

TRiO

McNair Scholars Program
ST. OLAF COLLEGE

Summer Research 2009 **ABSTRACT BOOKLET**



[HTTP://WWW.STOLAF.EDU/SERVICES/MCNAIR](http://www.stolaf.edu/services/mcnair)

The TRiO McNair Scholars Program is a graduate school preparatory program funded by the U.S. Department of Education and sponsored by St. Olaf College. The TRiO McNair Scholars Program was founded in 1989 and initiated at St. Olaf College in 2007. This program identifies students who have high academic potential and meet eligibility criteria. The goal of the program is to support Scholars' aspirations and preparation for graduate study. The program is further described on our website: <http://www.stolaf.edu/services/mcnair>.

Program Goals

The federal goal of the TRiO McNair Scholars Program is to increase the rate of doctoral program applications, degree attainment and participation in the professoriate by low-income, first-generation college students who are underrepresented in graduate programs. The TRiO McNair Scholars Program provides opportunities for participants to develop graduate school level academic skills necessary to gain admission to and successfully complete graduate study.

Participants

Annually, 27 undergraduates who are interested in pursuing graduate studies and careers as college faculty participate in the St. Olaf McNair Scholars Program.

- Two-thirds of the participants meet federal income guidelines and are from a family in which neither parent graduated from a four-year postsecondary educational institution.
- One third of the participants may be from groups that are traditionally underrepresented in graduate studies and the professoriate.
- Participants have completed at least 2 courses in their area of research interest and have a GPA of 2.75 or higher.

Services

McNair Scholars receive assistance with:

- Internships - summer sophomore year to explore viable fields of academic study
- Research Writing Course - summer junior year to learn how to write an effective proposal, conduct research and present results
- Research experience - summer junior year. Participants are paired with a faculty mentor whose research interests match those of the McNair Scholar.
- Preparation for graduate school admissions tests
- Graduate school applications/completion assistance
- Financial aid, fellowship and scholarship applications/completion assistance

Highlights

During the summer of 2009, 13 students were paired with a Faculty Mentor who guided their participation in an intensive summer research experience. Faculty Mentors provide information and guidance about graduate school and support the McNair Scholars as they make the transition to their post-baccalaureate education. Working with their Faculty Mentors, students produced professional quality posters and presented their research at the St. Olaf Summer Research Symposium. This Abstract Booklet highlights the St. Olaf TRiO McNair Scholars' summer research.



Biography of Ronald E. McNair

“Before you can make a dream come true, you must first have one.”

Dr. Ronald E. McNair

In 1986, in memory of Ronald Ervin McNair, the U.S. Congress established the Ronald E. McNair Post-Baccalaureate Achievement Program, commonly known as the McNair Scholars Program.

Dr. Ronald E. McNair’s career as a scholar and astronaut stands as an inspiration to all McNair Program participants. Ronald McNair, the second African American to fly in space, was born on October 21, 1950 in Lake City, South Carolina.

He was named the valedictorian of his high school class and went on to graduate magna cum laude from North Carolina A&T State University.

In 1976 McNair completed all requirements for the Ph.D. degree in physics at the Massachusetts Institute of Technology (MIT) and joined the Hughes Research Laboratories in Malibu, California as a scientist.

Dr. McNair received multiple honorary doctorates of Science and of Law. In 1979 McNair was named Distinguished National Scientist by the National Society of Black Professional Engineers.

Ronald McNair completed the training and evaluation course for shuttle mission specialists and began working at the Shuttle Avionics Integration Laboratory and later worked for NASA. Even though Dr. McNair's awards and special recognitions are numerous, he will be best remembered as being among those who died on January 28, 1986 when the Space Shuttle Challenger exploded after the launch. Dr. Ronald E. McNair was a mission specialist on that flight.

His lifelong commitment to scholarship lives on in the McNair Scholars who are selected each year to participate in the many McNair Programs across the United States.

