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FALL 2017 COURSE DESCRIPTIONS

79-198, Research Training in History, 9 units
Section A, Prof. Lisa Tetrault
Contact by email: tetrault@cmu.edu, and include information about your interest in this project.

**Women's Rights and Gender-Based Violence**
I have two projects underway. The first is on women’s rights in the nineteenth century (the 1800s). This will involve working with nineteenth-century digitized newspapers (super fun!). And the second is on gender-based violence, in the US and abroad. This will involve working with a variety of issues and sources. I’ll help you learn the research process, then set you free in the archives. And together we’ll advance each project.
Open to more than one student.

79-198, Research Training in History, 9 units
Section C, Prof. Christopher Phillips
Contact by email: cjph1@cmu.edu, and include information about your interest in this project and why you think you’d be a good fit.

**Clinical Trials and Medical Statistics**
Going to the doctor in the twenty-first century is a numerical experience: height, weight, blood pressure, and cholesterol level, to be sure, but also genetic risk analysis, five-year survival rates, and false positive ratios. While statistics have long been a part of epidemiology and public health, the field's role in clinical medicine was largely established in the twentieth century. As part of an ongoing book project on the rise of statistics in medicine, this course will involve uncovering how and why the clinic has been quantified, and what is at stake for those involved.
Together we'll gather resources and studies, build a database, and identify important historical events and transitions—all with the hope of uncovering the people and historical contingencies behind the quantification of medicine.
Open to 1-2 students.

82-198, Research Training Course in Modern Languages
Section A, Professor Kenya C. Dworkin
Contact by email: kdworkin@andrew.cmu.edu, and include information about your interest in this project and why you think you’d be a good fit.

**Cyber-Activism and Independent, Civil Society in Contemporary Cuba: Digital Platforms and Social Media as Tools for Change**
As part of an ongoing project on contemporary, independent, civil society in Cuba and the tools it is employing to promote its agendas and projects both inside and outside Cuba, this project will involve guided research and analysis of print & digital blogs, news sources, webpages, digital platforms published in and/or about contemporary Cuba, by Cubans and non-Cubans. We will work to: (1) follow established sources (web pages, Twitter accounts, Facebook posts and their bloggers/Tweeters and owners/users), (2) discover and analyze news ones, and (3) assess their effectiveness regarding reach and language of materials.
Open to one or two students. Prerequisites: (1) Students must have at least advanced level reading skills in Spanish and be fully proficient in English. (2) Students must also be willing to sign up for and follow
Twitter and Facebook accounts, and blogs belonging to and/or that host the work of Cuban Cyber-Activists.

82-198, Research Training in Modern Languages
Section B, Prof. Seth Wiener
Email sethw1@cmu.edu and include information about your interest in this project and why you think you'd be a good fit

Using Eye-tracking to Understand Spoken Language Processing
There is a moment in speech when a listener can disambiguate the word 'candle' from 'candy.' One way to capture and understand this moment is by analyzing a listener's eye movements as he/she views photos of candles and candy. Eye movements are closely aligned to speech and therefore provide insight into language processing. In this research project, students will take part in the development of an eye-tracking study that explores spoken word recognition in native and non-native listeners. Students will gain experience preparing the experiment, testing participants, collecting data, and learning to analyze and visualize the data.

Open to one or two students.

82-198, Research Training in Modern Languages
Section C, Prof. Bonnie Youngs
Contact: byoungs@cmu.edu

Using Data to Improve Learning in French Online
In this research we analyze the ‘backend data’ gathered from the French Elementary 1 Online course. The exact topic of study is yet to be determined, but it will be based off of research being done in spring 2017. The work could be linked to learning theories, pure data analysis, or student interaction with the course materials. No knowledge of French or statistics is required.

82-198, Research Training in Modern Languages
Section D, Prof. Felipe Gomez

Encoding Hispanic Comics
Contact by email: fgomez@andrew.cmu.edu, and include information about your interest in project.
This project involves research of Spanish-language comics. The course will teach Comic Book Markup Language (CBML, a TEI-based XML vocabulary) for encoding and analyzing the structural, textual, visual, and bibliographic complexity of digitized comic books and related documents. Student researchers will assist in: a) editing, marking up, and structuring digitized Spanish-language comics; b) reading and subjecting these texts to interpretation, making inferences, and embarking in theoretical explorations of issues according to given criteria.
Long-term results of this project entail possible inclusion of encoded materials in the Latin American Comics Archive, collaboration with national and international students and researchers, and perhaps a published work (for which student participants would be acknowledged as contributors).
Open to one or two students with at least intermediate level reading skills in Spanish.

