

# UNCONVENTIONAL WISDOM:



University of Montevallo  
**TRIO** McNair Scholars Program  
2015 Research Journal

## Welcome



As someone who looks forward each year to the presentations by McNair Scholars of their research, I am pleased to provide a prefatory message for the third issue of *Unconventional Wisdom: the University of Montevallo McNair Scholars Program Research Journal*.

An intensive research project guided by a faculty scholar allows a student to engage in deep learning, apply a fresh perspective, and produce novel insights about a challenging problem or significant issue. In and of itself, undergraduate research provides intellectual rewards and personal satisfaction. But beyond those intrinsic benefits, research projects build applied skills that are valued in the world of work.

A study of over 300 employers released by Hart Research Associates in April 2013 highlights the worth of undergraduate research. When asked about the abilities that most contribute to successful careers, employers gave the highest rankings to critical thinking and analytical reasoning skills, the ability to analyze and solve complex problems, and the ability to communicate effectively, both orally and in writing—the very abilities the McNair Program cultivates and the work presented in this journal displays. Even as McNair Scholars are broadening their own understanding and contributing to the understanding of others, they are preparing to make still more substantial contributions in their graduate studies and ultimately in their chosen careers.

Enjoy reading about their projects,

Dr. Suzanne Ozment  
Provost and Vice President for Academic Affairs

## **History of the University of Montevallo**

Due to the efforts of Julia Tutwiler who advocated for the technical training of girls, the University of Montevallo opened in October 1896 as the Alabama Girls' Industrial School (AGIS), a women-only technical school that also offered high school-level courses. AGIS became the Alabama Girls' Technical Institute in 1911, further adding "and College for Women" in 1919. The school gradually phased into being a traditional degree-granting institution, becoming Alabama College, State College for Women in 1923.

The school's supporters lobbied the Alabama Legislature which passed a bill on January 15, 1956 that dropped the designation "State College for Women", effectively making the school coeducational. The first men entered the school that same month. In 1965, the board of trustees authorized President D. P. Culp to sign the Certificates of Assurance of Compliance with the Civil Rights Act of 1964. In the fall of 1968, three African American women, Carolyn Buprop, Ruby Kennbrew, and Dorothy (Lilly) Turner, enrolled in the university. On September 1, 1969, Alabama College was renamed the University of Montevallo. Today, the University of Montevallo is the only public liberal arts college in Alabama and is a member of the prestigious Council of Public Liberal Arts Colleges (COPLAC).

Montevallo is located in the geographic center of the state of Alabama in an area rich with Civil War history. With slightly over 3,000 students, the university generates a significant economic impact on the surrounding communities in Shelby County.

Many of the buildings on campus predate the founding of the college, including King House and Reynolds Hall. The King House is reserved for special guests of the campus, and Reynolds Hall is still used by the Theater Department and alumni relations. King House was reportedly the first home in Alabama to receive pane glass windows.

Montevallo's campus is considered an architectural jewel. Its appearance is more in line with private, elite institutions. The central part of campus is a National Historic District, listed on the National Register of Historic Places. The Olmsted Brothers' firm, who also designed the grounds for the Biltmore House in North Carolina, designed the main portion of the campus. Frederick Law Olmsted designed Central Park in New York.

**Unconventional Wisdom: University of Montevallo McNair Scholars  
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This third edition of the McNair Research Journal embodies the proceedings of the 12<sup>th</sup> Annual McNair Scholars Program Research Presentations held on June 25, 2014. Many of these projects have been presented at national conferences in Baltimore, MD; Kansas City, MO; Seattle, WA; and Asheville, NC.

Roberta Lechnitz, Ph.D.  
Project Director  
McNair Scholars Program

## **About TRIO**

The Federal TRIO Programs were established by Congress to provide educational assistance and opportunities for all Americans regardless of ethnic/racial backgrounds or economic status. TRIO encompassing Talent Search, Upward Bound, Student Support Services, Educational Opportunities Program, and the Ronald E. McNair Post-baccalaureate Achievements programs reflect our country's commitment to diversity and equality in education. These programs, funded by the Title IV Higher Education Act of 1965, generally serve first generation low-income students, students with disabilities and students from groups underrepresented in higher education.

## **About Ronald E. McNair, Ph.D.**

Ronald Erwin McNair was born October 21, 1950 in Lake City, South Carolina. McNair's thirst for scientific knowledge led him to a Bachelor of Science degree in Physics from North Carolina A&T State University, graduating magna cum laude. Earning a Ph.D. in Physics from Massachusetts Institute of Technology in 1976, he became a widely recognized expert in laser physics while working with the Hughes Research Laboratory.

Further distinguishing his career, he was chosen from a pool of ten thousand applicants for the NASA Space Shuttle Program. In 1986, Dr. McNair was a mission specialist aboard his second Challenger flight when the shuttle was tragically lost in an accident that claimed the lives of the entire crew. To honor the memory of Dr. McNair, Congress allocated funding for the Ronald E. McNair Postbaccalaureate Achievement Program.

## **The University of Montevallo TRIO McNair Scholars Program**

The University of Montevallo is committed to the legacy and memory of Dr. Ronald E. McNair. Our scholars, representing a diverse background, look forward to continuing their educational endeavors in graduate and doctoral programs. The program facilitates educational and academic growth through research opportunities, faculty mentoring relationships, and related services. The scholars attend and present their research at national conferences and network with professionals in their fields of study.

# **Charisma and its Magnetism, Part I (Review of Related Literature)**

**Dhakhir Mubarak Abdullah**

Virginia Bare, Ph.D.

## **Abstract**

The idea of charisma has been considered when describing the exploits of the great leaders of the past and present. What galvanizes a multitude of people into wanting to alter the status quo, and what special characteristics do their extraordinary leaders possess that attracts such a following? Many disciplines have studied charisma often altering slightly the meaning in the process. Originally the idea of charisma was associated only with those seen to have been ordained by God with some type of otherworldly attribute that attracted people and inspired them to follow the endowed. However, we have moved from a more religious connotation to a more secular one of a compelling attractiveness that inspires devotion in others. It has been shown that the charismatic leadership relationship creates an intense emotional bond between leaders and followers. The result is complete loyalty and trust in the leader and emulation of the leader. Followers are inspired to implement the leader's vision (Nahavandi, 1997). However, the charismatic leader attains his/her charisma not solely through the virtue of his/her own character, but dispositional traits are contributed by both parties. Moreover, the situation in which he/she emerges is integral to the manifestation of charisma. We are hoping to explore the idea of charisma and how it relates to human behavior in a leadership context and how charisma affects people on a subconscious level. This is a two-part project, which will span two summers; phase one is the literature review and phase two is the formulation of an instrument to collect data using a population of undergraduates at a small liberal arts university in the south.

## **Introduction**

### **Problem Statement**

As human beings we are all interdependent and the actions of those close to us as well as far away, can affect us in ways that are not immediately salient. We may not understand the subtlety in which we are affected by charismatic leaders or their influence on a small as well as a global scale. Political leaders can galvanize an entire group of people to do something radically beneficial or radically horrendous. On a smaller scale there may be neighborhood leaders who have charmed the younger generation into following them. In fact, studies have shown that it has often been the young who have been the foot soldiers in revolutionary movements.

### **Purpose of the Study**

This research focuses on the idea of charisma and its relationship to human behavior. Approaching this objective, the research begins initially by identifying the characteristics that

charismatic leaders usually possess and then looked at charisma in different contexts. Also the researcher looks at what type of personality traits that their followers possess. Moreover, the researcher explores the idea of leadership emerging from evolutionary factors.

### **Research Questions**

Why are we as a people drawn to charismatic leaders? How does charisma effect followers on a verbal as well as nonverbal level. What types of personalities are most easily influenced by charismatics? Did charismatic leadership arise from evolutionary factors? What types of traits do the followers of charismatic leaders possess? Can charisma be learned?

### **Significance of the Study**

It is expected to find out that charismatic leadership, or leader and follower relationships in general, have had beneficial evolutionary implications. If so, this would illustrate why followers are drawn to charismatic figures on the conscious and subconscious planes. Also we expect to find that charisma is not a mystical phenomenon but one that can be studied under scientific scrutiny.

## **Literature Review**

### **The Importance of Studying Leadership**

History is replete with charismatic figures who have galvanized an entire population and led it, frequently against the odds, to safety or prosperity. It is the dynamics that exist between these types of leaders and their followers that so captivate us and lead us to explore the factors that contribute to these significant occurrences. However, before we explore the construct of charismatic leadership, it will help to briefly mention leadership and its importance in general. Though a completely comprehensive discussion involving this phenomenon is beyond the scope of this literature review, we will attempt to show its import. The literature abounds with

different definitions of leadership, but I will utilize Vugt's (2006) definition, "Leadership is conceptualized in terms of the outcome of strategic interactions among individuals who are following different, yet complementary, decision rules to solve recurrent coordination problems" (p. 354).

The importance of studying the leadership phenomenon is attested to by the voluminous studies on leadership and furthermore by its prevalence in our everyday lives. For example, in regards to the prevalence of the leadership construct, Popper (2005) mentions in his book, "In politics, in the work place, in the community, the street gang, the military, in schools, youth movements, even in kindergartens, leadership is a phenomenon that can be identified and described and attributed to certain individuals whose influence is palatable...( p. 13). Moreover, leadership is an inevitable motif in society and it can be argued that it is the most important problem in the social sciences (Vugt, Hogan, & Kaiser, 2008).

Furthermore, Boehm (1999, cited in Vugt, 2006) reported that the evidence presented in the anthropological literature suggests that there are no known human societies without some form of leadership. Humankind's tendency to form leader and follower relationships unconsciously happens even when such a relationship is not sought after. In fact, Bass (1954, cited in Vugt, 2006) observed that, "Social psychological research reveals that a leader-follower structure emerges spontaneously even when groups set out to be leaderless" (p. 354). So it is easy to see how important the study of leadership is within society. The ubiquity of the leadership phenomenon evokes the notion that an evolutionary basis for leadership exists. In order for this to be possible there had to be an evolutionary basis for both followership and leadership, because leadership is a group phenomenon; there are no leaders without followers (Nahavandi, 1997).

During their qualitative experiment on the evolution of followership and leadership, Vugt, Hogan, and Kaiser (2008) would mention findings that would shed some light on our inquiry about the evolutionary origins of this social phenomenon; they reported, “Leading and following are strategies that evolved for solving social coordination problems in ancestral environments, including in particular the problems of group movement, intragroup peacekeeping, and intergroup competition” (p. 182). Moreover, it is almost unconscious to delegate certain individuals with certain types of personalities to lead certain groups in life, in order for this to be so effortless humans would have to innately possess schemas psychologically with regards to potential leaders. In fact, upon review of the literature we discovered corroboration for this proposition, Vugt et al. (2008) mentions that, “specialized mechanisms for planning, communication, group decision making, competence recognition, social learning, and conflict management would have contributed to the emergence of a specific leadership and followership psychology in humans”(p. 184). Leadership and followership is intrinsic within our society and the very nature of human kind, its study is paramount and can be attested to a degree by what is mentioned above.

### **Charisma and the Evolution of its Definition.**

The preceding account attempts to expound upon the significance in the studying of leadership, although ineptly, it brings to the forefront some examples in its attempt. In order for us to explore the idea of charismatic leadership it will help to define the mystical construct of charisma and tell how it has evolved over time. Originally the idea of charisma was associated only with those who were thought to have been ordained by God with some type of otherworldly attribute that attracted people and inspired them to follow the endowed. Moreover this mystical

quality was thought to be unique to the individual. To illustrate, the forbear in the conceptualization of charisma, Weber (1947, cited in Bowden, 2010) defines charisma as:

A certain quality of an individual personality, by virtue of which he is set apart from ordinary men and treated as endowed with supernatural, superhuman, or at least specifically exceptional powers or qualities. These are such as are not accessible to the ordinary person, but are regarded as of divine origin or as exemplary, and on the basis of them the individual concerned is treated as a leader. (p. 176)

When pondering the source of such atrocious acts as the Holocaust, many cannot help but attribute a mystical aura to this leader; what type of person can impel such a multitude to commit such unspeakable acts, and what type of people will be so enraptured by said leader? However, contemporary notions of charisma have departed from the original conceptualization, and does not classify charisma as a rare and unusual quality (cf. Beyer, 1999 as cited in Antonakis, Fenly, and Liechtl, 2011). As the concept of charisma evolved many different disciplines would adopt the construct and apply their own denotation. For simplicity's sake we will use the definition of the Merriam-Webster dictionary, "a special magnetic charm, or inspirational quality that inspires devotion within followers" (2012, p. 45).

### **Examples of Charismatic Leaders**

After defining the idea of charisma and its subsequent evolution, it would help to list a few examples to provide this psychological construct with a physical personification. Dr. Martin Luther King, Jr., Mahatma Gandhi, and John F. Kennedy are leaders who exude confidence and engender extreme emotional responses in their followers. They have special relationships with their followers and are described as charismatic (Nahavandi, 1997). Also consider, Fidel Castro, who championed the Cuban Revolution along with his brother in arms, Che Guevara. Charisma in itself is not inherently good or bad, but it proceeds from the orientation of the individual.

The aforementioned individuals occupy generally, a positive sphere within the public psyche, but those that we list now are considered more negative. On a darker note, we have Adolf Hitler who was able to rally a defeated German people and instill within them a new national pride, as well as a superiority complex that would lead to the mass murdering of millions. On smaller scales we have gurus, often considered messianic figures, who have led certain social movements, people such as Charles Manson and Jim Jones. The descriptions that Jones's followers attribute to him convey the notion of a savior coming to rescue the downtrodden. For example, Popper (2005) remarks, "Jones was perceived by his followers (most of whom he knew from a distance) as a sacred and loving being whom they described in truly messianic terms" (p. 58). Both Jones and Manson, through their influence, manipulated their followers and developed their own nebulous mystique, which gave them the wherewithal that would lead to many people being killed. Manson would acquire his fame after murdering a group of people at a party in Los Angeles, while Jones was responsible for the largest mass suicide in history; over 900 people, including scores of children, took their own lives (Popper, 2005). Occurrences such as these, continue to baffle society and sparks deeper inquisitiveness towards a possible reason why these followers would carry out such horrendous deeds at the behest of a leader.

Contrary to the idea that this list evokes, which is that charismatic leaders only exist on the national scale, charismatic leaders exist on all stratifications of life. As quoted above, charismatic leaders exist in all aspects of life: whether it is a CEO of an illustrious firm, a school teacher, a friend, parent, politics, and street gang youth movement etc. These leaders exist and are important influencers of society.

## **What is Charismatic Leadership?**

Now that we have defined charisma, and have given a brief list of charismatic figures, it is a bit easier to explore the phenomenon of charismatic leadership. Like all forms of leadership, there are certain aspects that overlap, however there are certain facets which are specific to charismatic leadership which separates it in the literature. Charismatic leaders differ from other leaders by their ability to formulate and articulate an inspirational vision and by behaviors and actions that foster an impression that they and their mission are extraordinary (Conger, Kanungo & Menon, 2000). Furthermore, Nahvandi (1997) states, “charismatic leaders are defined as leaders who have a profound emotional effect on their followers: they are perceived not simply as bosses, but rather as role models and heroes who are larger than life” (p. 184). First and foremost, the leadership, particularly described as charismatic is an emotional phenomenon (Popper, 2005). Although this statement speaks to us intuitively, Zajonc (2004) summarizes many studies on the classic controversy between cognition and emotion. He argues, “People do not risk their lives for freedom because of a precise cognitive analysis of pros and cons and they certainly do not do so in matters of preference. Preference is a matter of emotions (and the explanations and assessments come later)” (p. 4).

Charismatic leadership involves an inspirational leader who exceeds other types of leaders in devotion from their followers, and is also revered as more than a simple leader. The result is complete loyalty and trust in the leader, emulation of the leader, and followers are inspired to implement the leader’s vision (Nahavandi, 1997).

## **Changes in the Conceptualization of Charismatic Leadership**

The concept of charisma in leadership was introduced by Weber in the early 1920s. Charisma, since it is by definition an inspired and divine gift, was assumed to be beyond the

realm of scientific study (Nahavandi, 1997). However, the emergence of different theories attests to the importance of the concept's utility in different fields. Moreover, the idea of what charisma was would begin to change. Originally it was thought to only be a phenomenon of the individual, and all of the research regarding the leadership phenomenon were leader oriented. Thus emerged the "trait approach." On a different note, scholars would learn to regard charismatic leadership as a dynamic relationship between the leader and followers. The benefits of regarding the charismatic leadership construct as a relationship are highlighted by Popper (2005):

The conceptualization of leadership as a relationship allows us to see not only the action itself, but also the movements in the background and the circumstances in which the relationship exists (and changes). It permits analysis of specific cases of leadership along with integrative-comparative analysis. (p. 6)

Furthermore, in the relationship both parties contribute peculiarities and researches would begin to note this. For instance, Nahavandi (1997) reports:

One of our bases of our current approaches to charismatic leadership is the analysis of the concept as a relationship between the leader and his or her follower rather than a simple description of traits and personal characteristics of the leader. (p.184)

Both parties bring certain traits to the relationship that contributes to the leader's charismatic air.

Before we continue it will add to the comprehension of the construct to list some of the traits that the leaders and the followers bring to the relationship. Although some of these traits may overlap with another form of leadership, some of these exist in degrees that characterize charismatic leadership specifically. The list includes: a high degree of self-confidence, strong conviction in the correctness of their ideas, high level of enthusiasm, high degree of expressiveness, excellent communication and articulation skills, active role modeling and image building, etc. (Nahavandi, 1997, p. 184). Here I will elucidate the utility of certain traits with regards to captivating followers and state what researchers report about some of these traits.

High self-confidence attracts us intuitively, and it is associated with a lack of internal conflict; whereas noncharismatic leaders doubt themselves in the face of failure and criticism, the charismatic leader knows he or she is right (Nahvandi, 1997). Again because the charismatic leadership relationship is one of emotion, the enthusiasm can be contagious; they are highly expressive and their nonverbal cues lend dramatic support to their verbal message that they deliver with considerable skill (Nahvandi 1997). In leaders we want to follow people who practice what they promulgate, not a person who instructs one to follow some credo that that the leader does not follow.

Since charismatic leadership is a dynamism between leaders and followers, followers of such leaders have certain characteristics; without both the leader and the follower characteristics, there cannot be a charismatic relationship (Nahavandi 2007). With regards to the followers and their characteristics, they touch on more emotionally invested levels than the average leader followership. To illustrate, traits of the followers include: a high degree of respect and esteem for the leader, great loyalty and devotion, genuine affection towards their leader, and unquestioning obedience (Nahavandi, 2007). The traits evoke the notion of an intimate relationship between individuals. Some of these characteristics have aided leaders in the past with changing a nation for the better (Martin Luther King's followers) but unquestioning obedience can lead to a very destructive outcomes as we have saw with Charles Manson, Jim Jones, and Adolf Hitler.

Another imperative in regards to the emergence of charismatic leadership is the situational requirement; scientists recognized this fact and have postulated that certain situational factors are more conducive to the emergence of charismatic leadership. Essentially, certain situations, compounded with the traits of the followers and leaders help to increase the leader's charismatic aura. Situational characteristics that are more conducive to the emergence of

charismatic leadership are: a sense of distress or crisis, a perceived need for change, an opportunity to articulate an ideological goal, and the opportunity to clearly articulate the followers' role (Nahavandi, 1997). In this small section we attempted, although not comprehensively, to conceptualize how the charismatic leadership phenomena was studied by scientists.

### **The Fortuitous Nature of a Crisis or Charged Situation**

When studying the charismatic leadership phenomenon, a consistent theme repeated itself throughout the literature and that is the propitious nature of a crisis. According to Popper (2005):

Social psychologists, who performed research manipulations of crisis situations in groups, found that leaders possess much greater influence in crisis periods than at other times, and groups tend to replace their leader with a new one if the former does not have a clear solution to the problem. (p. 19)

Moreover it is not only a situation of crisis per se that is necessarily imperative, a charged situation can achieve the same consequence; Pastor, Mayo, and Shamir (2007) corroborates the former statement:

Crises and other emotionally laden organizational events connected to charismatic leadership, such as downsizing, rapid growth, or reorganizations, are highly arousing contexts, and the emotional arousal experienced by followers may increase not only their search for a charismatic leader but also their tendency to view existing leaders as charismatic. (p. 1585)

Moreover, several studies on arousal and liking focused on the role of arousal in interpersonal attraction (Allen, Kenrich, Linder, & McCall, 1989; Bersheild & Walster, 1974; Riordan & Tedeschi, 1983, as cited by Pastor et al, 2007). For instance Jacobs, Berschield, and Walster (1971, as cited by et al. Pastor, 2007), found that women who met an attractive man after they had an unrelated upsetting experience were more attracted to him. To give an example, I will

mention the research of Pastor, Mayo, and Shamair and how they tested the effects of arousal on the ratings of a leader's charisma.

The researchers conducted an experimental laboratory study and a longitudinal field study to investigate the impact of followers' arousal on ratings of charisma. Both studies examined two contrasting hypotheses: (a) the misattribution hypothesis, and, (b) the response-facilitation hypotheses. The misattribution theory suggests that when people are highly aroused they feel more attracted to another person because they erroneously attribute the source of their arousal to the presence of this other person (Pastor et al., 2007). In contrast to the misattribution theory, the basic argument of response-facilitation theory is that general arousal facilitates the dominant response (Allen et al., 1989; Foster et al., 1998; Reisswzein, 1983; Zajonc, 1965, as cited by Pastor et al. 2007). In the laboratory experiment they increased arousal of their participants through riding a stationary bicycle at high speed (high arousal) or one with low speed which served for low arousal. Then they asked them to rate a business leader via watching a video. The results did not support the misattribution of arousal hypothesis.

The longitudinal study was conducted inside an educational environment, where they examined the influence of arousal on a leader's charisma via a university's students. These students were asked to identify a close charismatic leader and many students choose professors. Two professors with different charismatic reputations were selected to participate in the study, one with a high charismatic reputation, the other was described as being a good instructor but was not described in charismatic terms by students. The level of arousal was measured with the 12-item Activation Scale of the Self-Report Affect Circumflex (Larsen & Diener, 1992; Russell, 1980; Watson & Tellegen, 1985 as cited by Pastor et al., 2007). Charisma ratings were measured with the Charisma Scale from Bass and Avolio's (1993 as cited by Pastor et al., 2007) MLQ

form 5X Rater plus a general item of charisma. This experiment proved to correlate with their second hypothesis; they concluded that, as predicted by response-facilitation theory, levels of follower's arousal were associated with ratings of charisma only if the leader was somewhat charismatic to begin with (Pastor et al., 2007).

In this research endeavor, they demonstrated that leader's charisma ratings are affected by their followers' arousal in the manner suggested by response-facilitation theory rather than general misattribution model (Pastor et al., 2007). This discovery also lends credence to the contemporary scientific approaches that choose to operationalize the study of charisma, by focusing on the value of the leader, the followers, and the social circumstances that lead to the overall emergence of charisma.

### **Charismatic Leadership and Empowerment**

One of the most distinguishing factors that contributes to the uniqueness of the charismatic phenomenon is the ability to empower followers. By empowering followers, charismatic leaders have profound effects on followers' self-concepts (Bass 1985; House 1977, as cited by Sosik, Chun, & Zhu 2012). Shamir et al. (1993, as cited by Sosik et al. 2012) suggest that a charismatic leader influences the moral values of followers by aligning the personal interests, values and identities of followers with the leader's "morally justified" goals, attitudes, and ideology, and by behaving in ways that are self-expressive of these personal attributes (p. 69). Specifically, charismatic leaders challenge followers to become important contributors to collective efforts by communicating confidence and high expectations through the articulation of an exciting vision that is framed as being socially approved, beneficial, and morally defensible (Sosik et al., 2012). This section was not intended to be a fully comprehensive treatise of the psychological empowerment of followers by charismatic leaders, but just to provide a glimpse

into the empowerment phenomenon.

### **Ideas for Future Research**

I would like to look at a more evolutionary perspective compounded with a social psychological approach with regards to charismatic leadership; there is not much research out there that merges these two disciplines. For example, Vugt (2006), reports, “There is very little cross-fertilization of ideas about leadership between social and organizational psychology, and other behavior sciences such as anthropology, political science, economics, zoology, and evolutionary biology” (p. 354). The benefits of compounding the social psychology and evolutionary biology disciplines would provide a more overarching framework in order to explain such phenomena. For instance, any psychological theories of leadership must ultimately turn to evolutionary theory to explain its assumptions (Vugt, 2006). Also I would like to explore narcissism in regards to leadership attainment. Furthermore, I would like to explore the idea of the beneficial nature of distance in magnifying charisma. For example, in general it was found that the distant leaders were perceived in a much more stereotyped manner as figures larger than life possessing characteristics different from those of close leaders. The general conclusion is that close contact with the leader turns him into a creature of flesh and blood with vices and virtues rather than stereotyped attribution (Popper, 2005). In fact, some of the most charismatic leaders in history saw the propitious nature of social distance in interacting with their followers. These include Jim Jones, the leader of a sect whose charismatic influence resulted in the largest mass suicide in history, or Hitler, who swept millions along with him and who intuitively sensed the psychological effects of distance (Popper, 2005).

