Summer Research Grants: funded proposals for June-July 2014 (Abstracts)

Michelle D. Devereaux, Assistant Professor of English and English Education

“Underline the Subject Once and the Verb Twice”: Moving Beyond Traditional Grammar Instruction

Abstract: When many of us hear “grammar instruction,” we are reminded of worksheets asking us to underline the subject once and the verb twice. Typically, grammar instruction has focused on definitional meanings and characteristics; however, this instruction doesn’t seem to help students’ writing since 28% of entering college students are required to take remedial English classes (Burke, 2013). Rhetorical grammar instruction that includes such aspects as *use* and *function* may help students better understand grammar and its rhetorical uses. This study seeks to explore the literature regarding rhetorical grammar instruction, what this instruction looks like in a secondary English classroom, and how the instruction affects students’ writing. The results of this study will benefit pre-service and in-service teachers, secondary English students, and professors of English Education by offering effective strategies for grammar instruction. The results will be disseminated through an edited volume and local and national conferences.

Amy Donahue, Assistant Professor of Philosophy

"Proposal for Research Funds to Guest Edit Journal on the Theme: Decolonizing Comparative Philosophical Methodologies"

Abstract: The project would culminate a program of integrative research that the applicant has worked on and developed in collaboration with other scholars for two years. The editors of Comparative and Continental Philosophy, a blind peer-reviewed journal issued by Maney Publishing, have invited the applicant to submit a proposal to guest edit an issue of their journal on the theme, “Decolonizing Comparative Philosophical Methodologies.” The proposal is ready to be submitted to the journal editors in mid-January 2014. The proposed thematic issue, which the applicant is co-editing with a specialist in postcolonial theory who is housed at Sewanee: The University of the South, introduces problems and methods in postcolonial theory to the continental and comparative philosophical community, and introduces historical non-western philosophical texts and concepts to the field of postcolonial theory. The subjects and themes of these fields intersect, but remain institutionally separate.

Paul M. Dover, Associate Professor of History

Secretaries and Statecraft in the Early Modern World

Abstract: This grant would allow me substantially to complete work on a book I have under contract with Edinburgh University Press entitled Secretaries and Statecraft in the Early Modern World. I will be editing this collection of fifteen essays from leading scholars of early modern history, hailing from five
countries, and encompassing case studies from Western and Eastern Europe, the Near East and Asia, making this a genuinely global history. I will also be contributing my own essay to the collection, which will situate the contributors’ studies in the existing scholarship and draw out important thematic connections between the essays. The book explores the rapidly changing face of inter-state relations in the early modern age through a novel lens, by examining the waxing role of the first minister or state secretary in the formulation and implementation of policy. Across a variety of contexts in the period between the Renaissance and the French Revolution, these officials became leading protagonists in the exercise of state power, particularly in the area of foreign policy. This book, with its original approach and international scope, will make important contributions to the field of early modern history, and will provide wide exposure for me and for Kennesaw State University.

Tony Grooms, Professor of Creative Writing

Burn the House: A Novel of Black American Exile in Sweden

Abstract: I am applying for a CHSS Summer Research Grant for Summer 2014 to allow for focused time toward the completion of a historical novel manuscript, called “Burn the House.” The novel explores African American experience in Sweden during the Vietnam War. Two-hundred unedited pages of the novel have already been written. At least another 200 hundred are estimated in order to complete the first draft. Following up on a semester-length leave supported by CETL’s Tenured Faculty Enhancement Leave (TFEL) program, the goal of the Summer grant is to extend the TFEL in order to complete a first draft of the novel, with an expectation of publication readiness by Spring 2015.

Tracie L. Stewart, Associate Professor of Psychology

Extending the Situational Attribution Training Paradigm

Abstract: Stereotyping, prejudice, and discrimination are continuing and troubling social problems. When these biases are “implicit,” occurring automatically and on an unconscious level, they are particularly resistant to change. However, the Situational Attribution Training (SAT) paradigm that I created—which trains participants extensively in choosing situational over stereotypical explanations for outgroup members’ behaviors – has proven successful in reducing implicit stereotyping (Stewart et al., 2010). Support from a CHSS Summer Research Grant would provide me with dedicated time to complete data analysis for the third of three new studies conducted to expand understanding of the stereotyping reduction processes involved in SAT and to identify the longevity of its effects. CHSS support would also enable me to prepare and submit a manuscript describing my research findings and their theoretical and practical implications to social psychology’s highest-impact empirical journal: The Journal of Personality and Social Psychology. Finally, I would present these findings at both an academic and practitioner-oriented conference in 2015.
The Remonstrants and Religious Freedom

Abstract: During the Twelve-Year Truce in the Dutch Revolt (1609-1621) the Remonstrants, a liberal segment of the Reformed Church, were condemned at the Synod of Dordt, their leaders sent into exile. During the remainder of the century, Remonstrants profiled themselves as ardent and persuasive defenders of religious tolerance. This monograph study will outline in detail this Remonstrant “self-fashioning” around their core principle of religious freedom and forbearance. The contours of their argument will be established based on an extensive analysis of the plethora of pamphlets that were produced during the intense polemics between Remonstrants and Counter-Remonstrants, and then in some pivotal larger works such as Episcopius’s tract on Vrye godesdienst [“Freedom of Religion”] and the monumental ecclesiastical histories written by Johannes Uytenbogaert and Geerard Brandt. The Remonstrant defense of tolerance is well-known, but has not yet been studied in such detail; furthermore, it has often, in the literature, been dismissed as opportunistic or even hypocritical. My study will critically examine such claims and carefully assess the scope and limitations of the Remonstrant position.