St. Olaf McNair Scholars Staff

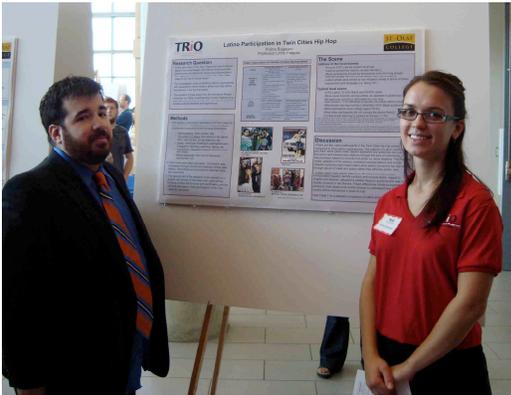
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Pictured from left to right: Heather Campbell, Janis Johnson, and Melissa Hinderscheit



Professor Pappas and McNair Scholar, Polina Bogayev

Faculty Mentor: Chris Pappas

Chris Pappas graduated from Bard College and is now finishing his Ph.D. in Sociology at the University of Minnesota. His current research is on the formation and negotiation of white racial identities and race relations in the Twin Cities hip hop scene. Overall, his research topics focus on the ways in which popular culture mediates the relationship between people's lives and experiences and macro-level societal forces/institutions (race, masculinity, sexuality, etc.). In addition to teaching at St. Olaf College, he has taught at the University of Minnesota, Macalester College, and Hamline University.



Polina Bogayev presenting her research at the 2009 St. Olaf Summer Research Symposium.

Polina Bugayev

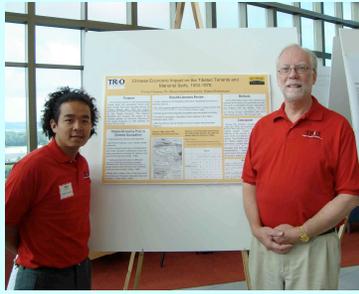
Title of Summer Research:

Latino Participation in Twin Cities Hip Hop: an ethnographic analysis of ethno-racial meanings

This project investigated ethno-racial meanings of Hispanics/Latinos participation in the local Twin Cities hip hop scene by analyzing race relations, racial discourses and ethnic identifications. Ethnography or participant observation was carried out throughout the summer of 2009 at 15 local hip hop shows in the Twin Cities. Areas of focus at the events included: demographics, racial and ethnic discourses, racial interactions and Latino artists' performance, mannerism and style. The results gathered from the ethnography showed that there were few Hispanic participants in the Twin Cities' local hip hop scene compared to other race groups (0-5% Latino, 15-30% Black and 60-80% white comprised the typical audience). The majority of Latino artists were males; they appeared and acted like other non-Latino hip hop participants and attracted the racial break down previously mentioned among audience members. Latino male artists used limited Hispanic identity symbols in their performance and talked about race from a white vs. non-white relations perspective, possibly indicating that these artists connect to hip hop more on issues of class and space rather than a shared ethnicity. Unlike the Latino male artists Maria Isa, one of the few local Latina rappers, incorporated Hispanic identity symbols in her performance, attracted a sizable Hispanic audience and was more inclusive of other races in her themes. These differences in racial discourse and ethnic identification among female and male Hispanic artists are possibly influenced by gender roles present in the local Twin Cities' hip hop and the Twin Cities' Hispanic cultures that need to be further studied.

Faculty Mentor: Dr. Robert Entenmann

Robert Entenmann is a Professor of History and Asian Studies at St. Olaf College. He graduated from the University of Washington with a major in Far Eastern Studies, earned a M.A.



in East Asian Studies at Stanford, and received a Ph.D. in History and East Asian Languages from Harvard. He also studied Chinese and Japanese at the Inter-University Program for Chinese Language and Area Studies in Taipei, Taiwan. His research interests include Chinese social history, religious and ethnic minorities in China, and Asian-American issues. He has traveled extensively in Asia, including two trips to Tibet. Entenmann has published several journal articles and contributed to over a dozen books. Several of his articles have been published in Chinese translation. He is currently the President of the Midwest Conference on Asian Affairs.

