

# The Emerging Scholars Program **Midyear Symposium**



# *Dueling Facts in American Democracy*

Morgan Marietta and Todd Bowser

- The history of political debate has normally been rooted in a pool of facts that are assumed and agreed upon by everyone, no matter where they stand in the political spectrum.
- As public values have become increasingly polarized over the last few decades, the political left and right have developed their own versions of “the facts.”
- This project is an exploration of this phenomenon.
- We test the hypothesis that basic perceptions of climate change, origins of sexual orientation, the continuing prevalence of racism, the significance of the national debt, and the persistence of the threat of terrorism are deeply divided, and driven by a fading distinction between facts and values.

Current phase: “Analysis,” analyzed: content analysis of the “fact-checking” industry

Media consumption has several strong correlations to fact perception. A new crop of self-styled experts offer “fact checks” against public statements of political figures, offering

- Politifact: collaboration (franchise, actually) of a nationwide network of mid-size print media
- FactCheck.Org: a project of the Annenberg Foundation
- Washington Post Fact Checker: headed by Glenn Kessler, a veteran DC editor for one of the nation's most renowned newspapers



Breaking the answers down to quantified measures: Designing a standardized scale (Truth-O-Meter = Pinocchios = narrative) to find patterns in the ratings.

Who are the “experts” the fact checkers turn to?

- Government data
- university authority
- Think tanks, advocacy groups, other NGOs
- Other popular media

# Domestic Space in Modernist Women's Writing

Nicole Lynch & Marlowe Miller

## Description of Project

As a way of exploring the changing representation of gender roles in the modernist period, this project will examine the representation of domestic space in the novels of several modernist novels written by women. Virginia Woolf famously said that "On or about December 1910, human character changed...." Relations between "masters and servants, husbands and wives, parents and children" shifted, she wrote, "and when human relations change there is at the same time a change in religion, conduct, politics and literature." Assuming this shift did happen over the course of the modernist period, and that it did, indeed, manifest in the literature of the time, this project will explore reactions to domestic space as it reflected or resisted modernist change in gender relations and domestic arrangements.

## My Role in the Research Process

- Conduct Literature reviews
- Conduct close reading of texts
- Read current general research
- Help establish evaluation tool for reading selected texts
- Apply evaluation to select texts

## *Selected texts read, annotated, and analyzed:*

*A Room of One's Own*, Virginia Woolf  
*Collected Stories*, Katherine Mansfield  
*To the Lighthouse*, Virginia Woolf  
*Return of the Soldier*, Rebecca West  
*Modernism and the Architecture of Private Life*, Victoria Rosner  
*The Poetics of Space*, Gaston Bachelard  
*The Virginia Woolf Writer's Workshop*, Danell Jones  
*Home Bodies*

## What I've Learned:

- Research methods (qualitative)
- Familiarity with fields of literature and gender studies
- Creative collaboration with a mentor

## What I'll be doing in the Spring:

- Conference presentation of research findings
- Writing book prospectus
- Outlining book manuscript
- Conducting interviews



# Examining Youth Perspectives on Community

Kayla Walking & Urmitapa Dutta

## Description of Project

- Youth perspectives have largely been absent from social science research on youth violence. Focus tends to be on individual risk factors and resiliency, undermining the role of contextual factors on youth violence.
- Dr. Dutta addresses this in her participatory action project (PAR) with youth from Lowell Community Health Center's Teen Block.
- Youth participants engage in dialogue about what they mean by 'community', the attributes of their actual and ideal communities, and safe/unsafe spaces in the community.
- Activities include group discussions, collage-making, role-playing, and photovoice projects, and community exhibits.
- Findings from the project will inform LCHC coordinators, policy makers, and other community leaders in local intervention efforts.



