

2012

# Foundation to Promote Scholarship and Teaching 2011-2012 Awards

Office of the Provost, Roger Williams University

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## Recommended Citation

Office of the Provost, Roger Williams University, "Foundation to Promote Scholarship and Teaching 2011-2012 Awards" (2012).  
*Foundation to Promote Scholarship & Teaching*. 3.  
[https://docs.rwu.edu/foundation\\_promote\\_scholarship\\_teaching/3](https://docs.rwu.edu/foundation_promote_scholarship_teaching/3)

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Foundation to Promote Scholarship and Teaching  
2011-2012 Awards  
Abstracts

**Edgar Adams, Professor of Architecture**  
**Funding: \$6,850**

***“Finding Common Ground: Fair Share Housing and Smart Growth Policies”***

This grant proposal grows out of a partnership between Roger Williams University and the Housing Network of Rhode Island to provide training for individuals working in the fields of Housing and Community Development. The Partnership for Community Development includes the Director of Statewide Planning and representatives from Grow Smart RI, LISC RI and member non-profit affordable housing and community development agencies statewide. This application was conceived to help broaden that partnership and to fill a major gap in the statewide capacity for objective research on the interface between affordable housing and smart growth.

**Kelly Brooks, Assistant Professor of Psychology**  
**Course Release: Spring 2012**

***“Stigmatized Racial and Sexual Identities”***

Research on prejudice often examines racism and heterosexism separately, thus little is known about how they operate jointly. The proposed experiment investigates both race- and sexual orientation-based discrimination by examining students’ perceptions of the potential leadership ability of a fictionalized gay male student of color. Two hundred fifty male and female students will evaluate application materials for a campus leadership position for a male student who is either heterosexual or gay and White, African American, Latino, or Asian American. It is expected that the multiple minority targets will be evaluated less favorably than the single or nonminority targets.

**Bruce Burdick, Professor of Mathematics**  
**Funding: \$3,368**

***“Book on History of Almanacs/Development of Transition Course”***

The proposal is for financial support to conduct research for a book on almanacs. The monetary grant would be used for travel to libraries holding almanac collections and to the editorial offices of almanacs currently published.

**Loren Byrne, Assistant Professor of Biology**  
**Funding: \$4,000**                      **Course Release: Fall 2011**

***“Effects of Annual Flowers on Ground Arthropods”***

Although lawns and flower gardens are ubiquitous in urbanized environments, few ecological studies have been conducted about them. Information is needed about their ecology to guide sustainable landscaping approaches. This project will utilize existing field plots and involve undergraduates to investigate relationships among landscape patterns, garden flowers, and ground-dwelling arthropod communities. It is expected that arthropod communities will differ among plots containing different types and combinations of flowers and that lawns adjacent to flowers will contain more arthropods. This work will provide insight into how lawns and gardens can be designed to better conserve beneficial biodiversity and related ecosystem services.

**Jeremy Campbell, Assistant Professor of Anthropology**  
**Funding: \$2,023**                      **Course Release: Fall 2011 or Spring 2012**

***“Conjuring Property: Speculation and the Future of Environmental Governance in Amazonia”***

Set along an unpaved highway in rural Brazil, this study argues that colonists are anticipating future environmental governance regimes by reference to their own vernacular strategies of claiming properties and producing legible “natures” in development encounters. State efforts at reform begin with the premise that rural Amazonians lack reliable relations to territories, but an ethnography of their practices reveals that residents draw on the ambiguous history of property-making and their deep familiarity with surrounding landscapes to influence new environmental governance paradigms. The first in depth study of the culture of Amazonian colonization, this book will shed new insights on the discursive and material realities of Brazil’s efforts to curb deforestation and sustainably develop the region.

