The 3rd Annual
Ronald E. McNair Scholars’ Research Journal

John Jay College of Criminal Justice,
City University of New York (CUNY)
# Table of Contents

1 **Messages**
From the Director ............. 3
Alumni Spotlight ............5

2 **Awards**
Spirit of McNair Awards .... 6
One of a Kind Awards ......7

3 **Meet the Scholars**
Second Year Scholars & Associates ...... 11
First Year Scholars .............43

4 **Staff and Mentor** .....54

5 **Conferences** .......... 55

6 **McNair in Graduate School**
‘11/ ‘12 Graduate School Acceptances ........ 57
Recent Completions & Degrees in-progress ...... 58

7 **Thank You’s, Welcomes and List of Staff**
Welcome New Scholars ...... 59
List of Staff ..................... 60

8 **Remembrance/Acknowledgements** ........ 61
Message from the Director:

This has been another stellar year for our Ronald McNair Post-baccalaureate Achievement Program Scholars! This was our 19th year. Once again our scholars have engaged in cutting edge research, and community service; been mentored, and been mentors; attended conferences; won awards; applied to and been accepted at first rate graduate schools. The accomplishments seem never-ending.

We are very proud of our 27 students. In these pages of the 2011-2012 Ronald E. McNair Scholars’ Research Journal at John Jay College, CUNY, you will learn more about their individual research projects and accomplishments, as well as John Jay’s McNair Program in general.

John Jay College is an urban, commuter college, with most students residing in the New York City metropolitan area. The College ranks as the number one producer of African-American and Hispanic Baccalaureate degree recipients in Homeland Security, Law Enforcement, Firefighting and Related Protective Services (Diverse Issues in Higher Education, 2012). In addition, the college ranks among the top 70 producers of African-American and Hispanic Baccalaureate degree recipients in Psychology (Hispanic – #2, African American - #8), Legal Professions (Hispanic- #3), Social Sciences (African American - # 19, Hispanic - #28), Public Administration and Social Service (Hispanic - #36, African American - # 45). Overall, the college ranks as the 45th ranked producer of Hispanic and 68th ranked producer of African American Baccalaureate degrees in the country in 2004 (Diverse Issues, 2012). Women represent 56% of the total undergraduate enrollment. In addition, about 48% (2009 Recent Graduate Survey) of undergraduates are employed on a full-time basis. More than 13% of John Jay students are single parents and more than 41% are first-generation college students (2010 Undergraduate Student Experience Survey).

John Jay’s McNair Program chooses 27 scholars (approximately 14 each year) from that pool to participate in this program. We provide low-income, first-generation college students, and/or representatives of groups under-represented in graduate school, a two-year graduate school preparation experience. The ultimate goal is for every scholar to earn a Ph.D. The program provides a comprehensive integrated approach to serving students through their junior and senior years with activities, workshops, and courses specifically designed for each level. During the Junior year, the program focuses on establishing the mentor/mentee relationship, beginning a research project, and providing introductory information about graduate study and the graduate school application process. Specific activities in the first year include: a research methods seminar that requires students to complete a literature review and a research project proposal; a summer research apprenticeship that includes requiring students to apply for Institutional Review Board (IRB) approval for their research design, to collect data and analyze data, and to give at least one paper presentation of their research at a McNair summer conference. In addition, the program works with juniors to establish clear career goals, and prepare them for graduate admissions and study, including a GRE review course and help with preparing graduate school applications. Senior year activities focus on submission of graduate school and financial aid applications, graduate school tours, conference attendance, and continuation of the research activities and the mentor/mentee relationship begun in the Junior year. As you will see in this journal, our scholars are successfully moving through this program, preparing for graduate school and engaging in exciting research.
Our mentors are dedicated scholars on the John Jay faculty. They give time, energy and wisdom to our students and to the program. This year we had a very successful mentor’s retreat, where we evaluated the strengths and weaknesses of the program and the mentoring experience, instituted some new procedures, and strengthened relationships between mentors. In these pages we also provide more details about each mentor. Their commitment to the students is impressive.

Please join me in congratulating our scholars and their mentors. Also, this program would not be successful without the dedication and hard work of our Associate Director, Mr. Ernest Lee. He is a tireless mentor, counselor and administrator. I also want to thank all our faculty mentors for their hard work and commitment to the students, and William Gottdiener who taught our methods course in addition to being a mentor. Many thanks to our graduate assistant Robert Reynoso (a McNair alumni), numerous tutors and unofficial mentors, as well as Honors Program Director Litna McNichol, Dean of Undergraduate Studies Dr. Anne Lopes, and the John Jay Administration, particularly President Jeremy Travis (who honored the students with a reception in his office, in addition to teaching a master class for the Juniors). Special thanks also to Jacob Mancini in the Department of Sponsored Programs for all his support.

These pages provide just a glimpse of the hard work and scholarship of a set of extraordinary students - and their mentors. Congratulations to all.

Jessica Gordon Nembhard, Ph.D.

Buffalo, NY July 2012 (Professor Gordon Nembhard with Prof. Martin and First Year Scholars)
Alumni Spotlight

Wizdom Powell, PhD (McNair ’95) was appointed as a White House Fellow for the year 2011-2012. She is assigned to the Department of Defense. Wizdom most recently served as an Assistant Professor of Health Behavior and Health Education (HBHE) at the University of North Carolina at Chapel Hill (UNC) Gillings School of Global Public Health and a UNC Lineberger Comprehensive Cancer Center faculty member. Her community-based domestic research examines the impact of neighborhood healthcare, and socioeconomic resources on racial health disparities, with an emphasis on vulnerable Black males. She has published over 15 scientific articles and book chapters. In 2009, she gave invited expert testimony to the President’s Cancer Panel about racial/ethnic minority healthcare experiences. Prior to her positions at UNC, she was a Robert Wood Johnson Foundation Health and Society Scholar at the University of California, San Francisco and Berkeley. She is an American Psychological Association (APA) Minority and Ford Foundation Pre-doctoral Fellow who received a Ph.D. and M.S. in Clinical Psychology and M.P.H. in HBHE from the University of Michigan-Ann Arbor. In recognition of outstanding dissertation research, Wizdom received APA’s Division 51 Loren Frankel Award. Wizdom obtained her B.A., summa cum laude, in Forensic Psychology from John Jay College of Criminal Justice where she received the Thurgood Marshall, Malcolm-King Leadership, and Ronald E. McNair Post-Baccalaureate Achievement Program Alumnae of the Year awards. (http://www.whitehouse.gov/about/fellows/2011-2012)

Celebrating 21 years at John Jay College
(Since 1992)

The McNair Program was awarded to John Jay College in 1992. The original grant application was written by Dr. Jannette Domingo, Dean of Graduate Studies, who at the time was the Chairperson of the African American Studies Department. The first group of McNair Scholars was selected in the Spring of 1993. Over the years, the Program has been successful in sending our scholars to graduate school, with 70% moving into graduate study within two years. A list of our scholars who have earned graduate degrees in the past year is provided at the back of this journal. A full list of our scholars and the degrees that they have achieved is posted on our website: www.jjay.cuny.edu/mcnair
Dr. Ronald E. McNair was born in Lake City South Carolina in 1950. He picked cotton and tobacco as a child to help his family’s finances. He graduated magna cum laude in 1971 with a B.S. in Physics. He lost all of his research data just as his dissertation was nearing completion. He re-created it within a few months. He received his PhD in Physics in 1976 and was selected as a NASA astronaut candidate in 1978. The second African American in space, McNair logged a total of 191 hours in orbit before he died in the Challenger disaster in 1984. He was a married father of two, a fifth degree black belt and an accomplished jazz saxophonist.

The Spirit of McNair Award has been established to honor McNair Scholars who best exemplify the qualities of Dr. Ronald E. McNair. This year, the best of Dr. McNair’s qualities were found among three students who will each share this honor.

Cassandra Bragg* entered John Jay’s McNair Program in the spring of 2011. Despite the fact that she began her project a semester after many in her cohort, Ms. Bragg’s enthusiasm for her topic allowed her to make great progress with her research. Even as she took on the demands of the McNair Program, Ms. Bragg continued to work and maintain her full time status. Ms. Bragg employed this same work ethic in the graduate school application process. She was accepted to several graduate programs, but has chosen to enter John Jay’s Masters in Mental Health Counseling Program in the fall of 2012.

Simon Lou* entered John Jay College as a student in the college’s Honors Program and has excelled academically during his four years at John Jay. During this time, Mr. Lou has maintained an exceptional focus and discipline toward preparing himself for graduate school. In addition to the Honors Program and McNair, Mr. Lou also was selected as a Vera Fellow at the prestigious Vera Institute for Justice. Mr. Lou has been accepted to the University of Maryland’s (UMCP) PhD Program in Criminal Justice and has been awarded UMCP’s McNair Fellowship to fund his education. He is prominently featured on John Jay’s Homepage under the “Graduation 2012: Pride of John Jay” section.

Stephanie Rojas* entered John Jay’s McNair Program as an English Major and Counseling Minor. During her tenure as a McNair Scholar, Ms. Rojas has blossomed as a researcher. In addition to her McNair research, Ms. Rojas completed an Honors Thesis and was also awarded the Edward Davenport award for best essay in a 400-level course. Ms. Rojas’ determination to reach her goals is epitomized by her completion of the New York Marathon in November 2011. She has been accepted into Fordham University’s Masters in Mental Health Counseling Program and will start in fall 2012.

*Full biographies of the Scholars are found later in the journal.
2011–2012 One of a Kind Awards

The One of a Kind McNair Award was established to honor the special qualities in each and every Second Year Scholar.

Gary Amores - The "Untapped Potential" Award
For the wealth of potential you possess as you head into the coming academic year and graduate application process.

Popy Begum - The "Firecracker" Award
For the passion and intensity that you bring to all of your academic and extracurricular endeavors.

Cassandra Bragg - The "Small Wonder" Award
For the strength and determination that you have exhibited during your McNair research and the graduate application process.

Nikoleta Despodova - The "Workhorse Scholar" Award
In recognition of the consistency and outstanding work ethic that you have displayed in completing your McNair research project.

Antoine Jones - The "Yoda" Award
In recognition of your mentorship, selflessness, and willingness to go above and beyond in sharing your expertise to benefit your fellow McNair Scholars.

Makeba Lavan - The "Secure Scholar" Award
For the confidence and maturity that you have displayed during your tenure as a McNair Scholar.

Simon Lou - The "Humble Scholar" Award
For your ability to remain humble and giving even as you have achieved many great honors during your tenure as a McNair Scholar.
Shauna Parker - The "Sergeant at Arms" Award
For your leadership abilities and determination to overcome obstacles to complete your McNair Research.

Roxy Pimentel - The "Hungry Scholar" Award
For your ability to maintain your hunger for intellectual knowledge and academic success while overcoming adversity.

