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The Way You Make Me Feel: Semantic Response Behavior Following a Status Prime in the Context of Romantic Relationships

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RUNNING HEAD: Semantic Response Behavior Following a Status Prime

The Way You Make Me Feel: Semantic Response Behavior Following a Status Prime in the
Context of Romantic Relationships

Senior Project Submitted to
The Division of Science, Mathematics, and Computing
of Bard College

by
Robert James Konefal

Annandale-on-Hudson, New York
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Acknowledgments:

To my Mom, Catherine Marie Burns Konefal: For showing me what it means to be intelligent in all senses of the word. For teaching me the meaning of perseverance in the face of adversity and working your hardest to be what you want yourself to be. I wish to continue your legacy of hard work and to be worthy of all the hard work you put into me.

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Abstract

Intimate Partner Violence is a potential result of an imbalance within a romantic relationship that comes with grave consequences. Often, abusers find that their higher status position assists them in their ability to harm someone with a lower status position, which thereby leading to higher likelihood of aggression. It is currently unknown whether or not people who verbalize this status imbalance through semantic choice will have a higher likelihood of aggressing. The power of suggestion is a strong phenomenon. Not only can semantics be used in priming to affect various types of behavior such as emotional responses (Hansen & Shantz, 1995), but they can also predict likelihood of behaving in a certain manner (Amrhein, Miller, Yahne, Palmer, & Fulcher, 2003). I hypothesize that when primed with an imbalance in status within a social relationship via the imposition of a social hierarchy, subjects will choose higher ratings of their emotional responses to vignettes and identifying with the words that result from those ratings, which represent their emotional expression. I additionally hypothesize that the variations between social relationships, such as whether the relationship is of a romantic or non-romantic nature, will ultimately influence this decision-making process as well. This is not necessarily stating that the participants will have a higher likelihood of aggression, but rather is attempting to bridge the gap between the semantic tendency to verbalize one's position within the hierarchy of a relationship and verbally aggressive behavior, which is represented by high ratings for negatively-valenced emotions followed by confirmation of identification. By bridging this gap between semantics and aggression, I am hoping to provide a potential way to identify aggressors before they aggress. The results of this experiment revealed no significance in terms of emotional ratings or for the emotional identification, but there was directionality within the emotional ratings which suggests that this line of inquiry deserves further inspection.

In a relationship, there is supposed to be a balance between both partners in which one partner is not considered more powerful than the other. If there is a lack of balance, there is an imbalance in power and thereby there is the potential for abuse (Kelly & Johnson, 2008). The likelihood of abuse is based on a plethora of factors causing someone to aggress and purposefully verbally, physically, emotionally, or sexually hurt another person. This behavior is a consequence of neurological abnormalities, familial history, or societal pressures and it takes three distinct forms: physical, psychological, and sexual. If someone falls victim to abuse, it has the potential to lead to many different negative side effects. Disorders such as substance misuse and abuse (Walker, Cole, & Leukefield, 2002; Hien & Ruglass, 2009), Post-Traumatic Stress Disorder, (Jones Hughes & Unterstaller, 2001; Hien & Ruglass, 2009), depression (Campbell et al., 1995; Danielson et al., 1998; Hien & Ruglass, 2009) or possibly a combination of multiple side effects (Hien & Ruglass, 2009) are just a few of the potential side effects of abuse. Furthermore, perpetuated violence and abuse have a high potential to be passed from generation to generation and throughout family units (Schwartz & Dekeseredy, 2000).

It is safe to say that abusive behavior has incredibly problematic potential. Innumerable statistics have been put forward by organizations such as the American Psychological Association, NSPCC, and RAINN, which suggest that each of the variations of abuse is highly present, at least within the Western world. Psychological IPV is suggested to affect approximately 90% of the population, although those statistics are contentious due to the lack of consensus on psychological IPV (Cadely et al. 2017; Follingstad, 2007). Physical IPV, one of the least contentious and least varied based on gender, affects 22.3% of women and 14% of men (Breiding et al., 2014). Sexual IPV affect 19.3% of women and 1.7% of men respectively, reflecting a difference on the basis of gender and additionally highlighting the importance of

power within heterosexual relationships (Breiding et al., 2014). Symptoms often accompany each of the actions highlighted by these statistics, such as asthma, chronic pain, and disorders such as depression and post-traumatic stress disorder (Black et al., 2011).

Previous research has suggested that certain behaviors have the potential to change speech patterns. In instances where people have depression, borderline personality disorder, or suicidal ideation, their mind tends to rely on dichotomous thinking. When people engage in dichotomous thinking, their thought process and judgment of their actions operates on a binary rather than a spectrum. Many actions that are performed are considered to be either good or bad with no action falling in between those two extremes. In addition to being a sign for behavioral phenomena such as suicide risk (Litinsky & Haslam, 1998), this line of thinking becomes increasingly present within their speech and writing (Al-Mosaiwi & Johnstone, 2018; Wedding, 2000). In the article "In an Absolute State: Elevated Use of Absolutist Words Is A Marker Specific to Anxiety, Depression, and Suicidal Ideation", researchers Mohammed Al-Mosaiwi and Tom Johnstone analyzed the speech patterns of individuals who were part of each of these mental health groups on an internet forum using by gathering text files for analysis by Linguistic Inquiry and Word Count software. They found that those who had these disorders that resulted in dichotomous thinking were significantly more likely to use absolutist language than a control group that were not a part of any of these mental health groups. Absolutist language is defined by these researchers as a "words, phrases, and ideas that denote totality, either of magnitude or probability, often referred to as an absolute" (Al-Mosaiwi & Johnstone, 2018). As a result, people who engage in behaviors that are predicted by disorderly thinking also have a higher likelihood of absolutist language. This project attempts to posit that aggressive behavior and abusive behavior can be analyzed in a similar fashion to Al-Mosaiwi's assertions on the higher

prevalence of absolutist language within the language of depressed individuals. The ultimate aim of this project is to use language as a predictive tool to identify abusive individuals more easily and address their abuses more effectively. As such, I am using this research as an opportunity to delve into the expressive tendencies one expresses when faced with situations that can potentially make them more aggressive or hostile towards another person.

It is important for there to be a balance between individuals in romantic relationships. I propose that there is a similar phenomenon that occurs within the abusive mindset as within the depressive mindset. In the context of abusive behavior, I theorize that there will be a representation of a status imbalance present within the speech patterns of aggressive individuals. In this research, I hope to begin the journey towards that line of inquiry by analyzing how college-aged students with no known history of aggressive or abusive behavior rate their emotional states and identify with words based on their ratings once primed with a status prime and a relationship-type prime. By understanding the relationship between aggression and word choice more thoroughly, there is a potential to identify abusers more effectively and lower abuse rates as a result of identifications via linguistic patterns.

Intimate Partner Violence

Defining Intimate Partner Violence:

Intimate partner violence, herein referred to as IPV and, by extension, aggression can be separated into three different categories: Physical IPV, Psychological IPV, and Sexual IPV. Physical IPV constitutes hitting, shoving, or any other form of unwarranted, non-sexual physical contact against another person. Sexual IPV is similar to Physical IPV, but there is an intentional and unreciprocated sexual element to it. Psychological IPV is defined by the fifth edition of the Diagnostic and Statistical Manual as encompassing “non-accidental verbal or symbolic acts by

one partner, that result or have reasonable potential to result, in significant harm to the other partner" (American Psychological Association, 2013). Psychological aggressors use verbal or emotional means to demean or damage their target. In contrast to Physical or Sexual IPV, which have concrete forms and stringent definitions, Psychological IPV has a very fluid definition, due to the lack of consensus on what can be defined as Psychological IPV. As such, Psychological IPV is the most varied type of aggression when analyzing the types of actions that can be taken and seems to be the most common variation of aggression as a direct result. However, this statistic should be examined with a hint of skepticism. Psychological aggression is suggested by Hans St. Eloi Cadely in his article "Classes of Intimate Partner Violence from Late Adolescence to Young Adulthood", to be perpetrated by up to 90% of the population. This number is abnormally high due to the fact that there is some difficulty finding consensus on what can be defined as psychological abuse. As a result, there are often actions such as yelling and storming out of the room that have the potential to be found in healthy relationships as well as abusive relationships that are lumped in with undoubtedly abusive actions such as belittling one's significant other and the destruction of a significant other's belongings. While there are actions that are universally perceived to be abusive, such as the latter examples mentioned above, certain actions could potentially be abusive relegated to niche circumstances but are rather common in healthy relationships as well (Cadely et al., 2017).

Despite being vividly different, each of the categories of intimate partner violence relies on a similar internal structure in order to predict one's likelihood of aggression. This structure relies on a system known as The Three Is: instigation, impellance, and inhibition. Instigation refers to an abuser's exposure to events that could have the potential to trigger an aggressive reaction. These triggers are based on the abuser's perception of events and can be affected by

sociocultural views (Lane, Kjome, & Moeller, 2011), chemical means such as alcohol or drugs (Lane, Kjome, & Moeller, 2011) or neurological injuries that affect the user's amygdala (Kringelbach, 2008; Lane, Kjome, & Moeller, 2011), other areas of the limbic system (Kringelbach, 2008; Lane, Kjome, & Moeller, 2011), such as the dorso-lateral pre-frontal cortex (Lane, Kjome, & Moeller, 2011; Schoenbaum, Setlow, Saddoris, & Gallagher, 2003 as cited in Lane, Kjome, & Moeller, 2011) or, the orbito-frontal cortex (Lane, Kjome, & Moeller, 2011; Schoenbaum, Setlow, Saddoris, & Gallagher, 2003 as cited in Lane, Kjome, & Moeller, 2011) and thereby influence aggression. Impellance dictates whether or not one will choose to aggress in the case of instigation. Inhibition specifically refers to the ability, not the choice, that one has to prevent the urge to aggress. Abuse and aggression occur when the perpetrator has high instigation, high impellance, and low inhibition. This suggests that if they were put into a situation in which they were instigated and had a high likelihood to aggress given the variables present within the situation, all the while having a low ability to suppress their urge to aggress, they have a higher likelihood to aggress overall. The urge to aggress and the instigations that cause that aggression can come in multiple different forms, known as stressors. These stressors can be either internally or externally related to the relationship. This means that they can be caused by stressors that occur within the relationship or from stressing occurrences outside of the relationship. (Eckhardt & Parrott, 2017)

IPV is prevalent amongst all genders, creeds, and ethnicities. Intimate Partner Violence is perpetrated by men on women and men as well as women perpetrating violence on men and women. It should be clearly stated that men and women commit Intimate Partner Violence at similar rates (Archer, 2002; Carmo et al., 2011; Carney et al., 2007; Fergusson et al., 2005; Magdol et al., 1997; Morse, 1995; Simmons, Knight & Menard, 2015; Straus, 1993). However,

women are more likely to be the recipients of IPV and often with significantly worse consequences. Furthermore, different facets of IPV are simply a more likely reality for women. Women are more likely to have a lifetime history of being a victim of Intimate Partner Violence (Tjaden and Thoennes, 2000), more likely to experience bodily harm or more drastic psychological or physical consequences from IPV (Breiding, Black, & Ryan, 2008; Rennison & Welchans, 2000), and are ten times more likely to be killed as a result of IPV (Rennison & Welchans, 2000).

Factors that prevent reporting:

Themes of dependency and fear are often present in the reasoning for why survivors tend to remain with their partners, despite their various abuses. Each of these fears is debilitating in their own right and will often be made more difficult if multiple issues occur simultaneously. Survivors of abuse face issues of personal or family safety, economic dependence, gender-based sociocultural factors and legal difficulties as well as the development of psychological phenomena such as learned helplessness or relationship commitment as a direct result of their experiences with abuse (Hien & Ruglass, 2009). Often times, women who are recipients of abuse are fearful for the safety of themselves and those close to them. If these women have children, they often fear that their abusers will redirect their focus to the child (Mears, Carlson, Holden, & Harris, 2001; Zoellner et al., 2000). In addition to the concerns for bodily and familial safety, there is also the concern for economic safety. Many women who are in abusive relationships simply do not have the economic ability to access safer alternatives to their abusive situation (Rusbult & Martz, 1995). As a result of limited economic mobility, survivors may additionally be unable to sustain the legal fees that come with fighting abuse through the criminal justice system (Bennett, Goodman, & Dutton, 1999). Furthermore, many women

discover an alarming amount of difficulty when reporting abuse to the judiciary system and subsequently receiving aid. Those who experience abuse and seek help from the criminal justice system often find that the results are inadequate and unhelpful (Barnett, 2000; Jordan, 2004). Once survivors decide to pursue legal aid, there is a high probability that they will be unable to gather enough evidence to definitively have a trial against their abusive partner (McFarlane et al., 2000). Abused women often also have difficulty with the length of the trial as well as the fear of retaliation from their partner or the potential incarceration of their partner (Bennett, Goodman, & Dutton, 1999). Additionally, the trial itself may become incredibly difficult for women to bear, as often times it is the prerogative of the defendant to discredit the survivor (Jordan, 2004; Walker, 1991). Finally, protections offered by the criminal justice system simply aren't effective due to their restrictive eligibility, their time consuming and expensive nature (Logan, Shannon, Walker, & Faragher, 2006).

Risk Factors & Symptoms of IPV:

Risk factors in IPV are varied in both type and symptomology. Substance misuse and abuse by IPV perpetrators is strongly and commonly linked to the prevalence and severity of IPV within a relationship (Caetano, McGrath, Ramisetty-Mikler, & Field, 2005; Lipsky, Caetano, Field, & Larkin, 2005; Sharps, Campbell, Campbell, Gary, & Webster, 2001; Testa, 2004). If a male partner is a substance abuser and has a history of IPV, he is likely to commit IPV more often (Coker, Smith, McKeown, & King, 2000). On the other hand, substance abuse occupies one of two roles for survivors of IPV. It can be either a risk factor for IPV or a coping mechanism as a result of IPV. Substances impair judgments and prevent those who consume them from making decisions that would keep them from potentially dangerous situations. As a direct result of this impaired judgment, women who abuse substances are at increased likelihood

for physical and sexual IPV (Marx, Van Wie, & Gross, 1996). Furthermore, alcohol consumption and drug usage often act as a coping mechanism for victims of IPV in order to manage symptoms of trauma (Logan, Walker, Cole, & Leukefield, 2002). Due to these two instances of usage, it is suggested that substance use or abuse by victims of IPV can occupy a unique role as either a coping mechanism or a catalyst for IPV.