**Luis Carranza, Professor of Architecture**  
**Funding: \$5,464**                      **Course Release: Fall 2011 or Spring 2012**

***“Modern Architecture in Latin America: Art, Technology and Utopia”***

*Modern Architecture in Latin America: Art, Technology and Utopia*” will be the first introductory history survey textbook in English to address Latin American twentieth century modern architecture, its issues, polemics, and works. The grant will support travel to Brazil to research and write with co-author, Professor Fernando Lara, Ph.D. In addition, a course release will allow me to finalize the manuscript, obtain images, revise

and edit, etc. The goal is to complete and publish the book to coincide with the 2012 exhibition on Latin American architecture by the Museum of Modern Art (New York).

**Bilge Gokhan Celik, Assistant Professor of Construction Management**

**Funding: \$5,865                      Course Release: Fall 2011 or Spring 2012**

***“Building a Database to Simulate Construction Project Management as an Educational Supplement”***

Current approaches to construction management education pay little attention to stochastic challenges of project management. Students receive mostly static information in spite of the dynamism in the construction industry. Simulations can reduce the student disconnection from the real world. This proposal follows a simulation concept and will build a database as a step towards achieving it. This involves administering a set of interviews and questionnaires to construction professionals. Results will include cases with issues, various solutions, and outcomes as perceived by construction professionals. This database can be utilized for simulations in future studies or as case studies in the classroom.

**Sean Colin, Associate Professor of Environmental Sciences**

**Course Release: Fall 2011 and Spring 2012**

***“Evaluate the Effects of Turbulence on the Feeding Ecology and Trophic Impact of the Ctenophore *Mnemiopsis leidyi*”***

A combination of laboratory and in situ methods will be used to quantify the effects of turbulent flows on the feeding mechanics and predator-prey interactions of *Mnemiopsis* at the organismal level. I will then evaluate how these turbulent effects translate to the community level by using *in situ* sampling techniques that will relate natural turbulence levels to ingestion rates, prey selection and predatory impact of *Mnemiopsis* in the field. By combining direct observations of small-scale effects in the laboratory and field with community level patterns of trophic exchange, to establish clear cause and effect relationships in a new approach to biological-physical interactions that extends beyond current laboratory and modeling limits.

**Ulker Copur, Professor of Architecture**

**Funding: \$7,695**

***“An Eco-Community of the 1930’s, Roosevelt Homesteads, NJ: A Resource to Create Sustainability Initiatives for Today”***

The purpose of the request is to cover the research expenses to be incurred to accomplish the objectives of my sabbatical project (2011-2012 Academic Year). The research first is: a) to study a pioneering sustainable cooperative housing initiative, Roosevelt Homesteads (RH) following the depression of 1930s and 1940s as a case in detail; b) UDC Housing during 1970s energy crises; and, c) contemporary eco-villages. Second, is to develop sustainability intervention criteria for housing to be utilized in retrofitting and regenerating similar housing developments. The earlier housing communities can be considered the eco-villages of their times that incorporated many attributes of sustainable environments. I will comparatively examine RH and other proposed cases to verify the criteria I developed in my earlier work on socio-cultural, ecological and techno-environmental dimensions of sustainability. The research will also shed light on planning new eco-village and housing developments as an alternative to suburban development.

**Jacqueline Cottle, Assistant Professor of Psychology**

**Funding: \$1,000**

**Course Release: Fall 2011 or Spring 2012**

***“The Effects of Group Size on Decision Certainty”***

Groups function differently than individuals, and thus necessitate different methods and theories. Furthermore, groups of different sizes exhibit different group processes when it comes to making decisions. Sniezek and Henry (1989) demonstrated that groups are more confident than individuals, even when the group response is incorrect. The study that I propose to do in the next academic year will examine whether group size influences certainty. Furthermore, I hope to examine whether this confidence is evident in both group and individual ratings.

