



Left to Right: Gaelle Gourgues (*Counselor*), Mari Knuth, Mercedes Villanueva, Huy Trinh, Chansavy Lim, Aaron Canto, Katherine Fuentes, Rossanna Contreras-Godfrey (*Assistant Director*), Nicole Porter

**James Aaron Canto**

*Political Science*

**Mentor:** Hiroshi Nakazato, Professor in International Studies

**Revolutionary Armed Forces of Colombia: An analysis of Political Opportunism in Twentieth Century Colombia**

Latin America has a long history of political turmoil, social unrest, and violence. In particular, Colombia has fostered a society where violence is the only source of political or social power. Las Fuerzas Armadas Revolucionarias de Colombia (FARC), a left-wing organization, has fought against the Colombian government for over forty years. Although Colombia experienced a period of modernization during the first half of the twentieth century, the peasants suffered socially and economically; the maldistribution of wealth and inequality in Colombia led to the development of these left-wing organizations. Due to the complexity of the FARC, scholars and Latin American

specialists categorize the FARC either as a social movement, an insurgency group, or a terrorist organization. Although the FARC is considered a terrorist organization today, my research looks at the political and social conditions that led to the development of the FARC in 1966 and explains why the FARC could be categorized as a social movement.

**Jennifer Chen**

*Psychology*

**Mentor:** Frank Keil & Eric D. Smith, Psychology Department, Yale University

### **Understanding the Sources of Indirectly Acquired Knowledge**

People are rarely aware of how much knowledge is obtained second hand through conversation, books, or other media. I will be presenting on research done at Yale University's Cognition and Development Lab on children's ability to distinguish between knowledge that is acquired directly through experience, and knowledge that is acquired indirectly through second hand means. Children are presented with a story about a boy who has been stranded on an island since he was a baby. They are then asked various questions concerning knowledge he could acquire directly on the island and knowledge he would only be able to obtain second hand. The results of the study point to a strong ability by children as young as five to differentiate between directly and indirectly acquired knowledge.

**Katherine Fuentes**

*Communications*

**Mentor:** Zine Magubane, Professor in Developmental Sociology

### **No Child Left Behind and The Disadvantage of Testing Environment**

According to No Child Left Behind (NCLB), students all across the country that attend federally funded public schools must take standardized tests to prove their academic competence and to be promoted from one grade to the next. This paper explores a brief history of NCLB, and the problems it poses in measuring student's performance. In many instances where the NCLB policy is explored, it seems to fail the nation's poorest performing students such as students of color, limited English proficient students, and students with learning disability. Through empirical research and a documentary titled *Hard Times at Douglass High*, I explore the detriments of the public school system at the high school level, and point to the works of many critics which have proven how NCLB is unfit in the current academic landscape. In the last section of the paper, critical reform efforts are posed to show where NCLB is going, how it can be changed and what other alternative methods exist other than the high stakes testings used today.

**Mari Knuth**

*Human Development*

**Mentor:** Karen Arnold Associate Professor in Higher Education

### **Hooking up: Undergraduate Women's Identity Surrounding Hook Ups**

The aim of this study is to determine some of the factors and identities that affect an undergraduate woman's decisions surrounding hooking up. Paul, McManus, and Hayes (2000) define hooking up as "a sexual encounter which may or may not include sexual intercourse, usually occurring on only one occasion between two people who are strangers or brief acquaintances" (p. 1). In addition, hooking up is linked to high risks such as high alcohol consumption, sexual assault, and sexual health risks. Research regarding women and hook ups is limited and the prevalence of these anonymous sexual encounters is continuously increasing. Data for this study will be comprised of in-depth interviews with at least 12 undergraduate women from 4 selective, residential colleges. The interviews will explore the students' self-concept and self-esteem, perceptions of their campus's social environment, and hooking-up attitudes and behaviors. The results of this study are expected to identify factors and predictors of hooking up in order to provide insight into the development of sexual and romantic relationships among undergraduate women.

**Chansavy Lim**

*Psychology*

**Mentor:** Maria Gendron, Psychology Department

### **Emotion Language and Visual Search for Emotional Faces**

The linguistic relativity hypothesis holds that language influences how we think about and perceive our surroundings. This hypothesis has been examined in a variety of domains such as time, space, and color perception and, in the present study, emotion perception. In the present study, participants complete a visual search task for faces depicting emotion among neutral face distractors and on a given trial are either presented aurally with a label relevant to the category of the target face, or not. We hypothesize that the emotion label will influence a participant's perception of emotion in the visual search task. Specifically, we expect the relevant emotion label will enhance a pop-out of a relevant emotion face amongst neutral distractor faces. Possible mechanisms such as the simulation of category relevant exemplars are discussed. Finally the implications of this study for a linguistically relative view of emotion perception are discussed.