Stephanie Rojas - The "Sunny Scholar" Award
In recognition of the consistent, sincere, and contagious optimistic outlook that you have brought to your fellow Scholars' McNair experience.

Romeo Santana - The "Sleepy Scholar" Award
For the calm, yet hard working demeanor that you displayed as a McNair Scholar.

Sheeneka Saul - The "Overachieving Scholar" Award
In recognition of your hard work in gaining admissions to three very selective John Jay Programs - the Honors, McNair, and BA/MA Programs.

Naithram “Nate” Singh - The "Chatty Scholar" Award
In Recognition of your ability to turn every meeting and introduction into a networking opportunity.

Simone Smillie - The "Active Scholar" Award
In recognition of the leadership and dedication that you displayed in balancing your academic and community endeavors.

Anna Witkowska - The "Stealth Scholar" Award
For your quiet and dignified demeanor as you strive for excellence in your academic pursuits.
Meet the Scholars
2nd Year Scholars
Criminologists have treated women’s role in crime with indifference. There has been an increased involvement of women in human trafficking activities. In some cases, women have undertaken substantive roles as recruiters, traffickers, enforcers, consultants and debt-collectors, while in others they have been victims of circumstances. The purpose of this study is to learn more about women, human trafficking and organized crime in West African context. Given that there has been a substantive increase of women in transnational crime over the past decade, the purpose of this study is to understand what specific type of positions West African women hold in trafficking networks, why they hold such positions, what are some unique experiences that shape West African women’s criminal involvement, and how these women adapt to gender inequality in their commission of organized crime? This study attempts to discover the contingencies within and across gender in order to specify the dynamic relationships between gender and organized crime. In addition, it also explores to what extent women’s involvement in crime has a transnational impact.

Literature Review: Every year millions of people, specifically women and children, cross international, national, and regional borders for the purpose of human trafficking. While many victims do it willingly to escape the social, economic, and political strains and stressors at home, others are coerced or lured under false pretenses (Fichtelberg, 2008). Human trafficking is a relatively new offense that has become the core of contemporary globalized crime. It is considered the third largest clandestine industry after drug and weapons trafficking. The U.S. Department of State, Trafficking in Persons Report, depicts 800,000 victims are trafficked across international borders annually. The female role in trafficking networks is an understudied phenomenon. In 2009, the United Nations conducted surveys that reported that women accounted for one-third of traffickers in 155 different nations. The perpetrators behind trafficking networks are often women. Women commit crimes against other women, and in many cases the victims are transformed into perpetrators (UNODC, 2009). In 2006, the UNDOC also identified trafficking routes of West African victims in Benin, Burkina Faso, Cameroon, Côte d’Ivoire, Gabon, Ghana, Guinea, Mali, Niger, Nigeria and Togo. The impact of human trafficking in West Africa and regions worldwide are vast. The Nigeria Immigration Service, Anti-Human Trafficking Unit, Record of Deportations has reported 29,287 victims of trafficking in West Africa. These victims are trafficked into various regions of the world, which include the Middle East, North America, Europe, and regions in Africa.

Current Study: In order to continue with our research project, a focus group session (‘expert panel’) was organized, where carefully selected professionals came together and discussed the fundamentals and dynamics of West African human trafficking, its structure and organization (also in terms of gender roles) and its transnational impact. In addition, in-depth interviews were conducted with representatives of Global NGOs stationed in Italy, Spain and Nigeria, Law Enforcement Officials from the Federal Bureau of Investigation and Department of Homeland and Security, and New York State Attorney General.
**Results:** Currently, interviews are still being conducted. As this point, it is too early to determine any concrete findings or conclusions.

**Discussion:** Conducting research on victims of human trafficking networks is virtually an impossible task because it is a population that is extremely difficult to target, specifically because it is a concealed criminal network. It is rare and nearly impossible to obtain direct access to the internal dynamics of human trafficking networks. For this reason, conducting empirical research is notoriously difficult. The most predominant methodologies used to conduct research on human trafficking networks include qualitative data collection techniques, which are mainly in-depth interviews. Most studies rely on interviews with ‘key stakeholders’ who may promote biases of certain views of human trafficking and its victims. Anecdotes of stakeholders are important but need to be clarified by participant/victim observation. Even in this case, the dangers of generalizing are still imminent. Nevertheless, participant observation is needed, but notoriously difficult. One of the obstacles many researchers face when conducting research in the field of human trafficking, is gaining access to organizers of human trafficking and trafficked persons.

**Future Implications:** Future studies should aim at accessing victims of human trafficking. That way, groundbreaking evidence can be discovered. However, as mentioned before, this is a notoriously difficult task.
Biography

Popy Begum migrated to the United States from Bangladesh through a Diversity Visa that her father won in a lottery. She was raised in Astoria her entire life and is quite proud to call Queens her hometown. Ms. Begum is an International Criminal Justice major and is working towards her Dispute Resolution Certification and minors in Anthropology, English, Economics, and Psychology. She has made the Dean's List with a 3.8 GPA and is a member of Chi Alpha Epsilon, Phi Eta Sigma, Sigma Tau Delta, Alpha Phi Sigma as well as the Golden Key International Honour Society. In 2008 and 2009, she was the recipient of the Academic Competitiveness Grant. Recently, Ms. Begum was awarded a 2011/12 Thurgood Marshall Scholarship, 2011/12 Young Scholars Award, and a 2011/12 Emerald Pin for Outstanding GPA.

Ms. Begum is a researcher, delegate, and treasurer for the award-winning Model United Nations Team. She has served on United Nations Committees: Organization for Security and Co-operation in Europe and General Assembly 2nd and 3rd, where she learned to deliberate, negotiate, draft and adopt resolutions on a variety of international issues, such as: transnational organized crimes, indigenous populations and human trafficking. At the U.N. conferences, Ms. Begum helped the team bring home top awards, including: Outstanding Position Papers, Distinguished Delegation, and Honorable Mention. She is a 2011/12 Vera Fellow and for the past year has taught General Educational Development (GED) courses, tutored in various academic subjects, and mentored formerly incarcerated men at the Center for Alternative Sentencing and Employment Services and The Osborne Association. Currently, Ms. Begum is a research assistant at The Criminal Justice Research and Evaluation Center and on several other projects on campus. She plans to apply to doctoral programs in Criminal Justice and Criminology.

Popy Begum
Major: International Criminal Justice
Mentor: Dr. Jana Arsovska, Department of Sociology
College Students attitudes toward Risky Driving Behavior, Drinking and driving and Hazardous drinking behavior

Cassandra Bragg

This research project examines the perceptions of unsafe behaviors of students enrolled in an urban commuter college specializing in Criminal Justice. The views of these students are important because they will become our future law enforcement personnel, forensic scientists, psychologists, and social workers who will interpret or implement different aspects of the laws. Students pursuing careers in Criminal Justice may develop a sense of risk acceptance because their career aspirations may prevent them from desires to engage in hazardous drinking and driving based on possible consequences. The results of this study indicate that the majority of students interested in criminal justice careers are law abiding when driving. The study also reveals that police presence on the road influences aggressive driving and that participants rarely experience drinking and driving while on the road.

Literature Review: Keeling (2002), has revealed that college students, when compared to their non-college counterparts, are more affected by binge drinking and, as a result, suffer from more injuries. Some of these injuries are identified as unintentional. In fact, “1,700 students aged 18- to 24 years enrolled in 2-and 4 year colleges and universities” died due to unintentional deaths (DeJong et al, 2007). Approximately 500,000 college students in this age range have died unintentionally each year in deaths that involved alcohol (DeJong et al, 2007). Traffic accidents were found to be the leading cause of death in the United States for people between age 2 to 33 (Hingson & Winter, 2003). The fact that car accidents are effecting substance users and that there appears to be an increase of such accidents involving college students provides more reason to assess this populations driving and drinking behaviors. College students also appear to fit in the classifications for alcohol abuse and/or dependence based on the DSM-IV criteria. However, very little of these students seek treatment. Keeling (2002) posits that this student population tends to drink more excessively at single sittings with peers. Choices to drink or drink excessively can begin as innocent fun but can increase their risks for injuries and even death. The problems of excessive drinking and the operation of vehicles require significant attention so that this population can receive help when needed.

Current Study: Individuals learn morally good or bad behaviors in their social environment. Much of what is learned is based on the norms of our social world (Ormrod, J., 1999). Drinking and unsafe behavior acceptance fall into this category. If individuals learn that there is no real issue in driving while under the influence of alcohol then they may engage in the behavior. However, if individuals learn that unintentional alcohol-related injury deaths have increased from 1,442 to 1,825 per 100,000 college students aged 18-24 and that many of these deaths involved college students driving under the influence, they may think about the consequences of driving and drinking. The following research examines college
students in a Criminal Justice institution’s alcohol use within the past year, their perceptions of drinking and driving, risky driving behaviors and the laws that govern them. Evaluating college students attending a college specializing in Criminal Justice’s perceptions of risky driving habits and alcohol use is significant because these students will be in career fields where they may need to implement laws and assist individuals with alcohol and unsafe driving issues (Hingson, 2010).

**Methods:** This study employed both quantitative and qualitative measures. A revised version of the National Highway Traffic Safety Administration’s 2001 survey which assesses risky driving behaviors was utilized. The second half of the survey is the Alcohol Use Disorders Identification Test also known as the (AUDIT). This questionnaire screens for preliminary signs of hazardous drinking and mild dependence. Data was analyzed using IBM SPSS and graphs, charts and tables were created using this program. Descriptive statistics were used to calculate the mean, standard deviations, percentages and frequency of responses. In addition to the surveys, open ended questions were developed and themes created from the students responses. Approximately 80 students were recruited who were enrolled in either the fall 2011/or spring 2012 semester. The data was analyzed to assess if there is significance between student’s attitudes towards risky driving behavior or unsafe driving behavior and whether the students display any symptoms of hazardous drinking within the past year.

**Results:** A majority of the participants seem to engage in safety precautions behavior such as wearing seatbelts, and view drinking and driving as unsafe. Participants appeared ambivalent about behaviors involving the feeling of speed which is sanctioned through speed limits and traffic tickets. In the city of New York not wearing a seatbelt and not abiding by posted speed limits is against the law. A portion of the participants are Criminal Justice or Forensic Psychology majors and tailor their aggressive driving behavior on the likely hood of being stopped by police. More than half of students also stated that driving under the influence was extremely dangerous or somewhat dangerous. Approximately 40% of the participants indicated that the amount of enforcement currently applied to individuals driving under the influence was “about right.”