**Edward Delaney, Professor of Creative Writing**

**Funding: \$5,000**

**Course Release: Fall 2011 or Spring 2012**

***“Documentary Film”***

The project began in 2010 and has evolved into a look at how scholars study the question of violence as part of the human condition. Interviews will be conducted with biologists, psychologists and sociologists as well as philosophers, theologians and media experts. Interviews will be done on location with 40-50 interviews per film involving significant travel. The second portion of the proposal will be to launch a new project on the heels of the Fall 2011 publication of my novel “Broken Irish”. This will be my third publication of fictional work. Working on both artistic and journalistic projects simultaneously creates a synergy that relates to my teaching and what I bring to the classroom for both journalism and creative writing.

**Frank DiCataldo, Assistant Professor of Psychology**

**Funding: \$2,124**

**Course Release: Fall 2011 or Spring 2012**

***“An Unnecessary Evil: The Experiment to Close the Massachusetts Reform Schools”***

The closing of the juvenile reform schools in Massachusetts in the 1970s was the most radical experiment in mass decarceration in the history of the U.S. Hundreds of juvenile delinquents were relocated to a patch-work network of community settings. How was this revolution achieved? Who were its major architects? What became of the youths? What is the enduring legacy of this unprecedented experiment in deinstitutionalization? Through an examination of the vast archives of government reports, review of the media coverage, and digitally video-recorded interviews with the participants and witnesses, this research project will answer these and many other questions.

**Sargon Donabed, Assistant Professor of History**

**Funding: \$3,000**

***“An Anthology of Literary and Oral Sources: The Qatine Epic”***

This will be an edited volume of works concerning Qatine the Mighty, tentatively entitled “Qatine the Mighty: The Spoken and Written Voice of an Assyrian Heroic Epic”. The work will cover the history of the folk stories, the life and history of William Daniel the creator of the literary epic, comparisons of Qatine and the epic of Gilgamesh, a commentary on the linguistic quality of the oral and written epic as well as transliterations and translations of recordings from some of the last transmitters of the epic.

**Kelly Donnell, Associate Professor of Education**

**Funding: \$250**

**Course Release: Fall 2011**

***“Perceptions of Efficacy and Application of Skills and Knowledge among Specially Trained Cooperating Teachers”***

Building on an initial pilot study, this research explores the perceptions of efficacy and application of skills and knowledge among specially trained Cooperating Teachers. Veteran teachers serving as hosts (Cooperating Teachers) to student teachers participated in a course intended to enhance and support their roles as mentors. While virtually every Education student across the country works with a cooperating teacher, there is a paucity of literature on the preparation and efficacy of these teachers. The study will identify the knowledge and forms of support that result in the perception of efficacy and in the application of knowledge to practice.

**Gail Fenske, Professor of Architecture**

**Funding: \$1,130**

**Course Release: Fall 2011**

***“Skyscrapers”***

A reference book designed to introduce the reader to visual collections within the Library of Congress documenting the skyscraper as a building type. It will feature a 5,000 word introductory essay (a history of the skyscraper, both thematic and chronological) along with the preparation of captions that precisely identify approximately 800 images from the collections of the Library of Congress. For the latter I will be consulting originals as well as the Library’s online catalog. I am very familiar with the Library’s collections, having drawn on them for my first book, *The Skyscraper and the City*.

**Kamille Gentles-Peart, Assistant Professor of Communication**

**Funding: \$5,340**

***“The Effect of Media on the Body Politics of West Indian Immigrants”***

In this project, I intend to examine the body politics of West Indian women in the U.S., and explore the ways in which mainstream media (especially television) in the United States (U.S.) inform, transform and challenge these discourses. More precisely, I will assess how these immigrant women employ media texts to negotiate the hegemonic ideals of beauty they encounter in the U.S., and the extent to which they challenge or are complicitous with these ideals in their own body politics.

