

Honors Committee Guidance to Students

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

1. Scholarly/analytical
2. Scientific
3. Creative
4. Pedagogical
5. Service Learning
6. Experiential Learning
7. Action Research
8. Leadership Portfolio
9. Wellness Project

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

What is a Thesis/Senior Project?

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

These are the components of a thesis proposal:

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

The Relationship Between Stress and Test Performance (1)

Advisor: Jay Schwartz, Psychology

Personal Pronouns: He/Him or They/Them

Thesis/Project Genre(s): Scholarly/Scientific

Abstract:

My thesis is going to be a scientific study on the question of: how does stress affect people's testing performance? In the past, studies have shown mixed results on this topic. While some studies showed that stress has a negative effect on testing performance (Pekrun et al., 2020), others found that stress did not affect testing performance at all (Smith et al., 2019) or that stress did not negatively affect their performance, even though participants experienced it (Frazier et al., 2019). Tests put stress on students not just with having to memorize large amounts of information, but the timed retrieval of that information. If this is affecting the way students perform on tests, either negatively or positively, it is something that needs to be addressed.

My study is going to focus on how/if stress affects people test performance by adding a short time limit to the experimental group. I hypothesize that stress will be a hindering factor on test performance. I predict that participants will do better on the untimed test as the stress of the timed test will inhibit their ability to retrieve information. While there are many different outcomes to this study, the underlying goal is to determine whether stress will ultimately hinder students ability to perform well on tests.

Personal Interest:

In my family I was the smart one. I was the one who got A's and B's and my parents never had to worry about me. So if for some reason I was struggling, I felt like I was a failure even though my parents would never say that. Throughout the entirety of my education, tests have been heavily pushed as the final factor to understanding a topic and my final grade. While involved in honors and advanced placement classes in high school, this became even more apparent. With my grades being the factor that decides what colleges I could attend, tests put a tremendous amount of stress on me to succeed. Along with the normal stress of testing, COVID-19 and online classes have been putting more stress on me because it has been harder to actually learn.

What originally drew me to psychology was my AP psychology class my sophomore year of high school. I took the class purely because it gave me college credit and I felt as if taking higher level classes was expected of me. My teacher made this class fun and interesting. However, what really drew me in was learning about what made a

person who they are: how experiences shape people's personality, choices, and how they experience the world. Everyone has a different perspective of things because of their different life experiences, and that is very fascinating to me. Learning about how people's personalities and perspectives are changed based on different upbringings and environments is what makes me interested in psychology.

As a psychology major, I am required to do a research project. This is what gave me the idea to do a scientific research project as my honors thesis project. Since I won't have the same time restraints as I will in the PSYCH 467/468, I will be able to expand upon my research and spend more time exploring my topic in depth.

While I am not planning on going into research when I graduate, I believe that this project will help me build skill for the future. A big part of any field is to keep up on the newest research that is being done so you can be aware of the best/newest methods. Having done a research project myself will allow me to not only understand the process that these researchers had to go through, but also allow me to read research papers more effectively having done one myself. This project will also allow me to develop my problem solving and creativity skills as there is bound to be unforeseen issues that arise as my project unfolds.

Larger Context:

For students to flourish in America's schools, they must successfully endure the omnipresent expectations of examinations. Roughly all students perceive testing conditions as stressful, and signals of stress are commonly recognized as a negative reaction (Frazier et al., 2019). Previous to the coronavirus pandemic, stress was already an inescapable challenge to college students' welfare with 65.7% of college students reporting "overwhelming anxiety" and 58.7% reporting "more than average" or "tremendous" stress in the earlier year (American Health Association, 2019). With stress being so prevalent while students are dealing with the coronavirus, it is vital that we understand just how considerably the stress affects student's testing abilities. Because stress allows for barriers to form between students and their knowledge (Smith et al., 2019), it is imperative that we determine how to break down these barriers and find a solution to our growing stress dilemma.

Test performance has a significant impact on academic standing. Research has demonstrated that consistently scoring low on tests leads to a greater hardship when it comes to getting into colleges (Hardini et al., 2018). A student's grade point average also determines things such as scholarships that they could receive (Hardinin et al., 2018), thus affecting their ability to even attend college or university. Thus, testing has the added stress of deciding your future. A study testing the control-value theory found that when someone is anxious about a test their scores go down (Pekrun et al., 2020). In addition, another study suggests the concept that this "failure" allows the participant to

believe they do not have academic control, ensuring that in the future, test scores will consequently go down on account of the speculation that they will fail again (Balaž et al., 2021). These studies provide evidence that stress negatively affects the way that you perform on tests. Consistently doing badly on tests can also cause a lack of self-confidence and consequently causing more stress on a student during tests. Thus, test performance is important owing to the fact that it essentially predicts the outcome of a student's academic success. In other research by Jamieson et al., (2020), they found that higher levels of stress correlates with lower test scores. However, they also found that high stress with high anxiety is what led to the lower scores but that high stress with low anxiety led to higher scores (Jamieson et al., 2020). This implies the notion that if the stress did not hinder their scores but the combination of stress and anxiety resulted in dramatically lower scores.

Conversely, another study established that the appearance or absence of stress did not impact the performance of the participant (Smith et al., 2019), leading to a contradictory assessment of the previous studies. And in another study, many students reported that stress was not a factor that hindered their performance even though they often experienced it (Frazier et al., 2019). These studies show how stress can also either positively affect test performance or not affect their performance at all. These possibilities have the potential to show a different side to the hindering nature that we normally associate with stress. Having potential positive effects correlated with stress allows for the possibility that some stress is actually a positive influence but overwhelming stress is hindering.

Methods/Process:

In this project I will examine the correlation between stress and test performance. To do so, I will form two groups of participants that have been recruited through SONA and sorted into groups through Qualtrics, a system able to automatically sort participants into two groups randomly, present instructions, administer the test, and administer the stress questionnaire, will sort the participants into their group. These groups will be: non-timed and timed. The non-timed group will serve as my control group while my timed group will serve as my experimental group. Prior to recruiting subjects, I will submit and obtain approval from the IRB committee next school year.

At the start of the study, participants will fill out an online consent form they will be required to read and mark that they consent to the study. Once sorted, the participants will take the exact same test (either timed or not timed) possibly consisting of common knowledge and simple math problems. While the questions in the test are not decided yet, I am working on curating a list of questions that a majority of people would know the answer to such as “what year was the declaration of independence

signed?” and “what is 9x6?”. After the participants take the test and rate their stress, I will debrief them electronically and thank them for their participation. This will allow me to let the participants know exactly what they are participating in.

To measure participants’ stress, they will be given a modified version of the perceived stress scale (Cohen, Kamarck, and Mermelstein, 1983) and asked 10 questions to rate their stress during the test, 0= not at all and 4= extremely. Instead of using the original test where they ask their questions in the span of the last month, we will ask them specifically about the time that they took the test. While this is the current way that I am planning on measuring participants' stress, this might change in the condition that I find an accredited stress measure that would not require me to modify it to fit my study.

The data collected throughout the study will most likely be analyzed utilizing a generalized linear model. Statistical techniques will be further refined in consultation with my advisor later on. In the event that I do not end up with enough participants, I will utilize my references to create a full research paper studying how stress affects test performance. Even so, to combat this I am planning to leave my study up on SONA for a longer duration of time, possibly for a couple of terms. For students enrolled in PSY 467/468, this would not be a viable option because of class/term constraints, I am not limited to such a small time frame with my honors thesis.

If the study shows a positive correlation between stress and test performance - meaning that the experimental group showed higher scores than the control group - this study could be beneficial to educators all over the world. However if they show a negative correlation - meaning that the experimental group showed lower scores than the control group - it could help improve testing environments everywhere. The positive correlation would show that putting a little stress onto a test is beneficial while the negative correlation would show that inducing stress in a testing environment is possibly hindering students testing performance. Hopefully this will help educators understand exactly how stress affects students' performance.

Working Bibliography, with Select Annotations:

Smith, A. M., Race, E., Davis, F. C., & Thomas, A. K. (2019). Retrieval practice improves item memory but not source memory in the context of stress. *Brain and Cognition*, 133, 24–32. <https://doi-org.ezproxy.wou.edu/10.1016/j.bandc.2018.12.005>

The aim of this study was to enlighten the structure underlying the efficacy of retrieval practice in the context of stress. More specifically they examined the effect of stress and retrieval process on both item and source memory, a manner that was knowledgeable by commonalities in the theories surrounding stress effects and retrieval practice effects. The hypothesis for this study was that stress

obstructs memory for contextual data from the learning context, and that retrieval practice advances post-stress memory by expanding access to these contextual details. The participants of this study were students of Tufts University. The sample size was 71 students however, nine participants were excluded from the data. Three were excluded because they failed to return for the second trial and six had higher false alarm rates than hit rates on one or both of the recognition tests. The researchers used the State-Trait Inventory for Cognitive and Somatic Anxiety (STICSA) to assess the participants' self-reported pre- and post- stress levels. They also used a premade sample of three 60 item wordlists, this list was borrowed from the South Florida Free Association Norms. The hypothesis for this study was supported. The results suggested a positive influence of successful retrieval practice on item memory, but not source memory, in the presence of stress. This study did not include any new things that were added to the field, however they did mention that it supports past research that retrieval practice develops post-stress memory accessibility relative to traditional learning strategies.

This study is going to be used in my literature review and discussions section. When it comes to psychological research papers the only time you are really using sources is in the literature review and the discussion section so that is when I am mainly going to be using this paper. This study specifically will help me establish what has already been established in terms of emotions effect of emotions on test performance and give me the ability to compare my results to theirs.

American College Health Association. (2019). American college health association-national college health assessment II: Reference group executive summary spring 2019. Hanover, MD: American College Health Association.

Balaž, B., Hanzec Marković, I., & Brajša-Žganec, A. (2021). The exploration of the relationship between positive achievement emotions and academic success: Testing the assumptions of the control-value theory of achievement emotions. *The Educational and Developmental Psychologist*, 1-11.

<https://doi-org.ezproxy.wou.edu/10.1080/20590776.2020.1856623>

The aim of this study was to examine the assumptions of the control-value theory of achievement emotions in the explanation of the relationship between positive achievement emotions and academic success. The study participants included 513 high schoolers from two different high schools in Zagreb, Croatia. Participants' academic control, positive class- and learning-related achievement emotions (enjoyment, hope, pride), elaboration and rehearsal as learning strategies, and academic success were assessed in the research. The researchers

used the Achievement Emotions Questionnaire and the Motivated Strategies for Learning Questionnaire to evaluate their participants' positive achievement emotions. The results of the study showed that academic control both directly and indirectly predicted academic success in class- and in learning-context. While this study didn't have a specific hypothesis they did assume that positive emotions would positively predict the use of elaboration strategy. This "hypothesis" was supported. In the elaboration of their results they explained that students with higher perceived levels of academic control obtained higher school grades. Their research is consistent with previous studies so it will be useful in generalizing their results.

This study is going to help me explain what has already been done in this realm of psychological research, not specifically what I am studying but it can give some insight as to what has been found already. The study will also allow me to help describe how stress and test performance are related and give me a basis for my research.

Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24(4), 385–396.

<https://doi.org/10.2307/2136404>

Frazier, P., Gabriel, A., Merians, A., & Lust, K. (2019). Understanding stress as an impediment to academic performance. *Journal of American College Health*, 67(6), 562–570. <https://doi-org.ezproxy.wou.edu/10.1080/07448481.2018.1499649>

The objectives of this study was to examine the accuracy of the perceptions, identify demographic and psychosocial factors that identified among students who differ in perceptions of how stress affected their performance, and assess the relations between these factors and grade point average (GPA). The participants of this study consisted of 8,997 undergraduate students from 20 different Midwestern schools. The participants completed online surveys during February–March 2015 that assessed perceived obstacles to academic performance, cumulative GPA, including demographic information, and psychosocial factors. Students who reported that stress affected their performance had lower GPAs, and reported more stress and lower coping self-efficacy, resilience, and social support. Male, heterosexual, and ethnic-minority students were less likely to report having stress (but did not have higher GPAs).

This study is going to help me establish how stress affects people's test performance in the moments leading up to the test, i.e. perceived stress. This will help me establish a hypothesis and also link stress and test performance together.

Hardini, Sri Yuniati Putri Koes, & Andriani, Durri. (2018). Analysis the Use of Semester Package System to Increase GPA for Scholarship Students at Universitas Terbuka, Indonesia. *The Education Review, USA*, 2(2), 181–188.
<https://doi.org/10.26855/er.2018.02.004>

Jamieson, J. P., Black, A. E., Pelaia, L. E., & Reis, H. T. (2020). The impact of mathematics anxiety on stress appraisals, neuroendocrine responses, and academic performance in a community college sample. *Journal of Educational Psychology*.
<https://doi-org.ezproxy.wou.edu/10.1037/edu0000636.supp> (Supplemental)

This study investigated the relationships among mathematics anxiety, stress appraisals, neuroendocrine responses, and academic performance with the aim of illuminating the role stress processes play in mathematics anxiety's relationship with later outcomes. This study used the Abbreviated Mathematics Anxiety Scale, Cattell's "scree" test and eigenvalues, Levene's test, and testing saliva for cortisol and testosterone levels to determine the stress responses in the participants and account for all of the different factors that may affect their results. This research is the first to show a relationship between mathematics anxiety, stress appraisals, and neuroendocrine responses in a naturalistic classroom performance context. This research is also the first to examine stress assessments as cognitive processes through which mathematics anxiety incapacitates student achievement. This study showed that as high testosterone levels are associated with more positive and approach-oriented outcomes, this finding is consistent with the studies hypothesis that perceiving greater coping resources in an acutely stressful exam setting could lead to increases in testosterone. In this study testosterone is used because anxiety or threat weakens high status dominance-oriented responses, such as approach behaviors and increases in testosterone.

This study shows the chemicals that are being released because of perceived stress that affect your test performance. This will be extremely important in my literature review to show how stress and test performance are correlated.

Merriam-Webster. (n.d.). Stress. In Merriam-Webster.com dictionary. Retrieved May 17, 2021, from <https://www.merriam-webster.com/dictionary/stress>

Pekrun, R., Putwain, D. W., & Wood, P. (2020). Achievement emotions and academic achievement: Reciprocal relations and the moderating influence of academic buoyancy. *Journal of Educational Psychology*.
<https://doi-org.ezproxy.wou.edu/10.1037/edu0000637>

(KD)

Diversity in Leadership (2)

Advisor: Still Seeking

Personal Pronouns: she/her/hers

Thesis/Project Genre(s): Scholarly/Leadership Portfolio

Abstract:

It is no surprise that diversity brings several benefits within higher education and the workplace, which can be seen in the rise in the preference for diversity and bilingual skills. However, despite this proven fact, there is still an underrepresentation of ethnic diversity in these institutions and organizations. As such, the purpose of this thesis is to address the lack of diversity that exists in leadership roles and explore the ways in which we can better promote and compensate diverse leaders. A prominent emphasis will be placed on the Latino community, as this thesis will also encompass a personal reflection of my experience with leadership. Over the course of this thesis, I will discuss issues relating to tokenism, equal compensation, emotional labor, and racism, and how they all play a role in the selection of leadership roles.

As more and more organizations commence to declare their commitment to diversity, equity, and inclusion, it is important they take the appropriate measures to ensure their environment is truly committed to its diverse leaders. This thesis will incorporate literature review, scholarly articles, and my personal reflections, with the end goal to empower other students with similar backgrounds. My hope is that this will also inspire all individuals who read my thesis to reflect on what they can do to advocate for more diverse leadership.

Personal Interest:

Diverse representation has always been important to me. Growing up, whenever I encountered doctors, teachers, or even guest speakers who were Latino or a person of color, I was in awe and instantly looked up to them. Often they would include things in their presentation that I could relate to, and that stuck with me because it allowed me to feel connected to them and there was an inherent mutual understanding. When you are used to seeing only white people in positions of leadership, it's that much more meaningful when someone who isn't white is the one leading. As I got older and became more involved in both my high school and community, I noticed that some of the systems and programs I was a part of were not as easily accessible to Latinos as they were to white people; I saw this in the "simple" things like debate club and AP classes, where the majority of my peers were white.

In college, I continued to be involved in leadership. However, that process would have been difficult for me had it not been for the Multicultural Student Services and Programs (MSSP) department on campus. The MSSP department at Western Oregon University grants students scholarships, and part of the requirements for renewal is to use campus resources and make an effort to be involved. Throughout my time in college, I have been part of the orientation team, a campus ambassador, and have worked with low-income and first-generation students through Upward Bound. And while these have been incredible experiences for personal growth, I have not always loved them. In large part because it was easy to often feel as though I was not taken seriously due to my ethnicity and gender. Ideas that I shared were not always equally considered, and I was sometimes not given the same responsibilities as peers with similar levels of experience. This resulted in feelings of inferiority and imposter syndrome. However, these feelings are not something that are unique to me, as they are common among other Latinos and people of color.

My personal experience with tokenization, unequal pay, and tiring emotional labor has sparked my interest in delving into the issues that surround diversity in leadership. My hope with this thesis is to explore the ways we can improve the way we approach diversity in leadership and how we can promote diverse leaders. Furthermore, as a young Latina who hopes to go into government, a white-male-dominated field, I have a personal connection to the improvement of diversity in leadership.

Larger Context:

Although there is a lot of progress to be made when it comes to diversity in leadership, there is nevertheless a continual push for more diversity in educational institutions and administrative roles. In the last five years alone, there has been a 71% increase in diversity leadership roles, based on LinkedIn data (Anderson). However, despite this, Latinos face a disproportionate underrepresentation in management and executive positions. Although Latinos make up 17% of the workforce, only 11% hold management positions and only 7% hold executive positions (United States Bureau of Labor Statistics). This kind of underrepresentation in the workplace is merely a glimpse into the lack of diversity that exists overall. It is also important to note that these statistics do not include other ethnic groups—which are similarly underrepresented in leadership. From this data, we see that the lack of diversity in leadership positions remains pervasive, which is due to various underlying problems.

One explanation for the lack of diversity in leadership is the approach institutions take when it comes to incorporating diversity and inclusion into their organization. Adequately promoting diversity requires more than creating new job titles. Rather, it calls for intentional actions and commitment, as España and Herrera point out. Within an academic context, these two authors emphasize the importance of learning about

Latino students' life experiences in order to better center their voices and encourage diversity. Additionally, doing so allows for a better understanding of who they are and what they can contribute, which in turn can also minimize instances of tokenization (España and Herrera). While these observations are focused on students, they can also be applied to the workplace. As diversity becomes more of a focal point within leadership, it is crucial that institutions develop the appropriate resources and environments to avoid further marginalization of ethnic minorities. Moreover, young people entering into positions of leadership are actively seeking institutions that place value on commitment to diversity (Miller). And that commitment can be shown in a myriad of different ways, as outlined by España and Herrera.

Through this thesis and my personal experiences, I hope to provide both young people my age the opportunity to reflect on their strengths and empower them to demand accountability. Additionally, my goal is that employers and administrators looking to promote diversity will use my project to reflect on how they treat, recruit, and empower people of color in their organizations.

Methods/Process:

My project will seek to inform others about the issues hindering diversity in leadership, and will also be reflective-based as I share my own experiences within leadership. I will be examining why there is a lack of diversity in leadership and ways diversity can be effectively promoted, with special emphasis being placed on the Latinx community. This will be accomplished through the use of scholarly articles, contemporary books/memoirs, and analytical books on the topic of diversity in leadership, as well as through the reflection of my involvement at Western Oregon University.

