

## **Honors Committee Guidance to Students**

The Honors Committee has approved **eight categories of theses/senior projects**, although many students combine genres.

1. Scholarly/analytical (Committee will improve this phrasing in 2020)
2. Scientific
3. Creative
4. Pedagogical
5. Service Learning
6. Experiential Learning
7. Action Research
8. Leadership Portfolio

The following definitions are provided to the students at the beginning of their fall term thesis prep class. They create the thesis/project proposal according to these guidelines.

### **What is a Thesis/Senior Project?**

The purpose of a thesis is to articulate and investigate a question that is both personally stimulating, useful to others, and presented in discipline-specific ways. It is a culmination of the student's unbiased research and balanced analysis, sensitive to the arguments on both sides of the rhetorical equation. Students should start not with a presumption but with an observation, then devise a way to seek explanations for that observation.

These are the components of a thesis proposal:

- **Abstract:** a thumbnail sketch of the proposal: What questions will you explore? A summary of the main point(s) of each major section of the proposal; not an introduction but rather a synopsis of the project.
- **Personal Interest:** discuss any relevant connections between your project and such things as courses taken, personal or work experiences, hobbies, volunteerism, study abroad, etc.
- **Larger Context:** the "so what" & "who cares" section. When completing this section, it will help to address some of the following questions: Who is the audience? Why is this work important to them? How could your results/project contribute to the discipline? References to two scholarly sources are required in this section.
- **Methods/Process:** What are you doing? How – specifically! – will you do it? Do you have sufficient resources? What will be the end-result? Make sure to define any discipline-specific terminology.
- **Working Bibliography with Select Annotations:** 8 sources required, 4 annotated.

## **Dawn: Creating a Positive Affirmative Gaming Experience (1)**

Advisor: Prof. Jennifer Bracy, Art & Design

Personal Pronouns: They/Them

Genre of Project: Creative (video game)

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### **Abstract**

There are few video game experiences that encourage and reward positive behavior and thinking. With this project, I aim to create a video game that will encourage players to temporarily cease negative thought patterns and engage them in new and positive behavior-building mechanics. This will include personalized messages of self-affirmations, which have been proven to boost mood and improve thinking patterns within the brain. Taking research into account, *Dawn* will seek to provide a thoughtful and interactive interface reflective of healthy social behavior, becoming a unique experience seen rarely in the online gaming community. While interacting within a virtual environment, players are invited to create their own positive affirmations and have the option of sharing them with the world via an online interface. The goal of this project is to create a virtual space and video game where players may be able to escape negative thoughts and will be given a place where they can think positively, clear their mind, and simply relax.

### **Personal Interest**

After creating and completing a small game for my friend's birthday this summer, I was immediately inspired to create another project using the free game engine Unity. While I was never interested in developing a video game growing up, I've enjoyed playing video games my entire life. From classics like *Pokémon* and to relatively small indie titles like *To the Moon*, I've been inspired by what I've played.

The idea for my thesis came into fruition after talking with a few of my friends, and I was reminded of a game called "The Beginner's Guide" where in one section of the game, the player is introduced into an environment where they can read the many notes left behind by online players (this is later revealed to be untrue) while walking around a museum-like environment. I am also inspired by another game by Louie Zong, called the *Bird Museum*, where players can walk around a virtual museum that displays different artwork of birds. Simple in construction, it is still very effective in creating a relaxing environment and is different enough from other games that it inspires curiosity and engagement. Additionally, I take inspiration from the indie games *Kind Words* and *Meadow* on Steam (a video game digital distribution service), which

both emphasize the importance of positive gaming experiences and communities with its ability to chat and send filtered and anonymous messages of hope to other players.

From watching many of my favorite content creators create Let's Play series on some of my favorite game titles, I've always been heavily inspired by who I watch on YouTube and Twitch, many of whom discuss topics on video games, music technology and the science behind our black screens. This propelled me in experimenting in my own creation of music and artwork in the digital art world. As I continued investing myself in online communities, I became knowledgeable about the gaming industry and its influence over young people like myself, especially during difficult times like now.

As I continue developing this project, I can see myself using *Dawn* as a fantastic way to showcase my skills in music composition, graphic design, and technical competence. Explained in further detail later, I will be creating a few custom tracks that will focus on themes of peace and calm. In graphic design, it will be vital that I create custom designs in game for players to enjoy and overall connect back to the themes of kindness, calm and peace. Technically, I will be challenged to create more custom codes and be more proficient in Unity (the game engine I'm using to create the game), Blender (the 3D art program I will use to construct objects within it), and Adobe Suite (photoshop, illustrator and more). Once a finished product or prototype is available, I envision publishing it on my online portfolio site and releasing it to the general public on a video game sharing site like Itch.io.

### **Larger Context**

There is an obvious need for positive affirmative gaming experiences with such games like *Kind Words*, *Meadow* and the *Bird Museum* gaining traction in the gaming industry and community. Specifically, *Kind Words* gained traction in a 2019 Polygon article praising the game's ability to remain anonymous while sharing personal and touching advice and stories to strangers. Currently, *Kind Words* has over an estimated 100,000 downloads and more than 4,000 positive reviews on Steam. Knowing there is already an audience for these kinds of games and experiences is half the battle - I envision my main audience to focus on young teenagers and adults who need or desire such an uplifting experience. With the rise of violent and oftentimes traumatic story-telling video games, my idea for *Dawn* is to provide relief from those experiences.

Today, there are millions of games to be played - many of which are considered violent. Games such as Call of Duty, Doom, Sniper 4, and more first-player-shooter (FPS) games rely on telling dramatic and traumatic stories to draw players in. This can be both alarming and disappointing - when some of the top games of the past year focus on violence and death. For instance, according to PC Magazine, Grand Theft Auto V, a game focused on stealing, ransacking, and gang violence, is recorded as the second best selling game of all-time. Consider

Counter-Strike: Global Offensive, or CS Go for short - yet another multiplayer first-person shooter that not only is one of the top downloaded games on Steam of all-time, but has an average of more than 500,000 players online at any given time. While not indicative of any negative behavior, it is clear many indulge in the monotony provided in shooter type games. According to a 2015 resolution set by the American Psychological Association, "violent video game use is associated with decreases in socially desirable behavior such as prosocial behavior, empathy, and moral engagement" To balance this, I propose making my game a peaceful and kind experience.

With COVID-19, the US presidential election, and the general events of 2020 and beyond, I feel many youth would benefit from a positive affirmative game, as positive affirmations have been proven to boost mood and improve thinking patterns within the brain. According to a National Center for Biotechnology Information (NCBI) 2016 study, self-integrity or self-competence is improved when a person can self-affirm their own beliefs by reinforcing positive attitudes connected and in-line with their personal values. "Self-affirmations are acts that affirm one's self-worth, often by having individuals reflect on core values, which may give individuals a broader view of the self. This in turn can allow individuals to move beyond specific threats to self-integrity or self-competence."

With the rise of gaming due to COVID-19 limiting outdoor activities, more people are turning to their pc or consoles for relief. According to a 2020 article from Statista, "From March 16 to March 22, a total of 4.3 million games were sold worldwide." This increase was partially due to the release of Animal Crossing: New Horizons by Nintendo, however, "like-for-like game sales also increased by 44 percent, suggesting that many people were turning to video gaming to keep them entertained through the crisis." With the simplicity of the game and the open and free access to it, *Dawn* could be a nice break from overwhelming violent video games and improve and refreshen player's mindsets. This is further emphasized in a 2014 article by the American Psychological Association saying, "Simple games that are easy to access and can be played quickly, can improve players' moods, promote relaxation and ward off anxiety."

Once released publicly, *Dawn* could be another example of the amazing and positive experiences that can be achieved in gaming. Beyond the average violent shooters and tragic story-based games, a project like *Dawn* can give people and players the opportunity and tools needed to make a difference in their real lives. Even if the impact is small, *Dawn* could still provide support in a meaningful and direct way with it's research backed positive affirmative messages - empowering players to do good in the world.

## **Methods/Process**

First, I will be developing and detailing my ideas and plans of *Dawn* further in the concept development phase. Brainstorming will take place, using sketch pads to plan out the

layout of my 3D game design. I will not be touching programming or design software until I have several sketches finished of the general environment the player will be in and interacting with. I will use pictures and gameplay footage from games like *The Beginner's Guide* and *Kind Words* for inspiration during this time, helping me get a sense of what I want in my own virtual world. This time will also consist of piecing together musical compositions (singing musical ideas out and recording them on my phone), concept art (sketching, doodling, envisioning the 3D landscape on paper), and creating mood boards (on Pinterest, to give me a sense of colors, moods, and aesthetics I am aiming for). I will also be writing out the timeline of events I want the player to experience, understanding and developing what will be happening when and why in-game. All of this phase is brainstorming and piecing together the details I like most and slowly giving them form, give or take within a month.

Second, I will be taking the best ideas from brainstorming and testing them out in programs like Ableton (a music making software), Blender and Unity. In Ableton, the simple recordings I took while brainstorming will be transformed into real melodies and experimentations of sounds. In Blender, rooms, player objects, and the 3D environments the player will interact with, will slowly be sculpted out. In Unity, I will give shape to the actual camera and game controls - uploading the simple structures created in Blender to the Unity game project to start walking around in and envisioning. Furthermore, the basic structure of the message system will be created - this will take some tutorial guidance as well as advice from friends and other students, but the essentials of sending, saving, and receiving messages will be created during this time. A website will be created, developed, and maintained for the rest of the year as *Dawn* is worked on, and will allow those that visit to enter kind messages and stories anonymously, preceded by a consent and permission form.

Third, the details of music, environment, and game mechanics of *Dawn* will be worked on. The music of *Dawn* will be prioritized first, as the songs will help me layout and set the rest of the mood and aesthetic of the game. 3 songs will be created coinciding with times of day changing in-game (morning, afternoon, and night). If time permits, alterations of each of the 3 songs will be made to keep things fresh for the players, but otherwise, the 3 main songs will be mostly finished in order to continue with the creation of the rest of the game. The environments and objects laid out in Blender will be finalized. In Unity, the mechanics needed for the game to be playable will be added - such as the changing of day, changing of songs, and the kind messages mechanic within the game (adding and randomizing messages in the 3D environment and game).

Fourth, the prototype of *Dawn* will be released privately online, via Google Drive, for select friends, family, and peers. No more than 20 testers will be chosen, and those that participate will be given credit for their help in improving the game. This process will take two weeks at max, and afterwards, the feedback will be processed, given some time to sit in my mind without continuously working on the project, where I will finally implement said feedback.

This is also when I will be creating and publishing promotional content leading up to the game's release - creating a small video trailer of the game on YouTube, designing small visual posters, and posting musical teasers on my public Twitter, Discord and Twitch channel.

Finally, Dawn will be released to the public on the popular and free video game sharing site, itch.io ideally, before the end of my senior year. The songs featured in the game will also be made available on YouTube, to be used and shared for free.

I realize this is a fairly ambitious project, however with my goal and ideals for *Dawn*, I believe I will be passionate about this project for years to come with the completion of it. It would be an honor for anyone to say they were touched by the music, style or by *Dawn* itself. Above all, I want to show my audience that they are not alone in these tumultuous times and that when we come together to share and understand, so much good can come out of the world and its people - we can find refuge and comfort in shared stories and connections.

### **Working Bibliography, with Select Annotations**

American Psychological Association. (2015). Resolution on Violent Video Games. Retrieved from: <http://www.apa.org/about/policy/violent-video-games.aspx>

Information taken from the American Psychological Association's, "Resolution on Violent Video Games," is used to provide further evidence of the research that has been extensively done and continues to be done on video games and their impact on human health.

Anderson, C. A. (2003, October). Violent video games: Myths, facts, and unanswered questions. Psychological Science Agenda. [www.apa.org/science/about/psa/2003/10/anderson](http://www.apa.org/science/about/psa/2003/10/anderson)

Again, studies prove that exposure to violent media, such as video games, is a risk to human health in increasing aggressive and violent behavior. This source is used to support this claim and aid to my message that their needs to be more positive affirmative gaming experiences like *Dawn*.

Cascio, Christopher N., et al. "Self-affirmation activates brain systems associated with self-related processing and reward and is reinforced by future orientation." *Social Cognitive and Affective Neuroscience*, vol. 11, no. 4, Apr. 2016, pp. 621-9. doi:10.1093/scan/nsv136

Researchers from NCBI collaborated to understand and clarify self affirmation theory; people are motivated to see themselves positively but when their self-view is

challenged, it is difficult to change because of neural connections in the brain. Participants were examined thoroughly in this study, where those who were self-affirmed with beliefs and values that connected with them, the brain activity of participants suggested they were likely to follow through with their changed behaviors and beliefs. This article is important to my project because it encourages positive affirmations, which will play a huge role in the key aspects of my project/game - it is what is needed to separate it from everything else that's already out there. Essentially, it's hard to change a mindset that's already developed, but it's not impossible to change.

Bowen, L. "Video game play may provide learning, health, social benefits, review finds." *Monitor on Psychology*, vol. 45., no. 2, Feb. 2014, [www.apa.org/monitor/2014/02/video-game](http://www.apa.org/monitor/2014/02/video-game)

Playing video games, including traditionally known, "violent" shooter games, may boost children's learning, health and social skills. Such games may strengthen a range of cognitive skills such as spatial navigation, reasoning, memory and perception. Simple games that are easy to access and can be played quickly, such as "Angry Birds," can improve players' moods, promote relaxation and ward off anxiety. My project/game will do just that - improve the player's moods and let them relax.

Clement, J. "Increase in video game sales during the coronavirus (COVID-19) pandemic worldwide as of March 2020." COVID-19: global video game sales increase as of March 2020, Statista, 29 Jan. 2021. [www.statista.com/statistics/1109977/video-game-sales-covid/](http://www.statista.com/statistics/1109977/video-game-sales-covid/).

Halbrook, Yemaya J., et al. "When and How Video Games Can Be Good: A Review of the Positive Effects of Video Games on Well-Being." *Perspectives on Psychological Science*, vol. 14, no. 6, Nov. 2019, pp. 1096–1104, doi:10.1177/1745691619863807.

"Research on the relationship between violent video games and aggression depends greatly on individual and socio contextual variables outside of game play." While violent videos games have their place, it's been proven that playing games can be beneficial and promote prosocial behavior and can contribute positively to a person's wellbeing.

Eichenbaum, Adam, et al. "Video Games: Play That Can Do Serious Good." *American Journal of Play*, vol. 7, no. 1, Fall 2014, pp. 50-72, [www.journalofplay.org/sites/www.journalofplay.org/files/pdf-articles/7-1-article-video-games.pdf](http://www.journalofplay.org/sites/www.journalofplay.org/files/pdf-articles/7-1-article-video-games.pdf).

Adachi, Paul, and Teena Willoughby. "The Link Between Playing Video Games and Positive Youth Outcomes." *Child Development Perspectives*, vol. 11, no. 3, 17 Mar. 2017, pp. 202-206, doi:./org/10.1111/cdep.12232.

Hernandez, Patricia. "Thousands of people have come together for the most moving game of the year." Polygon, Vox Media, [www.polygon.com/2019/8/2/20752088/kind-words-ziba-scott-steam-interview-game](http://www.polygon.com/2019/8/2/20752088/kind-words-ziba-scott-steam-interview-game). Fall 2020.

This article talks about the influence and online community of Kind Words, a steam game that gained traction and popularity due to it's kind community and unique way of supporting people anonymously. I mention and reference the games in my process section and how it is an example of the good that video games can bring out in people.

Hamilton, Isobel A. "Video games might actually be good for you, Oxford study finds." *Business Insider*, Insider, <https://www.businessinsider.com/video-games-mental-health-gaming-wellbeing-oxford-Study-research-2020-11>. Fall 2020.

Article talks about the benefits of gaming, where participants in study were asked to rate their experiences and emotions after interacting with a game of their choice everyday. Again, this article states the correlation between mood and gaming.

Moore, Catherine. "Positive Daily Affirmations: Is There Science Behind It?" *Positive Psychology*, *Positive Psychology* ,<https://positivepsychology.com/daily-affirmations/>.

An article confirming that positive psychology and affirmations have benefits, and there have been studies on the effects. The article has many different examples that I plan to utilize in the creation of my project.

(JB)



## **Rehabilitative Methods Across States and Their Recidivism Rates (2)**

Advisor: Dr. Deborah Brannan, Psychology Department

Personal Pronouns: She/Her/Hers

Genre of Project: Scholarly

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### **Abstract:**

In the United States, the prison recidivism rates show that over two-thirds of inmates are rearrested a mere three years after release. These high rates leave many questioning the effectiveness of the current rehabilitative methods in prisons across the US. The ramifications of this current ineffective penal system are far reaching, negatively affecting 1.5 million inmates. However, the negative effects reach beyond the inmates, impacting their families, peers, communities, and victims, as well every tax paying citizen whose money goes into a broken system.

The aim of this project is to compile data on selected state's rehabilitative programs and their latest recidivism rates, as well as compiling a literature review on the latest research considering the most effective forms of rehabilitation. The states I will be focusing on in particular will be states with the highest and lowest rates of recidivism such as Delaware and Virginia, as well as Oregon. However, the main body of the project will take place in the analysis of the data, searching for any correlations between the different types of rehabilitation a state employs and their corresponding recidivism rates. My aim is to identify which rehabilitative methods—such as educational, reintegration, and mental/emotional support programs—are most correlated with lower recidivism rates. I believe this research will give me more insight into what forms of rehabilitation should be researched further to examine causes of recidivism.

