**Stephanie Amada (Zachary Scott and Sierra Koepele)**

During recent years there has been increasing interest in the hookup culture that is thought to dominate the social scene of college campuses. Professor of Sociology, Lisa Wade of Occidental College, among others, has been researching the topic for several years. Indeed The Atlantic published an article this month called “Boys on the Side” by journalist Hanna Rosin. It proclaims that hookup culture is “an engine of female progress.” This research project explores the following inquiry: With so many academics and writers talking about hookup culture, how is this relevant to the students? Is there a valuable conversation that can happen with or among the students? Is there a way, perhaps using digital media, to communicate with the students, rather than about the students?

We will begin by examining the current academic research and popular writing on this topic. We will explore the ways and the places digital communities are created. We will engage in reading, interviewing, interacting and looking online, and writing. We will endeavor to create a digital community that engages students in conversation as well as educates students about hookup culture. Ultimately this project will result in both the creation of an online community and conference paper.

**Susan Bandes (Amy Lazet and Katelyn Lewis)**

East Lansing modernist architecture reflects stylistic characteristics of architecture between 1940 and 1970 found across Michigan, as well as nationally and internationally. Based on student research in HA 491, fall 2012, and the inventory of East Lansing buildings that will result, an exhibition is planned for the MSU Museum in May-June 2013. The project is in conjunction with the State Historic Preservation Office’s Michigan Modern project to inventory and research the state’s rich design history between 1940 and 1970; resulting research will be added to SHPO’s website. Specific questions to be explored include why East Lansing looks the way it does. Why was modernism only moderately embraced here for residences and more popularly in commercial and religious buildings? How is the East Lansing work of well-known architects (for example Minori Yamasaki, Keck and Keck, Alden Dow) related to their oeuvre and what effect did their presence here have on attitudes towards modernism? Other aspects of the research include rediscovering local architecture and construction companies who worked in a modernist style, identifying primary source materials and conducting oral histories. The resultant research will then be formulated into a coherent storyline for the exhibition, writing label and developing educational programming such as downloadable walking and driving tours.

**Sherrie Barr (Hayley Shannon and Kaitlynn Sinke)**

Movement workshops facilitated by selected MSU dance minors for teenagers of Lansing's REACH Art Center are planned for this Fall. Workshops will explore concepts of space, shape and texture as they relate to art-making in movement and visual arts. Collectively participants will explore and reflect while they individually uncover stories of representation and identity. Through the process orientation of the workshops, a unique community will evolve. A community performance work, a celebration of art-making that crosses boundaries of artistic mediums, can then be created. The teens, finding modes of self-expression, begin to gain empowerment. Dance students delve into ways of knowing through authentically witnessing and embodying the teens’ stories. Both groups develop greater awareness of how meaning is made. It is in this way that the community is as much about valuing the individual as it is the investigation of space, shape and texture.

**Stuart Blythe (Katherine (Katie) Demery)**
As with many large-scale, ubiquitous concepts (such as the economy, nationhood, and religious belief) the concept of climate change is ineffable. It challenges our imaginations because it must be conceived of in scales of time and space so large that they elude human understanding. Moreover, much of the discourse about climate change is about an unknown future, which inevitably pushes discussion beyond what is, to what may be. To meet these challenges, people must inevitably use rhetoric to discuss climate change. They must choose to frame climate change in economic, environmental, moral, technical, and existential ways. They must select, arrange, and argue for the validity of certain kinds of data. They must use metaphors to help others comprehend the phenomenon, and they must tell stories to help others envision what may be happening now, and what may happen in the future. The point of this project is to develop a rhetorical history of arguments about climate—a history that I hope will extend at least to the mid 29th century. When were arguments about global climate first made? Who made them? How did they compose their arguments? What kinds of rhetorical techniques did they use to try to gain acceptance? How did audiences respond? And how have these issues changed over time?

**Scott Chiu (Feiran Chen)**
This is a longitudinal case study that focuses on a small group of Chinese students (2~3 people) currently enrolled in WRA1004: Preparation for College Writing, and follows them into their Tier I 100-level writing courses in Spring 2013. This research is conducted to tap into the students’ experiences and perceptions of their first-year writing courses and to investigate their developmental processes of college writing over two semesters of writing instruction. Data are collected through interview, observation, and writing sample analysis. This project, adding to a larger multi-institutional project, is expected to provide writing professionals with insights to our students’ learning writing process and their use of available resources. It can also shed light on the premise that writing can be taught, but more specifically our understanding of what we mean by “taught” and “learned,” especially for the ESL and multilingual writers of English in US universities.