The toll from IPV is often particularly hard-hitting. Dependent on the variety of IPV perpetrated, consequences can vary from serious, potentially life-threatening injury to psychologically traumatic experiences to the development of disorder as a direct result of the abuse experienced. One possible result of abusive behaviors is Post Traumatic Stress Disorder. As defined by the DSM V, post-traumatic stress disorder is an adverse response to being triggered by memories of a traumatic event that has occurred to the subject or that the subject has witnessed. It is debilitating to the subject and limits their ability to interact with others in a social context and to perform necessary functions such as work-related duties (American Psychological Association, 2013). It has been shown in various studies that female IPV survivors have a higher likelihood of experiencing Post-Traumatic Stress when compared to the general populous (Jones, Hughes, & Unstellar, 2001; Hien & Ruglass, 2009) and as a result, they often experience debilitating and persistent side effects such as re-experiencing persistent imagery related to traumatic experiences, avoiding experiences that have the potential to remind them of the trauma, or persistent overarousal (Hien & Ruglass, 2009). Often, as a result of these symptoms, survivors of trauma often experience difficulty at work or in their respective social circles (Kessler, Sonnega, Bromet, Hughes, and Nelson, 1995; Hien & Ruglass). Patients who have experienced prolonged abuse have more complex symptoms than others who experience trauma and subsequently are affected by PTSD. These patients are often diagnosed with

Complex Post Traumatic Stress Disorder or Disorders of Extreme Stress not Otherwise Specified, also known as DESNOS. The symptoms present within people who are diagnosed with disorder are often varied. Those who are diagnosed with DESNOS often have difficulty with self-regulation, affect, impulse and belief systems about themselves and their relationships. While DESNOS and Post Traumatic Stress are often comorbid, they are not the same disorder. Ninety-two percent of people who have DESNOS also meet criteria for PTSD, although both disorders can occur independently of each other (Roth, Pelcovitz, van der Kolk, & Mandel, 1993). Similarly to Post Traumatic Stress Disorder, depression is more common in women who have experienced IPV than women that have not. (Campbell, Sullivan, & Davidson, 1995). Additionally, depression operates as a catalyst for remaining in an abusive relationship, with faulty attributions of blame making it difficult to accurately place blame (Coyne & Gotlib, 1983; Peterson & Seligman, 1984). Depression and Post Traumatic Stress Disorder have a fairly high level of comorbidity, with 50% of people who suffer from Post-Traumatic Stress suffering at least one depressive disorder (Cascardi, O'Leary, & Schlee 1999; Stein & Kennedy, 2001).

Physical Aggression & Sexual Aggression:

Physical

Survivors of abuse often experience a myriad of injuries and negative side effects as a result of abuse. In Physical IPV, a variety of physical injuries occur during the abuse. Women who experience physical abuse often experience injury to the face, neck, or torso (Mullerman, Lenaghan, & Pakleser 1996). Furthermore, as a result of these injuries, victims could be subject to various health problems that appear well after the abuse is inflicted. Victims of physical abuse can experience difficulties with central nervous system function and, as a result, are more likely to experiencing fainting or seizures, (Campbell et al., 2002; Cascardi, Langhinrichsen, & Vivian,

1992; Coker et al., 2000; Leserman et al., 1998). Furthermore, they are more likely to experience gastrointestinal difficulties, (Campbell et al., 2002; Cascardi, Langhinrichsen, & Vivian, 1992; Coker et al., 2000; Leserman et al., 1998), cardiac difficulties(Campbell et al., 2002; Coker et al., 2000), and viral infections as a result of consistent stress inflicted by their abusive situation (Campbell et al., 2002; Mullerman, Lenaghan, & Pakieser, 1996).

The most pervasive problems with Physical IPV are not even physical in nature. In response to their consistently physically traumatic situation, survivors of IPV will often experience various mental health difficulties such as depression, anxiety, and post-traumatic stress (Hien & Ruglass, 2009). As has been stated previously, substance use and abuse also act as both a consequence of abuse and a cause for future abuses. As a direct result of physical abuse, there are often higher percentages of physically abused women in treatment programs for substance use than women who do not have a history of physical abuse (Logan, Walker, Cole, & Leukefield, 2002). Additionally, depression was found to be more prevalent in physically abused populations in comparison to non-abused physically abused populations (Dutton et al., 2006; Riggs et al., 2000; Simmons, Knight & Menard, 2015) as well as anxiety and suicidal ideation (Jackson, Cram, & Seymour, 2000; Jouriles, Garrido, Rosenfield, & McDonald, 2009). Additionally, as a direct result of the mental health detriments, one's ability to engage with school suffers, with a history of IPV serving as a predictor of lower academic performance (Bergman, 1992; Martz, Jameson, & Page, 2016) and poor attendance (Chronister, Marsiglio, Linville, & Lantrip, 2014; Martz, Jameson, & Page, 2016).

Sexual

Overall, Sexual IPV has an intimate relationship with both Physical and Psychological violence. Physical and psychological IPV are often used as tools for non-consensual sexual

gratification and are thereby used often in the context of Sexual IPV. These behaviors are often used in conjunction and it has been confirmed that Sexual IPV is predictive of Physical IPV for both sexes (Basile et al., 2006; Kilpatrick et al., 2003) and controlling behavior is often reported by the survivors of sexual abuse, which suggests that Psychological IPV often assists in perpetration of Sexual IPV (Basile & Black, 2011). Unsurprisingly, it has also often been found within these cases that there is an unequal power dynamic between the sexual partners, which presents itself through sexual violence. In a sexually abusive circumstance where a man inflicts violence upon a woman, men represent the dominant force while women represent a subject to the man's whims, seemingly solidifying gender roles that will be further expanded upon in later sections. For sexually abusive men, sex can be seen as a proving ground for dominant behavior which is difficult to be attained and maintained elsewhere with someone else (Basile & Black, 2011; Coker, 2007).

In the case of sexual assaults and sexual abuse, there is the additional potential for the transmission of sexually transmitted infections which is not present within regular IPV. Condom usage is often recommended during sexual encounters for couples in developing relationships since correct and consistent usage protects from unwanted pregnancy and sexually transmitted infections (Krug, Mevissen, Debpuur, & Ruiters, 2016). However, it has been found that within couples with a history of physical violence, there have also been reports of inconsistent condom use during sexual intercourse (Collins, Ellickson, Orlando, & Klein 2005). This phenomenon occurs for a number of reasons, mainly linked to the male partner's willingness to engage in more risky sexual behavior (El-Bassel et al., 1998; Raj, Silverman, & Amaro, 2004) and the enforcement of that behavior through physical violence or coercion (Decker et al., 2009). In violent relationships where sex occurs, women often don't have control condom usage, nor do

they have the ability to protest a lack of usage (Cohen et al., 2000; Wyatt et al., 2002; Hien & Ruglass, 2009). It has been found that within couples with a history of physical violence, there have also been reports of inconsistent condom use during sexual intercourse (Collins, Ellickson, Orlando, & Klein 2005). As a result of this phenomenon, those who are victims of sexual IPV are more at risk for pregnancy as well as sexually transmitted infections. Chief among these infections are potentially fatal infections such as HIV and AIDS, with heterosexual sex maintaining its status as the main source for the transmission of HIV and AIDs for women (Centers for Disease Control and Prevention, 2012). Furthermore, psychological symptoms similar to those discussed with physical IPV are present in sexual IPV, such as substance use, diagnoses of anxiety, depression, or suicidal ideation, (Basile et al., 2006; Kilpatrick et al., 2003).

In order to fully understand the scope of Intimate Partner Violence and its effects on those who survive, it is important to understand all varieties of IPV. Both physical and sexual abuse are incredibly complex and pervasive issues that should be addressed. However, although these issues are important and I hope as an experimenter to continue to expand upon them in later research, they are not the central focus of this experiment and as such will not be expanded upon further.

Psychological Aggression:

Psychological IPV, as mentioned previously, is incredibly difficult to define as a whole. Research into Psychological IPV and how it works has been plagued by two particularly difficult problems. Firstly, there a large amount of difficulty in determining what actions can be defined as Intimate Partner Violence (Follingstad, 2007; Mauro 2001 as cited in Follingstad, 2007). A plethora of behaviors that are described as psychological abuse are up to interpretation due to the

lack of consensus amongst researchers and practitioners on the definitions, classifications, or limitations of psychological IPV. Secondly, there is only one qualitative method by which to gather information on psychological abuse, that being self-report (Follingstad, 2007). By only studying psychological IPV from a singular viewpoint, researchers close themselves off from other perspectives on the phenomenon. The combination of a general consensus on the term of psychological abuse as well as a narrow viewpoint into the inner machinations of psychological abuse have robbed researchers of the ability to analyze and address psychological abuse to its fullest potential.

Innumerable reviews and experiments have attempt to assess psychological abuse using different methodologies and different criteria that would be used to determine whether a behavior was intimate partner violence (see Cadely et. al., 2017; Dichter et al., 2018; Follingstad, 2007; Vall, Seikkula, Laitila, & Holma, 2016). From each study came a different grouping of behaviors that would be considered Psychological IPV, which ultimately led to difficulty defining exactly what constitutes psychological aggression. Additionally, psychological abuse is often times diagnosed based on experiences rather than on symptomology. These instances are not labeled as abuse or IPV but are rather seen as an action that has the potential to be psychological abuse. Regardless, the list of behaviors that is defined as psychological IPV are often without any classification. These lists are often classified as abuse based on the survivor's viewpoint and as a result range widely without any particular categorization amongst them due to a lack of cohesion between authors. (Follingstad, 2007; Hoffman, 1984). Each psychological action within the context of a relationship takes place within a system and must be considered within that system. The inner machinations of each relationship are different and are ultimately subject to different judgments as a result. While actions such as yelling may be considered to be

normal within the context of some relationships, it may be considered to be incredibly detrimental within the context of other relationships. As a result, while the former may not consider yelling to be an abusive action. Each action requires context, with the outcome of the action as well as the situations in which the action occurs within the system ultimately answering the question of whether or not the action should be considered to be abusive (Follingstad, 2007).

It should be noted that a constant within the case of psychological abuse, as well as each other type of abuse, is the maintenance of control. Abusers attempt to maintain psychological control over another person, with the ultimate intention being to control their environment to their liking (Renzetti 1992). In terms of psychological abuse, this control takes the form of coercive control, which is defined as a tactic that is systematically used to intimidate and isolate in an attempt to control the actions of the abused (Dutton & Goodman, 2005; Johnson, 2008; Smith et al., 2002). It should be noted that psychological aggression and abuse have the potential to grow into the usage of other forms of Intimate Partner Violence. Based on data gathered by Hans St. Eloi Cadely's study, psychological aggression seems to be the introductory stage of abuse, as well as method for the perpetuation of abuse, despite being detrimental to the survival of an IPV victim (Cadely et al., 2017). Those who experience Physical IPV or Sexual IPV tend to report having experienced Psychological IPV as well (Basile & Black, 2011), suggesting that while they are not mutually exclusive, Psychological IPV is the point at which abuse begins and that it has the potential to expand into Physical IPV or Sexual IPV at a later point or under greater instigation.

The question of how to define psychological aggression and psychological abuse still remains. Diane Follingstad, an American psychologist who specializes in the fields of abuse and aggression, defined psychological aggression as "the general concept or range of behaviors

engaged in by intimate adult partners that encompass a range of verbal and mental methods designed to emotionally wound, coerce, control, intimidate, psychologically harm, and express harm” (Follingstad, 2007). While broad and thereby varied, Follingstad's definition accounts for the potential discrepancies between relationships while also addressing the outcomes of psychological IPV. It provides this balance and allows for the consideration of the perspective of the recipient of the aggressive behaviors. However, Follingstad was vaguer when attempting to define psychological abuse. She defined psychological abuse as "any action that ultimately negatively affect the participant in some way" (Follingstad, 2007). While it does provide some of the same benefits of elasticity that the definition of aggression provides, the definition that Follingstad provides for psychological abuse is simply too vague. It harkens back to the lack of consensus among researchers over psychological abuse, which is quite telling about the difficulties in defining psychological abuse in the first place.

