A GATHERING OF VOICES 1995

An Anthology of Student Writing
at
Whatcom Community College

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This anthology is the product of an Outcomes project to assess student learning and critical thinking.

Cover designer's note:

The appeal of this project for me was the complexity I could build into the work. I wanted to create a challenge for myself and learn to conquer an artistic problem. I envisioned a mask, a transformational device. I put together native symbols to create a new creature--part animal and part human. I changed the features to make a mask that reflected the personality I wanted--half tiger, half human; it was a powerful image in my mind. I wanted to balance the features, but I had trouble. Then I learned how to use the rulers to make it even and flip the image from one side to the other to create a mirror image on the computer.

Karron Browning, student
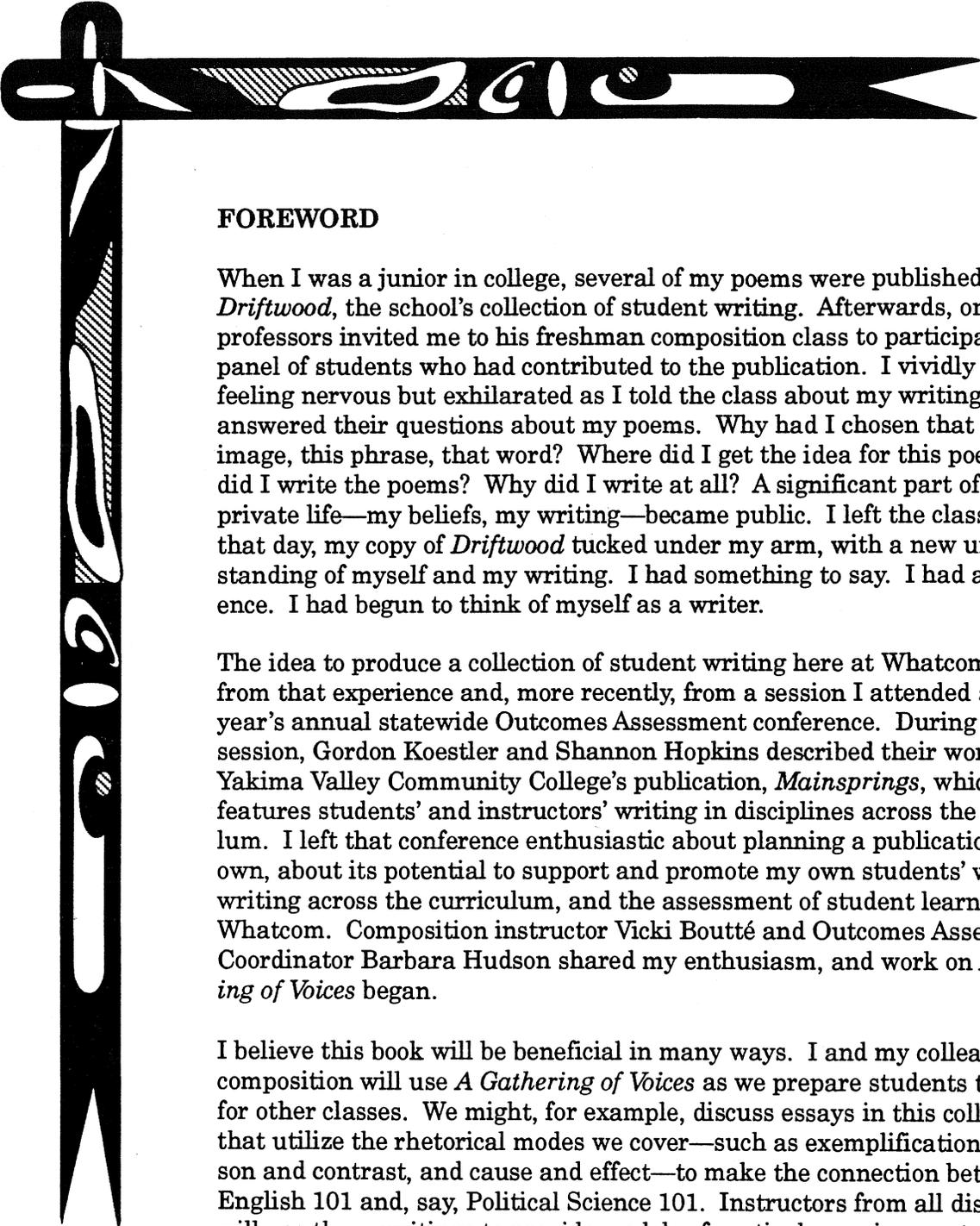
FOREWORD

When I was a junior in college, several of my poems were published in *Driftwood*, the school's collection of student writing. Afterwards, one of my professors invited me to his freshman composition class to participate on a panel of students who had contributed to the publication. I vividly remember feeling nervous but exhilarated as I told the class about my writing and answered their questions about my poems. Why had I chosen that particular image, this phrase, that word? Where did I get the idea for this poem? Why did I write the poems? Why did I write at all? A significant part of my private life—my beliefs, my writing—became public. I left the classroom that day, my copy of *Driftwood* tucked under my arm, with a new understanding of myself and my writing. I had something to say. I had an audience. I had begun to think of myself as a writer.

The idea to produce a collection of student writing here at Whatcom came from that experience and, more recently, from a session I attended at last year's annual statewide Outcomes Assessment conference. During the session, Gordon Koestler and Shannon Hopkins described their work on Yakima Valley Community College's publication, *Mainsprings*, which features students' and instructors' writing in disciplines across the curriculum. I left that conference enthusiastic about planning a publication of our own, about its potential to support and promote my own students' writing, writing across the curriculum, and the assessment of student learning at Whatcom. Composition instructor Vicki Boutté and Outcomes Assessment Coordinator Barbara Hudson shared my enthusiasm, and work on *A Gathering of Voices* began.

I believe this book will be beneficial in many ways. I and my colleagues in composition will use *A Gathering of Voices* as we prepare students to write for other classes. We might, for example, discuss essays in this collection that utilize the rhetorical modes we cover—such as exemplification, comparison and contrast, and cause and effect—to make the connection between English 101 and, say, Political Science 101. Instructors from all disciplines will use these writings to provide models of particular assignments and of effective writing, to generate ideas for assignments, and to find out what is being covered in other disciplines. Students will learn from the samples of writing they find here. And those students whose work is published here will gain, as I did, a better understanding of their own writing, their audience, and perhaps even themselves.

I want to say a hearty *thank you* to Vicki and Barbara for taking on this project and making it happen. I look forward to participating in the conversations about learning and writing that *A Gathering of Voices* will inspire.

Sherri Winans, May 1995

Graphic designer's note:

My idea was to create a native look that was new. I took traditional designs and symbols from native cultures of the Pacific Northwest, elements that were all different, and I interpreted them from my point of view. They all came together like people to make something better.

Kami Westhoff, student

PREFACE

Welcome to our conversation. The voices gathered here speak to you through class assignments written for a variety of disciplines throughout Whatcom's learning community—anthropology, biology, early childhood, economics, humanities, human services, math, nursing, philosophy, physical therapy, political science, speech, English, and English as a second language. We are students and instructors beginning to talk about how we learn, how we think, and how we learn to think critically.

Our discussion began with questions: What is critical thinking? How can it be taught? How can we know (see and hear) that it has been learned? Under the aegis of Institutional Effectiveness, colleagues gathered together to solve these problems. We engaged in lively discussions and negotiated some meanings. Critical thinking is, we acknowledged, the ability to formulate and articulate ideas, recognize assumptions, weigh connections and relationships, distinguish between fact and opinion. And critical thinking is the ability to reason objectively, analyze and evaluate, draw inferences, interpret and discern problems and solutions. Critical thinking is engaging one's imagination to explore new possibilities.

A Gathering of Voices began to take shape at this point; an anthology of student writing seemed like a fine way to know how students were learning about critical thinking. I sent out a call for papers and started talking to people about the project. Instructors wanted to know what a critical thinking paper from math would look like. Is a journal entry a form of critical thinking? Can a lab report, or a speech, or a translation show critical thinking? Yes, yes, and yes. We talked about how we write assignments and clarify our objectives and criteria for students.

I started collecting assignments and asking students to tell me about the critical thinking skills they had employed in writing their papers. Although their work clearly showed evidence of the processes we were looking for, students hadn't thought about the skills they called to mind or the processes they employed in completing these tasks. Students had worked hard to write their papers, but they hadn't thought about how they were doing what they did.

Our community conversation transformed to a dialogue that provides some answers to how students gain control of the process of discovery in writing. Our newer community discourse extends our conversation between instructors and students, between disciplines, and utilizes critical thinking terminology and metacognitive awareness of critical thinking skills.

With *A Gathering of Voices* we share our conversation and our process of discovery with you.

I want to thank the many who have supported this project with words of encouragement and assistance with the various and numerous details along the way, our thoughtful panel members—Denise Brannan, Allan Richardson, Richard Samples, the patient Karen Blakley, and especially Barbara Hudson and Sherri Winans for their steady vision.

Vicki Boutté, Coordinator

ACKNOWLEDGEMENTS

CONTENTS

1. A class project from Anthropology 289:
Peoples of Sub-Saharan Africa

In the course of this introductory anthropology class we looked at the way stereotypes originated, how they are reproduced and passed down, and how they are manifest in various cultural productions. The assignment which sparked this essay by Sarah Reid Oldham was to read an ethnography or novel of Africa and then compare it to a contemporary popular film with respect to the media's treatment of themes similar to those in the book. The course was developed as an approach to African peoples through their culture and history. The class used a variety of materials to achieve a basic knowledge of the area; students were challenged to recognize stereotypic treatments of Africa and Africans, and to apply these ideas in a contemporary situation.

Sarah went beyond the class assignment. She read an autobiographical ethnography for East Africa, viewed a number of films of various aspects of the same culture area, and produced an essay which is a fine example of undergraduate writing. She is dealing with core questions in contemporary life-- where do we get our information, what is the context of the information, and how can these sources be evaluated.

Judith Krieger, instructor

Stereotypes About Africa in the Media

by Sarah Reid Oldham

An education in anthropology is important because it helps to break down the stereotypical views of Africa that span from pre-colonial ideas to contemporary forms of media that pollute our minds with inaccurate portrayals of fellow human beings. This essay will prove the importance of anthropological education by discussing these views in the context of books, media, and films. In order to gain a complete understanding, it is useful to examine and compare different sources.

Worlds of a Maasai Warrior is an auto-biography by Telepit Ole Saitoti published in 1986. In his book, Saitoti describes his traditional upbringing as a Maasai boy and goes on to discuss his education in a Westernized institution in Lorkojita Albalbal, Tanzania. This education leads him on to a college education at Boston College in the United States. He spends almost ten years in the Western culture, and picks up many Western/American characteristics. Saitoti explains to the reader that he is a cultural half-breed

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living between two different worlds, not quite a part of either. His is stuck between his traditional Maasai ways and a Western education and life style. This book is a valid source because it is written by a Maasai man; therefore, the usual stereotypes and ethnocentric misconceptions about the Maasai are absent.

The Kitchen Toto is a film based on the Mau Mau rebellion against the British colonial presence and government in Kenya during the early 1950s. This film focuses on the Kikuyu people of Kenya who worked for the British during the rebellion. They were fed, housed, clothed, and even paid by the British. They may not have been treated exceptionally well, but in comparison to the desperate and starving rebels who hid out in the forests, they were comfortable and they were working.

Many of these workers were forced by the surrounding Mau Mau rebels to take an oath to show their loyalty to the Kikuyu people as warriors fighting for freedom. These oaths, however, forced many to steal weaponry and murder their employers if necessary. The oaths threatened the safety of the Kikuyu because by taking the oath, they put themselves in danger of losing their livelihood, and by refusing to take it, they put themselves in danger of losing their lives.

A good example of this is the young boy in the film. The boy's father was murdered by the rebels after refusing to take the oath because, as a priest, he was loyal to his Christian God. The boy was then sent to the local military station to ask for work. He was taken in as an assistant worker or "kitchen toto" in the main house. The British police officer was seen as a paternal figure for the young Kikuyu boy because he gave him employment and attempted to locate the murderers of the boy's father. This paternalism theme is not elaborated on but is one that is underlying. The boy was given a uniform and certain duties to perform, which he took pride in delivering. Although he was a part of the British compound, he felt strongly about protecting his own people. After he and his co-workers were forced to take the oath, he suddenly found himself caught between the two opposing powers. He struggled with his confusion throughout the entire film and was eventually shot by a Maasai man in the British police force. They considered him a traitor when in fact he was returning the police officer's abducted child.

This film was very well done and was accurate in presenting the historical content. In examining these two mediums, I found the comparison to be the struggle of being caught between two different cultures. The characters in both the book and the film each had an intimate knowledge of two worlds and trouble returning to either.

Fortunately both of these sources lacked stereotypical views and/or ideas. There are many forms of media that do contain these ethnocentric and biased stereotypes. However entertaining as they may be, they can do damage to the particular cultures they portray by reinforcing inaccurate and

romanticized images. Some examples of these portrayals lie in the following two examples.

   Out of Africa, a film about a European writer's life in Kenya, romanticizes the entire notion of colonialism in Africa at the turn of the century. It also deals with her struggles and losses, but tends to over dramatize the more romantic aspects of the film. For example, the writer's beautiful house contained almost exclusively Western furniture, including a phonograph and linens that blow in the mildly warm African wind. This is fine for entertainment purposes, but is not a universal reality for Africa or Africans. Robert Redford and Meryl Streep, who played the lead roles, also gave the film a very appealing aspect by their charm and beauty.

   Another example is the over popular film, *The Gods Must Be Crazy.* This film portrays the !Kung Bushmen of the Kalahari desert as a healthy, happy and self sufficient group of people, a stereotyped version of their traditional lives, when in fact they currently sit on reservations dying of starvation and diseases such as tuberculosis. The !Kung still try to maintain their community values and traditional foraging and hunting on these reservations but struggle as they are limited in the amount of land they can use. They are also told not to hunt the giraffes anymore, as they have hunted for hundreds of years. They cannot forage as they once did and now eat cornmeal only if they are fortunate enough to receive it from aiding organizations. They can no longer leave their sickness behind and are forced to endure it, watching their children and loved ones die.

   These films inaccurately give the public an unclear message. How can one derive truth from entertainment? How can one distinguish the realities from the stereotypes? This can be solved through education in anthropology. By being culturally educated, one can help to break down the walls of stereotypes and even racism.

   Before anthropology, there were widespread inaccurate stereotypes of the African people throughout Europe. To quote Captain Richard Burton from Basil Davidson's *The African Genius,* "his [an adult African] mental development is arrested, and thenceforth he grows backwards instead of forwards" (24). Another quote from Sir Samuel Baker taken in 1866 states, "the African mind is as stagnant as the morass which forms its puny world" (24). The Africans were considered to be one large community of dark skinned natives with undeveloped brains. Davidson discusses these views in order to prove, as inappropriate as they may be, they still retain a kind of underground existence. "These notions apparently remain in our culture" (25). The anthropologists came along and proved these ideas wrong. They have since found hundreds of different tribes, communities, matriarchal and patriarchal societies, distinguishing physical features, religions, and languages. In short they have proved that Africans are individuals with intricate lives, not just natives living in trees.

Although these stereotypes may still exist today, they have been minimized through a cultural education. This education in anthropology will hopefully help one to distinguish an unbiased, historical, and veritable source from a stereotypical one.

It is unfortunate that there are so many portrayals and misconceptions in this ethnocentric world. I believe that when people gather information, whether it be through conversation, books, films, or any other form, it is the responsibility of that individual to understand what he is taking in. This responsibility can be developed and understood through an education in anthropology.

As I began to research my topic and compare the sources, I found that my interest grew with my knowledge on the subject of stereotypes in the media. I started the research by collecting information about pre-colonial ideas of the human beings these explorers and missionaries encountered. To bring the topic closer to home, I searched my memory of movies which I had seen that contained these stereotypes. This search influenced me to follow the idea of more current books and magazines in our everyday use. These sources as well, contained stereotypes. It became clear to me that a good portion of today's media does contain various forms of stereotypical information. I then attempted to solve the problem by stating the importance of an education in the study of anthropology. After many rough drafts and long nights of proofreading, I found that I had not only managed to follow the assignment, but to take it a step further. I was able to express my personal opinions about the importance of anthropology and back these opinions with solid fact. Most of all, I enjoyed writing this essay. I was an active writer by being 100% involved in my paper. This is what I have found to work the best for me: Choose a topic that really interests you, and dedicate yourself to it by becoming an involved and active writer. Have an opinion, or let the world pass you by.

Sarah Reid Oldham, student

2., 3., and 4.   Research papers from Biology 101

One of the fundamental premises surrounding current environmental issues is population control. The number of people on the planet influences how we use resources and the types and amounts of waste that are produced. In this class students explored a variety of population control problems and issues and related these to environmental decisions. David and Tiffany used China as a model to evaluate population polices, while Chris took a broader perspective of female empowerment and population control. Both these approaches provided insights into the complexity of population issues and the inter relatedness of environmental decisions with all aspects of our cultural and individual lifestyles.

Sue Webber, instructor

Population Control: Success and Failure in China

by David L. Dodson
"A population that always raises more than two fertile adult children per couple is an infinite population, and infinite populations are impossible" (Rosenzwieg, 1974, p. 85). We as a species are attempting the impossible. While it is improbable that we could overpopulate ourselves into extinction, the drain on finite resources will result in a miserable future. This future would be one of plenty--plenty of famine, plenty of pollution, and plenty of war, as political factions begin to fight over arable land and remaining resources (note--we have already fought one war over oil resources in the Persian Gulf).

The Peoples Republic of China, the most populous country in history, has attempted to control its fertility rate with the strictest and most extensive program to date. This population control program includes: giving economic rewards (i.e. salary bonuses, extra food, larger pensions, better housing, free medical care, and school tuition for one child) to those couples who sign a pledge to have no more than one child, requiring one of the parents in a two-child family to be sterilized, and exerting pressure on women to have abortions. The program also includes expanding educational opportunities, and training local people to carry on their own family planning program.

The results so far have been a sharp decrease in crude birth rate, from 32 to 18 per 1,000 people, and a total fertility drop from 5.7 to 2.1 children per woman. However this program is beginning to falter as China moves away

from strict communism and adopts more free market opportunities. People are relying less on government and thus less on government incentives. Rural areas require cheap manual labor, and that means sons; thus the Chinese government has eased restrictions on rural population controls and in so doing many urbanites are moving into the country so as to have large families. China's society itself has a strong preference for large families with many sons. That and the fact of large numbers of women reaching child-bearing age provide a cascading effect that could lead to the failure of population control.

According to Thomas R. Malthus, an English clergyman who wrote "An Essay on the Principle of Population" during the 1700s: "Population tends to increase geometrically while food supply increases arithmetically." Famine is by no means a new concept especially in China. However, a larger population increases the demand from the land, increasing the possibility of overgrazing, soil erosion, and desertification. "An inch of topsoil takes centuries to form through natural processes but it can be destroyed in only a fraction of that time through mismanagement" (Brown, 1976, p. 38).

China is an excellent example of the restrictions that must be placed on all of humanity--restrictions on freedom and quality of life. Failing these is life itself, as famine lowers our population for us. China is also an example of possible failures in any population control program. At last count China's population had reached 1.25 billion.

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I started my work on this paper by first consulting the chapters in my biology textbook dealing with species overpopulation and then expanding on that with books and periodicals from the LRC and the Everson Public Library. The main problem I had was not the lack of information, but rather the overabundance of it. Overpopulation is definitely a well documented subject, and it was tempting to simply select that information which supported my views. I hope, however, that I have avoided that pitfall by being as impartial as possible.

David L. Dodson, student

Family Planning, Chinese Style

by Tiffany Weatherby

As population control has become an international concern family planning has become a necessary program worldwide. Such programs are designed to bring down the birth rate in a country through educational and clinical services and help for couples to choose how many children to have and when to have them (Miller, 138). Though the programs vary they usually offer the same basic information on birth spacing, birth control, breast feeding, and prenatal care as well as distributing contraceptives (Miller, 138). However, some programs have been deemed "successful" while others have not, so it is necessary to look at what goes into those successful programs in order to make them work well.

There are three major elements of a successful family planning program. The first is education. By educating both men and women about their bodies and what their options are concerning child bearing it is easier to "plan" a family. Once people are better educated they can use that education to make decisions based on sound judgment and facts rather than myth or folklore. The second essential element of a successful family planning program is changing women's role or standing in the society. Women are the ones having the children and they need to be empowered to make their own decisions on child bearing. Women have to be valued and respected enough to be allowed to make these decisions. The third element key in family planning success is economic reward. Positive reinforcement yields better results than penalization. Positive reinforcement works best when it: nudges rather than pushes people to have few children, reinforces existing customs and trends toward smaller families, does not penalize people who produced large families before the program was established, and increases poor family's income (Miller, 139).

One country with a major family planning program currently in use is China. It has been deemed successful by some but many of the techniques used in this plan make that judgment debatable. It is a good program in that economic incentives are used, but economic penalties are also a part of this program. However, some of the incentives or rewards are being used to raise women's status as well as encourage smaller families, therefore killing two birds with one stone. For example, couples who have two daughters and no sons are given rewards such as free schooling for their girls and enrollment in a pension plan as well as preferential access to jobs in village enterprises for themselves as incentives to stop trying to produce a son (Lawrence, 57). Punishment and fines for those violating the birth control policy include the collection of fees for births outside the plan, which are used to pay for social programs for children. Violators who are cadres, government employees, or

Party members are subject to additional disciplinary actions from the work unit or the Party (Beijing, 19).

Another major problem with China's planning program is that the pressure to have small families is so great that infanticide rates are comparatively high, although illegal. With couples desperately wanting to have a son to carry on the family name, but only being allowed one child within the confines of "the plan" female babies do not have much worth. China seems to not be nudging the people, but all out pushing.

The final major problem with China's plan is the demand for sterilization, IUD use, or abortions. "According to statistics, about half of all pregnancies are aborted, near the world average" (Beijing, 19). Evidence of coercion and brutality have been found by independent sources, but ignored by the government. In 1983 "surgical teams roamed the Chinese countryside under orders to insert IUDs in women with one child, sterilize couples with two or more children (nearly 21 million people were sterilized), and to abort unauthorized pregnancies" (Arid, 21). The Chinese are paying a price too high to meet the government's quotas and demands of their plan.

It is my opinion after the examination of the Chinese family planning system that it is not a success. Though the statistics for population growth may say something else, it is not a success in my eyes if it violates the people it is supposed to be helping. Success must be subjective.

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I, like many of my fellow students, hate writing papers because it always seems like an overwhelming, impossible task. When I received the assignment to write an essay about population control in a particular country it was no different. I used the same process I use on most of my papers. First, I asked my instructor for a suggestion as to which country would be a good example. I chose China and then went to the library to use the InfoTrac to find recent periodicals concerning my subject. I skimmed through the categories or information under "China" and narrowed it down to "Family Planning" and Family Policy." Then I skimmed the article titles and short descriptions under these categories and printed up the ones that seemed to fit into what I was looking for. After I obtained a fair amount of articles I skimmed them to see if they really were what I needed. I threw out the ones that weren't and re-read in more depth the ones that I kept, highlighting important information along the way. Then I organized the information in my mind and listed the points from weakest to strongest. I put them in my essay in this order: building up to the points I had the most information on for a strong finish. Before I knew it the impossible was possible, and my essay was completed.

Tiffany Weatherby, student

Population Control and Its Link to Female Empowerment

by Chris Sheridan

"Human rights are not special rights"

a bumper sticker

"All men (women) are created equal"

Bill of Rights

Never in the history of humanity has there been as serious a problem as overpopulation. The effects of overpopulation are so wide reaching that the influences it can have are quite apparent in the natural world. All organisms of life are affected as well as non-living factors such as weather. Some humans may feel that it is natural for them to populate and rule the earth, sort of as the supreme being of the world, caretaker and overseer of all things on earth, with the ability to destroy as well as create with impunity. This narrowly romantic view has plagued humans all their existence. Now the effects of these ignorant ideas are beginning to collapse in on humanity. Overpopulation has become the cross man must bear, but it may not be an absolute. There are solutions that offer glimmers of hope that people might be able to overcome this obstacle. Female empowerment is one such idea that is now offered and is fast becoming a solution that will be accepted by much of the world.

For years, in many cultures, the pervading idea was that the woman was beneath the man for he was ruler of the world and leader of his household. Since women were thought to be subservient, they were thus kept from being allowed to make decisions affecting the household such as family size. "Barefoot and pregnant" was a term quite often used in America that effectively illustrates our own society's belief in this idea. But now, with overpopulation on the rise, this idea is being questioned and reexamined worldwide.

