Honors Committee Guidance to Students

The Honors Committee has approved eight categories of theses/senior projects, although of course <u>many students combine genres</u>.

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.

<u>These are the components of a thesis proposal:</u>

- **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.

Identity Issues in the Asian Adoptee Community (1)
Advisor: Dr. Maureen Dolan, Sociology Department
Student Pronouns: She/Her/Hers

Thesis/Project Genre (Scholarly, Scientific, Creative, Pedagogical, Service Learning, Experiential Learning, Action Research, Leadership Portfolio): **Scholarly & Experiential Learning**

<u>**Abstract**</u>:

For my thesis, I chose to take an important part of my life, my adoption, and focus on a common issue seen within the adoptee community: their identity. This thesis will explore how international adoptees often feel uncertain about their identity when it comes to ethnicity and belonging to a certain group and focus on how this could change or be enhanced when adoptees visit their home country.

This project will look at different stories of adoptees who have struggled with identity issues found in different scholarly resources focusing on this issue and then some from fellow adoptees I have met. Some of these people will have returned to their home country, some won't have. With these stories, identity issues can be analyzed and try to find commonalities. I will also include my own personal experience of going back to China and how my adoption has affected my identity. The end result will be a paper exploring how different adoptees are affected by their international adoption and if a trip back to their home country can help make them feel secure with themselves.

<u>**Personal Interest**</u>:

This topic has always been very important to me and who I am. I was adopted from China when I was just under a year old. Though I don't remember anything from living in China since I was a baby, just knowing that I was adopted from China impacts my life in so many ways. My mother has always been very open about my adoption. She wasn't one of those parents who chose to hide that her child was adopted. Granted she couldn't since she was a single White woman, and my sister and I are Chinese. It was pretty obvious so she always made it clear that adoption was nothing to be ashamed of. We are still a family, and we are no worse than other families. When my sister and I were much younger, my mother would take us to an overnight camp that lasted a few days to a week for families that had children adopted from China. It was a place that we could make friends with families that had similar experiences to us. Then as we got older, my sister and I attended an overnight camp for children who were adopted. It was a place where the adoptee community could come together and talk about how we felt being adopted, if we struggled with it, and how it impacts our life.

One of the topics we talked about at camp was our own identity which really inspired the idea for this thesis. We would talk about what communities we fit into, how we see ourselves (Chinese, American, or both), and how others see us. This question I still have not answered. It changes a lot of time based on the people I am with or the environment I'm in etc. In the summer of 2017, my mom and I took a trip to China to go on a homeland-tour with other families with children adopted to China. During this trip, it was interesting to see how people viewed us. It was clear we were from the States because our mother was with us and most of the time we were in a giant tour group. However, it still made me question my identity. I look Chinese but I'm very American. I grew up as an American. Many adoptees I know have this struggle too where they don't know how to present themselves. Some take the approach to try and seem as Chinese or Korean as someone who was born there or had immigrant parents. Others act more American.

After graduation, my goal is to utilize my degree in social science with a focus in sociology along with my minor in Spanish to become a social worker and help families who need help. This process of researching identity for those who are adopted could potentially help me as a social worker relate to my future clients even more from a more objective, academic perspective. Though I can already relate as an adoptee, my experience won't be the exact same as everyone else's' so this paper can really bring my attention to other aspects I haven't thought of or experienced.

Larger Context:

Adoption has become a very popular method in growing a family, especially starting in the 1990s when China's one-child policy was in place and millions of baby girls were put into orphanages. Jillian Powers states, "Chinese adoption constitutes the largest transnational movement of adopted children. Between 1971 and 2001, U.S. citizens adopted 265,677 children from other countries, and more than one-quarter of the children adopted internationally to the United States are Chinese" (2011:67). With millions of baby girls up for adoption, many American parents took this opportunity as a way to expand their family. Adoptees tend to question which community we fit into. Are we Chinese or American? Maybe both? Sometimes neither.

This topic allows parents or soon-to-be parents to recognize that adoptees can struggle with their identity. It also offers them a look at heritage tours that can be a helpful way to help their children connect with their ancestry. Kelly Hancox explains in her thesis the common activities to do on a homeland tour, "94% of respondents reported visited famous landmarks while on their trip, 52% visited their orphanage, 41% enrolled in language classes, and 18% took cultural classes. In addition, the majority of respondents, 70%, had visited their birth city," (2019). Having been on a heritage tour myself, I can definitely say that the trip was a great

opportunity for me to look into my ethnic and cultural identity. The fellow adoptees I met on the trip as well seem to value the experience as well. These positive outcomes can function as more motivation for new or future adoptive parents to go on these tours in the future.

A lot of adoptive parents recognize that children can feel disconnected from their ancestry and want them to be proud of their heritage. Parents may tell their children about China and how they came from there, but it's not like the kids can remember it. A lot of parents are motivated to do a heritage tour because "finding out more information about [their] children's lives as infants and making China real to them by taking them 'to see the country where they were born' were of primary importance'" (Ponte Wang and Fang 2010). This thesis will hopefully bring attention to international adoptive parents or potential international adoptive parents about how important ancestry and identity can be to their adopted children. Adoptees may hide this insecurity, so thinking of heritage trips and utilizing these opportunities can create a real bond between families and children with their culture.

Methods/Process:

In this thesis I will explore how being adopted from Asia and additionally going back to their homeland can affect the identities of adoptees. By identity, I mean how those individuals and others view themselves. At the end, I will include my own thoughts on my identity as an adoptee (adopted person) and how going back to China has changed me.

I will first explain the common feeling of not belonging and being completely sure of one's identity using data and research found in the sources "Korean Adoptees and the Social Context of Ethnic Exploration" and "Overlooked Asian Americans: The Diaspora of Chinese Adoptees." These articles explain the identity issues adoptees often face when they are young adults not fitting into a certain category of ethnicity and I plan on adding my own analysis as well.

Then I will focus on the idea of going back to China as a way to explore one's identity even more using the remaining resources. These sources have examples of different families going back to China on heritage tours (tours of China for adopted children and their families) that can provide research and information to help explain the identity issues adoptees face. The source "Inside, Out, and Inbetween: Belonging and Identity Negotiation For Chinese American Adoptees Studying Abroad in China" looks specifically at adoptees studying abroad in China and gives a more specific perspective because these adoptees are mainly with other students. With these sources, I can add my own analysis on the issue of identity when it comes to international adoption.

I then plan on reaching out to members from my heritage tour to get their perspective on how their identity may have changed after going back to China. I will also reach out to

friends from Holt Camp (a camp for adopted children only) who may not have returned to their mother-country but can still provide how they view themselves or how others may view them.I will ask them about their personal stories and feelings about adoption then tie these stories back to the analysis and research from the previous paragraphs to connect the stories of my personal friends to the ones I found online. In the end, I plan on telling my story in order to connect myself to the work. With all the different stories and perspectives gathered, I may be able to see if heritage trips help with these issues or if there is another factor that can help adoptees feel more comfortable about their identity.

The end result will be a paper explaining and analyzing the identity issues Asian-American adoptees face. It will then focus on heritage tours and if these trips help with the issue. I don't believe that this thesis will become well-known in any field, I hope this paper will provide information to psychologists or parents looking to adopt to help inform them of these issues as adoptive families continue to grow.

Working Bibliography, with Select Annotations:

Cohen, Frayda. 2007. "Tracing the Red Thread: China -- U.S. Transnational Adoption and the Legacies of 'Home'." *Anthropologica.* 57(1):41-52. Retrieved October 23, 2020. https://ezproxy.wou.edu:2582/stable/24470911?Search=yes&resultItemClick=true&searchText=adoptees+returning+to+china&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dadoptees%2Breturning%2Bto%2Bchina&ab_segments=0%2Fbasic_search_SYC-5462%2Ftest&refreqid=fastly-default%3Ae32d83e706f56eb21284f2ebc7adca1f&seq=5#metadata_info_tab_contents

This article discusses common activities done on a heritage tour such as visiting tourist areas along with seeing the welfare institution of the adoptee. It also talks about how these tours are seen by parents as a way for their children to appreciate the place they came from and celebrate their unique family structure.

Hancox, Kelly. 2019. "Adoptees Revisiting China." Undergraduate Honors Thesis, Scholars Works, Grand Valley State University. Retrieved from Scholars Works Honors Projects. Retrieved October 23, 2020. https://scholarworks.gvsu.edu/honorsprojects/737/

This student thesis describes a survey asking Chinese adoptees how they see themselves, as adoptees, Chinese, Chinese-American, etc. A good number of the people identified themselves as Chinese American adoptees but only after they had returned to China on a trip. This shows the impact of how a homeland tour can change how an

adoptee sees themselves because they are put into a new environment where the identity is likely to be questioned.

Lee, Richard M. 2006. "Overlooked Asian Americans: The Diaspora of Chinese Adoptees." *Asian Journal of Counselling.* 13(1):51-61. Retrieved October 23, 2020. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.612.6315&rep= rep1&type=pdf

Ponte, Iris C., Wang, Leslie K., and Serena Pen-Shian Fan. 2010. "Returning to China: The Experience of Adopted Chinese Children and Their Parents." *Adoption Quarterly.* 13(2):100-124. Retrieved October 23, 2020. https://www.tandfonline.com/doi/full/10.1080/10926755.2010.481039

Powers, Jillian. 2011. "Chasing China: Adoption Tourism, Images of China, and the Negotiation of Asian American Identity." *Chinese America: History and Perspective.* Retrieved October 23, 2020. https://www.chsa.org/wp-content/uploads/2012/01/2011HP_08_Powers.pdf

This article describes the common, general itinerary of a homeland tour including some of the tourist sites, along with how it's possible to visit the orphanage of the adoptee. It also notes how the adoptees in this article were identified by some locals as Westerners easily based on how they dress, bringing the question of if the girls were "believable as native Chinese girls".

Roesler Beecher, Genevieve H. 2012. "Inside, Out, and Inbetween: Belonging and Identity Negotiation For Chinese American Adoptees Studying Abroad in China." Graduate Thesis, Department of International Studies, University of Oregon. Retrieved from Scholars Bank U of O. Retrieved October 23, 2020. https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/12317/Beecher_orego n_0171N_10474.pdf?sequence=1&isAllowed=y

This text takes readers into the mind of a Chinese adoptee returning to China as a foreign exchange student. It explains how they feel about being back in the country. There are different feelings discussed in the thesis. The text also discusses how some adoptees try to appear as if they are local and not raised in the States by changing how they present themselves at different times. Overall, it explains how adoptees behave and act while in China after having not been there likely since their adoption at a young age.

Shiao, Jiannbin L. and Mia H. Tuan. 2008. "Korean Adoptees and the Social Context of Ethnic Exploration." *American Journal of Sociology.* 113(4):1023-1066. Retrieved October 23, 2020. https://ezproxy.wou.edu:2582/stable/10.1086/522807?Search=yes&resultItem Click=true&searchText=adoptees+returning+to+china&searchUri=%2Faction%2 FdoBasicSearch%3FQuery%3Dadoptees%2Breturning%2Bto%2Bchina&ab_segments =0%2Fbasic_search_SYC-5462%2Ftest&refreqid=fastly-default%3Aadea 4391997fc4d99cdab396bc1cbd36&seq=1#metadata_info_tab_contents

Tan, Tony X. and Brittany Jordan-Arthur. 2012. "Adopted Chinese Girls come of age: Feelings about adoption, ethnic identity, academic functioning, and global self-esteem." *Children and Youth Services Review.* 34(8):1500-1508. Retrieved October 23, 2020. https://www.sciencedirect.com/science/article/pii/S0190740912001594?casa_token =k7oDADJ4loAAAAA:SxBd9NYF501UAlr2IITOQZmJRQXPPaV3Yut-rEW-MzXKPw_vUnzogf MxPCYs384pHYd2yZ0dR34

LB

**Education, Preparation, and Support: Addressing Vicarious Trauma
in the Profession of Sign Language Interpreting (2)**
Advisor: Prof. Erin Trine, Division of Deaf Studies & Professional Studies
Student Pronouns: She/Her/Hers

Thesis/Project Genre (Scholarly, Scientific, Creative, Pedagogical, Service Learning, Experiential Learning, Action Research, Leadership Portfolio): **Scholarly**

Abstract:

Vicarious trauma (VT) has been determined as a serious issue for signed language interpreters. While education, training, and support related to VT are often provided to other practice professionals who engage in trauma work, signed language interpreters are not consistently included in these conversations. Throughout this project, I will analyze why interpreters experience an increased risk of VT and what the profession can do to address this problem. While research has been conducted on supporting interpreters post-trauma, the current literature lacks substantial data on preventative education and training. By viewing VT from a perspective of prevention rather than aftercare, my goal is to contribute to the interpreter's toolkit of control options (for the demands they face) that they carry into their work.

This thesis will take a closer look at the current literature on VT within the interpreting profession, both directly and as applied from research within other practice professions. It aims to answer the question of "How can we better educate, train, and support interpreters at risk of vicarious trauma?" I will discuss the risk factors and causes of VT and compare the current education, training, and support practices to better understand where the field is at and where it should be headed. This will culminate into a comprehensive collection of ideas and best practices the interpreting profession can utilize to address VT moving forward.

Personal Interest:

There was never a question for me regarding the type of settings I wanted to pursue as a signed language interpreter: medical and mental health care. During my freshman year of high school, I took a special interest in clinical psychology and the effects of traumatic experiences. At the time, I was not aware that vicarious trauma (VT) existed and believed trauma was always a first-person experience. When I was introduced to the concept of VT as a junior in high school, my entire perspective on my future career changed. Despite the challenges of healthcare interpreting, I knew I was working toward the goal of accessible healthcare. However, even with this passion, the thought of experiencing VT was intimidating to me as a teenager. As I tend to do when something intimidates me, I began researching more

about VT. I wanted to know why it happens, how one handles it, and most importantly, why interpreters are at an increased risk of experiencing it. While I learned quite a bit, it was troubling to find that VT is not a widely-researched subject within the interpreting profession. As I began to more seriously consider interpreting as my career during my senior year of high school, I vowed to continue my research on VT to better prepare myself for working in high-risk scenarios.

As a college student, my passions for interpreting and psychology are stronger than ever. I continue to research VT in both my academic classes as well as in my personal time. I began planning this thesis early in my second year at Western, and as a pre-interpreting major, I completed projects on interpreting in mental health settings and accessible healthcare within the Deaf community. Currently, I am in my first year of the American Sign Language/English Interpreting program and have never felt more confident in my chosen career path. During the most recent fall term, I even completed a research project on VT within healthcare interpreting settings. Within my declared minors of Psychology and ASL, my coursework is tailored on the clinical psychology path and topics related to healthcare in the Deaf community. I believe the energy I am putting in now is a form of education, training, and support related to VT, which is the entire basis for my thesis. Not only am I learning cultural and meaning-transfer skills related to interpreting, but I am learning what it takes to be a healthy interpreter, personally and professionally, with the goal of working in high-risk settings.

Moving forward in my research about VT, I know that I will continue to become a more competent interpreter. Because I know the risk of experiencing VT as a healthcare interpreter is high, this thesis holds immense personal significance to me. My personality is one that leans toward cognitive empathy and anxiety, two prominent risk factors for VT. The heaviness of VT is concerning and I have a much better chance of supporting myself and advocating for my consumers if VT is not taking up space in my mind and body. I want this to be an open conversation, not a topic that is hidden because it is frightening to think about. Mental health advocacy is a value I hold close and this thesis presents me with a fantastic opportunity to promote taking care of your mental health within my future career field. There are ways to be prepared, there are ways to address VT before, during, and after assignments, and there is hope in the healing process. I want to set myself up for the mindset that VT is challenging, but not a reason to give up. My goal is to become educated on the topic of VT myself before sharing what I've learned with the interpreting community when this thesis is published upon my graduation.

Larger Context:

The profession of interpreting is still young and there is not yet a large, established body of research about vicarious trauma (VT) as applied to the signed language interpreter. Much of

the previous discussions of VT have regarded the behavioral sciences (psychologists, counselors, social workers, etc.). As the similarities between practice professions (of which interpreting is one) become more well-known, the connections between shared experiences, such as VT, can be used for the wider benefit of these professions. Although my intention is to focus specifically on the profession of interpreting, I look forward to the possibility of application in other fields as well. Currently, much of the practice related to managing VT in the interpreting field consists of aftercare rather than preventative care. However, the field would benefit from preventative education and training as well as an analysis of the most effective (best) practices related to supportive aftercare. By addressing VT in a holistic manner, the interpreter is provided a more extensive toolkit to protect themselves from the severe negative impacts of VT.

There is no argument for trauma — no one is "pro-trauma" — but there is a great argument for preventing its occurrence and caring for those who experience it. While it can be well-regarded that putting yourself in another person's shoes is a great skill to possess, for the signed language interpreter, it creates the possibility of taking on the consumer's trauma. That is a lot for the interpreter to carry and will undoubtedly affect their quality of life and work. We need to be prepared to address this issue as individual practitioners and as a professional community. Full neutrality is a myth in our profession and it is troublesome to assume that the interpreter can completely remove themself from the emotional aspect of a traumatic assignment (Bontempo & Malcolm, 2012; Harvey, 2003). Interpreters have been educated on how to remain neutral while working, but they are also not machines and indeed carry their humanity with them into their work. Therefore, this work is important to the wider community because all interpreters possess this aspect of humanity. The concept of VT is applicable to all interpreters given the nature of the work and the variety of settings worked in, and holds a special interest for those who work in high-risk settings, such as healthcare or legal settings.

The interpreting profession thrives on knowledge and education, and with VT, knowledge and education are truly powerful. Before we discuss aftercare, interpreters need to understand what VT is, why it occurs, and what their risk of experiencing it is. If interpreters are provided with a framework for learning, this will significantly impact them both personally and professionally. A trauma-informed interpreter can indeed support traumatized consumers while continuing to carry out their work well, with the aspect of humanity attached. The profession needs to understand that while the risk of VT cannot be eliminated, it can be reduced if practitioners are aware of what could happen.

Knodel's (2018) survey of interpreters provides a snapshot of what working interpreters are currently using as coping strategies post-trauma. I plan to expand on Knodel's (2018) work, as well as other current research, to contribute to the field by analyzing the most and least

beneficial coping strategies currently being used. Additionally, I plan to offer some new recommendations per emerging recent research into areas such as post-traumatic growth, practices for directed self-care, and positive coping strategies. Ultimately by doing so, interpreters will be personally healthier and professionally better prepared to produce good work for and do no harm to their consumers. My goal with this thesis is to not only raise awareness of VT, but to contribute an analysis of the most beneficial practices for education, training, and support related to VT in the interpreting profession.

Methods/Process:

The goal of this thesis is to discuss education, training, and support for interpreters at risk of experiencing VT. By taking a closer view at VT from the lens of interpreting rather than behavioral sciences or other similar fields, I will be able to specifically target a community of professionals who are potentially not well-equipped to manage VT. One could spend all day researching VT as applied to other fields, but it is not enough for the interpreter to simply apply practices from other fields to their work. An interpreter's work is unique in many ways. Prominently related to VT, that includes the variety of settings one interpreter can practice in, "taking on" the consumer's trauma through meaning-transfer work, and differing confidentiality regulations in comparison to other practice professions. When the literature applies directly to interpreters, that is when the positive changes can begin to occur.

This thesis will be presented in three major sections: First, understanding what VT is and why interpreters, individually and collectively as a profession, are at risk of experiencing it. Second, discussing preventative education and training measures that can be put in place before the risk of VT is presented during an interpreting assignment. Third, comparing post-trauma coping strategies, along the positive to negative spectrum, to determine best practices for the profession moving forward.

To begin, I will start by addressing VT in the context of other practice professions where the research is well-established, most notably the behavioral sciences. The view of interpreting as an actual professional practice is fairly recent. In order to apply VT to the interpreting profession, I need to understand the history of the subject in practice professions that have been around for a longer amount of time. Once I have a solid understanding of VT within other practice professions, I can then apply it to interpreting.