**Amy DeRogatis (Allegra W. Smith)**
This research project is directly connected to a book I am writing, Saving Sex: Sexuality and Salvation in American Evangelicalism (under contract with Oxford University Press). The researcher will conduct primary and secondary research for a chapter that investigates racial identity in evangelical sex manuals. The researcher will collect and review evangelical sex manuals and other prescriptive literature that are written specifically for non-Anglo evangelicals. For example, she will read Juanita Bynum’s No More Sheets, and T. D. Jakes’ The Lady, Her Lover, and Her Lord from Pentecostal African American writers who speak directly about women, faith, and sexuality. She will also comb through on-line sources and other popular culture mediums to identify themes and issues that emerge that are particular to non-Anglo evangelical discussions of sexuality. This is important and timely research because the work will shed light on non-Anglo evangelicals, a group largely ignored by scholars of contemporary American Evangelicalism. Along with data collection, review and analysis, the student will use her skills from the professional writing program to assist me with bibliographical references and manuscript preparation.

**Kirk Domer (Peter Martino)**
"The Intermingling of Artistry and Technology: Stages Internship"

In order to expand the scope of student/internship possibilities and on-the-job experiential learning, a partnership will be explored between MSU and Stages Repertory Theatre (SRT) in Houston, TX. In order to enhance the artistic contributions of young theatrical designers/technicians in professional internships, my research assistant, Peter Martino, prepares to research, develop and implement a creative internship as part of the Stages 2012-13 Season.

Our entrée into SRT lies with their request for me to design Dollhouse, a contemporary adaptation of Henrik Ibsen’s A Doll’s House which explores the role of women in modern American society. Through the design negotiation, I was able to acquire a MSU design assistant who will remain in residence 7-days after my residency concludes to train and education early-career theatre students in the scenic and digital design practices that are outside of the purview of SPT (Small Professional Theaters) throughout the country.

Throughout this 8-month process, Mr. Martino would serve as a creative liaison to Stages Repertory Theatre, under my guidance, to develop a series of workshops and artistic/media intensives that will promote the exploration of bleeding-edge technologies currently unknown, but obtainable by repertory theatres throughout the country.

Karthik Durvasula (Elliot Selkirk)

Human languages vary with respect to the types of syllable onsets they allow, whether simple or complex, and also with respect to the relative timing of the articulators responsible. Based on work by Browman and Goldstein (1988) which found that, in the case of English, articulatory gestures for consonants in complex onsets are timed with respect to a single point, the C-center, we aim to reproduce these results using acoustic measurements as well as extend the story to other languages, namely Japanese. In the past these sequences have been described as containing one consonant with a “secondarily articulated” glide segment, and using the C-center effect we hypothesize that acoustic cues should play some role in differentiating between complex consonant-glide sequences and simple onsets in which the glide is a mere secondary articulation. As stated this will be achieved through acoustic measurements, where we will analyze the length of time from the start of the final consonant in the token syllables counting backwards to various points in the onset cluster to determine the best indicator of syllable length for each language.

Kate Fedewa & Kathryn Houghton (Brooke Hawkins and Ian Heslip)

"Creating an Interactive Digital Tool for Early Career Freelance Writers"

It is common knowledge among professional writers that nothing teaches job skills better than experience; at the same time, a lack of experience often inhibits aspiring writers from acquiring those experience-filled job opportunities. This project will allow early-career freelance writers—both at Michigan State and around the world—to gain practical knowledge relevant to their field. Participating students will research and design an interactive digital tool that users can use to become freelance writers. Through interviews with established freelance writers and careful cataloging of available career resources, students will collect and synthesize career information necessary for beginning freelance writers and then present that information online by means of tutorials, sample pieces, rate calculators, resource collections, a searchable archive of job postings, and an online forum. This site will invite readers to join an online community of freelance writers at the cutting edge of work in their discipline; it will also promote creative production by demystifying the “on the job” knowledge previously unavailable to those only just commencing a freelance career.