**Ernest Greco, Associate Professor of Political Science**

**Funding: \$4,110**

***“Luigi Sturzo and the Partito Popolare Italiano”***

My proposal involves the completion of my sabbatical project on the political thought and activities of Luigi Sturzo, the Sicilian priest and sociologist who founded and led the Partito Popolare Italiano before the party was dissolved and Sturzo exiled following the Fascist takeover in 1923. Following his return to Italy in 1946 he represented the newly named “Christian Democrats” as “Senator for Life” until his death in 1959. His extensive writings on the relationship between religion and politics in Italy and abroad and on the application of Catholic social thought have influenced the Christian Democratic movement, especially in Europe and Latin America. A book-length political biography of Sturzo is my final goal.

**Anthony Hollingsworth, Professor of Foreign Language**  
**Funding: \$3,000**

***“Paeonias Project”***

I am completing critical edition and concordance to the *History of Rome* written in the fourth century by the Greek historian Paeonias. To date, this text has never been translated into a modern language, no one has ever published a commentary, and no critical edition exists. Last year, with the assistance of three students, I created the first electronic version of the text and refined our version through a comparison of the printed editions. The next step is to catalog all variants of the text, create a concordance and begin a commentary.

**France Hunter, Associate Professor of Dance**  
**Course Release: Fall 2011**

***“Bewilderness Intermedia Project”***

The course release will be to complete the second and final phase of the “Bewilderness Intermedia Project” the first phase of which the research, creation and editing of the video and musical composition was funded by a previous Foundation grant. Phase II will comprise the actual choreographic creation of the dance portion by nine RWU students during the Fall 2011 semester. As the piece has grown to approximately a half an hour in length (2-3 times the length of the usual choreographic commissions in the Dance and Performance Studies Program) the rehearsal time will be an average of 4-6 hours per week.

**Jason Jacobs, Assistant Professor of Foreign Language**  
**Funding: \$1,500                      Course Release: Fall 2011**

***“No Patrimony: Inheritance, Politics, Family and Feudal Romances in the Chanson de Geste”***

In the Old French epic, a young knight often serves a lord in the hope of material reward because he has been denied access to family patrimony. I argue that in these literary representations, feudal politics is little more than an architecture of displacements, in which the disinherited son addresses his demands to a lord, while at the same time projecting onto his lord a powerful negative affect that is a residue of father-son hostility. This dangerous displaced resentment creates the need for a discourse of loyalty or love between lord and vassal, and also requires an outlet in ideologically-sanctioned violence toward cultural others.



**Jeffrey Jenkins, Professor of Criminal Justice**  
**Course Release: Fall 2011 or Spring 2012**

***“Criminal Courts, Criminal Law”***

This project involves preparation of a textbook proposal. This text will be a follow-up to the publication of my textbook, *The American Courts: A Procedural Approach*, by Jones and Bartlett Publishers this year. While the American courts examined both civil and criminal laws applied by courts, this book will focus solely on the prosecution of crime and application of criminal law by the American court system. The book is ultimately intended for use by undergraduate students in legal studies, criminal justice, paralegal, sociology, and other programs requiring study of criminal law and the manner in which crime is prosecuted.

**Nermin Kura, Associate Professor of Art**  
**Funding: \$4,000                      Course Release: Fall 2011 or Spring 2012**

***Art Exhibition: “Arabesque”***

This project involves a multimedia art exhibition involving photography and ceramics at Nev Gallery (one of Turkey’s most prestigious galleries) in Ankara, Turkey. The exhibition will explore one of the principal decorative elements in Islamic Arts: the “arabesque” (floral abstraction) and involve the creation of a body of artwork using ceramics, and photography as media.

**Alejandro Leguizamo, Assistant Professor of Psychology**  
**Funding: \$6,000**

***“Offense, Victim, and Offender Characteristics of Incarcerated Sex Offenders: Comparison of Three Ethnic Groups”***

The proposed study constitutes an expansion of a previous project by the same title funded by the Foundation (2009). We have thus far found significant results in regards to offense, victim, and offender characteristics, criminal versatility, assessment of risk to reoffend sexually, and have contributed to the validation of the Self-Regulation Model offense pathway assessment measure created by Yates, Kingston and Ward (2009). This proposed expansion would increase our number of subjects by about 175.

