

**Stacie Goddard**  
**Political Science**

**Project Description:**  
**Norms of non-combatant immunity and US public opinion**

I am looking for a student researcher to work on a project on norms of non-combatant immunity during war. By norms, I mean expectations “about what dominant practices ought to be.” Among the most significant norms shaping military doctrine is the norm of discrimination, or non-combatant immunity.<sup>1</sup> To fight war ethically, militaries must discriminate between military targets and civilian populations in war, and avoid the intentional targeting non-combatants. But protecting civilians during war is not an absolute. At times, militaries must act in the name of necessity, even when civilians will be harmed.

New experimental research in political science has suggested that the United States public is less concerned about civilian casualties than often perceived. This summer, we seek to examine this new literature, ideally laying the groundwork for a new experiment that will allow a more fine-grained analysis of how Americans understand the operations and limits of non-combatant immunity during wartime. The student researcher will work with me and a Wellesley graduate on putting together a literature review and setting up the experiment (most likely on Amazon Mechanical Turk).

As for availability, I will be on campus at the beginning of the summer, but will be off campus through all of July (save for the student’s presentation). In past years, I have skyped with the student research assistant weekly. The student will also work with a Wellesley graduate on this project.

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<sup>1</sup> Hartigan, “Noncombatant Immunity;” Michael Walzer, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, 5 edition (New York: Basic Books, 2015), chapter 9.

## From Inequality to Solidarity

Proposal for 2018 Summer Research Program in Social Sciences at Wellesley College

Julie Matthaei, Economics Department

1)

This summer, I will be working on a book project entitled, *From Inequality to Solidarity: Co-Creating a New Economics for the 21<sup>st</sup> Century*. The book's thesis is that, Donald Trump's election notwithstanding, the U.S. and the globe are in a process of paradigm shift from inequality to solidarity. The first part of the book presents an historical framework for understanding this process of paradigm shift, from an economy centered on narrow materialistic competitive self-interest and the profit motive, towards a "solidarity economy," centered in socially responsible, cooperative forms of economic agency and economic human rights. The second part focuses on the socio-historical construction of gender, race, class, and man/nature inequality, and the four great movements against inequality which have been transforming them: worker, anti-racist, feminist, and ecology movements. The third part of the book critically examines the ways in which consumption, work, production, and investment are constructed in the inequality paradigm, and looks at the ways in which emergent solidarity economy practices and institutions are improving and evolving them. While the book is centered in economics, it is interdisciplinary and historical.

I am looking for a student research assistant to help me with various aspects of my research, such as locating relevant data and creating graphs and tables representing them; and literature searches of relevant secondary research. Preference will be given to students who will have completed my Econ 243 class, "The Political Economy of Gender, Race, and Class;" who have studied race, class, and gender in other social science and history classes; and who have studied U.S. social and economic history.

2) I plan to be in the Boston area during most of the 9 weeks of the SSSRP. I may take one or two short trips. I expect that I would mostly be working out of my home office in Cambridge, and communicate with my RA – who would be centered at Wellesley -- via skype, email, and phone, but I would also meet with her in person, at Wellesley, as needed. I would be able to attend my student's presentation, a seminar session, and the final poster session. Also, I am willing to apply to the Faculty Awards Committee for funding as well, and use my yearly benefit, \$2000, towards payment of my intern.

**Faculty:** Stephen Chen, Psychology

### **Research Statement**

The Chen Lab examines how cultural and family processes influence development and mental health across the lifespan. One of our current investigations is the Family Development Project, a longitudinal study of stress and well-being in Chinese American immigrant families. Specifically, the project examines how stressors related to immigration and acculturation impact the well-being of two samples of Chinese American immigrant families: 1) families from Boston Chinatown and surrounding urban areas, and 2) families from suburbs of Greater Boston/Metrowest Boston. One of the key aims of the project is to identify how socioeconomic disparities between these two groups may be associated with disparities in family functioning and well-being.

The assessment protocol uses multiple methods (e.g., survey, computerized tasks, behavioral observation, semi-structured interviews) to assess various domains of parent and child well-being, including mental health, family relationships, and self-regulation. Social science research students have the opportunity to be involved in multiple aspects of the project, including administration of family assessments, data entry, coding and transcription of multilingual family interviews, and analysis of health-related data (BMI, physiological indicators of stress). Specific projects will be assigned based on students' previous experience and language proficiency.