Lane Fragomeli (Jordan Anderson)
In order to enhance the DOT’s dual mission of serving as pre-professional training program and train future educators, Jordan Anderson will serve as a pre-production research assistant for the upcoming spring musical, “Funny Girl”. Throughout the fall semester, the research assistant will

1) Learn the process of preparing historical research specific to the area of costume design.
2) Explore, develop and execute advanced techniques in prototyping, research and development, fitting techniques, revisions and final realized designs under the subcategory “Showgirls: From the Turn of the Century Vaudeville to The Ziegfeld Follies of Pre-World War I: 1908-1920” The end product will be used in production.

The scope of this project is 14 weeks where he will be working closely with the designer who will serve as mentor, supervisor and advisor.

**Jon M. Frey (Brean Pavalink)**

"A 3-D Model of the Archaic Colonnade at Corinth”

At the site of ancient Corinth in Greece, a set of columns were discovered in 1933 that, based on their shape and dimensions, appear to have been re-erected in the 1st century AD from the remains of the principal temple of the city which was built in the 6th century BC, but destroyed in a 146 BC Roman attack on the city. In spite of their importance as evidence for the appearance of the 6th century BC temple as well as the 1st century AD forum where they were re-erected, these columns have never been published in detail. Over the past four seasons, I have studied the remains of this colonnade and am nearing completion of my archaeological report for publication. Although this report contains much information concerning the present condition of the columns, as well as a discussion of their appearance in their different phases of use, it would benefit from a three-dimensional reconstruction that illustrates my conclusions. Thus I am seeking a student who can use the drawings that I have already created in order to generate a three-dimensional model that will allow a reader to picture this colonnade in its proper architectural setting during its two phases of use.

**Fred Gifford (Jaya Gupta)**

A humanities perspective is too frequently silenced in the fields of global public health, international development, and medical humanitarian aid. In this research, we seek to amplify that voice, highlighting viewpoints on ethical issues in global public health, exploring topics such as the 10/90 research divide, dilemmas faced by medical professionals in developing countries, and the potential pitfalls of emergency medical aid. Through the creation of case studies, ethical reasoning memos, and annotated bibliographies, the researchers will create instructional materials applicable to students in the classroom and professionals in the field. This work is part of a larger project at MSU through the Department of Philosophy seeking to create an online certificate program in "Ethics, Development, and Global Practice." This program seeks to provide materials for development professionals who frequently see ethical issues in their work and would like a chance to reflect on them systematically. The work done during this research project will thus be completed in the larger context of globalization and change and reach a wide audience.

**Anthony Grubbs (Hannah Coval)**

This research project explores the dramatic representations and visual culture associated with Saint Christopher in early and early modern Iberia. I take an interdisciplinary approach by combining hagiography, drama theory, visual culture, cultural studies, performance studies, art history, and Spanish literature and culture. This research will result in a monograph-length study and a digital bank of images, the latter of which is in line with the CAL’s interest in the digital humanities. While my research is grounded in European traditions, working on this project will serve as a springboard for my research assistant’s future research agenda because her interests lie not only in Iberia but also in Colonial Spanish America.

**Laura Julier (Eric Walters and Kathleen Conley)**
In order to foster a sense of community among the various sites of literary production in the greater Lansing area, and to further community engagement between the university and community in the literary arts, a group of editors and writers are working with WKAR radio to develop content for its new daily, locally-produced news and culture show. Collaborators include Red Cedar Review, Fourth Genre, The Offbeat, RCAH Center for Poetry, and the Old Town Poets Group. This format allows Fourth Genre to bring the voices of contributing writers from around the country to local audiences in a way that would be cost-prohibitive if we imagined a more traditional face-to-face reading series.

David Kim (Katherine Schaller)
The aim of my research, titled "The Aesthetics of Solidarity," is to examine how, and for what purpose, literary and filmic representations portray those who selflessly intervene in the tragic fate of strangers. In shifting the focus from those in suffering to those in solidarity, the project seeks to fill an untouched gap in contemporary discourses on human rights, humanitarian intervention, and the war of images. More specifically, human rights scholars both in the humanities and in the social sciences have investigated in what sense the use of images, ranging from photography to visual art, create affective and ethical identifications between citizens around the globe, as they give witness to victims of torture, exploitation, poverty, murder, and illness. However, these representational approaches have yet to tested with Samaritans, active bystanders, and “ordinary” heroes and heroines. Thus, the project focuses on matters of altruism, gift, obligation, and solidarity vis-à-vis the politics of verbal and visual representations.