However, the idea of female empowerment is a radical one in many cultures especially in cultures that may practice Catholicism or Islam as a religion. This is not to say that these religions have an agenda for keeping women unempowered, but they are often found in societies that are highly patriarchal and male dominated. Therefore, giving women control over their own bodies is a hotly debated issue. But how will women become empowered then? Education. Education is the key. Historically, educated women had smaller families. It is fairly sensible to conclude that if you teach women to read and let them become responsible for their own bodies then they will no longer be content to remain locked in the poverty of huge families and no

future. To an increasing degree, world leaders are becoming convinced that reducing birthrates is not simply passing out birth control pills or promoting questionable sterilization programs or allowing abortion but giving women the power to make their own decisions about family and children. Education is not the only answer though. It must go hand in hand with providing women with reproductive health services, counseling on sexually transmitted diseases, and better pre-natal and post-natal care. Unfortunately, the Vatican and Islamic organizations have vowed to combat ideas of sex education and health services outside the scope of the traditional family. This may include most birth control methods as well as abortion.

Pakistan is a prime example of an overpopulated country with a lack of female empowerment. This highly Islamic nation has a population of 130 million that is expected to skyrocket to 260 million in two decades. Each woman averages 6.67 children which is twice the global average. Efforts to bring to Pakistan population control techniques such as female empowerment have brought fierce and critical reaction from Pakistan's conservative minority. Men in this society must give consent to their wives before they can receive birth control contraceptives dispensed by family planning clinics. However, a recent multimillion dollar "Social Action Program" brought very little resistance from Islamic parties known to block such movements. It is possible that the Pakistan people are beginning to understand the problems of rampant overpopulation. Many Islamic groups have accepted the legitimate need and use of contraceptives such as birth control and pills and condoms.

Yet, there is still a long ways to go for people like Dr. Nafis Sadik, an Islamic female OB-GYN who chaired the recent Cairo population conference. Her goal is to give the women of Pakistan the ability to have complete access to all modern methods of birth control as well as the right to choose whether or not they want to become pregnant. She has very powerful supporters such as Prime Minister Benazir Bhutto, who has been instrumental in the fight for female rights in this male dominated society. Bhutto has organized an all female police squad as well as leading the fight against the restrictive "Sharis" or Islamic law, which can punish single women who bear children out of wedlock. Sadly, however, hope is a faint glimmer in Pakistan where the population is expected to peak at 400 million. Most steps taken in Pakistan towards female empowerment are symbolic at best. It is rather apparent to outside observers that if drastic measures are not taken soon, Pakistan as well as the world, will soon slowly strangle itself with people.

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Biology 101 provided me with the environment as well as the inspiration for this paper; Sue Webber's class gave me the opportunity to learn more about the issues facing the human race in the fields of biology and the environment.

While researching the issue, I saw many different answers to the problem of overpopulation. Female empowerment seems to be the most sensible and just of all the answers. Not only should we embrace this answer on grounds of environmental responsibility, but also on humanitarian grounds. Men and women should share equally in the seeking of solutions as well as assuming responsibilities to this global problem.

Chris Sheridan, student

5. An essay from Early Childhood Education

The analysis and application of course material is critical to develop the student's depth of understanding. The objective of this assignment is to explain the implications of learning theory on Early Childhood Education program development. Students read theories of learning postulated by Piaget, Gesell and others and research on the brain. Then, they need to synthesize and analyze this information and, in their own words, explain how they think this developmental research contributes to the learning conditions in current classrooms. Nicole accomplishes this successfully. From a large body of reading material, she clearly and concisely analyzes and applies the content to express her understanding. These thinking and writing processes should strengthen Nicole's critical thinking skills as she explores the field of education.

Luann Lampshire, instructor

Developmental Research

by Nicole Talley

Developmental research helps ECE teachers form a solid foundation. Teachers aware of current research are adapting their classrooms to accommodate the research that they deem important. New research can help a teacher make decisions pertaining to classroom environment and curriculum.

Research concerning the brain, its composition and development, help a teacher realize the importance of activities that stimulate the right as well as the left hemispheres. Teachers aware of the periods of brain growth can teach new concepts during this time period. Knowledge of the brain can help a teacher in many ways.

Research has also contributed to the knowledge that growth occurs in stages. By knowing this teachers can develop their curriculum to provide for whatever stage their group of children may be going through. Knowledge of the stages also helps the teacher identify those students who are ahead and behind and adapt the curriculum accordingly, and also keep an eye on the child's progress.

Another contribution of research is the idea that children learn differently than adults. This recognizes that children can't learn in abstract ways; they need concrete concepts and materials. Children also learn by

doing. ECE settings have adapted this idea. They have accommodated this research by providing time for play and materials that children can manipulate, touch and smell.

Overall, research enables the ECE setting to change and adapt to allow for the child to learn and grow in the best ways possible. Without new research and theories Early Childhood Education couldn't have come as far as it has today.

This was an assignment from my Introduction to Education class from Unit 4, which dealt with Developmental and Learning Theories. I learned how important research is to the educators of young children.

I read the text and the two additional readings: "Ericson's Stages of Psychological Development" and ""New Directions in Research on the Brain." I was to use this information to explain, specifically, how developmental research contributes to the learning conditions established in Early Childhood Education settings.

I learned that much of a teacher's knowledge regarding child development and psychology comes from research. This assignment will be beneficial to me as I continue my education in pursuit of a degree in Elementary Education.

Nicole Talley, student

6. Analyses of media reports from Economics 202

*Principles of Micro and Macroeconomics courses (Economics 201/202)
are theory courses and many students do not see how what they learn in the class
applies to the real world. Oftentimes this is because the students' "real world" is
limited to their personal experiences, and they are unaware of what is happening
outside that realm.*

*To remedy this situation students write a series of five short (one to two
page) papers. They must find a current article in the national print media such
as The Wall Street Journal that demonstrates the principles we are studying in
class, summarize the article, and analyze it in terms of the theory we are learning
in class.*

Diana Ruedisueli, instructor

Analysis of Media Report #1

by Nancy Repanich
Article: "Farmers Weather California Floods; Avocado Shipments Decline by
20%" **Source**: The Wall Street Journal **Published**: January 12, 1995
Page #: A2 & A6 **Author**: Charles McCoy
Summary

In the January 12, 1995 Wall Street Journal, an article was published
discussing the impact of recent storms in California on its multimillion dollar
agriculture industry. This illustrates how weather can have both positive
and negative effects on the economy.

Charles McCoy, the author, discusses costs of recent natural disasters
in California and the anticipated economic effects of the current storms and
flooding. It is expected that there will be a temporary decrease in the supply
of some California grown produce. Some crops will be total losses while
others will benefit in the long run. In turn, prices will be affected with
increases and possibly decreases.
Analysis

This article illustrates how weather can decrease supply leading to a
situation where the quantity demanded exceeds the quantity supplied at the
current price. With excess demand, prices tend to rise as buyers compete

against each other for the limited supply. These price increases are expected to be short-lived since it is not peak harvest time.

Because of damage to the current crops (especially lettuce, citrus fruits, tomatoes, strawberries, broccoli, avocado, and spinach), and damage to equipment and land due to erosion, one can expect production costs to increase. The inclement weather most likely will cause increased input prices for the farmers which leads to a shift of the supply curve. Whenever part of the resource base of an economy is reduced or destroyed, one can expect a leftward shift. Southern California avocado shipments have already dropped by 20%.

What is interesting to me about the effects of this natural disaster is that supply will be temporarily reduced for some agricultural products while other crops like cotton, melons, and alfalfa will likely flourish due to the end of California's lengthy drought and replenished reservoirs.

In these markets, we might see a shift to the right of the supply curve as production costs decrease and yields increase due to the availability of water at lower prices. If a surplus of these foods occur and demand remains unchanged, we can expect prices to fall.

Analysis of Media Report #3

by Nancy Repanich
Article: "Do The Numbers Lie?" **Source**: Newsweek **Published**: February 13, 1995 **Page #**: 42-43 **Authors**: Rich Thomas and Michael Meyer
Summary

In the February 13, 1995 edition of Newsweek, the following question is asked: "Can you and Americans like you buy more with your income today than a decade or two ago?" Authors Thomas and Meyer explore the controversial subject of how the consumer price index (CPI) overstates inflation.

National leaders use this statistic to try to convince Americans to support their view of our country's economic well being. Some say we have lost purchasing power while others insist consumers are better off. In this media report, I will discuss how the CPI statistics enter into political debates and how important it is to understand this controversial measure of inflation.
Analysis

Our nation is currently involved in a "vigorous debate" over inflation or overall price increases. National leaders like Federal Reserve chairman Alan Greenspan, House Speaker Newt Gingrich, many congressmen, and most economists say Americans can buy much more with their income today than 10-20 years ago. Others like Labor Secretary Robert Reich, liberal activists,

and many journalists, tell us incomes are eroding and Americans are worse off than a decade ago.

Who is right? This topic is both a normative and positive economic issue. The issue is normative because it looks at the outcomes of economic behavior, involving judgments and potential policy changes. Furthermore, it is also a positive economic issue that involves understanding statistics and the effects that measurement changes would have on Americans. Who is right depends on the statistics used and the ideology espoused.

Why should we care? Thomas and Meyer report that income taxes, social security, retirement benefits, personal wages, and the federal deficit could all be affected by interpretation of statistics. For me, this is reason enough to care.

One of the statistics commonly used to measure inflation is the consumer price index (CPI). It is a price index computed monthly by the federal government agency, The Bureau of Labor Statistics. The index includes prices for a "typical" market basket of goods. A market basket is a bundle of goods purchased monthly by the "typical" urban consumer. The CPI is only one measure of inflation. Others include the GDP deflator, the Producers' Price Index, and more. This article only addresses the CPI statistics, so I will confine my discussion to the CPI.

Alan Greenspan, our "leading" economist, says the CPI is not accurate. "According to Fed studies, the CPI overstates price increases by between .5 and 1.5 percentage points." Last year the CPI rose 2.7%. Therefore, Greenspan is saying, inflation is inflated by more than a third. By changing the CPI to a more accurate reflection of inflation, the federal government could save money, which would help us in our effort to have a more balanced budget. This would occur because so many government programs are tied to the CPI. According to the article, the Feds estimate we could be saving $150 billion in federal spending by the year 2000. The downside of this "savings" is that people on welfare, social security, and others whose incomes are tied to inflation will lose money. Taxes are also tied to inflation with deductions, exemptions, and tax brackets automatically raised yearly due to inflation. If the CPI is lowered we all will pay with higher taxes.

Those who support the current measures of inflation say "real" inflation-adjusted earnings have fallen 8% since 1970. They believe our buying power has steadily decreased. How can we possibly be in an expansion phase of the business cycle with the economy growing and also be experiencing such a fall in earnings? According to Greenspan and many others, people are better off today, having improved their financial health since the 70s. Recalculation of the CPI would show this, which would most definitely open a political "can of worms." With the election around the corner, we are going to see much debate about the economy and whether things have improved or worsened for the "average" American consumer.

Why doesn't the CPI give more accurate numbers? In the last few years, we have made tremendous strides in technology and product quality. The typical market basket is constantly changing and higher quality goods are being substituted for original basket items. We may be paying more for the basket, but the quality is much higher. Products often last longer, are more efficient, and can do things the original goods could not.

The example given in the article reflects this fact. Thomas Meyer asks: "How do you factor in the value of a new water filter, the automatic ice maker, energy efficiency, and a long term warranty," when purchasing a new refrigerator? The new and improved product is a far cry from the refrigerators of the past. These kinds of changes are just not reflected in the CPI.

As you can see, this is a huge political as well as economic issue. I think we will hear a lot more about the CPI and other inflation measures in the weeks and months ahead. People will try to manipulate the data to best reflect their own agenda. The public needs to be better informed about economic issues and how the numbers used can be exploited.

These assignments, to analyze media reports, challenged me to take the economics principles I was learning and apply them to the "real" world. When I started this paper, I wasn't sure I knew enough about economics to intelligently analyze any article in these terms.

As I worked on the assignment, I was surprised to find that I could make sense of the Wall Street Journal article and that the economic theory I was learning helped me to more fully understand the article. I was able to ask myself questions about the current economic effects of weather and possible effects on the future.

I am pleased that what I am learning in the classroom is relevant and increasing my understanding of how economics impacts my daily life. I am confident that the knowledge I gain will help me be better prepared to re-enter the work force.

Nancy Repanich, student

7. A translation from English as A Second Language

Van-Trinh was a student of mine in an intermediate ESL class. She had studied with me since she had arrived in the US a year before, so I knew her quite well. I was a guest at Bellingham's Vietnamese New Year's celebration last year. As is traditional, a central figure of this was "The Kitchen God's Report" (Sớ Táo Quân) chanted dramatically in Vietnamese by a costumed man while he danced and beat a hand drum. After it was over, I asked Van -Trinh what he had said. To my surprise and delight she wrote (and re-wrote) several times the translation which appears below. Her effort may be called a student assigned project. It far exceeded the requirements of my course. The writer of this report in Vietnamese is Song Anh. The final two stanzas about the fate of the peoples of the world in general were added by Van-Trinh.

Paul Warwick, instructor

Sớ Táo Quân

by Van-Trinh Nguyen

Long ago in Vietnam, people believed that there was a god who was banished to earth and stayed with every family to protect them but also to watch them, so that people would be afraid to do evil. The god who was sent to earth is the Kitchen God. He lives in the kitchen of every family. Vietnamese like to use coal-stoves; therefore, our kitchen god always appears in black face. Because he stays in the kitchen without showing his face, he knows everything that happens in every family around the world. He works for the King of Gods, the Great Lord, who lives in heaven. The Kitchen God's job is to report to him every event in the world from a little to a great throughout the whole year. For instance, he reports an earthquake (if any), a food (if any), a growth of population, deaths from unsolved diseases, or small complaints from anybody in the world at the end of each year. While the kitchen god reports, the Great Lord gives him some advice about how to do better in the next year.

From these beliefs, my people always play a drama named "The Kitchen God's Report" in our New Year's celebration in order to report what happened in our community and in the whole world. All the information in the drama is true, but it is performed like a comedy show to make people have fun in the New Year. Here is what the Kitchen God reported at the Vietnamese New Year celebration (Tết) in Bellingham, 1994.

Kitchen God's Report

Dear my Lord!

I'm a Kitchen God of the Vietnamese people
    who live in Bellingham
    in the Northwest of America.

It's in Winter and my car doesn't work well.
    That's why I'm late.
    Please forgive me.

Every year the Kitchen God's members
    have met on December 23rd

Although I am very busy
    I still take some time to come here
    and tell you some events at Bellingham and in the world.

Dear my Lord!
    Since 1975 my people had to avoid
    their enemies and the Communist regime,
    so they left their country.

The Vietnamese people, who came first
    to live in Bellingham,
    were just a small group.
    So I had nothing to say.

Now, the years and months go by,
    almost two decades!

Dear my Lord!
    I continue that
    the number of Vietnamese who came here
    has made the group bigger and bigger.

So, we are so happy because the Humanitarian Operation,
    the Refugees, the Immigrants,
    and the Orderly Departure Program people
    have come here together.

Besides, a lot of American-Vietnamese children
    also have come here.

The good people work very hard
    for the Vietnamese Community
    to make it better and prosperous.

The Vietnamese group was established last month.
    Though it's not strong yet,
     we have a leader, a principal,
     whom we admire and trust.

Dear my Lord!
    I would like to share with you some things.
    Last year was really terrible for our people.
    Uncounted people died because of
    starving in Somalia.

Many people in California had to suffer
    without home and good food
    because of flood, fire, and earthquake.

And Bosnia also has an internal division.
    The internal war makes many people
    die and lose their families.

I still know a lot of terrible things in the world;
    The world is not peaceful and safe
    as we have thought.

But my people help their people
    who are in need with all their hearts.

Dear my Lord!
    Last week, President Clinton signed an agreement
    to lift the embargo between
    USA and Vietnam.

That is good news for all my people
    and for the people who still live
    under the poor government.

Dear my Lord!
>   That is all that I know.
>   The old year, the chicken year, went by.
>   And the dog year comes.

I'd share the words from my people.
>   They wish you always are healthy.
>   Look through the world
>   to judge and help my people.

Good-bye my dear Lord.

I've got to go now
>   because I must be at the Tet's party on time.
>   See you next year!

Song Anh. "Sổ Táo Quân" (The Kitchen God's Report).

To please my instructor's wishes and to challenge myself in translating, I tried to translate "The Kitchen God's Report," which was published in Vietnamese New Year Magazine 1994 (Đặc San Xuân Giáp Tuất 1994). I found myself in a very difficult situation because it was so hard to find the right words between Vietnamese and English to show the author's style and tone which is really funny to us. At the end of his report I added more information about the rest of the world because it is the way I think that the drama should be. Even though my translation is not very good, I hope it will help the readers somehow to understand the Vietnamese culture a little better.

Van-Trinh Nguyen, student

8. A comparison essay from English 101

While a comparison/contrast paper on Virginia Woolf's "The Death of the Moth" and Annie Dillard's "Death of a Moth" is the second assignment I give my students in English 101, it is the first opportunity they have to flex their own analytical muscles. We discuss both essays in our class analysis of descriptive writing. Woolf proves fairly straightforward. Dillard, on the other hand, is always enigmatic. Some students find it incomprehensible. I suggest several ways of looking at it, but ultimately leave its mystery to them. Bright, ambitious students are always challenged by this opportunity to display both their rhetorical skills and their creativity.

Michelle's essay caught my attention because of its sophistication, its elegance and its strongly presented point of view. It is a wonderful job of literary analysis, responding as it does to both content and form. I was impressed particularly with her affinity for the "poetics" of each piece. She also disagreed completely with everything I had said about Dillard and has changed forever my impressions of "Death of a Moth."

Carey Vivian, instructor

Death and the Moths

by Michelle Cronk

When Annie Dillard wrote an essay titled "Death of a Moth," she did so fully aware that it would be compared with Virginia Woolf's well-known essay "The Death of the Moth." In both essays the moth is used as a symbol; Woolf's moth clearly represents our own impotence and mortality, but Dillard's meaning is obscure; the burning moth competes with other subjects. The flames transform the moth and it becomes a source of illumination for Dillard to read by. In contrast to Woolf's empathy, Dillard seems callous to her moth.

The attitudes of both authors are reflected in their initial descriptions of the moth. Woolf's moth has "narrow hay-colored wings, fringed with a tassel of the same color," while Dillard's moth is "[a] golden female moth, a biggish one with a two inch wing-spread...." Both moths are approximately yellow, but Woolf's is pastel and delicate next to Dillard's glowing expansive female.

As she watches the moth fly from corner to corner of his "compartment" seemingly content in his share of life, Woolf feels pity for this simple creature that is "little or nothing but life." She pities the moth for being born in and limited by its form, but she describes it in tender detail: "...as if someone had taken a tiny bead of pure life and decking it as lightly as possible with down

and feathers...." When the fluttering of the moth falters, she waits for it to resume "as one waits for a machine...to start again without considering the reason for its failure." When it falls on its back, she is moved to help it with a pencil, but she recognizes it is dying. Woolf is empathetic toward this primitive form of life; she describes its struggle, its tiny legs fighting against the inevitable fate of all living creatures. In death it exhibits a dignity not apparent before. Somehow, the moth so oblivious to his insignificance has transcended his pathetic status, and we are resigned to our own futility.

Dillard treats her subject with no sentiment; its death is immediate, and she watches the flame rip and reduce the moth to a hollow wick. She delivers its mutilation with the detachment and accuracy of an instrument: "her moving wing ignited like tissue paper....her six legs clawed....her head jerked in spasms, making a sputtering noise...her heaving mouthparts crackled like pistol fire." The moth only radiates for a moment before she dies, but the brief flash of her disfigurement is extended. The moth burns for two hours until Dillard puts her out. She likens the burning moth to an "immolating monk," the fire has transformed her to a "...hollow saint, like a flame-faced virgin gone to God...."

There is an obvious difference in the amount of time Woolf and Dillard spend on the stages of the moth's life, death and afterlife. Woolf's subject is introduced in the beginning paragraph of her essay, and she acquaints us with her tiny hero--his meager pleasures, his fuzzy little wings, and his valiant fight with death--the essay ends with the death of the moth. Dillard begins her essay describing her domestic situation. She lives alone with two cats, and she is amazed at the "certain genius" in the spider that lives behind her toilet--how does she discard her victims so efficiently, finding a clear path from her web? While the titled subject only flashes for an instant before its death by fire, previous victims have been introduced: the insect carcasses littering her otherwise immaculate bathroom, and the moths that kept flying into her candle (which she flicks off her cooking utensils with a stick). More time is spent in describing the moth's disfigurement and transformation than the brief moment she is alive. The moth burns for two hours, and the essay ends with Dillard telling us again that she lives alone.

Both Woolf and Dillard suggest links between seemingly unrelated subjects. These links are made forceful with repetition of words and phrases and with the repetition of these ideas throughout the essay. Woolf's moth flies from corner to corner of the windowpane replicating the energy of the field outside: "the rooks [throwing their net]...the ploughmen, the horses, and even... the lean bare-backed downs...." Successively, the moth is "a fiber ...of the enormous energy of the world....a thread of vital life....a tiny bead of pure life....a pure bead." When Woolf wonders what force is opposing the moth, she notes that his vitality is ebbing as the activity outside declines. Still, she

acknowledges "the power was there...massed outside, indifferent, impersonal...."

While Woolf carries her ideas with rephrasing, Dillard relies more heavily on the repetition of certain words: the web that "works, works somehow, works miraculously...." She reads <u>The</u> <u>Day on Fire</u> "every day...while warblers sang...and bristle worms trailed...." She reads every night "...while barred owls called....so I read...and read on." The moth continues burning: "She kept burning...She burned for two hours....She burned for two hours without changing...while I read by her light, kindled, while Rimbaud in Paris burnt out his brain in a thousand poems, while night pooled wetly at my feet."

Both Woolf and Dillard make us aware of the cycle of nature; Woolf's moth is that cycle, and the story ends with the moth's death--when life ends. Dillard's moth continues to burn after death, while Dillard reads about a long-dead poet that inspired her to become a writer. While not suggesting immortality, something remains. We will all die someday, but we are not insignificant. We are capable of creating works that will inspire after our deaths, and even the simple creatures contain "a certain genius."

I always find writing difficult, but this essay was the most challenging assignment I had last quarter. I felt I understood Woolf's symbolism, but Dillard's use of the moth was not something I could initially put into words -- I had an impression, but it was like trying to describe a dream. When I began writing I didn't think I was getting anywhere. I wrote a lot of seemingly aimless thoughts before I actually began what could be considered a rough draft. I didn't plan to, but I found the first thing I did was summarize each essay, relying heavily on quotes. This forced me to read them over and over, and certain tendencies became clear. Suddenly it was very easy, and my own thoughts had words and an order. That time I thought I was wasting, was the most important part of the process for me.

Michelle Cronk, student

9. A definition essay from English 101

The second out of class essay assignment in my fall English 101 class was a definition essay in which each student offered a personal definition of an abstract word. This basic essay assignment required several critical thinking activities. The students needed to select a term about which they wished to generate ideas and insights and then decide how to utilize written materials, ideas and experiences, and knowledge about various modes of essay development to effectively present their personal, sometimes even unique, definitions.

To assist in this process, students were asked to focus their thinking by creating a traditional statement of definition--term, then class, then distinguishing characteristics--and by presenting this definition and a proposed organizational outline to the class for discussion. To connect various background readings with the writing, students were to include a quotation from an essay of their choice in The Bedford Reader as part of their evidence. And finally, students tested the effectiveness of their authorial decisions in an editing session with their peers.

In response to Gloria Steinem's essay "Erotica and Pornography," Andrea Gliege was challenged to analyze and define the term pornography. While Steinem discussed the term by contrasting it to erotica, Andrea instead organized her essay on the principle of division or examination of the component parts of the issue, focusing on the content of and audience for pornography. One problem Andrea faced was the challenge of making her ideas clear while still maintaining appropriate discretion and objectivity. Neither graphic, specific detail nor personal outrage were germane to the clear dispassionate voice she sought. In my opinion, Andrea nicely achieved her goals of examining a troubling concept in some depth and of presenting her conclusions in a solid, expository essay.

Elinor Hellis, instructor

Pornography: Pleasure or Pain?

by Andrea Gliege

Pornographic material is widespread and appears in a variety of different forms. Magazines, videocassettes, and even playing cards depicting pornographic pictures and acts can be found in stores, under mattresses, and hidden away in the depths of one's sock drawer. But what exactly is pornography? It is literature or art that exploits and degrades human sexuality in regard to women, men, and children. The manufacturing of pornographic materials is an industry that makes the producers millions of dollars, and the industry shows no signs of diminishing.