**Pascal Moleus**

*Communications*

**Mentor:** Eve Spangler, Associate Professor in Sociology

### **Black Females and Black Males Academic Performance**

This research focuses the disparity of academic success between black men and black women in predominantly-white institutions of higher learning. This project aims to highlight the statistical difference between black male and black female college students' performance, and draw attention to and explain the myriad of factors responsible for such disparities. Furthermore, the research will reveal how blacks in predominantly-white colleges perceive themselves individually, collectively, and in contrast to white students.

**Nicole Porter**

*Psychology*

**Mentor:** Ellen Winner, Professor in Psychology

### **Mental Imagery and Visual Arts**

The capacity for mental imagery is the capacity to visualize objects and spatial relationships in the absence of a visual stimulus. It seems plausible to hypothesize that those who have visual arts training and skill should have superior mental imagery skill compared to those who do not have visual arts training and skill. However, past research has yielded inconsistent findings on this relationship. In this review, I synthesize research on the relationship between skill in visual arts and skill in mental imagery. I conclude by proposing a study to resolve the inconsistencies of these findings. I propose to examine two kinds of artists separately (those who work in 2D and 3D media) and to examine two kinds of imagery separately (object and spatial imagery). The hypothesis to be tested is that 2-D artists should excel in object but not spatial imagery, and 3-D artists should excel in spatial but not object imagery.

**Huy Trinh**

*Philosophy*

**Mentor:** Alan Lawson, Professor in History

### **The Ascent of Southern Liberalism**

This essay will examine the rise and decline of southern liberalism from the 1920 to the 1944. After Progressivism died a bitter death after World War I, the nation took a starkly conservative route. From the Presidency to the Supreme Court, Conservatism dominated American society. But yet, in the South, a land of changeless mores, Liberalism found new roots. This new generation of southern liberalism, grown up in the age of Jim Crow, found their South provincial, poor, and most importantly, incredibly violent. This paper will track their monumental tasks of improving the South's economic, political, and social situations. After the Great Depression, many of them looked to the New Deal and Franklin D. Roosevelt as their greatest hopes to reshape the South in their enlightened

image. Unfortunately, starting in 1938, Southern liberalism would split into two competing camps: one advocating social changes (equality for blacks) and the other clung on to the tradition of Jim Crow. The rise of black activism during World War would challenge Southern liberals' position as agents of racial change. Southern liberalism would not cease to be a force within the South well until after the Brown decision. But after the end of World War II, it had become once again a lone voice in a sea of change.

**Mercedes Villanueva**

*Sociology*

**Mentor:** Eve Spangler, Professor in Sociology

### **Racial/Ethnic Discrimination of Latino Youth in the Criminal Justice System**

The intersections of race and the decisions that take place at every point in the American Justice System (AJS) – from policing to arrests to judging and sentencing – have been areas of interest and study for the past few decades. The fairness of these situations has been called into question and explored by scholars. This study focuses on the racial and ethnic discrimination experienced by Latinos in the AJS, particularly by young Hispanic males. Latino youth are entering the criminal justice system at a growing rate. This trend has very serious consequences and suggests that there is an unfair and possibly racist situation within the AJS. Hispanics are not genetically more inclined to commit crimes, have criminal records, and end up in prisons and correctional facilities. However, Latino youth in Los Angeles are arrested 2.3 times more often than white non-Hispanic youth, and imprisoned 7.3 times more often than white non-Hispanic youth for similar offenses. As more Latino youth are ending up in the courtrooms and the penal system, the fairness of the judges' decisions must be further considered, scrutinized, and compared to White youth who commit similar and identical crimes. How fairly do judges sentence Latino youth for misdemeanor crimes? The comparison of judges' perceptions of Hispanics and Whites is an important but often overlooked part of the decision-making processes. Therefore my research will study the perceived dangerousness of White versus Hispanic youth who have committed misdemeanor crimes. For the exact same crime, which youth is judged more severely and why? I hope to show that the personal biases of individuals, such as judges, differentially affect the Hispanic experience in the AJS.