James L. Lawton (Amy Lazet)
The proposed research project entitled “Arts and The Innovative Workplace” requires interviews and documentation of transcripts through the use of speech recognition software with Michigan based entrepreneurs in order to learn more about: (1) how their arts and crafts experiences have influenced their business practices and economic inventiveness; (2) how the arts and crafts opportunities workplaces provide their employees with a creative environment and contribute to community level prosperity. Previous research suggests that art education in childhood and active arts participation in adulthood have a positive relationship to the level of innovation achieved by workers in the scientific and technological sectors (Billington, 1985, 1997; Hindle, 1981; Root-Bernstein, 2001). The aim of the research will examine multiple dimensions of creative capital in order to examine: (1) how entrepreneurs and innovators apply skills learned through arts training and practice to their professional work, for example, how such skills might transfer from avocation to production; (2) how and to what extent innovators and entrepreneurs engage and participate in community development endeavors; (3) how innovators and entrepreneurs design ad organize their own work environments in ways which might facilitate and encourage creative productivity in the work place.

John H. McClendon (Lorenzo Buchanan)
This project explores what I consider to be the seminal text in Black liberation theology, the late Dr. William R. Jones's magnum opus, Is God a White Racist? My objective is to demonstrate that the value of the contributions presented in his work reside precisely the penetrating observations and challenging philosophical arguments that expose the limitations of key opinions, which are crucial to Black Christian liberation theology. In my view, Jones's
book is essentially an effort to engage in a conversation with Black Christian liberation theologians about their pivotal theological assumptions and the corresponding philosophical implications for Black liberation theology.

Unfortunately the response to Jones’s insights and challenges has been at best rather meager apologetics and at worst a display of virtual silence. One of the penetrating viewpoints that any reader can gain from studying Jones’s Is God a White Racist, I think is his astute attention to lucidly demonstrating his method of investigation centered on internal criticism of the presupposition that God is on the side of the Black oppressed. Moreover, Jones is concerned with the clarification of theoretical concepts, logical argumentation (reasoning), and intellectual points of contention involved with establishing Black liberation theology as a viable undertaking.

My project offers a critical assessment of Jones’s text by means of an external critique of Black liberation theology with the specified focus on Jones’s treatment of theodicy. Particularly I explore the matter of African American oppression via the concept of undeserved suffering. My method of external critique or ideological critique will provide Mr. Buchanan the opportunity to explore philosophy via the philosophical assessment of theological claims. Our objective is to publish a book on the topic.

I have a book contract for my manuscript on conversations with my Christian friends, which is the text on the philosophy of religion and the African American experience. This semester I am teaching a course cross-listed with Philosophy and Religion Studies on this topic. Mr. Lorenzo Buchanan is enrolled in the course and will assist me in developing bibliographical material and study guides to enhance the pedagogical features of the proposed text. Mr. Buchanan has taken a number of philosophy courses with me and was my URI student this past academic year. (Our project from the past academic year is now a published book.) The primary learning outcome for Lorenzo is encompassed in the skills gained from bibliographical research and how he can concretely apply his general knowledge of the philosophy of religion to the specificities of African American religious experience and Black liberation theology.

Matthew McKeon (Evan West)
Two fundamental questions of this project are: (i) What is the essence of a word? I.e., What is it about a word that makes it the word that it is? (ii) Must a plausible account of logical possibility appeal to the essence of words (properly understood)? I recently published research I have articulated an account of logical possibility according to which the actual meaning of a word is not essential to it. According to this account, ‘Barack Obama is a frog’ could logically be true, because ‘frog’ could have meant democrat. This suggests that ‘frog’ is the same word whether it picks out a certain amphibian or a political party. This is not obvious. The project will investigate the relevant literatures in linguistics and philosophy, and develop answers to (i) and (ii) in order to determine the conceptual link between the essence of words and logical possibility.

Alan Munn (Kelcie Keane)
"Learning the language of comparison"
The language of comparison (e.g. “taller”, “as tall as”, “less than”) is an important part of both everyday language and the language of science, so understanding how young children learn these linguistic constructions has implications not only for language research but also for more general aspects of the mathematics and science learning. The learning problem, however is quite complicated, since the language of comparison involves a complex interaction between syntax, semantics, pragmatics and lexical knowledge: children must not only learn the pieces of morphology (“-er”, “as”, “than”) and how they combine, but must also
learn properties of the scales that are being compared. In this project we investigate preschool children's knowledge of comparative constructions using a variety of experimental methods. The goal is to achieve a better understanding of the path of acquisition, and provide insight into the interaction between lexical knowledge and pragmatic knowledge.