### **Personal Interest:**

I have bounced between many different majors, trying to narrow down where I want to go and what I want to do. I knew I wanted to make an impact, to influence people's lives for the better, but I was unsure of how to accomplish that. That was until my mother gave me some key advice: find out what you are passionate about; follow that and you cannot go wrong. My favorite classes in high school had been Statistics and Psychology, which was no surprise to my mother.

However, I then became incredibly interested in the United States prison system. I remember stumbling across a video interview with Michelle Alexander, a civil rights activist who wrote the best selling book "The New Jim Crow: Mass Incarceration in the Age of

Colorblindness.” In a short interview, Alexander explained just a few of the mind boggling amount of obstacles convicted felons must face during their reentry into society. I was completely stunned. After listening to the whole interview, I was surprised that any inmate was not reincarcerated within a month of their release with that many roadblocks in their way.

However, as I dug deeper, I began to realize that all those obstacles Alexander examined in her interview were just a *sliver* of the whole picture. Piece by piece, I saw more obstacles that inmates faced in their reentry into society, but also, in the insufficient forms of rehabilitation, and the outdated laws founded on old, inaccurate science that fuels the unjust penal system. I became aware of the work that needs to be done to adjust the system to make it more effective, affordable, and beneficial to our society.

I began to pursue these interests at Western Oregon, taking psychology classes and signing up for the forensic psychology minor. I began reading books by experts who are trying to shed light on the system and improve it. An investigative journalist named Shane Bauer wrote a book called “American Prison” where he investigates how our incarceration system got to where it is now, as well as reporting on his time working as a security guard in a private prison. That was the first book I read about the current United States penal system, and it left me absolutely shocked.

Then I found out about Crime Webinars I could attend to hear from the scientists who are studying current problems in the system. I get to ask questions to researchers in this field and learn more from the latest studies. I am most excited to be currently working on research with Dr. Deborah Brannan at the Oregon State Penitentiary, putting together videos for inmates that teach skills that are useful for rehabilitation and life in general. This opportunity gives me more experience doing research, but it is also so gratifying to be actively involved in helping this community. I have spent quite a lot of time and effort into educating myself on this field, and will no doubt keep learning about it for the rest of my life. However, to be actually making an impact is another accomplishment entirely.

I want to go on to graduate school to learn more about the incarceration system in the United States and how to conduct research so that I can help find out the best way to rehabilitate prisoners and reintegrate them into society that will produce the least amount of recidivism. I want to build off of this research to guide public policy in prison reform for the good of the inmates and society at large.

### **Larger Context:**

In 2019, there were reported to be approximately 1.5 million men and women incarcerated across the United States (Bureau of Justice Statistics, 2019). In a 2018 update on prisoner recidivism, the Bureau of Justice Statistics found that approximately 68 percent of prisoners are likely to be rearrested just 3 years after their release based on data collected in 30

states (Bureau of Justice Statistics, 2018). Our penal system is not succeeding in rehabilitating our prison population with recidivism rates that are that high. This is a giant population that is being underserved, and the impacts do not just lie on the shoulders of those incarcerated, but their families and communities as well. The lack of successful rehabilitation impacts more victims, releasing prisoners who were unsuccessfully treated, were not supported, and were not successfully integrated back into society, to continue to harm themselves and their communities.

To widen the scope of impact even further, we can examine the impact this system has on taxpayers. According to the Equal Justice Initiative (2017), “the annual cost of mass incarceration in the United States is \$81 billion” only taking into account the operating costs of prisons, jails, parole, and probation. Meaning 81 billion dollars are going into maintaining our existing penal system that operates on outdated rehabilitative practices.

However, the United States is very diverse in how different states take on rehabilitation. While Delaware has a rearrest rate of about 67 percent two years after release, Virginia's rearrest rate is about 45 percent (Delaware Criminal Justice Council, 2019; Virginia Department of Corrections, 2020). Here in Oregon, rearrest after 2 years is 48 percent (Criminal Justice Commission, 2016). By looking at the different rehabilitative efforts in states across the country, perhaps we will begin to see correlations between specific rehabilitative programs and recidivism rates. Adding this to our pool of knowledge of rehabilitation could help to launch more experimental research into the effectiveness of these programs on recidivism to identify causal relationships.

Identifying these causal relationships may give us a better understanding of which rehabilitation programs offer the most effective service to inmates and to improve recidivism. Using this research, we may then work with lawmakers, beginning to redesign a penal system that is backed by the most current research and positively impacts inmates, their families, peers, victims and communities.

### **Methods/Process:**

Approaching this project with an analytical, journalistic lens, I want to investigate what rehabilitative programs exist for prisoners in states with the highest and lowest levels of recidivism. I then want to compare their practices to Oregon's, looking for correlative connections between types of rehabilitative practices and the resulting recidivism.

First, I will begin collecting my data through extensive research through extensive qualitative research. I have begun by looking through peer reviewed articles, searching for current research regarding recidivism. I have found a paper by Noam and Badi (2019) that shows significant effects rehabilitative addiction programs can have on lowering recidivism. I have also found papers by Allan (2017), Jolley (2018), as well as Link and Williams (2017) that

elaborate on the different programs in which we have seen effects on recidivism. However I would like to extend my search to find studies that have examined programs that do not significantly affect recidivism, or programs that have been shown to do the opposite than intended and increase recidivism.

I will then create a literary review, which summarizes the latest research in this field, revealing best practices and current analytical gaps. This literary review is meant to give the reader a more complete look at what the science today is saying about rehabilitation and what we still do not know. I can also use this literary review for analyzing my collected data after my research is complete.

Much of my online research will be obtained by digging through state websites to find details on the different rehabilitative programs they offer their inmates and each state's recidivism rates, individually collected by their states statistical research team. The states I am researching are Delaware with the highest recidivism rates, Virginia with the lowest recidivism rates, and Oregon. I am hoping to be able to get data from more states as well to give a more diverse set of rehabilitative practices, but this will depend on the amount of data I collect from the other states, as I do not want to fill this project with an overwhelming amount of data and little analysis.

After developing a coherent idea of the current research, each state's rehabilitative programs, and their latest recidivism rates, I will begin the analysis of the data. For my data collection and analysis, I will be using a method based in the grounded theory— focusing on constructing theories and hypotheses while collecting data. This means that as I gather more information and data, I will be looking for patterns and similarities between programs and recidivism rates, forming my hypotheses as I go from the data I gather. I can then connect these hypotheses back to my literary review, exploring if they support the currently held theories, or if they contradict them.

I will categorize rehabilitative programs into three categories: educational (programs that concern skill building and furthering an academic career such as GED classes or certification classes), reintegration (programs that work to prepare inmates for their reentry into society), and mental/emotional support (programs including therapy or emotional education for example). Having these categories will help me to analyze the abundance of qualitative data. For example, using this method I can see if lacking a certain type of program could correlate to higher recidivism or how an abundance of a type of program could be connected to lower recidivism. However, if I see any outliers that stand outside of these categories, I will readjust them as I go along or add another.

Before wrapping up this project, as with any research being done, I want to be transparent about the limitations of my research with the readers. First and foremost, I want to be clear in stating that this research can only draw correlations and not casual relationships between programs and recidivism rates. I want to also mention the limitations regarding data;

states use different measurements regarding recidivism rates ranging in years since release and type of recidivism. This lack of consistent measurement makes it more difficult to compare recidivism across states. Furthermore, the sample size of this research is small as I will only be able to choose a few states to analyze. Finally, I want to take these limitations, and provide examples of future research that can expand on my finding, such as replicating it in a larger sample, or executing research that can test the correlations I have found in a controlled experimental setting.

After reading this project, I want the audience to have a more comprehensive understanding of the truly extreme crisis we have at the heart of our penal system. While this project will not come close to solving this crisis, I hope that it can motivate the audience to take this research and bring their own states penal system. I want to challenge myself and others to develop ideas on how Oregon could adapt our current system to serve our inmates, and by extension, our communities better. This research will be another step towards understanding rehabilitation, but also a step for myself in learning how I can help others through my own research.

### **Working Bibliography, with Select Annotations**

Allen, R. (2017). *Roadmap for the Development of Prison-based Rehabilitation Programmes* (P. Meissner & M. Jourdan-Ethvignot, Eds.). Vienna, Austria: United Nations Office on Drugs and Crime.

This source was created by the United Nations as an international guide for prison reform. While it describes the different rehabilitative practices that can be used, how to implement them, and common obstacles to come across, the handbook also gives a comprehensive background on the research linking modern rehabilitative methods to lower recidivism and a smoother transition back into society. This source would be great at shedding light on the research in this area. However, this handbook would be also useful in examining the ways different states rehabilitate their prisoners in comparison to this guide provided by the UN.

Bauer, S. (2019). *American prison: A reporter's undercover journey into the business of punishment*. Waterville, ME: Thorndike Press, a part of Gale, a Cengage Company.

This book was written from the perspective of a reporter who worked as a prison guard in Louisiana. Half of the book focuses on the injustices he witnessed in the Winnfield prison in Louisiana and statistics relating to rehabilitation. However, Bauer also dives deep into how the current penal correction system came to be. In order to look into an

issue as complex as this one, it is necessary to examine the origin and background of the current system in order to successfully reform it.

Bureau of Justice Statistics. (2018, May). *2018 Update On Prisoner Recidivism: A 9-Year Follow-Up Period (2005-2014)* (United States, U.S. Department of Justice, Office of Justice Programs). Retrieved from <https://www.bjs.gov/index.cfm?ty=pbdetail&iid=6266>

Bureau of Justice Statistics. (2020, October). *Prisoners in 2019* (United States, U.S. Department of Justice, Office of Justice Programs). Retrieved from [https://www.bjs.gov/content/pub/pdf/p19\\_sum.pdf](https://www.bjs.gov/content/pub/pdf/p19_sum.pdf)

CJC Research Department. (n.d.). *Recidivism Dashboard* (United States, Criminal Justice Commission, Statistical Analysis Center). Retrieved November, 2020, from <https://www.oregon.gov/CJC/SAC/Pages/Recidivism-dashboard.aspx>

Equal Justice Initiative. (2019, November 12). *Mass Incarceration Costs \$182 Billion Every Year*. Retrieved from <https://eji.org/news/mass-incarceration-costs-182-billion-annually/>

Huenke, A. J. (2019). *RECIDIVISM IN DELAWARE An Analysis of Offenders Released in 2013 through 2015* (United States, Delaware Criminal Justice Council, Statistical Analysis Center). Delaware.

Jolley, M. (2018). Rehabilitating prisoners: The place of basic life skills programmes. *Safer Communities*, 17(1), 1-10. doi:<http://dx.doi.org/10.1108/SC-02-2017-0009>

Link, A. J., & Williams, D. J. (2017). Leisure functioning and offender rehabilitation: A correlational exploration into factors affecting successful reentry. *International journal of offender therapy and comparative criminology*, 61(2), 150-170. doi:<https://doi.org/10.1177/0306624X15600695>

Noam, H., & Badi, H. (2019). Prison addiction program and the role of integrative treatment and program completion on recidivism. *International Journal of Offender Therapy and Comparative Criminology*, 63(15-16), 2741-2770. doi:<http://dx.doi.org/10.1177/0306624X19871650>

In 2008, data showed that a quarter of the incarcerated population were convicted of a drug related offense. These high numbers of drug convictions indicate the need for a reform on drug rehabilitation, especially considering that these prisoners, once released, are more likely to recidivate. This source shows how new addiction programs

can have a positive effect on lowering recidivism. I would like to compare the addiction programs used in this study and compare them to the programs offered in certain state's prisons.

Oregon Department of Corrections. (2020). Inmate Programs. Retrieved from <https://www.oregon.gov/doc/inmate-programs/Pages/home.aspx>

Payne, B. K., Tewksbury, R., & Mustaine, E. (2010). Attitudes about rehabilitating sex offenders: Demographic, victimization, and communitylevel influences. *Journal of Criminal Justice*, 38(4), 580. doi:<https://doi.org/10.1016/j.icrimjus.2010.04.029>

Seigafo, S. (2017). Inmate's right to rehabilitation during incarceration: A critical analysis of the United States correctional system. *International Journal of Criminal Justice Sciences*, 12(2), 183-195. doi:<http://dx.doi.org/10.5281/zenodo.1034656>

This source, unlike the others, provides an analysis of the current situation in the United States and how the country has the highest incarceration rate in the world. Seigafo argues that, as the current system stood in 2017, incarcerated persons were not being given a right to rehabilitation. A right they deem absolute, would then impel the Corrections System to reform rehabilitation for the betterment of society. Other sources include how we can implement rehabilitation reform and what are the most effective ways to rehabilitate. However, this source provides not the "how" but the "why" to the argument of effective rehabilitation. It would be an excellent source to provide more background on the importance of rehabilitation to the reader.

United States, Virginia Department of Corrections, Research - Evaluation Unit. (2020, February). *Recidivism at a Glance*.

(CG)

## **Admitted or Declined: SAT and ACT College Admission (3)**

Advisor: To Be Determined

Personal Pronouns: She, Her, Hers

Genre of Project: Scholarly

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### **Abstract:**

For this project, I will be creating a scholarly essay that examines the unintended consequences of requiring SAT or ACT scores for educational institution admittance. This project will explore other methods for colleges and universities to use as a way of determining whether or not a student should be accepted or denied into the institution. Specifically, in my project, I will be researching the reasoning behind using standardized test scores as a primary method for determining the admittance of a student, the unintended consequences of requiring standardized test scores, and different options educational institutions can use to weigh the acceptance or denial of a student. The goal of this project is to synthesize existing research on this topic for college/university educators and administrators, who have yet to be informed about the drawbacks of requiring standardized tests scores for institutional admittance. In order to address these points, I will be conducting a meta-analysis of current, published research. Once I have completed all of the above, I will have produced an argumentative, research-based, scholarly thesis that objectively answers my investigative question : Is standardized testing a valid method to determine the acceptance or denial of a high school student?

### **Personal Interest:**

In high school, I was a well-rounded student. I took mostly AP and honors classes and achieved high grades in all of the subjects I took. However, even though I achieved high grades, I greatly struggled with testing. Testing gave me high levels of anxiety which then caused low test scores. No matter how much I studied for a test, my anxiety would always take over and cause me to struggle. Thus, when the time came around to take the SAT, I was extremely nervous. The SAT and ACT are important scores that many universities use to determine the admittance of a student. I knew that I needed to do well on the SAT to not only get accepted to certain institutions, but to also receive scholarships. During my junior year of high school, I took the SAT two times. Both times I scored slightly below the average. I was devastated by my scores. I knew that my SAT scores were not high enough to be admitted into certain institutions. I avoided applying to specific colleges and did not receive presidential scholarships



at the universities I was hoping to attend because of my low SAT scores. I became disappointed that so many institutions relied so heavily on a single test. There are many other aspects of a student's life that should also be accounted for in the decision-making process.

I am interested in this topic because of how it impacted my past. As aforementioned, throughout my years of schooling I was a great student who struggled with testing. In my opinion, humans are extremely complex beings that offer many attributes needed to succeed in life. The ACT and SAT only recognize some of the many attributes people may have. For example, some students may score high on the SAT, but their interpersonal skills are inefficient. I believe that I am one of these people. Although I may score low on standardized tests, I, as an entire person offer many other attributes that will support me in succeeding. I agree that standardized is significant, however, I also agree that educational institutions should widen their methods of determining admittance, which is why this topic is of significance to me. Because I am already attending a university, the SAT and ACT do not directly affect me. However, the coronavirus pandemic is currently impacting many educational institutions that require SAT and ACT scores for admittance. The pandemic has forced institutions to think differently about institutional admissions because testing centers are closed. Institutions have to rely on other sources to evaluate student acceptance due to students being unable to take the SAT or ACT. Despite the pandemic's many consequences, the pandemic may prompt college admissions officials' to permanently modify their decade-long approach to determining college admittance.

As a future educator, part of my job is providing students with the proper knowledge and skills to succeed in testing by preparing them for future tests such as the SAT and ACT. Although I may disagree with institutions heavily relying on the SAT and ACT, it is still a primary method institutions use to determine admittance. Hopefully, as an educator, I can better prepare students for high-stakes testing. I can help students overcome testing anxiety and teach content that may be within the tests. However, my goal is to also research and discover other methods that may be a stronger indicator of whether or not students should be admitted, and why the SAT and ACT is not an appropriate method that educational institutions use.

### **Larger Context:**

“Over ninety percent of colleges and universities in the United States require either the SAT or ACT,’ according to the work of F.E. Vars and W.G. Bowen in 1998. Colleges and universities have regarded SAT and ACT scores as a significant aspect for determining institutional admittance. However, in the past few years there has been a growing uproar regarding the SAT and ACT and their use and misuse in both the admissions process and assessment of educational institutions (Zwick, 2002).

The SAT and ACT alone are not a strong predictor of academic success and therefore lead to many unintended consequences. Every individual offers a multitude of qualities that contribute in determining their success at an educational institution. Potential students may be denied admittance due to low scores. In the journal *Rethinking the SAT*, Rebecca Zwick explains “Opponents of these tests have argued that they are biased with regard to race and gender, and that they correlate to socioeconomic status. On average African American and Hispanic students score one standard deviation below the mean on the SAT” (2002). There are multiple cases behind this statistic, such as the way the SAT and ACT are written, and the resources available in geographical locations. In the same journal Zwick reports that on average women score lower than men on the SAT.