I think the study distance has great implications for us in this day and age. The world is

connected like never before via the internet and our interdependence is more salient. Furthermore, with all of the chaos and tragedy we are saturated with, we appear to be in a constant state of crises foundationally. Messianic charlatans can easily connect with the younger or more impressionable citizens of our society and have them committing all types of radical acts (race wars, cult activity, theft, the list is endless). As a consequence, I feel that it is paramount to study the charismatic leadership phenomenon and to discover what implications distance as well as a sense of crises has. On another note, I would like to explore the idea of follower projection and transference, for a lot of the charismatic leadership dynamic is subjective attribution from their followers. This project spans two summers and I will continue researching and refining till then.

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# **The Comprehension of Idioms in the Deaf Culture**

**Bria Hines**

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## **Abstract**

Research has shown that hearing and deaf children have difficulties comprehending idioms (Ballas, 2008). Research goes on to show that although hearing individuals have trouble understanding idioms, as they grow and learn more, idiom comprehension becomes a natural part of language (Ballas, 2008). This study analyzes individuals from the deaf population on their ability to process everyday transparent and opaque English idioms. Also, this study examines hearing individuals on their ability to comprehend idioms literally interpreted from American Sign Language. A previous study showed that individuals, who are deaf, learn the meaning of idioms by connecting the expression with an unrelated meaning (Iran-Nejad, Ortony, & Rittenhous, 1981). The participants of this study were recruited based on if they have been deaf and used American Sign Language all of their lives, while another group was recruited based on having normal hearing. The experimental task consisted of five opaque and five transparent idioms that are common in American Standard English, ten idioms literally translated from American Sign Language, and ten idioms literally translated from other languages. The idioms were presented in a short-sentence followed by four-choice options.

## **Introduction**

Idiom comprehension is significant in language functioning and it enriches communication (Nippold & Martin, 1989). Research has shown that deaf children naturally learn the meaning of idioms by associating the expression with an unrelated meaning (Iran-Nejad, Ortony, & Rittenhous (1981). Also, research has shown that idioms are important in all levels of learning in school settings, especially for deaf/hard of hearing students (Ballas, 2008). Idioms are very unique in form and are used in our everyday language, but are not always easy to comprehend. The definition of an idiom is a set expression of two or more words, which means something other than the literal meaning of the individual words (Smith & Zygouris-Coe, 2009). There are many different types of idioms; this research investigates transparent and opaque idioms. Transparent idioms are expressions in which the meaning of the word can be derived from the individual word (Smith & Zygouris-Coe, 2009). Opaque idioms are expressions in which the meaning of the words cannot be derived from its literal meaning (Smith & Zygouris-

Coe, 2009). Previous research demonstrates that transparent idioms are easier to interpret than opaque idioms (Nippold, 1998). Also, research has shown that children with normal hearing and those who are deaf/hard or hearing both have a hard time understanding idioms, because they literally interpret the content of each word (Ballas, 2008).

Sign Language is an independent language, which is not based on the spoken languages of hearing cultures (Goldin-Meadow & Mayberry, 2001). This research study analyzed individuals from the deaf population on their ability to process everyday transparent and opaque English idioms, as well as idioms from other countries. Also, researchers studied if hearing individuals could process idioms that are used in American Sign Language, that are literally translated into written words.

### **Literature Review**

While there is little research on how individuals who are deaf comprehend idioms, there is a substantial amount of research discharged on how hearing individuals learn and understand idioms. Learning idioms is not seen to be a difficult task, because we learn them as we grow in age and experience different life situations, whereas individuals who are deaf aren't easily exposed to them. The use of idioms takes place in some type of manner, daily. A primary theory in idiom acquisition is that idioms are processed as giant lexical units (Ackerman, 1982), and are acquired over a period of time through exposure (Nippold, 2003). In a recent article by Cain, Towse, and Knight (2009), on the development of idiom comprehension, investigators analyzed two different language processing skills to determine if children understand the meaning of idioms compared to adult comprehension. The investigators' goals were to determine how the different language processing skills contribute to the developmental differences in idiom comprehension. To complete these tasks investigators came up with two separate experiments to

weigh their hypothesis. All forty of the subjects of this experiment spoke British English and attended either a village grade school or local university. The first experiment was used to investigate if children and adults differ in their use of analysis and inference from context to understand idioms. Researchers selected twenty-four idioms, twelve were common idioms and the other twelve were translations of European idioms that were considered novel. The subjects' understanding of each idiom was assessed by a multiple-choice task. The researchers concluded that for the adult participants, the final scores show that they understood familiar transparent, opaque, and novel transparent idioms more so than the children (Cain, Towse, & Knight, 2009). This study did show a difference in the separation of the younger versus older children. The older children did far better meaning-wise in selecting the familiar forty-six transparent idioms and the familiar novel idioms, which shows that as you grow in age you gain a better knowledge of different types of idioms (Cain, Towse, & Knight, 2009).

Past developmental studies have shown that idioms that are higher in familiarity and transparency are easier for children and adolescents to understand than idioms that were less familiar or more opaque (Nippold & Taylor, 2002). In a study conducted by Nippold and Taylor (2002), they wanted to show the importance of learning and understanding idioms at a young age. To complete this research investigators proposed to determine how children judge familiarity and transparency of idioms, and to compare their ratings with those produced by adolescents. Also, the study serves the purpose of determining if their ratings are associated with their own understanding of the expressions, and to identify the difference in how children judge the familiarity and transparency of idioms compared to the adolescents. The study utilized 50 children and 50 adolescents from public schools enrolled in grades 6 and 12. The researchers used 20 idioms on a multiple choice test, and had them perform the tasks of familiarity judgment,

idiom comprehension, and transparency judgment. Nippold and Taylor concluded that children rated the idioms as less familiar, compared to adolescents. Also, the study revealed that children were less familiar with idioms and had greater difficulty comprehending them than adolescents, but the groups did not differ in transparency judgments. Most studies have demonstrated that idiom comprehension starts during early childhood and gradually improves throughout the school-age years, adolescence, and all the way into adulthood.

Although, there is not extensive research completed in the area of how individuals who are deaf comprehend idioms, an article written by Goldin-Meadow and Mayberry (2001) suggests children who are deaf have a hard time reading because they are disadvantaged in the familiarity with language and the comprehension of mapping between the language and written words (Goldin-Meadow & Mayberry, 2001). This article showed that for deaf individuals to become proficient readers, they must learn the mapping between spoken language and printed words. The article revealed that for the English language, mapping is based on sound, and once children grasp that concept, it is easier for them to read, because they match the pronunciation of the word with how it is spelled. Researchers Goldin-Meadow and Mayberry (2001) believed that deaf children are disadvantaged because they do not have access to a phonological code. Goldin-Meadow and Mayberry (2001) said that although children who are deaf can use hearing aids, depending on the child's severity he or she still may be unable to make out speech because the sound is distorted. Because of this children who are born with a profound hearing loss do not typically achieve speech as normal hearing children do. Investigators Goldin-Meadow and Mayberry (2001) also believed that there is a difference in deaf children who are born to deaf parents versus deaf children born to hearing parents. The article said speech is not the only way to use language; it can be learned through the eye and hand (Goldin-Meadow & Mayberry,

2001). Normally deaf children at birth are first exposed to natural sign such as American Sign Language if they are born to deaf parents. But, it's unfortunate for deaf readers that American Sign Language isn't English. Also, the study showed that for deaf children born to hearing parents their parents are not likely to know sign language, therefore they won't be exposed to ASL at birth, which causes them to be behind in ASL, as well as English (Goldin-Meadow & Mayberry, 2001). The Goldin-Meadow and Mayberry (2001) article showed that no more than 15% of deaf students read above a sixth grade level once they graduate from high school, and most graduate only reading at a third grade reading level (Goldin-Meadow & Mayberry, 2001). The article concluded that children who are deaf cannot learn to read without exposed to some sort of language early. Also, although American Sign Language is structured differently from English, deaf children who are skilled in American Sign Language are often better at reading English, versus deaf children who are not (Goldin-Meadow & Mayberry, 2001).

While it has been said that some children who are deaf do not comprehend the English language when reading, research conducted by Iran-Nejad, Ortony, and Rittenhous (1981) has also shown that individuals who are deaf struggle with comprehending metaphors that are used in English. Many researchers are concerned with deaf children's language development and skills. Researchers Iran-Nejad, Ortony, and Rittenhous (1981) investigated deaf children's ability to comprehend metaphors and similes. The researchers used twelve paragraph length stories that had context-setting stories, and then three sets of four alternative sentences. These sets included a literal, a simile, and a metaphor set. Iran-Nejad, Ortony, and Rittenhous (1981) concluded that each subject at all age levels performed well, which was unexpected to the researchers. Also, investigators revealed that each subject improved from the first to last metaphorical practice item they were given (Iran-Nejad, Ortony, & Rittenhous (1981). The researchers also believe that deaf

children assume that anything not immediately predictable must be an idiom. Therefore the individuals who are deaf believe it is just another expression that makes no sense, and it has a standard meaning that they do not know (Iran-Nejad, Ortony, & Rittenhous, 1981).

There has been research that has investigated how individuals who are deaf read and comprehend metaphors and figurative language. Anible (2008) studied translators and how they interpret to deaf individuals when signing a metaphorical expression. In the research, he sought to answer if limits on the meaning of the English words affect how idioms are interpreted into ASL. The researcher determined that the use of metaphors when spoken has very few limits to the listener, but when translated using American Sign Language there are many restrictions that arise due to iconicity, which is a term used to explain the similarity between a sign and the meaning compared to uncertainty. Anible (2008) used three different types of metaphor constructions that were commonly used in sign language: transcoding, conceptual, and depictive. Transcoding is when you convert language or information from one form of coded sign to another. Conceptual pertains to concepts or to the forming of different concepts in your mind. Depictive is to represent, describe, or characterize in words. Anible used YouTube as a tool to obtain 25 tokens incorporated in four video clips using random selection. This study revealed that when English-to-ASL translators encounter idioms, the interpretation that they provide is predictable. Also, this study showed that metaphors received a higher number of transcoding interpretations that were not shared. The researcher also found that the opaque compositionality, which is the meaning of a complex expression determined by the meanings of its constituent expressions and the rules used to combine them, resulted in a higher chance of conceptual interpretation. Also, the research showed that opaque and fixed metaphors established more conceptual translations than any of the other types of idioms. These results demonstrate that

there is a challenge to how interpreters translate when utilizing metaphors when signed and spoken into English, or spoken and signed (Anible, 2008).

Although there has not been extensive research completed on how individuals who are deaf interpret or understand idioms, past studies have said that American Sign Language is a language of its own, and is far different from English (Goldin-Meadow & Mayberry, 2001). Research has also shown that it is easier for hearing individuals to understand idioms, because they are being taught from birth, while individuals who are deaf are not exposed at a young age, if they are exposed at all (Goldin-Meadow & Mayberry, 2001). This research study was designed to investigate whether deaf individuals can comprehend everyday English idioms, and if individuals who are hearing can comprehend idioms from American Sign Language.

## **Methodology**

### **Participants**

The participants were 45 adults ages ranging from 18 to 35 (20 Males, 25 females). Participants were undergraduate students from a small liberal arts college in the south. All individuals completed a demographics questionnaire, which asked about their age, ethnicity, family history, and their primary form of communication. All individuals volunteered to participate in this study.

### **Idiom Comprehension Task**

To begin the study, investigators searched for idioms used within the deaf population. Also, researchers used their past research comprehension test to gain normal everyday English idioms and idioms used in other countries. After the idioms were selected, investigators annotated each idiom. The researchers not only used their own knowledge, but sought the help of online sources such as [lifepoint.com](http://lifepoint.com), to adequately understand the meaning of each deaf idiom,

so that the test would be as accurate as possible. After each idiom was chosen and annotated, investigators randomly selected idioms that would be utilized for testing. Researchers chose ten American Sign Language idioms, ten everyday English idioms (five opaque, five transparent), and ten idioms from other languages. Past research in this field by Hines and Valentine (2014) used [ominglot.com](http://ominglot.com) to find accurate idioms from various languages such as: Arabic, Armenian, French, German, and many more. Each number on the 30-question test included an idiom phrase (e.g. A stone into the bag), and the subjects were asked to rate familiarity (1=never, 2=few times, 3=many times). After the subjects rated the idioms, researchers provided the subjects with a sentence so that they could further understand the question in a simple sentence. After, the sentence, there was a choice of four possible answers.

## **Procedures**

This study was conducted using one survey to determine subject's background history. Subjects were asked their highest level of education, primary form of communication, family history on wearing and being fitted for cochlear implants and hearing aids, as well as if they have family members who wear a cochlear implant or hearing aid. Also, subjects completed a 30-question comprehension test, which was the experimental procedure to determine if hearing subjects understand idioms literally translated from American Sign Language

Before the subjects were allowed to start, the test administrator gave subjects a brief explanation of the testing procedure. The administrator let the subjects know that they would not be given any information about the test that they were preparing to take. The subjects were informed that they should answer each question to the best of their ability. Participants were also prompted to make sure their name was not present on any form given. To begin, subjects signed a consent form to ensure to them that the study would cause no harm to them, and it was

voluntary. After the consent form was signed, and turned in, student participants were prompted to begin. The first form subjects completed was the survey. After, that was completed they could turn the page to begin the idiom comprehension test.

## **Results**

The purpose of this study was to determine if individuals from the deaf population could process everyday transparent and opaque English idioms, as well as idioms from other countries. Also, researchers studied if hearing individuals could process idioms that are used in American Sign Language, that are literally translated into written words. Due to certain circumstances, researchers were unable to gather deaf subjects to take part in this research. Researchers did however gather 45 adult hearing subjects to complete the study. Results from participants were broken down into male/female, familiar everyday English idioms, idioms from other languages, and deaf idioms. Results gathered from participants showed that there was no significant difference between their comprehension of familiar everyday English idioms and deaf idioms. Results did show that within the groups there was a difference between their interpretations of the idioms that were translated from other languages. There were no gender differences in the study, results show that each group had no significant male to female ratio differences.

## **Discussion and Conclusion**

Researchers sought to investigate individuals from the deaf population on their ability to process everyday transparent and opaque English idioms, as well as idioms from other countries. Also, researchers studied if hearing individuals could process idioms that are used in American Sign Language, that are literally translated into written words. Researchers believed that hearing subjects would do better on the idiom comprehension task due to exposure of idioms, and subjects who were deaf would not do as well due to lack of exposure to idioms. Researchers

were unable to answer the research questions due to lack of deaf participants. When conducting further research, investigators suggest ensuring subject sizes for each group are equal or approximate and determine if idiom interpretations are correct. Researchers for this project used personal and outside knowledge, but for future projects it would be better to test familiarity before administering the idiom test. This procedure will help future researchers identify idioms that are and should be used in testing. They would also have a comparison on what they assume idioms mean and those that are successful in identifying.

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# **Foster Care: Aging Out of the System**

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## **Abstract**

The United State child welfare system ignored vulnerable foster care teens until 1986 when Congress amended Title IV-E of the Social Security Act funding independent living programs. However, by 2020, without drastic changes in the foster care system approximately 300,000 youth will age out of foster care unprepared to make it on their own. Most foster youth who are emancipated or age out of the foster care system are not ready to support themselves due to the lack of support, financial assistance, and many become homeless. Best practice research identifies Independent Living Program (ILP) skills that increase the likelihood of a successful transition from foster care to independent living. This research identifies strengths and limitations of current public and non-profit independent living programs (n=6) in a southern state. Out of fourteen best practice ILP skills, 100% of the sample include content on job seeking, housekeeping, education, money management, interpersonal, food management, community resources, job maintenance, housing, legal aid, and provide six months of preparation prior to discharge. Only two skills, transportation and services after discharge, were found to be provided 83.3% of the time and parenting was provided in only 66.6% of programs. Implications include suggestions for strengthening independent living programs, which provide a framework for youth to successfully transition from foster care to independent community living.

## **Introduction**

The United States child welfare system ignored vulnerable foster care teens until 1986, when Congress amended Title IV-E of the Social Security Act funding independent living programs (ILP). This funding was available to all states to aid foster care youth to successfully age out of the foster care system (Courtney & Doworsky 2006; Westermarck, Kyhle, Hansson, & Olsson, 2011). However, federal funding of independent living programs has not been able to keep up with the growing number of youths who are aging out of the foster care system. According to Lowry (2014), there was a two percent increase in the number of youth who aged out of the foster care system between the years of 2003-2012. By 2020, without drastic changes in the foster care system, about 300,000 youth will age out of foster care unprepared to make it on their own (Davidson, 2006).

## Literature Review

Most foster youth who are emancipated or age out of the system are not ready to live independently due to the lack of support, financial assistance, guidance, and many face homelessness (Soronen, 2014; Reilly, 2003; Richard, 2014; Davidson, 2006; Coutney & Dworsky, 2006; Collins, Paris, Ward, 2008; Yen, Hammond, Kushel, 2009; Price, 2009; Collins & Curtis, 2011). Lack of health insurance, access to medical care, and inability to pay for prescriptions and co-pays put aging out youth at risk. Youth who age out of foster care are less likely to graduate college and if they start college, they frequently do not finish (Lowry, 2014). Aging out foster youth are one of the most vulnerable populations in the United States.

The history of “foster care placement” goes back as far the Bible where caring for vulnerable youth was seen as a duty. In the 1500s, the English Poor Law introduced the concept of placement of children until they were of age to become adults, usually around age eleven. The Elizabethan Poor Law was formed in 1601 to establish responsibility for the poor if the individual or family was unable to provide support. The “Indenture of America” began in 1620 and served two purposes; the responsibility for the child was placed on a certain individual or a family and the child was trained for work such as learning a talent or profession. Charles Brace founded the Children’s Aid Society in New York City and the Orphan Train Movement in 1853. At the time, this was an effective way to provide placements for orphaned youth. Children were placed on trains moving east to west and at predetermined stops, youth were placed on a stage to be inspected for adoption. Many children were placed on farms and used as child laborers (slaves). In the 1900s, social services agencies developed guidelines for foster or adoptive placements. Foster home placements were better inspected and foster parents were paid to treat and care for the youth. Services were provided to the youth’s biological family to be able to

reunify youth back home to their family (Thomson, 2013; Price, 2009; Yen, Hammond, & Kushel, 2009).

Today, the child welfare system's main objective is the reunification of the child/children with their family and, if this is not an option, then the focus is on a permanent placement (Collins, Paris, & Ward, 2008; Engle, 2011). Foster care is meant to be a legal temporary solution for youth until returned home or a permanent solution is reached (Engle, 2011). Children who are placed in the foster care system usually have experienced a form of neglect and/or maltreatment (Astoians, 2007; Evans, 2001; Leichtentritt, Davidson-Arad, & Peled, 2011; Leve, 2012; Leve, Fisher, & Chamberlain, 2009; Price, 2009; McCall, 2011). A number of things can lead to a youth being placed in foster care such as alcoholism, substance abuse, divorce, disability, giving up a child, parental death, incarceration, and parental delinquency for legal temporary placement until resolution of the issue or permanent placement solution (Astoians, 2007; Evens, 2001; Leichtentritt, Davidson-Arad, Peled, 2011; McCall, 2011; Price, 2009; Leve, Fisher, & Chamberlain, 2009). About 10% of children enter the foster care system as teens and will end up aging out without any stability. Most do not have support through their biological family, through adoption, or through the foster care system or agency (Blakeslee, 2012). Studies of aged out foster care youth indicate there is little evidence that youth who age out are adequately prepared to take on the world and live as independent adults (Courtney & Dworsky, 2006).

Children want to feel safe and wanted, they want to be a part of a family, and want to be loved (Courtney & Dworsky, 2006; Leve, 2012; Simmel, Barth, & Brooks, 2007; Soronen, 2014; Yen, Hammond, & Kushel, 2009). A foster child is highly influenced by the foster home's quality, way of doing things, traditions, and characteristics. When children are placed in foster

homes, their developmental outcome can and is usually influenced by the quality of the foster home's parents. However, children who are placed in residential facilities have greater developmental difficulty than those in foster homes due to not having close relationships with caregivers (Berger, 2009). The educational attainment for youth in foster care is lower than those in stable family environments (Rees, 2013). A youth's experiences before they were placed in foster care can overlap with what they experience in the foster home. This can cause confusion, the need to express themselves, emotional security issues/desires, and/or affect their outcome of aging out.

Although the mandated age for leaving the foster care system varies from state to state, most teens age out at eighteen unless there is a service plan stating teens may continue to receive services and support until they are age twenty (Reilly, 2003; Lowry, 2014; Hutsko & McCarthy, 2012). According to Courtney and Dworsky (2006), "The transition of youth to adulthood is hard enough as it is alone, much less transitioning out from the foster care system to adulthood is even harder due to having no support system from their family or the foster care system" (p, 209). The Social Security Administration identifies those who are eighteen as an adult. Foster youth can continue to receive payments as if they were a child until the Social Security Administration determines if an individual meets the required adult standard of disability (King & Rukh-Kamaa, 2013). Youth who are reaching the mandated age for aging out and have a disability while in the foster care system can receive SSI payments if they are low income (King & Rukh-Kamaa, 2013; Courtney & Dworsky, 2006).

The removal of the child/children does not necessary mean there is an end to all family ties (Collins, Paris & Ward, 2008; Zlotnick, Tam, & Zerger, 2012). Youth may wish to remain in contact with their biological family while they are waiting to "age out" of the foster care

system. The transition is a challenge that foster youth aging out of the foster care system end up having to face alone (Courtney & Dworsky, 2006; Davidson, 2006; Richards, 2014). A child's history of placement in the foster care system can determine his/her difficulty in emerging into adulthood with the skills to meet their everyday simple, basic needs (Yen, Hammond, Kushel, 2009; Price, 2009). When a child reaches the age of eighteen, they are usually aging out of the system and are no longer eligible for the foster care system's support. This frequently results in youth becoming homeless due to the lack of financial and emotional support (Soronen, 2014; Reilly, 2003; Richard, 2014; Davidson, 2006; Gateway, 2013; Theroux, 2006; Collins, Paris, & Ward, 2008; Yen, Hammond, & Kushel, 2009).

When a foster youth is not reunited with his/her family and eventually ages out of the foster care system at the age of eighteen, he/she is less likely to have support from either the foster care system or his/her family (Davidson, 2006; Soronen, 2014). Aged out foster care system youth frequently have no family or "parents" to turn to for any type of support and therefore have to count on the state for welfare assistance (Courtney & Dworsky, 2006). Research indicates foster youth are more likely to age out than to be reunited with their family (Blakslee, 2012; Yen, Hammond, & Kushel, 2009). If a child is reunited with his/her family, there are often family strains and the youth is at risk of returning to the foster care system. Risks of aged out foster youth include becoming homeless, drug/alcohol addiction, experience some form of neglect/abuse, theft, and jail time. One in four will be imprisoned within the first two years after they leave the system. Fifty-eight percent had a high school degree at age nineteen, compared to 87% of a national comparison group of non-foster youth. Twenty-five percent will experience at least one day of homelessness and 12% will experience a form of neglect/abuse (Yen, Hammond, & Kushel, 2009; Collins, Paris, & Ward, 2008).

Research has demonstrated that intensive, comprehensive ILP programs that provide supportive services before age eighteen and beyond age eighteen are more likely to have positive outcomes for aging out foster youth (Zlotnick, Tam, & Zerger, 2012). According to Yen, Hammond, & Kushel, (2009), independent living programs should begin no later than age seventeen and continue through at least age twenty-five. Supportive services should include regular contact with six month follow up between the youth aging out and his/her caseworker to ensure the individual is ready to be independent. The content for independent living programs should include a variety of topics such as job seeking skills, housekeeping skills, educational planning, money management, interpersonal skills, food management, community resources, transportation, job maintenance, housing, parenting skills, legal skills, 6 months before discharge prep, and services after discharge. Independent living programs have a positive outcome when using case management with six months aging out preparation before discharge and additional supportive after discharge services.

### **Method**

This was an exploratory study using a qualitative survey of a convenience sample of current public and non-profit child welfare independent living coordinators in a southern state to determine if current independent living programs are consistent with best practices in the ILP research literature. This study focused on the participants' perceptions of and experiences with independent living programs and their experiences with aging out foster care youth through the use of an open-ended question survey (see Appendix A). The survey consisted of fourteen items correlated to the successful aging out best practice research literature (Zlotnick, Tam, & Zerger, 2012; Yen, Hammond, & Kushel, 2009). The survey items included information about job seeking skills, housekeeping skills, educational planning, money management, interpersonal

skills, food management, community resources, transportation, job maintenance, housing, parenting skills, legal skills, six months before discharge preparation, and services after discharge. Survey participants were asked to identify whether their current ILP included each of the fourteen items and, if so; participants were asked to describe how the content was included in the curriculum. Permission was received from the public child welfare administrative office to conduct the interviews and assistance was offered in identifying a target sample (See Appendix B). Participation was voluntary and information collected from the interview and surveys was anonymous and confidential.

### **Sample**

Data were collected during face-to-face interviews between May 1-29, 2015 utilizing an open-ended survey with current public and non-profit child welfare independent living coordinators in multiple counties/regions across the state. Consent forms were signed by all study participants (see Appendix C). A total of six ILP coordinators participated in the survey. Survey respondents were independent living coordinators in public (n=2) and non-profit (n=4) agencies. The sample was 66.6% female and 33% male. Respondents were 66.6% African American and 33% Caucasian and had mean of 12.2 years of service and 4.2 years of experience as an independent living program coordinator.

### **Results**

Table 1 describes the total number of responses (n=6) to the fourteen-item survey, Table 2 identifies the responses from non-profit agencies (n=4) and Table 3 identifies the responses from public agencies (n=2). Table 4 identifies total respondents combining public and non-profit responses. Out of fourteen best practice ILP skills, 100% of the sample include curriculum content on job seeking, housekeeping, education, money management, interpersonal, food

management, community resources, job maintenance, housing, legal aid, and provide six months of preparation prior to discharge. Only two skills, transportation and services after discharge were found to be provided 83.3% of the time and parenting was provided in only 66.6% of programs.