**Rebecca Leuchak, Associate Professor of Art and Architectural History**  
**Funding: \$3,000**                      **Course Release: Spring 2012**

***“Mosan Metalwork and Meaning”***

I have been working on a book-length manuscript on Mosan Art for a number of years which is well overdue for completion. The opportunity to have a course release to work on this, as well as the funding to revisit the research center for this project in Leige, Belgium will ensure that within the next year I will be able to submit for publication to Brepols Publishers in Belgium.

**Marybeth MacPhee, Assistant Professor of Anthropology**  
**Course Release: Fall 2011**

***“Curriculum Development for 21<sup>st</sup> Century MENA Studies”***

This project supports the 2011 RWU Fulbright-Hays Group Project Abroad seminar in Egypt, of which I am a co-director. The seminar will provide eight RWU faculty members and four Providence teachers the opportunity to develop curriculum in Middle Eastern and North African studies through travel to Egypt and follow-up activities. The purpose of this complementary project is to design and facilitate the workshops, scheduled for October 2011 and January 2012. They aim to assist the seminar participants in curriculum development. In accordance with the grant objectives, this process will involve collaboration with our Egyptian partners using digital technology.

**Marilynn Mair, Professor of Music**  
**Funding: \$3,500**

***“Bem Brasileira~Choro e Valsas”***

“Bem Brasileira~Choro e Valsas” is a research/composition project to identify a series of historic Choro and compose modern responses to each. Work will begin in May 2011, and continue at home during summer 2011, and in Brazil in January 2012 and May/June 2012. Time in Rio is crucial to seek input from colleagues on the structural integrity of the works within the historical evolution of Choro, and to try the works out in traditional rodas. The series will be presented on campus in Fall 2012, pairing new compositions with the Brazilian Choro, and/or classical compositions that inspired them.

**Marcie Marston, Professor of Biology**  
**Course Release: Fall, 2011 and Spring, 2012**

***“Evolutionary Ecology of Marine Viruses”***

Viruses are one of the most abundant biological entities in marine and coastal ecosystems. Recent studies suggest that the diversity and composition of marine viruses vary over time and space. This project will test the hypothesis that the biogeographic patterns of marine viruses depend on the particular gene examined, as different parts of the genome – and ultimately, the phenotypes that they encode – are under different evolutionary pressures. The goal of this research is to move beyond simply documenting biogeographic patterns in marine viruses and to begin to ask *why* the genetic composition of marine viruses varies over time and space.

**Murray McMillan, Assistant Professor of Art**  
**Funding: 6,480                      Course Release: Spring 2012**

***“Video Installation Exhibition at the I-Park Artist Residency”***

This proposal funds the creation of a new video, designed fabricated and filmed at the I-Park Artist Residency in Connecticut. The project consists of two elements: 1) an outdoor set built at I-Park’s large outdoor grounds, and 2) a second indoor set created at our studio in Providence that recreates and responds to the original set. I-Park has invited my collaborator Megan and me, to create a project at I-Park during a specially curated event that focuses on artistic collaboration. We’ll join teams from around the world creating interdisciplinary creative projects and sharing ideas.

**Clifford Murphy, Assistant Professor of Chemistry**  
**Funding: \$3,768                      Course Release: Spring 2012**

***“Extending Microwave Methods to Complexing Transition Metal Dyes to Conducting Substrates”***

Solar energy harvesting is one of the so called “clean” energy technologies that has enjoyed a great deal of scientific interest throughout the latter half of the twentieth century and into the twenty-first century. The technological barriers to widespread adoption of solar energy technology include cost-efficiency, on-demand power usage, and energy storage. Most commercial solar cells (photovoltaics, or PVs) are based on silicon devices which are relatively expensive to produce. Power generated by PVs is only available while the sun is shining upon them, unless that power is then converted into another source such as battery power or hydrogen fuel for example.