Understanding Power and Power Dynamics:

Wartenberg's Rules of Power	
Rule 1: Possession of Power	A Social Agent A possesses power over another Agent B if and only if A controls B's action environment in a fundamental manner
Rule 2: Exercising Power	An Agent A exercises power over an Agent B if and only if A uses their control of B's action-environment to change it in some fundamental manner
Rule 3: Force	A's Power over B is an instance of force if and only if A physically keeps B from pursuing an action-alternative that B has reason to pursue or makes B's body behave in a way that B would avoid if possible
Rule 4: Coercive Power	A Social Agent A exercises coercive power over Social Agent B if and only if: <ol style="list-style-type: none"> 1) A has the ability to affect B in a significant way 2) A threatens to do so unless B acts a certain way 3) B accedes to A's threat and alters their course of action
Rule 5: Influence	An agent A influences another agent B if and only if A provides B with some putative information which results in B altering their assessment of the action-environment in a fundamental manner
Rule 6: Manipulation	An agent A manipulates another agent B if and only if A influences B for purposes or ends they keep concealed from B

Figure 1: Wartenberg's Forms of Power. These rules represent different ways that power can manifest itself within the context of social relationships

In order how to fully understand the dynamics of IPV, it is important to first understand how power affects social relationships based on the definitions as defined by Thomas Wartenberg in his article titled *The Forms of Power*. As has been stated within previous sections, the discrepancies between each person's levels of power play a key role in aggression and subsequent abuse. Wartenberg approaches the problem of power dynamics in a similar nature to a computer scientist; with logical reasoning. In this article, the world is a perpetual and natural stage for social interaction, with each agent having a potential for actions or action-alternatives, which are alternative actions which are possible to perform instead of the main action and that are additionally viable to be performed in the circumstance. However, there are certain agent interactions that are clearly highlighted throughout this article, that involve a superordinate, or higher ranked, agent having power over a lower-ranking agent and occasionally exerting it over said agent. This can occur in several forms, such as manipulation and coercion, which expand upon basic definition of "having power over someone". The basic definition is stated to be when "A social Agent A possesses power over Agent B if and only if A has a fundamental control over Agent B's environment". Having this power does not necessarily mean that that the power is used, leading to the second rule of power which states that "exercising power is equivalent to fundamentally changing the action environment." (Lukes, 1974 as cited in Wartenberg, 1988; Wartenberg 1988) Many of Wartenberg's further definitions of power introduce the exercising of Agent A's control over the action environment in more nuanced ways. There are several courses of action that Agent A can take to exert their power over Agent B, such as changing Agent B's assessment of the world for their own benefit (Lukes, 1974 as cited in Wartenberg, 1988; Wartenberg, 1988), manipulate B's choices for concealed

reasons (Lukes, 1974 as cited in Wartenberg, 1988; Wartenberg, 1988; Wrong, 1979 as cited in Wartenberg, 1988), or forcing an action alternative to be taken that would not originally have been taken (Foucault, 1975 as cited in Wartenberg, 1988; Lively, 1976 as cited in Wartenberg, 1988; Wartenberg, 1988).

Priming & Schemas

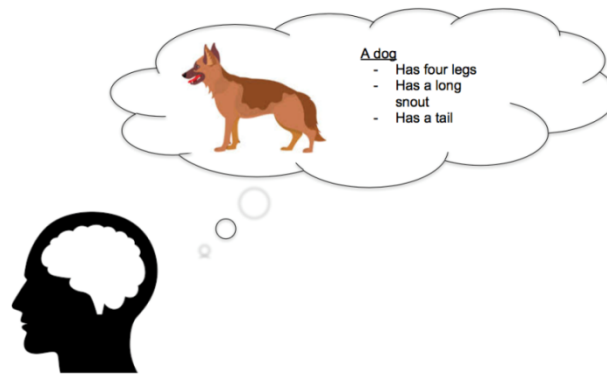


Figure 2: A sample schema for identifying a dog. This schema includes characteristics that differentiate dogs from other animals

Schemas represent information that has been previously gathered and encoded for later use. These groupings of information are efficiently stored so that they can be easily retrieved at any time (Alba & Hasher, 1983; Brewer & Treyns, 1981; Webb, Keeley, & Eakin, 2017). This process of gathering and compartmentalizing information is automatic and ultimately out of conscious control (Schneider & Shiffrin, 1977). Schemas are an important tool in terms of memory since they reduce the workload for activation of memory as well as the time needed for activation (Murphy & Allopenna, 1994). Schemas are gathered from birth until death, although they are more prevalent in childhood. Additionally, they occur in different forms, such as emotional schemas, relational schemas, and self-schemas (Ojanen & Perry, 2007; Pulverman,

Boyd, Stanton, & Meston 2016). For the sake of this experiment, I will be predominantly focusing on priming self-schemas, since that was be the method by which I primed my subjects. Self-schemas are schemas that involve the self and affect how one acts and perceives the world and themselves (Markus, 1977; Pulverman, Boyd, Stanton, & Meston, 2017). Self-schemas originate early on in life from childhood experiences in social contexts (Bowlby, 1969, 1988; Mikulincer, 1995; Pulverman, Boyd, Stanton, & Meston, 2017) and continue to affect how people perceive the world and interact with it throughout their natural life. Schemas are used within everyday life and are beneficial in interacting with the world without using too many of the mind's resources. However, maladaptive schemas can be detrimental to one's capability to function. They have been seen to play an important part in several disorders such as depression (Dozois & Beck 2014), anxiety (Alden, Auyeung & Plasencia, 2014), and eating disorders (Stein & Corte, 2008). Treatments for these disorders often involve addressing these schemas and altering them to be healthier schema.

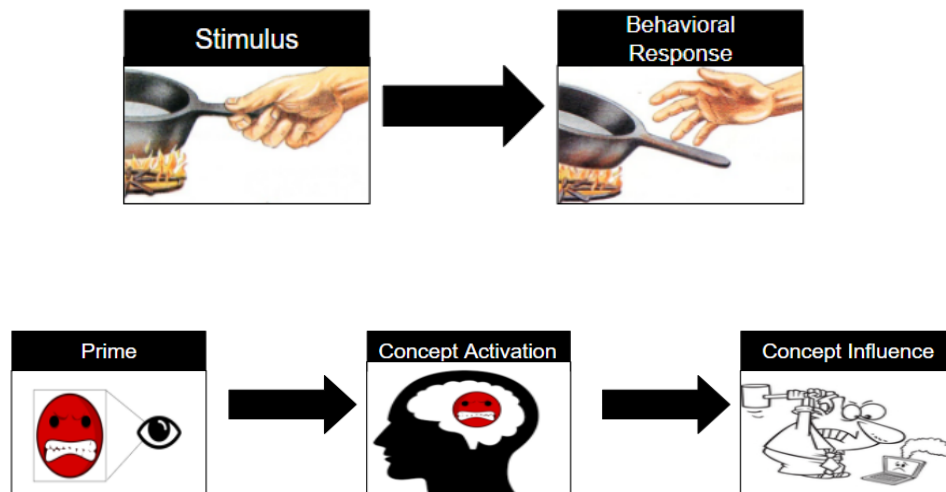


Figure 3: A comparison of how priming behavior differs from the typical Stimulus-Behavior paradigm

Activating a schema is often an effective technique of making that way of thinking accessible and ready for use in the situation at hand (Gilovich et al., 2013). Priming is a method which introduces a concept immediately before performing a task in order to see how the activation of that prime affects behavior. Similarly to heuristics in computer science, priming can be used as a shortcut to attaining a desired behavioral result in a shorter amount of time and with less resource use in comparison to gathering a new interpretation of an item each time it is encountered. Priming is an effective method in influencing how people behave and how they assess situations and people (Kupor, Laurin, & Levav, 2015), such as romantic partners (Shah, 2003). Schema activation can be used to categorize almost any idea or memory, in addition to the usages that been mentioned above, priming has been used in research that examines cognition and memory (White et al., 2018; Schacter, Dobbins, & Schnyer 2004) as well as stereotyping and attitudes (White et al., 2018; Wittenbank, 2007). Additionally, primes have the notable side effect of influencing emotional reactions to stimuli, which directly relates to the goals of the current study. Mood congruency, for example, is the usage of an emotion prime that ultimately enhances one's mood when emotions are congruent to each other (Erber, 1991; Fiske, 1982; Forgas & Bower, 1987; Forgas, Bower, & Krantz, 1984; Hansen & Shantz, 1995; Mayer, Gaschke, Braverman, & Evans, 1992; Mayer, Gayle, Meehan, & Haarman, 1990), which suggests that priming has the potential to effect emotion and emotional response behavior. This particular variation of priming suggests that priming will be beneficial in setting up the environment for my study. It suggests that I will be able to influence emotions with the primes that I use and that I will be able to analyze the extent to which the primes affect emotions such as anger, sadness, happiness, or surprise.

Priming, Schemas, and Their Relationship to Linguistics:

Self-schemas play an intimate role in how people express themselves within a linguistic context, through writing and spoken word. These schemas often come through in various forms of writing, as was seen in the work done by Al-Mosaiwi and Johnstone in their article on the prevalence of absolutist language in depressed individual (Al-Mosaiwi & Johnstone, 2018). Additionally, work was done to examine how this methodology could be used to examine writing and make judgments about the writer. Amelia Stanton was able to use the Meaning Extraction Method as a tool to examine how women who survived childhood sexual abuse would express themselves in an effort to help them recover from their experiences. Through expressive writing, Stanton and her research team were able to use linguistic analysis to address negative self-schemas and provide a beneficial recovery routine for survivors of childhood sexual abuse (Stanton et al., 2015). Although the exact mechanisms that assist in the recovery processes are not particularly clear (Pennebaker, 2004; Pulverman, Boyd, Stanton, & Meston, 2016), what is clear is that using linguistic analysis as a tool to examine person expression and by extension self-schemas is beneficial to abused populations. The findings of Pulverman's article "Changes in the Sexual Self-Schema of Women with a History of Childhood Sexual Abuse Following Expressive Writing Treatment", a follow-up of sorts to Stanton's article, seem to support this idea. Pulverman and her colleagues found that using linguistic analyses as a diagnostic tool to find faulty self-schemas and correct them was incredibly helpful in the case of sexually abused women. This expressive writing treatments that the women were placed into as

a result of these diagnoses was additionally beneficial to the overall recovery process of these individuals

Semantics

Semantics as a concept:

	Levels of Linguistic Analysis	Features added for each level
Level 5	Pragmatics	-Meaning of words in the context of their placement within a sentence -Tone
Level 4	Semantics	-Meaning of words individually
Level 3	Syntax	-Phrases & Sentences -Word based structure
Level 2	Morphology	-Form -Words
Level 1	Phonology/Phonetics	-Speech sounds -Phonemes

Figure 4: A visual representation of the levels of linguistic analysis and the incrementation of features for each level of language

In linguistics, there are several tiers to explore in order to gather a fuller understanding of the overall structure of language. These include syntax, semantics, and pragmatics, which deal with structure, formal meaning, and contextual meaning respectively (Patel, 2010). The study of syntax explores the structure of a sentence and includes the analysis of grammar as well as the functions of the various parts of speech. It examines how these parts of speech interact to create coherent sentences. Semantics primarily examines the meaning behind individual words and how they affect the trajectory of the sentence's meaning as the sentence goes along. By understanding semantics, we can further understand how sentences can be affected by even minutely different semantic differences. As seen in a study conducted by Elizabeth Loftus, even

the simplest semantic difference can ultimately affect the subject's perception of the meaning of a group of words. In this study, participants were either asked “Do you see *a* broken headlight” or “Do you see *the* broken headlight”, with the only difference being the prepositions. It was suggested that those who were given “the” in the question interpreted that “the” implied that there was a broken headlight, whereas “a” does not contain this implication. These interpretations led to witnesses who were given the latter “the” question being more likely to report seeing a broken headlight than those who were given the former “a” question (Loftus, 1975). Loftus’ study shows that with this miniscule difference, one can alter perception of events and ultimately change how a subject would react when that memory is activated, positing a potential link between primes and semantic representation. While semantics deal with meaning, pragmatics add context to that meaning and analyzes whether or not a word is appropriate in a specific statement based on that context. In addition to providing context to words based on a sentence, pragmatics also add linguistic concepts such as irony and sarcasm, which add a further layer of meaning to a string of words. The difference between the two is well stated in Jaszcolt’s “Semantics and Pragmatics: Meaning in Language and Discourse”, in which the difference is defined as such: “The latter [semantics] focuses on meanings of words and prepositions, whereas the former [pragmatics] focuses on how hearers recover a speaker’s intended meaning based on contextual information and inferencing” (Jaszcolt, 2002; Patel, 2010). Since this project analyzes singular words, semantic analysis will be the most beneficial for this line of research. As such, semantics will be analyzed more thoroughly throughout the course of my research and will be instrumental in the interpretation and understanding of relationship dynamics throughout the paper. Additionally, although they are interesting to

examine on their own, syntax and pragmatics will not be discussed further due to their lack of relevance with the current study.

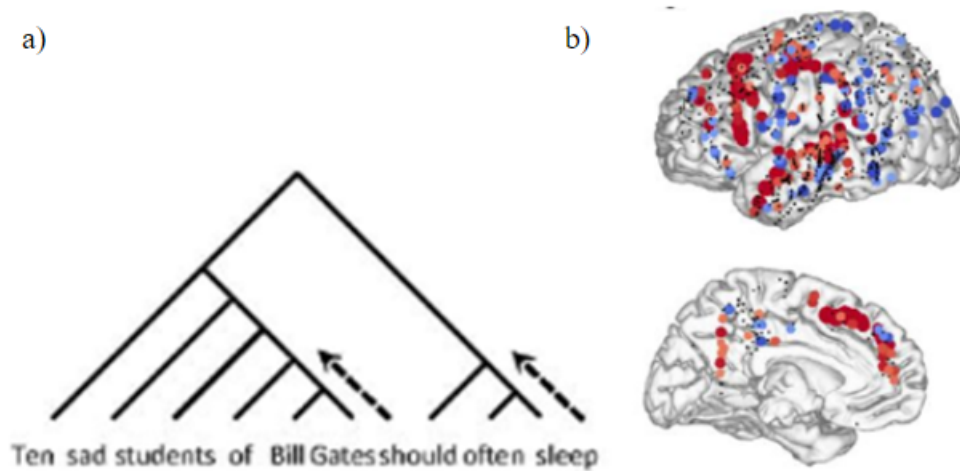


Figure 5: A) The tree-like structure that represents merging within linguistics (Nelson et al., 2017) B) Representation of neural activation within the brain when a sentence is completed (Nelson et al., 2017)

Linguistics do not just analyze how language is formed and how meaning is gathered in an abstract fashion. It additionally analyzes the neurological basis for languages and how the brain interacts with language. Language is represented in the brain through a series of neuronal activations that coincide to create a perception of meaning (see Figure 5B). In the context of linguistics, groupings of phrases and their respective meanings coalesce into a singular sentence with a unique meaning. In linguistic analysis, these groupings are represented in a tree-like nature (see Figure 5A) rather than in the linear fashion in which a sentence is conventionally presented (Chomsky, 1957; Nelson et al., 2017). This representation is better suited to addressing how the brain examines sentences. The brain tends to activate according to the words it is presented by parsing through these words and creating meanings based on assumptions about the

words as well as past experiences with those words (Nelson et al., 2017). As the sentence is read, the individual words coalesce, forming groups of different types of words known as phrases, such as “Ten sad students of Bill Gates” and “should often sleep” in the example presented above. As these phrases coalesce, they represent parts of speech. The “ten sad students of Bill Gates” represent a Noun Phrase, where the nature of the noun “student” is expanded upon with the modifiers “ten”, “sad”, and “of Bill Gates”. The assumptions on nouns and verbs are changed based on the descriptors in the groups they are placed into and how those groups coalesce into a whole sentence. Eventually, the sentence reaches an end and all of the information is merged into one cohesive whole. Once all of these ideas are merged at the end of a sentence, there is a significant amount of neuronal activation in comparison to the neuronal activation used to accomplish the other merging operations that have occurred throughout the sentence (Warren, White, & Reichle, 2009). Overall, this entire merging process tends to take place in the left hemisphere of the brain (Bemis & Pykkänen, 2013), although which regions are specifically used in the merging operations are still currently unknown.

