

Undergraduate Research Symposium May 19, 2017 Mary Gates Hall

Online Proceedings

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MCNAIR SESSION - THE ART OF LEARNING: FROM ALGEBRA TO PREJUDICE

Session Moderator: Stewart Tolnay, Sociology

MGH 258

3:30 PM to 5:15 PM

* Note: Titles in order of presentation.

Does Perceiving Asian Americans as Experiencing Prejudice Facilitate Greater Inclusion of Asian Americans in the Racial Minority Category?

Santino G (Santino) Camacho, Senior, Psychology

McNair Scholar, UW Honors Program

Mentor: Sapna Cheryan, Psychology

Mentor: Linda Zou, Psychology

Asian American students are often restricted from accessing academic services that are intended to benefit racial minorities. This may have negative consequences for disadvantaged subgroups within the Asian American umbrella (e.g., Southeast Asians and Pacific Islanders) that would benefit from such services. The existing literature suggests that the racial minority category prototype includes features such as numerical representation and experiences of racial prejudice. While some groups (e.g., African Americans) may be perceived to fit this prototype, other groups (e.g., Asian Americans) may not. However, increasing Asian Americans' perceived fit with the racial minority prototype may facilitate greater inclusion of Asian Americans in the racial minority category and in minority-targeted academic resources. The current study uses a 2 (prejudice salience) x 2 (target race) factorial design to investigate whether making the perception of Asian Americans' experiences of prejudice more salient will increase the inclusion of Asian Americans in the racial minority category and in minority-targeted academic resources. White UW student participants are presented with information about either Asian American or African American students at a fictional university who are publicizing their anti-racial harassment campus outreach initiative (prejudice salience condition) or their student club (control condition). We predict that perceiving Asian Americans as experiencing prejudice will make participants more likely to perceive them as a racial minority group and as having more in common with other racial minority groups. We also predict that perceiving Asian Americans as experiencing prejudice will increase support of the inclusion of Asian Americans in minority-targeted educational re-

sources. Furthermore, we predict that these effects will be weaker for African Americans, who are already perceived as fitting the racial minority prototype. This research has implications for increasing the recognition of Asian Americans as a racial minority group and the opportunity for Asian American subgroups to participate in minority-targeted resources.

How Experience with Oppression Influences Diversity Initiative Evaluations

Mi'Lexus Milton, Junior, Psychology, Communication

McNair Scholar

Mentor: Helena Rabasco, Psychology

This study will be presenting participants with either an interpersonal or structural initiative for racial progress and examining whether Whites and people of color differ in their support. We will also look at the experiences of oppression and discrimination as a possible predictor. We expect to see people of color have a preference for structural initiatives due to the fact that the oppression they experience structurally has more consequences than interpersonal relationships. However, Whites will prefer interpersonal initiatives, as structural oppression does not affect them to the same degree. The implications of this study would provide insight into what matters most to people of color, making the move towards progress more intersectional in the sense that it will center around the oppressed for a solution instead of equating the oppressed (people of color) and the oppressor (whites), in their need of interpersonal resolve.

Effects of Exposure to Stereotypes in Entertainment Television on Implicit Biases

Samantha Kellar, Senior, Psychology, Portland State

University

McNair Scholar

Mentor: Cynthia Mohr, Psychology, Portland State University

Implicit biases are attitudes or stereotypes that effect understanding, actions, and behaviors outside of individuals' conscious awareness. They are formed through past experiences that link two ideas together. The disproportionate representation of African American men as criminals in the media creates a subconscious association between "Black" and "criminal." These media stereotypes are frequently used as cognitive shortcuts by viewers to evaluate individuals or groups outside of the media. As individuals' encounter Blacks on television as criminals, they come to associate Blacks outside of television with criminality. Many of these shortcuts are so engrained that they operate implicitly, outside of individuals' conscious awareness. While explicit racism has seen a decline in recent decades, racial disparities continue to exist throughout all facets of the country, suggesting that implicit biases are playing a large role. Exposure to stereotypical content in the news is found to influence viewers' implicit biases, but research has yet to be expanded to entertainment television. Young adults are spending less time watching television news but watching an average of five hours of television per day, suggesting that time is being spent watching other genres of television. This study will assess how exposure to entertainment television depicting African American men as criminals' effects implicit biases. Effects of exposure to counter-stereotypical content will also be assessed. Participants will be exposed to stereotypic or counter-stereotypic scenes from drama television series and then complete the Race Implicit Association Test. A control group will be used to evaluate baseline IAT scores without exposure to any content. Results are expected to show that exposure to stereotypical content increases negative associations towards African Americans and that exposure to counter-stereotypical content lessens negative associations beyond the baseline. Implications include the importance of implementing full and accurate content of African American men into the media.