Pornography has existed for centuries, but it has only been within recent decades that it has become a highly lucrative business. Today, pornography is more widespread than ever before. Theaters and video stores advertising triple X films can be seen in any metropolitan area. Magazines and other sorts of publications have become increasingly more graphic and violent as sales increase. As the industry grows, so does the exploitation of pornography's biggest subject: women.

Pornography featuring women has thrived for years. Often these women are depicted as weak and subservient to men. This image has aided in creating stereotypes that impact the relationship between men and women. The women commonly featured in pornographic material are voluptuous and appear as though they cannot resist any opportunity for sex. Many pornographic magazines tell a story about certain sexual encounters the woman featured in the layout may or may not have had. Men, on the other hand, seem to play the dominant role and may have their desires fulfilled regardless of any feelings a partner may have. In pornography, the male is almost always seen as having power and control over his female counterpart.

Such stereotypes promoted in pornography have been connected to the increasing violence against women. Each year sexual attacks against women increase. Mass murderer Ted Bundy said that many of his attacks were provoked by the graphic and violent images he saw in magazines. Women's rights activist Gloria Steinem writes that "pornography is about power and sex-as-weapon in the same way we have come to understand that rape is about violence, and not really about sexuality at all." Pornography seems to perpetuate the myth that pain and sex go hand in hand. It also eternalizes the belief that women are dependent upon sex. After being convicted, several sex offenders still felt that women were supposed to be violently overtaken in order for them to persuade the victim that she really does want to have sex. That belief is often the plot of many pornographic films: the woman violently objects to the advances made toward her until she suddenly realizes that she can no longer refuse the offer to have sex, for the desires are too great.

However women are not the only group exploited by pornography. Men and children have become part of the industry as well. Pornographic materials featuring males may portray them as sadists or masochists or both. In homosexual material one man portrays the submissive role while another plays the aggressor. This scenario is a different variation of violent female pornography; one party must be overtaken in order for the encounter to be any fun.

A third type of obscene material is "kiddie porn." Pornography featuring minors is illegal and may only be obtained through the black market or other underground sources. Magazines, snapshots, and films containing child pornography often show a child being coerced into having sex by an adult or show two children having sex with one another. Kiddie porn,

like female pornography, has been linked with the increasing numbers of child molestations and rapes. A man in Seattle was found to have several snapshots and magazines in his home after three neighborhood kids complained that this man molested them. He was found guilty of molesting all three children. Apparently he had told police that he had wanted to live out the fantasies he had while viewing pornography.

Pornography is becoming increasingly more attainable as we forge ahead into the twenty-first century. It has been used for years as a source of titillation and arousal, but it has been within recent decades that pornography has become the fuel many sexual deviants need to commit their violent acts upon women, men, and children. It exploits sex by degrading and humiliating that special act between two consenting adults. By displaying sex as a painful act between a submissive victim and a domineering conqueror, pornography has an effect on our quality of life, especially that of women. Yet pornography will continue to expand and become even more violent as long as some members of our society want their individual desires catered to. Perhaps a closer examination of the negative effects that pornographic materials have had on our society will give us greater insight as to how such problems may be resolved.

Pornography is an issue that is besieged with controversy here in Whatcom County. Many politicians and residents argue that pornographic materials have no beneficial aspects and that such materials promote violence against women. Others say that the ability to buy and sell pornographic materials is protected under our First Amendment rights. I found this debate to be interesting, so when the time came to choose a topic for my definition essay, I picked pornography. In this paper I tried to maintain a certain level of objectivity while writing about a topic that I feel very strongly about.

Andrea Gliege, student

10.   An argument essay from English 101

For the final assignment in English 101, I ask students to write an argument or persuasive essay based on a topic covered in an essay of their choice from our text, The Bedford Reader. Students are asked to use this essay as a direct source for this assignment and to cite their source using the Modern Language Association (MLA) citation system. Early in the writing process for this assignment, Tammy talked with me about her interest in discipline and punishment in child rearing, a topic raised in the essay "The Broken Chain" by M. F. K. Fisher. Tammy's interest led her to research the topic in the Learning Resource Center, and then to write this essay based on the research she had done.

Sherri Winans, instructor

Please Discipline Your Children

by Tammy Petersen

Today Americans are more concerned with how to raise their children properly than they were in the past. Raising children is not like a job anymore; it is like a career. One of the most important factors of raising a child is discipline. There are many books, videos, magazines, classes, and parenting groups that teach people how to discipline their children. More and more Americans are learning the important difference between discipline and punishment. Discipline stems from the word "Disciple" which means to teach or train. In *Merriam Webster's Collegiate Dictionary* discipline is defined as training that corrects, molds, or perfects the mental faculties or moral character. Punishment is defined as suffering, pain, or loss that serves as retribution; and retribution means compensation. Disciplining rather than punishing a child is more efficient and effective. Furthermore, it produces competent and confident individuals.

As you may already know, you can't make children do anything they don't want to do. Children may do what you want them to while you are in front of them, but as soon as you turn your back they may do what they want to do. This is why punishment is usually short term. Instead of punishing children it is more effective to teach them to discipline themselves. Once children learn to discipline themselves, they will always have the ability to do so. This is because they have freedom and control over themselves. If a parent spanks or hits his/her child, the child may grow up to learn that

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violence is the way to control other people. When the child becomes an adult, he/she may use this type of control back toward the parent.

Parents must empower and influence their children by giving them the freedom and power to make their own decisions. To be truly free means to be independent economically and emotionally. If parents teach their children responsibility when they are young, then the children will be responsible when they are older as well. In their book *Logical Consequences*, Rudolf Dreikurs and Loren Grey say that logical or natural consequences impress upon the child the needs of reality without the power of an adult (83).

The key to disciplining children is to teach them to discipline themselves. According to Dr. H. Stephen Glenn in his video *Developing An Effective School Policy*, if a child has self-discipline, a four-way winning situation will occur: the child will win because he/she will have freedom and control over him/herself, the family will win because it will have less work to do, the school will win because the teachers will be able to spend their time on other types of learning, and finally the community will win because it will have a responsible individual who will be able to contribute successfully back to the community.

A common complaint from a parent might be that punishment is the only thing that works. Anyone who has been spanked for something knows that the child probably did not commit the same crime again. Sometimes a child tests a parent and the parent has to use force to make the child behave. Parents believe that they have tried everything else and that there is nothing left to do but to spank their child. Some parents even believe that their children deserve to be punished. If a criminal commits a crime, he/she must be punished. The same goes for a child who has done something wrong. The child must be punished, and the punishment must fit the crime. Parents may figure that the pain doesn't last long, but the principle will.

Since many parents were spanked themselves, they believe that what was right for them is right for their children. They think, "My parents did it to me." Sometimes it is hard to break a tradition and form a new one. Corporal punishment has been around as far back as the 11th century. Why change things now? Many parents think that children have too much freedom, so they try to control their child. Many parents want their children to be like themselves which also means controlling their child.

Dr. Glenn also talks about the reasons why children misbehave. Many children misbehave because one of their needs is not being met. Children's needs include but are not limited to having someone listen to them, feeling important, and being recognized. Children might also misbehave if they feel powerless or impotent. They might misbehave if they are excessively manipulated or controlled. If their perceptions, ideas, and feelings are discounted, they might misbehave. Children might misbehave if they feel

insignificant, like things go on without them. All of these feelings bring on frustration, and if this frustration is not treated, it will turn into anger or withdrawal.

Punishment can be passed on from generation to generation. Often people who were physically punished as children use the same kind of punishment on their children. This chain of violence can be hard to break. For example, in her essay "The Broken Chain," M. F. K. Fisher describes herself as a child who is routinely spanked whenever she misbehaves. Once, when she mistreats her baby brother, her father hits her with a heavy force that sends her flying across the kitchen room. Fisher, feeling hurt and pain, learns from her mother that her father was whipped as a child. Fisher's father feels hurt and pain also because he vowed to himself to never hit his children out of anger like his father had done to him. Fisher forgives her father and learns not to make him angry. Although some people may be able to break the chain, it is very difficult.

Punishment and discipline are two different ways to teach our children. Punishment controls and stifles a child's learning ability. Most children want to take responsibility for themselves, including their mistakes. Punishment instills pain and frustration for both the child and parent. Most parents don't want to punish their children, and most of us know from experience that a child does not want to be punished. There are other alternatives to punishing a child, along with many resources to find alternatives. Discipline teaches a child to take responsibility of his/her actions. Once children learn how to discipline themselves, they will be able to become independent and confident individuals.

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For my final argument paper in English 101, I decided to write about a controversial and growing topic: child discipline. There were numerous sources that I was able to find on the subject. As a matter of fact, all of the sources I found supported my thesis: Discipline is more efficient and effective than punishment. There wasn't anything on how to punish your child! The difficult part about my paper came when I had to think of an anticipated objection. After drawing from my own experience I was able to think of something.

Tammy Petersen, student

11. A persuasion essay from English 101

The final out of class essay in my fall English 101 class was to be an argument/persuasion essay on the issue of diversity in the curriculum in regard to higher education. Students read three assigned essays on the topic, were encouraged to read further in outside materials, and attended a panel discussion on Diversity in the Curriculum set up by Whatcom's Cultural Center. Students were given considerable latitude in choosing their audience, in intensity of tone, scope of argument, and in organizational method. My goal was to encourage the class members to think critically about a controversial issue and come to a personal opinion on it. Then I hoped students would confidently and thoughtfully apply writing skills we had been working on over the quarter to best present their own theses.

Wishing to express his own strong support for diversity in higher education, Tom Ojendyk took the trenchant satire, "A Modest Proposal" by Jonathan Swift as his stylistic model. Adopting the persona of an outspoken opponent of diversity, Tom used bitter irony, hyperbole, faulty cause and effect reasoning, and quotations from the columnist George Will attacking political correctness, and well-chosen specific detail to characterize opponents of multiculturalism as shoddy thinkers and materialistic, insensitive bigots. Such a dramatic approach to argument/persuasion requires considerable confidence and careful control of effect to connect with an audience. When Tom read his essay to an unsuspecting class of his peers, the gasps of amused shock and comprehension from the students testified to his effective presentation of his argumentative thesis.

Elinor Hellis, instructor

Bring Hate Back Into the Classroom

by Tom Ojendyk

Higher education is in deep trouble. The pot-smoking hippies of the sixties have now put on ties and sweaters and have taken control of our colleges and universities. Instead of flowers and love beads, they now bring political correctness and socialist propaganda to the campus.

Political Correctness comes in many forms. Radical professors unleash a crippling form of political correctness disguised under the name "multiculturalism." "Multiculturalism is a campaign to lower America's moral standards" (Will). What kind of person would bring this debris into the

classroom? "... people who despised America" (Will). Plain and simple, multiculturalists hate our country, our institutions, and our values. Multiculturalists have a dangerous agenda, promoting homosexuality, and racial/gender equality and understanding. No matter how subservient any group may be, the P.C. thought police will bring their corrupt, bankrupt agenda into the schools.

College campuses have become a recruiting ground for homosexuals. Multiculturalism in the classroom uses our tax dollars to teach young minds that homosexuality is an acceptable lifestyle and should not be condemned. These teachings of kindness and understanding clearly go against the traditional values of abomination, and thus should be forbidden! Political Correctness has brought "queer-friendly zones" to the college campus. In these "queer friendly zones" young gays can talk to a listening and supporting instructor, who will then (untruthfully) tell the gay person that he/she will not suffer eternity in hell. Tax dollars are being used so that confused gays, whose families have usually abandoned them, can be treated like actual people!

There is no need for multiculturalism because of the successful melting pot theory. This country was formed by settlers who forged a new European-based society and called it America. Soon, people came here for a piece of the American Dream. And unless they are Haitians or Cubans, they are guaranteed a right to participate in our grand culture. Legal immigrants, in coming to America, agree to leave their savage ways of life on the boat. So why should we, in higher education, cater to these heritage-obsessed non-conformists? Our limited funds should not go to those who are trying to break our traditional values with their pagan worship and cannibalistic tendencies! We have seen what happens when our nation's moral fabric breaks down: crime.

Many ethnic groups complain about being unfairly represented in history books. Two large proponents of multiculturalism and communism are the Indians and the blacks. Indians object to being portrayed as uncivilized primitives who kill their own. The Indians, instead, feel our students should know about the two hundred or so broken treaties, or United States policies of mass genocide (i.e. handing out smallpox infected blankets to children). The truth of the matter is that we do not have the time in the school year to learn about every single case of injustice. Does it actually help the student if he/she learns about innocent people getting killed? No, it does not. Instead of focusing on this or that tragedy, let the students learn the success stories. Wouldn't the student's self-esteem be raised if he/she learned about great people such as John D. Rockerfeller, who created the first billion dollar industry? We should try to encourage entrepreneurship amongst the pupils instead of apologizing about the horrors of yesterday.

With the birth of the civil rights movement and the feminist war against heterosexuality in the sixties, our nation's traditional customs and ideas started to die. Today, both groups want to further their elitist agenda in the classroom. The elite P.C. crowd wants to throw away the great works of upper-class white men and replace them with inferior works by blacks and women. Students do not go to school to learn about new and different viewpoints! Students go to school to conform to the status-quo, not to act as individuals. Why read threatening works by black and women authors like Langston Hughes, Toni Morrison, Alice Walker, or Ralph Ellison, when the students learn more from Dale Carnegie, Charles Murray, or Machiavelli? Replacing first-rate authors with second-rate minority authors makes no sense. It's not the school's responsibility to provide diverse ideas to the students.

Limited tax dollars are being wasted so college kids can learn about tribal dances and the slave trade. Learning about multiculturalism will eventually bankrupt our economy and create a weak national defense. Redirecting the money towards more useful projects such as the Strategic Defense Initiative (Star Wars) will improve the lives and safety of all people. Right now we are spending only $267,000,000,000 on our national defense. The Red Threat is not over yet. We have seen dangerous countries such as Cuba and Iraq threaten our internal security. RIGHT NOW WE ARE NOT PREPARED TO FIGHT A MASSIVE WORLD WAR. The thought of our country turning into a Godless communist state due to a bankrupt defense program is scary. Tax revenue is limited and therefore should be used to benefit more people than just the elitists and the minorities.

The notion of multiculturalism in the classroom is absurd. Besides being proven to be costly, it is known to hinder the student's ability to be submissive. Multiculturalism is about destroying the religious morals that formed this country and replacing them with amoral, sacrilegious values. We cannot change the supposed "ugliness" of our history, but we can forget it. Let's put the money set aside for special interest groups, who have ruined higher education, and put it somewhere where rich, defense contractor's jobs are at stake.

For my argument / persuasive paper on diversity in the curriculum, I first thought of my position on it, and then about the reasons for my beliefs. I decided my paper could work well if I made some argument by taking the opposite side. By looking at various readings and listening to some other people discuss the issue, I took all the ideas that I especially disliked and used them. For my argument, I used clichés, examples of narrow-mindedness, poorly-thought out logic, exaggerations, and humor. I repeated certain phrases that, to me, are empty or misunderstood (political correctness, socialism, elitism) and used them in ways that others have done. Using past history lessons and current events helped me with my argument by showing, what I felt, was the absurdity of their viewpoint.

Tom Ojendyk, student

12. A critique from English 102

Heath wrote this critique in response to an essay assignment in English 102, Intermediate Composition. During the time that he worked on the essay, our class was reading and discussing material on "America's Crisis of Confidence"; we were talking about whether or not America is in decline and about our, and the authors', assumptions about what America should be like. The essay that Heath chose to critique, Gertrude Himmelfarb's "A De-moralized Society?" is one of the more difficult essays in that unit. Himmelfarb's essay, along with other material on "America's Crisis of Confidence," can be found in the fifth edition of the English 102 text, Writing and Reading Across the Curriculum, edited by Lawrence Behrens and Leonard J. Rosen.

Sherri Winans, instructor

Can Government Be Trusted to Instill Morality in the Public?

by Heath Herrick

In her essay "A De-moralized Society?" Gertrude Himmelfarb states that American society has, in its quest for social enlightenment and liberation, ignored and abandoned its sense of public morality. Himmelfarb claims that a progressive government has allowed a neutral morality ethic to creep into its legislature, and it is the responsibility of the government to restore traditional values and a "moral order" to America.

Himmelfarb begins her essay by asking why, when economic statistics point out that America should be doing relatively well, we feel the current state of our nation is in bad shape. Himmelfarb then asserts that a good economy does not make up for social and moral deterioration.

Himmelfarb attests that a national dilapidation of morality is not a new phenomena. She relates the Victorian perspective that society was declining in England during the Industrial Revolution. The Victorians were genuinely concerned about the morality of the public and the "disposition" of the poor, and where that disposition would lead the general population. Himmelfarb points out the disparity between the Victorian interest in public morality and the American apathy regarding the issue. Himmelfarb goes on to cite social malignancies to illustrate our loss of values: divorce rates, poor education, drug abuse, and illegitimacy.

Himmelfarb declares that a liberal ethos has permeated American society and that we choose to ignore the reasons for our social decline because those reasons run counter to our liberal ideology. The liberal ethos

contradicts the Victorian ethos, so we have rejected any notion of Victorian morality. As a result, we have "divorce[d] morality from social policy." In trying to remain morally neutral, we have failed in any attempt to improve our social condition. Himmelfarb concludes her essay by maintaining that it is the task of government to instill social values in the American public.

While Himmelfarb is quite adept at interpreting where and why our social decline is evident, her solution to rely on the government to provide the remedy must be questioned. She displays insight and a thorough elaboration of her ideas throughout her essay until her conclusion, where she becomes surprisingly vague.

Himmelfarb refuses to sugar-coat the loss of ethical values--as others have done--by referring to the issue as a "malaise" or "anomie" and speaks honestly about the problem. She separates and classifies the difference between economic and social well-being. All too often, I find that people associate the two to such a degree that they become indistinguishable. She then states that we have overlooked the importance of addressing how our social values are slowly decaying, and focused instead on the status of the conditions of living and the economy. This trend of re-focusing the national attention on more palpable issues can be seen in myriad articles from many types of media. They all seem to say the same thing in such a desperate voice: "It's not so bad. See, these statistics (insert favorable percentages indicating that all is copacetic with America here) prove it!"

It is a tribute to Himmelfarb's character that she is willing to frankly point out the fact that the liberal ideology, which Americans have come to hold so dear, has been largely responsible for our social woes. We Americans ask ourselves how we could have lost our ethical standards. We lost them because we allowed ourselves to lose them; we just don't want to face the truth. We have become a nation captivated by progressive values, unwilling to heed the inner voice of morality. We have become afraid to speak out against things which may be deemed "immoral" for fear of being ostracized by the liberal element. Those who do speak out have their views rendered invalid by being labeled "right-wingers" regardless of their political inclination--truly an example of *ad hominem* incarnate.

I find myself in complete agreement with Himmelfarb when she says we can't continue to travel down the road of moral neutrality and expect any type of significant improvement in our social well-being. The solution she offers, however, I find to be inadequate. Himmelfarb asserts that the government should be responsible for restoring our "moral order," yet she declines to state how this refurbishment should be accomplished. I can't accept her solution for two reasons.

First of all, I question whether government should be involved in something so obscure and delicate as the restoration of morality. No one can

decide on exactly what is moral and what is not; I fail to see how government leaders could form a universal definition, much less implement an effective policy. Government may have some tangential obligation to infuse morality in America, but I think a collective enlivening of the public is a precondition to any government acts of morality indoctrination. If the government were seriously inclined to raise the level of education or increase the exportation of manufactured products, I believe they would succeed. Education and exportation are of a relatively tangible nature, whereas morality is an abstract issue. Can the government be trusted to determine what is moral and then dictate its policy to the public? I don't think so.

Secondly, if the government were to try and restore our moral order, could it? In the past forty years, we have become a jaded and cynical society; we have lost our innocence along the way. Once innocence is gone, it can never be regained. Will any amount of legislation alter the ethical outlook of the public after decades of increasingly depraved behavior? The nonchalant perpetration of homicide for needless reasons has become so commonplace we scarcely pay it any notice. Our court system awards obscenely huge amounts of money to plaintiffs in compensation for incredibly ludicrous grievances, yet we merely shake our heads in mild wonder. Child prostitution is existent in many of our major cities, but not many people are surprised by the fact. Our collective virtue has been scarred by these social afflictions; we are left numb and immune to regencies. Are we able to go back to the way things were? There is no way to know for sure.

The law of supply and demand applies to morality as well. There exists a huge market for hard-core pornography. Moviegoers flock to theaters to see films of ultra-violence (to borrow a word from Stanley Kubrick). Billions of dollars are made on the sale of controlled substances in this country. The government has attempted to regulate the previously mentioned industries; nevertheless, they continue to thrive. Even if the government endorsed fascist methods of restoring morality--methods which would be anathema to the American way of life--would it be enough to hinder our demand for "immorality" in the private and illegal sectors?

Himmelfarb would do well to reflect on her proposal and sincerely consider the full ramifications of any government commitment to reinstate morality to America. The range and depth of government involvement required to restore moral order is incalculable and somewhat scary. At best, the government could make a perceptible difference. At worst, the government could become on Orwellian monstrosity able to do anything in the name of restoring morality.

It is my belief that our society has lost an intangible quality known to us by many names--morality, ethics, social and/or family values. We are lacking the fundamental attributes that make us "American." While I criticize Himmelfarb in my essay for her flawed response to the problem of social decline, I am unable to provide an acceptable alternative. The problem seems to be, paradoxically, both incredibly simple and nearly insurmountable at the same time.

Heath Herrick, student

13. An analysis essay from English 295

Rakéfet wrote this essay for English 295, the honors seminar for English 101, in response to this assignment: research and then explore in an essay--using at least two sources and the MLA citation system--a topic in which you have a particular interest. Rakéfet's work on the essay led to a number of conversations between us about the topic, our own communication skills and cultural values, and writing using standard English. I was surprised to discover, at the end of the quarter, that Rakéfet was less pleased with the final draft of the essay than I. She felt that, in the process of translating her ideas from Hebrew to standard written English, she had had to alter and even leave out significant points, ultimately making too great a compromise. But I am impressed by the essay: Rakéfet offers the reader a clearly and fully developed discussion of a difficult topic from her unique perspective.

Sherri Winans, instructor

Values and The Role They Play in Cross-Cultural Communication

by Rakéfet Richmond

Sixteen students from sixteen different countries came to Boston University in 1986 on a student exchange program. They came from as far as Zaire, Indonesia, and Japan. They came with different customs and traditions. In the first few weeks, the transition seemed to go more smoothly than they had expected. Boston seemed wonderful, the people were great--the students felt optimistic about their future in America. Unfortunately, after a little longer, they started to feel less comfortable. They felt that their behaviors were viewed by Americans as awkward and rude. Consequently they did begin to feel hesitant. There were some things that they were doing "wrong," but they couldn't figure out what they were. The incompetence and stiffness they felt took them by surprise. They had worked hard to be in this program and had felt ready for the transition and the hardships. Nevertheless, they had not anticipated the culture shock and the confusion they would feel in the new environment. In *Cold Water* (Com Production 1986), a documentary about culture shock, those 16 students and several staff members described the difficulties they experienced as newcomers to America. The main obstacle they all faced was conflict between their own values and the values in the new culture. As a foreigner, I, too, have experienced in many ways the conflict between my own values as an Israeli

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and the values of the Americans around me. When I first got to America, my self-esteem dropped down, and often I felt embarrassed but I didn't know what to do about it.

I was not aware that my confusion and the periods of depression were the result of culture shock. Mostly, I blamed myself for not being "worldly enough" and therefore not able to intermingle in the new culture. At other times, I thought of the "other" people as the ones who lacked culture and values. Almost all my interactions made me feel at odds. American manners seemed to me wrong, shallow, or loony. It took some years before I learned that differences in values can cause an extreme distance between people of different cultures. Communication across culture happens between people whose cultural perceptions and symbol systems are distinct enough to alter the communication event (Samovar and Porter 70).

A major problem in cross-cultural communications is the different sets of values that each culture holds. Values, which stem from our belief systems, are what determine our perceptions. Some of the other elements that directly influence our perceptions and have their roots in our culture are age, ethics, work, and how we perceive power, time, and competition. Often, we don't think much about our values. Our behaviors and reactions, however, are closely dependent upon them. Most values are part of our unconscious knowledge (Samovar and Porter 83-84). This is why we might feel awkward or even disoriented when we are in a culture that challenges our values. According to Dr. Robert Kohls, at times we might feel that we have no values at all *(Cold Water)*. Because there are many ways to analyze the topic of values, I chose to concentrate on two core ones that I believe are closely related: individualism and friendships. They are both meaningful values in North America and in other cultures. Nevertheless, they are interpreted differently.

