



---

## Welcome

*Lucy Gubbins, Executive Editor*

Dear Reader,

It is with great excitement that I welcome you to the inaugural issue of the [\*Oregon Undergraduate Research Journal\*](#), the University of Oregon's student-run, open access, peer-reviewed scholarly publication. The *OUR Journal* student editorial board has worked for months to produce this first issue and to create a platform for showcasing exceptional undergraduate research.

In creating a publication that makes undergraduate research more accessible to students, my hope is that *OUR Journal* becomes a symbol for what is possible. The value of higher education lies in its ability to spark excitement and intellectual curiosity, and yet few students have the opportunity to explore those passions beyond the term-by-term grind of classes and grades. Students have the right to know that research is not just possible, but a powerful, formative part of the university experience. Beyond this, it is important to stress that research can be valuable to readers when it is published and shared. In this way, I believe *OUR Journal* will not only stand to honor achievement, but also to encourage it.

This issue is representative of the high quality research produced by undergraduates across a wide array of academic disciplines, including history, geology, psychology, political science, communication disorders, and economics. William Goodling's article, "Railroad Antitrust Immunity: Clarification, Discussion, and Evaluation," offers the reader an opportunity to explore the legal ramifications of antitrust immunity abolishment. "Forward Modeling to Assess and Improve Gravity Network Geometry at Kilauea Volcano, Hawai'i," written by Patricia MacQueen, is a fascinating discussion of gravity network geometry in Hawaii and future improvements to volcanic activity monitoring. Tracy Zapf's research explores the important issue of immersion language learning among students with speech disorders in her article, "Acquisition of Second Language Vocabulary for Kindergartners with Speech Sound Disorders." Lauren Dickey provides a timely and politically relevant analysis in her article, "Weapons for Oil: An Analysis of Contemporary Chinese Weapons Sales to Africa in Exchange for Oil." In "Exploring the Adaptiveness of Moderate Dissociation in Response to Betrayal Trauma," Janae Chavez outlines the relationship between dissociation, betrayal trauma, and attachment using a large data set collected through an online survey. In our last article, Neil Cronkrite and Ian O'Gorman, in their article, "Signaling for Attention: Mobility and Student Performance in United Way's Promise Neighborhoods," discuss how student mobility might impact educational development, and how this information might be utilized for non-profit projects.

While *OUR Journal* seeks to highlight undergraduate work, its importance stems from the fact that it is a peer-reviewed, student-led publication. Throughout the summer and fall,

editorial board members worked closely with authors, who had the chance to critically analyze their manuscripts through numerous stages of peer review and editing. Authors had the experience of submitting their essays for publication, and learned how to revise a paper according to anonymous peer comments and copyediting. Student editors learned to adapt to various roles throughout the publication process, from reviewer and editor to author liaison. From ensuring stylistic accuracies during the copyediting phase to creating consistent, appealing article layout, every step was a learning experience. In other words, *OUR Journal* provided an opportunity for both editors and authors to experience the entire process of academic publication, from beginning to end.

I want to thank the members of the editorial board, whom I am incredibly lucky to have the opportunity to work with. I have never before worked with individuals so hard working, energetic, and positive, nor more willing to put up with my many frantic emails. I also want to acknowledge our publisher, journal manager, and faculty advisers for their constant help and support in all aspects of this publication. Finally, I must thank our contributors and their faculty mentors. From July, the *OUR Journal* authors have worked with patience and excitement to be a part of this issue, and for you I am grateful. Your dedication to undergraduate research will inspire a new generation of passionate, curious students.

Sincerely,

Lucy Gubbins,

Executive Editor

Oregon Undergraduate Research Journal Editorial Board

## Acknowledgements

### Editorial Board

Emily Balloun

Alex Fus

Lucy Gubbins

Erin Howe

Vishesh Khanna

Drew Serres

Eva Wong

### Editorial Board Faculty Advisers

Barbara Jenkins

Kevin Hatfield

### Journal Manager

Robert Long

### Publisher

JQ Johnson

### Contributors and their Faculty Mentors

William J. Goodling (Wesley Wilson, Department of Economics)

Patricia MacQueen (Katharine Cashman, Department of Geological Sciences)

Tracy Zapf (Karen McLaughlin, Department of Communication Disorders and Sciences)

Lauren Dickey (Maram Epstein, Department of East Asian Languages [Chinese])

Janae Chavez (Jennifer Freyd and Melissa Platt, Department of Psychology)

Neil Cronkrite (Joe Stone, Department of Economics)

Ian O’Gorman (Joe Stone)