



FINAL REPORTS FOR STUDENT PROJECTS

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

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Anthropology

PROJECT TITLE: Petra Garden and Pool Complex Research Project

STUDENT RESEARCHER AND SCHOOL: Kristin Dressner, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Leigh-Ann Bedal, Lecturer in Anthropology

ABSTRACT:

The Petra Garden and Pool Complex research project was part of a six-week archaeological excavation in Petra, Jordan.

During the excavation I had the good fortune of working under two supervisors in two locations on the site, Trench 5 and Trench 12. I spent roughly half of the dig season in each trench and was able to learn from the different approaches taken in each trench. For example, the goal in Trench 5 was to assess the existence of a cultivation layer in order to determine where and when the garden existed in the complex. The approach taken was therefore very meticulous, as the soil type and contents would change frequently, and these changes were important to the interpretation of Trench 5. On the other hand, in Trench 12 the goal lay in the removal of large quantities of the matrix. Although the contents of the trench were carefully observed and recorded, the scale was much larger. The specific goal in Trench 12 was to locate the southwest corner of the pool basin, which was accomplished during the last few days of the excavation. Weeks earlier, however, an unexpected exedra was uncovered in the very southwest corner of the site and the trench. I did not join Trench 12 until roughly five of its courses had been revealed.

In addition to work in the trenches, I was very glad to have the opportunity to learn flotation, which is a water-based technique used to separate fragile carbonized remains from the matrix. Another knowledgeable supervisor was able to show me, as an assistant, how to conduct flotation during a few short escapes from the sun-drenched site. I also had the brief but enjoyable duty of assisting the site surveyors both in the field (collecting the data) and at the house (applying the data to computer programs).

General skills I acquired in all areas during the season were data entry, artifact analysis and processing, locus description, soil assessment (with a Munsell chart), worker supervision, instrument operation, and progress reporting. Through my involvement in the excavation I was able to observe how excavations are conducted and how interdependent each member of the team is in accomplishing the general goals of the dig. Each person brings with him or her a specialty or unique field of knowledge that benefits the group as a whole. While I was not advanced enough in my studies to offer much in that respect, I feel I was helpful in other ways, assisting the other members however I was able.

The Petra experience included far more than the excavation, however. Having one day off each week, I had the opportunity to visit many locations that added to my understanding of Jordan and its history and people – two very important components of archaeology. Around the site itself, I was able to visit places such as Jebel Haroun, the Qasr Bint, the Byzantine Church, and the Monastery. With the help of the *modira*, Dr. Bedal, the whole team was able to visit Beidha (Little Petra), a Neolithic site (in Beidha), Shobak Castle (a crusader castle), the Dana Nature Reserve, Wadi Rum (perhaps known from *Lawrence of Arabia*), Humayma (another Nabataean/Roman site, near Wadi Rum), Mount Nebo, and Madaba. This enabled all of us to extend our appreciation for the work we were doing because we could put it into perspective and see where it fit into the collective history and prehistory of the region.

By the close of the season, more information had been gathered concerning the layout of the pipes and channels of the water system and its various stages of alteration, destruction, and repair. Mostly this information came from the results of the island pavilion and Trench 12, where an undamaged ceramic pipeline was uncovered in an unexpected and puzzling location. Possible planting pits were found in Trench 5, implying the general arrangement of the plants in that area, and the results of carbonized plant material from all of the trenches may offer an idea about what kinds of plants populated the garden at that time. (The purpose of the large platform uncovered in Trench 5 was still not clear.) Careful excavation of these details and their comparison will provide a more solid foundation for the timeline of the site, which is crucial to understanding the identities of those who built and rebuilt the garden and pool complex around the first century of the common era.

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PROJECT TITLE: The Petra Garden and Pool-Complex Excavation in Jordan

STUDENT RESEARCHER AND SCHOOL: Allison L. Dzuricky, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Leigh-Ann Bedal, Lecturer in Anthropology

ABSTRACT:

My role played in the Petra Garden and Pool-Complex Excavation was primarily as a trench assistant to my two trench supervisors. As a trench assistant I was given various tasks to perform. Among these tasks were the cataloging and bagging of various finds during the excavation such as bone, metal, glass, shell, pottery, and stone. In some instances I was given specific loci to excavate carefully if something fragile or important was believed to be within the locus. When we were not in the field, in the afternoon, I would work on updating locus and feature forms of the trenches I was working in and clean any artifacts that were found that day. In addition to these duties, I was also placed in charge of cleaning all coins found at the site by my director, Dr. Leigh-Ann Bedal. I was also a student throughout the entire field season as I learned how to take elevations and levels at the site and translate the results onto graph paper that were used in combination with other data to give a comprehensive report at the end of the field season.

The methodology employed in the Petra Garden and Pool-Complex Excavation included the following: When a new trench or an extension of a trench was started, we first took measurements of the dimensions after determining the layout of the string outlining it was level. Then we would take the elevations with a level before beginning to excavate, same with beginning a new locus. The workers employed by Dr. Bedal would then remove the topsoil and any findings of bone, pottery, etc. would be collected by my trench supervisor. When the soil composition changed at all, a new locus would be named and all findings would be labeled with that locus number. Of course, whenever, coins, volutes, or any other significant find was found other than abundant pottery and such, we would stop excavating and take elevations and triangulations of the object within the locus. And at the beginning and end of each locus, either Dr. Bedal or the trench supervisor would take a photo. In one instance, a channel was uncovered in my trench, so while the workers continued elsewhere in the trench, I excavated the channel and surrounding area with care and precision. This is what occurred when any unexpected findings occurred within a locus, such as a tree pit or different coloring of the soil in an isolated patch, and it would be given a new locus number.

Many things were uncovered at the Petra Garden and Pool-Complex Excavation. The Island-Pavilion in the center of the pool continued to be excavated revealing the western half of the back of the building. In the first excavation of the building conducted in the summer of 2001 by Dr. Leigh-Ann Bedal, a column pedestal was found in the western front half of the building. As we excavated the western back of the building, now called Trench 11, we were on the lookout for a similar pedestal, which we did uncover during the first two weeks of the excavation. When the entire western back of the building was excavated, we confirmed the fact that there was a doorway on the western side of the building as well as the front entrance in the north. Afterwards, the trench was extended to the west on the outside of the back of the building. This revealed more of the channel surrounding the building that Dr. Bedal found in the 2001 summer excavation. After this, I was moved to Trench 5 which was north of the island-pavilion and continued

excavating there with a new trench supervisor. In this trench, Dr. Bedal believed that a fountain could be here from GPR readings taken during the 2001 season. We did not find a fountain but a large stone platform and to the north of this a small channel that appears to have come before the platform, for it seems it runs underneath the platform. At this time I don't believe Dr. Bedal has a theory explaining this. Another find in Trench 5 was a tree pit to the east side of the platform. Dr. Bedal also opened a trench in the southwest corner of the garden in hopes of discovering the corner of the pool and in fact did just that. In doing so it also confirmed Dr. Bedal's belief in the depth of the pool being around 2.5 meters.

These were just some of the big discoveries made during the 2004 field season in Petra's Garden and Pool-Complex Excavation. There were, of course, many valuable coins and pottery shards, some nearly complete vessels, found that will help in the dating of the loci we excavated and shed further light on the history of Petra's occupation by the Nabataeans. This project on the Petra Garden and Pool-Complex that Dr. Leigh-Ann Bedal has continued to excavate through the years is very valuable to the field of archaeology for this reason along with many others. Not only will it explain the power the Nabataeans had in the Ancient Near East during their prime because they could keep a beautiful pool and garden vibrant in the middle of the desert, it will also uncover what trees and other plants they used in the garden along with whether or not the garden and pool-complex was a public space or only used by the upper class. Such discoveries will only add to greater knowledge and understanding of who the Nabataeans were and how they lived.

The results of my participation in this project were that I gained knowledge in the precise methodology used in field archaeology. Whereas previously I only knew of archaeological methods from my studies in anthropology at college, being able to participate in an actual excavation gave me experience in applying these methods. When I first began working at this excavation I admit I relied solely on the instruction of my trench supervisors for I did not want to do something I shouldn't, such as how I should excavate a particular locus or record the data I found. As I grew more accustomed to the methods employed during the excavation I could confidently excavate any locus and describe everything about it. Of course, occasionally when I was not quite certain I was correct in my assessment, I would seek the guidance and opinion of my trench supervisor.

I am extremely grateful that I had the opportunity to participate in this excavation for I now have gained some field experience and have a better grasp and knowledge on the proper methods of archaeological excavation. This field experience has taught me to appreciate even more the science involved in archaeology and the dedication that archaeologists have in fieldwork, for not just anybody would find it very exciting to be digging in the dirt. I fortunately am one of those people who find it exciting that you are uncovering the past and can help us understand ourselves and the world better.

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Communication

PROJECT TITLE: The Effect of Media on Consumer Confidence

STUDENT RESEARCHER AND SCHOOL: Jordan Gilmore, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Rodney Troester, Associate Professor of Speech Communication

ABSTRACT:

The research examines the impact media have on consumer confidence, a key economic indicator. This will help identify whether or not media have an independent effect on the overall economy. If media have an effect, what is it? What are the implications of such a media effect?

The previous research done on the relationship between media and the economy focused on the way media cover the economy and the impact that coverage has on audience understanding of the economy. This research only provides a basic understanding of how people use the information provided to form their overall impression of the economy. However, the research has not looked at the relationship between media coverage and a key economic indicator, consumer confidence. This relationship is an interesting one because consumer confidence has macroeconomic impacts. These impacts work through consumer spending in the Keynesian macroeconomic model.

This research examined the relationship between media coverage of the economy and consumer confidence. The results indicate that media have a significant positive relationship to consumers' evaluations of their present situation, and a significant inverse relationship on their future expectations. In other words, media coverage tends to make consumers more confident in where they are now, but less confident in what will happen over the next few months. These results indicate that media can have an indirect impact on the overall economy.

This study has brought us closer to understanding the role media play in our economic system. There are limitations to this study, however. Content analysis could be used to assess whether economic news coverage was more negative or positive during this time period. This difference could then be analyzed to see what type of effect each has and which is greater. A longer time horizon could be used to determine if the political party in control of the White House has an impact on how media cover the economy or how consumers perceive the economy. The number of people who actually read the financial section of the newspaper was not available, but may limit the applicability of these results. Also, the continuing shift in popularity from paper to broadcast and online media may impact these findings. As people move away from newspapers to other media, the impact of newspaper coverage of the economy on consumer confidence could change, either becoming stronger if consumers choose to read newspapers to get in-depth information, or weaker if they ignore them altogether.

The implications of these results, therefore, are not entirely clear. Whereas this study does indicate that a relationship may in fact exist, more research needs to be done to determine how it works to affect perceptions. Content analysis could be used to determine if negative articles have a greater impact than positive articles. The relationship between consumer confidence and consumer spending could be analyzed to determine how the overall economy is affected. The impact of paper versus electronic media could be examined through surveys. All of this is beyond the scope of this study, but are important in more fully understanding the relationship indicated here. It seems clear, however, that beyond merely reporting economic events, the media have the ability to influence how we think about economic issues. If this can be confirmed through future studies, this could mean that media could be used to influence the direction the economy is heading.

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English

PROJECT TITLE: Research in Sweden

STUDENT RESEARCHER AND SCHOOL: Heather A. Slomski, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Mr. Sean Dougherty, Lecturer in English

ABSTRACT:

Since I was young I have been greatly fascinated by Scandinavia, Sweden in particular. For years I have been reading about Swedish culture and pondering ways to study/work/live in Sweden. My reasons for traveling to Sweden this summer were multifaceted. First and foremost to do cultural and creative research for my senior writing thesis; to explore a country I have been fascinated by for years, and to begin to figure out what draws me there; to spend time in the country and research graduate school options before I make a more serious commitment—possibly to live there.

During my 19-day stay in Sweden I discovered many things about Swedish culture. Swedish people are generally more reserved than Americans. I noticed while running that Swedes typically do not greet other runners unless they know each other—far different from the running culture of America where most runners will nod or say good morning to one another. The same goes for street life in Sweden. However, Swedes are friendly and willing to help if you approach them. Otherwise, they usually tend to keep to themselves. I read in a culture book at the Swedish Institute in Stockholm of a study which discerned that Swedes touch each other less than most other cultures; they show their affection less openly. I would agree to an extent, but I find it very hard to generalize. For I met Swedes at both ends of this scale. The data is interesting, however, considering Sweden is a Nordic country, and taking into account the effects of the long, dark winters. Because I visited during summer I did not experience the change in mentality from summer to winter, however I conversed with Swedes on this topic. At a craft shop in Stockholm, a Swedish woman was telling me how “sunny” the streets are in the summer. Sunny in terms of the people and their energy—in the winter everyone is much quieter, she said. I plan to arrange my next visit to Sweden in the winter months.

The aspects of Swedish life that drew me there and that I experienced firsthand during my stay were details of simplicity. I stayed with a Swedish family in Tyringe, a small town outside Sweden’s third largest city of Malmo. For dinner, “middag,” during the week we would sit together at the table with a few types of bread: krisp bread, dark bread and a round white bread, butter, a large triangle of cheese, hard boiled eggs, tomato and cucumber slices, and coffee. One evening we also had strawberries in bowls of milk—Sweden is known for sweet strawberries in summertime. There was no cooking and hardly anything to clean up. For many Swedes, cooking is more common on weekends where dinners are often accompanied by wine. The simplicity and slowness of Swedish culture is in great contrast to the rush of American life.

During my time in Sweden I journaled and photographed extensively—recording the tiniest details. As a writer I am drawn to discerning the cultural details of foreign people and places. I feel there is much to learn and appreciate in the dailiness of other cultures. As if each culture has their own secrets. My creative writing thesis is a record, so to speak, of the small truths I found in Sweden. I am primarily writing in the form of the prose poem— poems written without line breaks—poems more or less written in the form of a paragraph. A definition I love of the prose poem, written by David Young, editor of *Models of the Universe: An Anthology of the Prose Poem* reads: “. . . a little world made out of everyday materials . . .” In everyday materials, I believe, is where art is found.

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Political Science

PROJECT TITLE: Multilateral Treaty-Making: From the Typewriter to the WWW

STUDENT RESEARCHER AND SCHOOL: Emily Allen, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. John Gamble, Professor of Political Science and International Law

ABSTRACT:

Over the course of the summer of 2001 my research project took several different turns. I first began work on researching how the telegraph affected society. I found books, journal articles, dissertations, and several other items which discussed this information. From here, I compiled a paper that outlined the basic facts I found and I also included quotes from my sources. After I did this with the telegraph, I also found information about how the telephone affected society and how the jet aircraft affected society. All of this work is going to be used by Dr. Gamble for a larger project, which encompasses the role of technological change in the treaty-making process.

I also spent a significant amount of time searching for grants. I met with several people about how to go about searching for funds and then I conducted my own search. The project that I worked on this summer is a long-term project and requires funding in order to continue, so my duty was to find national funding for the project. All in all, I found over fifty possibilities for grant funds and I classified these according to how likely it would be for Dr. Gamble to receive funding.

My work this past summer was extremely rewarding. I learned a great deal about several topics in my area of interest. More importantly, I gathered the knowledge of how to search for grants. This knowledge will help me in the future, especially in my desire to pursue graduate school. Overall, the experience has allowed me to gain valuable knowledge for my future career.

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PROJECT TITLE: Regionalism/Globalization in Multilateral Treaties

STUDENT RESEARCHERS AND SCHOOL: Emily Allen and Nicole Dirling, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. John Gamble, Professor of Political Science and International Law

ABSTRACT:

Our research project included a comprehensive study of the effects of globalization and regionalism on international law and multilateral treaties. The problem was whether or not we would be able to scientifically research this area, which usually does not allow any statistical research. Our approach was to use the Comprehensive Statistical Database of Multilateral Treaties (CSDMT), a project unique to Behrend, to see if multilateral treaties can provide insights about globalization. This approach involved significant graphing techniques to measure the treaties against one another. We discovered, in looking at the treaties, that they are incredibly diverse, but, at the same time, they can be classified by objective criteria. For example, in over 95% of the cases the approximately 4,000 treaties used in the database can be categorized as plurilateral or general. The maximum number of plurilateral treaties occurred in 1966-75, while the minimum number was in the period from 1945-55. What do these statistics teach us? Our overall conclusion is that international law will be an important means through which changes in the international system are implemented. Multilateral treaties, as the principal source of international law, may have woven the legal fabric from which globalization can develop. Our research resulted in an article, co-authored with Dr. John Gamble, entitled "International Law and Globalization: Allies, Antagonists, or Irrelevance?" which will be published in the Spring 2003 volume of the *Syracuse Journal of International Law and Commerce*.

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PROJECT TITLE: Economic Treaties: Changing Trends over 350 Years

STUDENT RESEARCHER AND SCHOOL: Teresa A. Bailey, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. John Gamble, Professor of Political Science and International Law

ABSTRACT:

The 1957 Treaty of Rome created the European Union, which is the most integrative attempt at creating a world governing organization to date. In the Fall of 1999 a project was started at Behrend that attempted to catalog all treaties written since 1640 that consist of three or more parties, including those treaties that were the foundation for the Treaty of Rome, the Treaty itself, and substantive documents created since then. This Comprehensive Multilateral Treaty Database (CDMT) represents a unique attempt to classify treaties in a manner that makes them accessible and enable the user to quantify the data in ways that permit one to look for trends in data sets.