As most assessments are conducted in Chinese, literacy and fluency in Mandarin and/or Cantonese are strongly preferred. Previous experience working with children is also preferred.

### **Summer Participation Statement**

I will be on-campus this summer to attend the student's research presentation plus one other seminar session.

Social Science Summer Research Program 2018  
Beth DeSombre, Environmental Studies

I will be working on a book project, on Post-Policy System Evolution in environmental policy. It starts from the premise that any sort of policy action is simply a starting point. Once a policy has been adopted, many things – some of which are predictable – change. A regulatory change will likely trigger innovation or technology forcing, drawing those who can profit by developing a cheaper or easier way to meet the new regulation to invent substitutes or new technology to meet the obligations. Previously existing substitutes or technology may become cheaper from the economies of scale that come as production is ramped up to take account of all the new demand. Disruption of standard operating procedures may lead to new ways to meet regulatory requirements that are at least less costly than simply adding in the cost of the new regulation, and, perhaps even more efficient than the pre-regulation approach. And pressure for other changes to make implementing the new rules easier is likely as well.

This book project will derive a set of predictions about the types of post-policy system evolution that will come about, with some initial hypotheses about the types of regulatory approaches (or environmental issues) that will most effectively trigger these types of systemic evolutions that render environmental policy easier and cheaper to implement than initial predictions suggest, and then pick a set of empirical cases to use to examine what happens as policies are implemented. The summer research student will help with examining the literature and also identifying and researching possible empirical cases.

Kristin Butcher - Economics

It is well known that the U.S. population is aging. The Census Bureau predicts that there will be about 19 million Americans aged 85 and up in 2050. Estimates suggest that about 40 percent of 80 year olds are living with some type of disability, and this rises to 80 percent by age 95. Currently, the foreign born are about 18 percent of the workforce overall, but they comprise 22 percent, 26 percent, and 47 percent, respectively, of health service providers (health aides etc.), health diagnosticians (MDs etc.), and home service providers (housekeepers, gardeners etc.). Demand for these services is likely to rise as the population ages. This project will use several different data sources to estimate how many workers in occupations that disproportionately serve the elderly will be needed in the next 30 years, and how many additional foreign-born workers will be needed in the U.S. in the coming years to fill those positions, assuming current trends continue.

Requirements: Econ 203

Jennifer Chudy  
Political Science

1) I am seeking a student research partner to assist me with my ongoing research on the role of race in American politics. This summer, I plan on conducting a national survey experiment in which I examine how white Americans respond to implicitly racialized stimuli (that is, stimuli that does not blatantly mention race) vs. explicitly racialized stimuli (that is, stimuli that is obviously about race). Experiments have become increasingly popular in political science as they allow the researcher to make claims about causality. In this case, I am interested in understanding whether learning about explicit (relative to implicit) racial discrimination of African Americans activates white sympathy for black suffering. Once activated, are white Americans more likely to support BLM or policies like affirmative action and/or reparations? Or are their opinions unlikely to budge, regardless of the stimuli?

This study fits into my broader book project, in which I analyze white opinion on race and its consequences for American politics using survey data and participant observation. The research partner would assist in the design and administration of the survey experiment with responsibilities such as: developing realistic stimuli, potentially pre-testing the survey on convenience samples, and coordinating with the survey firm to ensure smooth administration. Statistical analysis (using Stata) may also be involved. The position is ideal for someone with a background in political science, social psychology, or statistics and/or with an interest in race and ethnicity in the United States.

2) I will be on campus roughly two days a week throughout the summer. I can easily arrange for these days to correspond with the student's research presentation and a seminar session. Additionally, I can work with the student to make sure that we have a plan for communicating regularly throughout the summer.

Mary Kate McGowan  
Philosophy

## Words in Action

In recent years, philosophers of language have come to be increasingly concerned with social-political issues as they intersect with questions about language. This explosion in the field affords an opportunity to rethink how philosophy of language is taught. *Words in Action* will be an accessible textbook that explores this recent work in the philosophy of language and that thereby demonstrates the relevance and importance of philosophy in the real world.

**Student research will include literature searches, writing abstracts of relevant sources, and creating an annotated bibliography. The student will be able to choose** amongst the topics covered. They are: Lying, Deception, and Perjury; Telling and Testimony; Silencing; Consent; Slurs; Generics; Threats; Jokes; Promises; Gender and Language; Sneaky Linguistic Devices and Indirection; and Linguistic Oppression and Subordination.

Here is an elaboration of the content for the chapter on silencing.

