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## Foreword

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## FOREWORD

I am pleased to present to you Volume 17 of the *Inquiry Undergraduate Research Journal*. The *Inquiry Journal* was developed by the Teaching Academy of the University of Arkansas and is supported financially and conceptually by the offices of the Provost and the Vice Provost for Research and Economic Development. *Inquiry* provides a forum for sharing the research and creative endeavors of undergraduate students and their faculty mentors at the University of Arkansas.

Volume 17 of the *Inquiry Undergraduate Research Journal* features the unique contributions of four undergraduate student authors and their faculty mentors. Their research and creative endeavors span diverse fields at the University of Arkansas, including Psychological Science & Music, Latin American & Latino Studies, Economics, and World Languages, Literature, & Culture. Stephanie McCullough and her faculty mentor, Dr. Elizabeth Margulis, integrated music and psychological science to explore whether overt motor involvement and imagined motor involvement induced Involuntary Musical Imagery (INMI) more frequently than passive learning. Turning to Latin American and Latino Studies, Rachel Yeager and faculty mentor, Dr. Luis Restrepo, conducted a longitudinal case study to explore evidence of media bias among four newspapers in Argentina. In the field of Economics, Tyler Salminen and faculty mentors, Drs. Javier Reyes and Jingping Gu, examined the relationships between non-traditional monetary policies of the Bank of Japan and the Federal Reserve and the dollar/yen exchange rate. Finally, in the field of World Languages, Literature and Culture, Mark Nabors and his faculty mentor, Dr. Kathy Comfort, compare the narrator-protagonist in *La Honte sur nous* with the protagonist in *Le Gone du chaâba* in an effort to examine whether the former novel can be classified as Beur fiction. Please join me in congratulating our authors; I hope that you enjoy this edition of the journal as much as we have.

I would also like to extend a special thank you to the many faculty members who volunteered their time and expertise to provide comprehensive reviews of student manuscripts. While we are unable to publish all of the submitted manuscripts, we want to thank the students and faculty mentors for their diligent efforts.

We plan to publish Volume 18 of the *Inquiry* journal in March 2015. I encourage undergraduate students and faculty mentors to consider the *Inquiry Undergraduate Research Journal* for future publication.

*Marcia A. Shobe, Editor*