Moving forward, I will look at the individual and collective causes of VT among interpreters. Below the surface of repetitive exposure, we find that the causes are actually quite personal in some cases. The aspect of humanity comes into play here and I want to uncover what the cost of empathy is, why specific personality characteristics impact risk, and how negative coping strategies develop. In other cases, the profession as a whole is a cause. I

want to understand how the myth of neutrality plays a role in this. The myth of neutrality suggests that interpreters are expected to feel, as opposed to act, completely neutral during interpreting assignments. My goal is to determine the benefits of moving from a rule-based to an outcome-based approach to interpreting (utilizing the Demand-Control Schema, which looks at decision making as recognizing your presented demands in a scenario and deciding the best response control based on its impact). I will also consider how the risk of VT increases or decreases based on the setting being low (ex. community-based, lower educational), moderate (ex. upper and post-secondary educational, conference), or high-risk (ex. healthcare, legal).

Next, I will address preventative education and training for interpreters related to VT. I plan to accomplish this by first reviewing the current literature, and then focus on applying the identified causes of an increased risk of VT to prevention strategies. I will discuss the implications for interpreter training programs (ITPs) regarding communication about VT. Additionally, I will recognize and address empathy tendencies and personality characteristics as barriers and strengths. I expect to discover more strategies as my research continues. I will include a discussion about self-care strategies, as related to the overall profession and specific to high-risk settings, as well.

Lastly, as the risk of VT cannot be entirely erased from an interpreter's work, we must address the aftercare strategies. With aftercare being the most widely-researched portion of the VT process within the field, I plan to analyze what interpreters are already doing to address VT. I need to know why strategies are positive or negative, and what type of impact they have on an interpreter's work. I am also curious about the use of peer support as a positive strategy in managing VT because it has been proven beneficial in other areas of the interpreting process (ethics, well-being, exchange of solutions, etc.). Once this analysis has been completed, I will develop a collection of best practices for support post-trauma. It is my hope that this work will contribute to the interpreting field in a meaningful way, positively impacting the community from students to established professionals.

Working Bibliography, with Select Annotations:

Anderson, A. (2011). Peer support and consultation project for interpreters: A model for supporting the wellbeing of interpreters who practice in mental health settings. *Journal of Interpretation*, *21*(1), 1-13. https://digitalcommons.unf.edu/joi/vol21/iss1/2/

Bontempo, K., & Malcolm, K. (2012). An ounce of prevention is worth a pound of cure: Educating interpreters about the risk of vicarious trauma in healthcare settings. In K. Malcolm & L. Swabey (Eds.), *In our hands: Educating healthcare interpreters* (pp.105-130). Gallaudet University Press. https://www.academia.edu/1942525/Bontempo_K_and_Malcolm_K_2012_An_ounce_

of_prevention_is_worth_a_pound_of_cure_Educating_interpreters_about_the_risk_of_
vicarious_trauma_in_healthcare_settings_In_Malcolm_K_and_Swabey_L_Eds_In_our_h
ands_Educating_healthcare_interpreters_Washington_DC_Gallaudet_University_Press_
105_130

This article addresses vicarious trauma (VT) from a holistic perspective respective to the overall interpreting profession, as well as specific to working in healthcare settings. Bontempo and Malcolm emphasize the Demand-Control Schema and its application to healthcare settings, where environmental, interpersonal, paralinguistic, and intrapersonal demands interact to increase the interpreter's risk of experiencing VT. This couples with the myth of neutrality and how the first step in addressing VT is to recognize that interpreters are humans, not machines, interacting within the potentially traumatizing scenario. Additionally, there is extensive research discussing the contributing factors to the risk of VT, including a connection to the traumatic event, personality traits, and coping strategies. It all comes down to education and prevention on the individual and collective levels. This article is important to my thesis because it addresses VT from multiple perspectives and dives deeper into the reasoning why some interpreters are more likely to experience VT in comparison to others. I believe it is important to consider VT on both an individual and a collective level, and I plan to include this as an area of focus in my thesis.

Hall, M. (2016). *The effects of vicarious trauma on life satisfaction in visual language interpreters* (Publication No. 43). [Undergraduate Honors Thesis, King's University College]. Scholarship@Western. https://ir.lib.uwo.ca/psychK_uht/43/

Harvey, M. (2003). Shielding yourself from the perils of empathy: The case of sign language interpreters. *The Journal of Deaf Studies and Deaf Education*, *8*(2), 207-213. https://doi.org/10.1093/deafed/eng004

This article tackles the connection between empathy and interpreting in traumatic situations. Harvey utilizes the lens of the dual nature of empathy — emotional and cognitive — and how achieving a balance of the two reduces the risk of a significant emotional fallout for the interpreter post-assignment. When an interpreter swings too far to the emotional side, they risk "empathetically drowning," and swinging too far to the cognitive side results in compassion fatigue. He notes the myth of neutrality, stating that one can *act* neutrally when interpreting (in) a traumatic situation, but *feeling* neutral is "psychologically unfeasible on an emotional level," and how projectively identifying with a traumatic situation can happen consciously or unconsciously. I am very interested in how empathy plays a role in vicarious trauma (VT) and I plan to

integrate this article into my thesis by addressing the role of empathy in VT from the dual nature lens.

Harvey, M. (2013). Reaping the benefits of vicarious trauma. *International Journal of Interpreter Education*, *7*(2), 5-20. http://www.cit-asl.org/new/wp-content/uploads/2015/11/c-Reaping-VT-benefits-Harvey.pdf

Kilpatrick, J. (2016). *The effects of empathy on vicarious trauma in the visual language interpreter* (Publication No. 37). [Undergraduate Honors Thesis, King's University College]. Scholarship@Western. https://ir.lib.uwo.ca/psychK_uht/37/

This article discusses empathy and vicarious trauma (VT) as applied to visual language interpreters. Kilpatrick utilizes Harvey's (2003) lens of the dual nature of empathy, overviewing the connection between empathy and VT generally, as well as individually on the emotional and cognitive sides. She highlights the link between trauma and anxiety, which leads to the study she conducted with 95 interpreters regarding their experiences with secondary traumatic stress, interpersonal relativity, and anxiety. Results found that the majority of respondents did not meet the clinical criteria for VT, cognitive empathy does not protect against VT, and emotional empathy is not a significant risk factor when controlling for the interpreter's level of anxiety. These results surprised me in that there is not a stronger connection between empathy and VT, however, emotional empathy was initially indicated as a risk factor before controlling for anxiety. I plan to expand on this in my thesis. Additionally, I believe that any negative psychological response to a traumatic situation should be taken seriously, even if it doesn't meet the clinical criteria. In conjunction with the Demand-Control Schema, within my thesis, I plan to discuss the need for addressing (controlling) stressful or traumatic demands post-assignment even if they are not producing clinically significant symptoms.

Knodel, R. (2018). Coping with vicarious trauma in mental health interpreting. *Journal of Interpretation*, *26*(1), 1-25. https://digitalcommons.unf.edu/joi/vol26/iss1/2/

This study discusses the heightened risk of experiencing vicarious trauma (VT) for the interpreter working in mental health settings. The author surveyed a group of 222 interpreters with experience working in mental health settings about VT and how they cope with its effects. Information obtained included the mental health settings interpreters had worked in, length of time worked in the mental health field, if there was a decrease in mental health interpreting hours in the past year (and why), if VT had been experienced, if professional support was sought due to the emotional impact,

coping mechanisms, and training to handle VT. Knodel highlights the responses of coping mechanisms, which were a mix of positive and negative, as well as training related to VT, which is minimal and not comprehensive in the field as a whole. This study is one of the core reasons I decided to pursue VT in the interpreting profession as my thesis topic and my investigative question is based on the findings of this study (and others similar). I plan to apply these findings within my thesis as I address ways to better educate and train interpreters related to VT, as well as expand on the current aftercare processes to determine best practices.

Lai, M., Heydon, G., & Mulayim, S. (2015). Vicarious trauma among interpreters. *International Journal of Interpreter Education*, *7*(1), 3-22. https://www.cit-asl.org/new/vicarious-trauma-among-interpreters-7-1/

CB

An Education in Philosophy — What Could Be Better? (3)
Advisor: Dr. Ryan Hickerson, Philosophy Department
Student Pronouns: He / Him / His

Thesis/Project Genre (Scholarly, Scientific, Creative, Pedagogical, Service Learning, Experiential Learning, Action Research, Leadership Portfolio): **Scholarly & Pedagogical**

Abstract:

Philosophy is a subject which, whether through first year seminars, general education courses, or a concentration in liberal arts, most college students are exposed to at some point in their education. The style with which these introductory courses are taught has the power to determine a student's perspective regarding philosophy; it can either deter or encourage a student to pursue philosophy in the future. This is why special attention should be paid to the methods by which philosophy professors teach their material.

My thesis seeks to do just that: analyze the current strategies at use within the college-level philosophy classroom, examine the benefits and detriments of these strategies, and use this analysis to develop an informed perspective as to how philosophy should be taught. The current literature on this subject (Yancy, Leuschner, Smith, Nisbett) stresses that what students of philosophy are being taught is rarely visible nor practicable upon leaving their classroom. The teaching tactics that I will develop are aimed to address this problem, and will do so through changes in course material, lecture methods, and means of assessing knowledge. Creating these tactics will inform my own teaching techniques, which will be put into practice once I have fought my way through a grad degree.

Once complete, I hope to have made a course which could be realistically proposed to my future employer. The completion of an essay rationalizing this syllabus' effectivity should increase my course's chance of being realistically accepted.

Personal Interest:

How often do we look back at our past and attribute a groundbreaking shift in our worldview to a single moment? Although we may mean well, is this not falsely emphasizing a single moment of change, when in reality, our growth was the product of many moments — so many moments, that it becomes tempting to represent it symbolically through one? I worry in such cases that one forgets how integral affirming and reaffirming our newfound perspective through action can be. It is with this in mind that I broach the subject of philosophy, and my own introduction to it. During a particular day in my highschool career, having recently undergone a harsh split with two close friends, I felt myself in need of a substitute for the joy

that they had brought me. Enter, *The Stranger*, by Albert Camus. What started as the skimming of an assigned reading became the focus of my afternoon, and evolved into an activity I could regularly look forward to. The book itself was a novel, though its author, I discovered, was a philosopher.

Over the next two years I would survey the works of other big names in the tradition, from Plato to Kierkegaard, Nietzsche, and Hannah Arendt. At the start of each new book, of each new chapter, even, I was not so much reading to retain information, as I was searching for different viewpoints whose adoption might alter my experience of the world. Only now do I understand how important such a distinction can be. In college I discovered that many philosophy courses can be thought of as an open circuit: material is taught to students whose experience with that material concludes after they have passed their exams. The circuit cannot continue to run, because it is given a firm conclusion. In other words, knowledge ought to be used for something, or else it dead-ends. As of now, however, philosophy students will often keep their knowledge tucked away, brandishing it only in future classes. This is not merely my opinion. From students sympathetic to philosophy, I've heard it said that the field is difficult to learn because it forces them to "think in a different way." From others I've heard it more bluntly: that philosophy has no use. I tend to think of these comments as coming from a similar perspective, that what is taught in the classroom has no bearing on how students experience the world — neither in thought, nor action.

What is needed within philosophic pedagogy is, in part, a distinction between the moment of learning, and the following moments through which a student can reaffirm their knowledge in experience. To emphasize the latter would, like my introduction to Camus, or like a *closed* circuit, create a feedback loop. Students would be encouraged to learn even after they had left the class. It is my plan to become a professor of philosophy, and, through a unique style of teaching, give students an education that stresses the applicability and practicality of philosophy. I intend to supplement assigned readings with assigned reflections, aimed at exploring the consequences each system of thought would impose on a student's life and worldview. I plan to ask the questions that I myself have had about our material, such that students can learn how to question themselves as they read. I will include in our roster of study philosophers who tend to be neglected and marginalized, like W.E.B Du Bois and Simon de Beauvoir, each of whom also stress in their work the intimate effect of thought upon experience. My interest in this topic lies in altering how philosophy is perceived.

Larger Context:

It is almost undeniable that students at-large benefit from researched and effective

teaching strategies. This means that the 7,140 students[1] who graduate annually with degrees in philosophy would be the primary benefactors of a change in philosophy-specific pedagogy. Among potential graduates in philosophy, it has been shown that women are more likely to complete their education if, within their introductory classes, they are taught about "concerns, texts, and images that acknowledge women."[2] From this I extrapolate that a change in teaching strategy, specifically one which emphasises topics of personal relevance (say, a woman's perspective on ontology), makes a noticeable and positive difference in how that material is experienced by students.

Philosopher George Yancy extends this critique of mainstream pedagogy to account for students of color. He describes the "feeling of estrangement and discouragement" that can accompany a student of color in philosophy when taught only the traditional canon, something completely "white and male." In other words, the material often taught in academic philosophy can come across as irrelevant to students with certain backgrounds and experiences, specifically when those experiences are particular to students of color.[3] What is necessary to engage students of various backgrounds is an education that emphasises its material's applicability to various backgrounds, and this, of course, entails the studying of philosophers who have developed their theses within various social contexts. There is no way to affirm and solidify one's material outside of class if that material does not pertain to the world one lives in.

These criticisms are not meant to denigrate philosophy but rather to emphasize the necessity that this field teach its students in reference to the world -- and to one's experience within it. This criterion of world-applicability is a pedagogical standard that has been extensively researched and validated. In the realm of ethics (a common course within philosophy), Penn and William discovered that a student's retention of material is measurably improved through studying that material's "application to social issues.[4]" Granting that these social issues may involve society's treatment of minoritized groups, what Penn's research suggests is that a course emphasising "application" of material will not only optimize retention, but may help break down the previously expressed barriers between minoritized identities and the philosophy they are taught. For this reason, it seems clear that an investigation into *how* such a course can be organized will benefit those students whose professors are exposed to the investigation.

Methods/Process:

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[1] The Daily Nous
[2] Quantifying the Gender Gap in Philosophy
[3] African American Philosophers: 17 Conversations.
[4] Teaching Ethics--A Direct Approach

First, I will summarize how philosophy is being taught throughout US universities. This will mean investigating which topics tend to be studied most, what methods are used to teach these topics, and how one's knowledge of a topic is assessed. These investigations will likely lead to certain criticisms, namely, that Euro-centric philosophy is taught to the detriment of other philosophic forms (Yancy, Leuschner)[5], and that class material is taught without reference to contemporary, or even actual situations (Penn, Nisbett)[6]. The consequences of these teaching methods have been measured in terms of test scores, with those being taught only in the abstract having learned significantly less (Penn).

Following my assessment of philosophy, I aim to analyze different solutions for its shortcomings. Relying on Smith's research that philosophy students learn more when their material is taught in the context of "current social topics," my focus in this section will likely aim to make philosophy more applicable and practical through alterations of material, teaching method, and assessment of knowledge. Leuschner and Yancy both denounce the lack of representation for women and African Americans within the philosophic pedagogy, while also providing references for women and African American philosophers who ought to be taught. Jones stresses that, before teaching a topic within philosophy, one ought to consider whether it will be relevant to the lives of those being taught. I will synthesize this research into a few teaching maxims that may seem commonsensical, though will probably represent a real divergence from current practice.

Finally, I will use these maxims to develop my own syllabus, complete with intentional choices for topics taught, methods of teaching, and assessment of student knowledge. All such choices will be justifiable in terms of my solutions to the shortcomings of academic philosophy. In a reflective essay I will examine exactly how the format of my class fulfills my criteria. This class will, like those at Western Oregon University, occupy an 11 week time-period. I will include particular readings, as well as lecture notes to demonstrate which aspects of each reading I believe should be stressed. Essay prompts and in-class assignments will be included within the syllabus as well.

Although those who will read this project are limited to a few folks passionate about alternative methods of teaching, its purpose is not exclusively for them but for those students who could benefit from an education that encourages experiential learning. My goal is to become a professor of philosophy. Therefore, I know that this project, by helping me to refine my understanding of education, will at least benefit those students within my own classroom. It is time that we start learning those things which impact us, precisely because what impacts us

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[5] The Under Representation of Women in Philosophy
[6] Reasoning within philosophy and psychology

becomes a part of us. But, to teach something like that, professors must take into account the different worlds in which their students live.

<u>Working Bibliography, with Select Annotations:</u>

Teaching Ethics:
http://ezproxy.wou.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=9604291527&site=ehost-live

This source critiques the current method of teaching moral philosophy in higher academia. Instead, it emphasises the fostering of logic, role-taking, and conceptualisation (e.g. of 'justice') in students. Their material focused on the interrelation of formal logic, developmental theory and stage typology, and philosophical methods of ethical analysis and **their application to current social topics.** Their argument that methods of teaching which stress the applicability of ethical philosophy cause students to receive better grades on standardized tests will be very useful for my thesis.

The source makes use of Kohlberg's six stages of moral development, and **encourages students to apply Kohlberg's standard to published moral theories, historical situations, and finally to their own moral theories.** Using a test designed to measure a student's skill in moral theory and application, it was shown that the paper's class design succeeded more so than other designs. Because the test was based on Kohlberg's theory, it seems self-evident that those trained in Kohlberg's theory would understand it the best. Perhaps the test should have been developed by a third party who was unaware of the curriculum?

Teaching Philosophies: https://www.tandfonline.com/doi/abs/10.1080/13601440210156501

This is an essay which aims to standardize the necessary criteria of a "teaching philosophy." Its criteria: a teaching strategy must logically connect one's thoughts on teaching with one's thoughts on learning; its aim must show literacy in appropriate theory, institutional context, and one's own world-perspective; it must include qualities of teaching and learning that its author defines as critical; Finally, it must be developed according to contextual factors within the discipline and political climate. This may suffice as a baseline measure for the validity of my project, upon which I can overlay the criteria of practicality and applicability. The essay details the benefits of developing a teaching strategy (both for students and teacher). It also recommends framing one's teaching strategy with a critical incident or metaphor.

The underrepresentation of women in philosophy (Leuschner)
www.Social_exclusion_in_academia_through_bia

This essay gets into the biases present with the system of academic philosophy, specifically insofar as women are relegated to political philosophy, and ethics as "soft" philosophy, and how feminist philosophy is rejected at the outset as unrigorous or illogical. In response to this, female philosophers have taken to recounting fastidiously the history of other figures within philosophy, which itself is a mode of philosophizing that is given less prestige. An individualized recommendation is teaching more female figures, along with the mechanical solution of prioritizing the publication of essays on "decentralization of power" and "applicability to human needs." Assigned essays on these topics could support women and feminist perspecetives within the microcosm of a classroom.

The dispersal of philosophic subjects to the broader community.
file:///C:/Users/ASUS/Downloads/Academia,_Philosophy,_and_Apparent_Understanding_(forthcoming,_Intellectuals,_Vol._1).pdf

This article argues that academic philosophers have a responsibility to benefit the non-academic community. This takes the form of remaining aware of events occurring beyond the purely academic field. Before teaching a subject, we should take into account whether it is of outside relevance. **The importance of a philosophic theory to someone's personal life will be related to the degree in which that theory reflects their life.** Personal reflection is integral to one's benefitting from philosophy. This value is not understanding per se, insofar as to understand involves knowing something which is true (hard to prove) the value of philosophy is in apparent understanding.

Philosophy in Academia:
https://www.tandfonline.com/doi/abs/10.1080/0305498750010303?journalCode=core20

Reasoning within philosophy and psychology
https://books.google.com/books?hl=en&lr=&id=8xZvPic8XV8C&oi=fnd&pg=PA228&dq=how+is+philosophy+taught&ots=dAgiIcYMwE&sig=HTivYX3Ts2O4Bfb33qXqoIWQvnk#v=onepage&q&f=false

The Problems of Philosophy:
An essay by Bertrand Russell which defines certain benefits to studying philosophy.