Faculty Mentor: Dr. Steven D. Soderlind

Dr. Steven D. Soderlind received his B.A. in Mathematics and Economics from the University of Minnesota and his Ph.D. in Economics from the University of Massachusetts. He did



his dissertation on *The Evolution of Regional Development and Settlement Policies in Norway and Selected Problems in Decision Making*. His research interests include Regional Economics, Mathematical Economics, and Welfare Economics. As a professor, he specializes his teaching in Urban and Regional Economics, Consumer Economics, Economic History and History of Economic Thought. Throughout his career, Dr. Soderlind has published various articles and books in the field of Economics. In 1999, he published the book *Consumer Economics: A Practical Overview*.

Tenzin Choerap

Title of Research:

Chinese Economic Impact on the Tibetan Tenants and Manorial Serfs, 1950-1978

Abstract:

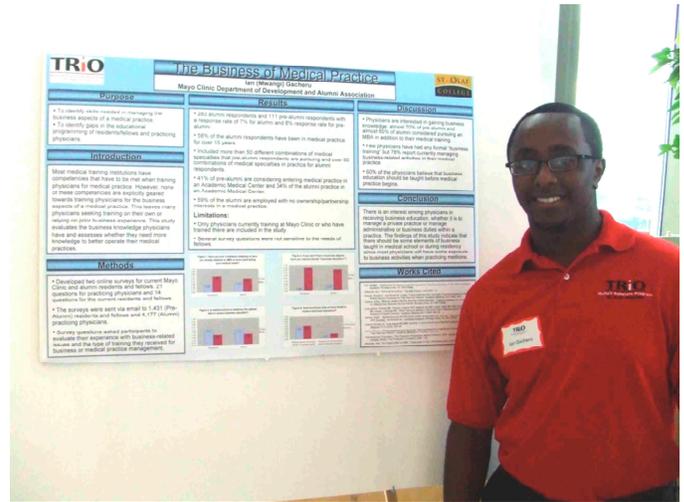
The Chinese claimed in 1950, as they were occupying Tibet, to be liberating Tibetan serfs from exploitative feudal lords. Although there was inequality among the Tibetan classes even after 1950, few authors have analyzed the impact of the Chinese occupation on the Tibetan economy. Through various sources, there was enough information to come up with a few conclusions. Findings from different sources suggest that after the Chinese occupation of Tibet (1950 and 1978), the livelihood of the Tibetan tenants and the serfs declined in comparison to the old Tibetan system. The old Tibetan government system was replaced with the Chinese government, which turned out to be more oppressive and therefore limited freedom was gained from the occupation. Under the Chinese government, many Tibetan tenants, serfs, and aristocrats felt suspicious and disappointed towards the Chinese government. The disappointments from the Tibetans called for change leading to the petition written by the Panchen Lama in 1962. In the petition, the Panchen Lama explained various flaws in the Chinese government regulations in hope to build a better future and understanding between the Chinese government and the Tibetans. The Panchen Lama's effort to reconcile the relationship between the Tibetans and the Chinese government would be the first of many actions taken by the Tibetan leaders. The problem still remains to this day, the Chinese government claims that Tibetans in Tibet are thriving while the Tibetan leaders in exile are seeking pure evidence to challenge the argument made by the Chinese authorities.

Ian Gacheru

Title of Research:

The Business of Medicine

Abstract: Many medical training institutions do not include practice management into their curriculums, especially in a time where health-care organizations are being pushed to be more efficient. This study was created to identify perceived skill needs in managing the business aspects of a medical practice and gaps in actual education in residents/fellows and practicing physicians. This is a quantitative study using online surveys sent to 1431 (Pre-Alumni) residents or fellows and 4177 (Alumni) practicing physicians who have trained at Mayo Clinic. Two surveys that included 21 questions to the alumni and 14 questions to the pre-alumni evaluating their experience with business and the type training they have received for business or medical practice management. There were 283 alumni and 111 pre-alumni respondents that participated in the survey with a response rate of 7% for alumni and 8% response rate for pre-alumni. Approximately 6% of the alumni and 4% of the pre-alumni indicated that they had a business degree and those without a business degree, approximately 19% of the alumni and 8% of the pre-alumni indicated that they had formal business education. Only physicians trained through Mayo Clinic