During the spring semester, we were able to complete the backbone of that database using Statview to design categories that provide a concise, yet complete and easily manipulated means of displaying the information. These categories include, but are not limited to the topic of the treaty, the date it was signed, and the area of international law the treaty can be placed into, such as economics. The latter part of the semester was spent entering the 6,041 treaties into the database.

Upon preliminary completion, the database was tested for error and effectiveness. Initial tests indicate that there has been a proliferation of treaties creating economic alliances since the 1957 Treaty of Rome and since the United Nations Charter of 1945. The reasons for the changing trends in the number of economic treaties will be the basis of my honors thesis to be completed in Spring of 2002. The database will also be the topic of a paper to be presented at the International Studies Association annual conference in February of 2001.

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PROJECT TITLE: Classifying 350 Years of Treaties

STUDENT RESEARCHER AND SCHOOL: Teresa A. Bailey, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. John Gamble, Professor of Political Science and International Law

ABSTRACT:

The 1969 Vienna Convention is the “treaty on treaties.” It defines a treaty as “an international agreement concluded between States in written form and governed by international law...” The first stage of the Comprehensive Database of Multilateral Treaties (CDMT) that we have been developing at Behrend was completed this summer. This colossal project was started at Behrend in the fall of 1999. The idea behind the creation of the CDMT was to design a database, which contains all of the treaties between three or more countries that were written in the last 350 years.

The current database has more than six thousand treaties. For each treaty there are categories including a brief description of what the treaty does, the date it was signed, the date it entered into force, and the location of the text. In addition to this we have designed categories which can be used to classify treaties in specific and general terms enabling a user to search for all of the treaties in certain fields, i.e., maritime law.

After checking the database for error, we began a paper that looks at the broad, but important topic of human rights. We used the database to classify human rights into different categories including ILO Conventions and slavery. Prior to the completion of this database, a paper of this nature would have been difficult to accomplish because all of the data would have to be gathered from different places and compiled. The paper that utilizes this information will be submitted for publication in a law journal.

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PROJECT TITLE: Expanding the Comprehensive Database of Multilateral Treaties (CDMT) Created at Penn State Behrend

STUDENT RESEARCHERS AND SCHOOL: Teresa A. Bailey and Aimee Peterson, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. John Gamble, Professor of Political Science and International Law

ABSTRACT:

The CDMT has been a work in progress for several semesters here at Behrend. This project includes 6,048 treaties in a database format. This summer we successfully attempted to add a new variable, which classified each treaty in terms of whether or not it created or supplemented the creation of an International Organization. This information was used in a presentation given by Dr. Charlotte Ku, Executive Director of the American Society of International Law, for a presentation to the Academic Council of the United Nations System.

We also attempted to look through the treaties to determine which treaties were the core documents from which other documents would later stem. This proved to be somewhat more difficult because it requires looking through the text of individual treaties; the sources in which some of these treaties are contained are no longer in print and difficult to access.

The project concluded with a look at each of the 6,000-plus treaties to determine how many countries were party to each one. This is important in determining the relative level of influence a treaty has on international law. This part of the project is still being researched and will likely be concluded by the end of this semester at which point this variable will be a searchable field.

The CDMT is a great resource for students here at Behrend and potentially for the international law community. As additional information is amassed and included in the database, the value of the database increases. In addition to presenting our research at the Behrend research conference, we are currently considering presenting our information at the National Undergraduate Research Conference in April.

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PROJECT TITLE: Globalization and International Law

STUDENT RESEARCHER AND SCHOOL: Nicole Dirling, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. John Gamble, Professor of Political Science and International Law

ABSTRACT:

This summer, Dr. John Gamble and I continued our research on a paper presented at a meeting of the International Studies Association in Hong Kong on July 26-28, 2001. The paper is entitled *International Law and Globalization: Allies, Antagonists, or Irrelevance?* As a co-author of the paper I conducted research in several areas. My first research task was to find relevant academic sources for the paper. Using several databases, including JSTOR and Lexis-Nexus, I found a total of approximately 200 sources. The source list was then given to Dr. Gamble, who looked over the list and ranked the articles that he felt were most important to the paper. I then searched for the most important articles through the Behrend library databases. Several of the sources were available electronically, while others were requested from various libraries and universities. Upon receiving the 40 most important articles, I completed an academic source summary, giving a brief discussion of each article, as well as several quotes relevant to the subjects of globalization and regionalism. From this list, Dr. Gamble selected quotes to place in the body of the paper.

The paper was completed for the conference in mid-June, but it is still not in publishable format. Our goal for the rest of the summer, continuing through this January, is to improve the paper so that it may be published in a leading academic journal. I concentrated on several areas of the paper, once again searching for sources and quotes to expand on various subjects. Several authors researched include: Pittman Potter, J. Charney, James C. Hsiung, Philip Jessup, and Manfred Lachs. Also, extensive research was completed on the discussion of globalization before 1945. This task proved difficult, as the term "globalization" was not in existence during this time period.

The outcome of our summer work is an excellent twenty-five page paper, and the paper will continue to be expanded throughout the fall semester. I am continuing my summer research by building on different sections of the paper. Dr. Gamble and I hope to submit the paper for publication in January 2001.

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PROJECT TITLE: Mass Media and International Law: (Benign) Neglect, Distortion, or Equity

STUDENT RESEARCHER AND SCHOOL: Nicole Dirling, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. John Gamble, Professor of Political Science and International Law

ABSTRACT:

This research project included the initial research for my Senior Honors Thesis on the subject of mass media and international law. This study is one of the first in the area of international law, which makes the research process extremely difficult. My ultimate goal is to determine whether or not the mass media accurately presents the international law issues in various important political events. In order to measure the effects of the mass media, I began a comprehensive study of thirteen different international events, from the Korean War up to the recent issue of the terrorist suspects being held at Camp X-Ray. I determined the exact dates of the events and found copies of every article during the first two weeks the events broke in the media from five different journals. I attempted to keep a wide international range of journals and I utilized *Time*, *Newsweek*, *U.S. News & World Report*, *Macleans*, and *The Economist*. Each article was analyzed for content, as well as measured statistically for the amount of coverage included. My research also included an extensive database search for information on the international law issues surrounding these thirteen events. My research will be invaluable to the writing of my senior thesis this fall. As of this date, my results are inconclusive, as there is still additional research to be completed, as a result of problems I encountered in my initial research. But it is certain that the mass media does play an important role in the formation and the effects of international law.

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PROJECT TITLE: International Multilateral Treaties before 1648 A.D.

STUDENT RESEARCHERS AND SCHOOL: Beth Frederick and Troy Frederick,
School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. John King Gamble, Professor of Political
Science and International Law

ABSTRACT:

During the 1999-2000 school year, a student research team supervised by Dr. John Gamble developed a database that now houses more than six thousand multilateral treaties from the year 1648 A.D. to the year 1995. The year 1648 was the logical place to start the database, due to the fact that Parry and Wiktor, two of our primary sources, target the Peace of Westphalia as the “blue print” for the “first” multilateral treaties. Our research will expand the current database to include the most concrete examples of multilateral treaties that could be found before the Peace of Westphalia.

We began our search for these rare multilateral treaties by exploring both the Penn State and the Dickenson School of Law library systems. After speaking with the library staff at Dickenson several times we determined that the University Park campus would be able to provide the necessary materials to complete our research. We spent two days in State College at the Paterno and Pattee libraries searching through the stacks in order to determine what would be the most relevant material to be added to the database. We have accomplished the difficult task of locating all known multilateral treaties in which the United Kingdom was involved, the earliest being signed at Campo Francho, Argon, 27 October 1288.

We thought it would be beneficial to have this database to examine multilateral treaties on a macro scale, instead of on the traditional micro level. The only way to discover trends in the treaty making process is to look at treaties as a whole, from the beginning of the treaty making process, not simply one by one on a limited timetable. For example, if we were to use the database to perform a study on the trends in treaties, we might now be able to discover how, or when, the tradition of multilateral admiralty treaties first began.

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PROJECT TITLE: Non-Governmental Organizations (NGOs) and Multilateral Treaty-Making: From the Electric Typewriter to the World Wide Web—Two Recent Case Studies

STUDENT RESEARCHER AND SCHOOL: Jared S. Hawk, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. John Gamble, Professor of Political Science and International Law

ABSTRACT:

In the past decade, the prominence of non-governmental organizations (NGOs) has greatly increased in regard to multilateral treaty-making. Previously, NGOs functioned only as counseling bodies to nation-states that negotiated multilateral treaties. Since the advent of the internet, a forum that increased the efficiency of finding, interpreting, and conveying information, NGOs have been able to take a more direct role in multilateral treaty-making, sometimes even actively participating in negotiations. Two recent treaties illustrate this phenomenon:

- The 1997 Convention on the Prohibition of the Use, Stockpiling, Production, and Transfer of Anti-Personnel Mines and Their Destruction (Ottawa Convention); and
- The defeated 1998 Multilateral Agreement on Investment (MAI).

In both instances, NGOs utilized various forms of information technology to “make or break” the negotiations for each treaty.

My research centered on the specifics of both treaties: major provisions, negotiations, NGO involvement, and overall results. This research significantly contributed to a paper presented by Dr. John Gamble and Charlotte Ku at the March 2000 International Studies Association Conference held in Los Angeles.

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PROJECT TITLE: Treaty-Making in the New Millennium: The Case for a Third Way

STUDENT RESEARCHER AND SCHOOL: Jared S. Hawk, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. John Gamble, Professor of Political Science and International Law

ABSTRACT:

In the past decade, the prominence of non-governmental organizations (NGOs) has greatly increased in regard to multilateral treaty-making. Previously, NGOs functioned only as counseling bodies to nation-states that negotiated multilateral treaties. Since the advent of the internet, a forum that increased the efficiency of finding, interpreting, and conveying information, NGOs have been able to take a more direct role in multilateral treaty-making, sometimes even actively participating in negotiations. The 1998 Rome Statute of the International Criminal Court (Rome Statute) illustrates this phenomenon. In this instance, NGOs played pivotal roles in the negotiation and signature of the treaty.

My research centered on the specifics of the Rome Statute: major provisions, negotiations, NGO involvement, and overall results. This research culminated in a lengthy paper analyzing various aspects of the treaty. This paper has served as the “skeleton” of my senior honors thesis, which is titled “The International Criminal Court: A New Paradigm for International Law?” In addition to serving as a starting point for my senior thesis, this paper, combined with the research that I did for the Spring 2000 Research Grant, will be used to develop an article with Drs. John Gamble and Charlotte Ku for publication in Spring 2001.

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PROJECT TITLE: Comprehensive Database of Multilateral Treaties (CDMT) – Phase II

STUDENT RESEARCHERS AND SCHOOL: Aimee S. Peterson, David Beichner, and Guy Reschenthaler, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. John Gamble, Professor of Political Science and International Law

ABSTRACT:

The 2002 Summer Research Fellowship Grant (also issued to David Beichner and Guy Reschenthaler) was used to further the breadth and depth of the Comprehensive Statistical Database of Multilateral Treaties (CSDMT). In the first few weeks of May, I worked closely with Dr. John Gamble, our faculty supervisor, to develop a code form that would act as a comprehensive tool to be used as an aid in gathering the data we were looking to compile. In looking to find natural trends in international law with respect to the clauses and data we were looking to obtain from each treaty, I had to research early on different practical and efficient methods to use to obtain the information. Because the information we were looking to compile was of original material, and had not been previously researched by political scientists, we had to obtain actual copies of the texts of thousands of treaties.

Guy Reschenthaler, who resided in Pittsburgh, PA during the past summer months, used local resources from the University of Pittsburgh to obtain information needed to complete all of the multilateral treaties in our database from 1975-1995. This section of the project was completed in full by mid August. Dave Beichner worked on researching the treaties registered and deposited with the United Nations from approximately 1945-1975. This is an effort that we are still working on. We have obtained hundreds of volumes of the United Nations Treaty Series (UNTS) through the interlibrary loan program of Penn State and are utilizing those resources to obtain the data to complete that phase of the project. I spent much of the summer months researching the multilateral treaties in the database that were published and registered under the League of Nations. I had to travel to Edinboro University regularly throughout the summer to complete this phase. The League of Nations Treaty Series (LNTS) is an old and very scarce resource, and I was fortunate enough to find it relatively close by.

Currently we are working to finish the research involving the UNTS and are all individually working on written papers and theses analyzing the trends researched. Such information compiled in our research efforts include: dispute settlement, reservation, and duration clauses. We also looked at and compiled information including the length, authentic languages, and parties to the treaties. Once these data are entered into the CSDMT we will be taking a look at the macroscopic trends discovered and have empirical data to back it up.

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Psychology

PROJECT TITLE: Cyberostracism: The Immediate Psychological Effects of Ostracism and Rejection

STUDENT RESEARCHERS AND SCHOOL: Ashley Albeck, Chelsea Ehret, and Lauren Humes, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Ms. Jennifer Trich Kremer, Lecturer in Psychology

ABSTRACT:

Ostracism and rejection have been known to play an important role with issues such as prosocial and antisocial behaviors, self esteem, and a sense of belongingness. Cyberostracism has been a current issue in the field of psychology, and because of its detrimental effects on society, further research would be beneficial to improve the current conditions with the use of electronic communication. In the current study the effects of ostracism and rejection were manipulated online with a paradigm called Cyberball, in which participants engaged in an online ball-toss game. Participants were randomly assigned to three variable groups. One group of participants was assigned to a control group consisting of no variable manipulation. The other groups were assigned to an inclusion or exclusion variable group. After engaging in Cyberball, participants completed a post-test measure which assesses different domains of emotional stability including belonging, control, self esteem, meaningful existence, and mood. Our results were statistically significant indicating that participants in the exclusion group reported lower levels of self esteem, belongingness, control, and meaningful existence.

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PROJECT TITLE: The Effects of Stress on Change Detection Ability

STUDENT RESEARCHER AND SCHOOL: Christine Anderson, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBERS: Dr. Victoria Kazmerski, Associate Professor of Psychology and Mr. Derek Mace, Lecturer in Psychology

ABSTRACT:

This study examined the effects of stress and working memory on change detection ability. Change detection was assessed using the flicker paradigm. Stress was induced by playing random tones during the change detection task. Noise is commonly an environmental stressor which may slow change detection performance through distraction. Working memory capacity was assessed using the operation span task and a spatial working memory task. It was hypothesized that under stress, participants will take longer to detect changes than those in the no-stress condition. In addition, it was expected that those high in working memory capacity would be able to inhibit better the auditory stimuli resulting in faster change detection performance than those with low working memory capacity. It was found that auditory stimuli manipulation did not work to evoke different levels for the stress conditions. Since the results did not support the hypotheses, this is an important factor to consider. However, past research (Anderson and Gordon, 2004) was replicated with the current study for the type and location of the change.

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PROJECT TITLE: Stress and Self Esteem in Romantic Relationships

STUDENT RESEARCHERS AND SCHOOL: Elma Bico, Erin Gustafson, and Greg Parker, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Victoria Kazmerski, Associate Professor of Psychology

ABSTRACT:

Romantic relationships play a large role in determining quality of life. This is especially true for college-age students because life's changes have added increased stress and emotional strain. The goal of this study was to determine whether relationship status affects stress levels and self-esteem, and whether distance between partners had an effect on relationship satisfaction. Relationship status was divided into four groups: monogamous long-distance, monogamous local, dating, and not currently in a relationship. It was hypothesized that involvement in a relationship would increase both stress levels and self-esteem, and that distance between partners would negatively affect relationship satisfaction. Participants completed a demographic survey in which they self-reported relationship status and satisfaction; and inventories related to self-esteem and stress. Contrary to our hypotheses, self-esteem and stress were not influenced by relationship status. Relationship satisfaction was found to be affected by relationship status. Monogamous relationships had the highest levels of self-esteem and satisfaction. This was related to the presence of an emotional support system, and a greater justification of effort. An understanding of relationship statuses and their effects on emotional well-being could help better educate college students on their readiness for a serious relationship and increase awareness about stress and time management.

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PROJECT TITLE: The Electrophysiology of Creative Language

STUDENT RESEARCHERS AND SCHOOL: Holly Blasko-Drabik and Vanessa K. Guerrero Marte, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBERS: Dr. Dawn Blasko, Associate Professor of Psychology and Dr. Victoria Kazmerski, Associate Professor of Psychology

ABSTRACT:

ERP (event-related potential) recordings were utilized to study the neurological underpinnings of the influence of social schemas (e.g., gender, occupation) on the understanding of nonliteral language. Sarcasm understanding relies on the consideration of social and cultural factors which are often ignored in models of language. No theory of the neurobiology of language is complete without an understanding of the many ways that social communication goes beyond the literal meaning of the speaker's words. The first experiment examined whether the ERPs recorded to an identical statement (e.g., "Bob, you're a really good driver.") would differ based on preceding context biased towards a literal or sarcastic interpretation. Experiment 2 looked for connections between humor and emotion using ERPs.

In a sarcastic context, these ERPs showed a greater negativity beginning at 500 ms and peaking at 650 ms, followed by a larger positivity at 900 ms relative to those in the literal condition. In the ERP literature, a positive peak around 300 ms (P300) is usually taken as an index of expectancy. Data suggest that the stimuli do not differ in this respect. A negative peak at 400 ms (N400) is often associated with sentence level semantic integration. Findings from the pilot data show a later occurring peak (N650), suggesting that somewhat different processes are being indexed. It is also clear that the difference between the conditions is broadly distributed across the scalp.