Alan Munn (Brandon Grenier)
"Learning the bounds of boundedness" Language can be used to talk about events in the world. One important event property is whether an event is bounded (has a natural endpoint) or not. For example, if we say “I built an house”, the event is over when the house is completely built, but if we say "I drove a car" there is no natural endpoint to this event: it could go on indefinitely. In this study, we investigate preschool children's understanding of cues that signal bounded interpretations, and how children use knowledge from one linguistic domain to make hypotheses about a separate domain. Our study looks at degree achievement (DA) verbs, a subclass of verbs that are derived from adjectives. The boundedness of DA verbs is inherited from the adjective from which they are derived. For example “I straightened the wire” is bounded because the adjective “straight” has a maximal degree, whereas “I widened the road” is unbounded, because “wide” has no maximal degree. Our question is whether children can use knowledge of degree achievement verbs to make inferences about the adjectives they are derived from, and conversely whether children can make inferences about a degree achievement from knowledge of an adjective.

Debra Nails (Jennifer Lynn Carmichael)
Baruch Spinoza’s appealing mind-body identity theory has defied attempted reductions to materialism, idealism, and contemporary physicalism. It has attracted the support of one of the giants of contemporary philosophy, Donald Davidson (1999:103), who defends what he calls Spinoza's anomalous monism, arguing that “no class of particulars picked out by the mental vocabulary ... corresponds to (is identical with) a class picked out by the physical vocabulary.” In other words, laws govern the physical world, but not the psychological world. Davidson’s position has come under attack from another powerful defender of Spinoza’s identity theory of mind, Michael Della Rocca. Della Rocca denies anomalous monism on Spinoza's behalf (2008: 103–4), invoking a strict explanatory barrier between Spinoza's attributes of thought and extension. Both anomalous monism and the explanatory barrier generate puzzles. For example, how is anomalous monism really a monism at all? If such a barrier exists, how could we ever be certain of it? We investigate the prospect for a clearer account of Spinoza’s identity theory lying somewhere between Davidson's and Della Rocca’s views: that Davidson may overplay the role of language in ontology, and that Della Rocca’s barrier may yield to a sharper description of the attribute of thought.

Dionne O’Dell (Kate Busselle)
On October 19, 2012, MSU Department of Theatre will host surrounding area high school students and teachers at a matinee performance of JAMES AND THE GIANT PEACH. In the past, there has been minimal contact between participating schools and MSU DOT prior to the production. As the new Programming Director for the Theatre Department I hope to foster relationships between the participating schools and offer a more in depth experience. Under my direction, the undergraduate researcher will contact school administrators and teachers who are attending the student matinee performance and schedule a pre-show workshop on site in their classrooms. The student researcher will also assist in developing the content for the workshops with the
objectives of providing dramatic activity that is thematically linked to JAMES AND THE GIANT PEACH and also educates students regarding proper theatre etiquette. Methods for student engagement will include theatre activities that allow for releasing inhibitions, expanding the creative imagination and vocal and text work. The student researcher will also assist with developing, implementing and collecting program evaluation information whether it be via straw poll, survey, or anecdotal evidence. The student will write a written report on the success of the program.

Natalie Phillips (Austin Gorsuch)
Literature, Neuroscience, and the History of Mind
Interdisciplinary Work in Literary History, Digital Humanities, and Creative Writing
This research project engages an undergraduate researcher in multi-disciplinary research in literature, the history of science, and cognitive approaches to art, using tools from neuroscience and digital humanities both to do literary-historical research and to develop creative multi-media projects that illuminate the complex relationship between literature, mind, and media. Joining MSU’s new Digital Humanities and Literary Cognition Lab in the Department of English, this student, Austin Gorsuch, will focus on historical and creative work in eighteenth-century literature, the history of science, and the modern aesthetics of the brain. Gorsuch will focus on two key projects: one that illuminates the historical context surrounding our work on attention and memory in literary neuroscience, another that uses creative arts and digital humanities to visually translate and synthesize the artistic (and multi-sensory) richness of these experiments as well as their history, providing a practical, tangible representation that communicates the results to a general audience.