**Discussion:** Despite the importance of wearing seatbelts some participants 8.2% (n=5) disclosed only wearing their seatbelt most of the time and 1.6% (n=1) disclosed never wearing a seatbelts. When asked whether they agreed with the following statement “I enjoy the feeling of speed”, 50.8% (n=31) somewhat agreed and 24.6% (n=15) strongly agreed with the above statement. This finding, combined with the fact that some participants do not wear seatbelts at all times, is significant. Participants tailored their behavior based on the chances of being stopped by the police. More than half of the participants 52.5% (n=31) stated that this was extremely important when deciding how aggressively to drive. The data shows that students enrolled in a commuter college of Criminal Justice would drive less aggressively when police are around. Police presence seems to impact whether or not they decide to engage in risky driving behaviors. The data also reveals that this study population does not engage in hazardous drinking. Thus this population of future Criminal Justice professionals may not develop binge drinking habits on the level of those found in college students on residential campuses.
**Future Implications:** A majority of the students seem to be law abiding but more research is necessary in other Criminal Justice commuter colleges to see if this trend persists. Further studies which assess whether these students continue in their current field of study would also be significant.

**Biography**

Cassandra Jewel Bragg, a first-generation college student of Hispanic and African American descent, received her Bachelor of the Arts in Forensic Psychology in May, 2012. She also received a minor in Addiction Studies. Upon graduation she will complete the Addiction Studies Certificate Program and receive her CASAC-T. During her time at John Jay, Ms. Bragg has been a Peer Counselor at John Jay College Counseling Center and completed the Peer Counseling Training Program, interned at the Beth Israel Outpatient Substance Abuse Program, been selected to the Dean’s List for 2011, and has been awarded a 2011/12 Undergraduate Research Scholarship in the amount of $1500. She also continues to work with Professor Brett Stoudt from the Psychology Dept. in the collection and analyses of data.

Ms. Bragg has been accepted to John Jay College’s MA in Forensic Mental Health Counseling Program, which she will begin in the fall of 2012. She will be the first to pursue a Masters level education in her family.

**Cassandra Bragg**


Mentor: Dr. Carmen Solis, S.E.E.K. / Office of Graduate Studies
Homosexuality is not on Trial: Jury Decision Making in Same-Sex Intimate Partner Sexual Violence

Nikoleta Despodova

Previous research suggests that intimate partner violence in same-sex couples occurs at rates similar to those of heterosexual couples. However, there is a lack of research examining jury decision making in cases of intimate partner sexual violence. The present study examined the effect of sexual orientation on the perception of guilt in same-sex intimate partner sexual violence cases. Homophobic views, rape myth acceptance, and gender role attitudes were measured to examine their impact on producing a verdict. A sample of 214 undergraduate students read a scenario of partner sexual assault during a domestic dispute and responded to series of questions. Results revealed that homosexual defendants were less likely to be found guilty than heterosexual male defendants. However, participants did not differ in their perceptions of guilt between gay men and lesbians defendants. Findings will be discussed as they pertain to future research and limitations.

Methods
Participants: A sample of 214 undergraduate students (29% Males) was recruited through the student participant pool at John Jay College. Students meeting the federal criteria for jury duty (United States citizens, 18 years of age or older, and never have been convicted of a felony) were eligible to participate in this experiment. Participants’ ages ranged from 18 to 45 ($M = 19.83$). The majority of students identified as heterosexuals (91.1%), 2.8% identified as homosexuals, and 5.6% identified as bisexuals. All students received credit toward a class requirement for their participation.

Materials
Scenario: Participants were asked to read a scenario of sexual assault during a domestic dispute. The scenario was based on a summary of a real criminal case.

Court Instructions on reasonable Doubt and Rape in a First Degree: Participants were given a summary of the NY court instructions on reasonable doubt and the definition of Rape in a First Degree.

Lesbian, Gay, and Bisexual Knowledge and Attitude Scale for Heterosexuals (LGB-KASH; Worthington et al., 2005). The LGB-KASH was created to measure heterosexual attitudes toward LGB individuals.
Attitudes toward Lesbians and Gay Men, Short Form (ATLG-S; Herek, 1984): The ATLG-S is a 10-item self-reported survey which measures the attitudes of heterosexual individuals' toward homosexuals.

Illinois Rape Myth Acceptance Scale, Short Form (IRMA-SF; Payne, Lonsway, & Fitzgerald, 1999): IRMA-SF is a 20-item scale, which measures attitudes toward sexual assault.

Traditional Egalitarian Sex Role (TESR; Larsen & Long, 1988): The 20-item scale was developed to measure sex role attitudes.

Neosexism Scale (NS, Tougas et al., 1995): The 11-item scale measures sexist attitudes towards feminist changes in society.

Procedure: Students were provided with a link to an online survey. They then read a partner sexual assault scenario, and New York State court instructions on reasonable doubt and rape in the first degree. After they read the scenario, they chose a verdict and completed set of questionnaires. Participants were randomly assigned to one of the three conditions – heterosexual, lesbian, or gay men couple.

Results: The hypothesis that heterosexual male defendants will be more likely to be found guilty than gay defendants was tested using a Chi-Square. The observed difference was statistically significant, $X^2(2, N = 214) = 13.04, p = .001$, revealing that indeed more participants in the heterosexual condition were voting guilty than participants in the homosexual conditions. Ratings of guilt were significantly higher for heterosexual defendants ($M = 1.76$) compared to gay men ($M = 1.47$) and lesbian ($M = 1.50$) defendants. However, there was not a significant difference between ratings of guilt between gay men and lesbian defendants; therefore our second hypothesis was not supported.

Discussion: As predicted, results of this study showed that gay defendants were less likely to be found guilty than heterosexual male defendants. However, there was not a significant difference between perception of guilt between gay men and lesbians. Since past research shows that attitudes toward lesbians are more favorable than those toward gay men, future research should further examine the effects of stereotypes on jury decision making.
Biography

Nikoleta Despodova was born and raised in Bulgaria. In 2008, she fulfilled her dream of living in the United States. After a year of hard work, Ms. Despodova saved enough money to pay her first semester in college. Since her first semester, Ms. Despodova has been a Dean’s List Recipient. In addition to being a McNair scholar, Ms. Despodova conducts another independent research project with Dr. Fondacaro and works in Dr. Kovara’s research lab examining lineup procedures. Her research focuses on jury decision making and intimate partner violence. Ms. Despodova has completed internships at the Kings County District Attorney’s Office and the Department of Psychiatry at Columbia University Medical Center. She was also awarded an Undergraduate Research Scholarship and was a Steamboat semi-finalist. Ms. Despodova is currently attending the Social Science Seminar as part of her CUNY Pipeline Fellowship. She will be applying this fall to doctorate programs in Legal Psychology.

Nikoleta Despodova
Major: Forensic Psychology
Mentor: Dr. Elizabeth Jeglic, Department of Psychology
The Digital Zeitgeist: Online Social Networks and the Exigencies of Telematic Activism

Antoine Jones

Time magazine aptly labeled 2011 as “The Year of the Protester” as it turned out to be a watershed year for social protests. Beginning with the Arab Spring in January, human discontent continued to be expressed through collective action across Europe throughout the summer and culminated in the Occupy Wall Street protests that began in New York and became a global phenomenon. The vehicle for this wave of collective action has been mobile internet communication technology which allows for information to be made public faster than traditional media sources. Additionally, Online Social Networks such as Facebook, Twitter and the underground collective known as Anonymous have been the disseminators of this unfiltered content and have become bastions for organizing collective action. This study seeks to understand the confluence of mobile internet and online social networking (termed here telematic activism) in order to understand if the internet has indeed become the contemporary pub or Southern church of modern social movements. In addition to providing a primer of online social networking prior to the internet, this research will posit the results of an internet-based survey along with a discussion of the new paradigms that telematic activism has forged in the twenty-first century.

Introduction

Though dismissed by many analysts and academics after their failure to instigate a regime change in Iran following the election crisis of 2009, online social networks (OSN) such as Facebook and Twitter are now believed to be the essential tools to inspire and engage in collective activism, as suggested by the Arab Spring protests beginning in January 2011 and continuing through the Occupy Wall Street phenomenon that following September. This groundbreaking research analyzes what we have termed telematic activism, the union of mobile internet technology with OSN’s and its intersection with social protests, in order to ascertain the potential for OSN’s to facilitate the strong emotional connections needed to instigate a social movement. Additionally, this research will shine a light on less-understood social networks such as Anonymous that exist in the internet’s thriving digital underground.

Literature Review: The primary support for our research questions came from Mark Granovetter’s 1973 “Weak Tie” hypothesis, which suggests that individuals are more likely to be informed of new information or information that challenges exiting assumptions from people with whom they have a weak emotional connection. When trying to understand why telematic activism succeeds in some arenas (Tunisia) and not in others (Bahrain), Ameripour and colleagues (2010) argue that there can be no revolution without greater society, as in many developing societies internet access, especially expensive mobile internet, is only available to the urban elite. In looking at how OSN users participate in the
information flow, Hill and Hughes (1997) state that users tend to lurk (read postings on OSN’s without participating in the dialogue) more than they post. This could be useful in understanding how digital collectives such as Anonymous can influence damaging hacking activities despite a lack of central coordination.

Methodology: In order to understand the exigencies of telematic activism, our project poses two research questions: First, Do OSN’s in fact facilitate the feelings of camaraderie needed to form in-person collective action and secondly, if so, how? In order to ascertain the answers to those questions, a fifty-two-question survey was crafted and distributed exclusively via the internet beginning in August 2011. Incentivized by a $25 cash raffle (ten prizes will be awarded), the survey utilizes branch logic, which allows us to tailor the questions based on previous responses and an additional logic tool called piping text which allows each question to appear specifically tailored to individual respondents. After demographic and internet usage questions, Likert-type scaling was employed to test the project’s hypotheses.

Results: The preliminary results of our on-going study yield data from 62 respondents from seven nations. Of these respondents, about 88 percent have access to the internet 24/7, mainly through home connections (50.7 %) and mobile broadband (28.9%). While an overwhelming majority of respondents were members of more than one OSN, Facebook by far was the most used (87.8%), which was expected. A sizeable amount of respondents (36) spend 4 to 8 eight hours or more on their favorite OSN and most respondents agreed that they knew all or most of their contacts on their favorite OSN, with a central tendency (CT) of 4.045 (with 1 being “strongly disagree” and 5 being “strongly agree”). Interestingly, with a CT of 3.523 (3 being “undecided” and 4 being “agree”) the respondents agreed that they lurk more than they post, giving credence to the possibility that more people are consuming social media than are contributing. With a CT of 2.8 (with 2 being “disagree”), most respondents do not seem to be driven to social protest via their favorite OSN. Another intriguing statistic drawn from the survey is that nearly 69 percent of respondents treat online conversations as if they were said in person, which could still lend support to the efficacy of OSN’s in forming strong social ties. While 41 respondents stated that they use their preferred OSN to organize in-person gatherings, only 13.4 percent of these gathering were protest related, with social gatherings such as birthdays occurring most often (59.7).