Table 1

*Responses to Survey Items*

<b>All Agency (n=6)</b>		
<b>Skills</b>	<b>Yes</b>	<b>No</b>
<b>Job seeking</b>	6	
<b>Housekeeping</b>	6	
<b>Educational</b>	6	
<b>Money Management</b>	6	
<b>Interpersonal</b>	6	
<b>Food Management</b>	6	
<b>Community Resources</b>	6	
<b>Transportation</b>	5	1
<b>Job maintenance</b>	6	
<b>Housing</b>	6	
<b>Parenting</b>	4	2
<b>Legal aid</b>	6	
<b>6 months before discharge prep</b>	6	
<b>Services after discharge</b>	5	1
<b>Demographic:</b>	<b>Male</b>	<b>Female</b>
	2	4
<b>Means:</b>	<b>Years of service</b>	<b>Years of Experience as ILP</b>
	12.2	4.2

Table 2

*Responses from Non-profit Agencies*

<b>Skills</b>	<b>Yes</b>	<b>No</b>
<b>Job seeking</b>	4	
<b>Housekeeping</b>	4	
<b>Educational</b>	4	
<b>Money Management</b>	4	
<b>Interpersonal</b>	4	
<b>Food Management</b>	4	
<b>Community Resources</b>	4	
<b>Transportation</b>	4	
<b>Job maintenance</b>	4	
<b>Housing</b>	4	
<b>Parenting</b>	2	2
<b>Legal aid</b>	4	
<b>6 months before discharge prep</b>	4	
<b>Services after discharge</b>	3	1
<b>Demographic:</b>	<b>Male</b>	<b>Female</b>
	2	2
<b>Means:</b>	<b>Years of service</b>	<b>Years of Experience as ILP</b>
	13(Range=26)	2.1

Table 3

*Responses from Public Agencies*

<b>Skills</b>	<b>Yes</b>	<b>No</b>
<b>Job seeking</b>	2	
<b>Housekeeping</b>	2	
<b>Educational</b>	2	
<b>Money Management</b>	2	
<b>Interpersonal</b>	2	
<b>Food Management</b>	2	
<b>Community Resources</b>	2	
<b>Transportation</b>	1	1
<b>Job maintenance</b>	2	
<b>Housing</b>	2	
<b>Parenting</b>	2	
<b>Legal aid</b>	2	
<b>6 months before discharge prep</b>	2	
<b>Services after discharge</b>	2	
<b>Demographic:</b>	<b>Male</b>	<b>Female</b>
	0	2
<b>Means:</b>	<b>Years of service</b>	<b>Years of Experience as ILP</b>
	10.5	8.5

Table 4

*Total Responses both Public and Private*

<b>Skills</b>	Public (n=2)	Non-profit (n=4)	All (n=6)
<b>Job seeking</b>	100%	100%	100%
<b>Housekeeping</b>	100%	100%	100%
<b>Educational</b>	100%	100%	100%
<b>Money Management</b>	100%	100%	100%
<b>Interpersonal</b>	100%	100%	100%
<b>Food Management</b>	100%	100%	100%
<b>Community Resources</b>	100%	100%	100%
<b>Transportation</b>	50%	100%	83.3%
<b>Job maintenance</b>	100%	100%	100%
<b>Housing</b>	100%	100%	100%
<b>Parenting</b>	100%	50%	66.6%
<b>Legal aid</b>	100%	100%	100%
<b>6 months before discharge prep</b>	100%	100%	100%
<b>Services after discharge</b>	100%	75%	83.3%
<b>Demographic:</b>	Male(n=2)	Female (=4)	
	33%	66.6%	

Qualitatively, respondents were asked to describe to the interviewer how information and education on the fourteen ILP skills were provided to foster youth. All six agencies provide either a formalized program curriculum or informal program content. One agency is currently developing a more formalized curriculum to assist with preparation for aging out. Another agency utilizes a formalized curriculum from The Fostering Connections Resource Center ([www.fosterclub.org](http://www.fosterclub.org)) which covers 10 transition categories including Finances/Money Management, Job and Career, Life Skills, Identity, Permanence, Education, Self-Care and Health, Housing, Transportation and Community, Culture and Social Life. These ten content

categories can be matched to one or more of the fourteen best practice skills utilized for the purpose of this study.

All six agencies include content on job seeking skills. Three out of six have life skills classes to assist with job seeking. Two out of six invite outside resources to discuss what they look for when hiring potential employees. All six agencies include general housekeeping skill training. Three out of six do inspections weekly to ensure current independent living foster youth have clean rooms/apartments. The other three discuss how to care for an apartment and ask foster parents to provide housekeeping skills to youth in their care. All six agencies do educational planning with 100% offering to help youth complete a GED, high school and/or college degree. All six agencies include money management training with two of the six requiring a credit check to ensure that the youth's credit has not been abused in the past by their past relations. One hundred percent offers budget and money management training with one agency having an outside resource discuss the process of setting up a bank account and budgeting money. All six agencies provide interpersonal skills and personal counseling services. Two out of six participate in a two-day camp to teach interpersonal skills and independent living skills. One out of six include interpersonal skill development in their life skill classes. Three out of six focus on how to communicate in social and employment settings. All six agencies include food management with three out of 6 asking foster parents to teach grocery shopping, healthy foods, food budgeting, and cooking. Three out of six assist youth to apply for SNAP and how to use them. All six agencies include community resources training. Two out of six give youth a resource booklet and four provide a resources list and explain how to access the resources. All six agencies include job maintenance with one out of six case managers assisting with this. One out of six provides a group on what to wear to employment interviews and discuss the first

impression that you give in an interview. Three out of six will do role-plays for the interview and assist with resume writing. Two out of six will provide transportation to mandated drug screening and bus passes to get to work. All six agencies provide housing to foster youth either with foster parents (two out of six). Two out of six agencies provide youth with apartments and one agency will place clients in a one bedroom that is part of an 18-bedroom cottage (group home). One out of six provides financial assistance to get set up in an apartment. All six agencies provide legal aid information with four out of six inviting an outside resource to speak about legal rights and the civil/criminal court. Three out of six teach and connect clients to legal assistance. Four out of 6 respondents stated youth in their programs should have a court appointed Guardian Ad Litem. All six agencies provide six months before discharge independent living training preparation with three out six starting a year before discharge to try to better prepare youth for aging out. Two agencies assist youth to develop a future work and living plan prior to aging out.

Three ILP skills out of 14, are not provided by 100% of agencies surveyed. These include transportation, services after discharge and parenting skills. Five of six agencies provide transportation assistance to youth. Two out of five ask foster parents to be responsible for the clients' transportation. Three out of five provide bus passes and transportation assistance is available if needed. Five out of six agencies do include services after discharge with two out of five checking in as needed. One out of five agencies provide up to three months aftercare and two out of five provide aftercare until the client is twenty-one years of age. Four out of six include parenting in their curriculum but only if the youth is pregnant or has a child. Two out of four will place the youth and their child with a specialized family and child placement home.

One out of four will assist with insurance for the youth's child, appointments pertaining to the child, and connection to family planning resources.

### **Study Limitations**

There are several limitations to this study that should be taken into consideration when interpreting findings. First, study participants were selected using a convenience sample. Second, the sample size was small (n=6) due to time constraints and access to public independent living program coordinators. Those respondents who did agree to be interviewed may be different from those who did not agree to be interviewed. In addition, the survey is a self-report of what content areas are included in the ILP curriculum and may differ from actual curriculum content. Given the exploratory nature of the study, the findings; although from a limited sample, do provide a framework for a future study design to include a larger sample size and randomized sample. In addition, future studies could include qualitative interviews with aged out foster youth to advance our understanding of the effectiveness of ILP's on the aging out experience and include a review of stated ILP curriculum and actual curriculum content.

### **Conclusions**

This study sought to explore the strengths and limitations of current public and private independent living programs in a southern state. Fourteen best practice ILP skills, including content on job seeking, housekeeping, education, money management, interpersonal, food management, community resources, job maintenance, housing, legal aid, and providing six months of preparation prior to discharge were included in the survey. Findings indicate the ILP coordinators interviewed reported eleven out of fourteen best practice ILP skills were included in some form in their programs. Three skills, transportation, parenting and services after discharge, were not included in all ILP's surveyed. Of the ILP's surveyed, the major difference between the

six programs appears to be how content is delivered (comprehensiveness: guest speakers, multiple day camps, foster parent training, ILP coordinator training), whether the program curriculum is formalized and consistent, and how much time is spent on skill building (intensity: one time speaker, multiple day training). Each of the 14 best practice ILP skills has been shown to improve aging out of foster care outcomes and should be included in 100% of ILP curriculum content. Research supports the importance of intensive, comprehensive ILP's that provide supportive services before age 18 and that provide regular follow-up with a case manager for at least six months will lead to more successful aging out foster youth. Suggestions for strengthening independent living programs which provide a framework for youth to successfully transition from foster care to independent community living include: development of a state-wide adopted comprehensive and intensive formalized curriculum that includes all fourteen best practice ILP skills, provision of ILP services a minimum of one year prior to aging out and continuing through a minimum of age 21 with the option to age 25, and provision of housing options to aging out youth that might include extended foster care, transitional living and independent living.

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## Appendix A

### SURVEY OF ILP CASE –WORKER INTERVIEW

I. Does your Independent Living Programs include any of the following?

1. Job seeking skills YES \_\_\_\_\_ NO \_\_\_\_\_

- If yes, how so:

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2. Housekeeping skills YES \_\_\_\_\_ NO \_\_\_\_\_

- If yes, how so:

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3. Educational planning YES \_\_\_\_\_ NO \_\_\_\_\_

- If yes, how so:

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4. Money management YES \_\_\_\_\_ NO \_\_\_\_\_

- If yes, how so:

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5. Interpersonal skills YES \_\_\_\_\_ NO \_\_\_\_\_

- If yes, how so:

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6. Food management YES \_\_\_\_\_ NO \_\_\_\_\_

- If yes, how so:

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7. Community resources YES \_\_\_\_\_ NO \_\_\_\_\_

- If yes, how so:

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8. Transportation YES \_\_\_\_\_ NO \_\_\_\_\_

- If yes, how so:

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9. Job maintenance YES \_\_\_\_\_ NO \_\_\_\_\_

- If yes, how so:

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10. Housing YES \_\_\_\_\_ NO \_\_\_\_\_

- If yes, how so:

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11. Parenting skills YES \_\_\_\_\_ NO \_\_\_\_\_

- If yes, how so:

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12. Legal skills YES \_\_\_\_\_ NO \_\_\_\_\_

- If yes, how so:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. 6 months before discharge prep YES \_\_\_\_\_ NO \_\_\_\_\_

- If yes, how so:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. Services after discharge YES \_\_\_\_\_ NO \_\_\_\_\_

- If yes, how so:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

II. Do independent living program youth receive any content from 1-14 from sources other than through the independent living program? YES \_\_\_\_\_ NO \_\_\_\_\_

If yes, what sources?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

III. How often does your ILP meet as a group?

- a. Weekly YES \_\_\_\_\_ NO \_\_\_\_\_
- b. Monthly YES \_\_\_\_\_ NO \_\_\_\_\_
- c. Bi-Monthly YES \_\_\_\_\_ NO \_\_\_\_\_
- d. Other \_\_\_\_\_

IV. In the six months leading to aging out, how often does the foster teen have contact with his/her social worker?

- a. Weekly YES \_\_\_\_\_ NO \_\_\_\_\_
- b. Monthly YES \_\_\_\_\_ NO \_\_\_\_\_
- c. Bi-Monthly YES \_\_\_\_\_ NO \_\_\_\_\_
- d. Other \_\_\_\_\_

V. What services do independent living youth need that your independent living program is currently not providing?

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VI. Demographics:

Male \_\_\_\_\_

Female \_\_\_\_\_

How many years of social work/social services experience post BSW \_\_\_\_\_ or MSW \_\_\_\_\_

How many of years of experience as an independent living program coordinator? \_\_\_\_\_

What is the age span a foster youth can receive independent living program services? \_\_\_\_\_

What is the oldest age a foster youth can receive independent living services? \_\_\_\_\_

What is the age of the oldest independent living youth? \_\_\_\_\_

## Appendix B

----- Original message -----

From: "Duke, Jeannie A"

Date: 03/10/2015 1:04 PM (GMT-06:00)

To: "Moore, Jenifer L"

Cc: "Houston, Megan C"

Subject: FW: Independent Living Programs

This email is from Marilyn Colson, Director of Chilton County Department of Human Resources. She is helping me and Megan coordinate contacts for the research project.

Jeannie Duke

**From:** Colson, Marilyn [mailto:Marilyn.Colson@dhr.alabama.gov]

**Sent:** Tuesday, February 10, 2015 4:15 PM

**To:** Duke, Jeannie A

**Cc:** Benson, Jamie

**Subject:** RE: Independent Living Programs

I know King's Home (ranch) has one and I know there are others – I thought Gateway still did. Our ILP coordinator is Jamie Benson—she will be very knowledgeable on this and would be happy to talk to the student. (Jamie's # 205-280-2039 email: [Jamie.benson@dhr.alabama.gov](mailto:Jamie.benson@dhr.alabama.gov).)

Marilyn L. Colson, LCSW, PIP  
Director

Chilton County Department of Human Resources  
205-280-2000

----- Original message -----

From: "Duke, Jeannie A"  
Date: 03/10/2015 1:04 PM (GMT-06:00)  
To: "Moore, Jenifer L"  
Cc: "Houston, Megan C"  
Subject: FW: Independent Living Programs

This email is from Marilyn Colson, Director of Chilton County Department of Human Resources. She is helping me and Megan coordinate contacts for the research project.

Jeannie Duke

**From:** Colson, Marilyn [mailto:Marilyn.Colson@dhr.alabama.gov]  
**Sent:** Tuesday, February 10, 2015 4:15 PM  
**To:** Duke, Jeannie A  
**Cc:** Benson, Jamie  
**Subject:** RE: Independent Living Programs

I know King's Home (ranch) has one and I know there are others – I thought Gateway still did. Our ILP coordinator is Jamie Benson—she will be very knowledgeable on this and would be happy to talk to the student. (Jamie's # 205-280-2039 email: [Jamie.benson@dhr.alabama.gov](mailto:Jamie.benson@dhr.alabama.gov).)

Marilyn L. Colson, LCSW, PIP  
Director  
Chilton County Department of Human Resources  
205-280-2000  
Duke, Jeannie A <DukeJ@montevallo.edu>

Tue 2/10/2015 10:07 PM

A student of mine is working on a research project on youth aging out of foster care. One component is to research model independent living programs. Are there any DHR contracted I.L. programs in the state? At one point, Gateway had one. Are there others? Who at the DHR county level has a good I.L. program? Would your I.L. coordinator be willing to talk to the student? Any assistance you can give on this issue is appreciated.

Jeannie A. Duke

University of Montevallo  
Social Work Program  
Station 6180  
Montevallo, AL 35115  
205-665-6186  
[dukej@montevallo.edu](mailto:dukej@montevallo.edu)

## Appendix C

### Consent to Participate in Research Foster Care: Aging out of System

Primary investigators: Ms. Jeannie Duke, Faculty Mentor and Megan Rawlinson, Student  
Behavioral and Social Sciences ,Social Work Program  
University of Montevallo  
Montevallo, AL 35115  
205-665-6185, [dukej@montevallo.edu](mailto:dukej@montevallo.edu)

**Explanation of Procedures:** Investigators will conduct a qualitative research survey through an interview. This survey will be conducted to evaluate effectiveness of the agency's independent living program. Participation is voluntary, and no incentives are provided. Participation involves answering a series of open-ended questions presented by the student researcher. All information obtained from this survey will be confidential. Neither your name nor the agency name will be made public. If you would like to know the results, please feel free to attend the presentation of this research on June 24, 2015 or contact Jeannie Duke at 665-6185.

**Risks and Discomforts:** The risks and discomforts associated with participation in this study are not greater than encountered in day-to-day living. Completion of the interview should take approximately 30-45 minutes. Responses are anonymous.

**Benefits:** While you may not personally benefit from participating in this research, your participation will provide information about independent living programs and their effectiveness. There will be no costs or payment for participating in this research.

**Alternatives:** You have the right not to participate in the research.

**Confidentiality:** The information gathered in this research is anonymous. All information obtained from this survey that will be conducted through an interview will be confidential. Neither your name nor the agency name will be made public to be implicated for the answers provided in the interview.

**Withdrawal without Prejudice:** You have the right to not participate in the research. You are free to withdraw your consent and to discontinue in this project at any time without prejudice. If you decide to withdraw, there will be no negative consequences of any kind.

**Questions:** If you have any questions about the research, you may reach Ms. Jeannie Duke at 205-665-6185 or [dukej@montevallo.edu](mailto:dukej@montevallo.edu). You may contact the Chair of the IRB, Dr. Jenifer Williams, if you have any concerns about your rights as a participant in the research at (205)655-6341 or at [MooreJL@montevallo.edu](mailto:MooreJL@montevallo.edu).

**Legal Rights:** You are not waiving your legal rights by signing this consent form or completing the interview. You are agreeing to participate in the survey/interview.

---

Your Signature

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Date

# Welcome to the Arena: Deconstructing the Female Character in Dystopian Literature

Keshia McClantoc

Paul Mahaffey, Ph.D.

## Abstract

This research is designed to examine and rewrite Erika Gottlieb's theory of "the eternal feminine of the romantic cosmos." This theory was first presented in *Dystopian Fiction East and West: Universe of Terror and Trial*. It outlines the parameters by which the female character is viewed, and in turn, written in dystopian fiction. The theory works with a mocking tone, saying that the job of the female character is to work as a mere counterpoint to the male. This project reworks and rewrites Gottlieb's theory of the eternal feminine of the romantic cosmos in a more positive light. The eternal feminine of the romantic cosmos works as a lens to view the female characters in dystopian literature, looking at examples in George Orwell's *Nineteen Eighty-Four*, Ray Bradbury's *Fahrenheit 451*, and a dystopic Garden of Eden. The theory is then applied to Suzanne Collin's *The Hunger Games* series and focuses primarily on Katniss Everdeen. By using Katniss Everdeen, the eternal feminine of the romantic cosmos is rewritten into something that allows for female characters that are more dynamic and able to take the role of hero. This rewriting also allows room for more growth and examine the changing state of dystopian literature, so that it can, in fact, be eternal.

At its most basic definition a(n) utopia, according to the Oxford English Dictionary, can be defined as "an imagined or hypothetical place, system, or state of existence in which everything is perfect" ("utopia", *OEDOnline*). However, from the moment Thomas More coined the term in his 1516 work *Utopia*, the opposite of the utopian idea has also existed. This is the dystopia, "an imaginary place or condition in which everything is as bad as possible" ("dystopia", *OEDOnline*). Dystopias can be further defined as society characterized by human misery, squalor, oppression, disease, and overcrowding. Although many speculate that More intended his utopic work to be a commentary on the society of his time, in contemporary literature the best way to find political or social commentary is to browse through the vast amounts of dystopian literature available. This literature is a now familiar literary genre, containing famous novels such as Aldous Huxley's *Brave New World* and H.G. Wells's *The Time Machine*, or well-known short stories such as Kurt Vonnegut's "Harrison Bergeron."

Dystopian literature has developed in many different ways, but the two most common are the one that is characterized by human misery and the one that paints itself as a thinly disguised utopia. Regardless of whether a dystopia is outright obvious or hiding in a thinly disguised veil of a utopia, what makes for a good story in dystopian literature are the heroes who elicit some sort of social change. These heroes are generally male, in a somewhat prominent position in society, and meet an end between different shades of success and failure—think Winston in George Orwell’s *Nineteen Eighty-Four* or Guy Montag in Ray Bradbury’s *Fahrenheit 451*. It can even be said that the biblical Adam plays the hero role in a dystopic view of the Garden of Eden. These characters are the everyday man, who from the very start of the story generally question their society. The characters are written as such to show they have initiative, and it is with this initiative they usually elicit change. However, the other similarity between these male characters is a female character, usually written in to provide these male characters with initiative to affect a change in their dystopic surroundings. The female character does so by guiding or triggering the hero figure’s will to elicit change. In Erika Gotteleib’s book *Dystopian Fiction East and West: Universe of Terror and Trial*, she mentions the idea of this female character in her chapter “Nineteenth-Century Precursors of the Dystopian Vision.” The chapter primarily focuses on the Hungarian work *The Tragedy of Man*, and follows Adam’s journey away from paradise and back again. Throughout the work, however, Eve remains a present figure. She works as what Gotteleib terms as “the eternal feminine of the romantic cosmos”, which from this point on will be termed as the eternal feminine. This eternal feminine is a theory, one that lays out the parameters for how a female character is both viewed and written in dystopian literature, primarily as a character who is a mere “counterpoint to the protagonist’s dehumanized world of dystopia” (Gotteleib 48). This theme of the eternal feminine, Gotteleib notes, is repeated in works by

Orwell, Huxley, and many other dystopian authors (48). The theory, as a whole, is written in a very mocking and perhaps satirical manner. It outlines the female character as nothing more than someone who assists the hero in whatever way he needs; this can include anything from an active partner in rebellion to a sexual partner. Regardless of how the female character assists the male character, the theme is always the same—she remains nothing more than a counterpoint in the story. Therefore, a question arises: can the often mocked and satirical idea of the eternal feminine be redefined in positive terms? The answer to this question is a definite yes. The role of the female character has changed quite a bit since Gotteleib first coined the eternal feminine, and even further still since the works she examined were first published. This new role for the female character is one that does not find itself under the typical constraints of the eternal feminine of the romantic cosmos. The way the literature itself is being presented has changed as well. With new popularity and the integration of dystopia into the genre of young adult literature, the female character has transformed from a counterpoint for the protagonist, to the protagonist herself.

This research will focus primarily on the character Katniss Everdeen in Suzanne's Collin's *The Hunger Games Series*, and how she redefines the idea of the eternal feminine. The first novel of the series, *The Hunger Games*, is written from the first-person narrative of Katniss and tells the story of Panem, a near future totalitarian state divided into twelve districts whose resources work to provide for and sustain the controlling Capitol. As penance for rebellions of the past, each district must offer up one boy and one girl, known as tributes, to fight in an arena for the entertainment of the Capitol in an event called "The Hunger Games." Katniss Everdeen, sixteen years old and full of resentment for her government, volunteers to take her younger sister's place after she is chosen as tribute. As a foil to Katniss, Peeta Mellark is the chosen boy of the district, the male character who is not the hero, but instead provides a counterpoint for the

female heroine. As the novel unfolds it is Peeta who cries in fear after being chosen as tribute, Peeta who professes his love for Katniss, and Peeta who is injured and needs to be saved. Peeta takes on the role typically found in the idea of the eternal feminine, while Katniss is the strong-willed survivalist, a role reserved for the male protagonist. However, at the end of the novel, when given the ultimatum of killing each other, Katniss is the one who offers the poisonous berries, intended for the double suicide, to Peeta. The gamemakers stop them, though, and Katniss and Peeta both leave the games alive. Despite the charade of victory, the act of offering the berries is seen as an act of rebellion by the Capitol, with Katniss as the prime instigator. When Katniss offered the berries, just as Eve offered the fruit to Adam in the Garden of Eden, she ignited a rebellion in the twelve districts. Through the offering of the berries, referred to here as the “trigger,” is an act typical of the eternal feminine. The story that follows in the remaining two novels of the series rewrites Katniss as a hero, and into a new form of the eternal feminine of the romantic cosmos.

To understand Katniss, however, one must understand her predecessors. These predecessors generally fall into Gotteib’s standards for the eternal feminine, however, it is from their plights that Katniss is able to develop. The first look of the eternal feminine is found in Eve in the Garden of Eden. The conventional view is that the Garden of Eden is the original utopia, a home for Adam and Eve to inhabit that is plentiful in both life and sustainability. The only rule, it seems, is that Adam and Eve never eat the fruit from the Tree of the Knowledge of Good and Evil. Despite the perception of the garden narrative as a utopia, many of its traits resemble that of the thinly disguised dystopia. Adam and Eve seem to live in paradise, but this paradise is defined by their ignorance—an ignorance that is defined by their lack of knowledge of good and evil. The one thing that would cure this ignorance is also the one thing that God denies to them. In

Dmitri M. Sliviniak's article, "The Garden of Double Messages: Deconstructing Hierarchical Opposition in the Garden Story", he notes that when Adam and Eve taste the fruit, they gain the knowledge the name of the tree suggests, and this knowledge "could not be neutral" (Sliviniak 443). From this moment on they have the knowledge to determine what is both good and evil themselves, rather than let God determine it for them. Sliviniak says that Adam and Eve "wanted to know what was good and bad and thus turned a good situation into a bad one" (443). In viewing the Garden narrative through a dystopic lens, this is the moment that Adam and Eve begin to see through the utopic veil. However, it cannot be forgotten that Eve is the one who first committed the act of eating the fruit and shared her sin with Adam. In this way, Eve is the original incarnation of the eternal feminine. God designed Eve to be a companion for Adam and "mother of all living" (*The King James Bible*, Gen. 3.20). Through her creation and existence, Eve fits into Gottlieb's first criteria for the eternal feminine, by being a counterpoint to the male Adam. Her second job as the eternal feminine is to work as the "trigger", which she does by allowing the snake to seduce her into taking the fruit and then offering the fruit to Adam. The blame for this transgression goes not to Adam for he "was not deceived, but the woman being deceived was in the transgression" (1<sup>st</sup> Tim. 2.14). Sliviniak states that Eve will always be responsible for original sin while Adam "frees himself due to manipulation where the Woman and the Serpent take part, [and] begins to fulfill his true destination" (447-48). Eve performs her role as the trigger and gives Adam a new purpose and destiny, and then simply moves into the background. Her only destiny is to become the bearer of Adam's children. This theme, or tradition, of portraying the female character as merely a counterpoint and "trigger" is repeated throughout literature, most prominently in dystopian literature.

