

**Professional Development Proposal**  
**Laura K. Taylor**  
**January 31, 2013**

*Proposal*

As a dual Ph.D. candidate in Psychology and Peace Studies, this international conference which brings together senior and junior scholars offers a critical professional development opportunity for my research on youth and political violence. As a smaller symposium of 40 participants, the **13<sup>th</sup> International Symposium on the Contributions of Psychology to Peace** will provide an academic environment to share research and foster collaboration. Through presenting my research in a paper on “Trust, Forgiveness and Peace among Adolescents in Northern Ireland,” my goal is to establish working relationships with other participants from the U.S. and abroad. For example, I cite the work of Morton Deutsch on forgiveness and revenge in my paper. In addition, Dan Christie and Mike Wessells, the chair and senior advisor to the conference, are two leading psychologists in the U.S. who publish and teach peace psychology. Ruben Ardila of Colombia would be an important partner as I continue to develop my line of research in that country on political violence, mental health, and transitional justice. Not only will the conference provide the opportunity to work with these established, senior-level scholars, but also to learn about the cutting-edge research being conducted by fellow, junior-level participants from around the world. Finally, this opportunity comes at a key time in my graduate career. As I launch into a future tenure-track position, this international network of colleagues will provide a rich set of resources, including potential material for courses I plan to teach (e.g., introduction to peace psychology) as well as in my research on the impact of political violence on children, families, and communities.

The conference venue at the **International Islamic University Malaysia in Kuala Lumpur, Malaysia**, provides a vibrant setting for cross-cultural study and conversation. As the premier university in Malaysia, this site will create a platform for mutual exchange of ideas through intercultural dialogue aimed at reducing bias and ethnocentrism in research and practice in peace psychology. Malaysia is a multicultural, multi-religious society comprising of three main ethnic groups; 52% Malays, 24% Chinese, and 7% Indians. During the colonial past, the British used ethnicity to divide and rule; ethnicity remains a central policy issue in Malaysia today. The role of ethnicity and social identities (e.g., the political, social, cultural, and ethnic group one identifies with), is central to my research on youth and political violence. The conference subthemes on inter-ethnic relations and peacebuilding in post-war societies are strong complements to my research in Northern Ireland and Croatia with youth born after peace accords were signed. This symposium also emphasizes the connections between scholarship and practice. That is, participants will not only study the issues related to ethnicity, peace, and conflict, but also how to design and implement prevention and intervention programs. Learning about the how other participants have conducted such programs will inform my future goals of developing such approaches in the countries where I work (e.g., Colombia, Northern Ireland, and Croatia).

I am also seeking financial support from ISLA’s Graduate Student Professional Development Awards (GSPDA) and the Kroc Institute’s graduate conference support. The maximum GSPDA is \$1,500 and applications are considered on a rolling basis. As my second conference this year, there are additional funds of \$300 from Kroc that I can apply to the 13<sup>th</sup> International Symposium on the Contributions of Psychology to Peace. (Note: I applied to the GSU CPG and the Kroc to fund my paper presentation at the annual International Studies Association in San Francisco in April 2013, so these are no longer available).

## Graduate Student Professional Development Award Application

Sara M. Fulmer

Summer Institute in Statistics, June 10-14, 2013

University of Kansas Center for Research Methods and Data Analysis

I seek support to attend the University of Kansas Summer Institute in Statistics workshop on *Longitudinal Structural Equation Modeling*. The purpose of this week-long intensive course is to receive advanced training in the use of Structural Equation Modeling (SEM) for the analysis of longitudinal data. Topics include design and measurement issues in longitudinal research, latent growth curve analysis, growth mixture modeling, multi-level SEM with longitudinal data, and dynamic intra-individual modeling. This workshop is designed for those who need to acquire an understanding of these types of statistical analyses, how they are applied to the social sciences, and how to conduct these analyses using specialized software (LISREL, MPlus). This workshop is taught by Dr. Todd Little, who is a highly regarded expert in this field and recently gave two presentations on statistics in the Department of Psychology at Notre Dame.

I am a fifth year doctoral student in Developmental Psychology. I have completed the data collection for my dissertation, which focuses on middle school students' reactions to academic challenge in reading. Theories of motivation underscore the importance of academic challenge for student motivation, learning, and achievement (e.g., Csikszentmihalyi, 1990; Deci & Ryan, 1985; Wigfield & Eccles, 2002). Despite the known importance of challenge, many K-12 classrooms are characterized by an absence of intellectual challenge (NCTAF, 1996), and we know little about how students react in-the-moment to challenging tasks. Thus, my dissertation addresses: 1) how students' motivation and emotions change during a challenging reading task; and 2) how characteristics of the student and task influence these trajectories. Because my central research goal is understanding the *change over time* in motivation, longitudinal SEM techniques are required for the analysis of my dissertation data.