Discussion: While future cross-tabulation will yield additional insights into our data, the preliminary results suggest that despite the significant amounts of time being spent on OSN’s, they alone may not be the driving force of contemporary social movements. Increasingly, OSN’s are becoming the primary source of new information for millions of people, but they have not yet usurped the dominance of traditional media sources, thought the gap is rapidly closing. Lastly, because of the lurker statistics, further research into how non-contributing individuals register online information may be helpful in understanding the lone wolves: the silent, unassuming types that form the profile of activists who take angry rhetoric and turn it into catastrophic events. For now, in relation to social protests, OSN’s are essentially tools without a handles wielded by a limited amount of advanced internet users.
Biography
Antoine C. Jones received his Bachelors of Arts in Political Science with a minor in history at the John Jay College of Criminal Justice in May 2012. A first generation college student, this is Mr. Jones's return to undergraduate studies after an eight-year absence. Making up for lost time, Mr. Jones has earned Dean’s List honors for each of his six semesters at John Jay and is the 2012 recipient of the Petra Shattuck Prize for Distinction in Government, the highest honor for his major. Mr. Jones is also a recipient of a 2011/12 Undergraduate Research Scholarship in the amount of $1500. His research interests include political communication, online social networking in the political process, and the political sociology of power structures.

Mr. Jones’s current research endeavor, *The Digital Zeitgeist: Online Social Networks and the Exigencies of Telematic Activism*, won third place in Social Sciences at the 17th Annual SAEOPP McNair/SSS Scholars Research Conference in Atlanta in June 2011. Additionally, he was also named “Conference Break-out Scholar” at the Ninth annual National McNair Scholars Research Conference at the University of Delaware in October 2011. Mr. Jones’s research has also been selected for presentation at John Jay College Research Week in May 2011 and 2012, the 83rd Annual Meeting of the Southern Political Science Association in New Orleans in January 2012 and the 2012 National Research Conference at the University of Maryland held in March 2012.

In addition to his work for McNair, Mr. Jones is a tutor at the John Jay College Writing Center and is also an award-winning photographer. He has had his argument writing work on cyber bullying published in *John Jay's Finest* in May 2011. It is his supporting roles for his cohort that Mr. Jones indentifies as his most significant McNair contribution and the one that taught him the most. After synthesizing his McNair research into a published, non-fiction book, Mr. Jones plans to continue his education at the graduate level, pursuing a doctorate in political sociology. His long term goal is to become a full professor at a major research institution. Antoine dedicates his work for the McNair program to his mother, Audrey E. Jones, for her grace and sacrifice allowed him to complete his academic sojourn.

Antoine Jones
Major and Minor: Political Science (BA); Criminal Justice (AAS), Minor in History
McNair Mentor: Dr. Kwando M. Kinshasa, Department of Africana Studies
Learning to be a Digital Pirate: Comparing Attitudes towards Illegal Computer Downloading

Simon Lou

The purpose of this study is to ascertain if there is a difference in attitudes between business undergraduate students and criminal justice undergraduate students with regard to the phenomenon of digital piracy. Digital piracy, the act of copyright infringement by making copies of a digital product for use, is a common problem in developed and developing countries that costs private businesses millions of dollars in losses. Although past research has conducted studies using each of the above populations separately, this research is conducted with a sample of students from both groups for comparative purposes. The study also measures if the differences are due to the different social networks created by their peers in their major area of study. Past research on digital piracy has shown that Social Learning theories work well at explaining how people learn to download music, movies, and other digital media products. This study was conducted through distribution of anonymous questionnaires distributed to students that asked for the respondents’ attitudes towards digital piracy. To compare the social networks of the two areas of study, the questionnaires ask respondents to differentiate between social networks of friends, family, and colleagues from their university.

The Research Problem
The focus of this study is on students’ attitudes and beliefs towards digital piracy. Specifically, the study will try to compare the attitudes and beliefs between criminal justice and business students to see what kind of effects their social networks have in developing their understanding of digital piracy.

Literature Overview: Research on copyrights has shown that the act of copyright infringement has been around since the 15th century, in the form of book copying and reprinting for a profit by selling the copied product without permission. With the advent of improved technology such as the printing press, followed by computers, copyright infringement has also changed (Karganis et al., 2011). Nowadays, digital piracy is another term for what is known as copyright infringement, with a lot more products being digitally available than in the past, when even the copies were still a physical object. In fact, the problem has become so big that estimates of up to $58 billion is lost due to digital piracy in the United States alone (Siwek, 2007). One of the problems with many of these studies is related to acquiring true estimates from the industries that are fighting piracy.
Criminological theories support a fair amount of research done on digital piracy. Some of the theories that best explain digital piracy are the Techniques of Neutralization, Low Self-Control Theory, Routine Activity Theory, and Theories of Social Learning (Hinduja, 2005; Holt & Copes, 2010; Morris & Higgins, 2009; Morris, Johnson, & Higgins, 2009). In addition, from the field of psychology, two theories have been used to explain digital piracy, including the Theory of Planned Behavior and the Theory of Reasoned Action (Leonard et al., 2004; Van Belle et al., 2007).

Current Study: The current study's sample consists of 207 students from John Jay College of Criminal Justice and 281 students from Suffolk University. The gender ratios between the two schools were similar, with both schools having more male respondents than female. The John Jay College sample had 118 males to 88 females (57% male), while Suffolk University sample had 158 males to 121 females (56% males). The majority of John Jay students identified themselves as Hispanic (n=54, 26%), while the majority of Suffolk University students were Caucasian or white (n=147, 52%). Finally, taking a look at the family income levels, there was a difference between the family income levels of students between the two schools. For John Jay students, the largest set of subjects were at the $20k-39k mark (n=47, 23%). On the other hand, Suffolk University students had most subjects reporting their family income at $160k and up (n=57, 21%). It is anticipated that the differences in the three variables above will impact final results.

Results: Although the data has not been fully analyzed yet, some of the findings that merit further research attention are related to location of the discussion about digital piracy, and whether students think they would ever choose not to download copyrighted material due to repercussions or respect for a company. Most of the respondents report they talk about digital piracy with their friends, made both in and out of college, but more of the Suffolk University students say they talk about it the most in academia (n=20) compared to the John Jay students (n=2). As for the questions about whether respondents would not download due to different circumstances, a significant number of respondents from Suffolk University indicated no opinion rather than agreeing or disagreeing with the statements.

Discussion: A thorough and more comprehensive statistical analysis needs to be performed prior to any further discussion.

Future Implications: There are some limitations on the results due to the two samples containing so many different external factors. Future studies should try to create a more controlled sampling to make sure the data is more accurate. The implications of the findings can potentially further the understanding of different types of influencing factors that affect students' perceptions at a criminal justice oriented college versus a business oriented one.
Biography

Mr. Simon Lou received his BA in Criminal Justice in May 2012. He enrolled at John Jay as an Honors Program student, which requires students to keep up their GPA at 3.5 or higher. Mr. Lou’s 3.8 GPA qualified him for the Dean’s list and for induction into the Phi Eta Sigma honor society. In addition, Mr. Lou was accepted into the Vera Fellowship Program. As a Vera Fellow, he interned at Safe Horizon’s Children’s Centers. Through the Honors Program, Mr. Lou was introduced to the McNair Program. By his final year at John Jay, he had presented at 2 conferences; the 17th Annual McNair Research Conference hosted by Buffalo University in 2011 and the Academy of Criminal Justice Sciences 49th Annual Conference in 2012. The McNair Program has helped Mr. Lou apply to and be accepted into three PhD programs for criminology and criminal justice at the CUNY Graduate School, University of Maryland, and Texas University at Dallas. He has also been accepted into 2 masters programs at SUNY Albany and American University. He has decided to continue his research in cybercrime at the University of Maryland-College Park’s PhD Program with full funding.

Simon Lou
Major: International Criminal Justice
Mentor: Dr. Maria Haberfeld, Department of Police Science
Trauma Exposure and Academic Performance among College Students: Examining the Role of Sleep

Susybel Pimentel

Sleep is crucial for decision-making, critical thinking and memory consolidation. Therefore, trauma-related sleep problems among college students might affect academic performance. The present study examined associations among community violence exposure, sleep problems, and academic performance for 226 college students, with particular interest in whether sleep problems might mediate the relationship between violence exposure and GPA. Self-reported measures of violence exposure, PTSD and depression symptoms, including sleep difficulties were collected. Findings indicate a positive association between community violence and trouble sleeping and a negative association between community violence exposure and GPA. However, sleep difficulties was not associated with GPA. The effects of community violence exposure and the implications for education across development and across ethnic groups are discussed.

Literature Review: Sleep is crucial for cognitive performance (Harrison & Horne, 2000). The sleep cycle consists of rapid-eye-movement (REM) and non-rapid-eye-movement sleep (NREM), with a lack of REM sleep associated with academic deficits (Buboltz, et al., 2006). Sleep problems (i.e., difficulty falling and staying asleep) are common among college students. According to the Center for Disease Control & Prevention (2008) young adults require 8 to 9 hours of sleep for optimal performance. However, on average students sleep 7.02 hours per night, with 25% of the sample reporting an average of less than 6 hours per night (Lund, Reider, Whiting, & Prichard, 2010). Additionally, trauma survivors have higher rates of academic problems (Rutkowski, Vasterling, Proctor, & Anderson, 2010) and dropout rates (Duncan, 2000). Furthermore, exposure to community violence has been associated with lower standard test scores and grades than children not exposed to community violence (Schwartz & Gorman, 2003).

Current Study: The proposed study has three hypotheses. First, violence exposure was expected to be positively associated with reports of sleep problems. Second, both trauma exposure and sleep problems were expected to be associated with lower GPA. Finally, sleep difficulties would mediate the association between violence exposure and GPA.

Methods: Participants were 226 college students (71.1% females), with a mean age of 19.98 years old ($SD = 3.20$). The racial groups consisted of 44.2% Hispanic/Latino, 21.4% African American, 17% White, 8.5% Asian American, 4% Native American and 8.5% Other. Data was gathered as part of the College Transition Project which was approved by the John Jay College Institutional Review Board. Informed consents were given to those who volunteered to participate. Although the trauma questions were sensitive in nature, no one reported distress or opted to end their participation.
**Measures:** The *Screen for Adolescent Violence Exposure* (Hastings & Kelley, 1997) was used to measure frequency of violence exposure in neighborhood settings. The *UCLA PTSD Index* (Pynoos, Rodruigez, Steinberg, Stuber, & Frederick, 1998) is a self-report measure of trauma exposure and response. However, only the two sleep items were examined. The *Beck Depression Inventory, II* (Beck et al., 1996) measured the severity of self-reported depression. One item on the BDI-II referred to sleep changes and amounts were utilized. Finally, academic performance was measured by GPAs on most recent transcripts.

**Results:** Approximately, 54.7% of subjects reported one traumatic violence event and 87.1% reported one rare occasion of sleep difficulties. The mean GPA for the sample was 2.75 (*SD* = .67). Community violence exposures and PTSD symptoms differed across race. A post hoc T-test indicated that Blacks experienced more community violence exposure than Whites and Asian Americans. Latinos also reported more community violence exposure than Asian Americans. Additionally, those who self-identified as “Other” experienced more PTSD symptoms than Hispanics and Whites and more sleep problems than Hispanics and Asian Americans. Correlation analyses showed a positive relationship between community violence exposure and sleep problems and a negative association between community violence and GPA. No relationship between sleep problems and GPA existed, thus mediation analysis was run.