Another work that precedes Katniss and establishes boundaries for the female character through the eternal feminine is George Orwell's *Nineteen Eighty-Four*. Orwell's narrative takes place in the world of Oceania, a totalitarian super state where the watchful eyes of Big Brother are always upon you. Every aspect of life is under near-constant surveillance and "thoughtcrime"—thoughts against Big Brother—are crimes punishable by death. Oceania is defined by the dystopic principles of "war is peace, slavery is freedom, and ignorance is strength" (Orwell 4). The story is told through the third person narrative of Winston Smith, the everyman and a member of the secondary Outer Party. In the beginning of the novel, Winston already feels bitterness towards Big Brother and members of the Inner Party. This hatred is only magnified when Winston begins his affair with the female character, Julia. While the world of *Nineteen Eighty-Four* is much harsher than the Garden narrative, Winston and Julia follow a story very reflective of Adam and Eve's. When Winston first encounters Julia he fantasizes killing her, urges borne from sexual frustration. When Julia slips him a note confessing her love, they meet in secret and begin a sexual relationship. Julia is intelligent and boisterous, unlike many of the females of the Outer Party. She entices Winston with tales of her small rebellious acts against Big Brother and tells him "I'm good at spotting people who don't belong, as soon as I saw you I knew you were against them" (34).

In Naomi Jacob's work, "Dissent, Assent, and the Body in *Nineteen Eighty-Four*", she says that from this point on Winston and Julia "follow a largely clichéd romance as star-crossed lovers, who set up a monogamous love-nest complete with domestic trappings and quickly lose their sexual urgency" (Jacobs 9). It is from here that they begin their downfall, and while Winston is the 'hero' of *Nineteen Eighty-Four*, the ending is not a happy one. For a moment, Julia is significant to the narrative but after their first encounter she steps back and becomes

merely a sexual object for Winston, in which every encounter fuels his hatred of Big Brother more. In their first encounter Julia is performing both duties of the eternal feminine, both triggering Winston to instigate more acts of rebellions while establishing herself as a counterpoint and sexual partner. Jacobs tells us that Julia's exploits were small acts, "a private rebellion with no ramifications beyond pleasure" (9). However, after being triggered by Julia, Winston begins a series of acts of rebellion that both grow larger and more in depth, both by disregarding his duties on his job and taking more risks to meet with Julia. He is heroic for a moment before being capture by the Inner Party spy, O'Brien. Both Winston and Julia are captured, tortured and released back into society, fully dedicated to Big Brother. They have a final interaction, one that is cold and distant, in which they both admit to betraying each other, before saying goodbye forever. Regardless of the hero's downfall that plays out in the narrative, this downfall only happens because of Julia's actions. Had Julia not initiated a relationship with Winston, he would not have begun actively rebelling against Big Brother. Because Julia demonstrated the criteria of Gottlieb's eternal feminine, the story allowed for Winston's hero journey, if but briefly.

The eternal feminine not only appears in characters such as Eve and Julia, who knowingly meet the criteria but also in characters who unknowingly fit into the criteria as well. It is a repetitive pattern in writing female characters, rather than a pattern of character actions but Katniss both unknowingly and knowingly works for and against the eternal feminine. However, she was preceded in this way by Clarisse in Ray Bradbury's *Fahrenheit 451*. Clarisse is the rather whimsical and short-lived character who triggers much of the main character's change in the novel. *Fahrenheit 451* takes place in a futuristic United States where books are outlawed and burned if found. The main character, Guy Montag, is a firefighter whose job is to burn

contraband books. The society is dystopic in that it hides knowledge and discourages new learning and Clarisse, though quite young and presented as mentally unstable, sees through this. Clarisse holds knowledge in the highest esteem and tells Guy, “it’s a lot of funnels and a lot of water poured down the spout and out the bottom, and them telling us it’s wine when it’s not” when regarding education (Bradbury 27). Despite thoughts such as this, Clarisse is not actively rebelling against the society she lives in. Instead, she is questioning out of mere curiosity and innocence, and this is when she unknowingly triggers Guy Montag. After his interaction with Clarisse he begins to question everyone around him and steals books in secret, rather than burning them. Soon after Guy is inspired by Clarisse, she is killed, or so he is told. Clarisse performs her role as the eternal feminine, to trigger Guy Montag into initiating change, and then she disappears. It is perhaps the most extreme example of the eternal feminine, for in this case Clarisse is not even allowed to be a counterpoint to Montag. The remainder of the narrative follows Montag and his hero’s journey as he actively rebels against his society. However, Guy never would have had the initiative or thought about the flaws in his society had he not encountered Clarisse.

Despite Eve’s story following the criteria of the eternal feminine, the theory was identified long after the Bible’s origins. Gotteleib’s theory works as an observance of what is happening most commonly with female characters in dystopian literature and is a theme that is repeated and revived. The female character is contained and restricted when written as the eternal feminine even though she is vital to the narrative without being a major positive influence in the novel. The female character is the trigger of events in that the entirety of the plot usually develops around the actions she encourages the male character to perform. However, it is too often after she serves this purpose she is simply kept around to be a counterpoint to the male

character, or completely disappears. This is why an examination of female characters in new forms of dystopian literature needs to be observed. Rather than using these characters to discredit Gotteleib's theory of the eternal feminine, they should instead be used to rewrite the theory into something that can be easily reshaped and allows for a more significant set of female characters. This is where Katniss Everdeen comes in, for while she has the traits of the eternal feminine she also has the potential to rewrite the theory that makes allowance for more contemporary characters. She does so in three distinct ways, by first being a trigger, then as a resistor, and finally as a hero, and all of these allow Katniss to take her own hero's journey.

Katniss Everdeen is first introduced as a character who already redefines the gender stereotypes of characterization. In the first novel, the readers are introduced to a teenage girl who defies both gender stereotypes and expectations. Throughout the first novel, and the series as a whole, Katniss is able to use this defiance to her advantage, and use gender as a way to maneuver through her dystopic world. In Ellyn Lem's and Holly Hassel's article, "'Killer' Katniss and 'Lover Boy' Peeta: Suzanne Collin's Defiance of Gender-Genred Reading", they observe that Katniss is unique to dystopian literature because she "is a female character with traditionally masculine qualities and traditionally female qualities" which allows her to "capitalize on patriarchal values that traditionally privilege masculine characteristics while leveraging other, gender-appropriate qualities" (Hassel and Lem 118). Katniss defies gender segregation even before the games and the events of the first novel take place. After her father's death, and dealing with an overly distraught mother, Katniss takes on the role as household provider. She hunts, barter, and even fights for the sake of her family--all actions that paint her in a light that is typically male. In the games Katniss uses these skills for survival while also perpetuating a fake romance with Peeta in order to gain the attention of sponsors, people of the Capitol who can

provide different forms of assistance for tributes in the arena. The actions Katniss takes in order to achieve her own and Peeta's survival are all very analytical and somewhat manipulative, characteristics that female characters are not typically granted in a positive light. Hassel and Lem state that in this way "Collins has proved in both narrative forms that to write against the grain of gender expectations is not only possible but also necessary" (120). In using Katniss to rewrite the eternal feminine, the literature is able to add another layer of subversiveness to the dystopian novel, one that sheds light on new forms of female characters and allows them to break boundaries.

While Katniss works well in rewriting the female character in dystopian literature by breaking down the typical gendered norms, she also breaks down guidelines by still embracing her feminine qualities. She is a highly nurturing individual, as seen through her need to mother her younger sister, Prim. This need to mother and protect is the direct cause of why Katniss volunteers as tribute so willingly after Prim's name is drawn. In the first novel, Katniss encounters Rue, the youngest tribute in the games, who reminds her of Prim. Katniss takes on the role of provider for Rue and swears to protect her. Even after Rue's death, Katniss's grief and decorating of Rue's body with flowers, is seen as a caring quality that is thought of as inherently female. In her presentation before the games Katniss is made to look more beautiful, stripped of all hair and dirt, and dressed in extravagant costumes by her stylist Cinna. All of these actions are done to make her more female for the Capitol audience, and while Katniss feels like a showpiece on display she also embraces the female role she is given. For the most part, she embraces this glamor to appease the audience but she also embraces it for her own vanity. Katniss grew up in the poorest district of Panem, in a world that is hardly glamorous, and while she is generally put off by that glamor she also finds that a small part of her embraces it and finds

herself unlike her usual self, instead like a "silly girl spinning in a sparkling dress" (*Hunger Games* 136). Katniss is able to embrace these feminine qualities and put on a show for the Capitol, in order to achieve her own survival, flawlessly. In Amy L. Montz's "Costuming the Resistance: The Female Spectacle of Rebellion", she states that "as Katniss becomes a Capitol favorite in the games, she does so as the District 12 girl who saves her sister and as Peeta's conflicted lover; most importantly, she does so as the silly, sparkling girl aligned with fire" (Montz 143). This strengthens Katniss as a character, for she is using the feminine traits as a mask to gain her own survival.

Katniss even finds herself in a love triangle throughout the series, a plot point that is often seen in literature meant for the female audience. Her two potential lovers, Gale--her best friend and fierce advocate of rebellion, and Peeta--extremely loyal and often the voice of reason, try to pull her deeper into romance yet she resists them both. While she admits that she cares for them both, and sometimes acts on this--in innately female actions--she also understands there are more important things to worry about than trivial romance. A recurring theme throughout the novels is Katniss often being pushed in one direction or another, making choices she would rather not make, in order to insure her own safety and the safety of those around her. With the romance, she is able to push it aside because it does not directly affect her state of survival, and therefore it is not an issue she finds herself dwelling on. It is in this ability to choose, however, that makes Katniss more subversive, for she is not stuck in the confines of merely acting upon a choices that will align her with one set gender. She is able to slip into the roles needed for survival, and even if some of these roles are worn like masks, they are still roles Katniss proves she can fit into. In his New York Times article, "A Radical Female from Dystopia", Manohla Dargis asks, "Is killing masculine...is nurturing feminine...Katniss nurtures and she kills, and she

does both extremely well" (Dargis and Scott 2012). In using Katniss and her ability to fluidly embrace roles both masculine and feminine, the eternal feminine is something that is still relevant and present but is rewritten into something newer, and perhaps, more powerful. Katniss functions as both a survivalist and a nurturer, she exists in a state where she can actively take on roles both male and female, she makes active choices when faced with confrontation, and she also takes on the role as the trigger. In the past, the terms of the eternal feminine were set, she was someone who worked as the counterpoint to the male the character, who triggered or guided change but never followed through. The follow through of events belonged exclusively to the male hero. Katniss, unlike the females of the past, follows through with the events that she triggered. Although it takes a while for Katniss to do so, her journey--from trigger to hero herself--it what allows her to rewrite the eternal feminine of the romantic cosmos.

In the first novel of the series, *The Hunger Games*, Katniss performs the role of the eternal feminine by triggering the events that set the premise for the series. She does so by attempting suicide in the arena rather than being a pawn in the games and killing Peeta. Although the suicide does not succeed, her choice to attempt it was the trigger that sets off rebellion in Panem. However, in *The Hunger Games* Katniss works as a trigger in two ways, and she does unknowingly both times, first as a nurturer and second as survivalist. The initial trigger of events is when Katniss takes Prim's place as tribute; she acted without thought, merely on the urge to protect her sister. In the introduction to the book, *Of Bread, Blood, and The Hunger Games*, Mary F. Pharr and Leisa A. Clark say that "Katniss has always lived in a space between ordinary and the extraordinary...she enters another level of hell when she chooses to take her sister's place in the Games" (Clark and Pharr 12). By doing so she triggers her own journey and forced, in this case, to follow through with the events she had caused. Even though her volunteering forced her

into the games, and into the "hero's" follow through, Katniss is not actively defying the criteria of the eternal feminine at this point. Her breaking of norms does not happen until she enters the arena and begins to show her survivalist skills. Katniss is instead joined by fellow tribute Peeta Mellark, who has the potential to become the hero of the story, which would allow Katniss to step back into the typical female role of counterpoint. In the events leading up to the games, Peeta is charismatic and clever while Katniss fumbles during interviews and is easily angered in practice. Once they enter the arena, however, Katniss begins to show her strengths. As said before, during the first novel is it Peeta who needs to be rescued and taken care of--and Katniss falls into the role of Peeta's hero easily enough. In this case Peeta works as a counterpoint to Katniss rather than she to him, and this is when Katniss begins to rewrite the eternal feminine. Then, at the end of the games, Katniss offers the berries to Peeta rather than kill him. This too, she does without thinking, acting on her survivalist's nature. This survival is not in living, but in the survival of self, for she would rather die than become the killer the Capitol intends her to be. By offering the berries, Katniss becomes a trigger again, and ignites a rebellion where she must rewrite the eternal feminine, and much like in the arena, she must follow through and become the hero because of her choices.

In the second novel of the series, *Catching Fire*, Katniss is immediately presented with the opportunity to become the hero but instead strays away from the repercussions of her actions. In this way Katniss works as a resistor, for she believes that because she did not intentionally rebel against the Capitol then she should have no role in the rebellion. She wants only to keep her family and friends safe. In *Catching Fire*, Katniss is threatened by both President Snow and outside forces; all around her the carefully knit world of Panem is falling apart because of the influences of her choices in the arena. When the next Hunger Games are announced, tributes are

chosen from the pools of remaining victors, and Katniss and Peeta are thrown back into the games. Again, Katniss resists the hero's role, this time out of fear. Pharr and Clark note that "she is the classic reluctant hero from science fiction" because "Katniss was always more comfortable with the idea with her role as survivor rather than hero" (12). Katniss spends much of *Catching Fire* in feeble attempts to show the general public she was a girl cross in love for Peeta, not a girl who intended rebellion against the Capitol.

In Valarie Frankel's work "Reflection in a Plastic Mirror" she says that these attempts become a charade for safety, one where Katniss lets everyone, besides her own self, determine who she is, "her romance with Peeta [and everything else] is owned and managed by the public" (Frankel 54). At the end of *Catching Fire* Katniss is rescued and taken to the secret District 13, and it is here that she once again lets others define her rather than herself. Much of the first half of the third novel of the series, *Mockingjay*, revolves around Katniss being remade again, this time into the fictional "Mockingjay, a television personality...[who] films on sound stage, a faux bloody bandage on her arm" (57). District 13 is the opposite of the Capitol in every way, embracing everything utilitarian. They attempt to control Katniss just as carefully as they control everything else in their world. For a while Katniss lets them, playing the Mockingjay role just as she weakly as she attempted to play the star-crossed lover. As Frankel notes, Katniss begins to understand more as "she is forced to consider how much of her persona is real and how is fashioned by her handlers" (57). By letting the Capitol, and then District 13, control her she gave up her agency and resisted the role of hero, and her ability to rewrite the eternal feminine. However, it seems to feed into the trope of a hero's journey, all the different masks Katniss was putting on for those around her, were merely buying time until she came into her true self.

Finally, Katniss begins to embrace the role of the hero and actively begins to shape her own self. In doing so she regains her agency and her ability of choice, while also beginning to rewrite the eternal feminine as someone who exercises her agency. The second half of *Mockingjay* revolves around Katniss striking a deal with District 13's leader, President Coin. The deal involves rescue of Peeta, who was captured by the Capitol at the end of *Catching Fire*, allowance for combat, and that she herself is allowed to kill President Snow. In return Katniss will act as the Mockingjay, but in her own terms. With this deal set, District 13 is able to deliver Mockingjay propaganda that incites more rebellion and turns the entirety of Panem into a warring zone against the Capitol. With clearance for combat, Katniss is fully involved in the war that is happening around her. It both horrifies her and ignites new hatred against the Capitol, her rebellion finally one that she does knowingly. She acts not with nurturing or survivalism, but instead with genuine emotion that she had determined and made for herself. As the events of *Mockingjay* continue, Peeta is returned to her, now a brainwashed object for the Capitol, and District 13 and the other rebelling districts eventually overthrow the Capitol's regime. However, there are many deaths during the war, including Prim. It is unclear whether Prim was killed because of actions by the Capitol or District 13, and afterwards Katniss falls into a deep depression. Panem is in political shambles and Katniss is brought in to finish the deal and kill President Snow. However, instead of killing Snow, Katniss kills President Coin. In Guy Risko's "Katniss Everdeen's Liminal Choices and the Foundations of Revolutionary Ethics", he says that from the moment Katniss made the choice to take Prim's place as tribute "she stood as a non-exceptional figure of law who could clearly see its failures and limits" (Risko 83). This view of the law and its failures and limits continue throughout the series, and although Katniss plays a huge role in what happens politically in the world around her, she never actively makes a choice

to change anything until she makes the choice to kill President Coin. It is in this way that Katniss rewrites the eternal feminine and finally follows through with the choices she made in the first novel, and it is in this way that Katniss becomes a hero.

The intention of this research was not to make the theory of the eternal feminine null but instead show that this idea, that is often seen as satire, can be rewritten in a positive light. As said before, Gottlieb's theory was an observance of what was happening with female characters in dystopian literature. However, since that time the state of the female character in dystopian literature has changed and the way the literature is presented has changed as well. Dystopian literature has now become a huge genre in the young adult market and female characters like Katniss are now becoming a recurring trend. The theory cannot last or be valid if its criteria for female characters is so limiting. The theory must change as the literature changes. The female character now has the ability to be both a trigger and a follow through. She also still has the ability to step back and let the male hero be the follow through. The rewriting of the eternal feminine of the romantic cosmos comes not from setting up new criteria but instead demonstrating that the eternal feminine can be defined as a female character in dystopian literature who has choice. The choices she makes and the plot of her story have no effect over her validity as the eternal feminine, for it is given to her with her choice. She is defined as the eternal feminine not by the world in which she exists, much less the male character(s)---she is defined only by herself. From the nature of dystopia it can be surmised that dystopian literature will continue to grow and be rewritten as the world changes, and the eternal feminine of the romantic cosmos, in being eternal, can be rewritten with it.

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# **Walking Railroads**

**Briana McDade**

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## **Abstract**

“Walking Railroads” is a novella that begins as sixteen-year-old Alana learns that she is biracial. The narrative follows her as she travels through the southeast of the United States in search of her biological father. Alana deals with the emotional issues she has been covering up after finding out she has a different father and is biracial. She travels from her hometown in Alabama to Tennessee where her paternal grandmother lives, then to Florida where her father is suspected to be working on a U.S. Navy base. Alana is accompanied by her long time neighbor and friend Robert. Together Alana and Robert face the unknown of Alana’s family history and blossom a bond stronger than expected.

Alana’s situation is common among all teens finding their identity. The twist that Alana is faced with is finding two identities in one, her own identity as well as the identity that her biological father has to her. Her character is comparable to biracial characters from such novels as “The Blossoming Universe of Violet Diamond” and “The Girl Who Fell from the Sky”. Alana is older than the protagonist of these books, and travels through the southeastern region of the U.S. unlike in both of these novels. By traveling to Clarksville, TN and Pensacola, FL, further research was conducted to produce the setting. Alana is an invented character who hopefully will inspire real young people to learn about their heritage.

## **I. Introduction**

The research conducted in this creative piece will answer the following question: What happens to a 16-year-old girl when she finds out she is biracial? The plot of this story surrounds Alana Davis growing up in an African-American household in Birmingham, Alabama. She faces many challenges, such as difficulty being accepted by either race. When she reaches the age of sixteen her father reveals that she is actually biracial. This sparks Alana to set out to find her biological father.

It was during the fall semester that I was asked whether I wanted to complete a scholarly work with some creative entities or the opposite. Clueless and interested I chose a more creative piece with some scholarly work. I was then charged with finding a subject matter that would work for the realist fiction approach I wanted to write. I wasn’t sure about what I wanted to do, but I knew I wanted a young adult-female protagonist. While I am far from being a feminist, I do

enjoy reading and writing from the prospective of a woman overcoming some form of a struggle. I took an English class with the focus of New Orleans nocturnal fiction last fall and realized while writing the final paper about miscegenation that I wanted to continue on the track of blended races. I remembered a title for a book I wanted to write and knew it was perfect. The title, *Walking Railroads* works as an eye catching title and does not spill the beans on what is going to occur in the story. On the other hand, the title gives an acutely hidden meaning that is not understandable right away. Many people recall walking on railroads as a child, but as for the meaning of the book, Alana is walking a railroad between being white and black. Her parents are walking the railroad of love and society. We all are walking on some railroad hoping we do not fall off, although the fall is not far from the ground. We stand on **steel** inches from the ground, balancing the weight of the world along with our own. What motivates us to continue? How do we keep our balance even when the weight is not even? These are questions I am curious as to how the characters will answer, more importantly Alana.

## **II. The research: literature**

While taking the English class helped in my decision of a biracial subject, it was not the main contributing factor. I was already interested in the subject and have other books in mind for continuing with the subject of biracial identity and the mixing of two or more races. Not many people take into consideration what it is like to be biracial, some people are enthralled with individuals of different races being together, while others aren't so approving. There are many hard things in life people have to deal with on a daily basis. When race is one of them, things become complicated, because society is black and white with no room left for gray. It is said that when biracial children reach adolescence they are more in tune to racial identity issues (Nuttgens 356). I will be looking at fictional and non-fictional female protagonists, who are telling a

travelling, a coming of age, or a racial identity story. These elements are all included in my fictional piece. I hope to uncover the answers to how the question of radical identity manifests, the emotional childhood memories that don't make sense (bullying/teasing), and the need to find closure when faced with the absence of information regarding identity. Using works of fiction like the main character in Toni Morrison's *The Bluest Eye* brings to light this fact. An African-American female struggles with her racial identity through wanting the blue eyes of a white child, so that she may obtain her mother's affection (Morrison). Alana has blue eyes and while she is not seeking the approval of her mother, she does want some form of acceptance from those around her. Maya Angelou's autobiography, *I Know Why the Caged Bird Sings* recounts her childhood, telling a beautifully woven coming of age story (Angelou). By the end of part one of *Walking Railroads*, Alana's story is just unfolding and hopefully seeming real for those who are reading. Zora Neale Hurston's *Their Eyes Were Watching God* shows Janie Crawford's desire for love and how she finds herself. She marries and is disappointed. Later she meets Tea Cake and he allows her to find herself and love and be loved in return (Hurston). Alana's story aligns with Janie's when it comes to the protection of those around her (i.e. Autumn, her mother) and how she want to get away to find who she is as a person and not what others are creating for her to be as a human. Simon Nuttgens' article will support some of the claims made in my fictional piece, as well as connect the fictional/nonfictional works that are not bi-racially oriented. It will also show that the situations presented are often visible in children that are biracial. Renea D. Nash's *Coping as a Biracial/Biethnic Teen* details settings and circumstances that biracial teenagers face. It also looks into society's view of biracialism and how they deal with these obstacles (Nash). Both of these scholarly works have provided the necessary facts to give Alana's story real life effects, as well as add to the genre of realist fiction. Brenda Woods's *The*

*Blossoming Universe of Violet Diamond* tells the story of a young biracial girl who seeks out her African-American father's side of the family, whom she hasn't met (Woods). Heidi W. Durrow's *The Girl Who Fell from the Sky* tells an impeccable story of a young girl who is forced to live with her African-American grandmother, whom she has never known, after the death of her African-American father and Danish mother (Durrow). These two books have influenced me to find a drive for Alana as a biracial teen and child. They have given me the few key details Alana needs in order to be complete from shared emotional trails to strength in finding one's own identity.

### **III. The writing process**

The process of writing this story seemed most difficult in the beginning. I wasn't sure where I would start. There should be an incitement moment of course, but what moment would draw a reader in and keep them interest to continue the reading. I was advised to free write and see where writing would take me. It was then that I knew I would start with her finding out she was biracial. I didn't want to skip vital years of the protagonist life, therefore I used certain life moments as flashbacks into her life. I feel flashbacks are a gateway for the reader to understand that Alana is not blind to the fact she was of a lighter complexion then others or that her eyes were blue, she just felt that it was hereditary from some former generation.

I chose first person for the first half of the novella because I wanted the reader to have a personal connection with Alana. I wanted the journey to be intimate and as though you could feel what the protagonist felt. There was no personal thoughts from the narrator only Alana's. It made the flashbacks all the more real, instead of an addition storytelling inside of a story. As for the second half being in third person, I was looking for a close view into what happened between the parents, but I still wanted it to be Alana's story as well as theirs. Third person seemed like a

must, that way the reader can receive everyone's thoughts and emotions and not feel as though they are missing something from a character.

Why did I desire to have the past and present of this story told would take months to explain. Therefore I will give the short version and briefly build. The past and present is like making a vase. The past is what kneads or molds us into the people we are, but the present creates the form for who we are before the fire starts. Alana's past in flashbacks give us the confusion of a child who does not know a family "secret", but these moments create in her a resilience to what people have to say about her. While her current situation builds off of her resilience it also makes her stronger in knowing who she is, although she has points of questioning it.