Another unintended consequence mentioned in the journal *Scholastic Aptitude Test scores, race, and academic performance in selective colleges and universities* explains that, when the SAT and ACT were first administered, the goal was for students to take the test with little to no preparation for the test except for what they had learned in school. However, today the industry for test preparation has skyrocketed causing a bias correlating with socioeconomic status. The SAT and ACT preparation industry now offers preparation books and courses that are not offered for free. When used correctly, these resources have shown that students' scores increase by 100 points or more on the SAT. The SAT and ACT preparation industry causes a socioeconomic bias within SAT and ACT testing (Vars, F. E., & Bowen, W. G. 1998). For many individuals, they believe that SAT and ACT testing are a truthful reflection of their intelligence as explained in the journal article, *The Scholastic Aptitude Test: A Critical Appraisal* by Slack. Therefore, students who perform poorly on these tests may experience low self-esteem or shame which could then impact their educational path.

The level of dissatisfaction with the SAT and ACT has prompted an increasing number of educational institutions to adopt admission policies that place less emphasis on SAT and ACT scores. The Coronavirus pandemic of 2019-21 has greatly decreased the use of standardized scores for admission. Instead, many colleges have turned to test-optional admissions policies, acceptance based on high school GPA, or required potential students to answer essay questions regarding their personal life or how they will be an asset to the educational institution. In the journal *SAT wars: The case for test-optional college admissions*, Soares explains why many colleges now prefer the test-optional method and its benefits: One of the greatest benefits from moving away from heavily weighing standardized test scores, he describes, is a substantial increase in college and university diversity.

My goal for this project is to contribute to the body of knowledge of SAT and ACT scores related to college admissions. Hopefully, by providing research on the unintended consequences of standardized testing, and other methods of weighing a student's acceptance, educators and administrators will continue to re-evaluate the primary use of standardized test scores for educational institution admittance. Change is needed in the way that colleges and

universities determine student admittance because heavily relying on standardized test scores does not provide a fair and accurate representation of a potential student.

### **Methods/Process:**

Because standardized testing affects many people, it is necessary to address this issue and evaluate pros and cons and shifting trends. Throughout the course of my project there are three main points that I will address. My project will describe the rationale behind using standardized testing for institutional admittance; analyze the unintended consequences standardized tests have on high school students; and propose possible solutions institutions can use to determine institutional admittance as a substitute for standardized testing.

To begin my project I will first develop a clear understanding of why colleges require SAT or ACT scores, I will start the next section of my project by summarizing the history of using standardized test scores to determine educational institution admittance. I will use the resources *Rethinking the SAT* by Rebecca Zwick and Syversons' article to develop this clear understanding.

Next, I will review research on the unintended consequences of requiring standardized tests scores for college or university admittance. Specifically, I will discuss the role of gender, racial, and socioeconomic bias related to standardized testing, and the impact on students' health, and their educational/career path when scoring low or being denied to an educational institution. For this section of my project, I will review research from the following journals and books: *Test Scores Do Not Equal Merit: Enhancing Equity & Excellence in College Admissions* by *Deemphasizing SAT and ACT Results*, *The Scholastic Aptitude Test: A Critical Appraisal*, *The role of standardized tests in college admissions: Test-Optional admissions*, and *Scholastic Aptitude Test scores, race, and academic performance in selective colleges and universities*. There is further research I would like to include in this section that I plan to add as my research continues throughout my project.

Furthermore, I will review research on different methods educational institutions can use or have been using to determine student admittance. I will specifically be evaluating research about using test- optional, high school GPA, or essay questions as the primary method of weighing student admittance. I still want to conduct further research about these methods before finalizing my review of each method. I believe I need a couple more resources in order to have a complete review of these different methods.

My written review will conclude with a synopsis of the aforementioned research. The purpose of this conclusion is to draw out highly significant points and evolving trends of the research that I want readers to remember, rethink, and consider in their role as a college educator and administrator. After analyzing my resources I will discuss my recommendations. At the completion of this project I will have written a scholarly essay that contains a written

review of peer reviewed publications on the unintended consequences of requiring SAT or ACT scores for educational institution admittance. I will also explore the different methods for determining student acceptance, including developments during the Covid-era. Finally, I will propose what I think are the best paths forward, based on these trends and recent history.

### **Working Bibliography, with Select Annotations**

*Ensuring All Students Have Access to Higher Education: The Role of Standardized Testing in the Time of COVID-19 and Beyond* (pp. 1-44, Rep.). (2020). Arlington, VA: National Association for College Admission Counseling.

In this essay, the National Association for College Admission Counseling report examines the inequities associated with standardized testing for college-bound students and calls for solutions that can help bring about needed change to the admission process. The article discusses concerns regarding standardized testing, the value and costs of standardized testing, and other methods institutions can use for college admittance. The NACAC goes into great detail about why institutions should use other college admittance methods rather than standardized testing, and explains how to implement those methods. The article focuses on the student's well-being rather than the wants of institutions. It provides alternative admittance methods that give all students an equal opportunity to get into the college of their choice.

Rooney, C., & Schaeffer, B. (1998). Test Scores Do Not Equal Merit: Enhancing Equity & Excellence in College Admissions by Deemphasizing SAT and ACT Results. *National Center for Fair & Open Testing*, 1-89. Retrieved 2020, from <https://files.eric.ed.gov/fulltext/ED426107.pdf>

Saul Geiser (2009) Back to the Basics: In Defense of Achievement (and Achievement Tests) in College Admissions, *Change: The Magazine of Higher Learning*, 41:1, 16-23, DOI: [10.3200/CHNG.41.1.16-23](https://doi.org/10.3200/CHNG.41.1.16-23)

Slack, W. (1980). The Scholastic Aptitude Test: A Critical Appraisal. *Harvard Educational Review*, 50(2), 154-175. doi:10.17763/haer.50.2.d755627708652757

In this article, Warner Slack presents evidence that training/studying for the Scholastic Aptitude Test (SAT) can effectively help students raise their scores, and that the test adds little to a student's high school record in predicting college performance. Their findings are different from the findings produced by the Educational Testing Service and the College Board. The authors argue that students that believed they did not need to prepare for the exam or did not have opportunities to prepare for the exam due to different reasons such as socioeconomic class, may have not been admitted to the

college of their choice. Slack also concludes that students who accept the SAT as a primary measure of aptitude, may suffer low self-esteem because they interpret the scores as an indication of their own deficiencies. Throughout the article Slack raises serious doubts about the validity of the test, the fairness of the test, and its use as a prerequisite for college admission.

Soares, J. A. (2012). *SAT wars: The case for test-optional college admissions*. New York, NY: Teachers College Press

Syverson, S. (2007). The role of standardized tests in college admissions: Test-Optional admissions. *New Directions for Student Services*, 2007(118), 55-70. doi:10.1002/ss.241

In this essay, Syverson examines the issues and solutions regarding colleges using standardized testing for student admittance. The main issue he discusses in his essay focuses on the affect standardized testing has on secondary students. The prominence of these tests causes stress in students, school counselors, parents, and teachers and distorts the college admittance process. Colleges that are considering deemphasizing these two tests in their admission processes can choose from among several potential policy configurations that have already been proved effective by other institutions. Syverson argues that test scores give institutions only an inappropriate shorthand efficiency in the decision-making process. He concludes that instead, institutions should focus on other student attributes that enrich and enliven the campus community.

Vars, F. E., & Bowen, W. G. (1998). *Scholastic Aptitude Test scores, race, and academic*

*performance in selective colleges and universities*. In C. Jencks & M. Phillips (Eds.), *The Black-White test score gap* (p. 457-479). Brookings Institution Press *Center for Fair & Open Testing*, 1-89. Retrieved 2020, from <https://files.eric.ed.gov/fulltext/ED426107.pdf>

Zwick, R. (2007). College Admissions in Twenty-First-Century America: The Role of Grades, Tests, and Games of Chance. *Harvard Educational Review*, 77(4), 419-429. doi:10.17763/haer.77.4.u67n84589527t80v

In this essay Rebecca Zwick confronts the controversy surrounding the use of standardized tests in college admissions. She examines how both the SAT and the ACT limit access to college, particularly for racial and ethnic minorities. In the article she considers two alternative methods to standardized testing. The first method is using class rank, and the second is using admission lotteries. In her research, she discovers that both of these methods have a small impact on campus diversity. Zwick mentions that some liberal arts colleges have deemphasized tests and have achieved some

success in increasing campus diversity while maintaining high academic standards. However, she also takes into account that replicating the policies used at small colleges may be difficult to instill at larger institutions. Her analysis sheds light on the ongoing tension between maintaining college selectivity and promoting equal opportunity.

(ML)

## **Leadership: An Open Resource for All (4)**

Advisor: Richard Barnes, Engineer / Army Chaplain

Personal Pronouns: He/Him/His

Genre of Project: Leadership Portfolio

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### **Abstract:**

Leadership is something that everyone will deal with for most of their life. Knowing what makes a good or a bad leader can help many people with their businesses, their careers, their friendships and projects. Throughout the course of my thesis, I will analyse the leadership styles from the following authors: Colin Powell, Simon Sinek, Admiral William H. McRaven, Jordan B. Peterson, Robert H. Nye, Jim Mattis and John C. Maxwell. Each Author has a different take on leadership and for the purpose of this project I plan on sharing the things I have learned about leadership in my time here at Western Oregon University through clubs such as Army Reserve Officer Training Corps (AROTC), Turning Point USA (TPUSA) and Ackerman Hall Government.

Powell's, McRaven's, Nye's and Mattis' journey through the military shaped them into leaders. Colin Powell is a retired Army four-star General and also the first African American Secretary of State, Roger H. Nye was a retired Army Colonel, William H. McRaven is a retired four-star Admiral in the Navy and James Mattis is a retired four-star general in the Marine Corps. I chose these authors because the Army, Navy and Marines are all represented which led to different challenges that the authors had to face and the different philosophies and strategies that they had to implement in order to succeed. My goal is to discover what made their time in command a success. Sinek, Peterson and Maxwell also became great leaders without the help of the military. Their journeys will help provide a different viewpoint of leadership and have completely different perspectives than the aforementioned leaders. I chose these authors because each of them also come from a different background. Sinek is an inspirational speaker and author, Peterson is a Psychologist and professor, and Maxwell is an author and a Pastor. Their different backgrounds provide different takes on the philosophy, psychology and religion of leadership. My goal is to create a thesis that I can use for my entire life and career -- one that will explore different leadership styles, strategies and traits. I hope to find my own strategies to be successful by combining the best characteristics that I learn about during this research into a command style of my own that is unique. I believe that this will aid in my personal growth as a leader, help others looking to be a better leader find the answers they need and prevent myself and others from forming a toxic leadership environment

where soldiers or employees feel uncomfortable talking to their chain of command/management about situations that need to be addressed.

**Personal Interest:**

Since a young age, I have always found myself to be in leadership positions. Whether it was within my friend group, my sports teams or the group projects in class I always emerged as a leader. I think that my ability to lead stems from the things my father taught me as a child. He instilled a good work ethic in me at a young age and did not let me quit before the job was done. My dad was always an amazing role model for me, especially seeing him as a Chaplain in the Oregon Army National Guard. Seeing him succeed and help others made me want to be just like him.

Presently, I am involved in several Leadership organizations. I am the Vice President for the WOU Turning Point USA (TPUSA) club on campus, a cadet in The Army Reserve Officer Training Corps (AROTC or ROTC) and also a cadet within the Oregon Army National Guard. The last two go hand in hand with each other. In ROTC I learn how to be a successful leader in the Army through classroom instruction and practice in the field, whereas in the National Guard I shadow a leader at my Unit in Dallas, OR and learn from firsthand experience. Being the Vice President of the WOU TPUSA club on campus is teaching me many things about how to get a club up and running, get new members and retain those members. It has been quite a challenge with COVID this year but we are resilient and have done several virtual events in order to attract new members. During freshman year of college, I was involved in Ackerman Hall Government as the Vice President and Discover Leadership. Being the Vice President of my Hall Government was the first "real" leadership experience that I had on campus. It taught me many things about coordinating with other Hall governments and associations on campus in order to put on programs for Ackermans Residence. Good leadership traits, communication and flexibility were necessary for this position. Discover Leadership taught me many leadership traits and attributes in a classroom environment. All of these experiences have led me to make the decision to choose the leadership portfolio as my thesis.

This project connects to my future career as an Army Officer and a Business owner. My immediate plans after college are to start my career as an Army Officer. This career path requires great leadership skills and hopefully the research from this project will serve as a reference for myself in the future to better myself as a leader. Most likely the Army will not be sustainable for the rest of my life. I know that it is hard on family life and because of that my backup plan is to become a small business owner. I have always enjoyed working with my hands through woodworking, demolition and jobs like that so I would like to start a house flipping business after I am done with my time in the Army. My uncle currently does this and it takes a lot of discipline, communication and leadership skills in order to keep all of the moving



parts of the operation running smoothly. This project should help me in that so that I can reference my thesis when I need help in my leadership.

### **Larger Context:**

My project can contribute to the discipline of leadership studies by providing a source of quality knowledge and helpful resources for those seeking to become a more proficient and successful leader. My research will stand out from others by compiling military leadership and civilian leadership into one document that dives into leadership philosophy, methods, applications, successes and failures. Most of the books I chose are Military based, but can be applied to any leadership discipline. The most important part of this thesis is not necessarily for other people or an audience; it's for myself. I hope to prevent myself and others from having a toxic leadership environment. I think the whole purpose of the leadership portfolio is to build a great resource of leadership knowledge for yourself and as an added perk others may find it useful. I hope to grow as a leader through this project and I hope that others who want to become better leaders can as well.

Good leadership is essential for a well run operation. No matter the size of operation, without a good strong leader it will most likely fail. Someone has to take initiative and lead projects, assign tasks and make sure that everything is done in order to successfully complete the task at hand. Leadership can be found at every level of an organization. James Mattis wrote in his book *Call Sign Chaos* that "Competence, caring, and conviction combine to form a fundamental element — shaping the fighting spirit of your troops. Leadership means reaching the souls of your troops, instilling a sense of commitment and purpose in the face of challenges so severe that they cannot be put into words." In this quote, Mattis shares what he believes to be the fundamental element in leading troops. He points out that in order to be a good leader you have to reach into the souls of your troops. This is something that cannot be done by sitting behind a desk and barking orders, but by having the "Competence, caring and conviction" to lead them in a way that they will respect you and want to get the task at hand done.

An organization cannot be considered successful just because profits are high and large amounts of projects are being completed, it is also about having a friendly work environment. Many leaders put their needs before the needs of their employees which can lead to a hostile work environment with a high employee turnover rate, or in the case of the Army, low soldier retention. The following quote from Simon Sinek in his book *Leaders Eat Last* shows why a friendly work environment is consequential to a successful organization: "The true price of leadership is the willingness to place the needs of others above your own. Great leaders truly care about those they are privileged to lead and understand that the true cost of the leadership privilege comes at the expense of self-interest." Being in a leadership position does not make you better than the people below you. Leaders have to look out for everyone underneath them

before they can look out for themselves. A bad leader would look out for their own needs before the people beneath them which could lead to a bad work environment, high employee turnover rate and potentially less quality work being done. Overall good leadership is an essential piece to a well operated project, workplace or organization

### **Methods/Process:**

In the course of this project, I will examine different leadership strategies from respected military and civilian leaders. This project will answer the following questions: What makes a good leader? What makes a successful leader? What are the pros and cons of different leadership strategies? What can a leader learn from their mistakes? And What leadership strategies turn organizations fragmented and unsuccessful or trusting and successful? I will then create an essay detailing how I plan on being a successful leader in my Army career as well as my civilian career.

First, I will examine *12 Rules for Life* by Jordan B. Peterson, looking both for the motivational factors of good leaders and how his 12 rules can shape a successful leader. I chose Peterson specifically because after listening to many of his speeches over the last several years he has inspired me to become a better leader and example for the people around me. These factors will help me stay focused on my research and provide quality and trusted information. Right now, I am planning on exploring Peterson's fourth rule: "Compare yourself to who you were yesterday, not the useless person you are today" and his ninth rule: "Assume the person you are listening to knows something you don't." This is subject to change depending on how I feel about the quality of my research into these areas.

I will then move on to examining *Call Sign Chaos, Make Your Bed: a Daily Journal: Little Things That Can Change Your Life ... and Maybe the World, The Challenge of Command: Reading for Military Excellence and My American Journey*. I chose these resources specifically because all of them are written by former military leaders. In this section I plan on writing individual essays for each book. Specifically for *Call Sign Chaos* I will discuss the three types of leadership as explained by Mattis: Direct Leadership, Executive Leadership and lastly Strategic Leadership. In *Make Your Bed: a Daily Journal: Little Things That Can Change Your Life ... and Maybe the World* by William H. McRaven I will research McRaven's ten principles he learned during Navy Seal training and how they apply to leadership. Next I will analyze *The Challenge of Command: Reading for Military Excellence* by looking how the author gives an overview of the command phenomena and raises questions about leadership that he reflects on. Lastly for this section I will analyze the book *My American Journey* by Colin Powell. I plan on specifically analyzing his time in Washington DC as a Pentagon aide during the Carter administration and his time as a battalion commander in Korea.

I do not expect my thesis to reach a large audience; however, I hope that it will help me in the future to be a successful leader and inspire the people around me to be better as well. Having my thesis published on the Honors Digital Commons website will hopefully be a good resource for future leaders at Western Oregon University as well as university students around the world. Overall, my end-goal will be a resource for myself and others to look back on in order to become a better leader as well as a good place for anyone to learn more about leadership.

### **Working Bibliography, with Select Annotations**

Collins, James C. *Good to Great: Why Some Companies Make the Leap ... and Others Don't*. Collins, 2009.