The exact mechanisms of the neurological interpretations of words are not entirely known either, largely due to the lack of knowledge about the relationship between how individual words manifest themselves within the brain and how they are conceptually stored. However, it is known that schemas that are encountered together consistently will ultimately be closer linked (Anderson et al., 2016). As a direct result, words that are encountered together often will be more easily associated with each other and thereby require less mental resources for association. This theory has direct influence on the nature of my study and the suggestions posited here are fairly similar to mine. I ultimately suggest that words will be more accessible situationally if

they are closer associated to the words. Although this is a far reach from schemas being closer linked, I believe that it would be beneficial to use this experiment as a foray into the subject.

Connecting Semantics & Behavior

Beyond existing as a level of speech, semantics also predict behavior and influence cerebral processes such as memory. In a study on such a topic, Elizabeth Loftus and John Palmer were attempting to analyze the effects that leading questions had on eyewitness testimonies, particularly in courts of law (Loftus & Palmer, 1974). Both of their experiments analyzed how participants would describe a car crash when asked with different leading questions. When participants were asked questions about how fast they believed the car was going, they ultimately found that the severity of the verb used to describe the action of one car hitting another ultimately affected how the participant would judge the car's speed. Furthermore, when brought approximately a week later, they were asked a question about the nature of the scene which occurred after the car crash, in which there was no broken glass on the ground. It was found that, people would report differently on whether or not glass was on the ground dependent on the word that was used, with those having words of a higher severity such as "slammed into" having a higher percentage of people claiming that there was broken glass on the ground (Loftus & Palmer 1974). In a later study, which was mentioned earlier in the review, Loftus examined the differences that small semantic distinction can make by examining whether or not people would report a broken headlight based on whether or not the words "broken headlight" were preceded by "the" or "a" (Loftus, 1975). These studies by Loftus suggest that by understanding how minute semantic differences are represented, behavior can be altered to an experimenter's choosing. Additionally, as mentioned previously, these studies additionally seem to present a link between priming and linguistics.

Through semantic analysis, the choice of wording that a subject uses can be used to predict the behavior of the individual who used them. In a study conducted by Amrhein et al., the commitment language of recovering drug addicts was analyzed and the strength of that commitment language was formally measured. Amongst the concepts analyzed was the level of restrictiveness in the conviction, due to its assessment of general desire, difficulty, and expectancy in quitting the substance. Furthermore, the findings seem to suggest speech act theory plays a role in this phenomenon. Speech act theory is a theory which suggests that this verbal commitment creates an underlying obligation to complete the stated action. It was found that addicts who expressed strong commitment language were more likely to succeed in completing the program and maintaining sobriety. (Amrhein et al., 2003). The suggestion of this study is that the usage of certain wording was powerful enough to influence behavior, through the presence of powerful phenomena such as speech act theory and analysis of conviction in writing. It is reasonable to suggest, based upon this study, that language can be predictive of behavior if used in the correct context.

Semantics can be further used as a tool for analysis of behaviors and assisting in recovery. Through the Meaning Extraction Method (MEM), linguistic and semantic analyses were used to assist women who had experienced early childhood sexual abuse by helping to identify particular issues that they had with negative self-identity. In contrast to most abuse-based diagnostic tools, which predominantly rely on self-report, MEM uses free writing. This exercise allows for women to share their unique experiences and prioritize themes that are important to them in the context of various relationships (Pulverman, Boyd, Stanton, & Meston, 2016). These methodologies are suggested to be beneficial for the recovery process for sexual assault by helping the survivor process their individual experience (Pennebaker & Chung, 2011;

Pulverman, Boyd, Stanton, & Meston, 2016) while additionally helping to highlight those who are at a higher potential to experience further psychological symptoms as a direct result of their trauma using linguistic analysis (Pulverman, Boyd, Stanton, & Meston, 2016). Overall, this form of expressive writing suggests that MEM as a helpful tool in the recovery process for traumatic experiences. In addition to sexual assault (Pulverman, Boyd, Stanton, & Meston, 2016; Stanton, Pulverman, Boyd, & Meston, 2015), MEM has been used in the examination of various complex topics such as personality (Chung & Pennebaker, 2008; Pulverman, Boyd, Stanton, & Meston, 2016), cultural differences (Ramírez-Esparza, Chung, Sierra-Otero & Pennebaker, 2012; Pulverman, Boyd, Stanton, & Meston, 2016), and attitudes towards alcohol consumption (Lowe et al., 2013; Pulverman, Boyd, Stanton, & Meston, 2016), suggesting that MEM has a wide variety of uses outside of assisting survivors of sexual assault. It is possible that a variant of this treatment can be used to identify and treat abusive individuals. Firstly, however, it may be beneficial to see if there is any merit to this theory by analyzing the bridge between semantic expression and aggressive behavior.

The Man and the Woman- Gender in Language:

Gender plays an important role within speech as a measurement of social norms and expectations within a society or culture. Through analysis of the linguistics, it is often seen that there is a gender hierarchy between men and women. This results with one gender as the holder of power and the other as the subordinate, which are typically represented as men and women respectively. The portrayal of gender through language provides a mold for each gender to occupy within their respective society. Women are generally portrayed societally to be feeble, irrationally emotional, and nurturing, while men are often portrayed to be aggressive, powerful, and rational (Eckert & McConnell-Ginet 2003). These portrayals put pressure on men and

women to portray themselves within certain emotional boundaries and, as will be seen in the following section, these attributions often cause many emotional and social problems when either a man or a woman strays from those characterizations (Alvanoudi, 2017).

Language reinforces a hierarchy for the binary and, through lexical and grammatical gender, will present the binary as an inevitable fact of life. When people think of the terms man and woman, they often think of not only a difference in sex, but a difference in status for each gender within a hierarchy as well. In a subtle way, languages reinforce this hierarchy by making the more powerful gender the norm. Man is often considered to be the norm within societies such as modern Western society. When a gender is the norm, they are often referred to the universal blanket term for a group, meaning that instead of referring to the group they are often referred to as that gender. For example, when referring to the whole human race, humans are often referred to as mankind (Alvanoudi, 2017). In addition to the adjectives that were described from the article by Eckert and McConnell mentioned above, these linguistic representations of gender help to birth a natural hierarchy between the genders.

Masculinity and its contributions to aggressive behavior

Masculinity makes a firm contribution to aggression by adding social pressures and norms to the status imbalances between men and their social partners, both men and women. In analyzing General Strain Theory, a theory provided by Robert Agnew, it is my hope to shed light on how masculinity interacts with status imbalances and thereby interacts with abuse and aggression. General Strain Theory suggests that stressors act as a variable and interact with other variables such as personal or situationally important factors to increase the likelihood of engaging in deviant behavior. Social structure plays a key role in this theory, namely making males more prone to strain (Barone, 2014) and thereby as a result, their IPV is often more severe

(Tjaden & Thoennes, 2000). Female social structures generally consist of an emotional support system which allows for emotional defusal and expression that, when present, assists in preventing impulsive decision-making and ultimately providing a system of relief for strain. Additionally, emotionality is deemed to be acceptable for women in certain circumstances, namely in anxiety and depression (Jennings, Piquero, Gover, & Pérez 2009). These social structures are simply less common for men. These support systems promote vulnerability and admit weakness, which men pointedly avoid in order to be perceived as masculine (Barone, 2014; Kilmartin, 2007 as cited in Barone, 2014). Furthermore, emotional expressions of sadness are seen as a weakness for men and which thereby prevents from finding acceptable emotional outlets to release this emotion (Jennings, Piquero, Gover, & Pérez, 2009). Anger, however, is seen as an acceptable emotional outlet, with behaviors of delinquency and violence garnering support from society generally (Jackson, 2012). Although, this does not prevent women from committing a fairly similar amount of IPV to men, these factors act as potential contributors to severity of the IPV inflicted (Agnew & Broidy, 1997; Barone, 2014; Jackson, 2012; Jennings, Piquero, Gover, & Pérez, 2009) and thereby make them the more urgent threat to address with my research.

The feat of being masculine is something that is hard earned and hard kept. It is difficult for men to achieve the status of being masculine, and its maintenance is doubly as difficult due to the many possible infractions on that prevent men from being considered to be masculine. Masculinity is required to be earned by engaging with a commitment to being emotionally vacant with the exception of anger, one of the few emotions to be "permitted" within masculinity. Those who engage in the expression of other emotions are considered to be "not manly" and are thereby not achieve masculinity. Once someone has achieved masculinity, this does not mean

that they will keep this status; rather they are expected to maintain this persona in order to maintain their status as a masculine figure. Any expression of emotional vulnerability greatly detracts from this status and reflects on that person specifically as “less of a man” (Barone, 2014). Overall, these findings by Christina Barone, Robert Agnew and others highlight the importance of status between genders. This status paradigm between the two genders has the potential to play an enormous role within my study and how the participants choose to express themselves emotionally.

The Current Study

This study hopes to bring together each of the topics that have been discussed into one cohesive whole. Ultimately, this experiment intends to test the susceptibility of participants to rate negatively-valenced emotions such as anger or sadness more highly, as well as identify with them once primed with a status imbalance over both non-romantic and romantic relationships. It will be examining cisgender males who are currently in a monogamous romantic relationship with a cisgender female and testing how they respond emotionally when confronted when instigated with a negative situation. It will include primes relating to the social relationship of the person with whom the participant is interacting (Partner vs Stranger) as well as their status within that social relationship (Status Balance vs Status Imbalance).

For the context of this study, I want to examine psychological aggression in its verbal form. As stated previously, Psychological IPV includes actions that are present within healthy relationships. As a result, verbal confirmation of emotional states will be examined from college students with no known record of IPV related infractions. I will be examining how, once primed, college students with no notable history of IPV will react differently when given each of the respective primes relating to status within a relationship. I am hoping that with this research,

I am able to further understand and help to predict the behavior of potential abusers. I am attempting to bridge the gap between what is being conveyed by the semantic meaning of someone's statements and their potential to act aggressively.

I hypothesize that participants primed with a relationship imbalance will be more likely to rate situations more highly than they would if primed with a balanced relationship and identify with the word subsequently provided more often as well. Furthermore, I expect that ratings and likelihood of identification with subsequently provided words will be higher in the Partner Condition in comparison to the Stranger Condition. Finally, I expect that these conditions will interact and provide the highest ratings and likelihood for identification.

Method

Materials

A camera, a Canon PowerShot SX100 IS, was used to take pictures of people who are the partners of the participants in this experiment, which were used for the Partner Condition. In conjunction with this, I used a monotonous background in order to keep the focus of the participant on their significant other while also normalizing these faces with the photographs I add for the Stranger condition, which the Chicago Face Database (Ma, Correll, & Wittenbank, 2015) provides with a monotonous background.

For the Stranger condition, several faces were gathered from the Chicago Face Database in order to provide faces that were within the same racial parameters as the partner of the participant identifies themselves. These faces were gathered in order to cover several different variations of people who can be categorized under a certain race. For example, for the Asian condition, there were be three categorizations in order to cover a wide berth of variations amongst that specific race. The person chosen was individually and personally by the partner of

the participant. This was done in order to prevent any types of racial prejudice, conscious or unconscious, from affecting the experiment. I am suggested that by their developing a romantic relationship with a person of a certain race that they have little to no racial prejudice towards that race, so thereby any biases based in racial prejudice were nullified.



Figure 6: A sample of the facial categories and faces that the subjects encounter over the course of the experiment for the Stranger Condition. These categories include Caucasian, African-American, Latino, and Asian.

There were additionally several surveys that were provided for each of the participants, coming to a grand total of three surveys, three consent and debriefing forms, and several miscellaneous forms including the confidentiality agreement and the eligibility forms.

Participants in the preliminary Emotion Table portion of the experiment, the participants in the main experiments, and the partner of the main experiment participants were all given their own respective consent forms and debriefing forms. Additionally, the eligibility forms are slightly varied between potential participants and their partners. Finally, the surveys included the Emotion Table survey, The Annoying Vignettes Survey, and the Main Experiment Survey.

Participants

In the primary Emotion Table testing, the participants were suggested to be single students at Bard College. This was open to students of any gender and have any sexual

orientation, so long as they are not in a relationship at the point of testing. Once they have taken part in this portion of the methodology, they will be unable to participate in the main portion, with no exceptions. The reasoning for recruiting single people was to prevent from losing partial participants. Since those who participate in this portion of the experiment will not be able to participate in the main experiment, it would be beneficial to recruit people who could not participate in the experiment in the first place. Ultimately, the goal of the restriction for participants in this portion to be single was in order to prevent the loss of potential participants for the main experiment rather than for the Emotion Table to be representative of a single population. Since this parameter was more for loss prevention rather than restriction for the sake of representation, any people who participated were included, including those who were in relationships at the time.