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PROJECT TITLE: A Demonstration of Stroop-Like Interference with Instrument Timbres

STUDENT RESEARCHERS AND SCHOOL: Holly Blasko-Drabik and Joshua W. Rowe, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBERS: Dr. Dawn Blasko, Associate Professor of Psychology and Dr. Victoria Kazmerski, Associate Professor of Psychology

ABSTRACT:

The Stroop effect is often studied as a measure of attentional interference. To determine whether the attention system is modality specific, we compared the Classic Visual Stroop task with an Auditory Stroop version. This used an instrument to vocalize either the word brass or string. Participants were asked to inhibit the word and respond only to the instrument within three different conditions: congruent, incongruent, and neutral. Using ERPs, time-locked recordings of changes of sensory, motor, or cognitive events within the brain, we examined areas involved in the inhibition of irrelevant information from the auditory stream. We found increased reaction time and decreased accuracy within the incongruent trials that require more attentional resources. Our data showed that the Stroop effect was evident across both tasks: participants took longer to respond on the incongruent trials than on the congruent. A comparison of musical expertise showed that musicians were faster and more accurate than non-musicians on the auditory task.

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PROJECT TITLE: Do First-year Seminars, Explanatory Style, and Stress Impact College Adjustment and Success?

STUDENT RESEARCHERS AND SCHOOL: Amy S. Brown, Elizabeth M. Henry, and Ann M. Brown, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Dawn Blasko, Associate Professor of Psychology

ABSTRACT:

In this two-part study, we were interested in determining how attributional style, stress, first-year seminars, and first-year interest groups impacted on adjustment and first-year college success. We were also interested in whether the semester, first or second, that the students were enrolled in the first-year seminar impacted on college success and retention. We hypothesized that individual differences in attributional style would have an impact on adjustment, GPA, and retention. First-year seminars and first-year interest groups may positively impact GPA and student retention by giving the students a support system for when they encounter difficulties in their college experiences. Contrary to our hypotheses, first-year seminars did not reduce stress, increase GPA, or student retention. However, optimistic explanatory style positively impacted stress and adjustment.

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PROJECT TITLE: The Effects of Service Learning on Awareness Development

STUDENT RESEARCHERS AND SCHOOL: Mandy Canzano, Jessie Westrick, and Erica Zinsser, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Ms. Jennifer Trich Kremer, Lecturer in Psychology

ABSTRACT:

Service learning in combination with classroom education provides pedagogical strategies that help to enhance student involvement, personal reflection, increase self-confidence, and promote moral development (West & Grabert, 2004). This study examines the relationship between service learning and awareness development through the constructs of empathy and moral development. Participants were students at Penn State Erie, The Behrend College (N = 36), ages 17 to 26. The experimental group completed a pre- and post-test packet on either end of the service learning experience as well as reflection sheets. The control group completed one packet and had no experience with service learning. Quantitative findings showed that participants' perspective taking score increased after completion of the service learning activity. Qualitatively, service learning had a positive impact on participants when compared to no service learning. Also, direct service activities were rated as more enjoyable and valuable than indirect service activities.

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PROJECT TITLE: Emotional Intelligence and Aggression: A Comparison of College Students and Incarcerated Individuals

STUDENT RESEARCHERS AND SCHOOL: Katie Cole, Raechel Kiska, Jessica Knapp, Kathleen Perry, and Tammy Westfall, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Robert Howells, Lecturer in Psychology

ABSTRACT:

The present study sought to investigate the relationship between emotional intelligence and aggression in a sample of college students (N = 41) and incarcerated individuals (N = 38). It is proposed that individuals with higher levels of emotional intelligence would have lower levels of aggression. Participants were tested in group settings and data were collected in two sessions. Researchers measured emotional intelligence using the Emotional Intelligence Questionnaire, a 33-item self-report questionnaire and the Multifactor Emotional Intelligence Scale, an ability-based assessment test. The Aggression Questionnaire, a 29-item self-report measure, was used to assess levels of aggression. The study indicates a significant difference in emotional intelligence and aggression when using the self-report measure, but no significant difference with the ability-based measure.

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PROJECT TITLE: Socially Accepted Levels of Relational Aggression of Men and Women in Short- vs. Long-term Heterosexual Romantic Relationships

STUDENT RESEARCHERS AND SCHOOL: Bethany Crooks and Kristie McCann, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Victoria Kazmerski, Associate Professor of Psychology

ABSTRACT:

Much of the previous research indicates that relational aggression is more common in females than males, but not much is known regarding gender differences for romantic relational aggression. This study focused on that specific aspect along with the normative beliefs of romantic relational aggression in association with length of the relationship. Participants' normative beliefs of romantic relational aggression were measured using short scenarios and their level of relational aggression and victimization were measured using a self-report scale. Relational aggression was found to be more socially accepted in short-term relationships than in long-term relationships. Males were also found to have higher levels of self-reported relational aggression as well as be more accepting of relational aggression. Gaining a deeper knowledge of the normative beliefs for relational aggression can help with the understanding of abusive relationships.

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PROJECT TITLE: Gender Differences in Educational Group Work: Exploring the Differences between Male and Female Group Work Comfort Levels

STUDENT RESEARCHERS AND SCHOOL: Justin Curry, Michael Johnson, and Jalise Velez, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Mr. Derek Mace, Lecturer in Psychology

ABSTRACT:

This study was an exploration of gender differences in group selection and evaluation. Subjects completed a modified version of Underwood's 2003 Co-operative and Collaborative Learning Questionnaire consisting of seven situational vignettes. Gender within the vignettes was manipulated and participants were assigned to one set. The vignettes were designed to determine the likelihood of participating in group work, social loafing, and cheating. The current data suggests that males are more likely to participate in cheating. A total of 56 participants, 33 male and 23 female, took part in this study. Students were from the Introductory Psychology subject pool at Penn State Behrend, who received 0.5 credits for their participation in the study. Students ranged in age from 18 to 27 with a mean age of 18.92. Ethnicity varied between the participants, with 85.7percent of participants being of a white, non-Hispanic background. Class standing also varied between the participants, with 71.7percent being of either first- or second-year status. Significant findings showed that both genders preferred to work with members of the same gender on non-graded projects and members of the opposite gender on graded projects. Males were also found to be more tolerant of cheating, which is consistent with previous research.

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PROJECT TITLE: Stress Levels of College-Aged Students Across Relationship Status

STUDENT RESEARCHERS AND SCHOOL: David D. Daquelente, Danielle A. Lombardo, and Jean M. Roos, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Victoria Kazmerski, Associate Professor of Psychology

ABSTRACT:

Relationships are stressful when you are in one or when you wish you were. The goal of this study was to determine if there is a difference in stress levels in college-age individuals in monogamous relationships compared to stress levels in single individuals. It was hypothesized that college students in monogamous relationships would have higher levels of stress. The study used a demographic survey and The College Undergraduate Stress and the College Student Life Events Scale, which was administered to both groups. This research found no significant difference between stress levels of college students and relationship status. This led to implications that relationships of the population studied had better social support systems than anticipated.

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PROJECT TITLE: CASS: Creating a Safe School – Thomas Jefferson

STUDENT RESEARCHERS AND SCHOOL: David D. Daquelente, Jessica A. Knapp, Danielle A. Lombardo, Ashley M. Ordy, and Jean M. Roos, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Charisse Nixon, Assistant Professor of Psychology

ABSTRACT:

Relationally aggressive kids at Thomas Jefferson are more bored, less connected to school, are more likely to get into trouble, and are more angry than non-relationally aggressive kids. In regard to the specific grade levels involved in the program, eighth graders are most enthusiastic about the CASS program. Sixth graders state “friends get together and all they do is talk” and seventh graders are internalizing the language and saying things like “that is not CASS-like.” Teachers are incorporating CASS material into their lesson plans. Overall, students feel that there has been a positive change in the social climate at school, and they are hopeful that there will be more changes with the progression of the program.

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PROJECT TITLE: Training on Foreign Accents and Prior Musical Instrument Training Influence Topographical Differences during Lexical Decision

STUDENT RESEARCHERS AND SCHOOL: Samantha DeDionisio, Chelsea Fenush, and Chelsea Ehret, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBERS: Dr. Victoria Kazmerski, Associate Professor of Psychology and Dr. Dawn Blasko, Associate Professor of Psychology

ABSTRACT:

Difficulty in comprehending foreign accents poses communication barriers in situations such as computer help lines and college classrooms. Musicians have increased sensitivity in tasks involving acoustic analysis such as judging pitch, timbre, and speech prosody. We investigated the effect of training on accent normalization. ERPs were recorded while participants completed an auditory lexical decision task. The stimuli were spoken by a native speaker of American English or a native speaker of Cantonese. The training block included feedback and the visual presentation of the string that was spoken. The experimental group received training with the words spoken by the Cantonese-accented speaker. Participants were more accurate for non-accented English words than those spoken with a Cantonese accent. Musicians showed more improvement for accented words after training. The ERPs showed clear differences based on both lexical training and prior musical experience. Training with the Cantonese speaker and prior musical experience exhibited separate effects throughout the recording epoch in the topographical distribution of ERPs to the English and Cantonese-accented words. For example, musicians' ERPs were more lateralized at 500 ms for the Cantonese-accented words. These data are consistent with prior reports that musical training improves general perceptual processing, not just that related to music. Furthermore it suggests that specific training on foreign accents improves accuracy of auditory perception of the accent.

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PROJECT TITLE: The Effects of Delay on Implicit Stereotype Activation

STUDENT RESEARCHERS AND SCHOOL: Melissa Donnelly and Kristen Shaffer,
School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Mr. Derek Mace, Lecturer in Psychology

ABSTRACT:

Prejudicial attitudes can be measured through both explicit and implicit tasks. Explicit tasks are those in which responses are recorded using self-report. Implicit tasks intend to reveal a person's true prejudicial attitudes by presenting faces and judging the valence of words. Negative racial stereotypes, which are normally suppressed in explicit tasks, can be activated with little awareness and affect the response to members of the stereotyped group during implicit tasks. It has been shown that after the presentation of an out-group face, participants are more likely to quickly categorize the work as being negative. Participants received either a standard priming task or one of three delay conditions between the presentation of the facial prime and word. We expected that even after a short delay between the out-group face and word, people would continue to display stereotype activation and more quickly rate the valence of a word negatively. We also expected that the longer the delay, the more likely people would be to inhibit this activation. The results for the standard condition were not statistically significant; it was irrelevant to examine the delay conditions since we failed to replicate the stereotype activation in the standard condition.

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PROJECT TITLE: Assessing the Relationship between Environmental Conditions and Learning Attitudes and Achievements

STUDENT RESEARCHERS AND SCHOOL: Jesse Eisert, Collin Sears, and Jason Crants, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBERS: Victoria Kazmerski, Associate Professor of Psychology and Jennifer Trich Kremer, Lecturer in Psychology

ABSTRACT:

Given the relatively few studies published on the relationship between performance, attitude, and college learning environment, we chose to study the impact of moving to a newly renovated psychology lab. The old lab was set in the basement of a dormitory. It featured eight rooms. One large room was used by students for data analysis and as a work room. This room had ten computers, but no windows. The other labs were smaller and dedicated to specific areas of research. The newly renovated laboratory space is in a building centrally located on campus with two large rooms that are open for student use. Each room has several computers and a projection system. The new setting was designed so that all labs have windows. Labs were designed to have noise attenuation.

In this study we asked students about their lab usage, the impact of the new lab on their study habits, and their attitudes about the labs. Twenty-eight students completed the survey. Students were recruited from those who regularly used the labs (those doing independent research and those enrolled in the two core research methods classes). The survey was comprised of 27 questions (8-point Likert-scale and open-ended) and administered using the online survey tool Zoomerang. Questions were designed to gather feedback on three key areas: physical environment, perceived work quality, and attitudes. Measurements of physical environment included: temperature, amount of light, and size and location of workspace. Work quality was measured by assessing student perceptions of their ability to create quality work in the lab. Sample questions included: “The design of the new lab makes it easier to find a place to work and study.” and “It is easier to work with my peers in the new lab.” To assess attitudes, students were asked if they felt their major was more respected and if they felt proud to be a psychology major with the addition of the new psychology lab.

Students were asked to provide general comments about their experiences in the old lab. Eleven students (40%) provided multiple comments about the old lab. Students found the old lab to be a “small space” that was “not welcoming” and did not appear “professional.” These general negative feelings about the lab were also represented in the number of hours students reported using the old lab. Students reported using the old lab an average of five hours a week (STD = 13). Fourteen students (50%) provided multiple comments about the new lab. Students found the new lab to be “a great place to study and work” and “spacious.” Students also commented positively about the increased number of computers available. The more positive feelings were supported by the number of hours students reported using the new lab during the week (M = 16, STD = 13). The new lab was well received but was not without some issues. Students also commented on the inconsistent temperature in the different lab spaces, and the lack of furniture and computers during the first two months of occupancy.

Overall, students were pleased with the physical attributes of the lab ($M = 6.03$, $STD = 1.91$). Three physical qualities (lighting, access to computers, space to move around in) received a mean rating of 6.0. Students found their work quality to be high in the new lab ($M = 6.10$, $STD = 1.71$). One question asking the student to rate how much easier it is to find a place to work and study with the new lab received a mean score of 7 ($STD = 1$). In general, students had very positive attitudes about the new lab ($M = 6.13$, $STD = 1.22$).

In conclusion, we found that environment influences students' perceptions of work quality and improves attitude toward working in the lab and general feelings of being associated with psychology. Our data suggest having an open lab may help to enhance the student-centered focus of a small undergraduate psychology program.

Along with evaluating the new psychology lab, we evaluated the classrooms and space of a newly completed environmentally friendly building, J.S. Wilson Middle School. The initial assessment included a survey about the overall classroom environment and building design, similar to the psychology lab survey. Included with this assessment was a quiz that evaluated the children's knowledge of their new environmentally friendly building. Preliminary analysis showed that students were happier with their new classroom environment and found it easier to work and learn in the environment. Since the initial assessment was conducted right before the students went home for the summer, a second assessment will be conducted.

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PROJECT TITLE: The Relation of Marital Conflict and Parental Attachment and Self-Esteem

STUDENT RESEARCHERS AND SCHOOL: Cheon Graham, Danielle Wilkes, and Dan Donnellan, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Victoria Kazmerski, Assistant Professor of Psychology

ABSTRACT:

The purpose of this study was to determine the relationship between marital conflict, parental attachment, and self-esteem. This is important because it helps us understand the influence marital conflict has on college students' lives. We used the Self-Rating Scale, Parental Attachment Questionnaire, and the Children's Perception of Inter-parental Conflict Scale to investigate the relationships of 94 Introductory Psychology Students. Our hypotheses that there would be a negative significant relationship between marital conflict and parental attachment and that there would be a positive significant relationship between parental attachment and self-esteem was supported, while our hypothesis that there would be a negative significant relationship between marital conflict and self-esteem was not supported.

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PROJECT TITLE: Individual Attitudes toward Actors in Love Scenes

STUDENT RESEARCHERS AND SCHOOL: Briana Grimes, Ellyssia Johnson, and Kerry Lope, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Victoria Kazmerski, Associate Professor of Psychology

ABSTRACT:

This study analyzed the attitudes that individuals possess about non-white actors portrayed in love scenes. Previous research has shown that individuals identify and acquire higher memory recognition toward faces of their own race. We predicted that individuals will prefer viewing love scenes consistent with their own race and will feel uncomfortable viewing interracial love scenes. We also predicted that females and individuals with less sexual experience will view scenes as less intimate.

This research is useful because it can be applied to understand and diminish social prejudices. We found that individuals who were viewing interracial love scenes reported lower comfort levels compared to viewing scenes with couples of the same race. We also found that females and participants with lower sexual experience rated scenes as more intimate and arousing. They also rated them as less comfortable than males and participants with higher sexual experience.

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PROJECT TITLE: What's More Important, Sound or Emotion? ERP Evidence of an Emotional and Phonemic McGurk Effect

STUDENT RESEARCHER AND SCHOOL: Sandra Grgic, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBERS: Dr. Victoria Kazmerski, Associate Professor of Psychology and Dr. Dawn Blasko, Associate Professor of Psychology

ABSTRACT:

A behavioral pilot study was completed in order to determine which combination of stimuli would be ideal for conducting an ERP experiment that could help us understand if the perception of an emotion is influenced by the tone of the voice, the expression of a face, or both. The pilot study consisted of two conditions: auditory and visual. The auditory condition involved the subject putting on headphones and listening to nonsense syllables: aba and aga. These were spoken randomly by a professional voice actress who pronounced the sounds with a certain emotional tone. The subject then needed to select one word, out of several, that best described the emotion that he or she perceived. Language selected for the experiment included common words that described a wide range of emotions, such as happy, sad, anger, surprise, etc. Following the selection task, the subject went on to rate how closely what they heard resembled what they perceived. The rating was done on a scale ranging from one to seven, with one labeled as “very poor” and seven as “very good.” The visual condition involved the presentation of a silent movie clip, lasting only a few seconds, in which a professional actress spoke the two syllables (aba and aga), with an expression corresponding to a particular emotion. In the exact same manner as for the auditory condition, the subject selected a word that best described what he or she perceived and then rated it on the same one to seven scale. The entire experiment lasted approximately one hour, with each condition divided into two approximately fifteen-minute-long sessions in order to provide optional breaks for the subjects. There were a total of fifteen subjects in each condition. Based on the results from our pilot study it appears that a happy expression and a happy voice have the most impact on our perception. In the world outside the lab, these subjects would be presented with a mixture of stimuli, if expressions of happiness are perceived easier, they could cause an emotional McGurk effect, where the final perception is different from the stimuli presented.