Mattis, James Norman, and Francis J. West. *Call Sign Chaos: Learning to Lead*. Random House., 2019.

**Annotation:** “Competence, caring, and conviction combine to form a fundamental element — shaping the fighting spirit of your troops. Leadership means reaching the souls of your troops, instilling a sense of commitment and purpose in the face of challenges so severe that they cannot be put into words.” *Call Sign Chaos* will answer the question of how to lead through different levels of an organization. In his book, Mattis describes three types of leadership. These are: Direct Leadership, Executive Leadership and lastly Strategic Leadership. Mattis explains that through study and action he developed a unique leadership philosophy.

Maxwell, John C. *The 21 Irrefutable Laws of Leadership*. Thomas Nelson, 2007.

McRaven, William H. *Make Your Bed: a Daily Journal: Little Things That Can Change Your Life ... and Maybe the World*. Grand Central Publishing, 2017.

**Annotation:** “I realized that the past failures had strengthened me, taught me that no one is immune from mistakes. True leaders must learn from their failures, use the lessons to motivate themselves, and not be afraid to try again or make the next tough decision.” This source will help answer the questions of what can be learned from an individual's mistakes and how to change the world into a better place. Admiral McRaven Gives ten principles to live by in order to be a good leader and be successful in a military career.

Nye, Roger H. *The Challenge of Command: Reading for Military Excellence*. Berkley Pub. Group, 2002.

Peterson, Jordan B., et al. *12 Rules for Life: an Antidote to Chaos*. Random House Canada, 2018.

**Annotation:** “Don’t underestimate the power of vision and direction. These are irresistible forces, able to transform what might appear to be unconquerable obstacles into traversable pathways and expanding opportunities. Strengthen the individual. Start with yourself. Take care with yourself. Define who you are. Refine your personality. Choose your destination and articulate your Being. As the great nineteenth-century German philosopher Friedrich Nietzsche so brilliantly noted, “He whose life has a why can bear almost any how.” This source will identify many of the motivational factors of good leadership. He provides advice through several essays regarding ethical principles, psychology, mythology, religion and personal experience.

Powell, Colin, and Joseph E Persico. *My American Journey*. Random House, Inc., 1995.

Sinek, Simon. *Leaders Eat Last: Why Some Teams Pull Together and Others Don't*. Portfolio/Penguin, 2017.

**Annotation:** “The true price of leadership is the willingness to place the needs of others above your own. Great leaders truly care about those they are privileged to lead and understand that the true cost of the leadership privilege comes at the expense of self-interest.” This source will answer why some leadership leads to fragmented organizations that are full of infighting while other organizations thrive because of the faith and trust they have in their leadership. His answer is simple and also happens to be the title of the book: Leaders eat last.

Sinek, Simon. *Start with Why*. Penguin Books, 2011.

(GB)

## **Advocacy Work for Financially Vulnerable Older Adults (5)**

Advisor: Margaret Manoogian, Gerontology: Aging and Older Adulthood

Personal Pronouns: She/Her/Hers

Genre of Project: Scholarly

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### **Abstract:**

What are the critical needs of vulnerable older adults with low socioeconomic status aging in their communities? What programs are available to older Oregonians who are financially vulnerable and how are their needs being addressed? What are the current challenges to addressing these basic needs? I will address these questions by conducting a literature review to determine what the needs of financially vulnerable older adults are, researching what programs are available, and conducting interviews of professionals who work to provide those services. With that information, I will argue for what advocacy work needs to be done to better support financially vulnerable older adults.

Financially vulnerable older adults, especially those at or below the federal poverty line, face issues of food insecurity, problems finding adequate but affordable housing, and the costs and accessibility of caregivers and medical care. These have repercussions on health and quality of life for lower income older adults. All of these factors correlate in different ways with higher likelihood of negative health outcomes and greater likelihood of disability and death. My research delves deeper into these problems and addresses both what is being done and what more can be done.

### **Personal Interest:**

The struggles of older adults are not often considered by young people doing advocacy work. The grievances of people my age are often blamed on 'Boomers' and people of a certain age category. What is most often a class conflict gets misnamed a generational conflict. All my life, I have observed the problems that older adults face, many of them similar to what my peers and I experience; however, intergenerational solidarity is not featured in how we can approach economic vulnerabilities and related needs across the lifespan. I have listened to the older adults in my community for my whole life and it has compelled me to take their problems seriously.

When I started here at WOU, I was undecided as to my major but I knew I wanted to work with people. I landed on Gerontology as a major and I am lucky enough to have been employed by the WOU Food Pantry as the community coordinator for the past year. Through

my coursework in the Gerontology program, I have learned about many of the needs of older adults and the services that are available to them. Currently, needs still exist in that demographic for greater change and advocacy work. One experience highlighted these issues for me. I volunteered at the Monmouth Senior Community Center (MSCC) where I observed the services provided directly to older adults in this community. Now, due to the pandemic, the MSCC is closed until further notice and unable to provide the same level of service they could before. My first idea for this thesis was to engage in service learning volunteering with agencies that addressed the needs of older adults. I explored volunteer opportunities from senior centers to hospice services, I wanted to give my time to one of the services I will now be investigating but for a variety of reasons, this idea did not come to fruition. My other connection here is to the WOU Food Pantry, which serves students as well as community members. Older adults were some of my more regular customers on Wednesday mornings. As they picked up their groceries, we would chat. I am happy that I have been able to be a part of providing a service like the Food Pantry, but at the same time listening to the stories of my customers, I know there is more that needs to be done.

There are many career paths in gerontology but I hope to make a difference wherever my career takes me. I would be thrilled to be able to continue to provide access to one of the many services that cater to older adults or to be able to work for change to improve the services that are offered to older adults and improve their quality of life. I know that whatever I end up doing, I hope to make a positive impact toward making sure the needs of older adults are met.

### **Larger Context:**

In 2019, the US Census estimated that 7,162,352 individuals over the age of 60 were living below the federal poverty line (“Poverty Status in the Last 12 Months”, 2019). In 2016, the National Council on Aging estimated that for the same demographic the number of people financially insecure, not below the poverty line but at risk of it, was over 25 million (“Elderly poverty statistics”, 2016). Financial strain can lead to negative health outcomes-- studies have found that financial hardship increases the likelihood of disability and death (Makaroun et al., 2017) It has been well documented that financially vulnerable older adults who are unable to meet their basic needs including food, housing, and healthcare experience detrimental effects to health.

Food insecurity, a lack of availability of sufficient nutritious food, has an obvious link to health. In older adults, food insecurity has been correlated with physical functioning limitations-- the ability to carry out Activities of Daily Living (ADLs) and Instrumental Activities of Daily Living (IADLs) (Jackson et al., 2019) which are tasks we all perform in our everyday lives to care for ourselves. In addition, it has been found that low-income older adults with multiple

chronic conditions are more at risk to be food insecure and that food insecurity in this group is associated with cost-related medication non-adherence which in turn increases risk for poorer health outcomes (Caouette, 2020; Jih et al., 2018). Issues for low income older adults are often interconnected as is illustrated by choices between medication and food, or the inability to afford either.

I am choosing to primarily address issues for older adults who are aging in place in their communities rather than in congregate long-term care communities. Long term care is often inaccessible to lower income older adults due to exorbitantly high prices not covered by Medicare or Medicaid. However this falls more into the issue of healthcare than housing although there is once again overlap. Aging in place comes with challenges for any older adult--the accessibility and physical features of the home, relationships within the home, access to services and ability to receive care-- all of this becomes even more limited when cost is a major barrier. My research has presented a wide range of issues related to housing, none of which I have the space to do justice here.

Health has been addressed by every variable stemming from financial insecurity so far but there are issues unique to it as well. Medicare and Medicaid are health insurance programs that do a lot of good, but they do not cover everything. Although some prescription drugs are covered by Medicare part D, it has been found that in a representative sample, 6.8% of older adults were still skipping doses, taking less than prescribed, or not filling prescriptions because they could not afford it (Chung et al., 2019). Medicaid waiver services can assist finding and paying for services to cover care, such as assistance with ADLs and IADLs when help from family or community falls short. However when it is not feasible is an area lacking in available services then medicaid is not required to offer the waiver and that creates barriers for many community dwelling older adults especially in rural areas that in one study increased mortality among participants who were not able to receive the service (Weaver, & Roberto, 2019). The effects of low socioeconomic status on healthcare are broad and variable but as this is a crucial issue, it deserves addressing.

There are existing programs that address these issues both on the state and federal levels (e.g., Social Security, Supplemental Security Income (SSI), the Supplemental Nutrition Assistance Program (SNAP)). The department of Housing and Urban Development (HUD) has a variety of programs dedicated to affordable housing, and Medicare and Medicaid are some of the most well known government programs for older adults. The landscape is not bleak. There are services out there to be accessed but it is clear that not all problems are solved merely by the existence of these agencies.

I will explore how both local and national programs are executed at a local level and how these programs are successful in meeting needs but also what challenges they face in

executing these services. I want to understand more about the most vulnerable older adults and how they may not be getting the support they need. My research will serve as an Oregon specific analysis of how problems for low income older adults are being addressed as compared to reviews of national services, which is beyond the scope of this thesis.

### **Methods/Process:**

Because this is a scholarly project, I have started to compile sources that answer my first research question focusing on the critical needs of vulnerable older adults with low socioeconomic status aging in their communities. My goal is to gather information on an overall picture of aging, poverty, and vulnerability. So far, I have identified three key areas: food insecurity, housing instability, and healthcare. After I am better informed to articulate areas of need, I will then research the federal and state services that address these issues. I will format this research into a literature review synthesizing aspects of need for older adults and the services in place to address them. Based on my research findings, I will form an opinion on what kind of change and advocacy needs to happen.

I will also interview 4-6 professionals working in programs that serve older adults to analyze the current state of programs and the challenges that they are facing. This will include identifying my sample of participants, outlining my study, developing a protocol, submitting my study proposal to the institutional review board (IRB), and conducting interviews. I will then analyze this data to look for themes emerging from the qualitative research.

Based on my research and analysis of the interviews, I will be able to assess what is working well, what are the gaps of support for this vulnerable population, and what advocacy work is needed. I will discuss the threats and opportunities in the current paradigm to the support older adults are receiving from the agencies I addressed. I will acknowledge any counter arguments that appear in my research.

My final outcome will include a manuscript that will conclude my study, report results, analyze the current status of support for vulnerable older adults, and make recommendations if needed. When I am finished I will have a review of services available in Oregon to financially vulnerable older adults that addresses a sampling of the agencies providing those services and scrutinizes the flaws and successes of their programs. My final project will be uploaded to the Honors Digital Commons publication as well as the PURE Insights journal on campus. I aspire for my thesis to become a significant work in my personal and professional community roles.

### **Working Bibliography, with Select Annotations**



- Bergia, Robert E, Jun, Shinyoung, Byers, Adam, & Savaiano, Dennis. (2020). Overhauling Nutrition Assistance Programs to Provide Comprehensive Nutrition Support for Older Adults. *Nutrition Today (Annapolis)*, 55(1), 30-37.
- Caouette, Shaunna, Boss, Lisa, & Lynn, Monika. (2020). Original Research: The Relationship Between Food Insecurity and Cost-Related Medication Nonadherence in Older Adults: A Systematic Review. *The American Journal of Nursing*, 120(6), 24-36.
- Chung, Green C, Marottoli, Richard A, Cooney, Leo M, & Rhee, Taeho Greg. (2019). Cost-Related Medication Nonadherence Among Older Adults: Findings From a Nationally Representative Sample. *Journal of the American Geriatrics Society (JAGS)*, 67(12), 2463-2473.
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- Elderly poverty statistics - economic security. (2016, December). Retrieved from <https://www.ncoa.org/news/resources-for-reporters/get-the-facts/economic-security-facts/>
- Golant, Stephen M. (2008). Commentary: Irrational Exuberance for the Aging in Place of Vulnerable Low-Income Older Homeowners. *Journal of Aging & Social Policy*, 20(4), 379-397.
- Jackson, Jennifer A, Branscum, Adam, Tang, Alice, & Smit, Ellen. (2019). Food insecurity and physical functioning limitations among older U.S. adults. *Preventive Medicine Reports*, 14, 100829.

The research conducted by Jackson, Branscum, Tang, & Smit, is a useful connection between physical functioning, which can be used as a broad measure of health and addresses the experience of many older adults, and food insecurity. The strengths of this study lie in the definition of their terms. First they use my preferred definition of food insecurity, including the marginally insecure on the lower end of the spectrum instead of grouping them with the food secure. Second they divide physical functioning into five categories, activities of daily living (ADLs), instrumental activities of daily living (IADLs), leisure and social activities (LSA), general physical activities (GPA), and lower extreme mobility (LEM). This division is especially useful as many studies only address the first two categories when assessing physical functioning. This study found that

limitations in IADLs, LSA, and GPA were most associated with food insecurity and that individuals with more physical limitations, especially four or more, were more likely to be food insecure. The findings of this study give insight into the daily impact of physical limitations and food insecurity on older adults.

Jih, Jane, Stijacic-Cenzer, Irena, Seligman, Hilary K, Boscardin, W John, Nguyen, Tung T, & Ritchie, Christine S. (2018). Chronic disease burden predicts food insecurity among older adults. *Public Health Nutrition*, 21(9), 1737-1742.

This study makes the connection between chronic disease burden or having multiple chronic conditions (MCC) with food insecurity. This is significant to my work because it makes explicit the financial rationale where older adults with MCC spend more on medical care thus lowering the funds available to budget for other needs in the household like food. This study also references cost-related medication nonadherence, a factor relating to multiple aspects of my work that I can see in the breakdown of analysis alongside the measure of food insecurity in this source. This study, while brief, covers a key piece of information for my research, the connection between health, especially chronic conditions, and food insecurity. It uses a large sample size to make a convincing argument for the connection between MCC and food insecurity.

Jung, Daniel, Kind, Amy, Robert, Stephanie, Buckingham, William, & DuGoff, Eva. (2018). Linking Neighborhood Context and Health in Community-Dwelling Older Adults in the Medicare Advantage Program. *Journal of the American Geriatrics Society (JAGS)*, 66(6), 1158-1164.

This research addresses a variety of issues that are crucial to my work. The research touches on questions of housing in the form of neighborhood context, medical care and the cost of medical care for individuals with multiple chronic conditions, and how these variables affect functional limitations. Functional limitations, defined fairly narrowly as difficulty performing activities of daily living or instrumental activities of daily living, seems to be more prominent in those living in less affluent neighborhoods. Measuring neighborhood context is a way to take a snapshot of the home someone is living in and how that may be impacting the health of the people living there. On top of which, while the home itself has important connections with health and wellbeing it is also important to take into consideration the neighborhood as an influence on health.

Liu, M., Xue, Q.-L., Samuel, L., Gitlin, L. N., Guralnik, J., Leff, B., & Szanton, S. L. (2020). Improvements of Disability Outcomes in CAPABLE Older Adults Differ by Financial Strain Status. *Journal of Applied Gerontology*. <https://doi.org/10.1177/0733464820975551>

Makaroun, Lena K, Brown, Rebecca T, Diaz-Ramirez, L Grisell, Ahalt, Cyrus, Boscardin, W John, Lang-Brown, Sean, & Lee, Sei. (2017). Wealth-Associated Disparities in Death and Disability in the United States and England. *JAMA Internal Medicine*, 177(12), 1745.

Park, Sojung, Han, Yoonsun, Kim, BoRin, & Dunkle, Ruth E. (2017). Aging in Place of Vulnerable Older Adults: Person–Environment Fit Perspective. *Journal of Applied Gerontology*, 36(11), 1327-1350.

Park, Sojung, Kim, BoRin, Kwon, Eunsun, & Lee, Hyunjoo. (2017). Trajectories of Community-Based Service Use: The Importance of Poverty and Living Arrangements. *Journal of Gerontological Social Work*, 60(5), 355-376.

Poverty Status in the Last 12 Months. (2019).

<https://data.census.gov/cedsci/table?q=poverty&tid=ACSST1Y2019.S1701&hidePreview=false>

Weaver, Raven H, & Roberto, Karen A. (2019). Effects of Long-term Services and Supports on Survival of Poor, Highly Vulnerable Older Adults. *The Gerontologist*, 59(5), 936-946.

While this study focuses on the effectiveness of one service the results are applicable to a broad range of medical issues. The program examined is the medicaid waiver service that allows people aging in place to access various services such as adult day care, respite care, personal care services and more, however this program is not available everywhere rural areas especially are often denied medicaid waiver services. The results of this study found that low income older adults who were unable to access this service had a higher mortality rate during the course of the study than their counterparts who received waivers. This is a very useful work for several reasons. First although it was one program it granted them access to a variety of services and so this data is useful in that it shows that access to services not access to one specific service is beneficial to low income older adults. Next it illustrates some of the problems that programs can have, disproportionate access is a huge issue. Finally it shows what is at stake when it comes to low income older adults getting their needs met, they are a vulnerable population and the consequences are life and death.

(MH)

## **Food Stability Program:**

### **Providing food for students within the Central School District (6)**

Advisor: Pending (Emily Plec, asked)

Personal Pronouns: She/Him/Theirs

Genre of Project: Scholarly

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#### **Abstract:**

Over 35 million people around the United States struggle with food insecurity and it is said that this number has grown by approximately 143% just this year as a result of the Coronavirus (Feeding America, 2020). Schools across the nation have set up multiple programs to lessen this number, but how successful have they been, specifically, in Oregon? My project is targeted towards finding this out and determining an additional program that can be made that fills the missing or dysfunctional parts of the existing programs.