In America, individualism is a highly regarded value. To be a separate individual within a couple, family, and society is perceived as a basic human right. Adults as well as children have activities and responsibilities that often are done solo, without the need to be dependent upon others. It is common in America to expect that each individual will have a personal being that is separate from all others. This expectation and value can be an unexpected problem for newcomers in this country. After a few years here, I can still remember how offended I got because of some everyday phrases I heard. In my first month in America, I often heard, "**Let** me finish this, and then I'll help you." What an odd thing to say! I understood each word separately, yet the meaning remained foreign. If someone told me to let her/him finish, I left the room right away to let her/him do whatever she/he needed to do. I thought I must have provoked their rudeness, that I must have been tactless and selfish to cause those people to protect their space

from me. I misunderstood. They weren't being rude--it was, through translation, a problem of semantics.

Growing up in a Jewish family in Israel, I didn't experience the privilege of concentrating on myself only. Also, I never felt the right to put somebody off so bluntly by saying "Let me." As I said before, "Let me" is a direct command that would be construed in Israel as rude. Maybe it was because my parents and their parents did not feel the need to be left alone in order to get things done. We children were always welcome to help and to be included. Furthermore, we were expected to be involved in our parents' schedule, and frankly, what else could we do? We didn't have a schedule of our own. We were kids; they were adults, so we played; they worked, and sometimes they played with us.

Here, in North America, I saw and heard about busy children for the first time. I am a full-time student, yet the 13-year-old pupil to whom I am teaching Hebrew had a harder time finding an hour for our weekly lesson. When I ask him how his week has been, often he will say: "Busy." I'm always speechless by this. Busy?! I feel that it is a paradox to be a busy child. To me, you are either a child with endless time, or you are an adult with endless responsibilities. I feel sorry for the busy 13-year-old child, and at the same time, he might feel sorry for the child with no schedule at all.

The individual's role in society is viewed in almost opposite perspectives by Americans and people of more traditional cultures. The term "I," for example, can have in some cultures a negative connotation. In the Chinese written language, the symbol for "I" looks very similar to the word for selfish (Samovar and Porter 91). In a kibbutz setting in Israel, if someone is described as individualistic, it's just as bad as calling her/him stupid or pretentious. Another culture that values the society and family as more important than the individual is the Vietnamese. Karen Crouse in an article "Caught In A Cultural Conflict," discusses the subject of cultural perceptions of individuality. Crouse reports that Mike Schiesel, an assistant principal at Bosa Grande High, described the Vietnamese students as very loyal to their families. "[For a] lot of the Vietnamese kids we have here, their primary responsibility is to their family. You have situations where good athletes don't go out for sports because they have to watch their younger brothers and sisters, or work (*Orange County Register* 30: F7). "The whole is greater than the sum of its parts," is a popular saying, usually said in reference to sport and musical groups in America. Traditional cultures, however, live by this philosophy in their most fundamental settings: the family and the society.

One of the common jokes in Israel about Americans is: "My name is Barbara (the most familiar American name), and I'm searching for myself." People would imitate the American "R" accent and would put on a pampered expression to go with this declaration. To many Israelis, searching for oneself is self-indulgent and ridiculous.

Different value systems may cause different interpretations of the individual's place in society. When individuality is of the highest importance, friendships will necessarily be at least secondary in significance. This is a difference in culturally-induced priorities. To have long-lasting friendships is an important value in many cultures. An Indonesian student in the *Cold Water* program said that his American friendships are not the same kind he has in Indonesia. Back home, he said, friendships are the same things as having a brother or a sister that is not connected to you by blood. Another student from Jamaica said that American friendships seem to her superficial. In her country, she said, "friends are the people I share my most intimate thoughts with." She was surprised when somebody that she never had seen before told her about his sickness and his family struggles. A few other foreign students in the *Cold Water* program also talked about how remarkable it was that total strangers would divulge intimate information to them, and yet people with whom they might develop a friendship would hold back personal details. According to Dr. Kohls, the reason that Americans will be so open to strangers but will erect barriers to potential friends is that they are afraid of anything that will take away from and dig into their privacy.

I find Americans to be very friendly. For a long while, I was amazed by the sociable demeanor that most people seem to have. Actually, I even started to criticize myself for not being as pleasant. But being friendly, I discovered, does not necessarily help or hinder the establishment of an American friendship. People have different reasons and intentions for being friendly. Those different intentions were the confusing part for me. I asked myself, "Do they all want to be my friends? Would I really be able to see them all later, as they said?" Also, when people asked me how I was doing, I realized later, they only meant to be nice and friendly. I needed to remember that my part was to say "fine" or "good" and not to bother the greeter with some boring truthful details. This sociable custom is not practiced, and is not valued, in many cultures as much as it is in America.

Socializing with people does not make them my friends. Co-workers are not necessarily my friends either. Friendships take time and trust. Generally, in America, it seems impossible to have the necessary time. Newcomers often view Americans as superficial in their relationships. The striving for high productivity leads to a fast-paced lifestyle which in turn leaves little time for socializing. In order to be successful in this productive, fast-paced American lifestyle, people are often forced to move from one community to another and even from one state to another.

High geographic mobility, according to Professor Oliver Espon, a counseling psychologist, is the cause for many shallow relationships at the expense of fewer, deeper, longer-lasting ones (*Cold Water*). Essentially, having many shallow friendships is a survival skill that Americans practice in order

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to function well in today's life. In more traditional cultures life-long friendships, rather than many shorter ones, are more common. Low mobility allows people to know one another for many years, and in many of their life stages. In countries such as China, Japan, or Peru, it is quite rare for people to move away from the area where they were born.

Houses in Israel are still homes rather than investments or temporary residences. Most people live all their lives in the same house. My parents, for instance, still live in the same house where my brothers and I were raised. A few years ago, my brother and his new family built their home in my parents' yard. They probably will live there all their lives, and will see their own children build their homes nearby. The thinking process is simple and the priorities are clear: you live where you belong, and then you find a way to make a living near your home.

The reward of low mobility is the opportunity to know the same people over many years. Beyond a doubt, 20 to 30 years of interactions lead to trust and security among friends. My four best friends in Israel are the ones from my village and the small community high school. We all have changed since childhood, of course, and have gotten involved in different areas of interests. I never consider my friends, though, as temporary and therefore those changes are another part of the friendship rather than a boundary. We all know one another's grandparents, parents, brothers, and even the cooking style in each of our homes. Even now that I live in America and am separated from the friends I had for 20 years, the concept of **making** friends is still alien to me. I feel that either I have a friend or I don't. I cannot plan for it; all I can do is to hope for it.

Individualism and the nature of friendships in America are necessarily bound by definition. In an individualistic, competitive reality the individual is the center. Once honors and success are awarded solely to the individual rather than to the family or the society, interpersonal relationships get less recognition. Although in an individualistic society one will a have higher chance to live up to his/her potential, the likelihood of deep and lasting friendships is smaller. Dr. Robert Kohls said that most Americans do not experience life-long relationships and probably never will (*Cold Water*). But I believe that with increased immigration, the mainstream population is forced to adopt different values, namely in this case, the value of long-term friendships.

We all learn values in an ethnocentric manner. To paraphrase Dr. Kohls, every culture teaches its own values as if they are the only ones worth learning. The same reasons that we feel proud of our culture can cause us to be prejudiced toward other cultures. Each culture continues to glorify its own values and traditions as a way to remain separate and unique. A few days ago, I listened to an old Israeli song. It was the first time that I realized how ethnocentric its lyrics are. The refrain goes:

> There is no God as mighty as our God,
> There is no one as blessed as Abraham's son,
> There is no great book as our Torah,
> And there are no people as smart as the Israelis.

I'm convinced that the more subtle the "education," the deeper it gets. Unlike what the song delivers, I know that smart people are equally distributed in the world. And in the same way I recognize the ethnocentrism in the song, I know that I carry many other values and perceptions that I'm not fully aware of. The sixteen foreign students who came to Boston University, and all other immigrants, need to find ways to adapt to the American culture if they wish to be comfortable here. Maintaining one's own values while learning new ones is a challenging task. America is the most diverse society among all other countries. It is a country that practices cross-cultural communication constantly. The consistent influx of immigrants affects every aspect of American life. Schools, churches, hospitals, and the court systems are all inevitably influenced by the cultural diversity brought here by immigrants. This is why we have in the US the biggest challenge and opportunity to learn about others and ourselves.

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The subject of values across cultures started to occupy my thoughts after few years in the US. It was only after I overcame the language basic barriers that I was able to recognize the different values between cultures. I started to see the relationship between my difficulties and my cultural values. In Fall quarter, 1994, I took two classes that evoked more thoughts about the subject: a Cross Culture Communication class and an English class. It was a good opportunity to learn more about the research in this field and to look into my own experiences as an immigrant. It was the hardest essay I ever worked on. I knew what my thoughts and feelings were and yet, writing about <u>values</u> in a second language seemed impossible. After all, my values and the way I perceive the values in the US are a central part of my cultural background. In addition, my values are the reasons for the distance and limits between me and other people. As a result, I found myself facing new communication barriers. Consequently, this essay will never be done for me--I still feel that it is a halfway "product." In that light it represents me truthfully and indicates my assimilation level in the US.

Rakéfet Richmond, student

14. A descriptive/interpretive essay from History 230: Russian History

For their first paper assignment of the quarter, students were given the following assignment: Explain the different schools of thought regarding the 13th century Mongol invasion and describe how these schools of thought would interpret the current events in Chechnya.

Information about the two dominant schools of thought in the study of Russian history (the Soviet view and the Eurasian view) came from a series of "Historical Problems" that appeared occasionally throughout the textbook (A History of Russia, the Soviet Union, and Beyond, 4th ed., by MacKenzie and Curran). Students gathered information about historical and current events in Chechnya from lectures and popular news sources.

Brad Foster showed his understanding of some of the main principles of historiography by first effectively describing the different schools of thought regarding the Mongol invasion, and then successfully applying the principles of each school of thought to the current events in Chechnya. He also demonstrated in his paper the ability to successfully synthesize information from a variety of different sources. Finally, Brad has a clear, effective writing style that makes his work a pleasure to read.

Michael Ceriello, instructor

Kiev and Chechnya: Brothers in Historical Significance

by Brad Foster

In the 11th Century, when Vladimir and later Iraslov were the grand princes of Kiev, it was a powerful nation stretching from the Baltic Sea in the Northwest to the black Sea in the Southwest. Under Vladimir and Iraslov industry and craftsmanship prospered because a stable government insured a healthy economy and a good working environment. The capital city of Kiev was located on the trade route from Scandinavia in the north, on the Baltic sea, to Byzantium in the south, on the Mediterranean ocean. This trade, and also that from the west, bolstered the Kievan economy and revised the standard of living dramatically.

All these factors helped consolidate the nation and turn it into one of the most powerful in the world at that time. The success of the Kievan State was short lived, however, because a series of wars shortly after this time of growth and expansion hurried the decentralization of Kiev and devastated its economy. This is how the Mongols found Kiev, unorganized and unable to

effectively resist a massive and well-coordinated invasion. In 1240 the Mongols took Kiev and held it for almost 250 years.

The history of mankind is one of conquest and war. The historical facts of these are usually correct but how they relate to each other is often open to interpretation. This is true with the Mongol invasion of Kiev. There are different views on how the occupation affected what is now Russia. Two main schools of thought deal with the sociological, economic and physical impact the Mongols had on Rus, and these two schools are also valuable and useful ways of gaining a better understanding of events taking place in the world today.

THE SOVIET VIEW

Soviet historians have come to view the Mongol invasion as having nothing but a negative effect on the people of Rus. Supporters of the Soviet view maintain that the widespread destruction of Russian towns and villages, the damage done to agriculture, and the problems Mongol subjugation created for trade combined to put Rus more than 100 years behind its neighbors to the West. In fact historians of this view believe that Rus protected the West from the advancing Mongol horde because of their brave attempts to protect their homes. They believe this bravery and reluctance to be subdued caused the Mongols such problems that they were unable to continue their quest to dominate lands all the way to the Atlantic Ocean, and in a way claim to have enabled the great innovators of the Renaissance by preventing them from being oppressed by the Mongols.

These historians feel that it's possible that Russia might have been a nation to take part in the Renaissance if not so cruelly held back by the Mongol rulers. After the total destruction of most of the population centers and the devastation of farm land, continued fighting prevented prompt recovery and delayed the Rus people's chance to start over. Above and beyond this physical ruin came economic ruin as well. The absence of trade centers prevented the growth of a money economy, and when the cities were lost so too was the industry, preventing guilds in Rus from making the same strides those in western Europe did. The demands made by the Mongols for tribute also seriously burdened the Kievan economy. Soviet historians support the ideas that Rus lost valuable trade, causing further economic depression, because it was so weakened by the Mongol occupation that it lost control of trade routes and territories on its western extremities to Lithuania and Sweden.

The Soviet view also finds negative aspects to the political influence of the Mongols. According to the Soviets, because of fierce resistance by the Rus people, the Mongols did not directly rule Rus but instead, as Karl Marx noted "oppressed from afar." Thus by distancing themselves they encouraged lesser nobles to betray their lords' deepening feudal division within Rus, insuring it stay divided and therefore unable to throw off the yoke of Mongol rule.

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After 250 years of Mongol oppression, Rus once again came into contact with the Western world. The Soviets believe that they were behind the West in almost all areas of human development, and they put the blame on the doorstep of the Mongols. This view that is so intensely negative about the impact of the Mongols is not the only interpretation. A second view does not focus on the death and destruction that did indeed arise from the Mongol invasion, rather it accentuates the positive role the Mongols played.

THE EURASIAN VIEW

The name given to the other view is Eurasian. This view stresses the importance of looking at the history of the Eurasian continent as a whole and believes that the Mongol invasion of Kiev was one of the most significant events in Russian history.

Eurasian historians feel that at the time there was a great historical need to unite the Eurasian land mass, both to protect the Kievan Principalities from a rapidly growing Western Europe and to unite those Principalities in more than name. The strife with Rus, maintain the Eurasian historians, had virtually brought Kiev to its knees at the time of the Mongol invasion, and only that invasion saved Kiev from losing its identity as a nation. The Mongol occupation provided Kiev with a strong central government and introduced the concept of state in its true meaning, one with a centralized government. Eurasian historians believe that the Russian state of today is the successor of what the Mongols became in 1237; they believe that a united Russia is a direct result of the Mongol occupation.

Other positive Mongol influences on Russia came in the form of the adoption of several Eastern character traits and in the opening of both economic and cultural relations with Asia. These gains, though less direct than the losses suffered by Kiev, are thought to outweigh the negative Mongol impact on Russia, and historians who support the Eurasian view not only believe that Russia is better off for the Mongol invasion but might not exist at all had it not taken place.

The differing of these views is more than anything a comment on how people can come to such a sharp disagreement over an issue. If we can take what we know of these views and apply our knowledge to issues of concern today we can come to a better understanding of different peoples of the world around us.

CHECHNYA

When the Soviet Union dissolved in 1991 many of its former republics claimed their independence; one of those republics was Chechnya. Chechnya is a relatively tiny country at 7,500 square miles but has a population of 1.2 million. The Chechen people have a strong hatred for the centralized and authoritarian Russian government that had subjugated them. This hatred may have come from the past brutalities at the hands of the Russian Tzars

and later the Communist government, or from having a unique language and different religion than most of the former Soviet Union. Whatever the reasons, the hatred runs so deep that the Chechen people felt the need to separate themselves from Russia against the government's will.

Today Russia is trying to reclaim Chechnya and a brutal war is raging in the streets of Grozny, Chechnya's capital city. This killing and destruction is very much reminiscent of the larger more advanced Mongol empire destroying and taking control of what is now Russia 700 years ago.

The Soviets, whose country is now on the other side of the stick, would no doubt view the war as wrong (if they maintain objectivity). The Soviets would feel that the destruction of Grozny and the slaughter of its people would impair the advancement of Chechnya as a nation and the Chechens themselves as a people. The Soviets would view the war as crippling to trade and industry, and though the effects of such actions are less devastating today than they were during the time of the Mongol invasion, the war would be seen as the oppression of an entire group of people and condemned by historians who viewed the Mongol invasion in a Soviet manner.

It is difficult to compare what is happening today in Chechnya to what happened almost a century ago in the same part of the world, but there are similarities for Eurasian historians to hold on to, the first being that because Chechnya is so small there is no guarantee that it would not be swallowed up by its larger neighbors if Russia doesn't maintain its hold. Second, the Muslim church has become stronger through the turmoil in Chechnya and so has a sense of nationalism.

I feel that as we look at people's viewpoints we will find that no one view is completely correct and that we should appreciate those differences instead of condemning them. I think that if anything, this is what history can teach us, and as we learn from the past maybe we will no longer find it necessary to brutally murder each other in the streets as we are now in Chechnya.

Brad Foster, student

15. A response paper from Humanities 111:
Individuality and Imagination--The Romantic Vision

If you're an artist, you need to be able to talk and write about what you're trying to express visually. Writing is a skill that helps to communicate ideas to others in a culture that is unpracticed in "seeing." It also helps the artist to clarify ideas and creative process to himself/herself. At a recent exhibition opening I was pleased when a viewer who read my artist statement told me it was written with such clarity that he as a layperson gained insight into my work and began to appreciate what he could not initially understand.

If you're not an artist, learning how to write about art helps you to SEE and understand one of the more relevant things that we as human beings do, again in a culture that seems sadly alienated from creative endeavor. The bottom line is that clear writing demands and leads to clear thinking and seeing, indispensable skills no matter what discipline we choose to study.

Caryn Friedlander, instructor

Turner's *Snowstorm--Steamboat off a Harbour's Mouth*

by Alene Gillians

After obtaining a copy of Turner's *Snowstorm--Steamboat Off a Harbour's Mouth*, I realize why Turner is called a master of light and drama. This scene, the vortex of a winter storm on the sea, is an incredibly powerful work. Turner was truly ahead of his time, seeing through an intuitive mind not just snow and wind upon water, but how to capture nature's power in abstracted form.

Turner's love of nature and his fascination and awe over the instability of nature was surely the inspiration for this work. Seeing this instability in a creative way, he used much imagination in what is presented. He gave visual language to the elements of nature, capturing wind, snow and sea at their ultimate fury and holding them captive through oil on canvas.

In 1842 Impressionism was yet unheard of, but through his own individuality of insight and technique, Turner painted abstractly and seized the essence of nature uncontrolled. His focus in this work was not the steamboat, as his peers may have focused on, rather as an individual he chose to focus on light and drama.

I feel that this work is full of strong emotion. There is a sense of the hopelessness of man's struggle against nature, and yet there is wonder in experiencing the power and force of the storm. The steamboat is obviously distressed, being almost covered by water with only a few, meager lights, and yet I feel drawn more to the storm itself--captivated by its dramatic presence.

How did Turner make me feel this way? Obviously he was connected with the process--he understood how drama and light could be conveyed through the careful layering of planes of colors and light. He also had to be deeply involved with experimentation in line and form and achieve the vortex effect on canvas. This, of course, was not his only vortex painting and his use of ground shell lining to add iridescence must have raised the eyebrows of his fellow painters! (They probably wished they had tried the Japanese technique first!) Turner laid down the crisscrossing diagonal planes and lines to fill the whole canvas with incredible movement and dynamics. The diagonals bending inward toward the canvas center denote that uncontrollable change is ever present. I have a feeling as I study the strength of the diagonal line, that this is not a storm only, but a symbol of how life is often a vortex and we hold on as best as we can, hoping not to be swallowed by it. This storm seems to extend, most certainly, beyond the edge of the canvas. The painting was fairly large to begin with, about three feet by four feet, and this use of implied space makes me feel as if I am in the same circumstance as the steamboat--consumed by the monster storm, infinite and all present.

The element of value in this painting is crucial. I feel that it is with this tool of pitting light against dark that Turner produces his greatest level of expression. There is no distinction, in the middle third of the canvas, of where the water, snow and sky begin or end. The sweeping and encircling walls of water and snow become a unified force. Color abounds. The many shades and tints of the colors of the earth (blue, green, and brown) change wildly before my eyes and pull me forward.

It is the brightest, luminous area on the canvas (center-right), however, that is most mysterious. I feel it brings an ultimate unity to the composition, and yet, it is also the point of greatest mystery. Is it the end of the storm? Or is it the source of our trouble? It has a very mystical presence--the man-made lights coming from the steamboat are minuscule in comparison to this great light.

Turner knew this storm. He experienced it and poured it back out for us to feel. *The Snowstorm* is a paramount of light and drama. The artist's mastery has given us a journey through the vortex via many romantic characteristics working together.

In writing this response to Turner's painting, I endeavored to focus on the romantic aspects of his work for my Humanities assignment. I found it challenging to display these aspects and the feelings they evoked in me as well as describing the painting within one piece of writing. Taking time to think through my feelings and researching the artist were important, but I feel my most valuable tool concerning writing is to stop at various points and pretend that I have never before seen this piece of writing. I try to forget what I know, and then I read the essay. Does it make sense? Is there a clear path forged through the thoughts of the author? If I feel that anyone could find her way easily and learn or experience something new, I am pleased with my writing.

Alene Gillians, student

16. A research paper from Human Services 220:
Alcoholism and Substance Abuse: Etiology and Treatment

Caffeine

by Jack McCallum

While many scientists debate over the addictive nature and consumption affects of caffeine, many people are rising in the morning and saying, "Don't talk to me; I haven't had my first cup of coffee yet." There is no clearer message to indicate the dependence on caffeine, and the addictive nature this dependence induces.

Caffeine is the highest consumed drug in the world. In <u>The Encyclopedia of Psychoactive Drugs</u>, Dr. Richard Gilbert contends this. About one in four North American adults may be dependent on caffeine and use it at least in part to ward off withdrawal symptoms. And about 1 in 30 adults may regularly use enough caffeine to cause physical harm (Gilbert, p. 121). However, many believe that "serious dysfunction due to dependence is infrequent. Consequently, abuse...is not viewed as a health problem" (Witters, Venturelli, and Hanson, p. 274).

Reasons behind this debate could be related to the physical and behavior effects of caffeine on the body. These effects, tested and retested by various scientists on both sides of the issue, have been conclusive on minor points, yet still remain vague on more major problems. Caffeine works on the nerve cells in the body. Taken orally, inhaled, absorbed through the skin, or injected directly into a vein or artery, caffeine can pass directly into blood vessels without being broken down by stomach acids or the liver. This invincibility increases the drug's effectiveness over such drugs as heroine and cocaine, which are broken down by the liver very quickly, if administered orally.

After caffeine flows from the gastrointestinal tract to the liver, it then goes to the heart from where it is circulated quickly throughout the body, including the brain. This causes the blood pressure to rise, and a slight adrenaline rush may occur in users without high tolerance levels. The rate of your heart increases, causing your blood pressure to rise, as the blood vessels around the brain contract, which likely accounts for the drug's effectiveness in relieving some minor vascular headaches caused by the dilation of blood vessels in the brain.

In the respiratory system, caffeine causes the air passages to open and facilitate breathing. Because of this, doctors have often recommended tea to relieve breathing difficulties. But when drinking that tea, many people

experience a need to urinate. This is because caffeine causes urine formation and could possibly explain a link between caffeine and cancers in the bladder, kidneys, and colon (Gilbert).

All these physical effects occur in the mild caffeine consumer, which is one who "consumes 100-200 milligrams per day" (Gilbert). But in the person who consumes higher doses, even more severe problems can occur. Doses exceeding 7 cups of coffee per day can cause agitation, insomnia, tremors, visual flashes, and ringing or buzzing in the ears. Some researchers suggest consumption of large quantities of caffeine can be associated with diabetes, cirrhosis of the liver, ulcers, hypertension, gout, cancers of the pancreas, ovaries and breasts, increased cholesterol levels, and heart disease (Silverstein, p. 114).

More studies are underway to detect the relationship between caffeine and pregnancies because of a correlation between caffeine consumption and stillbirths, low birth rates and birth defects, which have been found in laboratory animals who have been fed caffeine. This single finding prompted the Food and Drug Administration to delete caffeine from the list of drugs generally regarded as safe, and doctors are advising pregnant women to curb their caffeine intake. But because it is difficult to measure how much caffeine a person consumes, considering the different caffeine levels in different brands of coffees and cola drinks, studies have concluded that "caffeine raises blood pressure levels, lowers them, or produces no change at all (Silverstein, p. 115).