For the main experiment, participants were required to be cisgender males who have had a monogamous heterosexual relationship with a cisgender woman for a month or longer. They would have to be in the relationship for the entire duration of the experiment. Relationship dynamics between heterosexual couples and homosexual or otherwise identifying couples are incredibly different due to the societal differences between them and how each gender interacts with their respective gender or another gender (McClennan, 2005; McClennan, Summers, & Daley, 2002; Renzetti, 1992). I chose to delve into this work using heterosexual couples mainly because they have a larger population than either variation of homosexual couples or otherwise identifying couples. In terms of gender of choice when it comes to analysis, I chose to analyze males. This is predominantly due to the pressures of maintaining a masculine persona. Men have the potential for higher likelihood for instigation in order to maintain the image that they are masculine, while simultaneously having a lower inhibition due to lack of assistive social

structures (Barone, 2014). Further added was a stipulation that the relationship has to have been active and continuous for a minimum period of a month. This stipulation was put in place in order to avoid encountering short-term or purely lustful relationships, such as the colloquially known “friends with benefits” or “casual flings”. This stipulation was meant to lowered variation between relationships in terms of their strength and potency. Their partners also played an important role in this experiment, and while they are not the subjects of study within the experiment, they still deserve recognition for their contributions to the experiment.

Procedure

Prior to the main experiment, the Emotion Table was tested in order to ensure its efficacy of a system of measurement and its operationalization of semantic strength for this experiment. In the time leading up to the experiment, a survey was conducted to examine the efficacy of the Emotion Table. This survey asked questions about how strong a certain emotion would be in comparison to the base emotion it would be describing using Likert Scale values. A sample question would be “In terms of the emotion ANGER, which value would INFURIATED occupy on a scale of 1-7, with 1 being least angry and 7 being most angry”. These covered a total of seven words for each emotion, the emotions being sadness, anger, happiness, and surprise. These emotions would be further categorized into non-valenced and negatively-valenced emotions, with anger and sadness being negative-valenced and happiness and surprise being non-valenced. At the end, the measure was expected to look similar to Table*, as seen below. Recruitment for this portion of the experiment was done through tabling with posters detailing the requirements of the survey attached to the table. Each participant in the Emotion Table portion of the experiment was given a consent form (see Appendix A), and was given the survey.

Once their survey was completed, the participant was given a debriefing form (see Appendix B) and a bag of candy for their time.

Score Emotion	1	2	3	4	5	6	7
Anger	Calm	Peeved	Mad	Cross	Irate	Enraged	Infuriated
Sadness	Okay	Downcast	Gloomy	Dejected	Melancholic	Miserable	Inconsolable
Happiness	Unhappy	Content	Satisfied	Joyful	Blissful	Overjoyed	Ecstatic
Surprise	Composed	In Disbelief	Taken Aback	Amazed	Startled	Stupefied	Astounded

Table 1: A sample Emotion Table. Each word corresponds to an emotion and a Likert Scale value, with the lower values signifying less power within the emotion, and the higher values signifying more power. This table is not the table that was used. The proper table can be found in Table 2

After the pilot testing for the Emotion Table was concluded, the main portion of the experiment began with the recruitment process. Recruitment was entirely done using posters (see Appendix C), a Facebook post on several of Bard Colleges groups and my own personal Facebook page, and lastly through tabling. With the exception of the tabling recruitment method, couples who were interested were expected to send individual emails detailing their name, gender, and partner's name. Once the participant and their partner were matched, they would each be given an eligibility form (see Appendix D1 & D2) in order to make sure that all criteria for the experiment were fulfilled, including those absent from the poster. Once they completed the form, they received a response dependent on their answers either stating that they were not eligible and thank them for their time, or that they were eligible. If they were eligible, participants and their partner were given a google form with detailing times that were available

for a preliminary meeting for the experiment. This preliminary meeting was intended to tailor the experiment to the participant. If a couple was recruited through tabling, they were given an eligibility form to complete. Once completed, they were instructed to choose a time to meet that was not already taken via a time sheet provided by Google Forms (see Appendix E). If a meeting was confirmed, the couple would each be able to take a bag of candy.

The preliminary meeting consisted of the participant and his partner as well as experimenter. Participant and partner were each given confidentiality agreements (see Appendix F), which were thoroughly explained to them in order to make sure the document was understood. They were also explicitly told that this document was not legally binding. If they chose not to sign the confidentiality agreement, I thanked them for their time and they were able to leave. If they choose to continue, I asked the partner to join me in an adjacent room. I gave them their consent form (see Appendix G) and explained to them what they would be doing. If she chose to continue, I asked her to step in front of the monotonous background for pictures. These pictures were forward facing, with the subject making a neutral expression, and the picture encompassing the area from the partner's shoulder upwards. Five pictures were taken in order to gather enough variations. Once this was completed, they were asked to self-identify from a group of twelve photos gathered from the Chicago Face Database (see Appendix H). After these tasks are completed, they were told their participation in the experiment is over and they were given their debriefing form (see Appendix I).

After finishing the partner's portion of the experiment, I moved on to collect some preliminary data with the participant. Before beginning the experiment, I gave the participant his consent form (see Appendix J) and explained to them the general process of the experiment. Once the consent form was signed, they were given a total of thirty novel vignettes (See

Appendix K), which are small sample events that could happen between two people of in either a romantic context or non-romantic context. Fifteen of those situations were intended for occurrences that have a non-romantic subtext, while the following fifteen had a romantic subtext. Situations were rated in terms on a seven-point Likert Scale, with one signifying the least annoying and seven signifying most annoying. After the survey concluded, he would be told to have to wait five to ten minutes while the experiment was tailored to him. If he asked when he would receive a debriefing form, he would receive one at the conclusion of the experiment, whether it was at the natural end or if he chose to drop out of the experiment. Then, I brought the participant into the main room with his partner. I told them that between ten and twenty minutes is needed to personalize their portion of the experiment.

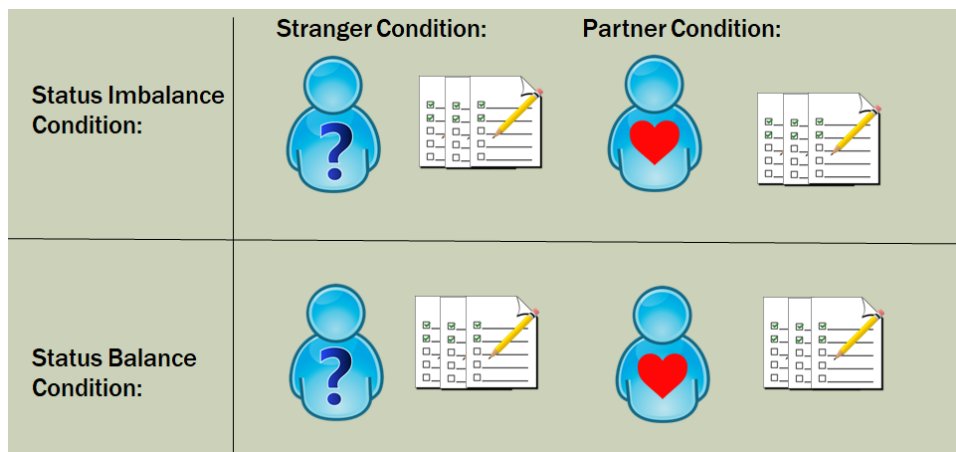


Figure 7: A visual representation of the study's structure. The Status Conditions were representative of a between subjects variable, while the Relationship Condition is a within subjects variable.

During the period in between meeting and experiment, three situation situations were chosen from each of two baskets, labeled as the Non-Romantic Situation Pool and the Romantic Situation Pool. For both the Romantic and Non-Romantic situation pools, there was a single situation which is labeled as Little Annoyance, a second labeled as Medium Annoyance, and a

third labeled as Much Annoyance, coming together to creating six separate situations. The Little Annoyance situation was chosen from situations that were rated with a value from one through three, and the medium condition was chosen from situations that were rated from four through five, and the Much Annoyance condition was taken from any situation that were given a value from six through seven. Furthermore, pictures were printed out of the girlfriend and the photograph she self-identified. A blurb was created in order to provide a sense of familiarity with the person in the photograph, and had several predetermined aspects in order to normalize the personality of the stranger between participants. Finally, the participants were randomly sorted into either the Status Balance or Status Imbalance condition by the experimenter. Their condition was not explicitly stated to them until after the debriefing proceedings began.

For the main portion of the experiment, I invited the participant into the same room and asked for their significant other in the room across the hall if they had decided to stay. After verbally reminding them of the structure of the experiment, the participant was first presented with a photograph of the stranger as well as the blurb, which contains predetermined aspects of the individual. For each situation, participants were then given a percentage detailing the likelihood that they would win an argument revolving around the situation. If the participant is placed in the Status Balance condition, the percentages were always equal, with each person receiving fifty percent. Those in the Status Imbalance Condition had the participant receive a percentage value above 75%, with the theoretical partner or stranger receiving the remaining percentage. Before each encounter, I asked them to write down who won each argument. They were then given three non-romantic situations, with one encompassing each respective categories of annoyance. After each vignette, participants were given a survey (see Appendix L) containing four seven-point Likert Scales for each Situation, which measure the separate emotions of Anger,

Sadness, Happiness, and Surprise. For each emotion, once a value for the Likert Scale was chosen, a word was presented based on the emotion table. For example, if the participant chose the Likert scale value of 5 for the emotion “anger”, they were presented with the word “irate”. They would be told to write down the word and would then be asked whether or not they would identify with that word when describing how they would feel with a yes or no question. This survey would be provided for all three non-romantic situations. The second set of three surveys was fairly similar, although with some notable changes. The participant would first be presented with the photograph of their partner. However, there was no blurb attached for this portion due to the current romantic relationship between participant and partner. After each situation, they received the same range of percentages as they had previously, dependent on their condition, followed by romantic situations, each based on how they were rated by the participant during the meeting. For each of the three vignettes, they were given the same survey as the non-romantic questions.

A final survey tested the relevance of the situations in terms of the perceived relationship between participant and stranger or between the actual relationship between participant and partner (see Appendix M). Participants received this survey after they have completed the first two surveys and took the form of six Likert Scales, without any follow-up questions. After completing this survey, the experiment is complete and the participant received their debriefing form (see Appendix N). I took them into the room with their partner and told them that I would answer any of their questions if they have any at this point. They were subsequently reminded to keep the experimental structure a secret and reminded that they can now talk about their portion of the experiment with their partner. Participants and their partners were told they are free to leave and that the experiment was over.

Results

Emotion Table:

Score Emotion	1	2	3	4	5	6	7
Anger (M = 4.247)	Calm (M = 1.342)	Peeved (M = 3.538)	Cross (M = 3.692)	Mad (M = 4.236)	Irate (M = 4.769)	Enraged (M = 6)	Infuriated (M=6.153)
Sadness (M=4.191)	Okay (M = 2.692)	Downcast (M = 3.394)	Gloomy (M = 3.743)	Dejected (M = 3.871)	Melancholic (M = 3.923)	Miserable (M = 5.641)	Inconsolable (M = 6.07)
Happiness (M = 4.748)	Unhappy (M = 1.717)	Content (M = 4.368)	Blissful (M = 4.396)	Satisfied (M = 4.589)	Joyful (M = 5.605)	Ecstatic (M = 6.282)	Overjoyed (M = 6.307)
Surprise (M = 4.842)	Composed (M = 1.891)	Taken Aback (M = 4.384)	Startled (M = 5.256)	Amazed (M = 5.342)	In Disbelief (M = 5.615)	Stupefied (M = 5.692)	Astounded (M = 5.714)

Table 2: The completed Emotion Table along with mean values for each word and category. The means under each word are representative of the mean of the communal consensus of how powerful that word is. The means under each emotion (Anger, Sadness, Happiness, & Surprise) are representative of the dispersion of each of the means of the words categorized under that emotion

The Emotion Table survey had 39 participants total (Single = 36). As stated within the Methods section, although this survey was marketed towards single people, those who were currently in a relationship and were tested were not excluded due to the nature of prevention rather than elimination. However, they were unable to participate in the main experiment. Means were additionally provided for the emotions themselves and represented the means of all words. This was meant to signify the general dispersion of word means for each emotion. For the negatively-valenced emotion of Anger (M = 4.247), the order was Calm (M= 1.342), Peeved (M = 3.538), Cross (M = 3.692), Mad (M = 4.236), Irate (M = 4.769) Enraged (M = 6), and

Infuriated ($M=6.153$). The secondary negatively-valenced emotion of Sadness ($M = 4.191$) was ordered Okay ($M = 2.692$), Downcast ($M = 3.394$), Gloomy, ($M = 3.743$), Dejected ($M = 3.871$), Melancholic ($M = 3.923$), Miserable ($M = 5.641$) and Inconsolable ($M = 6.07$). For the positively-valenced emotion, Happiness ($M = 4.748$), the order was Unhappy ($M = 1.717$), Content ($M = 4.368$), Blissful ($M = 4.396$), Satisfied ($M = 4.589$), Joyful ($M = 5.605$), Ecstatic ($M = 6.282$), and Overjoyed ($M = 6.307$). For the second neutrally-valenced emotion Surprise ($M = 4.842$), the order was Composed ($M = 1.891$), Taken Aback ($M = 4.384$), Startled ($M = 5.256$), Amazed ($M = 5.342$), In Disbelief ($M = 5.615$), Stupefied ($M = 5.692$), and Astounded ($M = 5.714$).

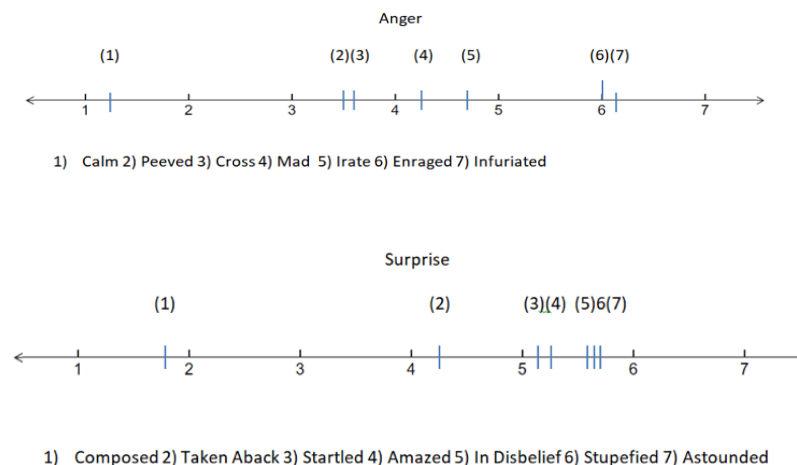


Figure 8: A distribution of the means for each of the words for Anger and Surprise respectively. Note how Surprise has the means of several words clustered together while Anger has a fairly decent spread.