Quantifying the Gender Gap in Philosophy
https://onlinelibrary.wiley.com/doi/full/10.1111/j.1527-2001.2012.01306.x

ND

Forest Management and Harvest; A deeper look at the role of the Lumber Industry on Environmental Sustainability (4)

Advisor: Dr. Bryan Dutton, Biology Department (not confirmed)

Student Pronouns: He/Him/His

Thesis/Project Genre (Scholarly, Scientific, Creative, Pedagogical, Service Learning, Experiential Learning, Action Research, Leadership Portfolio): **Scholarly**

Abstract:

The lumber industry is a topic of debate for many environmental and climate change policies. It is also one of the world's largest industries and therefore has huge economic and employment influence. I will explore the environmental impacts of the lumber industry; how it harvests, uses, replants, and maintains forests. Through these observations, I will be able to present and spread awareness about the sustainability of the industry itself and how environmentally friendly it is. The industry is often a key element in the discussion surrounding policy for reducing carbon emissions. The most crucial theme of my thesis will not be data collection; the data required already exists through various sources and corporate bodies such as the Sustainable Forestry Initiative. With all of this data, I will be able to perform cost-benefit analyses on each area of the lumber industry I am focusing on. I will also prove and support which practices by different lumber mills are both most affordable and environmentally sustainable. While I do not expect this thesis to change the minds of everyone, it is my goal to inform the public about both the good and bad of the lumber industry so that they can make more reasonable decisions about legislation and how they wish to support it. I have a deep appreciation for the environment and throughout the analysis of data in this thesis, my mind may be among those changed by its findings.

Personal Interest:

From a young age, I did not have the slightest interest in working in forestry. The idea of working in forestry seemed inconsequential and mundane. I had the desire to be an astrophysicist, as that would be an interesting and exciting career. With my young imagination, I imagined I would become something of science fiction but reality instead of fiction. I must not have known myself very well at that point because I love and have always loved the forest. Growing up, my family would camp throughout the Oregon and Washington forests every couple weekends from Spring up through autumn. There were also many hiking and fishing trips. Years of these outdoor adventures instilled in me immense comfort and appreciation for the forest and nature in general. As I matured, so did my taste for beauty. While flowers and plants are pretty, there is something truly special about trees. They range so much in beauty

from the cherry blossom tree to the willow tree and yet they are massive and have powerful roots. This infatuation with trees began to develop during high school.

I performed well academically in high school but I especially had a niche for STEM classes. Senior year, in my honors biology class, was when I realized that I would want to major in biology during college. The many biology classes I have undertaken have deepened my knowledge and appreciation of wildlife, nature, and us as humans. I took up a summer internship at the Santiam Weyerhaeuser lumber mill after my freshman year of college. During my orientation there, one of the things they mentioned was that they have a net-negative Carbon footprint. This was a great surprise to me and has made me proud to work and affiliate with them. I wish to further explore career opportunities with them since they offer a field biology internship. I had hoped to have already started this internship but unfortunately, the pandemic of Covid-19 has postponed that opportunity.

My current career trajectory is aimed at forestry and environmental science. Not only will this thesis project be an accreditation to show to potential employers, but it could also change my perspective on the lumber industry and rule that out as a career aspiration. The environment is important to me, as it should be to everyone because we live in it. Even if I do not end up with a career in forest management, I still want to ensure that our forests and the wildlife in them are sustained. I want my peers to be informed voters when it comes to environmental legislation. I dream of raising a family similar to my own upbringing which involved lots of camping and hiking. My relationship with nature will always be treasured.

Larger Context:

Of the total 4,058,931,000 hectares of forest land, today, on the planet, we are removing 3.97 billion cubic meters of lumber annually for woodfuel and industrial purposes. In 1990 the total forest land was 4,236,433,000 hectares.[7] On a global scale, we are using more trees than we are replanting. Fortunately this negative trend in total forest land is slowing down but it's not because we are cutting fewer trees. We are actually cutting more trees but we are able to compensate by replanting new ones in an effort for reforestation. Not all countries with lumber mills have implemented reforestation practices, but many, including the US, have.

Forests are important for a multitude of reasons. They are home to trillions of microorganisms, an abundance of plant life, and wildlife. Forests are our largest deposits of Carbon separated from the atmosphere. They have many roles in the environment and are simply beautiful. Because the lumber industry cuts down and replants forests, the wildlife

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[7] FAO. 2020. Global Forest Resources Assessment 2020: Main report. Rome. Retrieved October 26, 2020, from https://doi.org/10.4060/ca9825en

inhabiting these forests are obviously affected. Lumber mills usually have practices to protect and help those that inhabit the forest. I will explore wildlife impacts in the second section of my thesis. The average mature tree absorbs approximately 48 cubic pounds of CO_2 every year.[8] Climate change is a complex problem that impacts us all. One of my goals of this thesis is to help in the effort to mitigate climate change.

In North America, 614,000 hectares of forest land are planted for the 638 million cubic meters of lumber removed.[1] In North America we are planting more trees than we are cutting annually. If this trend continues, globally the amount of forest land will be increasing. This has the potential for lots of environmental benefits. "Forests remove carbon dioxide from the atmosphere, and when they store more carbon than they lose in a given year, they serve as a net carbon sink and offset a portion of society's greenhouse gas emissions" (U.S. EPA, 2018).

This project will not directly resolve the issues of my impacts; carbon emissions, wildlife, and secondary impacts. The purpose of this thesis is to inform the public about the role of the lumber industry on environmental sustainability. Some minds are not open to change and that is just something I have to accept. This thesis will come up in times of social discourse surrounding an issue involving the lumber industry. My unbiased analysis of data will aid those hoping to voice their opinions and influence the practices of their local mills and legislation that may impact them.

Methods/Process:

Throughout this project I will analyze specific impacts of the lumber industry. Each impact will be its own section containing data from a small, medium, and large lumber mill. Data will be a combination of mill specific and environmental research conducted by scientists and institutes. The data within each section will be complimented with an analysis to explain what it means. I will then investigate possible issues, such as proposed legislation or new practices taken up by mills, surrounding each impact.

One of the impacts I will explore are Carbon emissions. The operation of lumber mills is costly as there are large emissions of carbon from the industrialized mills and the transportation of lumber by truck drivers. The issue of carbon emissions from truck drivers has recently sparked political discourse with a movement called "#Timberunity". This political movement beautifully captures the ambiguous nature of how the lumber industry is viewed with different environmental issues. These movements are exactly what this thesis is going to affect, not just the Carbon emissions impact, but each impact discussed throughout the different sections of my thesis.

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[8] All About Trees. (n.d.). Retrieved December 12, 2020, from http://www.tenmilliontrees.org/trees/

The data I require for each impact already exist in many different reports and databases. There are also a multitude of industrial standards that lumber mills must adhere to. Industries very commonly seek out different production and environmental certifications so as to be more appealing to potential consumers. The corporate bodies that grant these certifications have records of the data that they collect from different mills. The data collected is applicable to each of my impacts. S.F.I., for example, has a massive database for different lumber mills, including Weyerhaeuser which is one of the three specific mills I will examine. S.F.I. keeps accurate records of lumber produced, trees replanted, treatment of wildlife, and many other areas that are not as relevant to the scope of this thesis.

This project will be divided into three sections: carbon emissions, Wildlife and their habitat, and secondary impacts. The carbon emissions section will focus on the output of carbon emissions as a result of operation and the reduction of carbon emissions as a result of maintaining and replanting forests. The second section will focus on the ecosystems and wildlife that are present in land owned by lumber mills. Forests are home to an ecosystem with trillions of microbes, fungi, and plants as well as larger wildlife such as deer and birds. I will investigate what practices, if any, are in place to preserve and aid those that inhabit the forests. I anticipate that impacts on wildlife will vary with the different harvesting techniques. The third section will be more broad, examining an array of less controversial environmental impacts. These topics will be soil nutrition, water consumption, and erosion prevention. I will focus this section on the smaller impacts that the lumber industry has on nature.

When I am finished, my thesis will explain all of the benefits and downsides of the lumber industry's impact on the environment. Readers will be able to determine whether or not they should provide more support to the lumber industry. Readers will be informed voters on policies and legislation impacting the lumber industry. The public will be informed and able to influence any lumber mills with practices that are not environmentally friendly.

Working Bibliography, with Select Annotations:

Cossalter, C., & Pye-Smith, C. (2003). *Fast-wood forestry: Myths and realities*. Jakarta, Indonesia: Center for International Forestry Research (CIFOR).

> This book details the environmental sustainability of fast-wood forests. The book explores many different applications and issues of fast-wood forest. A large portion of the book, which pertains to this thesis, discusses environmental impacts of these forests. Discussed are the impacts on water and soil nutrients, wildlife, and climate change. The commercial aspect (economic demand) of the lumber industry is also discussed.

Group, S. (2020, February 10). Timber Unity rallies against cap and trade. Retrieved December 13, 2020, from https://www.bluemountaineagle.com/news/timber-unity-rallies-against-cap-and-trade/article_cf81e666-4c42-11ea-8773-e3cd8ef0f7d8.html

> This article covers the power and influence of the public on the legislative process. It shows the current influence and goals of a two year old movement, "#TimberUnity". Oregon House Bill 2020 is a "cap and trade" bill whose goal is to reduce Oregon Carbon emissions while simultaneously raising funds through taxation that would be delegated to the climate change cause. Some of the public and many associated with the lumber industry saw this bill to be problematic and spread information about their concern. Concerns surrounded the tax on fuel, taxes that would take a heavy toll on logging transportation and severely affect smaller lumber mills that do not have a large profit margin. This article covers recent meetings between Gov. Kate Brown and Timber Unity leaders such as Julie Parrish.

Jones, A., Seville, D., & Meadows, D. (2002). Resource sustainability in commodity systems: The sawmill industry in the Northern Forest. *System Dynamics Review, 18*(2), 171-204. doi:10.1002/sdr.238

SFI 2015-2019 Standards. (2020, September 29). Retrieved October 26, 2020, from https://www.forests.org/standardguide2015-2019/

> Many lumber mills seek out Sustainable Forestry Initiative certification to boost their consumer base. SFI (Sustainable Forestry Initiative) documents a guide of their standards and rules that these organizations must adhere to in order for said certification. SFI serves as a large database for checking if mills meet different benchmarks for sustainability and reduced carbon emissions.

FAO. 2020. Global Forest Resources Assessment 2020: Main report. Rome. Retrieved October 26, 2020, from https://doi.org/10.4060/ca9825en

> This report is an assessment of many different areas of forestry on a global scale. These areas that are of use are the carbon biostock, naturally regenerated forests versus planted forests versus fast-wood forests, and the rate of change in forest composition/density over the past few decades. Because the report discusses findings on a global level, I will mostly focus on its conceptual aspects and ideas.

Carbon Storage in Forests (Rep.). (2018). Retrieved October 26, 2020, from United States Environmental Protection Agency website: https://cfpub.epa.gov/roe/indicator_pdf.cfm?i=86

Popkin, G. (2019). How much can forests fight climate change? *Nature, 565*(7739), 280-282. doi:10.1038/d41586-019-00122-z

Howard, J., & Liang, S. (1970, January 01). U.S. timber production, trade, consumption, and price statistics, 1965-2017. Retrieved October 26, 2020, from https://www.fs.usda.gov/treesearch/pubs/58506

RH

Post-Mortem Toxicological Analysis (5)
Advisor: Dr. Patricia Flatt, Chemistry Department
Student Pronouns: They, Them

Thesis/Project Genre (Scholarly, Scientific, Creative, Pedagogical, Service Learning, Experiential Learning, Action Research, Leadership Portfolio): **Scholarly**

Abstract

The purpose of this research project is to explore gaps in forensic toxicology techniques and information surrounding post mortem events. Focusing on opioid detection in the human body will further detection limits and identification after death. This research serves to break down the detection, separation, and identification of new design drugs while combating the common challenges drug analysis faces.

This project will explore the naturally occurring chemicals found in our body when living, the breakdown of chemicals in the body post mortem, and the detection of foreign compounds post mortem. It is beneficial to the identification of people, along with recreation of the events leading up to death. Relying on previous research, I will build on the gaps in post mortem opioid detection and analysis to suggest ways to improve this research, utilizing my extensive knowledge from chemistry, organic chemistry, biochemistry, and introduction to toxicology. The end result will encompass detection techniques and detection limits of novel opioids in the human body after death.

Personal Interest

From a very young age, I was drawn towards mystery and crime shows, from Scooby-Doo cartoons to Murder She Wrote, all the way to NCIS in high school. What really sparked my interest was Abby Sciuto from NCIS, the forensic scientist. My favorite part was the analysis of evidence, of her whisking screens left and right, of facial identification going on in the background, and the whir of evidence she handled. Though all of that is drastically different than what real-life forensic scientists do, I was hooked. Towards the latter years of high school, I began to wrack my brain for any semblance of a clue as to what to do with my life. I figured chemistry was an easy class, let's do that. Then I found out I could major in forensic science, and that was that. I found WOU, where I could get a degree in chemistry with a concentration in forensic science, and I went.

Currently, I have been taking a plethora of chemistry classes and have begun delving into forensic science classes. Introduction to Toxicology has become a very interesting one among my interest in forensic science classes. I have read every forensic science book I can get

my hands on. I realize toxicology is a very broad subject, but it is an interesting one. There are so many variables that determine how xenobiotics are taken into the body, metabolized, and excreted. I also recently read books by a forensic pathologist and a former CSI who picked up roadkill to bury in her front lawn to analyze the bones later. Between these two interests of toxicology and decomposition fueled by extracurricular reading, I loved the idea of toxicological analysis of bodies post mortem.

Post-graduation, I hope to land a job in a crime lab to become a forensic laboratory technician. I plan to take internships and ride-alongs prior to that to increase my chances in this competitive field. With current circumstances though, we shall see if that is possible. Further education is not on my horizon at the moment, and experience goes a long way in the workplace. Analysis of body decomposition is not an exact science due to the number of variables that go into the rate of decomposition.

Larger Context

Death is prevalent in life, and those in the fields of criminal investigations often handle bodies in various stages of decay. There are numerous external factors that allow for an estimation of the time of death, such as rigor mortis and algor mortis. Other means include toxicological analysis of chemicals produced and released from the body as time progresses.

As these chemicals are released, they may interfere with detecting drugs in this person's system. Distinguishing between the naturally occurring chemicals in our bodies from foreign chemicals (e.g. drugs) requires clear breakdowns of at what stages our bodies break down and release chemicals (time) and in what organs (location)? Forensic Toxicologists are tasked with not only detecting foreign chemicals, but also identification, dose, and timeframe of how long ago it was ingested.

It is important to investigators to have clear, accurate references to compare against, along with proven data to properly identify chemicals. Forensic toxicologists and the investigation as a whole rely on this data. Evidence is important to not only convictions but also proving innocence. Interested parties such as "relatives of the deceased, clinical review processes, and judicial bodies receiving the results will act on these conclusions" from toxicological analysis (Kennedy, 2015). It provides the ability to answer questions families may have by giving them a reason as to why their loved one died or insight into their actions prior to death, therefore giving them closure. Research can be focused on arising drug issues, and the judicial processes in determining cause of death and prosecution rest on toxicological analysis.

This research will not only serve as a compilation of chemical origins and identity in the body but also fill the gaps in the identification of drugs, specifically opioids. It is important to be able to detect opioids due to their susceptibility to addiction. During the mid-2010's "The death

rate of synthetic opioids...increased by 72.2% from 2014 to 2015, and doubled from 2015 to 2016, situating the USA in the midst of an opioid overdose epidemic" (Concheiro, 2018). The benefit of detecting opioids post mortem is to see trends in drug overdoses and current illicit drugs; drug overdose epidemics in the future can then be stopped.

The detection of drugs post mortem is affected by the continued metabolism of the body after death, determining the lethal dose, drug-drug interactions, and any changes that may have occurred post mortem resulting in alterations in drug levels. These cause issues in detection. Though detection methods of opioids exist using combinations of gas chromatography and mass spectroscopy, highly sensitive tests are still needed to detect low concentrations of opioids in the nanogram to picogram/milliliter range. "[T]he major disadvantage of these target techniques… are limited by the reference standards available" (Concheiro, 2018). Further issues arise from the new synthetic opioids having low doses of highly potent drugs yield low concentrations in biological samples. This means a small concentration is being dispersed throughout a large area, in this case the human body. Development of an identification or elimination test could aid in this identification or detection of opioids. Suggesting how to gather references or development of identification tests would combat this issue.

Methods/Process

This will be a research-based scholarly project. In order to achieve a fully encompassing reference in toxicology and suggest ways to detect low concentrations of synthetic opioids, I must explore the basis of toxicology in the human body and lay out sub-topics that shall be addressed and compared to that basis. This project will explore the chemicals naturally occurring in the body; how and what is broken down; what it is broken down into; and what is released during decomposition. Then it will further extrapolate on the detection and analysis of drugs post mortem.

The first sub-topic will be the foundation, the basic toxicology of the human body, with naturally occurring chemicals and which organ produces what. This shall set a base for the rest of the project. It shows the chemical make-up of the body and in a healthy person what should be naturally found and in which areas of the body (specifically organs).

Next shall be the chemicals the body naturally releases as it decomposes. As our body breaks down, we release gases, internal organs begin to decompose, and other such things. Of course, external factors affect said decomposition rate, such as water, temperature, and nature. This sets the field to compare naturally occurring compounds in a living body versus what arises within the body at death, with exceptions regarding the environment the body is

found in. The elements and geographical location vastly vary how a body decomposes and must also be explored to see if and how that in turn changes the toxicology of a dead body.

The final subtopic shall be the detection of poisons, drugs, alcohol, and the like within a dead body. These overlap with chemicals that would be found in the body after death, making toxicology difficult at times. One such example is the presence of arsenic in bodies that have been buried and then exhumed at later dates; arsenic leaches into the body from the soil. Further on the point of exhumations, embalming chemicals is another point to analyze when doing an autopsy on a body that has been buried. This section would serve to compare all three subtopics.

Further variables shall be addressed that affect the detection of compounds, specifically the detection of drugs, and suggest how to overcome those. Once completed, I will have produced an analysis of the toxicology of the human body both prior and post-mortem, along with the detection limit of other foreign bodies (i.g. poisons, drugs, alcohol). The end result will attempt to define the detection limit of drugs (specifically opioids) and suggest new ways to combat the issues of detecting low concentrations that are widely dispersed throughout the body.

Previous research will reveal the existing scholarly gaps. From there I will use my knowledge from my chemistry classes to suggest new ways to detect opioids in low concentrations post mortem.

Working Bibliography, with Select Annotations

Byard, R.W., Butzbach, D.M. Issues in the interpretation of postmortem toxicology. *Forensic Sci Med Pathol* 8, 205–207 (2012). https://doi.org/10.1007/s12024-011-9278-x

This source explains the issues of interpreting postmortem toxicology. It explains that redistribution of drugs within the body after death causes issues with determining the original drug concentration. Determining a lethal dose can also pose issues, especially when dealing with drug addictions and built up tolerance. Furthermore, organic toxicants are even more difficult to identify since the human body is composed of organic compounds. Overall, it highlights the issues that must be overcome in postmortem toxicology and the variable of human interpretation to drug analysis.

Byard, R.W., Tsokos, M. The challenges presented by decomposition. *Forensic Sci Med Pathol* 9, 135–137 (2013). https://doi.org/10.1007/s12024-012-9386-2

Concheiro, Marta, et al. "Postmortem Toxicology of New Synthetic Opioids." *Frontiers in Pharmacology*, Frontiers Media S.A., 26 Oct. 2018, www.ncbi.nlm.nih.gov/pmc/articles/PMC6212520/.

Hoffman, E. M., Curran, A. M., Dulgerian, N., Stockham, R. A., & Eckenrode, B. A. (2009). *Characterization of the volatile organic compounds present in the headspace of decomposing human remains. Forensic Science International, 186(1-3), 6–13.* doi:10.1016/j.forsciint.2008.12.022

This source branches off from using canines to detect corpses to further delve into the detection of volatile organic compounds within the body. It goes even deeper by indicating organic compounds found in specific body tissues along with breaking down the composition of organic compounds found in blood and bones. The benefit of this specific identification aids in canine detection of bodies over years instead of shorter time spans. Identification of these specific volatile compounds over two to four years after death shows typical organic compounds found in the body do not change over extended periods of time.