Silencing is systematic communicative interference. There are many types of silencing discussed in the current philosophical literature. One type involves a speaker trying to communicate something, but the addressee failing to recognize it. Another type of silencing results from impoverished conceptual resources. Yet another type of silencing might be called 'self-silencing'. It involves a speaker deciding against speaking.

These various silencing phenomena raise several interesting philosophical questions. Must silencing be harmful, or wrong? Is it a violation of the right to free speech? Are members of marginalized social groups more likely to be silenced? What are the conditions under which a decision to remain silent constitutes silencing?

## 2018 Summer Research Program in Social Sciences Application

### Applicant

Jennifer Musto  
Assistant Professor, Women's and Gender Studies  
[jmusto@wellesley.edu](mailto:jmusto@wellesley.edu)

### Note

This is the first application I have submitted to the Summer Research Program

### Project

Paradigm Redefined: New Approaches to Addressing Sex Trafficking in the United States

#### 1. Statement

The primary goal of Paradigm Redefined is to examine recent efforts to respond to domestic sex trafficking in the United States, with particular geographic focus on activities taking place in Southern California. This project further seeks to understand the impact of anti-trafficking interventions on people most directly impacted, including youth that have been in sex trafficking situations.

Since 2014, new state laws have passed and various local initiatives have been launched aimed at fostering a paradigm shift where law enforcement officials and state and non-state actors treat sex-trade involved youth as victims, not criminal offenders. Though these initiatives are commonly framed as a paradigmatic shift away from punitive approaches of the past, little social science research exists analyzing the impact of interventions designed to assist "domestic" victims (e.g. U.S. citizens and permanent residents).

This research study is ethnographic in scope and draws on interviews with youth identified as "trafficked" as well as the professionals who assist them. This project also includes participant observation of anti-trafficking activities, and utilizes photovoice, a qualitative research methodology that is designed to foster research participants' active involvement in the research process.

I seek a summer student research partner who can assist me in communicating with research participants, scheduling research meetings, gathering relevant academic sources and materials, researching state and federal policies, and helping me draft literature reviews. Depending on the program participant's academic background and past research experience, additional tasks may also include conducting interviews, analyzing interview data and/or using quantitative methods to gather and analyze data for the project.

#### 2. Statement

This project is primarily based in Southern California. I will therefore be off campus in Los Angeles doing fieldwork for most of the summer program session. My plan for advising my

student research partner includes setting up weekly Skype or Google hangout sessions with them. In addition to these weekly check ins, I will also ask students to communicate with me by email or text several times a week.

I would also like to request funding for travel so that my student research partner has the opportunity to travel to Los Angeles to help me run the photovoice workshops with youth research participants in Los Angeles. The photovoice workshops and interviews will take place in Los Angeles sometime between June 4 – July 30, though the precise dates still need to be determined. I would like my student research partner to travel to LA for one week during the research program to attend and help me organize some of the workshops. Though my student research partner will be primarily based at Wellesley, traveling to LA for a week to help me coordinate the photovoice workshops will provide them with a unique opportunity to gain firsthand experience with an innovative research methodology.

Roundtrip travel between Boston and Los Angeles and lodging for six nights will cost anywhere between \$800-1000.00. If my funding request for the program is granted but funding for travel is not available, I will look for alternative funding sources to subsidize the cost of travel to LA for one week.

**Petra Rivera-Rideau**  
**Assistant Professor**  
**American Studies**  
[priverar@wellesley.edu](mailto:priverar@wellesley.edu)  
ext. 2941

**Statement of Project:**

I am working on two projects this summer related to Latinx Studies, popular culture, and race relations. The student researcher will work primarily on a project about the racial dynamics of Latin urban music. Latin urban is a relatively new category within Latin music often associated with the rap-dancehall hybrid reggaetón. In this project, I am analyzing how the shifting sounds, aesthetics, and representations of the Latin urban genre produce ideas about Latino whiteness and afrolatinidad. I am currently working with students to collect materials on artists such as Gente de Zona, Enrique Iglesias, Jennifer López, Pitbull, Nicky Jam, and Maluma. This summer, we will work on organizing the material and identifying key themes related to performance, whiteness, blackness, and Latinidad.

My second project concerns the production of Latinidad in the Zumba Fitness Program, a dance fitness program that centers Latin music. Student researchers will work with me on organizing data and finding more materials related to the marketing and perception of Zumba Fitness.