were included in the study. Over 500 emails did not get sent to prospective participants. Few physicians have had any formal “business training” but many report having to manage business related activities in their medical practice. A revision of the medical training initiatives should include business education. There is some interest among physicians to receive business education for managing administrative/business duties within a practice. Therefore, this study may indicate that there should be some element of business taught in medical school or residency since but it is not conclusive enough for the training needs of all physicians.



Faculty Mentor: Charlie Moore

Charlie Moore is the Director of Education at the Mayo Clinic in Rochester, Minnesota and is currently training for the Mayo Clinic’s Department of Development. Mr. Moore obtained his Master’s of Science degree in Rehabilitation and his Bachelor’s of Science degree both at Jackson State University. Charlie Moore is currently a doctoral candidate in Education at St. Mary’s University of Minnesota in Minneapolis, Minnesota.

Christina Hodge



Professor McMillan and Christina Hodge

Title of Research:

Investigations into Biophilia: A Study of State Park Rangers

Abstract:

The biophilia hypothesis proposes that there is an instinctive bond between human beings and other living systems, but that people connect to nature for a range of reasons. Nine different elements of biophilia have been proposed (Kellert, 1997): material basis, aesthetic appeal, empirical knowledge, nature as a metaphor for life, exploration and discovery, kinship and affection, mastery, meaning and transcendence, and fear and loathing. This concept of biophilia is reflected in this study design. Three questions have been posed in this research: (1) Do adults who have chosen to work in or for the natural environment value their work differently than those whose work does not involve nature? (2) Do adults who grew up in rural areas have a greater sense of Environmental Identity (EID) and more well-developed biophilia than those who did not? (3) Which components of biophilia are most important to people?

Two groups participated in this study. One group worked for a private sector business company, and the other group worked for the Department of Natural Resources (DNR). Both DNR participants and business participants had similar overall job satisfaction, but the DNR employees were significantly more satisfied with the purpose of their work, finding it meaningful and enjoyable. Participants who grew up in rural areas scored significantly higher on environmental identity and species identification instruments, but not on the biophilia assessment. Beauty and exploration/wonder were the most important components of biophilia for participants. Future research could be conducted looking at the effects of exposure to nature as a youth, compared to those without early exposure to see how it would affect environmental identity, biophilia, and environmental intelligence.

Faculty Mentor: Dr. Donna K. McMillan

Dr. Donna McMillan is a first-generation college graduate who is currently an Associate Professor at St. Olaf College. She received her M.A. and Ph.D. in Clinical Psychology from Duke University. Her research interests include positive psychology and motivation (Self-Determination Theory) and environmental psychology, focusing on the reasons we need nature and what roles nature plays for us psychologically. She has published many articles, given numerous conference presentations and has been invited to speak at various events. Dr. McMillan has also received the Association's Mink Award for *outstanding teacher of undergraduate psychology*, the Gertrude Hilleboe Award for *outstanding faculty involvement in student life*, and the Magnus the Good Award, for *exceptional student-faculty research*. Professor McMillan's strong passion for nature is reflected in the off campus course she teaches at Rocky Mountain National Park in environmental psychology, one of the topics of psychology she finds to be most captivating.