## My Role in the Research Process

Collaboration with Dr. Dutta to:

- Build a resource base of relevant scholarly articles with detailed summaries.
- Work on a literature review.
- Develop introduction and outline for a manuscript to be published based on our findings.
- Develop research activities for youth.
- Work on IRB proposal.
- Practice coding data.
- Update wikipage to inform all involved of ongoing research plan

## What I've Learned

- History, method, ethics of Participatory Action Research
- Academic writing practice
- Steps of IRB process
- Thematic coding process
- Professional development:
  - Submitted application for Poster on the Hill Competition (forwarded by UMass Lowell)
  - Presented poster at UMass Center for Clinical and Translational Science's Symposia for Community-engaged Research
- Time management!
- Networking at professional events

## Projects for Spring

- Collecting data at LCHC
  - i) Facilitating youth focus groups
  - ii) Observations
- Transcribing & analyzing data
- Manuscript writing
- Attending more conferences (hopefully!)

# Richard Bartlett Gregg

Timothy Brunson & John Wooding

## Research Purpose

- To connect Richard Gregg's writings and ideals with instances of real world applications
- To collect aforementioned writings and publications, and build an archive
- To pinpoint Gregg's importance in non-violent movements of the twentieth century, including Gandhi's revolution and the American Civil Rights movement
- To bring Gregg's importance to light, as he has been long overlooked by historians and political scientists

## My Role

- Gather together Gregg's extensive publications
- Piece together Gregg's publications with handwritten notebooks, trying to follow the threads of his ideals and thoughts



## What I've Learned

- How to use an interlibrary loan system
- How to perform archival research
- A better general ideal of the complexities of modern history



# International Trade and Non-Monetary Compensation

James Bauer  
Emerging Scholars Program  
Department of Economics

Mentor: Dr. Tommaso Tempesti  
Department of Economics

## Description

Focuses on the impact of international trade on U.S. manufacturing labor market.

Studies effect of trade on non-monetary compensation such as fringe benefits and health insurance.

Combine NLSY individuals (longitudinal data, 1979-present) with corresponding industry level trade datasets to construct a trade exposure variable.

Although individuals employed in manufacturing only represent a subset of the survey, it still is a substantial sample size (e.g. in 1991, 1323 were employed in manufacturing).

## My Role

Gather relevant variables from NLSY to construct individual-level dataset.

Investigate and document concordances between different industry classifications

Construct trade dataset from United Nations database.

Merge industry trade data with NLSY worker level data for our analysis

## What I've Learned

Hands-on experience with NLSY and trade datasets

Industry classification concordances: Matching industries coded under different classification systems

Skills and techniques using STATA and working with large datasets

## What I'll be doing in the Spring

More work on the NLSY variables

Produce summary statistics

Run regression analyses

Help prepare manuscript

# My Mother Never Burned Her Bra

Hayley Wood & Dale Young

## Description

- **Creating a semi-biographical work focusing on Dale's mother, Susan as well as myself**
- **Describing the roles of women as seen through the lenses of Friedan, Susan and myself.**
- **"The Accident" and its effect on sense of self, roles**
- **Women's Liberation Movement and her involvement.**
- **Using my personal experience as an additional lens.**

## My Role in the Research Process

### Establishing positionality/Personal reflection writing

- **Conducting informal and formal conversations on research matter**
- **Correspondent to Susan via email**
- **Creating written dialogue for performance**
- **The Feminine Mystique**
- **Establishing research priorities and initiating primary and secondary research into early life**

## What I've Learned

- **Dramaturgical Process**
- **Nonlinear research methods for creative works**
- **How to conduct effective discussions/conversations**
- **Writing for performance pieces (extracting dialogue from essays)**  
*What I'll Be Doing in The Spring*
- **Researching places and events of significance (i.e. Susan's residences)**
- **Editing written pieces for potential dialogue**
- **Continue correspondence with Susan**
- **Potential performance piece**

## THE PROBLEM

- Shortage of skilled paraprofessionals for delivering treatment services for children with Autism Spectrum Disorders.
- Few training programs for paraprofessionals.