Outlining this story was easy and fun. I've never had a problem with creating a storyline, characters, or even a title. The problem I have is taking what's inside my head and writing it out on paper. I started the outlining process by first deciding on how many chapters. From there I thought seriously about what would happen in these chapters, would I discuss what happened between her parents from Autumn, Alana's mother's perspective or would Darrius the adoptive father tell it? I even considered Julian, Alana's biological father giving a rant about how Autumn was a terrible person for what she had done to him and Alana, as well as telling what occurred with the parents. I soon realized that Alana's parent's story needed to be told in full just like her own. I didn't want readers to make assumptions as to how easy it would have been to run away, or forget about the nay sayers. Life is not that simple, especially in the southeast.

I have never officially developed a character, this was something new for me. Coming up with Alana's name wasn't hard, I happened upon it while searching the internet. When it came to her likes and dislikes, or her personality traits that is when the struggle to complete her came.

Nothing seemed to fit who she was as I wrote. It was like I made a list of someone that I wasn't writing about. After a while I decided it would be best to write until I found Alana's voice, then resume creating the details of her. I also found this to be the case for the other characters that were more dynamic.

The toughest part of the writing process was no doubt balancing the roles of researcher and writer. As a research I had to look for the nitty gritty in other's writing that I could have relate to my own. As a writer I was forced to deal with the woes of writer's drought (writer's block) and creative downpour. It was stressful by all means, but it was also entertaining and worth all the unusual work I'm accustom to with my own private writing.

#### **IV. The piece**

##### **Excerpt 1: Alana finds out she is biracial**

“Who is this?”

I was looking at a man whose eyes were an intoxicating blue. They held such a magnitude of blue it was daunting to look at them for so long, yet they were soft and comforting. The color of his eyes reminded me of the ocean on a good day when the water is reflecting the sky and the sun is beaming brightly from above. The hair wrapping his lower face, side burns, and mustache, including just under his lower lip was as if he had professionally colored his peach fuzz. His hair stood on top of his head like bed hair, obviously gelled stiff, but thankfully it looked as though it was natural and styled. He was smiling as he sat on the floor leaning against a bench on the same, old-rickety porch.

I put the picture carefully in my pocket and dig through more pictures of my mom. Her happiness was unmistakable, even in some of the pictures when looking mad, disgusted, or sick. I wondered aloud who the photographer was, or where these pictures were taken. I was about to

close the box and put in my bag for my father when I noticed a photo I must have missed. I lifted the picture and the letter under it came with it. I detached the photo and the letter. The guy from the previous image stood with his arms wrapped around my mother's waist. Her face held surprise as the man kissed her cheek. Who was he? I looked over at the letter in my other hand, hoping it would give me the answer I was seeking after.

*Dear Julian,*

*So much time has passed between us. I haven't heard from you and I do believe that is my fault. I left things in such turmoil that if you don't forgive me I will understand. I didn't know that our lives would end up like this. We had so many plans for our lives, then it ended in a swift fatal blow of the wind. I'm sorry I lied to you and I'm sorry that I didn't stay. I don't regret my decisions though. If I stayed I would have been alone without you and our child. I loved you, but I loved Alana more.*

There were dried water spots on the page, tears. They weren't my own, but my mother's. She had feelings for Julian that I had never experienced in my sixteen years of life. I looked back at the photo in my other hand and before I knew it my own tears began to well up in my eyes. I had lost the connection of my mother loving another once before, and realized she had mentioned my name in her beloved letter. Why? I knew what it all meant, but I didn't want it to be true. What was she saying? Is Julian my dad? How can that be when my father has been with me all this time? There are even pictures with him at my birth. I felt so lost, this letter and picture didn't make sense.

"What is going on?"

"Alana, what are you doing in here?"

"I don't understand."

I furious shook my head. I stare at the photo in my hand. It's hard to see clearly because my hand is shaking. I look back to the letter and I try to read every word carefully, but it becomes harder as each word blurs.

“Alana, what don't you understand?”

I could hear my mother as she spoke to me, but it didn't register to ask her. I'm wasn't even supposed to be in here, let alone in this confusing box. My mother walked over and saw my hands full with a picture and letter from her forbidden box. My hands were trembling and face soaked with tears. My mother moved quickly packing the box back up. She didn't look at me nor me at her. My eyes were fixed on the letter and so were hers.

"Give it to me."

Her voice was stern and cold. A shiver ran through my body and the letter floated to the floor. I looked up at mother and asked,

"Is Julian my biological father?"

The blood drained from my mother's face. My mother snatched the letter off the floor, crumpling it, and threw it in the box.

“Is he my father?”

I stood up from the floor as she grabbed the box with so much force she almost fell down.

“Autumn, what's going on?” My father asked as he walked into the room with his cane.

“Darius is your father,”

She stated with so much conviction I almost believed her. She stormed out the room and I stood there knowing that I wouldn't get anything else from her.

I whispered to myself, “He can't be, not according to that letter.”

My father stood in the threshold of the door looking at me with pain in his eyes. I knew then that the letter held the truth.

**Excerpt 2: Alana remembers a moment when her race was in question**

I stood outside of my house waiting patiently for the bus to finally arrive. I had been up since four-thirty, fighting the ritual battle with my mother and hair. Somewhere I found the time as usual to get dress and stand outside my home waiting for a stale corn chip smelling bus. Everything would be normal, the bus would stop short of where I was standing, everyone on board would be loud and busy, and I would be gifted with the absolute pleasure of sitting alone in the middle of the bus. Yet on this morning that wouldn't be the case. Eliza from down the street would be sitting in my seat with her arms folded.

“Umm, this is my seat.”

“Is your name on it?”

“No, but I always sit here. Where is Carol? You and Carol always sit together.”

“Carol and I aren't friends anymore.” I sighed and looked around the bus. The only seats open were next to Mesha, Carol, and Eliza.

“Can I sit next to you then?”

“No.” Eliza stretched her feet across the seat. I looked over to Carol who undoubtedly heard me and watched her repeat the same action as Eliza.

“Alana, you need to find a seat, so we can go. Why don't you sit next to Mesha?”

“Why don't I sit on the floor,” I mumbled to myself.

“Come sit by me Alana, Jessy's not coming today.” The sweetness that oozed off of Mesha's words made me want to vomit. How could a person pretend to be so nice, yet be so evil? I slowly made my way to the back of the bus, probably to my doom. Why was I being

treated this way? My day had started out good, therefore it should end that way. Why did a perfect day start with my hair and end here? Mesha was most likely planning how she would torment me; with every step I took a new idea probably popped into her head. I sat next to Mesha and placed my backpack in my lap.

“How are you? Your hair is so cute!”

“I’m good. Thank you. How are you?”

“Better now that you’re here.”

I shivered from the fear that was building, also from the window that was opened in front of us. Mesha started off with light conversation that I had never known she was capable of communicating with, if you were a friend of hers. She asked about my parents and what it was like living with both of them. We were about five minutes from the school when she asked me a question I didn’t understand.

“So Lana, which one of your parents are white?”

I almost fell off of our seat from her question. What in the world was she talking about? Didn’t I just tell her that I lived with both of my parents? I’m sure if one of them was white I would have noticed by now.

“Neither of my parents are white Mesha.”

“That’s not true Lana. My mommy told me that you had to be a half white because you are too light skinned-ed and your kitchen is nappy, but your curls aren’t. I crooked my head in confusion.

“My kitchen is always clean, why would it be nappy?” Mesha let out a long sigh.

“Your kitchen is the back of your head.” Mesha thumped the back of my neck roughly. I rubbed it and frowned.

“Don’t touch my hair. My mom just did it this morning.”

“Only real black girls can say that.”

“I am a real black girl, Mesha”

“Who back here thinks Alana is really black?” I looked around hoping someone would stand up for me. Someone would tell Mesha she was crazy and so was her dang mama too.

“See no one thinks you are black”

“Both my parents are black.” I dug in my backpack and grabbed my family photo.

“This is my family,” I pointed at my father then at my mother.

Mesha was quiet. She studied the photo while the bus pulled up to the school. Everyone waited for Mesha to get off the bus before they filed off. I scooted out of the seat so she could go. Mesha got up and shoved the photo into my chest. She moved as though she had nothing left to say, but then she hit me with a question that would echo in the back of my head.

“If you are only black, then why do you have blue eyes?”

### **Excerpt 3: Alana meets her biological father**

Standing next to Roy I nervously shifted my weight while twiddling my thumbs. What If he doesn’t like me? What If he doesn’t want me? What if, what if, what if... everything that I could possibly think of flowed through my mind, but it all ceased as Julian opened the door.

“Hello?”

His hair was shorter than what the picture held in my pocketbook. His facial hair was only wrapping around his mouth now and didn’t attach to his sideburns or the rim of his jaw, but his eyes were still an intoxicating blue. They were like grandma Payton said, a replica of my own. I stared into his eyes praying he would know who I was with just one look. Part of me wanted to hug him and cry, asking where he had been all my life. How could he not know I was

here existing and living a life without him. Although the other half of me wanted to bolt from his porch. Why was I even here? How could I stand here and ruin the life he has now. All this time I've been a dead child, a dead memory, maybe even a mistake.

I'm always so optimistic, but this subject confuses me about my emotions to the core. I've always been secure in who I am, yet here I was standing on my biological father's porch not knowing whether I should jump with joy or cry, hug him or run, I wish I could disappear and find the girl I lost the moment I understood my mother's letter.

"Hi" I said demurred.

Roy piped in, "Hey, my name is Robert, but you can call me Roy and this is Alana." Roy stretched out his hand and Julian shook it.

"Hello Robert and Alana" The way my name eased off of his tongue, did he know?

"How can I help you two?" He didn't know. I was still as dead as my mother told him I was eighteen years ago. What am I going to do now? I can't just stand here and I already cried about everything. I sucked in a huge breath and followed my gut feeling. I didn't come all this way for nothing. It didn't matter whether he knew or not, he needed to know.

"Autumn Johnson, now Davis is my mother." I rushed out without giving a thought as to if he could understand anything I just said. Roy smiled and nudged me, but Julian was standing like a statue, staring at me. I shifted my weight again waiting for some reaction from him.

"Honey, why are you standing like that? Hi, what's going on?" The lady walked towards the door with concern written on her face.

"I'm..."

"She's my daughter."

I watched as Julian's eyes lit up at his own revolution and how he didn't seem to believe it until it came from his mouth. I no longer cared about the, what if's. I just wanted to know him. I already had a father and there was no need to replace him, but I need to know him too. The woman crossed her arms and narrowed her eyes towards me.

"Julian, you don't have kids."

Julian stuck his arm out, as if to hush the woman from asking further questions, "come in. I'm so sorry..." While walking into the house, Julian continued talking.

"Make yourselves comfortable. Lola, I didn't know Alana existed."

"Wait, wait! A girl shows up at your door, tells you she's your daughter, and you just believe her?"

"Lola, believe me. This is my little girl." I could hear the emotion he was holding back as he spoke.

"I thought I lost her eighteen years ago. Her mother, Autumn was four months pregnant when the accident happened. She told me she miscarried and could barely look at me. The day I was going to take her home from the hospital a nurse told me she was already discharged. I haven't heard from her since."

A tear fell from Julian's right eye and he swiped it away.

"So you didn't know anything all this time. Grandma Payton never told you."

"Mom knew!"

"Well not originally, we met her a few days ago. Spent almost a whole week with Ms. Payton," Roy interjected.

"You met her, before you met me? Hold on, you stayed with her?"

"Honey, your mom wouldn't make them stay in a hotel."

“No, but this is my daughter. She wasn’t pleased with my relationship with Autumn, especially after my father died.”

“My dad only knew where your mom was located. He remembered the whole ordeal.”

Julian slightly frowned before setting his face back into place. It must hurt to have a child call someone else by your title. I always wanted to know him, but I never consider how he would feel.

“Julian, can I ask you a question? I hope it doesn’t offend anyone.”

“Sure, anything.”

“Why didn’t you chase after my mom?”

## **V. Conclusion: aspirations**

The hope for this research is to professionally add to the realist fiction pool of biracial literature. I want my work to not only be an addition scholarly, but creatively as well. There are some people who find research, articles, and other scholarly works to be factual and reliable. While creative fiction can be seen as interesting but deceiving and lacking authenticity. Fiction is not real, but it does not make all works created under the title of fiction invaluable. My hope is that the research conducted in my fictional manuscript will enlighten people to the issues biracial children face due to society’s ideals. When looking back through time, it is hard to say who is and who is not of more than one race, but it is done regularly. There are people who do agree to being accepting of races blending and other in disagreement. The couples under discussion either look for acceptance or do not and without regard to society’s rules have children. Although, the children of these relationships are cute, some are struggling to find a personal balance with being biracial. Blending into one’s own race is not easy, yet to blend into more than one must have its challenges. I want to help biracial individuals with my fiction to understand that self-conception

is what gives you access to acceptance into either world of race they want to enter. I have a desire to help eliminate not having a sense of belonging to all of the racial groups of one's heritage, trying to understand how to blend the different cultures/races into one's individual life, and dealing with differences with issues involving skin tone, hair texture, and more. I not only want to help biracial individuals, but individuals belonging to one race. Identity does not start and end with one person or race, it happens to everybody, and figuring out who you are can start with knowing what your roots are, which is why I want to inspire young people to know their heritage.

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# **Redefining Health Habits in College**

**Kimberly McDade**

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## **Abstract**

College students everywhere are fighting a growing problem, the battle often known as the “Freshman 15.” The war on weight gain, which most often leads to obesity, affects more freshmen as well as sophomore and upperclassmen later in life as well as the immediate effects of inactivity and fatigue. The problem with students gaining weight after starting college is that it may lead to chronic illness and diseases in their long term health. The purpose of this study is to understand the effects of the health habits of students, before and after college, on the weight gain acquired in college and considering the possible opportunities. A survey was conducted examining participant’s nutritional and exercise habits. The participants were students of a small liberal arts college in a southern community. They were undergraduates, aged 18 and above. The study also investigated the opportunities available for students to improve their health habits in the college environment.

## **Introduction**

According to *The State of Obesity: Better Policies for a Healthier America*, “Alabama now has the eighth highest ranking adult obesity rate in the nation”, which is associated with diabetes and heart disease, and other illnesses (Alabama, 2014, para. 1). College life is looked at as an opportunity to improve the student and help achieve their endeavors to accomplish the best in life. However, due to the association of weight gain and other negative health habits, colleges and universities are now trying to improve their efforts to help decrease this issue for college students. They recognize that students transitioning from home to living on college campuses can be faced with challenges to good health habits.

The purpose of this research is to investigate the health habits of college students and find out the opportunities that they have available to assist them in developing good nutritional and exercise habits in the college campus environment compared to those they had already established at home. This study is important for college students everywhere. The health habits

developed in college can lead to long term benefits against obesity, diabetes, and other illnesses and offer a greater chance for longevity and wellness for our future.

Universities are making more effort to help motivate students toward better practices after seeing such a large number of students showing declines in healthy practices and increases in weight gain. As seen online, academic environments like Temple University often note the tendency for these dietary patterns and Student Health Services often address health issues on their websites with helpful tips. Middle Tennessee State University has information sheets available in the student café regarding nutrition that are easily seen on visitation there. They also have large salad bars with several vegetable and fruit options available. These are just a few things colleges are doing and is not in any way attempting to represent all the efforts made or available on those campuses.

When observing the University of Montevallo as an example, there are several options available for the wellbeing of its students. In the cafeteria, there are fresh fruit and vegetable choices, along with healthier foods like veggie wraps and veggie burgers. They even have water with fruit and herbs infused, too. There is a spectacular student activity center with an indoor track, swimming pool, weight room, gym, racquetball rooms, etc. Intramural sports, team sports, yoga, aerobics, vallo-cycle, walking/running groups, walking and park trails are also available. There is the UM Lake for those interested in kayaking and canoeing, as well. Along with these are the services provided by UM counseling, where eating disorders and other health related challenges can be addressed.

This project will attempt to answer some of the following questions: Is college life contributing to the health habits of college students with positive outcomes? Are students taking advantage of the efforts of the colleges and universities to promote good health habits? Do the

students understand the benefits of proper nutrition and exercise and the lifelong effects it has for them? What needs to be added or changed, and what other things can be looked into to encourage their use? These are questions that need to be addressed and answered.

### **Literature Review**

Weight gain during the first year of college has become known as the “Freshman 15”. Though all students may not gain this much weight, some may actually gain more, and some not at all. “Only one study found a decrease of weight (1.5 pounds) during the freshman year, whereas several others showed an average increase of weight for the freshman population, ranging from 2.4 to 4.6 pounds” (Smith-Jackson & Reel, 2012, p. 1). Weight gain can also continue through the college years, which can lead to obesity and on to disease. Sadly, many students carry this weight on until well after college setting themselves up for chronic disease and challenges to long-term health. While some argue the validity of the Freshman 15, the effects of college weight gain are showing up as long-term challenges to health (Smith-Jackson & Reel, 2012).

Most students believe that gaining weight (particularly the first year) is unavoidable (Jung, Bray, & Ginis, n.d.). In reviewing other studies that address the weight gain, and other habits that affect college students, they state that eating becomes an act of socialization more than a time to feed and nourish the body. Students hang out in the cafeteria for long periods of time and most activities involve some form of eating. It leads to a lot of grazing; eating that continues over a longer period of time than necessary (Franklin, 2013, p. 1). This causes weight issues in a lot of students. It leads to extra pounds from the extra calories taken in. An article from Oregon State University-stated that college students are not eating enough fruits and vegetable, that some are not getting even one serving a day (News & Research Communications,

2011). This shows up as a deficiency of proper vitamins and minerals because the foods they are ingesting are nutritionally void.

The foods students are taking in are low in fiber, vitamins A, C and E; folate; iron; and calcium, according to studies by Ha and Caine-Bish (2009). This alone is a problem, starting with weight gain but leading to other health issues. Other habits college students display that should be a concern would be skipping meals and snacking on high calorie food items, also using unhealthy diets to lose weight. Students typically are less aware of the health benefits provided by eating fruits and vegetable than older adults (Ha & Caine-Bish, 2009). This makes it easier for students to continue unhealthy food practices.

Jung, Bray, and Ginis (n.d.) assessed the stability of diet and physical activity and their relationship to weight changes in first-year university women. They hypothesized the women would lowering their levels of physical activity and increasing levels of caloric intake causing weight gain in these first year students (Jung, Bray, & Ginis, n.d.). Their findings support that a combination of eating behaviors of college students, not just increased caloric intake, and physical activity all come together to cause an increase weight gain (Jung, Bray, & Ginis, n.d.).

Two of the objectives of Healthy Campus 2010 are as follows:

1. To improve health, fitness, and quality of life through daily physical activity in the entire population... we will increase the proportion of USC students who engage in moderate physical activity at least 3 days per week for 30 minutes OR vigorous physical activity at least 3 days per week for 20 minutes (Healthy Campus, 2010, p. 2).

2. To promote health and reduce chronic disease associated with diet and weight...we will increase the proportion of USC students who consume at least five daily servings of fruits and vegetables. (Healthy Campus, 2010, p. 3)

### **Methodology**

The data in this quantitative research study was obtained through the use of a survey of questions regarding health and wellness habits. This survey was approved by the Institutional Review Board of the university. How many times a week do you eat vegetables? How often do you exercise in the student activity center? These are examples of the questions listed in the survey (see appendix A). It was offered to undergraduate students at the University of Montevallo, ages 18 and above. The survey was presented to various classes at the university. It was introduced by the researcher, and an informed consent was signed by the participants willing to volunteer, then the survey was administered. The survey addresses behaviors from both before and while attending college. There were 69 participants including 48 commuters, 20 campus residents, and 1 non-responder. The study was developed to obtain information from students to reveal what, if, and how the efforts of the college is making a difference to the improvements of the “Freshman Fifteen” and other health related issues. This research will possibly provide valuable answers that may be used to assist the university to better address the health and wellness needs of the students on campus, as well as influence and educate both students and other academic environments to do the same.

### **Results**

The results of the survey were counted and recorded using Microsoft Excel software and statistically analyzed with IBM SPSS Statistical Software under the assistance of Dr. Gregory Longo, Assistant Professor of Psychology. The data (see Table 1) showed no significant difference in the means with the exception of water intake. One expected result was that the

nutritional habits of the participants that exercised routinely were better than those that did not exercise routinely.

Table 1

*Paired Results*

BEFORE COLLEGE	Mean	DURING COLLEGE	Mean	Sig.(2-tailed)
Sweets	3.01	Sweets	2.87	.199
Soda	3.14	Soda	2.94	.211
Water	3.91	Water	4.23	.012
Fruit	3.12	Fruit	2.93	.107
Vegetables	3.01	Vegetables	2.93	.443
Fish	1.82	Fish	1.99	.117
Exercise	2.90	Exercise	2.71	.175

Table 2 lists the nutritional results according to number of participants and percentage of participants and their specific response. This chart was prepared to identify areas of concern in the nutritional information. When looking at this chart the areas of difference can be seen on a broader scale. Although there are some differences (as in Table 1 indicating the means and differences) they are very small but definite areas of concern when considering issues regarding obesity leading to challenges to good health. There was a decline in soda and sweets after college and no change in the low intake of vegetables. Also noted was a decrease in fruit (a negative change) and fish was never eaten by a large majority of students.

Table 2

*Nutritional Results*

Item	Before College # of Participants	Before College % of Participants	Frequency	During College #	During College %	Frequency
<b>Soda</b>	<b>19</b>	<b>27.5</b>	<b>5-7/wk</b>	<b>14</b>	<b>20.3</b>	<b>5-7/wk</b>
<b>Sweets</b>	<b>8</b>	<b>11.6</b>	<b>5-7/wk</b>	<b>7</b>	<b>10.1</b>	<b>5-7/wk</b>
<b>Water</b>	<b>32</b>	<b>46.4</b>	<b>5-7/wk</b>	<b>43</b>	<b>62.3</b>	<b>5-7/wk</b>
<b>Fish</b>	<b>26</b>	<b>38.2</b>	<b>Never</b>	<b>23</b>	<b>33.3</b>	<b>Never</b>
<b>Veg.</b>	<b>10</b>	<b>14.5</b>	<b>5-7/wk</b>	<b>10</b>	<b>14.5</b>	<b>5-7/wk</b>
<b>Fruit</b>	<b>11</b>	<b>15.9</b>	<b>5-7/wk</b>	<b>8</b>	<b>11.6</b>	<b>5-7/wk</b>
<b>Eat Out</b>	<b>32</b>	<b>46.4</b>	<b>1-2/wk</b>			
<b>UM Cafe</b>				<b>29</b>	<b>42</b>	<b>Never</b>

**Exercise**

The top reason responders participated in exercise was to stay healthy. A little over half or 55.2% of participants exercised at the recommended moderate level of intensity. Exercise activities included: cardio exercise (73.9%), utilized the SAC – 47.8, participated in organized classes – 13%, and participated in intramural activities – 39.1% (see Figures 1 and 2).

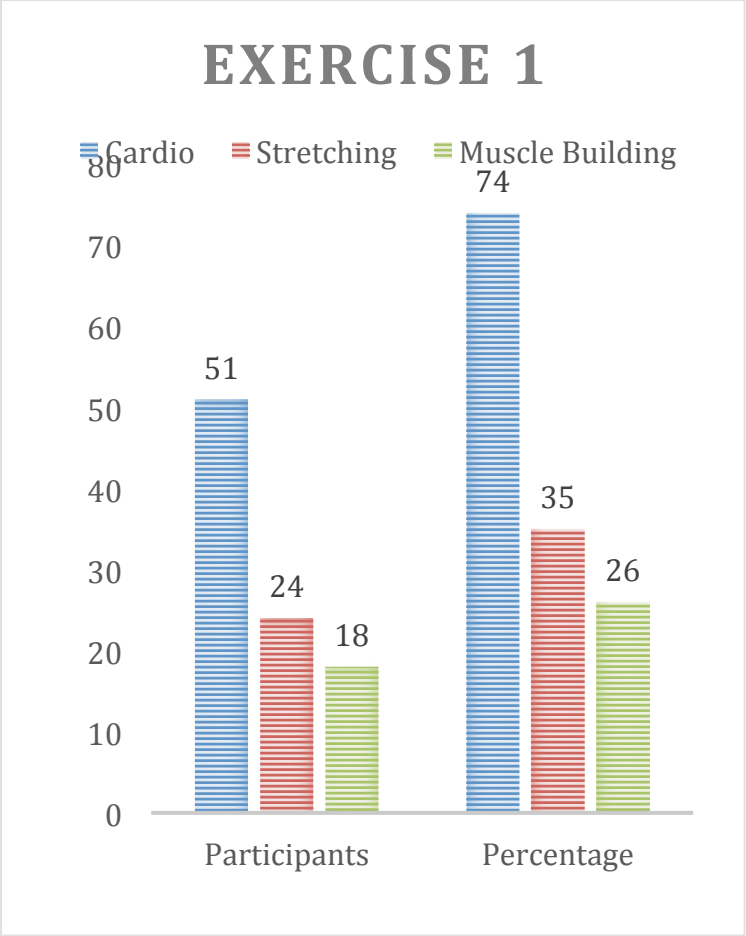


Figure 1. Exercise activities by participant and percentage.