In this study, students read a 500-word passage that was moderately challenging based on their reading ability. Students read the title and description of the passage and rated their interest in the task, affect, and value for the task. Students were given page one and told to read the story aloud. After page one, students completed measures of their interest and affect. Students then read the first 150 words of the second page and stopped to complete measures of their interest and affect. Students read the rest of the second page, and then were told that there was a second part of the story they could read if they would like. If students wished to continue, they were given the third page and told that they could stop at any point. Upon deciding to stop, students completed measures of their interest in the task, affect, perceived difficulty of the task, perceived enjoyment of the task, and perceived competence for the task.

I have begun analyzing the data from my dissertation, but I have realized that I do not have the skills needed to conduct the analyses that would be most appropriate for my data. Because my data is longitudinal (multiple time points), Longitudinal SEM techniques will allow me to create a causal model wherein motivation at the beginning of the task leads to changes or specific ratings of other aspects of motivation during the task, and resulting in motivational outcomes after the task (e.g., decision to persist, feelings of competence). Latent growth curve modeling will also allow me to estimate how different aspects of motivation change during this challenging reading task, and what is affecting this change. A deeper understanding of longitudinal SEM will also play an important role in my recent collaboration with Dr. Sidney D'Mello in the Department of Psychology. He has solicited my statistical

skills to analyze his longitudinal data for his current research on motivation, cognition, and affect in the context of reading.

Last summer, I attended the foundational SEM workshop at the University of Kansas (*Structural Equation Modeling: Foundations and Extended Applications*). Based on the skills and understanding I gained from the workshop last summer, I feel especially prepared to take advantage of this opportunity to advance my knowledge. This workshop will be extremely valuable for analyzing my dissertation data using the most powerful and effective techniques available. This workshop comes at an ideal time because it will provide me with the statistical knowledge I need to publish my dissertation in high impact journals. I am confident that I will learn a great deal from this workshop because I am familiar with the instructor (Dr. Todd Little), who is an expert in the field and a truly remarkable teacher. This particular workshop is a unique opportunity to learn these techniques, as Longitudinal SEM is not offered by in the Quantitative Psychology department at Notre Dame.

This workshop will also contribute to my professional development. As a researcher in psychology, my ability to design a study is limited by my knowledge of statistics. Therefore, knowledge gained from this workshop will help me to design more complex research studies in the future, which will be more likely to receive grants and publication in top-ranked journals.

# Maintaining: The Coal Industry, Society, and power in Central Appalachia, 1970–2010

Coal mining in central Appalachia can be divided into two regimes.<sup>1</sup> The first regime, from the late eighteenth century to the mid-twentieth century relied on a large workforce of laborers concentrated into towns that were largely or entirely controlled by coal operators. Coal companies maintained inequality and domination via strategies such as payment in scrip redeemable only at company stores, the use of private security firms, and the manipulation of information and symbols (Eller 2008; Gaventa 1982). Beginning in the 1960s, the mining industry followed the broader US economic shift toward a small group of well-compensated, highly skilled workers. Coal miners are not required as much for their manual labor as for their ability to operate complex, expensive machinery. This machinery has severe consequences: mountaintop mining (MTM) has removed 1.4 million acres of forest and vegetation and buried over 2,000 miles of headwater streams (U.S. Environmental Protection Agency 2005). Babies born to mothers who live in MTM-counties had a 42 percent risk of having birth defects in 2000–2003 compared to mothers in neighboring counties (Ahern et al. 2011). Coal dust from blasting, crushing, and transporting often covers houses, porches, streets, and forests near and around mine sites.

With an increase in negative externalities and with a declining percentage of the population economically dependent on coal mining, *how has a declining industry been able to retain so much power and influence?* My quantitative research shows one strategy is to depopulate areas by mine sites, which reduces the number of people with grievances. But many residents remain who are not economically dependent on coal mining. How does the coal industry maintain their acquiescence? Answering this question requires in-depth fieldwork.

## Relation to research interests

This fieldwork will complement the quantitative portion of my dissertation research. Over the past year, I have conducted the majority of the quantitative analyses I need for this study. I created a longitudinal dataset from 1970–2010 that provides key indicators for each county in the region. Sources of data include the US Census Bureau (demographic data), Mine Safety and Health Administration (coal production), ICPSR (net migration rates), CQ Researcher (voting trends), SkyTruth (prevalence of surface mines), and two public-opinion surveys. These data provide me a macro-level understanding of changes in the region over the past 40 years. My statistical analyses demonstrate that—controlling for a host of covariates—as MTM increases, depopulation increases, unemployment increases, housing values decrease, voting participation decreases, and Republican voting increases.