IOAN, BEATRICE GABRIELA, et al. "(PDF) The Chemistry Decomposition in Human Corpses." *ResearchGate*, June 2017, www.researchgate.net/publication/318772231_The_Chemistry_Decomposition_in_Human_Corpses.

Kennedy, Michael. "Interpreting Postmortem Drug Analysis and Redistribution in Determining Cause of Death: a Review." *Pathology and Laboratory Medicine International*, Dove Press, 3 Aug. 2015, www.dovepress.com/interpreting-postmortem-drug-analysis-and-redistribution-in-determin-peer-reviewed-fulltext-article-PLMI.

The source explains the importance of drug analysis and how the methods of identification are acquired. Databases of drug interactions within the body are evidence based from living subjects, and cover the interactions and metabolism of drugs that occur in the body. Further analysis of drug concentrations post mortem and the metabolism of drugs in the body is explored, along with the movement of compounds within the body to target organs.

Liu, Li, et al. "Newly Emerging Drugs of Abuse and Their Detection Methods: An ACLPS Critical Review." *OUP Academic*, Oxford University Press, 29 Jan. 2018, academic.oup.com/ajcp/article/149/2/105/4829303.

NFSTC. "A Simplified Guide to Crime Scene Investigation"
http://www.forensicsciencesimplified.org/tox/how.html National Forensic Science
Technology Center, September 2013.

This source breaks down the general analysis and steps of post mortem autopsy. It
includes what organs are frequently analyzed for the type of death case, along with
common drugs and their tests performed to identify them. Typically common lab tests
are using, which leave out screening for certain drugs, such as degisner drugs that are
only tested for under specific requests. It serves as a good basis for toxicology and post
mortem analysis.

"The Stages Of Human Decomposition." *Aftermath Services*,
www.aftermath.com/content/human-decomposition/.

SH

Dressed for Disaster: the Importance of Sustainability in Clothing Production and How to Achieve it (6)
Advisor: Dr. Emily Plec, Communications Department
Student Pronouns: she/her/hers

Thesis/Project Genre (Scholarly, Scientific, Creative, Pedagogical, Service Learning, Experiential Learning, Action Research, Leadership Portfolio): **Scholarly**

Abstract:

It's not uncommon to hear that major steps need to be taken to stop or slow climate change by 2030 before the effects of it become irreversible. A major contributor to the climate crisis is the clothing production industry and fast fashion with the emissions they release into the atmosphere and the amount of waste they produce. My thesis will focus on sustainable fashion. I want to analyze not only what fast fashion and clothing production are doing that is harmful to the environment, but what sustainable fashion brands are doing to counteract that. I want to highlight the positives of making clothing design and production environmentally-friendly to encourage companies to focus on that aspect of production.

My end goal is to create a business model that holds sustainability and ethicality as their highest priority while still succeeding in turning a profit. *How can clothing production and design be as sustainable as possible while still sustaining a business* is the question I hope to answer through my research. In order to make the greatest impact, I plan on sending the model I create to various fashion brand companies in an effort to communicate to them a way for them to be more environmentally friendly while doing as much work as possible on my end. Although I don't expect to overhaul any company's production methods with my work, I hope my research can put a little good into the world.

Personal Interest:

I have always been interested in fashion. When I was four, I wore a dress and a tiara every day. My style has since then...advanced. Or, depending on your perspective, gotten worse. But I have always cared about what I looked like. Fashion has been a way for me to express myself and be bold without having to have an outgoing personality. I love putting together new combinations of clothing and seeing peoples' responses. I've even thought about majoring in clothing design, but the business is much too demanding for my liking. The process of clothing design and creation is intriguing to me and something I wish I had more experience in, although I have made a few articles of clothing and accessories for myself (mostly masks and one particularly hideous bright green and pink bathrobe). Within the past year, in an effort to

be more financially and environmentally conscious, I am trying to reduce my clothing purchases to be from second-hand stores.

I can't recall exactly when my interest in the environment started. It was around the end of high school or the beginning of college when I first realized how in danger the planet was, how it was civilization's fault, and how it could soon turn irreversible. That's when my interest started. It began with feelings of hopelessness, which still occasionally percolate today. I finally knew the planet was dying, and I felt awful at every action I committed that wasn't environmentally-friendly, but I didn't know what to do or where to start. For months, I danced around the idea of becoming a vegetarian because I knew how bad the meat industry is for the environment. It would be hard, and I knew I was going to get a lot of backlash from my family for it. In January, I committed. There began a process of looking for more environmentally-friendly ways to live: reusable shopping and produce bags, reducing consumption, and shopping secondhand.

The condition of the planet is something that affects us all, whether we like it or not. Disbelief in climate change isn't something that's going to stop it from getting worse. Environmentally sustainable businesses and lifestyles matter to me because I care about future generations of people, and I don't want their condition of life to suffer because of the planet. I don't want wild animals who have no say in the pollution and deforestation humans cause to be upended from their homes. Finding an ethical, sustainable way to produce clothing that's still profitable for businesses is the ideal outcome of this thesis so that I can send the model to companies that don't prioritize sustainability. This thesis isn't about me or my future career; it's about what I can do to try to better the lives of others. 20-year-old me still loves dressing up just as much as four-year-old me did, but now I know that the earth needs to be treated like a princess, too.

<u>Larger Context</u>:

As a consumer, I believe the topic of sustainability and environmental consciousness is important to all of us. However, my thesis will focus on addressing clothing production companies and fashion designers. My goal is to urge my audience to source their production work in a way that is both ethical and sustainable with the attempt to find a method that is profitable as well so that the likelihood of it being employed increases. According to *Environmental Impacts in the Fashion Industry*, "Fashion companies generally have the most direct influence over the apparel manufacturing and the distribution and retail phases of the life-cycle," reinforcing the need to address fashion companies in order to affect the production-level of clothing (Kozlowski, A. et al., 2012, 28). The power that fashion companies hold over the process of clothing production reveals where a change in the process needs to be integrated.

Environmental Impacts in the Fashion Industry also notes that sustainability is easiest to integrate at the design-level by paying attention to the choice of raw materials, textiles, dye colors, finishes, and processing (Kozlowski, A. et al., 2012, 28). Designers have more impact over sustainability factors than may be realized. Their design standards can not only push for sustainability through different factors and materials used in the production process but in quality as well. Currently, "The decrease in the price of apparel, and faster trend cycles coupled with low quality and planned obsolescence...have led to an increase in the volume of clothes consumed globally. There are significant issues with apparel waste as the majority of clothing and textile waste ends up in landfills as opposed to being recycled or re-used" (Kozlowski, A. et al., 2012, 18). The fashion industry encourages consumers to consume more and more products in order to make a profit, which fast fashion perpetuates by the low quality of clothing driving consumers to need to replace their clothing at a faster rate.

While higher-quality products would dent the fast fashion model that pushes increased consumption, an equilibrium can be achieved through the necessary raising of costs in order to produce sustainable clothing. According to a survey conducted at the University of Salerno, 61% of those surveyed, which amounted to 165 people, would be willing to pay a 20% premium price in order for clothing companies to put out sustainable products, in addition to 8% (22 people) who were willing to pay a 30% premium price, 7% (19 people) willing to pay a 40% premium price, and 4% (10 people) willing to pay a 50% premium price (Vincenza Ciasullo et al., 2017, 10). Altogether, that amounts to 80% of those surveyed who were willing to pay at least a 20% premium price in the name of sustainability. It is therefore realistic to integrate sustainable production methods and still be able to turn a profit through the necessity of increasing prices.

What about Sustainability notes that "...companies that have undertaken sustainable initiatives have greatly benefited in terms of regulatory compliance, brand reputation enhancement, customer relationship betterment, improvement and/or consolidation of the market position, etc." (Vincenza Ciasullo et al., 2017, 12). Not only are customers willing to pay more in order to obtain sustainable products, but there is also an actual reason to incorporate sustainability into production methods. Sustainable initiatives enforced by companies have shown to be beneficial for their brand reputation and customer relations. "Sustainability represents one of the most effective levers for attracting fashion customers" (Vincenza Ciasullo et al., 2017, 1) because more and more consumers are starting to value sustainability as a factor in their consumption of products. According to the survey done at the University of Salerno, this is due to an accumulation of consumers' expectations about fashion brand sustainability and social influence on fashion brand sustainability leading them to follow their peers' influence (Vincenza Ciasullo et al., 2017, 9). Regardless of the reason, there is an increasing trend from consumers towards a desire for sustainability to be a factor in their product consumption. In order to satisfy customers, it is in fashion companies' best interest to comply

with consumer interests and integrate sustainable methods within their clothing production process. Valuing listening to consumer requests will result in a better brand reputation, relationship with customers, and a larger audience of consumers willing to purchase products. If the welfare of the environment isn't enough to influence how clothing is designed and produced, marketing towards and complying with the interest of the consumers should be.

Methods/Process:

In this scholarly project, I will analyze what methods of sustainable clothing production are best for the environment itself, ethical production, and profit. From that starting point, I will then produce a model of how companies or designers can feasibly center their business around sustainability while still turning a profit.

I will start my project by establishing a base of how desperate the world is for sustainability. I want to briefly start from a broad aspect of the kinds of pollution the world is experiencing and what contributes to that. This way, it will be easier to understand why implementing sustainability into clothing design and production is so important. I will look at the pollution the world is experiencing and the source causes of it. From there, I will explain what will inevitably happen to the world and the populations on it if humanity continues in their current direction. I hope to paint a clear picture of the truth of pollution and how dangerous it is for all life. This section will be kept brief and only serve to provide an understanding for the need of sustainable fashion.

From there, I plan on narrowing the focus to fashion and the ecological impacts of clothing production. I will begin that analysis by researching and explaining the impacts of fast fashion and clothing production that is not environmentally-friendly. Since I am trying to reach companies that don't account for sustainability, I want to make sure it is clear the impact that they specifically have on the environment while they still have the visual of how pollution is harming the Earth. Specifically, I hope to look into common practices that major fast fashion brands use in their clothing production and design process, such as choice of raw materials, textiles, dye colors, finishes, and processing--all key aspects in sustainable fashion. I want to dig into what impacts these choices specifically have on the environment. The journal article *Environmental Impacts in the Fashion Industry: A Life-cycle and Stakeholder Framework* will serve me well in this analysis.

Next is where I plan on turning to sustainable fashion. Pivoting from the negative impacts that fast fashion brands have on the environment and what their specific methods are in producing clothing, I want to mirror that by doing the same analysis with sustainable fashion brands. I plan on researching what methods sustainable fashion brands incorporate into their production and what those methods do to protect the environment. Sustainable fashion

companies are very transparent in their process of production, which will provide some ease in finding this information. I hope to look into what sustainability methods are successful and which seem to be improvable by looking at a variety of sustainability brands.

From there, I plan on turning back to address those fast fashion companies. After establishing what sustainable brands are doing well and how that benefits the environment, I will detail the positives of building a sustainable brand. I want to focus on the positives in this paragraph to balance out the negative of how detrimental climate change is that I explored earlier in the project. I believe that the journal article *Case Study: Miranda Brown Limited and the Passion to Make Fashion Sustainable* would be well-suited for this section of my project m.. I plan on then incorporating the consumer aspect in my research. I want to dig into how consumers respond to sustainability and what their willingness to buy from sustainable brands looks like. For businesses, I understand that they need to turn a profit, and want to provide them with the assurance that they would be able to while still prioritizing sustainability. The article *What about Sustainability? An Empirical Analysis of Consumers' Purchasing Behavior in Fashion Context* already has and will in the future provide a very helpful source for this section. Sources of sustainable fashion brands will provide aid in this section as well. I will be able to analyze brands like Bloom Boutique, a redistribution brand focused on sustainable fashion at the University of Southern California, and Revtown, a clothing brand focused on sustainable means of production and waste reduction.

From my analyses of what sustainable companies are doing well and what I believe could be improved, I hope to end my paper with a model of how to build a sustainable company or shift to a sustainable company while still being financially successful. I want to provide fast fashion and new companies with a pre-made model so that I lift as much work from them as I can and, in turn, increase their likelihood of actually prioritizing sustainability within their production. I can't yet give a clear description of what that model will look like, but I plan to incorporate ideas from what sustainable brands such as Revtown and Bloom Boutique and doing into my model. Although I recognize my thesis may not do anything in the end, I still hope to send it to fast fashion corporations in case they do decide to enact change. I recognize that, once sent, it is not on my shoulders as to whether any company decides to go through with the model I created, but I can only hope someone would care enough about the future of the world to enact some change.

Working Bibliography, with Select Annotations:

Cepolina, S. (2012, February). Textile and Clothing Industry: An Approach towards Sustainable Life Cycle Production. *International Journal of Trade Economics and Finance*, *3*(1), 7-13. 10.7763/IJTEF.2012.V3.164

This source covers the idea of conservation in the life cycle of clothing. I will use it to analyze the importance of conservation on the production end and determine what can be done better by companies in order to conserve more resources. As it also covers the economical side of the issue, I will examine that so as to try to understand how sustainability in the clothing production industry can be achieved in an economical way.

Kearins, K., Tregidga, H., & Collins, E. (2015). Case Study: Miranda Brown Limited and the Passion to Make Fashion Sustainable. The Journal of Corporate Citizenship, (57), 115-134. Retrieved November 12, 2020, from http://www.jstor.org/stable/jcorpciti.57.115

Kozlowski, A., Bardecki, M., & Searcy, C. (2012). Environmental Impacts in the Fashion Industry: A Life-cycle and Stakeholder Framework. The Journal of Corporate Citizenship, (45), 17-36. Retrieved November 12, 2020, from http://www.jstor.org/stable/jcorpciti.45.17

Kumar, R. (2017, December 20). Prospects of Sustainable Fashion Design Innovation. *International Journal of Textile and Fashion Technology*, *7*(6). 10.24247/ijtftdec20172

This source provides detail on various eco-friendly materials and what companies are doing in order to move towards sustainability. I will use it to analyze what good strategies could be done to implement in a more widespread manner within the clothing production business. I can use these strategies to help create a model of sustainable clothing production.

Maldini, I., & Balkenende, R. (2017). Reducing clothing production volumes by design: a critical review of sustainable fashion strategies. In C. Bakker, & R. Mugge (Eds.), PLATE: Product lifetimes and the environment. Conference proceedings of PLATE 2017, 8-10 November 2017, Delft, the Netherlands (pp. 233-237). Technische Universiteit Delft.

This source analyzes the idea of reducing clothing production and the plausibility of it and identifies six strategies often used to do so. I will be able to utilize this by looking at the strategies aforementioned and determining their likelihood of success as widespread methods. I will be able to learn the pros and cons of various clothing production reduction methods and implement them into my model.

Molderez, I., & Van Elst, B. (2015). Barriers towards a systemic change in the clothing industry: How do sustainable fashion enterprises influence their sector? The Journal of Corporate Citizenship, (57), 99-114. Retrieved November 12, 2020, from http://www.jstor.org/stable/jcorpciti.57.99

Vincenza Ciasullo, M., Maione, G., Torre, C., & Troisi, O. (2017, September 12). What about Sustainability? An Empirical Analysis of Consumers' Purchasing Behavior in Fashion Context. *Sustainability*, *9*(9). 10.3390/su9091617

   This source covers the consumer end of sustainable fashion. It asks if sustainability is something consumers are even interested in investing in, and if they really care. From this, I hope to determine what measures of sustainability will be worth investing in in the clothing production empire. The goal is to find a balance between sustainability, ethical production, and profit so that I can develop a realistic model for what clothing production can look like. This article will help give me a realistic understanding of what consumers are willing to do on their end.

Whang, H., Ko, E., Zhang, T., & Mattila, P. (2015, March 1). Brand popularity as an advertising cue affecting consumer evaluation on sustainable brands: a comparison study of Korea, China, and Russia. International Journal of Advertising, 34(5), 789-811. EBSCO Host. 10.1080/02650487.2015.1057381

MK

Understanding and Managing Plastic Waste in America (7)
Advisor: as yet undetermined
Student Pronouns: He, Him, His

Thesis/Project Genre (Scholarly, Scientific, Creative, Pedagogical, Service Learning, Experiential Learning, Action Research, Leadership Portfolio): **Scholarly**

Abstract:

Plastic pollution has become a problem that has gathered global attention especially within recent years. In the past, these developed countries would export their plastic waste to other developing countries to be recycled. Now that China, the largest importer of plastic waste, will no longer accept materials, there has been a significant displacement of plastic waste. This waste will most likely be incinerated, landfilled, or otherwise dumped within the host country. Inasmuch, this thesis aims to find and advocate for a solution to the problem of plastic waste in the United States.

The project will begin with a thorough examination of scholarly articles meeting two different criteria. These are being published within or after 2018, and having a relevant subtopic to plastic waste management. The information collected from this examination will then be used to create an overview of the recent international and domestic developments that have led to the current state of plastic waste management in the United States. After the appropriate context has been given, I will then present my solution of increased domestic recycling. The final result of this thesis will meet two objectives. The first objective is to provide information on, and an analysis of the current system of recycling in the United States. The second objective is to establish why recycling is so important, and the need for it domestically has only grown in recent years.

Personal Interest:

Recycling has been a staple for me ever since I was a child. Like many growing up, I would collect bottles to take to the recycling stations to collect the deposits. However, bottles were not the only thing recycled in my household. My family did not have curbside recycling service, so instead we used the recycling center in town. Once a week, my family and I would take the recyclable materials from our home and sort them at the recycling center. As I went through school I learned about pollution, greenhouse gases, and the depletion of the ozone layer. Knowing the harm being inflicted on Earth was a result of human action helped cement the importance of recycling for me.

After starting college, I have kept my habits of recycling. Thankfully, there are many opportunities to recycle on the WOU campus. There are recycling bins for specific materials all around campus, and a collection of bins for sorting materials outside the residence halls. Up to that point, it had just become something I did without putting a whole lot of thought into. Entering into my third year of college here at WOU, I took CH 345, Introduction to Toxicology. One of the readings for the class involved hazardous waste being shipped off from the U.S. to other countries. This made me think again of waste disposal and management. Although plastics themselves are not hazardous materials, they are still potentially harmful to the environment if improperly handled.

Currently, I am a chemistry major with the intent of becoming a forensic scientist. This would seem to be a rather large disconnect between personal and professional goals. However, plastic is widely used in nearly all facets of personal and professional life. Plastic has become an essential material in life, and it is not likely to be replaced anytime soon. Therefore, regardless of what I choose as an occupation, plastic will continue to be a problem if continually mismanaged.

Larger Context:

Plastic waste is, without a doubt, a global issue. It has become a global issue primarily by two means: waste generated and remaining within the individual country itself, and the plastic waste polluting the oceans from different countries. Even in 2010, it was estimated that anywhere from 4.8 to 12.7 million metric tons (Mt) of plastic waste had entered the ocean (Law et al., 2020). In curbing the production of plastic waste, it would be best to focus on the major sources. In terms of both total mass and per capita generation, the United States has the greatest rate of plastic waste generation of any other country (Law et al., 2020). If this waste production and management are left unchecked, they will have global repercussions.

The United States has historically been the second largest exporter of plastic waste around the world (Law et al. 2020). This had not previously been as large of a problem as it is today. In late 2017, China announced it would no longer be accepting plastic waste from foreign countries (Brooks et al., 2020). With the US producing so much plastic waste, losing the primary method of plastic waste management has caused a serious increase of elimination of plastics by ways of landfills and incineration.

Being strong, cheap, and easy to manufacture for a variety of applications, it is simple to see why plastic has become one of the dominant materials in everyday life. More than that, plastic production has only been increasing. In fact, there has been a 26% increase of plastic production from 2010 to 2016 (Law et al. 2020). However, only a small portion of the produced plastic is intended for long term use with the rest being intended for single use (Kedzierski et

al., 2020). Knowing how much plastic is destined to be wasted from the beginning of its life and how weak the United States recycling infrastructure is, this thesis shall serve two purposes. The intent is to not only inform of plastic waste and the flaws in the United State's recycling system, but also to persuade for the need for a more robust recycling system domestically now that exporting waste is no longer an option.