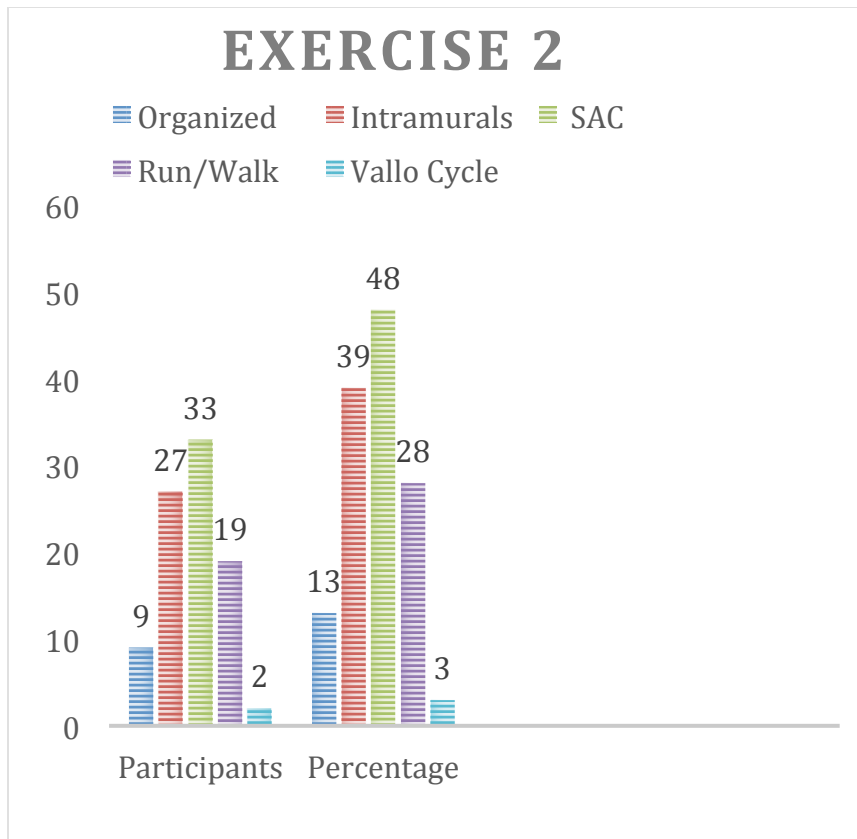


Figure 2. Exercise results with types of exercise

### Conclusion

The age-old theory of the Freshman Fifteen is still a reality despite efforts by universities to provide healthier nutritional choices and exercise options. The results of this survey are disappointing in supporting the effectiveness of the university's wellness efforts. There may be some skew to the results because of the large number of commuters. Overall the results of this study were unexpected. They support the issue that college students' health habits are not improving significantly.

Cardio exercise was the most popular type of exercise. Over half of students did exercise at the recommended moderate intensity. A little less than 50% of students utilized the student

activity center. Organized classes only had 13% participation. Intramural activities lodged 39.1% of student participation.

The nutritional habits showed a great need for improvement. A large number of students never ate fish, and vegetables and fruit were severely low on the frequency intake list. While water was taken in significantly, all values were well below recommendations for daily allowances.

### **Implications for Colleges and Universities**

Efforts by college campuses may need to include more nutritional and exercise information on their long term benefits, increase the number of programs, and find ways to motivate college students to take advantage of wellness options which could promote better health benefits long term. With the understanding of the eating habits of college students examined, some considerations for improvements would be to:

1. Market healthier food choices by strategic placement in highly visible areas
2. Provide nutritional breakdowns indicated at each food item in the cafeteria
3. Provide healthier alternatives placed above/near high calorie items
4. Work with the student dietetic association, if available on campus, to offer monthly nutritional moments (programs) such as food demos, flyers and information booths, weight mgmt. strategies, etc.
5. The SAC (student activity center) could offer training sessions on equipment, post banners of different activities, indoor walking track, gym, and swimming pool for individuals or groups, have desk staff give information flyers and talk to students to promote the activities available and their health benefits

6. Intramural activities should be promoted - tryouts, practices and games - not just leave it to the teams
7. Consider Nutritional and Fitness Fairs each semester, and
8. Information booths should be available periodically from the cafeteria, the student dietetic association, and the student activity center, along with student life, on wellness opportunities on campus.

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**Before Attending College...**

How often did you eat out?	Never	1-2 times/week	2-4 times/week	4-5 times/week	5-7 times/week	
How often did you eat sweets/desserts?	Never	1-2 times/week	2-4 times/week	4-5 times/week	5-7 times/week	
How often did you drink soda?	Never	1-2 times/week	2-4 times/week	4-5 times/week	5-7 times/week	
How often did you drink water?	Never	1-2 times/week	2-4 times/week	4-5 times/week	5-7 times/week	
How often did you eat fresh fruit?	Never	1-2 times/week	2-4 times/week	4-5 times/week	5-7 times/week	
How often did you eat fresh vegetables?	Never	1-2 times/week	2-4 times/week	4-5 times/week	5-7 times/week	
How often did you eat fish?	Never	1-2 times/week	2-4 times/week	4-5 times/week	5-7 times/week	
How often did you exercise?	Never	1-2 times/week	2-4 times/week	4-5 times/week	5-7 times/week	
How often did you exercise 60 minutes or more?	Never	1-2 times/week	2-4 times/week	4-5 times/week	5-7 times/week	

**After Beginning Your College Career...**

How often did you eat out?	Never	1-2 times/week	2-4 times/week	4-5 times/week	5-7 times/week	
How often did you eat sweets/desserts?	Never	1-2 times/week	2-4 times/week	4-5 times/week	5-7 times/week	
How often did you drink soda?	Never	1-2 times/week	2-4 times/week	4-5 times/week	5-7 times/week	
How often did you drink water?	Never	1-2 times/week	2-4 times/week	4-5 times/week	5-7 times/week	
How often did you eat fresh fruit?	Never	1-2 times/week	2-4 times/week	4-5 times/week	5-7 times/week	
How often did you eat fresh vegetables?	Never	1-2 times/week	2-4 times/week	4-5 times/week	5-7 times/week	
How often did you eat fish?	Never	1-2 times/week	2-4 times/week	4-5 times/week	5-7 times/week	
How often did you exercise?	Never	1-2 times/week	2-4 times/week	4-5 times/week	5-7 times/week	
How often did you exercise 60 minutes or more?	Never	1-2 times/week	2-4 times/week	4-5 times/week	5-7 times/week	
Your participation has included	Yoga	Intramurals	Running/walk group	Vallo cycle	Aerobics	SAC

## **Below the Stars**

**Kimberly McWhorter**

Collin Williams, MFA

### **Abstract**

Last July my family structure changed with the death of my grandmother; marking the loss of a generation in my family. With her passing I was charged with the safekeeping of trunks, suitcases, and boxes all over-flowing with photographs she and my grandfather had collected throughout the years of their lives together. These personal artifacts portray a disconnected account of my Grandparent's lives while simultaneously acting as a false manifestation in their absence. It is with these trunks, suitcases, and boxes of artifacts left behind that I am exploring my familial identity through the themes of loss and memory. My practice is rooted in printmaking and utilizes both relief and screen-printing processes with the incorporation of digital fabrication and CNC machining.

### **Introduction**

Since the first time I experienced death as a child it has demanded my attention. Late one evening, when I was around six years old, my Grandmother called to say that her dog Bobby had died. Bobby was an old dog who always stole my food, but we did everything together so it seems only natural in retrospect that his death made such a powerful impression. I remember staring out into what seemed to be the darkest of nights as I cried myself to sleep. Even now, several deaths later, I do not think I have seen a night as black as that one. I believe that even though Bobby was merely a dog, my innocence was also lost with his passing, and although death is inevitable, it still manages to take a piece of my heart each time it comes into my life.

The photograph represented by figure 1, is of my Grandmother and Grandfather, Martha and Bobby Wells. Last July my family structure changed with the death of my Grandmother, marking the loss of a generation in my family. With her passing, I was charged with the safe keeping of trunks, suitcases, and boxes all over flowing with photographs and other personal artifacts my grandparents had both collected through the course of their lives. It has been a strange feeling to have these family records take up so much physical space in my home. The

contrast between feeling overwhelmed by these artifacts of their lives, while grieving their physical absence has led me to explore my familial history through artworks expressing themes of loss and memory.



Figure 1. Family photograph

Susan Sontag’s book *On Photography* is a compilation of essays on the complexities of photographs. She writes, “A photograph is both a pseudo-presence and a token of absence. Like a wood fire in a room, photographs – especially those of people, of distant landscapes and faraway cities, of the vanished past – are incitements to reverie.”<sup>1</sup> For me the idea of a photograph being “a token of absence” is very intriguing, as if being comparable to remains or artifacts being left behind in place of something or someone from another time. Yet these photographs or artifacts simultaneously serve as a false presence of what is no longer with us: filling our minds with dreams of what we believe to have once been.

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<sup>1</sup> *On Photography* (Picador: New York, 2001), 16.



Figure 2. Family photographs.

Figure 2 shows three photographs that represent three generations of my family: the earliest being taken in 1928 of my Great Great Grandmother. While filing through the hundreds of photographs, I came to the realization that the older the picture was the more lifeless and foreign its occupants appeared. Whether this effect is solely due to the technology of the period or the degrees of separation between myself and those photographed – I want to make a connection to my family that appear to me as strangers through these artifacts. It should be noted that even though there is a small timeframe between generations and only 87 years between now and 1928, the verbal history of my Great Great Grandmother has been lost or forgotten.

Through my readings on death, burial customs, and funerary rites the Toraja Tribe of Indonesia and their unique treatment of the dead intrigued me. The Toraja people do not bury their dead, but instead they sit for months in short-term housing or sometimes in the home to rot

so that the dead will have a continuing presence among the living.<sup>2</sup> Once they have decayed, their bones are laid to rest in tombs where carved wooden figurines stand as both a guard and a reminder of the deceased.<sup>3</sup> At first this seemed really grotesque – but it occurred to me that this process must take a long period of time. In comparison, my personal experience with losing loved ones has felt rushed, like we must hurry and bury the dead, so that we can each move past the pain of grief and back to our daily routines. I feel that the burial customs of the Toraja Tribe obscure the boundaries between life and death where as, the advances in our society seek to further distance our minds from that final truth.

### **Discoveries**

The traditional definition of a print is a two-dimensional inked image on paper. Historically, prints were often produced in the form of maps, book illustrations, religious images, playing cards, and commemorations of historical events. Innovations by modern printmakers have further developed the definition of a print to include works that exhibit three-dimensional or sculptural qualities. As Paul Catanese writes, “It is a site of the interchange of ideas, experimental practice and interdisciplinary thinking – a radically contemporary space where emerging, ancient, new and old technologies co-evolve and intermingle.”<sup>4</sup>

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<sup>2</sup> Michael Kerrigan, *The History of Death* (The Lyons Press: Guilford, 2007), 10.

<sup>3</sup> Kerrigan, *The History of Death*, 10.

<sup>4</sup> *Post-Digital Printmaking: CNC, Traditional, and Hybrid Techniques* (A. & C. Black: London, 2012), 8.



Figure 3. Interlocking acorn, 20 pieces, birch plywood.



Figure 4. Printed paper acorn.

Last summer, I created a technically driven body of work that sought to merge the traditional process of relief printing with the technology of digital fabrication and CNC machining. Here (see Figure 3) you can see the interlocking acorn design developed using the software programs Rhinoceros and 123D Make; the CNC machine then cut out the pieces which were then taken through the relief printing process. Each print using the acorn pieces is considered a monotype, meaning that no two prints are the same; each consists of a variety of arrangements and paper sizes. However, I manipulated one of the prints to achieve dimensionality by cutting each piece out and assembling it in paper just as it had been assembled in wood (see Figure 4). By doing so, I am coming full circle from starting with a three-

dimensionally designed object, deconstructing and printing it two-dimensionally with one of the final pieces becoming a paper sculpture of its wooden matrix.

In my large-format printmaking class I began to use my inherited photographs as source material for my relief prints. However, since my Grandmother's death last summer, I have found it very difficult to modify a piece of artwork once it contained the face of a loved one that had passed away. As a result, I began to remove the figures to leave only their silhouettes behind (see Figure 5). The positive and negative space in this print becomes symbolic of loss through literally removing the figure. It remains an image of my grandmother, but by removing the specific representation of her it gives the piece the potential to transcend my personal experience and to visually communicate the loss or missing life depicted more universally to others.



Figure 5. *Consciousness*, hand carved relief print on sintra.

In this next print (see Figure 6) I have removed the details of my grandparents leaving the viewer with only a silhouette, but have added the additional image of a dandelion. The dandelion shown has reached the end of its life cycle and is now spreading its seeds. It was a childhood past time of mine to find and blow dandelions seeds whenever possible. Here the dandelion represents a symbol of childhood innocence and life continuing through future generations.



Figure 6. *Obsequies*, hand carved relief print on sintra.

While removing the figure from my prints it occurred to me to make a three-dimensional generalized form to inform the two-dimensional pieces. In figure 7, you can see the rendered



The next step of the process was to build a machete. The machete is made by screen-printing photographs onto 2x2' sheets of sintra that were then cut out into 153 parts by the CNC machine (see Figure 8). While very rough, the machete served its purposed well in that many problems were solved in its creation. For instance, the cut that the CNC machine made was too rough so we figured out tolerances and purchased a new blade. Also, the CNC machine drilled the placement of the holes for the wire and spacers; we now know that they must be drilled by hand so that the contours of the figure can be made recognizable. I am currently in the process of finishing the final piece and I would now like to take a moment to discuss artists that are influences on this body of work.

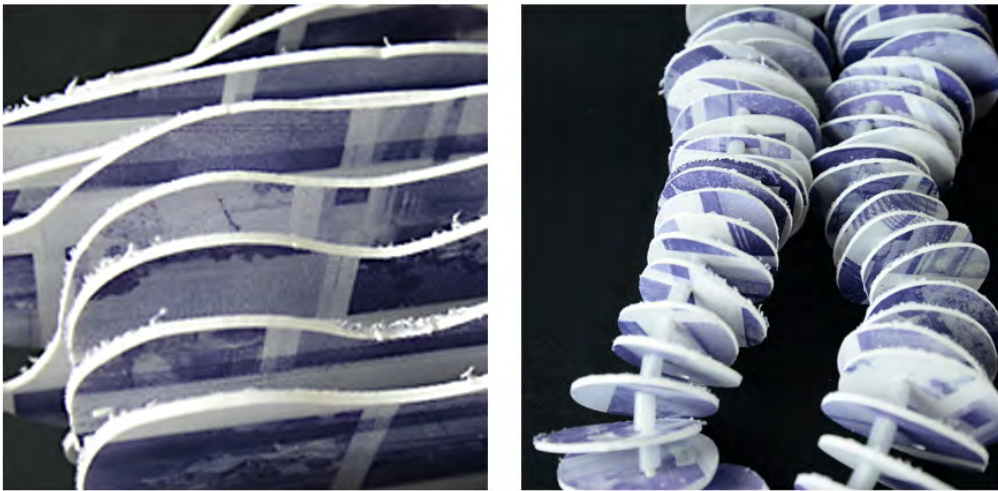


Figure 8. Detail of machete.

Mike Lyon is an artist who works in a variety of traditional and hybrid processes ranging from drawing to printmaking and even furniture design. Lyon's desire to increase the size of his woodblock prints led him to invest in a CNC router. One of his first prints that included CNC

carving was *Anthony* (see Figure 9), which is made up of 15 separate woodblocks that each depict a close range of luminosity levels that have been isolated from the continuous tones of his original source photograph using Photoshop.<sup>5</sup> Each isolated layer is placed and carved on a separate woodblock. Each woodblock is then inked in the gradient of a single color and printed in tight registration one on top of the other to create the final image. Lyon's work is technically driven and highly processed based, but falls short conceptually.



Figure 9. Mike Lyon, *Anthony*, 2004. 76 x 53 cm. 15-block woodcut, printed in an edition of 13. Illustrated in Paul Catanese, *Post-digital Printmaking*, p. 121.

On the other hand, Kiki Smith is a conceptual artist whose work often focuses on themes of birth, death, and regeneration. Although Smith is well known for her printmaking, I have chosen this sculptural piece because of the emotions it evokes relative to the loss of life. Smith's piece *Untitled* (see Figure 10) is composed of two fully nude adults seemingly impaled on the

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<sup>5</sup> Catanese, *Post-Digital Printmaking*, 121.

metal stands that they are displayed on. The wax used to make the figures has luminosity similar to that of human flesh and is rather disturbingly lifelike. This work presents ambiguous connotations of our society and culture surrounding death.



Figure 10. Kiki Smith, *Untitled*, 1990. Beeswax and microcrystalline wax figures on metal stands: female figure, 186.7 cm. high; male figure 195.4 cm. high. Whitney Museum of American Art, New York; 91.13a-d.

Marilene Oliver conveys the use of technology in a meaningful way as content in her conceptual work that examines the processes needed to digitize the human figure and how flesh is translated or refigured in order to evolve in the Digital Age.<sup>6</sup> However, when I look at her piece *Protest* (see Figure 11) the thought of life leaving the body is brought to mind by the beads leading up and out through the arms and head. The intense concentration of red is reminiscent of blood, which seems to defy gravity. The many layers of exposed foam rubber used to create the form are visually akin to growth rings one might find on a tree. For me, this makes me think of knowledge or transcendence; perhaps of the soul from the body.



Figure 11. Marilene Oliver, *Protest*, foam rubber and seed beads, 160 x 45 cm.

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<sup>6</sup> Marilene Oliver, Marilene Oliver, 2007, <http://www.marileneoliver.com/writings/writartiststat.html>, 26 June 2015.

When taking a closer look at the laser cut acrylic figure suspended above ostrich feathers (see Figure 12) I am reminded of some of the same connotations. However, this figure seems to be in a state of limbo. Is it rising or falling? The Tibetan book of the Dead proposes that death is only the beginning of a transition. The body may be unresponsive but the person is only in a state of trance and can still be reached by the living. Maybe the ostrich feathers represent the living trying to reach out to the dead or each represents the beginning of a transition from one form to another.



Figure 12. Marilene Oliver, *Dreamcatcher*, laser cut clear acrylic, fishing wire and ostrich feathers, 210 x 50 cm.

### **Conclusion**

Weeks after concluding our summer undergraduate research program, I was able to finally complete my sculptures. The sculptures (titled *Below the Stars*) are a continuation of the

two-dimensional work and are meant to inform one another. The figures here (see Figure 13) are generalized abstracted forms representing both male and female. The images screen printed on their surfaces are a selection from the many photographs left to me upon my grandmother's passing (see Figure 14 and 15). Together they are symbols of a life that once was while simultaneously acting as a reminder to the human condition of death.

*Below the Stars* is meant to encourage inward reflection on the finitude of life and to our connections with death through life coming full circle. Throughout the creation of this body of work, I am making an attempt to come to terms with my own mortality by closely examining my experiences with loss. A better understanding has been gained on how one might express experiences with death through the blurring of the two states of being. Now, I am more aware than ever of the limitations of my own mind that prevent me from fully grasping my inevitable personal extinction and connection to the universe.



Figure 13. *Below the Stars*, detail of screen-printed sintra sculptures.



Figure 14: *Below the Stars*, detail of screen-printed sintra sculptures.



Figure 15. *Below the Stars*, detail of screen-printed sintra sculptures.

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- Figure 9. Mike Lyon, *Anthony*, 2004. 76 x 53 cm. 15-block woodcut, printed in an edition of 13. Illustrated in Paul Catanese, *Post-Digital Printmaking*, p. 121.
- Figure 10. Kiki Smith, *Untitled*, 1990. Beeswax and microcrystalline wax figures on metal stands: female figure, 186.7 cm high; male figure 195.4 cm high. Whitney Museum of American Art, New York; 91.13a-d
- Figure 11. Marilene Oliver, *Protest*, Foam rubber and seed beads. 160 x 100 x 45 cm.
- Figure 12. Marilene Oliver, *Dreamcatcher*, laser cut clear acrylic, fishing wire and ostrich feathers. 210 x 50 x 150 cm.
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# **Perceptions and Credibility of Interviewed Subjects Based on Race and Gender**

**Anleia Nance**

Randall Scott, Ph. D.

## **Abstract**

Previous research on credibility and the general area of news media has primarily focused on the news anchor. Balon, Philport, and Beadle (1978), conducted a study on the effect of news anchor's sex and race on viewers' perceptions of news anchors. Results showed that the sex and race of the news anchor had significant influence on whether viewers perceived them as credible. The current study concentrates on the subjects who are interviewed for various news stories. This research assesses the perceived credibility of interviewed subjects by viewers based on the subjects' race and sex. Participants at a small public liberal arts university in the south viewed four 30-60 second video clips of interviews with four medical experts - an African American male, a Caucasian male, a Caucasian female, and an African American female who discussed the importance of measles vaccinations. Participants' demographic information and perceptions of the interviewees were obtained through a survey. Results revealed no statistically significant gender biases by the subjects. However, African American female subjects rated the Caucasian male interviewee low in credibility and the Caucasian male subjects rated the African American female interviewee low in credibility. Further research using a larger sample size should explore this area.

## **Introduction**

Previous research on credibility involved mass communication in regards to broadcasting. For instance, various factors of credibility were analyzed to see the effect it has on an audiences' views towards a favorable news source (Singletary 1976). For media and news, research is usually focused on the news anchor—the individual who presents the information of what is going on in society on an everyday basis. Results showed a correlation between viewers' perceptions of the news anchor's credibility and the individual's demographic information (Balon, Beadle, & Philport, 1978). The current study concentrates on the news source—the individual who provides the information of world happenings so that the news anchor can present it. The research analyzed the demographic factors, race and gender, to see if there was an impact on viewers' perceptions on the news sources' credibility. The overall objectives of this

study were to examine the role of race and gender in source credibility, provide insight into viewers' perceptions, and analyze the significance of the source in news coverage.

### **Literature Review**

Studies on credibility began in the 1950s. Singletary (1976) analyzed other studies that examined how different researchers measured credibility through the use of quantitative techniques. For instance, some researchers believed that credibility could be defined through a person's honesty and authoritativeness; however, others believed the individual's competence and trustworthiness should be considered prime factors for credibility. As the influence of mass media increased, the number of studies examining media credibility also increased. Previous studies analyzed the notion of credibility and discovered that the concept was multifaceted. The research of Gaziano and McGrath (1986) expounds on the measurement of credibility from earlier studies. The investigators explored the dimensions of credibility, focused on peoples' ability to distinguish news in both newspapers and media, examined credibility issues in certain coverage areas, and inspected the association between peoples' attitudes toward issues on the First Amendment and credibility. Researchers conducted the study through the usage of telephone interviews and surveys. Subjects were then mailed a 12-page questionnaire. Interviews used a 12-item factor analysis to construct a credibility score. The items measured subjects' attitudes to newspapers on various dimensions. Subjects had to rate these characteristics on a 1 to 5 point scale regarding newspapers and TV news. These ratings were added and converted into a score for credibility. Results showed the two scores for newspapers and television were correlated, and these scores were high in credibility.

While some researchers focused on various components of credibility, others examined these factors one at a time. A prime example of this is the study conducted by Williams (2012),

as the primary concentration was on the aspect of trust. The investigator analyzed the trust of three different mediums—news information, those who deliver the news, and media corporations. Research found that media trust relates to news attention and the results showed a positive relationship between news reporters and audience attention, but, this is only considering newspapers, not television. However, in regards to trust in media corporations that sponsors the news, there is a significant positive correlation between media trust and audiences' attention. The relationship between corporation trust and newspaper news is not significant. As more research on the factors of credibility progressed, attention shifted to the news anchor, the individual delivering the news. Specifically, researchers examined the impact that the news anchor's characteristics have on their credibility and viewers' perceptions. For example, one study inspects how the gender of the newscaster affects their credibility (Brann & Himes, 2010). Investigators conducted a two-part study in which in the first portion the participants completed the Physical Attraction Dimension of the Measurement of Interpersonal Attraction for a picture they were given of possible newscasters for the research. Based on the responses given, a man and woman who subjects rated as having the same level of physical attractiveness became newscasters for the study. In the second portion of the study, participants (N= 232) were separated into two groups. One group was selected to watch the male newscaster and the other group viewed the female newscaster, both of whom read the same weather story. After viewing the newscasters, participants completed scales that measured their views of the individual's credibility and provided their demographic information. The factors used for this study were competence, character, sociability, composure, and extroversion. Results revealed that the male newscaster was rated higher on competence, composure, and extroversion than the female

newscaster. Also, there were no significant differences regarding the sexes' character and sociability.

Weibel, Wissmath, and Groner (2008), investigated the factor of age. Using professional newscasters in Switzerland, participants evaluated the newscasters and the messages they read. Data revealed that the news messages that were read by female newscasters, were perceived to be more credible than male newscasters. However, male newscasters were perceived to be more credible overall. When it came to age, there was no effect on the credibility of the younger news anchors. In contrast, older male news anchors were perceived to be more credible. Later studies showed attention to the credibility of news anchors in reference to more of their demographic information such as race and gender. Balon, Beadle, and Philport (1978) investigated how various audiences measure a news anchor's credibility by assessing the anchor's reliability, believability, and other factors. They also observed how the demographic factors, race and gender, played a key role as to whether the anchor was perceived as credible as another individual with different demographic information. Using a sample size of 200, participants were separated into four groups in which each one watched four different individuals in a 15 minute stimulated newscast. One group saw a white female newscaster and the other viewed a black female newscaster. The other two groups saw either a white male newscaster or a black male newscaster. The talent, all identified as Pat Akins, were rated on 16 measures after they were viewed. An analysis of the data showed that the white male was perceived as more cheerful and extroverted, but less sympathetic than the black male. Close examination showed that blacks were perceived as being more anxious and less qualified than whites. Also, male newscasters were perceived to be less verbal and less qualified than females.