Now, I need to fill in what is occurring among residents through interviews and in-person observation. This fieldwork is *not exploratory* but rather is *focused* on understanding the operative structures and mechanisms that generated the quantitative data listed above. The qualitative data I will obtain in fieldwork serve to complement two years' worth of reading and coding newspaper articles,

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<sup>1</sup> Central Appalachia in this proposal refers to southern West Virginia, eastern Kentucky, southern Virginia, and eastern Tennessee.

magazine articles, brochures, legal documents, and websites concerning coal mining, mountaintop removal, and pro-coal and anti-coal/MTM groups. This new phase of fieldwork will also *complement self-funded* research I conducted in the summer of 2011 in southern West Virginia and eastern Kentucky. During that summer, I familiarized myself with the area, participated in a week-long protest march, viewed mine sites, and conversed with residents in various towns.

## Information about fieldwork

I will conduct interviews and observations while living in Madison, West Virginia, and Whitesburg, Kentucky, during spring and summer 2013. I will observe community meetings, religious services, and pro- and anti-coal/MTM rallies and meetings. I will conduct 40 interviews in each town: 30 residents, 5 pastors, and 5 community leaders. I will also interview 5 pro-MTM activists and 5 anti-MTM activists from Charleston, WV, and Lexington, KY. My timeframe is as follows:

- January 2013
  - Apply for Zahm Research Award (for living expenses)
- February 2013
  - Apply for NSF Doctoral Dissertation Improvement Grant: February 15 deadline
- March–April 2013
  - Live in Whitesburg, KY
  - Apply for ISLA Graduate Student Research Award: March 8 deadline
- May–June 2013
  - Live in Madison, WV

The towns are quite similar socioeconomically and demographically. But they differ in sociologically interesting ways. They have different histories: Madison was founded as a “coal town” while Whitesburg was not. They have different flows of information: Whitesburg has a liberal newspaper and public radio station while Madison has a conservative newspaper. They have different experiences with activism: Madison sees many pro- and anti-coal/MTM events while Whitesburg sees almost none.

## Alternate funding sources

Last spring, I applied to two sources of major external funding to support this fieldwork: Jack Shand Research Award (Society for the Scientific Study of Religion) and Jacquet Research Award (Religious Research Association). I did not receive funding from either source. I will apply to the NSF Doctoral Dissertation Improvement Grant in February 2013. I expect to hear back by June 2013. I will also apply to ISLA’s GSRA in March 2013. I expect to hear back in April 2013.

## Previous awards received

I received an *NSF Graduate Research Fellowship* which pays for my stipend and provides \$10,500 per year to the Graduate School. I obtained \$400 from Center for the Study of Religion and Society to attend the MINE expo conference in September 2012. I received but *declined* a \$1,000 award in March 2010 from the Downes Memorial Travel Fund to attend an ICPSR course.

## References

- Ahern, Melissa M., Michael Hendryx, Jamison Conley, Evan Fedorko, Alan Ducatman, and Keith J. Zullig. 2011. "The Association Between Mountaintop Mining and Birth Defects Among Live Births in Central Appalachia, 1996-2003." *Environmental Research* 111 (6) (August): 838–846.
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- U.S. Environmental Protection Agency. 2005. "Final Programmatic Environmental Impact Statement on Mountaintop Mining/Valley Fills in Appalachia." <http://www.epa.gov/region03/mnttop/eis2005.htm>.

Student Name

Proposal for Graduate School Professional Development Award

In a collaborative effort, the University of Notre Dame Department of Theology has coordinated a series of workshops, roundtable discussions, and site visits for selected graduate students in Lima and Arequipa, Peru during the Spring Break of 2013. Designed to examine the interplay between theology and social context, this academic exchange will be done in conversation with the Instituto Bartolomé de las Casas (IBC) in Lima, founded by noted liberation theologian and Notre Dame faculty member Gustavo Gutiérrez, and the Universidad de Santa María in Arequipa. Guided by Fr. Gutiérrez, our workshops and academic roundtables with the Peruvian faculty and students at these universities will explore questions of theology, democracy, and human development within the context of Latin America and the United States.