Methods/Process:

In writing my thesis, I will be examining and researching various texts relating to plastic waste management. With this knowledge, I will write about explaining the current plastic waste crisis in the United States, and increasing recycling as a means to solve it.

The first step lies in collecting and analyzing various scholarly articles on the subject of plastic waste. The articles used were chosen on two grounds of criteria. The first criterion is being published in or after 2018, and the second criterion for the article is having a relevant subtopic or focus. For this purpose, relevant subtopics could include economics, politics, education, and pollution. The reason the publishing date is so important is because 2018 was the year China enacted the "National Sword" policy. Additionally, the topic of plastic waste management has many different factors, so a variety of article subtopics are needed in order to approach the problem in a well balanced and holistic manner. The list of current sources is subject to expansion as the need arises during the course of writing the thesis.

The next step is to begin an analysis on the current status of the plastic crisis in the United States. This will serve to examine the recent developments in waste management that have led to the present waste crisis. This analysis will primarily focus on the aforementioned National Sword, but all discussions will be strictly limited to both the direct and indirect impact on the United States only. International factors such as this have a profound large scale impact on the previous way of waste management around the globe, but the scope of the problem can be even further focused down to the United States all the way to analyzing consumer behavior. These multiple perspectives on the same problem serve to provide the necessary information and lay the foundation for the argument.

Now that the problems have been acknowledged with proper context, recycling of plastic waste can then be introduced as a potential solution. In this section, two different types of recycling will be referenced. The first is mechanical recycling, which is recycling by physical means such as washing and separation. The second type is feedstock, that is, recycling by way of chemical processes. With this in mind, the proposed solution will call for the greater domestic implementation of mechanical and feedstock recycling in the United States. The primary argument for recycling is the reduction of mismanaged plastic waste. Ultimately, this would decrease the total amount of plastic pollution. However, this is not the only argument

that will be discussed. Without a doubt, the economics of recycling and the inefficiency of mechanical recycling are two of the prominent barriers against recycling. In regards to the criticism of the cost of recycling, it will be met with environmentalist arguments to, at the very least, foster a compromise. The inefficiency of mechanical recycling can be countered when it is paired with feedstock recycling. Mechanical recycling is inefficient due to the need for sorting and separating of plastic wastes, but feedstock can handle mixed wastes.

Once the project has been completed, I will have structured and proposed a solution to one of the more prominent threats endangering the environment. My thesis may not be the work to incite drastic change in individuals, but I still see this as an important opportunity to raise consciousness on a worsening issue. In writing this thesis, I hope to both provide a comprehensive analysis on the current state of the plastic waste crisis, and to demonstrate the necessity of more recycling within the United States. Determining whether or not the project has met my goals or not lies within the reader. If I have successfully informed them of the current plastic crisis, and I have sufficiently presented my solution such that the reader has an understanding of the case for recycling, then I believe I have met my goals.

Working Bibliography, with Select Annotations:

Brooks, Amy L., et al. "The Chinese import ban and its impact on global plastic waste trade." *Science Advances,* vol. 4, no. 6, 2018

> Brooks' article gives a great amount of insight into China's role in global waste management of plastic. The data given in this article not only describes the amount of waste processed, but also the value of the waste. In particular, the value of the waste will serve to show how plastic waste management was once profitable, and why it is no longer that way.

Cordier, Mateo, et al. "Plastic pollution and economic growth: the influence of corruption and the lack of education." *Research Gate,* 2020

Dijkstra, Hanna, et al. "Business models and sustainable plastic management: A systematic review of the literature." *Journal of Cleaner Production,* vol. 258, no. 1, 2020

Evans, David M., et al. "Understanding plastic packaging: The co-evolution of materials and society." *Global Environment Change,* vol. 65, no. 1, 2020

Kedzierski, Mikeal, et al. "Why is there plastic packaging in the natural environment? Understanding the roots of our individual plastic waste management behaviours." *Science of the Total Environment,* vol. 740, no. 1, 2020

Kedzierski's study dives into attempts to answer why plastic pollution has become an issue. This is achieved by first looking at historical texts and analyzing their waste management techniques and issues. The historical lens helps put our modern problems and materials into perspective. Not only is the background of waste management given attention, but also the attitudes towards waste and recycling.

Law, Kara Lavender, et al. "The United States' contribution of plastic waste to land and ocean." *Science Advances,* vol. 6, no. 44, 2020

This article gives quite a bit of useful data concerning plastic in the United States specifically. In addition to the data, the article provides commentary on the weaknesses of the waste management system in the U.S., and the fate of mismanaged waste. It is also addressed how waste is managed in the U.S., and how little is recycled. Not only are the official management practices in the U.S. examined, but also the illegal disposal of waste.

Nielsen, Tobias D., et al. "Politics and the plastic crisis: A review throughout the plastic life cycle." *Wires: Energy and Environment,* vol. 9, no. 1, 2020

Vanapalli, Kumar Raja, et al. "Challenges and strategies for effective plastic waste management during and post COVID-19 pandemic." *Science of the Total Environment,* vol. 750, no. 1, 2021.

This article addresses COVID-19 as a challenge to plastic waste management unlike anything prior. With increased needs for sanitation, the use and production of single use plastic products have risen. In addition to sanitation, the article also acknowledges the increased use of plastic in packages from online shopping, among other things. Prospects and possible strategies for the future of waste management are also proposed.

ML

Growth through Leadership (8)
Advisor: Mrs. Megan Haberman, Student Engagement
Student Pronouns: she/her/hers

Thesis/Project Genre (Scholarly, Scientific, Creative, Pedagogical, Service Learning, Experiential Learning, Action Research, Leadership Portfolio): **Leadership Portfolio**

Abstract:

No one can escape leadership. Without great leaders, we can not move forward as a society. Everyone has a good leader in their life, whether it be an influential figure such as a civil rights activist, a supervisor, even a professor. Leaders can show us that next step and are able to promote interpersonal development in themselves and those they lead. It is important that as individuals, we are always working towards improving ourselves and working towards being a better leader. In order to be a good leader, we must understand our leadership style and the strengths and weaknesses of that specific style. My project will analyze different types of leadership while simultaneously reflecting on my own leadership style and the process in which it was developed.

Throughout this thesis, I will be analyzing different types of leadership and the aspects that play a part in good leadership. This project will help to serve as a type of personal reflection and an example for others that are interested in furthering their own growth as a leader. Incorporating various texts, I will gain a broader understanding of what leadership is about and how I can continue to grow as a leader moving into my postgraduate career. I hope that this thesis shows others the importance of being a leader and leadership development. Perhaps it will even inspire someone unsure about getting into leadership to take the leap of faith and become a leader.

Personal Interest:

Growing up I always went back and forth between over-involved and under-involved. I wanted to do everything, attend all the clubs and try all the extracurriculars. In my first year of middle school I applied to be involved in leadership on campus and was denied. It was extremely discouraging, but the next year I applied, again facing rejection. As I got older, my drive to be involved slowly decreased as the same set of students was chosen over and over again for the opportunities I desperately craved. My confidence decreased, and I looked for involvement outside of school. This manifested itself in volunteerism in which I donated 25+ hours a week to my local animal rescue. Even though I didn't know it then, my path as a leader was just beginning. When it finally came time to move on from high school, I was finding myself

with some regrets. I had loved working with the animals, but I felt I could have done more in high school. In order to justify going out of state to school, I made a promise to myself that if I was going to be paying extra money to live away from home, I would not allow myself to be under the radar. I needed to be as involved as possible and make the most of every day (and cent) I spent in college.

At the point at which I am writing this proposal, I am going into my third year of college, and I am proud to say that I have kept the promise I made when accepting my admission at Western Oregon University -- the one spoken by the school president, when he asks students to make WOU their own. Through my time at WOU, I have participated in a variety of different opportunities. These experiences have shown me that I have the capacity to be a leader and have helped me grow my confidence in myself.

A lot of times in our day-to-day world, we miss the fact that there are leaders all around us. In college we get stuck on the opportunities that are officially dubbed as leadership roles and positions. At Western Oregon University, we think of traditional roles such as residential assistants, PLUS team members, or ambassadors when in fact you don't need a fancy title to be a leader. It is important to recognize that leaders constantly surround us and being a part of these things is not a requirement to foster your own leadership. No one can wake up one day and say their leader, it is a skill that you must work on in order to be the best leader for yourself and for others.

In life when looking for jobs, there will be hundreds of other people with your degree and possibly your job experience. There may even be times when a candidate may be slightly more qualified than myself, but one thing that can set you apart is the fact that I have actively worked on and developed my leadership skills. One day, I hope I will take the skills that I have learned and implement them in order to create a team that is productive and not only willing to work for me but eager to work alongside me.

<u>Larger Context</u>:

Everyone comes from a different background, and through life we make a series of choices and take different paths. One thing that all of our paths have in common is that we come in contact with a series of leaders who make a difference in our lives. Eventually, we all get to a point where it's time for us to become the leader in someone else's life. "Each field of study may emphasize different elements of leadership, each field has an interest in how people can work more effectively together towards some outcome," as there are very few jobs where you do not interact with people in some capacity (Komives, 24). A career may be more individually based, but at one point or another everyone needs to develop their own individual leadership skills. Komives shines a spotlight on leadership, specifically at the college level.

College is the time to find yourself as a leader and determine what is most important to you. If you can leave with both a degree and a greater understanding of your ability as a worker, you are a step up and a force to be reckoned with.

Everyone has a leader inside them; they just need to learn how to tap into that inner-leader, develop it, and become someone others can look up to. "The message thousands of people are sending is that unless they also believe an aspiring leader is forward-looking, they are unlikely to follow willingly" (Kouzes,111). An education is for everyone, but you have to cultivate your leadership as you do with any skill. When you are a leader you shouldn't be a leader for yourself, you should be a leader for the people you will help to guide. Being a leader is easy; being a great leader is hard. In order to be a great leader you have to work and develop yourself so that you can be better equipped to develop others.

This project will help me and my reflection of my time in leadership and how I have grown. I also hope that it will serve as an example for other aspiring leaders, to show them that there's no one way to be a leader. Through this thesis, I hope that the reflection of my time and experience will convey the fact that there are a lot of ups and downs in a journey, but as long as you continue to try hard every day, and work to improve yourself, you can become a great leader.

Methods/Process:

My thesis is experience-based and reflective, covering where I have been, where I am now, and how my experiences and chosen texts will affect me in my future. I will be writing a full reflection on my leadership journey while attending Western Oregon University and its continual effect on me as a student, an employee, and a leader.

Before I reflect on my own experiences, I will read and synthesize different lessons about leadership in a literature review. I will be compiling a list of 12 to 15 books and will be selecting at least five, but up to seven works of literature to read and reflect on. These will cover a variety of topics in order to cover as full of a scope on leadership as possible. For example, *Exploring Leadership: For College Students Who Want To Make A Difference* helps to create internal dialogue and push the reader to analyze and understand their leadership styles to further the reader's growth and understanding of the way their leadership affects those around them. I have also selected books that discuss topics such as race and gender, including *Nice Girls Just Don't Get It: 99 Ways to Win the Respect You Deserve* and *White Fragility: Why It's So Hard For White People To Talk About Racism* in order to promote an intersectional view on leadership.

When being a leader we can not ignore intersectionality and must address how I can be a good leader while also being aware of how my leadership is perceived in different spaces. In

order to be a good leader, I feel that you need to have a full scope of understanding, rather than only focusing on the traditional leadership qualities. My literature review will reflect on each of the individual books, including overarching themes, important lessons, and how I will apply the book to my leadership style and ultimately my future career path. I will do this for each book in order to create a collective of resources that I can look back on and reference when I write my broader reflection on my personal experiences. This literature review will be the first part of my thesis.

The second part of my thesis will be a summary and reflection of my leadership activities at Western Oregon University. I will discuss my specific experiences, moving through my years as a college student. During my first year I joined the Student Activities Board as a general member, got a job in Student Engagement as a Facilities Scheduling Assistant, and was lucky enough to be selected for PLUS team. In my second year I continued in Student Activities Board as the Assistant director, was in Model United Nations for 2 terms, joined Kappa Delta Chi, was on PLUS team for the second year, worked in Student Engagement as a Facilities Scheduling Assistant, and prepared to go on an Alternative Break although it was canceled due to COVID-19 and the travel ban. This year I am in the Student Activities Board again but am now the Director, am the President of Kappa Delta Chi, am an Ambassador, on the Oak Ecology Research team, and am an IFC member. I will go through each experience and discuss my journey to get there, my successes, and also some of my failures and setbacks along the way. In reflecting on each opportunity, I will discuss how it has affected me as a leader and connect the things that I have learned back to the core texts that will be discussed in my literature review.

Once I move on to my third section, I will shift to discussing how these experiences and the lessons from my core texts and literature review will help me as I transition into life after Western Oregon University. I will also touch upon how being a leader will help me succeed and stand out in my future career. In relating my leadership to a career, I will both be able to show the importance of developing into a leader and how it can be adapted into being a real world superpower.

The greater impact of this thesis is to show what an important impact leadership has on individuals during college and how it affects them moving into new opportunities post-graduation. If someone were to read my thesis, I would hope it may leave an impact on them and potentially inspire them to go into leadership and see a new value in what these experiences can offer. They would be able to take away from the lessons that I have learned and reflected on during both my literature review and my reflection of my time at WOU. I hope that if my thesis does reach them, it will relay the importance of leadership and inspire them to get involved and grow themselves as a leader.

Working Bibliography, with Select Annotations:

Denney, Nancy Hunter. *Zing! 21 Insights On Maximizing Your Influence*. Zing! Leadership
     Development Systems, 2008.

DiAngelo, Robin. *White Fragility: Why It's So Hard For White People To Talk About Racism*.
     Beacon Press, 2018.

Frankel, Lois P., and Carol Frohlinger. *Nice Girls Just Don't Get It: 99 Ways to Win the Respect
     You Deserve, the Success You've Earned, and the Life You Want*. Crown Publishers, 2011.

     Society is a binary world with a biased view of power roles. We see men as the
people who are often in power and have control. Men are seen as the lawyers, doctors,
and CEOs of the world. We have to actively fight and move away from these biases. As a
woman in leadership, it is important to be aware of societal biases and reflect on how
that has affected my leadership journey thus far. It is important to recognize that there
are struggles unique to women and this work will provide insight and advice on how, as
a woman you can gain respect as a leader from those who may not automatically give
you the respect you deserve.

Ginsburg, Ruth Bader. *My Own Words*. Simon & Schuster, 2020.

Komives, Susan R., et al. *Exploring Leadership: For College Students Who Want To Make A
     Difference*. Second ed., Jossey-Bass, 2007.

     When presenting yourself as a leader in a situation, you must be able to adapt to
those around you in order to best fit their needs. In this work we explore how
leadership is not stagnant and when the world changes views, you must adapt as a
leader and change with it. We also discuss how you can understand and find your own
potential while simultaneously understanding others. It Is important to take a look at
the way that you lead and be sure you are leading in a way that aligns with your morals
and values in all situations. You must be able to take what you learn as a leader and
apply it to real life situations in order to make an impact on those whom you are
supposed to be guiding and supporting, even if you feel like you also are needing
support.

Kouzes, James M., and Barry Z. Posner. *The Leadership Challenge*. Jossey-Bass, 2003.

     One of the most important parts of being a leader is understanding your
individual leadership style and how that affects those that are around you. One of the
most important parts of being a leader is understanding your individual leadership style
and how that affects those that are around you. In this work, we look at the different

kinds of leadership that may be exhibited and explore the different ways that you lead in order to find your personalized leadership style. This source also helps you understand how to prepare for the future and how to create leaders out of your team by empowering and supporting them as their leader.

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

Anyone can call themselves a leader and there are many types of leaders but when it comes down to it, you need people who want to follow you in order to lead them. In order to be a leader you need to understand what people want and how to best motivate them. This work will discuss why some people are able to bring together a group of people of people who would quite literally put their life on the line for each other, while others cannot motivate a group regardless of incentive. While others cannot motivate a group regardless of incentive. This source shows that a good leader must sacrifice themselves first in order to prove to their team that they have their best interest at heart, and are willing to do anything to make them succeed.

Sinek, Simon. *Start With Why: How Great Leaders Inspire Everyone To Take Action*. Portfolio/Penguin, 2011.

KA

Court Appointed Special Advocates: Helping or Hindering? (9)
Advisor: Dr. Emily Plec, Communications Department
Studentl Pronouns: She/her/hers or they/them/theirs

Thesis/Project Genre (Scholarly, Scientific, Creative, Pedagogical, Service Learning, Experiential Learning, Action Research, Leadership Portfolio): **Scholarly & Service Learning**

<u>**Abstract**</u>:

400,000 children are in foster care today, removed from their homes of origin for one reason or another, with long and complicated court cases following that removal. The Court Appointed Special Advocate program aids children in moving through these court cases and produces results that reflect the child's best interests. Research has proven that court cases that have assigned CASAs produce different results than if a social-worker was assigned. This is due to the fact that CASAs have more time to invest in the case as they are only ever proceeding over one or two at a time unlike social-workers. Certainly, this means that the CASA program works effectively and helps foster children. I, however, am uncertain if this is the whole and complete picture of the program.

In my project, I aim to find what ways the CASA program has helped as well as hindered children in reaching safe and stable homes – specifically in the Dallas, Oregon, Court system. I intend to discover these ways through two methods. Firstly, I will volunteer with the CASA program in Dallas and experience the system first hand, keeping a detailed log. Secondly, I will also use my extensive background in journalism to interview other CASA volunteers as well as adults who were assigned CASAs during their court cases. This information will give me a more comprehensive look at the everyday actions that aid and obstruct them or their clients finding safe and stable homes. Finally, with the interviews and my experiences, I will weave a journalistic narrative that illuminates both these helpful and inhibiting actions so that the program can learn from them and grow.

<u>**Personal Interest**</u>:

Before settling into the communications field after coming to Western, I had a tryst with the legal field, contemplating going to law school. Because of my interest in the field I took a brand new class developed in my senior year of highschool – Street Law. It was an introductory elective course on how the United States Legal system operates, and specifically, how the court system proceeds in current times. It was the Family Law unit that sparked my interest in how children are treated in the court systems, specifically the ones that the state took guardianship of. Though I did not pursue a degree in law, this class gave me the background information to

understand just how the U.S. court systems work and how the situations in which the state takes custody of a child for their protection are delicate and complex. From then on, I knew that I wanted to foster or help this vulnerable population in any way that I could.

However, there wasn't much I could do until I reached an age and financially secure point that I could care for these children. Or at least that is what I thought, until I had a particularly enlightening conversation with Dr. Emily Plec. She introduced me to the Court Appointed Special Advocate program, explaining how there was even a court system nearby that I could volunteer with. Just 15 minutes away in Dallas, Oregon, I could begin my dream of helping these children. Since learning about the CASA system in my second year, I have been planning to become certified and take part in a case by my senior year of college.

I know that once I certify, being a CASA and being involved with the foster care system will not end. It is my dream to be able to foster children, and one day, adopt. Until then, I will act as a CASA in whatever community I find myself in after graduation. The details of the successes and failures I personally went through will inform me on tactics I can implement to continually improve my personal effectiveness as a CASA. Beyond my personal effectiveness, I would also like to use these findings to help train future CASAs in the best practices for the delicate and difficult work of representing a child in court.

Larger Context:

Since conception in 1977, the CASA program has grown to serve more than 260,000 children in 950 programs nationwide with over 85,000 volunteers (Osborne et al., 2020; Pilkay and Lee 2015). All in all, the program aids approximately 59 percent of children in foster care, and these volunteers display an enormous sway in the outcomes of the case. Judges value and take into consideration the inputs of a CASA volunteer when making placement decisions (Osborne et al., 2020). Undoubtedly, the Court Appointed Special Advocates volunteers have an impact on neglected or abused children.