The first part of my project will consist of a literature review of at least five books related to diversity in leadership. A preliminary list of these literary works include: *Latina Empowerment through Leadership: Mindful Stories from Inspiring Women*; *En Comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students*; *Queens of the Resistance: Alexandria Ocasio-Cortez: A Biography*, *The Leaning Ivory Tower*; *Latino Professors in American Universities*; and *From Equity Talk to Equity Walk. Expanding Practitioner Knowledge for Racial Justice in Higher Education*. These texts have made their way to the top of my list because they all include experiences in leadership told from the perspective of people of color, and consequently, all provide important lessons when it comes to the promotion of diversity, equity, and inclusion. For example, *En Comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students*, outlines the different ways teachers, managers, and employers can empower their Latinx students and give them the space to openly speak about their experiences. Pieces of literature like this one will help enhance

my thesis as they will provide a starting foundation for why diversity is so important in any given space and how it directly impacts people of color in leadership. Furthermore, as I analyze these pieces of literature, I will further discuss and explore topics like tokenism—which is the practice of doing something, like hiring people of color for a job or leadership position, solely for the purpose of being able to say that the organization cares about diversity. This is to say, tokenism is when people of color are treated as a means to an end, and not actually valued for the skills they bring.

The leadership portfolio in Honors features a literature review, a reflection of recent personal leadership, and a forecast about future leadership experiences, based on the lessons learned in the first two sections. As I move into the second part of my project, I will focus more specifically on my experience with leadership at Western Oregon University. In this section, taking the lessons from my core texts, I will talk about how those relate to my own journey in leadership in college. These experiences include my time on PLUS Team, where I helped first-year students in the orientation process; Campus Ambassadors as a tour guide; Upward Bound, where I worked with low-income and first-generation high school students interested in pursuing higher education; Kappa Delta Chi Sorority; and MEChA. Through all of these experiences I have grown as a person, and in some way or another, they have made me passionate about diversity. Nevertheless, it is important to note that I have had both positive and negative experiences in regards to diversity in these positions, which I will discuss in this section. In this second part of my thesis, I will also delve into how we can compensate workers for the extra skills they bring to their work. For example, people of color are more likely to take on the emotional labor of explaining or calling out racism. A more obvious example, however, would be bilingual workers being asked to translate, interpret, or do other work that monolingual co-workers aren't asked to do. I will touch on how I have seen this first hand in my leadership roles, and bring in scholarly works to help support my arguments, as well as continue to incorporate my core texts.

The final part of my project will be an intentional reflection of how I can take what I have learned during my time at Western Oregon University and my findings from my core texts, and apply them to my life beyond college. My involvement in leadership has taught me a lot about the kind of qualities I value when it comes to the recognition and adequate compensation of Latino workers, which is something I will carry with me long after obtaining my undergraduate degree.

My overall goal is that this project can serve as a learning tool for institutions committed to promoting diversity, and for young Latinos hoping to obtain leadership positions in their college and professional careers. Additionally, my hope is that those who read this project will reflect on the ways leadership can be more inclusive, and transcend the “way it's always been done” by exploring innovative ways to accomplish goals through the strengths that diversity brings.

Working Bibliography, with Select Annotations:

Anderson, Bruce M. “Why the Head of Diversity Is the Job of the Moment.” LinkedIn, LinkedIn Corporation, 2 Sept. 2020, <https://www.linkedin.com/business/talent/blog/talent-acquisition/why-head-of-diversity-is-job-of-the-moment>.

España, Carla, et al. *En Comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students*. Heinemann, 2020.

This source is a collection of lessons that aims to give educators and managers the tools to empower bilingual Latinx students and that can be used in the classroom to center Latinx students and their experiences. However, the book also focuses on students’ lives to highlight the importance of language when it comes to creating space for them in any given environment. Additionally, the source also discusses why honoring Latinx students’ bilingual language is so important. For the purpose of my thesis, the classroom lessons are not so much relevant themselves, but rather the content of them is what I apply when I touch on empowerment in higher education and leadership in the workplace. Furthermore, given that the text also focuses on bilingualism, this can serve to support the section on bilingual pay.

Fuller, Pamela, et al. *The Leader's Guide to Unconscious Bias How to Reframe Bias, Cultivate Connection, and Create High-Performing Teams*. Simon & Schuster UK, 2020.

Jena, Swati, and T.N. Hari. *Diversity beyond Tokenism: Why Being Politically Correct Doesn't Help Anyone*. SAGE Publications Pvt. Ltd, 2021.

Jones, Brenda D., and Krishan Trotman. *Queens of the Resistance: Alexandria Ocasio-Cortez: A Biography*. Plume, 2020.

As a Latina with the goal of going into government, Alexandria Ocasio-Cortez is someone I have looked up to. This book talks about Ocasio-Cortez’s journey to congress and how she overcame the obstacles that came with entering a white-male-dominated field. I plan to use this book as one of my five to seven core texts where I talk about why diversity is important and what it means to have representation. Additionally, Ocasio-Cortez has firsthand experience with pioneering diversity in leadership, so her life experiences will be beneficial when it comes to applying the lessons learned from this book to my own experiences.

McNair, Tia Brown, et al. *From Equity Talk to Equity Walk. Expanding Practitioner Knowledge for Racial Justice in Higher Education*. Jossey-Bass, 2020.

Miller, Jennifer. “For Younger Job Seekers, Diversity and Inclusion in the Workplace Aren’t a Preference. They’re a Requirement.” *The Washington Post*, WP Company, 24 Aug. 2021, <https://www.washingtonpost.com/business/2021/02/18/millennial-genz-workplace-diversity-equity-inclusion/>.

Oluo, Ijeoma. *So You Want to Talk about Race*. Seal Press, 2018.

Padilla, Raymond V., and Rudolfo Chávez Chávez. *The Leaning Ivory Tower: Latino Professors in American Universities*. SUNY Press, 1995.

This source is a compilation of stories from Latino professors and their experiences with administration—a white-dominated field. Given that my project has a prominent emphasis on higher education, I believe that this would be a good source to include in my thesis and in my writing. Some of their stories can be used in my project to highlight the importance of having more diversity in leadership. By taking their experiences into account, I can better understand some of the issues, and then find solutions to the diversity crisis.

Rivera, Monica, et al. *Latina Empowerment through Leadership: Mindful Stories from Inspiring Women*. CreateSpace Independent, 2017.

Latina Empowerment through Leadership: Mindful Stories from Inspiring Women is a combination of stories from women, and their various journeys to leadership. The stories are from eight women of color who share their experiences with the goal to empower those who find themselves in similar situations and life experiences. This is something that I could include in my section on how to promote diverse leaders. Furthermore, the book focuses on mindful leadership, which would be an interesting aspect to explore and incorporate in my thesis. Storytelling is also a big part of Latino culture, so having stories directly from women of color in leadership roles will be a good addition to my project.

United States Bureau of Labor Statistics. *Employed persons by detailed occupation, sex, race, and Hispanic or Latino ethnicity*, United States Department of Labor, 22 Jan. 2021. www.bls.gov/cps/cpsaat11.htm. Accessed 10 Dec. 2021.

(PE)

Individuals Perceptions of Disabilities in the General Education Classroom (3)

Thesis Advisor: Dr. Cindy Ryan, Education & Leadership Department

Personal Pronouns: She/her/hers

Thesis/Project Genre(s): Scholarly/Scientific

Abstract

One of the most influential governmental acts to this day is the Individuals with Disabilities Education Act (IDEA). The IDEA focuses on the goal of all handicapped and able-bodied children being educated together; unless the education for a child with a disability in a regular classroom proves to be unsuccessful (Zigmond, 2003). Nearly 60% of students with disabilities spend more than 80% of their time in a general education setting, and these numbers are only increasing with time (Gilmour, 2018). My research project will aid in revealing individuals' perceptions of students with disabilities engaging socially and learning in a general education classroom.

First, I will be designing a research survey to measure and document the participants' responses and perceptions of the students with and without disabilities in the general education classroom through the Qualtrics survey creation tool. Using the Qualtrics survey creation tool, participants will be provided with two short prompts about children in a general education classroom that they will need to read. Following the display of the prompt, participants will be asked to answer twelve survey questions regarding the prompt they just read. From there, I will be distributing the survey and sampling anonymous participants through Western Oregon University's research participation system called SONA. SONA will allow research participants to sign up and receive credit for participating in the study.

Personal Interest

Growing up, I was always being ushered to my younger brother, Dallas's, speech therapy sessions or his meetings with his special education teachers or aides. I am ashamed now to say that most of the time, I did not like going. I felt as if I was being forced to go when I would rather be at home. Looking back on this mindset now, I am again feeling ashamed. I want to immediately take all those negative feelings away and pretend that I never felt this way, but unfortunately, I did. For most of his life, my brother was strictly placed in special education classrooms, until recently entering high school. He is now having to navigate general education classrooms and courses. This might be beginning to sound like a story about my brother, which unfortunately it is not.

Inspired by my brother, I have already set a plan in action for my current studies for my undergraduate degree. For instance, I am currently majoring in Psychology with a minor in Special Education and Rehabilitation Counseling. Additionally, I have already taken courses that have my future profession in mind, such as, SPED 200 Careers in Human Services, SPED 400 Survey of Special Education, and PSY 458 Language Development. By taking these courses and furthering my knowledge in these specific areas, I have been inspired to begin researching and applying to graduate school.

As for my future, I plan to earn a Master's Degree in Speech Pathology or Communicative Disorders, in order to become a Speech Pathologist for children, ages 3 and up, who have been diagnosed with speech or language disorders. In addition, I am also looking forward to beginning my practicum and shadowing a children's Speech Therapist in one of the local school districts near WOU. Through observing and shadowing an actual speech therapist and children with disabilities, I will be able to see the positives and negatives of inclusive education, as well as investigating just how inclusive education is at a typical public elementary or middle school. By conducting this research, I want to understand how others, such as educators and students, perceive children with disabilities; in which I can help improve negative perceptions of children with disabilities being placed in general education classrooms in my future career.

Larger Context

I believe this topic has a major impact on the United States public education system, as well as inclusive education laws pertaining to children with disabilities. Understanding the impacts of the placement of children with disabilities in a general education setting will influence the future of inclusive education.

A general education classroom is a typical classroom setting where teachers or aids seek to meet the needs of the class as a whole (Zigmond, 2003). In contrast, a special education classroom applies a modified curriculum designed to cater to the needs of individual students with disabilities (Zigmond, 2003). Unfortunately, numerous individuals hold the misconception that children with disabilities are not able to function or keep up with the material taught in a general education classroom (Sensoy & DiAngelo, 2017). It is these misconceptions and biases that subject a child to become vulnerable to wrongful, misguided stereotypes (Sensoy & DiAngelo, 2017). Children with disabilities then become subject to segregation, in which individuals begin to create perceptions that these children are unintelligent, incapable of learning and being taught, and too challenging for a single teacher or educator to handle (Sensoy & DiAngelo, 2017). These misconceptions further negatively impact children with disabilities academically and socially, as their peers choose to reject and isolate

themselves physically and emotionally from the students they call ‘The special eds’ (Smith-D’Arezzo & Moore-Thomas, 2010).

Although it is not a new issue, the well-being and learning environments for students with disabilities are quite concerning that require immediate attention and improvements. For decades, researchers have evaluated which environment would be the most beneficial for students with disabilities, but there is not enough research to support one learning delivery method over another (Vlachou, 2006). There is, surprisingly, little to no research examining how students perform better in special education classrooms rather than in a general education setting.

Students with disabilities should be fully introduced to general education, as evidence suggests this has a positive effect on both atypical and typical students (Idol, 2006). When students with disabilities are limited to learning solely in special education classrooms, they are restricted from reaching their fullest potential and miss the opportunity to form meaningful bonds with their classmates and teachers (Gilmour, 2018). This suggests that the education system is in need of further inclusivity in classrooms.

Methods/Process

Firstly, in order to collect data from participants, I will be seeking IRB approval for this project. The present study will consist of undergraduate college students who currently attend Western Oregon University and were enrolled in at least one college course during the school year of 2021-2022. The participants will be sampled from a website called SONA, which is a research participation system utilized by the Behavioral Sciences Division at Western Oregon University. As compensation for participating in the study, participants will receive 1 point of extra credit in one of their courses.

For this study, participants will be gathered using SONA, a signup and credit-allocation system. The Qualtrics survey creation tool will be used to measure and document the participants’ responses and perceptions of the students with and without disabilities in the general education classroom. Prior to beginning the online study through Qualtrics, participants will be given a disclosure that they will be participating in a study on individuals’ perceptions and will be reading a story about children in a classroom. In addition, they will be informed that the study would last no more than 15 minutes. The participants will be informed of their rights as a participant and will be asked whether they agree or do not agree to participate in the study.

Then, participants will be presented with a total of one short answer and six multiple-choice demographic questions, in order to collect basic demographic information for the research. For instance, one of the multiple-choice demographic questions will ask, “What is your age (in years)?” For this question, participants will be

told that only one choice should be selected, which their answer choices are A) 18-28, B) 28-38, C) 38-48, D) 48+, or E) Prefer not to answer. All participants are given the option to decline to answer any questions, in which case declining to answer is considered a response.

The Qualtrics survey creation tool will be utilized to present the participants with two short prompts about children in a general education classroom. Both prompts include a description about a general education teacher and a classroom of 26 students, 21 students not being diagnosed with any disabilities and 5 students being diagnosed with some sort of disability. Furthermore, the Qualtrics tool will display a Likert scale, while posing specific questions to the participants. The Likert scale will consist of 5 point responses for a total of twelve questions. This Likert scale form of questioning will include a structured questionnaire, with pre-defined and closed-ended questions and answers.

For this study, all participants are assigned to read two short prompts about children in a general education classroom. Firstly, participants are asked to read the first prompt they were given about the children in a classroom. Then, participants are directed to answer questions regarding the prompt they just read. The survey will consist of a variety of questions, such as the participants being asked to rate the children on a scale from 1 to 5 (1= extremely poor, to 5= extremely well) by means of how well they thought the majority of students would perform in the class. Then participants are asked to read the second prompt about children in a classroom, which was similar to the first prompt; but with varying independent variables. Next, participants will be asked to answer questions regarding the second prompt they read, in which these questions were very similar to the first set of questions given to the participants.

One of the sample survey questions that will be provided for participants will state, "On a scale from 1 to 5 (1= extremely poor, to 5= extremely well), please rate the children by how well you believe they will perform academically in a general education classroom." Another sample question that will be provided for participants will state, "On a scale from 1 to 5 (1= extremely poor, to 5= extremely well), please rate the children with disabilities by how well you believe they will perform academically in a general education classroom."

We hypothesize positive perceptions, in which individuals will be in favor and support students diagnosed with disabilities being placed and taught in general education classrooms with other general education students. Although, it is predicted that participants will rate these students with poor academic performance levels when placed in a general education classroom without any Special Education teacher aides.

Working Bibliography, with Select Annotations

Goldan, J., & Schwab, S. (2018). Measuring students' and teachers' perceptions of resources in inclusive education – validation of a newly developed instrument. *International Journal of Inclusive Education*, 24(12), 1326–1339.
<https://doi.org/10.1080/13603116.2018.1515270>

Research from Goldan and Schwab (2020) primarily aims to discuss the instrument and psychometric qualities that measure teachers' attitudes toward inclusive education. The instrument, specifically known as the Perception of Resources Questionnaire, was initially created to implement a new instrument that has never been introduced into a study known to capture students' perceptions of inclusive education. In addition, the researchers indicate that educators' personal opinions of inclusive resources are a critical factor for identifying students' perceptions of inclusive classroom practices. Goldan and Schwab (2020) discuss how legally, according to Article 24 of the UN Convention on the Rights of Persons with Disabilities (CPDR), students with disabilities have the basic right to equal opportunity and access to the public, general education system. It is only in rare cases that students should be taught in separate classrooms or settings. Thus being said, all states must adhere to such laws and provide appropriate accommodations for each individual student's requirements. Such accommodations mark a fundamental change in the right direction for students with disabilities and school systems, as students and families no longer need to stress or adapt to the given setting; rather, the educational system itself must adjust to each student's individual requirements. In light of this, researchers claim that resources for special education assistance are essential for all educational school systems. Furthermore, Goldan and Schwab conclude that all educators and school administration must respond immediately to students' supplemental needs, as the request for resources and the perception of such resources are highly unique to each individual and their needs.

Kargin, T., Guldenoglu, B., & Sahin, F. (2010). Opinions of the general education teachers on the adaptations for students with special needs in general education classrooms. *Educational Sciences: Theory and Practice*, 10(4), 2455-2464.
<http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ919880>

Findings from Kargin and researchers (2010) state that more inclusive, non-traditional classroom settings and teaching methods are needed. This research focuses on assessing general education teachers' opinions on their idea of inclusive classrooms and addressing whether teachers believe improvements need to be made for a more inclusive classroom for students with disabilities. The hypothesis states that with the introduction of items from The Scale of

Instructional Adaptations for Inclusion (SIMI), teachers will be encouraged to implement changes in their general education classroom to help benefit students with disabilities. The opinions of the teacher are measured by the SIMI. Kargin and others' research concluded that teachers do believe that the majority of the items of the SMI are necessary and important for an inclusive classroom. The study further concluded how teachers were more likely to accept physical adaptations rather than educational adaptations. Additionally, results revealed that teachers agreed that better modifications are necessary for the general education classroom to be more inclusive for students with disabilities. This research aids in the current topic, as it is critical to learn how others view the importance of inclusivity in the classroom, primarily focusing on children with disabilities. Furthermore, the results of this study provide evidence that individuals do in fact believe that there needs to be more inclusive educational methods in order for both students with and without disabilities to learn together.

Paseka, A., & Schwab, S. (2019). Parents' attitudes towards inclusive education and their perceptions of inclusive teaching practices and resources. *European Journal of Special Needs Education*, 35(2), 254–272. <https://doi.org/10.1080/08856257.2019.1665232>

Paseka and Schwab (2020) aim to address the attitudes of parents of children with various disabilities towards inclusive education, as well as inclusive teaching practices and resources in general education and inclusive classrooms. Results revealed how parents' perceptions of inclusion toward a student with a learning or physical disability were rather positive, whereas the perceptions toward a student with a mental or a behavioral disability were neutral. Altogether, Paseka and Schwab reveal how more work still must be done for implementing inclusive teaching practices, as these inclusive practices serve as a challenge for present-day conventional ways of teaching instruction. Ultimately, researchers recommend for schools to get parents more involved and educated on the current practices being implemented in their children's schools, as parents are extremely influential in improving such practices in schools. Furthermore, making parents aware of inclusive practices aids in making parents serve as powerful partners for the implementation of inclusive education, as well as the politics that accompany it.

Idol, L. (2006). Toward inclusion of special education students in general education: a program evaluation of eight schools. *Remedial and Special Education*, 27(2), 77-94. doi:10.1.1.870.9605&rep=rep1&type=pdf

Students with disabilities should be fully introduced to general education, as evidence suggests this has a positive effect on both atypical and typical

students (Idol, 2006). Inclusivity is defined as all students being educated in general education classrooms or programs, in which children with disabilities are able to be educated full time in a general education setting (Idol, 2006). Idol's study questions the amount of inclusivity of special education children in general education classrooms. This was revealed when educators were ashamed of the lack of inclusivity in their schools and classrooms. However, teachers were very much in favor of incorporating inclusion and willing to try inclusion, unlike the former attitudes held by teachers (Idol, 2006).

Bowen, J. (2020, March 11). Ask the expert: What is Inclusive Education? A beneficial way to teach students of all abilities side-by-side, says assistant professor Jamie Pearson. College of Education News. Retrieved October 19, 2021, from <https://ced.ncsu.edu/news/2020/03/11/ask-the-expert-what-is-inclusive-education-a-beneficial-way-to-teach-students-of-all-abilities-side-by-side-says-assistant-professor-jamie-pearson/>.