Natalie Phillips, Stephen Rachman, David Bering-Porter (Craig Pearson & Angelo Hankes)
Digital Humanities and Literary Neuroscience:
Interdisciplinary Learning through Experiments and Creative Visualization
This research project engages undergraduates in multi-disciplinary research initiatives in the digital humanities, and specifically in ongoing research in literary neuroscience to take place in the new Digital Humanities and Literary Cognition lab, housed within the Department of English. Primary focus shall be given to established and ongoing work in literary cognition as well as in the design and implementation of new projects on the neurobiology of reading—particularly literary attention, memory, empathy, and learning. Students will be involved in using digital tools to correlate complex literary works with information from brain scans and eye tracking; in designing new approaches to the literary, the cinematic, and the digital through creative experimentation; and in producing new projects that critically engage diverse approaches for the interpretation and analysis of digital technology and scientific information within the context of the humanities.

Liza Potts (Christina Scales)
The Participatory Memory Project proposes to create a longitudinal study of sites of experience, with the goal of digitizing these spaces to preserve the historical and cultural significance of these sites. The proposed goals of this project will be to travel to public spaces of memory, conduct research on these spaces, document these spaces, interview participants, analyze our findings, and digitize the collective memories that we find there.
Jonathan Ritz (Amy Ashley)
“Conducting and Presenting an Ethnographic Study of the Lansing Music Scene”
In 2010 a nonprofit organization called Middle of the Mitten (MotM) was founded to help support the local music community in the Lansing area. Understanding that a thriving local music scene is vital to Lansing’s emerging creative class culture, MotM brings together stakeholders, including musicians, fans, media, and venue managers, in both physical and virtual spaces. To support this work, we will conduct a broad ethnographic study of the Lansing music scene. Synthesizing quantitative data, interviews, participant observations, and media analysis, we will present a detailed multimodal report to MotM, which the organization can use to better assess the current needs of the community it serves.

Rob Roznowski (Ian Page Cooley)
Inner monologue; interior monologue; conscience; good angel vs. bad angel; voices in your head; underthoughts; a conversation with oneself; subvocalization; cognitive linguistics; language of thought. No matter what the moniker the concept is the same--a constant nearly uninterrupted flow of thoughts that occurs in every person’s mind. Student researcher will assist in completion of a book exploring a novel approach to acting. While inner monologue has certainly been explored peripherally in acting texts--this new book will investigate a complete immersion into its study. This book will explore inner monologue from its psychological roots to examples of its use in contemporary playwriting and modern screen acting. The acting textbook examines the ways in which an actor can understand, harness and adapt their personal inner monologue in order to create the inner monologue for the character they portray. Practical classroom exercises and testimonials from current and past MSU students who have studied this unique approach are included in the book. The intended audience for the book is actors, educators and directors.

Cristina Schmitt (Anaite Castaneda)
The distinction between the copula verbs 'ser' and 'estar' is a classical problem in Spanish linguistics and a well-known problem in second-language learning. Although much work has been done on the linguistic properties of these two verbs and how to teach them to non-native speakers, little research exists on the acquisition of 'ser' and 'estar' by first-language learners. There is also very little on the differences in distribution between 'ser' and 'estar' across varieties of Spanish and virtually nothing on the interaction of these verbs with other semi-copula verbs 'quedar(se)' and 'poner(se)'. How do children learn the meaning of items that have little semantic content, overlap in many contexts, and seem to be so dependent on knowledge of the world and discourse conditions? Understanding how these verbs are acquired, what factors interfere in their acquisition will shed some light on how semantic properties of verbs is acquired. In this project using the Miller and Schmitt corpus for Mexican and Chilean Spanish child-adult interactions, we examine how these verbs are used (frequency and distribution) by the care takers and how the use impacts the acquisition of these verbs by children ages 3-5.
Cristina Schmitt (Adam Liter, Kenneth Hanson, John Sheets)
There is a debate about the role of statistical tracking vs linguistic knowledge in language acquisition. Is statistical tracking of patterns all we need to learn a language? One way of learning the possible constraints on how grammatical properties are learned is to create artificial languages. Artificial languages allow the researcher to control the statistical input properties the learner receives. By manipulating frequencies we can determine how they affect learning of particular properties. By examining how different types of learners (different native languages and ages, for example) acquire the same input we can help determine how the a priori assumptions help or deter particular hypotheses about the language being learned. In this project we focus on the acquisition of an artificial language with optional plural and singular markers (much like Korean and Japanese) by two groups of subjects: Brazilian Portuguese and English-speaking learners. We ask (i) how these two groups of subjects interpret determiner-less nominals unmarked for number (which allow singular and plural readings) and also the optional singular and plural determiner-like morphemes; and (ii) whether they will match the frequency of determiner usage in their inputs, as opposed to generalizing the usage of determiners.