It should be noted that the order of the means does not represent their distance between each other. Although they were ordered from one to seven, this does not suggest that they were equally dispersed, as can be seen in the Table 2 as well as Figure 8. Some emotions tended to

have less of a spread in terms of their mean values in comparison to their nominal order. For example, five of seven of the average ratings for the words posited for the emotion of Surprise ($M = 4.842$) gravitated between 5.2 and 5.7. Other emotions, such as Anger ($M = 4.247$), better resembled their nominal order due to how their means were spread out. This discrepancy is visualized within Figure 8 and is something to consider when examining the results of the main portion of the experiment.

Main Experiment

Participants and Participant Notation:

For the main portion of the experiment, the total amount of participants ($n = 18$) were separated evenly for the Status Balance ($n = 9$) and Status Imbalance ($n = 9$) conditions through random assignment. The delegation of participants is given to males who participated within this experiment. A total of 18 couples was tested, each consisting of solely two people. Males were represented with the delegation of participant, while females were represented with the delegation of partner. In addition, there were several people who were unable to participate ($n = 8$) due to inability to complete eligibility forms ($n = 1$), inability to schedule a meeting time before data collection ended ($n = 3$), lack of criteria fulfillment (i.e. being in a polyamorous relationship) ($n = 2$), or separation before testing ($n = 2$). Additionally, none of the participants who participated in the main experiment chose to quit the experiment at any point throughout the experiment.

Emotional Ratings for Negatively-Valenced Emotions:

Abuse typically occurs at the highest point of instigation (Kjome, Lane, & Moeller, 2011), which suggests that the most important data would be found within the events with the highest level of annoyance. As such, only the High Annoying Vignettes for both the Stranger

and Partner conditions, which were represented by Vignette 3 and Vignette 6 respectively, were analyzed for pertinence to this study. For this section, each of these vignettes was analyzed using a T-test of independent means and a Levene's Test of Equality of Variances.

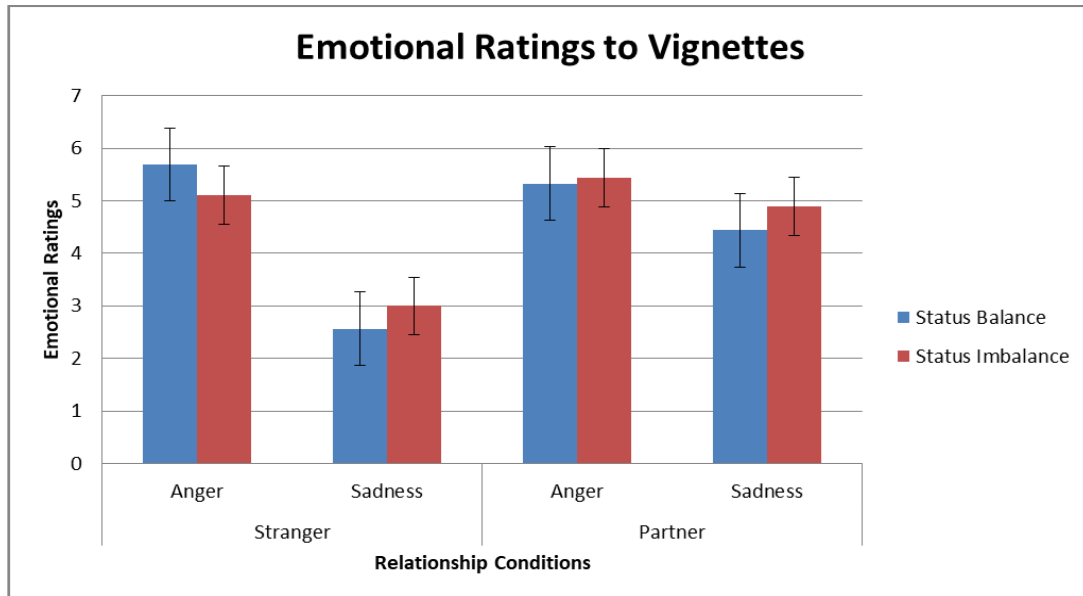


Figure 9: A graph representing the Emotional ratings for each condition. While they were insignificant, it should be noted that three of the Vignettes attained desired directionality.

Vignette 3 was representative of the Stranger Condition. In terms of Anger, there was no significance result, with the Status Balance ($M = 5.69$, $SD = 1.323$) condition additionally providing higher mean emotional ratings than the Status Imbalance condition ($M = 5.11$, $SD = 1.269$) in contrast to the hypothesis, $t(9) = -.909$, $p = .377$. There was fairly little score variation for this particular section, $F(1, 16) = .005$, $p = .942$. Sadness, however, was more in line with the hypothesis, with the Status Imbalance condition ($M = 3.00$, $SD = 1.323$) overtaking the Status Balance condition ($M = 2.56$, $SD = 1.810$). However, it should be stated that this finding was also not significant, $t(9) = .595$, $p = .560$. Similarly to anger, this section had a fair amount of score variation and additionally neared marginal significance, $F(1, 16) = 2.161$, $p = .161$.

In contrast to Vignette 3, Vignette 6 was representative of the Partner Condition. In this condition, the Status Imbalance condition ($M = 5.44$, $SD = 1.130$) had higher emotional mean emotional rating than the Status Balance condition ($M = 5.33$, $SD = 1.323$), although it was again insignificant $t(9) = .192$, $p = .850$. This section had some variability, although it did not nearly approach significance $F(1, 16) = .343$, $p = .567$. Similarly to the Stranger condition, the Status Imbalance condition ($M = 4.89$, $SD = 2.028$) again overtook the Status Balance condition ($M = 4.44$, $SD = 1.878$) and was again insignificant $t(9) = .482$, $p = .636$. Similarly to the previous section, this section was not near achieving significance, $F(1, 16) = .297$, $p = .594$

Emotional Identification for Negatively-Valenced Emotions:

In order to examine how people identified with their negatively-valenced emotions and additionally examine the relationship between the Relationship Conditions (Stranger vs. Partner) and Status Conditions (Status Balance vs. Status Imbalance), a Chi Squared test was performed. For the Anger portion of the Stranger Condition, there was no significant relationship found, χ^2 ($n=18$) = .9; $p = .34$, suggesting that the emotion of anger was not particularly affected by the status prime. This directly contracts my beliefs that anger would be the most drastically affected by the status prime. However, the sadness portion of the Stranger condition, this relationship seemed to approach significance, suggesting that Sadness had more of a relationship with a Status prime, χ^2 ($n=18$) = 2.103; $p = .146$. This was entirely unexpected, as it seemed that men would have more easy expressing anger than sadness, as highlighted by the work Christina Barone. While unexpected, it provides a new understanding of how status may affect the expression of sadness.

Surprisingly, both Partner Variants of identification were exactly the same and thereby neither of them had a significant result. Anger had a higher level of identification with the words

overall, with each condition including six people who rated yes. However, the status conditions had the same amount of people who rated gave their identification a yes rating, which ultimately lead to a lack of significance, $\chi^2 (n=18) = 0; p = 1$. Similarly, Sadness had the same amount of identification across both conditions, although both conditions included only five participants who rated their identification positively, $\chi^2 (n=18) = 0; p = 1$.

Discussion

General Discussion

This experiment represents a bittersweet victory for me and for the expansion of this line of inquiry. While none of the results that I found were significant, they do include the expected directionality in terms of status balance. It should be noted that three of four negatively-valenced emotions examined contained an insignificant directionality that reflected the general aims of the hypothesis, with Vignette 3's Anger portion being the only exception. This directionality suggests that my findings are potentially relevant to bridging the gap, but methodological errors prevented the experiment from gaining significance. The experiment was a primary foray into a world that has not yet been navigated. By examining these insights that have been provided, I ultimately hope to tweak the experiment to better operationalize my variables and execute the experiment. These insights include problems with both primes, the issue of fatigue due to the experiments length, and finally how the recruitment method and subsequent sample size ultimately affected how the Chi Square-Test.

Firstly, I found that both primes had their respective problems. The Relationship Prime had difficulties with the Stranger Condition. As mentioned in the Methods section, these strangers were specifically unknown people in order to prevent any influence based on variation

between friendships. However, as a result of this lack of a connection between strangers and the participants, the participants would occasionally use their own friends for context in vignettes in the place of the stranger. One participant even went so far as to state "Hey, so I was thinking of these situations in the context of some of my male friends. Is that okay?", suggesting that this prime may very well have been futile altogether. Additionally, the Status Prime seemed to have its own problems. The idea of a "suggested" conflict, which was used to create a hierarchy or suggest equality, seemed to confuse participants. The befuddlement that came from this prime may very well have nullified the schema's activation. This status prime was done in this fashion to promote external validity. Ultimately, it may have benefitted the study to have a more straightforward variation of a status prime. Finally, the Balanced condition, there was no variation in the percentage representation of equality. Participants in this condition were given a fifty percent likelihood of winning a perceived argument for each of the six vignettes that were given. This may very well have been perceived as suspicious and may have influenced the results.

Secondly, this experiment had the potential to tire participants due to its length. The experiment overall took approximately an hour, due to its many complex components that were used to adapt the vignettes to the relationship itself. Although necessary for the execution of the experiment in its current form, it was arguably incredibly tiring for the participants to go through the motions of the experiment itself. To put the length into context from the participant's viewpoint, the participant is required to sign a confidentiality form, wait for their partner to finish their portion of the experiment, finish an annoying vignette survey, wait for survey tailoring, and complete the main survey in order have their data counted. Additionally, the recruitment process, which is itself a problematic variable in this process, added to the length of

the experiment considerably. Its convoluted nature made required eligibility testing and for meetings to be scheduled in addition to the hour-long main experiment.

Finally, the sample size and recruitment method may have negatively affected the experiment in two meaningful ways. The recruitment method, although thorough, was also incredibly convoluted. I had to hold tabling events within the campus center to gather participants, who then had to set up a meeting. Additionally, it required an enormous amount of coordination in order to make sure that the consent processes were in order. While consent is obviously necessary on all parts, it required that the participants and their partners fill out some general forms in order to participate in the experiment of their own volition. This caveat made it so that people would have difficulty signing up to participate unless their girlfriend was nearby, preventing several people from being willing to sign up. Ultimately, the sample size was small as a direct result of the recruitment method convoluted nature. While I had aimed for gathering thirty total participants, I ultimately was only able to gather a total of twenty-six, eight of whom were unable to participate due to different reasons detailed within the methods section. The results, particularly for the Chi-Squared test that was performed, suffered as a direct result of a small sample size.

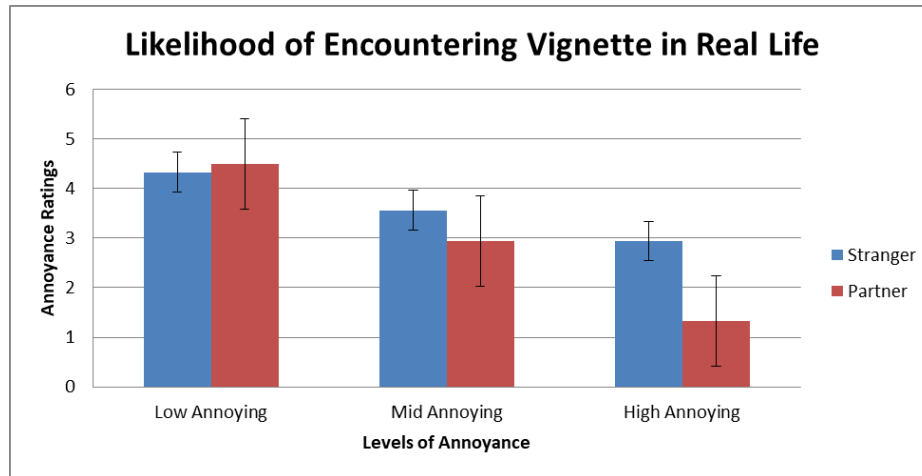


Figure 10: A representation of the ratings of the likelihood of encountering the actions that happen within a vignette in real life.

Another area to call into question was the external validity of each of these events. While these situations were meant to be realistic events that could occur within relationships, I felt as though it would be beneficial to test their likelihood of actually occurring through the likelihood survey (see Appendix M). Although there were no hypotheses made about likelihood, it was expected that likelihood would reflect the ideas of impellance mentioned earlier. As mentioned previously, impellance is defined as the choice that an aggressor makes to aggress based on the variables that they are presented. Due to a lack of a recorded history of aggression, I expected that excuses would be made to excuse the behaviors presented as the vignettes increased in their self-reported annoyance. As such, I expected that the ratings for likelihood would drop as the level of annoyance increased. Additionally, no expectations were made on the effects of the nature of the relationship on the likelihood. My expectations turned out to be correct, with both Stranger and Partner conditions lowering in likelihood as the vignettes became increasingly annoying. In the Low Annoyance, both Partner ($M = 4.50$, $SD = 1.689$) and Stranger ($M = 4.33$, $SD = 2.275$) started fairly high. As the self-reported level of annoyance got higher, Partner ($M =$

2.94, $SD = 1.955$) and Stranger ($M = 3.56$, $SD = 1.464$) conditions lowered in reported likelihood, although the gap between the two became larger. This gap between Partner ($M = 1.33$, $SD = .705$) and Stranger ($M = 2.94$, $SD = 1.349$) condition's likelihood became even larger when the annoyance reached its highest level. Each of these data points suggest that this theory of behavior exclusion was seemingly correct in respect to reported likelihood. In the future, I expect that it will be beneficial to take more care with these situations and that time would be well spent to make sure that each situation represents probable occurrences within normal and abnormal relationships respectively.