This project aims to address the first problem with solar cells by using dye-sensitized solar cell (DSSC) architecture and improving the cost efficiency of these devices through an application of microwave synthetic methods to prepare optically transmissive electrodes with covalently bound or coordinated dyes. Using microwave with electronically conducting substrates is fraught with peril: substrates are likely to arc electricity which can potentially damage the substrate, the resultant device, and even the microwave reactor. We have recently developed a method that allows us to safely use microwave irradiation with conducting substrates. In that previous work we demonstrated that the microwave could be used with indium tin oxide substrates. In the current work we propose to move this work to fluorinated-indium tin oxide coatings (FTO) which is more robust and where the current technology is headed. Additionally, we seek to use pyridine-terminated and ethynyl-terminated groups for both direct complexation of transition metal dyes and in the case of ethynyl-terminated surfaces, perform “Click” coupling of dyes to surfaces.

**Jason Patch, Assistant Professor of Sociology**

**Funding: \$600**

**Course Release: Spring 2012**

***“The Journal for Undergraduate Ethnography (JUE)”***

*The Journal for Undergraduate Ethnography (JUE)* is a new online publication for showcasing student research. We are looking forward to solidifying this publication. Ethnography cuts across disciplinary boundaries by examining human behavior in a range of natural settings both public and private. Our goal is to encourage students to polish their work and present it to the academic world. Research derived from curricular demands is especially promising: a senior thesis, an honors paper, or a final paper for a methods course. JUE seeks submissions nationally and internationally. The editorial board consists of trained RWU students and faculty drawn from multiple academic institutions.

**Judith Platania, Associate Professor of Psychology**

**Funding: \$6,900**

**Course Release: Spring 2012**

***“The Multifaceted Relationship between Narcissism and Aggression: A Path Analysis Model”***

The present study will investigate the complex relationship between narcissism and aggression by conceptualizing these constructs using a path analysis model. Participants will consist of a minimum of 200 randomly selected community members, all of whom will be at least 18 years of age and pre-screened for eligibility. Participants will be informed that the study examines how self-perceptions influence competitive play. Once the participants electronically complete four self-report measures (NPI-16,

BIS-11, NCS and the Need for Affect Scale), they will be introduced to the Point-Subtraction Aggression Paradigm (PSAP), a computerized model that measures aggression. Path analysis will be used to test the validity of the predicted model. Impulsivity, affect and attributional style are identified as potential mediators for the relationship between narcissism and aggression: Need for cognition will be examined as a potential moderator.

**Paola Prado, Assistant Professor of Communications**

**Funding: \$3,800**

***“Community Communicators Journalism Training in Brazil”***

The proposal requests funding for research that revise the existing Community Communicators (Com2) multimedia journalism program in order to expand it from the Spanish-speaking Caribbean to Brazil. The Com2 program, first launched in the Dominican Republic and expanded to Colombia in August 2010, trains individuals from peripheral or marginalized areas of Latin America as community reporters. The Com2 program addresses the challenges posed by the United Nations Millennium Development Goals by promoting digital literacy and enabling rural populations to exercise their rights to citizenship and access to the Information Society.

**Anjali Ram, Associate Professor of Communications**

**Course Release: Fall 2011 and Spring 2012**

***“Gender, Diaspora and Bollywood”***

The proposed project is a book manuscript regarding the role played by Bollywood cinema in the Indian diaspora. Watching Bollywood is a major activity in the diaspora, and with India producing the largest number of films in the world the supply is constant. The revenue generated from diasporic audiences is sizable and growing exponentially. The aim of the book is to understand in particular how Indian immigrant women audiences actively engage with and interpret Bollywood texts. Drawing upon extensive ethnographic research the relationships between media, memory, identity, and community within a transnational, global context will be explored and explained.