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PROJECT TITLE: Sibling Relationships and Their Effect on a Child's Network of Relationships

STUDENT RESEARCHERS AND SCHOOL: Eileen Haase and John Crane, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Victoria Kazmerski, Associate Professor of Psychology

ABSTRACT:

Divorce in American families has been an epidemic. Adjustment problems among siblings linked to divorce has increased stress within the family. The current study proposed that the increase in the quality of a sibling relationship, the more likely a child perceived a favorable network of relationships within the household. The quality of relationships between siblings had a direct effect on relationships with peers. Participants in the study responded to a series of questionnaires to show a relationship between sibling imbalance in divorce families compared to intact. Participants' siblings participated in the study through mail surveys. Anticipated outcomes included responses from intact families' siblings and greater accuracy in the assessment of their sibling. Our findings suggest that the higher the warmth in a sibling relationship the more likely the higher overall social support. The current research also proposed that children from divorced families report a lower quality of their sibling relationship and therefore a higher quality of relationships outside the family.

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PROJECT TITLE: Familial Socialization Influences on Relational Aggression

STUDENT RESEARCHERS AND SCHOOL: Eileen Haase and John Crane, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBERS: Dr. Victoria Kazmerski, Associate Professor of Psychology and Dr. Charisse Nixon, Assistant Professor of Psychology

ABSTRACT:

Most work has examined the role of peers in establishing and maintaining relationally aggressive (RA) behavior. This has left a paucity of work investigating how familial factors influence and promote RA behavior. This study explored the influence of familial factors on RA. Data were obtained from 144 participants (male = 55, female = 89). The relationships between positive and negative familial process variables and RA had a different pattern for each gender. Through subsequent analysis the father's relationship appeared most predictive of a female's involvement with relational aggression and relational victimization. Recognizing the importance of multidimensional factors will help develop more successful opportunities for a positive support system and will decrease the likelihood of RA socially.

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PROJECT TITLE: The Effect of the Own-Sex Bias on Recall of Crime Situations

STUDENT RESEARCHERS AND SCHOOL: Brant Hamilton and Adam Esser, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Victoria Kazmerski, Associate Professor of Psychology

ABSTRACT:

Some evidence has shown that an own-sex bias exists in facial recognition; meaning males are better recognizers of male faces while females are better recognizers of female faces. Results have shown that generally, no sex difference exists in confidence level among males and females, but males tend to be overly confident when incorrect. Because of a possible own-sex bias it was believed that crimes committed by someone of the same sex as the subject will lead to higher accuracy in post accounts. It was also believed that accuracy would increase with the addition of a same-sex victim. We also believed that confidence in males, even in female-on-female crime, will be significantly higher than confidence in females when incorrect answers are given. To assess this, the researchers showed four simple assault crimes with the gender of the culprit and victim different in each one. A two-day lapse was given, and then context questions and a facial recognition question with a confidence rating were asked to assess the participants' recall. Running a 2x2x2 ANOVA, significance was found between the sex of the participant and the victim for confidence, and between the sex of the participant and the culprit for facial recognition. The results have importance into the differences in sex recall accuracy and our judicial system.

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PROJECT TITLE: Metaphor Comprehension in Children

STUDENT RESEARCHER AND SCHOOL: Sarah Hildreth, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Dawn Blasko, Associate Professor of Psychology

ABSTRACT:

Metaphors are often vivid and memorable but they vary widely in their comprehensibility. More people report understanding a metaphor like *the bird is an airplane* than a metaphor like *darkness is a gloved hand*. In the current work, we focused on one of these factors, the similarity between topic and vehicle. In previous research (Titone & Blasko, 2002), we found that metaphors with high similarity were always judged at least moderately apt. When familiarity was held constant, and similarity was varied, metaphors with higher similarity were judged more meaningful than those with less similarity. In contrast, metaphors low in both similarity and aptness were read more slowly and judged less meaningful. Of course contextual support is critical to the understanding of more difficult metaphors, and this is especially the case when similarity is low. In the current work, we continue to explore the influence of similarity and context on comprehension, but in addition, we examine how these characteristics of a metaphorical utterance interact with two characteristics of the comprehender: working memory and age. Individual differences in working memory capacity have been shown to constrain language understanding (Just & Carpenter, 1992).

To manipulate working memory load, we presented metaphorical sentences in two ways. In the moving window display, the reader saw only one word at a time and could not look back, but in the unfolding display the participants could look back at the unfolding sentences. We predicted that those with lower working memory would require more contextual support for the difficult metaphors, especially when they were unable to look back.

In Experiment 1, we examined the meaningfulness judgments and reading times for eighty-five young adults (age 17-29). Working memory span was measured using a listening span task in which participants listened to sentences that they judged True or False and then recalled the last word of the sentence. There were 18 metaphors of each type: HiHi: High similar/High Apt (*A pimple is a volcano*), LoHi: Low similar/High Apt (*Time is the skin of an onion*), and LoLo: Low similar/Low Apt (*A storm is a coffeepot*). Each metaphor was embedded in one of three contexts across three lists. Neutral: *She always thought that a pimple is the skin's volcano*, Metaphor: *Because they often erupt, a pimple is the skin's volcano*, and Literal: *She always knew that the country had a large volcano*.

The data were analyzed for latency and percent meaningfulness judgments as well as for reading times on the full sentence and metaphorical vehicle. Although the results were complex, the basic pattern showed clear effects of topic/vehicle similarity that interacted with context. High similarity metaphors were more likely to be judged meaningful than those with low similarity but equal in familiarity and aptness. However, this effect

disappears in supportive contexts. Metaphors low in both aptness and similarity were much less likely to be judged meaningful. There was no main effect of working memory on meaningfulness judgments. As predicted, those with low working memory judged fewer of the LoLo metaphors meaningful without context.

In Experiment 2, we compared young adults to older adults (> 60). Older adults read the sentences considerably slower than young adults, but their average meaningfulness judgments were similar. The older adults made excellent use of the metaphorical context. They differed from young adults only when there was no contextual support. In fact, with metaphorical context they were even more likely to judge the HiHi and LoHi metaphors meaningful.

In our current work we are examining the impact of similarity and context on the comprehension of children (age 10-13). It would be too early at this time to make any assumptions, but it looks as though the children are displaying the same trends as the adults, with aptness facilitating the processing of the metaphors. Children are more likely to judge a metaphor as meaningful if it has contextual support. Our work will continue with children until we have a large enough group to be able to compare all three groups (children, young adults, older adults) for similarities and differences in the processing of metaphorical language.

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PROJECT TITLE: Improving Spatial Abilities in Second Graders with Science Activities

STUDENT RESEARCHERS AND SCHOOL: Renee Jerge, Lauren Kessler, and Kerry Lope, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Victoria Kazmerski, Associate Professor of Psychology

ABSTRACT:

The purpose of this research was to investigate how hands-on science learning relates to spatial abilities. While completing the science activities, spatial abilities were necessary and reflected the students' cognitive abilities. It was found that through implementation of this after-school program, spatial abilities and a better knowledge of scientific concepts were gained. Preliminary results with fourth graders showed improvement at the end of the research period. The current study investigated whether these activities can have the same impact on a group of younger students. All students received a pre- and post-test of a modified mental rotation test used to measure their spatial abilities. The research showed that using an after-school, hands-on program can enhance students' cognitive abilities and interests in the science curriculum. It was also discovered that at this age group there seemed to be no significant evidence that sex had any influence on spatial abilities. Early interests in science could lead to life-long goals that include attending college for a science major. In the end, the research completed has shown that students partaking in a hands-on, after-school science program increased their spatial skills significantly.

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PROJECT TITLE: The Effect of Body Shape Attractiveness on Memory

STUDENT RESEARCHERS AND SCHOOL: Elizabeth Kiefer and Lisa Niebauer,
School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Mr. Derek Mace, Lecturer in Psychology

ABSTRACT:

Evolution-based theories of human mating propose that it is largely determined by reproduction capability. An external cue used to identify reproduction is physical attractiveness. For females, one predictor of attractiveness is waist-to-hip ratio (WHR). Research has investigated attractiveness in relation to memory and this study proposes that WHR is involved in this relationship. Participants viewed varying WHR female body shapes paired with vignettes and rated attractiveness. Subsequently, they were asked to answer questions about the vignettes. The current data suggest that attractiveness plays an important role in the memory of individuals viewing them. A total of 64 participants, 29 male and 35 female, from the Introductory Psychology subject pool at Penn State Behrend participated in this study. Students ranged in age from 18 to 35 with 86 percent of participants being Caucasian. Significant findings showed that there was a main effect for WHR. Significance between the means was found within the WHR of 0.6 and 0.8, as well as 0.7 and 0.8. The highest mean memory scores were for the WHR of 0.7, the most attractive of all WHR.

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PROJECT TITLE: Effects of Neutral, Erotic, and Violent Video Stimuli on Memory

STUDENT RESEARCHERS AND SCHOOL: Carrie Kish, Sara Lawrence, and Mary Pietrzak, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Victoria Kazmerski, Assistant Professor of Psychology

ABSTRACT:

The purpose of this study was to determine the effects of violent, neutral, and erotic stimuli on memory for both males and females. According to our research, the neutral stimuli should have had little effect on memory for both males and females. Effects in recall should have been seen between genders for erotic and violent stimuli. Sixty participants were recruited from introductory psychology courses and assigned randomly to each of the 3 stimuli groups. All groups were asked to remember a word list of 20 non-ambiguous, non-violent, and non-erotic nouns. A two-factor between-subjects design was used to analyze the data, no significance was found. Post-hoc testing between independent samples t-test also showed no significance.

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PROJECT TITLE: The Influence of Taster Status, Nutritional Labeling, and Gender on Italian Dressing Selection

STUDENT RESEARCHERS AND SCHOOL: Sarah Lawson, Erin Maurer, and Tami Quigley, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Dawn Blasko, Associate Professor of Psychology

ABSTRACT:

This study explores taste sensitivity to 6-n-propylthiouracil (PROP), high-fat and low-fat Italian dressing preferences, and the influence of nutritional labeling on dressing selection. Individuals were tested for PROP taster status and divided into supertasters, tasters, and non-tasters. Participants rated the pleasantness and fat content of the high- and low-fat dressings, were placed in a labeled or non-labeled dressing group, and chose one dressing to eat on a salad. Our predictions that supertasters would be more sensitive to fat content in salad dressing and would prefer the low-fat dressing when in both the label and non-label group, and the nontasters would have no preferences based on taster status alone, yielded no significant results. However, gender did influence what participants chose to eat, and the ability to taste PROP and gender, when interacting with each other, influenced individuals' restrained eating habits.

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PROJECT TITLE: An Evaluation of CASS at Southwestern Middle School, Jamestown, NY

STUDENT RESEARCHERS AND SCHOOL: Sarah Lawson and Ann Murosky, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Charisse Nixon, Assistant Professor of Psychology

ABSTRACT:

Snapshot of Southwestern

Students at Southwestern generally felt happy and safe at their school. They did however recognize that aggression takes place and that all forms of aggression are hurtful.

In general, students report that they are victimized more than they are the aggressors. It is easier for people to say that they are victims of aggression than to admit being an aggressor themselves. Teachers also reported that they saw aggression significantly more than students admitted to, perhaps for the same reason. Students report what is socially acceptable. Students' victimization increased significantly throughout the course of the year, and aggression increased through January, then decreased again to about the same level as in September. After the implementation of an intervention program such as CASS, aggression, which begins at a certain level, may increase not necessarily because aggression increases but because the awareness of aggressive behaviors increases. After a while, if the program is working, the aggression should level off and start coming back down. There is a general trend toward this decrease throughout the year at Southwestern, although aggression and victimization are still higher in the post-test than in the pretest.

Although students at Southwestern reported less aggression than victimization, students' beliefs about physical and relational aggression correlated significantly with their aggressive behaviors. Research suggests that beliefs about aggression predict behavior. The implementation of CASS was based on this assumption. CASS is designed to help students recognize that aggression is not acceptable. If they learn to be less accepting of aggression, their aggressive behavior should decrease. Throughout the year at Southwestern, beliefs that RA is okay have decreased slightly but not significantly. Research suggests that intervention programs such as CASS may take two years to show effects of decreased aggression.

Students and teachers at Southwestern reported physical aggression the most, followed by verbal aggression, and relational aggression was reported the least. Perhaps there is a clear protocol for reporting PA, whereas students may not know how to go about reporting RA and VA. In addition, RA and VA are harder to identify to begin with, as they are more covert in nature. When they do report aggression, they most often report to the teacher than any other source, making the teacher a vital link in the CASS program.

Both teachers and students reported that aggression generally occurred in crowded, busy areas (hallways, recess, cafeteria). Perhaps high activity in these areas decreases the effectiveness of adult supervision. By the end of the year, overall aggression occurred

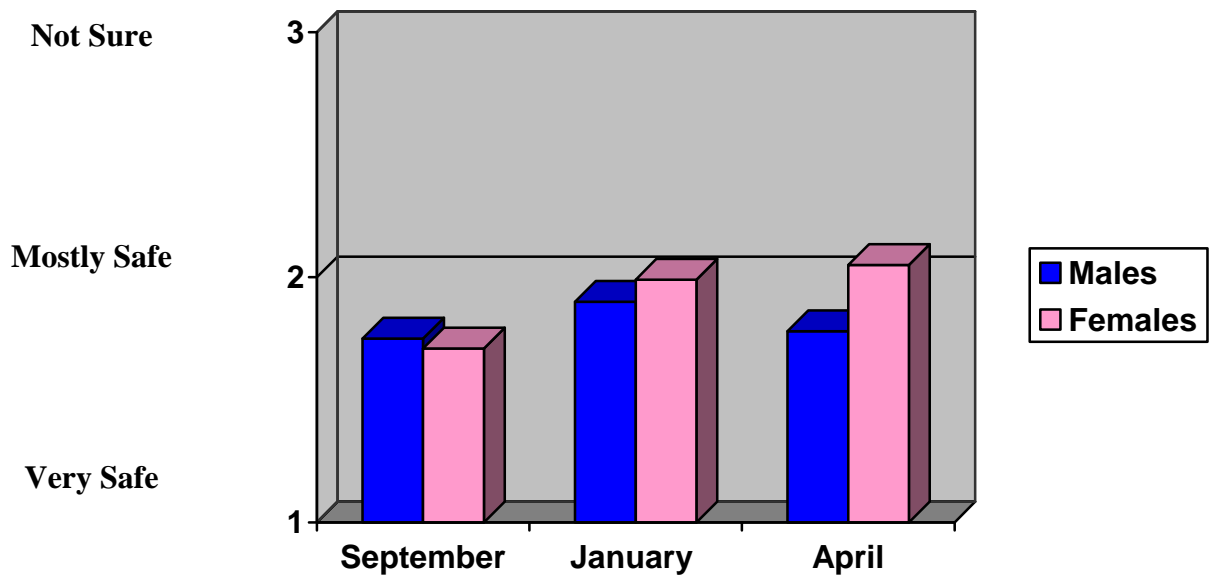
more in the classrooms, hallways, restrooms, during after school activities, and during recess/between classes than it had in the beginning of the year. This again might be due to heightened awareness of aggressive behaviors from the implementation of the intervention program. Eventually, if the program is effective, aggression level should come back down and begin to decrease.

Throughout the year, students and teachers felt that relational aggression continued to be a BIG problem, however, both felt that the school staff really did care when someone was being bullied. The majority of teachers and students also remained optimistic that the school climate can be changed.

Southwestern CASS Evaluation

How safe do students feel at SWMS?

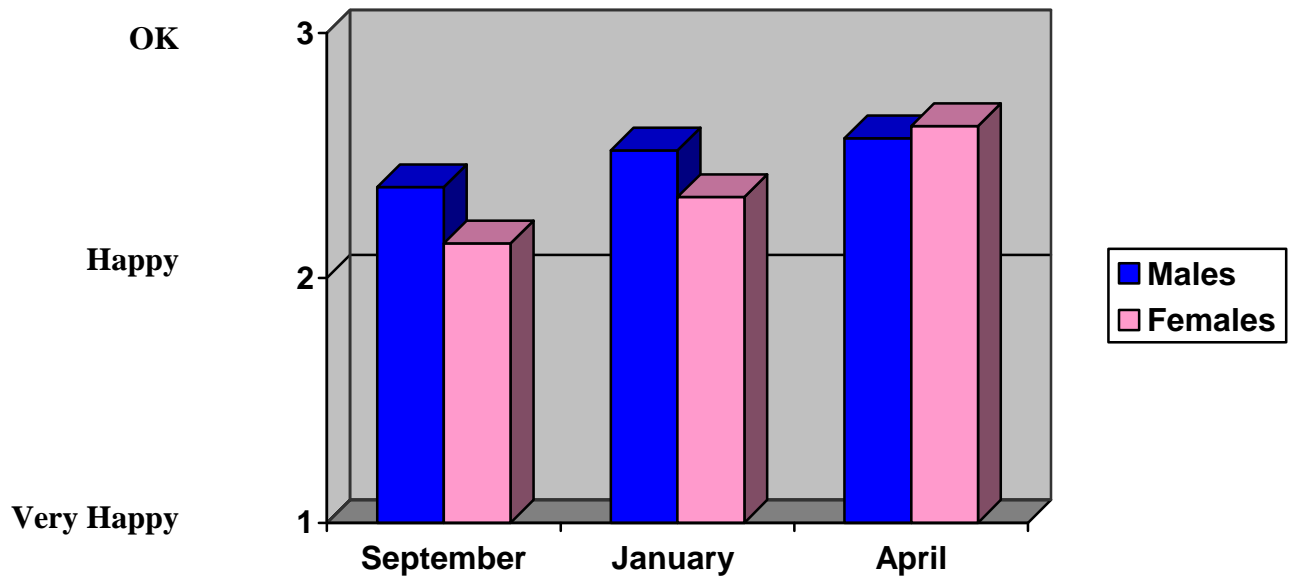
Figure 1.