I will be focusing the program to best serve my local school district, the Central School District, and more specifically Central High School. The other schools within the district include Ash Creek Elementary, Monmouth Elementary, Independence Elementary, and Talmadge Middle School. I will be assessing the programs already implemented in these schools and determine their effectiveness in reducing student food insecurity. From there, I will investigate 1 successful program and 1 unsuccessful program from other states to pull aspects that worked from both. Those aspects will be used to create a blueprint for a new program or to amend an existing program to tailor to Central High School.

#### **Personal Interest:**

From grade Kindergarten to grade 12, I had qualified for and utilized the Free and Reduced Lunch program that Oregon has. This program allowed me to not worry about what I would be eating for lunch and was something that I know I was privileged to have. Although I do appreciate the program, I know a lot of my high school classmates were not so lucky to qualify for the program. I saw some of those classmates not eat anything for lunch since they were not allowed off campus until their senior year and family finances didn't allow them to get lunch from other sources. With this project I am hoping to solve this problem. Every student deserves to eat no matter what their circumstances are.

Currently, Oregon has abundant opportunities for students to get the food they need as a result of COVID-19, but what will happen when the coronavirus diminishes? These improvements will revert back to how they were before, leaving some students without the

nutrition they require. Making a program that will stay in place even after the coronavirus has passed, I believe is important, especially if I am to be a teacher in the coming years. Food security of students should be addressed regardless of the situation. This pandemic has been hard on everyone, but with knowing young students myself and seeing how the pandemic has affected how their needs are being met, I think steps need to be taken to build a program to support these students even after the pandemic.

When I become a teacher, I would like this program to be in effect so that my students and any other students in need, get the food they require to go through their school day successfully. The program would be an opportunity to help the students' lives while they are present in school. Improving the lives of students is what I am most excited about for becoming a teacher so this type of program would be an amazing first step in doing so. I know I will only be one person out of thousands of others these students will meet, but if I could make a difference in their lives in any way, I will be beyond happy.

### **Larger Context:**

The point of this project is for school and district administrators to have access to a workable and flexible program to improve their overall student food security rates. In Oregon, 167,428 households are suffering from food insecurity and out of those households, about 110,323 children live in poverty (Food Research & Action Center, 2019). Even though these numbers are not the biggest compared to states such as Florida or Texas which have 985,469 and 1,367,460 households suffering from food insecurity, that is still too large of a number to ignore. While these students are in the care of their schools, they need to have certain needs met including access to food and water, so that they can academically perform to the best of their abilities.

Studies have shown that students who are food insecure tend to have poorer health and poorer grades than students who are food secure (Shanafelt, 2016). So if we took that knowledge that students do better when that essential need is met, it should be a top priority to make sure that those students are getting that need met while they are in the care of the school. Considering that the level of intelligence one has is based on standardized test scores in this country, I would believe this problem to be higher on the importance list. The school districts want their students to pass the standardized tests so if every student was given the opportunity to a food program, there would be a noticeable increase in academic scores and also an increase in student health.

It also doesn't have to be only the district administration or the school administration to ensure these efforts for food security amongst students. When this project is complete, the blueprinted program can also be used by community members and/or parents since outside school factors are also important to take into consideration. By having the parents of the

students involved, the students are able to receive food security help outside of school which would help with the students' overall health. It also would alleviate the stress of not knowing what the students' next meal would be. This project once completed, will help students who are battling with food insecurity and it will also help the community as a whole, by providing these services to all students and not just a select few.

### **Methods/Process:**

To begin making a blueprint for a food scarcity program, I will first have to find out more about the current food programs at Central High School. I will explore the flaws and successes of these programs along with the finances that support the programs. To find this information I will contact the school and try to contact the head people of the food programs. I also will be figuring out how many students use the programs so as to see if any improvements can be made in the new program.

The next step for this project is to examine a program that was unsuccessful in Illinois and figure out what made it unsuccessful. I have found a particular food program in Chicago that I would like to pick apart and find what *did* work. Those parts that did work I can keep in mind when planning out the new program to try and avoid the parts that didn't work. I would also like to examine the comparisons between the programs at Central High School and the program in Chicago. The comparisons can further explain the successes of the programs and be a guide for the new program's blueprint. In order to do all of this, I need to look further into all details of the program which is why I am hoping to be able to contact the program's head person.

After examining that program, I will move on to another program that is successful in Colorado. With this program I am going to be examining what aspects of the program made it so successful. Like all the other programs that I will be examining, I will be trying to contact this program's head person so that I can also understand the circumstances that brought the program into existence, for example the number of students that use the program or the funding for the program. I will then take that knowledge and compare it to the circumstances of Central's food programs to see if these same successes can work for Central High School.

To conclude my project, I will form the food program for Central High School based on what information I've gathered. The successful pieces from each of the examined programs will be incorporated into the new program. While incorporating the pieces I will ensure that they work with the school's funding and student needs. Once this is done, the blueprint for a new food program for Central High School to reduce food insecurity will be complete and ready to use.

### **Working Bibliography, with Select Annotations:**

“State of the States: Profiles of Hunger, Poverty, and Federal Nutrition Programs.” *Food Research & Action Center*, 13 Mar. 2019, [frac.org/research/resource-library/state-of-the-states-profiles?post\\_type=resource](http://frac.org/research/resource-library/state-of-the-states-profiles?post_type=resource).

This source is a compilation of data about poverty rates, hunger rates, and the use of nutritional programs in each state. I used Oregon’s, Illinois’, and Colorado’s data from this source to understand the demographics surrounding each state’s programs that I investigated. I specifically used this source to understand the population of impoverished children in each state and the percentage of households struggling against food hardship in each state to compare this data with the data of the districts I investigated.

Fletcher, Jason M., and David E. Frisvold. “The Relationship between the School Breakfast Program and Food Insecurity.” *Journal of Consumer Affairs*, vol. 51, no. 3, Nov. 2017, pp. 481–500. *EBSCOhost*, doi:10.1111/joca.12163.

Shanafelt, Amy, et al. “Food Insecurity and Rural Adolescent Personal Health, Home, and Academic Environments.” *Journal of School Health*, vol. 86, no. 6, June 2016, pp. 472–480. *EBSCOhost*, doi:10.1111/josh.12397.

This source explains some of the effects food insecurity can have on adolescents including health issues, lower rates of exercise, and lower grades. I used this source to explain some reasons for why it’s important to address student food insecurity. This source gave me the information needed to explain the effects food insecurity can have if not addressed.

Hecht, Amelie A., et al. “The American Journal of Public Health (AJPH) from the American Public Health Association (APHA) Publications.” *American Public Health Association (APHA) Publications*, 2020, [ajph.aphapublications.org/doi/abs/10.2105/AJPH.2020.305743](http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2020.305743).

Roosevelt High School, Civics Students. “What’s Wrong with Our School Lunch?” *The School Lunch Project: Culinary Denial*, 21 Nov. 2015, [rhsschoollunch.wordpress.com/whats-wrong-with-our-school-lunch/](http://rhsschoollunch.wordpress.com/whats-wrong-with-our-school-lunch/).

This source explains the food conditions at Roosevelt High School from the perspective of some of the students. I used this source as an example of a less successful food program since the students mention most students won't eat the food as a result of poor quality. I chose this quote because I liked that it was direct feedback and criticism from the students, the beneficiaries of the food programs.

Nutrition Services Child Nutrition Programs, USDA Food Nutrition Services Child Nutrition Programs. "Eligibility Manual for School Meals Determining and Verifying Eligibility." *Oregon.gov*, 2017, [fns-prod.azureedge.net/sites/default/files/cn/SP36\\_CACFP15\\_SFSP11-2017a1.pdf](https://fns-prod.azureedge.net/sites/default/files/cn/SP36_CACFP15_SFSP11-2017a1.pdf).

Food Bank, Oregon. "Child Hunger Programs." *Oregon Food Bank*, 11 May 2018, [www.oregonfoodbank.org/our-work/programs/food-access/child-hunger-programs/](http://www.oregonfoodbank.org/our-work/programs/food-access/child-hunger-programs/).

Central School District , CSD. "Meals Update!" *Google Docs*, Google, 2020, [docs.google.com/document/d/1ggLG87rF-uYy9bUMgkIMMXXIijWtID9mKZPYJ3XzVE/edit](https://docs.google.com/document/d/1ggLG87rF-uYy9bUMgkIMMXXIijWtID9mKZPYJ3XzVE/edit).

"The Backpack Program." *The Backpack Program : Kids Aid*, 2020, [kidsaidcolorado.org/the-backpack-program/](http://kidsaidcolorado.org/the-backpack-program/).

"SchoolView Data Center." *Edx.cde.state.co.us*, Colorado Department of Education , [edx.cde.state.co.us/SchoolView/DataCenter/reports.jspx?\\_afrLoop=3522888667836892](http://edx.cde.state.co.us/SchoolView/DataCenter/reports.jspx?_afrLoop=3522888667836892).

"School Meals Legislation and Funding by State." *Food Research & Action Center*, Aug. 2019, [frac.org/wp-content/uploads/state\\_leg\\_table\\_scorecard.pdf](http://frac.org/wp-content/uploads/state_leg_table_scorecard.pdf).

This source is a compilation of school meal policies and legislation along with the listing of any additional federal funding. I used this source to look at the policies that Oregon has for their schools. I also used this source in conjunction with sources 12 and 13 to find out what schools in the Central School District have a mandated Breakfast After the Bell program.

"Resources and Guidance for Title I-A." *Oregon Department of Education : Resources and Guidance for Title I-A : Title I-A Improving Basic Programs : State of Oregon*, 2019, [www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Pages/Title-IA-Resources.aspx](http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Pages/Title-IA-Resources.aspx).



“Free and Reduced Price Eligibility of Oregon Public Schools.” *Oreogn.gov*, 2020,  
[www.oregon.gov/ode/students-and-family/childnutrition/cacfp/Documents/Site%20Eligibility%  
20for%20CACFP%20and%20SFSP.pdf](http://www.oregon.gov/ode/students-and-family/childnutrition/cacfp/Documents/Site%20Eligibility%20for%20CACFP%20and%20SFSP.pdf).

“Hunger in America Is Growing.” *Feeding America*, 2020,  
[www.feedingamerica.org/hunger-in-america](http://www.feedingamerica.org/hunger-in-america).

(AM)

## **The Negative Effects of Social Media on Mental Health (7)**

Advisor: Ethan McMahan, Psychological Sciences

Personal Pronouns: She/Her/Hers

Genre of Project: Scientific & Scholarly

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### **Abstract:**

Social media has become a large part of the entertainment industry. The majority of adolescents have reported using social media on a daily basis. With such wide use, it is important to look at the effects of social media on mental health. Research has shown that there may be a link between social media usage and mental health complications, such as disordered eating behaviors and anxiety. The current project will analyze previous research on the link between social media and mental health while adding to it with original research. The original research will look at how social media affects disordered eating behaviors. However, disordered eating is difficult to measure without doing a longitudinal study, therefore the hypothesis fueling this study is that the increased use of social media will lower body-esteem which would lead people to believe that there would be an increase in disordered eating behaviors. I will be taking Quantitative Methods, which requires students to conduct their own research study. For my study I will be recruiting participants through SONA to participate in a Qualtrics study. There will be two different conditions in this study. The control group will watch a brief video of someone randomly browsing the internet. The experimental condition will watch a momentary video of someone scrolling through social media. Each condition will then complete the BESAA (Body Esteem Scale for Adults and Adolescents). I will also look into previously administered questionnaires similar to mine to get ideas of the questions I hope to ask. This survey will be administered to the student body at Western Oregon University. Once the data is gathered I will analyze it and discuss the findings in this paper. I hope to build on research previously done on this topic. With these findings, I hope to have a better understanding as well as contribute to the research pool as to how the usage of social media affects its users.

### **Personal Interest:**

Being a part of Generation Z, I have grown up alongside social media. Growing up in a relatively affluent area, having access to social media was not only normal, but expected. My peers had a big presence on social media platforms. If your day was not posted over social media, then your day did not matter. Social media has taken over how our generation communicates and lives life. High school is a pivotal time for self-growth and finding who you are as an individual. Social media has not made this task easy. Girls and boys see ideal versions,

unrealistic versions, of their peers and feel lesser of themselves. Many girls in my high school had reported having an eating disorder due to the fear of not having the ideal body type like their peers on social media. I was surrounded by people who felt like they were not enough, and this was due to the comparison of the unrealistic, ideal life displayed on these platforms.

Currently, during this global pandemic, social media usage has skyrocketed. Quarantine was spent with timeless hours scrolling through social media platforms and extreme workouts to get the “ideal” figure before coming out of quarantine with girls and boys questioning to themselves, why don’t I look like these influencers?” Social media brought everyone together during these times, but the closer we got, the more critical we became of ourselves in comparison to our peers. Comparison became the thief of happiness in the darkest times. We used to scroll through social media as a mindless and fun task, but it has become a place harboring one’s deepest insecurities and reflecting them back at you as the user. As mentioned in my Positive Psychology class, college students are already at risk for having mental health concerns due to the stress of school feeling insurmountable.

Child psychology is my ideal career. Adolescents are incredibly vulnerable to their surroundings. With the increasing usage of social media, it is important to look at the effects it could have on the user. While the benefits of social media use are evident, less is known about the potential problems associated with social media use. Therefore, I want to investigate the question, “does the increasing use of social media cause issues with body esteem?” Social media is what keeps everyone connected, but how much usage is too much? With the research I hope to conduct, I will have gained insight as to how the usage of social media makes college students feel. Considering social media is heavily used as an adolescent, if I have a good understanding of how it affects them, I believe that I could be a better ally to my patients. I can give children the tools to help them overcome the comparison and feelings of inadequacy. This research will help and heal my past of falling victim to comparison being the thief of my happiness. I want to inspire children to not let social media take away their light. As Oscar Wilde said, “Everything in moderation”. If children can balance social media usage with a strong mental health mindset, they may not fall victim to the comparison brought on by social media.

### **Larger Context:**

Social media is a rapidly growing form of entertainment used by 89-96% of adolescents through young adults in Western countries (Australian Bureau of Statistics, 2016; Lenhart, 2015; Office for National Statistics, 2017). With social media being widely used, it is important to examine the effects it can have on mental health.

The supposed issue with social media is that it is not “real life”. People are constantly posting edited photos of themselves which can be misleading to users. In a study done by Wick and Keel (2020), those who posted edited photos of themselves reported greater feelings of body insecurity and anxiety. The anxiety that formed as a result of posting edited photos surrounded the urge to workout and lose weight. However, those who edited photos and did not post to social media platforms had decreased levels of anxiety and body dissatisfaction (Wick and Keel, 2020) suggesting that the act of posting edited photos on social media platforms is the breaking factor.

The primary objective of the current study is to address whether social media use increases body dissatisfaction in college-age students. Studies have found a link between social media usage by adolescents and disordered eating (Wilksch et. al, 2020). In a study conducted by Wilksch and colleagues, 51.7% of grade 7 and 8 females and 45.0% of same grade males reported disordered eating habits due to social media. The most common disordered eating habits were strict eating plans and excessive exercise (Wilksch et. al, 2020). This study further proves that as social media usage increases, so does the risk for developing disordered eating habits. Research is suggesting that there is a clear association between the two.

These findings suggest that social media usage may not be as harmless as users may believe. There are strong correlations between usage and body image dissatisfaction (body esteem). There is not much pre-existing research looking into the negative effects social media can have on adolescent mental health. Considering social media is rapidly growing every day it is important to continue studying the potential detrimental effects it could have on its users. My research can help provide more of an insight as to how the growing social media usage affects the body esteem of college-age students.

### **Methods/Process:**

In order to get a better understanding of the suggested links between social media and body esteem, I will conduct a literature review on this topic. From there, I will also identify appropriate assessment materials to use. Once I have completed the research portion of my thesis, I will conduct a study involving a survey administered to Western Oregon University students.

I will use Qualtrics will be used to administer the research study. There will be two separate conditions that Qualtrics will divide participants into. From there, SONA will recruit approximately 40 students. The participants will be instructed to complete an informed consent form prior to participating in this study.

Once they have agreed to the study, participants will be divided into two different conditions. The first condition, the control condition, will watch a video of someone browsing the Internet for a period of three minutes. The experimental condition will have participants watch a three-minute video of someone scrolling through Instagram, a widely used social-media platform.

After each condition has completed the viewing of the video, they will then be administered a Body Dissatisfaction Assessment. The assessment used is known as The Body-Esteem Scale for Adolescents and Adults (BESAA). This assessment contains a series of three different categories of questions: BE-Appearance, BE-Weight, and BE-Attribution. These categories talk about how one feels about their own appearance, their satisfaction with their weight, and finally their beliefs about how others view the subject's body/appearance (Mendelson et al., 2001). The questions will be answered on a scale from 1 (never) to 5 (always). I am still waiting on access to this scale from the researcher for usage in my study.

Finally, I will analyze the results by conducting an independent-samples t-test comparing mean body-esteem scores for each condition. It is predicted that those exposed to social media will have lower body-esteem scores compared to those in the control condition. After this, I hope to create a discussion that can contribute to the growing research being conducted about the link between mental health, body-esteem, and disordered eating. It is important that users know the risks before engaging in social media related activities. I hope that this project can reach students and other adolescents so they can understand the suggested risks.