Gilmour, A.F. (2018). Has inclusion gone too far? Weighing its effects on students with disabilities, their peers, and teachers. *Education Next*, 18(4). Retrieved from <https://educationnext.org/has-inclusion-gone-too-far-weighing-effects-students-with-disabilities-peers-teachers/>

Grieco, H. (2021, January 22). Students with disabilities deserve inclusion. it's also the best way to teach (opinion). *Education Week*. Retrieved October 19, 2021, from <https://www.edweek.org/teaching-learning/opinion-students-with-disabilities-deserve-inclusion-its-also-the-best-way-to-teach/2019/05>.

Jameson, J. M. (2007). A comparison of one-to-one embedded instruction in the general education classroom and one-to-one massed practice instruction in the special education classroom. *Education & Treatment of Children*, 30(1), 23–44. doi:10.1353/etc.2007.0001

Lindner, K.-T., Alnahdi, G. H., Wahl, S., & Schwab, S. (2019). Perceived differentiation and personalization teaching approaches in inclusive classrooms: Perspectives of students and teachers. *Frontiers in Education*, 4. <https://doi.org/10.3389/fed>

(CF)

Can Religion be a Moral Motivator? (4)

Advisor: Dr. Ryan Hickerson, Department of Philosophy

Student Pronouns: She/Her/Hers

Thesis/Project Genre: Scholarly

Abstract:

For my thesis I choose to look at moral motivation and how it can be tied to Christianity as a monotheistic religion. More specifically, I will analyze select philosophical writings of Immanuel Kant, David Hume, and Socrates to determine whether (or to what extent) attributes in the Christian doctrine render the concept of moral decisions invalid. Does, for instance, the concept of an omnipotent and omnipresent God invalidate the idea of individuals being capable of “pure” morality – doing moral things for the sake of being moral versus to avoid possible divine punishment. This project will not be made up of specific hypothetical examples or situations; nor will I discuss specific types of people and the effect circumstance could have on the decision. Rather, the main focus will be whether, philosophically, the perceived threat of divine wrath is enough of a motivator to make a decision no longer moral in its own aspect according to the philosophical definitions of morality established by Kant, Hume, and Socrates.

Personal Interest:

From the time I was around 5 years old I had already started asking questions about religion. My grandmother (adopted father’s mother) is very devout Christian and wanted all of her grandchildren (especially me) to be the same way. I had been born out of wedlock and was told for most of my young childhood that my mother and I would both be going to Hell if she didn’t repent, to which she refused, profusely stating that she wouldn’t take back any of what happened. This caused a rift for a long time between the two of them; however I was still forced to go to church with her. A very odd dynamic ensued as my household wasn’t antireligion -- they identify as Christians -- but religion was not at the forefront of daily life like it was when we were with our grandmother. This, in addition to the fact that I have always been very analytical, led me to start asking a lot of questions that unbeknownst to me were upsetting for some. I was asking big questions like “How do we know God is real?” and not taking “Faith” as an answer. As I got older I got more persistent with the questions because no one would or could answer them for me. Over time this led me to abandon religion entirely as I could see no factual evidence to back it, and if anything, I was only finding evidence to suggest its non-existence. Flash forward another few years, and I started to realise how there were

a lot of negative things going on around me that were being brushed off due to religious beliefs both in my life personally and in the media.

I have grown up being told/threatened that if I do bad things then I will go to Hell, but that if I do good things and repent the bad ones, then I will go to heaven which is this eternal paradise. I have seen this in many families beyond my own, and have noticed a trend that the people who are the most adamant about punishment and redemption are usually the people who cause the most harm to others. Sometimes it seems as though most people who use the “God has a plan” argument or “Fate” tend to have the least motivation to better themselves on their own and work through their own problems. Although I know that this is absolutely not the case for everyone, I do want to take a look into the moral motivation philosophies regarding how religion itself changes people’s perspectives on their own lives and their actions to see if there is a correlation in the big picture, not simply in my own life.

As far as how this thesis will impact my future personal life, I am not sure yet. I am not overly religious myself, and while I don’t think this thesis will change that in any way I do think it could help bring a better understanding to some of the childhood issues I had surrounding it. I am not close with any of my family, or anyone who heavily practices the religious beliefs that I struggled with validating anymore due to unrelated circumstances, but I still think that delving into this project can broaden my horizons into a topic I previously avoided. This is obviously not a project on religion as a whole, rather moral motivation and how it's connected to one small sect of one type of religion, but looking at the traditional viewpoints and justifications will be interesting to tie together and see what comes of it. I think with any large project like this no one can really know what they will get out of it until it's over, but I hope to help myself become more understanding of the why and how some people’s moral motivation compass is so vastly different than my own, and through that understanding become more open and accepting to it.

Larger Context:

This thesis will look specifically at how philosophers Immanuel Kant, David Hume, and Socrates would view the idea of an all-powerful being influencing (or not influencing) moral motivation. Each philosopher has a vastly different outlook on moral motivation, its causes, consequences, and its validity to decision making. Socrates has an incredibly interesting perspective to delve into as he pre-exists Christianity. This allows his philosophy to be the least explicitly and intentionally biased perspective to the question at hand. While divine wrath was a threat during Socrates' time it was not conceptualized in the same way as divine Christian impacts on morality. The divine wrath that was a threat during Socrates’ time was more about insulting the gods than it was doing harm to your neighbor. It was also an instantaneous punishment dealt to the

living, there was no threat of punishment or reward for a better afterlife based on following good morals. In fact, there was very little punishment perceived or otherwise going on from the gods for certain behaviors towards other people in general. This is a very different kind of influence than the one we look at when we ask if someone is only doing something kind for a divine benefit or avoidance of divine punishment in the afterlife. This makes Socrates' moral theory solely based on what he viewed to be morality and the consequences of extrinsic versus intrinsic influence on the validity of the doers morality.

Immanuel Kant was a devout Christian. This is clearly different from Socrates. Kant's work will function as the foundation for a philosophically Christian concept for moral motivation. Works like the Categorical Imperative, which he characterized as "as an objective, rationally necessary and unconditional principle that we must always follow despite any natural desires or inclinations we may have to the contrary" (Johnson & Cureton, Kant's moral philosophy 2016, Stanford), will help establish this foundation for moral motivation philosophy. The fact that Kant was a Christian means that his moral theory is likely to align with the Christian teachings, and that he will not see any issue with being moral for the sake of an omnipresent God. All of this means his "moral" teachings may have extrinsic influences themselves which could affect the "pure" morality of his overall motivation teachings. In order to avoid upsetting the church, and his own personal religious beliefs, Kant would have had to square his philosophical teachings with his beliefs.

Hume was alive and writing in roughly the same time period as Kant, but there is evidence, along with a large portion of the educated philosophical society who believe that Hume was an atheist (or at very least not Christian). He therefore acts as a helpful counterparty to Kant's ideas. "Though Hume's final view on religion is not clear, what is certain is that he was not a theist in any traditional sense." (Lorkowski, David Hume: Religion, IEP). Even though he was not a traditional Christian like Kant, Hume without a doubt nonetheless faced many of the same external influences as Kant. Some have even argued that Hume almost seemed to have a vendetta against the church and actively worked to oppose some of their ideals. "When taken together, however, [his contributions to religion] provide his attempt at a systematic undermining of the justifications for religion. Religious belief is often defended through revealed theology, natural theology, or pragmatic advantage. However, through Hume's various philosophical writings, he works to critique each of these avenues of religious justification." (Lorkowski, David Hume: Religion, IEP).

This anti-Christian Church ideology would have been something Hume would have been very careful to teach about to avoid being labeled as a heretic. Both Kant and Hume had to be careful to avoid upsetting the church. They will be the twin pillars of

my philosophical continuum for moral motivation. Socrates will provide balance from outside the Christian doctrine, given his prior existence.

Methods/Process:

I will be delving into the questions “do people make certain decisions based on an expected outcome laid out by their all powerful deity?” and, “if so, does this invalidate the morality of their decision.” Essentially, I will look at whether people making decisions based on appeasing a higher power makes their “moral” decision no longer valid if they are only making it to benefit themselves in an afterlife. I will then answer this question through the lens of the moral motivation philosophies developed by Immanuel Kant, David Hume, and Socrates, followed by addressing the strengths and weaknesses to each viewpoint.

For Kant’s work with moral motivation we will primarily be looking at his idea of Categorical Imperative. It is a term he coined about morals, reasoning, and the motivation of people's actions; this is simply what he titled his moral motivation philosophy work. Between pulling quotes and rules from this ideology as well as from Stanford and IEP experts, we will establish Kant’s moral motivation theory and how to best compare it to the others. When analyzing Hume I will primarily utilize the work, Empiricist Theory of the Mind, which contains the majority of his moral motivation teachings. By looking at the specific rules for each of these two ideals, as well as the analysis work done by experts in the field we will be able to effectively pull apart the properly and improperly constructed arguments of each philosopher. From here I am choosing to forgo pinning only these two semi-modern philosophers' ideals against each other. Because Kant and Hume both have distinct relationships to Christianity, in order to get an outside perspective I have chosen to add Socrates.

As mentioned previously, we primarily hear about Socrates’ methods through Plato. Among Plato’s works, I will be analyzing “The Apology” the most as it gives us the most direct quotations from Socrates about moral motivation. “Crito” will also be used as supporting material for conclusions drawn from Apology. By pre-existing Christianity, Socrates provides a less biased perspective. I will look into Socrates last in this thesis to compare and contrast points from the other philosophers. He will serve as a figurative mediator for Kant and Hume.

All of these men did believe in a higher power; they simply saw that higher power in very different lights. This will be valuable to keep in mind when analyzing their “rules” for what morally motivates people and how that relates to determining if the perceived outcome of an action from a deity invalidates morality. By the end of this project I hope to have presented a clear answer as to how each of these philosophers would answer the question “Does believing in an all powerful deity who will either

punish or praise based on actions invalidate the idea of an action being moral if the action was only done out of expectation for a perceived outcome?”

This project seeks to be a resource for anyone wanting to do more research on morality and religion. Although I do not expect my work to be widely distributed, it will be uploaded to the Honors Digital Commons site and will hopefully reach a wider audience online.

Working Bibliography, with Select Annotations:

<https://plato.stanford.edu/entries/kant-moral/>

This article from Stanford lays out Kant’s theory on Moral philosophy. We know it is a reputable source and is thorough enough to be able to analyze Kant’s moral teachings to see how our moral dilemma lines up against them. This also heavily goes into his idea of Categorical Imperative and was written by experts on the subject. This is essentially a synthesis of the majority of any moral and motivational teaching Kant has written or interspersed into the rest of his teachings. It is also peer reviewed and will be an excellent source to look further into. There are many quotes to take as well, all having their own citations to go with them. Kant is the polar opposite of Hume and is a bit of an extremist too but he is talking about how EVERYTHING comes down to rational and irrational motivation. Feelings are not even a part of the conversation if you can logically argue you were in the right then you are in the moral right.

<https://plato.stanford.edu/entries/hume-moral/>

This article is also from Stanford but lays out Hume’s Moral philosophy instead of Kant’s. This is where I will pull the information for Hume’s moral teachings to see how well they line up with the moral dilemma at hand. Essentially Hume thinks that everything is a choice and that its the reasoning behind our choices that determine if they are good or not so if someone is meaning well with an action then it is moral if they are meaning ill with an action it is immoral this doesn’t explicitly get into if he thinks only doing things for an expected outcome is moral or not but definitely leans towards the idea that if someone is only doing an action to avoid a negative outcome even if it is a good action it would not be considered moral because the REASONING behind it is tainted. Hume thinks there must be ill intent for an action to be morally wrong. Accidents don’t count.

<https://plato.stanford.edu/entries/ethics-ancient/#Socr>

This is Stanfords’ peer reviewed article on Socrates, and similar to the previous two will have many quotes to pull from, other article links to go through,

and was written by the experts who compiled multiple pieces of his works and synthesised.

Plato. (2016). Plato - five dialogues: Euthyphro, apology, Crito, Meno, Phaedo. LG Classics.

This is by far one of the most important sources I have, as it is the actual dialogues we have access to from Plato, therefore from Socrates. I use the Apology a lot as well as Crito. There are many other quotes to pull from, but for the purpose of this document these are all I will put here.

(Apology 28) He goes on to talk about the gods after this and how he felt he had been ordered by the gods to become a philosopher and that disobeying that order due to fearing death would have been a “dreadful thing” and that would be something to send him to court over because he did not believe in the gods. He is talking about the gods' SUPERIORITY over men not that he is afraid or concerned about wrath or praise from them. He holds by his statement that he is not afraid of death as he is doing the wrong thing and that the reason he listens to the gods is because they are the highest authority and listening to authority is the right thing to do. He also talks about how if he hadn't listened to their authority that would be the same as not believing they exist because if a human's authority is greater than the gods then they can not exist.

(Crito 49ab) This can be used to show how morally he was concerned if the action in and of itself was right or wrong. If it was right you could do it if it was wrong you couldn't no matter if the reasoning behind the action was good. I think that this will apply to the same thing vice versa because if you do a good action for a bad reason there is still something bad connected to it and his entire philosophy was about only doing good and trying to avoid doing bad.

<https://iep.utm.edu/kantview/>

This is going to be important for the relating it to a deity section because his reasoning for thinking that there is a god is that it “makes sense” however with all of the rest of his argument he is saying that anything that we can logic out can be moral which means he could also be saying that it doesn't matter if there is a god or not that an action may be able to be moral even if you are only doing it to avoid a divine outcome. In fact his theory seems to strongly suggest that that is what he would be saying and that it would be logical to perform an action solely to gain or avoid a certain outcome and that because it can be logically concluded that makes it moral to do so. This section does multiple things but the biggest and most important I think is shows that Kant would NOT agree that doing something solely for the purpose of an expected divine outcome would be moral.

He claims that there is only one thing that can be unconditionally good and that that is goodwill. This could be problematic BUT he goes on to say that it is not the will of an outcome but rather the will of the action which means that if your goal is to ONLY do something good to get you something it is not a good action because the outcome does not matter and the expected outcome does not matter. The only thing that matters is if you were trying to do a good thing because it was a good thing then that counts as a moral choice or action even if the outcome is not what you intended. This starts to sound a bit like Hume in here which is interesting since they have seemingly opposite viewpoints but it works. It is also showing how you can logically and reasonably get to the root of a moral dilemma by going down the grapevine to see if the action was made through good will or not.

<https://plato.stanford.edu/entries/morality-definition/>

This is a good article for looking at issues that could be found in trying to define morality and that may show up when examining moral motivation. Ideally the philosophers guidelines for what counts as moral motivation will be specific enough but if not this could be a good site to go to for reasoning why something may be inconclusive.

<https://plato.stanford.edu/entries/kant-hume-morality/>

This is an article that compares both Kant and Hume and gives a good overall description of their moral philosophies while also reading into the why behind them. It goes into their personal beliefs which may give us a better understanding of their moral motivation standpoint and in order to better answer the question posed in the thesis.

<https://home.sandiego.edu/~babergender/MoralTheories.html>

This source has multiple kinds of moral theories explained and defined. This could be very helpful in giving each philosopher's moral theory a definition and making it easier to refer back to as well as making it easier to compare to a broader spectrum for projects down the line.

(CH)

The Impact of Studying Abroad on Language Acquisition (5)

Advisor: Claudia Costagliola, Languages Department

Personal Pronouns: she/her

Thesis/Project Genre: Experiential Learning

Abstract:

As a student with former study abroad experience I can appreciate some of the many positives and negatives to learning another language through study abroad. In my opinion, studying abroad is one of the best ways to learn a second language because it immerses the learner in the language and surrounds them with lots of native speakers who can help with learning the language quickly and effectively. Language acquisition, host families, and active communication in a second language are all directly related to studying abroad and will all be examined through a variety of sources and studies. Language acquisition shows the academic advantages a person has gained from studying abroad because it indicates the capacity the person has to perceive and comprehend the language. In this experiential learning project, I will focus on my own experience studying abroad, comparing it with research from experts in the field. Studying abroad has such a large impact on language acquisition because the student is immersed in the language and culture, and because of that is able to experience benefits that will be highlighted through my own study abroad experience.

Personal Interest:

Throughout my childhood my family always had an exchange student living with us. Some for just a week, some for a month, and some for a year. With each new student that we hosted we got to show them around our hometown and introduce them to how our household worked. It was so interesting to me that they would come half way across the world just to stay in our house and experience our lifestyle. Then as I got older it made more sense to me; it wasn't just to see our country, it was also to better understand a different culture, a new language, a different family dynamic, a new school, and different friends. Every exchange student that we hosted made me fall more and more in love with the idea of being an exchange student myself. I started taking Spanish classes in school so that I could get closer to that dream I had. When I was a sophomore in high school we hosted a girl from Costa Rica. She stayed with us for a month over part of December and part of January. In the first two days I knew that we would be lifelong friends; we did everything together for a month and she became my best friend. After she left I knew for sure that I wanted to be an exchange student, more specifically, I wanted to travel to her house and stay with her family so I could learn more about her language and culture.

I flew to Costa Rica the summer between my junior and senior years of high school. I was able to stay with my best friend and her family, and I was able to go to school with her everyday, meet her friends, and interact with a bunch of people along the way. Going into this experience I was expecting to learn a lot, but no one could have prepared me for all that I would learn. It was a struggle at first to understand what everyone was saying because I had only taken 3 years of Spanish at that point. While in Costa Rica I learned so much about the language, the culture, and my host family.

One of my dreams for the future is to teach abroad. More specifically, I want to teach in a Spanish speaking country and work with younger kids. I am currently pursuing my bachelors in Early Childhood Education with a minor in Spanish so that I am best equipped to carry out this dream. There is so much that we can learn from others, and I think immersing oneself in it is the best way to learn. I think it would be a really interesting experience for the students that I will have, as well as myself, because I will have come from a completely different background than they do, and will be learning the language alongside them. It would be pretty rewarding to be able to take all that I learn and apply it to my teaching abroad career; to be able to communicate with the parents and other staff, as well as the kids that I will be working with, learning new things every step of the way.

Larger Context:

The article, “Benefits of Learning a Second Language” contends that “by the time most students begin a second language in middle school at the age of 14, it is often too late for them to become truly proficient in another language. On top of that, only 10 states require some type of second language credits to graduate from high school whereas in many European countries children begin to learn a second language from 6-9 years old, or in some cases 3 years old.” Not only are students learning second languages later in life, they are also learning them at an age which makes it harder for them to acquire that new language. If a student delays learning the language until they are in middle school they will be at a huge disadvantage compared to peers in other countries. Studying abroad would aid this issue because immersion in the language helps the student to learn faster and more efficiently as a result of using and hearing the language everyday instead of just in class.

Lots of different studies have shown that studying abroad is a great predictor of having better language proficiency. In a study done in 1967 by Carroll and team “found that time spent abroad was the factor that most strongly predicted high levels of target language proficiency attainment in the nations pool of US university language majors.” This is just one example of how studying abroad has been shown to increase language proficiency in college students, and there are many other studies that show the same

thing. Those students who are language majors already have an advantage over their peers who have not studied abroad because the students who have had to learn the language fluently enough to communicate in that language. They also learned different things like slang, how to figure out a word when they don't know it, and how to communicate your point in the best way possible to make sure that the other person understands. It is important to study abroad because there is so much more you can learn about a language when you are immersed in it.

In this thesis I want to help to encourage people to study abroad and examine the pros and cons to doing so. It will be targeted towards high school students in the United States who have lots of studying abroad offers ahead of them. High school students are the specific target audience, but I think that anyone could benefit from this paper because the impacts are large no matter the age or the reason for traveling abroad. This topic is important because learning new languages is something that our culture is valuing less and less due to English becoming a more universally known language. Since studying abroad is often advertised to students in high school, I hope that they will consider taking the chance to study abroad because there are so many benefits and so much to learn about other languages, cultures, and about oneself.

Methods/Process:

My thesis project will be based on an experiential learning approach. I will be using the experience and information that I gathered while I studied abroad in high school, and the information that I have gathered from academic sources, to help better understand how second language acquisition is impacted by studying abroad. I will use this personal experience and the academic sources to help better understand the benefits of studying abroad.