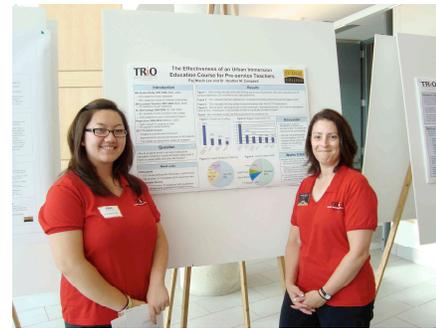
Paj Ntaub Lee

Title of Research:

The Effectiveness of an Urban Immersion Education Course for Pre-service Teachers

Abstract:

Currently, 23% of students in Minnesota schools are students of color; that number is projected to grow to 39% by 2035. However, there are only 4% teachers of color statewide. Some teacher-training programs have taken notice of and have tried to address this race and ethnicity mismatch. The Education Department of St. Olaf College addresses this gap by offering an early multicultural immersion course, ED 170, in Minneapolis, MN. This study was designed to determine the reason that students enrolled in ED 170 and what impact this class has had on participant career paths and other life choices. An online survey containing 27 qualitative (open-ended) and quantitative (multiple choice) questions was created, and a link to the survey was emailed to 132 out of 153 total course participants; 57 participants responded, giving a response rate of 43%. Patterns in qualitative responses were coded, and percentages were calculated for quantitative questions. Respondents indicated that their inner-city classroom experiences had a significant impact on their career paths, living choices, and comfort with students from a variety of backgrounds. Most participants (72%) indicated that after ED 170, they wanted to become teachers, many in urban schools. Of the St. Olaf alumni, 55% are currently employed in educational services and 32% are enrolled in or have graduated from an education M.A. program. The research conducted confirms the importance of an early multicultural immersion experience for pre-service teachers.



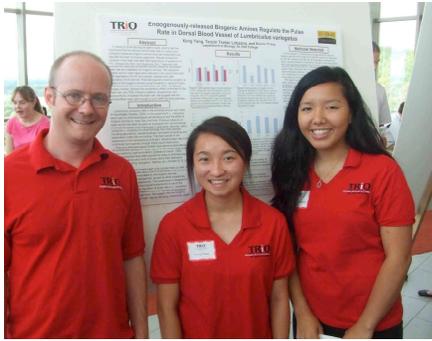
Paj Ntaub Lee and Professor Heather Campbell

Faculty Mentor: Dr. Heather Campbell

Heather Campbell grew up in St. Paul, Minnesota obtaining her M.A. in Special Education from the University of St. Thomas and her Ph.D. in Educational Psychology – Special Education from the University of Minnesota. Dr. Campbell's primary area of research interest is in the literacy development of English language learners, with an emphasis on reading and writing. Her secondary interest includes the effectiveness of teacher education programs. To date, Dr. Campbell has published three articles, and *Instruction and Assessment for Struggling Writers: Evidence-Based Practices*, a book chapter published in 2008 for teachers. One significant experience that has greatly impacted Dr. Campbell's life and her continuous involvement in education was her experience working as the Director of the St. Olaf College TRiO Upward Bound program from 1995-2005.



Paj Ntaub Lee presents her research at the 2009 Summer Research Symposium at St. Olaf College.



Professor Crisp, Xong Yang, and Tsetan Lobsang

Tsetan Lobsang and Xong Yang

Title of Research:

Endogenously-released Biogenic Amines Regulate the Pulse Rate in Dorsal Blood Vessel of *Lumbricus variegatus*

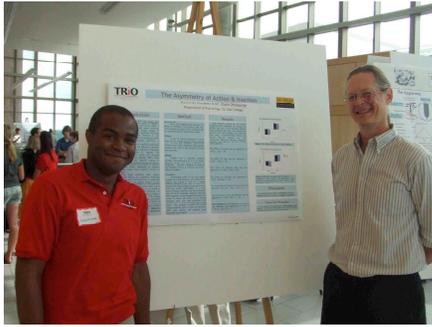
Abstract:

In this study, a variety of pharmacological agents were used to test the hypothesis that biogenic amines control pulse rate in *Lumbricus variegatus* because amines (such as norepinephrine) regulate the heart of diverse organisms. In addition, we suggested that amines affect the heart rate through a cyclic AMP signaling pathway. Bath applications of serotonin (5-HT), octopamine (OA), and dopamine (DA) resulted in an increase of pulse rate while treatment with monoamine vesicular transporter blocker reserpine decreased pulse rate as it depleted the biogenic amines. The reserpine-treated worms pulse rates were fully restored to the control level with bath application of 5-HT and partially restored with bath application of OA and DA. Supporting our hypothesis, pharmacologically blocking synaptic re-uptake of the biogenic amines by using fluoxetine or various tricyclic antidepressants also accelerated heart rate. Phosphodiesterase inhibitors caffeine, theophylline, and paraxanthine mimicked the effects of the biogenic amines. MDL, an adenylyl cyclase inhibitor, blocked the acceleratory effect of amines on the heart rate, and PDE inhibitors (caffeine, theophylline, and paraxanthine) increased the heart rate.

Faculty Mentor: Dr. Kevin Crisp

Dr. Kevin Crisp earned his Ph.D. in Neuroscience from the University of Minnesota in 2003 and his B.A. in Psychology from Haverford College of Pennsylvania. In conjunction with publishing more than 11 articles, he has held a variety of positions including Visiting Assistant Professor in Undergraduate Neuroscience at Lake Itasca Biological Field Station of the University of Minnesota in 2008, and Visiting Assistant Professor for the Department of Entomology at the University of Minnesota in 2007. He also received a Postdoctoral Research Fellowship in Genetics, Cell Biology, and Development at the University of Minnesota before becoming a Postdoctoral Research Assistant in the Department of Physiology and Biophysics at the University of Miami in 2004. He has received awards of a doctoral dissertation fellowship at the University of Minnesota in 2002, and Computational Neuroscience Fellowship at the U of Miami in 2001. He is currently a Professor of Anatomy and Physiology, Human Biology and Neuroscience at St. Olaf College. He served as a Faculty Mentor for two McNair scholars during the summer of 2008 and 2009. At St. Olaf College, Professor Crisp's area of research is focused on cellular and molecular processes underlying regeneration of the earthworm nervous system after injury.





Daniel Plunket and Professor Ohnesorge

Daniel Plunket

Title of Research:

The Asymmetry of Action and Inaction

Abstract:

The purpose of this study was to investigate whether the impact of action and inaction on events with negative outcomes is the same for events with positive outcomes. Previous research suggests that people experience greater regret if a negative outcome is a result of their action rather than a failure to act (which is inaction). We predicted that the difference in participants' evaluations of events created by the impact of action and inaction will not reflect into the positive domain. Participants in this study were 26 undergraduate students (12 males and 14 females) at St. Olaf College. They were asked, using the PsyScope X B54 software program, to read and rate 32 scenarios using an analog response scale. The stimuli used were 8 sets of scenarios containing 4 matched cases differing in outcome (negative and positive) and behavior (action and inaction). Results revealed that the difference in action and inaction in negative outcomes didn't reflect into the domain of positive outcomes. There was no difference between the impact of action and inaction on the participants' evaluations of the scenarios. These results and previous research suggests that people tend to care about their behavior in an event when the outcome is negative. This undesired consequence causes people to constantly think about their role and what they could have done differently, which results in the formulation of regrets. These findings indicated that the outcome of an event has a stronger impact on how people evaluate them.

Faculty Mentor: Dr. Clark G. Ohnesorge Jr.

Clark Ohnesorge is a Visiting Assistant Professor of Psychology at St. Olaf College. Professor Ohnesorge grew up in Minneapolis, Minnesota. He attended St. Olaf College majoring in English Literature and Psychology. After working for 4 years in a precision manufacturing company he enrolled in the Ph.D. program in Learning, Memory and Cognition at the University of Wisconsin, Madison in the fall of 1988. He shifted his research focus to Language, Attention, and Perception for his Ph.D. Professor Ohnesorge has taught at Middlebury, Carleton, Gustavus Adolphus, and St. Olaf Colleges. He frequently teaches courses in Statistics and Experimental Design, which allow him to pursue his passion of helping students develop their own research skills and prepare for graduate education. Professor Ohnesorge's research interests lie mostly within the areas of visual information processing and decision-making. Currently he is studying hemispheric differences in color recognition, adaptation effects on gender identification and biases in visual attention. He participates in meetings of the Cognitive Science Society, The Psychonomic Society, the Annual Interdisciplinary Conference (AIC), and the Annual Summer Interdisciplinary Conference (ASICS) and CSAIL.