Limitations:

Perhaps the biggest limitation of this experiment is its pioneering nature. This experiment, so far as I know, is the only experiment of its kind. There has been little to no literature connecting the concepts of expressive semantics and aggressive behavior. When creating this experiment, I chose not to use any professionally written measures due to their lack of relevance within my experiment. I created my own measures based on how I believed to best answer my question, with information that was limited to the research that I performed at the beginning of the year. However, as has been highlighted in the previous section, this method was flawed in certain ways. Ultimately, as a result of lack of insights and information such as the methodology present in “Changes in Sexual Self-Schema of Women with a History of Childhood Sexual Abuse Following Expressive Writing Treatment” by Pulverman and her colleagues, portions of the methodology that would require tweaking in order to correctly operationalize concepts and reach the intended goal of the study.

A secondary limitation was the lack of engagement with a populus of abusers. I would like to examine the changes within an abusive context. Due to the age group and my current

qualifications, I would not be able to examine anything conclusive about IPV specifically. In the absence of a doctorate and a suitable population, I had to make do with the materials, population, and knowledge base that were available to me. However, that does call into question the relevance of these findings to the overall patchwork of abuse literature. Since this experiment was conducted with participants without a known history of IPV, this experiment is ultimately not intimately connected to intimate partner violence. Rather, it operates as a base from which to expand upon these concepts in the effort to examine how IPV and expressive semantics interact.

Future Directions:

As mentioned previously, this experiment is the first of its kind and I expect to expand thoroughly upon the base that I've constructed and make informed decisions based on the errors that I have made. Ultimately, I hope to create a bridge between Intimate Partner Violence and linguistics for the sake of identifying potential abusers based on their linguistic tendencies. This particularly niche field has the potential to offer the first line of defense in the fight against IPV. However, this project has barely scratched the surface of what has the potential to be an expansive and beneficial field. The experiment was not undoubtedly flawed and additionally has the idea has the potential to be expanded upon in future study. As such, there are a wide array of future directions in which to go with this research. Firstly, I would take the time to reexamine the methodology of the experiment. There were several weak points in operationalizing my variables that had the potential to influence results and ultimately affect the validity of the experiment as a whole in its representation of aggression. I would hope that if I were to expand upon this experiment in the future, I would reexamine my current experiment's weak points in order to better test my participants. There were several of these points within my experiment

which I hope to correct in the future. Additionally, I hope that once I am able to complete those improvements that I can expand upon the new methodology to examine these phenomena within the context of other variations of romantic relationships as well as for other variations of abuse.

Beginning with the primes, I found that some of the participants would not use the relationship primes to inform their emotional responses. With respect to these primes, I hope to account for two specific problems. Firstly, I hope to address their validity. For the relationship prime, it seemed to be ineffective in achieving the true purpose of the prime and activating schemas related to Strangers and Partners, thereby preventing the prime from exhibiting any internal validity. Furthermore, In order to correct for this error, I would specifically research how to best represent status primes and relationship primes in order to make the primes I present more valid. Due to the seeming lack of effectiveness of both of my primes, further research would be required in order to make these primes work properly. Additionally, I believe that it may be more beneficial to compartmentalize how these primes into two separate experiments, dealing with each of them separately. This way, I can believe I can better determine the effectiveness of each prime by isolation. After each prime has been effectively examined in isolation, the goal then becomes figuring out a more efficient way to combine the two primes.

The problem of fatigue would be best addressed by shortening the experiment. However, the questions I hope to answer are important and ultimately cohesive. As such, for future experimentation, the procedure would be greatly benefited if the experiment was compartmentalized as mentioned previously. This way, I would be able to gather each piece of information I need from separate groups and ultimately prevent each group from having to participate in a long, convoluted, and multifaceted experiment. Furthermore, I would work to provide a less convoluted and more attractive recruitment method. After addressing the

problems I have encountered with prime validity and fatigue and implementing those into a new methodology, I would hope to examine other methodologies of data collection, such as online surveys rather than in-person surveys. This method of data collection would effectively nullify the negative aspects that came with my small sample size, while also gathering information quickly and effectively. While it would require research so that nothing gets lost in the transition between the two methods, it would be worth the benefits that come with a larger sample size. I hope to expressly address the limitation of the population at a later date. Although it may potentially take years before I am able to re-engage with the topic due to degree requirements and the accrument of expertise, I hope to engage with a more relevant population. I found that the limitation of my population was one of the key factors in a lack of significant results. A majority of the literature that I analyzed was in respect to abused populations, but unfortunately I do not currently have the ability to test this population or correctly engage with them due to a lack of expertise. As a result, I had to use a non-abused populus to make inferences on what could potentially happen within the mindset of an abused populus. I hope to correct for this at a later date. Once this experiment is streamlined and I am able to make headway with the experiment's validity, I hope to work with a population of abusers to see how their minds work and how they differ from the everyday person. I expect that the information found within that population will be of vastly higher significance than the information found within the population I examined, particularly the findings on status and the prevalence of its imbalances.

Finally, I would like to examine these effects of a Status Imbalance on expressive semantics within different contexts. My experiment examines a very niche context, in the hopes of understanding a singular type of IPV. This experimentation provides little to no information about any of the other variants of relationships or IPV. I would first hope to examine each

different variation of relationship more individually. By limiting the experiment to heterosexual relationships between cisgender participants and partners, there is very little variation, but the findings of this experiment can only be applied to one variation of relationship. Abuse and its consequences are not limited to one group of people, and as such I hope to gather a fuller understanding of each variation of relationship's unique relationship with abuse. I also hope to analyze these phenomena in the context of different variants of relationships. In this experiment, the context was psychological IPV and dealt with expression without any physicality. Both physical and psychological IPV are intimately related and history of perpetrating physical IPV can be used as a predictor of psychological IPV (Cadely et al., 2017). Perhaps if I am able to find more significant results once the experiment has been modified, it would be beneficial to examine how one expresses themselves in the context of physical IPV, although how this is done remains to be seen.

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Appendix A: Emotion Table Consent Form

Thank you for agreeing to participate in this experiment. If you agree to participate, you are free to withdraw at from the experiment at any point throughout its duration or rescind your data once it is collected at any point. For this study, we will be asking you to rate words on a scale of 1-7, with one meaning least emotional and most emotional and you will be asked to confirm whether or not you are in a relationship at the point of taking the survey. When this study is complete, you will receive a small bag of candy and you will be able to ask any questions you have about the contributions of this portion of the experiment to the experiment as a whole. If you have any further questions concerning this study after you leave, please feel free to contact us through email at rk6872@bard.edu for the experimenter Robert James Konefal, or sdl@bard.edu for his advisor Sarah Dunphy-Lelii. Furthermore, you can contact Bard College's Institutional Review Board at irb@bard.edu for any concerns you may have about this study. By signing these forms, you are also verifying that you are at least 18 years of age.

Signature of Participant

NAME, Experimenter

Print Name (Participant)

Date

Appendix B: Emotion Table Debriefing Form

Thank you for your participation in this pilot portion of my study! In my study, Likert Scales will play an important role in my experiment. Likert Scales are a rating system from a low number to a high number. These scales are used to determine a survey-taker's feelings on a subject. Unlike the typical Likert Scale, a word will be paired with a Likert Scale value. In this experiment, for each emotion, there will be a word associated with a Likert Scale value for that emotion. Your contributions will assist me in figuring out the general population's consensus on the position of certain words and will allow me to analyze whether their placement in my "Emotion Table" is generally correct. By completing this survey, you will be unable to participate in the main experiment and your name will be placed on a list of people who cannot participate in the main experiment. It should also be noted that any information included in this project at the time of publishing will be permanently available in the Bard College Library and online through DigitalCommons. If you have any additional questions, please ask the experimenter, Robert James Konefal, at this time or email either rk6872@bard.edu. Please feel free to contact the above email or contact the experimenter's advisor Sarah Dunphy-Lelii at sdl@bard.edu.

Appendix C: Poster

**ATTENTION! PSYCHOLOGY STUDY!**

I need the help of heterosexual, cisgender couples for a study of personality attributes amongst couples for my Senior Project. The experiment will be composed of a meeting and the main experiment. All of this will take a grand total of just thirty to forty minutes of your time! If interested, I ask that you and your partner please individually contact me at rk6872@bard.edu, each stating that you would like to participate in my study, with your partner's name within the email.

What you can win: A ticket in a raffle. The winner of the raffle wins a \$75 gift card for a meal at Terrapin in Rhinebeck!

Appendix D: Eligibility Forms

1) Male

SPROJ

Please answer these questions to the best of your ability.

1. What is your current relationship status?

Mark only one oval.

- Single
- In a relationship
- Married
- Other: _____

2. What is your full name?

(First and last name suffice)

3. Do you identify as a cisgender male?

Mark only one oval.

- Yes
- No

4. Do you currently attend Bard College? (The main campus located in Annandale-On-Hudson, New York)

Mark only one oval.

- Yes
- No

5. What is your partner's full name?

(First and last name suffice)

6. Does your partner identify as a cisgender female?

Mark only one oval.

- Yes
- No

7. Does your partner currently attend Bard College? (The main campus located in Annandale-On-Hudson, New York)

Mark only one oval.

- Yes
- No

8. To the best of your knowledge, is your relationship monogamous?

Mark only one oval.

- Yes
- No

9. Have you and your partner been in a relationship for more a month or more?

Mark only one oval.

- Yes
- No

2) Female

SPROJ

Please answer these questions to the best of your ability.

1. What is your current relationship status?

Mark only one oval.

- Single
 In a relationship
 Married
 Other: _____

2. What is your full name?

(First and last name suffice)

3. Do you identify as a cisgender female?

Mark only one oval.

- Yes
 No

4. Do you currently attend Bard College? (The main campus located in Annandale-On-Hudson, New York)

Mark only one oval.

- Yes
 No

5. What is your partner's full name?

(First and last name suffice)

6. Does your partner identify as a cisgender male?

Mark only one oval.

- Yes
 No

7. Does your partner currently attend Bard College? (The main campus located in Annandale-On-Hudson, New York)

Mark only one oval.

- Yes
 No

8. To the best of your knowledge, is your relationship monogamous?

Mark only one oval.

- Yes
 No

9. Have you and your partner been in a relationship for more a month or more?

Mark only one oval.

- Yes
 No

Appendix E: Time Sheet

Time sheet

Please fill this out to the best of your ability. The time will require that both of you be there. Men will be required to stay for the entire experiment, women for the first twenty minutes. Please fill this out together and from one account to avoid confusion.

Names

1. What are your names?

Calendar

Each class is the traditional hour and twenty minutes. The BRAVE meeting is an hour. I can meet at any time other than my classes and BRAVE meeting. Zooming in can prevent eye strain! If you can't read the calendar, please zoom. April 8th is the final day of testing

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Apr 1	2	3	4	5	6	7
8	9	10	11	12	13	14

Meeting times

Please include preferred date and time in the following format: February 29th, 2018 at 8:00 pm

2. What is your first choice of time to meet?

3. What is your second choice of time to meet?

4. What is your third choice of time to meet?

Appendix F: Confidentiality Agreement

The content of this experiment are of importance to the experimenter and their findings. This experiment will be testing multiple groups of people over the course of approximately a month. As such, information about the experiment and its structure are susceptible to leakage, and it is the experimenter's concern that this information is prevented from being leaked. If the structure of the methodology of this experiment were revealed to the general public, the results would end up being distorted by the leak and would influence the outcome of the experiment as a result. As such, it is required, in order to continue with this experiment, that you sign this form acknowledging that you will not leak any details of this study, its structure, or its contents. The requirements of this agreement are as follows:

- 1) No matter how much of the experiment is participated in, no information about the experiment can be shared. If there are any concerns about the experiment, you may still speak with the experimenter and any entity included on the debriefing form. This debriefing form will be given to you at the conclusion of the experiment or if you choose to no longer participate in the experiment.
- 2) If there is any discussion between experimenter and participant, this information cannot be shared outside of that interaction.
- 3) The only person whom you are permitted to speak about this experiment with is your partner. If they choose to continue with the experiment with you, they will also be asked to sign this agreement, no matter whether or not you choose to discuss the experiment with them. It is important to consider the rule below in relation to this rule.
- 4) You will be instructed to only speak to your significant other about details of the experiment ONLY once the experiment as a whole is formally concluded and you are given debriefing forms by the experimenter. Any discussion after that specified point is permitted.

Signature of Participant

NAME, Experimenter

Print Name (Participant)

Date

Appendix G: Partner Consent Form

Project title: *The Way You Make Me Feel: An Analysis of Semantic Response Behavior in Social Situations*

Researcher: Robert James Konefal

Faculty Advisor: Sarah Dunphy-Lelii

Thank you for agreeing to participate in this experiment. If you agree to participate, you are free to withdraw at from the experiment at any point throughout its duration or rescind your data once it is collected at any point. In this study, we will be taking a portrait shot of you using Nikon Coolpix P900 16.0 MP Compact Digital Camera. Overall, five pictures will be taken of you in order to have several pictures to choose from to be used in the secondary part of the experiment. This picture will be shown to your significant other once over the course of their respective task. You will also be asked to pick from a group of pictures which person you most identify with racially. From this point, your participation has concluded & we will ask that you not share your tasks with your significant other. These two requests are the only tasks you will have in this experiment. When this study is complete, you will be able to ask any questions you have about the experiment, but we will ask you not to share any information with your partner. When your partner completes their portion of the study, you will be added to the raffle with one ticket between the two of you. This ticket will be added to a pot along with all other participants and their partners. If your ticket is chosen, will get you a \$75 gift card to Terrapin. If you have any further questions concerning this study after you leave, please feel free to contact us through email at rk6872@bard.edu for the experimenter Robert James Konefal, or sdl@bard.edu for his advisor Sarah Dunphy-Lelii. Furthermore, you can contact Bard College's Institutional Review Board at irb@bard.edu. Please note that the findings of this study will be available in Stevenson Library and will be discoverable through DigitalCommons. Finally, by signing these forms, you

are also verifying that you are at least 18 years of age.