- ❖ The majority of students at Southwestern have felt very safe or mostly safe throughout the 2002-2003 school year.
- ❖ Girls and boys felt slightly less safe in January
- ❖ In April, boys felt as safe as they did at the beginning of the school year, while girls felt less safe than they did in September.

How happy are students at SWMS?

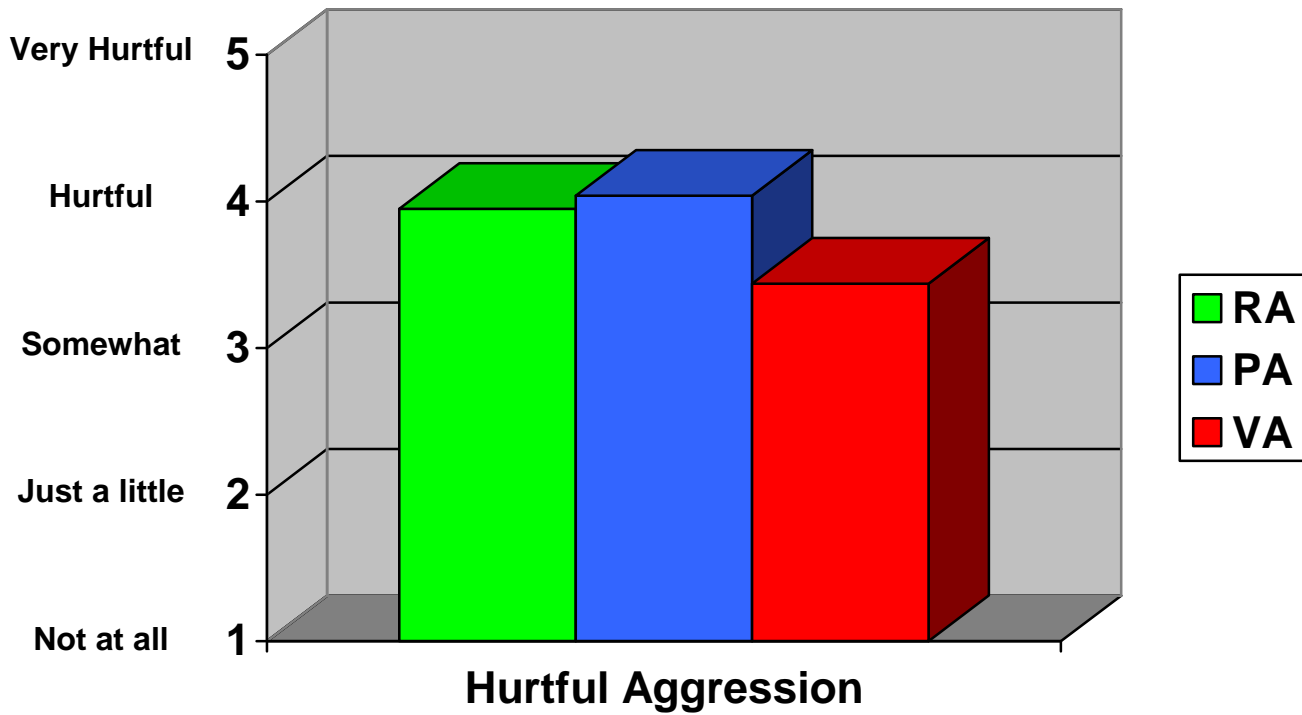
Figure 2.



- ❖ When asked to circle the phrase that best describes them when they are in school, the majority of students at Southwestern responded that they are happy or OK.
- ❖ The difference between the happiness of boys and girls is marginally significant in the direction that boys are less happy than girls in September and January ($F(2, 320) = 2.89, p = .057$).
- ❖ In April, both boys and girls appeared to be more unhappy than the previous test dates, however the difference was not significant.

How hurtful do students think these kinds of behaviors are?

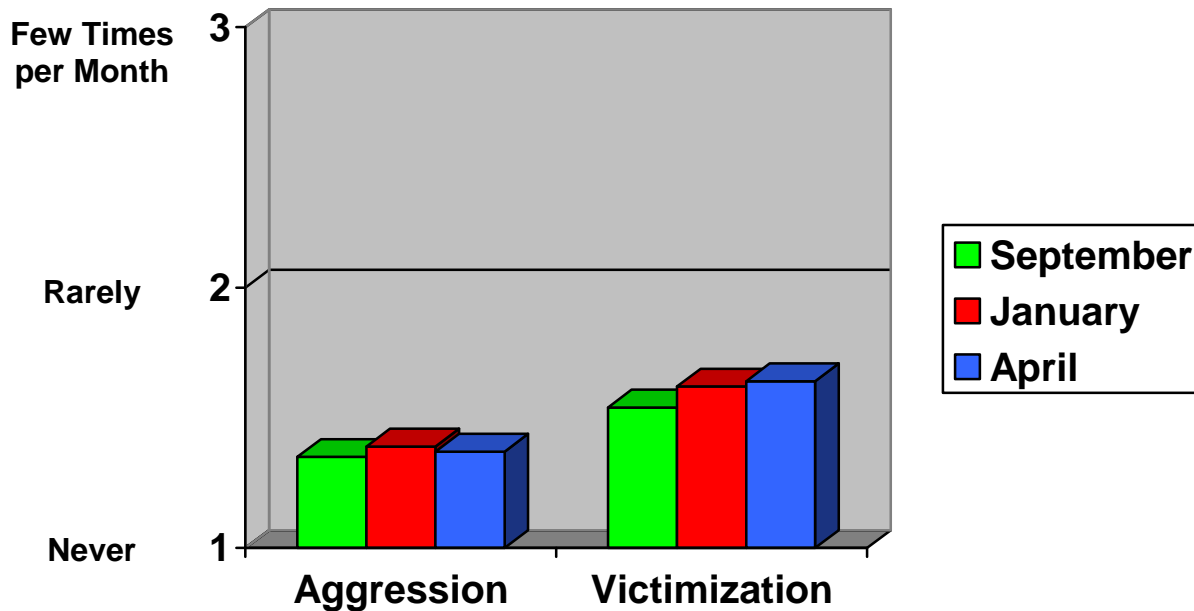
Figure 3.



❖ Students at Southwestern agree that all forms of aggression are hurtful.

How aggressive and victimized are students at Southwestern?

Figure 4.

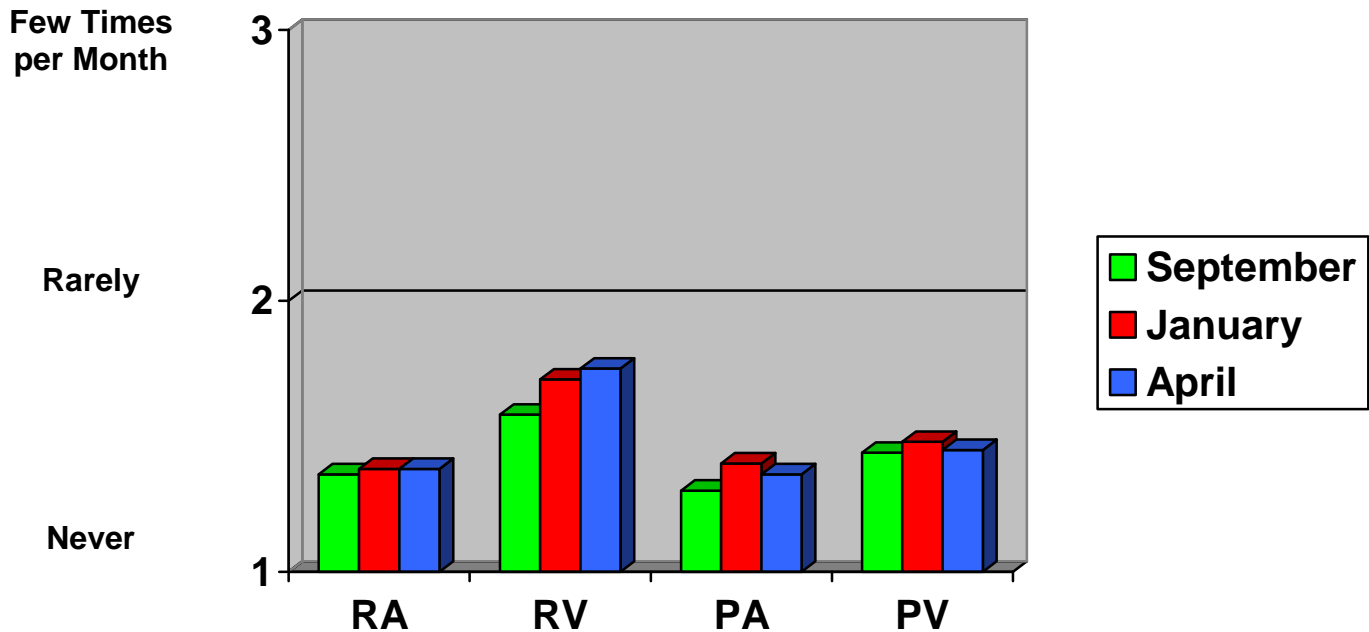


- ❖ Students were asked to report how often they have aggressed against others or been victims of aggression in the last 6 months.
- ❖ In general, students report that they are victimized more than they are the aggressors. It is easier for people to say that they are victims of aggression than to admit being an aggressor themselves.
- ❖ Aggression was significantly greater in test 2 than in the pretest, but not in test 3.
- ❖ Victimization was significantly greater in tests 2 and 3 than in the pretest.
- ❖ After the implementation of an intervention program such as CASS, aggression which begins at a certain level may increase, not necessarily because aggression increases but because the awareness of aggressive behaviors increases.
- ❖ After a while, if the program is working, the aggression should level off and start coming back down. There is a general trend toward this decrease throughout the year at Southwestern, although aggression and victimization are still higher in the post-test than in the pretest.

($p < .05$)

What types of Aggression do students use?

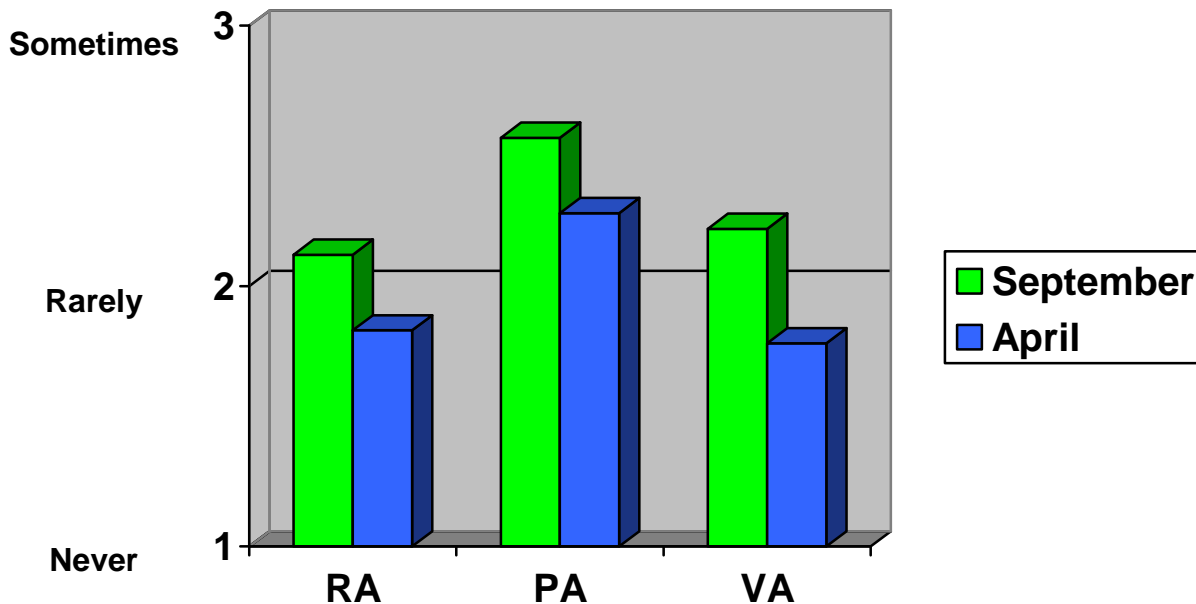
Figure 5.



- ❖ The general trend in figure 3 of victimization being greater than aggression is seen here, with relational victimization (RV) and physical victimization (PV) occurring significantly more than RA or PA.
- ❖ Relational aggression (RA) appears to have happened more than physical aggression (PA) but the difference was not significant.
- ❖ Relational victimization (RV), however, occurred significantly more than physical victimization (PV) over all three test times ($p < .05$).
- ❖ Over the course of the school year RA increased slightly but the difference was not significant.
- ❖ The increase in PA between times 1 and 2 and times 1 and 3 were significant at the .05 level.
- ❖ The increase in RV between times 1 and 2 and times 1 and 3 were significant at the .01 level.
- ❖ Again, the lack of a significant difference between the mid-test and the post-test may suggest that aggression is beginning to decline.

Do students report aggression?

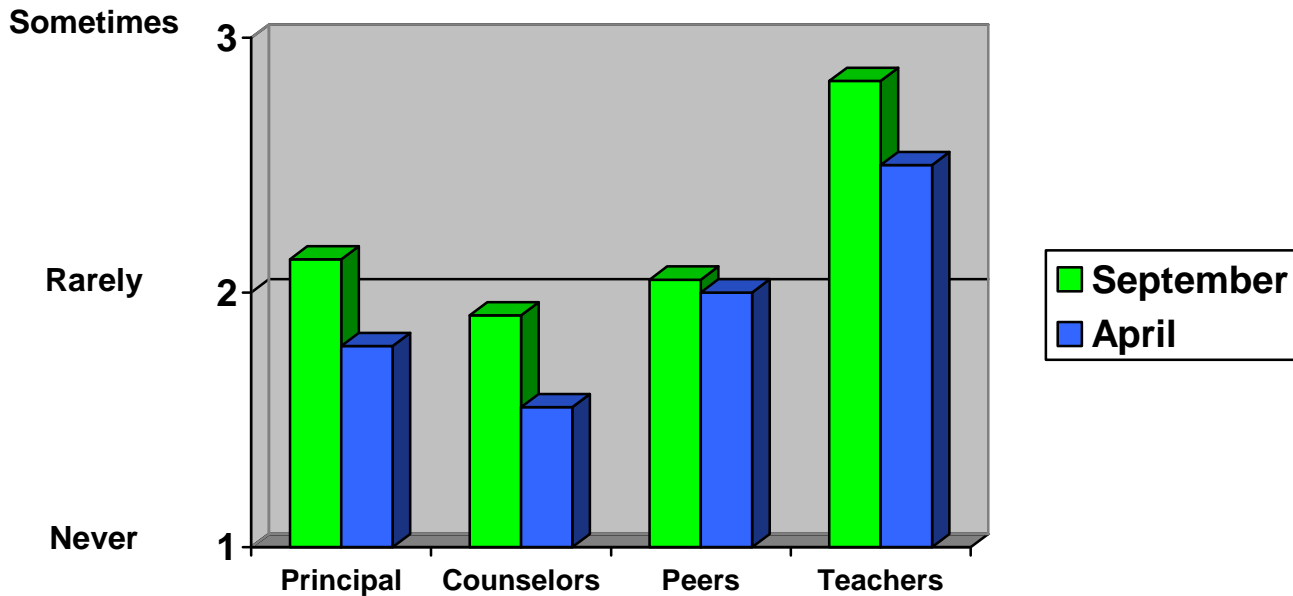
Figure 6.



- ❖ When the students at Southwestern were asked to indicate how often they would report an incident of RA (rumors, gossip, the “silent treatment”), PA (hitting, kicking, shoving, threatening), or VA (put-downs or verbal insults) to principals, counselors, peers, or teachers, they responded on a 5-point scale from never to always.
- ❖ Data suggests that in both the pretest and post-test PA was reported the most, RA was reported the least, and VA was in the middle with significant differences between all.
- ❖ Perhaps there is a clear protocol for reporting PA, whereas students may not know how to go about reporting RA and VA. In addition, RA and VA are harder to identify to begin with, as they are more covert in nature.
- ❖ All three types of aggression were reported significantly less by students at the time of the post-test than the pretest. $F(1,162) = 21.50, p < .01$

To whom do students report aggression?

Figure 7.