Though the physical effects of caffeine consumption are center-stage in many studies, the drug's behavioral effects are something to consider. Recent studies in both humans and laboratory animals have shed a new, yet conflicting light on the behavioral impact of caffeine. Advertisers have promoted coffee as a "think drink," but the evidence as to whether caffeine helps one think better is even more confusing than the evidence supporting caffeine's relationship to skilled behavior.

Dr. Gilbert, a psychiatrist associated with the Addiction Research Foundation of Ontario, cited one researcher who studied the effects of moderate doses of caffeine (150mg-300mg, equivalent to 3-6 cans of Coke) to determine three distinct effects:

1. Caffeine improves performance of simple tasks that require attention rather than memory. Examples of such tasks are searching for particular two-letter sequences in long strings of letters; watching out for defective items passing on a conveyor belt; and reacting quickly to a signal. In this case, caffeine seems to delay deterioration in performance due to boredom or fatigue.

2. Caffeine worsens performance that involves short-term memory such as searching for a particular six-letter sequences in long strings of letters, or reciting lists of recently learned words. Caffeine may speed up the performance of these tasks, but more errors are made.

3. Caffeine affects performance of complex tasks in ways that depend on the personality of the user. Impulsivity is an important feature of personality. Impulsive people tend to sacrifice accuracy for speed and also tend to be more aroused in the evening than in the morning. When caffeine is given in the morning to people rated as highly impulsive by personality tests, it improves their performance at complex tasks such as proofreading for grammatical and typographical errors. When caffeine is ingested in the evening when these people are more aroused, it has the opposite effect. People who achieve low scores when being measured for impulsivity are affected in the opposite way. Their performance at complex intellectual tasks is worsened in the evening, when their arousal is high, and improved in the evening, when their arousal is low (Gilbert, p. 77).

But even more conflicting research has been made with laboratory animals, where discoveries continue to be made. Animals living in crowded circumstances show increased aggression when given caffeine, yet caffeine reduced aggressiveness in rats that were put in isolation (Gilbert, p. 117). People who consume caffeine usually don't realize the degree of addiction they face because of the socially accepted status of coffee drinking, soda slurping, and chocolate munching, but caffeine is an addiction and has all the dependency factors associated with addiction.

When psychiatrist John R. Hughes and his co-workers at the University of Vermont in Burlington studied 22 healthy adults, who normally drank three to seven cups of caffeinated coffee each day, Dr. Hughes discovered that his subjects were hooked on caffeine to a much stronger degree than originally anticipated. When given a choice, ten of the volunteers consumed significantly more of an unlabeled caffeinated coffee than an unlabeled decaffeinated coffee over a two-day test period. And when taken off the caffeinated coffee, many users reported adverse caffeine effects and withdrawal symptoms (Science News, p. 93).

When heavy drinkers were quizzed about why they consumed such large amounts of coffee (up to 7 cups per day), they cited these reasons in order of emphasis:

1. It gives you a feeling of well-being.
2. It calms your nerves and makes you relax.
3. It helps you think and helps orient you.
4. It makes you less irritable.

5. It wakes you up and gets you going.
6. It reduces or prevents headaches.
7. You feel bad without it.
8. It stimulates you and gives you energy (Gilbert, pg. 98).

Such dependence on caffeine to kick-start the morning can cause caffeinism, a condition found in people who have developed a tolerance to caffeine and must increase their consumption to regain the stimulating effect. Caffeinism affects an estimated 10% of the adults who consume coffee (Witters, Venturelli, and Hanson, p. 279). Once this high-consuming caffeine pattern starts, curbing the addiction can cause difficult withdrawal symptoms often associated with alcohol and drug abusers. According to Dr. Alvin Silverstein, a biology professor at the University of New York, and author of The Addiction Handbook, withdrawal symptoms can be "severe headaches, irritability, sleepiness, sluggishness, and nausea" (Silverstein, p. 114). But psychiatrist John Greden has observed "urination, jitteriness, tremors, agitation, irritability, muscle twitching, lightheadedness, rapid breathing, rapid heart beats, cardiac palpitations, upset stomach, and gastrointestinal problems" (Gilbert, p. 116).

Attitudes toward these withdrawal effects are mixed, but tend to lean toward an apathetic approach because withdrawal from caffeine isn't as hazardous compared with withdrawals from other stimulants, and because the symptoms aren't severe enough to prevent the average consumer from giving up his coffee or soda (Witters, Venturelli, Hanson, p. 280). Perhaps Dr. Silverstein best summed up the attitudes toward caffeine when he wrote:

> Unlike most other addictive substances, caffeine is a part of most people's normal lives. Its use is not illegal, nor is it restricted by age--even though the amounts of cola drinks and chocolate consumed by children are often above the addictive levels. Some experts believe that this nonchalant attitude toward caffeine addiction needs to be reexamined (Silverstein, p. 118).

Though a seemingly minor addiction, complications arising from caffeine consumption continue to pour in. Because of caffeine's prevalence in many products, and high dosage in most of those products, drinking and eating what may be two or three things with caffeine in them can cause levels to reach far above the addiction range and put people at risk of experiencing difficult side-effects, and eventual long-term consequences. The studies done at the University of Vermont and research by Dr. Giblet make it clear that

caffeine consumption isn't a minor problem with minor repercussions. Any unhealthy changes in our bodies due to the intake of a certain drug is never minor, nor is the link to caffeine and health risks such as cancer, birth defects and heart disease.

Perhaps if we stopped each morning and considered a glass of orange juice instead of that steaming cup of bitter coffee, or perhaps a caffeine-free soda over our regular choice, the insomnia and agitation will not be a factor which people sometimes attribute to normal life.

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When this assignment was first given, my initial concern lay in remaining objective about my subject: caffeine. Like many people, I have experienced the side-effects of caffeine consumption, but unlike many people, I was fully aware of what caffeine was doing to my body. However, the assignment called for an "objective paper," so, keeping this in mind, my logical first step was the library. I concentrated my focus on objective books and articles, ensuring I had material that covered both the pro and con issues of caffeine consumption. Once my materials were gathered, the construction of my paper became a giant jigsaw puzzle; where the issues fit, I put them in, while smoothing out the rough spots with the appropriate transitions. But my goal remained clear: to write an objective paper.

Jack McCallum, student

17. A problem solving explanation from Math 98

This assignment was to read about long division of polynomials and then summarize the section into a 3 to 6 step process. Students were asked to generalize the process so that it would work for any long division problem.

The first goal achieved by this assignment is to get students to read their text to learn a concept rather than just review it. Their learning is further enhanced when they have to describe the process of division to others. Lastly, in generalizing the steps, the students discover a way that the process can be done for any division problem rather than just the one in their example.

Liz Cunningham, instructor

How to Solve a Long Division Problem

by Gail Lybarger

$$\text{(divisor) } 5M + 3 \,\overline{\big)\, 15M^2 + 34M + 28} \text{ (dividend)}$$

STEP 1

Divide the first term of the divisor into the first term of the dividend. Place the quotient above the like term of the dividend.

$$5M + 3 \,\overline{\big)\, \overset{\displaystyle 3M}{15M^2 + 34M + 28}}$$

STEP 2

Use the distributive property to find the product of the quotient and the divisor. Then subtract by changing the signs of the last polynomial and add.

$$
\begin{array}{r}
3M \\
5M + 3 \,\overline{\big)\, 15M^2 + 34M + 28} \\
-(\,15M^2 + 9M\,) \\
\hline
25M
\end{array}
$$

STEP 3

Bring down the next term of dividend and follow the division, multiplication, and subtraction steps until problem is completed.

$$
\begin{array}{r}
3M + 5 \\
5M + 3 \overline{\smash{)}\ 15M^2 + 34M + 28} \\
-(\underline{15M^2 + 9M\ }) \\
25M + 28 \\
-(\underline{25M + 15\ }) \\
13
\end{array}
$$

STEP 4

If there is a remainder, place it into fraction form with the divisor being the denominator. Place the fraction with the rest of the quotient adding the negative or positive fraction.

$$
\begin{array}{r}
3M + 5 \qquad \dfrac{13}{5M + 3} \\
5M + 3 \overline{\smash{)}\ 15M^2 + 34M + 28} \\
-(\underline{15M^2 + 9M\ }) \\
25M + 28 \\
-(\underline{25M + 15\ })
\end{array}
$$

STEP 5

Check by multiplying the divisor and the quotient and then add any remainder.

$$(5M + 3)(3M + 5) = 15M^2 + 34M + 28$$

In order to correctly answer this exercise, I analyzed each step and simplified the terminology. The process I followed was to read each step carefully, name all components with simple algebraic terms, and then rewrite in easy to understand steps.

Gail Lybarger, student

18.-19. A comparison essay and an interpretive analysis from Math 295

The domain of mathematics is not merely an intimidating maze of incomprehensible symbols and equations. Mathematics history is a record of human triumph and failure as rich with intrigue, suspense and jealousies as any detective novel. Three of the goals of our mathematics Honors Seminar, Math 295, were to acquire a depth of knowledge about the development of mathematics history, an understanding of the people who contributed to mathematics, and a recognition of the differences in the way in which mathematics is reported by historians.

In assignment #3, Steve Campbell compared and contrasted the way in which a mathematician was described by two different authors who wrote history from opposing gender perspectives. Steve described common themes found in both works, identified areas of agreement and disagreement between the two authors, and reported any bias that he detected in either author's writing.

Another goal of the seminar was to teach students to use knowledge obtained from research to substantiate or rebuke the thesis of a particular author. In assignment #7, Sarah summarized the concept of uncertainty *described by mathematician Morris Kline, and used her interpretation of Kline's position to analyze the development of mathematics in the 16th century.*

Through writing, Steve and Sarah have not only broadened their understanding of the history of mathematics, "math is not just all numbers," but they have also developed valuable research and critical thinking skills that may be applied in future contexts.

Doug Mooers, instructor

MEN AND WOMEN OF MATHEMATICS

by Steve Campbell

In both Women in Mathematics by Lynn Olsen and Men in Mathematics by E. T. Bell the authors shoulder the daunting task of studying the history of mathematics. Both authors choose to focus their attention not on the technical development of mathematical theories and formulas but instead focus on the men and women who were involved in the invention of those theories and formulas.

I believe Bell aims at a somewhat larger goal than does Olsen. In his book, Bell seeks to enable the reader to gain an overall view of the course of mathematical thought from Pythagoras to Einstein, while Olsen has the narrower focus of exploring the contributions to mathematical thought that women have made.

To achieve his goal Bell limits his attention to the originators of new ideas, not addressing those who took the original ideas and then expanded, perfected, or applied those ideas. The resulting view of the history of mathematics is much like the view from an airplane flying over the cloud-draped Cascades. Even though the ground is obscured, the course of the whole mountain range can be traced by the peaks which rise above the cloud cover. Tracing such a course is Bell's goal.

Along the way Bell admits to leaving many excellent mathematicians without the recognition that is their due. I suspect that this may in part be the cause of his obvious neglect of the contributions of any women mathematicians.

I say in part because Bell also seeks to project a strong, masculine (almost macho) image to deflate the stereotypical book-worm image that many people have of mathematicians. For example, Bell states that "...in a fight, [mathematicians are] men with their full share of backbone" (p. 8). And again Bell suggests that "... the great mathematicians have lived richer, more virile lives than those that fall to the lot of the ordinary hard-working mortal" (p. 10). Such an attitude would be quite amusing but for the closed doors which many capable women, blacks and other minorities have faced as a result of such insensitive bias.

It is this bias against women in mathematics that motivates Olsen to write her book. In an attempt to redress the lack of attention she feels women have received, I was left wondering why she made no mention of other minorities. Were there no contributions from the Chinese in the history of mathematics? What of the ancient Mayas? I realize Olsen's goal was specifically narrowed to women in mathematics, but I feel her argument would have carried more weight if she had not neglected to at least mention the possibility of another minority's contributions.

In discussing how to ascribe credit to any one man or woman for a particular mathematical advance, Bell brings out the difficulty of unweaving one thread from a tightly woven tapestry. For example, in the development of analytic geometry, Bell states that while Descartes is primarily responsible for the fullest and clearest expression of analytic geometry, he was not the only inventor. Many prior to Descartes had worked to lay the foundation upon which Descartes was then able to build. Reflecting his selection system, Bell chooses to discuss only the primary inventors (in this case, Descartes shares the spotlight with Fermat).

In choosing a man from the history of mathematics to focus on, our recent look at Riemann Integral in Calculus piqued my interest to read about Georg Riemann (1826-1866). Bell discusses in non-technical terms many of Riemann's contributions. Those having to do with prime numbers and non-Euclidean geometry were presented as the most significant. The World of Mathematics by James Newman provided more specific information, i.e., a

description and title of Riemann's most famous dissertation: "On the Hypotheses That Lie at the Bases of Geometry." In this dissertation Riemann originates what are now known as "Riemann spaces," a concept I couldn't follow. In The Dictionary of Scientific Biography there was a discussion of all of Riemann's work, again over my head. Oddly enough, even The Source Book in Mathematics by David Smith had nothing that I could identify as the Riemann Integral. Perhaps I just couldn't recognize the form it was written in.

I also chose to search for information about Sophie Germain (1776-1831), a woman mathematician from France. In Women in Mathematics, Olsen indicates that one of Germain's specialties was in the theory of numbers. Olsen also relates how when Germain was first showing interest in mathematics as a child her parents "...firmly and stubbornly opposed her decision" (p. 84). Fortunately they relented and gave their blessing on her studies. The Dictionary of Scientific Biography made the interesting observation that Germain received no formal training but learned by corresponding with the likes of Gauss, LeGrange, and Legendre. In his Men of Mathematics, Bell also relates how Germain chose to first correspond under the pseudonym M. le Blanc, as she feared to reveal her gender. The Dictionary of Scientific Biography mentions that her last work, published posthumously, was a paper on the similarity in method and motivation between the humanities and science.

Of all the sources I used, I found The Dictionary of Scientific Biography to be the most helpful, providing biographical information and also a perusal of the thoughts and works of the mathematicians. It had a good balance of accessible material and higher theory.

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One of the goals of this class was to learn how to research the people involved in the development of mathematical concepts. Since many writers have a particular issue motivating them to put pen to paper, we used resources from various authors to gain a better perspective, paying attention to any differences between writers. In this assignment, we looked at the possible existence of gender bias in the history of mathematics by reading portions of two works, one by a man and another by a woman. It was apparent that the male author attempted to bolster the image of male mathematicians, while the woman approached history only from the perspective of the women involved. By comparing the two authors, we gained a clearer picture of the struggles that women (and other minorities) faced in their efforts to further mathematical knowledge, and thereby a greater appreciation of their accomplishments.

Steve Campbell, student

Contemporary Issues of Mathematics

by Sarah Koehler

In Morris Kline's introduction of <u>Mathematics: The Loss of Certainty,</u> Kline illustrates the rise and decline of mathematics. He shows how the 19th century brought a time of uncertainty in the world of mathematics which affected not only mathematics but the physical sciences as well.

Kline states that mathematics began with the classical Greeks and that for a period of over two thousand years mathematicians pursued truth. Mathematics supplied the foundation that many sciences (astronomy, mechanics, optics, and hydrodynamics) relied on, along with observation and experiment. Mathematics logic and methods of proof left no doubts to whether the conclusions were correct. Many intellectuals found mathematics so attractive that they wanted to apply mathematical reasoning to fields such as philosophy, theology, ethics, aesthetics, and the social sciences. During the period that was called Enlightenment or the Age of Reason, mathematical reasoning was applied to these subjects.

Unfortunately, during the 19th century mathematicians began to realize that mathematics was not the infallible truth that they had always believed. They found that in their rush to secure the truth that sound reasoning had not always been used. False proofs, slips in reasoning and inadvertent mistakes were found. They came to realize that intuition had taken the place of logical thinking. This was the state of the "Loss of Certainty" Kline refers to in his title.

During the latter half of the 19th century mathematicians decided to rebuild mathematics. By 1900 the mathematicians believed they had accomplished their goal. But shortly after they had finished many contradictions were discovered. The leading mathematicians of the time immediately tried to resolve these contradictions and establish a consistency to mathematics. In the 1930s Kurt Godel published a paper in which he proved that the logical principles that had been accepted as the approach to mathematics could not prove the consistency of mathematics. Godel's paper caused mathematics and mathematicians to divide into several different groups.

Today these differing views have affected not only mathematics but the sciences as well. This has caused many mathematicians to leave the sciences for areas of mathematics where the methods of proof seem to be sound. But many mathematicians are successfully staying in the sciences such as our space program, which relies heavily on mathematics. Kline states: "It behooves us therefore to learn why, despite its uncertain foundations and despite the conflicting theories of mathematicians, mathematics has proved to be so incredibly effective" (8).

Kline brings out some very valid points. Before the 19th century, mathematicians seemed to be very sure of themselves and their work. The mathematicians and the 16th century seemed to be a period of willingness to go beyond what was known up to that time in mathematics and expand on it. If the mathematicians of that time had not felt so "certain," they might not have been quite as willing to share and use their new ideas, and this would have been a tragic loss.

When completing this paper, I not only read the assignment, but reflected on the knowledge that had been obtained in the class up to that point and tried to incorporate some of those ideas and feelings within the paper. The class had focused its attention on the 16th century, and so I tried to make a connection to the mathematics of the 20th century.

This paper and this class were very beneficial to my college education. As a future mathematics teacher I feel that knowing the history of mathematics and how that history influenced present day mathematics will enable me to be a more effective and informed instructor.

Sarah Koehler, student

20.-21. Two experiments from Math 295

Experimentation, once the domain of science, is making its way into mathematics curriculum. For years the question heralded by many students has been: "How am I ever going to use this stuff?" Teaching hands on math with applications addresses some of these inquiries and poses new challenges for both teachers and students. Two aspects of the challenge are the use of technology and writing to clearly relate mathematical ideas. A tool of change is the calculator. Graphing calculators used in math classes today are superior to personal computers used in math classes 20 years ago. What is more, the images which appear on the screen of a graphing calculator are able to be transferred to a word processing document using special software. In light of these advances, writing in mathematics takes on a unique meaning. As part of the 1995 mathematics honor section, students James Eitelberg and Jake Soper performed two experiments from which they were asked to derive and write about mathematical models. In writing, they were required to report the procedures they followed for the experiment, demonstrate and analyze their model, relay any challenges which they faced, and reflect on the value of the experience. They were also required to "cut and paste" directly into their reports the calculator images that supported their theses.

Doug Mooers, instructor

Experiment #M5: Water Cooling Experiment

by James Eitelberg
Equipment Used:
    CBL & Temp probe
    TI-82
    Program called "Heat.82p" from pg.94 of CBL workbook
    coffee mug
    water
    microwave

Procedure Followed:

The experiment workbook said to look at the classroom thermometer to get a temperature reading for the room, but I decided it would be more consistent if I used the CBL to take a reading for the room. I set the interval for the time between the readings to one second and took a temp reading. The CBL read out a temperature reading of 22.6 degrees Celsius.

The next thing I did was to set up the Heat program with intervals of 60 seconds according to the blue workbook.

I ran the experiment twice using two different temperatures for the water. The first time I heated the water in the mug for about two minutes in the microwave until I saw it boiling. The second time I decided to heat the water in the mug for one minute and twenty seconds.

After each set of data was gathered, I saved the picture on the calculator.

Water Heated to Boiling

Scatter Plot of Data	Regression Equation
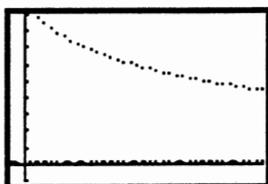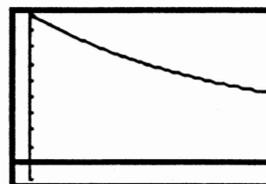
Final Mathematical Models Derived:

Water heated to boiling

$$T = 67.4e^{(-.000566304642 \cdot t)} + 22.6$$

Water heated to below boiling

$$T = 48.52e^{(-.000566304642 \cdot t)} + 23.7$$

Demonstration of Model

t	*Heated to boiling* Scatter Plot	Model
60	90	87.74
120	88.38	85.57
1264	54.51	55.54
2111	44.83	42.99

note: data was gathered from scatter plot picture using the cursor as a guide. It was not taken from the table and should not be considered absolute.

Heated to boiling

t	Scatter Plot	Model
60	72.22	70.599
300	64.58	64.63
660	57.13	57.088
1320	48.35	46.67
1800	43.78	41.21

Note: This data was taken directly from the values under L3 & L4 in the calculator database. Because of this, I used these values to calculate the value of B for my mathematical model.

Analysis of Data:

I used model one from the experiment workbook. The equation given was $T=Ae^{(Bt)}+C$.

Where:

T=temp of cooling object

t=time in seconds since first reading

A=difference between room temp & the original temp of the cooling object

C= temp of the room

B= constant relating to the material being cooled and its container

To come up with my models I plugged in values that I knew from the experiment. I used the values from the last experiment where the water was heated to below boiling. I did this because it was the last experiment I ran, and the data wasn't overwritten in L3 & L4.

I solved for B using the laws of natural logarithms. I found that:

$$B= -.000566304624.$$

After I knew the value of B, I plugged in the rest of the values from each experiment to find the mathematical models.

Challenges Encountered:

One problem I had was that I was going to be out of town all weekend. I wasn't able to work in a group for this experiment.

Another problem I ran into was that when a picture is saved on the TI-82, the data for that picture is not saved with it. It is not possible to use the trace function to find exact values for the scatter plot. This is because every time the program Heat is run it overwrites the data in L3 &L4. This is where the data for the graph of the scatter plot is saved. To get around this problem I recalled the picture and tried to get my best guess for the points by using the cursor as a guide. I know this wasn't perfect, but it was the best I could do. In the future I will save a table of values for each picture in addition to the

picture itself. I could also get around this problem by deriving the formula immediately after gathering the data before conducting the next experiment.

The final challenge I had was that I became very ill over the weekend. This probably happens in experiments in the real world also.

Value of Experience:

I enjoyed doing the experiments, because it allowed me to do some hands on gathering of data. I liked how the model showed the same value for B when the experiment was run using different initial temperatures.

Additional People who Assisted in the Experiment:

None

Resources and Bibliography:

TI-82 manual

Blue experiment workbook

Experiment #M5: Hair Dryer Experiment

by James Eitelberg

Equipment Used:

CBL & Temp probe

TI-82

Program called "Heat.82p" from pg.94 of CBL workbook

10 in. Square piece of foil

Hair Dryer

Procedure Followed:

The first thing our group did was to be sure that everyone had an working copy of the program called "Heat.82p." Those that didn't have it linked with others to get a copy.

Our group for this project wasn't sure what part of the temperature probe was the sensitive part. We didn't know if the entire wire was sensitive to heat or if only the tip was sensitive. We experimented by running an experiment a couple of times. We first ran it with the whole wire in the foil. Then we ran it with just the tip of the wire in the foil. We noticed that the temperature reading on the CBL increased the fastest when the heat was applied directly to the tip. We concluded that the tip is the sensitive part of the sensor.

The experiment workbook said to look at the classroom thermometer to get a temperature reading for the room, but we decided it would be more consistent if we used the CBL to take a reading for the room. We set the interval for the time between the readings to one second and took a temp reading. The CBL read out a temperature reading of 22.8 degrees Celsius.

Our group then ran the experiment twice and the results were very similar. We had trouble keeping the foil from blowing off the sensor, so we

laid the sensor and foil on a paper bag and heated it with the hair dryer. This kept the foil from blowing around.

After the data was gathered, we saved the picture on the calculator under picture number five. Then we used the link cable to transmit pictures to everyone in the group.

At this point, others in the group continued on with the water cooling experiment, but I had to leave to go to class. I was going to be out of town for the weekend, so I did the rest of the experiment by myself.

Scatter Plot of Data   **Regression Equation**
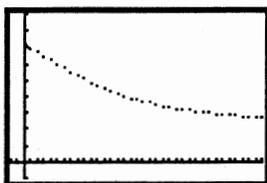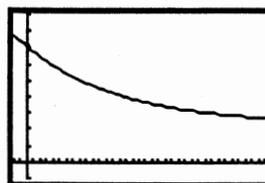
Final Mathematical Model Derived:
T=47.72e^(-.0136058828*t)+22.8

Demonstration of Model:

t	Scatter Plot	Model
0	70	70.52
35	55	52.11
75	40	39.81
105	34	34.11
150	29	28.93
180	27	26.87

Analysis of Data:

I used model one from the experiment workbook. The equation given was T=Ae^(Bt)+C .

Where:

T=temp of cooling object

t=time in seconds since first reading

A=difference between room temp & the original temp of the cooling object

C= temp of the room

B= constant relating to the material being cooled and its container

To come up with my model I plugged in values that I knew from the experiment. I knew the temp T was approximately 40 degrees Celsius at 75 seconds. The room temp was 22.8. I plugged in the values to get:

$$40=47.72e^{\wedge}(75B)+22.8$$

I solved for B using the laws of natural logarithms. I found that B= -.0136058828 .