My plan is to alternate between my experiences and analyze the academic sources that I have gathered. This way my personal experience makes more sense and makes sure that I am directly tying it back to my thesis question. Because I have personal experience with studying abroad, I will also get to see how much of my experience ties into what the sources I have gathered tell me about the effects of studying abroad.

I will look at second language acquisition and all of the details that are included in that, and then look at how studying abroad affects language acquisition. Some of the subtopics that I also plan to focus on are how host families can help or hurt second language acquisition from my own experience and the experience of others. My final subtopic will be about communicating with people while studying abroad because being able to communicate in another language is a very important skill to have. This will also tie back into language acquisition and my personal experiences with communicating while I was studying abroad, and the experiences other people have had through sources I have found.

At the end of my project I will have given a lot of different reasons why studying abroad is one of the best ways to learn a language, along with all of the benefits that it offers to the person who is studying abroad. There are not only the benefits of learning the language better, but one could also be building connections with people from new countries, learning different cultures, eating different foods, and learning more about oneself through it all.

All honors theses are digitally published, so through this publication I hope to show that studying abroad is something that everyone who has the chance to do so should. In my experience a lot of people are offered the chance to study abroad, and only a few people take it. I hope to show all of the benefits that are proven to be associated with studying abroad and encourage more people to take the risk and experience the growth that will happen while in another country.

Working Bibliography, with Select Annotations

“Benefits of Learning a Second Language.” Benefits of Learning a Second Language RSS, 2021, <https://sites.psu.edu/secondlanguagebenefits/>.

Cardwell, Paul. “Does Studying Abroad Help Academic Achievement?” Taylor & Francis, 2019, <https://www.tandfonline.com/doi/full/10.1080/21568235.2019.1573695>.

Jiidee, Mark “9 Benefits of Learning a Second Language.” University of the Potomac, 9 June 2020, <https://potomac.edu/benefits-of-learning-a-second-language/>.

This article looks at the benefits of learning a second language. It is well known that there are many different ways that learning different languages can help your brain function better and give you more career options, but there are so many more benefits than just those. This article will help to show that there are large benefits to learning a second language. If learning a second language wasn't worth it then studying abroad would have no benefit to us, so this article helps to show that it is important and studying abroad will only magnify these positive effects.

Lafford, Barbara A. “The Effects of Study Abroad vs. Classroom ... - Lingref.com.” The Effects of Study Abroad vs. Classroom Contexts on Spanish SLA: Old Assumptions, New Insights and Future Research Directions, 2006, <http://www.lingref.com/cpp/casp/7/paper1271.pdf>.

This text looks at the differences between learning a second language in a classroom compared to learning a second language in a country that speaks that language. This text is very important to my thesis because it shows the difference

between learning language in a classroom and learning language while out speaking and communicating with native speakers and trying to get your point across. It also focuses on specifically learning Spanish as your second language which is what my thesis is about so all of the data and research that this text has in it will be directly useful to supporting or contrasting the points I will make.

Language Schools Blog. "Why You Should Learn a Second Language and Gain New Skills." Middlebury Language Schools, 12 May 2020, <https://www.middlebury.edu/language-schools/blog/why-you-should-learn-second-language-and-gain-new-skills>.

Pinar, Alex. "Second Language Acquisition in a Study Abroad Context: Findings and Research Directions." Colombian Applied Linguistics Journal, Facultad De Ciencias y Educación De La Universidad Distrital, Bogotá Colombia, 2016, http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=SO123-46412016000200007.

This article is about second language acquisition in a study abroad context: findings and research directions. It talks about how studying abroad is so helpful for a person learning a second language because you are learning the linguistics and extra linguistics from the native speakers. This means that by listening to the native speakers around you, you are gaining a better understanding of the language and how to correctly use it. This source also talks about intercultural development, second language acquisition, study abroad, learning context, and linguistic knowledge. All of these subtopics will be valuable to my thesis because they will all be used in either my main section or my subsections.

Robertson, Kristina, and Karen Ford. "Language Acquisition: An Overview." Colorín Colorado, 18 Feb. 2020, <https://www.colorincolorado.org/article/language-acquisition-overview>.

This article is about language acquisition as a whole. All of the different stages that we go through and the different things that we experience at each stage. In this article it talks about the 6 stages of second language acquisition and every piece of language that comes at each stage of learning a second language. This source will especially be helpful when I am tying my own experience into second language acquisition because I can look at each stage of second language acquisition and see how much I improved on my language skills just in the short time that I was in Costa Rica. The different parts of language that it focuses on are individual words, speech, fluency, communication, and communication in context.

Rodriguez, Stephanie Rollie, and Daniel Chornet-Roses. "How 'Family' Is Your Host Family?: An Examination of Student–Host Relationships during Study Abroad." *International Journal of Intercultural Relations*, Pergamon, 8 Dec. 2013, <https://www.sciencedirect.com/science/article/abs/pii/S014717671300134X>.

(SH)

Expressing Mental Health Through the Body (6)

Advisor: Cynthia Garner, Dance Department

Personal Pronouns: she/they/he

Thesis/Project Genre: Creative (dance)

Abstract

For my thesis, I am choreographing and, later, filming the performance of an original, self-created dance that encompasses and expresses mental health issues. The dance was created in order to allow for other people with mental illness to relate to my expression of my mental state as well as the general population to grasp a better understanding of mental illness. I want to express to people how mental health issues have been expressed in my life and, through the dance, show how these symptoms can be turned into performative art. My thesis will consist of a self-choreographed dance expressing my mental illness, which will be performed to a remix of a variety of songs, since one song can not sufficiently express the feelings and I cannot myself compose a song that does. The process of creating this dance will be long and will require listing and grouping symptoms over multiple weeks to express mental illness. In addition to the original creative work, I will complete an expository, written section that contextualizes my work within existing dance traditions and research on mental illness. Once the project has been completed, I will have an original, self-choreographed dance with an essay to support what the dance is, how it relates to a general audience and the reasons for creating it.

Personal Interest

My interest in this project stems from a dance I watched during the spring term of my freshman year in college. For the dance major's final projects, they had to create and perform a dance piece. One of the dance pieces was based on the choreographer's experience with Dissociative Identity Disorder (DID). For me, I was really touched by this piece; so, when I came to start creating my own senior thesis, I thought that creating a dance on my own psychological distress would be interesting and fun. For most of my life I have dealt with mental health issues, and despite many failed interventions, I am still struggling. These mental health issues include Severe Generalized Anxiety Disorder (GAD), Major Depressive Disorder (MDD), Post-traumatic Stress Disorder (PTSD), and Childhood PTSD (CPTSD). I was first diagnosed with GAD in middle school by my doctor, and then in high school, I was diagnosed with Depression by my doctor and re-diagnosed with Severe GAD by my school's doctor. For PTSD, my counselor I had for several years described my childhood as traumatic and diagnosed me with PTSD and CPTSD. So far these have been the only

disorders I have been diagnosed with and am continuing to struggle with. This struggle helps me to be able to convey psychological distress as accurately as possible.

The reason I decided to create a dance was because I have been interested in dancing ever since I was young. However, despite the longing to, I was unable to take dance classes because of financial issues. Despite this, I self-taught myself how to dance and was a part of my high school dance team for two years and my college dance team for one year. On top of being on the team, I also helped be a part of two different dance projects my friends had produced for their dance major. One was a fall term project and the other was a winter/spring term project for her final dance major thesis.

Another source of inspiration was my general interest in psychology. In my freshman year of college, I had to change my major from American Sign Language (ASL) Interpreting to a different major because I developed wrist issues that made me unable to sign for long periods of time. Therefore, I decided to change my major to psychology, an interest that began when I took an honors psychology class as part of my undergraduate degree. In fact, I am still working on my degree and taking psychology classes. Taking these classes helps me to understand mental health issues as well. On another note, the current mental health issues and psychological distress I want to portray in my dance are still very prevalent in my life. Therefore, I am able to take my current mental health state and previous psychological distress to as accurately describe my own experience with mental health.

Larger Context

In the United States, more than 16.1 million (6.7% of the population) adults are affected by MDD (ADAA); about 6.8 million adults (3.1%) suffer from GDD; and PTSD affects about 7.7 million adults (3.5%) (ADAA, n. d.) Mental health has affected millions of Americans and people around the world. However, no one discusses the true hardships those people go through. A lot of times people will just tell them to go to therapy to get better. However, mental health is a physical condition that cannot always be solved by therapy due to chemical imbalances and alterations.

Those experiencing mental health issues have to deal with the way their brain alters them every day. Some days are better while other days their brain can cripple them. In an expression of these feelings, many dancers have choreographed and performed pieces to express how they feel. For example, Deborah Reyes's "Anxiety" (2016), which demonstrates Reyes's experience with anxiety. In the dance, she expresses pain, struggle, and fear throughout the dance. Some parts of the dance are darker in emotional meaning, while others are slightly less severe, showing the ups and downs of anxiety (Reyes, 2016). A second example is Dickie's "Cuts That Spell" (2015), which expresses one part of mental illness, which is self-harm. In her video, she uses a spoken poem on top of instrumental music instead of a lyrical song. She also uses red paint or a

similar substance on the ground to represent blood. In her poem and dance, she expresses the dark thoughts and lack of motivation to do anything. Her piece is a great representation of the very dark side of mental health that not a lot of people are willing to discuss (Dickie, 2015).

The point of these pieces is to express to the audience, usually people with mental issues and even those who do not experience them. These dancers want to express to people how crippling mental health is and the struggle they experience. By watching these dances, those who do not experience mental health issues can understand the struggle and become more sympathetic to those experiencing psychological distress and chemical imbalances.

The dance will also be for other dancers and people with mental illnesses. I want to show other people with mental illness how my mental health is represented in my life and to tell them they are not alone. I also want the general public to understand how crippling mental health issues can be in day-to-day life. Mental health is often overlooked until you are in an asylum or mental hospital, but I want people to understand that even those who appear to be fine are also suffering. With the publication of my thesis, my hope is to reach out to these people in order to spread awareness and hope.

Moreover, mental health professionals can take away from these in order to understand how patients feel. Using these dances, psychologists, therapists, and other professionals in the industry can learn about the true inner struggle that cannot be described in words. The professionals can then take this information and use it to help better understand their patients. There are many different people that can benefit from seeing my dance and other similar dances on mental health.

Methods/Process

In this project, I will be choreographing a dance that expresses different mental health issues and psychological distress I faced throughout my life. To do so, I will watch and take influence and inspiration from other choreographed dances about depression, anxiety, and psychological distress. I will take this influence and combine it into a dance to a song that I have put together and filmed.

The first step to my project is to figure out how to express my mental health issues. I will do this in two different ways. The first way I will do this is to take inspiration from other people's dances and write down what I liked about the dance. Although I watched dozens of dance videos on psychological distress and mental health, I will only be focusing on just a few of the many I liked. Some of these I might be drawing inspiration from including Bloom Dance Company's "Waves", Complete danceaction's "Dear Anxiety", Deborah Reyes's "Anxiety", Dickie's "Cuts That Spell",

Homestead Highlander Publication's "Living with anxiety", and Tim Milgram's "Recovery". Then, I will create a list of psychological distress symptoms I experience in my day-to-day life. These dances stuck out to me the most because their expression of mental health was the most strongly expressed and the ones I could feel and relate to the most. Once I have both of these written down, I will draw upon them to start choreographing.

However, before I start choreographing the dance, there is one more thing that needs to be done. Since writing out and composing my own song is more work than is manageable and there is no song that mostly represents what I want to show in my dance, I will take pieces of other songs and put together a remix. Some of the songs I might use for the remix are Ashley Tisdale's "Voices in My Head", Julia Michaels and Selena Gomez's "Anxiety", and a variety of songs from NF, like "Mansion", "Leave me Alone", "Stress", "Trauma", "Paralyzed", and "Can You Hold Me." These songs were chosen based on how well they can express my feelings and my mental health. Different songs, either as a whole or just sections, represent and express different aspects and expressions of my mental state. In order to figure out what kind of parts and what songs I need for the remix, I will be using the lists of symptoms and inspiration in order to find music parts that could express them.

Once I have both inspiration and a full song to dance to, I will start choreographing. There are two different ways this dance could look like. One way would be to express the symptoms through a story of what a day or two in my life looks like. I would start with waking up, show what my day looks like and how, when, and where these symptoms appear, then end with trying to fall asleep (insomnia). The story would be told through dance movements, props, and the usage of different rooms and sets for performing. Another way this dance could look is to let the music tell the story and have the symptoms show in the dance movements. In the end, the completed project will be a fully choreographed dance that will be performed on video.

This video will add to the dances and performances of other artists, not only on mental health but in general. There have been numerous dances performed on mental health, either specifically one illness, one symptom, or general psychological distress. My piece will add to these dances, including the ones I used as a reference, in order to allow for more variety of pieces for other dancers, psychologists, and the general population to view and grasp a deeper understanding of mental illnesses and psychological distress.

Working Bibliography, with Select Annotations

ADAA. (n.d.). Facts & Statistics: Anxiety and Depression Association of America, ADAA. Facts & Statistics | Anxiety and Depression Association of America, ADAA. Retrieved December 4, 2021, from <https://adaa.org/understanding-anxiety/facts-statistics>.

This article discusses the statistics on different anxiety disorders and depressive disorders. The ADAA (Anxiety and Depression Association of America) discusses the frequency of not only diagnoses, but also how many are actually being treated for them. They discuss both the statistics for adults with these disorders as well as the statistics for children. Next, they discuss treatment options and resources for people suffering as well as possible co-existing conditions people might experience. In the end, the article was helpful giving statistics about different types of anxiety and depressive disorders.

Bloom Dance Company (2019, February 14). Waves (Anxiety Awareness Project) [Video]. Youtube. <https://www.youtube.com/watch?v=Ev4EUzRFEow>

Complete danceaction (2020, December 21). Dear Anxiety - Choreography Com.Plete [Video]. <https://www.youtube.com/watch?v=8eDSwX2OxDo>

Deborah Reyes (2016, September 10). Anxiety [Video]. Youtube. https://www.youtube.com/watch?v=HpZpbrt8NSg&ab_channel=deborahreyes

This video was a performance of Savannah Alter performing a dance on anxiety. The performance gave me inspiration on how to express my own feelings and symptoms of anxiety. Alter does a great job at expressing the ups and downs using a mixture of quick, sharp movements and slower movements. The music she used was a simple instrumental beat with a voice over that spoke in a hurried and distressed tone. She starts off with some voice over in her music choice and then it goes silent with the music being just breaths and a few beats for a little while, in which you see the struggle intensify. By the time the music picks up again, so does her dancing and she fights against her head even harder. She continues to use the same faster beat until the end where it breathes again.

Dickie (2015, May 8). Cuts That Spell [Video]. Youtube. https://www.youtube.com/watch?v=4TINMRGd_HE

This video is a dance by Dickie on depression and expresses her experience with it. Dickie uses a song that is lyrical and then speaks over it using a poem-like story. She uses the words to enhance the dance she is expressing. The dance helps give inspiration for expressing depression in my own dance. The video does a great job expressing the different aspects of depression, including using red paint on her floor to connect to self-harm. The video gave me ideas on how to express the different symptoms of depression that I experience, including inability to do simple tasks like getting out of bed, tiredness, sadness, lack of energy, etc. In the end, this was one of the most inspirational dances on depression I had found.

Homestead Highlander Publications (2017, December 8). Living with anxiety [Video]. Youtube.

https://www.youtube.com/watch?v=TP3bzZ2guvvg&ab_channel=HomesteadHighlanderPublications

Scholick, J. (2018) Poetry and Politics in Jerome Robbins's Age of Anxiety. *Dance Chronicle*, 41:1, 78-98, DOI: 10.1080/01472526.2018.1414547

This article analyzes the dance performed by Jerome Robbins, called Age of Anxiety. Scholick goes into detail about the connection between the dance and the poem Robbins based it on. After discussing Robbins connection to the Communist Party, Scholick describes the poem and how Robbins illustrates the story in his dance. Scholick even states that the audience was captivated by the performance and how Robbins was able to tell the story of the poem. In the end, Scholick believes that Robbins's dance was a great expression of the poem, and in turn anxiety. The source gives a great source of information on how to express anxiety and a story in a dance. Seeing what Robbins did well and what he needed to work on with his dance helps me to understand how to better improve my own dance.

Tim Milgram (2018, October 19). James Arthur - Recovery - Janelle Ginestra x Time Milgram [Video]. Youtube.

https://www.youtube.com/watch?v=b9snGgsLBtE&ab_channel=TimMilgram

US Department of Veteran Affairs. (2018, September 13). Va.gov: Veterans Affairs. How Common is PTSD in Adults? Retrieved December 4, 2021, from

https://www.ptsd.va.gov/understand/common/common_adults.asp#:~:text=Facts%20about%20How%20Common%20PTSD%20Is&text=About%206%20out%20of%20every,have%20gone%20through%20a%20trauma.

(MJ)

Teaching Empathy Through Children's Literature (7)

Advisor: Marie LeJeune, Division Chair of Education and Leadership

Personal Pronouns: she/her

Thesis/Project Genre: Creative

Abstract

In recent years, the tensions between opposing groups, whether political, ideological, religious, or otherwise, seem to have been growing more and more contentious. Any realist must accept that those with rival ideologies cannot agree on everything; however that does not mean that they cannot strive for peaceful coexistence. This is a lesson that must be taught to younger generations if we ever hope to settle these conflicts that divide us. The beginning of this journey is an increase in empathy, which I will contribute to with a children's book that teaches the importance of finding common ground with those whom it might seem most difficult to do so.

This book will be based on research of empathy and the impact of children's literature. I will be designing characters and scenarios that will provide children with an example of a conflict that they may be able to recognize from their own experiences. The illustrations that I create for the story will not only support this storyline, but emphasize the emotional states of the characters so that readers are better able to empathize with their situation. My work will result in a picture book designed to exemplify to children how they can empathize with others and use that skill to resolve conflict.

Personal Interest

Reading was one of my favorite pastimes as a child. My parents, particularly my mother, read heavily to me when I was little, which I'm sure sparked my interest. As I grew older, my love for literature never waned. In addition to reading, arts and crafts were where I found enjoyment and purpose. Again my interests were fostered by my mother, who bought me a range of various art supplies over the years. I loved figuring out each new artistic method, but I always came back to drawing and painting. I found satisfaction in the other crafts, but these two were always accessible and felt more natural. Both reading and art became a part of my identity. My combined interest in these activities led me into the field of children's picture books. In light of this, I secured an interview with an illustrator named Deborah Hocking. She showed me around her home studio, told me about her work routine, showed me examples of her work, and also allowed me to show her my own art. However, my biggest takeaway from that experience was a disheartening one. Deborah explained how financially risky it can be to try to make it in the world of children's book illustrating. She told me that if it hadn't

been for her husband's steady income, she wouldn't have been able to explore this artistic career. When I heard this, I realized that I needed to set my sights on a more secure career.

Flash forward to when I decided to take Marie LeJeune's children's literature class in my second year of college. In this class, I was reminded of the impact that literature had on my development as a child and the way it has played a part in shaping me into the person I am today. I got to read a wide selection of literature aimed at various age levels and topics. Doing work for this class reminded me of my longing to someday write and illustrate at least one children's book someday. The class taught me about how much work goes into children's books, the importance of carefully selecting their subject matter, and how representation is important as well. It also gave me renewed desire to fulfill my dream of being involved in the book industry.

Currently, my career plan is to go into the teaching field, specifically elementary and middle grades. This means that I'll be spending a good majority of my waking hours working with children. Completing this project will help prepare me for this by giving me insight into the minds of children and how to encourage emotional literacy in them. I want to be the kind of teacher who doesn't just teach the required material, but who encourages my students to be better humans. Fostering empathy does just that, which is why I am so interested in exploring it as a topic.