Currently in my second year of the Master of Theological Studies program, concentrating in Systematic Theology, I am interested in how theological frameworks inform (whether explicitly or implicitly) policy debates in democratic societies. One area I have examined in depth is how Catholic faith influences perspectives on, and responses to, migration, particularly in the areas of education, public policy, and human rights. During my studies, I have worked on projects with the United States Conference of Catholic Bishops Office and the Association of Catholic Colleges and Universities (ACCU) on the role of higher education in U.S. immigration reform (funded through grant monies from the Common Good Initiative and the Office of the President). Before this academic exchange, I will also be presenting on this topic to university presidents and administrators at the ACCU annual meeting in February (funded through grants from the Graduate Student Union, in the amount of \$480, and the ACCU). I am also a member of the University's initiative on migration and education, and have been involved in the research and implementation of curricula on faith, migration, and public policy at the university level.

The opportunity to travel to Peru will expose me to the social, economic, and political situation of sending countries in Latin America, and will inform my ongoing contributions to discussions about curriculum design for educating Catholic university students about migration. Additionally, the academic exchange will deepen my understanding of how theology's engagement with the social realities of the poor and marginalized affects the theological method: what does it mean to do theology from the Peruvian context? I am also interested in learning how the theologians we will be meeting are involved (if they are involved) in advocacy and/or public policy work, and how pressing public policy and social issues inform their own theological approach. I believe this experience will significantly enhance my own work on U.S. immigration issues. This academic exchange will provide me with a concrete experience of the social realities of Latin America and offer me the chance to explore how my own social location has affected my theological approach to social issues and public policy.

Because of my commitment to working for more just policies for Latin Americans immigrating into the U.S. and my desire to pursue a career combining public policy, advocacy, and education, I see this academic exchange in Peru as an invaluable opportunity. It will shape the way I think about U.S. immigration policy, which should be viewed in light of our country's complex political and economic relationship with Latin America. It will also inform an examination of pressing policy concerns in Peru and help my understanding concerning the interplay of religion and public policy in Latin America. This academic exchange provides an occasion to promote future collaboration between the IBC and the Universidad de Santa María. As a result, we will explore the possibility of future academic workshops

and roundtable discussions, conferences, and student internships and service-learning placements. As one of only four Notre Dame graduate students participating in this event, I consider my participation as an opportunity to represent the University of Notre Dame and the highly esteemed Department of Theology in a way that furthers the mission of the University and highlights its distinctive contributions in the areas of migration, faith, and society.

Due to a generous grant from the Kellogg Institute, a significant portion of this trip has been covered for the involved participants. However, the Department of Theology is not able to fund the remaining costs. As a result, I am applying for the Graduate School Professional Development Award and have also submitted a grant proposal to the Institute for Scholarship in the Liberal Arts. Thank you for your time and consideration.



## **Tentative Schedule of Events in Peru**

Friday, March 8 – Travel to Lima

Saturday, March 9 – Travel to Arequipa (UNESCO world heritage site)

- City tour guide introduces the historical, cultural, socioeconomic, and political context: Cathedral, Convento de Santa Catalina, Andean Sanctuary Museum, etc.

Sunday, March 10

- Guided site visit to Valle del Colca, introduction to ecosystems and environmental realities of the Andes in relation to local indigenous cultures.

Monday, March 11

- First roundtable discussion with Universidad de Santa María theology faculty and students – research exchange (9.00-13.00)
- Rural site visit, in possible collaboration with Catholic Relief Services in Arequipa (14:00-18:00)

Tuesday, March 12

- Second roundtable discussion with Universidad de Santa María faculty and theology students – research exchange (9.00-13.00)
- Travel to Lima

Wednesday, March 13

- Instituto Bartolomé de las Casas (IBC) Workshop Introduction (9.00-13.00)
  - IBC staff (Adelaida Sueiro, Chair of IBC Theology Department) presents an overview of IBC's mission, projects, and partnerships.
  - Discussion of history and contemporary economic, political, social context and the emergence of Liberation Theology in Peru.
- Meeting with parish priest in Villa El Salvador to discuss the Gospel, liberation theology, and the agency of the poor (14.00-18.00)

Thursday, March 14

- Workshop presentations by IBC faculty and staff (9:00-12:00)
  - Discussion on doing theology in the contemporary Peruvian context.
- Potential site visit to Carabayllo, Socios en Salud clinic (13:00-18:00)

Friday, March 15

- IBC workshop concludes (9:00-12:00)
- Visit Colegio San Agustín, discuss theology and social justice with high school students

Saturday, March 16

- Site visits within Lima: Cathedral, major museums the Callao Harbor and the historical La Punta neighborhood

Sunday, March 17 – Travel to South Bend