds to compensate participants in a study assessing undergraduate experiences of polyvictimization, and 2) dedicated time for data analysis and preparation of project deliverables.

Awarded \$6,000

**Ebony Glover**, Assistant Professor of Neuroscience

**Title:** *Using Tools in Affective Neuroscience to Study the Social Brain*

**Summary:** Pavlovian fear conditioning is a simple form of learning that involves pairing a neutral stimulus with an aversive one. I propose to develop a novel fear conditioning paradigm that quantifies the acoustic startle reflex during the presence of pictures of African or Caucasian male faces that were previously paired with an aversive airblast. It is predicted that people will form stronger fear associations (show heightened startle responding) to racial outgroup faces than to ingroup faces. This would show for the first time that racial biases might partly derive from subconscious threat processing, which can be objectively measured using a noninvasive fear-potentiated startle paradigm.

Awarded \$6,000

**Gail Markle**, Associate Professor of Sociology

**Title:** *Las Damas de Blanco: Women's Human Rights Activism in Cuba*

**Summary:** In the Spring of 2003, the Cuban government arrested 75 dissidents. In response, the wives, mothers, and daughters of these political prisoners formed Las Damas de Blanco, a non-violent protest group calling for awareness of the plight of these political prisoners and an improvement in human rights in Cuba. The University of Miami's Human Rights Oral History Project includes video recordings of interviews with nine members of this organization. I will use this grant to have these interviews translated and transcribed, and will then analyze the texts in order to increase our knowledge of women's human rights activism in Cuba.

Awarded \$6,000

**Katherine White**, Assistant Professor of Psychology

**Title:** *Comparing the predictive validity of resistance to change survey measures*

**Summary:** The current political environment in the United States is polarized and hostile. Healing these divisions requires increasing our understanding of political ideology. The proposed project builds on my previous research on a core facet of conservative ideology - resistance to change. There are currently three measures of resistance to change, including one developed by my lab. The Summer Research Grant will provide: 1) funds to compensate participants in a study comparing these measures, and 2) dedicated time for data analysis and preparation/submission of a manuscript reporting the results. Other products include conference and brown-bag presentations, as well as a grant application.

Awarded \$6,000

**Kei Tomita**, Assistant Professor of Professor of Interactive Design

**Title:** *Bringing Instructional Design Perspectives to Interaction Design Education: A Case of a User Interface Design Course.*

**Summary:** It is critical for designers to communicate their design decisions in a logical, concise, and convincing manner to clients and internal team members. However, many students struggle with explaining why they make certain decisions. With this problem in mind, I decided to teach instructional design theories in my IAD4230 User Interface Design course to enable students to justify their design decisions based on their understanding of human cognition. The purpose of this study is to describe how teaching instructional design theories impacts interaction design students and gain perspective on how interaction design educators can improve students' communication skills.

Awarded \$6,000

**La Shonda Mims**, Assistant Professor of History and Gender and Women's Studies

**Title:** *Far from the Peaceful Shore: Black and White Women in the Pentecostal Assemblies of God Movement"*

**Summary:** This article focuses on women, race, and sexuality in the Christian Pentecostal Assemblies of God denomination. Conventional understandings of the formation of the Assemblies of God paint the movement as progressive on issues of race and women in the church, which is especially notable given the strength of the Assemblies of God in the U.S. South. My research draws from religious studies, gender and women's studies, African-American studies, and southern studies to examine the rise of the denomination throughout the 20th century, with a specific focus on black and white women in the movement.

Awarded \$6,000

**Rebecca Petersen**, Associate Professor of Criminal Justice

**Title:** *Immigration and Crime Constructs: A Systematic Analysis*

**Summary:** This CHSS Summer Research Grant proposal seeks to systematically analyze the relationship between immigration and crime through a content analysis of peer-reviewed published research from 2010-2018. More specifically, this study aims to explore how both “crime” and “immigration” has been conceptually and operationally defined and measured in empirical studies, methods used, and conclusions made to determine the extent to which and to whom the findings can be applied.

Awarded \$6,000

**Roxanne Donovan**, Professor of Psychology

**Title:** *Teaching and Learning about Social Justice: A Psychological Perspective*

**Summary:** This co-authored two-book project, contracted with Routledge Press, provides foundational information, analysis, and skills necessary to help students learn (book one) and instructors teach (book two) about diversity. The project’s goal is to promote social justice through enabling teachers and students to develop relational skills and to engage challenging emotional responses for deeper understanding and impact. If obtained, this grant will provide the valuable time needed to draft two chapters. Completing these drafts will give me a realistic chance of completing all the tasks required to meet Routledge’s August 31, 2020 submission deadline for both manuscripts.

Awarded \$6,000