**Discussion:** Although the pathway between violence exposure and academic performance is not clearly explained by the sleep difficulties measured in this study, there are potential pathways worth considering. Perhaps students from communities with high levels of violence are more likely to receive low quality education (Kozol, 1991) and perform poorly academically. Schwartz and Gorman (2003) found that disruptive behavior mediated the relationship between community violence exposure and lower grades. However, this study cannot be generalized to college students because the study used children. Nonetheless, if the disruptive behaviors persist throughout high school, these students may enter college with lower academic knowledge, affecting their academic performance. Also, youth exposed to community violence tend to be less motivated (Butler-Barnes, Chavous, & Zimmerman, 2011) and more vulnerable to mental health concerns (Kliewer et al., 1998), negatively impacting attendance, school satisfaction, and grades (Fergusson, Horwood, & Beautrais, 2003).

One main limitation of the study is that it did not assess for sleep quality, sleep schedules, and daytime...
sleepiness. Furthermore, the BDI item does not clearly indicate if it deviates from the recommended hours of sleep needed. Moreover, sleep problems may have diverse features that impact differently. Future research should replicate the study using a valid and reliable sleep measure, assess reasons for sleep problems, investigate all features of sleep, compare direct and indirect community violence victimization, and examine protective factors.

Biography

Ms. Susybel Roxana Pimentel Mancilla received both her BA and Master’s degrees in Forensic Psychology in May 2012. An Incan descendant born and raised in Lima, Peru, Ms. Pimentel left her home country ten years ago to fulfill a deep-rooted dream, to be an advocate and researcher in the field of domestic violence and the psychology of the victim. Following her mother’s lessons of hard work, Ms. Pimentel maintained full-time student status in the selective BA/MA program, while working several part-time jobs. She has been the recipient of a Study/Travel Opportunities for CUNY Students (STOCS) Scholarship and the BA/MA Research Scholarship.

As a McNair Scholar, Ms. Pimentel has worked under the supervision of Dr. Maureen Allwood, whose unconditional guidance has aided her in the development of her Master thesis titled Exposure to Trauma and Academic Performance: Examining the Role of Sleep. Ms. Pimentel has presented her thesis project at several academic conferences. Additionally, within the past two years she has worked with Dr. Diana Falkenbach examining the construct of psychopathy among ethnic groups, which she recently presented at the International Association of Forensic Mental Health Services Conference.

Ms. Pimentel acquired a range of professional experience working at Safe Horizon, interning at a non-profit organization tailored to assist victims of trauma, the New York Child Study Center, administering interviews with undiagnosed high school students suffering from symptoms of asthma, and the Pre-Law Institute, assisting the director of the Pre-Law Institute by overseeing the function of the institute’s website and online links.

Susybel R. Pimentel
Major: Forensic Psychology
Mentor: Dr. Maureen Allwood, Department of Psychology
This research examines the role that mother-daughter relationships play in Hispanic/Latina women's intimacy, resiliency, and achievement. Research suggests that parents play a vital role in the academic success of adolescents (Marc et al., 2007). Higher grades and motivation for success are some positive outcomes of effective parenting. However, there is limited research that studies mother-daughter relationships, particularly in the Hispanic/Latin community. It is important to know how a mother-daughter bond influences the development of positive identity and achievement. This relationship is often overlooked, which creates future issues. Furthermore, the purpose of this study is to provide understanding of how parental relationship affects adulthood.

**Research Summary:** Studies have shown that it is crucial to have a support system to be able to overcome obstacles (Chung, Chen, Greenberger, & Heckhausen, 2009; Nadeem, Lange, & Miranda, 2008; Allen, Russell, & Maetzke, 1997). Although it is evident that there are beneficial effects of having a support system to help adolescents overcome obstacles, relatively little empirical attention has been devoted to this topic. Many adolescents do not experience positive outcomes because of parental and cultural stigma to keep issues within the family. In other words, they are discouraged from seeking help. Factors, such as adult relationships, self-esteem, self-efficacy, depression, suicide, academic success, and motivation, are all related to early parent-child relationships (Collins & Read, 1990; Crean, 2008; Nosko, Tieu, Lawford, & Pratt, 2011). In addition, these factors affect academic success for Latina students. It has been reported that while Latina students often have high first year retention rates, they suffer increased rates of attrition in subsequent years (Hurtado, Carter & Spuler, 1996). Within the Hispanic/Latino culture, counseling is often discouraged, which results in harmful effects for Latina women's mental health and academic success. Nadeem, Lange, and Miranda (2008) note that ethnicity relates to mental health and that “ethnic minorities are less likely to receive needed mental health care than White Americans” (p. 93). Many of these Hispanic/Latina women are not utilizing the help that is available and are under-performing throughout their adolescence, which often determines their career path and ultimate success. Reed (2006) confirms “the mother is the daughter's first love object… [and this relationship] will serve as her prototype for intimacy on a nonsexual level…and will determine how she deals with competition and rivalries” (p. 1246). The level of relationship, whether they get along or have many conflicts, determines the way the daughter handles life situations. For example, within this relationship, there is a development of a sense of self. If the relationship is positive and appropriately developed, it can result in a high level of self-esteem for the daughter, it lays a foundation for the daughter's comfort level of her sexuality, her ability to form fulfilling love relationships, and a degree of gender identity (Reed, 2006). It is imperative for Hispanic/Latina women to develop higher self-esteem and motivation to pursue their goals.
**Current Study:** The data from this study was based on a quantitative assessment of data from an online survey. The target population consisted of female urban college students between the ages of 17-25. The participants were recruited by handing out flyers throughout urban colleges in NYC. Although the data was collected from a diverse demographic population, this sample attempted to focus on the Hispanic/Latino population.

**Results:** A majority of the total number of participants (N=69) did not identify as Hispanic/Latino(a), but showed a significant correlation of their ethnic identity to their relationship with their mothers. The Quality of Relationship Inventory (QRI) support subscale, used to study the quality of the mother-daughter relationship, correlated with the likelihood of seeking help from a variety of professionals. The depth subscale of the QRI showed a positive correlation to intimacy in romantic relationships. Results also showed that ethnic identity correlated to self-esteem and that self-esteem correlated with self-efficacy. The sample was convenient as participants were high-achieving (GPA average of 3.21), which may have been the reason why the mother-daughter relationships did not have a correlation with academic achievement.

**Discussion:** Once results were reviewed, multiple regression analysis was conducted to see a direction between the proposed variables. The multiple regression analysis confirmed that the quality of the mother-daughter relationship was a predictor of intimacy, likeliness to seek help, and GPA. Thus, it was concluded that the mother-daughter relationship is a significant factor to female college students.

**Future Implications:** To further this research in the future, it is suggested that a bigger sample be utilized from which comparisons across racial groups, such as African Americans with Whites can be done. It is hope that this research can lead to the implementation programs, such as mother-daughter counseling and mentoring programs, workshops, and early prevention programs to inform mothers and daughters about the significance of their relationship.
Biography

Ms. Stephanie Rojas received her BA in English, with a minor in Counseling in May 2012. In addition to her Senior Thesis, Ms. Rojas also completed an Honors Thesis as an independent study with Dr. Richard Perez where she explains the manifestation of the impact of patriarchy, violence, religion, and the importance of education on the female image within the Dominican community.

Throughout her tenure at John Jay, Ms. Rojas has had an array of professional training, such as the Peer Counseling Program, Safe Zone training, and the John Jay Leadership Trailblazers Leadership Program. Ms. Rojas has been on John Jay’s Dean’s List, received an award for Classroom Leadership from the Department of English, as well as the Peter F. Vallone Scholarship, New York Blood Center Scholarship, and the Opportunity and Excellence Scholarship from the Graduate School of Education at Fordham University. In addition, Ms. Rojas is a recipient of both the Distinguished Service Award and a 2011/12 Undergraduate Research Scholarship in the amount of $1500. Most recently she has been awarded the Edward Davenport award for best essay in a 400-level course. As a member of New York Road Runners, Ms. Rojas ran the New York City Marathon in 2011 under Team For Kids, a charity to create health and fitness programs for children. In the Spring of 2012, she interned at the Institute for Contemporary Psychotherapy.

Ms. Rojas is currently a student affiliate member of the American Psychological Association as well as an active member of Sigma Tau Delta, the international English honor society. Ms. Rojas has been accepted to the Masters Program for Mental Health Counseling at Fordham University and will begin in the Fall of 2012.

Stephanie Rojas
Major: English Major, Minor in Counseling
Mentor: Dr. Gregory Thompson, Department of Counseling
2nd Year Scholars (cont.)
An Exploration of Arranged Marriages among Hispanic Immigrants

Gary Amores

Immigration is a controversial topic. This research will examine the phenomenon of arranged marriage between a United States citizen and illegal Hispanic immigrant. For the purposes of this research “arranged” does not have anything to do with culture or religion, but rather involves fraudulent immigration marriages to obtain his/her green card. This research seeks to explore the motives behind why the United States citizen would decide to engage in such an illegal activity. Usually, there is a tradeoff between the two parties, which might include deception, sex, money, or family/friendship. Due to its illegal nature, determining an exact number of how many people engage in this activity would be impossible. Through a snowball sample, this study seeks to shed light on this phenomenon which has been used to evade immigration laws and policies.
Gender Differences in Memory for Aggression

Nazai Fyazi

On average, women have outperformed men on verbal, autobiographical, face recognition, and neutral memory tests; this is especially true when it comes to memory that has an emotional connection to it. In understanding gender differences in memory, this study will explore if women’s memory is superior to men when remembering events associated with aggression. Aggression in all forms is stereotyped as a masculine phenomenon and one in which females rarely participate in. While studies have shown that men on average are more aggressive than women, it may be the case that the practice and skill of remembering events for women will give them an advantage when retaining and recalling information about aggression. Even though women have shown to do better than men in several types of memory tests, it is possible that because men are more aggressive, their memory for aggression would be superior to women’s.
“It is Better to be a Master than to be a Slave”

Makeba Lavan

My literary research project examines the ways in which African-American science fiction writer Octavia Butler's novel Wild Seed echoes and departs from GWF Hegel's Master-Slave dialectic. Butler is most known for using the Science Fiction genre to tackle and often re-imagine the power struggles that surround humanity in regards to race, gender, religion and sexuality. In Wild Seed Octavia Butler raises challenging questions about domination and ethics. For the purposes of this research Alexandre Kojeve's interpretations of Hegel are drawn upon to illustrate the different ways that Butler uses her fiction to highlight the nuances of domination. The main questions that spurred this research are: what factors contribute to the domination of others? What is the relationship between the dominator and the dominated? Like Hegel, Butler gives special attention to the co-dependency of her "masters" and their "slaves". However, as a departure from Hegel, Butler creates characters and dramatic action wherein mastery becomes ethical; but only if domination is tempered with respect. Ultimately, both Butler and Hegel agree that even those with great authority must recognize and honor the humanity of the disenfranchised lest they spend their lives locked in endless power struggles. In the end, both conclude that masters are always slaves to those who serve them, whether it be in fiction or society.