Scott Schopieray (Tatum Walker)
Constructivist learning environments have long been touted as ideal for helping students to grasp concepts and make meaning. Our research studies the efficacy of the TourGuide mobile tour creation system as a means for helping students learn in traditional indoor museums and open-air museums. At the heart of the project is what learning opportunities students are afforded by engaging with content to construct their own tours.

The TourGuide system was developed at MSU and provides a structure for creating tours, which are accessible via mobile device or on a computer. These tours may be as small as a single gallery in a museum or within a large space such as a city. Using mixed methods research, we plan to study students and teachers as they engage in creating and using their own tours on and around campus. Participants will be observed while creating tours, interviewed about the work they are doing, and will participate in pre- and post- tour assessments to determine what impact the tours may be having on learning the content area.

Christina Traister (Zachera Wollenberg)
The Society of American Fight Directors is the leading organization in the country that helps teach actors how to create the illusion of violence for the stage, television, and film. These SAFD guidelines are currently used in teaching stage combat to MSU students. Although our students have the opportunity to take a beginning stage combat classes, it would benefit them greatly to further develop their skills. This would be best achieved in creating a local regional workshop in which they would be exposed to the teachings of professionals from across the country. These newly learned skills would be highly beneficial and provide our graduates with an edge in seeking employment as actors.

We presently have no means to provide this higher level of training to our students in the Department of Theatre. I would like to provide a current student who is extremely dedicated to the art form and has a strong interest in the field, Zachera Wollenberg, with the opportunity to continue research that I started last year on how to facilitate this advanced training. She would research what would be needed to create the infrastructure for this new SAFD sanctioned regional workshop to be held here in East Lansing.
**Suzanne Wagner (collaboration with Laura Dilley) (Shelby O'Brien and Abigail Diedrich)**

Attention to and evaluation of sociolinguistic variation may be mediated by innate cognitive characteristics. In experimental trials of neurotypical MSU undergraduates, listeners hear a speaker auditioning for a newsreader job, and are asked to rate each audition tape for job suitability. Listeners also complete a standard self-report questionnaire of social competence characteristics. We ask whether individuals with a low number of social competence traits exhibit atypical attention to and evaluation of sociolinguistic variation. The results may help to account for the interindividual variability in participation in community language change over the human lifespan. They may also have implications for research in social competence disorders, including autism.

**Suzanne Wagner (Heidi Little and James Shaouni)**

This is a pilot collaboration with Hillel Day School of Metropolitan District (Farmington Hills, MI), and specifically with 8th grade language arts teacher Jessica Stempek. In 2012-13, Stempek’s class will learn about the evolution of human language from ancient texts through to modern English, integrating literary texts from several eras. We will develop 1-2 modules or activities with Ms Stempek, most likely on variation and change in contemporary English, and on the projected future of English. The collaboration will include a Skype discussion with the 8th grade students and/or a visit to their classroom. The student researcher will assist in compiling relevant sources (e.g. journal papers, audio/video, online materials), and producing engaging and creative materials for in-class or online presentation. It is envisaged that the materials can be used again for similar outreach activities, either with Hillel Day or other MI community groups. Since linguistics is typically not a part of school curricula, this is a good opportunity to help students think about sociolinguistic diversity, and perhaps to consider pursuing further studies in this area in high school or beyond.

**Theresa Winge (Martin Flores)**

Over the past fifteen years, I conducted research that explores the geometric spatial relationships created when fabric is constructed around the body. I seek to understand pattern drafting (and draping) techniques for apparel design from a variety of cultures in order to develop an innovative pattern design methodology. Currently I am examining the ways Japanese kirigami (i.e., folding and cutting paper to create innovative shapes and designs) offers new knowledge for space and structure, especially the potential for extensions and innovations beyond the body’s traditional silhouette in fashion design.

This portion of the pattern drafting study focuses on researching kirigami for development of pattern drafting techniques that innovatively approach and extend the human form. The student researcher’s outcomes will be drafted patterns and a fashion design based research of kirigami, as well as a written research paper. The creative scholarship from this research will be presented at the International Textile and Apparel Association annual conference in November 2012 and the Michigan State University Undergraduate Research and Arts Forum in February 2013.