### **Working Bibliography, with Select Annotations**

Fardouly, J., Magson, N. R., Rapee, R. M., Johnco, C. J., & Oar, E. L. (2020). The use of social media by Australian preadolescents and its links with mental health. *Journal of Clinical Psychology, 76*(7), 1304–1326. <https://doi.org/10.1002/jclp.22936>

This article looks at three specific relationships. The differences between preadolescent users and non-users of various social media platforms on mental health, the unique links between time spent of those platforms, appearance-based activities on social media and mental health, and the moderating role of biological sex on those relationships (Fardouly et. al, 2020). The platforms studied in this article are YouTube, Instagram, and Snapchat. The results of this study showed that more body image concerns and eating pathology than non-users. They also found that these apps did not change the depressive or social anxiety symptoms of the participants. Suggested that these effects were more common in females rather than males. This article will be of use to me because it looks at the use of social media causing body image concerns and eating pathology than non users in the adolescent age range.

Goodyear, V. (2020). Narrative Matters: Young people, social media and body image. *Child and Adolescent Mental Health*, 25(1), 48–50. <https://doi.org/10.1111/camh.12345>

McLean, S. A., Paxton, S. J., Wertheim, E. H., & Masters, J. (2015). Photoshopping the selfie: Self photo editing and photo investment are associated with body dissatisfaction in adolescent girls. *International Journal of Eating Disorders*, 48(8), 1132–1140. <https://doi.org/10.1002/eat.22449>

This article looks at the correlation between photo editing and body dissatisfaction in adolescent girls. The methodology of this study was in the form of a questionnaire administered to girls of the age of 13. The questionnaire had questions about social media usage and body-related and eating concerns. Results showed that girls who regularly shared self-images on social media, relative to those who did not, reported significantly higher overvaluation of shape and weight, body dissatisfaction, dietary restraint, and internalization of the thin ideal (McLean et. al, 2015). They also found that those girls who shared edited photos of themselves on social media had greater body-related eating concerns, including after accounting for media use and internalization of the thin ideal (McLean et. al, 2015). This study is important to my thesis because it provides context on how social media results in body dissatisfaction in adolescent girls.

Mendelson, B. K., Mendelson, M. J., & White, D. R. (2001). Body-Esteem Scale for Adolescents and Adults. *Journal of Personality Assessment*, 76(1), 90–106. [https://doi.org/10.1207/S15327752JPA7601\\_6](https://doi.org/10.1207/S15327752JPA7601_6)

Monks, H., Costello, L., Dare, J., & Reid Boyd, E. (2020). “we’re continually comparing ourselves to something”: Navigating body image, media, and social media ideals at the nexus of appearance, health, and wellness. *Sex Roles: A Journal of Research*. <https://doi.org/10.1007/s11199-020-01162-w>

Opara, I., & Santos, N. (2019). A conceptual framework exploring social media, eating disorders, and body dissatisfaction among Latina adolescents. *Hispanic Journal of Behavioral Sciences*, 41(3), 363–377. <https://doi.org/10.1177/0739986319860844>

Rodgers, R. F., Slater, A., Gordon, C. S., McLean, S. A., Jarman, H. K., & Paxton, S. J. (2020). A biopsychosocial model of social media use and body image concerns, disordered eating, and muscle-building behaviors among adolescent girls and boys. *Journal of Youth and Adolescence*, 49(2), 399–409. <https://ezproxy.wou.edu:4285/10.1007/s10964-019-01190-0>

Wick, M. R., & Keel, P. K. (2020). Posting edited photos of the self: Increasing eating disorder risk or harmless behavior? *International Journal of Eating Disorders*, 53(6), 864–872. <https://doi.org/10.1002/eat.23263>

This study takes a very specific angle of the relationship of social media usage and mental health (eating disorders). It looks how posting edited photos relates to disordered eating and anxiety and depression symptoms in both male and female college students. They complete this study in a two-stage process. Studies found that those who endorsed posting edited photos reported greater eating pathology and anxiety in comparison to those who did not endorse edited photos. They found that posting edited photos reinforced urges to exercise and restrict food intake and anxiety. Results supported this finding. This is important to my thesis because it looks at a more unique angle of unrealistic photos (body edited ones) displayed on social media and how that affects the mental health of users.

Wilksch, S. M., O’Shea, A., Ho, P., Byrne, S., & Wade, T. D. (2020). The relationship between social media use and disordered eating in young adolescents. *International Journal of Eating Disorders*, 53(1), 96–106. <https://doi.org/10.1002/eat.23198>

This article uses a questionnaire to assess the relationship between social media usage and disordered eating habits. Data was taken from those in Grade 7 and 8. The social media that was considered were platforms such as Facebook, Instagram, Snapchat, and Tumblr. After completion of the questionnaire, researchers found that disordered eating behaviors were reported by over 50% of females and 45% of males. The most common form of disordered eating was skipping meals and excessive, strict exercise. Those who used Instagram daily had the highest reports of disordered eating behaviors. This article suggests that the relationship between social media and mental health starts earlier in age than previously investigated. This article is important because it compares those who support photoshop and edited photos and those who do not and how this affects body dissatisfaction and anxiety levels.

(TW)

## **Advantageous Assets:**

### **A Website of Resources for WOU Student (8)**

Advisor: Lucas Cordova, Computer Science

Personal Pronouns: she/her/hers

Genre of Project: Action Research & Creative (website)

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#### **Abstract:**

In my thesis, I will be creating a website for WOU students that compiles both online materials they use frequently and relevant resources for them specifically. Students can find themselves writing essays frequently for multiple classes that may use different formatting styles, and something helpful in this instance would be access to citation guides and generators. Furthermore, it can be tough to try and obtain textbooks at a cheap price, and it would be useful to have a resource that states where to find textbooks for little to no expense.

Students can struggle to find resources for writing papers, projects, etc., or could have a difficult time trying to navigate life as a WOU student and staying up-to-date with things going on at the university, so I want to create a website that's easy for students to figure out and access the things they need.

I will be gathering resources and information on my own while also researching best practices for website building and designing to ensure that it functions effectively. Additionally, I will be designing icons and my own layouts for how I want everything to physically appear. Once all the designing is done, I then will gain access to either WordPress or Squarespace to actually create the website. If time permits and my skills are honed enough, I want to try building my own web page without either of those website builders. The end goal is to have a functioning, informative website for students at WOU to use.

#### **Personal Interest:**

The idea for this project came from my current job as the web designer for a flower shop in my hometown. My boss hired me a few years ago to manage the website for the flower shop, Flora Designs, and then decided to have me create an entirely new site that would be easier for the customers to access and navigate. Using Squarespace, I was able to completely redesign the Flora Design's website in a way that was much easier not only for the customers, but for me as well, as I have to update when we receive new products and flowers.

Flash forward to my first year in college I found myself having to learn how to navigate the WOU Portal without much instruction; I was told what programs were available to me when



they became relevant, but wasn't sure what half of the links and navigation meant on the page itself.

Currently, I'm still working at Flora Designs and am working towards finishing a BS degree in IDS – with foci in ASL, Art/Graphic Design, and CS/IS. In my Information Systems class, we have been learning how to create our own webpages, which is a stepping stone to being able to program our own full functioning websites. Furthermore, we have been learning about accessibility for web design and cybersecurity programs.

With COVID-19 making most of WOU's academic programs online, it's important to have all of the necessary resources for WOU students in one place instead of having them pulled in multiple directions. While we have access to these resources, I've thought of ways that they could be implemented differently and perhaps easier; in addition, I've also questioned why there isn't a place, that I knew of, that had all of these sources I'd need as a student. This fact, coupled with the IS course I'm taking and my current employment as a web designer, has led me to ponder "what if I made my own website for student resources?"

I then began to compile ideas of what I personally believe would be useful for students: citation generators, style guides, websites that have free online textbooks. Then I wondered what WOU programs specifically would be useful and thought of compiling those in the form of quick access icons that are informative and make sense with what they link to.

Web design is something that I'm currently learning and growing with – both for my academic classes and my second job. With this project, I'm adding to my portfolio for web design, which would help with job hunting in the future, if I decided to pursue that specific field of work. However, even if I branch off from cybersecurity or web services, these skills would be helpful for a side hustle and for honing my designing abilities.

### **Larger Context:**

I want to expand the resources that are available to WOU students and provide them, along with other valuable assets, in an easily accessible way. Students are busy not only with coursework but also with work, student activities, and personal and social obligations. A student may not have time to search for citation information for that essay that's due in a week, or to learn when that required club for class is holding its meetings. While focusing on coursework for classes, they may not be aware of all the interactive and social events happening, and may miss an opportunity to get more involved on campus and network with their peers.

Alan Foley and Bob Reagan in their article *Web Design for Accessibility: Policies and Practice* speak of the importance of accessibility with web design, stating that "(it) creates pages that are often (easier), more readable, easier to navigate and faster to download." This is something that I always factor in while I'm updating the website at my job: how can this be

made clean, simple, and easy to access? For example, while designing icons for quick links on my own site, I want them to be descriptive and relevant to what they take the user to; in addition, any text needs to be comfortably readable, and overall the icons need to be easy on the eyes and to see.

In regards to the struggles I've faced finding resources and navigating the Portal page, it's pertinent that I implement a website that fixes those problems I'm currently facing. Jeffery Choppin and Zenon Borys address what exactly design-wise is beneficial for students pertaining to digital curriculum resources. In the article, titled *Trends in the design, development, and use of digital curriculum materials*, they state that teachers want "technology to be relatively easy for students to use without a lot of explicit or additional instruction." Moving forward with my website, I want to follow this same principal.

For instance, Canvas is relatively easy to use and can have resources implemented for students by the teachers with ease – making modules for just references, having guides on the sides of the course page, etc. Not only does it provide ways for everything to be organized neatly, but it can have self-explanatory instruction based on how the course is organized. Use this section for references, here's where to submit the assignment, things similar to that that students can use without having to overthink what needs to be done.

In order to effectively incorporate everything that I need for this project, it's important that I avoid any bad practices to avoid repeating mistakes that are frustrating to me as a user. For example, some links on the Portal have sections or icons – such as the Wolf Connection System and Virtual Desktop icons at the top of the page – however they don't provide any explanation for what they are or what their function is. There are other icons – like the one for TK20, an assessment tool – that appear on a student's Portal that are not even accessible to students. There's no clarification what icons are for student, faculty, or staff-exclusive use, and that's not good user-interface.

In order to steer clear of these issues, I'll be creating the sections and icons that I plan to design in a way that's informative and concise without being overwhelming. I'll keep it simple with design but make sure that it's understood what exactly the programs, links, etc. are used for.

### **Methods/Process:**

In this project, I will create a website of resources and relevant information for WOU students specifically. I can accomplish this through the use of utilizing my own skills in website building, web page editing, and taking into account the websites I currently have access to.

First, I need to gather all the relevant information that I believe to be useful for myself as a student, then generalize that to my fellow peers here at WOU. To specifically make this pertinent to WOU students, I need to study the Portal and WOU web pages while also thinking

of the external resources that can be helpful. They have programs that can be useful to students; however they aren't implemented in a way that's actually convenient if the students don't know how to use them. For instance, the Virtual Desktop icon is one of many smaller icons at the top of our Portal page, but when a student clicks on it, they are taken to a sign-in screen with no explanation of what this is. Do they use their Portal login information? If they put their information in, what comes next? The problem that arises is the fact that no one has said what it's for, or if this is something that's particularly great and useful to students. It raises enough questions to wonder why there isn't an explanation given for its purpose. Furthermore, there are potentially programs students need constant access to – for instance, all G Suite options, not just Gmail – but have to dig to locate them, since the other programs are taking up the space on the Portal page.

Once I have my information gathered, I can work on drafts of the individual pages the site will need, because it wouldn't make sense to have everything on one long home page. It isn't user friendly, and who's gonna actually take the time to scroll through it all? This process will involve me taking the information I have, and organizing it by categories. Things applicable to textbooks and the like will have its own section, essay writing and citation details in another, WOU social media links and information in a separate section, and so on and so forth. To help achieve a successful draft before I jump into designing, I will make an appointment to talk to WOU's web designer, Danielle Gaunz, to learn why everything is placed the way it is and what mistakes to avoid. By getting her input, I can avoid repeating problems and get the insight of someone who was hired to be in charge of issues and projects similar to my own.

Each section needs its own icons, so the designing of each section begins first with those. This is what will be seen first on the home page, so it has to stand out, make an impression, and be useful. After those are made, I need to create a layout for individual pages that are visually appealing and easy to read and understand. The idea is that with icons, the user can click on them and it will take them to a page that has the information they need organized in a concise and upfront manner, which will avoid the issues I stated of unnecessary scrolling and disorganization of information. If the icons are organized by category – such as “Resources,” “Help with Essays,” or “Social Media” – then everything is placed in a way that students don't have multiple questions about their use or purpose.

Once all the information is gathered and organized properly, then I need to gain access to a web builder. If time and money allows and my skills are honed enough, I want to try building the pages on my own. I've been learning how to design web pages in my IS course(s), so I think it would be neat to give it a shot. However, I'm aware that I don't know all of the steps I need to take to have this idea executed fully, so the other idea is to use WordPress or Squarespace to build the website.

The end goal for this project is to have a functioning website that WOU students can use to access resources they'd need for classes, projects, or surviving as a college student. For

example, I only wrote and cited sources in MLA format in high school, but during my sophomore year, I needed to learn how to write and cite in APA format. I had never used APA format before, so it took some time and research to figure the style out. While it's easy to just look up any questions in a stylebook or by using Google, creating a website that has style guides like that all compiled in one space would make the transition of writing and learning how to cite in new styles simpler for a student. My hope is that it becomes something useful for students, and that it makes some part of their day-to-day life as a student easier.

### **Working Bibliography, with Select Annotations**

Wolf, Bonnie Kate. "A Complete Guide to Iconography." DesignSystems.com, [www.designsystems.com/iconography-guide/](http://www.designsystems.com/iconography-guide/)

This article discusses the importance of iconography in graphic design and product design. It contains descriptions on the utilization of basic design elements such as size, color, and style choices, and furthers a discussion of their importance while a user is creating their own. This is useful for my project as I will be designing my own icons for quick access and to display on my website, so I can be sure I'm addressing all of the important design elements for icons.

Choppin, Jeffrey, and Zenon Borys. "Trends in the Design, Development, and Use of Digital Curriculum Materials." ZDM, vol. 49, no. 5, 8 Apr. 2017, pp. 663–674, 10.1007/s11858-017-0860-x

Keys, Elizabeth. "Typography, Color, and Information Structure." Technical Communication, Vol. 40, no. 4, 1993, pp. 638–654. JSTOR, [www.jstor.org/stable/43090213](http://www.jstor.org/stable/43090213)

The passage discusses the significance of typography and color on technical documents, and how these details increase the simplicity of access for users. In detail, it covers the value of color schemes and how to utilize the white space provided on page layouts. This is useful as it can show me how to utilize the empty space on my webpages without the appearance of lacking information. It will contribute to solving design problems I may face while working on this project.

Frascara, Jorge. "Graphic Design: Fine Art or Social Science?" Design Issues, vol. 5, no. 1, 1988, pp. 18–29. JSTOR, [www.jstor.org/stable/1511556](http://www.jstor.org/stable/1511556)

Mening, Robert. "How to Make a Website." How to Make a Website, 24 Nov. 2018,

websitesetup.org/

This article provides a list of implementations, in the form of a guide, that are needed in order to create a website. While I may not be using WordPress, it still provides a necessary checklist that I would be able to reference when first creating my website. In addition, it contains tips for domain names and information on designing the actual web pages. While I have prior experience with layout design for a website, the information found in this article will still be useful.

Foley, Alan, and Bob Regan. Web Design for Accessibility: Policies and Practice. 2002.

Lo, Bruce. CULTURAL IMPACT ON THE DESIGN OF E-COMMERCE WEBSITES: PART I -SITE FORMAT AND LAYOUT. Vol. VI, no. 2, 2005

Crestodina, Andy. "27 Research-Backed Web Design Tips: How to Design a Website That Works." Orbit Media Studios, Orbit Media Studios, 28 Mar. 2018, [www.orbitmedia.com/blog/web-design-tips/](http://www.orbitmedia.com/blog/web-design-tips/)

This is another guide to designing the layouts and pages for a website, and backs the credibility of these tips with information from various studies and sources. The topics covered in the article are the design decisions I should focus on; for example, horizontal navigation in the header and a search bar at the top of the web page are included in some of the top design features for successful websites. This will serve as a useful list to reference while I'm working on the layout and look of my own website.

(RH)

**Addressing Emergency Response and Recovery from a  
Critical Social Justice Lens (9)**

Advisor: Dana Schowalter (with Scott Tighe, consultant)

Personal Pronouns: She/Her/Hers

Genre of Project: Scholarly

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**Abstract:**

In my honors thesis, I will be analyzing how systemic racism and systematic procedural practices in emergency management impacts the health equity and development of marginalized communities, specifically BIPOC (Black, Indegious, People of Color) communities. I will examine how the institutional practices put forth by the emergency management community have impacted the Black community of New Orleans during Hurricane Katrina, and how that has in turn, impacted community equity and development following the event. Specifically, after I analyze the impact of Hurricane Katrina and its emergency response on marginalized communities health equity, I will analyze two similar events that followed Hurricane Katrina -- Hurricane Sandy and Hurricane Maria -- in order to observe the changes made within emergency management when it comes to decision-making in response methods that disproportionately impact marginalized communities that face discrimination due to race. Finally, after contextualizing the changes within emergency management that have occurred over time, I will create an outline for an awareness training program for emergency management personnel that will focus on remedying and changing past institutional-based emergency management practices that have negatively impacted marginalized communities in their journey towards emergency situation recovery.