Biography

Makeba Lavan is enrolled in the CUNY Baccalaureate for Unique and Interdisciplinary Studies program. She is a senior majoring in English and Gender Studies. Ms. Lavan has completed two theses, one as a McNair Scholar and another as a CUNY Pipeline Honors Fellow. As a SEEK student, Ms. Lavan is an inducted member of Chi Alpha epsilon and was selected to take part in the SEEK Leadership Academy. Ms. Lavan has served as an editor and senior staff writer for the John Jay Sentinel. Among her academic awards are the Thomas W. Smith Fellowship, the STOCS scholarship for study abroad and the prestigious Malcolm/King scholarship. She is currently applying to English Ph.D. programs.

Makeba Lavan
Major: English
Mentor: Dr. Elizabeth Yukins, Department of English
Previous research has demonstrated that both Blacks and Whites expect to be perceived negatively by racial out groups (Steele, Spencer, & Aronson, 2020). However, there is a dearth in research on how Blacks and Whites expect to be perceived by Black/White biracials. The present research focuses on how Black and White students think a Black/White biracial student will perceive them. In this experiment Black or White students were asked to imagine being in a situation where they would have to interact with either a Black, White, or Black/White biracial student on campus. Participants then completed a questionnaire on their first impression of the student and how they think they will be perceived by the biracial student. It is hypothesized that Black students expect to be perceived more positively by the Black student and the Black/White biracial student than the White student. It is also hypothesized that White students will expect to be perceived more positively by the White student than the Black/White biracial student, and more positively by the Black/White biracial student than the Black student.

Shauna Parker
Major: Deviant Behavior and Social control
Mentor: Dr. Daryl Wout, Department of Psychology
Examining College Students’ Attitudes towards Self-Harm

Romeo Santana

This research examines college students’ attitudes towards suicide. The study seeks to examine the current reasons for the rise in suicide rates among young adults. The study will assess whether favorable attitudes towards suicide have any correlation to the increase in suicide for young adults. Psychologists and Psychiatrists tend to primarily focus on the causes of suicide, instead of people’s attitudes towards suicide. Therefore, more research is needed to address how young adults view suicide. It is hypothesized that males and people with more secular beliefs and education will have higher rates of suicide acceptance.

Romeo Santana
Major: Forensic Psychology
Mentor: Dr. Carmen Solis, S.E.E.K. department / Office of Graduate Studies
Smiling with Side Effects: The Effects of Smiling on Perceptions of Interracial Interactions

Sheneeka Saul

Previous research has shown that social cues can affect how people expect to be perceived by members of other racial group. The purpose of this study is to understand how positive social cues, specifically types of smiles, affect how people of different races interact and perceive each other. It is hypothesized that people of color will expect to be perceived more positively by a Caucasian with a genuine smile compared to a Caucasian with a fake or neutral smile. Two studies will be conducted. The first study will include Caucasian and minority participants viewing pictures of Caucasian individuals, the confederates, with a smile or a neutral expression. The second will include only minority participants viewing pictures of Caucasian individuals featuring a genuine smile, a fake smile, or a neutral expression. Subsequent to the study, participants will complete a questionnaire rating the Caucasian individuals’ friendliness. The independent variables are the type of smile (Duchenne smiles, false smiles, no smile) and the race of the participant (Students of Color or White students). The dependent variables are the participants’ perceptions of the White student, participants’ expectation of how the White student will perceive them and the participants’ interest in interacting with the White student.
“To Join or Not to Join”: The Use of Threat Messages in Terrorist Recruitment

Naithram “Nate” Singh

Terrorism is universal and impacts the entire world, as has been well documented since the September 11th attacks. While there is evidence that Terrorist recruitment is always happening and recruiters tend to use threat messages, there is less evidence why these threat messages are appealing. Past research has mostly focused on the content of the threat message. Few studies have been done on the level of exposure to biases towards groups and how it might lead someone to being open to threat messages. The present research will examine the exposure to biases towards groups on the efficacy of threat messages in regard to recruitment into terrorist organizations. The independent variable is the exposure to biases towards a group. The efficacy of the threat message would be the mediating variable and the decision to join a terrorist group would be the dependant variable. Randomly selected students would be assigned to read scenarios in which they would be asked to put themselves in that particular situation in regards to perceiving threat messages and being exposed to biases. It is expected that those individuals who are exposed to biases within their society and are given threat messages are most vulnerable and susceptible to being radicalized.

Naithram “Nate” Singh
Major: Criminal Justice
Mentor: Dr. Demis Glasford, Department of Psychology
Pipe Dreams: A Case Study on Water Scarcity in Tanzania

Simone Smillie

This project examines the effect water shortage has on a country’s economy. An exploratory in-depth case study of the historical events and economic stability of Tanzania will be conducted to examine the relationship between the role of water and the country’s current status as a low developing country. This research explores whether there is a correlation between the deterioration of water access, water quality, and economic deterioration and political instability and violence. The research seeks to identify the factors and trends that demonstrate the relationship between the political economy and water.

Simone Smillie
Major: International Criminal Justice
Mentor: Dr. Joan Hoffman, Department of Economics
Transculturalism: Exploring its Impact on the Educational Goals of Immigrant College Students

Anna Witkowska

The purpose of this research is to see how transculturalism affects the educational goals of one and a half and second generation college immigrant students. Previous research states that immigrants assimilate differently. Children of low skilled immigrants, especially minorities, face a choice of going to school or supporting the family. Many experience the same or even worse living conditions than their parents. Some immigrant students also deal with language difficulties and discrimination. Therefore, second generation immigrant students, in order to find acceptance, often need to accept norms and values of that society. Studies also state that education increases the mobility of those students. This research will explore how an immigrant's native culture affects their education in a new country as evidenced by the degree they plan to receive. Will their home culture motivate or challenge the students to accomplish higher education degrees in the context of American society? This research will support or contradict the previous studies, such as Louie (2006) that have been conducted on second generation students. It will also fill a gap in the literature regarding one and a half generation immigrants.

Anna Witkowska
Major: International Criminal Justice
Mentor: Dr. Peter Romaniuk, Department of Political Science
1st Year Scholars
Getting Older and Starting Over: the Challenges Geriatric Ex-Offenders Face Reentering Post-Recession America

Nicole Marie Alexander

Research suggests that certain groups, like racial minority groups, were impacted more than others in the most recent economic recession. Many questions remain unanswered. For example, how has this Recession affected ex-offenders, in general, and geriatric ex-offenders specifically? Ex-offenders already face numerous challenges as they try to reenter society. Geriatric ex-offenders have even more barriers due to poorer mental and physical health, and age discrimination. This study will examine whether geriatric ex-offenders suffered more than other aged individuals and other ex-offenders as a result of the Great Recession. The economic and public policy implications of the study's finding will also be examined.

Biography
A native New Yorker raised in Georgia, Nicole Marie Alexander has faced many challenges, but has successfully transformed those challenges into opportunities, using them to shape and outline her professional goals. As a first generation high school graduate attending college, from a low-income background and immigrant parents, she has committed herself to research and advocacy related to disadvantaged groups in our society. As a CUNY Baccalaureate student, Ms. Alexander is designing a unique study program, named Social Problems and Community Solutions, which explores the various problems that plague societies, as well as communities’ attempts to eliminate these problems. Ms. Alexander has had 3 community-focused internships at: The All-Stars Project (an organization with the goal to help expose underprivileged youth to various job opportunities in theater), Legal Information for Families Today (a non-profit organization that gives free legal information for people facing child support, custody and other family court cases), and Edison Learning, where she is currently working with the Community Outreach Department on the organization's dropout recovery programs. As a John Jay College Honors Program student, New York Needs You Fellow and a Thomas W. Smith fellow, Ms. Alexander has developed an interest in prisoner reentry, gang desistance and community-based approaches to justice and hopes to focus on these areas in a doctoral program.

Nicole Marie Alexander
Major: Social Problems
McNair Mentor: Lori Martin, Ph. D, Department of Africana Studies
Abajo Las Sabanas/Below the Sheets

Elizabeth Calixto

This study examines the phenomenon of recently arrived, undocumented immigrant Mexican men who have sex with men. In particular this study examines how these men construct sexual identification in the New York City and the role their home socialization and their new environment have on their sexual identification. There is scant literature on this population overall, let alone in New York City. This study explores whether undocumented Mexican males embrace their home views of sexual identity when they come to New York City or if they change these views after immigrating to New York City.

Biography

Elizabeth Calixto is a first generation Mexican American Student whose parents emigrated from Mexico in the 1980's. She is a rising senior at John Jay College of Criminal Justice majoring in Forensic Psychology with a minor in the Latin American and Latina/o Studies. Ms. Calixto is also Co-founder/President of the La Voz de Latino America Club here at John Jay College. The club was created to educate and promote the social/economic/ and political issues of Latina/o in the United States. The club also works side by side with the Latin American and Latina/o Studies Department to develop a Newsletter which is entitled La Voz, for which Elizabeth is also an editor. This past February, in conjunction with the Inter-University Policy for Latina/o Research Conference at John Jay College, Ms. Calixto organized and conducted a three hour Teach-In to raise awareness on Senate Bill 2281 that prohibits Ethnic Studies Programs, primarily focusing on the Mexican American Studies program in Tucson Unified School District in Arizona. The event was called “We are all Librotraficante: Fighting 21st Century Censorship” for which she was later interviewed by the New York Daily News. Ms. Calixto has also participated at the American Ethnological Society (AES) New York City Spring Conference 2012: Anthropologists Engage the World. She was a participant on a Roundtable entitled: “Engaging Student Activism” where she spoke about her participation with the Librotraficante Movement. Ms. Calixto is also involved with Community Board 12 Youth and Education Committee in Washington Heights.

Elizabeth Calixto
Major: Forensic Psychology
McNair Mentor: Dr. Isabel Martinez, Latin American and Latin/o Studies
An examination of the impact of risk and protective factors on the teen pregnancy rates among Hispanic women

Rebecca Cerezo

Teen pregnancy has been a major concern nationwide for the past two decades. Although teen pregnancy rates overall are decreasing, figures remain high. Currently, Hispanics have the highest rates of teen pregnancy and births with a rate of 70%. This research explores the impact of risk and protective factors on the teen pregnancy rates of Hispanic women. Many Latinas who live in or are exposed to high risk situations and environments are able to avoid getting pregnant. It is hypothesized that individual attitudes pertaining to psycho-social pressures on resiliency (various kinds of support) contribute to teen pregnancy and are the greatest contributing factor.