Professor Powell, Nardos Tesfalidet and Betty Yang

Nardos Tesfalidet and Betty Yang

Faculty Mentor: Dr. Sharon Powell

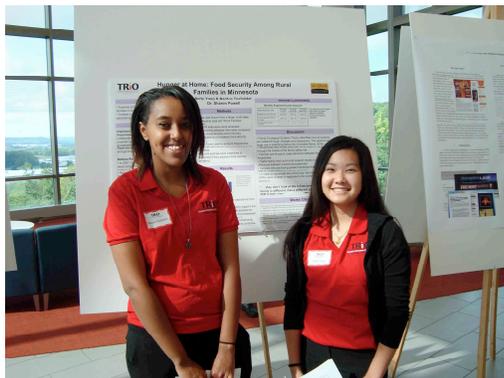
Dr. Sharon Powell is an Associate Professor of Family Studies at St. Olaf College. She received her B.A. in Sociology at Samford University in Birmingham, Alabama, her M.Ed. in Human Development Counseling at Vanderbilt University in Nashville, TN, and her Ph.D. in Family Social Science at the University of Minnesota Twin Cities. She has several publications including: *The MEG: Examining how a marriage enrichment model can build and sustain positive interaction in relationships*; *Rural Families Speak: Community Forum: A Report to the Service Providers in McLeod County*; *Low-income Families and Childcare: A rural perspective*; and *welfare reform and two-parent family policies*. Dr. Powell's research interests include low-income families, public policy, and child development.

Title of Research:

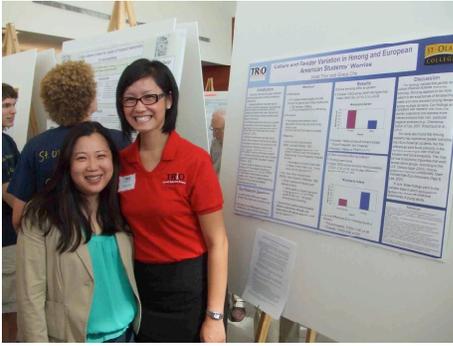
Hunger at Home: Food Security Among Rural Families in Minnesota

Abstract:

This research examined the similarities and differences among the food security rate of low-income families in rural Minnesota following the welfare reform in 1996. Food security is defined by the USDA as “access by all members at all times to enough food for an active, healthy life” (Food Security in the United States, 2008). Interviews from an existing dataset, “Rural Families Speak” (Rural Families Speak, 2004) were examined and themes were identified. The results demonstrated that households that had a more intact extended family and utilized their community systems tended to have higher food security rates than households that did not. Based on results, families who were facing greater financial hardships tended to either know less about community resources or under-utilize services, such as housing and childcare assistance. Overall, results of this study imply that additional resources, such as government assistant programs, should be more accessible in rural areas to increase food security among rural families.



Nardos Tesfalidet and Betty Yang present their McNair research project at the 2009 St. Olaf Summer Research Symposium.



Professor Grace Cho and Violet Thor

Violet Thor

Title of Research:

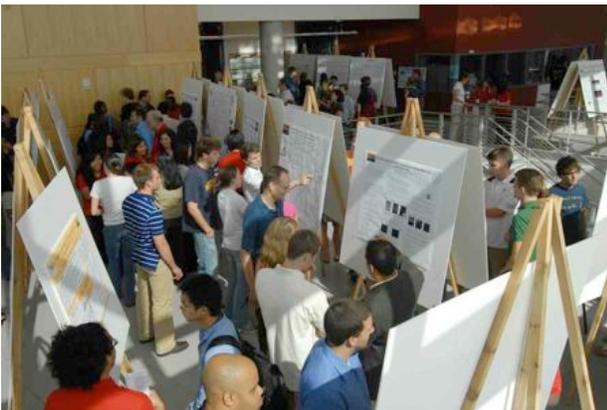
Exploring the Roles of Culture and Gender in Hmong and European American Students' Worries