Larger Context

Current research has shown that reading literature actually strengthens empathy in readers, that "the mind reading we do when thinking through a character educates our emotional intelligence" and "improves our social awareness" (Fennelly, 2020). This means that providing children with reputable books can support their ability to identify and manage their own emotions. Picturebooks, specifically, are beginning to draw attention from researchers, as they have been shown to "evoke our emotional engagement through images as well as words and, moreover, through amplification of words by images" (Nikolajeva, 2013, p. 249). The illustrations in picture books can be utilized to deepen empathy by giving the reader a subject whom they can witness going through the conflicts and experiencing the emotions of the storyline. As Maria Nikolajeva, professor of education at the University of Cambridge, puts it: "Reading picturebooks prepares children for dealing with empathy and mind-reading in real life" (2013, p. 250). Therefore, these books designed for young readers can indirectly teach them applicable life skills for managing their emotions.

There are already a multitude of books that can be used to encourage children to empathize with fictional characters. My book will be a further contribution to this field, building off of the existing literature and hopefully improving upon past messages. There are books (such as the Amelia Bedilia series from author Peggy Parish) that show

children examples of conflict and miscommunication between characters. However, there is a need for picturebooks that show how to resolve these conflicts in a healthy manner, rather than brushing the conflict off for the sake of entertaining the reader, as is done in *Amelia Bedelia*. As Christabel Pinto, an experienced educator, puts it: “Fictional stories allow children to learn from experiences they have never had--including those that arouse difficult emotions--within the safety of a contained world that is not real” (Pinto 2019). In order to learn from these exemplified experiences, children need to see that there are consequences for their actions, and how to act accordingly. This is what my books will aim to do: show young readers how to empathize and respond appropriately via a relatable scenario.

Methods/Process

My thesis project will be taking a creative approach of looking at empathy and how it can be fostered in children by means of a picture book. More specifically, I will be designing and completing an illustrated children’s book that will exemplify empathy and healthy compromise for children. I have already begun to gather children’s picture books for inspiration and started researching empathy. The children’s books that I will be taking cues from are texts that I read as a child: *Cricter* by Jean Thomas Ungerer, the *Little Bear* books by Else Holmelund and Maurice Sendak, the various works of P.D. Eastman, and *The Seven Silly Eaters* by Mary Ann Hoberman and Marla Frazee. The next step will be to start drafting my book. I plan to write the storyline first, then follow that up with the illustrations.

In regard to the story, I know that I want to include four animal characters. One will be a mutual friend of the other three, serving as an example of common ground rather than an active character in the conflict. Two of the friends will be in disagreement about throwing a party for this mutual pal. The third friend will be a mediator in the disagreement, acting as an example of a calm and rational thought. I will use these characters and their situation to show children how to resolve disagreements peacefully and to see issues from the perspective of others. While my narrative writing experience has been limited since high school, my time spent as a writer in all my years of school, as a tutor at the Western Oregon Writing Center, and as an avid reader of fiction in my free time, will contribute to my ability to complete this step in the project.

When the storyline is in its final stages, I will create illustrations to accompany it. I will do this by first designing my characters and getting familiar with how I’d like to portray them. Then, I’ll divide the text up into sections and assign an appropriate illustration to each page. The scenes that I will select to portray will pertain to the goal of encouraging readers to empathize with the characters and understand how conflict can make others feel by displaying key moments in the story when the characters are expressing specific emotions. I have been drawing and painting for years, particularly

with pencils and acrylic paints, so I plan to use these skills to compose the illustrations. The finalized images should help the story flow naturally and support young readers as they follow along.

Once the text and the illustrations are completed, I will scan the images and format them onto pages along with the selected sections of text. At this point, I can use a digital art software called Krita to refine the illustrations to my satisfaction. If time allows, I will also design and upload the additional elements of a picture book, such as a finished book cover and title page. My main goal, however, is to have the story itself completed.

At the culmination of my project, I will have produced a completed picture book designed to foster empathy in children. It will have a finalized story, formatted with illustrations in the manner in which they would appear in a physical book.

When my thesis is published, it will be able to serve as an example of how empathy can be encouraged in children. By showcasing characters whom children can relate to or empathize with, as well as a story that exemplifies resolving conflict, my hope is that readers will find themselves more motivated to empathize with others in their own lives. Additionally, it will be an example of why it's important to design books that address specific issues for children. Children's literature, particularly picture books, are often overlooked as sources of quality literature. However, scholars of children's literature recognize the power that these books have to guide, encourage, and teach young readers. I look forward to contributing to this genre of literature, and for my work to be easily accessible on an online platform.

Working Bibliography, with Select Annotations

Elemans, T. (2017, November). The inspiring truth in fiction [Video]. TED.
https://www.ted.com/talks/tomas_elemans_the_inspiring_truth_in_fiction#t-468317

Fennelly, B. A. (2020, March). How literature can help us develop empathy [Video]. TED.
https://www.ted.com/talks/beth_ann_fennelly_how_literature_can_help_us_develop_empathy#t-845050

Beth Ann Fennelly, a professor at the University of Mississippi, focusses her TED talk on the decline of literature majors and empathy amongst college students. While this audience is quite different from the one I will be targeting, her presentation sheds light on the need for an encouragement of empathy. Reading fiction has been proven to encourage empathy in students, which therefore makes readers better humans and emotionally intelligent beings. Literature reading improves social awareness, encourages blood flow throughout

numerous areas of the brain, and even reduces biases like racism. In sum, she shows how reading impacts people emotionally and cognitively. This is important to know as I go into my work of trying to create a book that fosters empathy by providing readers with an opportunity to see and experience events from the perspective of another.

Gidwitz, A. (2016, October 3). What makes a children's book good? *The New Yorker*. Retrieved November 5, 2021, from <https://www.newyorker.com/culture/cultural-comment/the-goosebumps-conundrum-what-makes-a-childrens-book-good>

How to write a children's picture book in 8 steps. (2020, March 4). Reedsy Blog. Retrieved November 2, 2021, from <https://blog.reedsy.com/how-to-write-a-childrens-picture-book/>

Nikolajeva, M. (2013). Picturebooks and Emotional Literacy. *The Reading Teacher*, 67(4), 249–254. <https://doi.org/10.1002/trtr.1229>

In this article, Maria Nikolajeva, a professor of education at Cambridge University, describes the cognitive psychology findings that reveal how picturebooks can impact children's emotional literacy. She explains how picturebooks can help children practice empathizing with characters in ways that they can emulate with real people. This article emphasizes the fact that the emotions that children experience in response to images and stories are real, and should be regarded as such. Whether they are laughing at a funny picture, or crying at a sad scene, their responses are experientially valid. This goes to show how critical clear images of character's facial expressions and body language are, so that children can plainly read them. Verbal statements accompanying these illustrations have to be chosen carefully, whether to complement or contradict the sentiment, depending on the author's goal. All of these findings, supported by cognitive criticism, will help me shape my book into one that helps foster empathy in young audiences.

Parish, P. (1963). *Amelia Bedelia*. HarperCollins Publishers Inc.

This children's book is an ideal example for me to draw from. It is one that was read to me and by me numerous times throughout my childhood. The story centers around a dilemma of miscommunication that drives the plot and provides humor. One flaw that I see in this approach is that the miscommunication is never addressed properly, so Amelia never gets a chance to learn from her mistakes. In my own book, I would resolve this issue with the incorporation of a mediator for clearer communication. On another note, this book is a wonderful

example of a text being paired with illustrations that tell the story all by themselves, which is suitable for children who cannot yet read for themselves.

Pinto, C. (2019, August 5). Social and emotional learning through children's literature. Global Partnership for Education. Retrieved November 30, 2021, from <https://www.globalpartnership.org/blog/social-and-emotional-learning-through-childrens-literature>

Salisbury, M. (2004). *Illustrating children's books: Creating pictures for publication*. Barron's Educational Series.

Ungerer, J. T. (1958). *Cricter*. Harper & Row, Publishers.

This picturebook was a favorite of mine as a child. Reading it now as an adult, I appreciate its composition even more so. I love the whimsical sketches, the selective color pallet, and the unique storyline. This book also provides me with a good reference for the expected length of my own picturebook, the different ways in which I can combine illustrations with text, and the expectations for children's book illustrations. I will use this text as a reference for both the structure and appearance of my own picture book.

(SJ)

The Role of Consent and Divorce for Women in Norse Society Marriages: A Discussion of Medieval Feminism (8)

Advisor: Elizabeth Swedo, Social Sciences

Personal Pronouns: She/her

Thesis/Project Genre: Scholarly

Abstract:

This investigation will explore questions about the marital roles women played in consent and divorce in Norse society. It will look at first saga interpretations of Norse women and what things they did to object to a betrothal and why they would object to it. This investigation will also look at divorce, and the role women played, what rights they had, how these rights were respected by the rest of society, and other men in their respective communities. The heroic and family sagas will also offer us insight into how Norse people thought about women in general. The investigation will then go on to look at other primary source material, like archeological evidence, charters, documents, and other source material. From these sources the investigation will make conclusions about how Vikings actually treated women outside of how they wrote about them in sagas in regards to the two topics of marital consent and divorce. It will also attempt to make inferences about feminism in Viking culture in regards to these topics.

Personal Interest:

I think my personal interest in Vikings and Norse culture started when I was a kid and I watched Dreamworks' How To Train Your Dragon. The movie is set in Berk, a fictional Viking island, but it gave me a sense of the Viking culture and significance, in the sense that stories and legends about Vikings and the myths they told and the gods they worshiped still permeate into our modern psyche. Somehow Vikings have left a large impact on us and our collective subconscious. This can be evident through pop culture, movies, music, different religious practices, etc. Norse mythology motifs like themes of Thor, and Loki, and Ragnarok can be seen in some of the most popular movies of today.

As a child, these themes had a hold on me as well. I always found them fascinating, and I read several books on Norse myths and legends as a middle schooler. Fast forwarding to my college years, I decided to minor in history, and the fascination continued when I took a class called History 400, The World of Vikings. In this class we looked at the different ways Vikings impacted both other cultures at the time, and our modern one. We looked at the clothes they wore, the religion they practiced, the boats they built, and the places they conquered. The class itself looked at the Norse through a

lens of both primary and secondary sources, often discussing the many sagas passed down via oral tradition in Scandinavian society, or the ones written down by Viking poets. Archaeologically, we looked at secondary sources that had to do with findings like runestones, ship burials, Viking houses and clothes that have survived, as well as remains from burials and graves that gave us more insight into the actual lives of Viking age Scandinavians. All of these things were fascinating to me, and gave me more context into the culture that I had become obsessed with as a kid.

I also was fascinated by the role that women specifically played in Viking culture and society. Stories about female Viking warriors and Valkyries and goddesses from Norse mythology like Freya always interested me as well. The drive to write about this topic is also one that stems from a deep seeded interest in Viking women and the roles that they played.

Post graduation, my goal is to be a high school history teacher, and eventually I would love to earn a masters degree in history. I think that the overall process of writing this thesis will prepare me for future in depth writing I may do later on when obtaining a masters degree. In addition, the topic of this thesis itself is one that I can apply to future teaching, depending on what topic I end up teaching about in the future. Regardless, this thesis gives me background information that may be useful to have in the field I plan on going into.

Larger Context:

Women in Viking sagas have been interpreted in different ways throughout history. For example, Victorian era playwrights interpreted Viking women in a more dramatic light than the original sagas from the Viking age did. This analysis will be looking at how some of those sagas portrayed the institution of marriage, specifically the role of women within that institution. The courtship leading up to the marriage, and how a woman's consent was essential to the proposed union will be specifically discussed in this analysis. In addition to the woman's consent playing a major role in courtship and betrothals, this discussion will also be analyzing a woman's role in divorce in Viking sagas, and will look at saga examples of instances of both courtship consent, and marital divorce.

Women in sagas were portrayed for the most part as having a say in consenting to a marriage if they deemed that the proposed spouse was not of similar status or social rank to them, or simply did not like them. An example of a saga where a woman exercises this right within the betrothal process is in "Olaf Tryggvasons Conversion of Norway," an excerpt pulled from *The Viking Age: A Reader*, by Angus A. Somerville and R. Andrew McDonald. This saga account tells the story of how Olaf Tryggvason converted Norway to Christianity in part by using his sister Astrid as a bargaining chip to bribe the people of Norway into conversion. Astrid says no at first, and thinks that the

marriage was beneath her since she is brother and daughter to a king. Her brother Olaf at first listens, and then threatens her mildly and she gives into consenting to the marriage. Astrid says in the saga; “‘There is not much advantage for me in being the daughter of a king and the sister of a king,’ she said, ‘if I’m to be given in marriage to a commoner. I would rather wait a few years for another offer.’ With that, they ended the conversation.” This quote supports the assertion that women's thoughts in regard to marriage were respected at the moment. And that the marriage would not go through unless the woman in question fully consented.

The role of women in Norse society has often been pondered and romanticized in our modern society. Pop culture references and the way we research and talk about Norse women has more or less seen them in a grand light. The familial sagas and writing we have from the Viking age in regards to female characters are sometimes contradictory to how things actually were back then. Research by Jenny Jochens supports that a Viking woman’s consent to the proposed marriage was essential to the courtship moving forward, even though that courtship was arranged by a male representative from the woman’s family. She reinforces these saga examples in an excerpt from “Scandinavian Studies Vol. 58.” where she talks about the different forms of pre-Christian courtship and marriage formulation. Specifically, “..In which the woman's consent was essential, and the absence of which provided a satisfactory reason for divorce and remarriage. Jochens states that the lack of consent within the formulation of a marriage could result in the woman claiming the marriage as void because consent was not given in the first place.

The contradiction is that there is a disparity between how Viking women were portrayed in these sagas, that were primarily written by men, and how they actually were treated. Which calls into question how feminist Vikings actually were when looking at how marital roles actually played out, and what this can tell us about why the sagas we see above put such an emphasis on consent and divorce rights for women.

Methods/Process:

In this thesis I will be analyzing the role of Norse women in Viking Age Scandinavia and how they were vital to Viking society. The analysis will focus on women’s marital roles and what types of rights they had within that social structure. This thesis will specifically be looking at sagas and how women were portrayed in marital roles concerning divorce and consent, and what we can glean from familial sagas from the time about Viking women's rights and place in society.

The first section of this thesis will outline and define the terms being used in the analysis. It will introduce the reader to the world of Viking Age Scandinavia briefly and give some preliminary background knowledge just so the reader will not be totally lost if they decide to read further into the thesis topic. The terms defined will be things related

to the thesis like divorce, religion, Viking, saga, the authors and background of the sagas being used, etc. Additionally, this section will define how the sagas being looked at pertain to the research question. This section will also define the area and time period in which the essay will go into detail. The term of the area will be defined by what Viking Age Scandinavia looked like and what countries it encompassed in modern terms. (Denmark, Norway, etc.)

The second part of this essay will look at women's portrayal in sagas within the role of consent, and how they were written about in the time, and what that says about how they lived and what rights they were allowed to have within a primarily male dominated society. For example: the Laxdaela saga and Eirik the Red saga are just two examples where marriage (consent and divorce) are discussed. These sagas offer insight into the role women played when a betrothal was being arranged. Secondary source information will also be included in this section: sources by Neil A Price, Jenny Jochens, etc. This section will also look at instances of divorce in sagas and how women played a role in the instigation of divorce, and how the ability to declare divorce protected women's rights and safety in Viking sagas.

The next section of the investigation will focus on actual instances of divorce in Norse society as supported by charters and other documents from the time period. It will analyze what those documents infer about the rights Norse women actually had. It will look at how the process of marriage was initiated, what rights of consent women had both portrayed in sagas and in real archeological evidence and charters/law documents we have from this time. This portion will also look at how women went about divorcing a husband and what rights they had within that divorce. I will also delve into why they were allowed, and on what grounds they were allowed to file for divorce.

Lastly, the investigation will analyze the disparity between the saga's portrayal of women's roles regarding consent and divorce and the actual way they were treated in Viking society. While also considering that these interpretations are to the best of historians' ability to understand, because there are several limitations of primary sources from this time period (briefly recount limitations, how primary sources can be recorded wrong or taken out of context).

Working Bibliography, with Select Annotations

Primary Sources

“Gunnar Weeps.” In *The Viking Age: A Reader*, edited by Angus A. Somerville and R. Andrew McDonald, 86-87. 3rd edition. Toronto: University of Toronto Press, 2020.

This source is edited by two authors who have both written several books about Scandinavia and the Middle Ages. The original author is unknown, and the

original story was passed down by word of mouth in Viking Age Scandinavia. This could be a limitation because the details and facts of the original story may have been lost or changed throughout time, but since this analysis will focus on themes about femininity and marital roles from the text rather than actual historical events, this should not be too large of a problem. An authorial bias from this source also cannot be wholly identified because it is not certain who wrote it. But instead, the overall attitude towards women and the roles that they played can be identified. And therefore, a bias within the society because the saga itself reflects that bias in the way it refers to women, and describes the men.

“The Story of Burnt Njál: Great Icelandic Tribune, Jurist, and Counsellor” Njál’s Saga, translated by Sir George Webbe Dasent, Chapter IV-VII. Norrena Society, London, 1907.

This sources’ translator was born in 1817 in the West Indies. He went to school at Westminster and Oxford, and specialized in Scandinavian literature. The original author of the saga itself is unknown because it was not written down till about 100 years after the events allegedly happened. The stories were passed down via oral tradition from generation to generation. Although an exact author and date of events are not known for certain, the introduction at the beginning of this manuscript states that when cross referenced with other sagas from the same time period told by 11th century Icelandic storytellers, many of the events and people are the same. Historians now put the rough date at around 1270 to 1290, and has been translated into English four times, the first time being this particular translation, although about 60 manuscripts of the saga exist. The saga was meant to be a retelling of events that the Norse regarded as fact, and they were then told at gatherings or feasts. The original saga is very male oriented, and holds the biases against women that a story like this implies. It tells the story of Njál and various other Norse men, but also touches on their marriages to various women, and those women’s ability to divorce them. It talks about marital discord and the dynamic between husbands and wives in Norse marriages. This will be useful to my investigation because it gives a firsthand glimpse into the role that women played in their marriages, and their overarching role in Viking society.

“How Gudrun Divorced Thorvald.” In *The Viking Age: A Reader*, edited by Angus A. Somerville and R. Andrew McDonald, 115. 3rd edition. Toronto: University of Toronto Press, 2020.

“Olaf Tryggvason and the Conversion of Norway.” In *The Viking Age: A Reader*, edited by Angus A. Somerville and R. Andrew McDonald, 111-113. 3rd edition. Toronto: University of Toronto Press, 2020.

“The Betrothal of Olaf Hoskuldson.” In *The Viking Age: A Reader*, edited by Angus A. Somerville and R. Andrew McDonald, 111-113. 3rd edition. Toronto: University of Toronto Press, 2020.

“Unn the Deep-Minded Take Control of Her Life.” In *The Viking Age: A Reader*, edited by Angus A. Somerville and R. Andrew McDonald, 96-100. 3rd edition. Toronto: University of Toronto Press, 2020.

The role of women can be seen within this source in a cultural context, which will be useful in identifying how Norse society saw women, and how they saw themselves. This source is in direct contrast with the mainly male oriented sagas that tend to be more prevalent in Norse society. Unn herself is also featured and corroborated in many other sagas as well; *Landnámabók*, *Njáls saga*, *Laxdæla saga*, *Eyrbyggja saga*, *Eiríks saga rauða* and *Grettis saga*. Unn is usually described as wise and well respected by her Viking peers, even commanding a ship with a crew at one point. The saga was meant to be told for entertainment as well as a historical account of happenings in Scandinavia around the 13th century, which is when she lived. It also was meant to document how she impacted trade and how she dealt with establishing those routes of trade through her arrangement of marriages of her granddaughters. This particular detail and account of her life can give insight into the marital roles of the time.