Questions from workbook:

#1

I expected the curve to be concave up, because I thought the foil would cool the fastest when the difference between the foil and room temp was the greatest. I thought the foil would cool at a decreasing rate. I thought that the lowest temperature recorded would not be below room temperature.

#3

The model I came up with shows that the temperature of the foil will never reach room temp. This is because the function approaches a asymptote of 22.8, the room temp, as time approaches infinity. I know this model is not perfect, because I know that all temperatures in a given room will balance out and become the same if given time.

The foil will reach 23.8 degrees Celsius, one degree above room temp, at about 284 seconds. This figures to be about 4.733 minuets. The book's model shows it would take about 11 minuets, but the book had a different value for B.

At approximately 75 seconds the temperature was 40 degrees Celsius.

The rate at which the function T(t) cools can be shown by:

$$T'(t)=(47.72*-.0136058828)e^{\wedge}(-.0136058828t)$$

I found this function by taking the derivative of the temperature function T(t) being careful to use the chain rule.

Challenges Encountered:

The first problem I encountered was that my TI-85 calculator would not work with the program Heat. Apparently, the TI-85 will only work with the CBL for experiments that are not run in real time. I solved the problem by checking out a TI-82 from the library, and I used it instead.

The second problem I had was that I was going to be out of town all weekend. I wasn't able to work in a group to derive the formulas.

The third problem I ran into was that when a picture is saved on the TI-82, the data for that picture is not saved with it. It is not possible to use the trace function to find exact values for the scatter plot. This is because every time the program Heat is run it overwrites the data in L3 &L4. This is where the data for the graph of the scatter plot is saved. To get around this problem I recalled the picture and tried to get my best guess for the points by

using the cursor as a guide. I know this wasn't perfect, but it was the best I could do. In the future I will save a table of values for each picture in addition to the picture itself. I could also get around this problem by deriving the formula immediately after gathering the data before conducting the next experiment.

Value of Experience:

I enjoyed doing the experiments, because it allowed me to do some hands on gathering of data. I did think it was a little troublesome getting used to the CBL for the first time. Hopefully this will improve with time. Also it was more difficult for me to use the TI-82 since I normally use the TI-85.

Additional People who Assisted in the Experiment:

Scott, Rob, Cory

Resources and Bibliography:

TI-82 manual
Blue experiment workbook

Before this experiment, I had not done many experiments where data was gathered live on the spot. I was excited about doing this experiment myself, rather than just reading about it in a textbook. I was also excited about learning to use the calculator based laboratory to gather data. Partly because I enjoy learning about science, I plan to continue my education and receive a degree in electrical engineering. Therefore, this experience was very valuable to me because it allowed me to get my hands dirty doing applying math to real world problems.

James Eitelberg, student

COFFEE TO GO

by Jake Soper
Equipment Used

The equipment used for this experiment consisted of the CBL unit with attached temperature probe, a TI-82 graphics calculator and graph link, an electric heater, a piece of aluminum foil 6"X10", a ceramic mug, and heated water.

Procedure Followed

We began the procedure by entering the HEAT.82P program into the graphics calculator. The equipment was next set up in the proper form by connecting the calculator to the CBL unit via the graph link and the temperature probe was attached into channel 1 on the CBL unit.

The temperature probe was placed inside of the aluminum foil and the foil was heated to approximately 70 degrees C. The program was then started on the calculator with 5 seconds as the amount of time between each reading the program takes. Room temperature was recorded. When the program was completed the data was analyzed and the procedure repeated.

Water was next heated in a ceramic mug by a microwave until it boiled. The temperature probe was placed into the water and the HEAT program run with 60 seconds entered at the time prompt. Room temperature was recorded and the data from the heat program was again analyzed.

Scatter Plots of Data

The first is a scatter plot of the data recovered from the second testing of the cooling rate of aluminum foil. The second is the results of the data taken on the cooling rate of the water in the ceramic mug over a 36 minute time period.
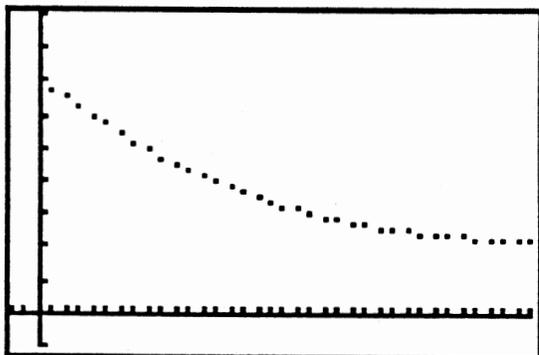
Cooling of Aluminum Foil: Cooling of Tap Water:
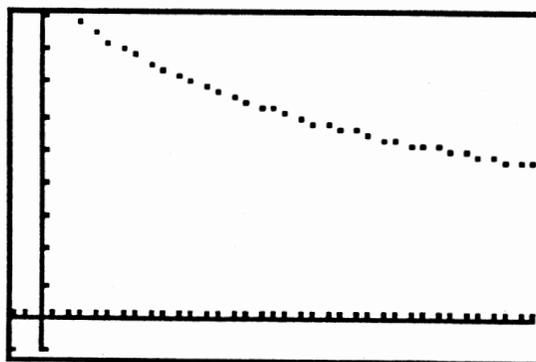
Final Mathematical Models Derived

Mathematical models intended to match the scatter plot of the data were derived using the ExpReg function on the STAT CALC menu of the TI-82 graphics calculator. In order for this to be done the temperature data was first subtracted by room temperature and an equation was produced. The temperature was then added to the final equation so that the function would work properly. The resulting functions shown below represent temperature (T) in degrees Celsius as a function of time (t) in seconds.

The equation for the second cooling of aluminum foil is:
$$T = 83.94709316*.974507560^t + 21.5$$

The equation of the cooling of water is the ceramic mug is:
$$T = 70.24362103*.99948835^t + 21.5$$

Demonstrate Use of Model

The equations are functions that are designed to represent the temperature at any given time. This can be demonstrated by picking a time and substituting in the amount of seconds since the testing began to find the temperature. For instance, if the temperature of the aluminum foil at 25 seconds is desired the function reports that it was 65.519 degrees C.

The equation for the cooling of the water also works. If you wanted to know the temperature of the water after 15 minutes the equation says that it should be approximately 65.817 degrees C.

Analysis of Data

The equations for the cooling were derived using the ExpReg function of the graphing calculator. I do not know how this function works and would like to find out. There is also a second method to finding matching curves using the natural log function but I do not know that method either.

Challenges Encountered

The primary challenge was discovering that my TI-85 calculator would not work with the CBL kit. This was solved by working with Chris Voit and gathering our data using his TI-82. The program also set the temperature values on the window from -10 to 90 degrees. This is not effective when we are told to boil the water. Since water boils at 100 degrees, the first five minutes of out data was missing from the scatter plot.

Value of Experience

The experience was enjoyable and informative. I wish that we had equipment like this in the chemistry lab.

Additional People

The entire experiment team consisted of Chris Voit and myself.

I consider writing such as the "Coffee To Go" paper to be the most beneficial of all writing done in a classroom environment. Being able to present data in a way that is clear and readable is a skill that must be developed for anyone anticipating a career in the lab-based sciences.

When I begin to write a paper such as this one, I first compile all of the necessary data and calculations, written neatly on scratch paper. I like to think of how I will organize that paper and what points I need to add or allow myself to omit. I then completely write the paper and print a copy to edit. It is much easier to edit on a printed page than on a computer monitor. Corrections are then made, and a final copy is submitted. Following steps in this way is how I have been able to produce my best work.

Jake Soper, student

22. A focused clinical journal for Nursing

Students in the nursing program take a clinical course in conjunction with each nursing theory course. In this way students have the opportunity to apply, in real life situations, the information they learn in theory class and the skills they learn in the nursing arts lab. The type of patient and the nature of the patient's illness are not always predictable and do not always correspond to exactly what is being covered in class at the time. Students also come to the clinical area with a variety of experiences and learning needs. For these reasons the focused journal was developed to provide a means for the clinical day. Usually, the student comes into the hospital the day prior to actually giving care and "picks" a patient who will help the student increase her/his nursing skills. After she/he has done this she/he is expected to identify a goal and assessment focus for the clinical day. Students turn this in to the instructor the morning of the clinical day. The instructor reads the goals and assessment focus and develops plans for teaching and areas to focus on with individual students at the end of the day. Following the structure of the paper, the student evaluates her/his experience based on the established goal and assessment focus. This directed self-reflective process helps the student develop critical thinking and problem solving abilities as she/he assesses and evaluates her/his learning performance.

Ronna A. Loerch, instructor

Clinical Journal Reflection

by Julia Pillar-Schaefer
<u>Pre clinical</u>
My goal for the clinical experience today is:

My goal for today's clinical experience is to get reoriented to St. Joes and back into the "swing of things" after a long Christmas break.

The aspect of clinical assessment that I want to focus on today is:

Psycho social. It seems that this area is a low priority many times, so, I am going to try to "tune in" and assess this area during care of my patients.

Post clinical
Briefly explain how you met your <u>goals</u> and assessment focus for this day. (What learning took place? What skills did you accomplish?)

I attempted to meet my clinical goal for the day by starting out with a positive attitude, remembering where everything was located came back to me quickly. If I could not find something I asked one of the nurses. Throughout the morning I set "mini goals" in order to stay organized. For example, by 10:00 am I'll have vitals and assessments documented in charts. By 8:45 am I'll start to prepare a particular medication. These mini goals helped me to stay focused. Progressive conversation is the tool I used to meet my assessment focus for the day. My definition of progressive conversation is conversation that starts with a basic "good morning" and then moves in to conversation that is a bit more in depth (gradually). By using this approach, it was my hope to gain rapport with the patient and perhaps get feedback as to how his hospital stay/diagnosis was affecting him.

Briefly state how you could improve in regards to your stated goal(s) and assessment focus. (What weakness was identified? What further steps will you take to meet this goal(s)?)

Although my positive attitude persisted throughout the day and I was able to find everything I needed, my mini goals, intended to organize my day turned into what seemed to me to be chaos. I have been a nurse long enough to know that things never go as planned because we work with unique individuals (clients) and we never know what they will do. Even though I realize this and try to "build in" all the unforeseen variables into my organization plan, it does not seem to work. Steps I will take to meet this goal are to continue to devise creative ways to stay organized for each clinical day until I find one that works. As I recall from when I worked in the hospital years ago, once you find a system that works for you, things smooth out (although there is always some element of chaos). In order to improve my assessment focus, a full day with my client is needed (as you suggested). The morning is so full of treatments, hygiene, etc., that there is not much time for quality conversation. To improve my assessment focus, I'd like to choose it again as a focus when I have a full day to work with a client.

The weekly focused journal assignment is a valuable tool in identifying my weaknesses and strengths in the clinical area. The process of identifying goals and assessing how they were met, challenges me to actively pursue ways to meet these goals. In determining weaknesses through analysis and self reflective thought, I am able to identify specific areas that hindered my ability to meet my goals. From the identified weaknesses, I am then able to outline specific steps of action for future clinical experiences to improve in these areas. In the same way that I am able to identify weaknesses and seek out strategies to change them, I am able to build self confidence and self respect by identifying my strengths. By acknowledging that I do have strengths, I am better prepared to identify and change my weaknesses.

Without utilizing a self reflective process necessary for this assignment, my personal weaknesses and strengths may not be clearly identified. For this reason, I value the focused journal assignment because it is a valuable tool that can be utilized in my profession as well as other areas of my life.

Julia Pillar-Schaefer, student

23. Philosophy 110: Critical Thinking

Directions for a paper in critical thinking...

There should be four parts to your paper :

*Part 1--**the thesis section** is the place where you announce your conclusion and then state your arguments for that conclusion.*

*Part 2--**the antithesis section** is the place where you present arguments against your conclusion. This section is divided into two subsections: in one you present the arguments of others which have conclusions opposite to yours; in the other section you consider arguments directed against your arguments. These arguments attack either your reasons or your reasoning as given in the thesis section.*

*Part 3--**the rejoinder section** is the place where you present your replies to the arguments stated in the antithesis section of your paper. This section is a mirror image of Part 2. First you attack arguments which argue against your conclusion, and then you attack arguments which attack your reasons or reasoning.*

*Part 4--**the summary section** is the place where you summarize your arguments and list all the objections discussed earlier, noting the most important ones. (Thus you do not consider objections or arguments made in tabloids unless yor are writing an article for them.) You put your conclusion into a larger perspective here.*

Robert Livermore, instructor

A Case of Rights

by Denyse Wilson

There are many reasons animal experimentation should cease. Animals should not be accessible for any kind of testing for medical science, commercial product testing, or for the sciences of psychology and psychiatry. A person looking for a good argument against using animals will find many varying approaches to protest of the practice. This is because, like many controversial issues, there are many ways of looking at the question: One may consider the issue of the economic feasibility of using animals; the mechanical practicality of using animals versus using alternatives may be the focus; or the argument of historical success rates may be examined. In any event, what all of these approaches hinge upon is the question of ethics: Is it ethical to

use animals for experimentation? There are three possible answers to this question--yes, no, and depends. If it is, or sometimes is ethical, the issues of economics are the next logical questions to consider in the argument against animal experimentation. If, however, it is not ethical to subject animals to practices that do not benefit them directly, the aforementioned issues are irrelevant, and the case for animal rights has been made: Because it is unethical to use animals for testing, because animals have rights, animal experimentation should cease. This is the point of view I hold and will argue for in this paper.

To insist that animal testing is morally wrong, I must first define "moral." I must then state why it is we are held accountable for our actions by ethics. I will define rights and explain how it is logically sound for animals to possess rights. There are those who differ in opinion as to whether animals are protected by rights. There are also those who may argue that if animals have rights, there could be cases in which, necessarily, humans would be denied rights. I will respond to these two criticisms of my argument. My intention is to prove that because animals have inherent rights, it is unethical to use them in any manner that does not directly benefit them.

Morals are sets of beliefs that are referred to in deciding if something is right or wrong. Just as beliefs are learned, created and held individually, there are many moral rules that are believed by the majority of people in any given culture. Moreover, some morals are held by the majority of people in the world: not to murder, steal, cheat, or cause harm to others are some of these universal ones. It is generally agreed that one should behave in a manner that reflects and is compatible to those held beliefs, and those who do not or cannot are and should be subjected to punishment, whether it be social ostracism or guilt and other feelings associated with ignoring the moral voice. Just as laws of the state dictate behavior, moral laws also govern decisions of action. The difference is that the social and personal consequences of breaking moral laws are usually a bigger deterrent. This has been part of the human condition since probably the time that communities were formed, and the terms good and evil were labeled and people realized they could choose their actions. In Politics, Aristotle says this about those who do not conform to society's values: "... he who is unable to live in society, or has no need because he is sufficient for himself, must be either a beast or god: he is no part of state." Most people, then, are directed by their morals. Often when we contemplate an issue or an action, we consider the ethical implication of it. This is the case in considering the question of the use of animals for testing. We ask, "Is it ethical?"

Like human beings, animals have inherent value and rights. Animals are unlike humans in many respects (unable to open a bank account or enroll their children in Play Skool), but unless it is true that retarded people or babies lack rights, it is erroneous to use these skills as the determining

factors for rights. It is because animals, both human and non human, live and prefer to live than to die that we have rights. We experience pain and suffering and we experience pleasure; these are the criteria for being viewed as "the experiencing subjects of a life, with inherent value of [our] own" (Regan, 77-88).

Those reasoning against this inherent ownership of rights might argue that it is only humans who possess such rights, or that animals have some, but have considerably less value than human beings. Both positions cannot be rationally justified without also denying rights to certain humans. For what reasons are humans more so or entirely the sole possessor of rights? Because of superior intellect or the ability to reason? This excludes those same people who are mentally handicapped. The retarded adult does not have less worth than man; I cannot morally justify killing him to benefit myself. Animals are like them in being the "experiencing subjects of a life," and thus it follows that all who have rights possess them equally (Regan, 77-88).

Some would say that by giving animals equal rights, it could diminish the rights of humans. They might ask what if, for example, a dog and a person were on a raft starving in the middle of the ocean? Who would live? This also can be rationally defended against. The dog would probably try to eat the person, and the person would attempt to eat the dog. It would be a matter of instinct for both. It is unethical to use animals in ways that do not benefit them because we have choices. It is our responsibility to make ethical and humane choices in our American society because we can. In survival times it is instinct that takes over. Action based on instinct in times of survival cannot be judged as moral or immoral. Testing done on animals for science is done, so say the researchers, in the hopes of solving medical mystery diseases, or for research to discover more data for the sciences. Animal usage in science is to upgrade the human race--it is not emergency work. Granted it is important work, but the importance of a job does not justify the annulment of rights. Important work does not excuse the pain and suffering that is inflicted on its subjects. Therein lies the difference between the ethics in what seems to be the cross-cancellation of animals rights and human rights.

Some animals are currently protected only when they are the objects of sentiment or ownership of people. This kind of ownership and protection is analogous to that of the former black salves of the United States. It is also reminiscent of the status of women in the years past that we now consider primitive in that respect (Singer, 17-22). In both of these cases it took the action of law to reverse the popularly held discrimination of attitude. That is, laws proposed by a minority of free thinkers were enacted and enforced and then attitudes changed and eventually morals were adapted. Philosophers and others who now hold that animals have rights, though their arguments are good, are viewed as at least somewhat off their rockers. It is also the case

that because animals have no political voice and because it would be terribly inconvenient to change, it will take the majority of attitudes and morals to change the laws for protection of animals.

Perhaps one day animals will rightfully be included in the famous words of Thomas Jefferson: "We hold these truths to be self-evident: that all men are created equal, that they are endowed by their creator with certain inalienable rights, among these are life, liberty, and the pursuit of happiness" (429).

Meanwhile, those seeking good reasons to end animal experimentation will continue to argue from the standpoint of the availability of alternatives such as computer simulations and tissue research. Arguments over the degree of humane treatment during experimentation will continue. But to end animal usage in science it is the inalienable rights of animals that must be addressed. For this is the bottom line in the debate over how animals should be viewed.

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When given the assignment to write a formal, logic-based essay I began the way I always do: I wrote many sentences then discarded all but the nicest ones. Most teachers advise writers to begin a paper with brainstorming, the essence of which is to get many rough ideas on paper without doing much, if any, editing. I agree that this is one of the better ways to kick start an assignment. However, long ago I got in the unfortunate habit of doing the inverse of this. I compose complete sentences then find ways to place them into a preconceived frame. I recognize this method as being too exacting, but it's this way that works best for me.

Denyse Wilson, student

24.-25. Clinical problem solving for Physical Therapy

The role of a physical therapist assistant is to receive a treatment plan from a supervising physical therapist and competently perform the assigned procedures on the patient. In addition, the physical therapist assistant must assess the patient's response to treatment and document progress towards stated goals. Since patient's conditions change quickly, PTA's must understand indications and contraindications to procedures and perform thorough treatment pre-checks and post-checks on all patients. Physical therapist assistants perform as professionals within the medical team.

This assignment was a mid-term exam. Chris and Heidi responded to the following scenario:

Your supervising physical therapist has assigned you Cecilia, who has the diagnosis of paraplegia and is severely debilitated. Currently, the patient has problems of retention of lung secretions in bilateral posterior basal segments because she is unable to turn and position herself in bed. Cecilia breathes primarily through her accessory muscles (diaphragm is intact, however, the abdominals are paralyzed). She is also being treated for moderately hypertonic muscle spasms and pain (6/10 scale) in the upper back, neck and shoulder regions bilaterally. There are no contraindications to massage or chest physical therapy.

Juliana Bohn, instructor

Clinical Problem Solving

by Chris Mangum

1.   Identify the patient's physical therapy problems:

Retention of secretions in bilateral post-basal lung segments. Accessory muscle breathing. Moderate hypertonic muscle spasm and pain (6/10) in upper back, neck and shoulder regions bilaterally.

Patient is unable to turn or position self in bed unassisted.

2.   Identify your short term goals for each of the problems noted in #1:

1) Mobilizations of lung secretions in bilateral post basal lung segments with CPT in 2 days.

2) Instruct patient and demonstrate diaphragmatic breathing with exercises to reduce accessory muscle breathing in 2 weeks.

3) STM to upper back, neck and shoulder regions bilaterally to reduce pain to 4/10 scale in 2 weeks.

4) Use of hot packs to upper back, neck and shoulder regions bilaterally to reduce hypertonic muscle spasms in 1 week.

5) Instruct family and nurses aides in modified Frownfelters postural drainage positions and schedule for rotation.

3. Identify your treatment plan for each of your goals:

Rx Plan: Implement CPT. Position patient prone with pillow under hips and under ankles. Incline bed 18 to 20 inches at foot of bed. Percussion 3-5 minutes, vibration, cough, repeat cycle for 20 minutes. This is for mobilization and removal of secretions.

Teach diaphragmatic breathing. Have patient breathe in and push diaphragm up and out with each breath. Place one hand on patient's solar plexus and push intermittently while patient inhales to stimulate muscle response. Have patient demonstrate diaphragmatic breathing independently. Add a small weight to solar plexus as exercise becomes easier for patient.

STM to neck, shoulders and upper back will be light effleurage to all areas, deep kneading to neck, shoulders and upper back to patient tolerance. Finish sequence with deep effleurage. Last 4 strokes decrease pressure with each stroke to finish procedure.

Hot pack to be applied prior to massage if patient cannot tolerate light to moderate effleurage. This will relieve some pain in the area for possible tolerance of STM as indicated above.

Rotate modified postural drainage positions to encourage drainage. Change positions every 1 to 2 hours.

4. Identify your rationale for each treatment choice:

Diaphragmatic breathing will eliminate or lessen accessory muscle breathing. Reduction of accessory muscle breathing should cause the muscle spasms in the neck, shoulders and upper back to decrease.

STM is to relieve pain and induce relaxation to the muscles involved in accessory breathing. These muscles of the neck, shoulder, and upper back

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are not used to being used for respiration like accessory breathing requires; they protest and pain and hypertonic muscle spasms occur.

Hot packs can induce a physical response to cause muscle relaxation to allow STM to be tolerated and to reduce pain due to muscle relaxation.

Rotating positions will allow different segments of lung to drain and ease breathing difficulties associated with sedentary or dependent patients.

In writing a chart note or list of goals, this is an organization area for what the treatment path will be. Start with the problem list. Order things from the most imperative to the least likely to detract from the patient's quality of life. In the answer to this exam question, I ordered the problems from what I viewed the most disruptive and threatening to the patient to the least annoying condition. This list sets the order for how goals should be written. Address each problem in the order they were first set, and remain consistent in that order for all points of discussion. If I pick pain as the most important point to be addressed, then each new set of goals or justifications for treatment will start with pain. Being consistent helps organize thoughts and plans for writing and carrying out procedures. It also maintains a train of thoughts or ideas that are ordered and easy to follow both in my mind and when they are expressed.

                                              Chris Mangum, student

Clinical Problem Solving

by Heidi Williams
1.   Identify the patient's physical therapy problems:

      1) retention of secretions in posterior basal segments bilaterally.
      2) accessory muscle breathing.
      3) muscle spasm (hypertonicity) in upper back, neck and shoulder regions bilaterally.
      4) pain is (6/10) (1 good, 10 bad) in hypertonicity regions.
      5) patient unable to turn and position herself in bed.

2. Identify your short term goals for each of the problems you noted in #1:

    1) reduce secretion retention in posterior bilaterally basal segments to 20% through C.P.T in 2 week.
    2) retrain patient to use diaphragm muscles in breathing, then teach how to check herself through biofeedback to continue proper breathing techniques in 1 week.
    3) eliminate hypertonicity in upper back, neck and shoulder bilateral muscles through use of Swedish massage on back in 2 days.
    4) eliminate pain with elimination of hypertonicity in 2 days.
    5) position patient for bilateral posterior basal segment drainage.

