Identification in the “Other” Category: A Theoretical Examination of Biracial Identity Choices  
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ABSTRACT: Research finds biracial individuals making several choices in regards to their racial identity. The present study examined the theoretical mechanisms that may account for these identification phenomena in biracials. Ethnolinguistic identity theory (Giles & Johnson, 1981) and the subjective uncertainty reduction model (Hogg, 2000) provide theoretical predictions for motivations of in-group identification. The former theory predicts that, other things being equal, people identify with groups that reduce self-conceptual uncertainty. Based on these theories, it was predicted that uncertainty reduction and self-enhancement processes would motivate biracial identification choices. Results supported these predictions, also finding that differential uncertainty and differential vitality predicted differential identification for biracials. Collective self-esteem and ethnocentrism were also examined as by-products of these identification processes. The implications of these findings in regards to biracial identity, and the theories, are discussed along with potential for future research in this area.

Parent-Adolescent Sexual Communication: The Roles of Expectancies in Affecting Teen Evaluations and Sexual Behavior  
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ABSTRACT: It is inarguable that socially-based expectations play an important role in the evaluation of every communicative episode, particularly interactions between parents and teens that include sexually-related subject matter. Through the lenses of Language Theory and Expectancy Violation Theory, this study seeks to examine the factors that effect teen evaluations of sexually-related discussions with their parents, as well as whether these perceptions are related to adolescent sexual behavior. Specifically, the factors of parenting style, communicating parent, and the nature of the topics discussed are examined. The sample of 236 undergraduate communication students at a large university provided retrospective data with regard to their attitudes and behavior while high school students. Through t-tests and chi-square analyses, parenting style emerged as a factor that influenced teen evaluations of these communicative episodes and played a role in affecting some sexual behaviors. Specifically, adolescents with authoritative parents rated higher levels of satisfaction, were more likely to use a condom for STI prevention, and were less likely to become or fear that they were pregnant. The other two factors did not significantly influence adolescents’ perceptions of sexual communication with their parents or their sexual behavior.

Normative Expectations: Defining Age Norms and Social Categorization in Academia  
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ABSTRACT: Society assigns certain ages by which role transitions such as completion of school, marriage, parenthood, and the initiation of a career should be accomplished. In the workplace, individuals who fail to accomplish certain levels of success (i.e. obtain a managerial positions by one's late fifties) are subjected to negative managerial evaluations. This study will
look at normative expectations concerning the levels of success that should be achieved by college students by a certain age. Through focus group discussions consisting of participants aged ~ 18-24 & 30-45 years will be able to examine the means by which young and old students’ discourse substantiates age norms and normative expectations, and how these in turn impact expectations and communication between students.