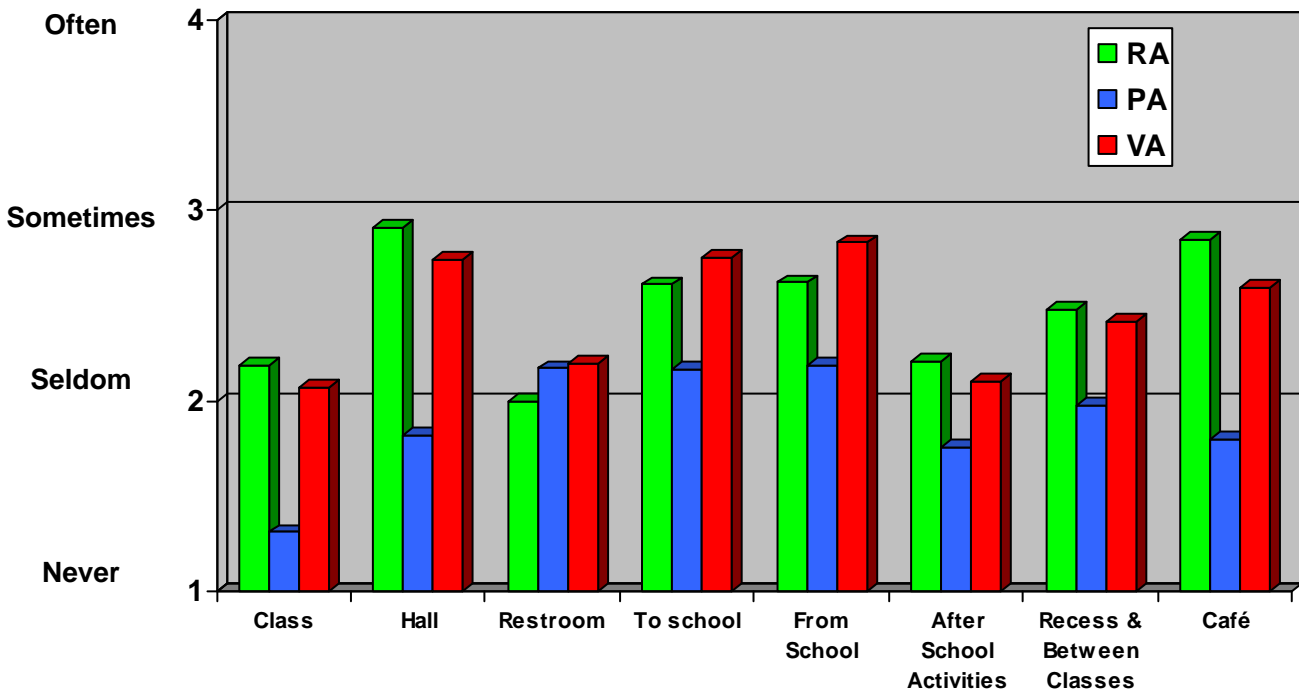


- ❖ On the same question asked in figure 5, students indicated to whom they report RA, PA, and VA.
- ❖ Teachers, over both tests, were the source that students reported to the most, and counselors were the least.
- ❖ Overall, aggression was reported significantly less during the time of the post-test to teachers, counselors, and principals, however reporting to peers (bringing students together to try to help them solve the problem yourself) dropped only slightly.

($p < .05$)

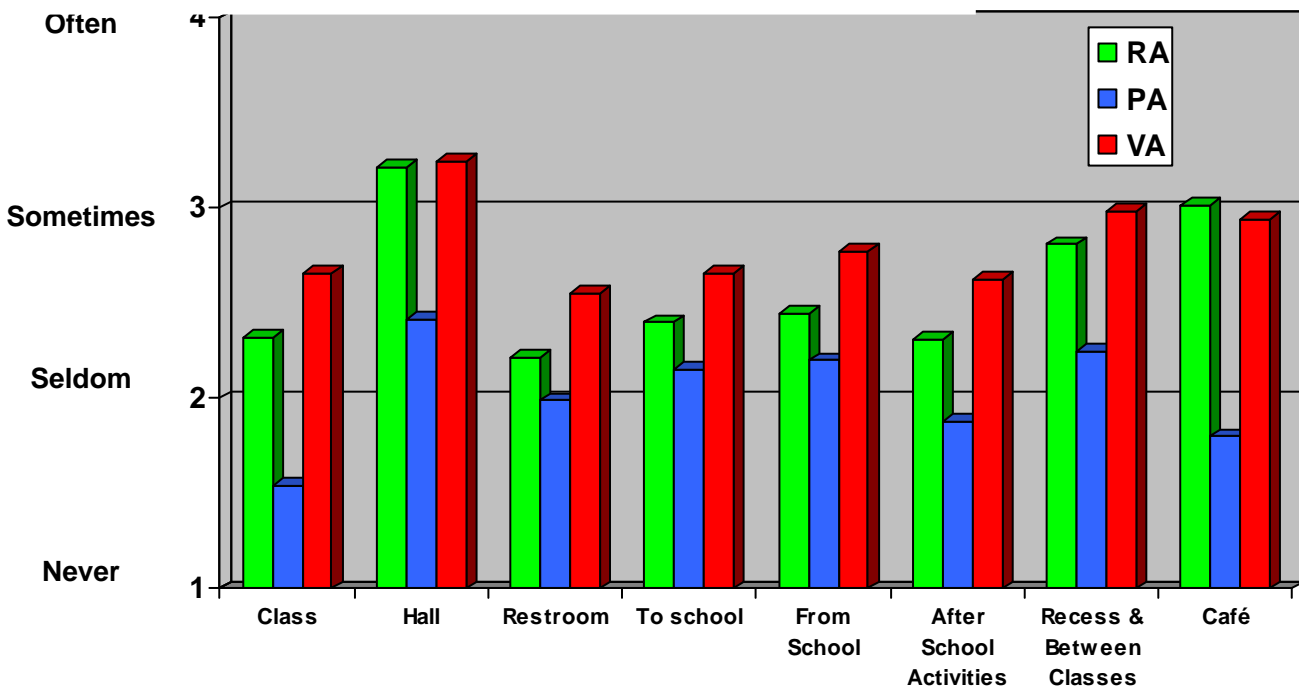
Where is aggression occurring in Pretest (September)?

Figure 8.



Where is aggression occurring in Post-test (April)?

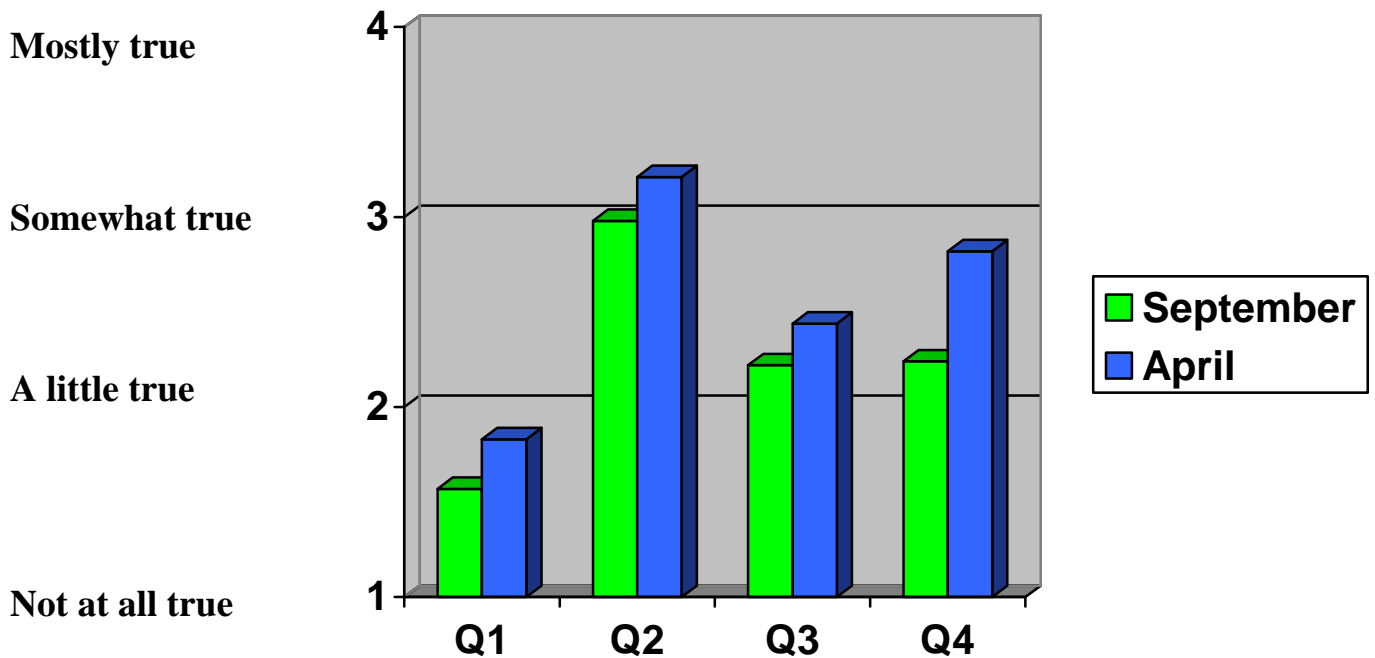
Figure 9.



- ❖ Students were asked to look at three scenarios, one for each type of behavior (RA, PA, and VA), and indicate how often they occur in each place.
- ❖ In each location, PA occurred significantly less than RA and VA.
- ❖ In most instances, RA and VA occurred at similar levels.
- ❖ Aggression generally appears to occur in crowded, busy areas (hallways, recess, cafeteria). Perhaps high activities in these areas decreases the effectiveness of adult supervision.
- ❖ From the pretest to the post-test, overall aggression occurred more in the classrooms, hallways, restrooms, during after school activities, and during recess/between classes, $p < .05$. This again might be due to heightened awareness from the implementation of the intervention program.

What do students believe to be true about peer aggression?

Figure 10.



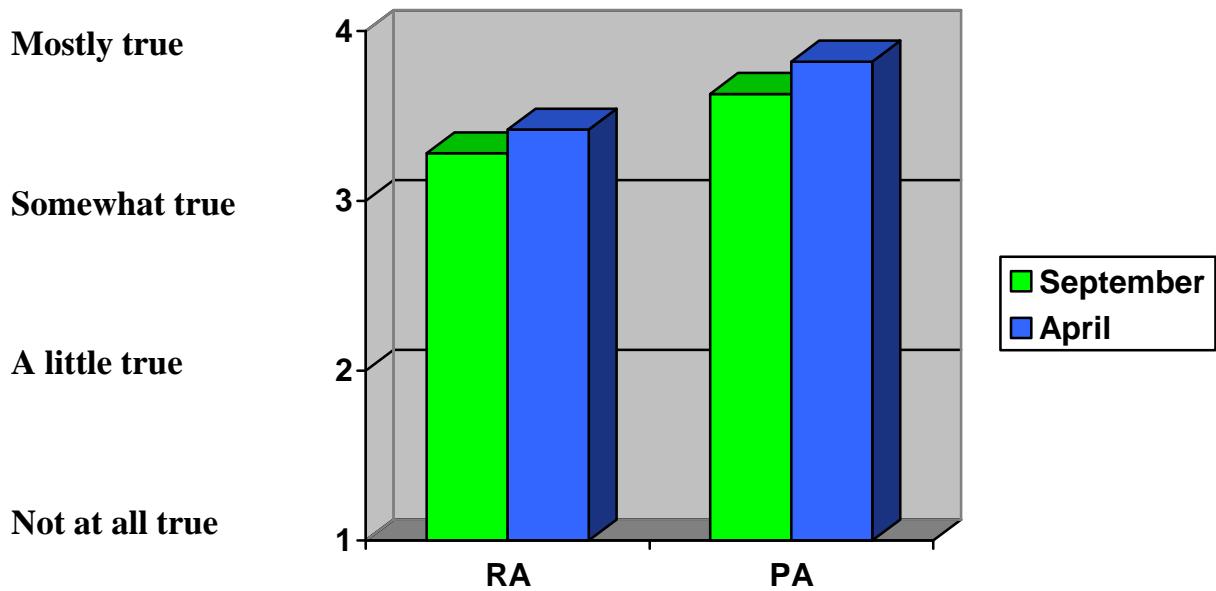
Q1: Adults really don't care
Q3: PA is a big problem

Q2: RA is a big problem
Q4: Shouldn't get involved unless PA

- ❖ Students agree over both test periods that adults really do care if someone is being bullied.
- ❖ Also, in both instances, they see relational aggression as a bigger problem than physical aggression.
- ❖ Since the implementation of CASS, students' awareness of RA and PA as a problem has been heightened. CASS is based upon the assumption that changing students' thought patterns will change their behavior. Perhaps recognizing aggression as a big problem will lead to decreased endorsement of aggression.
- ❖ According to question 4, students feel that school staff shouldn't get involved in peer conflicts unless someone is being physically harmed. This belief increased significantly by the end of the school year. It is likely that CASS is teaching students to deal with their own conflicts.

How optimistic are students that RA and PA can be reduced?

Figure 11.



- ❖ Students were asked how hopeful they are that something can be done to reduce RA behaviors and PA behaviors at Southwestern.
- ❖ Students remain optimistic that their school climate can be changed in both areas.

Correlations of beliefs about aggression with students' aggressive behavior

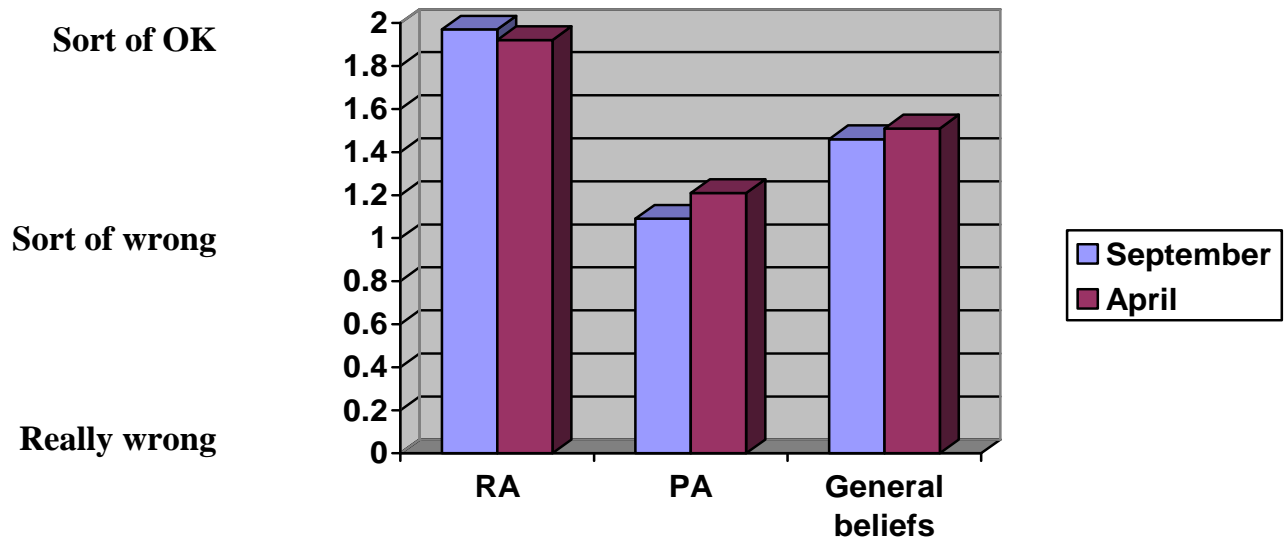
BELIEFS

		<u>BELIEFS</u>		
		<u>Physical Agg</u>	<u>Relational Agg</u>	<u>General Beliefs about Agg</u>
<i>BEHAVIOR</i>	<u>Physical Agg</u>	.331*	.199*	.324*
	<u>Relational Agg</u>	.045	.218*	.308*

- ❖ Results from pretest data show that beliefs about aggression do in fact correlate with students' aggressive behavior. Beliefs about physical aggression relate specifically with physically aggressive behavior, and beliefs about relational aggression relate to both RA behavior and PA behavior, but more strongly with RA. General beliefs about aggression correlate with both behaviors.
- ❖ Although RA and PA are distinct, they are still two different forms of the same general construct.

How OK do students feel RA and PA behaviors are?

Figure 12.



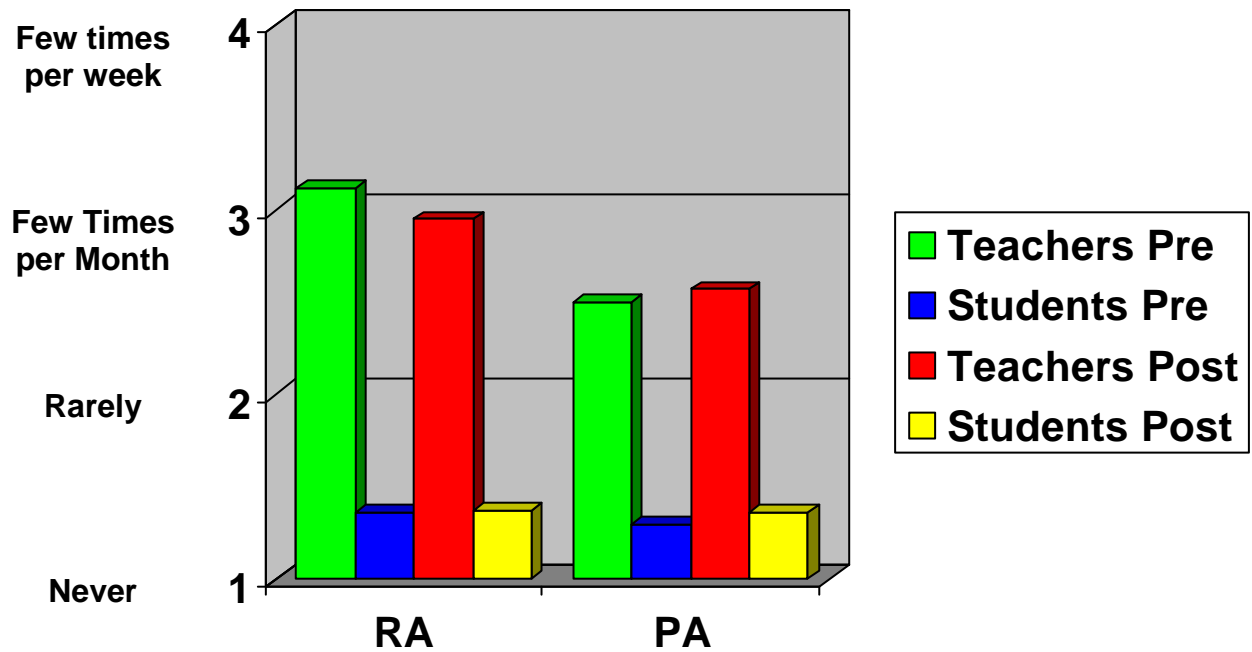
- ❖ Students are quick to recognize that PA is not ok, because the behaviors are more overt.
- ❖ They are not as quick to recognize that RA is not ok, however that is exactly what CASS is continuing to teach the students.
- ❖ Because beliefs are directly related to behaviors, if students continue to recognize that RA is not acceptable, RA behavior should eventually decline. Research has shown, however, that intervention programs may take two years to show effects of decreased aggression, and those effects should be long lasting.