Creating a More Effective Jazz Improvisation: The First Three Semesters

Shelby Andrist, Senior, Mathematics Education, Music,, Bemidji State University

McNair Scholar

Mentor: Del Lyren, Music, Bemidji State University

The purpose of this research was to create a pedagogical tool to be used by college professors in effectively teaching jazz improvisation in a group setting. Throughout the history of jazz and jazz improvisation, many works have been created to aid in the individual's education and understanding of the art form. However, there have been no recent pedagogical works to aid the teacher in conducting group improvisation classes, as has become the common method of instruction. Thus, this research is unique and necessary to help further jazz education in our students. The following presentation details the processes and findings of a combination of various research dating back from the 30s through today, spanning

the genres of jazz music, jazz improvisation, and teaching. The research was informed via survey of various professors and jazz musicians across the United States, three interviews, and many different books read, websites scoured, and documentaries watched. These factors combined accumulates into the following three semesters of curriculum for jazz improvisation.

The Nature and Function of Questions Related to Polynomials and Nonlinear Functions in Algebra 1 Textbooks: Implications for Diverse Learners

Monique Wilkins, Senior, Psychology, Texas A&M Univ Commerce

McNair Scholar

Mentor: Brittany Hott, Texas A&M University-Commerce

Textbooks are the primary tools teachers use to facilitate classroom instruction. Despite this fact, there are few empirical studies evaluating text features and alignment with standards. The purpose of this study would allow for the evaluation of accessibility of five commonly used Algebra 1 textbooks by examining alignment with the National Mathematics Panel Recommendations. The second purpose of this research was to analyze the levels of questions given throughout the textbooks. With this research there were two research questions. The first question was to discover whether the textbooks provided in schools were accessible to students with disabilities. The second question was to discover whether students could answer the questions from the Algebra I textbooks. If students successfully answer questions, we could assume that higher level thinking among students occurred. For this project, I previously used Algebra I textbooks and completing similar research with my mentor, the hypothesis for this research was that the textbooks do not promote higher level thinking and despite previous belief, textbooks are not beneficial to students with disabilities. The study was conducted using descriptive statistics. Each textbook was analyzed using coding conventions created by Hott et al 2015. During the process of determining the accessibility of each Algebra I textbook, the researcher had to review each questions, examples, and features outlined throughout the text. Results indicate that the books do no promote higher level thinking as the majority of questions posed were at the knowledge level with few questions requiring the students to synthesize findings, evaluate real world problems, or engage in problem-solving tasks. Data collected from the Algebra I textbooks did not promote higher levels of thinking among special education students. The implications from this study is for teachers to receive distinctive training, which will enable them to create interventions for students and adjust portions in lesson plans.

Playing Baroque Flute Music; A Method Book for Instruction

Cameron Trott, Senior, Music Performance, Instrumental , Bemidji State University

McNair Scholar

Mentor: Susan Nelson, Music, Bemidji State University

This project combines research and musical examples in which flutists learn how to use six different musical elements used in playing Baroque music, while also learning about the Baroque era, and history of the flute. Covered in this book are sections on how to articulate, use dynamics, interact with other parts, breathe properly, style ornaments, and define tempo in Baroque style music. Each Baroque element is discussed in detail, applying to the flute. Using online and paper resources, I gathered information on the Baroque era and style in order to write this method book. The goal of this book is to provide a resource for high school and college students for learning Baroque style at an introductory level. Students who use this book will learn how to interpret and perform Baroque music in the style it was written, while also gaining knowledge on basic histories of the Baroque era and flute.