## **Methodology**

### **Pilot Study**

The pilot study used a survey design. The participants were from a small liberal arts college in the south. The pilot study was conducted over a span of two weeks in random classes selected by the researcher. Each participant completed the first part of the survey, in which they identified their race, gender, age, major, and classification. Subjects were also asked to respond to two open-ended questions inquiring how they received their news and what news subjects interested them. Two video clips were then presented to them featuring an African American male interviewee (Video 1A) and a Caucasian male interviewee (Video 1B). After each presentation, subjects finished the second part of the survey by rating the individuals using a Likert scale of 1 (strongly disagree) to 5 (strongly agree), and providing their views regarding the individuals. The following week, the procedure was repeated in the same classes, however, the videos consisted of a Caucasian female interviewee (Video 2A) and an African American female interviewee (Video 2B). A total of 63 adults participated in this study. Analyzing a T-test, results showed that both male interviewees were rated equally in all attributes of credibility. The female interviewed subjects were rated equivalent in confidence, thoroughness, and knowledge. However, the African American female interviewee was rated less believable than the Caucasian female interviewee (see Table 1).

Table 1

Means for Believability Score of Caucasian Female and African American Female Interviewee

Race	Caucasian Female Believability Mean Score	African American Believability Mean Score
African American Subjects	4.40	4.13
Caucasian American Subjects	4.47	4.23

Results determined that there was no significant difference in the scores due to a small sample size. Setting and attire of the interviewed subjects might have also played a role in the ratings. Both of the male interviewees and the African American female interviewee were shown in business attire, however, the Caucasian female interviewee was dressed in a lab coat.

### Participants

Research began with a total of 126 participants. For the purpose of this study, races of the participants were counted and analyzed. The study consisted of 79 Caucasians, 36 African Americans, 2 Hispanic/Latinos, 1 Asian, and 8 individuals who classified themselves in the other category. The individuals completed the first portion of the survey providing their demographic information such as their ethnicity, gender, and age group. They also included their news interests and through which medium they receive their news. In the second portion of the survey, participants rated the interviewed subjects with a Likert scale under various categories of credibility. Participants were undergraduate, graduate, and professors at a small liberal arts university in the south. Residents from Birmingham, Alabama were also selected to be a part of this investigation. All individuals volunteered to participate in the study.

## **Instrument**

At the beginning of the study, investigators chose to do a survey consisting of specific questions to ask about participants' demographic information, preference in news topic, and news medium. After questions were selected, the investigators then selected five different components of credibility that would apply to the interviewed subject. Using a Likert scale (1= strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree), the participants were to rate each interviewee under the categories of credibility that were composed into sentences. Interviewed subjects were rated by how confident, thorough, knowledgeable, and believable he/she were in their comments. Participants were given the option of providing additional perceptions and views regarding the individuals.

## **Videos**

After completion of surveys, investigators chose four video segments featuring an African American male (Video 1A) and Caucasian female interviewee (Video 1B), and an African American female (Video 2A) and Caucasian male interviewee (Video 2B), all of whom were medical experts. The video clips were edited to 30-60 seconds in length. For consistency, each individual discussed the importance and safety of measles vaccinations.

## **Procedures**

The study was conducted using one survey to determine the participants' race and gender and rate the interviewees under the factors of credibility, and four video segments to present the interviewed subjects. The surveys and video presentations were administered to various classes at a small liberal arts college in the south. Before surveys were distributed, the researcher informed participants that they would not receive any information regarding the surveys until after the research process was complete. Also, subjects did not receive a survey until the

investigator received a signed consent form from the subject. Participants were asked to provide their demographic information in the first portion of the survey. They also included their news interests and the source of their news. The investigator then showed four video clips featuring the interviewees in the order of the African American male interviewee (labeled Video 1A), Caucasian female interviewee (labeled Video 1B), African American female interviewee (labeled Video 2A) and Caucasian male interviewee (labeled Video 2B). Once presentation of the videos had ended, the subjects then completed the second portion of the survey by rating the individuals under different factors of credibility using two separate Likert scales. The participants were also given the opportunity to provide additional questions and comments they might have had regarding the subjects.

### **Data Analysis**

A T-test was used to analyze the means of various ethnicities. Ratings for the interviewed subjects' credibility were categorized by the factors that were used in the survey based on the minimum and maximum score. The mean of the scores was classified by each interviewee's credibility components. The variables of race and gender were closely examined for the purpose of the study. Other variables such as the participants' age group were also taken into consideration.

### **Results**

The overall objective was to determine if the race and gender of the interviewed subject had a dynamic impact on viewers' perceptions on the individual's credibility. Based on past research, investigators predicted that the news source's demographic factors would affect the participants' views. The data was collected with surveys in which subjects ranked their opinions on a Likert scale of 1 (strongly disagree) to 5 (strongly agree). Results showed that African

American female subjects rated the Caucasian male interviewee low in credibility (see Table 2), and that Caucasian male subjects rated the African American female interviewee low in credibility (see Table 3).

Table 2

Mean Scores and Standard Deviations for African American Female Interviewee

Group	2A Confident		2A Thorough		2A Knowledgeable		2A Believable	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
White Female	4.61	.537	4.11	.875	4.24	.794	3.96	1.074
White Male	4.30	.684	3.85	1.149	3.97	.810	3.85	.906
Black Female	4.52	.643	4.37	.629	4.32	.670	4.29	.810
Black Male	4.50	.756	4.50	1.069	4.50	.756	4.50	.756

Table 3

Mean Scores and Standard Deviations for Caucasian Male Interviewee

Group	2B Confident		2B Thorough		2B Knowledgeable		2B Believable	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
White Female	4.33	.790	4.20	.885	4.30	.813	4.04	.965
White Male	4.55	.564	4.36	.822	4.45	.833	4.12	1.023
Black Female	4.14	.970	4.25	1.041	4.07	1.086	4.36	1.062
Black Male	4.75	.463	4.71	.488	4.75	.707	4.63	.744

## Discussion and Recommendations

Previous studies showed that demographic information proved to be a vital point on the credibility of news anchors and the messages they gave during their newscast. The overall objective of this study was to examine if such demographic factors, as race and gender, played a key role in viewers' perceptions toward the news source. Based on results from previous data, the current study predicted that race and gender would have a significant impact on participants' views of the interviewees in the videos. Although these ratings were not statistically significant, examination of the means showed that race and gender do have an impact on viewers' perceptions. Just like the pilot study, this investigation included views from students. However, perceptions from Birmingham residents were also taken into consideration. Results for the other attribute that was provided on the survey, age group, were also not statistically significant. The topic of measles vaccinations for the videos was chosen as a neutral topic to prevent any gender discrimination and racial bias. Since each of the interviewed subjects agreed that measles vaccinations were necessary and safe, this was used as base line to provide consistency for the study. Issues that might have affected research were the small sample size and the small amount of time the videos were shown. The order of the video presentations was randomized. Future research should examine the effect of other races and include a larger sample size in which there is an equal amount of individuals in each group. Further investigations should also incorporate more factors of credibility.

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# **Is it Social Acceptance or Building Self-esteem: 10 days HIIT versus BSIQ?**

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## **Abstract**

Media and television plays a big role in “body image disturbance” which is the “discrepancies between actual and perceived body size, and negative affect when comparing one’s body to perceived societal norms” (Henry, Anshel, & Michael, 2006, p. 282). The media has been identified as a culprit in promoting unrealistic ideals (Henry, Anshel, & Michael, 2006). In that study, the women had the “desire to feel good about themselves rather than to conform to a specific weight or size” (p. 648). Previous research has shown that high-intensity interval training (HIIT) is considered one of the most effective means of increasing cardiorespiratory endurance and metabolic function (Weston, Taylor, Batterham, & Hopkins, 2014). HIIT typically lasts no longer than one hour. The present study combines both research studies by examining individuals for two weeks. The researcher believes that ten days of HIIT can increase an individual’s overall physical fitness and/or his/her body self-image. Participants were recruited from a small liberal arts university in the southeast. The participants completed a pre- and post-Body Self-Image Questionnaire (Rowe, Benson, & Baumgartner, 1999) and a pre- and post-physical fitness test.

## **Introduction**

Most individuals are busy because they have countless responsibilities. Some things that contribute to busy lives include: children, spouse, bills, doctor appointments, classes, jobs, community service, etc. With all the responsibilities and titles that people have, most forget to take care of themselves. However, some individuals have become masters at balancing their work, home, and physical life. Ultimately, they make their physical lifestyle a priority.

Most people think that exercise has to take place in a fitness facility with an hour to two-hour regimen. Also, do not forget about the protein shakes and expensive organic food. This is true if you decide to become a professional body builder. However, for individuals who want to maintain a healthy lifestyle and weight then the answer is no. According to the U.S. Department of Health and Human Services [USDHHS], exercise is a planned and purposive physical activity that often has health, fitness, skill, and competitive foci.

So what is the real reason why people exercise? Can it include risk becoming a healthier individual or is it social acceptance? In today's society, men are expected to achieve a muscular, toned, and lean body. While women are expected to achieve the full figure hourglass, flat stomach, and toned body. With these cultural expectations, can this hinder one's body self-image? The purpose of this study is to discover if ten days of high-interval intensity training (HIIT) can increase a person's overall body self-image and/or their physical fitness.

If individuals participate in physical fitness for two weeks, the investigator believes that people would feel better about their body self-image and/or increase their overall physical fitness. High-intensity interval training has shown an increase in a person's cardiorespiratory endurance and metabolic function, thus, making it beneficial for the human body.

### **Literature Review**

Exercise or physical activity adherence is low for people; the biggest decrease is when people are transitioning from high school to college (Kilpatrick, Hebert, & Bartholomew, 2005). Studies have shown that only 38% of college students participate in vigorous activity regularly while 20% participate in moderate activity regularly (Douglas, Collins, Warren, et al., 1997). This indicates that more than half of college students decrease their physical activity after graduating from high school. So what types of programs need to be developed to improve adults' physical activity? What motivates a person to continue to create a healthy lifestyle?

In the research of Kilpatrick et al. (2005), the investigators indicated that there are two types of physical activity participants partake in regularly, sports and exercise. For this research, the investigators focused on exercise participants. Kilpatrick et al. (2005) stated that exercise participants had a higher motivation to exercise because of appearance, weight management, stress management, strength and endurance, and health related variables such as ill-health

avoidance, health pressure, and positive health. Men had a higher motivation level in challenge, social recognition, and strength and endurance, while women's rates were higher in motive and weight management. Their research indicates that exercise participants reported higher motivation in the weight management variable. This indicates that exercise participants may worry about their body image.

Ahmed, Hilton, and Pituch (2002) defined body image as a mental image of oneself, with feelings about this image influenced by cultural ideals. The image can be based on actual looks, weight, or measurements of muscle or fat. In today's society, image is everything. Women feel pressured to achieve a near-impossible degree of thinness. In the Henry, Anshel, and Michael (2006) study, they discussed "body image disturbance" which is the "discrepancies between actual and perceived body size, and negative affect when comparing one's body to perceived societal norms" (p. 282). Media and television can play a big role in this "body image disturbance." The media has been identified as a culprit in promoting unrealistic ideals (Henry, Anshel, & Michael, 2006). The pursuit of thinness is commonly perceived as a goal or action, which young women try to achieve to gain favorable social responses therefore enhancing self-esteem (Henry, Anshel, & Michael, 2006).

In Western societies, slenderness is associated with happiness, youthfulness, success, and social acceptability (Grogan, 1999). Slenderness symbolizes being in control, and muscular bodies symbolize power, energy, and control, while a toned body symbolizes success. Most people do not have naturally slender, toned bodies, and they have to be watchful of their diet and exercise regime so they can conform to current cultural ideals (Grogan, 1999). Traditional stereotypes of overweight people will describe that person to be friendlier, warmer, and

personable; they are also viewed as less happy, more self-indulgent, lazier, less attractive, less self-disciplined, and less self-confident than thin people (Grogan, 1999).

Men, on the other hand, have to live up to the ideal of muscularity (Agliata & Tantleff-Dunn, 2004). The focus on male appearance has resulted in more males experiencing concern for body weight and shape, body dissatisfaction, eating disorders, a desire to be larger, more muscular, and more “masculine” (Fernandez-Aranda, Aitken, & Badia, 2004). In the Watkins et al. (2008) study, their study sample was 188 male students. They found that men who are overweight and obese had higher levels of negative body image than underweight and normal weight men. In their study, overweight men scored higher on the affective Weight/Shape Concern subscale compared to the other BMI categories. Also, men who are underweight, overweight, and obese scored higher in Body Dissatisfaction (Watkins, Christie, & Chally, 2008).

However, studies have proven that exercise can enhance someone’s psychological well-being such as “feeling good.” Exercise reduces tension and anxiety, elevates mood, improves one’s coping ability, increases self-worth, and promotes feelings of happiness (Willis & Campbell, 1992). Stroth, Hille, Spitzer, and Reinhardt’s conducted a study about aerobic endurance exercise benefits in young adults. The study consisted of 28 students: fourteen students engaged in running while the other fourteen students were not asked to change their leisure time habits or join an exercise program (control group). The study was conducted for six weeks. In the results, the researchers saw a significant gain of positive affect and a slight decrease in negative affect in the running group and an increase in their visuospatial memory (Stroth, Hille, Spitzer, and Reinhardt, 2009).

In the Week, Brubaker, Byrt, Davis, Hamann, and Reagan (2002) study, the researchers found that performing either static or dynamic exercises can increase someone's confidence in performance. By having the confidence in performance increased, the participant's motivation to exercise will increase. Exercising can decrease the negative connotation that a person has about his/her body self-image. Previous research has shown that exercise can be a mood-booster, anxiety-reducer, stress-buffer, and esteem-generator (Gavin, Seguin, & McBrearty, 2006). This indicates that a person can use exercising to release stress, anxiety, and have a healthier outlook.

Since research has proven that if a person exercises, overall his/her confidence will boost. Then what kind of exercise would give people that type of confidence in a short amount of time since people are so busy? In previous decades, exercise has shift from structured, intense aerobic exercise to less structured and lifestyle forms of exercise, such as walking (Centers for Disease Control and Prevention, 1996). According to the American College of Sports Medicine and the American Heart Association, the updated recommended amount of moderate-intensity aerobic physical activity for adults between 18 and 65 years of age is a minimum of 30 minutes for five days a week to promote and maintain health, or vigorous-intensity aerobic activity of 20 minutes for three days a week. Adults can also combine moderate- and vigorous-intensity activity to meet the recommended 150 minutes per week. For an adult, the recommendation is a minimum of two days per week to maintain or increase muscular strength and endurance.

Many people drop out of physical activity before they achieve the benefits of exercising. Some studies define exercise adherence as eight weeks of participation in regular physical activity, whereas others define it as 24 months (Huberty, Ransdell, Sidman, Flohr, Shultz, Grosshand, & Durrant, 2007). In Huberty et al., they defined adherence as at least six months of

regular physical activity participation and long-term adherence as at least one year of regular participation.

If a person does not achieve 150 minutes per week that person is classified as a non-adherer, while individuals who achieves the recommended amount are classified as adherers. In the Huberty et al. research, they had 19 female participants who completed a 12-week physical activity program. A year later, they wanted to know if the participants continued to exercise. There were seven adherers and 12 non-adherers. They found that the relationship between adherence and non-adherence in physical activity was related to women's self-worth. Non-adherers were more likely to be filled with self-doubt, insecurities, negative self-talk, and fear of failure. They were less likely to make themselves and how they felt about themselves a priority during physical activity. While adheres were the opposite; they were more motivated, had more enjoyment, prioritized their time to exercise, cared about their body image, sought support from others, and set goals for themselves.

Since the recommended amount of exercise can be divided into 30 minutes per day for five day. The investigators for this study decided to test high-intensity interval training (HIIT). HIIT involves alternating sessions of intensive exercise with low-intensity recovery periods. This is considered one of the most effective means of increasing cardiorespiratory endurance and metabolic function (Weston, Taylor, Batterham, & Hopkins, 2014). High-intensity interval training typically is performed at 85%-95% maximum heart rate. In the Weston et al. study, 13 HIIT sessions with a work/ratio of 0.16 led to moderate improvements in the  $VO_{2max}$  of secondary and non-athletic males and females. There were greater effects of HIIT on  $VO_{2max}$  for the less physically fit individuals. For the highly trained athletes who replaced their training with HIIT, as opposing to add HIIT, the effects on HIIT  $VO_{2max}$  are unclear (Weston, Taylor,

Batterham, & Hopkins, 2014). However in another study, the researchers had six active females who participated in high-intensity interval training, which was 2-minute intervals at 100%  $VO_{2max}$  with 1 minute of rest in between intervals. They trained 3 days per week for 5 weeks. They found that their participants had significant improvements in  $VO_{2max}$ , power at  $VO_{2max}$ , and lactate threshold (Bishop, Edge, Thomas, & Mercier, 2008). While Talanian, Galloway, Heigenhauser, Bonen, and Spriet found in their research study that eight healthy recreationally active women increased their  $VO_{2max}$  by 13%. Their HIIT sessions consisted of ten 4-bouts at ~90%  $VO_{2max}$  with two minutes of rest between bouts.

### **Methodology**

The participants were recruited from a moderate-sized state university in the southeast. The participants' age range was between 18 and 33 years old; they were undergraduate or graduate students, faculty/staff, and/or adults in the moderate-sized state university area. The participants who were included in this research are currently engaged in vigorous exercise at least twice per week to none at all.

### **Materials and Equipment**

The Body Self-Image Questionnaire (BSIQ) was created by David A. Rowe, Jeri Benson, and Ted A. Baumgartner. The purpose of the new questionnaire was to measure body image in young adults (Rowe, Benson, & Baumgartner, 1999). The original questionnaire was 51-items categorized into 9-factors. In this study, the investigators used the Body Self-Image Questionnaire Short-Form (BSIQ-SF). The questionnaire consists of 27-items and categorized into 9-factors: (1) overall appearance evaluation, (2) health/fitness evaluation, (3) health/fitness importance, (4) fatness evaluation, (5) investment in ideals, (6) attention to grooming, (7) height dissatisfaction, (8) negative affect, and (9) social dependence (Rowe, 2005).

## **Physical Fitness Testing Protocols**

The participants' physical fitness test consisted of all five components of health – body fat, cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility. Body fat was collected from the Tanita body composition analyzer. All Tanita monitors use an advanced Bio-electrical Impedance Analysis (BIA) technology, which sends a very low, safe electrical signal through the person's feet to the legs, and abdomen (How Tanita BIA Technology Works). For cardiorespiratory endurance the participants completed The Queens College Step Test. The test consisted of 3 minutes of stepping on a 16.25 inch bench with a metronome at 88 beats · min<sup>-1</sup> for women and 96 beats · min<sup>-1</sup> for men. Participants made contact onto the bench with the continuous up-up-down-down manner of the beat with their feet (Submaximal Bench Step Test). Muscular strength and endurance was determined by completing the President's Challenge one minute Push-Up Test and one minute Half Sit-Up Test. During the push-up test, the men maintained a standard push-up (legs straight and toes curled under) position while the women maintained a modified push-up (the knees bent and touching the floor) position. Both sex placed their hands shoulder-width apart, and arms extended straight out under the shoulders. The participants lowered their chest until it was 2 inches from the floor to count as a full push-up and repeated the same motion until the one-minute was completed (President's Challenge: Adult Fitness Test: Muscular Strength & Endurance: Push-Up). During the half sit-up test, the participants laid face-up on a mat with their knees up, feet flat on the ground, and lower back flat against the mat. Their hands were placed faced down on the mat with the fingers touching the first piece of black Velcro. The participants curled their body upward until their fingers move from the first piece of Velcro to the second piece. Then returned their shoulders to the mat and repeat until the minute was finished (President's Challenge: Adult Fitness Test:

Muscular Strength & Endurance: Half Sit-Up). For flexibility, the participants completed The Sit and Reach Test. This was conducted by using a specially constructed box that had 23 centimeters at the level of the feet. The participants removed their shoes; sit on the floor with knees fully extended, feet shoulder-width apart and soles of the feet flat against the box. Their hands were on top of each other, palms down, and legs held flat (The President's Challenge). They reached along the measuring line as far as possible. They were given three reaches and out of the three the best was recorded.

### **Procedures**

The University of Montevallo's Institutional Review Board approved all procedures for both testing and training sessions. The researchers recruited participants from four Kinesiology courses, individuals who were available and near the campus during the month of May and June, and the McNair Scholars Program. They took each aspiring participant's email address, emailed each participant individually and informed him or her about the available exercise sessions. Each participant had the option to participate during the month of May or June and choose his or her own time slot to exercise.

During the month of May, the participants had the choice of three exercise time slots, which were Monday, Wednesday and Friday, 6:30 am – 7:30 am, 12:00 pm – 1:00 pm, and 5:00 pm – 6:00 pm; Tuesday and Thursday, 6:30 am – 7:30 am, 12:00 pm – 1:00 pm and 6:00 pm – 7:00 pm. During the month of June, the participants had the option of two exercise time slots, which were Monday, Wednesday and Friday, 6:30 am – 7:30 am and 5:00 pm – 6:00 pm; Tuesday and Thursday, 6:30 am – 7:30 am and 6:00 pm – 7:00 pm.

On the first exercise day, the researchers explained the consent form (see Appendix A), demographic sheet (see Appendix B), the physical activity readiness questionnaire (PAR-Q) (see

Appendix C), the body self-image questionnaire – short form (See Appendix D), and the fitness pre-tests (see Appendix E). They informed the participants that on day 12 the participants would complete a post BSIQ-SF, post-fitness test, and the reactions to research participation questionnaire. The participants, who wanted to continue the study, signed the consent form, completed the demographic sheet, and the physical activity readiness questionnaire (PAR-Q). The PAR-Q is a questionnaire where the participants identify past or current symptoms that occur during exercise, as well as diagnoses of cardiorespiratory disease (American College of Sports Medicine, 2000). Once the proper paperwork was completed, each participant filled out the BSIQ-SF. After the completion of the BSIS-SF, they participated in the pre-fitness test.

During the pre-fitness test, each participant engaged in in the physical fitness test for body fat, cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility. Each participant completed the pre-fitness test in the same order, and tests were explained and administered to each participant by the same tester. Tests were performed individually, except for the step test. At the end of the pre-fitness test, each participant registered for an exercise class time slot.

During day two through day 11, each participant met with the researcher during their exercise time slot. Every day the investigator made the participants warm up, demonstrated each exercise, kept tally of rounds and time, and completed the class with stretching. At the end of the exercise program, all the participants completed the post-BSIQ-SF and physical fitness test. For the examiner to stay consistent on both the pretest and posttest, the participants used the identical testing procedures such as same time of day, and order of test. They ended their participation by completing the reactions to research participation questionnaire.

## Results

In this research study, the investigators completed the study with six out of nine participants: two males and four females. Out of the six participants, 50% were Caucasian and 50% were African American. The age range was between 18 and 33 years old. Fifty percent of the participants had zero exercise experience while 50% percent had either gym or outdoor exercise experience. Of the participants, 83% said that cultural acceptance of their physical appearance plays a role in why they exercise.

Table 1

### *Pre- and Post-test Results*

Pre-Test	Mean	SD	Post-Test	Mean	SD	P-value
Height	66.8	4.1	Height	66.8	4.1	N/A
Weight	184.1	36	Weight	184.3	37	N/A
BMI	29	14	BMI	29	14	N/A
VO2	40	9	VO2	42	13	0.18
Push-Up	20	5	Push-Up	24	3	0.03*
Curl-Up	23	8	Curl-Up	26	8	0.08
Flexibility	7	2.4	Flexibility	7	2	0.39

HIIT exercise class attendance average was nine days (SD = 0.4) out of the ten days. On average, for the pre-test (see Table 1), the participants' weight was 184.1 pounds (SD = 36),

body mass index (BMI) was 29 (SD = 14), VO<sub>2max</sub> was 40 (SD = 9), push-up was 20 (SD = 5), curl-up was 23 (SD = 8), and flexibility was 7 inches (SD = 2.4).

For the post-test (see Table 1), as an average, the participants' BMI and flexibility was the same as the pre-test. The average VO<sub>2max</sub> increased (M = 42, SD = 13) which means that their VO<sub>2max</sub> as a group decreased. The average weight (M = 184.3 pounds, SD = 37) increased as well. However, the average push-up (M = 24, SD = 3) and curl-up (M = 26, SD = 8) increased.