Biography

As a first year generation student, Rebecca Cerezo will be the first person in her family to graduate from college. She has been on the Dean’s List (2008-2009, 2010-2011) and has received the Peter F. Vallone academic scholarship (2008-2009). As a member of honor societies such as Phi Eta Sigma and Psi Chi, Ms. Cerezo has participated in volunteer activities. She completed the Peer Counseling Training Program and will work as a Peer Counselor to during the 2012-2013 academic year. Ms. Cerezo plans to continue gaining research experience by working in a research lab in the psychology department in the upcoming academic year. She will apply to PhD programs in Counseling Psychology in Fall 2012.

Rebecca Cerezo
Major: Forensic Psychology Minor: Human Services
Mentor: Dr. Carlton Jama Adams, Department of Africana Studies
Can we stop fraud on Wall Street?: The impact of Sarbanes Oxley legislation on fraudulent financial reporting

Levi Decaille

Congressional scrutiny of Securities Exchange Commissions (SEC) investigations, in tandem with an outcry for reforms in the investigation of fraudulent financial reporting, led to the creation of a piece of legislation in 2002 called Sarbanes-Oxley. There is no paucity of public opinions on this subject matter, both pre and post-Sarbanes Oxley, however there has been little empirical research on the effects of this type of financial regulation on the number of investigations or prosecutions by the SEC. This study examines the number of SEC investigations before and after the passage of Sarbanes-Oxley, as well as before and after the financial crisis that began in 2008. The research is a replication of Bryant et al. (2005), who studied SEC investigations prior to the implementation of Sarbanes-Oxley and the financial crisis. Replicating Bryant et al. (2005) with more recent data (2005-2010) can lead to a better understanding of changes that have occurred subsequent to Sarbanes-Oxley and the financial crisis. The current data is derived from the Accounting and Auditing Enforcement Release (AAER) issued during the period 2005 to 2010 which will be used to compare characteristics of companies investigated by the SEC to the results obtained by, Bryant et al.

Biography

Levi Decaille is a native of the Island of St. Lucia. As a first generation college student he plans to continue his education to pursue a PHD in Accounting. At the Borough of Manhattan Community College he completed his initial college degree with an AAS in Accounting in 2009. He then transferred to John Jay College of Criminal Justice to pursue his Bachelors in Economics (specialization in forensic accounting). After starting out his freshman year in remedial math and English, he went on to earn a spot on the Dean’s List throughout the rest of his college tenure. Mr. Decaille is now focused on utilizing his research skills and his drive for scholastic excellence to prepare for graduate school. He is on pace to finishing his McNair research project on Fraudulent Financial reporting by the end of the 2012-2013 academic year.

Levi Decaille

Major: Economics Minor: Forensic Accounting
Mentor: Dr. Randall LaSalle, Department of Economics
The Literary Relation to Colonial History: Interpretative and Rhetorical Analysis of Derek Walcott and Maryse Conde

Kamar Jay Foster

Through historical research, this study investigates how Caribbean islander’s self-image was shaped due to colonialism. In particular, this project analyzes Francophone Guadeloupian novelist Maryse Conde and Anglophone Saint Lucian poet Derek Walcott. By examining how these authors appropriated the imperial languages, one can see the literary relation to colonial history, and how it shaped their narrative identities. This thesis further explores these works and their relation to a collective history and identity: how one may become fulfilled through the discovery of the past.

Biography
Kamar-Jay Foster is a Rising Senior at John Jay College of Criminal Justice. As an English major, he is a research assistant for Professor Toy Fung-Tung, of the English department, and Professor Isaac Malki, of the Africana Studies department. Kamar has also interned in Washington D.C for New York Congressman Eliot Engel (D-17). Mr. Foster has had an article published in John Jay's Finest called “Colonialism and Literature: A Relation Reargued”. Mr. Foster’s academic path started when he interned at an NGO company researching U.S immigration and deportation trends in the Fall of 2010. This summer, as an Office of Undergraduate Research (O.U.R) research intern, he will be researching and examining the political identity in the francophone poetry and poetics of Martinician Aimé Césaire (1913-2008) and Saint-John Perse (1887-1975). This project will also have a comparative dimension with Anglophone African literature, including excerpts of works by Chinua Achebe, Ngũgĩ wa Thiong’o, Ben Okri, and Wole Soyinka. All of these authors explore themes of black identity and pride, but from a uniquely continental perspective. Mr. Foster will be applying to English PhD programs in the fall.

Kamar-Jay Foster
Major: English
Mentor: Prof. P. J. Gibson, Department of English
An Examination of the Effect of Parental Reflectivity in Attachment Styles & Reflective Functioning in Adults

Khrys-Ann Josephs

The role of parental reflectivity in forming the attachment styles of infants and the effect of parental loss on adult reflective functioning will be explored. Thirty six college students will be interviewed and asked about early childhood experiences using the adult attachment interview. Students will be divided into three groups; the reflective group, the non reflective group and the secure group. It is hypothesized that the reflective group will have experienced healthy attachments and proper reflective functioning with the help of an attachment figure. Is it further hypothesized that the non reflective group will have experienced unhealthy attachment relationships with an attachment figure while, the secure group would have developed reflective functioning.

Biography

Ms. Josephs is a first generation college student. She plans to apply to Clinical Psychology Programs in the fall focusing on the psychopathology of children in relation to child development. Ms. Josephs was recognized on the Dean’s List for her academic excellence during the 2010-2011 year and was inducted in the Phi Eta Sigma society. Her goals for the fall 2012-2013 academic year are to analyze the results of her study in relation to her initial hypothesis and examine the potential implications involved in the differences between men and women. She also wants to examine the effects of attachment relationships on child development into adolescence, and determine its role in child psychopathology.

Khrys-Ann Josephs
Major: Forensic Psychology
Mentor: Dr. C. Jama Adams, Department of Africana Studies
An Examination of the Relationship between Hostile Attribution Bias and Exposure to Violence in urban adolescents

Nicolas Montano

Research shows that exposure to violence is strongly associated with aggressive behavior. To date, studies have examined several potential mediating factors, such as coping mechanisms, and socialization. However, few studies have examined the association between violence exposure and hostile attribution bias. The proposed study will examine the potential mediating role of hostile attribution bias in the relationship between exposure to violence and aggressive behavior. This study will also compare the relationship of hostile attribution bias to both home and community violence exposure. Participants will include 12-17 year old male and female adolescents. It is expected that hostile attribution bias will partially mediate the relationship between violence exposure and aggressive behavior, and that hostile attribution will be more strongly associated with home violence than community violence.

Biography

Mr. Montano is a rising senior at John Jay College of Criminal Justice. He is a CUNY Baccalaureate for Unique and Interdisciplinary Studies student majoring in Psychology of Juvenile Delinquency and International Criminology. He is a Latino, first generation college student who plans to apply to doctoral programs in Criminology. Since enrolling at John Jay, he has consistently been on the Dean’s list, and has been inducted into both the Phi Eta Sigma and Psi Chi Honor Societies. In addition, Mr. Montano is in the Honors Program, and has received The New York Needs You Fellowship, The Thomas W. Smith Fellowship and will begin as a Vera Institute of Justice Fellow in Fall 2012. Mr. Montano’s research interests include violence exposure and adolescent delinquency. He has served as a research assistant for Professor Maureen Allwood, his McNair and CUNY BA mentor on child and adolescent research projects. He has also worked with Dr. Richard Curtis on the South Bronx Project that examines community perceptions of youth and crime. As a result of that project, he interned at Community Connections for Youth as a School/Educational Advocate. In the Fall 2012, Mr. Montano will be conducting research on threat bias among adolescents with PTSD.

Nicolas Montano
Major: Juvenile Delinquent Psychology & International Criminology
Mentor: Dr. Maureen Allwood, Department of Psychology
An analysis of the role political militancy in promoting social justice

Kemar McIntosh

The research project centers on politics, ethics and poverty in the United States. These topics are important when addressing matters of social justice and political reformation. This research will utilize the works of scholars such as Cornel West, Angela Y. Davis, Herbert Marcuse, John Rawls, Peter Singer and Howard Zinn to examine the political dimensions of social stratification within the US; the ethical implications behind maintaining the status quo and finally, the growing rate of poverty within American society. This research will also explore the “Principle of Political Militancy”, which has been formulated as a course of remediation and counter-action to the above issues.

Biography
Kemar McIntosh is a senior Philosophy major. He is also pursuing minors in the Humanities & Justice and Law. Mr. McIntosh believes he has found his place in academia, because it creates a space to manifest positive and perhaps even material changes within society. He also believes that being a scholar brings a seasoned awareness about social responsibility, because knowledge inherently drives the human spirit into action. Mr. McIntosh plans to pursue a doctoral degree in Philosophy. He has developed a personal philosophy which essentially rests on keeping motion alive; because “as long as one keeps moving, hope, dreams and even small aspirations may come to fruition.” Kemar has also been the winner of John Jay College’s Study Abroad Scholarship; Zenith Media Scholarship, and The Hetrick-Martin Scholarship. As an active member within the school's community, he is currently working with John Jay’s Center for International Human Rights, where he will assist, through research, to create a heightened awareness about human rights violations, particularly, in response to the LGBTQ community. Kemar ultimately wants his scholarship to extend beyond the walls of academia; as he knows that knowledge should propel us toward crucial social reform.

Kemar McIntosh
Major: Philosophy
Mentor: Dr. Catherine Kemp, Department of Philosophy
An Examination of the Influence of Senegalese Diaspora in Senegal’s Politics

Fatou Talla

Although many researchers have examined the relationship among different religious groups in Senegal and the impact that these groups have on national and local politics, little attention has been paid to how the Senegalese Diaspora in New York affects Senegalese politics. Many Senegalese living in New York are unaware of the political climate in Senegal; thus, their political decisions are often controlled by various political parties – some of which have specific religious affiliations. This control is achieved through different methods including the use of money and “ndigal,” orders given by religious leaders to their followers to vote for a specific party. This is an important dynamic that explains how the dominant parties continue to be elected and leads to questions regarding whether Senegal is maintaining a democratic political system. This study will examine ways that the Senegalese Diaspora in New York influences political corruption in Senegal. To evaluate this relationship, interviews of members of various Senegalese groups and surveys of New York City’s Senegalese population will be utilized.

Biography
Fatou Talla was born in Senegal, West Africa. She and her family moved to Harlem when she was 13 years old. This move was a critical turning point in her life as she learned the English language, adjusted to a new climate, experienced snow for the first time, and adapted to a new culture. Ms. Fatou’s father brought her and her family to this country so that they could further their education. Being the first woman in her family to graduate from high school and attend college compelled her to pursue a doctoral degree. She has served as the vice president of the African Students Association at John Jay College of Criminal Justice and also as a member of the non-profit organization American Foundation for African Children Education (AFACE). In the 2012-2013 academic year, she will focus on completing her Bachelor of Arts degree in Political Science and applying to graduate programs in Foreign Affairs.