“Vigdís Divorces Thord Goddi” In *The Viking Age: A Reader*, edited by Angus A. Somerville and R. Andrew McDonald, 116. 3rd edition. Toronto: University of Toronto Press, 2020.

Secondary Sources

Auður G. Magnúsdóttir. “Women and Sexual Politics.” In *The Viking World*, edited by Stefan Brink and Neil S. Price, 40-49. New York: Routledge, 2008.

The author Neil S. Price is an archeologist who specializes in Viking Age Scandinavia. He went to school at the University of London, the University of York, and the University of Uppsala in Sweden. He has written extensively about Scandinavia, and has published several books. Stefan Brink is a philologist who has worked with the University of Cambridge, and has a PhD in Nordic languages also from the University of Uppsala. A book that the two of them wrote together is a nice intersection of archeological evidence and expertise on the part of Price, and analysis of Nordic texts on the part of Brink. The scope of this book is to bring together archeological, religious, geographical, and historical perspectives in order to make a comprehensive assessment of what Viking Age Scandinavia was like. The argument in this section of the book regarding women and sexual politics is that marriage in Scandinavia is different from the traditional spousal

trade of the rest of Europe in the sense that women had more freedoms and that marriage was more than an act of political alliance. Neil Price also authored another book called *Children of Ash and Elm*, which ties into the investigation of this paper.

Price, Neil S. *A History Of Vikings: Children Of Ash And Elm*. New York: Basic Books, Hachette Book Group Inc, 2020.

The scope of the book as a whole is to give a more detailed and accurate sense of the Viking people as a whole outside of the regular violent portrayal we see in pop culture today. The argument of the authors in this particular selection of the book is that women had more power in Scandinavian culture than is initially thought in terms of marital rights. This particular aspect of this source will help fill out the gaps in my research about what life was like as a Viking woman. It also will give aid to the analysis of feminist themes in Norse society. They consider evidence from various sagas as well as archeological findings from actual settlements.

Jochens, Jenny M. "Sagas of the Icelanders: A Book of Essays." Edited by John Tucker, Garland Publishing Inc. New York and London.

Jochens is a historian and author who specializes in Medieval women, and old Norse Society. She studied at the university of Copenhagen in Denmark, and has translated her own primary source sagas into English in order to come to conclusions about the role of women in her studies. The scope of this work is to give more accurate presentations of women in history that were primarily dictated and written down by men, and to see if the sagas in question are an accurate depiction of what women were like in Viking society. The sources she considers in this particular analysis are *Njáls saga* and *Laxdœla saga*, which are sagas that have information about the role of women in marital roles, as well as in everyday life. Which will be beneficial to the analysis of this paper because it offers a women centric view of a saga that will also be referenced directly within this investigation; *Njáls saga*. Something to take into account when reading this work is that it came out in 1989, and that since then, more works may have been published with a better understanding of Viking society and the ability to utilize more efficient and updated archeological methods.

(ML)

Working Title: Becoming a Better Coach through Leadership (9)

Advisor: Dr. Anna Mahoney/ Business

Personal Pronouns: He/Him

Thesis/Project Genre: Leadership Portfolio

Abstract:

Being a coach is a profession that requires great leadership abilities. Knowing what qualities and strategies make a good leader and how to utilize them can help coaches in their profession, as well as in other everyday aspects of life. En route to my future career as a coach, this project will help to explore questions such as: What lessons should a prospective coach learn? What practices lead to consistent and sustainable success, not just in sports but in life? In order to answer these questions, I will examine texts on leadership as well as my own experiences. It is important to understand that there are different leadership styles that are useful in different situations, so an array of leadership abilities is important. I will analyze different styles of leadership from business professionals, motivational leaders, and successful coaches, while also reflecting on the current successes and shortcomings of my leadership ability, and learning how I can adapt my leadership style to different situations.

The aim of this project is to become a better leader now and in the future, along with gaining a better understanding of different types of leadership. When I am done, I will have produced a report of multiple leadership books, as well as a reflection on my past experiences as a leader, where I can examine my successes and shortcomings. Those two sections will help me create the final section, where I will discuss how my new leadership abilities will help me to be a better leader and coach in the future.

Personal Interest:

Growing up, I was always very involved with sports. I took part in everything, from soccer and baseball to driving race cars. While I of course loved the playing side of sports, I was always so enthralled with the coaching side of it. Whenever I had the opportunity to do some sort of coaching, I would jump at it. In elementary school, I would always be at my dad's side when he would coach my little brother's teams, and in middle school and high school, I always volunteered to help coach youth teams or at youth camps and work with younger athletes. This helped my love for coaching and my desire to pursue it as a profession to continue to grow. Something about having the opportunity to help athletes grow not just athletically, but as people, has always drawn me in. Because of this, a leadership portfolio where I get the chance to read and analyze in order to advance my leadership ability really piqued my interest.

Currently, I am on the cross country and track team here at WOU, and one of the more experienced runners on the team. Although I am obviously not one of the coaches of the team and do not pretend to be, I try my best to help my teammates with anything I notice. I also try to be a leader for the team, and set an example for the younger athletes. There are many different situations that pop up when you are on a sports team, like underperforming, losing a big match or meet, and internal conflict between teammates, among other things. All of these scenarios require different leadership styles, as different situations all have certain styles that are more effective, and certain styles that are not effective at all. Doing this leadership portfolio and learning ways to enhance my leadership skills as well as expand them is a great way for me to become a better leader and a better teammate. It will enable me to learn new strategies to handle all situations, as well as strategies to inspire and motivate my teammates. The leadership portfolio will also enable me to look at my current shortcomings as a leader, and how I can improve. I can look back on my past experiences with my newfound insight, and reflect on how I could have handled that situation better. Along with this, it will also enable me to look at my successes as a leader, and understand why they were more successful than other times.

Collegiate coaching is a competitive field, with a very limited amount of job opportunities, as there are only so many schools. I believe that working on my leadership abilities will be a trait that sets me apart from other candidates and makes me stand out from the crowd. The leadership skills that I have gained will also help me once I hopefully land a job, as they will enable me to be a better coach. Coaching requires you to be able to lead and motivate people. What I learn from this leadership portfolio will allow me to understand what it takes to be a successful leader and coach, and how I can implement that into my career.

Larger Context:

Throughout life, having a sufficient array of leadership qualities will be important in numerous different situations. Whether it be in a group project in high school, in a professional office setting, or as the coach of a sports team, the ability to inspire and motivate others is essential. Being a leader does not necessarily mean you have this ability, though, as “Leading is not the same as being the leader. Being the leader means you hold the highest rank, either by earning it, good fortune, or navigating internal politics. Leading, however, means that others willingly follow you—not because they have to, not because they are paid to, but because they want to” (Sinek, 85). Leadership is situational, and I will be learning different leadership styles that come from a variety of situations, from collegiate coaches to business professionals.

Coaches encounter different situations every day, including athletes missing practice, underperforming, lacking motivation, or complaining about playing time.

Different styles of leadership are needed for each scenario and each separate athlete. Understanding how to coach each athlete in each situation is vital to athlete and coach success.

An example of a book I will be reading is *The Coaching Habit* by Michael Bungay Stanier. This book discusses how to get the most out of people while “saying less and asking more.” Stanier emphasizes taking on life from a coach-like perspective, whether you are an actual coach or the manager of a sales team. He breaks down his version of coaching into 7 core techniques which help you provide more effective support for your employees and coworkers, while also becoming the ultimate coach for yourself.

Being a leader means to bring the best out in people. Sometimes people think the way to do this is to be aggressive, overbearing, and harsh to people, therefore treating them like they need to be micromanaged in order to be successful and productive. This is the wrong way to go about things, as people should be viewed as self-motivated. This idea comes from Douglas McGregor's Theory Y, which provides positive assumptions about people. He writes about this in his book, *The Human Side of Enterprise*, as he says people should be viewed as self-energized, responsible, committed, and creative, rather than people who dislike work and avoid it, therefore needing to be pushed. I want to learn how to break this negative practice, and learn to bring out the best in others in a positive way, whether it be in a professional setting, or as a coach. This is important for coaches, because if athletes feel aggressively forced into their sport, they will fall out of love with it. Believing that your athletes want to compete, want to improve, and are self motivated to do these things is important for success as well as the mental health of the athletes.

I don't expect my project to reach a large audience, but I believe it will be useful to others, given the ideas about life-coaching that Michael Bungay Stanier and others have raised. Improving my leadership ability is my main purpose for this project, as I want to be the best leader I possibly can be – which will benefit both me and the people to whom – and for whom – I'm responsible. This project will contain a vast assortment of information on leadership, and will be useful to people aspiring to become coaches, or just better leaders in general.

Methods/Process:

My thesis is going to reflect on my experience as a leader, and analyze how these reflections and the texts I will read will help me in my future endeavors. This project will help me to answer questions such as: What lessons should a prospective coach learn? What practices lead to consistent and sustainable success, not just in sports but in life? These are the lessons I seek to understand as I examine texts on leadership as well as my own experiences en route to my future career as a coach.

My first step will be to read an array of leadership books and complete a literature review on what I have learned. I will have a list of 12 to 15 books, and will be selecting between 5 and 7 of these books to read and use them to reflect on my experiences and gain knowledge for my future. One example of a book I have selected is *Start With Why* by Simon Sinek. This book explores what makes certain people and industries more successful than others, and Sinek concludes that it is “why we are doing this” that makes people buy in. People don't buy into a product or idea, they buy into the why behind it. Along with this, I will be reading books from famous and successful coaches, including *Life is Yours to Win* by Augie Garrido, and *Win the Day* by Jerry Lynch. These books will give me a coaching perspective into leadership and success, inside and outside of athletics. With the books I choose, I aim to get different perspectives from different types of professionals in order to learn different strategies for different situations that I may come across.

The second part of my thesis will be using what I have learned from my readings to reflect on my leadership experiences during my time here at Western Oregon University. I plan to discuss my experiences, and the successes and shortcomings I have had as a leader at WOU. For my whole time here, I have been in the cross country and track teams, and I've always tried to be a leader even when I was one of the younger people on the team. There have been many instances where I've had that opportunity to make a difference, to inspire someone else on my time, especially during this last season and the initial Covid quarantine. Along with this, I have just joined the Student-Athlete Advisory Committee. After reading the books I choose, I will be able to reflect on these experiences and look at them with more knowledge and more leadership skills. This will enable me to see what I've done wrong, what I've done right, and allow me to grow into a better leader for the rest of my time here at Western Oregon University, as well as my future as a coach.

The third and final part of my thesis will be used to discuss how my experiences and what I have learned from my readings and reflections will help me as a coach in the future. I will discuss how my leadership abilities will help me stand out in a field with not very many opportunities, and lots of competition. I will be able to show my growth as a leader in this section, and how that will help me inspire others and help them to be more successful. I do not know the answers now, but this part of the project should help me learn how to navigate life after my time at Western Oregon.

The end result of this project will be me as a better leader. The whole process should help me to define and advance the leadership skills I already have, as well as learn new strategies to help me now and later in life. I am aiming to create a source of inspiration for myself, as well as anyone else who may read this, to become a better leader, and provide knowledge on how to do it.

Working Bibliography, with Select Annotations

Fitzgerald, Matt. *How Bad Do You Want It*. VeloPress, 2015.

Written by Matt Fitzgerald, *How Bad Do You Want It* discusses the “psychobiological” model of athletic performance, and explores how athletes overcome physical limitations with mental fortitude. It discusses the science behind how anyone can cultivate a mindset that enables them to surmount mental and physical challenges in sport and in life. Talent only takes an athlete so far, and Fitzgerald emphasizes how athletes can rely on their mind to overcome challenges as intricate as fear of failure, to challenges as simple as muscle fatigue.

Garrido, Auggie. *Life is Yours to Win: Lessons Forged From the Purpose, Passion, and Magic of Baseball*. Simon & Schuster, 2012.

Auggie Garrido is the winningest coach in NCAA Division 1 baseball history, and in this book he discusses his philosophy of sport that led to this winning culture, as well as his philosophy on life. Garrido is not a very conventional coach, as he utilizes creative coaching techniques and takes on coaching with a sense of humor, but these factors together have led to amazing lessons that lead to success. He focuses on building people of quality and teaching life lessons rather than having a “win at all costs” mindset, and this leads to his athletes seizing opportunities that come their way

Lynch, John, and Steve Kerr. *Win the Day: The ultimate coach's guide to build and sustain a championship culture*. Coaches Choice, 2020.

Win the Day, written by Jerry Lynch, explores the values that go into creating a winning and sustaining team culture. To achieve success in sports, you need a culture that is connective, caring, and authentic. Jerry Lynch goes into detail about how to build an environment that encompasses these values, and how to make sure that the athletes on the team embody these attributes in all aspects of the sport.

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

McGregor, Douglas, and Joel Cutcher-Gershenfeld. *The Human Side of Enterprise*. McGraw-Hill Professional, 2008.

Drawing on his experience as a management consultant, Douglas McGregor wrote a book titled *The Human Side of Enterprise*, which has become an important philosophical base for the modern view of people at work. He formulated two contrasting sets of assumptions, Theory X and Theory Y, about human nature. Theory X held pessimistic assumptions of people, and Theory Y

positive ones. McGregor believed, and discussed in this book, that managers could accomplish more through others by viewing them as self driven people, not people that you needed to crack down on and force to work.

Orlick, Terry. *In Pursuit of Excellence*. Human Kinetics, 2016.

O'Sullivan, John. *Every Moment Matters: How the World's Best Coaches Inspire Their Athletes and Build Championship Teams*. Changing the Game Project, 2019.

Rotella, Bob, and Bob Cullen. *How Champions Think: In Sports and in Life*. Simon & Schuster Paperbacks, 2016.

Sinek, Simon. *Start With Why: How Great Leaders Inspire Everyone to Take Action*. Penguin Business, 2019.

Stanier, Michael Bungay. *The Coaching Habit*. Box of Crayons Press, 2016.

(DM)

Experimental Plant Curtain's Effect on Turtle Basking (10)

Advisor: Gareth Hopkins, Biology Department

Personal Pronouns: He/They

Thesis/Project Genre: Scientific

Abstract:

The main objective is to determine the effect of a curtain of plants on the basking rates of turtles. Basking is a behavior that turtles exhibit where they exit the water and rest in the sun absorbing its thermal energy. It is integral to maintaining turtles' heat. Other studies determined there was a correlation in the basking time of turtles with the presence of a wall of visibility between the turtles and predators. This was only ever seen in an observational system of study. This project is going to take more experimental design aspects of a scientific study and use them to determine a more concrete yes or no on the effects of visibility on turtle basking. The study also uses techniques that can be effective in the conservation efforts of turtles. This project's process will include the design and propagation of a man-made basking platform with a native plant curtain around them. The addition of man-made basking structures can be a useful resource for turtles. Specifically, these basking structures can be used to collect data in the form of pictures. That data can subsequently be extracted and analyzed to determine whether, with the safety curtain of plants, the basking rates will become more effective—something that would benefit both turtles and future research. The introduction of basking structures in turtle habitats can act as a way to offset the damages that occur in the natural habitat.

Personal Interest:

As a child, I grew up on the big island of Hawaii. Being so immersed in nature taught me to respect and revere it. That respect also came with a fascination. I would spend hours turning over rocks, catching bugs, and learning the most that I could about the world around me. I fueled that drive all through my childhood and continued to develop those skills, intensifying my fascination. Putting that passion into understanding the natural world through science was the logical path to take for me. So I began to fill my academic life with all styles of science, learning as much as I could.

I continued this trend as I entered college, as now that academic interest would propel me to a degree in science. To help pave this path I joined a study on campus. This was my first start in a true academic level of science. The stepping stone took me further into a rabbit hole leading to a year-long scientific study researching and processing thousands of images of turtles basking. The project grew my passion for science along

with the specifics of biology field research. Upon the completion of this project, I knew I wanted to do more field studies.

With the knowledge that I gained from my experiences in the world of biology, I found my passion for conservation. There is so much that people can do for natural areas that are threatened. Many scientific studies conducted in the field in some way relate to conservation simply because of the widespread effect that people have on nature. The information found by studies, similar to the ones that I have been a part of, have the ability to provide advantages to native species so that they can outcompete invasive ones. This conservation is not only valuable to me because it entails the preservation of a natural wonder, but it is also valuable for the future of the habitat. With this urge, I began to draft my own study. Using the principles and ideas that I learned from my time at WOU and from different literary reviews, I crafted an idea and began working towards it. In order to be able to do this project I needed funding and so I applied for the Walker Award grant. With the grant and funding, I was able to begin building the pieces of this project, working out the details, and buying supplies. This project is not only valuable to conservation effects but could also play a pivotal role in my future career. With the creation of a study by my own hands, I can get my work into the scientific field and make a meaningful advancement in the scientific community. This advancement may even help me when applying for grad school.

Larger Context:

With the disruption of people and the presence of human interference in the natural ecosystem, there are reductions in the presence of plants that are usually there to protect and provide shelter to the turtles. The results of a study conducted in 2012 by Lambert “suggest that providing basking sites that are in some way protected from human activities may provide increased basking opportunities for native turtles. Such management efforts could include providing basking sites (e.g., natural logs/snags or artificial platforms) in the center of the largest pools, increasing the terrestrial or aquatic vegetated area around the waterway, and erecting barriers that act as visual screens for turtles.” The findings of Lambert support the idea of using alternative methods to reduce the disturbances that people cause. But, how do people affect these ecosystems?

To better understand how human interactions with turtles affected basking behavior, researchers Paul Nyhof and Lydnee Trulio conducted surveying on basking sites. From these surveys, they found that their “observations indicate that basking periods interrupted by human disturbance are significantly shorter than undisturbed basking periods” (Nyhof & Trulio, 2015). Just by being near turtles, humans are affecting the very delicate process of basking. Why does basking matter and how do these locations affect turtles?

Basking locations are a very important resource for the survival of turtles and with the limitation of the resource, it can have a drastic effect on the health of the turtles. Basking is the primary method for turtles to thermoregulate and they do so on logs or along pond banks. This resource is one that is threatened by not only invasive species but also the expansion of urban areas by humans. It is important to sustain the body heat of turtles and is thought to help the digestive process. To minimize these effects made by humans that result in the limitation on these finite resources, different research and conservation efforts have been done.

The maintenance of the turtle populations are an important part of maintaining ecosystems in waterways across Oregon and the Willamette valley; however, with the introduction of new predators, invasive turtles, and the urbanization of turtle habitats the populations of native turtles have seen a steep decline. Variety in a habitat is important because if there is one species that fills a role in a habitat and disease hits these populations, it can have a great effect on these ecosystems. Maintaining diversity and the natural species in ecosystems is integral to maintaining the health of these ecosystems. With the introduction of red-eared sliders to different sloughs and ponds in the pacific northwest, there has been a decrease in the amount of native species as they are out-competed.

Methods/Process:

To begin this project, it was important to understand the sites that I am going to be using and what ponds or sloughs are going to provide the best place for my study to occur. To start I select the sites where these platforms will go based on a prior project in the same locations. Using these sites allows me to already have an idea of the physical aspects of the area. So, with this in mind, I began to conduct field research. I will spend 30 minutes at different ponds and turtles' habitats looking for these turtles and observing the physical qualities of these sites. I will also track the number of people and the activities that the people are doing. This surveying will help me better understand where appropriate places would be for me to place these platforms.

The next step for this project will be to begin the construction of a basking platform. Using the old platforms as a rough blueprint I will redesign and make six platforms with a planter box style of structure floating on water that will be used to propagate plants. The platforms will be made from reclaimed wood and old pallets that I will cut to size and reuse. The platforms will be about 3ft by 4ft and will have two PVC pipes attached to the bottom that will act as a floatation device. Then once the base of the platforms are built, I will begin to construct a system on top that will act as a floating planter box. This will most likely use more PVC pipe to offset the weight of the added plants and help keep the platforms buoyant. Then I plan on using some sort of fabric in a hammock-like structure to create a little confined area for the plants to grow in. The

platforms will all have a camera mounted and positioned so that the platform is visible in the camera frame. I will hopefully have six platforms to place in three different pond locations.