The overarching goal of this project is to create awareness within the emergency management community regarding institutional practices in emergency response that are harmful to certain communities of people, as everyone deserves to live in a sustainable and equitable environment, even after a disaster event occurs.

**Personal Interest:**

I first started becoming interested in emergency management in high school after taking a multitude of earth science (and related) courses. Some of these courses included physics, general geology, geology of the Pacific Northwest, environmental science, and ecology. While taking these courses, I enjoyed learning about the physical attributes of the earth; however, in learning about the earth and environmental related topics, I didn't want to solely focus on

those topics without acknowledging the human conditions that relate to them. In looking towards college, I wanted to continue to learn more about the social and societal implications earth-related processes had on different communities, and it wasn't until my senior year of high school that I realized I could continue this learning through pursuing emergency management.

When I came to college, I decided to major in earth science and minor in homeland security and community preparedness, as there was no specific emergency management degree at Western Oregon. Having the privilege to come to college has given me the ability to explore my emergency management interests while also expanding my knowledge on other subjects that weren't as accessible to me in high school, two of which being sociology and, consequently, social justice. Possessing the opportunity to take courses that were oriented towards social justice my sophomore year of college -- classes such as sociological theory, social problems, University Housing leadership, and race and gender in Jazz -- made me recognize the importance of viewing emergency management and response from a critical social justice lens.

Personally, I chose this topic for my project because I want to pursue a career in emergency management working for FEMA or another organization that assists in emergency response and recovery. With that said, specifically FEMA falls under the Department of Homeland Security, which is one of the many departments of the federal government that has issues in addressing systemic racism and discriminatory practices. In whatever agency I work for, I want to integrate elements of social justice and activism into my career to help promote community equity and reduce harmful systemic practices, including racism. This project will help me accomplish these goals by continuing to view emergency management through a critical social justice lens, and by addressing social issues that so often get ignored or overlooked in systems of authority. In addressing such issues in my project, I hope to bring awareness to emergency management personnel about the importance of creating sustainable, equitable environments in communities after a disaster strikes.

### **Larger Context:**

Research shows that Hurricane Katrina disproportionately impacted communities of color, not only because the storm happened to hit those neighborhoods hardest and cause significant damage, but also because the emergency response programs put in place had the impact of exacerbating inequality. Understanding how inequality within emergency response is impacting marginalized communities is essential to creating more equitable and proactive emergency management practices. An essential aspect of emergency management is having the ability to recognize posed risks a community faces, then proactively responding to it, and this should include the recognition of risks that emerge due to emergency response decision-making, not just solely the risks that coincide with a particular disaster unfolding

(Comfort, 2007). The Hurricane Katrina disaster is just one of the many examples of how institutional based practices within emergency management impact existing racial inequalities, and is an awakening for greater change within the emergency community to better meet the needs of communities.

During the Hurricane Katrina disaster, 310,000 Black individuals were severely impacted by the storm in New Orleans. Out of the total number of people affected by Hurricane Katrina in New Orleans, 272,000 Black individuals were displaced due to storm-caused flooding. Additionally, over one third of the Black individuals who were displaced by the storm, were estimated to be poor (Congressional Research Service, 2005). In an assessment of the Hurricane Katrina response, it was noted that one of the more significant failures FEMA and the Red Cross had in responding to Hurricane Katrina was failing to clarify each organizations roles and responsibilities, so instead of focusing on the relief effort in the beginning of the emergency response, both organizations were communicating over matters regarding procedure. This in effect hindered both organizations' efficiency to respond to communities who were greatly affected by the storm in a more timely manner (Koliba et al.).

By studying historic disasters both environmental and socio-economically related, failures in emergency response and protocol can be observed, creating a pathway to address response biases, shortcomings, and discriminatory practices. What is learned from studying these issues, can help create better emergency response practices through emergency personnel best response awareness training that can hopefully mitigate future indignant and oppressive institutional practices.

### **Methods/Process:**

To start my project, I will first compile the demographical, spatial, and statistical data of the people affected by Hurricane Katrina in New Orleans. This data will help me assess the impact of Hurricane Katrina, along with how the emergency response and recovery procedures have impacted the Black community members of New Orleans. My analysis will specifically include taking into account the actions made by FEMA to contribute to the emergency response and how that response effort has impacted the Black Community of New Orleans.

Secondly, I will then use documents that contain information regarding how governmental institutions such as FEMA assess inequality in regards to decision-making within emergency response. This will help me further examine the impact of Hurricane Katrina and how its emergency response impacts existing inequalities in regards to a community's health equity. The Homeland Security Congressional sessions and other official documents discussing relief efforts are particularly helpful in understanding their policies and procedures and help to supplement information from the National Incident Management System framework and FEMA's 2018-2022 Strategic Plan. In using such documents, I will be able to infer how the



addressment of racial inequality within emergency response practices has changed overtime, based on how communities were affected by the emergency recovery and response to Hurricane Katrina and the following disaster events.

Next, I will examine the socio-economic impact Hurricane Katrina had on the Black community of New Orleans. Specifically, I will analyze the success and failures in the emergency management community's response to Hurricane Katrina, such as the amount of funding used by FEMA to cover community needs in New Orleans, emergency response time, the success and lack of success agencies had when working together (e.g. Red Cross and FEMA), and the level of access community members of New Orleans had to resources such as food and shelter after the emergency response effort was made. I will follow a similar procedure of how I assess Hurricane Sandy and Hurricane Maria that sequentially follow Hurricane Katrina, using similar documents and demographic information in order to understand the more recent changes made in emergency response in addressing inequalities in decision-making that affect marginalized communities in regards to health equity.

Finally, after analyzing the specific ways of how communities are impacted by emergency response procedures and practices in a scholarly manner, I will then create an outline for an awareness training program catered to emergency management personnel. The awareness training will focus on past failures and successes in institutional based emergency management practices in meeting the needs of marginalized communities and the importance of working towards remedying them in future emergency situations.

The goal of my thesis is to create response awareness within the emergency management community and mitigate future institutional discriminatory practices within emergency response and recovery. This focused awareness within emergency response is to help promote health equity and development of communities and reduce harm to communities facing situations that need immediate assistance, not deterrence. My thesis is in no way meant to solve systemic issues; rather it is a means to be a starting point in addressing systemic issues that so often get overlooked when dealing with wide scale emergency scenarios (like a hurricane). Systemic issues and discriminatory practices such as racism, are emergencies within themselves that need to be addressed on a widespread institutional scale, and the emergency management community should not be exempt from working towards creating solutions to these systemic emergencies as well.

### **Working Bibliography, with Select Annotations**

Adamski, T., Kline, B., & Tyrrell, T. (2006). FEMA Reorganization and the Response to Hurricane Disaster Relief. *Perspectives in Public Affairs*, 3, 1-99. <https://www.asu.edu/mpa/v3.pdf>

Comfort, L. K. (2007). Crisis Management in Hindsight: Cognition, Communication, Coordination, and Control. *Public Administration Review*, 67, 189-197. doi:10.1111/j.1540-6210.2007.00827.x

Congressional Research Service. (2005). *Hurricane Katrina: Social-Demographic Characteristics of Impacted Areas*. <http://gnocdc.s3.amazonaws.com/reports/crsrept.pdf>

This report was created by the Congressional Research Service to be reviewed by congress following the events of hurricane Katrina in 2005. This document outlines the demographics of people impacted by the flooding and destruction caused by the hurricane within the states of Louisiana, Mississippi, and Alabama. This resource will be used to reference specific numbers of casualties within local communities in the area affected by Hurricane Katrina. It should be noted that the statistical, spatinal, and consequential data estimates outlined in the report were directly denoted from the 2000 census and geographical research done by FEMA.

Federal Emergency Management Agency. (2020). *National Incident Management System*. [https://www.fema.gov/sites/default/files/2020-07/fema\\_nims\\_doctrine-2017.pdf](https://www.fema.gov/sites/default/files/2020-07/fema_nims_doctrine-2017.pdf)

This resource is directly from the Federal Emergency Management Agency website. The document relays information on a national scale referring to protocols and procedures in how to respond to an emergency related incident. The National Incident Management System acts as a response and mitigation guide for governmental, nongovernmental, and private agencies to holistically address any kind of emergency incident. Within the NIMS, it outlines specific protocols, procedures, structures of command, and ways for multiple agencies to effectively communicate and work together to address an incident. The NIMS structure is important to understand when studying emergency management, as every incident has multiple agencies that are funded in different ways and working together, which can dramatically impact the effectiveness of response and casualty mitigation.

Federal Emergency Management Agency. (2020). *2018-2020 FEMA Strategic Plan*. [https://www.fema.gov/sites/default/files/2020-03/fema-strategic-plan\\_2018-2022.pdf](https://www.fema.gov/sites/default/files/2020-03/fema-strategic-plan_2018-2022.pdf)

This source is directly from the Federal Emergency Management Agency website. The document outlines FEMA's strategic plan for 2018-2022. In this plan it states FEMA's national priorities when it comes to helping create a culture of preparedness and effective disaster response within the nation. The plan articulates how FEMA will go

about meeting its goals on a community level, mainly highlighting communication within multiple agencies and communities. FEMA's strategic plan communicates the agency's fundamental mission and priorities, which is important to reference when studying possible successes and failures in meeting the needs of communities and overall flaws in emergency response.

Fussell, E. (2015). The Long-Term Recovery of New Orleans' Population After Hurricane Katrina. *American Behavioral Scientist*, 59(10), 1231-1245. doi:10.1177/0002764215591181

This source references specific populations of people who were affected by hurricane Katrina, both during and after the hurricane. Specifically, this source highlights the long term impact that the hurricane had on the local communities within New Orleans. The source articulated how the demographics of race and socio-economic status play a role in determining the severity of impact the hurricane had on groups of people. This is important information to know when addressing emergency response and recovery, as some communities of people are affected by a disaster more than others.

Irvine, T. (2020). *Accountability in emergency: OIG oversight of FEMA's disaster awards* [Unpublished master's thesis]. California State University, Sacramento.  
[https://www.csus.edu/college/social-sciences-interdisciplinary-studies/public-policy-administration/\\_internal/\\_documents/thesis-bank-2020-irvine.pdf](https://www.csus.edu/college/social-sciences-interdisciplinary-studies/public-policy-administration/_internal/_documents/thesis-bank-2020-irvine.pdf)

Koliba, C. J., Mills, R. M., & Zia, A. (2011). Accountability in Governance Networks: An Assessment of Public, Private, and Nonprofit Emergency Management Practices Following Hurricane Katrina. *Public Administration Review*, 71(2), 210-220. doi:10.1111/j.1540-6210.2011.02332.x

(MM)

## **A Rhetorical Analysis of Proud Boys: How Speech Can Incite Violence (10)**

Advisor: To Be Determined

Personal Pronouns: He/Him

Genre of Project: Scholarly

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### **Abstract:**

I will analyze the far-right political movement known as Proud Boys and how the rhetoric used by its members promotes violence. My analysis will center on leaders within the Proud Boys movement as well as prior research on political violence and current events. I will then write an analytical critique of the words and messaging used by the group and show how their words incite real world acts of political violence. My aim is to inform and promote a higher understanding of groups that threaten American civil discourse.

I will begin my analysis by discussing the actions and words of the founder and onetime leader of Proud Boys, Gavin McInnes. Specifically, I will highlight the rhetoric McInnes used on his special interest show and various interviews prior to his 2018 departure from the group. I will also similarly highlight other prominent members of Proud Boys such as Kyle Chapman. This will lead into my discussion of the previous research regarding political violence and radicalization, drawing parallels between Proud Boys and the research. Following this, I will highlight instances of violence at political rallies and protests and seek to prove that Proud Boys and related groups have a negative effect on the American political landscape. In doing so, I will have created a well-researched, informative, and convincing argument against the rhetorical strategies of Proud Boys.

### **Personal Interest:**

In my younger teen years, I felt the allure of the far-right, anti politically-correct sentiment the Proud Boys espouses. I, like many people my age, was raised with easy access to the internet on a daily basis. Accordingly, I spent a great deal of time on the internet from a young age and especially during my formative years. During this time, I was exposed to a lot of content, some good, and some harmful. Among the most potentially harmful, looking back, was the far-right, anti-PC, anti-empathy propaganda that would be posted on social media accounts and message boards. I came very close in my early teen years to fully embracing the racist, xenophobic misinformation that is so often peddled on the internet.

Fortunately, I was able to resist the pull of far-right ideologies and begin to think and research for myself, leading me to understand that those philosophical frameworks are harmful

and manipulative. Now that I am older, and because I have experienced the pull of far-right reactionary politics, I am better equipped to analyse and understand them. Although I know better for myself to watch out for propagandized media on the internet, there are still people posting such content in even more accessible areas. Internet content has become a cultural hallmark of my generation and is, among other things, a way to espouse ideas. I feel that society has not even come close to learning how to deal with this content or how it will affect people like myself who are raised so closely to its caustic aspects. The problem has not gone away since I was a teenager, but seems to have worsened. Online spaces are well suited to spread snappy, nuance-free, inflammatory political messages, and those who circulate this content prey on our collective tendency towards confirmation bias; this all serves to radicalize young, oftentimes socially isolated people into adopting dogmatic and destructive views. I aim to confront this issue at its source: the rhetoric.

All throughout my studies toward a degree, I have been utilizing language in order to create persuasive works. My upper division writing experience, particularly Technical and Workplace Writing, Integrating Writing and Design, Professional Concerns, and Transmitting Reality Through Personal Writing have allowed me to take a critical approach to analyzing the way people communicate. Additionally, my experience as a writing consultant for WOU has sharpened my ability to break down a myriad of different forms of communication.

My intention is to contribute to a developing area of research and figure out how certain groups use the internet to communicate harmful messages to impressionable individuals and foment social chaos. In whatever field I choose, I will be utilizing my writing and communication skills. Not only will this project sharpen my existing abilities, but I will be better equipped to guide others away from manipulative online propaganda-- whether they be peers, friends, or my own future children. I want a future where everyone, especially young people, are able to recognize misinformation and harmful propaganda for what it is. People should have the tools to think for themselves and avoid being manipulated by seemingly innocuous online content.

### **Larger Context:**

This topic has a large amount of significance to everyone in the United States, but specifically those involved with contemporary politics and journalism. In just one day, public interest in the Proud Boys spiked after the name of the group was mentioned in the 2020 presidential debates. This led to the incumbent Donald Trump to address the group, saying “Proud Boys, stand back and stand by” (McBain, 2020).

This spike in interest is of great importance, considering the conduct of Proud Boys when it comes to public activism. The founder, Gavin McInnes, has on several occasions promoted violence as a means to resolve issues, even going so far as to say “We will kill you.

That's the Proud Boys in a nutshell. We will kill you" during an interview (Anti Defamation League). Accordingly, McInnes' statement is backed up by the numerous instances of violent clashing. Specifically, members of Proud Boys clashed with protesters in Portland, Oregon, in late August, bringing along weapons like clubs and even a firearm (Anti Defamation League). These same protestors, it is important to point out, were welcomed into the home of the president for a tour not long after. More recently, the group was officially designated as a terrorist organization by Canada.

American political discourse has been on the decline in recent years. In fact, Dr. Khalid Butt and Dr. Mominyar Khalid described President Trump's rise to power as providing "a congenial environment" for the rise of far-right organizations (Butt, K. M. & Khalid, M, 2018). Accordingly, political debates have now become stages for posturing and belligerence rather than measured responses to questions. Likewise, expressions of political standing have degenerated at the level of the common citizen with protests oftentimes spiralling into mob clashes and even riots. The first step on the way to mitigating this degeneration of discourse is to examine the problem at its various sources; in this case, ideologues engaging in irresponsible, destructive discourse.

There is a very real danger in the rhetoric of prominent members of Proud Boys, and it is crucial to examine the organization's use of online rhetoric and its connection and incitement of real world violence.

### **Methods/Process:**

In order to introduce this topic, I will cite the recent exposure supplied by the 2020 presidential debates for the Proud Boys organization in which the incumbent, Donald Trump tells the members to "stand by". I will then cite a social media post by a member of the Proud Boys on Parler, a low-moderation social media site, which thanks the two candidates giving Proud Boys a shoutout.

I will begin my analysis by examining the rhetoric used by Gavin McInnes, the founder and onetime leader of the Proud Boys organization. McInnes has become infamous for his aggressive and provocative speech with regards to socio political issues. Specifically, I will be citing McInnes' own words on his special interest talk show, the Gavin McInnes show. I will also cite the recruitment rituals for joining Proud Boys, various levels of which include enduring a beating and, until October of 2018, an act of political violence. I will also examine the "tactical defense" arm of Proudboys known as the "Fraternal Order of Alt-Knights", which was created by Kyle Chapman, a member famous for attacking people with a metal rod.

In the next section, I will explore the cannon of scholarship concerned with political radicalization and the influence that the modern online landscape has on it. Jacqueliem van Stekelenburg' essay, "Going All the Way: Politicizing, Polarizing, and Radicalizing Identity Offline

and Online" will provide a great introductory basis for this section of deeper analysis, as it explains the basic conditions for radicalization based upon identity, identity being something Proud Boys are almost wholly focused on. From there, I will begin to go deeper into scholarship on the Proud Boys organization, specifically with Samantha Kutner's "The Allure of Hyper Masculinity and Cryptofascism for Men Who Join the Proud Boys" as I believe it brings a great amount of insight into the psychology of those who join the group.