**Mark Sawoski, Professor of Political Science**

**Course Release: Spring 2012**

***“Foreign Policy Perceptions of US Political Elites”***

The emergence of constructivist theory in International Relations marks a shift toward leadership perceptions and away from the distribution of power in explaining the

foreign policy behavior of states and other actors. Based on new research underlying my courses, *International Relations* and the *Foreign Policies of Russia and China*, I am planning to conduct a thorough study of the foreign policy perceptions of US political elites, centered on the 2012 presidential campaign. This would facilitate the development of a new course: Foreign Policy Analysis. It would also advance a larger project covering the behavior of Russia, China and the US.

**Jessica Skolnikoff, Associate Professor of Anthropology**  
**Course Release: Fall 2011 or Spring 2012**

***“Language and Culture”***

The field of Anthropology has five subfields: Cultural, Archeological, Biological/Developmental, Applied and Linguistics. As a joint Anthropology and Sociology program we focus on Cultural Anthropology. It is clear that our students need a separate course on Language and Culture focusing on sociolinguistics. With this course release, I will develop a course that provides a firmer understanding of language, language use and the connection between language and culture central to understanding culture more deeply and broadly and present my proposal at Anthropology conferences. The research involved in developing this course would also provide a resource for my colleagues to integrate a component about narrative/language/text analysis into other courses as appropriate.

**Valerie Sloan, Assistant Professor of Graphic Design**  
**Course Release: Fall 2011**

***“Online Graphic Design Portfolio”***

Unlike the majority of professional graphic designers and design educators, my creative scholarly work is not currently represented in an online digital forum. Up until late 2010, software for creating visually dynamic and interactive websites was technically complex and separated design skills between print or web design. However, Adobe has introduced upgraded software that offers those with a traditional print background an intuitive method that translates print design to an interactive website with InDesign. This project would involve researching reference examples followed by production of a comprehensive online portal for my creative work using this cutting-edge design industry software and allow me to model processes in my teaching.

**Jennifer Stevens, Assistant Professor of History**  
**Course Release: Spring 2012**

***“Consuming the Past: Television and the Popular American Historical Consciousness”***

This manuscript explores the shape and content of the American popular historical consciousness and how Americans think about history and the past, and the meaning and use that it has for them. The main subject of inquiry is the mediated versions of history that are disseminated through television, but this inquiry takes place within a larger consideration of the popular historical cultural environment in the United States today. This study also includes an exploration of terms and concepts connected to understanding popular conceptions of history, including nostalgia, heritage and tradition. It also suggests new terminology to facilitate an understanding of how Americans outside the academy think of and use American history.

**David Taylor, Assistant Professor of Biology**  
**Course Release: Fall 2011**

***“Patterns of Habitat Use in Rhode Island Fishes and the Effect on Intra-Species Mercury Contamination”***

Mercury is a toxic environmental contaminant that adversely affects human health, and human exposure occurs mainly through dietary uptake of contaminated fish. This investigation will examine the effect of habitat use (estuarine vs. oceanic) on mercury contamination in marine fish collected from the Narragansett Bay and Rhode Island/Block Island sounds. The fish targeted for this study (i.e., bluefish, striped bass, tautog, summer flounder, and winter flounder) account for >80% of the total recreational fish harvest in Rhode Island waters. As such, understanding the causative factors leading to mercury contamination in these particular species will assist in refining state-specific consumption advisories.