Teacher Evaluation of Pretest & Post-test

How often in the past 6 months did teachers *see* students use relational and physical aggression?

Teacher view vs. Student view

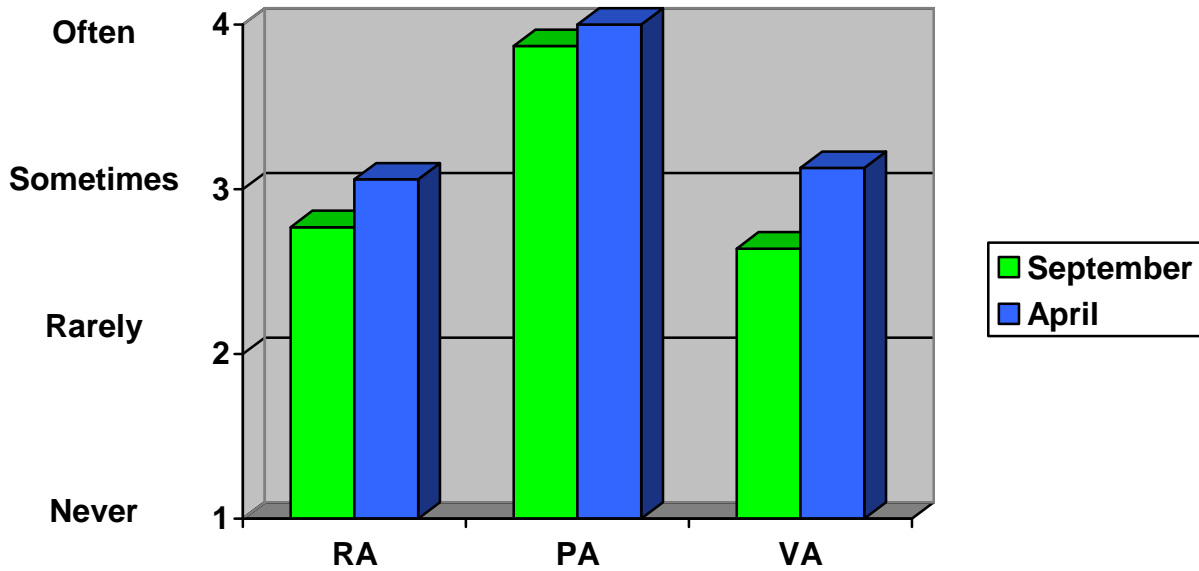
Figure 1.



- ❖ Teachers were asked to indicate how much RA and PA they have *seen* in the past six months, and students were asked how often they have either aggressed against others or been victimized by others in the past six months.
- ❖ Teachers see more RA than PA in both test times.
- ❖ Teachers see significantly more aggression than students admit to.

Aggression Reported by Teachers Pretest vs. Post-test

Figure 2.

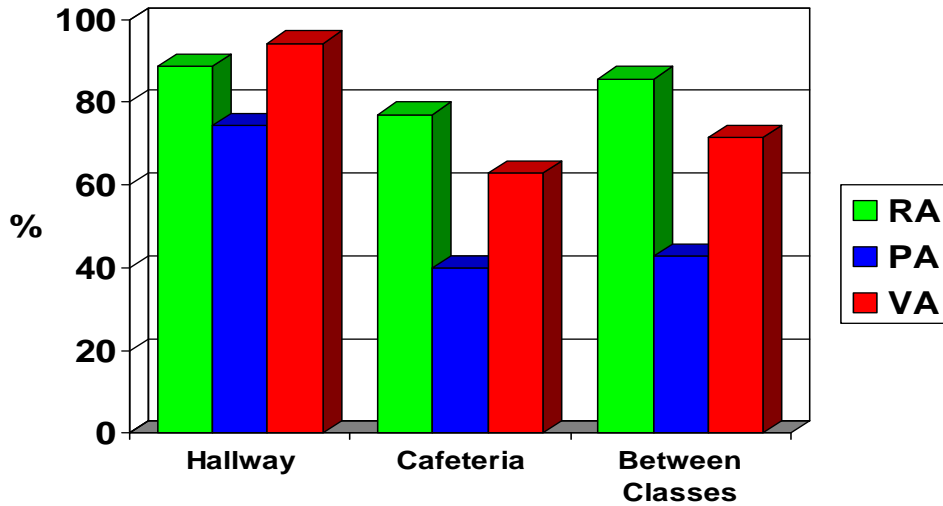


- ❖ Teachers were asked to indicate how often they would report RA, PA, and VA to the principal and the school counselor.
- ❖ They reported overall aggression more at the end of the year than the beginning, suggesting that teachers are really trying to do their part in changing the climate of their school.
- ❖ PA is reported more probably because PA behaviors are more clearly defined than RA behaviors, which are covert.

Where do teachers see aggression take place?

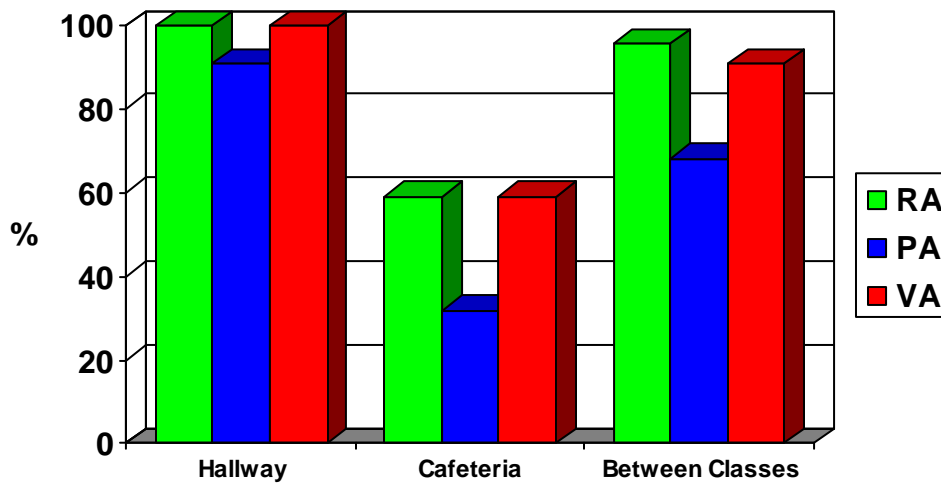
Pretest

Figure 3.



Post-test

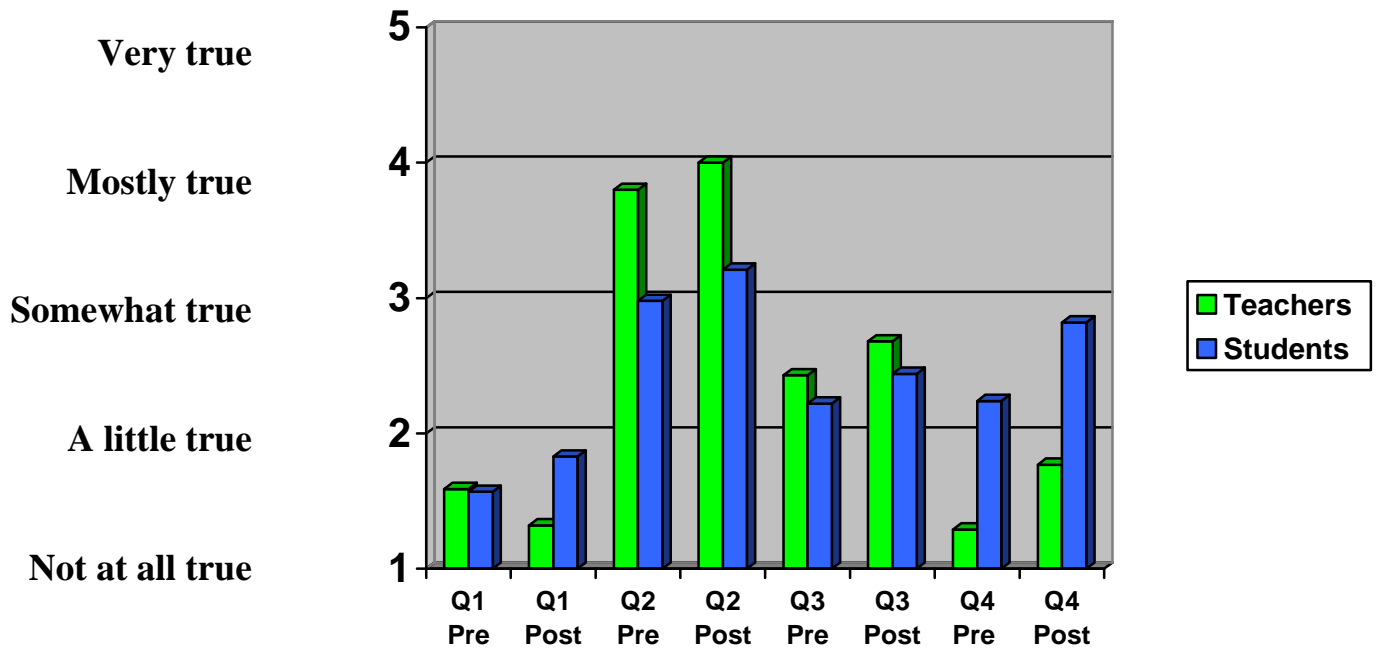
Figure 4.



- ❖ The hallway, cafeteria, and between classes/recess were the top three places teachers saw aggression take place in the last six months.
- ❖ In each location, PA occurred significantly less than RA and VA.
- ❖ In most instances, RA and VA occurred at similar levels as they did in the student surveys.
- ❖ Again, aggression generally appears in crowded, busy areas (hallways, recess, cafeteria).
- ❖ Overall, the aggression appears to have increased at the end of the year. This again might be due to heightened awareness of the RA, PA, and VA behaviors from the implementation of the intervention program.

What do teachers and Students believe to be true about peer aggression? (Mostly true or very true)

Figure 5.



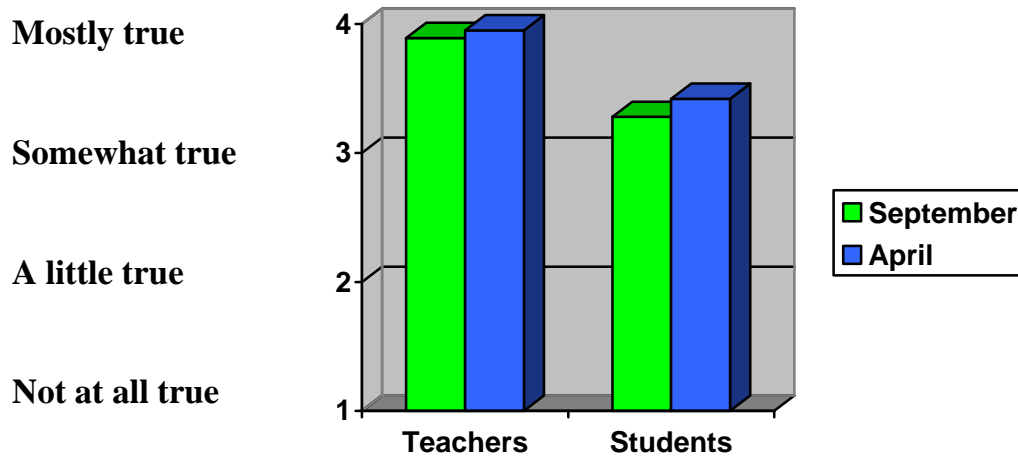
Q1: Adults really don't care
Q3: PA is a big problem

Q2: RA is a big problem
Q4: Shouldn't get involved unless PA

- ❖ Teachers agree over both test periods that adults really care if someone is being bullied.
- ❖ In both instances, they see relational aggression as a bigger problem than physical aggression.
- ❖ Since the implementation of CASS, the feelings of students and teachers that aggression is a BIG problem has been heightened because the program has made them more aware of RA and PA.
- ❖ Although teachers do generally feel that school staff should get involved in peer conflicts no matter if someone is being physically harmed or not, this belief decreased significantly by the end of the school year. It is likely that teachers feel that students are learning to deal with their own conflicts through the CASS program.

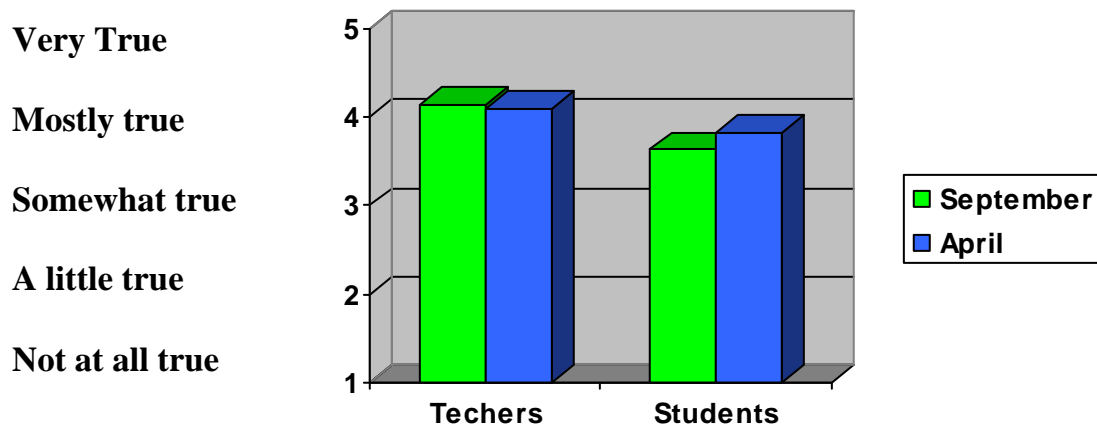
How optimistic are teachers vs. students that RA can be reduced?

Figure 6.



How optimistic are teachers vs. students that PA can be reduced?

Figure 7.



- ❖ Students were compared with teachers on the question of how hopeful they are that something can be done to reduce RA behaviors and PA behaviors at Southwestern.
- ❖ They both remain very optimistic that their school climate can be changed in both areas.

PROJECT TITLE: Working Memory and Dual Task Interference

STUDENT RESEARCHERS AND SCHOOL: Ryan Maddock and Nicole White,
School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Mr. Derek Mace, Lecturer in Psychology

ABSTRACT:

The standard conceptualization of Baddeley's (1998) working memory model is a tripartite model; the central executive is subserved by two buffers – the phonological loop and visuo-spatial sketchpad. Using the dual task procedure, we assessed the tripartite model by pairing two different memory tasks together. Group 1 was given the Operational Span Task. Group 2 was given the operation span with an additional verbal task. Group 3 was given a star tracing exercise and the Operation Span Task to assess the model by pairing these tasks together. If interference occurs in Group 2, then there is evidence to support the tripartite model, but if interference occurs in Group 3 then there must be another factor contributing, causing the interference. Results showed there to be interference in both conditions.

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PROJECT TITLE: Relational Aggression and the Media

STUDENT RESEARCHERS AND SCHOOL: Denise Nowacinski, Seraina Naef, and Kim Raff, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Charisse Nixon, Assistant Professor of Psychology

ABSTRACT:

Previous research suggests that viewing aggressive media increases aggressive behavior. It has also been stated that normative beliefs (beliefs that garner what behaviors are acceptable and which are not) are able to predict behaviors and responses in aggressive situations. This study goes beyond looking solely at physical aggression, like past studies, and places the focal point on relational aggression. In this study pro-social and relationally aggressive video clips were used to measure empathy, prevalence, and priming effects. Results were expected to show that relationally aggressive media will affect relationally aggressive behavior. We not only found this to be true, but also found that the effects occur regardless of quantity.

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PROJECT TITLE: Exploring the Characteristics of College Student Partner Abuse Victims

STUDENT RESEARCHERS AND SCHOOL: Camille M. Pia and Stacy D. Warren, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Carl Kallgren, Associate Professor of Psychology

ABSTRACT:

Partner abuse among college students is a pervasive problem across the nation (e.g., Harway, 2000). The primary focus of the present research was to explore partner abuse and its relationship to residential location (urban, suburban, rural), the witnessing of conjugal violence, household income, parent education level, relationship length, and number of parents in the household (one- or two-parent). A sample consisting of 77 female undergraduates completed a questionnaire that assessed the above variables. Next, participants completed the Conflict Tactics Scale 2, which measures partner abuse. Results indicated that partner abuse was more likely to occur for female undergraduates who witnessed more conjugal violence, had been in a relationship longer, and had parents with less education. The implications of these results for identifying and eventually reducing partner abuse among female college students will be discussed.