3. Identify your treatment plan for each of your goals:

    Rx plan *important = precheck patient for contraindications, posture, skin integrity, chest measurements, cough, vital signs, fremitus, auscultation, breathing patterns, sputum.
    1) drape patient in supine position for Swedish massage on back. Rx of whole back sequence with petrissage and kneading on muscles in spasm. May use trigger points if needed. Start superficial, massage deeper and end with superficial massage. Patient should be relaxed before moving on.
    2) Position patient on table at 20 inches off ground at foot of table. Patient is prone in order to work on posterior lower lobes. 5 min. percussion to each lobe in post. basal segments. Exhaling simultaneously with 3 vibrations followed by 3 deep coughs. Bring table down and position patient prone with 2 pillows under hips. Percussion for 5 min. on each apical lower lobes followed by 3 vibrations and 3 deep coughs.
    3) Patient now relaxes, deep breathes with any extra coughing to remove excess fluids. I would then teach patient diaphragm muscle breathing through biofeedback of pushing my hand out when breathing. Teach patient how to breath with diaphragm in all possible positions (sidelying, supine, sitting, etc.)
    4) teach patient how to take 3 deep breathes every hour to prevent accumulation of fluids.
    5) Post check patient chest measurement cough-sputum analysis, posture, vital signs, breathing pattern, auscultation, fremitis.
    6) bilateral posterior basal segment drainage with 1 hour drainage time in 3/4 prone position, 2-3 pillows under hips for patient comfort.

4.   Identify your rationale for each treatment choice:

Patient has muscle spasm which tightens chest up eliminating any positive effects of C.P.T. and increased pain. PTA eliminates pain which eliminates muscle spasm which increases effectiveness of C.P.T. Once secretions are removed can work on deep breathing and proper breathing exercises.

Massage with "gate" theory blocks out pain signals and relaxes patient. Once pain is decreased, petrissage, kneading to muscles to decrease spasm. Deep effleurage increases circulation to skin area.

Patient now relaxed. Position for C.P.T. tapotment with cupping on each bilateral apical posterior basal lobe and each post. basal lobe. Tapotment loosen secretions off lung walls. Vibration moves secretions to bronchii tubes for drainage and coughing removes fluid from body and lungs.

Retraining patient with proper breathing techniques and strengthening diaphragm muscle is vital for prevention in further lung and chest pathologies. Increase bld, nutrion, o2 flow to rest of body and lungs which increase energy and healthy feeling to patient. Positive psychological benefits too.
Positional drainage aids in secretion drainage out of posterior basal segments. One hour positioning doesn't require PT to do continuous therapy throughout the day and patient is comfortable.

In this exam I was first categorizing, evaluating a patient's problem. In the outcome of therapy, the problem must be defined, and every problem has a sequence of solutions. Take a condition and break it down from most important to least important, what is most important to your patient such as breathing or pain. This condition was breathing, and that's vital to life. Some solutions are more obvious than others. This is what guides the therapist in the sequence.

Before treatment each patient needs to be prechecked. Prechecks include asking: Is it safe to perform procedures on this patient? What baseline data can be collected to compare therapy progress to? All this information, when written in a S.O.A.P. note (S: subjective; O: objective, hard data; A: assessment, intuitive; P: plan), needs to be clear and concise, and sequences need to be consistent throughout the whole note.

After treatment, exercises should be taught to the patient in order to maintain or improve her condition. You always follow up the immediate solution with training to self improve the condition of the patient so that the patient feels better and gets more oxygen in her body.

Heidi Williams, student

26. Treatment plan for Physical Therapy 112

This assignment written in PTA 112, Procedures III, was designed to allow the student to demonstrate her ability in thinking and reasoning critically. This format was an oral presentation of scenario solutions to a "quality assurance peer review team." To begin, the student is asked to identify primary patient problems from a given scenario and choose appropriate procedures. A discussion of key points and the student's rationale for choosing each procedure is included. Finally the student needs to identify when treatment would be modified or terminated.

Learning about the relationship between the patient's condition and procedures applied enables the PTA Program student to perform competently and safely in the clinic.

Juliana Bohn, instructor

Procedures/Solutions I

by Catherine Donohoe
My patient, Sally Seashell, has muscle spasm, chronic edema, and pain in her left trapezius and she is a shallow breather. I have chosen to use electrical stimulation for Sally's primary problem which I believe to be muscle spasm. Two other agents I have chosen for her are ice massage for her pain, edema, and muscle spasm. I have also chosen to teach Sally breathing exercises to help with her shallow breathing.

I will now discuss key points for each physical agent. Electrical stimulation is the use of an electric current being introduced into the body to reduce muscle spasm, pain and edema. The electrical stimulation over the muscle will cause the muscle to contract over and over again therefore wearing out the muscle and causing the spasm to stop. Electrical stimulation will also reduce edema by the electrical field by moving ions into the lymphatic system faster. It will decrease my patient's chronic pain by causing the release of beta endorphins in the brain. The disadvantage of using electrical stimulation is that my patient may find the contraction of her muscles at first uncomfortable, but the advantage of her pain free movement for 2-3 hours afterwards will hopefully outweigh that. Cryotherapy will be used to help my patient's edema, muscle spasm, and pain. Cryotherapy will cause pain reduction through the blockage of nerve conduction. I believe this will also help with her muscle spasm because it could be in spasm from the pain. It will help her edema by blocking histamine release. The disadvantage for Cryotherapy is the same as I

discussed for electrical stimulation. I will teach my patient breathing exercises so she can take deep breaths instead of shallow ones. This will help her relax and get more oxygen into her body.

You ask why I have chosen these agents? Well, electrical stimulation of the muscle spasm will help wear out the spasm by contracting the muscle over and over again. It will also help with the edema, and pain will be helped by the release of beta endorphins in the brain. Ice therapy will help decrease the pain through decreased or blocked nerve conduction which will decrease muscle guarding. It will help with edema with the blockage of histamine releasing. Breathing exercises will help my patient use the full capacity of her breathing muscles thus relaxing her.

Prechecks for electrical stimulation are all contraindications, precautions, skin integrity, sensory dermatomes, motor response, pain level, and joint range of motion. Prechecks for Cryotherapy are contraindications, precautions, and feeling for temperature sensation skin. Prechecks for breathing exercises are contraindications and precautions.

Treatment parameters for electrical stimulation are mode: Continuous pulses. Electrode configuration: monopolar over motor points of left upper trapezious. Pulse rate: 40 pps. Pulse duration: wide. Intensity: moderate muscle contraction. Time: 40 minutes. Treatment parameters for Cryotherapy are ice massage application continued until anesthesia is reached, usually within 5 to 10 minutes. Treatment parameters for breathing exercise will be putting light pressure on my patient's diaphragm and asking her to breathe in and try to push against my hand; we will do this 10 times in a row. By using electrical stimulation I hope to first relieve my patient's muscle spasm which will also relieve her chronic pain and edema. Ice therapy will also relieve all three of these things. Breathing exercises will help her to breathe properly thus causing her to relax and increase oxygen to her body.

The patient will come in three times a week for 6 weeks. At home she can use ice massage on herself to help with the pain and do breathing exercises to train her breathing muscles.

Procedure/Solutions II

My patient, Roger Dodger, is suffering from decubitus ulcer on his left heal with resulting chronic pain and disuse atrophy in the left lower leg and foot. I believe that the decubitus ulcer is not healing because he also has venus insufficiency in the left lower leg and foot causing moderately severe edema. The chronic pain has caused disuse atrophy.

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The agent I have chosen for treatment is massage therapy to the left leg avoiding the decubitus ulcer. I will also use electrical stimulation over the left lower leg. For treating the decubitus ulcer I have chosen ultraviolet radiation treatment.

The key points for massage are mechanical stimulation to the tissues by means of rhythmically applied pressure and stretching. Pressure compresses soft tissues and distorts the nerve-ending networks of receptors. Stretching applies tension on soft tissues and also distorts the nerve-ending plexuses of receptors. Use of these two forces changes the lumen of blood vessels and lymph vessel spaces, affects capillary venous, arterial, and lymphatic circulation. The disadvantage of this treatment would be having to avoid the decubitus ulcer.

The key points for ultraviolet radiation are erythema and production of new cells. Erythema is produced by the release of a vasodilator substance in the epidermis that diffuses to the dermal capillaries and can prove beneficial to wound healing. The production of new cells in the stratum basale is stimulated, thickening the epidermis and hastening healing. The disadvantage of this treatment is having to monitor my patient's diet before therapy. Certain foods such as strawberries, eggs and shell fish cause undesirable skin reactions and should not be eaten prior to treatment.

The key point for electrical stimulation is providing active exercise to the muscles in Roger's lower left leg. Electrical stimulation also maintains nutrition of the muscle through promoting blood flow, decreases fibrotic changes in the muscle, and retards disuse atrophy. The disadvantage of this treatment is the avoidance of the decubitus ulcer.

I have chosen to do massage therapy to Roger's lower left leg to increase the blood flow in that area to help get nutrients to the decubitus ulcer that is not healing. Massage will also help with the edema and chronic pain. I have chosen to do ultraviolet radiation therapy to the decubitus ulcer to promote healing with regeneration of new cells in the stratum basale. The electrical stimulation will provide my patient with re-education to the muscle that has become atrophied.

I believe this course of treatment is absolutely necessary to provide the healing of my patient's decubitus ulcer and the other problems that have manifested from it.

Prechecks for massage are all contraindications, precautions, and any skin conditions. Treatment parameters for massage are the pathology that exists and the results which are expected for the application of massage. Rate of movement is 7 inches per second. Treatment time will be 30 minutes and once daily. My expected outcome would be increased blood flow to the lower left limb to promote healing and help move the fluid in the interstitial spaces of the tissue.

Prechecks for ultraviolet radiation are all contraindications, precautions, and skin conditions. Treatment parameters for ultraviolet radiation are a setting of my patient's minimal erythemal dose which I have found to be 5 minutes each treatment. The next treatment would be when the prior treatment symptoms are gone. My expected outcome would be erythema...release of a vasodilator substance in the epidermis that diffuses to the dermal capillaries and will be beneficial to the healing of the decubitus ulcer. Also, production of new cells in the stratum basale will be stimulated causing thickening of the epidermis which will hasten healing.

Prechecks for electrical stimulation are all contraindications, precautions, and I would avoid motor stimulation over the decubitus ulcer. Treatment parameters for electrical stimulation are pulse duration: 200-300 ms., frequency: 30 pps., sure: on-off cycle 1:3, electrode placement: over motor points of the calf of the left lower leg, bipolor. Treatment time: 10 contractions an hour, patient will do exercises of the lower left extremity during the on cycle. My expected outcome would be muscle re-education and strengthening of the left lower extremity.

My patient will be treated 3 times a week for 6 weeks and then be re-evaluated at that time. I will instruct my patient on how to use a take home T.E.N.S. unit for chronic pain.

Procedures/Solutions III

My patient, Priscilla Prune, has scar tissue, weakness, and muscle spasm in her right bicep. I will be using ultra sound therapy on the scarring, electrical stimulation for the weakness, and hot packs for the muscle spasm.

The key points of ultra sound therapy are the separation of collagen fibers with resultant increase in the extensibility of connective tissue, such as adhesions, and scars due to mechanical and thermal effects. Ultra sound is capable of producing significant temperature changes deep within the tissue making the scar tissue less restrictive. The disadvantage of this treatment is

that very little sensation is associated with the treatment, making dosage difficult to monitor.

The key points of electrical stimulation is providing active exercise to the muscles in Priscilla's right bicep. Electrical stimulation also maintains nutrition of the muscle through promoting blood flow, decreases fibrotic changes in the muscle, and retards disuse atrophy. The disadvantage of this treatment is having to wait for the scar tissue to soften.

The key point of hot packs are the effects that superficial heat will have on muscle relaxation. The hot packs will decrease the muscle spasm by relaxing the muscle. The disadvantage of the treatment is the heaviness of the hot pack may aggravate the muscle if it is tender.

I have chosen ultra sound therapy on Priscilla's scaring because ultra sound causes increased extensibility of adhesions and scars. This will allow me to use electrical stimulation once the scaring is more elastic.

I have chosen electrical stimulation to provide re-education to Priscilla's bicep that has become atrophied. When disused muscles are subjected to electrical stimulation, the strength gained is significantly greater than that obtained by voluntary effort alone. That is why I have chose this course of treatment.

I have chosen hot packs for the benefits of the superficial heat which will relax the muscle and thus decrease the muscle spasm.

All prechecks for ultra sound therapy include contraindications, precautions, skin integrity, and temperature sensation. Treatment parameters would be a 3.0 MHZ, at 1.5 w/cm2 for five minutes over the scaring of her right bicep. This is a direct method. I expect my patient's scar tissue to soften so I can then use electrical stimulation on her muscle atrophy.

Prechecks for electrical stimulation include all contraindications and precautions. Treatment parameters for electrical stimulation are pulse duration: 200-300 ms., frequency: 30 pps., surge: on-off cycle 1:3, electrode placement: over motor points of the bicep, bipolar. Treatment time: 10 contractions an hour, patient will do exercises of her right upper extremity during the on cycle. My expected outcome would be muscle re-education and strengthening of the right bicep.

Prechecks for hot packs include all contraindications, precautions, skin integrity and temperature sensation. Treatment parameter for hot pack is the placement of hot pack on right bicep for 20 minutes. With this treatment

I expect the superficial heat of the hot pack will cause relaxation of the muscle thus decreasing muscle spasm.

My patient will be treated daily with ultra sound and hot packs only until the scarring has softened to allow electrical stimulation and hot packs. I will do this for 6 weeks and then re-evaluate Priscilla's condition. I have instructed my patient to apply a hot pack to her bicep if she experiences a muscle spasm while at home.

Procedures/Solutions IV

My patient, Ronald Ramrod, has nerve root impingement, muscle guarding and pain, and left drop foot. The agent I have chosen for treatment is traction to the bilateral lumbar spine. I will also use electrical stimulation over the anterior tibialis of his left leg. I will massage Ronald's back to help eliminate the pain in his paralumbars.

The key points for traction are to reduce signs or symptoms of lumbar spinal compression. It will accomplish this by increasing the inferior/superior dimensions of the intervertebral foramina, allowing increased space for spinal nerve roots. It will also elongate posterior muscle tissue, decreasing its sensitivity to stretch and decreasing muscle guarding. The disadvantage of this type of treatment is my patient's size. It may result in the purchase of a supersize lumbar and chest belt.

The key points of electrical stimulation is providing active exercise to the muscles of Ronald's anterior tibialis of his left leg. Electrical stimulation also maintains nutrition of the muscle through promoting blood flow, decreases fibrotic changes in the muscle, and retards disuse atrophy. The disadvantage of this treatment could be locating the motor points through adipose tissue. Ronald is extremely overweight.

The key point for massage is to decrease pain by the concept of a gate in the region of the dorsal horn in the spinal cord gray matter. The gate is closed by specific sensory impulses carried over large fibers, which conduct rapidly and inhibit the receptor areas in the dorsal horn. The pain impulses are carried by smaller, slow-conducting fibers. Descending impulses are also able to alter the excitability of this receptor site, thus opening or closing the gate. We are closing the gate with massage. The disadvantage of this treatment could be time involved for treatment.

I have chosen to do traction to Ronald's bilateral lumbar spine to reduce signs or symptoms of lumbar spinal compression. By increasing the

inferior/superior dimensions of the intervertebral foramina, the space for spinal nerve roots will be increased. Traction will also elongate posterior muscle tissue, decreasing its sensitivity to stretch and decreasing muscle guarding.

I have chosen electrical stimulation to provide my patient with re-education to the muscle that has become atrophied. Stimulation of the motor points in Roger's anterior tibialis will cause the muscle to contract and relax thus giving him a form of strengthening.

I have chosen massage to help decrease the pain in my patient's back. It will do this by usage of the gate theory. It will also help relax my patient's muscles thus reducing his back pain.

Prechecks for traction are all contraindications, precautions, skin integrity, sensory dermatomes, reflexes and muscles. Treatment parameters for traction are 30 minutes on at 150 pounds, static.

Prechecks for electrical stimulation include all contraindications and precautions. Treatment parameters for electrical stimulation are pulse duration: 200-300 ms., frequency: 30 pps., surge: on-off cycle 1:3, electrode placement: over motor points of the anterior tibalius bipolar. Treatment time: 10 contractions an hour, patient will do exercise of his lower left extremity during the on cycle. My expected outcome would be muscle re-education and strengthening of the left anterior tibalius.

Prechecks for massage are all contraindications, precautions, and any skin conditions. Treatment parameters for massage are the pathology that exists and the results which are expected for the application of massage. Rate of movement is 7 inches per second. Treatment time will be 30 minutes and once daily. My expected outcome will be to decrease Roger's pain in his left and right paralumbars.

My patient will be treated 3 times a week for 6 weeks and then be re-evaluated at that time. I will explain to Roger that he should consult with his physician in order to establish a safe and balanced exercise and nutritional program. I believe his problems stem from obesity.

In order to complete this assignment I read over it and considered each scenario separately. I figured out the main problem and applied the modalities that I had learned to that problem. I also found smaller problems that would happen because of the main problem, and I tried to find a modality that would work for both, if not, I went from the biggest problem to the smallest, breaking down and analyzing as I went along. This took from 6 PM to 4 AM, longer than I thought it would.

I used material my instructor had given us throughout the last 2 quarters and wrote out a plan for each patient, step by step. If it fit the solution, it didn't need fixing.

Catherine Donohoe, student

27. An essay about concepts from Political Science 110

Students in my winter quarter, 1995, class were asked to write a total of three essays outside of class on a variety of political concepts. Phoenix Raine chose the topic of models of government and contrasted the democratic model versus the authoritarian (or dictatorial) model. Her essay illustrates the ability of students, even in introductory courses, to willingly come to grips with the major theories in a discipline and to offer fresh insights. Her pointed comparisons, freedom from the common pro democracy socialization process, and the absence of cant, all contribute to making her essay intriguing and rewarding to the reader.

Corlan Carlson, instructor

Dictatorships

by Phoenix Raine

To look at the pros and cons of a dictatorship we don't have to go far to see what happens when there is a central authority figure. Recent history gives us two prime examples in Adolph Hitler and Joseph Stalin. Both men governed their states with the strong arm of totalitarian dictatorship. They were both adored and abhorred. Even today, after the truth of their atrocities are known, their achievements support dictatorship because they unified their nations by creating an ideology for people to believe in. Hitler based his on Aryan supremacy, while Stalin wanted a unified Soviet Republic. Although these two dictators ruled with tools of terror and oppression, they accomplished what few national leaders have done--they instilled faith and hope in the power of their state.

This belief legitimized their lone ideology enabling them to unify their followers by portraying a totalitarian government as the superior framework by which the people could achieve a sense of national purpose. In exchange for national pride the people were willing to commit themselves, heart and soul. With this dedication, both Hitler and Stalin became the central authorities arousing their nations to entrust them with their future. This unification mobilized these nations to conquer obstacles both nationally and internationally. They not only became strong military countries, but they were able to build an economic base that raised the standard of living for

many. With each accomplishment the people believed in themselves as a nation, and they deified their ideology and their leader. This combination led to a passive state where there was less social upheaval. The people were tuned in to the state, their state--their state of mind.

When the central authority figure in a dictatorship, such as Hitler or Stalin, has this type of commitment, their leadership is strengthened. Dictators utilize their power and expand it to enforce policies and establish restrictive laws. Compliance creates a false sense of security since the people are manipulated into obeisance. Should they question the authority of their leader they could lose their lives.

Since the power to govern is central to the dictator, both men governed with force. They denied the freedom of the press so as not to have any interference from outside influences. They eliminated anyone who might question their authority, debate them, or interfere with their decisions. These restrictions solidified their positions as the central authority to govern the building of a national unity. Although this gave both men worldwide stature, history reveals the horror stories created by them and others who let the demon of self-centered power overtake them. Millions were murdered because Hitler and Stalin misused their authority.

When there is one central figure who takes it upon himself to dictate, the people lose the opportunity to govern their own affairs. They are powerless to take part either individually or as a community in the evolutionary changes of humankind. Their motivation for self-discovery and individuality is deadened. They become subjugated to participate in the dictator's ideals and personal desires. More often than not, when government interferes with individual freedom, it creates a state of terror and oppression. The people may desire disciplined leadership, regulations and national pride, but the means to this end is a sacrifice of the human spirit.

Another disadvantage of dictatorship is the prevalence of paranoia. From the Caesars in ancient Rome, to the modern day world (Idi Amin, Mao Tse Tung or Saddam Hussein), paranoia stirs these dictators to murder hundreds and even thousands of their own people, including friends and allies. They go to brutal extremes to interfere with and deny individual rights and freedoms. The people do not belong to themselves; they are the dictator's personal possession to do with as he pleases.

Since this power prevails to victimize the people, they become desensitized and immobilized, unable to pursue their own individual thoughts or desires. They lose their own sense of power while the dictator is consumed by his. Thus the state becomes self-destructive due to the imbalance of power. The people's loss of power eats away at the heart of the people; their spirit is squelched. Dictatorships are frightening because of the oppression and inequality that becomes prevalent in their regimes.

On the other hand, a democracy is more liberating and conducive to govern broad spectrums of individuals. Although we may be discouraged with the democratic process of decision making, it does ensure collective reasoning rather than one made in self interest. Unlike a dictatorship that is more susceptible to tyranny and abuse of power by an individual, a democracy has its power divided among a governing body. Not that I believe there is total equality in a democracy, but I do enjoy the freedom to think for myself, speak my mind and create my own personal ideology.

If there could be a central figure with unbiased leadership abilities, who was immune to power addiction, and who put the interest of the majority first, I might change my mind. The disciplinarian in me would like to see more ethical characteristics in our democratic government. What I mean is it would be in the nation's best interest if our leaders had sound values, integrity and principles that supported and ensured a democracy for the people, by the people. In order to gain a sound sense of national unification we need to be ensured that the majority of the citizens are given room to embrace our diversity with our multiple ideologies and be given unbiased representation. If the majority's views are not represented, and we are not being led by unified decisions, then the power of the nation is imbalanced, which is not that different from the tyranny of a dictatorship.

Today many decisions need to be made by many peoples. To think that one individual or one ideology can prevail in providing for all is a narrow-minded mistake. Hopefully, we can learn not to place our faith in a lone ideological power that places restrictions on individual freedom, but rather take responsibility for a combination of ideologies that embrace the combined power of all.

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Life 101, 201 & 301 (this is personal cynicism--*experience*).

The process for writing this paper was two-fold, what I learned in class and what I have learned in life. Political power has had many forms throughout history, and there have been recent accounts of its abuse. In class we watched a report on Hitler and Stalin. What I saw was the desire for control and the mass acceptance of the controller. The report was not only a political analysis, but I also see its application to family, employment, community and peer groups.

In my paper I focused on the power of the dictator, a central figurehead of ultimate authority who is seen as a great leader. If someone is in a position of authority, having power over a nation, group or even an individual, I believe there is a call for both parties to keep that power in check so that the best interests of all are met. This is more adequately attained in a democracy.

As I stated regarding a dictatorship: "...the people lose their opportunity to govern their own affairs." I believe governing our own affairs is what is essential to individual freedom.

Phoenix Raine, student

28. An argument essay from Political Science 110

For their second paper assignment, students were asked to argue in favor of one of the two predominant types of electoral systems in use in the world today (multi-member proportional representation and single-member district), using information from the recent (one week earlier) midterm elections to help to prove their point. Information and analysis about the recent election results came both from lecture and popular news sources.

Jee Young Kim successfully described the main characteristics of each type of electoral system. Her paper is a model of clarity and logical thought, and a pleasure to read.

Michael Ceriello, instructor

The Multi-Member Proportional Representation System
v. The Single Member District System

by Jee Young Kim

The midterm elections of Nov. 8 ended in a remarkable landslide for Republicans. One of the political analysts proudly said, "It's a revolution that happened without any bullets" (Minzesheimer, 3A). Considering the fact that not one Republican incumbent lost a House, Senate or governor's race, the voters' wishes were clearly expressed in these elections.

Then is that all that we can say? The election results revealed that there are still several problems to be resolved. First, there is a rather chronic issue of turnout. "An estimated 75 million voters cast ballots, 38.7 percent of eligible voters. That's up 2.2 percent from the last two midterm elections in 1990 and 1986, which had 36.5 percent turnout" (Komarow, 1A). Most people seem satisfied with the turnout. However, it is never desirable that 38.7 percent of the electorate, not even a majority, has changed the entire political landscape. Second is the minority issue. While women and minorities have not lost seats, they have lost massively in influence and power because of the Republican leadership change (Hall, 5A). Thus in the next Congress, it seems that those issues related to women and minorities hardly take priority. First,

there is the possibility of political gridlock caused by these midterm elections. The overall disharmony between the administration and Congress might make it hard to efficiently implement various policies and programs.

While the elections in the single-member district system mark such problems as shown thus far, we don't have to lose hope. These problems can be cured by an alternative: the multi-member proportional representation system. High turnout, minority rights, and political stability are better ensured under this system. The multi-member proportional representation system, therefore, is the better of these two electoral systems.