**Sean Varano, Assistant Professor of Justice Studies**  
**Course Release: Fall 2011**

***“Securing the Olympics in a Post-9/11 Environment”***

The Salt Lake City Winter Games of 2002 represent an important historical turning point in terms of “securing” large-scale public events. It represents the first designated *National Special Security Event (NSSE)*, a newly created bureaucratic designation of the Department of Homeland Security (DHS) in the aftermath of the 9/11 terrorist attacks on the United States. This special designation mandated the U.S. Secret

Service assume the role of lead agency responsible for operational security of any events both directly in the Olympic “envelope”, but also in some aspects of the surrounding community. This designation was important as it not only placed the federal government in the lead of public safety, but it also came with an infusion of a host of other military and law enforcement assets traditionally not made available for other sports venues. The NSSE designation had important implications for how public safety was organized around the Salt Lake City games, how relationships between multiple levels of government were managed, and how problems were both designated as such and responded to by the multitude of public safety (federal, state, and local) agencies. This paper examines how the NSSE designation affected levels of cooperation between security sectors at the Olympic Games, the impacts of the unprecedented resources, and challenges associated with maintaining focus in an otherwise “quiet” Olympic theatre.

**Kerri Warren, Associate Professor of Biology and  
Andrew Rhyne, Assistant Professor of Biology  
Course Release: Fall 2011**

***“Molecular Signatures of Anesthesia: The Stress of Being Forced to Relax”***

We are using the zebrafish, *Danio rerio*, to identify molecular markers of environmental stress. Understanding the baseline stress produced while anesthetizing fish for collection will facilitate isolation of biomarkers that report specifically on environmental stress. Our preliminary data indicates that the anesthesia act itself can provide a signature for days after exposure. We propose to evaluate the stress produced by common anesthetics utilizing the integrated genomic-proteomic approach developed for our environmental studies. Characterization of anesthesia-induced signals will allow us to isolate robust, distinct environmental stress biomarkers and to compare the stress produced by anesthesia methods commonly used in zebrafish research.

**Brian Wysor, Assistant Professor of Biology  
Funding: \$2,000                      Course Release: Fall 2011**

***“Molecular Characterization of Turf Algal Diversity from Caribbean and Pacific Panama”***

This work builds on the results of FPTS awards made in 2007, 2008 and 2010, and contributes to the activities of a continuing NSF grant. The research will support molecular characterization of turf algal cultures that commenced in Fall 2010 with FPTS support. Specifically, data generated during Fall 2010 from Caribbean Panama specimens will be analyzed, and newly generated data from Pacific Panama specimens collected in January 2011 will be incorporated. The course release will facilitate research that includes the training of two RWU undergraduate researchers.



**Li-Ling Yang, Assistant Professor of Education**  
**Funding: \$2,400**

***“Depth, Breadth and Content of Physical Science Concepts as Reflected in National Science Education Standards and Elementary Science Curricula: A Comparison Between the US and Taiwan”***

The overarching goal of this study is to examine what is considered most important regarding the depth, breadth and content of space science concepts as reflected in current national science education standards and science curricula in Taiwan and the US. Major findings of this study include that many skills and concepts articulated in the standards of both countries are similar, though their classifications are not the same; the space science content is addressed more specifically in Taiwan’s standards than in the US; and Insights (one elementary science curriculum in the US) exhibits more amounts of learner self-direction but expects students to comprehend more moon related concepts in a lesser amount of time than Taiwan’s curriculum. This comparative study allows both Taiwan and the US to become aware of performance and standards in the other nation, directing focus to areas of science education requiring immediate attention, such as standards, curriculum, and textbook design.

**Min Zhou, Assistant Professor of Foreign Language**  
**Funding: \$5,097**

***“Revising History by Telling Her Stories: A Feminist Reading of Anna Seghers’ Two Short Stories Crisanta and Das Schilfrohr”***

Anna Seghers is a German writer of the 20<sup>th</sup> century, known for her “male gaze”. She is often associated with literature that features male protagonists, and her aesthetic style is considered typical of a male author. The project focuses on two of her stories from the 1950s and 1960s. Not only are women and their struggles in patriarchal societies the center of the stories, but the author also uses narrative strategies to enhance her stories’ realism and to engage her readers to identify with the characters – an approach typical of novels by female writers from the Victorian period. The project aims to study Seghers’ literature from a feminist perspective and broaden interest in her literature on the reader - and scholarship both in and beyond Germany.