These projects are appropriate for students who have a keen interest in interdisciplinary approaches to the study of race and popular culture. Please note that students must have reading knowledge of Spanish.

**Summer Availability:**

I will be here most of the summer, especially in June and August. I will be in and out of Wellesley for much of July, but will have access to email and online communication (Skype, etc.).

Markella Rutherford, Sociology

(1) Project description

“The new white flight” refers to the exodus of white families from affluent suburbs. Two motivators for this movement appear to be high levels of anxiety about educational achievement and growing proportions of Asian residents in such “ethnoburbs.” In racially-diverse, affluent suburbs with top-performing public schools, some white parents opt to send their children to private schools or move to whiter suburbs nearby with comparably-ranked schools. This research project seeks to understand the anxieties and calculations that motivate suburban parents’ decisions about where they live and their kids attend school. The project compares high-performing public school districts in paired suburbs in the Boston, New York, and Atlanta metropolitan areas (Lexington & Wellesley, MA; Plainsboro & Chatham, NJ; Johns Creek & Milton, GA), asking how shifting racial demographics affect school quality, local understandings of high school performance, and parental anxieties about educational opportunity.

The student researcher on this project will gather background information about area demographics and school histories and will analyze data from a survey of approximately 600 parents in the targeted school districts. Depending on progress this summer, the student may also assist with conducting, transcribing, and analyzing qualitative interviews in the Boston area. A qualified student will (1) have a demonstrated interest in racial and/or educational inequality, (2) be familiar with survey and interview research methods, including basic quantitative and qualitative analysis of data, and (3) show strong organizational skills and attention to detail. Familiarity with one or more of the study locations is a plus, but is not required.

(2) Summer availability

I will be on campus in June and July for both summer terms. I will be able to attend a seminar session and research presentation

Jay Turner  
Environmental Studies

How significant are the Trump administration's efforts to reverse environmental policy? Are they a continuation of longstanding Republican opposition to environmental reform, or do they represent something new? That is a question I've been exploring the past year. The results of my research are a co-authored book, titled *The Republican Reversal: Conservatives and the Environment from Nixon to Trump*, that will be published by Harvard University Press in the fall of 2018. Although the book gives attention to the Trump administration, much will have transpired since my co-author and I completed the manuscript in December 2017 and its publication in October 2018. I am seeking a summer student who would be interested in researching how the Trump administration's most recent environmental initiatives exemplify the arguments and examples we include in our book. This will include researching a wide array of environmental policy issues, including air, water, climate, energy, and environmental justice issues. The research will be incorporated into a website that will launch in conjunction with the book's publication. Knowledge of environmental issues, legislative and administrative policies processes, and/or web design would be helpful.

**2018 Summer Research Program in Social Sciences  
At Wellesley College**

Campus sexual assault and the responses of institutions of higher education to it have received unprecedented attention in the last 10 years. In the last year alone, we have seen the revocation of the Obama administration's guidance on how campus sexual assault is investigated and adjudicated, and new controversial interim guidelines put in its' place. The speed at which these changes have occurred have made it tricky for college administrators to navigate these new processes.

In 2016, the Justice and Gender-Based Violence Research (JGBVR) Initiative of the Wellesley Centers for Women, was awarded a Department of Justice grant to provide a systematic overview of how colleges are approaching the investigation and adjudication of sexual assault incidents. Another component of the project is interviews with campus stakeholders that will help identify successful approaches and systematic barriers to an effective investigation. Ultimately, tools will be developed to assist colleges to develop and revise procedures for a workable, fair, and equitable process that fits their campus needs.

In light of policy changes that have been made (and are yet to come), a summer student research partner is needed to assist the principal investigator and JGBVR Team with policy analysis, reviewing and adding new research to a literature review, and analyzing interview results. The student should have an understanding of principles of research in the social sciences, strong writing skills, and willingness to pay attention to detail. The student should be comfortable learning more about the topic of sexual violence and have a desire to contribute to evidence-based research. Prior research experience with qualitative data analysis is a plus but not required.