First of all, the multi-member proportional representation system enhances popular participation in the political process. This system, in nature, tends to create a variety of small parties, which can provide the voters with various choices. Accordingly, people can find at least one party with which they can identify. This condition encourages people to take an active part in elections and leads to higher turnout. On the contrary, the voters under the single member district system tend to be forced to choose only between two dominant parties even though there is a third party, because they already recognize that their votes would be discarded if they chose the weak third party. When people find those two dominant parties don't represent their wishes and that they don't have any other alternative, they are likely to alienate themselves from the entire political process. Thus the single member district system tends to deprive the voters of the right to choose and to result in political apathy among the voters. The 38.7 percent turnout of the midterm elections clearly reveals the problem of the disappointed voters in the single member district system. Where have the other 61.3 percent of voters been during the elections? Can you say that those people simply have believed in the wise decision of the other voters? If it is true that democracy is fundamentally based on broad popular participation, however, we need to be wise enough to listen to the clamor of silence on the road to mature democracy. Therefore, the multi-member proportional representation system is superior in that it fosters active popular participation.

Second, minorities in the multi-member proportional representation system are given fair rights to express their will in the field of politics. As long as democracy is the doctrine to guarantee minority rights as well as majority rule, the multi-member proportional representation system contributes to fostering democracy a lot more than the single member district system could do. Minority members and women are more likely to secure their will in the field of politics. Under the single member district system, the precarious position of minorities and women are markedly disclosed in the election results. As the major party in Congress has changed, the voices of minorities and women cannot but fluctuate in Congress. Gwen Day Richardson, editor of *National Minority Politics* says in USA Today, "When

you have no blacks, or a limited number of blacks, on the Republican side, when it comes time for appointments and issue discussions, we're not there" (Hall, 5A). So under the single member district system, minorities are hardly ensured the seats in Congress if not fortunately on the winning side, since that system is based on the winner-take-all principle. In addition, the party would be more likely to feel that the selection of a minority member may offend many voters and, as a result, cost the party votes (Levine, 187). The voices of minorities in the single member district system, therefore, are likely to be weak.

Finally, opponents of the multi-member proportional representation system frequently point out the instability of a coalition government which is often formed under this electoral system. They tend to mention political stability of the United States as a successful example under the single member district system. But political stability in the United States is largely due to a political culture in which the people have built up trust among themselves throughout the long experience of democracy. However, the multi-member proportional representation system, as proponents of the single member district system like to argue, does not necessarily create an unstable government. Rather, it is also superior to the single member district system in terms of political stability. The single member district system, which is based on first-past-the-post principle, does not even require 51 percent of the votes in each constituency to give one party all the votes. If there are three parties it can be done theoretically with only 34 percent; or if there are four parties, with only 26 percent (International Encyclopedia of the Social Sciences, v5). If some people belong to a minority in a state, they can hardly build much faith in the system if they win 30 percent of the votes and get only 20 percent of the seats, or even no seats at all. In contrast, the multi-member proportional representation system secures a similar percent of seats to the percent of votes won by a party. In this sense, the voters will give a broader consensus to a government formed by party members of various viewpoints of the political spectrum. Ultimately, the multi-member proportional representation system converges the people's various wishes, enhances the consensus among the people and makes government more stable.

In conclusion, the multi-member proportional representation system encourages people to participate more actively in the political decision-making process, for it can convince them that their votes exactly represent their wishes. Besides, a variety of minority groups benefit from this system because they are not ignored, but fully represented. Thus the government built up under this system will be given wide popular support. In this sense, under the multi-member proportional representation system, the government tends to be more stable. Under this system, as a result, democracy will get more mature. The multi-member proportional representation system is, then, superior to the single member district system.

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29. An issue analysis essay from Political Science 115

Students in my winter quarter, 1995, class were asked to write a total of three essays outside of class on a variety of political issues. Affirmative action programs proved to be one of the most controversial issues. Tracy Barlean wrote a paper on the subject that clearly stated the significant ideas of both proponents and opponents of these programs and then thoughtfully presented her own opinion, as requested. Thus her essay demonstrates the key analytical quality of considering all viewpoints, as well as ending with an original conclusion unlike the totally objective essays which render much of modern social science both dull and meaningless.

Corlan Carlson, instructor

Affirmative Action

by Tracy Barlean

Is affirmative action reverse racism? This is a question that is not easily answered; it has raised conflict and controversy from coast to coast, and has succeeded in dividing families, courts, and governments. While most leaders today would agree that racism is the scar on the face of American history, not all can agree on how best to rectify the problem. While some would say that we need compensatory action--carried out through the tool of affirmative action--others would say that the only action necessary is that of eliminating discriminatory barriers (Lowi & Ginsburg, p. 135). Yet with all these complications and conflicting viewpoints, a new twist has been added-- that of an evolving Supreme Court. How will the recent influx of new Supreme Court justices affect the current policy of affirmative action? Will the rulings on civil rights cases such as Missouri v. Jenkins reverse earlier court decisions in favor of affirmative action or will they uphold those earlier decisions? While the answer to this question is yet to be determined, we can be sure of one thing--the Court will most definitely be presented with convincing arguments from both sides of the issue.

Those in favor of affirmative action have two strong points addressing the validity of racial preference. This first is in the words of Stanley Fish,

author of an essay appearing in Taking Sides, "...the playing field is already tilted in favor of by whom and for whom it was created...if the skills that make for success are nurtured by institutions and cultural practices from which the disadvantaged minority has been systematically excluded,... then words like fair and equal are cruel jokes, for what they promote and celebrate is an institutionalized unfairness and a perpetuated inequality" (p. 214). According to Fish, because not everyone is sent into the world with equal entitlements it is necessary for the government to make a point to include the "disadvantaged minority" in the institutions and programs that they would not otherwise be a part of.

A second strong argument in favor of affirmative action, also derived from Fish's article, is the idea that--suggested by statistical studies--tests such as the SAT, which are used as inclusion criteria for many institutions, are really measures of socioeconomic status, not merit (p. 214). Using this reasoning it would follow that the success rate in merit measures for "lower-class" minorities would be noticeably lower, but not because of a lack of ability. Furthermore as a result of this untrue reflection of socioeconomic status rather than ability, it is necessary for the government to provide for the disadvantaged the opportunities they would not otherwise be abetted if merit measurements were the only criteria used. These are both important considerations, yet in order to be intelligently informed it is essential to also look at the arguments of those opposed to affirmative action.

Anti-affirmative action proponents likewise have what I consider to be two very strong arguments on their side. The first, taken from Shelby Steele, author of an essay opposing Fish's in the same book Taking Sides, is the idea that affirmative action encourages minorities to view themselves as inferior (p. 208). This concept of inferiority comes about as a result of several different factors such as: past oppression, personal ideas of how others consciously or subconsciously perceive you, and, at issue here, the fact that the special preferences allotted to minorities today contribute to the idea that--I am not good enough therefore I must be handed down the opportunities that others were able to earn for themselves. This fostering of individual self-doubt only helps to impair the ability to perform, which in turn undermines that confidence that others have in the minority individual themselves--which sadly helps to contribute to discrimination (p. 208). A second point brought up by Steele is the idea that affirmative action promotes discrimination by creating a division between the preferred and the unpreferred (p. 210). Take for instance the work place. Suppose in an office somewhere in America there are two black men and five white males working together. Having heard of affirmative action the whites begin to question whether the blacks were hired as a result of race or competence. Now the black men may or may not have been placed there as a result of racial preference, however, the white men eventually become preoccupied with the idea that the black men were placed

there because of some quota, not because they were the best man for the job. An attitude of superiority soon becomes evident in the white men because they feel like they earned their position. In this way the white men begin to associate inferiority with race. In this example, though it may be exaggerated, affirmative action only acted as a stepping stone toward dividing the races even further.

Points on both sides of the issue may or may not be brought up in the case of Adarand vs. Pena--one that directly addresses the affirmative action issue. If I were a judge in this case I would rule in favor of Adarand, however, I would do so not only because I am opposed to affirmative action but because I believe that there are several things about this case that are constitutionally unfair. According to the fourteenth amendment, citizenship rights are not to be abridged by the states. Included in these rights are life, liberty, and property. I also believe that included in these citizenship rights, though not specifically mentioned, is the right and privilege to fair consideration in the workplace not dependent on race. In the case of Adarand vs. Pena the hiring contractor was given the possibility of a sizable monetary reward if he hired the minority subcontractor. This essentially deprived the non-minority subcontractor, who also had the lowest bid, the right to fair consideration. By making the enticement to hire a minority subcontractor too great to resist, I believe that the other groups rights and privileges were being stifled. Proponents of affirmative action may argue that unless some kind of reward were offered the minority group would not be given an equal opportunity because the contractor in question would no doubt be giving consideration based on race. However, that would be based on assumption. This is possibly why affirmative action is such a hard decision, because there are admittedly places where minorities would not be given the same opportunities, yet there are other places where affirmative action would only constitute reverse discrimination.

In conclusion, affirmative action is something that I believe can work both ways--in some places it is a help in other places a hindrance. Maybe what we should be concentrating on is a reform in the racial preference policy, a reform that would help to pinpoint the places where it is needed, and also take more into consideration the goals and needs of the people who it is trying to help. While no single person has all the answers, I believe that with both sides working together with our collective ideas and insights we could restructure affirmative action so that it will be a smoothly operating tool that will truly benefit people to the highest extent possible.

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This assignment was especially difficult because it required a great deal of critical thinking about an unfamiliar subject--affirmative action. Because I knew so little about affirmative action, the first step was to gather outside sources that could provide useful insight. Once I had the understanding, the next step was to organize the information I wanted to use into a clear, effective format. This required presenting both sides of the issue objectively, using plenty of examples. Then came the hard part, offering my own opinion. For me, this required making a brief outline to organize my thoughts. Once this was over, finishing was a matter of recapping the main points and offering a brief conclusion. For me, with this assignment especially, I found that my most useful tactics were gathering outside information and organizing my ideas, either by the use of notes or a short outline.

Tracy Barlean, student

30.   Script for an oral presentation from Speech 105

As part of their research in Speech 105, students are required to give an oral presentation that examines an area of interpersonal communication. Mary-Ellen chose to analyze how we express ourselves nonverbally in our choice of neighborhoods, how we behave in response to our surroundings in those neighborhoods, and how these messages subsequently affect our perceptions of ourselves and those around us.

The style of Mary-Ellen's writing is in the heightened conversational style that is appropriate for an oral presentation. She focuses on the technique of using examples her audience can relate to and asking rhetorical questions in order to stimulate visual imagery so that the <u>audience</u> can adapt the information to their own experiences. Essentially it is the audience that is encouraged to find their own answers and is motivated to being more observant and more thoughtful as to their neighborly communication.

Rosemary Vohs, instructor

Neighborhoods

by Mary-Ellen Smith

Are most of you familiar with the jingle Mr. Rogers sings on his children's TV program, "It's a wonderful day in the neighborhood..."? Even if you didn't care for Mr. Rogers, per se, you probably conjured up a fairly rosy picture of chirping birds, picket fences, the sun shining, and kids playing cooperatively...all was right with the world.

Now, how many people remember Eddie Murphy in <u>his</u> neighborhood on Saturday Night Live? The scene used to open with Eddie signing or humming the same tune as Mr. Rogers, except in <u>this</u> neighborhood Eddie played a drug dealer, and the neighborhood was the ghetto, and his archenemy was "Mr. Landlord," who caused a nuisance to Eddie because he used to interfere with Eddie's drug deals.

Are you getting a different picture of this neighborhood?

I chose the topic of neighborhoods and what goes on in neighborhoods and how we choose our neighborhoods because I thought this would be a topic with

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universal appeal. We all grew up in some type of neighborhood, and we all are still searching for, or may have been lucky enough to find, that perfect neighborhood. And like experiences we may have had in earlier days with roommates, we're still impacted by the habits of our neighbors. Though we may have a little more space and a little more territory, we can't help but be affected by how much noise is generated by our neighbors, how neat or how sloppy they are, and whether or not their taste is in alignment with ours. It can get pretty interesting.

Who we are and where we come from, and indeed <u>where we are coming from</u> has to do not only with genetic factors and social upbringing, but also with the environment in which we were raised and the setting in which we now live. Our physical environment, our territory, and our neighborhood, <u>all</u> influence our behavior and our attitude toward the world, and our perception of our place in it. Whether we feel happy, secure and comfortable, versus ill at ease, alienated and miserable, can be tied into how content or discouraged we are when we pull into our driveways at night. Are we coming home to a sanctuary or a war zone? For most of us in <u>this</u> class, we're probably fortunate to reside in the former. But there's a wide range of possibilities in between, and what one day can seem like paradise can quickly turn into a war zone if some minor disagreements or aggravations are allowed to escalate into neighborhood disputes.

Who decides who our neighbors will be? Do we get to pick them? Not really. You can peruse a neighborhood and try to be selective when choosing a place to live, but we don't actually know who resides behind those doors. We can look for signs, indicators, as to what type of people we'll hope to find there. But we won't know the intricacies and the idiosyncrasies until we move in, until it's too late. Unlike relatives, to whom you're tied by blood, and friends, to whom your tied by choice, neighbors are merely those people who live near you. It's a closeness of space not necessarily a closeness of hearts or minds.

Most of us choose our neighborhoods based on educated guesses. We notice things like whether or not the yards are kept up, if there are children in the neighborhood, and whether or not there are dogs running around loose. Does there seem to be an overall sense of harmony or discord? How do we know? How doe we tell?

We observe, and we pray a lot.

Economics plays a large part in determining where we live. Do we value privacy? How much does privacy cost? According to S.E. Merry, a contributor in the book *Neighborhood and Community Environments* (1987):

> Privacy is one measure of power in American society. To be able
> to regulate social interaction to those one chooses--to protect
> oneself from contact with the unselected--is one way to express
> elite status....This kind of privacy is expensive.

Most of us can't afford the privacy or status that a home at Semiahmoo might
provide us. Most of us have to compromise on the things that we place a
premium value on like a 20 acre ranch, a home on the golf course, or an ocean
front view, <u>because we simply can't afford them</u>. But generally what most of
us are looking for centers around some reasonable and common expectations.
Physical amenities, location and commuting distance, proximity to schools if
we have kids, and accessibility to social ties. All these things come into
consideration.

There's one more essential component--the symbolic connection and feeling
people have for places. How someplace feels...does it feel right?

What are some of the things that make up that sort of intangible element,
those symbolic connections?

If there is one experience of nature that unites just about everybody on earth,
it is what Gordon Orians, a professor at the University of Washington
describes as "How <u>crazy</u> people are about flowers. We all respond to them."

This definitely rings true to me. Give me a shack with sweet peas growing up
the side and I'll think inside that shack lives someone with some <u>hope</u> and
some sense of beauty.

On the other hand, how do you feel when you pass a place that has "No
Trespassing!" signs posted everywhere, or a sign threatening "BEWARE OF
THE DOG!"? I remember a driveway that I used to ride past on my bicycle,
very quickly I might add, that had a huge sign that said, "NEVER MIND THE
DOG!" with a picture of a double-barreled shotgun. How would you feel about
living in that neighborhood? That sent out a pretty intimidating message--a
pretty effective message. I always imagined some big burly unshaven guy
weighing about 250 pounds living there. It just occurred to me when I started
working on this project that quite possibly it was a little old lady weighing all
of <u>90</u> pounds who lived there who had posted the sign just to keep intruders
out. I'll never know.

Do we want to become friends with our neighbors, or do we prefer to maintain a more reserved relationship with mutual polite greetings extended, but distance and autonomy kept intact? A lot of that depends on the other social demands in your life. But a lot of that may also depend on whether or not we and the neighbors have kids. Kids seem to act as catalysts for generating friendship among neighborhood adults. Kids may also influence whether or not fences are erected, basketball hoops are installed, and backyard pools are shared. People tend to be less territorially conscious, less territorially oriented, when they have kids running back and forth enjoying each other's yards and company.

In some neighborhoods where people insist upon erecting fences to segregate properties, the easiest place for the kids to congregate ends up being the street.

I'll get back to fences in a bit.

What are some of the unspoken rules of the block? Do parents share curfews and restrictions? To a large extent, parental concern for their children cuts across racial and class lines and helps unite a neighborhood in achieving neighborhood wholeness.

What about dogs? Do they unite us in neighborhood wholeness? One book I read devoted an entire chapter to dogs and the disruption and animosity that develop in neighborhoods as a result of these lovable but roaming mutts. The chapter was titled: "Perfect Dog." The chapter that followed it was titled: "Imperfect People." I thought that was great! At any rate, are the dogs to blame? Of course not! There's an owner who is responsible for the dog. The dog's behavior or misbehavior is directly tied to the owner's sense of responsibility or lack thereof. Among all major complaints against neighbors, dog accusations are greeted with the most resistance, but with the most tell-tale body language to the contrary. I thought that was wonderful. Dog owners will shift their eyes, their weight, clear their throats, et cetera in defense of poor old Ralph. In fact, dog owners are more adamant and defensive about protecting the integrity of their dogs than they are about defending the behavior of their own children! I think Constance Perin, in her book *Belonging in America* (1988) captured it beautifully. She states: "Dogs, like children, can be the glue or the solvent of the neighborhood....I think probably worse than kids, really. Because you can control the toilet habits of the kids."

What are some of the other issues that can lead to conflicts in neighborhoods? Noise levels. Who's playing what kind of music how loudly at what hour of the day? What's considered unreasonable? Does a person who works nights and

sleeps during the day have the right to a quiet neighborhood? What time in the morning is it reasonable to start up lawn mowers or chain saws? How long can that dog next door continue barking before it's considered a nuisance?

Before you give up and resign yourself to a life of misery, or equally as bad, respond with a knee-jerk reaction like calling the police or the animal control officer, realize there are better ways to handle this situation, less volatile ways, more civilized ways. Ways that will provide you with a chance for some peace and ways that won't antagonize your neighbor and prompt a hostile response.

What you've got to consider when these sorts of instances turn into aggravations is: How do I approach my neighbor? And do I have reasonable grounds to complain?

Let's look at some approaches. First of all, give your neighbor the benefit of the doubt. Remember--your neighbors will likely remain your neighbors for a very long time. It would be nice to remain on speaking terms or at least neutral terms for the duration of your relationship as neighbors. This is long-term relationship.

Don't be hostile or your neighbor will become defensive. No one likes confrontation and accusation. Use diplomacy. Go gently and honestly and approach whatever the issue is with the assumption that your neighbor is unaware there's a problem. Remember, innocent until proven guilty. Oftentimes people are really unaware that they're affecting their neighbors in an adverse way. They may not realize their dog is keeping you up nights howling at the moon, or that their old oak tree is causing damage to your garage roof every time the wind blows.

Talk to them in person, or on the phone. Identify yourself. If you haven't the courage to speak to them directly, or feel this makes a lousy introduction, then write a note, but be sure to sign your name. If you've truly got a valid complaint, then take ownership of it.

It's oftentimes helpful to offer a suggestion to the problem at the same time. As obvious as the solution may seem to you, this gives your neighbor an opportunity to save face and say, "A leash...what a concept! Why didn't I think of that?"

Approaching your neighbor may even result in some unexpected dividends. The respect and appreciation that's generated by your honesty may help forge

a friendship. Don't count on it, but you might be pleasantly surprised. Sometimes all people need is a little nudge or steering in the right direction.

DON'T LEAVE ANGRY, ANONYMOUS NOTES. Oftentimes we struggle over these issues that are bothering us for days, weeks, months, even years before building up the courage to approach our neighbors about whatever it is that's annoying us. This isn't good for your health. It isn't good for your relationship with your neighbor. And it deteriorates the pride and contentment you feel when you're home.

Oftentimes, this initial contact with the neighbor over the issue at hand will be enough to resolve the problem. Most people are embarrassed that they've caused a nuisance and take action to correct it.

However, if you don't see any results in a few days or a week, it's time to generate a letter. Remind the neighbor of your previous discussion and the date it took place, that corrective action would be appreciated, and if there's a city ordinance backing you up attach a copy of it. You're giving your neighbor a reminder that's effective, but not threatening. They still have time to keep their integrity and comply.

There's also strength in numbers. Chances are, if you've been bothered by someone's noise, dog, or trash debris, others have been too. Try a collective approach.

You're fortunate if you do have city ordinances that will require the neighbor's compliance. Some neighborhoods or developments have covenants and restrictions that are even more strict than city ordinances. These may help you out too.

A third step can be to have your attorney generate a letter on professional stationery. This doesn't mean you're intending to sue, but it does usually get some attention and response.

What you're trying to prevent by these initial approaches are more serious forms of forced compliance by law officers or animal control officers. You don't want the issue to escalate into a real legal battle, which is costly, time-consuming, and unnecessary. If your neighbor thinks your complaints are unreasonable and does nothing to remedy the situation, you have a choice: Go to court or suggest mediation. Mediation provides a neutral third party to help you and your neighbor reach some sort of mutual agreement. Legal courts should be a last resort.

It also seems silly, to me anyway, to abandon the issue and resign yourself to moving (extreme case) or building a "spite" fence. Have any of you ever heard the term "spite" fence before? It makes sense, I suppose. I mean the name is perfect. But I had never heard this expression before until I started researching neighborhoods. Spite fences came up again and again. These are fences that are erected in retaliation of neighbors. They're Walls. Fortresses. They signify protection...and privacy. And maybe provide a sense of having won the battle even though you've lost the war.

On the other hand, these walls represent Segregation...Alienation... Isolation...and Loneliness. Don't resort to building a "spite" fence. If you want to build a fence, build it because you like redwood or cedar, not because you despise your neighbor. Fences are fine if you want to add a decorative landscaping touch, or if you need to keep your own critters in, be they dogs, children, or horses.

At any rate, let's move away from some of the potentially destructive forces that abound in neighborhoods and focus on the more fun aspects that generate constructive measures.

What are some of the preventive measures we can take to avoid conflict in our neighborhoods? How can we minimize the problems and nurture and cultivate the sense of community we all desire? How can we promote a sense of harmony and a regard and respect for each other and our properties?

It doesn't take much. Smile. Wave. Exchange greetings. These are little messages that generate an awful lot of good. A little humanity goes a long way. Keep an eye on each other's place and each other's kids. Do unto others. Be tolerant. Remember what it was like to be young. Put yourself in your neighbor's shoes. Remember how much you loved your dog, and was he perfect? Communicate. Enjoy your yard and make it look enjoyable. Good manners and congeniality have a ripple effect. The sentiments you generate from your home and yard transcend the neighborhood. You're all in this together.

Pumpkins on the doorstep and wreaths on the door have a way of multiplying. Christmas lights are contagious. Turn your neighbors on to bird watching. Share some of the harvest from your garden. Try to keep the spirit of the holidays on a year round basis, just like the Christmas cards you sent out imply. Be accountable and be counted upon. Respect the rights and privacy of others, but be ready to lend a helping hand. You might need one sometime.

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EPILOGUE

Anthology Provides Snapshot of Students Thinking

This project was originally conceived as part of the Outcomes Assessment work at Whatcom. We wanted this anthology to provide a 'snapshot' of good students thinking through writing. Therefore we asked both faculty and students to reflect on how the assignment challenged the writers to think and/or problem solve.

This emphasis reflects our assessment focus this year. Interdisciplinary teams of faculty met to discuss and define our first student learning outcome: THINKING. This is part of a national dialogue sparked by the concern that an educational system conceived to fit the needs of an industrial society may not be the best model for the information society of the 21st century.

Like most colleges throughout the country, then, we have re-examined our goals. What skills does a citizen need for the future? We found through a survey of faculty, staff, students and citizens that most see a need for communication skills, for problem solving, critical thinking and quantitative reasoning abilities, and for community college graduates to have an understanding of the theories and constructs which form the foundation of disciplines like economics, history and art. In addition, schools also have the responsibility to help students become productive citizens who can relate in a diverse world, understand interconnections and take personal responsibility.

Our faculty have just begun to re-examine how students could demonstrate these broad abilities. How do we know if someone can problem solve or think critically? Some faculty and students' responses show a strong awareness of this process.

For example, Doug Mooers, a math instructor, challenged his honors math students to view math as something more than an "intimidating maze of incomprehensible symbols." By analyzing how two authors viewed a noted mathematician, his students were able to examine the perspectives different genders bring to the writing of history.

Similarly, assignments from English classes asked student writers to focus their thinking, choose appropriate support from readings and develop their own voice and style to solve the problem of communicating and convincing their readers.

The writing in this anthology is an example of critical thinking at work. But it is also an example of student responses "before," before our new definitions of thinking skills have been integrated into the curriculum.

What will be the result of making students more aware of the thinking process? The hope is that subsequent snapshots will show students even more aware of, and adept at, the process called thinking.

Barbara Hudson, Outcomes Assessment Liaison

Barbara Hudson