## POTENTIAL SOLUTION

- Online skill-building curriculum for paraprofessionals.
- Video-based, online curriculum developed at UMass Medical School / UMass Lowell.
- Instructorless – anywhere, anytime.
- Models “on the job” training through video instruction, video demonstration, and video simulation of real-life work with a child.

## Last Year’s Evaluation

**Question:** Do skills learned during the online curriculum **transfer** to live performance?

**Yes:** UML students interacted with the curriculum and demonstrated subsequent paraprofessional skill performance, with experimenter acting as a confederate child.

**Remaining question:** What aspects of the online curriculum led to participant success?

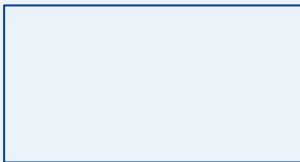
- Watching experienced person work with child?
- Simulated, interactive work with child?
- Combination of both?

Smaller-scale, inconclusive study conducted last year.

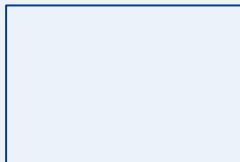
## THIS YEAR’S EXPERIMENT

- **Participant Goal:** 90 participants
- **Independent Measure:** type of instruction
  - I. Demo Video (*observation*)
  - II. Interactive Video (*participation*)
  - III. Combined (*observation + participation*)
- **Dependent Meas.:** participant performance

Demo Video



Interactive Video



Experimental Session



## MY ROLE IN THE RESEARCH

Beyond research assistant...

- Collaborator
- Experimenter
- Teammate
- Mentor
- Trainer
- Lab Manager

## WHAT I’VE LEARNED

### New Skills

- organizational
- data collection and analysis
- video coding
- how to use Excel to analyze data

### Research Design

- steps of constructing a research design
- necessity of precision in research
- difficulty of operationalizing dependent variables (human behavior)

### Project/Lab Management

- being a member of / manage a research “team”
- train other research
- the thousand minute details!

### Personal/Professional Knowledge

- insight to my future career goals.
- applied behavior analysis treatment/teaching methods

## SPRING SEMESTER GOALS

- Submit a poster to ABAI in January.
- Gain more independence in terms of managing the project and the lab.
- Continue to collect session data until we reach our participant goal.
- Create a lab manual.
- Video-data coding and analysis.
- Attend and present at a international research conference.
- Collaborate with Dr. Serna to write and submit a paper about our research.



# BEYOND FAIR TRADE: A Collaboration Between Shahjehan Khan & Jana Sládková Ph. D. for the Emerging Scholars Program

WHAT I'LL BE DOING IN THE SPRING



## DESCRIPTION OF PROJECT

- To develop a greater understanding of undergraduate students' consumption trends as they relate to Fair Trade in order to help us understand cognitive decision-making processes as well as pathways to altering and/or expanding them.
- Part of a larger interdisciplinary effort to partner with a female-run coffee co-operative in Honduras.
- Continue our previous co-authorship of a paper on reflexivity in the research process

## MY ROLE IN THE RESEARCH PROJECT

- Responsible for recruitment and helping to edit and review the survey as well as data entry
- Actively involved as a team member and contributor to the Beyond Fair Trade initiative
- Integral part of planning and holding a Fair Trade Event on campus featuring a short film, guest speakers, and lively interaction between students and faculty
- Submitted a conference proposal for the Eastern Psychological Association (EPA), working on another for Society for Psychological Study of Social Issues (SPSSI)
- Submitted our paper as first author to a journal

## WHAT I'VE LEARNED

- How to work within a team and manage different styles & skill sets
- Witnessed and been a part of the growth of an interdisciplinary research project from its inception
- Can now see & articulate why Fair Trade is important
- Intricacies of recruitment for a study
- Gained experience with Qualtrics
- Multi-tasking and more advanced time management skills
- Writing in a new way by composing an academic journal article that incorporates multiple voices

- Hopefully attending and presenting at EPA & SPSSI
- Analyzing our data
- Co-writing a National Science Foundation grant proposal
- Working with Jana's students on larger surveys
- Starting to write another paper