Table 2

*Pre- and Post-test Results BSIQ-SF Part One*

Pre-Test					Post-Test				
<b>OAE</b>	0	1	2	3	<b>OAE</b>	0	1	2	3
<b>Frequency</b>	1	1	3	1	Frequency	0	1	4	1
<b>Totals (%)</b>	17%	17%	50%	17%	Totals (%)	0%	17%	66%	17%
<b>FE</b>	0	1	2	3	<b>FE</b>	0	1	2	3
<b>Frequency</b>	0	2	1	3	Frequency	1	1	2	3
<b>Totals (%)</b>	0%	33%	17%	50%	Totals (%)	17%	17%	33%	50%
<b>NA</b>	0	1	2	3	<b>NA</b>	0	1	2	3
<b>Frequency</b>	0	1	3	2	Frequency	1	2	2	1
<b>Totals (%)</b>	0%	17%	50%	33%	Totals (%)	17%	33%	33%	17%
<b>AG</b>	0	1	2	3	<b>AG</b>	0	1	2	3
<b>Frequency</b>	0	0	2	4	Frequency	0	0	3	3
<b>Totals (%)</b>	0%	0%	33%	66%	Totals (%)	0%	0%	50%	50%
<b>HFE</b>	0	1	2	3	<b>HFE</b>	0	1	2	3
<b>Frequency</b>	2	1	3	0	Frequency	0	2	4	0
<b>Totals (%)</b>	33%	17%	50%	0%	Totals (%)	0%	17%	66%	0%

Table 3

*Pre- and Post-test Results BSIQ-SF Part Two*

Pre-Test					Post-Test				
<b>HFI</b>	0	1	2	3	<b>HFI</b>	0	1	2	3
<b>Frequency</b>	0	0	1	5	<b>Frequency</b>	0	0	1	5
<b>Totals (%)</b>	0%	0%	17%	83%	<b>Totals (%)</b>	0%	0%	17%	83%
<b>SD</b>	0	1	2	3	<b>SD</b>	0	1	2	3
<b>Frequency</b>	0	2	0	4	<b>Frequency</b>	0	2	0	4
<b>Totals (%)</b>	0%	33%	0%	66%	<b>Totals (%)</b>	0%	33%	0%	66%
<b>HD</b>	0	1	2	3	<b>HD</b>	0	1	2	3
<b>Frequency</b>	3	2	1	0	<b>Frequency</b>	3	2	1	0
<b>Totals (%)</b>	50%	33%	17%	0%	<b>Totals (%)</b>	50%	33%	17%	0%
<b>II</b>	0	1	2	3	<b>II</b>	0	1	2	3
<b>Frequency</b>	0	0	3	3	<b>Frequency</b>	0	0	3	3
<b>Totals (%)</b>	0%	0%	50%	50%	<b>Totals (%)</b>	0%	0%	50%	50%

For the pre-BSIQ-SF, the participants ranked 83% in Health/Fitness Importance (“I feel better about my body when I’m fitter.”), as an average (see Table 3). The participants scored high in the Social Dependence (see Table 3) (“My thoughts about my body depend on the clothes I’m wearing.”) and Attention to Grooming (see Table 2) (“I spend time making my appearance more attractive.”) both with 66%. The participants scored 50% score in Fatness Evaluation (see Table 2) (“I think my body looks fat in clothes.”) and Investment in Ideals (see Table 3) (“Having a well-proportioned body is important to me.”). The participants scored 33% in Negative Affect (see Table 2) (“Most days I feel bad about my body.”). A smaller number, 17% scored in Overall Appearance Evaluation (see Table 2) (“My body looks good.”), and no one

identified with Height Dissatisfaction (see Table 3) (I've often wanted to be taller."), and Health/Fitness Evaluation (see Table 2) ("I exercise regularly, to keep my body in shape."). During the post-BSIQ-SF, the participants ranked the same for the highest percentile except for Negative Affect (M = 17%) and Attention to Grooming (M = 50%).

### **Discussion**

In this study, ten days of HIIT did not substantially change the participants' weight and BMI. This result may stem from a short duration of the HIIT classes. Ten days of HIIT may be too short of a time to bring greater changes in weight and BMI. As expected, the participants increased in their push-up and curl-up category. However, push-ups were significantly increased over the two week period (P-value = 0.03), which suggests that this type of exercise program could improve upper-body muscular endurance in a short period of time. Though the results were not significant, curl-ups (P-value = 0.08) and  $VO_{2max}$  (P-value = 0.18) mean improved after the 10 days of HIIT.

By participating in the ten days of HIIT, the participants overall rank did not change the percentile except for Negative Affect (M = 17%) and Attention to Grooming (M = 50%). However, one participant increased his/her Overall Appearance Evaluation while two participants increased their Health/Fitness Evaluation. One participant decreased while another participant increased in their Fatness Evaluation. Three participants decreased their overall Negative Affect, and one participant decreased their Attention to Grooming.

The participants stayed consistent in the Health/Fitness Influence, Social Dependence, Height Dissatisfaction, and Investment in Ideals. Overall, the participants felt healthier and confident about their body image but social dependence did not play a role in their body image.

## Limitations

Limitations include the following: small number of participants, missed classes, eating habits, and duration of HIIT classes. By having more participants in the study it might have supported the hypothesis better. Also, a participant missing any of the classes becomes a limitation. Missed classes can decrease the support for the hypothesis of the study. The investigator did not mandate the participants to change their eating habits. Another limitation includes the duration of the HIIT exercise classes. If the investigators had extended the HIIT classes by adding two more weeks, maybe they would have seen changes in the weight and BMI.

## Recommendations for Future Research

Adding more individuals into the study, also include individuals from different types of fitness lifestyles, and expand the exercise program. Another recommendation for this study would include different types of fitness classes such Body Pump, Zumba, Kickboxing, or Water Aerobics.

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# **The Complexity of a Single Mother Balancing a High Demand Career**

Mynjuan Smith

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## **Abstract**

It is difficult to work full time, attend college full time, and take care of a child. There are responsibilities at work, school, and home. Some of these duties include helping children with homework, taking children to their extracurricular activities, and making sure you take care of your own homework and your career. A single mother with a career does these things and more on a daily basis. Some days are easier than other days and some days are difficult. A single mother faces a different challenge everyday but somehow many single mothers are able to survive and even thrive. This qualitative research study explores the responses of single mothers to the question of how they balance their careers and family. The participants were single mothers who had completed their bachelor's degree or higher. Their careers included professions that require a specific degree in a certain field of study. The single mothers were interviewed and the interviews were transcribed. The data was analyzed and themes were identified to show how they balance their careers with single motherhood. This research should start a conversation about the conditions within which single mothers can succeed.

## **Introduction**

A single mother is defined as a mother who has a dependent child or dependent children and who is widowed, divorced, or unmarried (Dictionary, 2003). This qualitative study focuses on single professional mothers who have completed their education and have careers. The study concentrates on how they balance their careers and families. In this research my objective is to determine how and why some single mothers successfully pursue their goals when others struggle to find a balance between work and motherhood. This research gives a deep and intimate look at the lives of these mothers as they balance work and home life. It will give insight and include their obstacles and triumphs as they pursued their goals.

According to the United States Census Bureau (2014) said that there are 9.9 million single mothers living with children under 18 compared to 3.4 million in 1970. The census record did not specify why the total number of single mothers has increased. Single mothers are the breadwinners in 40% of households (Wang, 2013). This qualitative study focuses on single mothers with professional careers that have to take care of their children as well as maintain their

career. The participants in this study were asked eight questions (see Appendix A). The purpose for these questions was to for the single mothers to explain to me how they balance single motherhood and their careers on a daily basis. I sincerely hope that my study helps other single mothers who are trying to pursue their goals and dreams.

### **Literature Review**

The book *Unsung Heroines* (Sidel, 2006) received a positive response from Edward M. Kennedy. He said,

This pioneering new study by Ruth Sidel is an education for the nation. Sidel shatters all the old familiar negative myths and harsh stereotypes about single mothers, and gives us instead the unvarnished truth about their diverse lives, their courageous struggles to raise their children, and their genuine family values-values they share with millions of other Americans. Many of larger patterns Sidel identifies the constant search for fair balance between work and family, the endless quest for decent jobs and fair pay and good schools and affordable health care apply to all families as well. (Sidel, 2006, p. 1)

Kennedy then finishes his statement explaining that Sidel's book is an eye opener that could help our country. He says that it may even help the nation's hard working single mothers feel encouraged and this book will help other Americans see how these single mothers live. Ruth Sidel (2006) does strike down stereotypes that exist about single mothers. In her introduction to this book she quotes former President Ronald Reagan when he labeled poor women as "welfare queens" and then decided to cut back on social services that helped poor women and children. (Sidel, 2006). Sidel goes on to say that, "Single mothers are criticized not only because of their status but also because of how they arrived at that status" (Sidel, 2006, p. 26). A widowed mother of two told Sidel, "You're not seen as complete; you're not seen as a family unit." This suggests that a "Family" only has mother, father, and children (Sidel, 2006, p. 26).

A "welfare queen" is usually defined as a low-income woman usually of African American ancestry, who is accused of having children as a way of increasing her welfare

payments (Head, 2015). This term originated among movement conservatives during the 1970s following several highly publicized cases of welfare fraud perpetrated by women (Head, 2015). Regan in 1976 in his first presidential campaign described a “welfare queen” as a black woman driving a Cadillac with eighty names, thirty addresses getting food stamps, Medicaid and her income is over 150,000 dollars (Head, 2015). The woman Ronald Regan is referring to is Linda Taylor. Linda Taylor was a thief who committed welfare fraud as well as perjury. She drove her Cadillac to the welfare office and she had 80 different names with several social security numbers. She lied about being robbed multiple times. Linda received the money for her stolen items and still received a welfare check. In 1977 it took the jury seven hours to find Taylor guilty (Levin, 2013). The judge Mark Jones sentenced her to two to six years for theft and one for perjury. There were several cops that searched her home and found all of Taylor’s cash. It took the police nearly 20 hours to count all the cash. There were coins and bills stuffed in the furniture, sheathed in piles of clothes, and stuffed inside laundry bags, pillowcases, cardboard boxes, and an old foot locker (Levin, 2013). A deputy superintendent said that it was the biggest haul he’d come across in 23 years on the force. The final tally: \$763,223.30 (Levin, 2013).

The Pew Research Center (Wang, 2013) found that based on an analysis of data from the U.S. Census Bureau, 40% of households with children under the age of 18 include mothers who provide the sole or primary source of income for the family, up from just 11% in 1960. Moms are bringing home the bacon (Wang, 2013). They contribute this to the increasing number of women in the workforce. This article also says that the majority of these breadwinning moms are single parents: 63% or (8.6 million) are single mothers, and 37% (5.1 million) are married mothers who out-earn their husbands (Wang, 2013). The article does not specify whether or not the single mothers are widowed or divorced. The Pew Research Center also looked at how the

two groups differ greatly in income; the median total family income for homes with married mother breadwinners was nearly \$80,000 in 2011, compared to \$23,000 for families led by a single mother (Wang, 2013). Even though these single mothers are hardworking and are great providers they are at a disadvantage income-wise. The Pew surveyed 1,003 people and found that many are worried about how this, families headed by single mothers, will impact families (Wang, 2013). The participants felt that the time spent away from their children would have a negative impact later on. The research also stated that 74% of those polled said that women's increased presence in the workforce has made it harder for parents to raise children, and half said that it makes it harder for marriages to be successful (Wang, 2013). The world is divided about single mothers. The 64% of those surveyed said that the increasing number of single mothers in the US is a "big problem," though that percentage is down from 71% in 2007 (Wang, 2013). This is a dramatic change from 2007. Although the article did not speculate why the decrease happen.

Klein (2014) asked the question can single mothers balance motherhood and have a great career? She explains that some mothers ask her questions about the needs of children, of women and families, about societal expectations; she clarifies that mothers have been working outside of the home for years but now the dynamic has changed. Mothers have increased opportunities in the work place which has enabled them to excel in more well-paying professions. Klein (2014) researched over 240 mothers who had careers prior to becoming mothers. The resounding message is that they feel they are not doing enough for their careers. This included mothers who were either unemployed or currently employed. These mothers yearn for variability, and feel pressured to make commitments that may compromise their careers to take care of their children's needs. Single mothers have difficulty trying to do-it-all. By most impartial measures these women are succeeding, but they don't feel they are, (Klein, 2014). The demographics of the

study mirror national trends where 65% of mothers with children under age six work outside the home increasing to 75% for children over age six. A 2013 Pew Study found over half the working mothers felt juggling work and family was difficult to do. One of the study mothers climbing a career ladder summed it up:

This whole myth that you can have a job, a deep relationship with your children, and a great relationship with your partner—that you can have all of that stuff, which they’ve been telling women since the 70s, it’s just bull. Completely not true. Something has to give. (Klein, 2014, p. 1)

The very idea that women can have successful careers and also have a successful family life simply contradicts what motherhood is supposed to be about. A mother has been defined as a woman who conceives, gives birth to, or raises and nurtures a child (Heritage, 2002). However mothers who work are also seen as if they are neglecting their children because they are pursuing their dreams. (Klein, 2014). The Dillaway and Pare (2008) study suggests that women who work and fulfill personal aspirations are more psychologically equipped for parenting. The 2013 Pew study also found that 78% of working mothers gave themselves high ratings in their role as mothers compared to 66% of non-working mothers. These dueling constructions—risk of neglecting children versus aspiring for career success—result in the “superwoman” image, which can take women down a path of steering for perfection, where they are expected and expect to do (and have) it all (Klein, 2014). Klein’s study explained conflict on whether or not women can have a career as well as raise children.

According to Stone, Nelson, and Niemann (1994), there are some psychological and sociological factors involved with being a single mom in college. Because of their education, single mothers in college feel they are better at understanding people, less defensive, better communicators and problem-solvers (Stone, Nelson, & Niemann, 1994). They depend on social encouragement and support of community members, their professors, and other mothers like

them. When these single mothers were interviewed at Northwestern University, the researchers found that all of their academic success elements included personal ambition, supportive family, and supportive faculty (Stone, Nelson, & Niemann, 1994). These factors affect the single mom students in a major way. When it comes to family it is important to have their support during the “tough times”. They can offer encouraging words and provide emotional support when these single moms need it. Most importantly this article talks about how these moms specify how important their children are to them. The reason they are attending college to pursue a career is that they want to be able to provide their children with the things they didn’t have growing up. The main thing that the single moms said was that “they had a desire to be good role models” (Stone, Nelson, & Niemann, 1994, p. 577). This plays the biggest part in their lives as they continue to pursue their goals.

As the article continues it talks about how much these single moms depend on help from faculty at their university. Some of the moms stated that they were considered less intelligent because they needed more help or more concrete explanations. This caused these moms to be careful about whom they asked for help and they dropped classes from professors who were unwilling to help with academic concerns (Stone, Nelson, & Niemann, 1994). Ambition is a strong desire to achieve something. The single moms in this study talked about their ambition. The single moms wanted to make sure that they made enough money in their field of study. They also wanted to make sure they found a job that would help them raise their social and economic status (Stone, Nelson, & Niemann, 1994). The moms discussed getting a better grade point average and making sure they are seen as good students and not just a single mother. They wanted to be seen as skillful in their fields of study. Lastly, the single moms said that self-confidence is extremely important for good academic performance. Self-confidence can be

defined as having assurance in what one does. These mothers talked about how accepting responsibility for the performance on their assignments was very important. They also expressed the need for single mothers to be more responsible for their current situation and how this is what separates the successful and unsuccessful single mother students (Stone, Nelson, & Niemann, 1994).

### **Methodology**

In this study, the researcher interviewed single mothers with professional careers. Participants were solicited through flyers passed out on campus and at community organizations, a broadcast email sent to all students on campus, as well as word of mouth. Each participant signed a consent form that stated the purpose for the study as well as any risks involved. The interviews were recorded using audio equipment and transcribed. Once the data was transcribed, the audio recordings were eliminated. The interviews were on a password locked computer and were deleted after completing the research project. The informed consent forms are stored in a sealed envelope. The audio recording were stored in a locked drawer. I asked each participant eight questions (See Appendix A). After all the interviews were recorded, I begin transcribing them looking for themes.

### **Findings**

I recorded the interviews and I gave each one of my mothers a pseudonym so that I could protect their information (see Table 1). First I talked with Sarah. Sarah is thirty-three years old and has a doctoral degree in a social science. She has one child, a son, who is seven. Sarah teaches at a small liberal arts university in the south. Whitney was the second single mother I spoke with. She has an eleven-year-old daughter. She has a master's degree in a medical field and she assists students at a university in the south. Thirdly, I interviewed Angela. Angela has

one daughter who is twenty-five years old and a sixteen-year-old son. She has a master's degree and currently pursuing a doctoral degree. Angela teaches at a high school in the southwest.

Lastly, I talked to Brenda. Brenda has two master degrees. Her first master's degree is in science and her other master's degree is in Divinity. Brenda is also pursuing her doctoral degree in Organizational Leadership. She has two daughters ages twenty-one and twenty-four.

Table 1

*Research Participants*

Name	Number of Children	Degree	Profession
Sarah	one	PhD	Professor
Whitney	one	Master's	Coordinator
Angela	two	Master's	Teacher
Brenda	two	Master's	Teacher

After transcribing I then looked for themes that emerged that all of the single mothers had in common. These themes were Persistence, Support Systems, and Motivation.

**Persistence**

When someone is persistence they continue to do something despite the obstacles that they may face. One of the mothers Sarah said, "I can't quit my son is depending on me. I needed a stable income". Another mother Angela said, "I knew my education would pay off eventually". In a very calm voice, Whitney said, "I just wanted to do better for my daughter." My last mother Brenda said, "Quitting wasn't an option. I knew I had to provide for my daughters." These women pressed forward no matter what was going on in their lives.

## **Support System**

A support system is any person who is helping the mother take care of her child or children. All of the mothers that I interviewed had great support systems. “My friends watched my children when I went to class,” said Angela. She had no one else to keep them and she trusted her friends from college. In a very strong voice, “My cousin paid 1500 dollars for me to take two graduate courses and I wouldn’t have been able to finish school if I didn’t take those two classes,” said Brenda. She didn’t have the money for those classes after a very nasty divorce. Whitney said, “I had help from my parents and my daughter’s paternal grandmother.” There was silence over the phone. Sarah was as quiet as a mouse. I asked her, “Do you need me to repeat the question.” She hesitated and said, “No, I heard you. I didn’t have anyone but my parents and they let me stay in their basement.” She was very emotional when she spoke and I was in tears.

## **Motivation**

As a professional mother with a career, you need something or someone that pushes you to keep pursuing your goals and dreams. “Motivation is that force that kept these mothers going,” Angela said “My children and my mother were my biggest motivation. I don’t know where I’d be without them.” The only motivation Sarah needed was getting a better income. She said, “I needed a stable job with stable income so that I could take care of my son without worrying so much.” After Whitney repeated the question back to me, she said very calmly, “My daughter is my biggest motivation. I wanted to do better for her.” Brenda paused and took a long deep breath and said, “My daughters. My daughters are my motivation and it was all the motivation I needed.” All of these women had similar stories and all of them had different paths but they did reach their goals.

## Discussion

When I started my research my hypothesis was that all single mothers with careers have a great support system. The mothers that I did interview all had great support as they pursued their career. Although my sampling frame was small, I feel as if it is a small piece of a bigger puzzle. I think that this research will shine a small light on professional single mothers. They all specified that they would not be where they are without their support system. I sat down on the nice couch in Whitney's office where her students usually come to vent about their day. When I asked Whitney about her support system she calmly said, "I could not have done it without my parents, at my job I travel a lot and it is important that my daughter is with somebody I trust." Her parents played a key role in making sure she succeeded. These mothers also agreed that just the balancing of home and career was difficult. When I asked Sarah what was her biggest obstacle as she pursued her career she said, "Mynjuan, just the balancing the career and trying to take care of my son was the challenge all in itself." She paused and spoke to her son who was playing in the background. Sarah then took a breath and said, "If I wasn't balancing my career and being a mom I would have made different choices in my career and been more ambitious." As I sat in Angela's home I raised the same question what has been your biggest obstacle as she pursued her career? She looked at me smiled and said, "Making sure that I had suitable arrangements (daycare/preschool) for my child was my biggest obstacle." She continued, "I took one day at a time and each day presented a different challenge." We talked about how she never knew what kind of challenge the day was going to bring but she continued to pursue her dream. "Juggling and maintaining a proper balance with career, family, and personal health," Brenda said. She was dealing with some serious health issues as she was trying to get her second master's degree. Brenda, just like Sarah, found their issues within trying to keep everything at a steady balance.

They both have different stories but the same challenges in balancing a career with single motherhood. A Psychology Today article Working Mothers, Raising Children: Something's Gotta Give says that single mothers with careers do have the struggle with balancing and trying to do it all at once within one moment (Klein, 2014, p. 1). The article also states that trying to balance a career with single motherhood creates a superwoman image which results in these mothers trying to be perfect. Even with all of their difficulties in pursuing their careers, these women still achieved the goals they set.

### **Conclusions**

This qualitative study started off with 10 participants. A few days into my research four participants left my research. These four participants left because they wanted to discuss topics that didn't apply to my study. I was left with four participants. My expectations were to just have those six single moms but out of the six moms I had two declined to continue with the research. One mom became ill and the other wanted to discuss other areas that didn't involve my study. I finished my research with four great moms and my study went well. I received two follow ups from two of the moms Brenda and Angela. My phone rang and I did not recognize the number. I picked it up and Angela just wanted to leave me with a piece of advice. She paused for a minute and then said, "Mynjuan, don't quit and don't you ever give up!!!" I simply said, "Yes ma'am". We talked for another hour and I listened to her tell stories about how her life as a single professional mom. I found that in order to pursue a goal these mothers had to have a reliable support system. They needed this more than anything else in order to attend classes and work. The single mothers were then able to balance motherhood and their careers.

## Limitations and Recommendations for Future Research

This study has had an effect on me on a personal level. It's difficult to draw any conclusions with only four participants. This is just the beginning and more research will need to be conducted with more in depth interviews and more participants. I hope to one day continue this research and interview more successful single mothers with careers. I hope to ask more questions about their daily life struggles as well as questions about their successes with being a mother. I am also hoping that I can compare these single professional moms to moms that aren't. I plan to gather information about single moms who don't have careers by interviewing them to see what limitations they faced that caused them to quit pursuing their dream.

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## Other Abstracts

### **Montevalloisms: The Use of Argot among Montevallo Undergraduates**

**Kiera Hood**

Lee Rozelle, Ph.D.

Over two thousand years ago the English language as we know it did not exist. While many engage in the use of English, it has many regional variations. The ways in which we use language evolves continually. College students are very strategic in creating particular words or phrases as a means of identification and familiarity within a group. Previous research has determined that slang is a part of the common core of language (Connie Eble, 1996). This pilot study furthers this research by examining the use of argot among University of Montevallo undergraduates. Argot, according to the Oxford English Dictionary, is defined as the jargon, slang, or peculiar phraseology of a class. The use of argot is very significant among young adults and is recognized at the University of Montevallo. A survey analysis revealed that students do believe that there is a special use of argot on Montevallo's campus. For example, "heard it on the bricks" expresses a way of disclosing information to another student without revealing the source. This is another example of how language can be crafted in an interesting and entertaining fashion to express an idea (Adamo 2013).

### **Rh(II) Catalyzed Intramolecular C-H Amination of Aryl Azides for the Effective Synthesis of N-Heterocycles**

**Bryant Thurman**

Tom Driver, Ph.D., University of Illinois - Chicago

Azepines can be synthesized from substituted cyclobutanol azides using dirhodium(II) carboxylate catalysts. A series of substituted *ortho*-cyclobutanol azides were created from a range of substituted 2-bromoanilines. The *ortho*-cyclobutanol substituent was introduced by metalating the aniline and adding it to cyclobutanone. Base-mediated deprotection of the formamide unveiled the amine group, which was converted to an azide using an azidation reaction. The resulting aryl azide was converted to an azide using an azidation reaction. The resulting aryl azide was converted to an azepine using 5 mol % of a rhodium(II) carboxylate complex. Flash chromatography was used to purify the products, which were analyzed using  $^1\text{H}$  and  $^{13}\text{C}$  NMR spectroscopy to determine the structure of the azepine. The scope and limitations of this reaction were then studied by examining different substitution patterns on the aryl azide as well as changing the identity of the *ortho*-cycloalkanol substituent. The mechanism behind formation of the azepine will be studied after the optimization and determination of the scope of the Rh(II) catalyzed reaction.



### Catalyzed Intramolecular C-H Amination of Aryls for the Effective Synthesis of N-Heterocycles

Byronn Thurman, Wackhan Mazumdar, and Tom Driver  
University of Illinois at Chicago

**Abstract**  
A series of substituted... (text partially obscured)

**Table 1: Results**

Entry	Substrate	Yield (%)	Time (h)
1	Ph-CH <sub>2</sub> -CH <sub>2</sub> -N <sub>2</sub>	90	1
2	Ph-CH <sub>2</sub> -CH <sub>2</sub> -N <sub>2</sub>	85	1
3	Ph-CH <sub>2</sub> -CH <sub>2</sub> -N <sub>2</sub>	80	1
4	Ph-CH <sub>2</sub> -CH <sub>2</sub> -N <sub>2</sub>	75	1
5	Ph-CH <sub>2</sub> -CH <sub>2</sub> -N <sub>2</sub>	70	1
6	Ph-CH <sub>2</sub> -CH <sub>2</sub> -N <sub>2</sub>	65	1
7	Ph-CH <sub>2</sub> -CH <sub>2</sub> -N <sub>2</sub>	60	1
8	Ph-CH <sub>2</sub> -CH <sub>2</sub> -N <sub>2</sub>	55	1
9	Ph-CH <sub>2</sub> -CH <sub>2</sub> -N <sub>2</sub>	50	1
10	Ph-CH <sub>2</sub> -CH <sub>2</sub> -N <sub>2</sub>	45	1

**Reaction Scheme:**  
 1. **Cyclobutanol Addition:** Reaction of an aryl diazo compound with a substituted cyclobutanol derivative under conditions:  $\text{H}_2\text{O}$ ,  $\text{NaOH}$ ,  $\text{MCH}_2\text{O}$ ,  $75^\circ\text{C}$ .  
 2. **Deprotection:** Reaction of the intermediate with  $\text{H}_2\text{O}$ ,  $\text{TMSEA}$ ,  $\text{MCH}_2\text{O}$ .  
 3. **Diazo Transfer:** Reaction of the product with  $\text{H}_2$  and  $\text{O}_2$  at  $0^\circ\text{C}$  to  $25^\circ\text{C}$ .

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