Once the platforms are constructed, I will need to place them in the ponds and deploy them. Once deployed I will begin to propagate plants from the pond placing them into the planters that I have created. This will be done by taking different plants – hopefully, all the same type with a decent bit of vertical height – and placing them in my plant gutter along the sides of the main platform. Using some potting soil and a bit of gravel I will secure the roots so that the plants hopefully continue to grow. Only half of the platforms will have plants on them to ensure the ability to compare the effectiveness of the plant curtain.

Then data collection begins as the mounted cameras record images of turtles using the platform. In this phase of the project, I will be collecting the SIM cards of the cameras and swapping them with a fresh SIM card. Finally, once I have processed and recorded important information—like the number of turtles for the two months that I plan to do data collection—I will be able to begin data analysis. Data analysis will mostly entail the processing of data using scientific analysis in R studio, a program designed for biological data analysis using the program R-studio. The method that I will use to analyze the data will most likely be a comparison of the distribution of turtles across sites and the frequency that turtles used the two types of structures. Once the results are analyzed the writing of a scientific paper will begin. With the paper written, I can share the knowledge that I collected. This will be a way to get my voice out into the scientific community.

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Chessman, Bruce C. "Effects of temperature and exercise on metabolism of three species of Australian freshwater turtles: implications for responses to climate change." *Australian Journal of Zoology* 66.6 (2019): 317-325.

Costa, Zacharia J. "Responses to predators differ between native and invasive freshwater turtles: environmental context and its implications for competition." *Ethology* 120.7 (2014): 633-640.

The study focuses on two species, red-eared sliders, and native western pond turtles. These species are both two of the three study species that I am observing. The study observes the flee response distance. A flee response distance is the minimum distance between the predator, in this case, humans, and the prey, the turtles, before the prey flees. This then relates to the research that I am doing because it gives information about how far away a predator can be while a turtle remains basking and is undisturbed, it demonstrates their comfort zone.

The study also looks at how the variable of visibility of the turtle affects the fleeing of the turtles along with the time of day's effect on the turtles. The turtles were more likely to flee when they were visible to predators at any time of day. This suggests that a block or something from eye level will increase basking time and allow more stability in the turtle's basking. This then helps give background information for the question that I am investigating. It also helped provide my thesis question.

DAviDson, Kelly A., and Jeff A. AlvArez. "AReview AND SYNOPSIS OF NEST SITE SELECTION AND SITE CHARACTERISTICS OF WESTERN POND TURTLES." *Western Wildlife* 7 (2020): 42-49.

Horn, Robert B., and Jennifer A. Gervais. "Landscape influence on the local distribution of western pond turtles." *Ecosphere* 9.7 (2018): e02346.

Lambert, Max R., et al. "Experimental removal of introduced slider turtles offers new insight into competition with a native, threatened turtle." *PeerJ* 7 (2019): e7444.

Based on the knowledge that the red-eared slider is one of the most invasive species of turtles, a planned removal of the turtles from their nonnative environment was conducted. Both the study species in this paper, red-eared sliders and western pond turtles, are found at my sites. Along with the trapping, surveys of basking structures were conducted. These surveys and the techniques used helped me to define my surveying methods. The paper also discusses the territorial nature of the two turtle species and the results imply that each species compete for their territories. This suggests that by adding more territories for the turtles the competition for resources may decrease. This might help both turtle species so a new problem could be created from this process.

Lambert, Max R., et al. "Habitat features determine the basking distribution of introduced red-eared sliders and native western pond turtles." *Chelonian Conservation and Biology* 12.1 (2013): 192-199.

The effect of habitat features on the basking of native species and invasive red-eared slides is investigated with large amounts of opportunistic surveying. This method is similar to what I am doing. The physical features include: water temperature, air temperature, water depth, distance to the opposite bank, distance to the path, the slope at the water's edge, the midslope between the basking site and the path, substrate, degree of shading, visibility of basking sites from the path, and frequency of human disturbance. These features helped me understand what is important to a turtle and what variables that I should record. It was determined that more visible basking sites had lower amounts of native turtles basking meaning that basking sites that are less visible may have higher

frequencies of turtles basking. The data indicated the use of basking areas differs between turtle species suggesting an advantage can be given to native species in accordance with the results proving that it is an advantageous addition to man-made basking sites for native turtles. Thus helping to support the idea for my thesis and provide a suggestion that it may be advantageous for conservation efforts.

Lefevre, Kara, and Ronald J. Brooks. "Effects of sex and body size on basking behavior in a northern population of the painted turtle, *Chrysemys picta*." *Herpetologica* (1995): 217-224.

Nicholson, E. Griffin, et al. "Historical museum collections and contemporary population studies implicate roads and introduced predatory bullfrogs in the decline of western pond turtles." *PeerJ* 8 (2020): e9248.

Nyhof, Paul E., and Lynne Trulio. "Basking Western pond turtle response to recreational trail use in urban California." *Chelonian Conservation and Biology* 14.2 (2015): 182-184.

The response to different human activities of walkers, bikers, joggers, and motorized vehicles is very useful to me because my study site is in the middle of a heavily used park. The study was conducted to better understand the response and conservation needs of Western Pond turtles with human influences. This is also of significant importance because it helps me better understand the western pond turtles' behavior in these circumstances. The study indicated that the basking time of turtles who are in contact with humans is greatly reduced compared to basking time without human interactions. The study then suggests that one of the best ways to support the Western pond turtle is to install high vegetation to obscure the visibility of pedestrians from the view of turtles. This also correlates with my study suggesting that a vegetative wall will, in theory, have a significant impact on the basking of turtles.

(ER)

How can we spread the knowledge of the unique importance of wetlands to our ecosystem to the youth of today? (11)

Advisor: Philip Wade, Earth/Physical Science

Personal Pronouns: She/Her/Hers

Thesis/Project Genre: Pedagogical

Abstract

Wetlands are, environmentally, very important, yet this is not common knowledge among the general public. A solution to the lack of knowledge of their importance is to perfect the teaching of wetlands to the youth, or to expand it as needed. In this thesis, I will address the question “How can we spread the knowledge of the unique importance of wetlands to our ecosystem to the youth of today?” Additionally, I will identify the three most important aspects of wetlands and develop lesson plans oriented for students in grades 6-8. The end result will be three lesson plans teaching the three most important aspects of wetlands to the ecosystem: their flood protection; the unique animals that live there; and the unique plants that grow there. In addition, I will review existing wetlands lesson plans, survey their merits and faults, and compare and contrast existing lesson plans with my own to identify the best practices for wetlands pedagogy.

Personal Interest

I love the outdoors. I have loved the outside since I was a little kid. I always wanted to be out and my family went camping all the time, so I had plenty of experience going outside. Near my house was a large park with a river and a lot of walking trails to play on. My family went there often, and when I got older, I found out that it was actually a wetlands called Jackson Bottom Wetlands. When I went to elementary school, we would go on field trips to this wetland, and there we would look at the museum-like interior with stuffed animals that had been found, live frogs and snakes that lived in the area that were on display, and skeletons that were of animals that had been found there. The employees would teach us about the importance of the wetlands, how they were important to the flooding cycles, that unique organisms that lived there, and the special animals that called it their home. I learned a lot from my time at Jackson Bottom Wetlands.

I am studying to be a science teacher. I love learning about the way animals live and the way their bodies operate. My BIO 213 class, Principles of Biology; Structure and Function, focused on this for half of the term. The other half of the term focused on the way plants live and the way they operate, which also fascinated me. I am learning

about the way the world works at a molecular level, and about the way cells live and die. I am learning new things every day; I am learning about the building blocks of life itself. I also still love to visit the outdoors. I go on hikes whenever I can, and I camp during the summers and rent cabins or yurts during the winter when tents are too cold. I still visit Jackson Bottom Wetlands and look at the museum part of it as well as walking the trails and enjoying the atmosphere.

I am planning to be a middle school science teacher. After I graduate, I hope to teach for a year at the Northwest Outdoor Science School, delivering lessons about plant life, animal life, ecosystems, and nature to 6th grade students. Then I plan to live in Alaska for a year and teach science to the students there, furthering my own knowledge of nature as Alaska is much less industrialized. After this, I will teach science in the Pacific northwest to middle school students, grades 6-8, and I intend on ensuring that my students are well versed in the importance of specific environments to our ecosystem (wetlands, but also other environments that have an importance that is overlooked).

Larger Context

Wetlands are in danger due to human activity. “Since colonial times, over half of the wetlands in the lower 48 states have been lost due to development, agriculture and silviculture.” People don’t know about their importance to our environment and how they protect both people as well as wildlife. Wetlands help to prevent floods, and they serve as home to unique plants and animals that thrive only in wetlands.

One of the major benefits of wetlands to the environment is their flood protection. “[They] function as natural sponges that trap and slowly release surface water, rain, snowmelt, groundwater and flood waters”. Should wetlands be disrupted for the sake of development and farming, floods could take out the structures in the area, endangering lives and damaging property. In addition, having wetlands around or within urban areas and farms helps the area, “counteracting the greatly increased rate and volume of surface- water runoff from pavement and buildings [and] The holding capacity of wetlands helps control floods and prevents water logging of crops”

Unique animals flock to wetlands and call them their home. The Pantanal is the largest wetlands in the world, and “It has been said that the Pantanal has the highest concentration of fauna in the New World”. These animals include more than 650 species of birds, over 200 species of fish, around 100 species of mammals (over half considered endangered animals), and about 200 species of reptiles and amphibians. At Jackson Bottom Wetlands, the bird species number over 200, about 50 or so species of mammals. In Oregon, the major endangered animals that call wetlands their home include “coho salmon, spotted frogs, western pond turtle, upland sandpiper and sandhill cranes” These animals flock to wetlands for their protection as well as their unique

ecosystem that causes them to thrive. In fact, “More than one-third of the United States' threatened and endangered species live only in wetlands.”

Wetlands are also home to unique plants, as plants, too, find the environment perfect for growing, and this helps to complete the circle of plants necessary for animals and animals necessary for plants. Among other endangered plants, trilliums, a federally protected plant in the pacific northwest, call wetlands one of their homes. In addition, in Oregon, various dogwoods, ferns, and mosses thrive in the wetlands.

Understanding the importances of wetlands, as well as helping the youth to understand these importances, will encourage our future leaders to pursue wetlands protection.

Methods/Process

My thesis project will be based in pedagogical approaches. I will be researching and gathering information on the importance of wetlands to the ecosystem in my hometown, Hillsboro OR. I will devise plans to best teach these importances to children, and assess their effectiveness based on other lesson plans. I plan to reach out to the wetlands, Jackson Bottom Wetlands, and get an overview of their educational programs to best compare them to my own.

My plan is to create three lesson plans of the most important things about wetlands. The lesson plans will include hands-on activities at the wetlands, experiments and observations, as well as some more classroom exercises and lessons. The lesson plans will occur on site at Jackson Bottom Wetlands; the classroom-like exercises will take place at the classrooms inside the Guest Center.

The lesson plans will each be centered around one main reason why wetlands are so important. The first will be centered around flood protection that wetlands offer. This lesson will include doing experiments with models to see which helps the most to protect against flooding. I will investigate various wetlands, including Jackson Bottom Wetlands, as well as the largest wetlands in the world, the Pantanal, to find information regarding how they impact the flooding cycles. The lesson will involve showing the students what would happen if the wetlands were not there and rivers were allowed to flood without their protection.

The second lesson will be about the unique animal life that thrives in wetlands. This will include doing observations at the wetlands of animals as well as seeing some evidence of animals that were not observed and seeing where else in the world these animals can be found. The purpose of this lesson is to show the students not only what animals can be found in wetlands, but also that most of these animals exclusively call

wetlands their home, and that without the wetlands, these animals would not have a home and the ecosystem would fail.

The final lesson plan will be about unique plant life that thrives at wetlands. This will include taking rubbings of some plants, taking pictures of others, and looking for the plants in a Plant Guide (they can be found in the Guest Center at Jackson Bottom Wetlands). The purpose of these activities is to teach the students about what plants grow in wetlands. The students will learn what animals from the previous lesson use these plants as homes or as food, as well as looking at where else these plants can be found in the world, similar to the previous lesson, with the intention of displaying how plants need the wetlands to thrive, and without them, the ecosystem would die. In addition, this lesson plan will drive home the idea of the circle of life, with the animals needing the plants to live, the plants needing the ground to live, and the ground needing dying matter to be nourished.

At the end of my project, I will have created new lesson plans and resources for teachers who are looking to teach their students about ecosystems. Often, wetlands are overlooked when students are taught about ecosystems because they are a smaller ecosystem. Often, they are overshadowed by jungles, forests, deserts, etc., though they are no less important. If anything they have a higher importance to our day to day life.

Through the digital publication of my thesis project, I hope to encourage the spread of wetlands education, thus spreading awareness of the importance of the wetland ecosystem to the youth, hopefully through the use of hands-on activities as well as on site learning, where the students have the opportunity to visit the ecosystem they are learning about, which is not often the case.

Working Bibliography, with Select Annotations

Swarts, Frederick. "About the Pantanal." The Pantanal of Brazil, Bolivia and Paraguay, www.pantanal.org/pantanal.htm.

This source is an informative website regarding the Pantanal Wetlands in Brazil, the largest wetlands in the world. The website has information regarding the Pantanal's preservation, threats, values, and what all makes up the Pantanal. This source will be useful for my thesis because it will help underline the lesser known importance of wetlands, in addition to touching on the unique ecosystems that exist in the Pantanal and the unique environmental impact that the Pantanal has.

REED, MEGAN H., et al. "Why Wetlands Matter: Using Modeling and Data Analysis to Understand Wetland Functions." The Science Teacher, vol. 87, no. 4, National Science Teachers Association, 2019, pp. 34-42, <https://www.jstor.org/stable/26899235>.

This source is from a book called “The Science Teacher” and it talks about the importance of wetlands and their environmental impact. I know that I will need to identify the most important aspects of wetlands in order to make lesson plans that teach those important things, and for that I will need sources like this one that will help to identify those aspects. In addition, this source contains useful drawings and charts that I could potentially use in my lessons to help teach the concepts to students.

“Wetlands Education for Students and Teachers.” EPA, Environmental Protection Agency, www.epa.gov/wetlands/wetlands-education-students-and-teachers.

This source is from the US EPA, and it is a resource for teachers and other instructors to use while educating their students on wetlands. This website contains activities that can be done, and these I can use in comparison to my own activities that I make. It also has information regarding teaching methods as well as materials that can be accessed that will help in the process of making lesson plans. I think that these resources I can use while making my lesson plans in order to ensure that my lesson plans are as good as they can be. Lastly, this source also contains educational programs that exist regarding Wetlands education. I can use these programs as a source of comparison to my own lesson plans.

“Educational Resources.” National Wildlife Federation, www.nwf.org/Educational-Resources.

This source has tools for teachers to use while making lesson plans. This source will be useful to me while doing my thesis because I can use the resources as both a comparison of my own work as well as a resource in building my lesson plans. I can use both because it contains information regarding methodology of teaching and help in that aspect, which I can use as a resource, as well as pre planned lesson plans and activities which I can use in comparison to my own lesson plans and use when evaluating the usefulness of my lessons and activities.

Bowen, Devon, et al. “World Wetlands Day: 11 Reasons Why Wetlands Are Vital for Humans and Animals.” Two Oceans Aquarium, 31 Jan. 2020, www.aquarium.co.za/blog/entry/11-reasons-why-wetlands-are-vital-for-humans-and-animals.

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Wildlife. Jackson Bottom Wetlands Preserve. (n.d.). Retrieved December 15, 2021, from
<https://www.jacksonbottom.org/natural-resources/wildlife/>

“Why Are Wetlands Important?” EPA, Environmental Protection Agency,
<https://www.epa.gov/wetlands/why-are-wetlands-important>

(CR)

Windows into Comfort (12)

Advisor: Jodie Garrison, Art & Design

Personal Pronouns: She/her

Thesis/Project Genre: Creative (Art)

Abstract:

Life is difficult, and people struggle with depression and anxiety seemingly now more than ever. As the climate changes, wealth disparity increases, and war and disease rage on, it can be easy to lose sight of the positive aspects of life. As people encounter these daily stressors, they require and even deserve access to services, therapies, recreation, and pastimes that bring them comfort, security, and pleasure, from public health services to art. With this project, I aim to create an artistic project that allows me to make my own escape from the realities of the world into one of comfort, something that I can look at and instantly feel better, and I know I can do that by combining two subjects that interest me: architecture and animation.

I will begin this project by planning and designing the subject of the painting: Studio Ghibli movies and windows. I will choose three different window styles and three different scenes from Studio Ghibli movies that appeal to me. Next, I will consider why I have chosen animated films and windows as my subjects and research them both. I plan to apply a psychological lens to why windows are important, emphasizing why they benefit mental health, and I will reflect on why I think animated films are valuable as well.

Once learning enough about my subjects, I will combine the window frames and the landscapes into three cohesive pieces. I will design and cut the wood shapes and then paint them with oil paints. After completing my pieces, I will contextualize and reflect on my project. When finished, I will have produced a collection of artwork that addresses both architecture and mental health and well-being. Although it's too early to predict results, it is my hope that my work will show windows and animation from another, more introspective mindset, and possibly inspire others to create their own comfort spaces through art.

Personal Interest:

In my senior year of high school, I completed a portfolio for my AP art class. It was focused on the turn-of-the-century houses in the neighborhood I grew up in. I thoroughly enjoyed the process of finding and documenting fifteen different houses with their own stories and personalities, and found that when I made this portfolio, I painted the whole houses rather than focusing on individual aspects of them. I have always been

interested in architecture, especially older buildings. I also have a fascination with the inside of other people's homes and buildings that are unfamiliar to me. I often find myself looking into lamplit houses when I'm walking on the street, not to see the people, but to see how they decorate their spaces.

I have struggled with my own mental health since childhood, and I have discovered my own ways of coping when challenges arrive. Primarily, I distract myself. I focus on something else, something totally unrelated to the stressor. Sometimes, I'll look out the window and watch passersby and whatever else is outside at the time. Other times, I'll make art or watch something. The most enjoyable things to watch that I have discovered in the last year are animated films, particularly those made by Studio Ghibli. It is so comforting to transport myself to another world, a place where the scenery and environment are beautiful, and, if bad things happen, they are resolved in a happy ending. This is where my project comes from: a combination of my love of architecture and my personal escapes into animation.

I hope that my future self will continue to be inspired by the things she sees in everyday life. As I grow as an artist, I plan to continue painting houses and architecture both because I enjoy doing so and because those subjects tend to be desired for commissions. I also hope to continue to find enjoyment in seemingly childish movies and animation. When I become an art teacher, I plan to use things that my students are interested in to inspire and motivate them. I have had teachers in the past who assign projects lacking meaning and background, but I want to make sure that my students can always make their assignments their own, that they can express themselves and even relieve their stress through their art. Feeling a connection with one's art is how truly unique and worthwhile art is made.

Larger Context:

Art is one of the most influential things in our world. It affects our individual moods and ideas, our politics, and our collective society.

One of the many impacts of art is its ability to heal. Therapists and artists both use the practice of art to think, feel, and absorb difficult times in their lives. Deirdre Heenan, in her paper "Art as therapy: an effective way of promoting positive mental health?" writes that art works alongside therapy to help people understand their problems and reintegrate into society. She goes on to say, "There is a range of ways that art can make a contribution to promoting positive mental health. It can be a self-initiated activity providing a form of self-expression; it can be used to improve care environments; it can change the way society views mental illness; and can also provide service users with a voice" (182). It is important for people to know that making art is a viable, healthy way to relieve stress and process complicated emotions. Creating art

provides a safe space for artists to explore and express themselves in their own personal ways.