CASAs provide better advocacy for the best interest of the child and offer an objective opinion to the court. Along with this, they often spend more time on cases, find appropriateness of the placement, and provide more services for the child and family (Pilkay and Lee 2015). While a majority of these impacts are positive, we have to consider the negative effects as well . For example, Pilkay and Lee (2015) states that "long stays in foster care have been found to be associated with a greater risk for violent criminal offenses during adolescence." In their study, they found children with CASAs to have longer periods in out-of-home care, 28.3 months, than non-CASA children, 17.4 months (Pilkay and Lee 2015). Because longer periods in foster care are associated with these negative effects, and on average CASA cases tend to keep the child in non-permanent housing longer, then children with

CASAs are at risk for these negative effects. It is imperative that any way the system harms vulnerable foster children is identified, so that they can be acknowledged, addressed, and combatted.

Likewise, identifying patterns in which the CASA system helps children reach permanency on a more experiential level is of equal importance. Research has already discerned big patterns. For instance, CASA volunteers average a one-child caseload versus professionals who typically have high caseloads and little resources; as a result, CASAs have more time, resources, and stability to better advocate on behalf of the child (Osborne et al., 2020; Pilkay and Lee 2015). While this is all well and good for looking at generalizable statistical patterns, personal testimony of individual cases details the specific actions that lead to these successes. These day-to-day measures can be turned into helpful tools and techniques to highlight and build upon in training.

With this study, I hope to identify both helpful and harmful actions in the day-to-day lives of CASAs and CASA-appointed children during their case. In doing so, I will create comprehensive lists of things to avoid and promote in training CASAs. Along with this, I intend to raise awareness and consideration for the program. Currently, only 59% of children are currently aided by the CASA program. By detailing the do's and don'ts of daily operation as a CASA, the program becomes more approachable, tangible, and understandable to potential volunteers.

Methods/Process:

My thesis project consists of two parts. Firstly, I will be conducting a service-learning approach through well over 30 volunteer hours with the Court Appointed Special Advocate program in Dallas, Oregon. Secondly, I will be using my personal experiences and that of key individuals I interview to highlight everyday behaviors that hinder or help children with CASAs reach stable homes. These sources will be turned into a comprehensive journalistic narrative about CASA.

Since this project is rooted in service learning, I will first and foremost have to complete my training as a CASA. There are two times in which I can complete training in Polk County during 2021. The first orientation is on February 26, 2021 and the subsequent 10 weeks of training will take place from March 12 to May 21. It would be ideal for me to complete my training during this time, so that I would have longer to be assigned to a court case and more likely be able to see it completed before the end of the 2021-2022 school year. However, I am required to be 21 in order to become certified and I will turn 21 on the third week of training. It is possible that I would be denied from training during this earlier session due to my age. However, I will request a waiver to this age requirement, supported by a letter from Dr. Plec. If

it is not waived, then I would have to attend the second orientation on August 27, 2021 and complete the subsequent training from September 10 to November 19. Though not ideal, this timeframe is still completely doable; my case is just less likely to come to fruition before I finish the project if I train later in the year.

Next, I would receive a court case in Polk County, to which I must complete my duties as a CASA diligently. From that point on, I will visit and communicate with the child I am assigned to, gather information on their circumstances, write reports on what I find, and attend court hearings. In court, I would speak for and represent the child's wishes and best interests. Along with this, a CASA often acts as a (and is sometimes the only) stable force for the child while they are in foster care. This means my duties will go beyond just acting as their representative in court; I will be communicating with, checking in on, and caring for the child's emotional, physical, and mental well-being. Since these investigations surround complex cases of child abuse and neglect, they will be emotionally taxing and demanding. In order to keep myself healthy so that I can fulfil my duties, I will ensure I have a support system that I can utilize so that I can fulfil my duties.

In tandem with completing my duties, I will keep a constant journal and log of all instances in which I interact with the case until it comes to fruition or I finish my project. This will include: court proceedings, conversations with the case, feelings of myself and case, difficulties I encountered, and successes and failures I have with the case. I will provide as much detail as quickly after the instance with dates and times attached. If the case ever comes across my mind, or I ponder it, or it causes me to have an emotional reaction I will also log those moments. To protect the identity of the child, I will change their name in all journals and logs to keep their anonymity.

During the course of my volunteer work with CASA, I will seek out, and interview key people involved in the CASA program in Polk County. Finding fellow CASAs to interview will be simple – I will already have access to quite a few through those who provide my training. Locating adults who were assigned a CASA as a child will prove more difficult. The only leads I have are possible fellow CASAs that joined the program because of their experience with the program and WOU Fostering Success. Dr. Plec, runs the Western program that gives resources to foster students; so, I have a way to connect to older foster students who may have been appointed a CASA.

Once I have located all of my interviewees – two to four CASA volunteers and one to three adults who participated in the CASA program as children – I will conduct my in-depth interviews in a journalistic format and record them. I have already conducted research on the effectiveness of CASA specifically in permanency planning, which is deciding where a child will live after the case is closed. There is a lot of data in this area, and the categories that have been

collected will ultimately help me fine tune my questions for the interviewees. If there is anything in the interview that an interviewee is not comfortable with answering or wishes to not be a part of the final story, I will follow their wishes.

Afterwards, I will combine these in-depth interviews, and my personal log with the research I have done thus far to create a comprehensive journalistic report. The report will be a comprehensive look at being a CASA, what it takes, the issues that come along with it. Using my experience as a CASA and information from the Oregon CASA program to detail the struggles, triumphs, and/or reward of taking part in the program. Fulfilling 30 hours of volunteering as a CASA and finalizing my narrative will mark the completion of my project.

<u>Working Bibliography, with Select Annotations:</u>

Calkins, Cynthia A., and Murray Millar. "The Effectiveness of Court Appointed Special Advocates to Assist in Permanency Planning." Child & Adolescent Social Work Journal, vol. 16, no. 1, Feb. 1999, pp. 37–45. EBSCOhost, doi:10.1023/A:1022213722580.

Carnochan, Sarah, et al. "Child Welfare and the Courts: An Exploratory Study of the Relationship Between Two Complex Systems." Journal of Public Child Welfare, vol. 1, no. 1, Jan. 2007, pp. 117–136. EBSCOhost, doi:10.1300/J479v01n0106.

Felix, Shanna N., et al. "An Evaluation of a Court Appointed Special Advocates (CASA) Program In the Rural South." Children & Youth Services Review, vol. 83, Dec. 2017, pp. 48–56. EBSCOhost, doi:10.1016/j.childyouth.2017.10.025.

Leung, Patrick. "Is the Court-Appointed Special Advocate Program Effective? A Longitudinal Analysis of Time Involvement and Case Outcomes." Child Welfare, vol. 75, no. 3, May 1996, pp. 269–284. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=aph&AN=24229231&site=ehost-live.

Leung's study qualifies which data based on placement throughout the case are positive and negative. I can extrapolate a basis for the successes and failures I aim to identify in my project from these positive and negative variables. In addition, Leung found data on the specific spread of work a CASA does throughout a case, meaning I can formulate questions for my interview to CASA volunteers around this data. I can also use this data in my article to explain what a CASA does to advocate for their case. All in all, I can utilize the data presented in the source to draft questions for my interviewees, provide background information for my article, and begin to identify successes and failures with CASA intervention.

Osborne, Cynthia, et al. "The Effect of CASA on Child Welfare Permanency Outcomes." Child
     Maltreatment, vol. 25, no. 3, Aug. 2020, pp. 328–338. EBSCOhost,
     doi:10.1177/1077559519879510.

     Osborne et al. give a good background on the CASA program. I can use pieces of their
     explanation of the history of CASA, what legislation drives the program, and the
     different outcomes of an abuse or neglect case to further explain some of the lingo that
     will come up in my interviews. I could also implement this sourced knowledge in my
     own background explanation of CASA to introduce my interviews. The source points out
     the importance of finding factors that influence a case's final outcome, factors which I
     can look out for in my interviews. Overall, the article helps to focus my intent and
     research into the outcomes of cases, and how CASAs affect that outcome. Along with
     this, the article already points out the selection bias in CASA case assignment, meaning I
     already have a categorized "failure" identified.

Pilkay, Stefanie, and Sungkyu Lee. "Effects of Court-Appointed Special Advocate Intervention on
     Permanency Outcomes of Children in Foster Care." Journal of Social Service Research,
     vol. 41, no. 4, July 2015, pp. 445–453. EBSCOhost, doi:10.1080/01488376.2015.1023963

     Deeper explanation of the different models of CASA intervention in cases, explanation
     of reasoning for the CASA program, and specific potential benefits of the CASA program
     — Pilkay and Lee's background research helps me to better dissect the intricacies of the
     CASA program. Beyond their detailed introduction and explanations of the effects
     placement has on children, the study Pilkay and Lee conducted focuses on rural areas
     with less resources. This is important because it reflects the environment that I will be
     operating in as a CASA in and where I will be focusing my project. While pertaining to
     the community in which my project is focused, Pilkay and Lee also outline the types of
     outcomes between cases with and without CASA intervention, which I can use to guide
     my interview questions.

Poertner J, and Press A. "Who Best Represents the Interests of the Child in Court?" Child
     Welfare, vol. 69, no. 6, Nov. 1990, pp. 537–549.EBSCOhost,search.ebscohost.com/
     login.aspx?direct=true&db=aph&AN=106099183&site=ehost-live.

     Poertner and Press conducted a study that compared the CASA program to the staff
     attorney model (SAM) to find the effectiveness of the volunteer program over the paid
     specialist program. Using the effective outcome of this comparison study, I have data
     which proves how "lay volunteers" are usually as effective as paid specialists in similar
     cases. With this data, I can formulate interview questions towards CASA volunteers
     around the training they received and how effective they feel they are in cases. Poertner

and Press also indicated the types of cases that separated CASA and SAM cases, specifically sexual abuse cases more likely assigned to SAM, so I have a reference of what kind of cases CASA volunteers would receive compared to specialists. Along with this, I know what kind of subjects CASA volunteers would be more versed in, and can formulate my questions to avoid subjects that CASA volunteers will most likely not have experience with.

Weisz, Victoria, and Nghi Thai. "The Court-Appointed Special Advocate (CASA) Program: Bringing Information to Child Abuse & Neglect Cases." Child Maltreatment, vol. 8, no. 3, Aug. 2003, p. 204. EBSCOhost, doi:10.1177/1077559503254140.

CM

"Everybody's Someone Else's Nigger": Marilyn Manson as a Social Critic (10)

Advisor: Dr. Michael R. Freeman, Art Department
Student Pronouns: she/her/they/them

Thesis/Project Genre (Scholarly, Scientific, Creative, Pedagogical, Service Learning, Experiential Learning, Action Research): **Creative (illuminated poetry)**

Abstract

The most impactful thing Manson said during his *Disinformation* speech was a question he had posted on his website when adults were trying to place the blame on anything other than themselves for the atrocities of Columbine. He asked, "Is adult entertainment killing our children or is killing our children entertaining our adults?"(2000) This is a very clever question that not only forces the person reading it to think differently on a hot topic, but also shows how Manson worked closely with dichotomous thinking within his work. He played with the concept of good and evil especially with his beginning works and the reasoning behind this is because these two concepts are things that we humans have constructed ourselves based on the values we hold onto and the perspective we have on life.

In a triptych of illuminated poetry, I will be discussing how Manson rose to become his persona with the influence of dichotomy. He utilizes dichotomy as shown through his name, "Marilyn Manson". He chose that name because of Marilyn Monroe and Charles Manson who were the most publicized people on tv during his childhood. He found it ironic how something so horrible and dark can gain the same attention from the public as something incredibly beautiful. With my own work, I would observe his mesh of horror and beauty within his first album, *Portrait of an American Family,* as well as the three main portions of his own triptych, *Antichrist Superstar, Mechanical Animals,* and *Holy Wood,* and create my own grotesque beauty.

Personal Interest

My interest in the subject of my thesis began in my youth. I was obsessed with metal bands and anything counterculture because I was raised in an incredibly religious home. I saw the narrowmindedness of those within the church and didn't understand why people couldn't see that there is no such thing as definitive good or bad. The world isn't black and white so it shouldn't be treated as such. Just because one thing is correct doesn't mean that something else is incorrect.

Growing up, I looked up to individuals such as Marilyn Manson because he was willing to challenge people's beliefs and get them to see life from a different perspective. My passion

grew for him when I read *Columbine* by Dave Cullen in my sophomore English class in high school. I learned how Manson became the scapegoat for the tragedy, but he took that as an opportunity to complete the final wing in his triptych of albums.

Manson formats his 1996, 1998, and 2000 records like the classic altarpieces that are seen in the Renaissance which can be connected to my minor in art history. I discovered my love for art history in high school when I took AP Art History and I knew I would want to continue to learn more about it in my higher education. Manson's work is heavily influenced by the art of the past so this project would allow me to see where he made his connections and how he impacted the world as a result.

This could connect to my future self because of my passion for art and teaching. I am an ASL Studies major so it would be my goal to become an art history teacher to Deaf students. I would be able to pass on my knowledge and passion for this in their native language which would allow the subject to be more accessible to those in the Deaf community.

Larger Context

Everyone absorbs violence and beauty vicariously through the media. We feed off of each other's pains and successes. This work would be important for anyone in America to learn from because it is a commentary on how we live as a society and how we respond to controversy.

Marilyn Manson was the poster child of fear in the nineties because he "[created] music and videos that challenge people's ideas in a world that is watered down and hollow" (Manson, 1999). It was to be expected that he would be blamed for a tragedy such as Columbine the same way that Elvis Presley was feared during his time in the fifties because adults thought that he would cause a shift in moral values of the youth. Manson, however, took advantage of the tragedy to prove his point to America "that the devil we blame our atrocities on is really just one of us"(1999). While America pointed fingers at things that didn't fit into the norm to explain societal upheaval, Manson tried to get them to see that it is the norm that causes upheaval.

Since the beginning of America, we have used violence to get what we want which has normalized the idea that the only way to resolve issues is through such acts. For example, when the colonists were fed up with being taxed by the king of England, they went to war. In the Christian Bible, God was described to strike down with wrath on those who defied him. In many Western books and movies, the hero uses violence to triumph over the villain and sometimes even kills them. Children have been raised with the normalization of violence solving problems and Manson was trying to get America to see that especially after Columbine. He argued in the article he wrote on the matter that "times have not become more violent. They have just

become more televised"(1999). Manson noticed how news stations would cover shocking events to keep people watching because it is easy to feed off of fear. In his *Disinformation* speech from 2000, he stated that "we sit in front of the TV, and we are the TV." What he meant by this was that we all live vicariously through someone's success or failure on the TV, or the computer, or the smartphone, or even in real life. However, we don't realize that everyone is also doing it which means we are just as much entertainment for someone else as they are to us.

Methods/Process

For my final project, I plan to create a triptych of illuminated poems. Illuminated poems are works of poetry that are coupled with art. The person that I specifically draw inspiration from is William Blake, an English poet and painter from the Romantic Period. Blake's poetic artworks were fueled heavily with emotion which is what I intend to do with my own work. The Blake poem that I draw inspiration from is "The Sick Rose". This piece is heavily dichotomous with its subject matter being about a wilted rose being eaten by a worm. Much like Marilyn Manson's work, this piece is a perfect melding of beauty and the grotesque. It can be seen in its literal sense of decay and even deeper into a euphemism of how women would be perceived as being tainted and impure after having sex. My triptych will also be inspired by Isenheim Altarpiece which was done by Matthias Grünewald in the Northern Renaissance. This piece is fueled with emotion because it was hung up in the Isenheim hospital for those suffering from a skin disease, ergotism. The piece was a way for those suffering from the sickness to see that Jesus had also suffered the way they were. This altarpiece is incredibly special because when the wings of the triptych are folded, pieces of Jesus' arms and legs are chopped off much like how those with the disease would eventually have to have their dying body parts removed.

With both of these foundational inspirations, I want to make a triptych of poems which would have one central poem with an image and at least two, or (like the Isenheim altarpiece) three wings that have images and poems that connect with the central image and poem. I am comfortable with working with graphite and sketchbook paper and to make it more of a polished work, I would like to put the pages on pieces of wood, like an altarpiece. For the actual subject matter of the poems and illuminations, I will focus my topic on when Manson first began to rise in the '90s with his first album, *Portrait of an American Family*. This was the beginning of his commentary on televangelism and many other social issues of the time.

After *Portrait of an American Family*, Manson came out with his most well-known album, *Antichrist Superstar* which is named after the rock opera *Jesus Christ Superstar*. Although *Antichrist Superstar* is the first one of Manson's own trilogy of albums, this album is the last album in the series. *Holy Wood*, the third album in the triptych, but first in the storyline, is about starting a revolution. *Mechanical Animals*, the second in line, is about the revolution

being taken away and being commodified. Finally, *Antichrist Superstar* is about the contemplation of giving into the control of the power you (the main character) created or destroyed yourself, setting the cycle back to the beginning again. Each album also has their own storyline to them. *Antichrist Superstar,* for instance, is about a worm boy that metamorphosizes into the *Antichrist Superstar*.

Overall, Manson talks heavily on the subjects of dogma, censorship, and social dichotomies. For example, the album art for *Holy Wood* is a painting of Manson with his arms spread like he is on a cross and his jaw is removed. This represents how Manson felt like a martyr after he was made a scapegoat for the Columbine shooting so that news stations could get more ratings. The removal of his jaw is a comment on how things are censored. Ironically, Walmart and Kmart had refused to sell the album due to the provocative nature of the art upon the album's first release.

At the conclusion of my triptych, I will write a reflective essay in which I will describe the specific artistic influences that went into making my piece. These influences range from specifically Marilyn Manson, William Blake, and Matthias Grünewald to the more broad contexts that influenced those individuals. In addition to describing my artistic influences, I will explain why I chose them and how this piece of work will benefit me in the future. The reflective essay will also allow me to describe the things that I learned which allowed me to grow as a creative writer and an artist. My final work will be digitally published on the Honors Digital Commons webpage where it will be accessible to others.

Working Bibliography, with Select Annotations

Burns, G. (1999). Marilyn Manson and the apt pupils of Littleton. *Popular Music and Society*, *23*(3), 3–8. https://doi.org/10.1080/03007769908591739

d'Hont, C. (2017). "I Am Your Faggot Anti-Pope": An Exploration of Marilyn Manson as a Transgressive Artist. *European Journal of American Studies*, *12*(2), n.a. https://doi.org/10.4000/ejas.12098

Manson, M. (1999). *Columbine: Whose Fault is it?* Rolling Stone. https://www.rollingstone.com/culture/culture-news/columbine-whose-fault-is-it-232759/

This is an article written by Marilyn Manson, himself, commenting on the public's desire to make him a scapegoat for the Columbine shootings so that the story could get more traction in the media. This source is important because I can see how he responded to the accusations and his mindstate before going on to create *Holy Wood*, the album that completes the *Antichrist Superstar* triptych. This is a primary source written by Marilyn Manson.

Manson, M., & Strauss, N. (1999). *The Long Hard Road Out of Hell* (1st ed.). ReganBooks.

> This book is about the origins of Marilyn Manson, dating back to his childhood up until he started writing *Antichrist Superstar*. This source is useful because it is Manson's biography which has extensive details of how he became the public persona everyone would either love or hate. This book will provide the necessary foundation I need to understand where Manson began before he became a martyr as a result of Columbine. This is a primary source written by Marilyn Manson with Neil Strauss.

Marilyn Manson Disinformation Speech. (2014, May 26). [Video]. YouTube. *https://www.youtube.com/watch?v=8RRC0Cvkr4M&list=WL&index=38*

Marilyn Manson Interview - Phil Donahue Show - 1995 HD REMASTERED (By me). (2018, May 14). [Video]. YouTube. https://www.youtube.com/watch?v=TnK8Qs70APs

> This is a YouTube video of the Marilyn Manson interview on the Phil Donahue Show in 1995. He was called onto this show because parents were outraged over the violence that occurs in mosh pits at concerts which lead to a casualty. This source is useful because I can see how the general public responded to his persona before he even made his mark with *Antichrist Superstar.* This is a primary source as this is an interview between teens, Manson, parents, and Phil Donahue himself.