85-198, Research Training in Psychology
Section A, Professor Vicki Helgeson
Contact by email: vh2e@andrew.cmu.edu

Adjustment to Chronic Illness
Students will be introduced to the topic of how people adjust to chronic illness (e.g., diabetes, cancer) within the field of social and health psychology. The research focuses on individual difference factors (e.g., illness identity) as well as relational factors (e.g., communal coping) that influence adjustment. Students will read articles on the topic and have hands-on experience conducting research related to this topic. There may be opportunities to examine data on people with chronic illness, collect data on people with chronic illness, or conduct laboratory research on healthy people coping with stress.

Open to 5 students

85-198, Research Training: Psychology, 9 units
Section J, Professor Laurie Heller
Contact by email: laurieheller@cmu.edu, and include information about your interest in this project.

Auditory Perception

This course provides students with research experience in the area of auditory perception. Students will assist with research projects in the Auditory Perception Laboratory, obtaining hands-on experience with various aspects of conducting research. Students will gain experience in study design, participant recruitment & scheduling, working as an experimenter, data collection, and data management/analysis including acoustic analysis and possibly sound recording and sound synthesis. For example, students may conduct an analysis of the acoustics of sounds which have similar perceptual qualities, or they may run an experiment in which listeners judge the causes of sounds, or listeners may do tasks seemingly unrelated to the sounds they hear and show evidence of unconscious priming when sounds and words (or gestures) are related.

Students with a special interest in sound synthesis and/or matlab programming should bring attention to that interest.

Open to more than one student.

85-198, Research Training: Psychology, 9 units
Section K, Professor Erik D. Thiessen
Contact: thiessen@andrew.cmu.edu, and include information about your interests in this project.

The Role of Learning in Infants’ Language Acquisition

In order to master their language, infants need to learn an extraordinary amount. They must discover what sounds occur in their language, how those sounds relate to meaning, the identity and meaning of words in their language, and how to string those words together into sentences. Infants are exposed to a rich linguistic environment, but little is known about how infants are able to take advantage of the richness of this environment. In the Infant Language and Learning Lab (http://www.psy.cmu.edu/~thiessen/home.html), we try to understand how infants are able to learn from their environment. In particular, we explore how infants respond to the distribution of probabilistic information across levels of linguistic organization like sound and meaning. To do so, we use a variety of experimental methods, such as habituation, in studies with infants between the ages of 6 and 24 months.

Our experiments present infants with novel languages, and examine what infants are able to learn from them. Specifically, upcoming projects will examine how infants learn that different sounds (like /d/ and /t/) indicate different meanings, how infants discover the rules governing word order in phrases, and how infants learn about the rhythmic structure of their native language.

Open to more than one student.
85-198, Research Training: Psychology, 9 units
Section M, Professor Brooke Feeney
Contact by email: bfeeney@andrew.cmu.edu, and include information about your interest in this project.

Social Psychology
This course provides students with research experience in the area of social psychology. Students will assist with research projects in the Relationships Laboratory, thereby obtaining actual, hands-on experience with various aspects of large research projects on the topic of interpersonal relations. As a member of the Relationships Lab, students will gain experience in study design, participant recruitment & scheduling, working as an experimenter, data collection, and data management/analysis. For example, students may work with newlyweds and dating couples in an experimenter role, code videos of couple interactions, assist with data entry and data analysis, assist with preparation of research reports, and assist with library work.

Open to more than one student.

88-198, Research Training: Social and Decision Sciences, 9 units
Section G, Professor George Loewenstein

The Benefits of Question-Asking
There appear to be very large differences between people in their ability to think of questions to ask other people, and their propensity to ask such questions. This project will seek to measure such differences and to understand the underlying traits that make some people more likely to ask questions than others. And, it will explore the promotion of question-asking as a strategy to reduce self-consciousness among people who suffer from social anxiety.