Windows also have a beneficial influence on mood and health. When people work in a room with windows, they have a more positive outlook on their work. In her article “A Room with a View: A Review of the Effects of Windows on Work and Well-Being,” Jennifer A. Veitch explains, “Windows with views of nature were found to enhance work and well-being in a number of ways including increasing job satisfaction, interest value of the job, perceptions of self-productivity, perceptions of physical working conditions, life satisfaction, and decreasing intention to quit and the recovery time of surgical patients” (2). As technology advances and populations condense, more people find themselves working in isolated cubicles in front of computers. It is important to remember the importance of natural light and a view of the outside world in their work spaces. While windows are a commonplace feature in our homes and spaces, their role is not often considered: windows often stand inconspicuously, but they offer an escape to the outside world for the viewer. After all, people look through windows, not at them.

The goal for my project is to empower people through practice of an artistic endeavor to process their emotions in a healthy way, and possibly learn more about myself through the journey.

Methods/Process:

For my thesis, I will be painting three Studio Ghibli scenes as seen through windows to address the need for psychological relief in everyday life. I will use oil paint on pre-cut wood, and I already have the paint and artistic supplies I plan to use. Studio Ghibli is a Japanese animation studio that creates award winning fantasy anime. The Studio is a giant in the illustration and animation industry, and because its films are so widespread, the studio has possible influence over millions of people. I have not yet chosen the three scenes I want to paint, but I have a list of movies to watch and a way to access them so that I can look for landscapes that resonate the most with me. I have one picked out: the meadow from Howl’s Moving Castle, so I still need to find two more. If I run out of time to find scenes by watching movies, I will rely on articles and reports on the movies to find attractive scenes. I will then practice the scenes by sketching them and adjusting the compositions. Then, I will paint the Ghibli landscapes in my personal style on the wood I plan to cut.

For the window designs, I have already looked at old local houses with character and taken pictures of windows that interest me. I chose the three shapes I want to use: square, circular, and “circletop,” which is a rectangle with a round, or circular, top. I sketched them and designed potential borders and interior supports to choose from. Next, I will decide which trim and supports go best together without taking too much away from the scenes in the background. Once I decide on the final design, I will remake

the design in a computer drafting system, AutoCAD, and use the cabinet shop that my boyfriend's family owns to cut out pieces of wood into the shapes I want. Then, I will sketch the window designs on the wood, paint the background scenes, and add the final window painting over the top.

I have also researched window styles and history, as well as the psychological benefits of windows. I plan to discuss a brief history of windows and their design so that I can prove I know what I am talking about and I have thought about my project in depth. I have learned that windows are proven to have psychological benefits. There are several workplace studies that attest to the mental health benefits of natural light and views of the outdoors, showing that students and employees who work in rooms with windows rather than just artificial lighting have more positive views about their environment than those who work in a space without windows. I plan to compare this to my own interests with windows and create a more thoughtful explanation of why I chose windows specifically for my project. I might also research artists who focus on houses and landscapes and include them in my references.

When I write my reflective essay, I will analyze the effect that Studio Ghibli movies have on me personally and possibly the opinions of other movie watchers. I hope to communicate the positive influence the movies from Studio Ghibli have: the warm feeling that I get when I enter the fantasy worlds laid before me, worlds full of color and optimism. I plan to also connect my project to the previously mentioned benefit that windows have on mental health.

Although I do not expect my work to reach a large audience, I hope that it finds its way before the eyes of people like me who struggle with stress and anxiety and who are constantly looking for relief from the difficulties of daily life. My thesis will also be published on the Honors Digital Commons webpage, where people can discover it and be interested long enough to see my finished works. I have created and painted a 100 foot mural that hundreds of people walk by each day for which the local paper wrote a feature story, and I had a piece displayed in a local gallery in high school, so I know that it is possible for me to get my work to a larger audience. I currently work for the art gallery on campus, so I might try to create a student show in which I can place my pieces so that other students can see them and enjoy the pleasant atmosphere I intend to create. Finally, I hope to display my art and the art of other creatives in my future classroom as models that encourage students to ask questions, to wonder about themselves, and to inspire them to create art for their own mental well-being.

Working Bibliography, with Select Annotations

Collins, Belinda L. "Review of the Psychological Reaction to Windows." *Lighting Research & Technology*, vol. 8, no. 2, 1976, pp. 80–88., <https://doi.org/10.1177/14771535760080020601>.

This article discusses the benefits of windows on mental health in order to advocate for windows in modern spaces where they are not functionally needed because of artificial light and ventilation systems. It explains studies done on windowless classrooms, factories, offices, and hospitals, stating that they are generally disliked more than facilities with windows but lacking strong psychological impact. The article also states that views of landscapes and distant cities are proven preferable to views of buildings or the sky, and natural light is preferable to artificial light. I will use this article to write my explanation of the pieces I create, drawing attention to the appeal of windows and why I believe windows can provide psychological relief.

Fisher, Kieran. "The 50 Most Beautiful Shots of the Movies of Studio Ghibli." *Film School Rejects*, 17 June 2020,
<https://filmschoolrejects.com/studio-ghibli-beautiful-shots/>.

Heenan, Dierdre. "Art as Therapy: an Effective Way of Promoting Positive Mental Health?" *Disability & Society*, vol. 21, no. 2, 19 Jan. 2007, pp. 179–191.,
<https://doi.org/10.1080/09687599.2014.985063>.

Hesson, Robert. "The Psychology of Daylighting and Windows - Natural Light." *Northern Architecture*, 6 Apr. 2021,
<https://www.northernarchitecture.us/natural-light/the-psychology-of-daylighting-and-windows.html>.

"History of Stained Glass." *The Stained Glass Association of America*,
<https://stainedglass.org/resources/history-of-stained-glass/>.

Linghorn, James. "Studio Ghibli's Landscapes and Animation: Design, Characteristics and Process." *ProQuest Dissertations Publishing*, 2019, pp. 1–32.,
<https://www.proquest.com/openview/974032c66c3bf85d2aae2032736cd146/1?pq-origsite=gscholar&cbl=2026366&diss=y>. Accessed 7 Nov. 2021.

This paper elaborates on the style and methods used by the popular art house Studio Ghibli. It explains the artistic and cultural impact that Studio Ghibli has had on animation, particularly in Japan. Longhorn discusses the benefits and drawbacks that introducing digital animation in place of hand drawn would have on the specific aesthetic Studio Ghibli has managed to maintain throughout its existence. He also briefly explains the history of the studio and the artistic differences between the two founders. I will use what I have learned from this article to understand the context of the landscapes that I am painting. While I am recreating scenes from Studio Ghibli movies, it is helpful to have insight on the methods used by the lead animators and artists so that I can truly represent the iconic style of the films.

Odell, Colin, and Michelle Le Blanc. *Studio Ghibli: The Films of Hayao Miyazaki and Isao Takahata*. Kamera Books, 2019.

Sidler, Scott. "All about Historic Windows." *The Craftsman Blog*, 9 Apr. 2020, <https://thecraftsmanblog.com/all-about-historic-windows/>.

This article outlines the history of window design, from holes cut into walls for light and ventilation to elaborately designed architectural and artistic features. The author, Sidler, also discusses the details and purpose of window design. Learning about the history and basic design elements of windows will allow me to create more historical and creative renditions for my final paintings. Understanding how windows work will ensure that the windows painted on my final pieces will be identifiable and authentic.

Veitch, Jennifer A. "A Room with a View: A Review of the Effects of Windows on Work and Well-Being." *ResearchGate*, Jan. 2001, https://www.researchgate.net/publication/44083114_A_Room_with_a_View_A_Review_of_the_Effects_of_Windows_on_Work_and_Well-Being. Accessed 2 Nov. 2021.

This research report reviews findings on the benefits of windows. It explains that while windows did not significantly improve the performance of students or employees in the studies conducted, views of nature enhance the well being and job satisfaction of the majority of people. The report continues to elaborate on the impact of quality of view on satisfaction in working spaces, discussing details such as window size and location. Veitch ends by calling for more research on the benefits of windows on mental health. I will reference this review when explaining my choice of windows for the subject matter of my paintings, and I will discuss my own psychological reactions to windows and why I have such an interest in windows.

(QW)

The impact of background music's language on information comprehension and retention (13)

Advisor: Dr. Jaime Cloud, Psychological Sciences Department

Personal Pronouns: she/her/hers

Thesis/Project Genre: Scientific

Abstract:

Music and studying are commonly connected. Many students listen to background music for extra stimulation during extended periods of studying with the hope of keeping themselves focused on comprehending and retaining the information in front of them. But does the language of the music they listen to have an impact on their ability to effectively study? Do students retain more information if the music is in their native language or from another language family? In the form of an experimental study, the purpose of my thesis is to answer this question.

I will first review previous research on the effect that different types of background music have on cognitive abilities. Next, I will design and administer my own study that measures students' ability to comprehend and retain information when listening to background music from two different languages: English and Japanese. I chose these two languages because they come from different language families and many songs have been produced in both languages. After data collection, I will analyze my data and write up the results in a scientific, publishable report. I will also analyze what questions this study answered and what future research could be done to improve our understanding of music's impact on higher-order cognitive abilities.

Personal Interest:

Studying has always been a struggle for me. Growing up in the American school system with undiagnosed ADHD and other neurodivergence meant that traditional study methods often didn't work for me and I had to find another way to stay focused on my homework. When I was in high school, my dad told me about the idea behind video game music composition: they want to keep you focused on the game for as long as possible and design the soundtrack with that in mind. As an avid fan of video games and longtime player, I thought to myself: If the music can keep me focused on the game, could it keep me focused on my homework? From then on, I started using music as a way to focus. I went from video game soundtracks to classical music to pop music in other languages, etc, etc—but I was never able to focus if the lyrics were in English. Back then, it was just something I thought was peculiar and moved on. Now, I've decided to return to that phenomenon and see if there is a wider area of knowledge behind it.

Being a high school student and being a college student are two vastly different experiences. And with these experiences means learning and re-learning how to be an effective student in a new environment and still retain the necessary information. Particularly coming back to in-person classes post-COVID, it has been a struggle to redevelop appropriate study and focus methods. This struggle has brought the concept of stimulation and its relation to retaining information to the forefront of my experiences and thoughts. As a psychology major at Western Oregon University, I am required to complete an experiential study as part of my degree. This “psych thesis” involves planning, executing, and analyzing the data from a unique, experimental study in order to get an understanding of what this process looks like on a smaller scale.

Post-graduation, I want to go into the field of psychology. Publishing this thesis will help my graduate school applications as well as prepare me for the rigorous academic environment post-undergrad. While my current post-graduate plan does not primarily involve getting into research, it is always a possibility and could be something I end up working on. I will also need experience writing extensive research papers and/or grant-style papers—all of which is covered between the honors and psychology thesis classes. Due to the nature of my research, it is possible that the information uncovered will enhance my study habits from now on—which, for someone who plans to be in academia for a while, is a very helpful thing to have.

Larger Context:

Memory and comprehension have long been studied in the field of psychology. In the world of academia, students are more interested than ever in finding efficient ways to study and retain information. It has also been well established that music has a large impact on mood and behavior (Guegen & Jacob, 2014, p. 29). Since music has such a large impact on many aspects of our lives, the field of psychology has been very interested in how music interacts with our brains. This includes how music interacts with academia—research in the general area of understanding music’s impact on recall and academic-related cognitive tasks has been vast, inconsistent, and largely quasi-experimental (Tesoriero & Rickard, 2012, p. 340). This leaves many questions in the overall research scheme that still need to be answered and explored. Specifically, I found that there is no established knowledge on how music from any genre, language, or source impacts adolescents and young adults’ ability to perform cognitive tasks—such as homework (Kotsopoulou & Hallman, 2010, p. 431). Language and genre are two of the most notable parts of music, so it stands to reason that they would have large impacts on the effectiveness of studying.

Language is one of the most impactful parts of a person's life and culture. Our language impacts how we interact with the world, and our native language is the most important of all languages we may learn. Japanese, being from the Japonic or Altaic

language families, and English, being a part of the Indo-European language family, are very different languages, utilizing different characters, sentence structure, and phonology, among other things (Frankfurt International School, n.d.). Japanese and American students also have many differences in their cultural approaches to studying and music: one study found that American students are much more likely to think that music helps them study, while Japanese students tend to play music the least. However, this study also stated that most students of both cultures tend to listen to pop music the most and refrain from listening to music while “studying extensively”, instead choosing to play music when thinking or writing (Kotsopoulou & Hallman, 2010, p. 438).

As stated before, there have been many studies completed on the relationship between background music and the effectiveness of a participant when completing cognitive tasks. One study on background music’s effect on concentration was conducted in 2010, the applications of background speech (i.e. irrelevant speech effect) on short-term recall was studied in 2009, and how background music effects episodic memory was written about in 2019 (Tze & Chou, 2010; Kanter, 2009; Lemaire, 2019). While all these studies are valuable contributions to the field, none of them focused on language: instead, they used instrumentals or upbeat songs from the students native language as a consistent, controlled variable. My thesis looks to fill this gap by focusing on the language's role in this process—in other words, looking at the trees while these larger studies have been looking at the forest.

Methods/Process:

In this project I will be studying the effect of the language of music on an individual’s ability to retain information. This study will hopefully give more insight into the effectiveness of music in studying, particularly in regards to American academic culture which places a heavy emphasis on rote memorization and comprehension in testing. To study this, I will develop and administer a psychological study and gather data from participants. Prior to starting the data collection, I will gain permission from the Institutional Review Board (IRB) in the 2022 Winter term.

The first part of this project will be developing the study. To do this, I will research how standardized American testing systems analyze and test comprehension and memory. This information will be used to create or find a short narrative that participants will read in the study. From this narrative, I will develop a short (likely 10-15 question) multiple-choice quiz that analyzes how well a person comprehended the short narrative and memorized facts stated in the narrative (ex: “What was the main character's goal?” and “What is the main character's favorite type of fruit?”). Since this study will examine the impact of the language of the background stimulation, I will also be doing research into the background stimulus I want to use—by the time I move to the next step, I will select two songs to use: one in English and one in Japanese. I chose

these two languages because they are from different language families and have a large selection of music that was translated and produced in both languages. This development will largely be happening throughout PSY 467 (Quantitative Methods) and PSY 468 (Advanced Research Methods).

Next, I will complete the study. After getting approval from the IRB, this study will be administered online through Western Oregon University's online survey system. Depending on the capabilities of the system, participants will complete the study in one of two ways: in the preferred method, participants will be automatically sorted into two groups (English music or Japanese music) and be directed to a screen with a short narrative and asked to read it. While they are reading the narrative, the pre-selected music track will play in the background. Once participants have read the narrative, the music will stop and they will be directed to a timer which will ask them to wait a predetermined amount of time. After the allotted amount of time has passed, the participants will be directed to one last screen that asks a series of questions about the narrative they read. After they have answered every question, the data will be recorded and the participants will finish the study. In the non-preferred method, everything will be the same except the participants will be tasked with starting and ending the music themselves after being given a link to a YouTube video or other audio-hosting service. This section has the largest probability of change, depending on future information gained or advice given in regards to the specifics of the study.

Due to the limitations of undergraduate studies, I hope to have at least 10 participants in each group, for a minimum total of 20 participants. With all luck, I will have many more participants, but that largely depends on volunteers. By getting my prep work done now and being able to hopefully fast-track my project to the survey site, I will be able to attract more participants by having the study up for the longest period of time. I will also be looking into other sources of participants outside of the psychology department, utilizing friends, colleagues, and classmates to ensure my study has a significant dataset to work from.

Finally, I will analyse the data given and write a scientific report on my findings. My hope is that there are significant findings to report on, but even non-statistical findings can still give a large insight into this gap in the research. My largest goal in this study is to learn more about the process of psychological research: developing, administering, and analyzing a study from start to finish. After publishing my thesis, I hope to use this study to influence my own study habits and potentially help others who struggle with academic studying.

Working Bibliography, with Select Annotations

Daoussis, L., & McKelvie, S. J. (1986). Musical preferences and effects of music on a reading comprehension test for extraverts and introverts. *Perceptual and Motor Skills*, 62(1), 283-289. <https://doi.org/10.2466/pms.1986.62.1.283>

De Groot, A. M. B. (2006). Effects of stimulus characteristics and background music on foreign language vocabulary learning and forgetting. *Language Learning*, 56(3), 463-506. <https://doi.org/10.1111/j.1467-9922.2006.00374.x>

Part of my study is investigating whether the language of the background music has any impact on a person's ability to comprehend and retain information. I chose this study because I wanted to see the impact of how many foreign vs native language words were remembered in the music and nonmusical conditions. In other words—does language have an impact on memory? This study found that participants who studied words with background music remembered more words than the silent condition. As well, the type of word had an impact on the participants ability to recall them: for example, “typical” foreign words were remembered at a higher frequency than “atypical” foreign words.

Frankfurt International School. (n.d.). The differences between English and Japanese. Retrieved from <http://esl.fis.edu/grammar/langdiff/japanese.htm#:~:text=There%20are%20very%20significant%20differences%20between%20Japanese%20and,peers.%20Alphabet%3A%20The%20Japanese%20writing%20system%20is%20complex.>

Gueguen, N., & Jacob, C. (2014). Congruency between instrumental background music and behavior on a website. *Psychology of Music*, 42(1), 29-34. DOI: 10.1177/0305735612453487

Kantner, J. (2009). Studying with music: is the irrelevant speech effect relevant? In M. R. Kelly (Ed.), *Applied Memory* (pp. 19–40). Nova Science Publishers.

Kotsopoulou, A. & Hallam, S. (2010). The perceived impact of playing music while studying: age and cultural differences. *Educational Studies*, 36(4), 431-440. <http://dx.doi.org/10.1080/03055690903424774>

Since I am using languages from two very different cultures—in regards to music, language, and education, just to name a few—I wanted an in-depth look into how these different cultures perceive musical stimulation. This study looks at Japanese, English, American, and Greek cultures: though in relation to my study I am most interested in the American/English and Japanese cultures. These two cultures tended to view background music in very oppositional ways in regards to studying and retaining information. It will be interesting to see if there is a

similar effect in regards to how each culture's music affects a person's ability to study.

Lemaire, E. C. (2019). The effect of background music on episodic memory. *Psychomusicology: Music, Mind, and Brain*, 29(1), 22-34.

<http://dx.doi.org/10.1037/pmu0000234>

This resource is going to be one of the most valuable sources I will use for this project. Since the study is so close to my study, I can draw heavy inspiration from their methods and compare my results to their results. This study researched how background music impacted college students' episodic memory. They completed this study by splitting their participants into three groups: stimulating background music, relaxing background music, or control (nonmusical noise) and testing how well they were able to recall words after a short rest. This study discusses in depth their controls, tools, and methods, which gives me an in-depth understanding of this particular area of study and a good launching place for finding more background information.

Tesoriero, M., & Rickard, N. S. (2012). Music-enhanced recall: An effect of mood congruence, emotion arousal, or emotion function? *Musicae Scientiae*, 16(3), 340-356. DOI: 10.1177/1029864912459046

This is an important study in regards to the theories behind music-enhanced recall. Both this study and mine involve analyzing how music affects memory, and utilize a short narrative to test recall. By comparing and contrasting the three main theories in this field of study, this research found that the mood congruence theory held the strongest: essentially, people will remember things that align with their current mood. If you are sad, you will remember sad things. This study was also conducted online, similar to how my study will likely be, and contained advice for future researchers utilizing online research.

Tze, P. & Chou, M. (2010). Attention drainage effect: how background music effects concentration in Taiwanese college students. *Journal of the Scholarship of Teaching and Learning*, 10(1), 36-46. <https://files.eric.ed.gov/fulltext/EJ882124.pdf>

(MW)