Osborne, P. W. (2017). Constructing the Antichrist as Superstar: Marilyn Manson and the Mechanics of Eschatological Narrative. *Persona Studies*, *3*(1), 43. https://doi.org/10.21153/ps2017vol3no1art651

> This article discusses how Manson became the thing that everyone feared because it allowed him to challenge their beliefs and ideologies. This source is useful because it provides an analysis of how Manson rose to become a "folk devil" outside of Manson's own commentary. This is a secondary source written by Patrick Osborne and it has been peer-reviewed.

Poetry Foundation. (n.d.). *William Blake*. www.poetryfoundation.org/poets/william-blake

RB

**The Challenges and Prospects of Using of Body Farms as a
Forensic Science Tool in Oregon (11)**

Advisor: Dr. Pete Poston, Chemistry Department

Student Pronouns: She/Her/Hers

Thesis/Project Genre (Scholarly, Scientific, Creative, Pedagogical, Service Learning, Experiential Learning, Action Research, Leadership Portfolio): **Scholarly**

Abstract

Despite what others may think, people still do have a way of speaking after their death and, often they have a lot to say; it just takes special people with the patience and training to hear them. What are they trying to tell us? That all depends on the environment they are in and how they got there. Even when a human is unable to speak anymore, they can still give information to scientists such as how long they have been dead or what could have caused their death.

Just like how different crops grow in different environments, organic material decomposes in different ways in varying environments; in this case, the organic material will be cadavers. Scientists who study this type of decomposition do so at locations known as forensic body farms or a Forensic Anthropology Facility. Many different environments can be observed at forensic body farms such as cadavers partially submerged in water, encased in concrete, or fully exposed to the elements. They also have cadavers that have been autopsied and not autopsied in order to explore all variables. Different climates affect the rate of decomposition as well, for example, a forensic body farm in Tennessee will yield different results than one in Illinois. Both of those locations, however, are on the Eastern side of the United States. Oregon has a very diverse climate that would expose the subjects of a forensic body farm to different elements that they would not be exposed to on the Eastern side of the United States.

My main goal for this project is to explain to readers the opportunities that opening a forensic body farm could become within reach for the scientific and law enforcement communities. If one was to be opened in Oregon, it would be the only forensic body farm located on the West side of the Rocky Mountains. Along with providing general knowledge of what a forensic body farm is, I have to make sure that individuals who read my paper do not get the wrong idea of a forensic body farm. To combat the poor picture that comes to mind when the words are brought up, people need to understand that things decompose differently in varied environments and see the facility as a scientific need. The cadavers donated to forensic body farms cannot be seen as people, they need to be seen as scientific tools.

Personal Interest

To most, an image of decomposing bodies flung over trees, hanging out of the trunk of a car, wrapped in plastic wrap, or half-submerged in stagnant water would be enough to send them running the other way. I see that image differently; I see information, valuable information on how a human body decomposes in different environments. Said information could help narrow down time of death for a potential investigation or even just help us understand more about what happens to our bodies after death since so little is known about it.

My father has worked for a police department since my sister and I were six months old. Because of that, I had opportunities to be exposed to different environments that most kids my age are not. When my father would come home from work, he would tell my sister and I about his day, including what some people would consider the "gruesome parts" -- like details of a vehicle crash. His stories were interesting to me. When I was seventeen years old, I had the opportunity to tour the forensic department of the police department that my dad works at. During my tour I was told about how one of the forensic analysts was able to identify a subject by fingerprinting. Due to the environment the subject was found in, the subject had essentially been mummified, so in order to identify him the forensic analyst essentially removed the skin from the subject's hand and began the process of rehydrating it. Then, after the analyst had put on a latex glove, she slipped on the subject's hand like a glove and rolled the finger prints. The deceased subject still relayed information to scientists even after being death.

I have developed an interest in the different ways that deceased subjects can still provide information and even closure to families of victims even after they are no longer with their bodies because of the experiences I have had. It seems as though the public has a preconceived fear of deceased subjects or image in their heads that deceased subjects are inherently gruesome. I want to help change that image. My goal is that after reading my paper the public will be more open to the idea of a forensic body research facility in Oregon.

My career goal is to become a forensic scientist for a government agency after I graduate, in my opinion it would be a huge benefit to my future career and others pursuing this career to have a forensic body farm closer to us for easier use. The closest one currently is at Colorado Mesa University, and that is still over 1,000 miles away. I know from experience that some individuals learn better when they are able to get hands-on experience with what they are learning, if you are learning about decomposition I believe it would be beneficial to have access to a facility such as a forensic body farm to get some hands-on experience.

Larger Context

How long does it take the arms to fall off a body? When does the skull start showing though? When is a body reduced to just bone? How do different environments affect the

answers to these questions? These questions can be answered through human taphonomy and forensic body farms.

In the science community, modern forensic science is still considered fairly new, dating back to only the late 1800s, yet some sources of similar techniques go back to 1248 in China. Taphonomy is one of the newer methods in forensic science that has increased in popularity in the past fifteen years. According to its definition, taphonomy is the study of how organisms' decay and become fossilized. *Taphonomy of human remains forensic analysis of the dead and the depositional environment* says, "A taphonomic approach allows us to view the forensic scene as a natural phenomenon, asking how the body arrived there ... how long it had been there, and what natural forces had modified it in the postmortem period..." (Schotsmans, Márquez-Grant, & Forbes 49).

Creating a forensic body farm in Oregon would be a huge benefit for the scientific and law enforcement community. One of those benefits would be, as I stated above in my personal interest section, that it would provide hands- on experience for those who need or desire it. A forensic body farm is not something that the average person can handle viewing, hands on experience for students would also be beneficial because it would allow students to determine if they can handle what they would be viewing in their choses field. Another benefit would be for the law enforcement community because a forensic body farm would allow them access to information that would help them solve crimes. For example, if a suspect is believed to live near the coast, where there is access to salt water, it would show on a body even if it was moved because the environment would decompose the body differently.

However, there are a few drawbacks that need to be addressed when one is talking about placing a forensic body farm in Oregon. One of those drawbacks is the ethical issues that could arise. Some believe that it is unethical to place the dead in such positions as they would be in at a forensic body farm. It is important to realize though that those cadavers used in forensic body farms have been donated to them; they are not taken without the consent of the person. The forensic body farm in Tennessee even has a waiting list for cadavers to be accepted in. Another drawback would be the issue of where to put such a facility. Oregon has several microclimates throughout the state that are vastly different and each will affect decomposition differently. The best way to handle this drawback would be to narrow this down would me to gather a list of all of the microclimates throughout the year and choose the area with a good amount of diversity.

In Mary Roach's book, *Stiff: The curious lives of human cadavers,* it is explained that, "the more you know about how dead bodies decay--the biological and chemical phases they go through...the better equipped you are to figure out when any given body died..." (Roach 61). Forensic body farms give researchers an answer to questions about what happens to our bodies

after death. Knowing these answers not only helps the science community make advances, but it can also help criminal investigators with information that could be pertinent to an ongoing case.

The key, I believe, to explaining and moving forward with potentially opening a forensic body farm In Oregon is to give individuals the basic general knowledge of what they are and what they accomplish. Without understanding what a forensic body farm/ human taphonomy is then individuals are less likely to accept it.

Methods/Process

My goal with this thesis is to write a paper first describing the history and reasoning behind forensic body farms. A forensic body farm is a facility where a research facility where decomposition can be studied in a variety of settings. It also has applications in the fields of law enforcement and forensic science. Starting with an explanation and history of what a forensic body farm is should help readers understand what research goes on at a facility such as this. After explaining a brief history and what the researchers study, I plan to address how different environments affect the decomposition of the subject. Then, I plan to explain how I believe that the environment of Oregon is a suitable place for a forensic body farm.

In order to have the best understanding of this subject, I plan to read books about forensic body farms, decomposition, and criminal investigations involving the forensic body farms. I am going to read about Dr. Bill Bass, who is the person who opened the first forensic body farm in 1981 at the University of Tennessee. Two of the sources that I will use are co-written by Dr. Bass. I also plan on researching Oregon's climate since it will determine the potential location of a forensic body farm if one was to be built. I will also include any other resources that I find that could potentially be useful.

I also plan on contacting people from other facilities around the US and gathering some information from them about their facility, how it started, if there have been any drawbacks, and what benefits they have noticed. One of the people I have been in contact with has done some work with the decomposition of pigs, since pigs can be used instead of human cadavers often, I plan to use some of this work to help with a practical part of the project, with the creators permission. I believe that contacting professionals in this field would be beneficial to my research because they have the experience that I do not, they could reveal something to me that I could not have seen from my previous research. If possible, I would also like to contact some law enforcement agencies that have done some work with forensic body farms to get a better understanding of the law enforcement side of one of these facilities rather than just the scientific side.

The last thing that I would like to incorporate is some personal experience. If possible I think that it would be fantastic to visit one of the existing facilities such as the ones described in this proposal. I think that being able to describe my experience touring the facility, if it is something that I can arrange, would be a great addition to my thesis. If I am unable to arrange a tour, I am currently in the position to be a volunteer at a forensic lab in my area. I think that some real world information and experience would be a great addition to my thesis.

<u>Working Bibliography with Select Annotations</u>

Bass, D. B., & Jefferson, J. (2011). *Beyond the Body Farm: A legendary bone detective explores murders, mysteries and the revolution in forensic science*. London: Quercus.

Beyond the Body Farm is a nonfiction source written by Dr. Bill Bass and Jon Jefferson. The goal of the text is to explain how the things learned from the Body Farm are used to help "…identify the dead, figure out what happened to them, and in many cases (though sadly not all) bring killers to justice…" (Bass and Jefferson xxii). Much like Dr. Bass's earlier book this source explores some of Dr. Bass's cases and how the forensic body farm assisted him with solving said cases. I believe that this source will be valuable to my paper because it will be useful to compare its information with Dr. Bass's previous work and also show how the forensic body farm has evolved in the years between his writings.

Bass, D., & Jefferson, J. (2003). *Death's Acre Inside the Legendary Forensic Lab the Body Farm Where the Dead Do Tell Tales*. New York, NY: Berkley Books.

Death's Acre is a nonfiction source written by Dr. Bill Bass and Jon Jefferson as a window into Dr. Bass's forensic lab that is the first of its kind. This source shows a window into Dr. Bass's most intriguing cases. The first part of this book focuses on some of Bass's trickier cases to illustrate the need for a facility such as the forensic body farm. Later parts discuss how the scientific analysis of forensic body farm cadavers helped Dr. Bass solve some of his cases. The is an informative source; it will be beneficial to my paper because it gives readers a window into the direct benefits that come from a forensic body farm.

Bates, L. N., & Wescott, D. J. (2016). Comparison of decomposition rates between autopsied and non-autopsied human remains. *Forensic Science International, 261*, 93-100. doi:10.1016/j.forsciint.2016.02.008

D.o.o., Y. (n.d.). Oregon, USA - Climate data and average monthly weather. Retrieved September 25, 2020, from https://www.weather-us.com/en/oregon-usa-climate

Hart, K., Ainsworth, D., & Williams, A. (2017). "Human Taphonomy Facility" Aka "The Body Farm". *Journal of Forensic Sciences & Criminal Investigation, 5*(3). doi:10.19080/jfsci.2017.05.555662

The focus of this source is to explain the reasoning behind why the United Kingdom should have a "Human Taphonomy Facility." The text also answers a few questions that an individual would have about such a facility. Writers Kayleigh Hart, Daryl Ainsworth, and Anna Williams' goal was to turn the publics' attention towards the benefits of a "Human Taphonomy Facility". They wanted to deter the public's mind the grotesque images that would typically come to mind and replace them with images of research tools. Different locations across the United States and the importance of each location are also mentioned. The view that this source's authors have on the topic is a persuasive view; this will be helpful for my paper because it is similar to what I would like to do.

Khoo, L. S., & Mahmood, M. S. (2020). Durability of cling film plastic wrap usage on dead body towards human decomposition changes. *Forensic Science International: Synergy, 2*, 72-75. doi:10.1016/j.fsisyn.2020.01.003

Roach, M. (2004). *Stiff: The curious lives of human cadavers*. New York: W. W. Norton & Company.

Stiff is a nonfiction source written by Mary Roach that gives its readers a view into what happens when a person donates their body to science after their death. The book takes a slight comedic approve to how it approaches the taboo subject of death. Cadavers have been used in many of the scientific community's greatest strides over the last few centuries. Throughout *Stiff*, many of those different uses are explained in an informative yet light-hearted approach. I believe this source will be beneficial to my paper because of its light-hearted approach of a difficult subject and because of the other uses for cadavers described in the book. My goal with this source is to show that a forensic body farm is not sciences only use for cadavers.

Schotsmans, E. M., Márquez-Grant, N., & Forbes, S. L. (2017). *Taphonomy of human remains forensic analysis of the dead and the depositional environment*. Chichester, West Sussex: Wiley.

DB

**Nullification of The CSI Effect Through Exposure at Critical Points
in The Trial Process (12)**

Advisor: Dr. Misty Weitzel, Division of Criminal Justice Sciences
Student Pronouns: she/her/hers

Your Thesis/Project Genre (Scholarly, Scientific, Creative, Pedagogical, Service Learning, Experiential Learning, Action Research, Leadership Portfolio): **Scientific**

Abstract:

In this project I will be exploring the connection between briefing a jury on the CSI Effect and the potential impact the bias has on a jury. The CSI Effect is the bias one has concerning forensic evidence in trial, and the legitimacy of the trial based on the amount and type of evidence. The CSI Effect is understudied in terms of how impactful the bias is on the criminal justice system. My study is based on research stating that making one aware of their biases helps them counteract their initial reaction. Several studies have been conducted exploring how briefing an individual on potential biases can result in the individual becoming aware of the bias thoughts and contracting them in their actions. Taking this logic and applying the CSI Effect bias to the same idea, that briefing one on their biases can counteract the effects, led to the construction of my hypothesis.

I hypothesized that making the jury aware of the CSI Effect will lessen the unconscious effects the bias plays in the criminal justice system. I am unaware if the timing of the exposure will be important, or just awareness in general; nonetheless, I added the element of having two briefing periods to account for this possibility. Making my study design consist of three testing groups: no brief, brief before evidence presentation, and brief during jury instructions. There are several possible outcomes to this study but regardless of the outcome more research is being added to the limited topic of the CSI Effect, resulting in a stronger foundation for future research in this area.

Personal Interest:

Growing up I was obsessed with crime dramas; it was no surprise that when I began to research potential careers my field was already decided. I took my first forensic science class when I was in seventh grade. Initially, I was a little underwhelmed given I had viewed hours of high-tech forensic investigations on television. This led me to branch further into psychology and less into the chemistry portion of forensics. In researching the connection between psychology and forensics, I read about the CSI Effect for the first time. While I was not a jury member, I still experienced the disconnect between the reality of forensic investigation and my

expectations dictated by the media. In high school I was given the opportunity to study forensic investigation more in depth at a career technical education center. This reignited my love for forensics; however, I still was not thrilled about the hard science behind the practice. I was more fascinated with how a single fingerprint or a glass fragment could sway an entire case than how the evidence was found. That was when I knew with absolute certainty that I was going to become a professional forensic psychologist.

Western Oregon University is one of the few universities that offers forensic psychology as a minor. Typically, the program is only seen in graduate schools. I applied to WOU as a psychology major; however, I have since added a double major of criminal justice and two minors of forensic science and forensic psychology. The CSI Effect is a psychological phenomenon found exclusively in the criminal justice system, centered around forensic science, studied by forensic psychologists. This topic seamlessly combines everything I am at WOU to learn, before I venture off to graduate school.

I have been researching graduate schools with forensic psychology programs since I was in middle school, after my first forensics class. Going into graduate school having already conducted my own study on a relevant topic will be a major advantage. Although working in the court system is not my end goal, it is a great place to make contacts and begin to gain experience. Qualifying as an expert witness after graduate school is a common path many people take; one I will probably follow although, in and of itself is not a profession. After earning my doctorate degree in clinical forensic psychology, I will be licensed to treat clients, mostly found through the legal system, for various issues. This is why a deep understanding of the legal system in relation to psychology gained through studying forensic psychology is so important. Although I cannot predict the results of my study; conducting the research itself has made me so much more aware of the technicalities in the legal and criminal justice systems.

Larger Context:

Millions of Americans come home after a stressful day at work and turn on their favorite crime drama, a common way to relax and decompress after a stressful day. The media networks are aware of this habit; thus, they encourage the avid viewing of crime dramas. In the 2014-2015 media season, twenty-nine of the one hundred and one scripted shows airing on media networks were crime dramas. *NCIS* and *Law and Order: SVU* are the longest running tv dramas still airing and are both popular crime dramas (Porter, 2020). When vegging on the couch, no one is thinking about how the show may affect them long term. The CSI Effect is an acknowledged bias created through crime drama viewing (Cornell University,n.d.). America's favorite relaxation method is impacting the criminal justice system in ways that are only just being discovered and researched.

The American criminal justice system is far from perfect; however, millions dedicate their lives to trying to better the system. The system cannot be bettered until all the little nuances adversely affecting the system are uncovered and understood. As a result of the CSI Effect, cases with a strong forensic science base are tried easier and faster in court, while cases without a forensics foundation are harder and take longer to try (Robbers, 2008). Real life consequences like the previously mentioned example make further studies into the CSI Effect instrumental to forensic experts, lawyers, juries, judges, and everyone else who works within the system.

If the hypothesis that exposure to the CSI Effect prior to jury deliberations is supported, then the leap to redesigning the protocol for presenting forensic evidence may not be too far. Robbers (2008) suggested several possible policy changes that could be up for debate with more research that this study aims to provide. However, the possibility that the proposed hypothesis is rejected also has prior supportive evidence. Lodge and Zloteanu (2020) recently published a study that yielded no results supporting the existence of the CSI Effect; if this result were to occur then it would further reinforce the policies already in place to not brief the jury on the CSI Effect.

Methods/Process:

Process: In this project I will analyze the effectiveness of briefing a jury on the CSI Effect at different times in the trial process. To do so I will form three groups of about 15 students each randomly sorted into a group condition. The groups will be: no brief, brief before hearing evidence, and brief during jury instructions. The no brief group will serve as a control group, whereas the two brief groups will serve as my experimental groups. Prior to recruiting subjects, I will submit and obtain approval from the IRB committee in the Winter of 2021. No matter the results of the study, the field of forensic psychology and the empirical data of the CSI Effect can only grow.

Participants: Participants between the ages of 18 and 24 will be recruited from the Western Oregon University Psychology Department; hopefully around 15 students will be exposed to each condition, nonetheless the experiment will continue with a smaller sample size. The majority of the participants will be psychology majors or minors. Participants will be found through the SONA System, an online tool that the WOU Psychology Department uses to ensure anonymity, conduct research, and assign extra credit. Each of the three groups will be given the same case study to read, with briefings at different points of exposure to the case study. Each participant will be asked to declare an innocent or guilty verdict based on the evidence given, just like a real jury member. Participants will be randomly assigned to their condition by a computer algorithm (1st person to group 1, 2nd person to group 2, 3rd person to group 3, fourth person to group 1, etc.).

Materials: The participant's degree of participation in the CSI Effect will be measured by the verdict they deliver after reading "Defendant #9" (Appendix A) and being exposed to their testing condition. The case study summarizes a trial about a defendant who pleaded innocent and was tried with little forensic evidence assigning blame to the defendant, who was found guilty after the jury was told of the CSI Effect. The briefing in the case study was not a scientifically isolated event which is what my study will accomplish.

For the CSI Effect briefing, the Participants will receive Cornell University's (n.d.) definition of the CSI Effect (Appendix B) and a description of Implicit biases and how they can influence an individual from Ohio State University (Appendix C).