Fatou Talla
Major: Political Science Minor: History
Mentor: Dr. Issac X. Malki, Department of Africana Studies
Growing research suggests that Facebook may impact users’ self-esteem, identity perceptions, and cognitive function by facilitating identity exploration and minimizing self-deception. Defense mechanisms defend the identity against stressors using varying levels of self-deception. Abraham Maslow (1943) correlated low levels of self-deception to higher actualization potential. While it has been theoretically implied that defensive styles and self-esteem may moderate the relationship between frequency of Facebook use and actualization potential, the present study empirically evaluated this possibility. A quasi-experimental design with an electronically administered survey was utilized. Results indicate that higher levels of Facebook use correlate with positive attributes such as low self-deception, mature coping styles, high self-esteem, and high actualization potential.

Biography
Chassitty Whitman is a first-generation college student considering graduate programs in Clinical and Forensic Psychology. During the 2012-2013 academic year, she will participate in the Jumpstart Internship Program encouraging language, literacy, and social-emotional development in 4-year olds. Ms. Whitman will also participate in the Fieldwork in Human Services internship performing clinical duties in the field of counseling. Thus far, she has received scholarships from New York University and John Jay College including the Thurgood Marshall Scholarship, The Upper Division Scholarship, The NYU Steinhardt Scholarship, the Glen Bell Scholarship as well as the AmeriCorps Segal Education Award for service. Ms. Whitman is currently conducting a multi-study project evaluating the interactions of various social variables such as aggression and social networking on aspects of personality such as self-esteem, personal potential, coping mechanisms, and identity perceptions. The first study in this series, “Facebook and Personality” was presented as a poster at the Eastern Psychological Association 2012 conference in Pittsburgh, PA.
The Social Self: Personality, Identity, and Conflict

Yuriy Zevelev

In 1999, Transparency International (TI) survey ranked Russia 82nd out of the 99 most corrupted nations. Based on this ranking, the Russian Federation represented what the Western world sought to eliminate, a criminal safe haven. The corrupt, unregulated, banking sector of Russia facilitated funding for criminal activities. This research seeks to uncover the connection between state sponsored money laundering and money laundering in the private banking sector. A combined analysis of statistical data obtained from renowned internationals bodies (UNODC, Interpol, FATF, etc.), together with case studies of recent prosecutions of private banks in Russia reveal a criminal pattern. These institutions enabled offspring criminal safe havens to launder dirty assets until such assets could no longer be tracked.

Biography

“We succeed only as we identify in life, or in war, or in anything else, a single overriding objective, and make all other considerations bend to that one objective” President Dwight Eisenhower (April 2, 1957).

Emigrating from the former Soviet Union (now Ukraine) at the age of seven, Yuriy Zevelev entered the country with the desire to strive for success. As an immigrant, Mr. Zevelev has sought to take advantage of every opportunity since coming to the U.S. After graduating in the top ten of his high school, Mr. Zevelev was accepted into John Jay College as a part of the prestigious Honors Program. Since entering John Jay, Mr. Zevelev has received scholarships that have paid for his tuition. These scholarships include the Peter F. Vallone scholarship, the Merit Scholarship and the NYC Merit Scholarship. Mr. Zevelev has been on the Dean’s List during his entire tenure at John Jay. He has also been inducted into honors societies including the Phi Eta Sigma freshman honors society, the Alpha Phi Sigma national honors society and is a member of the Academy of Criminal Justice Sciences. In addition to his many academic achievements, Mr. Zevelev has sought to further diversify his learning. He was admitted into the highly competitive New York City Police Department internship program (known as the Cadet Corps). Upon completion of training, Mr. Zevelev was assigned to the NYPD’s Community Affairs Bureau where he works closely with high ranking members of the department in improving police-community relations. Recently, Mr. Zevelev was promoted to the rank of sergeant in the Cadet Corps where his responsibilities include supervising fellow cadets.
2011–2012 McNair Staff and Mentors

Staff:
Dr. Jessica Gordon Nembhard, Director
Associate Professor
Department of Africana Studies

Mr. S. Ernest Lee Jr., Associate Director
Adjunct Lecturer, Dept. of Political Science

Mr. Robert Reynoso, Program Assistant

Mentors:
Dr. C. Jama Adams
Associate Professor and
Chair, Dept. of Africana Studies

Dr. Maureen Alwood
Assistant Professor
Department of Psychology

Dr. Jana Arsovksa
Assistant Professor
Department of Sociology

Prof. P.J. Gibson
Full Professor
Department of English

Dr. Demis Glasford
Assistant Professor
Department of Psychology

Dr. Bill Gottdiener
Associate Professor
Department of Psychology

Dr. Maki Haberfeld
Full Professor
Dept. of Criminal Justice

Dr. Zelma Henriques
Full Professor
Law and Police Sciences Dept.

Dr. Joan Hoffman
Full Professor
Department of Economics

Dr. Elizabeth Jeglic
Assistant Professor , Department of Psychology

Dr. Catherine Kemp
Assistant Professor
Department of Philosophy

Dr. Kwando Kinshasa
Full Professor
Department of Africana Studies

Dr. Randall LaSalle
Associate Professor
Department of Economics

Dr. Isaac Xerxes Malki
Assistant Professor
Department of Africana Studies

Dr. Lori Martin
Assistant Professor
Department of Africana Studies

Dr. Isabel Martinez
Assistant Professor
Latin American and Latina/o Studies

Dr. Cynthia Mercado
Assistant Professor
Department of Psychology

Dr. Peter Romaniuk
Assistant Professor
Department of Political Science

Dr. Carmen Solis
Associate Professor
S.E.E.K Dept. / Graduate Studies

Gregory Thompson
Assistant Professor
Department of Counseling

Dr. Daryl Wout
Assistant Professor
Department of Psychology

Dr. Elizabeth Yukins
Assistant Professor
Department of English
Conferences

**Atlanta:** from left: Antoine, Sheneeka, Susybel, Nikoleta, Cassandra, Nate

**Maryland:** from left: Nikoleta, Dr. Gordon-Nembhard, Makeba, Susybel

**Maryland:** from left: Makeba, Antoine, Nikoleta, Susybel (top)

**Wisconsin:** Stephanie Rojas

**Buffalo:** from left: Simon, Shauna, Popy, Romeo

**Delaware:** from left: Antoine, Dr. Kinshasa
Conferences

Buffalo: Shauna Parker

Maryland: from left: Susybel, Makeba, Mr. Lee, Nikoleta

Delaware: Antoine Jones

Buffalo: From left: Shauna, Simon, Popy, Romeo
McNair in Graduate School
“You’re eagles! Stretch your wings and fly to the sky.”
Dr. Ronald E. McNair

The 2012 McNair graduating Scholars and graduate will attend the following graduate schools.
Cassandra Bragg (’12) - MA, Forensic Mental Health Counseling, John Jay College

Simon Lou (’12) - PhD, Criminal Justice, University of Maryland – College Park

Stephanie Rojas (’12) - MA, Mental Health Counseling, Fordham University – New York

Romeo Santana (’12) – Psy.D, Adler School of Professional Psychology – Illinois
Recently earned degrees

These Scholars have earned a degree in the past year. We wish them the best and ask them to please keep in touch. Their cohort year is shown in parenthesis.

**Carolina Almarante (’07)**, Masters in Public Affairs, Carnegie Mellon University

**Jessica Armstrong (’10)** – MA in Clinical Psychology, Clark University, in Massachusetts

**Suleica Claxton (’08)** – Masters in Forensic Psychology, John Jay College

**Albert Gamarra (’04)** - PhD Program in Criminal Justice, John Jay College

**Duquann Hinton (’07)** - Degree in Maintenance Management Analysis, United States Air Force

**Sekou Kesselly** – (’10) – MA in Internal Criminal Justice, John Jay College

**Denise Mieses (’10)** –MA in Mental Health Counseling, City College

**Janice Park (’07)** – MSW, Hunter College

**Melissa Pognon (’07)** -- Joint Masters in Urban Regional Planning and Human and Community Development, University of Illinois at Urbana Champaign

**Lina Rojas (’10)** – MA in International Relations, Florida International University

**Minette Russell-Irace (’07)** – MA in Clinical Psychology, Yeshiva University

**Eddie Sanford Jr. (’10)** – MSW, Columbia University

**Ysaeric Taveras (’10)** – MA in Criminal Justice, North Eastern University
Thank you to all our McNair Mentors!

Congratulations Class of 2012!

The McNair Program welcomes the following new Scholars for the 2012-13 academic year:

<table>
<thead>
<tr>
<th>Navila Abbas</th>
<th>Marcus Johnson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emiliya Abramova</td>
<td>Melissa Manrique</td>
</tr>
<tr>
<td>John Bae</td>
<td>Anna Micek</td>
</tr>
<tr>
<td>Mario Benabe</td>
<td>Leigh Pritchett</td>
</tr>
<tr>
<td>Laura Blackwood</td>
<td>Ashley Sumasar</td>
</tr>
<tr>
<td>Josephine Chumpitaz</td>
<td>Laquasia Wilkins</td>
</tr>
<tr>
<td>Ronald Curtis</td>
<td>Radhalisa Zarzuela</td>
</tr>
<tr>
<td>Andre Jackson</td>
<td></td>
</tr>
</tbody>
</table>
Dr. Jessica Gordon Nembhard
Director/ Associate Professor of Africana Studies

Dr. S. Ernest Lee, Jr.
Associate Director

Mr. Robert Reynoso
Program Assistant

TRiO
A Federally Funded Program
In Remembrance Of

26 Years Since the Space Shuttle Challenger’s Last Voyage
Acknowledgements

Funding for the Ronald E. McNair Post Baccalaureate Achievement Program is provided by:

- The United States Department of Education
- The Office of Undergraduate Research (OUR), with a special acknowledgement of Dean Ann Lopes.

Special Acknowledgements

The McNair Program would like to acknowledge Denise Mieses, a McNair Alumnus and the Program Assistant for the Department of Africana Studies, for her continued support of the McNair program. Furthermore, it is with great pride that we congratulate Denise on earning her Masters of Arts in Mental Health Counseling from the City College of New York, CUNY.

Denise Mieses, MA, McNair ‘08 Alumnas
Department Coordinator, Africana Studies

Acknowledgements continue….

We would also like to thank Denise Batista, Olivia Crosby and Joan Eugene for their contributions as Work Study Students during the Fall 2011/Spring 2012 academic year.

The Africana Studies Department and the Honors Program, under the leadership of Prof. C. Jama Adams and Ms. Litna McNickle respectively, also have to be recognized for their continuous support of the McNair Program.

A special note of recognition goes to Mr. Robert Reynoso for the design of the McNair Journal.

Image credits: Galaxy triplet image retrieved from Spacefellowship.com, Some conference photos provided by Antoine Jones, Simon Lau. All other photographs are the property of the McNair Program, John Jay College of Criminal Justice.