Signature of Participant

NAME, Experimenter

Print Name (Participant)

Date

Appendix H: Faces of Strangers

	Stranger 1	Stranger 2	Stranger 3
African-American			
Latina			
Asian			
Caucasian			

Appendix I: Partner Debriefing Form

Thank you for your participation in this study! In this study, I was interested in examining how priming someone with a status imbalance affects how people will react to “annoying” stimuli, specifically how this priming will make them exhibit more negatively valenced behavior when compared to someone who is primed with status equality within a relationship. I was also interested in learning more about how this happens as well as how the nature of the relationships (romantic vs. non-romantic) can influence these changes. Your participation will help inform our understanding of how priming someone with a status imbalance will influence the exhibition of verbal aggression. Please, it is very important that you not discuss your task with your partner until they have completed their portion of the experiment. This will help me to ensure that the data I collect is honest and reliable. All of your data will be protected on the experimenter’s personal computer with a password both for the computer and for the data location. Furthermore, your name will be separate from these folders, so there will be no identifying characteristics presented online or on a computer. Furthermore, pictures that have been taken of you will be thoroughly discarded immediately after you leave. It should also be noted that any information included in this project at the time of publishing will be permanently available in the Bard College Library and online through DigitalCommons. If you have any additional questions, please ask the experimenter, Robert James Konefal, at this time or email either rk6872@bard.edu. If you feel negatively after the experiment, your feelings are entirely normal. Please feel free to contact the above email or contact the experimenter’s advisor Sarah Dunphy-Lelii at sdl@bard.edu. Furthermore, if you feel these resources are not adequate or helpful, feel free to contact Bard College Counseling and schedule an appointment via

counselingservice@bard.edu or at the telephone number 845-758-7433. Finally, feel free to contact Bard College's Institutional Review Board at irb@bard.edu.

Appendix J: Participant Consent Form

Project title: *The Way You Make Me Feel: An Analysis of Semantic Response Behavior in Social Situations*

Researcher: Robert James Konefal

Faculty Advisor: Sarah Dunphy-Lelii

Thank you for agreeing to participate in this experiment. If you agree to participate, you are free to withdraw at from the experiment at any point throughout its duration or rescind your data once it is collected at any point. In this study, we will be asking you to create simulations of interactions with a stranger as well as simulations of interactions with your partner. It should be noted that some of these situations will have the potential to annoy you or remind you of potentially negative experiences with partner or friends. You will also be asked how you would respond to the situation emotionally. The entirety of this experiment should take no more than twenty to thirty minutes. If you have any reason why you do not feel comfortable participating in this experiment, please inform the experimenter and the study will end immediately. All information you provide will remain confidential and none of your results will be able to be tied back to you. If for any reason during this study you do not feel comfortable, you may inform the experimenter and leave the laboratory without any repercussions. When this study is complete you will be able to ask any questions you have about the experiment. Furthermore, you and your partner will be added to the raffle with one ticket between the two of you. This ticket will be added to a pot along with all other participants and their partners. If your ticket is chosen, will get you a \$75 gift card to Terrapin. If you have any further questions concerning this study after you leave, please feel free to contact us through email at rk6872@bard.edu for the experimenter Robert James Konefal, or sdl@bard.edu for his advisor Sarah Dunphy-Lelii. Furthermore, you can contact Bard College's Institutional Review Board at irb@bard.edu with any concerns you

may have about this study. Please note that the findings of this study will be available in Stevenson Library and will be discoverable through DigitalCommons. Finally, by signing these forms, you are also verifying that you are at least 18 years of age.

Signature of Participant

NAME, Experimenter

Print Name (Participant)

Date

Appendix K: Vignettes

A) Non-Romantic Vignettes:

Vignette Number	Vignette Content
N1	You are working with your group project partner on a project. You have distributed the work up evenly and it is now the night before the project is due, nearly at your desired bedtime. They contact you to let you know that they haven't even started their portion. You have to stay up the entire night to complete their section of the project or risk failing the assignment altogether.
N2	You are feeling down, but not comfortable in talking to people because the reason you are feeling down is personal. You decide to tell this friend about how you are feeling and why you are feeling that way. You hear the next day that they have been talking about what was causing you to feel bad to several people on campus.
N3	You have told this person about the fact that you like a girl. Since she is friends with this girl, you attempt to get her to help you win this girl's heart. However, by doing so, she ends up informing the girl you like about the fact that you like her.
N4	You and this friend have been drinking a bit. Unfortunately, you believe you have had too much to drink. Your friend calls you both an Uber and makes sure that you get to your room safe and sound.
N5	You have lent your friend your phone charger for the day, since they have lost their own. They promise that they'll be very careful with it, but when they return it, it is tattered and barely works. They refuse to pay for it.

N6	You have been incredibly busy with work and haven't been able to hang out with your friend as much as you want to. As a result, they start hanging around with some new people. You finish up with your workload and try to hang out with them but they refuse to hang with you for a little while.
N7	You have been incredibly busy with work and haven't been able to hang out with your friend as much as you want to. As a result, they start hanging around with some new people. You finish up with your workload and try to hang out with them but they refuse to hang with you for a little while.
N8	You have been helping your friend prepare for parties recently. You are always the one that buys the alcohol. You address this and ask for them to pull their weight. They refuse, stating that they have to clean up and host, so they are already pulling their weight .
N9	You and your friend are at a concert. You are being hit on by someone you clearly feel is being creepy and rude. Your friend tells the person off and the person leaves.
N10	You are mad at your friend for doing something. You get into a verbal fight and it gets heated. They start to yell at you and say very hurtful things about you during this fight.
N11	You are out with a friend. You get stuck in a conversation with someone you don't like. Your friend helps you exit this conversation subtly.
N12	You are close friends with your friend. You feel like you trust them, but then you hear that they have engaged in questionable behavior that has hurt others. You are forced to take a side on the matter, either defending your friends integrity or not defending their behavior.

N13	You have worked very hard recently in a class, but you end up getting a low C on an exam. You are mad at yourself for getting that grade, but you look to your friend for support. They tell you that the teacher is a harsh grader and that it's not your fault.
N14	You are working at the library while your friend is out. You suddenly remember that you left an important book in your room and don't have time to get it before your class begins. Your friend, who is in the same class, lends you their book.
N15	You are experiencing family drama and look to your friend for help. They are not able to solve the problem, but they are a very attentive listener and make sure that you feel heard.

B) Romantic Vignettes:

Vignette Number	Vignette Content
R1	You are waiting for your significant other, since you're going on a date tonight. You have spent plenty of time preparing for this date. Everything is ready, and you are arriving at the restaurant and sitting at the table. You wait for five minutes for your partner, who suddenly calls you and tells you that they forgot to tell you that they were going out with friends that night, and will have to cancel your date.
R2	Your partner comes home from long day. You are feeling somewhat rowdy and are hoping to have sex. Your partner refuses and falls asleep, ignoring any further talk about it.

R3	You have been working very hard on a personal project that you care about very much. This is something you have put months into and are very proud to show your partner. However, once you show them, they seem only moderately interested on this project.
R4	You and your partner have had multiple fights that have started for similar reasons each time. The most recent fight ended amicably with both of you stating that you would work hard to improve on your respective flaws, and it has now been quite a long while since the last fight. Each of you have one thing that you have promised each other you would both work to fix. You have worked hard to fix your thing and you're proud of yourself. However, you get into a fight later that night, and they have clearly not worked on their own thing.
R5	You are working on a big, work heavy project. Your significant other is being loving and playful, but you're unfortunately too busy to engage with her. She says she wants you to spend time with her, but you say you can't. She leaves in a huff.
R6	You get a text from your significant other. She is very sad and seemingly worried. She tells you that her friend is a bit drunk and having a bit of trouble and that she wants you to help her out by driving them both home. You get in a car or the local Zipcar and drive them home safely.
R7	Your girlfriend is meeting your parents for the first time. This is a big occasion for you, since you have been looking forward to your parents meeting them. However, your partner refuses to meet them, despite them coming up to Bard for the express purpose of meeting her.
R8	It is early in your relationship. You are very much in love with your partner, and go so far as to say so, stating explicitly "I love you". She responds saying she's not sure she wants to use that kind of language yet.

R9	You are out at a movie that you have been waiting to see for a long time, and you bring your girlfriend so she can share the experience with you. She is disruptive throughout a fair amount of the movie.
R10	You are out with friends. You worry that your girlfriend will think you are not spending enough time with her, since you have been busy recently and you text her. She tells you she understand you need time with friends and suggests another time during which you can spend time with her.
R11	You have been playing a game of your choice, that you are really into and really enjoy. You have no ability to save and if you don't finish this section you will have to start all over. Despite you asking that she doesn't disrupt this play session, you girlfriend specifically turns off the game in order to get your attention.
R12	It's your birthday. You are going out to dinner with your partner. She surprises you with tickets to see your favorite band in concert.
R13	You have been incredibly busy recently. You are looking forward to seeing your girlfriend and telling her about your troubles. Once you see her, you tell her all about how your difficulties and you end the conversation with a supportive hug.
R14	You have gained a little bit of weight, which you are not proud of and clearly worry about. Your partner comforts you and reminds you that she will love you no matter what. She also states that she is willing to go to the gym with you if you want to go.
R15	You and your partner are out for dinner. You are about to pay for your portion of the meal, but she tells you "I'll cover it honey, I got my paycheck today".

Appendix L: Survey

Vignette X

Please fill out this form to the best of your ability

1. **Who has the higher likelihood of winning the argument?**

You are working on a big, work heavy project. Your significant other is being loving and playful, but you're unfortunately too busy to engage with her. She says she wants you to spend time with her, but you say you can't. She leaves in a huff.

2. **How angry would you be if you encountered this situation?**

Mark only one oval.

1	2	3	4	5	6	7	
Not very angry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very angry

3. **What was the word you have been given?**

4. **Do you identify with this word?**

Mark only one oval.

- Yes
 No

5. **How sad would you be if you encountered this situation?**

Mark only one oval.

1	2	3	4	5	6	7	
Not very sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very sad

6. **What was the word you have been given?**

7. Do you identify with this word?

Mark only one oval.

- Yes
 No

8. How happy would you be if you encountered this situation?

Mark only one oval.

1 2 3 4 5 6 7

Not very happy Very happy

9. What was the word you have been given?

10. Do you identify with this word?

Mark only one oval.

- Yes
 No

11. How surprised would you be if you encountered this situation?

Mark only one oval.

1 2 3 4 5 6 7

Not very surprised Very surprised

12. What was the word you have been given?

13. Do you identify with this word?

Mark only one oval.

- Yes
 No

Appendix M: Likelihood Survey

Likelihood Survey

Please complete this form to the best of your ability.

1. **What do you believe is the likelihood that this stranger would perform the actions in Vignette 1?**

Mark only one oval.

1	2	3	4	5	6	7	
Not very likely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very likely

2. **What do you believe is the likelihood that this stranger would perform the actions in Vignette 2?**

Mark only one oval.

1	2	3	4	5	6	7	
Not very likely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very likely

3. **What do you believe is the likelihood that this stranger would perform the actions in Vignette 3?**

Mark only one oval.

1	2	3	4	5	6	7	
Not very likely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very likely

4. **What do you believe is the likelihood that your girlfriend would perform the actions in Vignette 4?**

Mark only one oval.

1	2	3	4	5	6	7	
Not very likely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very likely

5. **What do you believe is the likelihood that your girlfriend would perform the actions in Vignette 5?**

Mark only one oval.

1	2	3	4	5	6	7	
Not very likely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very likely

6. **What do you believe is the likelihood that your girlfriend would perform the actions in Vignette 6?**

Mark only one oval.

1	2	3	4	5	6	7	
Not very likely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very likely

Appendix N: Participant Debriefing Form

Thank you for your participation in this study! In this study, I was interested in examining how priming someone with a status imbalance affects how people will react to “annoying” stimuli, specifically how this priming will make them exhibit more negatively valenced behavior when compared to someone who is primed with status equality within a relationship. I was also interested in learning more about how this happens as well as how the nature of the relationships (romantic vs. non-romantic) can influence these changes. Your participation will help inform our understanding of how priming someone with a status imbalance will influence the exhibition of verbal aggression. All of your data will be protected by on the experimenter’s personal computer with a password both for the computer and for the data location. Furthermore, your name will be separate from these folders, so there will be no identifying characteristics presented online or on a computer. It should also be noted that any information included in this project at the time of publishing will be permanently available in the Bard College Library and online through DigitalCommons. If you have any additional questions, please ask the experimenter, Robert James Konefal, at this time or email either rk6872@bard.edu. If you feel negatively after the experiment, your feelings are entirely normal. Please feel free to contact the above email or contact the experimenter’s advisor Sarah Dunphy-Lelii at sdl@bard.edu. Furthermore, if you feel these resources are not adequate or helpful, feel free to contact Bard College Counseling and schedule an appointment via counselingservice@bard.edu or at the telephone number 845-758-7433. Finally, feel free to contact Bard College's Institutional Review Board at irb@bard.edu.

Appendix O: Certificate of Completion (Protecting Human Research Participants)



Appendix P: Approval from Institutional Review Board

5 March 2018

Robert Konefal
rk6872@bard.edu

Re: 2018JAN10-KON

DECISION: SECOND AMENDMENT APPROVED

Dear Robert,

The amendment to your proposal sent on 4 March is approved with some small corrections to the text of the Facebook post:

Hello all. My Senior Project is currently in its data recruitment phase and I need participants. Please consider ~~participation~~ *participating*. ~~If~~ *if* you meet the criteria provided below, please email me at rk6872@bard.edu!

We hope that posting to Facebook and live recruitment via tabling will bring about the desired result.

Sincerely,

Simeen Sattar
sattar@bard.edu
IRB Chair

cc: Sarah Dunphy-Lelii