Finally, I will go into other real-world examples of political violence to show the effect that Proud Boys and other far-right organizations have on the real world. I will cover the Charlottesville "Unite the Right Rally" in which one counter protester was killed and several others injured in a vehicular attack. I will also examine the actions of Kyle Rittenhouse, which resulted in the shooting of three people during a protest.

I seek to add to the canon of scholarship that critically analyses and exposes the harmful and manipulative messaging used by groups like Proud Boys. My work will provide an additional, nuanced resource for anyone to learn about the truth of harmful political rhetoric if it is published on the Honors Digital Commons website. I want to look critically at a specific type of speech that is becoming more and more common and determine whether or not it constitutes a positive addition to existing discourse. In doing so I will be adding my name to a canon of useful literature that all may benefit from.

### **Working Bibliography, with Select Annotations**

Southern Poverty Law Center. (n.d). *White Nationalist*.

<https://www.splcenter.org/fightiNg-hate/extremist-files/ideology/white-nationalist>

This website explores different hate groups within the United States, and this page offers a broad overview of white nationalist ideology in modern day America. This page gives a lot of good broad information about white nationalist and white supremacist groups as a whole. I can use a lot of the writing where they mention the internet, social media, and related matters like "trolls", "shitposting", and the "red pill" mentality. This information will definitely go into the introduction area of my paper and help to set the stage for a deeper analysis of specific groups.

Southern Poverty Law Center. (n.d). *Proud Boys*.

<https://www.splcenter.org/fighting-hate/extremist-files/group/proud-boys>

This page is specifically centered on the Proud Boys organization and focuses heavily on their founder and current leader, Gavin McInnes. The page also gives a brief rundown of other prominent members of the group, including legal representatives and leaders.

Primarily, I can take away from this source specific comments and statements made by McInnes to help characterize the organization that he leads. There is also helpful information about initiation ceremonies and the conduct of Proud Boys members within the page.

Anti Defamation League. (n.d). *Proud Boys*. <https://www.adl.org/proudboys>

This page also is a fairly broad overview of the Proud Boys, but it contains a section entirely focused on the instances of violence that members of the Proud Boys have committed during protests and marches. This source will be useful in providing a “so what” for my thesis, underlining the importance of the subject matter.

Proud Boys WA. (2020, November 15). <https://parler.com/post/498c1dbd9d2841d48d476b582e87d1b2>

Knox Proud Boys. (2020, November 17). <https://parler.com/profile/KnoxvilleProudBoys/posts>

This page is the social media page of a chapter of the Proud Boys from the Knoxville area of Tennessee. Parler, a social media page that prides itself on lack of content moderation, is one of the last remaining social media presences of the Proud Boys. Therefore, Parler will likely be the primary source for my discussion of the organization’s use of social media.

McBain, Sophie. (October, 2020). The Rise of the Proud Boys. *New Statesman*, 149(5541), 26-27.

DeCook, Julia. (2018). Memes and symbolic violence: #proudboys and the use of memes for propaganda and the construction of collective identity, *Learning, Media and Technology*, 43:4, 485-504, DOI: 10.1080/17439884.2018.1544149

Kutner, Samantha. (2020). The Allure of Hyper Masculinity and Cryptofascism for Men Who Join the Proud Boys. *International Centre for Counter-Terrorism*. doi:10.2307/resrep25259

Nacos, B., Shapiro, R., & Bloch-Elkon, Y. (2020). Donald Trump: Aggressive Rhetoric and Political Violence. *Perspectives on Terrorism*, 14(5), 2-25. doi:10.2307/26940036

Butt, K. M., & Khalid, M. (2018). Rise of the Far-right Groups in Trump's America. *Journal of Political Studies*, 105. <https://link.gale.com/apps/doc/A576524460/OVIC?u=s>



[8399535&sid=OVIC&xid=a0f2a6a9](https://doi.org/10.1111/soc4.12157)

Van Stekelenburg, Jacquelin. (2014). Going All the Way: Politicizing, Polarizing, and Radicalizing Identity Offline and Online. *Sociology Compass*, 8(5), DOI: [10.1111/soc4.12157](https://doi.org/10.1111/soc4.12157)

This article details three different avenues by which people become politically radicalized with a focus on the factor of identity. Three levels are identified at which an individual may become politicized and/or radicalized: national policy, movement or party, and individual citizens. This a lot of good information on radicalization and the features of the process therein. Particularly, the information towards the beginning of the article which focuses on identity will be important for supporting my analysis of Proud Boys' rhetoric, as the media created and speech used by members of the group center strongly on identity.

(JP)

## **The Effect of the Versailles Treaty on the Rise of Nazism in Germany (11)**

Advisor: Dr. David Doellinger, History Department

Personal Pronouns: She/Her/Hers

Genre of Project: Scholarly

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### **Abstract:**

Context is important when discussing how the Nazi Party arose. World War I had disastrous effects on German society. Every aspect of life was disrupted. The unstable and volatile conditions of post-war society created many roadblocks to recovery and left millions feeling alienated and disconnected from the government that was tasked with rebuilding. The first hurdle was accepting the Treaty of Versailles, which codified the peace terms between the Allies and Germany, as legitimate. The Treaty was incredibly unpopular and factored into much anti-government propaganda during the interwar years. The Nazis in particular used the Treaty to build their movement by portraying it to be the root of all Germany's problems. My thesis will focus on how the Nazis used the Treaty of Versailles in their propaganda to radicalize their following and draw more people to them.

I will be examining Nazi publications, speeches, member testimony from 1918-1933 to show how the Treaty of Versailles was politicized by the Party to fit their agenda. The first step will be to establish context by providing an overview of German society immediately after the war. The main focus of the project will be on placing the Nazi Party into this context to discuss why their propaganda and their approach to politics was so successful.

### **Personal Interest:**

The rise of Nazism in post-World War I Germany has been of particular fascination to me since high school. It is one of the events and topics of history that first stimulated my love for the discipline. I did not understand how a man like Adolf Hitler and a political organization like the Nazis could become so popular and eventually rule a nation. Nor could I comprehend the absolute destruction wrought upon Jewish communities throughout Europe as Nazi Germany took steps to implement the "Final Solution." One of the most defining experiences of my life thus far was visiting the Auschwitz-Birkenau Memorial and Museum in Poland in 2016. Walking through the site where 1.1 million people were murdered is a feeling that remains indescribable. The question of "how did this possibly happen?" was and still is of great significance.

The inspiration for this thesis project came in Winter Term of my junior year when I took History 423, Germany from 1914-1945. This class holds the place of the most interesting class I have taken at Western Oregon University, and the one whose subject matter I'm sure I'll carry with me for the rest of my life. To understand the why and the how of Nazism it is important to understand Germany in and immediately after World War I. German culture was steeped in militarism, making a defeat as cataclysmic as this not just a lost war but an attack on a national identity. The interwar years were also a time of unprecedented political tumult as the imperial system was dismantled and a fledgling democracy faced the insurmountable task of rebuilding. Learning about how Nazism arose in Germany during this time can help people to understand contemporary issues.

A career goal I have is to work in preservation. It is important to me that reminders of the past be preserved. Keeping the memory of the Holocaust and other tragedies alive is critically important if we want to prevent them in the future. Also, education about the Holocaust and Nazism is so important for conversations regarding bigotry and equality, especially now in 2020 after mass protests about systemic racism. Learning about these things is still incredibly important. Knowing history is never irrelevant, as it can provide context for modern problems and teaches empathy for others.

### **Larger Context:**

German society after World War I was irrevocably changed. Defeat in the war upset almost every aspect of life, not the least politics. The embodiment of this change was the Treaty of Versailles, ratified on June 23, 1919. It laid out the conditions of Germany's defeat, conditions which were not easily met.<sup>1</sup> Opposition was immediate, loud, and often violent. From its ratification up until Hitler became Chancellor in 1933 the Treaty of Versailles was invoked by those who sought explanations for and answers to the challenges facing post-WWI Germany. It was also weaponized by far-right militant groups like the Nazis as the product of some international plot to put Germany under the yoke of the Allied Powers. It was truly an invaluable piece of propaganda. Whether explicitly stated or not it was central to the growth of the Nazi Party. In analyzing the effects of the Treaty of Versailles in popular and political thought it is interesting to ponder how different things could have been if the stipulations were even slightly altered.

The study of Nazi Germany should not be restricted to those who study history. Nor is it simply interest in or a fascination with the atrocities committed by a people in a bygone era. Studying and attempting to understand the rise of Nazism is a lesson in understanding and recognizing authoritarianism and fascism. As scholar Theodore Abel said in his book *Why Hitler*

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<sup>1</sup> "The Treaty of Versailles, 28 June 1919", in *The Nazi Germany Sourcebook*, ed. Roderick Stackelburg and Sally A. Winkle (New York: Routledge, 2002), 55-56.

*Came Into Power* Hitler did not build his movement “upon a void.”<sup>2</sup> It was based on the exploitation of beliefs and concerns of millions of people left reeling from catastrophe, people that may have responded differently had conditions been different.

There is also a tendency in older scholarship to refer to the Nazi era as Germany’s “special path,” or the culmination of all German history. That somewhere along the line Germany strayed from the main course of human development, and this is what allowed for the Third Reich to happen. This view is obviously problematic because it essentially calls Nazism inevitable. To call any genocide or human rights abuse part of fate or destiny not only absolves the guilty party of responsibility, it absolves people of the responsibility to intervene in current tragedies and work to prevent them in the future. It is also an incredible disservice to the victims. Imagine telling a Jewish person that there was nothing that could have been done to stop the Holocaust. Genocide and crimes against humanity are more common than anyone should be comfortable with. We need to be aware of how these crises begin so they can be prevented in the future.

### **Methods/Process:**

This project will examine how the Treaty of Versailles was employed by the Nazi Party as propaganda for their cause. Many of my sources are contemporary accounts, speeches, and documents from people within the Nazi Party. The goal is to understand how the Treaty was invoked by its opponents and why its invocation was so effective in radicalizing a large portion of the population, not to simply be a survey of German politics between 1918 and 1933 with a focus on Nazism.

The first step is to lay out the historical context of German society at the time of their defeat in World War I. This section goes over different aspects of German society and how they were disrupted by the war and defeat, with an emphasis on politics and economics. The terms of defeat stipulated in the Treaty of Versailles, such as the war guilt clause, were hard for many to reconcile with. The extremely tense political atmosphere and the ineffectiveness of parliament stalled the recovery process and alienated and radicalized large swathes of the population. Germany’s relationship to the countries that made up the Allied Powers will also be briefly discussed as it is relevant to the reaction of the conditions of defeat that were negotiated as well as the rise of conspiracy theories that Germany was sabotaged by foreign elements.

The next section will put the Nazi Party into that historical context. The volatile political climate of Germany immediately after World War I resulted in the creation and growth of a host of radical far-right paramilitary groups. I will draw from Nazi publications, newspapers, and

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<sup>2</sup> Theodore Abel, *Why Hitler Came into Power* (Cambridge, Mass.: Harvard University Press, 1938), 13.

other propaganda to show how the conditions of defeat laid out in the Treaty served as the basis for the agenda they pushed. Attention will also be given to Adolf Hitler as figurehead, and how his image and persona was also used as propaganda. This section will focus specifically on the “early years” of the Party, 1918-early 1925, when it experienced a great amount of growth in a time defined by catastrophe and crisis.

A brief mention will be given to the period between early 1925 to 1928, when there was relative stability, before getting into 1928 to 1933 when the Party’s popularity exploded. In 1925 to 1928, Germany was starting to recover from the war and the people were becoming more hopeful for the future. This deprived the Nazi Party of much of their momentum because they had thrived on anger, fear, and desperation. In the 1928 parliamentary elections the Nazis got only two percent of the vote, which hardly gave them the influence to accomplish anything. It was not until 1929 when the American stock market crashed and caused a global depression that the Nazi Party really took off. Germany, who was dependent on American loans to make reparations payments to France, suddenly found itself in an economic situation equal to that of 1918-1923. The Nazis grew by weaponizing the fear of the German people, asserting that all of the problems of the last decade were caused by the acceptance of the Treaty of Versailles.

The end result of this project will be a paper that discusses in depth the relationship between the Treaty of Versailles and Germany’s defeat and the rise of the Nazi Party. One goal for this project is to show that Nazism was not necessarily a phenomenon. It was a byproduct of political upheaval. Understanding it in this context allows people to realize how alarmingly easy it is for movements like this to form. Upon being completed this paper will also be digitally published on Digital Commons under both the Honors Program and the History Department.

### **Working Bibliography, with Select Annotations**

“The Beer Hall Putsch and Hitler’s Trial.” In *Inside Hitler’s Germany*. Edited by Benjamin Sax and Dieter Kuntz. Lexington, Mass.: DC Heath and Company, 1992, 75-78.

Brockdorff-Rantzau, Ulrich. “Speech of the German Delegation, Versailles, May 7, 1919.” In *The Weimar Republic Sourcebook*. Edited by Anton Kaes, Martin Jay, and Edward Dimendburg. University of California Press, 1994, 9-12.

Grosz, George. Autobiography. In *The Nazi Germany Sourcebook*. Edited by Roderick Stackelburg and Sally A. Winkle. New York: Routledge, 2002, 69-70. ProQuest Ebook Central.

Hindenburg, Paul von. “The Stab in the Back.” In *The Weimar Republic Sourcebook*. Edited by Anton Kaes, Martin Jay, and Edward Dimendburg. University of California Press, 1994, 15-16.

The “stab in the back” legend was one started by opposition parties directly after the end of World War I while terms of defeat were being negotiated between Germany and the Allies. It is a denial of defeat; Germany only lost because internal elements betrayed the military. This take became very popular among far-right groups, the Nazis included. They used it as evidence that the conditions of the Treaty, like reparation payments and capped military size, were part of a larger plot between foreign powers and their agents in the German government to sabotage Germany. Using this theory encouraged people to not accept defeat and to find ways to fight back, drawing people into far-right militant groups like the Nazis.

Hitler, Adolf. “Reestablishing the National Socialist German Workers Party, 27 February 1925” In Randall L. Bytwerk, *Landmark Speeches of National Socialism*. College Station: Texas A&M University Press, 2008, 14-31. ProQuest Ebook Central.

This speech was given by Hitler soon after he was released from prison in December 1924. He served nine months out of a five-year term for an attempted coup to take over the state of Bavaria in 1923. The coup occurred at the height of the hyperinflation crisis of late 1923, when the German economy collapsed, in protest of the government. This speech also came soon after the ban on the Nazi Party was lifted and was given in the same beer hall the attempted coup occurred in, symbolizing the determination and tenacity of the National Socialist (Nazi) Party. In this speech Hitler attributes Germany’s weakness during the war and its tenuous position in the years immediately after to Germans getting caught up in “foreign” political ideologies and not focusing on building a strong racial identity. It shows how Hitler believed that foreign influences - the current parliamentary system, the conditions of defeat in the Treaty of Versailles, Jewish communities - were the cause of Germany’s defeat and the reason why it was taking so long to rebuild, and it speaks to his audience’s fear and anger over the destruction of German society.

“The National Assembly Debate on the Treaty of Versailles.” In *Inside Hitler’s Germany*. Edited by Benjamin Sax and Dieter Kuntz. Lexington, Mass.: DC Heath and Company, 1992, 45-47.

The German National Assembly met on June 22, 1919 to discuss the terms of the Treaty of Versailles and whether or not to accept them. The right-leaning parties all voted to reject the treaty, while the left-leaning and center parties voted to accept it. The Treaty was accepted because the left and center coalition represented a majority. They were convinced that Germany had no options but to accept the terms of defeat from the Allies. Opponents of the decision, both in politics and in civic life, used it as ammunition

for the failures of the republican system in the interwar years. It was also an incredibly divisive decision that radicalized a significant portion of the population. For parties like the Nazis, the left's acceptance of the Treaty of Versailles was used as evidence that they were in league with Germany's enemies and trying to tear the country apart from the inside.

Schacht, Hjalmar. "The Runaway Inflation of 1923." In *Inside Hitler's Germany*. Edited by Benjamin Sax and Dieter Kuntz. Lexington, Mass.: DC Heath and Company, 1992, 50-53.

"The Story of a Soldier." In Theodore Abel, *Why Hitler Came into Power*. Cambridge, Mass.: Harvard University Press, 1938, 244-262.

"The Treaty of Versailles, 28 June 1919." In *The Nazi Germany Sourcebook*. Edited by Roderick Stackelburg and Sally A. Winkle. New York: Routledge, 2002, 54-58. ProQuest Ebook Central.

The Treaty of Versailles laid out the conditions of Germany's defeat in World War I. Some of the most onerous stipulations were Germany having to give up colonial holdings overseas and territorial gains during the war to the Allies, capping the military at 100,000 individuals, and placing sole responsibility for damages on Germany despite them not being the sole aggressor. The war guilt clause and reparations payments especially were blamed in the immediate post-war years for all of the hardships Germany experienced, like mass civil unrest, mass unemployment, economic collapse, and more. These clauses also provided a platform on which political opposition groups could claim that democracy and the new parliamentary system was the product of foreign interference in Germany's affairs and was destroying the country rather than rebuilding it.

Treue, Wilhelm. "The Four-Year Plan." In *Inside Hitler's Germany*. Edited by Benjamin Sax and Dieter Kuntz. Lexington, Mass.: DC Heath and Company, 1992, 290-294.

Troeltsch, Ernst. "The Dogma of Guilt." In *The Weimar Republic Sourcebook*. Edited by Anton Kaes, Martin Jay, and Edward Dimendburg. University of California Press, 1994, 12-15.

(MY)