Procedure: Participants will be exposed to the experiment digitally through SONA. After choosing to partake in the study, the participant will sign an informed consent page and then fill out the demographics questionnaire. The participants will then be told they are behaving as jury members for the following case. Group 1 will read the case and be asked to deliver a verdict. Group 2 will be asked to read the case and before reading the evidence section, be briefed on the CSI Effect, before continuing to the evidence and being asked to deliver a verdict. Group 3 will read the case and evidence and then be briefed on the CSI Effect before being asked to deliver a verdict. After finishing the study, the participants will be given a notice of confidentiality, and a debriefing sheet which informs them they participated in a study concerning the CSI Effect and ways to possibly nullify its effects. The actual wording of the debriefing and consent forms has not yet been constructed but will be completed for the IRB approval.

End Result: The project will be finished after the study has been conducted and the appropriate statistical analysis applied. Whether the statistical analysis provides support or contradicts my hypothesis, the criminal justice system can only grow from the knowledge discovered. If the hypothesis is contradicted by the statistical analysis, then this would provide support for the existing policies surrounding the CSI Effect. Currently, briefing a jury on the CSI Effect is not a common proactive; this policy would be supported in the event that my analysis does not provide support for my hypothesis. However, in the event that the statistical analysis does provide support to my hypothesis, then a policy change may be in order. Eliminating the CSI Effect from our criminal justice system is the overarching goal of studying the bias. If briefing the jury about the CSI Effect's effects, then a policy where a briefing is included at some point in the trial may be beneficial to the system.

Working Bibliography, with Select Annotations:

Cole, S. A. (2013). A surfeit of science: The "CSI effect" and the media appropriation of the public understanding of science. *Public Understanding of Science*, *24*(2), 130-146. https://doi.org/10.1177/0963662513481294

Cornell University. (n.d.). *CSI effect*. LII / Legal Information Institute. https://www.law.cornell.edu/wex/csi_effect

Duke, M. C., & Wood, J. (2012). The CSI effect: The effect of television viewing on juror decision-making. *PsycEXTRA Dataset*. https://doi.org/10.1037/e669802012-429

Granados, M. (2017). The impact of the CSI effect on judges and juries. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, *78*(2), 1-9.

Hayes, R. M., & Levett, L. M. (2013). Community members' perceptions of the CSI Effect\. *American Journal of Criminal Justice*, *38*(2), 216-235. https://doi.org/10.1007/s12103-012-9166-2

Hui, C. (2017). Examination of the 'CSI effect' on perceptions of scientific and testimonial evidence in a Hong Kong Chinese sample. *International Journal of Offender Therapy and Comparative Criminology*, *61*(7), 819-833. https://doi.org/10.1177/0306624X15611874

Klentz, B. A., Winters, G. M., & Chapman, J. E. (2020). The CSI Effect and the impact of DNA evidence on mock jurors and jury deliberations. *Psychology, Crime & Law*, *26*(6), 552–570. https://doi.org/10.1080/1068316X.2019.1708353

Lodge, C., & Zloteanu, M. (2020). Jurors' expectations and decision-making: Revisiting the CSI effect. *Bulletin of the British Psychological Society*, *2*, 19-30. https://www.researchgate.net/publication/343230426_Jurors%27_expectations_and_decision-making_Revisiting_the_CSI_effect

This source provides a counter argument to the CSI Effect. This study resulted in no difference between those primed with a CSI Effect or a Tech Effect, meaning the jury was able to separate their preconceived notions from the evidence presented. This study was interesting because while several studies have failed to identify the cause of the CSI Effect, most acknowledge its existence. This study dismisses the CSI Effect in its entirety.

Maeder, E. M., & Corbett, R. (2015). Beyond frequency: Perceived realism and the CSI Effect. *Canadian Journal of Criminology and Criminal Justice*, *57*(1), 83-114. https://doi.org/10.3138/cjccj.2013.e44

McEwen, T., & Connors, E. (2013). *Volume III: Forensic Evidence at Murder Trials in Phoenix, Arizona* (244482). Institute for Law and Justice. https://www.ncjrs.gov/pdffiles1/nij/grants/244482.pdf

This source will be used as my testing material. The participants will read an edited version of "Defendant #9". The source describes a court case where a man was found guilty after pleading innocent and having minor confirmatory forensic evidence. The participants in the source were briefed on the CSI Effect but that was not a key point in their trial, merely mentioned by the testifying forensic scientist. Ideally those in my control who are not exposed to the CSI Effect will find the defendant innocent and those in my experimental groups will find the defendant guilty.

Ohio State University. (2015). *Understanding implicit bias*. Kirwan Institute for the Study of Race and Ethnicity. https://kirwaninstitute.osu.edu/research/understanding-implicit-bias/

Porter, R. (2020). *TV long view: How much network TV depends on cop shows*. Hollywood Reporter | Entertainment News | Hollywood Reporter. https://www.hollywoodreporter.com/live-feed/heres-how-network-tv-depends-cop-shows-1299504

Robbers, M. L. (2008). Blinded by science. *Criminal Justice Policy Review*, *19*(1), 84-102. https://doi.org/10.1177/0887403407305982

This source concluded that the media has greatly hindered the way our criminal justice system functions. Cases with forensic evidence are much easier to convict while cases lacking in forensic evidence are much harder. This source suggested several possible policy changes within the trial system, including a full briefing on the CSI Effect and other aspects of the criminal justice system often mis portrayed by the media.

Shelton, D. E. (2010). Juror expectations for scientific evidence in criminal cases: Perceptions and reality about the csi effect myth. *Thomas M. Cooley Law Review*, *27*(1), 1-36. http://works.bepress.com/donald_shelton/19/

This source concluded that mass media representation of the extent of forensic science technology is the leading factor in jurors wanting forensic evidence presented at trial. That without this expected evidence, the jury is more likely to find reasonable doubt instead of convicting the defendant. This provides backing on the existence of a CSI Effect and offers a possible explanation for the phenomena

AM

Necessary or Outdated:

Are Post-9/11 Changes to U.S. Police Forces Still Justifiable? (13)

Advisor: Dr. Mari Sakiyama, Division of Criminal Justice Sciences

Student Pronouns: She/Her/Hers

Thesis/Project Genre (Scholarly, Scientific, Creative, Pedagogical, Service Learning, Experiential Learning, Action Research, Leadership Portfolio): **Scholarly**

Abstract:

Almost every U.S. citizen will, at some point in their lives, have an encounter with a member of the police force. All people living or traveling in the U.S. should be aware of how the police are trained to handle various situations and what equipment they may have available to them. Throughout my project, I will explore how the preparation and accessibility of militaristic equipment have developed in the last 20 years and if those developments are still justified in the context of necessity. I will study the impact of these adjustments on citizens in the U.S. and how citizens perceive these changes. This allows me, and every other person in the U.S., to form a better understanding of the police force and inspire further research into the topic.

This project will analyze the changes made to the police forces in the U.S. after September 11, 2001, and consider if these modifications to the system are still necessary by examining previous studies that have investigated the effects of police militarization. My goal is to evaluate how, specifically, police have altered their programs and the developments are impacting U.S. communities. In doing so, I will have compiled thoughtful analysis on the topic and contribute a judgement that I believe will aid further research in this area of study.

Personal Interest:

Growing up, police officers in my communities were often tasked with attending events and school days in order to talk about their profession and how they do work. Frequently in those settings, children, like me, would ask the officers what equipment they used in order to perform their tasks safely. As they displayed their tools to us we were fascinated by how much equipment they carried in what appeared to be small pouches and belts. I thought the police were so 'cool' purely because they had so many gadgets and tools to use while they worked, but I had never really understood how this equipment is used on people.

Currently, it appears as though we see the police on every corner in almost every city. Because of the increase of the police in the streets, we are often exposed to their presence and tools that are available to them. As I have aged and grown to use social media, I have seen many instances of police equipment in use. Through that time, I have noticed a change in what

officers have access to from my childhood to early adulthood. The technology available to local police departments astonishes me to the point of developing this project. I wonder how such advanced equipment can be used so infrequently yet still be so essential to police departments. I question why so much funding is put into police departments and where the money is spent in terms of giving officers and departments equipment. For this project, I want to delve deeper into whether or not this militarization of police is still necessary almost twenty years after the attacks on the twin towers in September of 2001.

I wish to have a better understanding of police militarization at the end of this project. It is important that, as citizens of the United States of America, we know what equipment can be used against us in times of civil unrest. To be more informed of how policing has changed is crucial to the development of police departments nationally. I think it is important for people to know more information regarding how the police spend their allocated funds on equipment that may be rarely used. Finally, I want to use the information from this project to focus on how police will continue to change in the future and if they will continue to become more militarized.

Larger Context:

The militarization of the United States police force is a subject that warrants a large amount of controversy. All people living in the United States, and those who are merely visiting or traveling through, should be concerned about how police forces utilize the equipment they have. Many individuals argue for the militarization of the police because of the safety they feel when considering the amount of protective equipment they have at their disposal. Contrarily, opposing views suggest an uneasy feeling at the thought of excessive equipment at the disposal of police officers. Others, like Hall & Coyne (2013) suggest, are concerned with the police having too much power and too many resources that could be abused by officers against citizens. For example, Hall and Coyne (2013) explore how militarization of the police may exploit citizens in terms of technological advancements, like surveillance. In this exploration, Hall and Coyne found that police agencies are utilizing technologies such as facial-recognition, thermal imaging, satellite monitoring, and retinal scanners, which are controversial to citizens who think their privacy is being invaded with these tools. Despite those concerns, surveys conducted post-9/11 found that "...86 percent of Americans approved of the use of facial-recognition software by authorities at public events" (Hall & Coyne, 2013).

Additionally, Hall and Coyne (2013) examine how public opinion toward the police force has changed since 9/11. While this examination studies only 12 years after 9/11, which is limiting in that it does not evaluate current opinions, the resource will be beneficial when creating a timeline following the changes in policing. Another standpoint proposes that militarization reduces the crime-rate at a street level and is also a cost-effective alternative

(Bove & Gavrilova, 2017). Bove and Gavrilova's (2017) journal article explores the relationship between militarization of police forces and how that affects the crime rates and the financial benefits militarization may introduce. Specifically, Bove and Gavrilova found that "...for a 10 percent spending increase, around $5,800 per county per year, the crimes deterred amount to a social benefit of roughly $112,000." Additionally, Katzenstein (2020) discusses how the wars following the attacks on 9/11 contributed to militarizing the police and the effects on communities in the U.S.

Improving the research on this topic is essential in determining how police are allocated funds and in what ways they should use their budget in the future. Doing so will allow for further research in this area of study to be completed and allow the search for solutions to continued or discontinued militarization to ensue. Furthermore, police should be able to assess whether continued or increased militarization is worth the risk of unsettled or non-compliant citizens, whereas citizens will be able to determine if their stance on militarization is positive or negative. I intend this study to be an informative resource for people with varying opinions on militarization. My goal for this thesis is for readers to use the information provided to identify further resolutions for the many discourses on militarization.

Methods/Process:

Throughout the development of my project, I will analyze adjustments made to the United States police forces after the tragic events on September 11th, 2001. After this investigation, I will provide a rationale, based off of the information provided by my research, justifying the changes on policing or stating that they are now unnecessary.

First, I will methodically examine various journal articles that examine how policing has changed in the United States after 9/11. I chose articles published after the year 2001 in order to specifically study the effects of post-9/11 policing. The journals that were selected for my thesis vary in focus, ranging from why changes to policing have been made to the effect of police militarization on crime rates and the economy. Those journals, among other sources, will help me develop a comparison of the strengths and weaknesses of recent changes to policing in the United States.

Next, I will begin to materialize my thesis by analyzing the text and contextualizing how policing has really changed since 9/11 in terms of structure, training, tactics, and public presentation. The structure of police forces in the United States has drastically evolved since 9/11, including adjustments to organizations, personnel who are hired and their status, and the focuses of officer training. It is important for me to research, in extreme detail, how police are prepared and trained for a variety of situations due to the shift in focus after the September 11th terrorist attacks. Analyzation of officer training will help understand how and why police

respond to scenarios they face on a daily basis and assist the investigation on preparedness of officers concerning the equipment they have at their disposal. Additionally, the insight on officer training will help understand the tactics that officers use on a daily basis to resolve conflicts they encounter. A key aspect of my research revolves around how the public perceives members of police forces around the United States. Specifically, I want to examine if people see police favorably or if militarization has evoked a negative connotation with U.S. communities.

My project will only be complete when I have analyzed the police, how they have evolved in terms of equipment and preparation, and weighed the pros and cons to determine if post-9/11 changes to policing are still necessary today. This project will clearly identify the effects of post-9/11 policing on communities and if it is possible to justify maintaining these changes. Following that, I will provide a clear conclusion based on the analysis of pros and cons regarding whether or not the changes in the police force are still warranted.

At Western Oregon University, all honors theses are published digitally on the Honors Digital Commons website. When my thesis is published, I want to see it elevate further studies and research regarding the continuous changes to policing in the United States. Management of the United State's police forces has been a studied topic for years; I hope that my project is able to contribute in a way that helps identify problematic flaws in our police force and highlight what is being done right.

Working Bibliography, with Select Annotations:

Adachi, J. (2016). Police Militarization and the War on Citizens. *Human Rights, 42*(1), 14-17. Retrieved November 3, 2020, from http://www.jstor.org/stable/26423490

Bieler, S. (2016). Police militarization in the USA: The state of the field. *Policing, 39*(4), 586-600. doi:http://dx.doi.org/10.1108/PIJPSM-03-2016-0042

Bove, V., & Gavrilova, E. (2017). Police Officer on the Frontline or a Soldier? The Effect of Police Militarization on Crime. *American Economic Journal: Economic Policy*, *9*(3), 1–18. https://doi.org/10.1257/pol.20150478

This article from 2017 investigates the effect of police militarization on crime. Bove and Gavrilova found in their research that not only does military aid reduce street-level crime, but it is both cost effective and it favors a deterrence mechanism. Additionally, the authors examine which specific military aids in police militarization are effective in combating crime. A cost and benefit analysis is performed to determine if the militarization of police forces is a good investment by the United States. It is concluded that "a 10 percent increase in the value of military aid reduces the total number of

crimes by 5.9 units." The importance of this article to my research is in terms of economic benefits of militarization.

Hall, A., & Coyne, C. (2013). The Militarization of U.S. Domestic Policing. *The Independent Review, 17*(4), 485-504. Retrieved November 3, 2020, from http://www.jstor.org/stable/24563131

This article, developed in 2013, examines the ulterior motives for police militarization and how it contributes to the exploitation of citizens. Hall and Coyne explore the political economy of militarization both directly and indirectly. The authors detail how militarization has grown through technological changes in police equipment, such as surveillance and information technology. The acceleration of police militarization is also discussed with a section specific to militarization post-9/11. Hall and Coyne examine the "shift in public opinion toward the role of the government" which helped accelerate the militarization of the police by accepting the loss of some civil liberties to prevent future attacks on the U.S.

Katzenstein, J. (2020, September 16). *The Wars Are Here: How the United States' Post-9/11 Wars Helped Militarize U.S. Police.* Costs of War. https://watson.brown.edu/costsofwar/papers/2020/wars-are-here-how-united-states-post-911-wars-helped-militarize-us-police.

This recently published essay discusses the effects of the United States' wars after 9/11 contributed to the militarization of U.S. Police forces. Katzenstein argues that "police militarization is one of the cruel… costs of recent American wars abroad" and explores what demilitarization would mean. The author specifically notes how the wars have allowed the U.S. to justify militarization through "military equipment, funding, personnel, surveillance technologies, training, concepts, and strategies to domestic police." The effects of these increases in militarization on communities in the U.S. and how the economy is impacted. The author identifies how exactly post-9/11 police militarization occurred and investigates changes from a community perspective to a department perspective.

Kraska, P. B. (2007). Militarization and Policing--Its Relevance to 21st Century Police. *Policing*, *1*(4), 501–513. https://doi.org/10.1093/police/pam065

Meeks, D. (2006). Police Militarization in Urban Areas: The Obscure War Against the Underclass. *The Black Scholar*, *35*(4), 33–41. https://doi.org/10.1080/00064246.2006.11413331

Mummolo, J. (2018). Militarization fails to enhance police safety or reduce crime but may harm police reputation. *Proceedings of the National Academy of Sciences*, *115*(37), 9181–9186. https://doi.org/10.1073/pnas.1805161115

This article, published in 2018, investigates the perception of citizens and how militarization may be ineffective for its purposes. Additionally, it explores where militarization is deployed and the effects of militarized police presence on crime. Mummolo demonstrates that "militarized policing fails to enhance officer safety or reduce local crime" using nationwide panel data on the militarization of local police. The author especially studies militarization of police in minority communities, specifically African American ones. Finally, the author used survey experiments to study public response to militarized police forces being deployed in their community. Mummolo discovered that the reputation of police may diminish within the public when militarized units are seen on news reports.

AS

MEMORANDUM

To: Western Oregon University Honors Committee
CC: Gavin Keulks, Honors Program Director
From: Brandilan Moring, WOU Honors 4th Year Student
Date: January 3, 2021
Subject: Request for Honors Thesis Topic Change

_____

My name is Brandilan Moring and I am a fourth year student in the Honors Program. I am majoring in applied mathematics and theatre and I also have a minor in ASL.

My original thesis project, as proposed and approved by the Honors Committee in February 2020, was a pedagogical project looking at an education technique taught by Thomas Gentle, herbartianism, and seeing how it may affect the modern student when combined with standards-based grading.

Unfortunately, since the time this was approved, I have encountered a number of difficulties that have made completing my project, as originally planned, incredibly difficult. This original thesis topic was chosen while I was a middle/high math education major. I chose a topic related to education so it could also be used for my math education capstone project. I have since discovered that my passion lies not in teaching, but rather in affecting young minds in general.

In addition, and perhaps more important, when I chose this topic, I was the student manager of the Historic Gentle House and took a special interest in the man who owned it, Thomas Gentle. However, due to the COVID-19 pandemic and other reasons out of my control, my position at the Gentle House has been dissolved. For these reasons, I have lost the passion I once had for this thesis topic and have felt psychologically burdened by it.

After meeting with Honors Program Director Keulks and several other advisors in the fields of theatre, math, and education, I have determined that a new project is the best solution for me, in consideration of my immediate capacity and interests. I am proposing that the following project concept be considered for a vote of approval by the members of the Honors Committee:

My new project will fall into the creative project genre, although it has slightly pedagogical elements as well. I will write an original script based on the book *The Giant Hug* by Sandra Horning, illustrated by Valeri Gorbachev. The target audience for my play will be elementary aged students, specifically kindergarten through 3rd grade. The abilities of these students vary, however. Therefore, I also plan to design a worksheet and activity for kindergarten and first

grade students, and a second set for second and third grade students. This is based on the idea that a teacher would complete the worksheet and activity with their students and then a travelling theatre company would come to the school to perform the play.

I've chosen to work with the book *The Giant Hug* because it follows a hug transferred from a child, to a postal worker, to many others before finally reaching the child's grandmother. While performing this play would be impossible at this time due to the COVID-19 pandemic, I hope creating this script brings a little peace and happiness to myself and those around me. Spreading love will be an important theme in my play, focusing mostly on the happiness a small act (like a hug) can bring to a stranger. The worksheets and activities provided to classes will focus on students exploring small ways to show people, ranging from a family member to a classmate to a total stranger, that they matter and are loved.

This project allows me to work creatively with the goal of impacting students in mind: two things that are very important to me.

In addition to this topic's increased approachability, I would be more passionate and dedicated to this proposed topic than my original project. During the pandemic, the importance of being genuinely dedicated to a thesis project cannot be overstated. I also have extensive experience with theatrical performance and playwriting, both personally and also as a performer in multiple plays at WOU. Emeritus professor of theatre, Dr. Kent Neely, has agreed to be my thesis advisor.

I thank the members of the Honors Committee for their consideration of my situation and alternative thesis proposal.