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PROJECT TITLE: Do Males and Females Prefer Symmetrical Faces and Objects?

STUDENT RESEARCHERS AND SCHOOL: Kathryn Przepyszny, Jaimi Bonczar, and Jennifer Plummer, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Mr. Derek Mace, Lecturer in Psychology

ABSTRACT:

Male preference for symmetrical female faces has been interpreted by evolutionary psychologists as an evolved strategy by which males select healthy and therefore, reproductively viable mates. If preference for symmetrical faces is an evolved adaptation, then we would expect that males will not prefer non-human symmetrical objects. Using existing methodology, we compared male and female preferences for human and non-human (flowers) symmetrical and asymmetrical forms, hoping to consider whether preference for symmetry may be generalizable. We were unable to replicate previous research. Males did not rate symmetrical faces significantly higher than females. There were also no significant differences between male and female ratings of symmetrical and asymmetrical faces and nonfaces. Thus, we were unable to show that preference for symmetry may be a generalized rather than a specific trait.

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PROJECT TITLE: Parent-Child Attachment in Divorced Families

STUDENT RESEARCHERS AND SCHOOL: Jessica Roman, Erin Daquelente, and Mara Huber, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Ms. Jennifer Trich Kremer, Lecturer in Psychology

ABSTRACT:

Research on divorce has primarily focused on adult relationships as opposed to parent-child relationships after divorce. This study assessed young adults' perceived attachment and involvement with their mother and father from intact and divorced families. Participants were recruited from the Research Participation Pool at Penn State Behrend. This study used a quasi-experimental design. Quasi-independent variables incorporated into this research included the gender of the participant and the marital status of the participant's parents. Dependent measures assessed interparental conflict, parent-child attachment, and parent-child bonding. We hypothesized that a high conflict environment would lead to lower parent-child attachment scores regardless of parent marital status. We also hypothesized that mothers would have better attachment with children than fathers due to their higher level of involvement. There were no significant differences on parent-child attachment in high- or low-conflict environment. There was no difference in parental attachment for mothers and fathers. Two interesting findings focused on over-protectiveness and communication. Biological fathers from intact families tended to be more overprotective of their daughters than divorced fathers. When children talk to their mothers more often, the mothers are perceived as less overprotective, regardless of the parent marital status.

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PROJECT TITLE: The Effects of Positive Feedback

STUDENT RESEARCHERS AND SCHOOL: Amber Rose and Kathleen Vanderkolk,
School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Mr. Derek Mace, Lecturer in Psychology

ABSTRACT:

When individuals feel they are being negatively stereotyped, their performance in a given task may decrease. There are widely known stereotypes in this society that say women have fewer abilities in mathematics. Research has also shown that young adults who are given positive feedback before a given task have a higher expectation for recall and display greater confidence in their memory. Participants were assigned to either a minority condition or a same-sex condition and given either feedback or no feedback prior to taking a math test. There were a total of 38 female participants, taken from a subject pool of introductory psychology students at Penn State Behrend. Students ranged from ages 18 to 35 with 92 percent of participants being Caucasian. There was no significance found in any of the four conditions. The mean scores for the no feedback minority condition was 6.43, the mean for the no feedback same-sex condition was 5.60, the mean for the feedback minority condition was 7.25, and the mean for the feedback same-sex condition was 6.71.

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PROJECT TITLE: Does Resiliency Predict Social Aptitude

STUDENT RESEARCHERS AND SCHOOL: Charlotte Siemiatkowski, Erin Mathes, and Kim Shell, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Mr. Derek Mace, Lecturer in Psychology

ABSTRACT:

The correlation between social aptitude and resiliency was measured in average college students (N = 39) at Penn State Behrend. Participants completed two surveys, the Social Skills Inventory (SSI) and the Behavioral and Emotional Rating Scale (BERS), and the results were used to assess social skills and resiliency on several subscales of each survey. The BERS survey contains 52 items on a four-point Likert scale and the SSI contains 90 items on a five-point scale. Results showed that there was a strong, positive correlation between the surveys themselves ($r = .382, p = .05$). There were also individual positive correlations between two social skills subscales from the SSI and two subscales from the BERS.

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PROJECT TITLE: Stress and Perceived Authority in the Milgram Paradigm

STUDENT RESEARCHERS AND SCHOOL: Bethany Slomski and Kyle Johnston,
School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Ms. Jennifer Trich Kremer, Lecturer in
Psychology

ABSTRACT:

With the topic of obedience to authority being thrust into the media spotlight by the Abu Ghraib prison scandal, more exploration in this subject area is needed. Researchers believe that this behavior is based on the perception of social power. French and Raven's (1959) classic formulation suggests that there are six types of power associated with social influence. These six types of power shall provide characterization to different authority styles. Perhaps the most influential study completed on authority was the Milgram (1963) behavioral study of obedience. Although there were great social implications learned from Milgram's study, due to current ethical guidelines, replication of such an experiment would be impossible. By replicating a study completed by Blass and Schmitt (2001), which asks participants to view a video of the Milgram experiment, research may be completed in the area of perceived power in the Milgram (1963) paradigm, without posing traumatic risks to participants. The aim of the study is to explore the perceived power in the Milgram paradigm, and replicate the findings of the Blass and Schmitt (2001) study. Also, through the use of a stress assessment, the Dundee Stress State Questionnaire, stress before and after viewing the video clips will be considered to assess if any stress was caused by viewing the video.

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PROJECT TITLE: Looking Beyond the Stereotype: Defining Sexual Harassment in a College Setting

STUDENT RESEARCHERS AND SCHOOL: Angela Speck, Jenay Guardiani, and Lori Szymanik, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Ms. Jennifer Trich Kremer, Lecturer in Psychology

ABSTRACT:

Sexual harassment is a serious issue that society as a whole tends to ignore or downplay. Distinguishing acts of sexual harassment is difficult due to the ambiguity of definitions and existing cultural stereotypes. Participants included 70 students from Penn State Behrend who evaluated sexual harassment situations. It was hypothesized that presenting a legal definition of sexual harassment would lead to the most accurate interpretations of sexual harassment situations. Situations manipulated harasser and victim gender, along with power of the harasser over the victim. It was expected that an unequal power dynamic would increase sexual harassment ratings; females would rate situations as harassment more than males; males would label situations as harassment with a male victim and a harasser. No difference was found for definition; however, the combination of participant, harasser, and victim gender impacted the ratings. There was a main effect for participant gender, which shows that the gender of participants had an effect on how they rated the situations. There was a significant main effect for harasser gender. Situations involving males as the harasser were rated as showing more sexual harassment than situations involving females as the harasser.

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PROJECT TITLE: Jealousy-Induction and Its Influence on Aggression in College Romantic Relationships

STUDENT RESEARCHERS AND SCHOOL: Jennifer Stanford, Lindsay Pfahler, and Amy McElhaney, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Mr. Derek Mace, Lecturer in Psychology

ABSTRACT:

While there is a large body of research on romantic jealousy, prior research has focused mainly on gender differences and evolutionary perspectives. Very few researchers have looked at jealousy-inducing stimuli, particularly various levels of the stimuli. In addition, the uses of jealousy-inducing stimuli have been found to predict various forms of aggression and interpersonal control. The purpose of this study was to investigate the relationship between jealousy-induction and aggression in college romantic relationships. College students who had been in a dating relationship were given hypothetical vignettes and then asked to complete the Buss Aggression Questionnaire (1992). A 2 (gender) x 2 (vignette) analysis of variance (ANOVA) was conducted. There was no significant interaction between sex and vignettes.

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PROJECT TITLE: Attitude Towards Gender

STUDENT RESEARCHERS AND SCHOOL: Tammy Sudul and Vanessa Marte,
School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Dawn Blasko, Associate Professor of
Psychology

ABSTRACT:

Negative attitudes towards women in society are a concern for its citizens. Although our society has primed us to believe that both sexes are equal, the reality is that people do not think this way. Since our society feels that injustice or discrimination because of your sex is not allowed, a person with negative views about women will be most likely to adapt to the social norms and not respond truthfully to the questions. To try to find a better way to address this issue and get accurate data, we started by giving the participants the Attitudes towards Women scale, a scale that asks people about their attitudes concerning work, military, and the home in reference to women. Based on the responses on the explicit measure, they were called back for our implicit computer task, which will measure their subconscious attitudes towards women. We hypothesized that the facilitation scores would be higher for people who determine a word negative than for those who see the word as positive. Participants with a low score on the Attitudes towards Women scale will have a slower facilitation score to negative words associated with female faces, as compared to those with high status on the Attitudes towards Women.

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PROJECT TITLE: Aging Effects on Performance on a Spatial Stroop Task

STUDENT RESEARCHER AND SCHOOL: Jackie Tetuan, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Victoria Kazmerski, Associate Professor of Psychology

ABSTRACT:

Slowing and cognitive interference related to aging have been found in performance on a color-word Stroop task. These changes are thought to reflect a deficit in inhibitory processing. This study investigated whether the same findings would be found in the performance on a spatial Stroop task. In this task, the words “above” and “below” were presented above or below a central “+” sign. The participants responded according to either “meaning,” requiring a semantic decision, or “position,” requiring a spatial judgment. Event-related brain potentials (ERPs) were recorded from 15 channels during the task. Congruency and switch effects were evident in both the behavioral and ERP data. Behavioral analysis showed that the younger group (18-30 years, n=11) was more accurate than the older group (62-91 years, n=11). Responses to the incongruent condition (when meaning and position did not match) were slower and less accurate than those to the congruent condition. There was also a main effect of switch (between congruent and incongruent tasks) for RT. Interactions between task and group, and switch and group were also found to be significant. Overall, there was a greater switch effect for the older group than the younger group. In the ERPs, the older group showed a large switch effect for P300 amplitude across locations with group differences most evident at the parietal site. For the late positive component amplitude, we found that the older subjects showed opposite congruency effects with the incongruent more positive in the switch condition and the congruent more positive in the no-switch condition. In contrast, the young showed no congruency effect when the task switched, but showed more positivity to incongruent than congruent stimuli in the no-switch condition. The switch and congruency effects were greater in the older participants, which is consistent with previous reports of problems with inhibitory processing associated with aging.

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PROJECT TITLE: Art Therapy and the Effects It has on the Reduction of Stress in At-risk Youth

STUDENT RESEARCHERS AND SCHOOL: Amanda Turner and Marika Sansone, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBERS: Ms. Jennifer Trich Kremer, Lecturer in Psychology and Dr. Dawn Blasko, Associate Professor of Psychology

ABSTRACT:

Schools, healthcare providers, and parents spend significant time identifying “at risk” children in an attempt to uncover the true reason behind their hostility. “At risk” youth are more susceptible to being bullied or becoming a bully. Research has shown that drawing and other forms of art can provide therapeutic and calming outlets for aggressive children. Art therapy could allow bullies to let out their anger without hurting others; while also helping bully victims manage their emotions in a stable environment instead of letting it fester inside. In the current project, a creative arts program was created for the “at-risk” children enrolled in the RAPS (Relationships are Pathways to Success) Ophelia program. Sixth to eighth grade students identified as “at risk” participated in the program. We found that the stress scores lowered from the pre-test to post test, though more research is needed to determine exactly why. We also found that there was no gender difference in stress levels.

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PROJECT TITLE: Training and Gender Differences on a Web-Based Mental Rotation Task

STUDENT RESEARCHERS AND SCHOOL: Jessica M. Turos and Amanda L. Ervin, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Dawn Blasko, Associate Professor of Psychology

ABSTRACT:

Previous research has documented that there are gender differences for the mental rotation task, favoring males (Sorby, 1998). We investigated whether training on a web-based mental rotation task would improve speed and accuracy over a four-week period. There were three training groups: a lab-training group, who had four training sessions in the lab, a self-training group, who had two training sessions in the lab and two training sessions on their own, and a no training group, who only had two training sessions in the lab and surfed the Internet for the other two sessions. Each type of training group had five different sections. We expected to find that initially men would have a significantly higher score on the mental rotation task than women and that the four sessions training groups (either lab or self-training) would improve significantly more in the mental rotation task than the two session (no training) group. We also expected to find that the lab-training group would improve significantly more on the mental rotation task than the self-training. Men did have initially higher spatial scores than women, however both groups improved in both speed and accuracy. For females both laboratory and self-training appeared to be effective and four sessions were more useful than two sessions.

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PROJECT TITLE: Individual Differences in Speech Production

STUDENT RESEARCHERS AND SCHOOL: Lauren Wagner, Courtney Hopkins, and Garrett McCloskey, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Dawn Blasko, Associate Professor of Psychology

ABSTRACT:

By nature we make judgments about others based on the way in which they speak. The aim of this study was to see if these judgments have any scientific basis. Previous research shows us that intelligence and working memory are significantly correlated. Research also shows that intelligence is significantly correlated with speaking ability. In this study we examined the way in which working memory, verbal intelligence, and speech production related to one another. Participants completed the study in two sessions. In the first session the participant was asked to complete both working memory and intelligence tasks. The second session consisted of a videotaped debate in which the participants debated the topic of whether or not women should be allowed to participate in combat activity. The second session provided the data needed to analyze the participants' speech production quality. The results showed that, like previous research, intelligence and working memory abilities are correlated. The results also showed that speech quality, as based on commonly accepted standards of conversation, is correlated with working memory ability. The final significant find was found in the relationship between speech quality and vocabulary score on the intelligence task that was administered in the first session.

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PROJECT TITLE: Sarcasm and Personality

STUDENT RESEARCHERS AND SCHOOL: Andrew Walker and James Morosky,
School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBERS: Dr. Dawn Blasko, Associate Professor of
Psychology and Dr. Victoria Kazmerski, Associate Professor of Psychology

ABSTRACT:

Sarcastic criticism tends to be used by people in close relationships, yet it has the potential to harm those relationships. In the current study we measured self-reported sarcasm; personality; and relational, physical, and verbal aggression. Each participant read a series of scenarios which could be literal, sarcastic, positive, or negative. They rated the speaker's intent to be mean, humorous, sarcastic, or surprised, and portray negative and positive emotions. The result showed relationships between personality, aggression, and sarcasm. Those with higher RA (relational aggression) scores were more likely to use sarcasm frequently. Those with lower RA scores detected positive and negative emotion more accurately.

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PROJECT TITLE: Influences of Stress on the Behavior of College Students

STUDENT RESEARCHERS AND SCHOOL: Kathryn Weinschenker, Breanna Soder, and Kristen Kento, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Mr. Derek Mace, Lecturer in Psychology

ABSTRACT:

Lazarus' Transactional Model of Stress emphasizes the combination of an individual's emotions and the environmental stressors. Lazarus categorized responses to stress as different ways of coping: problem-focused and emotion-focused. Problem-focused coping involves analyzing the stressor and devising a constructive method of coping with the situation. The emotion-focused response includes avoidant methods, a form of coping often including maladaptive behaviors such as alcohol and substance abuse, tobacco use, and earlier onset of sexual activity. These maladaptive behaviors have been researched in connection with risky sexual behavior with results suggesting that risky sexual behavior may be used as an additional avoidant coping method not previously looked at. This study examined the relationship between stress levels and engagement in risky sexual behavior through the utilization of three paper and pencil surveys. While a positive trend can be reported, results showed no significant correlation. Further research that increased the sample size might lead to strong findings and establish the connection between increased levels of stress and the use of risky sexual behavior as an avoidant coping method.

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PROJECT TITLE: Gender Differences and Priming of Attractiveness

STUDENT RESEARCHERS AND SCHOOL: Crystal Willis, Joshua Hannold, and Gordon Greene, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Mr. Derek Mace, Lecturer in Psychology

ABSTRACT:

Priming is known to affect the judgment of a stimulus in a variety of contexts; however, there is little research on how priming affects genders differentially. The purpose of this current research is to explore if there are gender differences in how priming treatment affects a participant's judgment of an image's attractiveness. Subjects were shown male and female images paired with a priming treatment (positive, negative, no prime) and asked to rate an image's attractiveness, classiness, beauty, elegance, and sexiness. The results have shown that the type of treatment given had a significant effect on the participant's attractiveness rating. However, gender had no effect overall on the participant's judgment of the image's attractiveness.

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PROJECT TITLE: Gender Differences in Response to Different Types of Erotic Videos

STUDENT RESEARCHERS AND SCHOOL: Jonna Zizak and Staci Shawgo, School of Humanities and Social Sciences

AFFILIATED FACULTY MEMBER: Dr. Victoria Kazmerski, Assistant Professor of Psychology

ABSTRACT:

In this study, we examined gender differences in response to two types of erotic videos. College students from Penn State Erie, The Behrend College were used as participants. Responses to the videos were measured by a questionnaire that was administered after each of the erotic videos. There were also several pulse rates taken throughout the duration of the sessions to measure the participants' physiological responses to the videos. It was anticipated that the females would be more aroused by the romantic videos, whereas males would be more aroused by the explicit videos. Another variable that was examined was the gender differences in the guilt/shame rate of the participants. We believed the more guilt/shame the less aroused a participant would be. The results were analyzed by t-tests and ANOVAs statistical tests.

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