Linda M. Williams, Ph.D.  
Senior Research Scientist  
*Director,*  
*Justice and Gender Based Violence Research Initiative*  
Wellesley Centers for Women

Tracy Gleason  
Psychology

#### Project Statement:

This study explores the stability of fantasy orientation and the function of imaginary relationships throughout childhood and adolescence, especially how creating imaginary relationships in early childhood relates to skills that influence children's relationship understanding. Many years ago, a group of preschool children and their parents participated in a study of relationship quality, understanding of relationship concepts, and the functional significance of imaginary companions in early childhood. Half of the children had such friends, half did not. Now, approximately 10 years later, my students and I have tracked these families down and invited them to participate in a follow-up study. We are in the process of interviewing and collecting adolescent behavioral and self-report data, and parent reports, from these families. We are interested in whether children who created ICs in early childhood have a greater orientation towards fantasy and imaginative activities, better friendship quality, empathy, or theory of mind in adolescence than children who did not have ICs in early childhood. Depending on our progress in the spring, students who work on this project might be interviewing adolescents and parents or, more likely, helping with data organization and analysis. We will have myriad interviews to transcribe, quantitative and qualitative coding assignments, and preliminary descriptive statistics to run. Students will work toward the broader goals of the project while also pursuing a question of interest of their own.

Statement re: presence on campus

I will definitely be on campus through most, if not all, of June. I am not yet sure of the dates, but I will be in Oxford, England for the latter part of the summer program, most likely missing the final poster presentation. My plan for that time is to check in with my student daily via Skype or similar technology, as I will certainly be able to communicate electronically. I could certainly participate in seminars/presentations prior to my departure.

Kartini Shastry  
Economics

My research is in development economics, with a focus on savings, health and education. One of my research interests relates to how people make financial decisions. I am studying the impact of financial training workshops on the decisions of migrant mineworkers in South Africa and the impact of similar workshops on the financial decisions of female migrant workers in Singapore.

A second research interest relates to school nutrition programs and their impact on child health. I am studying two school nutrition interventions in India to evaluate the impact of these programs. Finally, I am also working on a project with Professor Shurchkov about gender differences in community colleges in the United States and whether women respond differently to feedback.

Students working with me will either assist on one of the projects described above or a similar project. I am looking for a student who is familiar with Stata (taught in Economics 203), is willing to learn more Stata, and has good communication and organization skills. To be considered, please email me a brief statement of interest and qualifications (300 words max) and an unofficial transcript.

I will be on campus for most of the summer.

## Application for SSSRP

The research project examines changes in the willingness to pay for housing in close proximity to mosques before and after 9/11. The student will work with a data set that includes the universe of housing transactions between 1996 and 2016 within a 2 mile radius of all mosques in MA, NH, CT, and RI. I would like the student to apply a fairly novel technique (to economics) called the “empirical derivatives” approach. This is a non-parametric method that will allow us to recover the price “surface” and the derivatives along the surface with respect to the home’s distance to the mosque and time with respect to 9/11. I would like to implement this technique because it is less arbitrary in comparison with the standard approach which is to examine changes in the WTP for housing within, say,  $m^*$  miles of a given amenity or disamenity, where  $m^*$  is some arbitrarily chosen distance threshold. This technique has also been found to improve precision. The end goal is to examine how attitudes towards Muslims have changed since 9/11 using a measure that is arguably more representative than other oft-cited statistics such as changes in hate crimes. Students whose interests lie at the intersection of computer science, math, and economics are likely to be a good fit for this project given that the student will need to program original code in Matlab, Python, or another programming language. Please email me if interested at [kyung.park@wellesley.edu](mailto:kyung.park@wellesley.edu)

Many Thanks.

Kyung Park

Economics

To: 2018 Summer Research Program in Social Sciences

From: Igor Logvinenko, Assistant Professor of Political Science

Dear selection committee:

I am writing to express my interest to supervise student research through in the 2018 Summer Research Program in Social Sciences. I have worked with students in the past and have found the experience incredibly rewarding and productive. This summer, I will be on campus for the duration of the program, except for a potential 2-week absence in the second half of June to attend a training seminar in Europe.

Project description:

Weak economic institutions can be both detrimental and beneficial for the interests of economic elites in developing countries. This project explores how in the past 25 years the Russian oligarchs have relied on a model of financial integration that combines majority control by domestic economic elites, with otherwise unrestricted access of foreign investors to a small number of shares in those assets. This approach allowed these economic agents to continue benefiting from weak property rights and rent-seeking while obtaining investment capital and a measure of security against expropriation by the political elites. The argument helps explain the continued commitment to financial openness under Putin and suggests reasons why Russian elites today are particularly vulnerable to Western financial sanctions. Over the summer, the student will be tasked with compiling data about key economic/business data in Russia, collect newspaper items, and summarize research. I am also interested in helping the student develop her own research interest in Eurasia or broader issues related to international political economy. Ability to speak Russian is a plus, though it is not required.