Abstract:

The purpose of this study was to examine the roles of gender and culture in the everyday worrying of Hmong and European American college students. We hypothesized that women would report greater worrying than men, and Hmong Americans would worry more than European Americans. To assess worrying, 177 college students completed the Worry Domains Questionnaire (WDQ) and the Penn State Worry Questionnaire (PSWQ). Results indicated that women worry more than men in general and across the multiple domains of the WDQ. There were mixed findings for the role of culture. Hmong Americans reported greater worrying than European Americans on the "future prospect" and "finances" domains of the WDQ, but no clear cultural differences were found on the PSWQ. These findings point to the complex ways in which sociocultural factors may shape the emotional experiences of young adults.

Faculty Mentor: Dr. Grace Cho

Grace Cho received her Ph.D. in Developmental Psychology from the University of Illinois at Urbana-Champaign. Her research interests include parenting and child development and parent-child personal storytelling. Currently, she is working on a book that focuses on how diverse American families personalize their beliefs about self-esteem and childrearing and how they put them into practice in their everyday interactions with children. Throughout the years she has published numerous articles and manuscripts, and presented at many scholarly research conferences. Professor Cho has also received awards for excellence in teaching, research, grants, and papers.





Mai T. Vang, Professor Ito, and Choua Vang

Choua Vang and Mai T. Vang

Title of Research:

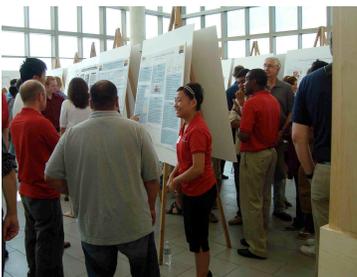
Hmong American Female Vowel Production in the Twin Cities

Abstract:

In sociolinguistics studies, there have been few studies done with Asian American populations. The current research is a continuation of a previous research study with Hmong Americans in the Twin Cities of Minnesota. From that study, Hmong American BAT and BET vowels were yielded to be similar to that of local speech and BOT and BOUGHT vowels were distinct and differed greatly from local European American speech. The age of arrival (AOA) was determined to be a factor that influenced vowel production among Hmong Americans. The current study looked at the same speech patterns but with an emphasis on groups underrepresented from the prior study, including Hmong American women in their 30's and 40's as well as female siblings. Recorded interviews consisted of answers to a questionnaire and pronunciation and translation of words on flashcards. The wordlist readings were used for acoustic analysis to compare speech variation among the participants. The results among the participants yielded the same pattern found in the previous study, with one exception. In the current study, not only did AOA affect vowel production, but the age at which English language was acquired also had an impact on Hmong American speech patterns.

Faculty Mentor: Professor Rika Ito

Professor Rika Ito is an Associate Professor of Asian Studies and Japanese at St. Olaf College. She received her graduate degree at Michigan State University in Linguistics. She has a wide range of interests, which include: sociolinguistics, sociophonetics, language and identity, Japanese linguistics, and foreign language pedagogy. Professor Ito has also co-written an array of articles which include: *BOKU or WATASHII: Variation in Self-Reference Terms among Japanese Children*, *How to Get to be One Kind of Midwesterner: Accommodation to the Northern Cities Chain Shift*, and *Well Weird, Right Dodgy, Very Strange, Really Cool: Layering and Recycling in English Intensifiers*, just to name a few. She has also received numerous awards and fellowships for her linguistics studies. Some of these awards include: the *Magnus the Good Award*, which was awarded to her from the Center for Integrated Studies Department, and an award from the National Science Foundation. Professor Ito is very interested in Hmong American English acquisition and focuses much of her research on studying English patterns among different generations of Hmong people in the Twin Cities.



Mai T. Vang and Choua Vang present their research at the 2009 St. Olaf Summer Research Symposium.

